



ADRA Norway

SEAQE Sahel

Results Report 2017-2020

Acronyms

ADENOR	Association pour le Développement du Nord Mali
AMSS	Association Malienne pour la Survie au Sahel
AMUPI	Association Malienne pour l'Unité et le Progrès de l'Islam
BOND	British Overseas NGOs for Development (BOND)
CAFO	Coordination des Associations Feminines de Rharous
CAP	Centres of Pedagogical Activities
CBO	Community-Based Organization
CFEPD	Certificat de Fin d'Etudes du Premier Degre'
CORE	Country Operations Review for Excellence
CSO	Civil Society Organisation
CwD	Children living with disables
DPO	Disabled Persons Organisation
DRR	Disaster risk reduction
EMA	Educating Mothers' Association
EGMA	Early grade mathematics assessment
EGRA	Early grade reading assessment
eLab	Electronic laboratory
ETLE	Effective Teaching and Learning Environment Assessment
ETLL	Education Technical Learning Lab
FIFE	Fridensau Institute of Education
G6	Grade six
GBV	Gender based violence
GCE	Global Campaign for Education
GITLL	Gender and Inclusion Technical Learning Lab
HT	Headteacher
IGA	Income Generation Activities
MEAL	Monitoring, Evaluation, Accountability and Learning
MoE	Ministry of Education
MOU	Memorandum of Understanding
MP3	Media player audio
MTR	Mid-Term Review
NFI	Non-food items
NGO	non-government organisation
NOK	Norwegian Kroner
NRC	Norwegian refugee council
OOSC	Out of school children
PAM	Programme Alimentaire Mondiale de Tombouctou
PASEC	Programme for the Analysis of Education Systems
PDAC	Programme Development and Advisory Committee
PSS	Psychosocial support
PTA	Parent Teacher Association
PwD	Persons with Disability
SDGs	Sustainable Development Goals
SEAQE Sahel	Strengthening Equity, Access and Quality in Education Sahel
SMC	School Management Committee
ToC	Theory of Change
TOFI	Together for Inclusion
ToT	Training of Trainers
USB	Universal Serial Bus
VfM	Value for Money
WASH	Water, Sanitation and Hygiene
WFP	World food programme
WHO	World Health Organisation

Executive Summary

SEAQE Sahel has made significant progress in Year 4 of the program by aligning to key targets in Sustainable Development Goal (SDG) 4 by building and upgrading child, disability and gender-sensitive education facilities, supporting equal access to education and improving the capacity of teachers in student-centred pedagogy. SEAQE Sahel supports the capacity of parents, members of School Management Committees (SMCs), Parent Teacher Associations (PTAs) and education authorities, which strengthens the sustainability of program interventions.

To which extent SEAQE Sahel is likely to achieve the impact stipulated in its Theory of Change (ToC) was assessed in 2020. Based on this assessment, it is highly likely that, in spite of Covid-19 restrictions, more children than anticipated, particularly marginalized children, are enrolled and fully participating in school as a result of program implementation. Further, more children than expected are likely to complete their primary education. Both indicators have, in fact, already surpassed the end of program targets. Moreover, due to program efforts, dropout rates have decreased and students' learning outcomes improved. Capacity building within the schools and surrounding communities has increased the programs' sustainability. As a result, improvements in school governance and management are predicted to. The program has met its capacity building targets for the reporting period and improvements are on track to meet the end of program targets. Finally, the impact area of ensuring "national and local governments have the institutional capacity to sustain inclusive positive education policies, systems and practices" was evaluated in the assessment. However, due to a challenging environment, further efforts are likely required in order to secure lasting change,

An increased number of marginalised children are accessing basic education in Year 4 of SEAQE Sahel. At the start of the 20/21 school year, 16,894 students (target: 15,000) were enrolled in program target schools, of which 15,800 were enrolled in primary schools. High enrolment numbers were achieved despite disruptions caused by COVID-19 because the program engaged PTAs and SMCs in campaigns to bring students back to school. Importantly, by the end of 2020, 588 children living with disabilities (girls: 252; boys: 336) were enrolled in target schools. This represents a 142% increase against the program target of 243. The program has also exceeded its target regarding the enrolment of out-of-school children (OOSC). By the end of 2020, 332 OOSC (girls: 145; boys: 187) were supported through accelerated learning centres to enter the formal education system in Mali (target 150). Similarly, 1,729 (girls: 825; boys 904) OOSC were supported to enter the formal education system in Niger (target 160), exceeding the target in both countries by +215% and +1081% respectively. These results were achieved through deliberate and purposeful actions at both the school and community level as well as through collaboration with other non-government organisations (NGOs) and local government authorities. At the community and family level, inclusive education awareness raising activities were undertaken to promote the enrolment of marginalised children. In Niger, the distribution of goats further encouraged the enrolment of girls and OOSC. At the school level, school kits and textbooks were distributed, classrooms and latrines with ramps were constructed/rehabilitated, and the capacity of PTAs and SMCs was increased. Likewise, the quality of teaching was improved through capacity development and facilitation of Ministry of Education Centres for Pedagogical Activity (CAP).

School completion rates have improved considerably in Mali and Niger, and the gender gap has been significantly reduced since baseline. At baseline, girls were significantly less likely to complete Grade 6 compared to boys (differences ranging from 12% in Mali to 8% in Niger). In 2020, completion rates nearly reached parity with 55% of girls in Mali and 53% of girls in Niger now completing Grade 6 (compared to 56% of boys in Mali and 53% of girls in Niger). The results are likely attributed to the active targeting and empowering of caregivers, traditional leaders, and village chiefs to raise awareness surrounding child marriage and domestic work. This in turn, has led to fewer dropouts, especially among girls. Construction and rehabilitation of classrooms, improvement of access to clean drinking water, and construction of separate latrines for boys and girls have further improved the students' experience at school. In addition, teachers have been recruited and trained in topics including, but not limited to, child protection, positive class management, inclusive education and foundational literacy and numeracy. Specific to Niger, improvements can be partly attributed to the establishment of electronic laboratories (e-Labs) in 40% of

target schools (the average completion rate in schools with an e-Lab is 10% higher than the average completion rate in schools without an e-Lab).

The program has seen an increase in the number of children accessing safe, protective, and inclusive schools. Results against indicators concerning the school learning environment show that 100% of schools have met expected results including construction/rehabilitation of classrooms, provision of learning materials, and water, sanitation and hygiene activities. In addition, PTAs' and SMCs' capacity to support quality learning has increased significantly, considering that most schools had no such functioning committees upon program commencement in 2017. During school closures due to Covid-19, the PTAs and SMCs organised small group learning and contributed to the prevention of early marriages. Afterwards, they were instrumental in bringing children back to school. The program has undoubtedly strengthened PTA and SMC knowledge of inclusive education as well as increased their capacity to hold regular meetings and conduct Income Generating Activities (IGA).

A notable increase in teachers' capacity to use child centred practices and positive classroom discipline, and to support student learning in literacy and numeracy, was observed from baseline till now. A majority of teachers are performing well against the ETLE sub-indicators, although some challenges remain in supporting students' social emotional wellbeing. Moreover, the program has faced challenges in terms of teachers' professional development due to lack of qualifications, continued teacher strikes and frequent teacher transfers. The latter has led to essential training and teacher support programs being frequently repeated. In turn, teacher performance results have somewhat stagnated. In contrast, Mali has experienced great results due to close collaboration with the Ministry of Education (MoE). Regular support and follow-up visits were conducted across the target schools, whereby a CAP advisor would identify gaps and provide guidance to strengthen teaching approaches and practice.

The COVID-19 pandemic meant program activities had to be adapted to accommodate extended periods of school closures, travel restrictions, and social distancing. During school closure, the program pivoted to support homebased and community group learning. In addition, the program strengthened WASH in schools as a COVID-19 preventative measure. The program moved to remote monitoring and online capacity building. This allowed the program teams to continue providing and receiving support efficiently. Online training webinars on child protection, safeguarding and COVID-19 prevention were undertaken. Further, regular webinars were held from the head office in Norway to advise implementing teams on how to maximise school support whilst minimising risks to staff, teachers, students, and communities.

As the program progresses into its final year of implementation, the focus has turned to consolidating the sustainability and exit plan (annex 7) and work closely with government counterparts and local civil society organisations (CSOs) to strengthen the ongoing support to PTAs/SMCs and to teachers concerning their professional development. The upcoming ETLE assessment and evaluation will provide an opportunity to reflect on progress made and lessons learned. The program has already captured many lessons learned that point to the importance of further engagement with teacher training institutes for support to continuous teacher professional development. It is crucial to enhance teacher's ability to support diverse student learning needs and children living with disabilities in their classrooms.

1 General Information

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1.1 Relationship to UN Sustainable Development Goals (SDGs)

SEAQE Sahel is aligned to Sustainable Development Goal (SDG) 4 that seeks to ensure inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. The program is closely aligned to several specific targets within SDG 4 described in Table 1 below.




 <p>TARGET 4.A BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS</p>	<p>SDG 4, Target 4.A is to build and upgrade education facilities that are child, disability and gender sensitive and to provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>SEAQE Sahel contributes to this target by constructing and rehabilitating classrooms, building and rehabilitating latrines that are gender-segregated and accessible for persons with disabilities, ensuring access to clean and safe drinking water and improving school feeding facilities. This is an action under Outcome 2: More children are accessing safe, protective and inclusive schools.</p>
 <p>TARGET 4.5 ELIMINATE ALL DISCRIMINATION IN EDUCATION</p>	<p>SDG 4, Target 4.5 is to eliminate all discrimination in education.</p> <p>SEAQE Sahel contributes to this target by training teachers, SMCs and PTAs on inclusive education and by raising awareness to increase enrolment, particularly of girls, children living with disabilities and other marginalized groups. This is an action under Outcome 1: More marginalised children in targeted communities are accessing basic education, Outcome 3. Education policies and plans promote equality and inclusion, and Outcome 4: Schools provide relevant quality education to marginalised students.</p>
 <p>TARGET 4.C INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES</p>	<p>SDG 4, Target 4.C is to increase the supply of qualified teachers in developing countries.</p> <p>SEAQE Sahel does this by working to improve the teacher workforce through training teachers and headteachers in student-centred approaches, subject-specific knowledge, pedagogy, child protection and inclusion. The program further develops the capacity of local education authorities to strengthen school monitoring practices. In addition, SEAQE Sahel advocates with governments for teacher recruitment and the improvement of teachers' working conditions. This is an action under Outcome 3. Education policies and plans promote equality and inclusion, and Outcome 4: Schools provide quality relevant education to marginalised students.</p>

Table 1. Relationship between SEAQE Sahel and SDG 4 Targets

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

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

In addition to the specific targets of SDG 4, SEAQE Sahel is especially relevant to SDG 5 (gender equality), SDG 6 (clean water and sanitation), and SDG 10 (reduced inequalities) as described in Table 2 below.




	<p>SDG 5 Gender equality SEAQE Sahel is gender sensitive and gender transformative at all levels. Interventions have been informed by a gender analysis that clearly shows girls are marginalised and excluded from and within education due to cultural norms. SEAQE Sahel works to ensure girls can access quality education, achieve positive learning outcomes, participate in decision making processes, and be safe from violence. SEAQE Sahel provides gender-segregated latrines and washing facilities, promotes equal representation of women within school governance and management structures, and supports inclusive education at home and in school. Gender equality is integrated across all four outcomes.</p>
	<p>SDG 6 Clean water and sanitation SEAQE Sahel contributes to this SDG under Outcome 2: More children are accessing safe, protective and inclusive schools, where it focuses on improving water and sanitation facilities in target schools. The Program constructs boreholes with water quality as per definition of the WHO in Niger and Ministry of Energy and Water in Mali.</p>
	<p>SDG 10 Reducing inequalities SEAQE Sahel does this by focusing on leaving no one behind, working across all four outcomes with students, parents, teachers, school leaders and policy makers to promote and strengthen the provision of inclusive quality education in Mali and Niger, even in extremely remote and disadvantaged rural areas.</p>

Table 2. Relationship between SEAQE Sahel and SDG 5, SDG 6 and SDG 10.

2 Results

2.1 Progress towards achieving the objectives of the Program

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

At the start of the 20/21 school year, 16,894 (8,686 boys, 8,208 girls) students were enrolled in program target schools, of which 15,800 were enrolled in primary schools, surpassing the 15,000 target. The high enrolment was achieved despite disruptions caused by COVID-19. The program engaged PTAs and SMCs in campaigns to bring students back to school after COVID-19 school closures, contributing to an increase in both countries. Since 2018, the program has exceeded its annual enrolment targets, suggesting that the program has successfully increased the demand for education throughout the target communities. In **Mali**, 8,987 (4,658 boys, 4,329 girls) students were registered at the start of the 20/21 school year. Usually, a new school year starts in October, but the government decided to extend the 19/20 school year until the end of 2020 due to months of school closure. Learning continued during school closure through distance education using radios and USBs (Universal Serial Bus) in MP3 players (Media Player audio players) in small learning groups. In **Niger**, 7,907 (4,028 boys, 3,879 girls) students were registered in December 2020. The new 20/21 school year started in November, delayed due to extreme floods.

The enrolment numbers for both Mali and Niger indicate a continuation of the positive trend in enrolment, as shown in Figure 1. Boys’ and girls’ numbers were similar throughout the program period. In 2018, enrolment numbers for boys were 7,5% higher than for girls. This has reduced to an only 2.3% difference in 2020.

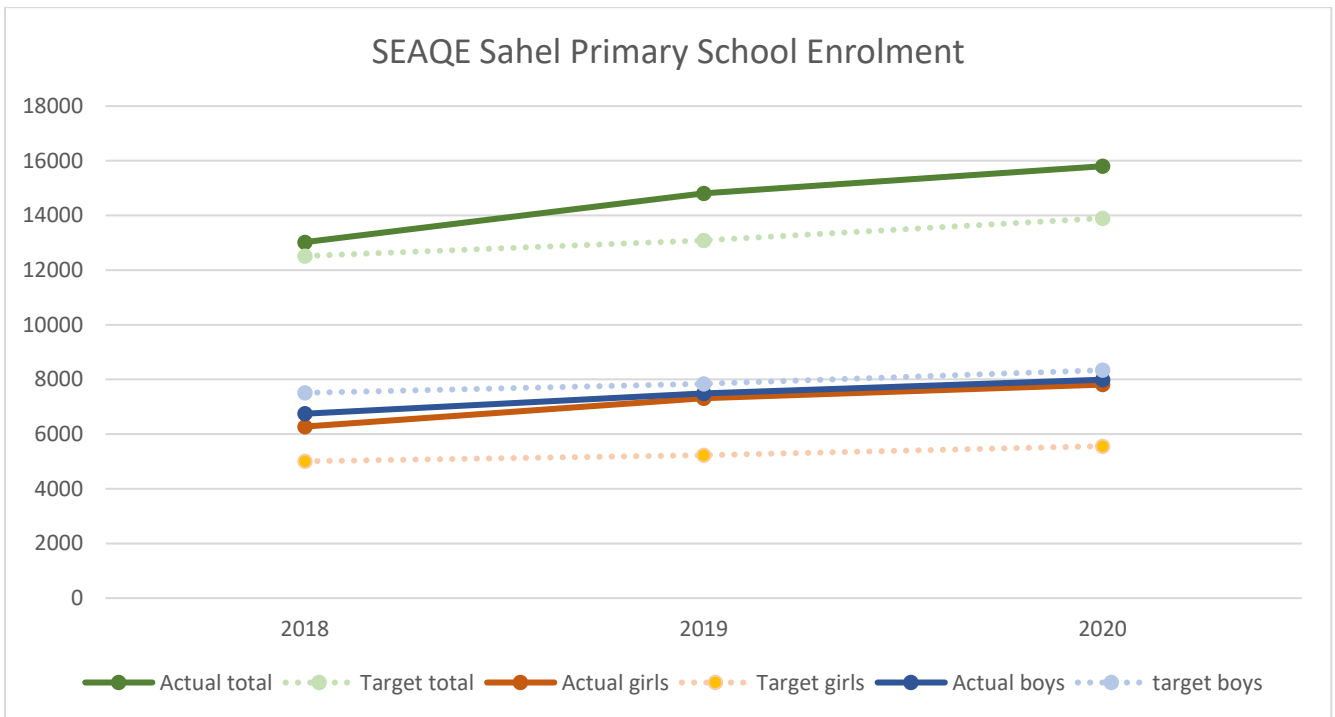


Figure 1: Total primary school enrolments in SEAQE Sahel disaggregated by gender.

The impact that SEAQE plans to make according to the program's Theory of Change (ToC) and the likelihood of achieving this is captured in the table below. The detailed results framework is included in Annex 5.

No	Impact area	Likelihood
1	More children, particularly marginalised children, are enrolled in education and participating fully in learning.	Highly Likely
2	Drop-out rates decrease, particularly for marginalised children.	Likely
3	All children's learning outcomes begin to improve.	Likely
4	More children complete their primary education.	Highly likely
5	Schools and school communities have sustainable capacity to keep improving school governance and management	Likely
6	National and local governments have institutional capacity to sustain inclusive positive education policies, systems and practices.	Uncertain

Table 3. Likelihood of achieving key impact areas.

Table 3 is a summary of the key impact areas and the likelihood of achievement by the end of the program based on an assessment of current results and anticipated results in the coming 12 months in accordance with the implementation plan. Further elaborations on the results can be found in section 2.1 of this report. Targets that have been ranked as 'highly likely' have already reached the end of program targets. Those ranked as 'likely' are on track to achieve the end of program targets. The sixth impact area is less clear from the evidence which has been collected and has, therefore, been ranked as "uncertain". This impact area will be confirmed during the evaluation.

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

Milestone Target (Year 2020):

Mali: 55% of students in ADRA supported schools complete primary education

Niger: 55% of students in ADRA supported schools complete primary education

There has been a steady increase in primary completion rates of students in target schools in both countries. However, the factors that have contributed to an increase are slightly different.

In Mali, baseline was conducted in cities where school completion rates are generally higher than in rural areas such as those in which SEAQE Sahel is implemented. Nonetheless, rural school completion rates have gradually increased both in numbers and percentages as shown in Table 3. The only exception is that a lower percentage of girls completed primary education in 2019 than in the previous year. This was partly due to the increased presence of terrorist groups in the program areas during exam time, which limited students' movement. Girls were disproportionately impacted by this situation. Hence, the number was relatively low in 2019 as the pupils who failed to show up for the exam were registered as not passing.

	Baseline		Actual 2018		Actual 2019		Actual 2020*	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Enrolment in Grade 6 (G6)			226	118	245	220	285	265
Total enrolment G6			444		465		550	

% Completing primary education	50%	38%	53%	53%	54%	35%	55%	56%
Average % completion	44%		53%		45%		56%	

Table 4: Number and percentage of students completing primary education in Mali differentiated by boys/girls.

In 2020, a total of 550 candidates were registered for the 6th grade examinations in Mali, including 16 students with disabilities. The overall completion rate was 56% (56% for boys, 55% for girls, and 81% for students with disabilities). The target of 55% was met despite frequent teacher strikes and disruptions due to COVID-19.

The increased overall completion rate in Mali can be attributed to active targeting and empowering of caregivers, traditional leaders and village chiefs to raise awareness surrounding child marriage and domestic work, leading to fewer dropouts, especially among girls. Building and rehabilitating classrooms, improving access to drinking water, and building separate latrines for boys and girls, have further enhanced the students' experience at school. In addition, more teachers have been recruited and trained in topics such as child protection, positive class management, inclusive education, and fundamental literacy and numeracy.

In Niger, a similar trajectory can be observed. Overall, there has been a regular increase in the primary education completion rate from the commencement of SEAQE Sahel, as shown in Table 4. Actual numbers for 2018 were slightly below baseline. As in Mali, the baseline was conducted in urban areas where the completion rates are generally higher than in the rural areas where the program is located. In Niger, the primary school completion rate was 53% for both boys and girls, and 91% for children living with disabilities in 2020.

	Baseline		Actual 2018		Actual 2019		Actual 2020	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Enrolment in G6			537	505	562	551	600	564
Total enrolment G6			1042		1113		1164	
% Completing primary education	44%	36%	35%	37%	41%	44%	53%	53%
Average % completion	40%		36%		42%		53%	

Table 5: Number and percentage of students completing primary education in Niger differentiated by boys/girls.

The overall increase in primary education completion numbers in Niger is partially attributed to the electronic laboratory (e-Labs) established in 40% of the target schools (the average completion rate in schools with an e-Lab is 10% higher than the average completion rate in schools without an e-Lab). In addition, other interventions such as training provided to teachers, headteachers, PTAs/SMCs and parents' literacy circles have likely contributed to this improvement. So has, undoubtedly, the distribution of textbooks and learning materials,

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

Milestone Targets (Year 2020):

Mali: 12 (60%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality schools.
Niger: 12 (60%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality schools.

The “whole school approach” involves improving school infrastructure, accessibility, teacher competencies, child-centred learning and protection as well as engaging parents and communities and working closely with government counterparts. The set benchmarks of good quality schools is a composite measure made up of nine sub-indicators captured in Table 5 below. Five of the nine indicators are measured with the Effective Teaching Learning Environment (ETLE) tool used to assess the quality of education and the learning environment. The remaining four indicators are based on 1) construction/rehabilitation of classrooms, 2) water, sanitation and hygiene (WASH) activities, 3) provision of learning materials, and 4) textbooks. Schools are scored from one to four (1 = not functioning, score 2 = partly performing well, score 3 = high quality or performing well, score 4 = very high quality). To reach the objective indicator 2, schools must receive a score of 3 (performing well) or above in each of the 9 ETLE sub-indicators as well as reach the targets in all of the four indicators mentioned above.

SEAQE Result Framework output	Indicator	ETLE ref.
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	1.1.1b.% of target schools where parent teacher associations and/or school management committees are participating in school planning, decision making, monitoring and resource mobilization.	A, B, C (see details below)
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)	
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 living with disabilities) c) # of children trained in sanitation and hygiene	
Output 4.1 Students access improved learning materials	4.1.1. (Ci3) # of target students provided with learning material (gender, level of education, Mother tongue/non-mother tongue)	
Output 4.1 Students access improved learning materials	a) # of government approved textbooks provided to supported schools.	
Output 4.3 Headteachers manage teachers effectively	4.3.1. a) % of trained headteachers operating effectively in ADRA supported primary and junior secondary schools	K, L, M, N, O, P, Q (see details below)

Output 4.4 Teachers are teaching effectively	4.4.1 a) % of teachers trained are applying inclusive education, child centred methodology, and child protection principles in their classrooms	R. S, T (see details below)
Output 4.4 Teachers are teaching effectively	b) % of teachers trained are teaching reading and mathematics skills effectively	U, V, W, X, Y (see details below)
Output 4.5 Local education government authorities have increased their monitoring and coordination of schools	4.5.1 a) % of target schools effectively inspected, supervised, or monitored by local education government authorities one or more times in last school year	aa (see details below)

Table 6: Indicators that are measured for Objective 2 composite indicator.

The measure of objective indicator 2 is ambitious, and it has proven difficult for schools to achieve the result as per the definition of objective indicator 2. This is due to the strict scoring definition and that most schools scored 1 when the baseline was conducted. Still, positive results were achieved in all ETL indicators. Targets for the construction/rehabilitation of classrooms, water, sanitation and hygiene activities and the provision of learning materials and textbooks, achieved the expected results in 2019. In 2020, learning materials and textbooks were reused since COVID-19 economic impacts resulted in unfavourable exchange rates and budget restrictions. In Mali, 20 of the 23 schools have been assessed per the definition of this indicator. These schools were planned to receive “the whole school approach”. In reality, all 23 schools received the same support as the budget allowed for this. In Niger, all 20 schools have been assessed with this indicator. A summary of results is shown in Table 7 below.

9 Benchmarks of good quality (Whole School Approach)		Mali				Niger			
		Total schools supported under the whole school approach: 20				Total schools supported under the whole school approach: 20 (Total schools with data in 2019: 19)			
		Benchmark achievement percentage of schools				Benchmark achievements percentage of schools			
		Baseline	2018	2019	2020	Baseline	2018	2019	2020
1	PTA/SMC participation (Output 1.1.1.b, ETL)	0%	0%	15%	N/A	0%	25%	42%	N/A
2	Classroom construction/rehabilitation (Outcome 2; cumulative)	0%	100%	100%	100%	0%	100%	100%	100%
3	WASH activities (output 2.1.1, composite indicator)	0%	45%	90%	90%	0%	100%	100%	100%
4	Learning material provision (output indicator 4.1.1)	0%	100%	100%	100%	0%	100%	100%	100%
5	Textbook provision (output indicator 4.1.1.a)	0%	100%	100%	100%	0%	100%	100%	100%

6	Headteachers' performance (output 4.3.1.a, ETLÉ)	0%	0%	60%	N/A	0%	60%	52%	N/A
7	Teachers performance 1 (Output 4.4.1.a, ETLÉ)	0%	0%	75%	N/A	0%	20%	29%	N/A
8	Teachers performance 2 (Output 4.4.1.b, ETLÉ)	0%	0%	25%	N/A	0%	1%	18%	N/A
9	School inspection (Output 4.5.1.a, ETLÉ)	18%	35%	100%	N/A	10%	70%	25%	N/A
Total schools performing effectively in all 9 benchmarks of good quality		0%	0%	5%	N/A	0%	0%	0%	N/A

Table 7: Percentage of schools that achieved the desired benchmark per indicator in Niger and Mali from 2018 to 2020.

It is important to note that the planned ETLÉ assessment for 2020 was postponed due to COVID-19 and will be conducted in May 2021 and reported to Norad in August 2021. Of the 40 schools assessed with the “whole school approach”, available results show that 1 school achieved all 9 benchmarks, 16 schools achieved 7 or 8 benchmarks, and 23 schools achieved 4-6 benchmarks.

To obtain a more definitive assessment of progress on ETLÉ indicators for objective indicator 2, it is helpful to study the changes over time to score achieved for each sub-indicator, as shown in Figure 1 below. At baseline, 75 % of the sub-indicators in Mali and 76% of the sub-indicators in Niger were scored 1. By year two, this had been reduced to 35% in Mali and 10% in Niger, showing rapid improvement, particularly in Niger. By year 3, all schools in Mali were functioning on all indicators and only 3% of the indicators in Niger were scored 1. The average percentage of schools in both countries that scored 3 (performing well) had risen significantly, with 72% in Mali, and 62% in Niger. This shows that all schools supported through SEAQE Sahel have improved their performance considerably over the two years.

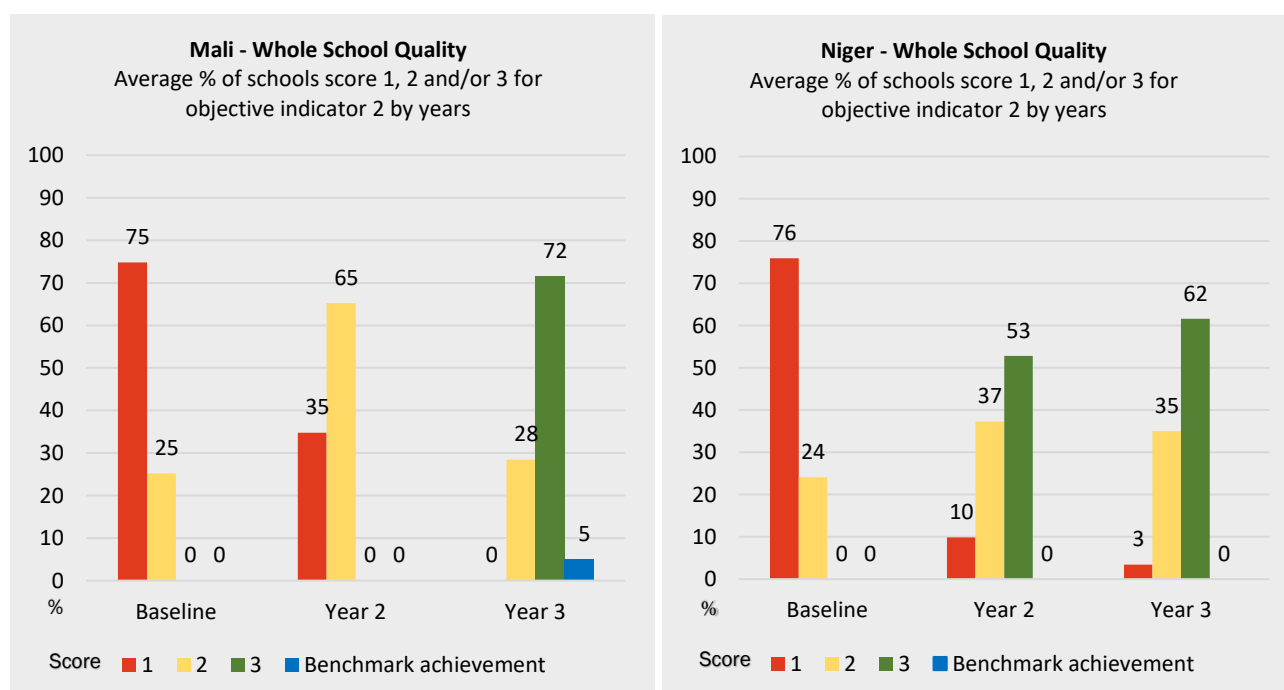


Figure 2. Average percentage of schools that scored 1, 2 and/or 3 for sub-indicators measured in Objective indicator 2 for Mali and Niger by years compared to benchmark achievement.

To better appreciate the progress being made and the challenges in achieving progress on specific indicators under objective 2, the following section provides an overview of progress.

Output indicator 1.1.1.b: “% of target schools where PTAs/SMCs are participating in school planning, decision making, mentoring and resource mobilisation”

Definition of indicator: Percentage of schools that score 3 or 4 in all three sub-indicators A - C.

Sub-indicator A: PTAs and SMCs are functional, hold regular meetings and perform as per their roles and responsibilities.

Sub-indicator B: PTAs and SMCs members fully participate in the development of School Development Plans.

Sub-indicator C: PTAs and SMC members track and monitor vulnerable children (children at risk), dropouts, attendance, and usage of resources mobilized as per fulfilment of School Development Plans.

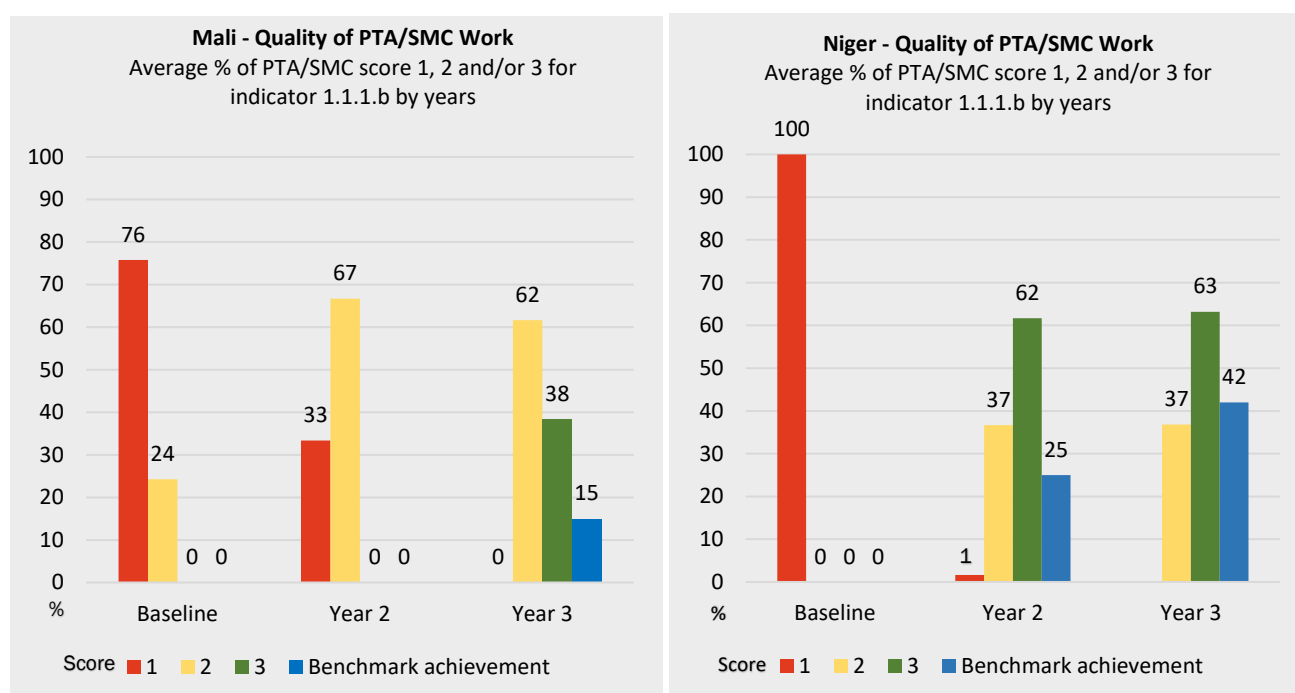


Figure 3: Average percentage of PTA/SMC that scored 1, 2 and/or 3 and total benchmark achievement for indicator 1.1.1.b by years for Mali and Niger.

The results presented above in Figure 3 show significant progress on PTA/SMC engagement and support to schools in Mali and Niger. In Mali, when the baseline was conducted, most PTAs and SMCs were not functioning. Within one year of support, PTAs were beginning to function with 67% of the three indicators scoring 2. By year three, all PTAs were operational, and 38% of them achieved a high-quality score on sub-indicator A, B and C, which is remarkable progress over a relatively short period, even though only 15% managed to score 3 on all of them. The work of PTAs and SMCs has been significant in bringing children back to school, preventing early marriage, and organising small group learning during school closures. The PTAs embraced capacity building opportunities and were willing to become involved in school management activities. The program strengthened PTA and SMC knowledge of inclusive education and capacities to carry out regular meetings and conduct income-generating activities (IGA). However, some PTAs and SMCs faced difficulties as local authorities (mayors) that are meant to supervise these associations/committees did not monitor them. The PTAs and SMCs also found it challenging to raise funds locally to finance school development plans that aimed to support children living with disabilities and fund the canteen operations. Activities were also impacted by the limits of availability of members given the demands of livelihood activities such as planting, harvesting and livestock management.

The findings from Niger are similar. At the baseline, SMCs and PTAs did not function, yet the PTAs/SMCs achieved high-quality scores on 62% of the three indicators within a year. In year three, all PTAs/SMCs were either partly performing or performing well on all three indicators, indicating that the progress made within a year in Niger was considerable. In the first year of the program, when the initial assessment was undertaken, PTAs did not exist in all target schools and were inactive other schools. PTAs were set up where necessary at program start, and the program offered training within the same year to strengthen PTA capacity. The ETLE assessment informed capacity building topics. ADRA supported PTAs and SMCs on action planning, and assisted focal points with monitoring of PTAs. In Niger, implementing the action plans and their evaluation has been a great success, including PTA's ability to mobilise local resources. In year three, on average, 63% of schools scored 3 on sub-indicator A, B and/or C, and 42 % managed to score 3 on all of them. All PTAs and SMCs in Niger are functioning on all indicators in year three of the program.

Output indicator 4.3 a): “% of trained headteachers operating effectively in ADRA supported primary and junior secondary schools.”

Definition of indicator: Percentage of schools where headteachers score 3 or 4 in at least five of seven of the sub-indicators.

Sub-indicator K: HT monitors teachers and provides teachers with performance assessment and feedback, also planning for follow up mentoring or visits at least 2 times per month.

Sub-indicator L: HT takes part in and helps plan for meetings with SMCs and PTAs at least once per quarter.

Sub-indicator M: Code of conduct and policies are displayed, signed and available at the school level.

Sub-indicator N: HT is knowledgeable of child protection mechanisms and keeps confidential records of incidents and protective measurements in the school.

Sub-indicator O: HT promotes a safe school environment for all children, free of physical punishment or harassment of students (e.g., students being harassed by not paying school fees or performing poorly)

Sub-indicator P: Classes start and end on time following minimum national standards.

Sub-indicator Q: HT ensures that all children have a minimum list of learning materials.

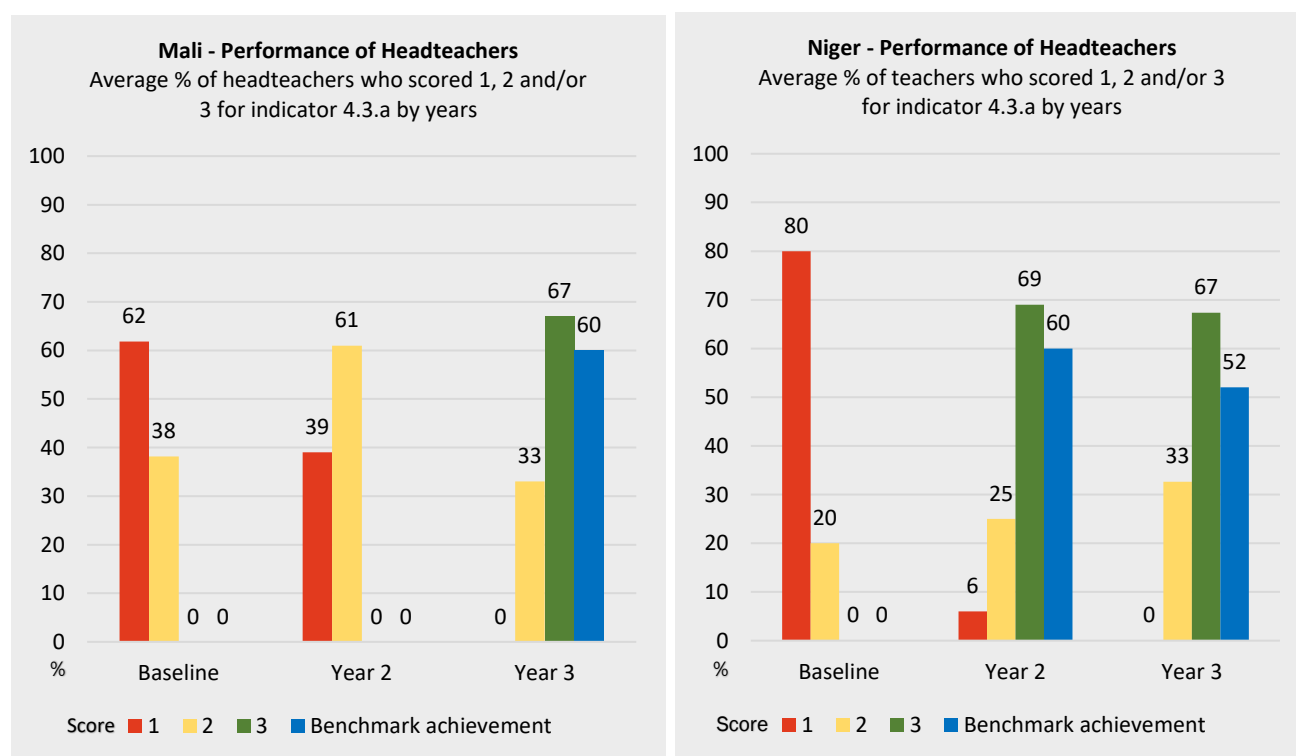


Figure 4. Average percentage of headteachers that scored 1, 2 and/or 3 and benchmark achievement for 4.3 a) by years.

Figure 4 shows the 5 highest scores by percentage of schools on the sub-indicators for 4.3 a). Some noteworthy progress is evident for both Mali and Niger. In **Mali**, 62% of headteachers scored 1 on most sub-indicators at baseline, whereas by year two, 61% of headteachers had achieved a score of 2 on most of the sub-indicators. Further progress was made in year three with 67% of the headteachers performing well on most of the sub-indicators, and 60 % performing well on five of seven sub-indicators. Headteachers had difficulties showing progress on child protection and positive class discipline (N and O). The program experienced significant turnover of protection specialists during 2018-2020 and this negatively impacted implementation plans. It was found that the child protection referral and reporting mechanism was not practiced by headteachers due to their lack of confidence in applying the steps. ADRA therefore focused strongly on training and follow up on child-protection in 2020 and 2021.

In **Niger**, the improvement from baseline to year two is noteworthy, from 80% scoring 1, to 67% scoring 3. The rapid improvement can be explained by the effectiveness of training focusing on case management and gender-based violence (GBV). There was also a strong emphasis on the role of the child protection committees. Close collaboration with these committees for identification and referral purposes worked well. In year three, 67% of the headteachers scored 3 on the individual sub-indicators, and 52% scored 3 on five of seven indicators. There were some challenges in relation to child protection and headteachers' understanding of how to support the psychosocial needs of students and positive class discipline, and this led to a further follow up and training in 2020 and 2021. The visible drop between year 2 and 3 was due to high numbers of headteachers being transferred to other schools, which meant that some headteachers in the target schools had not received training and support in the areas assessed.

Output indicator 4.4.1.a – sub-indicator R, S, T: “% of teachers trained are applying inclusive education, child centred methodology, and child protection principles in their classrooms.”

Definition of indicator: Percentage of trained teachers who score 3 or 4 in all the sub-indicators R, S and T.

Sub-indicator R: Teachers use methods and techniques that focus on children participating actively through cooperative learning, asking questions and hands-on learning.

Sub-indicator S: Teachers utilise positive reinforcement and discipline methods to promote learners' engagement and positive outcomes and attitudes (child psychology).

Sub-indicator T: The teacher knows the students' names, addresses them by name and interacts with all learners in a positive and respectful manner regardless of their background (e.g., gender, age, disability, religion, ethnicity, cultural background, language, affordability, or other personal factor).

The trajectory of improvement is evident in relation to teaching practices and Mali and Niger teachers were able to demonstrate considerable improvement over a three-year period as shown in figure 4 below.

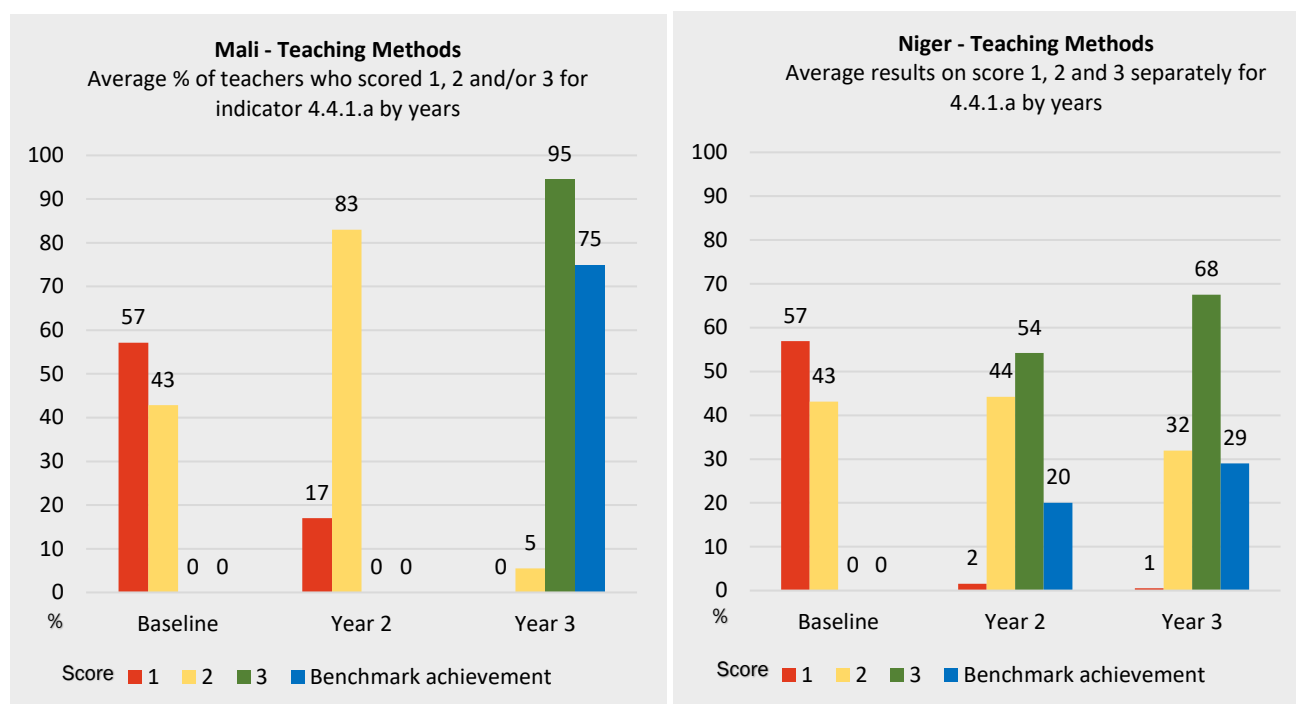


Figure 5. Average percentage of schools that scored 1, 2 and 3 and benchmark achievements by years for indicator 4.4.1.a in Mali and Niger.

For **Mali**, at baseline an average of 57% of teachers scored 1, yet by year two the improvement was significant, as an average of 83% of teachers scored 2, indicating that they performed on most of the sub-indicators. By year three, an average of 95% of teachers scored 3, showing high quality on most indicators, and an average 75% scored 3 on all three sub-indicators. All teachers assessed scored a 3 on teacher's knowledge of their students and student teacher interaction (T). The improvement overall is a result of several factors. One is the close collaboration with MoE/CAP, where a mentoring system has been implemented for the program involving regular follow-up with teachers in all schools. Another is enabling teachers to use group work and interactive activities to create a learning space that is more inclusive. The teachers benefited from modularised training sessions and continuous professional development through regular follow-up and learning communities, particularly during pedagogical follow-ups with the CAP advisor, who was able to identify shortcomings and provide further guidance to strengthen teaching strategies.

In **Niger**, baseline results were comparable to those of Mali and again we see a steady improvement over the course of the following two program years. By year three, an average of 68% of the 120 surveyed teachers scored 3 or 4 on most of the sub-indicators. Only 29% scored 3 on all sub-indicators. The progress shows that program initiatives have benefitted the teachers and improved their teaching efficiency, however, there is still room for improvement. Several factors contributed to the positive change, including the frequency of quality checks which allowed teachers to identify gaps and receive guidance in adjusting their teaching approaches.

Output indicator 4.4.1.1b – sub-indicators U, V, W, X, Y: “% of teachers trained are teaching reading and mathematics skills effectively.”

Definition of indicator: Percentage of trained teachers who score 3 or 4 on all of sub-indicators U, V, W, X and Y.

Sub-indicator U: Teachers' evaluation from HT or supervisors demonstrates positive analysis/feedback of their knowledge and skills in teaching literacy and numeracy.

Sub-indicator V: Teachers prepare quality lesson plans (reflecting the specific grade curriculum and needed skills) and revise them regularly.

Sub-indicator W: Summative assessment of students reflects the curriculum and skills relevant for that grade level. Formative assessments are also employed by the teacher and frequently recorded.

Sub-indicator X: Teachers use the mother tongue of most learners to further explain key concepts and support learning as needed (e.g., when mother tongue is not language of instruction).

Sub-indicator Y: Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support.

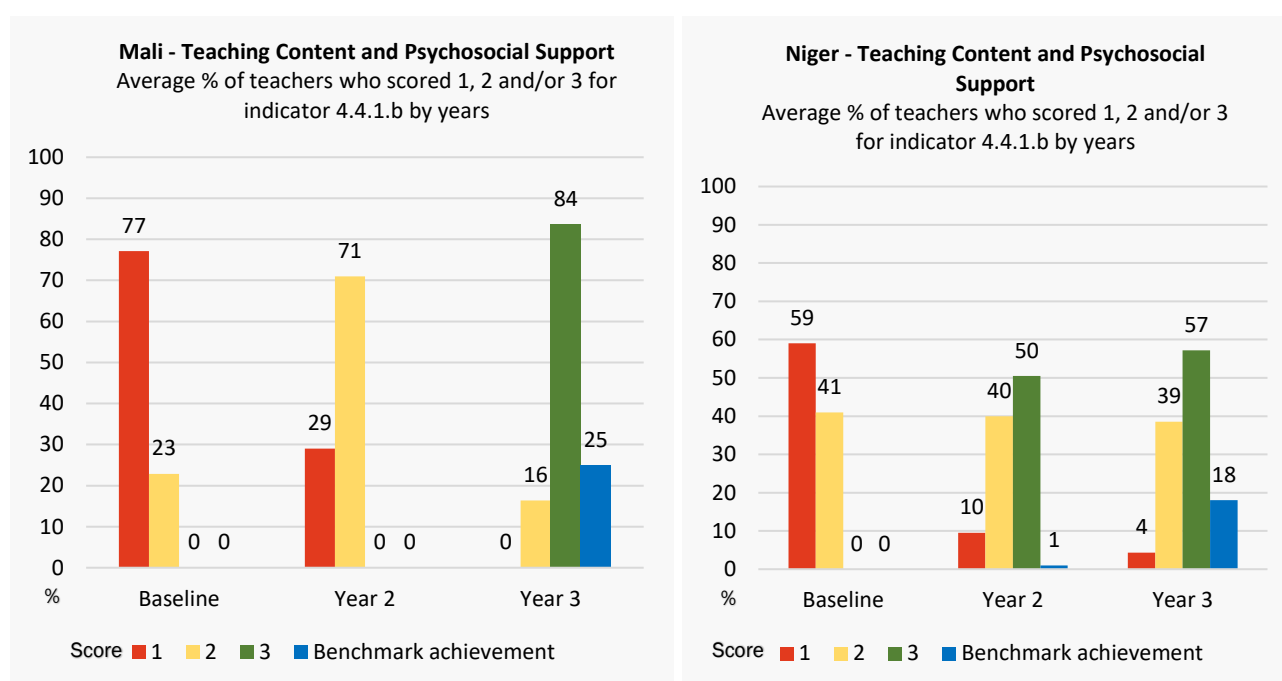


Figure 6. Average percentage of schools that scored 1, 2 and 3 and benchmark achievement by years for 4.4.1.b in Mali and Niger.

Again, when looking at the sub-indicators U, V, W, X and Y separately, we see steady progress. At baseline in **Mali**, an average of 77% of teachers were not performing on most of the sub-indicators. This was reduced to 29% by year two. In year three, the progress was considerable with 84% of the teachers performing well (score 3) on most of the sub-indicators. However, sub-indicator Y, regarding training in psychosocial support (PSS), scored significantly lower than the rest (only 38%). This is the main reason why only 25% of teachers scored 3 on all five sub-indicators. The program has therefore focused on this in 2020 and 2021. One reason for the low score is that students report about corporal punishment in schools. Through the training it is evident that there is still a low proficiency among teachers when it comes to utilizing positive discipline strategies in the classroom. Overcrowded classrooms add to the challenges faced by teachers in supporting the social and emotional wellbeing of students.

In **Niger**, an average of 57% of teachers performed well on most sub-indicators in year three. Their progress between year one and year two was considerable, increasing from 59% not performing at baseline to 50% performing well or excellent in year two. Likewise as in Mali, teachers had low scores on psychosocial support (Y), due to corporal punishment in class. This is also the main reason why only 18% of teachers performed well on all indicators. ADRA addresses this challenge in both Niger and Mali through training on positive discipline involving teacher training institutes and MoE.

Output indicator 4.5 a) – sub-indicator aa: “% of target schools inspected, supervised, or monitored by local education government authorities one or more times in the last school year.”

Definition of indicator: Percentage of schools that receive at least one visit by a government inspector or supervisor in the last school year. Operationalised as the percentage of schools that receive score 2 or

above in the ETLE indicator aa: Supervisor monitors school to provide feedback on school improvement at least one per year.

Output 4.5 a)	Mali			Niger		
	Baseline	2018	2019	Baseline	2018	2019
Number of schools inspected	18%	35%	100%	10%	70%	25%

Table 8: Percentage of schools that received inspector visits in 2018-2019.

The results captured in Table 8 shows improvement in Mali in relation to number of target schools visited by inspectors, from 35% in 2018 to 100%. In Niger the number of visits have dropped from 70% in 2018 to only 25% in 2019. In Mali, ADRA convenes quarterly planning meetings at the beginning of each year for the pedagogical follow-ups in the schools with the MoE/CAP service. This schedule of visits is generally respected and is developed in close collaboration with MoE/CAP and the schools. The program facilitates the logistics and provides food costs (travel) for the MoE/CAP supervisor inspections, which has proved to increase their motivation to fulfil this critical school inspection task.

Whilst an agreement between the MoE and ADRA Niger exists regarding inspectorate visits, ADRA Niger is less able to influence the planning for inspections. The Niger program advocates with the MoE to raise their awareness of and commitment to the important task of school inspections and the expectations of teachers and headteachers.

2.2 Case-study representing results at outcome level

TITLE: Support for marginalised children to access basic education

COUNTRIES: Niger and Mali

SECTOR: Inclusive Education

PARTNERS: ADRA Norway, ADRA Mali and ADRA Niger

INTRODUCTION: SEAQE Sahel has been successful at improving access to education for 16,894 marginalized children, including girls, children living with disabilities and out-of-school children (OOSC), from target communities in Mali and Niger through a whole-school approach that involves improving school infrastructure, accessibility, teacher competencies, child-centred learning and protection as well as engaging parents and communities and working closely with government counterparts.

WHY: Access to education remains a significant challenge in Mali and Niger and is compounded by the security situation. When the program was initiated, more than 1 in 3 children were out of school in both Mali (35%) and Niger (37%) (UNESCO UIS, 2016) and 62% of youth in Mali and 70% of youth in Niger had no formal education. Youth that were in school were more likely to drop out when teacher attendance was poor or due to lack of basic school infrastructure (such as drinking water and latrines), among other things. Girls were more likely to be excluded from primary education, and early marriage meaning that girls were not completing a full cycle of education (World Bank, 2015). Children living with disabilities were among the most marginalised and excluded groups in West Africa, with social stigma, children's health, distance to school, poverty, conflict, gender and violence - all reasons for their exclusion from education. At baseline (April 2018), in Mali 6,015 students (girls: 2,990; boys: 3,025), including 146 children living with disabilities (girls: 72; boys: 74) were enrolled in 23 target primary schools and 1,170 students (girls: 450; boys: 720) were enrolled in two secondary schools, including 16 children living with disabilities. In Niger, 5,673 (girls: 2,742; boys: 2,931), including 23 children living with disabilities (girls: 8; boys: 15) were enrolled in 20 target primary schools.

WHAT: SEAQE Sahel is an inclusive education program with the specific objective of supporting more marginalised children in targeted communities to access quality basic education and achieve relevant

learning outcomes. The program seeks to address the multi-dimensional problems of poor access to quality education for marginalised children through the following theory of change:

If communities and civil society are supported to improve school management systems, **then** schools will become more inclusive and have appropriate infrastructure to support all learners irrespective of differences and abilities; and

If schools strengthen the quality and safety of the learning environment, **then** schools will become safe and protective environments in which all children will want to attend and learn; and

If we create child-friendly learning environments and build teachers competency and confidence in effective teaching practice, **then** the capacity of schools to deliver improved learning outcomes and skills for life for all students will be improved; and if school leadership is strengthened **then** teachers will be better supported and motivated to improve their performance.

If we support and enable civil society to engage in advocacy and influence decisions and policy makers **then** more coherent local policies and funding mechanisms, planning and procedures will be developed and implemented at the local level; and

If systems are strengthened with local government, **then** the capacity of local governments to govern, manage and supervise the basic education systems will be increased.

HOW MUCH: SEAQE Sahel is a five-year program funded by Norad with 10% co-funding from ADRA Norway to a total budget of NOK 80 million.

RESULTS: The program has exceeded targets related to increased enrolment of girls and children living with disabilities, as shown in table 9 below.

	Mali				Niger			
	Girls	Boys	CwD	Total	Girls	Boys	CwD	Total
Actual school year 2020/2021 for elementary schools	3932	3961	309	7893	3879	4028	279	7907
Target 2020	2903	4354	184	7257	2657	3985	59	6642
Achievement against target	135%	91%	168%	109%	146%	101%	473%	119%

Table 9: Actual enrolment of girls, boys and children living with disabilities against the targets.

By the end of year 4, the enrolment of girls in Mali had reached 3,932 in primary schools (target 2,903) and 397 in the two secondary schools (no target). In Niger, 3,880 girls were enrolled by the end of year 4 (target 2,657), exceeding the targets in both countries by +135% and +146%, respectively.

The program has exceeded targets in relation to increasing the enrolment of children living with disabilities in target schools as shown in graph 2 below.

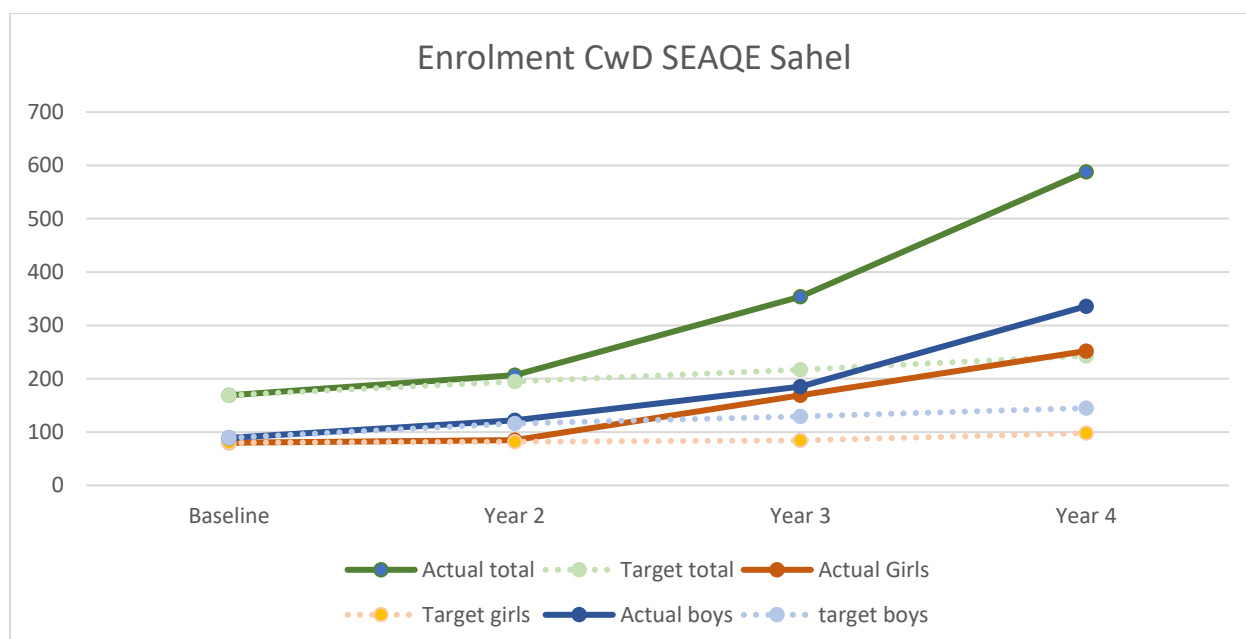


Figure 7: Enrolment of Children living with Disabilities in SEAQE Sahel

By the end of 2020, 588 children living with disabilities (girls: 252; boys: 336) were enrolled in target schools. This represents a +142% achievement against the Program target (243). In Niger, the steep increase in enrolment for children living with disabilities is because of the added value of the TOFI program. In Mali, the enrolment has increased as a result of the work of PTA and SMC members during COVID-19 school closure, who showed excellent engagement in bringing children living with disabilities to the small learning groups. In addition, more parents in the target communities understand the benefits of the program and have confidence that their children living with disabilities will be taken care of at school. The schools have also received a large number of displaced families and refugees who have returned from Burkina Faso and Mauritania with children living with disabilities

The Program has also exceeded targets related to increasing the enrolment of OOSC. By the end of 2020, 332 OOSC (girls: 145; boys: 813) were supported through accelerated learning centres to enter the formal education system in Mali (target 150) and 1,729 OOSC (girls: 825; boys 904) were supported to enter the formal education system in Niger (target 160), exceeding the target in both countries by +215% and +1081% respectively.

These results have been achieved through deliberate and purposeful actions at both the school and community level and through collaboration with other Non-Government Organisations (NGOs) and local government authorities. At the community and family level, awareness raising activities on inclusive education have been undertaken to promote the enrolment of marginalised children. In addition, parents are attending literacy circles which has improved parents' support to school children. In Niger, the 416 families have benefitted from provision of goats to vulnerable girls and children living with disabilities. This has served as incentive to encourage the enrolment of girls and OOSC. At the school level, school kits and textbooks have been distributed, and classrooms and latrines with ramps have been constructed/rehabilitated. MoE/CAP has also contributed by training headteachers, teacher, PTAs and SMCs in inclusive education.

The Mid-Term Review (MTR) found that:

The programme's holistic approach has impacted schools and communities by promoting equity, inclusive education and child protection principles - in turn, this has opened opportunities for more marginalised children to access basic education. Among the various components of the programme, stakeholders believe improvements to school infrastructure, equality and child protection have been the most effective. A strong link was also established between empowering leaders in the community - such as members of

parent-teacher associations (PTAs) and school-management committees (SMCs) and women - and changing perceptions and practices surrounding the education of marginalised children - including girls, learners with disabilities and children living in poverty. The study also found that stakeholders held favourable views of the SEAQE Sahel model and wished to extend its term and expand its activities to cover more schools.

COST EFFICIENCY: A side effect of the high enrolment of marginalised children was a corresponding increase in the need for more teachers with capacity to meet the learning needs of marginalised children. This is being addressed through both the recruitment of additional teachers and through teacher training. This requires initial added costs, however, studies show that the investment in education for disabled children gives a far higher return in form of productivity and contributions to society. Moreover, an education targeted the most vulnerable will benefit all student (UNESCO, 2020).

The program is enjoying synergy with another program (Together for Inclusion - TOFI) that ADRA is engaged in and that specially targets children living with disabilities and provides support for their education. ADRA also partners with the Strømme Foundation Speed School Program. Both programs are in the same target areas in Niger as SEAQE Sahel, thus providing added value and cost savings.

LESSONS LEARNED / ASSESSMENTS: The MTR found, among other things:

- School infrastructure improvements were instrumental in leading to improved access to school facilities, hygiene and sanitation.
- Awareness-raising and trainings offered on building more inclusive school environments were important in promoting access to education for marginalised children.
- While more marginalised children - especially girls and children living with physical disabilities - are accessing basic education, challenges remain for certain groups, including those who are living with hearing-, visual- and cognitive impairment. Despite successful completion rate for children living with disabilities, more support is needed for teacher training, production and provision of assistive devices and adapted materials to make learning environments inclusive. To this end, ADRA Niger and ADRA Mali are exploring additional funding opportunities and partnerships with DPOs to meet the needs of children living with disabilities. In Niger, the Norad funded Together for Inclusion (TOFI) program helps strengthen disability inclusion within 15 of the SEAQE Sahel target schools. In Mali, ADRA is exploring partnerships with organisations and service providers that have experience in supporting children living with disabilities and that may provide additional inputs, such as assistive devices and adapted materials.

PHOTOS: The below story from the field and accompanying photo of Latif at school demonstrates the program results in providing access to education for children living with disabilities.



*Children living with disabilities supported to access education by the SEAQE Sahel program.
Photos by: Frank Spangler, ADRA Norway*

Latif is a 13-year-old boy from a village in Niger where the SEAQE Sahel Program operates. His parents are farmers. Latif was eager to go to school at an early age despite his mobility impairment, but his father opposed it because he believed it would restrict his ability to succeed at school.

This information reached Latif's uncle, Moudaye, a village opinion leader who decided to meet Latif's father. He explained to him that neither disability nor age could serve as a barrier to his enrolment. He added that the boy could hold on because the NGO ADRA through the SEAQE Sahel Program has built classrooms and latrines adapted to people with disabilities. This convinced Latif's father to send his son to school. At the beginning of the 2018-2019 school year, Latif started the bridging class, and two years later he returned to the formal system where he successfully obtained his CFEPD (Certificat de Fin d'Études du Premier Degré). He is currently enrolled in school where he is obtaining very good results.



*Latif in speed school class, Niger.
Photo by: Idrissa Sanoussi Issiaka, ADRA Niger.*

SOURCES:

- ADRA Niger and ADRA Mali (2019), *SEAQE Sahel country reports*.
- School-to-School International (February 2020), *Strengthening Equity, Access and Quality in Education Sahel: Mid-Term Review Report prepared for ADRA Myanmar*.
- UNESCO Global Education Monitoring Report 2020: Inclusion and Education: All means All (2020)
- UNESCO UIS (2016)
- World Bank (2015), *“Out-of-School Youth in Sub-Saharan Africa – A Policy Perspective*

2.3 Explanation for achievements and challenges

As mentioned in the results section 2.1, enrolment and completion rates are on track to achieve expected results by the end of the program and improvements in the inclusion of children living with disabilities, including their primary completion rates, is progressing well. The target of 60% of schools reaching the benchmark of a good quality school, according to ADRA's 'whole school' approach is unlikely to be met, due to the overly ambitious target (requiring all nine indicators in this composite indicator to be met, and all the ETLE sub-indicators scored a 3 or 4 for PTAs/SMCs and teachers, and headteachers must score 3 or 4 in five of the seven sub-indicators for headteachers) and the baseline scores of most of each of these indicators being scored only 1. The indicators most at risk are those concerning PTA/SMC participation and teacher practices. According to the ETLE scores, PTA/SMC participation is higher in Niger than in Mali. However, PTAs and SMCs in Mali were heavily involved in forming small groups and including children living with learning disabilities during COVID-19 school closure. All PTAs and SMCs in both countries have also been heavily involved in bringing children back to school after school closure, especially girls, children living with disabilities and other vulnerable groups. Regarding teacher practices, Mali teachers are on track with applying inclusive education, child centred methodology, and child protection principles in their classrooms, but Niger teachers are still not on track. Similarly, in relation to 'teachers who received training are teaching reading and mathematics skills effectively', Mali teachers are likely to reach the desired target, but Niger teachers may not.

The fluctuations that are noted in completion rates are partially explained by the difficult context. The program schools are in extremely poor areas, and most of the adult population are illiterate. Communication technology is limited; most families do not own a telephone or radio, and there is no electricity supply in the area. The remoteness limits access to information, and this affects provision of education, PTA/SMC participation in school management and parental support to the education of their children.

Due to ongoing conflict in both countries, especially in the Rharous area of Mali, the population often experiences insecurity and terrorist attacks caused by extremists. In 2019, only 35% of girls in Mali were able to pass the 6th grade exam because of security concerns at the time of the exam, that limited their participation. In 2020, 56% of the girls passed the exam, which is 4% below the target and demonstrates that girls are more able to participate in examinations when the situation is more stable.

The population in the program areas are further exposed to extreme weather like droughts and floods that ruin crops and infrastructure. In Niger, the school year 2020/2021 was postponed for one month because of floods in the area. The program schools were not damaged, but were used as shelters for local communities that had lost their houses. This reduced children's coverage of the curriculum and likely impacted assessment results.

The difficult living conditions in the program areas further create challenges in relation to the availability of teachers. In both program locations, recruiting teachers to work in these areas is difficult, and most teachers remain in their position for less than two years. The effectiveness of training is impacted by the frequent turnover of staff and the need for repeat training to ensure all teachers receive professional development. According to program staff, the challenges faced in reaching desired targets for teachers is partly explained for this reason.

One of the many consequences of the COVID-19 pandemic was the Norwegian kroner's (NOK) significant deviation. The NOK deviation led to budget cuts affecting some of the program's outputs. Despite this, several COVID-19 related measures were made.

COVID-19 updates and measures:

Updates Related to School Closures and Openings: During 2020, our partner countries Niger and Mali were both severely affected by restrictions because of COVID-19. The impact was closed schools, closed airports, limited travel to the field, social distancing guidelines and restrictions on the number of people who could gather, and in some cases, cancellation of all meetings. In Mali, all schools were closed for approximately 6 months (from 19 March until 14 September). In Niger, all schools were closed for approximately 2 months (from 20 March until 1 June). Heavy flooding in Niger also caused a catastrophe which led to further school closure and loss of education as the start of the 20/21 school year was postponed by one month. The flooding displaced thousands of people, and schools were used as temporary emergency accommodation.

All program schools in both Niger and Mali are in remote areas and (except the 10 schools where solar panels were installed) without electricity and limited telephone and radio communication. We are concerned about increased gender disparities and more setbacks for the most vulnerable, especially for children living with disabilities. ADRA has continued to work proactively during this period, implementing activities where this was possible, adapting some activities, and introducing some new activities to help achieve the outcomes for 2020.

Success story: COVID 19 School Kits

Mariam attends Grade 6 at a SEAQE school in Bankoma within Rharous commune in Mali. She is a conscientious girl who finally attends school again following closures due to COVID-19 restrictions imposed by the government. During lockdown, Mariam was left with nothing to do apart from assisting her mother

with domestic chores. Eagerly, Mariam frequently asked her mother about the resumption of classes. Her mother encouraged her to keep positive and stay up to date with her schoolwork.

During school closure, Mariam began fearing she had forgotten the skills acquired and content learnt in class. Despite support and encouragement from her parents, Mariam was quickly losing confidence and lacked the will to return to school as she had already forgotten some of the basics of literacy and numeracy. In fact, according to her parents, their daughter no longer had the motivation to complete her schoolwork and she was increasingly losing interest in school altogether.

However, through the SEAQE program, 6th graders, including Mariam, received an MP3 radio to take distance classes. Mariam was among the very first beneficiaries of this initiative for students. After receiving her radio, the young Mariam beaming with joy, bombarding the principal of the school with questions regarding the radio. The principal provided her with extensive information and gave Mariam the schedule for audio lessons. Following this, young Mariam eagerly summoned her classmates to attend the audio lessons together. Mariam and her classmates were supported by a volunteer from their school's SEAQE program. Indeed, the continuation of classes through radio gave Mariam new hope and optimism. Furthermore, upon the reopening of schools, Mariam encountered less difficulty than expected and was able to do well in her subjects. The parents in Bankoma welcomed the radio initiative which kept students on track and helped them improve and develop academically.



*Distribution of radios to students in Mali.
Photo by: Mohamed Touré, ADRA Mali.*



*Small student group using radio during distance learning.
Photo by: Yazid AG Halid, ADRA Mali.*

2020 Major Adaptations related to COVID-19: School activities in Mali have been adjusted from regular classroom-based activities to COVID-19 adapted activities through home-based and community-based learning in smaller groups. In addition, in both countries, ADRA has worked with the MoE and other stakeholders to ensure a safe return to school. ADRA plans to deliver intensive training sessions in the new school year to make up for lost training to teachers, headteachers, PTAs, and SMCs.

From April to June 2020, ADRA Norway initiated online webinars with all partners. ADRA organised four webinars with a focus on safeguarding and child protection. Subject matter experts and ADRA Norway staff hosted these webinars, and 40 - 50 partner staff participated in each webinar. Webinars focused on safeguarding and child protection, and adapting education activities to COVID-19 responsive measures and ensuring continuity of education was also provided.

Below is a description of the adaptations undertaken by our partners to reach program outcomes.

SEAQE Sahel Mali:

Schools closed from 19 March until 14 September 2020, except in June for 9th-grade students, who could sit for their exams. ADRA Mali has continued to work proactively during this period finding ways to adjust education toward COVID-19 prevention measures. ADRA provided technical support to the MoE in planning and developing educational radio broadcasting programs. To reach the remote areas of the SEAQE program, ADRA used MP3 speakers and flash disks with recorded lessons. Only ADRA's volunteer teachers continued working during this period. ADRA approached the MoE to support them in engaging all teachers during the period of school closure. However, the MoE decided to allow government teachers to take paid vacation over this period. The 30 ADRA volunteer teachers used the MP3 players with recorded classes and facilitated small group lessons for 15 – 20 students at a time. PTAs and SMCs were involved in forming the groups, to make sure that children living with disabilities and all the most vulnerable children were involved. A total of 3,085 students received lessons in this way. ADRA Mali also included sensitisation about infection control and information about COVID-19. In addition, ADRA provided additional WASH facilities and materials to disinfect and sanitize surfaces to ensure education activities complied with World Health Organisation (WHO) requirements and prevented the virus from spreading.

Program adaptations to COVID-19 in Mali included:

Distance learning course preparations:

- Research on availability of teaching and learning resources and radios.
- Identification and assessment of local radio stations.
- Development of 104 lessons of 30 minutes each, for radio broadcasting in collaboration with MoE, Alhahabar Radio and six qualified teachers.
- Distribution of USB keys with recorded lessons and 305 solar-powered MP3 players with speakers.

Home-training and community-based teaching:

- Recruitment of 30 volunteer teachers to provide home tuition to groups of 15 to 20 pupils from 19 SEAQE schools
- Inclusion of vulnerable children, including children living with disabilities given special consideration.
- Worked with PTAs, SMCs and headteachers to identify and bring to the learning groups children that had dropped out or were at risk of dropping out.
- Produced and distributed learning materials to 3,085 children (1,546 boys; 1,539 girls) from the 19 schools to complement the radio programs for learning in the small group tuition class or at home.

Communication and Awareness Raising campaigns:

- Provided awareness-raising in the communities about COVID-19, infection prevention and control measures.
- Provided family and community-based WASH education
- Supported community mobilisation focused on education continuity, back to school campaigns, and preventing school drop-out.

- Distributed educational support activities at home.

Monitoring-evaluation

- Supervision and monitoring of the distance learning program

Infection control measures

- Developed and distributed protection guidelines for 3,085 children (1,546 boys; 1,539 girls) from the 19 schools.
- Provided handwashing facilities at meeting locations so that students and the community could safely participate in activities.
- Provided and distributed hygiene and protective equipment for a safe return to schools.
- Established a waste management system of COVID-19 disposables, including masks and gloves

Protection and safeguarding

- Trained 30 teachers on psycho social support, including the following topics: emergency relief and response, the second wave of COVID-19, and the impact this might have on children and education; trauma detection and the Rharous Abuse Referral System; recreational activities; hygiene in schools; and peace and tolerance education.
- Home visits and support for vulnerable children, including children living with disabilities and children at risk of dropping out

SEAQE Sahel Niger:

Schools were closed from 20 March until 1 June. ADRA Niger developed a distance learning program to reach students in all target schools, and ADRA Norway and ADRA Niger conducted planning sessions to develop the program. However, in a meeting with the MoE, ADRA Niger was informed that schools would open as soon as possible; therefore, ADRA Niger focused on preparing for the reopening of schools and children's safe return. The schools were open from 1 June to 15 July for all grades. ADRA Niger worked closely with the MoE and health authorities to develop a safe return to school plan for all schools. Internal reports indicate that there were no COVID-19 positive children or faculty staff during the reporting period. The following crucial measures for the protection and prevention of the spread of COVID-19 were carried out by ADRA Niger:

- Trained school management and teachers on COVID-19 measures and impacts.
- Distributed COVID-19 infection reduction kits in all classrooms, including soap, hand disinfectant gel, gloves, and handwashing station.
- Distributed food kits to encourage children living with disabilities and orphans to return to school.
- COVID-19 prevention training for ADRA Staff at the National Office.
- Donated COVID-19 infection reduction kits to the COVID-19 National Response Committee in Niger.

2.4 Unanticipated positive and/or negative consequences

There have been several unanticipated positive consequences, including:

- I. **Rapid increases in enrolment.** In both Mali and Niger, enrolments have exceeded targets year on year. The MTR attributed this in part to the speed with which the program implemented infrastructural changes by building classrooms, latrines and water wells and the provision of learning materials. Despite expecting a decrease in enrolment because of COVID-19 school closures, particularly girls, 20/21 enrolments have continued to increase beyond anticipated targets. The program attributes this to a strong return to school campaign and the significant engagement of PTAs and SMCs, which have been instrumental in supporting home learning and students safe return to school.
- II. **Parent and community engagement have exceeded the program's expectations.** In some communities, SMC members have raised money and contributed part of their own salaries to build homes for teachers and in other communities' parents have offered teachers a place to stay overnight so that they do not have to travel the long journey to school during weekdays. Parents in some communities have also come together to repair school desks and benches as well as

maintain school gardens while PTA, SMC and EMA (Educating Mothers' Association), known as *Association des mères d'élèves*) members have taken on responsibilities to keep schools and latrines clean and tidy. Community leaders are also engaged in how schools in their villages are run, and they have thanked ADRA for their commitment on several occasions.

- III. **E-learning labs are having a higher-than-expected positive impact on student motivation and learning outcomes:** Teachers have reported greater motivation to perform among students because of the e-learning labs, which are equipped with electricity from solar panels, tablets with literacy and numeracy applications, and other hands-on learning materials. The e-learning labs have created much excitement among students and communities and provided students from poor rural communities with their first encounter with digital technology. While the planned research on the impact of the e-learning labs on learning outcomes and teaching methods has been postponed until 2021, there is a 10% higher passing rate for on exams for students in schools with e-learning labs, compared to those in schools without e-learning labs. This suggests a positive correlation between e-learning opportunities and improved learning outcomes.

The program has experienced some unanticipated negative consequences, including:

- I. **Rapid increases in enrolment have resulted in crowded classrooms in both Mali and Niger.** Crowded classrooms have meant that the program has had to construct more classrooms than originally planned, resulting in the overachievement of some construction targets. Despite this, the need for more classrooms and latrines persists.
- II. **Rapid increases in enrolment have contributed to teacher dissatisfaction in Mali.** The high enrolment figures have led to shortfalls in teachers across the country and have contributed to high student-teacher ratios. While teacher strikes are not new in the country, the high student-teacher ratio contributes to teacher dissatisfaction. It is one of several reasons teachers continue to strike. The Malian government has responded to the strikes with a national teacher recruitment programme (launched in February 2020) to recruit more than 10,300 new teachers. To date, 42 new teachers have been deployed to the 25 program schools and the program has supported an additional 30 teachers to help address teacher shortages. Together with the government's redeployment program, newly placed teachers need access to teacher training, and the program has faced challenges due to higher-than-expected recurrent training needs.
- III. **The higher than anticipated enrolment of children living with disabilities has resulted in a greater need for inclusive education support to target schools and teachers.** At the end of 2020, 588 children living with disabilities were enrolled in program schools, which exceeded the target of 243. This has led to a greater need for additional learning aids, such as speakers in classrooms, learning materials in Braille as well as a need for more teachers to meet the needs of children living with disabilities and teacher training in inclusive education teaching practices. The program has supported teachers with training in Braille and sign language and the provision of learning materials in Braille but there is still a high need for additional support. Despite these challenges, 81% of children living with disabilities that sat for their exams in our program area in 2020 in Mali passed the exam. In Niger, 91% of children living with disabilities passed their exam.

2.5 Assessment of the grant recipient's added value

ADRA Norway has contributed to strengthening the capacity of ADRA Niger and ADRA Mali, as well as in-country stakeholders such as the MoE CAPs and teacher training institutes in both countries through:

1. ADRA Norway has spearheaded the support for the education portfolio throughout the global ADRA network. Previously there had been many sectors concentrated on, with education not considered as a separate sector. ADRA Norway has initiated and chaired the Education Technical Learning lab (ETLL) for the ADRA Network since 2015. Key achievements of the ETLL have included: developing a draft global strategy and capacity statement; mapping expertise in education; identifying common indicators for network reporting, etc. ADRA Norway also participates in the Global Campaign for Education (GCE) working group in Norway. In addition, ADRA Norway is a member of

- the ADRA global Programme Development and Advisory Committee (PDAC) to further promote the education agenda and the Gender and Inclusion Technical Learning Lab (GITLL);
2. ADRA Norway has developed a comprehensive *Positive Discipline for Teachers* training package for teachers in Mali and Niger in close cooperation with ADRA Niger and ADRA Mali child protection and education specialists, MoE CAP leaders and representatives, and national teacher training institutes in both countries. ADRA Norway developed the training package and then went through a comprehensive process to contextualise the training and deliver trainers (ToT) training through a three-day online seminar. The training was then rolled out to teachers in both countries in February 2021;
 3. Over the past two years, ADRA Norway has organized annual partnership workshops with all key staff from ADRA Mali and ADRA Niger. These face-to-face meetings provided an opportunity to strengthen the partnership between ADRA Norway and its country partners and was focused on both cross-learning and capacity building.;
 4. During 2020, ADRA Norway initiated online webinars with all partners. Organising four webinars with a focus on inclusive education, safeguarding and child protection. Subject matter experts and ADRA Norway staff hosted these webinars. 15-20 staff from SEAQE Sahel partner offices participated in each webinar. We also hosted webinars focused on adapting education activities to COVID-19 measures and ensuring continuity of education;
 5. Strengthening ADRA Niger and ADRA Mali's capacity to respond to child protection issues through monthly meetings to discuss and resolve issues that arise;
 6. Strengthening local child protection systems, such as Village Protection Committees and Department of Protection Services in Niger; and Department of Social Development and Health in Mali;
 7. Other ADRA supporting offices have directly partnered with ADRA Niger and are building on the progress of SEAQE Sahel. ADRA Canada is implementing the BRIGHT program, a three-year funded by Global Affairs Canada and implemented among other countries in Niger;
 8. Further building the capacity of ADRA Niger to address girls and women's educational needs and rights through a complementary Canadian funded Girls education program (BRIGHT). This improves understanding of equality, women's rights and gender-sensitive curriculum in the communities where SEAQE Sahel is implemented;
 9. Further building the capacity of ADRA Niger and local Disability Persons Organisations (DPOs) to address the education needs of children living with disabilities through the complementary Norad funded Together for Inclusion (TOFI) program, where ADRA Niger is country lead. The SEAQE Sahel program benefits from the collaboration with and the capacity of the DPOs through training of teachers and headteachers. The TOFI program is implemented in 13 of the same schools as SEAQE Sahel, and 2 other schools, which specifically target the needs of children living with disabilities and advocate for the rights of PwD on a national level;
 10. Because of SEAQE Sahel (and SEAQE2 implemented in East Africa and Myanmar) ADRA Norway as part of the Together for Inclusion (TOFI) Consortium of Norwegian organizations, was able to access additional funds from Norad to implement TOFI Niger, where ADRA is a Country Lead.

2.6 Assessment of the Program Contribution to Strengthening Civil Society

2.6.1 Capacity Development of ADRA Mali and Niger

ADRA Norway has supported the organisational and programmatic capacity development of both ADRA Niger and ADRA Mali. Organisational capacity is assessed using the ADRA International Country Operations Review for Excellence (CORE) assessment tool. Assessments were conducted through desk review, interviews and exchanges with key ADRA Niger and ADRA Mali staff. Programmatic capacity is assessed using a tool adapted from British Overseas NGOs for Development (BOND) and was conducted during monitoring trips with on-site verification of documentation, processes, policies and practices.

Following baseline assessments, ADRA Niger and ADRA Mali developed their capacity building plans in cooperation with ADRA Norway, ADRA Africa Regional Office and other ADRA supporting officers. The capacity building plans align with ADRA Network accreditation standards for operational and management capacity and focus on the development of key policies, procedures and protocols.

Both ADRA Mali and ADRA Niger have demonstrated an increase in both organisational and programmatic capacity from baseline to mid-term. This is largely because of ADRA Norway's intentional capacity-building efforts in inclusive education, MEAL, CSO, Child Protection and Safeguarding, organisation development, advocacy, sustainability, etc. In addition, we have conducted regular field visits and provided mentoring (both during visits and remotely).

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

Table 10 capacity development of ADRA Mali and ADRA Niger. Final capacity assessments will be undertaken in 2021, and results included in the SEAQE Sahel final report.

Table 10 shows that ADRA Mali from baseline to mid-term has achieved an overall improvement in organisational capacity, from a score of 1.6 to 2.4 of 3. The programmatic capacity has increased from a score of 1.6 to 2.2 of 5. The results exceed the mid-term targets of 2.1 for both. ADRA Niger has increased the organisational capacity score from 1.1 to 2.2 of 3. The programmatic capacity score has increased from 1.4 to 2.4 of 5, thus exceeding the mid-term targets of 1.9 and 1.6, respectively.

ADRA Niger shows significant progress in the domains of MEAL (MEAL system, data management, quality assurance of data, etc.), programmes (planning, resource mobilization, integration with other programs), beneficiary (engagement, accountability, capacity building and participation), external relations (with focus on government relationships, partnerships with CSOs, networking, etc.) and education (inclusive education, equity, quality improvement), or five of the six domains of focus.

There has been limited progress in influencing and advocacy, and this remains areas where ADRA Niger and ADRA Mali need to focus more. Monitoring, Evaluation and Learning have shown significant improvement. The final capacity assessment will be undertaken in 2021 as part of the final evaluation and results included in the SEAQE Sahel final report.

2.6.2 Strengthening capacity of CSOs and PTAs/SMCs

Through the program, ADRA Norway has supported ADRA Mali and ADRA Niger on engaging in a number of partnerships with local CSOs and DPOs and strengthening the capacity of local organisations, PTAs and civil society at large. This has been done through organised capacity development activities and advocacy events to strengthen civil society's engagement in advocacy and support for education. Specific details and examples are provided below.

Mali:

When the program began, there were no PTAs or SMCs. Local communities were also unfamiliar with working collectively and were not involved in school planning and decision-making. Over the past three years, 250 PTA and SMC members have received training in action planning, decision-making, resource mobilisation and child protection. This capacity building has led to PTA and SMC engagement in promoting and supporting inclusive education. It has generally given civil society optimism and belief in the ability to

contribute to the schools' sustainability and income-generating activities. By the end of year 2, most schools had PTAs and SMCs in place, and by the end of year three all PTAs and SMCs were holding regular meetings, participating in school development planning and monitoring children at risk of drop out. In 2020, 26 members of SMCs were trained in income-generating activities to support PTA action plans. The effective involvement of members in awareness-raising and decision-making has also contributed to girls' attendance and improvement in examination results. PTAs and SMCs have also contributed to reducing the spread of COVID-19 by encouraging students to adhere to COVID-19 prevention measures.

Civil society has been strengthened in relation to literacy and numeracy proficiency through literacy and numeracy circles supported by EMAs (mother's associations). Literacy and numeracy circles have enabled 208 men and 299 women in Mali to develop functional literacy and numeracy skills (167/208 men and 236/299 women passed the literacy and numeracy end of activity assessment) to better support their children at school, in cooperating with other parents and caregivers and also strengthen their income-generating activities and small businesses.

Interview with a mother in Mali who gained numeracy and literacy skills:

Aminata is a resident of Chambou village. She tells us that this is the first time that her village has been home to a functional literacy center based on the local language. "Songhai is my mother tongue which I speak fluently. Now, I am learning to also read and write in my language through the literacy centre set up by ADRA in our village." Today, Aminata and many women like her welcome the opening of the centre for adult education. Aminata points out that the training additionally helps her follow the notebooks of her children who attend school, indicating that this was not previously the case. "I run a few small businesses and used to struggle to do my calculations, however this training has changed that. In addition, I was unable to dial numbers on my phone or record them, but now I have learned those skills. From my perspective, ADRA is welcome to serve the rural women of this community, especially those in my village." Moreover, Aminata expresses that she wants this initiative to continue and expand, allowing others to benefit like she has. Aminata would like for ADRA to expand these programs that many rural women desperately need.

In Mali, there have been four forums over the course of the program with which ADRA partners and other education stakeholders have been involved in promoting inclusive and quality education at local, district, national and international levels to advocate for inclusive and quality education. A forum held in December 2020 brought together many education actors at the local, regional and national level, including government, UN, international agencies and national CSOs ¹.

The forums aimed to:

- Promote the application of the inclusive education approaches;
- Reflect on the application of inclusive education in the Timbuktu region;
- Review the achievements of the action plans developed at previous forums;
- Highlight the impact of the program's achievements in improving enrolment and academic success;
- Present the situation of out-of-school children and develop an action plan to reduce out-of-school cases; and
- Identify the challenges facing education stakeholders.

In 2020 COVID-19 travel and social distancing restrictions prevented CSOs from regularly meeting to pursue their advocacy objectives. For instance, while 3 civil society partners (CAFO, Youth and La Coordination des Comités de Gestion Scolaires) demonstrated technical and organisational capacity to

¹ Participants included: Directors from the basic education division, directors and advisers from the educational animation centre at the Academy of Timbuktu, directors from the teaching academies of Timbuktu and Taoudéni, regional administrative authorities, the presidents/chairpersons of the SMCs/PTAs of Rharous, CSOs, including CAFO (Coordination des Associations Feminines de Rharous), Youth (Coordination locale des jeunes de Rharous), AMUPI (Association Maliennne pour l'Unité et le Progrès de l'Islam), and representatives from NGOs working in the field of education, including Norwegian Refugee Council (NRC), PAM (Programme Alimentaire Mondiale de Tombouctou), AMSS (Association Maliennne pour la Survie au Sahel), and ADENOR (Association pour le Développement du Nord Mali).

advocate for improved education services for marginalised children, their inability to meet during COVID-19 lockdowns limited their ability to implement advocacy activities.

Niger:

In Niger, PTAs and SMCs are important civil society structures to promote inclusive education and support enrolment and school quality. In Niger, mothers' groups were also established and included in capacity building activities. From the beginning of the school year 2019/2020, capacity building of PTAs/SMCs and mothers' groups focused on child protection and resource mobilisation. Cumulatively, 576 PTA, SMC and mothers group members (women: 354; men: 222) from the target schools received child protection training. As a result of the training, some PTA/SMC and mothers group members have assumed roles and responsibilities within Child Protection Committees and school action plans have been elaborated under the supervision of inspectorate focal points.

In 2020, PTAs/SMCs and mothers' groups engaged in:

- Establishment of 2 communal and 20 village child protection committees.
- Training on child protection principles
- Involvement of the SMCs in measures to manage cases of child abuse.
- Training on student parliaments.
- Construction of temporary classrooms by the SMC and PTA to respond to the lack of classrooms.
- Establishment of the SMC action plans.

The program established literacy centres to enable illiterate parents to learn basic literacy and numeracy in their mother tongue and to support their children's attendance at school and education. Parents and community members (234 male; 687 female) were trained in community literacy circles. Prior to opening the literacy centres, village general assemblies were held to engage the community and facilitate the construction of shelters for the literacy classes. Cumulatively, 506 (55 %) literacy circle participants (male: 180; female: 326) have gained literacy and numeracy skills and increased their knowledge of inclusive education.

2.7 Assessment of cost efficiency

Cost efficiency is a key guiding principle for all procurements and activities of SEAQE Sahel. This involves evaluating tenders and choosing contractors/suppliers who deliver the best quality at the best price. SEAQE Sahel seeks to purchase materials and equipment locally where possible to reduce costs and support the local economy.

Training approaches

ADRA is testing new approaches to improve cost efficient and sustainability. Since the end of 2020, SEAQE Sahel has moved away from a conventional teacher training approach, where teacher training is provided directly to teachers at their workstations, to strategically test collaboration with teacher professional development institutions, such as the Academy of Education in Timbuktu, Mali, and Dosso Teacher Training College in Niger, for the delivery of teacher training. ADRA will complement this approach with mentoring and peer support for teachers. Furthermore, cost efficiency strategies include 1) uses a system of training of trainers whereby PTAs and SMCs are trained by experienced trainers on school management and education issues and then cascade the training to other parents and the community at large; and 2) engaging school staff, parents and communities to mobilise resources, including to maintain and improve school infrastructure to promote enrolment of marginalised children.

Accelerated Learning Program

The program originally planned to provide education opportunities for 160 OOSC in Niger and 150 children in Mali until 2020, but reached respectively 1,729 in Niger and 332 in Mali. The overall cost for this output was not increased. This was possible due to partnerships with other organizations such as Strømme foundation in Niger and NRC and other organizations in Mali.

Construction of facilities

The program originally planned to build or rehabilitate 20 classrooms, 50 latrines and 2 computer labs in Mali and 40 classrooms, 8 eLearning labs, and 40 latrines in Niger, but was able to build or rehabilitate 57 classrooms, 2 computer labs, and 62 toilets in Mali and 89 classrooms, 8 eLearning labs, and 177 latrines in Niger. The budget increased only in Niger by approximately 11%. This was possible due to good planning by ADRA Mali and ADRA Niger, tendering out larger volumes of construction to improve economies of scale and because of in-kind contribution by community members such as building of headteacher's accommodation facilities, guarding of construction materials and in-kind labour contribution.

Data from midterm review

The MTR analysed cost efficiencies based on program data. Cost efficiency analysis provides a measure of operational efficiency and compares the cost inputs to the program unit outputs. Although MTR respondents stated that the programme had provided Value for Money (VfM), cost and output data were not sufficiently reported to draw any conclusions or recommendations from the cost efficiency analysis.

Additional analysis

Following the findings of the MTR, ADRA Norway has collected and compiled additional data and conducted an analysis of selected output indicator unit costs and compared them over years within one country, and between countries and found, among other things, construction and rehabilitation costs of classrooms and toilets; teacher training; and teaching and learning materials are more expensive in Mali compared to Niger while the installation of water supplies is more expensive in Niger compared to Mali.

Overall cost efficiency of remote management and monitoring reflection

During the COVID-19 pandemic travel restrictions have been in place and travel from Norway to the field has been severely restricted. While there were times during 2020 when it was possible to travel to the field it was not considered safe, or cost or time efficient due to the requirements for 10-14 days of quarantine in hotels, sometimes in the country visiting and on return. Regular communication was maintained through Zoom or Teams conference calls, WhatsApp, Skype and social media and program teams were able to share updates, pictures and videos of program activities. A number of trainings were conducted through eLearning and webinars and financial reviews were taken online. While collaboration, partnership and monitoring can't be completely online, it is anticipated that the significant learning has taken place during the pandemic on how to use online tools and platforms to complete many of the tasks that were previously done through in-country field visits. In the future, as travel opens up, the frequency and approach to field visits will likely change and be more focused on tasks that can only be done through onsite verification and monitoring.

Detailed cost analysis with a deeper analysis of cost efficiency will be provided in the final report. This will provide analysis of costs over program years by both country / partner and across SEAQE Sahel countries.

3 Cooperation – Sustainability – Lessons Learned

3.1 Cooperation with other donors and/or national/local authorities

ADRA Mali and ADRA Niger collaborated with their respective MoEs to deliver capacity building, training, and school inspections aligned with MoE inspection processes. The education departments and teacher training colleges were included in the Training of Trainers (ToT) to maximise outreach and ensure alignment with teacher education institutes. In Mali, the colleges further provided mentoring services for the teachers. ADRA Mali and ADRA Niger contributed to the development of inclusive education plans and curricula through close collaboration with the national ministry and forums. In Niger, the curriculum was installed on school computers and on tablets in the e-Labs. Furthermore, every teacher was provided with a hard copy of the national curriculum.

ADRA Mali collaborated with the Norwegian Refugee Council (NRC) to raise awareness on child protection issues and to establish control and reporting mechanisms in the program districts.

Further, ADRA Mali collaborates with NRC and other education stakeholders, including AMSS (Association Malienne pour la Survie au Sahel) and ADENOR (Association pour le Développement du Nord Mali), to advocate inclusive education. This includes conducting joint awareness and advocacy campaigns at the national, district, and local levels. Throughout the program, four forums have been held. The most recent in December 2020 focused on inclusive education and brought together local, national and regional education stakeholders, including government authorities, representatives of teacher training institutes, education NGOs, CSOs and SMC/PTA representatives. The aim of the forum was to 1) share stakeholder challenges in achieving inclusive education in the Timbuktu region; 2) present the situation of out-of-school children in program schools; 3) highlight program successes in improving enrolment; and 4) review achievements of previous action plans and to develop an action plan to improve the enrolment of out-of-school children.

ADRA Niger partners with Strømme Foundation to support the enrolment of out-of-school children within program schools. Strømme Foundation provides Speed Schools which offer accelerated learning programs that allow older OOSC to reintegrate into mainstream schools at an age-appropriate grade. This partnership has strengthened the enrolment of OOSC within the 20 program schools. The program has far exceeded its 2020 cumulative target of to enrol 160 OOSC by 1081 % to reach 1,729 OOSC (girls: 825; boys: 904)

3.2 Safeguarding and addressing cross-cutting issues

Anti-Corruption: Norway's risk management system addresses financial risks, including fraud and corruption, through corruption risk analyses, risk mitigation and monitoring. Usually, ADRA Norway staff take regular monitoring trips to Niger and Mali to monitor and review the programs' financial controls. Due to COVID-19 travel restrictions, the most recent financial monitoring visit by ADRA Norway occurred in the autumn of 2019. Virtual monitoring of both ADRA Mali and ADRA Niger is planned for 2021. The Norwegian finance staff will remotely safeguard assets and monitor and review financial management systems and procedures.

ADRA Norway strives to uphold Norad's compliance standards, including Norad's procurement policy. Every local office has management systems in place to ensure transparency in all activities. ADRA Norway monitors adherence to financial guidelines by requiring monthly financial reports, quarterly risk analysis reports, and annual compliance audits from each country program. Risk analysis reports are shared regularly with Norad.

ADRA Norway has strengthened the financial management and anti-corruption capacity of ADRA Mali and ADRA Niger staff through various trainings. Annual partnership meetings have emphasised a zero-tolerance for bribery, fraud and financial mismanagement. ADRA Niger and ADRA Mali have updated fraud, whistleblowing and complaints policies and procedures. All ADRA employees are required to report any corruption or extortion that they face. Routine joint monitoring across SEAQE Sahel has helped to eliminate possible corrupt practices. In procurements that exceed NOK 100,000, ADRA Norway oversees the entire procurement/tendering process, supports documentation, and approves prospective contractors before contracts are signed.

The environment and vulnerability to climate change: Before schools are built, SEAQE Sahel liaises with local authorities and communities to assess potential environmental and social impacts. Thereafter, mitigation measures are developed to ensure that the final design is environmentally sustainable and sound. Areas of concern include: a contaminated water table from sewage systems, erosion from poorly planned infrastructure activities, or degradation of existing vegetation. Risks of natural disaster are also assessed and mitigated. In carrying out construction work, contractors are required to respect the environment. This means not using chemicals or plastics that are likely to cause short or long-term environmental damage. In Niger, construction work must consider local and national tree protection standards. SEAQE Sahel staff in Niger and Mali have not been trained on Disaster Risk Reduction (DRR) and resilience. However, through partnerships with other organisations, there has been an emphasis on

making schools safe, which includes measures taken by SMCs in school development plans to include DRR measures.

A resilience plan has been prepared and is being implemented in Mali. Teachers and principals have been trained on environmental education. The program partners with the Department of Water and Sanitation and the Department of Forestry in charge of environmental protection in Mali. The departments are primarily involved in activities relating to the physical environment. This includes planting trees on school grounds, providing energy saving cookstoves for schools, and installing solar systems in e-learning labs. Moreover, the departments conduct awareness activities on infrastructure maintenance and support the procurement and distribution of hygiene and sanitation materials.

During 2020, ADRA Norway has developed its organisational strategy for 2021 – 2025. The strategy has an increased emphasis on the environment and climate change. Moreover, ADRA Norway is working towards a lighthouse certification for the head office by 2022. In addition, ADRA Norway collaborates with ADRA Europe's "Resilience Working Group" to roll out a Carbon Neutral Strategy for the ADRA Network. In line with SDG goal 13, the Paris Agreement, and the Kyoto Protocol, ADRA Norway aims to do climate-resilient and sustainable development work. This includes assessing our administration-related carbon footprint and exploring carbon-offsetting methods. We plan to develop an action plan to adopt environmentally friendly operations and work towards carbon neutrality in our operations in Norway.

Human Rights, including the rights of persons with disabilities: SEAQE Sahel prioritises the safety, wellbeing, and human rights of all while maintaining a Do No Harm approach. Child rights are a particular focus of ADRA Norway. The program child safeguarding and protection have been mainstreamed throughout activities to improve the capacity of schools to proactively safeguard and protect all children, including children living with disabilities and other vulnerable children. To this end, ADRA Norway has supported ADRA Mali and ADRA Niger to update their child safeguarding and child protection policies. This has included improvements to incident reporting and case management procedures. Further ADRA Norway has held a series of webinars with SEAQE Sahel partner staff on the impacts of COVID-19 on child protection and mitigation of associated risks.

At the program level, ADRA Mali and ADRA Niger have:

- Trained stakeholders, including SMCs, PTAs, child protection committees, parents, caregivers, community leaders, and children in child protection. This has increased awareness of child rights and child protection reporting procedures. Further it has strengthened the protective environment in schools.
- Supported schools to develop and implement child protection policies that prohibit corporal punishment and raise awareness through displaying 'safe school' posters.
- Developed referral maps for students in need of additional support.
- Developed and delivered comprehensive positive discipline training to teachers in program schools.
- Supported schools to establish and/or to develop the capacity of student bodies, such as student governments and councils.
- Trained Malian headteachers and teachers in psychosocial support to better assist and care for children returning to school following COVID-19 school closures.
- Worked with schools to develop whole school behaviour policies - to improve the capacity of schools to implement positive discipline, raise awareness of behaviour expectations, and establish systems for recognition of student achievement.

Women's rights and gender equity: SEAQE Sahel seeks to be gender-sensitive and gender transformative through constructing gender-segregated latrines, establishing EMAs and educating EMA members on inclusive education and child protection practices. Further, SEAQE conducts teacher training to promote equality in the classroom and encourages girls' attendance in school by providing their families with incentives. ADRA collects disaggregated data by gender, in addition to age and type of disability, for all relevant indicators.

The program has made significant progress regarding the enrolment of girls and enrolment of out-of-school girls. While the target was for 5,560 girls to have enrolled by the end of 2020 in primary schools, a total of 7,812 girls enrolled (3,932 in Mali and 3,880 in Niger). SEAQE has, additionally, made significant progress when it comes to supporting out-of-school girls' enrolment in school. By the end of 2020, a cumulative total of 145 OOS girls enrolled in Mali and 825 OOS girls enrolled in Niger. Gender-segregated latrines undoubtedly contributed to the retention of girls in school. In Niger, vulnerable girls are encouraged to continue education by receiving goats that can generate an income for their family.

The percentage of girls who complete primary education in both Niger and Mali has increased during the 2019 - 2020 academic year. In Mali, the percentage of girls completing primary education has increased from 35% to 53%. This increase is partly attributed to training provided to teachers concerning GBV, child protection, and gender-inclusive pedagogy. Additionally, having a positive effect are the awareness raising and capacity development of PTAs and SMC regarding the importance of girls' education as well as the incentives provided to at-risk girls to encourage the continuation of their studies. In Niger, the percentage of girls who complete primary education has increased from 44% to 53%, which is the same percentage as for boys. This is despite the difficulty of keeping girls in school when society expects them to be married early and perform domestic duties. These expectations do not apply for boys. Whilst Mali's education policy emphasises equal access to quality education for girls and boys, education is still dominated by males. Due to this fact, a very small proportion of teaching candidates are female upon recruitment. Nonetheless, the program's awareness-raising efforts are slowly but gradually bearing fruit. Out of 30 teachers recruited, 6 were female (20%). In total, 24 of the 111 teachers in SEAQE Mali schools are female. In the SMCs, 88 of 337 members are female. In EMAs, 111 of 113 members are female. Among PTAs, 12 of 58 members are female.

Particular attention is paid to gender in program implementation, including girls' schooling and gender parity in community sensitisation events and meetings. SEAQE Sahel Mali has held forums and supported regional and national actors to advance this goal. In 2020, a new position in the CAP was created to advance the schooling of girls. Key activities in 2020 where gender was an important aspect included:

- Gender mainstreaming in the training of student governments to achieve gender parity in representation (girls: 49%; boys: 51%);
- Consideration of girls' dietary requirements at the school canteen;
- Advocacy sessions to combat early marriage and keep girls in school.

Further to this, girls in Malian schools were encouraged, through incentives, to continue their schooling beyond the primary grades (152 girls and their mothers in 17 schools). Beneficiaries were identified through their results from 6th grade, and the girls are monitored in the 7th grade. The incentive packages included geometry kits, French books, math books, English books, pens, soap and cloth menstrual pads.

SEAQE Sahel Niger continues to raise gender issues and promote girls' right to education through various community awareness raising activities. EMAs are maintained in the 20 target schools. SEAQE Niger staff participated in an inclusive education training in October, which focused on inclusive teaching practices, parent and community involvement in inclusive education, and mainstreaming gender throughout the program cycle.

In the MTR, respondents in both countries underlined how the program has empowered women to become involved in the education process. Due to EMAs, literacy circles and training mothers receive, women in SEAQE Sahel communities reported a sense of ownership over education and their lives. Women have been instrumental in initiating and implementing income-generating activities and school maintenance. Stakeholders in MTR agree that nearly every program activity includes a component that aims to eliminate gender inequalities in the school environment. Multiple teachers in both countries have, moreover, reported that girls are more motivated and generally perform better in school than boys. ADRA program staff in both countries stressed that the child protection component focuses heavily on girls. Still, the MTR shows that more work needs to be done on gender mainstreaming. This will be emphasised in Year 4 and 5 of SEAQE Sahel.

Conflict Sensitivity: The program operates in conflict settings. Therefore, frequent adjustments must be made to accommodate the shifting environment and security situation both locally and nationally. In the early phases of implementation, the program engaged with stakeholders including local authorities and community leaders to lay a strong foundation of mutual understanding and support. Frequent communication, regular meetings, and education conferences held with key stakeholders, create good communication avenues and coordination throughout implementation. Throughout 2020, ADRA Norway worked with partners on an overall approach to conflict sensitivity. The approach will be finalised in 2021. This process is helping the program become more intentional in the way it engages with local actors in conflict settings.

3.3 Sustaining and Strengthening Program Achievements

SEAQE Sahel operates within the fragile contexts of Mali and Niger, where limited resources for inclusive education, untrained teachers, limited teacher training opportunities, poor school infrastructure, and weak or non-existent PTA and SMC structures prevail. Moreover, the education of girls and children living with disabilities is generally not prioritised by Malian and Nigerien parents and communities. It is within this context that SEAQE Sahel has made significant gains in strengthening access to quality education for all children, including those most vulnerable.

The program seeks to ensure sustainability through various means, including capacity building of headteachers, teachers, and government education officials. The skills and knowledge acquired by stakeholders through training will remain in and continue to benefit the community. Data from the ETLE tool, show that teachers' and headteachers' performance has improved significantly. During 2020, the program also shifted its approach to strengthening teacher capacities. Now, the focus is on regular coaching, school-based professional development, and partnerships with pre- and in-service teacher training institutes. This increases the program's reach and sustainability. This, furthermore, strengthens the institutions' ability to provide quality training in the future and ensures the institutionalization and continuation of teachers' professional development beyond the program period. During school closures caused by COVID-19, the 30 teachers that were hired in the program in Mali (in addition to the government teachers) demonstrated great resilience by providing home- and community-based learning to 3,085 students over a period of 6 months.

SEAQE Sahel has built the capacity of PTAs and SMCs to support the enrolment and learning of all children, including those most vulnerable. Data from the ETLE report show that PTA and SMC performance has improved significantly. In a majority of schools, these structures were non-existent or not operational prior to the commencement of the program. PTAs and SMCs have taken on increased responsibility in terms of monitoring school performance and identifying resources for infrastructure rehabilitation. In addition, they have been heavily involved in promoting the enrolment of OOSC and the COVID-19 back to school campaigns in both countries. The higher than anticipated enrolment rates and the fact that schools have maintained or exceeded enrolment targets, is a testament to the ownership and responsibility fostered within communities, parents, PTAs and SMCs.

In both Mali and Niger, parents and community members also engage in volunteer work for the targeted schools. This includes school clean-up days, construction and repairs of classrooms and supportive infrastructure, watering and maintenance of the school yard, guarding computer- and eLearning labs, and assisting teachers when needed. As part of the final report, ADRA Norway and its partners will cost out the community in-kind contribution to show the total contribution made by the community.

Literacy training and capacity building of parents using the REFLECT model, help parents to understand the importance of education, to support the school, and to identify children living with disabilities and other OOSC to bring them to school. Parents have demonstrated improved performance in literacy and numeracy skills and enabling them to better support their children with homework.

An important component of the sustainability of schools, toilets and water supplies, is to hand them over to the local government, education office and communities. Memorandums of Understanding (MOUs) are signed, understood and in place prior to handing over rehabilitated schools to the authorities, and include maintenance plans which show the roles and responsibilities of the community and local authorities. The community has already provided cash and in-kind contribution to maintain infrastructure in response to maintenance plans.

In Niger, SEAQE Sahel has provided eight eLearning labs. Although this might appear to be a less financially sustainable initiative, it has already contributed to the attainment of learning outcomes. Provision of solar energy for learning labs, and close collaboration with the ministry of education on reading and learning materials and curriculum on tablets in order to replace the recurring expense of acquiring and replacing books, are important elements of sustainability. ADRA Norway is partnering with The Fafo Research Foundation to conduct a study that is expected to provide evidence and lessons around the use of technology and interactive station based learning in connection with literacy skills, including value for money, and teachers' adaptation to changes in pedagogy. The results of this study will be shared with Norad and the global development community.

SEAQE Sahel has identified and built the capacity of teachers who remain focal points for protection and safeguarding in schools. In addition, ADRA has formed village protection committees in every community where there is a supported school. Both teachers and protection committees, have already started to identify and handle protection cases including child marriage and corporal punishment. These structures will continue to receive training and mentoring for the rest of 2021, and are expected to continue the provision of protection support to students beyond the program period.

ADRA Niger and ADRA Mali are working with relevant government departments and local government units to continue program support for infrastructure maintenance, provision of textbooks and learning materials, training of headteachers and teachers, follow up on e-learning labs, and school monitoring visits by education officers. Finally, ADRA Norway and partners have developed comprehensive and participatory sustainability and exit plans. These are attached in annex 7. The plans will be followed through 2021 and updated at the end of the program to ensure commitments by various stakeholders have been kept.

Despite progress made and efforts in the program to create education systems, we realize that we operate in areas that it will take years to establish a sustainable education system that reaches all children and youth with quality education. We are committed to continuing our support to long term sustainable education systems in Mali and Niger.

3.4 Lessons Learned

Throughout the program several discoveries and lessons have been learned that could have a positive impact on program outcomes if prioritised. These include:

1. **Build the capacity of local CSOs:** The efforts of ADRA Norway and our local ADRA-partners in Mali and Niger to build capacity of other local CSOs and enable them to show progress have proven more challenging than anticipated. This was primarily because ADRA Mali and ADRA Niger lacked previous experience with such interventions. We have learned that a stronger focus on partnerships with other local CSOs will improve contributions to sustainable, inclusive education. We will strengthen this aspect of the program in the next phase.
2. **Focus on harmful practices:** The SEAQE Sahel program focuses mainly on primary schools. Despite progress in addressing early marriage, we learned that we have better chances to sustain results and address more cases of early marriage by increasing the number of secondary schools that we target. This was also suggested by the MTR stakeholders. Education authorities, community leaders, teachers and parents wish to expand the program to cover more schools and include secondary schools. It is particularly important for girls to have a pathway to secondary education and better employment opportunities. This will be included in the next phase of SEAQE Sahel and/or other donor-funded programs.

3. **Collaboration with teacher training institutes to provide and sustain teacher training:** Despite significant efforts from the program to train teachers and headteachers, we realized that there is a high turnover of teachers that hampers the expected progress. Since 2020, the program has engaged more effectively and intentionally with teacher training institutes to increase their capacity to provide relevant quality training for teachers. A stronger focus on teachers' professional development will likely increase motivation and retention in the system.
4. **Strengthening inclusion in the program:** In Niger, collaboration with organisations for persons with disabilities (DPOs) through the TOFI program has added value to the SEAQE Sahel program. All teachers received training in Braille and sign language. Moreover, students received learning materials in Braille. In Mali, all teachers received inclusive education training. The work of PTAs also increased communities' understanding of inclusion and led to a higher than expected enrolment of children living with disabilities. We believe teacher training on inclusive education and collaboration with DPOs were important factors contributing to successful implementation. ADRA Mali will partner with DPOs in the next phase of the program to strengthen the engagement of DPOs and people living with disabilities.
5. **Importance of e-learning and e-learning labs in the schools:** The introduction of e-learning labs has increased student motivation. Anecdotal evidence suggests it has also had a positive impact on learning outcomes. There is reason to believe that learning outcomes will improve if e-learning labs are used effectively. To gain detailed insight, we are currently conducting additional research on this component. We intend to expand the e-learning component of the program to all program schools, strengthen teacher training on the use of e-learning and how to improve learners' computer literacy skills, translate e-learning materials into the mother tongue to support early grade literacy learning, and work with school leaders and SMC/PTAs to resolve security issues.
6. **The need for fences around schools to keep learners safe.** MTR respondents mentioned the critical need for fences around schools to reduce risks such as armed militia or animals wandering into the schoolyard and motorbikes taking shortcuts through the school property. To this end, ADRA Mali and ADRA Niger are conducting awareness-raising sessions with SMCs/PTAs and communities on the importance of keeping schools safe, including strategies to prevent unauthorised persons, traffic and animals from crossing school grounds. Moreover, we are working with SMCs/PTAs to include school fences within school action plans.
7. **School canteens offering a daily meal supports attendance and retention.** The MTR found that in some schools, learners leave the school compound during lunchtime without returning. Therefore school feeding is an important factor to retain students in school. In Mali, in the beginning of our program, the World Food Program (WFP) supported 16 program schools with food for learners. However, this support was withdrawn due to the fact that WFP changed geographical priorities. In addition, we faced security issues with storing food. We will need to study the possibility of providing school meals in a new program phase. This will include consultation with PTAs and SMCs, particularly to ensure that food supplies do not attract attention from terrorist groups. We will continue to establish and furnish school canteens and promote school gardens to ensure that schools produce some resources locally.

4 Results monitoring and evaluations

Please provide an overview of any reviews/evaluations conducted during the year.

- How did these contribute to the learning and improvement of the Program?
- Have external reviews/evaluations been sent to Norad's evaluation database?
- Please state the type of evaluation – external/independent, internal or a mixture of external/internal.

4.1 Development of a MEAL system

In 2017 and 2018, much of the Monitoring, Evaluation, Accountability and Learning (MEAL)-related efforts in SEAQE Sahel were spent developing a MEAL system. Regular monitoring and data quality assurance systems were designed, and databases were built. This required much of the work of MEAL staff in ADRA

Mali and ADRA Niger and most of the hours of ADRA Norway's MEAL Advisor, and much of the time of the Education Advisor. This resulted in the development from scratch of a strong MEAL system, especially regarding regular monitoring and data quality assurance. It was only with the Covid-19 pandemic that this system faced major challenges. As described below, the strengthening of the accountability system, as well as a focus on learning, was started before the pandemic, but was negatively affected by it.

4.2 Regular monitoring and data quality assurance

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

Furthermore, work has been conducted on verification and quality assurance of data. In 2019, meetings were held in Bamako and Niamey, where ADRA Norway's MEAL Advisor joined the local teams to verify, and quality assure the data collected for 2018. Similar work was done (without physically meeting) in 2020 and 2021 for data from 2019 and 2020. At these meetings, databases were studied carefully, original data was consulted, and additional data collected where needed. In the few cases where incorrect data has been discovered for previous years, this has been corrected. This work means that the reliability and validity of the data in this report and the attached results framework are significantly greater than they would otherwise have been. Whilst these tasks have been more challenging during the Covid-19 pandemic, it means that we have been able to uphold the high quality of data throughout the program. We are confident that prior to the pandemic data reported as part of the annual reports are highly accurate (only a few, minor discrepancies have been found during checks on 2019 data in 2021), and we believe that accuracy has not been significantly compromised by the pandemic.

4.3 Evaluations

Baseline and mid-term evaluations were conducted at the beginning of 2018 and the end of 2019, respectively. In addition to this, regular assessments using the Effective Teaching and Learning Environment Assessment (ETLE) tool have been conducted throughout the programme; a small evaluation of the existing e-labs were conducted by ADRA Niger in 2019, with a larger evaluation of this planned for 2021. Finally, literacy and numeracy tests were conducted by the relevant ministries in Mali and Niger at mid-term, applying the official PASEC (*Programme d'analyse des systèmes éducatifs de la CONFEMEN (Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie)*) tests.

No reviews or evaluations were conducted in 2020. The following reviews and evaluations are planned for 2021:

1. An external review of the e-learning labs in Niger will be conducted by Fafo Research Institute;
2. An internal ADRA ETLE assessment will be conducted in May 2021; and
3. The external SEAQE Sahel final evaluation will be conducted in August 2021 by FIFE (Fridensau Institute for Evaluation).

Both the Mali and Niger Ministries of Education plan to conduct Early Grade Reading Assessment (EGRA)/Early Grade Mathematics Assessment (EGMA) assessments in June 2021 and the Programme for the Analysis of Education Systems (PASEC) evaluation will be conducted in Niger. These studies will provide useful data for the SEAQE Sahel program.

5 Financial Reporting

Find attached in annexes 1-4 the financial report including a comparison of actuals against budget for the period 2017-2020.

6 Date and attestation

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

Date: 04/06/2021



Name/signature/electronic signature

Title: Programs Director, ADRA Norway

Annexes

- Annex 1: SEAQE Sahel Consolidated Expense Report 2020
- Annex 2: SEAQE Sahel Financial Statements 2020
- Annex 3: SEAQE Sahel Audit Report 2020
- Annex 4: SEAQE Sahel Management Letter by auditor 2020
- Annex 5: SEAQE Sahel Results Framework with 2017-20 data
- Annex 6: ETLE Monitoring Tool 2019
- Annex 7: Sustainability and Exit Plans
- Annex 8: Risk Analysis SEAQE Sahel – Updated May 2021