STRENGTHENING EQUITY, ACCESS AND QUALITY IN EDUCATION SAHEL

MID-TERM REVIEW REPORT

PREPARED FOR ADRA NORWAY BY SCHOOL-TO-SCHOOL INTERNATIONAL

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CONTENTS

ACRONYMS

ADRA	Adventist Development and Relief Agency
AME	Mothers' Association, known as *Association des mères d'élèves*
CSO	Civil Society Organisation
ETLE	Effective Teaching and Learning Environment Assessment Tool
FGD	Focus Group Discussion
IT	Information Technology
KII	Key Informant Interview
MTR	Mid-term Review
OOS	Out-of-school
PASEC	Conference of the Ministers of Education of French-speaking Countries' Programme for the Analysis of Education Systems, known as *Programme d'analyse des systèmes éducatifs de la Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie*
PTA	Parent Teacher Association
SEAQE Sahel	Strengthening Equity, Access and Quality in Education Sahel
SMC	School Management Committee
STS	School-to-School International
VfM	Value for Money

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EXECUTIVE SUMMARY

INTRODUCTION, BACKGROUND AND RATIONALE

The Adventist Development and Relief Agency (ADRA) Norway, one of the country's leading international education development organisations, is currently implementing the Strengthening Equity, Access and Quality in Education Sahel (SEAQE Sahel) programme in Mali and Niger. Funded by the Norwegian Agency for Development Cooperation, the programme started in October 2017 and will end in December 2021.

In November 2019, ADRA Norway contracted School-to-School International (STS) to conduct a mid-term review (MTR) study for the SEAQE Sahel programme. The MTR assesses progress and achievements of SEAQE Sahel at the programme's midpoint. SEAQE Sahel desires to learn about the process, impact, efficiency, effectiveness, sustainability and replicability of its programme— particularly from the perspective of key programme stakeholders. The findings from the MTR will strengthen and inform current and future programming and strategy.

The MTR study responds to 13 research questions. ADRA Mali and ADRA Niger staff, trained by STS, collected primary qualitative data through key informant interviews (KIIs) and focus group discussions (FGDs) with stakeholders in both countries (Figure 1). ADRA Norway provided STS with additional data sources, including SEAQE Sahel cost and programme data, Effective Teaching and Learning Environment Assessment Tool (ETLE) data and reports from the *Programme d'analyse des systèmes éducatifs de la Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie* (PASEC) exams funded by SEAQE Sahel and conducted by relevant ministries and other partners in both Mali and Niger. Further, SEAQE Sahel logframe data from baseline, 2017 and 2018 were used to triangulate qualitative findings wherever possible.

Figure 1: SEAQE Sahel MTR primary data
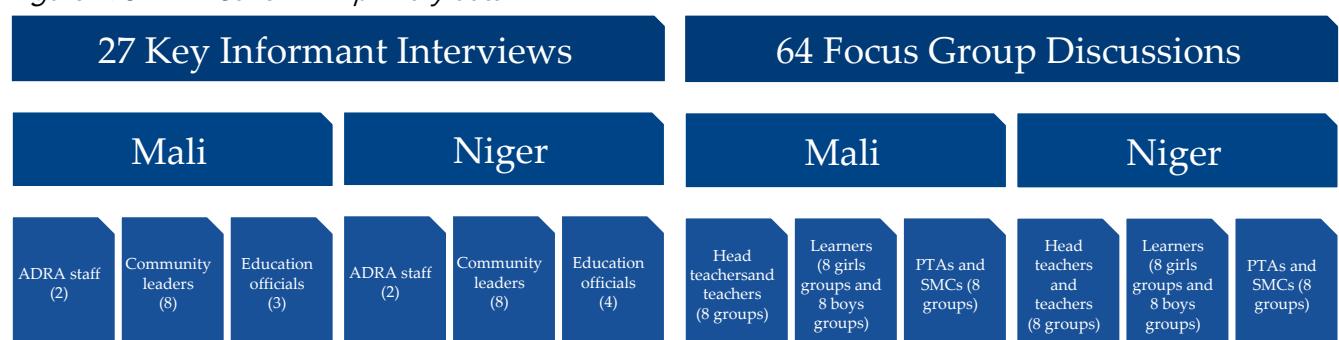
In Mali, MTR data was collected from 27 November to 13 December 2019. In Niger, data was collected in the Tagazar commune in the Baleyara department from 28 November to 6 December 2019 and in the Dargol commune in the Gothèye department from 7–16 January 2020.

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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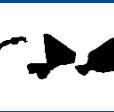
Specific conclusions of the MTR are:

- More marginalised children—especially girls and children with physical disabilities— are accessing basic education. However, more work lies ahead to engage certain groups and keep all learners safe.

- SEAQE Sahel schools and communities are promoting equality, inclusive education and child protection. However, certain practices are slow to change.

- The programme's holistic approach is motivating stakeholders to work together to improve education quality for marginalised children and strengthen their communities.

- Empowering women to take control of education and become more involved in their community is a key to success. However, women need continued support.

- Despite difficult conditions and security threats, SEAQE Sahel is achieving results. However, programme staff requests more feedback and support from headquarters at the local level in Bamako and Niamey, respectively, as well as from ADRA Norway.

- As learner enrolment rates increase, more teachers need to be recruited and trained to help keep up with the growing demand.

- Without the right action plan and clearly defined roles for all actors, stakeholders worry that many of the programme's activities cannot be sustained.

- Beneficiaries hope that the SEAQE Sahel programme can be introduced in secondary schools to help girls further their education.

- Overall, there was misalignment between respondents' opinions about improvements as a result of the programme and SEAQE Sahel logframe data. Though perceptions of the

SEAQE Sahel programme are generally favourable, many of these perceptions could not be corroborated or triangulated with quantitative data.

These findings point to several recommendations for SEAQE Sahel to consider as the programme carries out its activities (Figure 2).

Figure 2: MTR Recommendations

Recommendations	Actors
LEGEND: ⌒ ADRA Norway ◆ ADRA Mali ◆ ADRA Niger 🎓 Educational Authorities	
#1 Recruit and train more teachers to accommodate the growing rates of learner enrolment and maintain the quality of education.	◆◆ 🎓
#2 Establish a clear system of support and feedback to engage local ADRA programme staff in the decision-making on programme activities. Increase transparency of decision-making.	⌒◆◆
#3 Investigate misalignment between MTR respondents' perceptions of activities and outcomes and SEAQE Sahel logframe data.	⌒◆◆
#4 Strengthen components for OOS children beyond tracking. Provide them with an accelerated education programme that leads to reintegration in the official school system.	◆◆
#5 Increase support for children with disabilities through teacher training, production and provision of assistive devices and adapted materials and continued construction of infrastructure to make learning environments inclusive.	◆◆
#6 Build fences around schools to keep learners safe and to prevent strangers and animals from wondering through school property.	◆◆
#7 Build school cafeterias and/or engage the community to provide learners with at least one meal during the day to create an incentive for learners to stay at school throughout the day.	◆◆
#8 Strengthen the eLearning component in schools where it already exists, introduce the component at remaining schools and train learners more efficiently.	⌒◆◆
#9 Continue building the capacity of all members of the education community–particularly–through trainings, workshops and awareness-raising to ensure they can sustain programme activities after SEAQE Sahel has ended.	◆◆
#10 Set up a clear action plan to transfer duties when the programme ends, and train all parties involved to understand their respective roles and responsibilities.	⌒◆◆ 🎓
#11 Increase communities' understanding of and ability to take care of improved school infrastructure, water wells and gardens.	◆◆
#12 Increase the involvement of government officials at the local, regional and national levels to ensure the continuation of programme activities after the end of the programme.	◆◆ 🎓

Recommendations	Actors
LEGEND: 🦅 ADRA Norway 🦋 ADRA Mali 🐦 ADRA Niger 🎓 Educational Authorities	
#13 👪 Consider offering more workshops for women on literacy and income-generating activities.	🦋🐦
#14 📈 Explore opportunities to partner with other NGOs to leverage support and investment.	🦅🦋🐦
#15 📚 Seek ways to set up small school libraries at each school for learners' teachers' and communities' use.	🦅🦋🐦
#16 🏫 Explore opportunities for introducing the SEAQE Sahel programme, or elements thereof, in secondary schools.	🦅🦋🐦

INTRODUCTION AND BACKGROUND

The Adventist Development and Relief Agency (ADRA) Norway, one of the country's leading international education development organisations, is currently implementing the Strengthening Equity, Access and Quality in Education Sahel (SEAQE Sahel) programme in Mali and Niger. Funded by the Norwegian Agency for Development Cooperation, the programme started in October 2017 and will end in December 2021.

SEAQE Sahel works to increase educational opportunities for all children in targeted areas in Mali and Niger, including poor and marginalised children. To achieve this, the programme expects that, as a result of the programme:

- Motivated teachers are committed to child-centred teaching methodology

- Children achieve better learning outcomes in literacy, numeracy and life skills in an inclusive and safe educational environment

- An active and engaged civil society promotes equality and inclusion in education

- A strengthened local government increasingly promotes inclusive and equitable education structures, policies and programming

The programme's development goal is that all children in target areas in Mali and Niger receive access to quality education. The overall programme objective is that at least 15,000 marginalised children in 45 schools will attend and participate within quality and inclusive basic education and demonstrate relevant learning outcomes (Figure 3).

Figure 3: SEAQE Sahel programme design

15,000 children in 45 schools			
In MALI: <u>25 schools</u> 23 primary 2 secondary		In NIGER: <u>20 schools</u> 20 primary	
18 in Gourma Rharous	7 in Banicane	10 in Dargol	10 in Tagazar
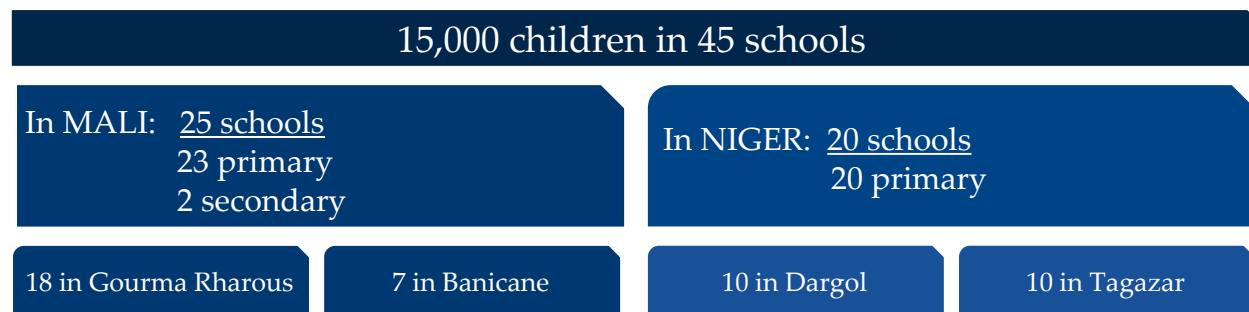
RATIONALE

RESEARCH PURPOSE

In November 2019, ADRA Norway contracted School-to-School International (STS) to conduct a mid-term review (MTR) study for the SEAQE Sahel programme. The MTR assesses progress and achievements of SEAQE Sahel at the midpoint of the programme. SEAQE Sahel desires to learn

about the process, impact, efficiency, effectiveness, sustainability and replicability of its programme—particularly from the perspective of key programme stakeholders. The findings from the MTR will strengthen and inform current and future programming and strategy.

RESEARCH QUESTIONS

ADRA Norway developed an initial set of research questions for the MTR study, which was then refined collaboratively with STS. Ultimately, the MTR report responds to 13 research questions:

1. Do key stakeholders believe the SEAQE Sahel programme, including information technology (IT) components when relevant, has been successfully implemented as designed?
2. What key changes have key stakeholders perceived to have happened in children, vulnerable youth, women and their families' lives? How sustainable do they believe these changes to be?
3. To what extent do key stakeholders believe that SEAQE Sahel has transformed inequalities for all children despite gender, disability or other characteristics?
4. What, if any, changes to inclusive education and child protection policies, practices, ideas and beliefs do key stakeholders perceive to have happened as a result of SEAQE Sahel?[1]
5. How, if at all, do stakeholders perceive that SEAQE Sahel has impacted the degree to which vulnerable children, youth and women living in poverty have participated in and taken control over education programmes?
6. How, if at all, has the SEAQE Sahel programme mainstreamed gender, conflict sensitivity and child protection (and any other cross-cutting issues across the programme)?
7. What factors do key stakeholders believe make some schools more successful than others?
8. Have key stakeholders observed any unintended positive or negative results thus far?
9. Do key stakeholders believe that the central assumption of the programme is correct?[2]
10. To what extent has the SEAQE Sahel programme provided value for money (VfM)?
11. How, if at all, do key stakeholders believe that the programme has impacted enrolment, retention and learning outcomes of marginalised children and youth in education?
12. How sustainable have the activities funded by the SEAQE Sahel been? To what extent has the programme been successful in leveraging additional interest and investment?
13. To what extent is it possible to upscale and replicate the programme to other areas of the countries or region? What approaches of the programme have the highest potential for replication to improve quality and equity in education?

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[1] Inclusive education may refer to inclusion of children, vulnerable youth and women living in poverty and/or conflict situations.
[2] The central assumption is that through providing 'the whole school approach' with concentrated inputs, learners will access strengthened and inclusive formal and non-formal education systems. This will be demonstrated by increased access and retention rates and improved learning outcomes in formal education.

METHODOLOGY

Given that the majority of the MTR research questions are descriptive, STS utilised qualitative evaluation methods to collect and analyse data. Research question 10 was answered using programme cost and output data from 2017 and 2018. The MTR report also summarises Effective Teaching and Learning Environment Assessment Tool (ETLE) data collected and scored by ADRA Mali, ADRA Niger and ADRA Norway teams from 2017 to 2019. Details on the methodologies utilised for the MTR are described in the following sections. Further, SEAQE Sahel logframe data from baseline, 2017 and 2018 were used to triangulate qualitative findings wherever possible.

DATA COLLECTION TOOLS

To measure the MTR research questions, STS developed and administered 2 types of qualitative data collection tools: key informant interviews (KIIs) and focus group discussions (FGDs). Specific respondents and groups are identified by tool type:

1. KII
    a. ADRA staff[3]
    b. Education officials
    c. Community leaders
2. FGD
    a. Head teachers or teachers
    b. Learners (girls)
    c. Learners (boys)
    d. Parent-teacher association (PTA) or school management committee (SMC) members

STS designed KII and FGD tools to respond to specific MTR research questions. Table 1 presents each research question and the corresponding data collection tool(s) used to respond.

Table 1: MTR Research questions and data collection tool mapping

	Research Question	Respondent (Tool)
Process	1. Do key stakeholders believe the SEAQE Sahel programme, including IT components when relevant, has been successfully implemented as designed?	ADRA staff (KII) Ed officials (KII) Head teachers/teachers (FGD)
Impact	2. What key changes have key stakeholders perceived to have happened in children, vulnerable youth, women and their families' lives? How sustainable do they believe these changes to be?	Ed officials (KII) Community leaders (KII) Head teachers/teachers (FGD) PTAs/SMCs (FGD) Learners (FGD)

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[3] STS conducted KIIs with local ADRA staff KIIs in-country.

	Research Question	Respondent (Tool)
Impact	3. To what extent do key stakeholders believe that SEAQE Sahel has transformed inequalities for all children despite gender, disability or other characteristics?	Head teachers/teachers (FGD) Community leaders (KII) PTAs/SMCs (FGD) Learners (FGD)
Impact	4. What, if any, changes to inclusive education and child protection policies, practices, ideas and beliefs do key stakeholders perceive to have happened as a result of SEAQE Sahel?	ADRA staff (KII) Ed officials (KII) Head teachers/teachers (FGD) Community leaders (KII) PTAs/SMCs (FGD)
Impact	5. How, if at all, do stakeholders perceive that SEAQE Sahel has impacted the degree to which vulnerable children, youth and women living in poverty have participated in and taken control over education programmes?	ADRA staff (KII) Head teachers/teachers (FGD) Community leaders (KII) PTAs/SMCs (FGD) Learners (FGD)
Impact	6. How, if at all, has the SEAQE Sahel programme mainstreamed gender, conflict sensitivity and child protection (and any other cross-cutting issues across the programme)?	ADRA staff (KII)
Impact	7. What factors do key stakeholders believe make some schools more successful than others?	ADRA staff (KII) Ed officials (KII)
Impact	8. Have key stakeholders observed any unintended positive or negative results thus far?	ADRA staff (KII) Ed officials (KII) Head teachers/teachers (FGD) Community leaders (KII) PTAs/SMCs (FGD)
Impact	9. Do key stakeholders believe that the central assumption of the programme is correct?	ADRA staff (KII) Ed officials (KII) Head teachers/teachers (FGD)
Efficiency	10. To what extent has the SEAQE Sahel programme provided value for money (VfM)?	ADRA staff (KII) *Programme cost data* *Programme output data*
Effectiveness	11. How, if at all, do key stakeholders believe that the programme has impacted enrolment, retention and learning outcomes of marginalised children and youth in education?	Ed officials (KII) Head teachers/teachers (FGD)
Sustainability	12. How sustainable have the activities funded by the SEAQE Sahel been? To what extent has the programme been successful in leveraging additional interest and investment?	ADRA staff (KII) Ed officials (KII) Community leaders (KII)
Replicability	13. To what extent is it possible to upscale and replicate the programme to other areas of the countries or region? What approaches of the programme have the highest potential for replication to improve quality and equity in education?	ADRA staff (KII) Ed officials (KII)

STS also used SEAQE Sahel financial reports and logframe data for 2017 and 2018, produced by ADRA Norway, to respond to research question 10 on programme VfM. ADRA Norway coordinated the administration and collection of mid-term ETLE data. The ETLE data is summarised in the Key Findings section. Where possible, ETLE data is also used to supplement and triangulate qualitative findings for other research questions.

SAMPLING

STS employed purposive methods for selecting the MTR sample. First, STS determined that 8 schools per country should be selected as part of the sample. This determination was made based on the number of schools needed to provide a range of experiences with the programme, the amount of time available to collect MTR data and STS' scope of work for the MTR. To select the schools within each country, STS consulted with ADRA Norway, ADRA Mali, and ADRA Niger to create a selection protocol. The protocol considered the need to obtain an unbiased that reflects a variety of experiences among those selected to be interviewed. During the selection process, ADRA Mali and ADRA Niger staff provided critical logistical support regarding access to the schools, the accuracy of school enrolment data.

The selection steps to obtain the school sample in Mali were as follows:

1. Use existing ETLE data to create low-, medium- and high-performance categories for schools based on their ETLE scores
2. Purposively select 2 primary schools in each performance category for a total of 6 schools
3. Ensure that across the 6 schools there is variation across other critical descriptive criteria, including
    a. Out-of-school (OOS) reintegration (yes/no)
    b. Whole school model (yes/no)
    c. Learner-to-teacher ratio
4. Select 2 secondary schools in Mali to collect information on the information-communication technology intervention

The selection steps to obtain the school sample in Niger were as follows:

1. Create 2 groups based on school location—Baleyara and Dargol—and sample 4 schools in each location
2. Use existing ETLE data to sort schools within the location by ETLE score
3. Purposively select 4 schools per location, ensuring that there is variation across key descriptive criteria, including:
    a. ETLE scores (high/low)
    b. OOS reintegration (yes/no)
    c. E-lab presence (yes/no)
    d. Learner-to-teacher ratio

ADRA Mali and Niger teams collected ETLE data for each school included in the MTR sample. ADRA Norway, ADRA Mali and ADRA Niger—in consultation with STS—identified the ADRA staff and education officials to interview for their respective KIIs. The team sought to interview individuals who had the most knowledge of and were directly involved with the SEAQE Sahel programmes. STS interviewed ADRA Mali and ADRA Niger staff directly involved with the programme in both countries. Education officials interviewed for the MTR included individuals involved with the SEAQE Sahel programme at the national, regional and local levels.

Table 2 provides the number of expected and completed KIIs and FGDs by country. All the expected quotas by categories of respondents were met or surpassed.

Table 2: MTR KII and FGD quotas and completions by country

Type	Respondent	Mali		Niger	
		Expected	Completed	Expected	Completed
KII	ADRA staff	2	2	2	2
KII	Education officials	3	3	3	4
KII	Community leaders	8	8	8	8
FGD	Head teachers/teachers	8	8	8	8
FGD	Learners (girls)	8	8	8	8
FGD	Learners (boys)	8	8	8	8
FGD	PTAs/SMCs	8	8	8	8

In Niger, 4 KIIs—instead of the expected 3—were conducted with education officials to account for 2 representatives at the local level in the Dargol and Baleyara communes. In Mali, community-leader KIIs were conducted with 3 local mayors and 5 village leaders to account for the opinions of representatives involved at all levels. Comparatively in Niger, 8 village leaders were interviewed—4 from villages in the Dargol commune and 4 from Baleyara villages.

FGDs with each category of respondents included 6 to 8 participants on average. However, some individual schools in both countries did not have enough teachers to meet group-level quotas. In these cases, all the available teachers were interviewed. Head teachers who taught classes in addition to their role of running the school also participated in FGDs alongside the teachers.

Three types of PTA and SMC organisations are involved in the programme in Mali and Niger— local PTAs, local SMCs, and Mothers' Associations, also known as an *association des mères d'élèves* (AME), in each school or village. In Niger, 8 mixed-gender FGDs were conducted, which included representatives of all 3 organisations. In Mali, STS, in consultation with the local ADRA team, decided to split the FGDs with PTA, SMC and AME organisations into 2 types based on gender.[4] Thus, 4 all-male FGDs were conducted with members of PTAs/SMCs and 4 all-female FGDs were

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[4] Due to cultural norms prevalent in the region, it was advised that female respondents would feel more at ease to express their opinions if they were in focus groups separate from male respondents.

conducted with mothers from the AMEs. In total, 223 respondents in Mali and 206 respondents in Niger were interviewed for the study.

ENUMERATOR TRAINING

ADRA staff served as enumerators for the MTR in both Mali and Niger. STS conducted enumerator trainings at respective country ADRA headquarters before data collection began—from 20–22 November 2019, in Bamako, Mali, and from 25–27 November 2019, in Niamey, Niger. In Mali, 6 ADRA staff travelled to Bamako from the Timbuktu region, where they work, to attend the training; 2 were women, and 4 were men. In Niger, 7 ADRA staff—all men—attended the training. All enumerators in both countries were trained for the entire 3 days and were selected to conduct operational data collection. See Annex I for training agendas.

Each training included an orientation to the MTR study and an introduction to qualitative research, including techniques for surveying respondents, facilitating KIIs and FGDs, taking notes, and asking probing questions. Discussions focused on how to administer the data collection tools, the meaning of item constructs and questions, the logistics of data collection, and protocols for submitting data. Enumerators conducted mock interviews and FGDs, which STS observed and provided feedback on. During the presentation of the data collection tools, enumerators were asked to provide feedback on the content and the phrasing of the questions to make sure that the tools would be understood by the respondents.

Prior to the training in each country, the facilitator spent one day in each location becoming acquainted with the ADRA team and the content of the programme, as well as conducting KIIs with ADRA staff as part of operational data collection. STS did not accompany enumerators during data collection; all subsequent interaction between ADRA staff and STS occurred remotely through WhatsApp, email and Dropbox.

EVALUATION ETHICS

STS adhered to SEAQE Sahel ethics, child protection and safeguarding policies throughout the MTR process. STS understood that the ADRA staff in both countries, who personally conducted data collection, had already received training on child protection and safeguarding through their programmes. STS also understood that ADRA Mali and ADRA Niger had appropriate protocols in place to ensure that any ethical issues that arose during data collection could be addressed and reported per these protocols. A summary of the MTR ethical considerations and associated approaches appear in Table 3.

Table 3: MTR evaluation ethics

Ethical consideration	Approach
Safeguards for those conducting research	ADRA enumerators monitored risks associated with conducting research and relied on their in-country management in making decisions on safeguarding practices. Enumerators were in constant contact with STS and reported challenges and proposed solutions in a timely manner.
Child-safe physical safeguards for children participating in research	ADRA enumerators monitored risks associated with children participating in research and committed to using their existing child protection and safeguarding protocols for reporting and mitigating any issues that occurred during data collection. STS designed data collection logistics to ensure proper gender and cultural sensitivities were considered during data collection.
Appropriate time allocated to engage with children participating in research	During the trainings, STS and ADRA tested the FGD lengths and made recommendations to streamline the tools to help respondents feel comfortable and to avoid fatigue during data collection. In addition, STS trained enumerators on ways to build rapport and make respondents comfortable, as well as strategies for engaging children through songs and games.
Data protection protocols and secure maintenance procedures for personal information	STS trained all enumerators on the importance of confidentiality, especially for vulnerable populations. Data were uploaded electronically and stored in password-protected databases. STS designed data collection logistics to ensure the confidentiality of respondents is maintained to the highest extent possible.
Consent of responsible adult concerning data collection from children; age and ability appropriate assent processes based on reasonable assumptions about comprehension for the ages of children involved in the research	STS, in collaboration with ADRA enumerators, ensured that, when possible, consent was sought from a caregiver or head teacher for all respondents under the age of 18. Respondents under the age of 18 were asked for their assent to take part in the research. Consent was obtained from head teachers of the learners' school, which is the normal practice of ADRA Mali and ADRA Niger when collecting data from learners. Consent and assent protocols were administered at the start of each data collection tool. STS trained enumerators on steps to take if consent or assent was not given.
Appropriate spaces and methodologies	STS trained ADRA enumerators on best practices to establish physical spaces for interviews and discussions, including ensuring that respondents were assessed in a quiet location with no disruptions.
Appropriate language and communication for different stakeholders involved in the research	ADRA enumerators ensured that respondents could answer questions in a language familiar to them.

Ethical consideration	Approach
Age-appropriate participation of children, including in the development of data collection tools	ADRA enumerators, as instructed by STS, selected respondents—both girls and boys—from grade 6 or the local equivalent in sampled schools. Where no learners of that grade level were available, enumerators conducted FGDs with grade 5 learners. STS shared all data collection tools for review with ADRA Norway prior to departing to the field. STS also discussed all data collection tools with ADRA enumerators to ensure their age-appropriateness. Further, STS modified data collection tools during the in-country trainings to ensure that they were appropriate for the populations to which they were administered during operational data collection.

DATA COLLECTION

In Mali, MTR data was collected from 27 November to 13 December 2019. In Niger, due to an unexpected government decree releasing schools early on break countrywide, data collection was broken up into 2 phases. The first phase was completed in the Baleyara commune from 28 November to 6 December 2019. The second phase was conducted in the Dargol commune from 7–16 January 2020.

STS trained enumerators to conduct all KIIs and FGDs in teams of 2—composed of one facilitator and one note taker—whenever possible. This protocol was followed for 18 of the 27 KIIs; the remaining 9 KIIs were conducted by a single individual since 2 people were not available to conduct an interview. The facilitator led the interview or the discussion, while the note taker kept a meticulous record of everything the respondents reported, including direct quotations, interactions between respondents, attitudes, body language and other relevant information. The notes were taken by hand and later typed up and expanded with the input of the facilitator. Enumerators translated from local languages into French when necessary and submitted field notes to STS in French. In both countries, enumerators split into pairs, allowing for several data collection activities to be conducted simultaneously.

Enumerators obtained consent before proceeding with data collection, and all respondents had the option to refuse to participate. Respondents were informed of the rationale behind the study and were assured that their identity would remain anonymous. STS consulted with the ADRA staff in Mali and Niger to gain insight into the cultural outlook on obtaining audio-recordings from respondents. In Mali, programme staff did not believe that audio-recordings would pose a problem with respondents. STS consulted with the ADRA staff in Mali and Niger to gain insight into the cultural outlook on obtaining audio-recordings from respondents. In Mali, programme staff did not believe that audio-recordings would pose a problem with respondents. Thus, at the start of data collection, enumerators attempted to gain consent to record KIIs and FGDs. Once teams began conducting data collection, however, they found that respondents were reluctant to

allow their conversations to be recorded; therefore, it was decided to stop attempting to record activities. This is not believed that this impacted data quality: enumerators reported that, after respondents declined to be recorded and realized that the enumerators respected their wishes, they appeared relaxed and comfortable sharing their opinions.

ADRA Niger informed STS prior to data collection that they did not believe that respondents would agree to be recorded. Therefore, in Niger, enumerators did not record KIIs or FGDs with respondents, except for ADRA staff. Ultimately, KIIs with ADRA staff and one KII with an education official in Mali were recorded.

During data collection, enumerators reported to STS daily by submitting a picture of the attendance list and a short debriefing memo through WhatsApp from each data collection activity. Due to low internet connectivity, field notes were submitted weekly when enumerators had access to a stronger internet connection or could travel to the local ADRA office. Data was submitted via a Dropbox link provided by STS or, if a strong internet connection could not be obtained, via email. All data collection materials were kept confidential by both country teams.

Data was received, reviewed and stored on a secure server by STS. Whenever clarification was needed, STS communicated with the respective country teams via WhatsApp to ask for more information. Communication between the enumerators and STS was, for the most part, smooth and timely.

DATA ANALYSIS

STS analysts imported finalised expanded field notes into Dedoose, a qualitative data analysis software program, in order to systematically code and analyse the data. A single analyst completed all coding to ensure consistency. The qualitative data analysis methodology incorporated an iterative approach and included content analysis and constant comparison of narrative data to identify and validate emerging themes. STS examined qualitative data and emergent themes. While observations by enumerators were included in the qualitative analysis where relevant, reflections and recommendations are clearly distinguished from the raw data and findings. Summaries of findings were synthesised relating to purpose and research questions.

ADRA Norway provided ETLE data for Mali and Niger to STS using SEAQE Sahel's standard compilation tool. The compilation tool summarised the number of schools in each country that scored from 1 (not at all achieved) to 4 (exceeded) on programme logframe indicators. STS utilised the report summary in the compilation tool to analyse findings in Microsoft Excel. STS also incorporated findings from the *Programme d'analyse des systèmes éducatifs de la Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie* (PASEC) exams funded by SEAQE Sahel and conducted by relevant ministries and other partners in both Mali and Niger.[5]

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[5] STS did not analyse PASEC data. Findings incorporated in the MTR study report were taken from reports produced and shared by ADRA Norway.

Further, SEAQE Sahel logframe data from baseline, 2017 and 208 were used to triangulate qualitative findings wherever possible.

For research question 10, STS utilised a cost-efficiency analysis. Cost efficiency allows a programme to understand the cost of an intervention per output delivered, as well as how that intervention cost per output delivered may compare to other delivery methods for the same output. In other words, it provides a measure of operational efficiency.

To calculate cost efficiency, STS used 2 data sources: SEAQE Sahel financial reports with actuals for 2017 and 2018 in euros, and SEAQE Sahel logframe output indicator data from 2017 and 2018. Cost data was disaggregated to the output level but not the output indicator level. For example, cost data was listed for output 1.1[6] but were not disaggregated to output indicator 1.1.1,[7] 1.1.2[8] or 1.1.3.[9] Because of this, outcome costs are compared with output indicator values and are likely overestimates of the cost per unit output. Cost outputs were adjusted for inflation to 2018 levels using the European Union Harmonized Index of Consumer Prices.[10]

STS analysts used Microsoft Excel to calculate the cost efficiency of the SEAQE Sahel programme. Results are presented to include cost efficiency with and without the overhead and administrative costs.

CHALLENGES AND LIMITATIONS

STS and the ADRA enumerators faced several challenges during enumerator training and qualitative data collection:

- The study design included using ADRA Mali and ADRA Niger staff as enumerators. Using the programme staff ensured the enumerators were familiar with the programme activities and known to the respondents. Simultaneously, using ADRA staff as enumerators introduced a conflict of interest, since both enumerators and respondents had incentives to respond and report experiences with a specific perspective. During the training, STS emphasised to the trainees the importance of remaining neutral during data collection and advised them to do their best to not allow personal knowledge of the programme to guide or impact the responses of the respondents. However, there is no

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[6] 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.

[7] Output indicator 1.1.1: a) number of target parent teachers' associations and/or school management committees members trained (sex, level of education) in skills in school planning, decision making, monitoring and resource mobilisation. b) percentage of target schools where parent teacher associations and/or school management committees are participating in school planning, decision making, monitoring and resource mobilisation.

[8] Output indicator 1.1.2: percentage of targeted parents and community members, who have gained literacy and numeracy skills and increased knowledge of inclusion of marginalised children through literacy circles.

[9] Output indicator 1.1.3: number of civil society organisations that actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalised children.

[10] No inflation adjustments were made to Mali and Niger currencies, since price data was provided to STS in euros. https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=prc_hicp_aind&lang=en

certainty that enumerators—inadvertently or otherwise—did not impact the data collected nor that respondents answered honestly.

- In Niger, only 3 of the 7 ADRA enumerators involved in operational data collection spoke the local languages of the region. Several of the enumerators originally came from other French-speaking countries and did not speak the local languages of Niger. As many of the KIIs and FGDs had to be conducted in local languages, 3 of the enumerators had to do conduct more activities than the others. This was not an issue in Mali, as all enumerators spoke the local languages used during data collection.

- Nearly all the ADRA programme staff used as enumerators were also involved in other programme activities at the time of the MTR, and several high-level staff had other tasks to perform during the 3 days of enumerator training. This need to constantly multitask took away from the enumerators' concentration on the training. Moreover, it is likely to have impacted the quality of data collection and the field notes submitted for analysis, given that enumerators did not necessarily have the ability to focus fully on the MTR.

- Budget and time limitations allowed for only 3 days for STS's facilitator in Mali and in Niger. Within this short timeline, the facilitator had to further compress and limit the time allocated to school sampling and additional practice sessions, due to enumerators' requested revisions to the tool. The enumerators teams would have benefited from additional practice time administering the tools and writing detailed field notes.

- Piloting of the tools prior to operational data collection was not possible in either country. SEAQE Sahel schools are far from the capital, where the enumerator trainings took place. This limitation prevented enumerators from conducting an in-school practice or pilot.

- Audio-recordings of the KIIs and FGDs were not obtained because most respondents refused to give their consent to be recorded. In Mali, at the beginning of data collection, enumerators attempted to obtain audio-recordings but soon stopped after realising that this made the respondents uncomfortable. Most early respondents refused to give consent anyway. In Niger, STS and enumerators decided not to request for the interviews to be recorded since ADRA Niger expressed concern over losing the respondents' trust if audio-recording were mentioned. Due to security risks in the regions where the programme operates in both countries, respondents are often afraid of having their name or voice associated with any interviews. Lacking audio-recordings prevented the teams from verifying their field notes and impressions against a detailed account of the data collection activities.

- The quality of data received from the data collection often provided very general responses and insufficient detail. During training, enumerators practised interviewing techniques, approaches to asking probing questions and seeking clarification, and note-taking strategies. Nevertheless, the quality of the field notes was not always adequate to

fully address the research questions. During data analysis, STS needed to conduct numerous follow-up discussions with enumerators to clarify notes and to request additional information. In addition, responses on certain aspects central to the programme's objectives, such as child protection, inclusive education and gender were often general in nature or missing altogether. Field notes did not sufficiently highlight specific respondents' voices and their perspectives related to these issues, despite questions related to them in the KIIs and FGDs.[11] Finally, detailed information on the specific profiles of many of the respondents was not provided beyond age, gender and position or title.

- In Niger, data collection was interrupted due to a nationwide holiday break starting earlier than programmed for all schools. This holiday break went into effect after the government issued a decree and was not foreseen during the planning stages of the MTR. Therefore, timelines for completion of the MTR study had to be revised. These disruptions also impacted the availability of respondents, particularly government officials. To mitigate these challenges, STS and enumerators communicated frequently to make modifications to appointments and to reschedule with respondents as needed.

- STS received limited information about the scope of SEAQE Sahel's eLearning component from ADRA Norway prior to developing data collection tools and training enumerators. In the field, ADRA Mali and ADRA Norway staff and other stakeholders only provided very general information about the component through KIIs and FGDs. The limited information available on the eLearning component made it difficult to evaluate the scope and success of this activity.

Cost efficiency and ETLE challenges and limitations include:

- Programme cost data was not disaggregated to the output indicator level. Unit outputs for each output indicators were not identical, and, as a result, the cost-efficiency calculations for each output indicator likely are overestimates.

- STS was not involved in the training, collection or quality control of ETLE data. As a result, STS cannot fully verify the quality of the data provided for inclusion in the MTR study. Further, because ADRA programme staff collected ETLE data, data collectors' assessment of each school's progress against ETLE indicators may be biased. This potential bias should be considered in the interpretation of the findings presented in this report.

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[11] These include female teachers, parents of children with disabilities, children with disabilities or other marginalized participants.

KEY FINDINGS

Key findings from the MTR are presented below. Findings are organised by research question and by country, where relevant.

RESEARCH QUESTION 1

> Do key stakeholders believe the SEAQE Sahel programme, including IT components when relevant, has been successfully implemented as designed?

Response Summary: The data strongly suggests that stakeholders generally rate the programme as 'successful' and believe many of its elements are being implemented as designed. Elements that beneficiaries believe to be particularly successful include the construction of classrooms, latrines, water wells and other improvements to school infrastructure; equal treatment of children despite gender, disability or other characteristics; and an increased sense of empowerment among women and other members of the communities. Data revealed that programme participants now feel more supported to improve education in their communities. However, the eLearning component roll-out has been slow, and schools and the programme face several challenges in its implementation.

Stakeholders in both countries were asked to rate the success of the SEAQE Sahel programme thus far as very successful, successful, somewhat successful, not successful or not at all successful, and to provide an explanation.

In both countries, respondents generally agreed on a rating of successful for the implementation of the programme. They reported that, while not without challenges, SEAQE Sahel is:

- Improving infrastructure at schools and in communities through the construction of classrooms, latrines and water wells[12, 13]

- Achieving the equal treatment of all children regardless of gender, disability or other marginalising characteristics

- Positively impacting women, families and communities as a whole

Beneficiaries consider the programme's infrastructure improvements, targeted capacity building activities, literacy trainings, awareness campaigns and workshops on inclusive education, child protection and the rights of the child a testament to the programme's holistic approach to solving the education issues prevalent in the regions of both countries.

In Mali, an inspector in the region where the programme operates congratulated the programme, echoing the opinions of many surveyed stakeholders: '*It is the first time that I see a programme dealing with all the different challenges our communities face with education.*' Stakeholders believe that

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[12] SEAQE Sahel logframe data indicate that, as of 2018, 20 schools in Mali had improved sanitation and hygiene, and 20 schools in Niger had improved sanitation and hygiene. In Mali, 35 latrines had been built as of 2018, with an overall pupil-to-latrine ratio of 1:71,8. In Niger, 177 latrines had been built as of 2018, with an overall pupil-to-latrine ratio of 1:43.

[13] SEAQE Sahel logframe data indicate that 17 of 20 target schools had new/improved access to clean and safe drinking water. Data were not available for Mali.

the programme has brought a new sense of awareness and responsibility to the Gourma Rharous district. A teacher interviewed during an FGD said:

> *SEAQE Sahel has changed the face of our schools. Now, people from other communities in the region want to bring their children to our schools. We have become an example for others in the region, and we must live up to it!*

Meanwhile, a community leader said that despite the difficult conditions as well as the isolated and insecure nature of the region, the programme continues to deliver on its promises: '*While other NGOs are pulling out of the area due to the security situation, ADRA continues its operations!*' Finally, SEAQE Sahel has managed to increase the involvement of the authorities—at the local, regional and national levels—in education. ADRA Mali programme staff said:

> *When we started, our ministry partners were not present in the region. Many had completely abandoned their posts. All responsible education parties deserted the zone where we work, and schools were left to fend for themselves. The programme has greatly contributed to the return of key education officials to their positions. Now our job is to make sure that they stick around after we leave.*

At the time of the MTR study, the eLearning component had been implemented in 2 MTR sample schools in Mali–both secondary schools, as intended by the programme. The programme helped the schools set up computer labs and train teachers to use them. At the time of the MTR, it was unclear to what extent learners had started receiving computer training.[14] Nevertheless, stakeholders said that the existence of these computer labs acts as an incentive for learners at the 2 schools as well as for learners from other schools, who are hoping that eventually their schools will also have an eLearning component.

In Niger, education officials and community leaders pointed out that all villages benefitted greatly from the programme. Before the SEAQE Sahel intervention, many villages did not have functioning schools, and many schools that did exist were made of sticks and straw. Respondents stressed the relationship between providing learners with learning materials and enrolment rates. A teacher in an FGD said:

> *Now our schools have permanent classrooms and children have the necessary materials. We have more and more children enrolling and attending school. Parents from other villages that are not part of the programme are even trying to send their children to study at our schools. We are having a hard time because we actually have to turn people away.*

In the example above, a teacher described that children from villages without the SEAQE Sahel programme come to his school and have to be turned away. However, based on the data received, most stakeholders said that schools participating in the programme are no longer barring learners from enrolling in school based on disability, gender or other characteristics. In qualitative data, only a few instances of children being turned away if their parents were not able to pay the school

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[14] According to SEAQE Sahel logframe data, no learners in second cycle schools in Mali had been trained in computer literacy as of 2018.

fees were mentioned. According to stakeholders, the fact that learners are receiving school supplies from the programme is helping low-income families send their children to school.

On the subject of government involvement, local ADRA programme staff in Niger echoed the sentiment of their colleagues in Mali:

> *There was nothing the State did for these schools; there were no classrooms, latrines or materials before the programme. Now, education authorities are much more involved, and they see the positive impact SEAQE Sahel is having in Dargol and Baleyara.*

Several community leaders emphasised the benefits of having access to clean water at the school. They reported that having latrines and clean water at schools adds a health and sanitation component to the programme, which has the potential to teach the entire community proper hygiene and safety practices. KIIs with ADRA Niger programme staff revealed that there are also specific trainings on hygiene and proper sanitation practices taking place to educate children, parents and the community.[15] However, the majority of other stakeholders did not focus specifically trainings on hygiene and proper sanitation, and only some members of PTA/SMC/AME organizations briefly mentioned trainings on hygiene and proper sanitation for children, parents and the community. Most of the respondents' comments on latrines and clean water were general in nature. They referred to the fact that learners could stay at school because they no longer need to travel long distances to find water; this also benefitted women, who traditionally are tasked with water collection. The fact that, in KIIs and FGDs, most respondents did not emphasize hygiene and sanitation trainings and practices in their responses may indicate that they are not necessarily aware of the full importance of these aspects of the programme.

At the time of the MTR, only 2 of the Niger schools in the MTR sample had an eLearning component. The SEAQE Sahel programme helped the schools set up E-learning labs and trained teachers to use them, but as of November 2019, learners had not begun receiving additional literacy support.[16] Nevertheless, the courses are planned to begin sometime in 2020. The programme staff also mentioned that 2 more schools sampled by the MTR are on course to roll out an eLearning component in 2020. Similarly, stakeholders in Niger reported that the programme's computer labs are attracting positive attention in the villages. Many respondents mentioned that the presence of computers and tablets at the schools is a motivating factor for learners and parents, and they attributed the new technology to increase school enrolment rates.[17] SEAQE Sahel logframe data indicate increased enrolment from baseline to 2018, though it is not clear whether these increases are due to the implementation of the eLearning component.

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[15] SEAQE Sahel logframe data indicate that, as of 2018, 7,827 learners in Mali and 6,278 learners in Niger had been trained in sanitation and hygiene.

[16] According to SEAQE Sahel logframe data, no learners in second cycle schools in Niger had been trained in computer literacy as of 2018.

[17] In Mali, enrolment rates increased overall by 12.1% from baseline to 2018, with an increase in of 16.4% for boys and an increase of 7.8% for girls. In Niger, enrolment rates increased overall by 10.7% from baseline to 2018, with an increase of 10.1% for boys and an increase of 11.3% for girls.

Respondents **in both countries**—teachers in particular—mentioned that security challenges were creating delays in the rollout of the eLearning component. Classrooms housing computers and tablets must be locked and secure. **In Niger**, several teachers reported that at the beginning of the 2019-2020 school year, the computer labs at their school were not operational due to the security situation and that the tablets were removed from the computer lab to avoid the potential of having them stolen. Additionally, in one village, a local community leader and a teacher described how the local PTA/SMC/AME members raised money to hire a guard to protect the computer lab.

MTR data did not include greater detail on the implementation of the various eLearning components of the programme. MTR data indicated that the eLearning components of the programme are still in their initial stages and that the computer labs are not being used consistently. Many teachers mentioned that they have either not begun training in the current school year or that they are not yet authorized to even use the computers after the initial training they received at the end of the previous school year. Some teachers also criticised the programme for not training them sufficiently on the eLearning component and noted that the school schedule does not make enough time to hold computer classes. **In Niger**, several teachers mentioned that tablets are in fact being used for learning but not on a consistent basis. They also said that there are not enough tablets or computers for the number of learners they are supposed to teach.

Teachers and community leaders **in Niger** also mentioned that it is part of the government's agenda on the national level to provide computer training to learners but, due to insufficient funds, this is not happening at most schools in the country. Local community leaders **in Mali** said that they believe SEAQE Sahel is the first programme in the region to introduce an eLearning component in schools.[18]

Despite a generally positive outlook on most programme activities, stakeholders **in Niger** admitted that SEAQE Sahel runs into challenges and has areas that need improvement.

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[18] STS could not independently verify this statement.

ETLE findings

- ETLE results from **Mali** indicate an increase in head teacher or supervisor feedback to teachers targeting their knowledge and skills in teaching literacy and learning. At baseline, teachers in 73% of schools received evaluations from head teachers or supervisors, and teachers in 27% of schools received irregular or regular evaluations unrelated to their literacy and numeracy instruction. In the 2018/19 school year, teachers in 83% of schools received regular feedback from head teachers or supervisors related to their performance in literacy and numeracy instruction.

- ETLE results from **Niger** show an increase in supervisor feedback to teachers targeting their knowledge and skills in teaching literacy and learning. At baseline, teachers in 83% of schools did not receive evaluations from head teachers or supervisors, and teachers in 17% of schools received irregular or regular evaluations unrelated to their literacy and numeracy instruction. In the 2018/19 school year, teachers in 61% of schools received regular feedback from head teachers or supervisors related to their performance in literacy and numeracy instruction. Teachers in 14% of schools received regular feedback on their literacy and numeracy instruction and were proactive in seeking ways for improvement.

PASEC findings

- In **Mali**, the programme engaged the CAP and empowered them to lead programme activities.

- In **Mali,** the programme constructed 15 classrooms in 5 schools—3 classrooms per school—as well as rehabilitated drinking water points in all schools.

RESEARCH QUESTION 2

> What key changes have key stakeholders perceived to have happened in children, vulnerable youth, women and their families' lives? How sustainable do they believe these changes to be?

Response Summary: Field interviews and discussions indicated that stakeholders observed many positive changes in children, women and the greater community as a result of SEAQE Sahel's activities. Stakeholders cited changes in infrastructure as instrumental in leading to improved access to school facilities, hygiene and sanitation. Nearly all stakeholders reported higher rates of school enrolment and attendance. Many mentioned improved literacy rates among parents—mothers, in particular. However, these increases could not be triangulated with the quantitative data provided by SEAQE Sahel. Interviews and discussions also indicated that stakeholders place importance on the awareness-raising and trainings offered on building a more inclusive school environment. Nevertheless, while respondents reported that more marginalised children—especially girls and children with physical disabilities—are accessing basic education, challenges remain for certain groups, such as children with other types of disabilities. Based on MTR data, it is clear that stakeholders' understanding of sustainability is not necessarily inclusive of all the aspects needed to make a programme feasible in the long term. In addition, when commenting on improved teaching quality, stakeholders relied on personal observations rather than quantifiable data.

MTR respondents report that, through capacity building activities, awareness-raising campaigns and comprehensive efforts to educate and involve all relevant parties in the education process, the SEAQE Sahel programme has been instrumental in changing lives of the communities it serves in Mali and Niger. Stakeholders **in both countries** reported an overall improvement in the quality of life in their communities as a result of the programme's activities. Namely, in KIIs with education officials and community leaders and FGDs with teachers, PTA/SMC/AME members and learners, the following key changes were mentioned as most notable:

1. Improved access to school facilities as a result of the renovation of existing classrooms and construction of new ones[19]

2. Improved hygiene and sanitation thanks to the construction of water wells and gender-separated latrines on school grounds[20, 21]

3. Higher rates of school enrolment and attendance for marginalised children—particularly for girls and children with physical disabilities—as a result of providing learning materials to learners, encouraging parents to send their children to school, and the construction of access ramps to classrooms and latrines for physically disabled children[22]

4. More inclusive school environment and changing community perceptions on issues of equality, inclusivity and child protection as a result of awareness-raising campaigns and trainings for learners, teachers, parents and all education actors[23]

5. Improved literacy rates among parents and the community—women in particular—thanks to the creation of literacy circles in some villages[24]

MTR data showed that stakeholders stressed that most of the programme support for children with disabilities is targeting children with physical disabilities. Many stakeholders reported that little is being done for children with other types of disabilities. The major improvement mentioned for physically disabled learners was the construction of ramps to classrooms and latrines. For learners with other disabilities, respondents said that little is being done beyond raising awareness and attempting to change the attitudes and perceptions around the fact that

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[19] SEAQE Sahel logframe data indicate that 54 classrooms in Mali and 20 classrooms in Niger had been constructed or rehabilitated by 2018.

[20] SEAQE Sahel logframe data indicate that, as of 2018, 20 schools in Mali had improved sanitation and hygiene, and 20 schools in Niger had improved sanitation and hygiene. In Mali, 35 latrines had been built as of 2018, with an overall pupil-to-latrine ratio of 1:71,8. In Niger, 177 latrines had been built as of 2018, with an overall pupil-to-latrine ratio of 1:43.

[21] SEAQE Sahel logframe data indicate that 17 of 20 target schools had new/improved access to clean and safe drinking water. Data were not available for Mali.

[22] In Mali, enrolment rates increased for girls by 7.8% from baseline to 2018, and enrolment rates decreased for children with disabilities by 4.8% from baseline to 2018. In Niger, enrolment rates increased for girls by 11.3% from baseline to 2018, and enrolment rates increased for children with disabilities by 195.7% from baseline to 2018. Data were not available on enrolment rates for children from low-income families.

[23] SEAQE Sahel logframe data indicate that no education personnel in Mali and 49 education personnel in Niger had been trained in equality and inclusion as of 2018.

[24] Quantitative data were not available to corroborate this statement.

children should not be discriminated against based on any disability. According to respondents, while children with disabilities are now technically better able to access education, there is little support for them in the classroom. In other words, no specialized materials are provided for children who are hard of hearing, have low vision or have cognitive disabilities. Teachers are not trained on how to support learners with disabilities.

In addition to encouraging parents of children with disabilities to send their children to school, many stakeholders **in Mali** mentioned that school enrolment and attendance for girls has improved as a result of the gifts that girls and their mothers receive when girls successfully complete primary school. This incentive, which was introduced by the programme, was reported to be instrumental in motivating mothers to ensure that their daughters attend and complete primary school. Examples of gifts that girls and their mothers receive include school supplies, fabric for clothes and soap. Stakeholders, however, do not consider this incentive to be sustainable, since the SEAQE Sahel programme will terminate before all girls graduate from primary school, and local communities or schools will not be able to fund the continuation of this component. Stakeholders expressed concern over the fact that once the programme's ends and girls and mothers no longer receive this incentive, the number of mothers sending their daughters to school will again decrease.

In Niger, many stakeholders—teachers and community leaders in particular—pointed to improved quality of teaching as an important observable change.[25] They believe that this change had a significant impact on learners' motivation and community morale overall. For example, in an FGD with members of SMC, a respondent noted that by strengthening teachers' capacity, the programme is encouraging both learners and parents to be more involved in the education process. Many respondents **in Niger** emphasised the importance of planting trees and gardens on school property. Teachers pointed out that the shade that trees provide in the schoolyard allows for certain school activities to take place outdoors. They also mentioned that teaching learners to plant trees and take care of the gardens empowers them and teaches them skills that they can apply later in life.

Stakeholders were asked to comment on the sustainability of SEAQE Sahel activities and impacts after the end of the programme. Respondents **in both countries** generally believed that some of the changes are more sustainable than others. Based on conversations with stakeholders during data collection, changes brought on by improvements to infrastructure—such as the construction of classrooms, latrines and water wells—are considered to be most sustainable. Respondents also cited improved literacy among parents and the community as a sustainable impact of the programme. Respondents reported that other changes—such as improved learner enrolment and attendance rates—are less likely to endure unless the community and government claim ownership over the programme's gains and pick up where the programme leaves off. Various

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[25] SEAQE Sahel logframe data indicate that 1% of teachers in Niger were teaching reading and mathematics skills effectively as of 2018.

teachers, PTA and SMC members, ADRA staff in both countries, and government officials agree that the programme's handover procedures need to be discussed well in advance in order to build up local capacity to take charge and continue what SEAQE Sahel has established.

ETLE findings

- ETLE results from **Mali** show sustained challenges in engaging PTA and SMC members to track and monitor vulnerable children, dropouts, attendance and resources. At baseline, no schools had PTA and SMC members who tracked and monitored vulnerable children, dropouts, attendance and usage of resources. In the 2018/19 school year, 83% of schools had PTA and SMC records and meetings in place. However, there was no evidence of tracking and monitoring vulnerable children and little or no evidence that such activities are in place in SDPs.

- ETLE results from **Niger** indicate improvement in engaging PTA and SMC members to track and monitor vulnerable children, dropouts, attendance and resources. At baseline, no schools had PTA and SMC members who tracked and monitored vulnerable children, dropouts, attendance and usage of resources. In the 2018/19 school year, 38% of schools had PTA and SMC records and meetings in place showing tracking and monitoring. The SDP also includes mitigation activities.

RESEARCH QUESTION 3

> To what extent do key stakeholders believe that SEAQE Sahel has transformed inequalities for all children despite gender, disability or other characteristics?

Response Summary: MTR data suggest that programme participants hold an overall favourable view of the changes that schools and communities are experiencing around inequalities for children. A common thread that arose from interviews and discussions was the agreement that SEAQE Sahel is changing the way that stakeholders in the community think and talk about inequalities in gender, disability, income or other characteristics. Self-reported data suggest that marginalised children are being treated more equally and that teachers and other education stakeholders understand that girls and children with disabilities have the same rights as any other learner. However, despite an improved awareness of equality, respondents— teachers, in particular—seem to lack an understanding of how to implement these practices. This is evidenced by the fact that some traditional practices are unchanged, such as chores that are unequally assigned to girls and boys.

Respondents **in both countries** unanimously agreed that SEAQE Sahel has been successful in starting to reverse inequalities for children regardless of gender, disability status or other characteristics. Specifically, stakeholders generally reported a transformation in the way marginalised children are treated at school and by the community in general.

Community leaders, teachers, learners and representatives of PTAs, SMCs and AMEs believe that the overall environment at school and in the community has become more accepting, inclusive and conscious of equality. Most respondents reported that the number of marginalised children— in particular, girls, children with disabilities and children from low-income families—enrolling

in and attending school went up as a result of the programme's activities. These perceptions are generally supported by SEAQE Sahel logframe data, except in Mali, where enrolment of children with disabilities decreased in Mali from baseline to 2018. .[26] The discrepancy between the stakeholders' responses in the qualitative interviews and discussions and the logframe data on the enrolment rates of children with disabilities can be attributed to respondents reporting on their personal experiences and perceptions, which does not necessarily correlate with the quantitative data. In addition, the MTR data collection was conducted towards the end of 2019, while the logframe data captured enrolment up to 2018, and may not reflect the most recent numbers.

Stakeholders attribute reported changes in decreasing gender inequalities to the holistic approaches introduced by the programme. This approach involves all education stakeholders in raising awareness about the importance and necessity of educating girls and in teaching the community about the adverse effects of early marriage. Many stakeholders noted that prior to the intervention, the majority of parents of girls were less likely to send them to school, girls who were enrolled attended school with interruptions and there were more girls dropping out and being held back. Moreover, discussions with teachers showed that girls' reading abilities were reportedly lower than that of boys and they were more afraid to speak up in class. While these issues continue, interviews and discussions with respondents—parents, in particular—revealed more parents are enrolling girls in school and encouraging their attendance. Teachers mentioned that they are noticing fewer absences among their girl students, improved performance in class and a generally increase sense of empowerment. Furthermore, girls themselves reported feeling more encouraged by their parents and the community to continuously attend school and feeling more confident to participate in class. Meanwhile, respondents mentioned that changes in inequalities for children with disabilities are attributed to the construction of ramps that facilitate access to classrooms and latrines,[27] as well as the programme's efforts in raising awareness in the community regarding inclusivity, equality and the rights of the child. Furthermore, the programme's distribution of learning materials to all learners has made it easier for children whose parents cannot afford to pay school fees or purchase materials to come to school.

Stakeholders—particularly the members of PTAs, SMCs and AMEs in particular—reported that, as a result of the programme, there had been an overall improvement in the way teachers think

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[26] In Mali, enrolment rates increased for girls by 7.8% from baseline to 2018, and enrolment rates decreased for children with disabilities by 4.8% from baseline to 2018. In Niger, enrolment rates increased for girls by 11.3% from baseline to 2018, and enrolment rates increased for children with disabilities by 195.7% from baseline to 2018. Data were not available on enrolment rates for children from low-income families.

[27] Based on reports received from the field during data collection, disability is viewed by the majority of stakeholders from the perspective of a medical model approach to learners with disabilities, with a focus medically solving an 'impairment' However, ADRA staff are striving to promote a more social model approach by educating the community on the importance of accommodating the needs of learners with disabilities, including changing perceptions that exclude people with disabilities from full inclusion in the community. For example, this is done by constructing ramps to classrooms and latrines, changing seating arrangements in the classrooms to accommodate learners hard-of-hearing or with visual impairments and encouraging the participation of learners with disabilities in learner councils.

about equality and inclusion.[28] They also mentioned their belief that teachers are generally treating children more equally despite differences in gender, disability status or income. Teachers themselves report a heightened level of awareness surrounding equality. For example, one teacher who participated in an FGD **in Mali** echoed the sentiment of many of his colleagues: '*the school environment has become more tolerant of and inclusive towards handicapped children as the community now understands that they have the same rights as all other children.*' Another teacher **in Mali** in a different FGD recounted an anecdote about a female learner in one of her classes:

> *There is a mentally disabled girl in our school. Before having received the training on inclusive education, we even called together a meeting with the teachers to expel her from school. But after the training, all of us understood that being able to go to school is the same right for her as it is for anyone else. And it is up to us to create an environment where she can feel safe at school and learn just like her classmates.*

While these data show a generally improved sense of awareness and an initial understanding among stakeholders on the importance of reducing inequalities for all children, it was unclear to what extent they understand their roles and specific tasks in reshaping the treatment of learners at school and in the community. In other words, based on the data collected, the programme is helping beneficiaries understand the definitions and the importance of the concepts of equality, inclusivity and the rights of the child. The programme is also working on providing education stakeholders with the necessary tools to turn the newly acquired understanding of these issues into consistent action. However, it is not clear to what extent these same stakeholders are implementing these actions.

Moreover, stakeholders agreed that nearly every programme activity includes a component that aims to eliminate gender inequalities in the school environment. For example, many head teachers **in Niger** said that girls at their schools now outnumber boys.[29] Several teachers **in both countries** reported that girls are also more motivated and show better performance than boys.[30]

Despite stakeholders' agreement that SEAQE Sahel is succeeding in changing perceptions around inequalities, they also expressed concerns that the programme is not doing enough for some marginalised groups of children. The example that arose most frequently was the lack of support for children with disabilities. Many respondents agreed that it is not enough to build ramps to classrooms and latrines if children with physical disabilities cannot get to school—schools are often far from the learners' homes, and learners do not have transportation to get there. In addition, while the programme is successful in changing perceptions about children with disabilities, teachers are not being trained to work specifically with such learners—including

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[28] SEAQE Sahel logframe data indicate that no education personnel in Mali and 49 education personnel in Niger had been trained in equality and inclusion as of 2018.

[29] According to SEAQE Sahel logframe data, total enrolment for boys was higher in 2018 than total enrolment for girls in Mali and Niger.

[30] Quantitative data were not available to corroborate this statement.

those who are hard of hearing, have low vision, or have cognitive disabilities—and no specialised materials are provided.

Finally, according to learners, teachers are slow to change their approach to designating who is responsible for different chores at school. Girls and boys alike reported that chores are still being assigned according to gender; often girls wash the classroom floors and the latrines, while boys erase the board and water the trees and school gardens.

> *PASEC findings*
> - In **Mali**, the programme is facing challenges with girls' enrolment and access due to early marriage.

RESEARCH QUESTION 4

> What, if any, changes to inclusive education and child protection policies, practices, ideas and beliefs do key stakeholders perceive to have happened as a result of SEAQE Sahel?

Response Summary: MTR data revealed that stakeholders consider the programme to be instrumental in changing practices, ideas and beliefs at the school, family and community level on inclusive education and child protection. Stakeholders report that the programme's holistic approach to train all stakeholders in the community on these topics is leading generally to a stronger and more cohesive effort in the community to combat discrimination, child abuse and early marriage for girls. Based on accounts by stakeholders, several child marriages in both countries have been either prevented or annulled by the community since the beginning of the programme—an outcome that was not even considered prior to the intervention. Despite an overall improvement in the understanding of child protection practices, learners reported that teachers continue to use corporal punishment in the classroom. This suggests that the programme needs to do more to ensure that such traditional practices are fully eradicated. Furthermore, changes at the policy level are slow to take effect because of a delay between the policies the government is drafting and their implementation. The MTR data could not establish a link between SEAQE Sahel activities and revisions to policies on inclusive education and child protection at the government level.

'*It feels like we are all speaking the same language now—the programme, the government, the community*' shared an ADRA staff member in a KII in Mali.

Stakeholders in both countries reported that one of the key changes regarding inclusive education and child protection policies, practices, ideas and beliefs is that communities are building a common understanding of how to addressing issues of inclusiveness and child protection. An ADRA staff member **in Mali** said, '*It feels like we are all speaking the same language now—the programme, the government, the community.*' In Mali, a representative from the Ministry of Education working closely with the programme said that the Malian community is mobilised around inclusivity and the rights of the child because of the programme activities. This sentiment was confirmed by most MTR respondents in Mali. Stakeholders **in Niger** reported that community mobilization and increased awareness around the rights of the child had occurred in communities with programme activities.

According to respondents **in both countries**, a vital component driving change around inclusive education and child protection were the numerous trainings and workshops organised by SEAQE Sahel and offered to government officials, community leaders, teachers, parents, PTA/SMC/AME members and learners. Through these trainings, stakeholders report they are starting to understand that all children have a right to an education, regardless of gender, disability, economic status or other characteristics. During FGDs, several teachers mentioned that, thanks to the trainings, they are now more cognisant of the needs of their learners, particularly those with special needs. One teacher **in Mali** said:

> *The trainings helped me understand that in everything I do, I must take into account the learning difficulties some of my learners face. Even when thinking about something as simple as the seating arrangement in my class. For example, I now know that children with hearing difficulties should be placed at the front of the class, so they are better able to hear what I am saying.*

A teacher **in Niger** recounted the following episode:

> *A father brought his daughter with dwarfism to enrol her in school, even though he thought that she would be turned away. To his surprise, they received a very warm welcome from the head teacher, who had already been trained by the programme on inclusive education, and the girl was enrolled.*

Many respondents **in Niger** mentioned that the programme used short skits during workshops and trainings to get the community to think about inclusive education and child protection. The skits are different depending on the workshop's topic and audience and can demonstrate the situations faced by children with disabilities, the challenges girls face in the traditional communities and other issues. Nearly all groups of stakeholders mentioned these skits. Specifically, many said that, thanks to these skits, children with disabilities are now being called by their names and not by their disabilities or differences.

SEAQE Sahel trainings also included a component on eradicating corporal punishment at schools and educating teachers to use other forms of discipline. Teachers **in both countries** reported that, through the trainings, they learned that corporal punishment is no longer an acceptable practice for disciplining learners. Many teachers said they no longer resort to hitting their learners. Nevertheless, in almost every FGD with learners, at least one respondent mentioned that corporal punishment is still being used as a common form of punishment in the classroom. For example, one learner **in Niger** described that teacher pulls learners by their ears when they misbehave and makes them kneel on their knees when they get an answer wrong.

According to respondents, the trainings are also impacting the attitude on early marriage. Though respondents stated that not enough time has passed for the practice to entirely reverse, the communities are beginning to place a higher value on keeping girls in school. In KIIs, ADRA programme staff **in both countries** described several examples of programme staff, village elders and teachers coming together to prevent or postpone the marriage of several girls in primary school and to successfully convince the parents to allow the girls to stay in school. According to

the respondents, this would not have been possible before the programme's intervention. An SMC member in the Dargol commune **in Niger** said: '*The old views on girls' education and the practice of child marriage was the destruction of the girl child...Thanks to SEAQE Sahel we are now denouncing all child marriages and sending girls to school.*' Stakeholders **in both countries** shared this sentiment. Moreover, a teacher in a school in the Baleyara commune **in Niger** said: '*The success of girls [in school and beyond] is not only an advantage for the girl herself but also the family and the entire community.*'

Some stakeholders stated that the programme's objectives and goals are aligned with the government's goals and objectives and believe this to be a positive development because the government is may sustain the programme's achievements. According to ADRA staff and education officials involved in the programme **in both countries**, the government is working on revising policies on inclusive education and child protection. However, this is not necessarily as a result of the SEAQE Sahel programme, and many respondents reported that governments are not yet implementing the new policies. Respondents were hopeful that the forums and workshops on inclusive education and child protection organised by the government with the participation of various NGOs and civil society organisations (CSOs) would result in a stronger concerted effort on transforming these issues. Others reported that the government does not have the resources to implement the policies that are currently being developed.

PASEC findings
- In **Mali**, the programme has implemented inclusive-education forums.

RESEARCH QUESTION 5

How, if at all, do stakeholders perceive that SEAQE Sahel has impacted the degree to which vulnerable children, youth and women living in poverty have participated in and taken control over education programmes?

Response Summary: Based on the evidence obtained through field interviews and discussions, marginalised children and women feel more empowered as a result of the programme. Self-reported data suggest increased enrolment and attendance rates for girls, children with disabilities and children from low-income families. Quantitative data was not available to support these reports. Stakeholders report that more girls and children with disabilities are taking leadership roles at the school, and teachers report higher levels of participation in the classroom by various groups of marginalised children. Further, discussions with female members of AMEs indicate that they have taken ownership of the education process and community involvement in general. MTR data found that female AME members tended to be the more active participants in school and the community than their male counterparts, who belong to PTAs and SMCs. The community considered AME members to be 'ambassadors' of the programme. AME members who received literacy training through SEAQE Sahel literacy circles reported feeling higher levels of confidence in their roles and responsibilities. As communities realize the potential behind empowering women, continued training and support are essential to maintain this positive trend.

Most of the SEAQE Sahel programme activities place a strong emphasis on empowering marginalised children, girls and women to take control and responsibility for the education

process. Respondents **in both countries** believe that the programme has begun to empower its primary beneficiaries by educating the community—including the marginalised children themselves—about their rights to an equal and inclusive education. Respondents in all categories reported increased rates of enrolment and attendance for girls, children living in poverty and learners with disabilities; these statements were generally corroborated by SEAQE Sahel logframe data.[31] Learners reported that they are now able to attend school without fear of being kicked out or discriminated. Community leaders, PTA/SMC/AME members and teachers described observing an increased level of confidence among marginalised learners. Several teachers **in Mali** gave examples of girls and of children with disabilities serving as class leaders; this was confirmed in FGDs with the learners themselves. Discussions with female learners also revealed that, in general, they are now more likely to raise their hand in class because they feel more confident. Many learners also mentioned that teachers are now just as likely to call on girls as on boys during class.

The majority of respondents **in Niger** reported on the impact that the creation of the learner councils has on school culture.[32] At many schools, learners participate in learner council: they elect presidents, committees, treasurers and other parliament members, and each role comes with a set of responsibilities. Several teachers noted that girls and children with disabilities are now being voted into office. According to respondents, this activity is empowering learners and teaching them about inclusivity and tolerance.

AME representatives **in both countries** have been instrumental in mobilising the community on inclusive education and child protection issues. Female respondents reported feeling more in charge of their children's education as a result of SEAQE Sahel's trainings on roles and responsibilities, decision-making, income-generating activities and resource mobilisation, inclusive education, child protection and child marriage. In FGDs, mothers reported feeling confident in understanding and carrying out school management roles, being active in raising resources in the community for school-related activities and reducing household chores for their daughters. For example, one mother's story from an AME FGD **in Mali** echoed the sentiment of many others:

> *Before it was only SMC members who had the right to together and make decisions on school life, but now we, the AME, understand that we are just as capable and responsible as the SMC and we attend many meetings and are very involved, along with SMC members and the head teacher.*

Meanwhile, an AME member in the Baleyara commune **in Niger** said: '*The AMEs are the backbone of girls' education.*'

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[31] In Mali, enrolment rates increased for girls by 7.8% from baseline to 2018, and enrolment rates decreased for children with disabilities by 4.8% from baseline to 2018. In Niger, enrolment rates increased for girls by 11.3% from baseline to 2018, and enrolment rates increased for children with disabilities by 195.7% from baseline to 2018. Data were not available on enrolment rates for children from low-income families.

[32] It is unclear whether learner councils are being implemented at all SEAQE Sahel schools.

In addition, respondents from villages with literacy circles, in which parents—mothers in particular—are taught reading and mathematics skills, reported feeling empowered as a result of the activity.[33] Several SMC members **in Niger** also noted that mothers now know how to use a mobile phone to make phone calls and send text messages. Mothers **in both countries** found SEAQE Sahel trainings on income-generating activities particularly useful. They described understanding that parents and the community are better equipped with practical ways to become involved in providing economic support to schools and their communities. Finally, respondents in both countries mentioned that it would help all programme participants if schools had small libraries set up, where both learners and adults could check-out books to further their education. Some respondents **in Niger** reported that schools implementing the eLearning component have small libraries set up in the computer labs, which has attracted a lot of interest among the learners. Several respondents from an AME in Niger suggested to stock the library with materials for adult learners working on reading and math skills.

RESEARCH QUESTION 6

> How, if at all, has the SEAQE Sahel programme mainstreamed gender, conflict sensitivity and child protection (and any other cross-cutting issues across the programme)?

Response Summary: While information from field interviews and discussions indicates that gender and child protection issues are interwoven into many aspects of the programme, the MTR data obtained does not allow an evaluation of the extent to which these issues are being mainstreamed. The programme has also been unable to offer sufficient support to OOS children. **In Mali,** several centres are tracking OOS children but are not educating or reintegrating them. **In Niger**, the programme is cooperating with Strømme Foundation to support and reintegrate OOS children, although MTR respondents report that this is only occurring in 3 of the programme's schools. The programme should consider putting additional emphasis on OOS children and mainstreaming of gender, conflict sensitivity and child protection in both countries.

Gender and child protection issues in both Mali and Niger are present in many of the programme's activities. Respondents did not, however, provide sufficient evidence that these issues are being mainstreamed. Beyond the activities being implemented and the respondents' perception of their impact, it is unclear whether gender and child protection issues are being integrated across all aspects of the programme, and whether the programme is truly challenging gender stereotypes and discriminatory norms in a consistent and actionable way. While the gender component may not be fully mainstreamed, it has a key presence in the following activities:

- Constructing gender-separated latrines[34]

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[33] SEAQE Sahel logframe data indicate that no parents and community members in Mali or Niger received training in community literacy circles as of 2018.

[34] In Mali, 35 latrines had been built as of 2018, with an overall pupil-to-latrine ratio of 1:71,8. In Niger, 177 latrines had been built as of 2018, with an overall pupil-to-latrine ratio of 1:43.

- Establishing AMEs and educating its members on inclusive education and child protection practices[35]

- Conducting trainings among teachers to promote equality in the classroom[36]

- Encouraging girls' attendance by giving gifts to their families[37]

ADRA programme staff **in both countries** stressed that the programme's child protection component also focuses heavily on girls, describing the efforts to raise awareness about the importance and necessity of equal opportunities for girls and to teach the community about the adverse effects of child marriage. They also mentioned that SEAQE Sahel reflects the values that it promotes. For instance, 4 of the officers working in the remote and insecure Gourma Rharous district **in Mali** are women. According to respondents, this would not have been acceptable several years ago and is still a rarity. The field team **in Niger** does not currently include any women.

SEAQE Sahel implements several activities aimed at re-enrolling out-of-school (OOS) children in school. **In Mali**, 7 villages covered by SEAQE Sahel have centres set up to track and reintegrate OOS children. According to respondents, these centres are too few, and their capacity to help such children is low. Programme staff noted that they hope that, in the future, the programme will have the capacity to reintegrate OOS children or provide them with specialised education programmes. **In Niger**, the Strømme Foundation has partnered with SEAQE Sahel to set up bridge classes in 3 of the programme's villages to provide accelerated education to OOS children and to reintegrate them into schools using the "Speed School approach". Several teachers described individual cases of OOS children being reintegrated into their classrooms through this programme. Currently, SEAQE Sahel in Niger does not have any centres for OOS children, though programme staff reported that they hope to add this element in the future. According to SEAQE Sahel logframe data, 230 and 805 OOS children have been identified and supported to enrol in schools to-date in Mali and Niger, respectively.[38]

Finally, according to ADRA programme staff **in both countries**, SEAQE Sahel is helping communities set up a rigorous mechanism to track, report and deal with cases of child abuse and neglect. Stakeholders did not report any activities specifically targeting the mainstreaming of

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[35] SEAQE Sahel logframe data indicate that no parents and community members in Mali or Niger received training in community literacy circles as of 2018. In Niger, 20% of targeted schools have PTAs and SMCs that have actively advocated for the inclusion of marginalised children.

[36] SEAQE Sahel logframe data indicate that no education personnel in Mali and 49 education personnel in Niger had been trained in equality and inclusion as of 2018.

[37] In Mali, girls and their mothers receive gifts when girls successfully complete primary school. Among others, these include school supplies, fabric to make clothes and soap. In Niger, the programme motivates parents of girls and children with disabilities to send their children to school by giving them goats. At the time the MTR was conducted, SEAQE Sahel had distributed goats to nearly 200 families. Data were not available to indicate whether there has been any backlash on the part of boys to this component of the programme. Stakeholders only mentioned that in many of their classes, girls are now outperforming boys, which they attribute to these incentives. Stakeholders did not mention any unintended negative consequences.

[38] In Mali, 43.0% of supported OOS children are girls; in Niger, 46.3% of supported OOS children are girls.

conflict sensitivity; rather, this issue seems to be indirectly covered through other programme activities.

ETLE findings

- ETLE results from **Mali** indicate improvements in teachers' ability to provide psychosocial support and detect cases of abuse or trauma. At baseline, teachers in 100% of schools had no training in learners' psychosocial needs, ignored or abused learners, did not prevent learners from abusing each other and ignored when learners were not being treated well at home or by peers in school. In the 2018/19 school year, teachers in 68% of schools had received training and would follow-up on learners' psychosocial support. They now regularly encouraged learners to be confident, vocal and express themselves, and they allowed learners to talk about their home and life experiences.

- ETLE results from **Niger** also show improvements in teachers' ability to provide psychosocial support and detect cases of abuse or trauma. At baseline, teachers in 95% of schools had no training in learners' psychosocial needs, ignored or abused learners, did not prevent learners from abusing each other or ignored when learners were not being treated well at home or with peers in school. In the 2018/19 school year, teachers in 68% of schools had received training and would followed-up on learners' psychosocial support. They regularly encouraged learners to be confident, vocal and express themselves, and they allowed learners to talk about their home and life experiences. In 5% of schools, teachers actively identify learners who exhibit signs of abuse, trauma or violent and aggressive behaviour. They regularly use referral or reporting mechanisms, and they provide after-school hours to support learners.

RESEARCH QUESTION 7

What factors do key stakeholders believe make some schools more successful than others?

Response Summary: MTR respondents report that several factors have driven success in certain schools, including school location, quality of school infrastructure, learner-to-teacher ratio and the level to which members of the community—from government officials to community leaders, parents, teachers and learners themselves—are involved in the education process.

In Mali, stakeholders reported that four factors are instrumental in making certain schools more successful than others: the location of the school, the quality of infrastructure, the number and quality of teachers and the diligence and involvement of all education actors in the community.

Respondents said that the location and accessibility of the school largely determine its success in the programme. Schools located in more remote locations—for instance, a school where river crossings are necessary or where flooding occurs during the rainy season—or areas with security issues are less likely to have as many strong committed stakeholders. They also stated that attendance is also likely to be lower at these schools. Also, respondents noted that schools with

permanent classroom structures, renewed classrooms, latrines and access to water are generally more successful. ADRA programme staff and education officials in Mali stated that they hope that all schools within the programme can have classrooms made of permanent materials.

Additionally, respondents reported that the number and quality of teachers impact success in the school. The average learner-to-teacher ratio in MTR sample schools in Mali, based on data provided by ADRA Norway, was 78.2 learners per teacher; two schools had upwards of 100 learners per teacher. Notably, SEAQE Sahel hired and trained 30 teachers to work at programme-supported schools in the country, and without these new teachers, the learner-to-teacher ratio would be even higher. ADRA programme staff stated that schools with ADRA-hired teachers are doing better, as the communities reported feeling more trust and confidence around those schools and that many of these teachers have been more effective and motivated than the ones who have been working at the schools for some time. Several programme staff members mentioned that when regular teachers go on strike—which happens often—ADRA-hired teachers continue teaching and provide services to learners. In Mali, of the 33 teachers interviewed for the MTR, only 1 was female. While the majority of beneficiaries did not mention the potential benefits for girls or other marginalized learners associated with having female teachers, such as improved outcomes, ADRA staff in Mali described the challenges around the lack of women in the teaching profession in the region. They described a general separation between men and women in the teaching profession. Female AME members, however, reported a heightened sense of ownership of responsibility and a deeper understanding of their roles and rights in the education process, indicating that the programme may be bringing about changes related to women's involvement in the education sector.

Last, respondents noted that schools in which the entire community is involved in the education process are better off than schools where the village is less engaged, and cohesiveness of communities came out as a common theme in response to this question. Specifically, stakeholders explained that, in engaged communities, all or most of the following individuals are working together and are united around improving education, the school environment, safety, and the general quality of life in their village: local government officials, community leaders, PTAs/SMCs/AMEs, teachers and the learners themselves. They described that villages that are able to unite everyone around these issues are better able to contribute to the success of certain schools, whereas villages with less cohesive communities are considered by stakeholders to be less effective. Moreover, respondents pointed out the role that local and regional education authorities play, not only in the overall success of the programme but also in the success of individual schools. This finding underscores the need to continue strengthening the capacity and motivating of government officials at all levels to take ownership over their responsibilities to the communities they serve.

In Niger, stakeholders offered several reasons why some schools are more successful than others. They stated that the location and the socio-cultural situation of the community as a key factor. Respondents offered the example of the Dargol commune, which is predominantly made up of

farming communities. Many children help their parents with agricultural activities, which often affects their enrolment and attendance during harvest seasons. In addition, the security situation in Dargol is unstable: stakeholders reported that the government periodically shuts down schools in the commune due to jihadist activity. Respondents provided an example of schools in the area being burned down by militants; while no SEAQE Sahel schools were directly impacted, the spillover effects of the events affected the entire region. Moreover, in this region, children often live far from school, and the trip to and from school can be a dangerous one, with river crossings, military checkpoints along the way, and other concerns. Because food is not provided for learners at school, many go home to eat and do not return given the distances and challenges in travelling to and from school.

Respondents in Niger also mentioned the quality and involvement of teachers and head teachers as a driver of a school's success. The official learner-to-teacher ratio in the 8 schools measured for the MTR averaged 41.2 learners for every teacher. The average learner-to-teacher ratio in MTR sample schools in Niger, based on data provided by ADRA Norway, was 41.2 learners per teacher. Though notably lower than SEAQE Sahel schools in Mali, it still represents a challenge to teachers. In Niger, of the 41 teachers interviewed for the MTR, 23 were female. Stakeholders, including ADRA programme staff, took pride in having a high number of female teachers working at the schools. MTR findings generally indicated that women's involvement in the education process is higher in Niger than in Mali; this may be the result of the more remote location and more severe security situation in Mali. Nevertheless, the ADRA programme in Niger has fewer female staff than in Mali, and none of the teachers hired by SEAQE Sahel in Niger is women.

Finally, stakeholders **in both countries** unanimously cited the important role that regional and local education authorities—including inspectors and district representatives—and members of PTA, SMC and AME organisations play in making a school successful. Respondents mentioned that the training, educating and capacity building of these organisations and individuals are crucial to the overall success of the programme. Stakeholders stated that the more involved education actors are in school life and in the greater community, the higher the chances the school will be successful. Respondents further noted that government involvement is a determining factor in a school's success. Conversations with different stakeholders revealed that prior to SEAQE Sahel's intervention, many of the villages where the programme works were '*completely abandoned by the authorities and left to fend for themselves*'. Over time and through targeted capacity building activities, the programme has convinced the authorities to return to their posts and take responsibility for the schools entrusted to their care.[39, 40] Such involvement requires a concerted

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[39] SEAQE Sahel logframe data indicate that 16 education personnel in Mali and at least 26 education personnel in Niger were trained in standards of inspection, monitoring and coordination as of 2018.

[40] SEAQE Sahel logframe data indicate that 39% of target primary schools in Mali and 70% of target schools in Niger had been inspected, supervised or monitored by local government authorities one or more times in the last school year.

and devoted effort on the part of authorities, community leaders, head teachers, teachers, parents and learners alike.

PASEC findings

- In **Niger**, PASEC findings indicated that schools could benefit from a health approach that better supports the learning environment of learners. Specifically, it suggests that schools should build toilets that consider menstrual hygiene management and provide learners with hygiene kits.

RESEARCH QUESTION 8

Have key stakeholders observed any unintended positive or negative results thus far?

Response Summary: Qualitative data on the unintended consequences of the programme mainly revealed that respondents were pleasantly surprised at how quickly certain changes took effect. Specifically, respondents were impressed with the speed with which the programme implemented infrastructural changes by building classrooms, latrines and water wells. This was encouraging to various programme beneficiaries who believe themselves capable of maintaining these changes beyond the programme's completion. Moreover, interviews and discussions revealed that seeing improved hygiene and sanitation practised by learners have motivated communities to educate the rest of the population on health and sanitation practices. Responses from **Niger** included many stories of community members taking the initiative to build upon elements of the programme, which ADRA staff described as a positive outcome they did not expect. Data from respondents **in Mali and Niger** did not describe any negative unintended outcomes of the programme, although additional qualitative and quantitative exploration of this issue is recommended.

In Mali, stakeholders reported several unintended and positive outcomes of the programme. Several education officials at different levels mentioned that they were surprised by the positive impact that the hiring of teachers by ADRA Mali has had on the schools and communities where those teachers work. Officials said that it was the first time that a programme was able to recruit teachers to a region as insecure as Gourma Rharous. Mayors of the Rharous and Banikane communes, as well as the education official at the regional level, reported feeling surprised by the speed with which rates of enrolment, attendance and progression from one grade to the next have improved.[41, 42] Officials also mentioned that the number of learners repeating grades seems to be decreasing.[43] They said that they could not have imagined seeing so much improvement in such a relatively short time. Community leaders in several villages reported being impressed with how quickly classrooms were constructed and water wells were dug. One village leader said '*I could not have imagined that we could have a reliable water source in such little time. It has really*

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[41] In Mali, enrolment rates increased overall by 12.1% from baseline to 2018, with an increase in of 16.4% for boys and an increase of 7.8% for girls. In Niger, enrolment rates increased overall by 10.7% from baseline to 2018, with an increase of 10.1% for boys and an increase of 11.3% for girls.

[42] SEAQE Sahel logframe data indicate that primary school completion rates increased in Mali from 44% at baseline to 53% in 2018. Primary school completion rates in Niger decreased from 37% at baseline to 36% in 2018.

[43] Quantitative data were not available to corroborate this statement.

changed our entire village, as women no longer have to travel far to fetch water.' Stakeholders believe that this achievement has had a verifiable impact on community health and sanitation as learners and adults are learning about the importance of hygiene.[44]

Most stakeholders in Mali did not report any unintended negative results of the programme. ADRA Mali staff, however, mentioned that they believed that the rate of success was higher in the programme's first year than in its second year. At the time the MTR was conducted, the SEAQE Sahel team was working to understand what was causing a decrease in the graduation from sixth to seventh grade in the second year of the programme. Programme staff reported that, although the graduation rate was higher than before the intervention, the percentage of learners progressing to secondary school was lower in the second year of the programme than in the first.

Finally, ADRA programme staff in Mali mentioned that one of the programme's intended results was to build the capacity of CSOs to provide support to schools and communities, but the activity had not yet begun. At the time the MTR was conducted, relevant organisations had already been identified, but none had benefited from the programme. The staff explained that they hope to be able to devote resources to involving CSOs in the intervention in the future.

In Niger, stakeholders also reported several positive outcomes of the programme that they either did not anticipate or that surpassed their expectations. First, respondents mentioned surprise at the speed with which the programme constructed and reconstructed classrooms, built latrines and dug water wells. Many respondents reported being impressed with how quickly improvements to school infrastructure were made. Moreover, several community leaders mentioned that they did not expect the extent that having latrines and access to clean water would impact the community. One village elder said:

> *I couldn't imagine that just having latrines and water would be such a boost to the morale of my entire village. And the fact that everyone received training on hygiene and sanitation! Children are now really excited to wash their hands, and mothers don't have to go far to fetch water. It has made our lives so much better.*

Secondly, education authorities and ADRA programme staff in Niger reported feeling shocked when they learned that, in several villages, SMC members raised money and chipped in from their salaries to build homes for teachers. A programme staff member said:

> *They got this idea themselves, raised the money and built a home where teachers could live during the week so that they wouldn't have to make the long journey to school. And our programme had nothing to do with this activity. That was pretty impressive to all of us!*

Meanwhile, an education official described how several villages raised money in their communities to repair and build school desks and benches as well as to maintain the school

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[44] Quantitative data were not available to corroborate this statement.

gardens. Furthermore, several parents in FGD with SMCs, PTAs or AMEs reported taking on responsibilities to keep schools and latrines clean and proper.

Another positive aspect reported by teachers in Niger was the impact that skits on inclusive education and children's rights had on the learners, the community and on themselves.[45] One teacher said: '*I could not believe how much I learned from watching the children act out these skits. It is one thing learning about it, but seeing it acted out has had an impact on us.*'

Finally, ADRA programme staff in Niger described a lesson-learned regarding the eLearning component of the programme. When choosing schools in which to install computer labs, ADRA Niger selecting schools with the highest number of learners, expecting that this would allow a higher number of learners to be trained in computer literacy. However, the team realised that it would have been more effective to select schools with fewer learners, as it would allow learners to utilise the computer labs for longer periods.[46] As already mentioned, at the time of the MTR, only 2 of the 20 SEAQE Sahel schools had piloted the eLearning component. According to SEAQE Sahel logframe data, no learners in 2 second cycle schools in Mali and no learners in primary cycle schools in Niger had received training in computer literacy as of 2018.

In both countries, stakeholders did not report any unintended negative outcomes of the programme, which could be attributed to a mostly positive, optimistic outlook on the project's overall impact in areas where little to no support existed prior to SEAQE Sahel. It is also possible that respondents did not feel at ease to share any negative unintended consequences fearing that it might lead to changes within project implementation. This could be attributed to the limitation of relying on ADRA programme staff to collect data. Instead, they offered advice on how to improve and build upon what SEAQE Sahel is already doing. Additional qualitative and quantitative exploration of potential negative spillovers is recommended.

RESEARCH QUESTION 9

Do key stakeholders believe that the central assumption of the programme is correct?

Response Summary: While the study found that stakeholders generally believe the central assumption of the programme to be correct, respondents were unable to fully explain the SEAQE Sahel model. When responding to questions related to the programme theory of change, most respondents commented briefly on their evaluation of the central assumption and then talked about specific activities. It can be assumed from these findings that stakeholders were more comfortable speaking about specific programme activities and their perceptions of them, rather than analysing the theory of change developed for the SEAQE Sahel programme.

The central assumption of SEAQE Sahel is, "Through providing the whole school approach with concentrated inputs, children will access strengthened and inclusive formal and non-formal education systems. This will be demonstrated by increased access and retention rates and

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[45] Skits are part of trainings on workshops on inclusive education and demonstrate the challenges marginalised children face in accessing education and in their daily lives in the community.

[46] At the time of the MTR, only 2 of the 20 SEAQE Sahel schools had piloted the eLearning component.

improved learning outcomes in formal education." To achieve this, SEAQE Sahel is working to increase education quality in target areas in Mali and Niger, including poor and marginalized children, through four outcomes:

1. More marginalised children in targeted communities are accessing basic education

2. More children are accessing safe, protective and inclusive schools

3. Education policies and plans promote equality and inclusion

4. Schools provide quality relevant education to marginalized learners

To understand stakeholders' perceptions on whether the central assumption of the programme is correct, ADRA Staff and Education Officials were asked to describe the central assumption and whether they think that the assumption is true based on the evidence they have seen thus far. They were also asked to provide examples of which aspects of the model are effective and which could be improved. Teachers were asked to comment on this question in the FGD tool when discussing overall perceptions of the implementation of the programme. Results indicated that respondents may not fully understand or be able to describe the SEAQE Sahel theory of change. Respondents could describe, in direct terms, the specific activities the programme is implementing, indicating that they are more driven by the activities they are implementing, seeing implemented or experiencing, rather than understanding the relationship between these activities and the overall goals of the programme.

Stakeholders **in both countries** believe that the central assumption of the programme is correct and that SEAQE Sahel is achieving some positive outcomes through the whole-school approach.[47] ADRA programme staff, education officials and teachers believe that the number of marginalised children accessing education has generally increased and that the communities around the schools are making an effort to ensure a safer, more protective and more inclusive learning environment. According to teachers, parents and local community leaders, schools are also beginning to improve the quality of education they are providing to marginalised learners, though they described the additional activities needed to fully realise this goal. Finally, according to ADRA programme staff and education officials, themes of equality and inclusion are beginning to be embedded in education policies, though respondents reported a lag between the drafting of these policies and plans and their implementation.[48] It should also be noted that the MTR could not establish a definitive link between the activities of the SEAQE Sahel programme and the revisions to government policies. Nevertheless, ADRA programme staff believe that the programme has been influential in this regard as a result of the programme working closely with government officials at different levels. In addition, interviews with government officials at the

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[47] According to SEAQE Sahel logframe data, no schools in Mali or Niger supported with the "whole school approach" meet the set of benchmarks of good quality school/learning centres as of 2018.
[48] SEAQE Sahel logframe data indicate that no policies, plans, budgets or practices have been developed/revised to include inclusive education in either country as of 2018.

national, regional and local levels revealed that authorities are aware of the programme's mission and activities and report that the programme affecting the ways that education authorities talk about policies on equality, inclusion and child protection.

An education official in Baleyara **in Niger** said: '*With the whole-school approach we are seeing a significant improvement in access to education, learning outcomes and rates of retention in education.*' Though there is no definitive data available to support this official's perspective, it represents the general sentiment described in KIIs and FGDs.

In Mali, ADRA programme staff and education officials expressed concern over the high learner-to-teacher ratios. They stressed that, in their opinion, while the programme has been successful in increasing the rates of learner enrolment and attendance, it has not been as successful in recruiting new teachers. Programme staff explained that the schools only have half the number of teachers they need at the very minimum, and even that was only possible thanks to the recruitment of 30 additional ADRA-hired teachers. Teachers, community leaders, education officials and ADRA programme staff expressed worries that schools are already not able to keep up with the numbers of learners and, as enrolment rates continue to grow, that it will be even more difficult to accommodate the demand. They felt this could decrease the quality of education learners receive. This is a problem that was present before SEAQE Sahel and continues to be an issue that stakeholders—ADRA programme staff and education officials, in particular—emphasized. Learner-to-teacher ratios are high, and the same teachers are often teaching multiple grade levels, which diminishes the number of hours of instruction that learners receive per day. This poses a significant problem and may jeopardise one of the programmes core outcomes: to equip schools to provide all learners with a chance to receive a quality relevant education.

Respondents **in Niger** expressed regret that the programme '*cannot touch more people*'. An education official at the regional level wished that SEAQE Sahel could replicate the programme in other communities in the region because the whole-school approach is working well. A local school inspector in Dargol said that, while the central assumption is correct and important, the programme should focus on building more permanent classrooms at the remaining schools: '*We need to move away from having classrooms made out of straw. The programme has helped tremendously in this regard.*' Respondents generally agreed that the whole-school approach has a positive impact, but they give the highest importance to classroom construction. As mentioned by many stakeholders, prior to SEAQE's activities to build and repair classrooms, many schools could hardly even be called schools, and some were not even operational. The fact that classroom construction came up most frequently when talking about the benefits of the programme indicates that perhaps stakeholders give the most importance to the more concrete and tangible elements of the programme.

Regarding school safety, many stakeholders **in both countries** mentioned that the lack of fences around schools posed a security concern and expressed a wish for the programme to find means to enclose the programme schools. Respondents said that learners are not safe on school grounds

because anyone can come through the school property, including stray animals, vehicles and armed militants.

RESEARCH QUESTION 10

> To what extent has the SEAQE Sahel programme provided value for money (VfM)?

Response Summary: Although MTR respondents stated that the programme had provided VfM, cost and output data were not sufficiently reported to draw any conclusions or recommendations from the cost-efficiency analysis. In order to calculate cost-efficiency, the programme must report costs at the output indicator level and ensure that additional emphasis is placed on collecting output indicator data.

ADRA staff in both Mali and Niger were asked whether they believed that SEAQE Sahel had provided VfM, based on the inputs and outputs for the programme. **In Mali**, one staff member expressed confidence that the programme had indeed provided VfM. Specifically, he named school and classroom construction, computer labs, clean water and the trainings provided to parents and teachers as indicators of value. A different staff member corroborated this sentiment and stated that he believes the money is being used well. He cited the classroom construction as well as the construction of latrines and water wells. **In Niger**, the staff also stated that they believe the programme has provided VfM but did not name specific examples. Interviewees cited challenges with the budget due to fluctuations in exchange rates.

In addition to interviews, VfM was analysed through cost efficiencies based on data available from the programme at the time of the MTR study. Cost-efficiency analysis provides a measure of operational efficiency and compares the cost inputs to the programme unit outputs (See Annex II for Table 4 and Table 5).

Overall, there was inadequate data to draw conclusions or recommendations from the cost-efficiency analysis, and for the majority of output indicators, cost efficiency could not be calculated. Because SEAQE Sahel reported cost data at the output level but not the output indicator level, it was not possible to discern what proportion of output-level costs were attributed to a specific output indicator. Also, in many cases, SEAQE Sahel had not reported any output actuals at the time of analysis, or the indicator unit could not be considered as a denominator. Because of this, where cost efficiencies are presented, they are likely highly overestimated. STS strongly discourages the use of this cost-efficiency analysis to make cross-country comparisons and for decision-making given the limitations in the analysis.

For conclusive recommendations to be made from the cost-efficiency analysis in future years, SEAQE Sahel should ensure that cost data is captured at the output indicator level. The programme should also focus on acquiring quantitative data for all output indicators.

> How, if at all, do key stakeholders believe that the programme has impacted enrolment, retention and learning outcomes of marginalised children and youth in education?

Response Summary: Although the qualitative data on this question suggests that the programme has been successful at increasing rates of enrolment and retention for marginalised children, conclusions are based on the self-reported perceptions of the stakeholders and should be corroborated with reliable quantitative data. Stakeholders reported a higher presence of girls, children with disabilities and children from low-income families attending school; teachers reported that girls are outperforming boys in the classroom. Respondents highlighted the need to recruit more teachers as learner enrolment rates increase—there was a general sense among the respondents that schools are having a hard time accommodating the increasing number of learners attending schools.

Stakeholders **in both countries** believe that overall the programme has been successful at increasing rates of enrolment and retention of marginalised children.[49] All interviewed respondents—including education officials, community leaders, teachers, PTA/SMC/AME members and local ADRA programme staff—agreed that many more girls, children with disabilities and children from low-income families are enrolling and staying in school than before the intervention.[50] Respondents reported that, due to the success of the programme in shifting perceptions on the rights of girls and children with disabilities to education, the community has begun to move past cultural barriers and send these categories of marginalised children to school. A village leader **in Mali** said: '*It is incredible to see more and more children with physical disabilities coming to school. This was not possible before; families used to hide such children from the community.*' Furthermore, an inspector **in Niger** was quoted saying: '*Today in some of the SEAQE Sahel villages it is rare today to find children who are not going to school.*' The increased retention rates for girls and children with disabilities may be, in part, attributed to the incentives provided by the SEAQE Sahel programme: in Mali, girls receive gifts when they complete primary school, and in Niger, families of girls and families of girls with disabilities receive goats for completion.

Respondents believe that learning outcomes have improved as a result of the programme. Teachers **in both countries** reported greater motivation to perform among learners as a result of the newly constructed and renovated classrooms, distribution of school supplies and the creation of computer labs. Teachers also reported higher rates of performance for girls compared to boys in their classes.

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[49] In Mali, enrolment rates increased overall by 12.1% from baseline to 2018, with an increase in of 16.4% for boys and an increase of 7.8% for girls. In Niger, enrolment rates increased overall by 10.7% from baseline to 2018, with an increase of 10.1% for boys and an increase of 11.3% for girls. In Mali, enrolment rates decreased for children with disabilities by 4.8% from baseline to 2018. In Niger, enrolment rates increased for children with disabilities by 195.7% from baseline to 2018. Data were not available on enrolment rates for children from low-income families.

[50] Quantitative data were not available to corroborate this statement.

- Results in **Mali** indicate a need for improved capacity building of CSOs, PTAs and SMCs to help schools reach out to learners who are or have been excluded. At baseline, no CSOs, PTAs or SMCs engaged in this type of identification. In the 2018/19 school year, CSOs, PTAs and SMCs in 83% of schools reported engaging in reaching out to these children. However, there is no documentation or evidence of their engagement.
- Results in **Niger** demonstrate an increase in CSOs, PTAs and SMCs ability to help schools reach out to children who are or have been excluded. At baseline, no CSOs, PTAs or SMCs engaged in this type of identification. In the 2018/19 school year, CSOs, PTAs and SMCs in 63% of schools reported engaging in the identification and outreach of these children. In 13% of schools, there was evidence of this engagement at the community and district level.

PASEC findings

- In **Mali**, the programme successfully delivered school kits to 23 schools.
- In **Niger**, PASEC findings indicate that learner learning levels have not yet reached the expected level. For some classes, results are better in French and mathematics, although learners in grade 5 have not performed in an encouraging way. Improved pedagogical and social environments are recommended.

RESEARCH QUESTION 12

How sustainable have the activities funded by the SEAQE Sahel been? To what extent has the programme been successful in leveraging additional interest and investment?

Response Summary: MTR responses did not provide conclusive evidence related to the sustainability of activities funded by SEAQE Sahel. Respondents were not aware of a transition plan through which the SEAQE Sahel programme would hand over activities to stakeholders and communities at the end of the programme. In addition, based on the field interviews and discussions, most stakeholders were not aware of any strong additional interest or investment leveraged by the programme. This may indicate that the programme has not been successful in this regard or that stakeholders are not aware of what is happening at higher levels of management. Notably, even higher-level programme staff in both countries were not able to describe many concrete collaborations with other entities.

Programme activities that can be considered sustainable are those whose beneficial impacts endure beyond the original time frame of the programme, and that may be scaled and replicated to extend beyond the original limits of the programme. Evident through interviews with local ADRA programme staff is that funding remains a significant barrier to the future sustainability of the SEAQE Sahel programme. The majority of respondents **in both countries** doubted that the government would become involved in maintaining and building upon the achievements of the programme after its conclusion. Respondents suggested that, without appropriate incentives, the communities in both countries may face challenges in sustaining SEAQE Sahel's positive impacts.

Nevertheless, stakeholders in both countries believe that certain programme activities are more sustainable than others. Stakeholders' opinions on sustainability can be summarised with the following points:

1. The programme's activities are sustainable only insofar as the entire community and government unite in their efforts to continue maintaining and building on the results of SEAQE Sahel

2. Improvements to infrastructure—such as renovated or newly constructed classrooms, latrines and water wells—are sustainable as long as each community puts in place a steering committee to raise funds for the maintenance of the infrastructure improvements

3. In Mali, unless a way is found to retain the 30 ADRA-hired teachers after the programme's completion, the quality of education will once again decrease

The fear echoed by many stakeholders in both countries was the absence of a clear action plan to hand over the programme to the government and the community. Without each involved party understanding and committing to their respective roles and responsibilities, the progress achieved by SEAQE Sahel could be undone in a short period. As one village elder in Niger put it: '*The programme will succeed only if we establish a defined plan to pass the baton*.'

Respondents stressed that sustainability depends on dedicated efforts by communities and strong government involvement.

Most stakeholders **in Mali** were unaware of any additional interest or funding leveraged by SEAQE Sahel. ADRA programme staff and education officials described an intervention by the World Food Programme that supports 16 of the 25 SEAQE Sahel schools by providing food for the learners. As ADRA programme staff explained, the 16 schools supported by the World Food Programme are the only schools in the programme that have existing cafeterias. SEAQE Sahel provides these schools with basic supplies to prepare the food delivered by the World Food Programme. The other 9 schools—those without existing cafeterias—do not receive any such food aid.

Stakeholders in Mali also reported hearing of interest among other organisations—including the Norwegian Refugee Council, the Education Development Centre and Plan International—to introduce certain SEAQE Sahel elements to their programmes. ADRA programme staff also said that several local NGOs have been showing interest in working with SEAQE Sahel to provide additional support to girls. However, these efforts were only in the planning stages at the time of the MTR, and no additional information could be obtained related to their feasibility or roll-out.

When asked about the government's involvement, ADRA programme staff said that the government has not pledged financial support to the programme but did express interest in ADRA Mali and SEAQE Sahel. They also described an instance when a government official congratulated the programme at a forum on inclusive education policy due to the programme's

ability to reach a region that even the government does not work in. Thus, some stakeholders expressed hope that if outside funding opportunities present themselves, the government will support the programme.

When asked whether SEAQE Sahel managed to leverage additional interest or funding, many respondents **in Niger** mentioned the Strømme Foundation. The Strømme Foundation has partnered with SEAQE Sahel in 3 villages to provide accelerated learning to OOS children in an effort to reintegrate them into the school system. In addition, ADRA programme staff mentioned a programme called Together for Inclusion[51], which has expressed interest in partnering with ADRA Niger to train teachers at SEAQE Sahel schools to work with children with disabilities. The programme staff noted that initial relevant evaluation and workshop activities were due to begin in January 2020.

Finally, respondents in Niger frequently cited the involvement of SMC, PTA and AME organisations in the programme. Respondents described being impressed with the willingness of community members to contribute from their salaries to improve education in their communities. In more than half of the villages covered by the MTR, respondents mentioned that these organisations raised money to build housing for teachers and head teachers, to recruit and pay a security guard to protect the computer lab, to purchase blackboards and other school materials, to repair and build benches and tables or to take care of the school gardens. One community leader recounted the following episode:

> *The parents in our village built an additional classroom (made mainly of straw) for the children. Everyone in the community contributed 100 West African francs, whether they had children or not. The parents then made 1600 mudbricks (a combination of mud, sand, water and straw) to build a housing facility for teachers.*

This engagement from community organisations underscores the potential for programme sustainability in Niger.

PASEC findings
- In **Mali**, the programme has engaged in community outreach through 4 key activities—roles and responsibilities training for academy and CAP staff, recruitment of volunteer teachers with salary, pedagogical training for volunteer teachers and roles and responsibilities trainings for SMC members. These activities have the potential to build the capacity essential for sustainability.
- In **Niger**, PASEC findings indicate a need for improved capacity building and feelings of ownership for school principals in ADRA-supported schools.

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[51] Together for Inclusion (*Ensemble pour l'Intégration)* is a consortium of 15 Norwegian NGOs working with Disabled Persons Organizations (DPO) in 5 countries, including Niger, and is supported by Norad.

RESEARCH QUESTION 13

> To what extent is it possible to upscale and replicate the programme to other areas of the countries or region? What approaches of the programme have the highest potential for replication to improve quality and equity in education?

Response Summary: The overall opinion among the stakeholders on scaling and replicating the programme was that the programme is highly desirable and relevant to other areas within Mali and Niger. From the data obtained, the programme's holistic approach has the potential to bring positive changes to the education process in other areas of both countries. SEAQE Sahel's emphasis on enhancing the understanding among all education actors of their roles and responsibilities—and empowering them to take ownership—may create the conditions for more communities to bring about grassroots changes in the education system. In order to fully understand the feasibility of scale-up and replication, an in-depth scalability assessment should be conducted.

Upscaling and replicating a programme refer to the ability of a programme to expand beyond its original framework, to bring meaningful change to the greatest number of beneficiaries, and to reproduce effectiveness. Most stakeholders **in both countries** believe that the SEAQE Sahel programme has great potential for replication to other areas of the countries. Respondents stated that the programme is practical and relevant and has the capacity to address systemic problems in the education system. ADRA programme staff in Mali and Niger mentioned that the programme's ability to succeed in challenging locations within the respective countries indicates that it will be possible to apply the model in other difficult places and easier to introduce in more secure locations. Stakeholders did not provide suggestions as to how upscaling and replicating the program could be funded.

Respondents described that, apart from the multitude of trainings on inclusive education and child protection that beneficiaries receive, one of SEAQE Sahel's primary strengths is the focus on empowering the entire community in the education system. They mentioned that the programme's holistic approach to educational change has the highest potential for replication and success in the long term. Respondents said that, by teaching all relevant community members about their roles and instilling in them a sense of responsibility for improving quality and equity in education, the programme is establishing a system that will allow the goals and achievements to last. Education officials and community leaders stated that the main condition for this is that the community takes charge after the programme ends. Additionally, when asked to identify the main elements of the programme with the most likelihood for success in replication, respondents most often named improvements to infrastructure—building and remodelling classrooms and latrines, building access ramps for children with disabilities and drilling water wells.

In Mali, ADRA programme staff and education officials mentioned that, due to the remoteness and the security situation of the Gourma Rharous district, it would have been impossible for the programme to operate without first winning the community's support. The programme team said that they were able to gain the trust of the local population easily because nearly all of the members of the team are from the region. Support and trust have been instrumental in making SEAQE Sahel possible. The team advised that a similar approach would be necessary if the

programme is replicated in other hard-to-reach communities in Mali. Similarly, local ADRA programme staff **in Niger** pointed out that the success of any programme that aims to change perceptions and behaviours depends on the community's willingness to welcome change. This, in their opinion, always requires trust.

SELECT ETLE RESULTS

Select ETLE results from baseline (2017/18 school year) and year 2 (2018/19 school year) are detailed here. Specifically, 6 indicators with the most correspondence to MTR research questions were analysed.[52] Results are shown as proportions of schools in each score category. Scores correspond to those included in ADRA Norway's ETLE data compilation tool:

- Score 1: Not at all achieved

- Score 2: Partially achieved

- Score 3: Achieved

- Score 4: Exceeded

Overall, in both Mali and Niger, nearly all schools received scores of 1 at baseline. By year 2, nearly all schools have achieved scores of 3 and, in some cases, scores of 4. On the selected indicators, schools in Niger appear to have a larger proportion receiving scores of 3 and 4 than schools in Mali.

Figure 4 presents baseline and year 2 results for indicator A—*PTAs and SMCs are functional, hold regular meetings and perform as per their roles and responsibilities*—and indicator C—*PTAs and SMC members track and monitor vulnerable children (children at risk), dropouts, attendance, and usage of resources mobilised as per fulfilment of SDPs*. For indicator A, the majority of schools in both Mali and Niger received a score of 1. While in year 2, a majority (83%) of schools in Mali received a score of 2, most (88%) schools in Niger received a score of 3. On indicator C, all schools in both countries scored a 1 at baseline. In year 2, nearly 90% of schools in Niger received a 3 or 4.

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[52] ETLE indicators are referred to by a capital letter.

Figure 4: School achievement scores by country, ETLE indicator A and C (%)

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

C. PTAs and SMC members track and monitor vulnerable children (children at risk), dropouts, attendance, and usage of resources mobilized as per fulfillment of SDPs

■ 1 (not at all achieved)   ■ 2 (partially achieved)   ■ 3 (achieved)   ■ 4 (exceeded)
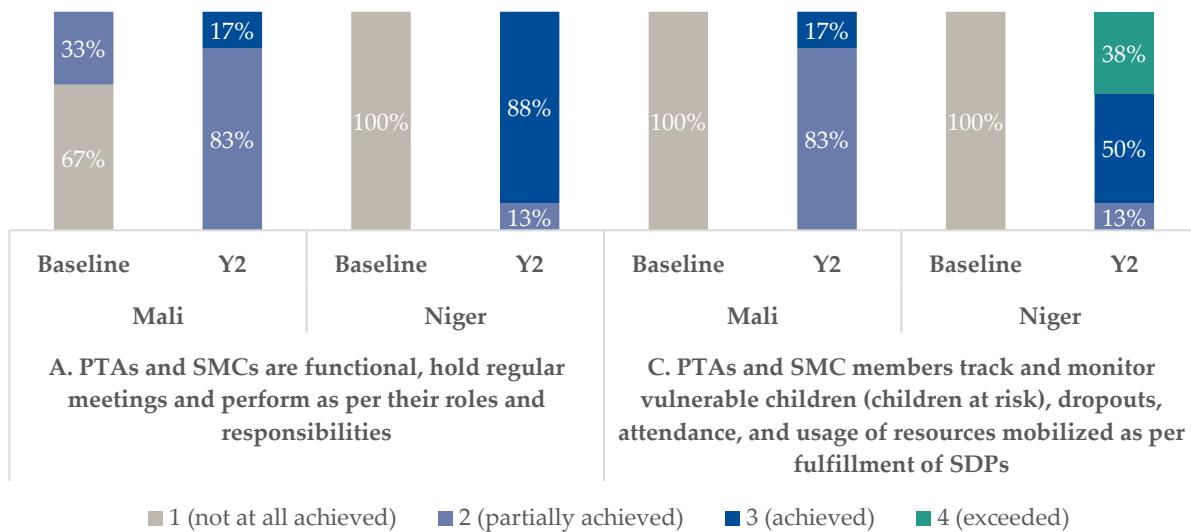
Figure 5 presents baseline and 2018/19 school year results for indicator D—*CSOs, PTAs and SMCs help the school to reach out to all children who are or have been excluded from schools*—and indicator G—*CSOs frequently report and conduct advocacy activities for improved education services for marginalised children*. For indicator D, all schools in Mali and Niger received a score of 1 at baseline. While in year 2, a majority (83%) of schools in Mali received a 2, and most (76%) schools in Niger received a 3 or 4. On indicator G, all schools in both countries scored a 1 at baseline. In year 2, a quarter (25%) of schools in Mali received a 3, and one half (50%) of the schools in Niger received a 3. No schools received a 4 in year 2.

Figure 5: School achievement scores by country, ETLE indicator D and G (%)

D. Civil society organizations, PTAs and SMCs help the school to reach out to all children who are or have been excluded from schools

G. Civil society organizations frequently report and conduct advocacy activities for improved education services for marginalized children

■ 1 (not at all achieved)   ■ 2 (partially achieved)   ■ 3 (achieved)   ■ 4 (exceeded)
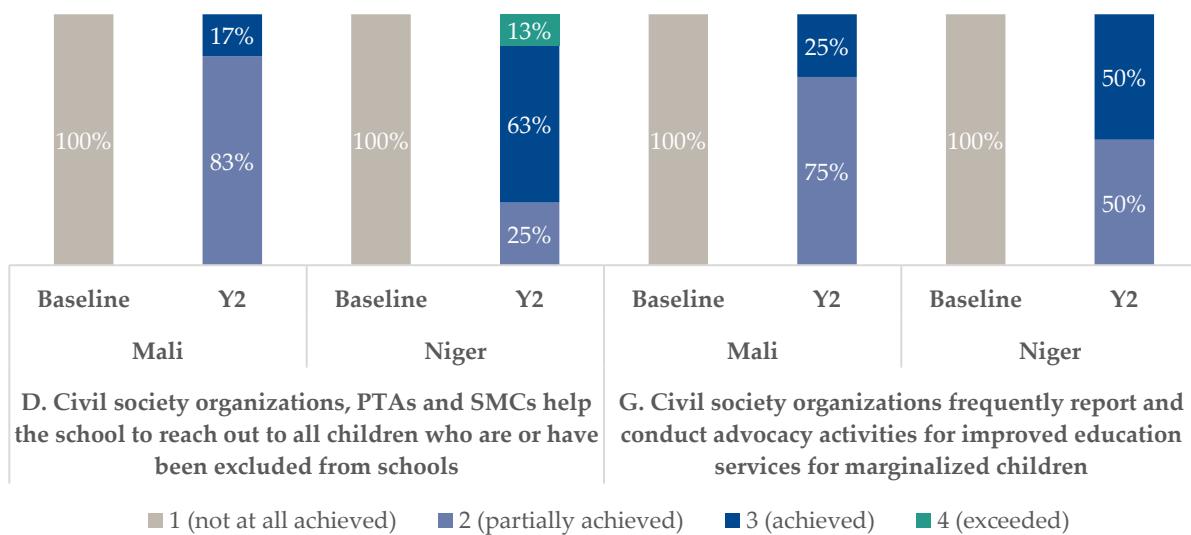
Figure 6 presents baseline and 2018/19 school year results for indicator U—*teachers' evaluation from head teachers or supervisors demonstrate positive analysis or feedback of their knowledge and skills in teaching literacy and numeracy*—and indicator Y—*teachers are trained in psychosocial support to detect cases of abuse or trauma among their learners and provide support*. For indicator U, nearly 75% of schools in Mali received a score of 1 at baseline, compared with 83% of schools in Niger. In year 2, a majority (83%) of schools in Mali received a score of 3; in Niger, 61% received a 3, and 14% received a 4. On indicator G, 100% of schools in Mali and 95% of schools in Niger scored a 1 at baseline. In year 2, nearly 70% of schools in Mali received a 3. In Niger, 68% of schools received a score of 3, and 5% of schools received a 4.

*Figure 6: School achievement scores by country, ETLE indicator U and Y (%)*
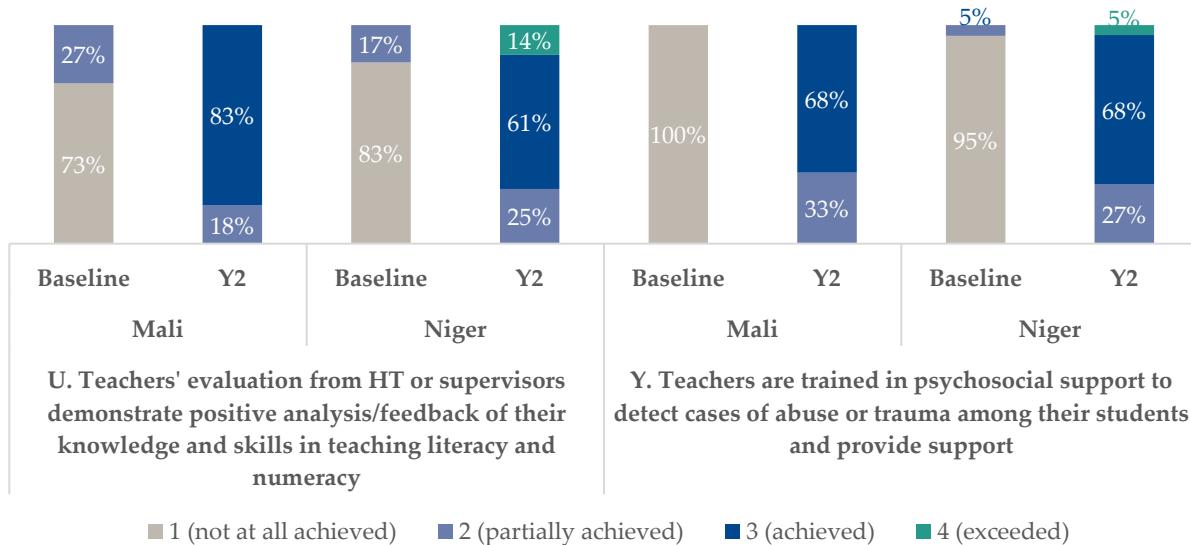
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The MTR assesses the progress and achievements of SEAQE Sahel at the midpoint of the programme. It aims to identify which aspects are having the most impact and pinpoint areas of improvement. Overarching conclusions drawn from research question findings for both countries are presented in this section. Where applicable, differences in recommendations between countries are highlighted.

> More marginalised children—especially girls and children with physical disabilities—are accessing basic education. However, more work lies ahead to engage certain groups and keep all learners safe.

Stakeholders in both countries agreed that, in a short time, the SEAQE Sahel programme had expanded access to education for more marginalised learners—particularly among girls and children with disabilities. The community-wide capacity building and awareness campaign to

educate all education actors and members of the community on the rights of all children to an equal education has been key in expanding access to education for all learners. Teachers, parents and community leaders alike shared stories of families who are no longer hiding away their children with disabilities and are instead enrolling their sons and daughters in school. Similarly, respondents reported that more girls are enrolling and staying in school than before. Through a strong emphasis on raising awareness on the importance of girls' education, as well as by providing incentives for families, the programme is changing the traditional mentality on girls' education and increasing the rates of enrolment, attendance and retention for female learners. In addition, equipping school facilities with ramps for children with physical disabilities is facilitating access for learners whose mobility is impaired.

Despite these improvements, more work remains to be done to provide certain marginalised groups of learners with a quality education. Communities in both countries agree that children with special needs—including those who are hard of hearing, have low vision or have cognitive disabilities—are not receiving the supports they need. Teachers are not being trained to work with such learners and no specialised materials are available. While stakeholders agree that the programme is succeeding at changing perceptions surrounding disabilities, they believe that more specialised support is needed. In addition, OOS children are not sufficiently benefitting from the programme. In Mali, stakeholders noted that the few existing centres for OOS children cannot do much more than track the children. The situation is slightly more positive in Niger, where the Strømme Foundation is working with at least 3 SEAQE Sahel schools to help reintegrate OOS children. Feedback on the reintegration of OOS children is unanimous—more needs to be done.

Finally, while access to education has been expanded due to improvements to infrastructure, most stakeholders believe that fences need to be built around schools to make the schools safer. They reported that almost no schools have fences, exposing the learners to risks such as animals that wander in the schoolyard, moto bikes that create shortcuts by speeding through school property, armed groups and other dangers.

> SEAQE Sahel schools and communities are promoting equality, inclusive education and child protection. However, certain practices are slow to change.

Stakeholders in both countries agree that their schools and communities are achieving equal treatment of all children regardless of gender, ability, income level or other marginalising characteristics. Beneficiaries attribute these changes to the numerous trainings and workshops organised by SEAQE Sahel for everyone in the education community—government officials, community leaders, teachers, parents, PTA/SMC/AME members and learners themselves. Stakeholders noted that the education community is starting to understand that all children have a right to an education and deserve to be treated with respect. Many respondents said that equality, inclusivity and child protection are now part of every conversation around education.

Despite the changing mentalities around equality and the rights of the child, learners mentioned that there continues to be a difference between the chores girls and boys are assigned at school—girls wash the floors and latrines while boys erase the board and water the trees and plants. Furthermore, many learners report that corporal punishment is still present in schools in both countries. Simultaneously, teachers reported that they no longer use corporal punishment as a measure to discipline learners and are aware that this practice is no longer permitted. The misalignment between learners' and teachers' experiences with corporal punishment also raises concerns about school safety.[53] For corporal punishment to be eradicated, teachers need to be equipped with other means of disciplining their learners. For more equality in assigning chores, continued awareness-building and training will lead to teachers treating their learners the same.

> The programme's holistic approach is motivating stakeholders to work together to improve education quality for marginalised children and strengthen their communities.

In FGDs and KIIs, stakeholders cited the increased motivation of the community to be more involved in education as one of the main achievements of SEAQE Sahel. Through its holistic approach, the programme is uniting communities around the school, building the capacity of individual stakeholders at all levels and raising awareness. Prior to the involvement of SEAQE Sahel, stakeholders reported feeling disconnected from others in their efforts to improve education. Many respondents of different categories reported that prior to SEAQE's involvement, education officials were completely absent from their posts in many of the villages where the programme now works. Some respondents in schools reported feeling abandoned by the government and community prior to the programme, and ADRA staff used the word *orphaned* to describe the position the schools found themselves prior to SEAQE Sahel. Moreover, PTA/SMC/AME members did not understand their roles, responsibilities or rights in the education process. According to respondents, the programme managed to bring the various groups to work on improving the learners' education together.

Education officials in both countries reported that entire villages are mobilising to improve education for the children. This is evidenced by the increased involvement of PTA, SMC and AME organisations in school and community life. These groups are educating their respective communities on issues such as inclusive education and child protection, raising funds for school maintenance, taking the initiative to build housing for teachers and going door-to-door to convince families to send their daughters and children with disabilities to school. In addition, the programme's success in bringing regional and local education officials back to their abandoned posts and helping them accept the responsibilities they have before their communities has proved instrumental in driving change forward.

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[53] ADRA programme staff who served as enumerators were responsible for safeguarding and child protection during data collection and reported having procedures in place for reporting abuse. STS was not made aware of any specific reports of child protection violations or abuse at schools either by enumerators or in data, though this is not a guarantee that these activities are not occurring.

Finally, improvements to school infrastructure are bringing all stakeholders in the community together. Renovating and building classrooms, equipping schools with gender-separated latrines, installing water wells and planting trees and gardens at schools has been tremendously motivating for communities in both Mali and Niger—not to mention the improved health and sanitation aspect thanks to access to clean water. One stakeholder in Mali called the approach of the SEAQE Sahel programme '*a caravan of awareness-raising*'.

> Empowering women to take control of education and become more involved in their community is a key to success. However, women need continued support.

In FGDs and KIIs, respondents in both countries frequently praised the programme for putting a strong emphasis on empowering women to become involved in the education process. Thanks to the creation of AMEs, literacy circles and trainings mothers receive on their roles and responsibilities, decision-making, income-generating activities, resource mobilisation, inclusive education, child protection and child marriage, women in SEAQE Sahel communities reported feeling a sense of ownership over education and their lives. Many stakeholders in Niger mentioned that women are much more active and dynamic members of their communities than men. Women in the communities reported take pride in being ambassadors of the programme—promoting principles of equality, inclusive education and children's rights in their villages—and helping engage male members of PTAs and SMCs. According to feedback, they have also been instrumental in initiating and implementing income-generating activities and maintaining schools.

As communities begin to realise the hidden potential of empowering women, these women require more training and continued support. So far, literacy circles have been conducted only in a portion of the villages where SEAQE Sahel works. It could be highly beneficial to carry out such trainings in all remaining villages and to establish follow-up workshops in the communities where literacy circles have already taken place. In addition, mothers and other members of PTA and SMC organisations are advocating for more trainings on income-generating activities as communities become more aware of their need to be self-sufficient.

> Despite difficult conditions and security threats, SEAQE Sahel is achieving results. However, programme staff requests more feedback and support from headquarters at the local level in Bamako and Niamey respectively, as well as from ADRA Norway.

In both Mali and Niger, the SEAQE Sahel programme is operating in regions of the countries where security is constantly threatened. For example, the Gourma Rharous district in Mali is not only remote and poorly connected but is also considered too unsafe for most outsiders. It is rare for programme staff from Bamako to visit the field office. Similarly, the local field office in Timbuktu, Niger, is located nearly a day's trip away from where the schools are located. Certain schools in Niger are even harder to reach, requiring river crossings and passing military checkpoints; these problems are exacerbated during the country's wet season. Additionally, the security situation in the region is dire, and program activities are often interrupted. Despite these

challenges, respondents report that the SEAQE Sahel programme is succeeding in achieving its goals and improving the lives of the communities it serves.

Nevertheless, field programme staff in Mali reported a lack of consistent monitoring and support on the part of the head office in Bamako. Moreover, the programme has experienced staff turnover since its inception in 2017. Local field staff in Mali reported feeling, at times, unsupported by the local head office in Bamako and the larger ADRA Norway team. One programme staff member said that sometimes the field team feels like it is operating in the dark, receiving little feedback from various levels of management. While the field team in Niger reported feeling more supported by the head office in Niamey, team members also lamented that they do not receive enough feedback on their work. At times, they feel disconnected from the head office and ADRA Norway.

When working in such remote and difficult conditions, setting up a more regular system of providing feedback and updating team members on programme activities can be motivating for the field staff and can relieve the feeling of isolation experienced by the teams.

> As learner enrolment rates increase, more teachers need to be recruited and trained to help keep up with the growing demand.

Stakeholders in both countries reported higher rates of enrolment, attendance and graduation than before the programme. Through improvements to school infrastructure, provision of school materials and changing perceptions and practices surrounding education for marginalised children, respondents said that SEAQE Sahel is attracting a higher number of enrolees in general and of marginalised children in particular. However, beneficiaries—teachers in particular—are concerned that schools will soon be unable to keep up with the number of learners. In Mali, where the learner-to-teacher ratio is already very high, stakeholders fear that putting more pressure on the teachers due to increased enrolment will backfire and that the quality of education will suffer. Although the programme in Mali recruited and trained 30 teachers, it is unclear whether there is a plan in place to retain these teachers after the programme's completion. Although the learner-to-teacher ratio is slightly better in Niger—and no teachers were recruited there by the programme—schools may also have a hard time maintaining quality as more learners enrol.

While education officials expressed hope that SEAQE Sahel may recruit and train more teachers, ADRA programme staff are concerned that the countries' governments are not taking this responsibility upon themselves. SEAQE Sahel should consider working together with local governments and communities to recruit and hire teachers and establish a sustainability plan for training and retaining teachers.

> Without the right action plan and clearly defined roles for all actors, stakeholders worry that many of the programme's activities cannot be sustained.

Stakeholders consider certain SEAQE Sahel activities more sustainable than others. Namely, respondents believe that improvements to school infrastructure and access to clean water will be

easy to sustain, as long as communities take full responsibility for maintaining them. Other activities—such as transforming perceptions and behaviours surrounding equality, inclusivity and child protection—are less likely to endure without a clear action sustainability plan.

Respondents at all levels report concerns over the transfer of responsibilities at the end of the programme. ADRA programme staff in both countries believe that establishing a community sustainability plan is essential to maintaining the positive outcomes achieved by the programme. This sentiment was echoed by members of PTA/SMC/AME organisations: parents with deep involvement in the programme and a thorough understanding of the needs of their respective education community reported that, without continued efforts to educate the community and the beneficiaries, the results the programme has thus far achieved would not be sustainable. For example, a community leader in the Rharous commune in Mali worried that unless the government steps up in providing teaching and learning materials, learners will not have any materials to use in the future. Many respondents worry that without proper upkeep to the programme's achievements and a strategic plan to build on them, much of the gained knowledge and skills could be wasted.

> Beneficiaries hope that the SEAQE Sahel programme can be introduced in secondary schools to help girls further their education.

Education officials, community leaders, teachers and parents in both countries would like to see the programme expanded into secondary schools, as this would create a continuum in the learners' education. According to beneficiaries, this is especially needed to promote girls' education, as many girls in both Mali and Niger do not make it past primary school. While there is consensus among respondents that SEAQE Sahel has been effective in keeping girls in school and in changing perceptions on child marriage, respondents voiced concerns that girls' lives become even more complicated after they graduate from primary school. Community leaders and education officials pointed out that there are fewer secondary schools than primary schools in the regions where the programme works. The schools that do exist are often located even further from the children's homes than primary schools. While there are dormitories for boys at the secondary level, most schools do not have such accommodations for girls. Thus, parents are often unable or reluctant to send their girls far, fearing for their safety. In addition, according to respondents, the number of boys who go on to study in secondary schools is also low because many of them begin working to help support their families.

While SEAQE Sahel does not focus on secondary schools, many respondents voiced a desire to have the programme introduced for older youth, believing that the benefits completing primary school are limited if learners have little to no opportunity to continue their studies.

> Overall, there was misalignment between respondents' opinions about improvements as a result of the programme and SEAQE Sahel logframe data. Though perceptions of the SEAQE

Though certain facts stated by MTR respondents could be triangulated with quantitative data from SEAQE Sahel logframe indicators, there were often activities that that stakeholders reported occurring that could not be corroborated given SEAQE Sahel quantitative data. It is unclear if respondents overemphasized or hyperbolised their experiences with the programme or if the programme has been unable to adequately capture and report on activities in their logframe, considering that the logframe data are from 2018 and the MTR was conducted at the end of 2019.

RECOMMENDATIONS

Programme recommendations for both countries that emerged through the MTR are presented in Table 6. Recommendations are generally presented in order of priority, from higher to lower. Each recommendation is also accompanied by the evidence found by the MTR and the suggested stakeholders responsible for carrying out the actionable recommendation. Wherever ADRA Mali and ADRA Niger are mentioned as responsible actors, it is implied that the recommendation is the responsibility of the entire country team, from top management to field staff.

Table 4: MTR recommendations

Recommendation	Evidence	Responsible Actor(s)
1. Recruit and train more teachers to accommodate the growing rates of learner enrolment and maintain the quality of education.	As learner enrolment rates increase, more teachers need to be recruited and trained to keep up with the growing demand. This may jeopardise one of the central assumptions of the programme, which is to bring quality education to all learners. In order to recruit more teachers and ensure sustainability, the programme needs to involve the government in recruiting and paying teachers.	ADRA Mali ADRA Niger Education Authorities
2. Establish a clear system of support and feedback to engage local ADRA programme staff in the decision-making on programme activities. Increase transparency of decision-making.	Local ADRA country teams in Mali and Niger feel disconnected from the ADRA Norway team. Field staff in Mali reported experiencing a lack of consistent monitoring and support on the part of the head offices in Bamako. The field team in Niger feels more supported by the head office in Niamey yet expressed that they are not often involved in the programme decision-making process. By increasing transparency and feedback through the levels of programme management, SEAQE Sahel may improve morale.	ADRA Norway ADRA Mali ADRA Niger
3. Investigate misalignment between	Though certain facts stated by MTR respondents could be triangulated with quantitative data from	ADRA Norway

Recommendation	Evidence	Responsible Actor(s)
MTR respondents' perceptions of activities and outcomes and SEAQE Sahel logframe data.	SEAQE Sahel logframe indicators, there were often activities that that stakeholders reported occurring that could not be corroborated given SEAQE Sahel quantitative data. It is unclear if respondents overemphasized or hyperbolised their experiences with the programme or if the programme has been unable to adequately capture and report on activities in their logframe considering that the quantitative data was captured up to 2018 and the MTR was conducted at the end of 2019.	ADRA Mali ADRA Niger
4. Strengthen components for OOS children beyond tracking. Provide them with an accelerated education programme that leads to reintegration in the official school system.	The MTR found that OOS children are not sufficiently benefitting from the programme. In Mali, stakeholders reported that the few centres for OOS children that do exist cannot do much more than track the children. In Niger, the Strømme Foundation is working with at least 3 SEAQE Sahel schools to help reintegrate OOS children. Overall, the consensus surrounding OOS children is that more needs to be done to engage them in the education system.	ADRA Mali ADRA Niger
5. Increase support for children with disabilities through teacher training, production and provision of assistive devices and adapted materials and continued construction of infrastructure to make learning environments inclusive.	MTR data suggests that, while children with physical disabilities have benefitted from the program, children with other disabilities—including those who are hard of hearing, have low vision or have cognitive disabilities—are not receiving the supports they need. Teachers are not being trained to work with such learners, and no specialised materials are available. While stakeholders agree that the programme is succeeding at changing perceptions and attitudes surrounding children with disabilities, more specialised support is needed to help all children reach their potential.	ADRA Mali ADRA Niger
6. Build fences around schools to keep learners safe and to prevent strangers and animals from wondering through school property.	Evidence suggests that one of the principal benefits that SEAQE Sahel brought to the communities it serves is improvements to infrastructure, such as revamping old classrooms and building new ones, constructing latrines and building access ramps to school facilities. Most respondents mentioned the critical need for fences around schools: they	ADRA Mali ADRA Niger

Recommendation	Evidence	Responsible Actor(s)
	reported that almost no schools have fences, exposing the learners to risks such as animals that wander in the schoolyard, moto bikes that create shortcuts by speeding through school property, armed groups and other dangers. To make the schools safer, fences should be built around schools.	
7. Build school cafeterias and/or engage the community to provide learners with at least one meal during the day to create an incentive for learners to stay at school throughout the day.	Evidence suggests that many learners leave school grounds to eat during the long break, and many do not return. In Mali, the World Food Programme supports 16 SEAQE Sahel schools with existing cafeterias by providing food for the learners. In Niger, the programme schools receive no such support. MTR findings suggest that school attendance and retention could be improved if learners were provided at least one meal during the school day. Building cafeterias on school grounds and engaging the community in preparing meals and feeding the learners may further improve the outcomes of the SEAQE Sahel programme.	ADRA Mali ADRA Niger
8. Strengthen the eLearning component in schools where it already exists, introduce the component at remaining schools and train learners more efficiently.	MTR findings indicate that, while the eLearning component has been set up in 2 secondary schools in Mali and 2 primary schools in Niger, it is slow to be implemented. At the time of the MTR, teachers had already been trained, but learners had not received training. Schools are facing challenges in securing the computer labs, and it is clear that ADRA Mali and ADRA Niger teams did not fully understand the scope of the component. ADRA Norway should consult with these teams to resolve the challenges they face so that learners can start to benefit from this element of the programme.	ADRA Norway ADRA Mali ADRA Niger
9. Continue building the capacity of all members of the education community–particularly–through trainings, workshops and awareness-raising	The data show that the programme's holistic approach is motivating stakeholders to work together to improve education quality for marginalised children and strengthen their communities. Women in the communities feel particularly empowered to claim ownership over their newly discovered roles and responsibilities.	ADRA Mali ADRA Niger

Recommendation	Evidence	Responsible Actor(s)
to ensure they can sustain programme activities after SEAQE Sahel has ended.	To ensure that communities can sustain the benefits of the programme after its completion, SEAQE Sahel should continue building the capacity of all involved stakeholders, with a special emphasis on women.	
10. Set up a clear action plan to transfer duties when the programme ends, and train all parties involved to understand their respective roles and responsibilities.	Findings suggest that, without an action plan for the transfer of the programme to the government and the community, many of the programme's activities cannot be sustained. The programme should engage local stakeholders in developing, finalising and rolling out a sustainability plan to ensure that SEAQE Sahel's positive outcomes can be maintained.	ADRA Norway ADRA Mali ADRA Niger Education Authorities
11. Increase communities' understanding of and ability to take care of improved school infrastructure, water wells and gardens.	MTR respondents report that improvements to school infrastructure and access to clean water are the most sustainable elements of the programme, and respondents believe that their benefits will continue—if communities take full responsibility for maintaining them. In order to ensure that communities can continue to benefit from this infrastructure, beneficiaries need to be trained on maintenance and upkeep.	ADRA Mali ADRA Niger
12. Increase the involvement of government officials at the local, regional and national levels to ensure the continuation of programme activities after the end of the programme.	The data suggest that SEAQE Sahel has managed to increase the involvement of the authorities—at the local, regional and national levels—in education. Many of the villages where the programme operates were previously deserted by education officials. There is a strong need to continue strengthening the capacity and motivating government officials at all levels to take ownership over their responsibilities to the communities.	ADRA Mali ADRA Niger Education Authorities
13. Consider offering more workshops for women on literacy and income-generating activities.	Women in SEAQE Sahel communities report feeling a sense of ownership over education and their lives as a result of the programme's activities. As communities continue to understand the potential of women's empowerment, more training and continued support are needed. Respondents desire literacy circle trainings in all remaining villages and the establishment of	ADRA Mali ADRA Niger

Recommendation	Evidence	Responsible Actor(s)
	follow-up workshops in the communities where literacy circles have already taken place. As communities become more aware of their need to be self-sufficient, more trainings on income-generating activities would strengthen the woman's role in the community and could contribute to the programme's sustainability.	
14. Explore opportunities to partner with other NGOs to leverage support and investment.	MTR findings show that SEAQE Sahel has thus far not been sufficiently successful at leveraging additional support and funding for the programme. Besides the involvement of Strømme Foundation in several SEAQE Sahel schools in Niger and the World Food Programme in several schools in Mali, stakeholders are not aware of any other concrete collaborations with NGOs. Local ADRA programme staff mentioned several other initiatives that may soon be developed, but they are not currently being implemented. To sustain SEAQE Sahel components, the teams should refocus efforts on partnerships with other NGOs operating in intervention areas.	ADRA Norway ADRA Mali ADRA Niger
15. Seek ways to set up small school libraries at each school for learners' teachers' and communities' use.	Respondents in both countries explained that it would help all programme participants if schools established small libraries for use by learners, teachers and community members to further their education. Some respondents in Niger reported that schools implementing the eLearning component have small libraries set up in the computer labs, which has attracted a lot of interest among the learners and teachers. Feasibility of rolling out school libraries in other places should be explored by the programme.	ADRA Norway ADRA Mali ADRA Niger
16. Explore opportunities for introducing the SEAQE Sahel programme, or elements thereof, in secondary schools.	Discussions with stakeholders highlighted the desire for SEAQE Sahel to be introduced in secondary schools in both countries. Education officials, community leaders, teachers and parents in both countries would like to see the programme expanded into secondary schools, as this would create a continuum in a learner's education. The programme should engage with local stakeholders	ADRA Norway ADRA Mali ADRA Niger

Recommendation	Evidence	Responsible Actor(s)
	to explore ways in which activities may benefit learners beyond primary school.	

ANNEXES

ANNEX I: MTR TRAINING AGENDA

20–22 November 2019: Bamako, Mali, 25–27 November 2019: Niamey, Niger

Day 1 (9:00–17:00)
- Introductions
- Training Manual – Part 1
    - An Introduction to Qualitative Research
        - Focus Group Discussions (FGD)
        - Key Informant Interviews (KII)
    - General Information
        - The Team
        - Roles and Responsibilities
        - Participant Consent
- *Coffee break (11:00–11:20)*
- Training Manual – Part 2
    - Preparation and Administration of Activities
    - Annex A – MTR Research Questions
- *Lunch break (13:00–14:00)*
- Introduction to the MTR Tools
    - Overview
    - KII – Community Leaders
        - Presentation and Discussion of accuracy
        - Feedback from local ADRA programme staff
    - KII – Education Officials
        - Presentation and Discussion of accuracy
        - Feedback from local ADRA programme staff
- *Coffee break (15:00–15:20)*
- Introduction to the MTR Tools
    - FGD – Teachers
        - Presentation and Discussion of accuracy
        - Feedback from local ADRA programme staff
- Introduction to the MTR Tools
    - FGD – PTAs/SMCs
        - Presentation and Discussion of accuracy
        - Feedback from local ADRA programme staff
- Q&A and Feedback
- *Homework: Go over Annex B – Conducting FGDs with children; come up with concise definitions for the 4 terms in the FGD tools (access, equality, inclusivity, equity)*

Day 2 (9:00–17:00)

- Warm-up Activity (led by country team)
- Revision of Day 1
  - Q&A
  - Quiz
  - Discuss definitions of terms from Homework
- Annex B – Conducting FGDs with children
- *Coffee break (11:00–11:20)*
- Introduction to the MTR Tools
  - FGD – Learners
    - Presentation and Discussion of accuracy
    - Feedback from local ADRA programme staff
- Practice Activities
  - KII – Community Leaders
    - Debrief and Feedback
  - KII – Education Officials
    - Debrief and Feedback
- *Lunch break (13:00–14:00)*
- Practice Activities
  - FGD – Teachers (1)
    - Debrief and Feedback
- *Coffee break (15:00–15:20)*
- Practice Activities
  - FGD – PTA/SMC (1)
    - Debrief and Feedback
- Q&A and Feedback
- *Homework: Note challenges encountered during the practice activities and how you overcame them or would overcome them in the field; Come up with ice-breaker activities that you could suggest to FGD respondents, especially children.*

Day 3 (9:00–15:00)
- Warm-up Activity (led by country team)
- Revision of Days 1 & 2
  - Q&A
  - Quiz
  - Homework
- Practice Activities
  - FGD – Learners
    - Debrief and Feedback
- Data Collection and Submission Protocols
- *Lunch break (13:00–14:00)*
- Logistics, Sampling, Team Dispatch
- Q&A and Feedback

ANNEX II: COST-EFFICIENCY ANALYSIS

Table 5: Mali cost-efficiency

Output and Indicator		Output Actuals (2017/18)	Cost (€)[54] (2017/18)	Cost Efficiency (€ per unit output)[55]
1.1	1.1.1 (Ci4) a—Number of target parent teacher associations or school management committees' members trained (sex, level of education) in skills in school planning, decision making, monitoring and resource mobilisation	252	50,554	201
	1.1.1 b—Percentage of target schools where parent teacher associations or school management committees are participating in school planning, decision making, monitoring and resource mobilisation	0		N/A
	1.1.2—Percentage of targeted parents and community members, who have gained literacy and numeracy skills and increased knowledge of inclusion of marginalised children through literacy circles	0		N/A
	1.1.3—Number and percentage of civil society structures and PTAs and SMCs have actively supported the inclusion of marginalised children	0		N/A
1.2	1.2.1—Number of relevant fora including platforms and networks that civil society partners actively participate in advance and advocate for inclusive and quality education at all levels (local, district, national)	1	20,920	20,920
	1.2.2—Number of local civil society stakeholders demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised children	0		N/A
	1.2.3—Number of civil society organisations that actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalised children	0		N/A
2.1	2.1.1—Number of schools with improved sanitation and hygiene	20	703,274	35,164
	2.1.1 a—The learners' (girls and boys) latrine ratio in ADRA supported schools improved	1:72		NA
	2.1.1 b—Number of toilets constructed or rehabilitated (boys, girls, both, children with disabilities)	35		20,094
	2.1.1 c—Number of children trained in sanitation and hygiene	7,827		90
	2.1.2—Number of target schools with new/improved access to clean and safe drinking water	0		N/A

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[54] Costs reported in 2018 Euros.
[55] 'N/A' indicates that cost efficiency could not be calculated.

Output and Indicator		Output Actuals (2017/18)	Cost (€)[54] (2017/18)	Cost Efficiency (€ per unit output)[55]
	2.1.3—Number of schools with solar energy	0		N/A
	2.1.4—Number of schools with improved clean energy stoves	0		N/A
3.1	3.1.1. (Ci5) —Number of educational personnel trained (sex, level of education, type of education personnel) in equality and inclusion	0	6,211	N/A
	3.1.1 a) number of educational personnel with increased knowledge of equality and inclusion	0		N/A
	3.1.1 b—Percentage of education personnel with improved practices of equality and inclusion equality and inclusion	0		N/A
4.1	4.1.1. (Ci3—Number of target learners provided with learning material (sex, level of education, Mother tongue/Non-mother tongue)	6,744	206,940	31
	4.1.1 a—Number of government-approved textbooks provided to supported schools.	16,550		13
	4.1.1 b—Number of solar lamps distributed to target learners	4,795		43
4.2	4.2.1 a—Number of learners in 2 second cycle schools trained in a computer literacy course	0	27,151	N/A
	4.2.1 b—Percentage of learners who pass computer literacy course	0		N/A
	4.2.2 a—Number of computer labs outfitted with computers and tablets	0		N/A
	4.2.2 b—Number of learners accessing e-learning labs	0		N/A
	4.2.3—Number of learners trained in and percentage passing life-skills training	6,015		4.5
4.3	4.3.1 (Ci5)—Number of head teachers trained (sex, level of education)	25	12,032	481
	4.3.1 a—Percentage of trained head teachers operating effectively in ADRA supported primary and junior secondary schools	0		N/A
4.4	4.4.1 (Ci5)—Number of teachers trained (sex, level of education)	108	34,680	321
	4.4.1 a—Percentage of teachers trained are applying inclusive education, child-centred methodology, and child protection principles in their classrooms	0		N/A
	4.4.1 b—Percentage of teachers trained are teaching reading and mathematics skills effectively	0		N/A
4.5	4.5.1 (Ci5) —Number of inspectors and local education coordinators trained (sex, level of education, type of education personnel) in standards of inspection, monitoring and coordination	16	31,906	1,994

Output and Indicator	Output Actuals (2017/18)	Cost (€)[54] (2017/18)	Cost Efficiency (€ per unit output)[55]
4.5.1 a—Percentage of target schools effectively inspected, supervised, or monitored by local education government authorities one or more times in last school year	9		N/A

Table 6: Niger cost-efficiency

	Output and Indicator	Output Actuals (2017/18)	Cost (€)[56] (2017/18)	Cost Efficiency (€ per unit output)[57]
1.1	1.1.1 (Ci4) a—Number of target parent teacher associations or school management committees' members trained (sex, level of education) in skills in school planning, decision making, monitoring and resource mobilisation	5		6,794
	1.1.1 b—Percentage of target schools where parent teacher associations or school management committees are participating in school planning, decision making, monitoring and resource mobilisation	0	33,968	N/A
	1.1.2—Percentage of targeted parents and community members, who have gained literacy and numeracy skills and increased knowledge of inclusion of marginalised children through literacy circles	0		N/A
	1.1.3—Number and percentage of civil society structures and PTAs and SMCs have actively supported the inclusion of marginalised children	4		8,492
1.2	1.2.1—Number of relevant fora including platforms and networks that civil society partners actively participate in to advance and advocate for inclusive and quality education at all levels (local, district, national)	2		8,799
	1.2.2—Number of local civil society stakeholders demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised children	0	17,597	N/A
	1.2.3—Number of civil society organisations that actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalised children	3		5,866
2.1	2.1.1—Number of schools with improved sanitation and hygiene	20	1,479,894	73,995

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[56] Costs reported in 2018 Euros.

[57] 'N/A' indicates that cost efficiency could not be calculated.

	Output and Indicator	Output Actuals (2017/18)	Cost (€)[56] (2017/18)	Cost Efficiency (€ per unit output)[57]
	2.1.1 a—The learners' (girls and boys) latrine ratio in ADRA supported schools improved	1:43		N/A
	2.1.1 b—Number of toilets constructed or rehabilitated (boys, girls, both, children with disabilities)	177		8,361
	2.1.1 c—Number of children trained in sanitation and hygiene	6,278		236
	2.1.2—Number of target schools with new/improved access to clean and safe drinking water	17		87,053
	2.1.3—Number of schools with solar energy	2		739,947
	2.1.4—Number of schools with improved clean energy stoves	0		N/A
3.1	3.1.1. (Ci5) —Number of educational personnel trained (sex, level of education, type of education personnel) in equality and inclusion	49		393
	3.1.1 a) number of educational personnel with increased knowledge of equality and inclusion	0	19,251	N/A
	3.1.1 b—Percentage of education personnel with improved practices of equality and inclusion equality and inclusion	0		N/A
4.1	4.1.1. (Ci3—Number of target learners provided with learning material (sex, level of education, Mother tongue/Non-mother tongue)	4,581		41
	4.1.1 a—Number of government-approved textbooks provided to supported schools.	12,310	186,264	15
	4.1.1 b—Number of solar lamps distributed to target learners	0		N/A
4.2	4.2.1 a—Number of learners in 2 second cycle schools trained in a computer literacy course	0		N/A
	4.2.1 b—Percentage of learners who pass computer literacy course	0		N/A
	4.2.2 a—Number of computer labs outfitted with computers and tablets	0	27,981	N/A
	4.2.2 b—Number of learners accessing e-learning labs	0		N/A
	4.2.3—Number of learners trained in and percentage passing life-skills training	0		N/A
4.3	4.3.1 (Ci5)—Number of head teachers trained (sex, level of education)	20		27
	4.3.1 a—Percentage of trained head teachers operating effectively in ADRA supported primary and junior secondary schools	60	543	N/A
4.4	4.4.1 (Ci5)—Number of teachers trained (sex, level of education)	149		105
	4.4.1 a—Percentage of teachers trained are applying inclusive education, child-centred methodology, and child protection principles in their classrooms	20	15,670	N/A

Output and Indicator		Output Actuals (2017/18)	Cost (€)[56] (2017/18)	Cost Efficiency (€ per unit output)[57]
	4.4.1 b—Percentage of teachers trained are teaching reading and mathematics skills effectively	1		N/A
4.5	4.5.1 (Ci5) —Number of inspectors and local education coordinators trained (sex, level of education, type of education personnel) in standards of inspection, monitoring and coordination	26	9,941	382
	4.5.1 a—Percentage of target schools effectively inspected, supervised, or monitored by local education government authorities one or more times in last school year	14		N/A

INTERVIEW DES INFORMATEURS CLES (KII) : PERSONNEL D'ADRA

SEAQE Sahel – Examen à mi-parcours (MTR)

A. Introduction

Type d'entretien d'informateur clé :	
Poste / titre du répondant :	
Sexe du répondant :	
Nom du facilitateur :	
Nom du preneur de notes :	
Date :	
Heure début :	
Heure fin :	

Bonjour, je m'appelle_____. Je travaille avec ADRA Norvège et School-to-School International. Comme vous le savez, ADRA met en œuvre le programme (Renforcement de l'Équité, l'Accès et la Qualité de l'Education au Sahel, Afrique de l'Ouest) SEAQE Sahel au Mali et au Niger. Nous procédons actuellement à un examen à mi-parcours du programme pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité et l'évolutivité du programme. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations.

B. Consentement

L'entretien devrait durer environ 1 heure. Nous ne partagerons vos réponses avec personne, à l'exception des personnes travaillant directement avec ADRA Norvège pour ce programme. Toutes vos réponses seront anonymisées et votre nom ne sera jamais lié avec les informations que vous indiquez. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation est volontaire et vous avez toujours le choix de choisir de ne pas répondre à une question si vous ne le souhaitez pas. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

**Pour l'enquêteur **
Si OUI, répondez à toutes les questions des participants et continuez.
Si NON, continuez.

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

**Pour l'enquêteur **
Si OUI, continuez.
Si la réponse est NON, confirmez que vous n'enregistrerez pas la conversation et
poursuivrez sans activer l'enregistrement audio.

Avons-nous votre accord pour participer volontairement à cet entretien ?

**Pour l'enquêteur **
Si OUI, continuez.
Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.

NOTE IMPORTANTE: Commencez l'enregistrement audio après avoir reçu le consentement.

INSTRUCTIONS : Veuillez faire un compte rendu des notes de terrain développées ici.

Conseils généraux : En utilisant vos notes de terrain et l'enregistrement audio comme références, veuillez rédiger ici des notes de terrain développées. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques dans les langues locales (avec traduction en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés.

À la fin de chaque section, soulignez les citations clés, en vérifiant avec l'enregistrement audio pour garantir une capture précise. En outre, à la fin de chaque section, veuillez résumer vos observations personnelles sur les réponses des participants aux questions de cette section. En général, vos notes doivent contenir 6 types d'informations :

1. *Citations – des phrases bien dites qui illustre un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
2. *Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
3. *Formulation et langage utilisé – Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
4. *Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
5. *Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'un question complémentaire particulière.*
6. *Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section « Observation du preneur de notes » nous aidera au cours de la phase d'analyse.*

C. Contexte du programme

1. Parlez-moi de votre rôle dans le programme SEAQE Sahel. Quelles sont vos responsabilités ?
   [Ajouter vos notes ici]

2. Depuis combien de temps travaillez-vous sur le programme ?
   [Ajouter vos notes ici]

3. Quelles activités SEAQE Sahel met-il en œuvre ?
   [Ajouter vos notes ici]

4. Y a-t-il des activités que SEAQE Sahel avait planifiées mais ne pouvaient pas ou n'a pas mis en œuvre ? Si oui, quelles sont ces activités et pourquoi n'ont-elles pas été mises en œuvre ?
   [Ajouter vos notes ici]

5. Dans l'ensemble, comment évalueriez-vous le succès de la mise en œuvre des activités jusqu'à présent ? (Très réussi, réussi, pas très réussi, pas du tout réussi) Pourquoi pensez-vous cela ?
   [Ajouter vos notes ici]

6. Dans l'ensemble, comment évalueriez-vous la qualité des données de suivi collectées jusqu'à présent pour le programme ? (Très réussi, réussi, pas très réussi, pas du tout réussi) Pourquoi pensez-vous cela ?
   [Ajouter vos notes ici]

7. Quelles recommandations avez-vous pour améliorer les systèmes de suivi du programme ?
   [Ajouter vos notes ici]

8. Pouvez-vous me dire comment SEAQE Sahel a intégré le genre, la sensibilité aux conflits et la protection des enfants dans le programme ?
[Ajouter vos notes ici]

9. Comment le programme pourrait-il mieux intégrer ces sujets dans le programme ?
[Ajouter vos notes ici]

D. Impact du programme

Parlons maintenant de l'impact du programme jusqu'à présent. Nous pouvons dire que l'hypothèse fondamentale est que, en fournissant « l'approche globale » avec des intrants concentrés, les enfants auront accès à des systèmes d'éducation formels et non formels renforcés et inclusifs. Cela sera démontré par des taux d'accès et de rétention accrus et de meilleurs résultats d'apprentissage dans l'éducation formelle.

10. D'après les preuves que vous avez vues jusqu'à présent, pensez-vous que cette hypothèse est vraie ? Si oui pourquoi ? Si non, quelles parties n'ont pas été efficaces ?
[Ajouter vos notes ici]

11. Avez-vous remarqué des changements dans les politiques d'éducation inclusive (c'est-à-dire de nouvelles politiques créées, des politiques existantes révisées ou des politiques en train d'être exécutées) après le lancement du programme SEAQE Sahel ? Si oui lesquels ? Si non, pourquoi pensez-vous qu'il n'y a pas eu de changement ?
[Ajouter vos notes ici]

12. Avez-vous remarqué des changements dans les pratiques, idées ou croyances de la communauté après le lancement du programme SEAQE Sahel ? Si oui, veuillez les décrire. Si non, pourquoi pensez-vous qu'il n'y a pas eu de changement ?
[Ajouter vos notes ici]

13. Pensez-vous que les enfants, les jeunes et les femmes marginalisés vivant dans la pauvreté se sont davantage impliqués dans les programmes d'éducation après leur lancement dans le programme SEAQE Sahel ? Si oui, veuillez donner des exemples. Si non, pourquoi pas ?
[Ajouter vos notes ici]

14. Selon vous, quels facteurs font que certaines écoles ont plus de succès - en termes d'accès, de rétention et d'amélioration des résultats d'apprentissage - que d'autres ?
[Ajouter vos notes ici]

15. Avez-vous déjà observé des résultats positifs ou négatifs auxquels vous ne vous attendiez pas ? Si oui, veuillez donner des exemples.
[Ajouter vos notes ici]

16. Croyez-vous que SEAQE Sahel a optimisé les ressources, en fonction des intrants et des extrants du programme ? Pourquoi ou pourquoi pas ?
[Ajouter vos notes ici]

E. La pérennité et la réplication

Maintenant parlons de la pérennité et la réplication.

17. Le programme a-t-il généré des intérêts et des investissements supplémentaires ? Si oui, veuillez donner des exemples. Si non, pourquoi pas ?

** Pour l'enquêteur**: Permettez le répondant de répondre. Si le répondant n'arrive pas à comprendre la question ou ne peut pas fournir des exemples, vous pouvez expliquer les types différents des investissements supplémentaires – de gouvernement, des ONGs, des agences de l'ONU, des organisations communautaires, etc.

   [Ajouter vos notes ici]

18. Quelles activités / sensibilisation / etc. SEAQE Sahel pourrait-il faire pour encourager la durabilité après la fin du programme ?
    [Ajouter vos notes ici]

19. Dans quelle mesure pensez-vous qu'il serait possible d'appliquer et de reproduire le modèle SEAQE Sahel à d'autres parties du pays ou à d'autres pays ? (Très possible, possible, pas très possible, pas du tout possible) Pourquoi pensez-vous cela ?
    [Ajouter vos notes ici]

20. Existe-t-il des composantes ou activités spécifiques du programme SEAQE Sahel qui, selon vous, présentent le plus grand potentiel en termes d'échelle et de réplication et quels sont les plus essentiels ? Lesquels composantes ou activités et pourquoi ? Veuillez donner des exemples.
    [Ajouter vos notes ici]

F. Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous autre chose à partager ?

INTERVIEW DES INFORMATEURS CLES (KII) : FONCTIONNAIRES DU SYSTEME EDUCATIF

SEAQE Sahel – Examen à mi-parcours (MTR)

A. Introduction

Type d'entretien d'informateur clé :	
Niveau du fonctionnaire (national, régional, local – pour le niveau local veuillez noter la commune) :	
Poste / titre du répondant :	
Sexe du répondant :	
Nom du facilitateur :	
Nom du preneur de notes :	
Date :	
Heure début :	
Heure fin :	

Bonjour, je m'appelle_____. Je travaille avec ADRA. Comme vous le savez, ADRA met en œuvre le programme SEAQE Sahel (Renforcement de l'équité, de l'accès et de la qualité dans l'éducation au Sahel) au Mali et au Niger. Nous procédons actuellement à un examen à mi-parcours du programme pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité et l'évolution du programme. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

B. Consentement

L'entretien devrait durer environ 1 heure. Nous ne partagerons vos réponses avec personne, à l'exception des personnes travaillant directement avec ADRA pour ce programme. Toutes vos réponses seront anonymes et votre nom ne sera jamais lié avec les informations que vous indiquez. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui mon collègue va prendre des notes. Votre participation est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

**Pour l'enquêteur **
Si OUI, répondez à toutes les questions des participants et continuez.
Si NON, continuez.

Avons-nous votre accord pour participer volontairement à cet entretien ?

**Pour l'enquêteur **
Si OUI, continuez.
Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.

INSTRUCTIONS :

Conseils généraux : En utilisant vos notes de comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques dans les langues locales (avec traduction en français),

le langage corporel et les signaux non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés.

À la fin de chaque section, soulignez les citations clés. En outre, à la fin de chaque section, veuillez résumer vos observations personnelles sur les réponses des participants aux questions de cette section. En général, vos notes doivent contenir 6 types d'informations :

7. <u>*Citations*</u> *– des phrases bien dites qui illustre un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
8. <u>*Indices non verbaux des participants*</u> *– hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
9. <u>*Formulation et langage utilisé*</u> *– Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
10. <u>*Points et thèmes clés*</u> *– Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
11. <u>*Questions complémentaires pouvant être posées*</u> *– L'animateur gère la discussion et peut manquer de l'importance d'une question complémentaire particulière.*
12. <u>*Grandes idées, intuitions ou pensées du preneur de notes*</u> *– De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section « Observation du preneur de notes » nous aidera au cours de la phase d'analyse.*

Veuillez faire un compte rendu général des notes de terrain développées ici.

C. Contexte du programme

1. Parlez-moi de votre compréhension et de votre expérience avec le programme SEAQE Sahel. Quels types d'activités le programme met-il en œuvre ? À quelles activités avez-vous été impliqué ?
   [Ajouter vos notes ici]

2. Selon vous, quelles sont les activités les plus utiles / efficaces offertes par le programme ? Veuillez donner des exemples d'activités que vous trouvez les plus utiles et expliquer pourquoi elles sont efficaces.
   [Ajouter vos notes ici]

3. Qu'est-ce qui rendrait le programme plus efficace ? Veuillez donner des exemples d'activités pouvant être améliorées et expliquer comment elles pourraient être améliorées.
   [Ajouter vos notes ici]

4. Croyez-vous que les objectifs de SEAQE Sahel répondent aux besoins des enseignants, des enfants et de la communauté en général ? Pourquoi/ pourquoi pas ?

   *** Pour l'enquêteur** : Vous pouvez rappeler les objectifs principaux aux participants :*
   1. Les enfants plus marginalisés dans les communautés ciblées ont accès à l'éducation de base
   2. Plus d'enfants accèdent à des écoles sûres, protectrices et inclusives
   3. Les politiques éducatives et les plans d'éducation favorisent l'égalité et l'inclusion
   4. Les écoles offrent un programme éducatif pertinent de qualité aux élèves marginalisés

   [Ajouter vos notes ici]

D. Impact du programme

Le programme souhaite en savoir plus sur les changements survenus (le cas échéant) grâce au programme. Mes prochaines questions porteront sur vos observations sur l'un de ces changements.

5. Quels sont les principaux changements que vous avez observés chez les groupes d'individus suivants depuis l'introduction du programme SEAQE Sahel ?

    a. enfants marginalisés (filles en particulier)
    [Ajouter vos notes ici]

    b. femmes
    [Ajouter vos notes ici]

    c. familles
    [Ajouter vos notes ici]

6. Croyez-vous que ces changements durent même après la fin du programme ?

    [Ajouter vos notes ici]

7. Que signifient pour vous les expressions suivantes ? Veuillez donner des exemples si possibles.

    a. « accès à l'éducation »
    [Ajouter vos notes ici]

    b. « éducation inclusive »
    [Ajouter vos notes ici]

    c. « égalité dans la salle de classe »
    [Ajouter vos notes ici]

    d. « protection de l'enfant »
    [Ajouter vos notes ici]

8. Croyez-vous que le programme ait rendu les écoles plus inclusives ? Pourquoi ou pourquoi pas ?
    [Ajouter vos notes ici]

9. Avez-vous remarqué des changements dans les pratiques, idées ou croyances du milieu de l'éducation après le lancement du programme SEAQE Sahel ? Si oui, veuillez les décrire. Si non, pourquoi pensez-vous qu'il n'y a pas eu de changement ?
    [Ajouter vos notes ici]

10. Est-ce que le programme SEAQE Sahel a contribué à l'élaboration ou la révision de nouvelles politiques / pratiques d'éducation inclusive ? Si oui, combien et lesquels ? Si non, pourquoi pensez-vous qu'il n'y a pas eu de changement ?

L'impact du programme

Parlons maintenant de l'impact du programme jusqu'à présent. Nous pouvons dire que l'hypothèse fondamentale est que, en fournissant « l'approche globale » avec des intrants concentrés, les enfants auront accès à des systèmes d'éducation formels et non formels renforcés et inclusifs. Cela sera démontré par des taux d'accès et de rétention accrus et de meilleurs résultats d'apprentissage dans l'éducation formelle.

11. D'après les preuves que vous avez vues jusqu'à présent, pensez-vous que cette hypothèse est vraie ? Si oui pourquoi ? Si non, quelles parties n'ont pas été efficaces ?
[Ajouter vos notes ici]

12. Quels sont les principaux défis liés à l'inscription et au maintien des enfants marginalisés à l'école dans votre communauté ?
[Ajouter vos notes ici]

    À votre connaissance, veuillez décrire les défis liés à l'inscription et au maintien pertinents aux groupes suivants :

    a. Enfants des familles en pauvreté
    [Ajouter vos notes ici]

    b. Enfants handicapés
    [Ajouter vos notes ici]

    c. Enfants non scolarisés
    [Ajouter vos notes ici]

    d. Filles
    [Ajouter vos notes ici]

    e. Orphelins
    [Ajouter vos notes ici]

    f. Le programme répond-t-il à ces défis ? Si oui, comment ?
    [Ajouter vos notes ici]

    g. Que suggéreriez-vous au programme de changer pour augmenter le taux d'inscription scolaire et améliorer la fréquentation scolaire des enfants marginalisés, y inclus les groupes mentionnés ?
    [Ajouter vos notes ici]

13. Est-ce que le programme a-t-il augmenté les résultats d'apprentissage ? Si oui, dans quelle mesure ? Si non, quels sont les défis ?
[Ajouter vos notes ici]

14. Le programme a-t-il augmenté les résultats d'apprentissage de manière plus efficace pour les garçons par rapport aux filles ? Par différents types de marginalisation ?
[Ajouter vos notes ici]

15. Que suggéreriez-vous que SEAQE Sahel pourrait changer pour améliorer les niveaux de maîtrise de la lecture et des mathématiques ?
[Ajouter vos notes ici]

16. Selon vous, quels facteurs font que certaines écoles ont plus de succès - en termes d'accès, de rétention et d'amélioration des résultats d'apprentissage - que d'autres ?
[Ajouter vos notes ici]

17. Avez-vous déjà observé des résultats positifs ou négatifs auxquels vous ne vous attendiez pas ? Si oui, veuillez donner des exemples.
[Ajouter vos notes ici]

E. La pérennité et la réplication

Maintenant parlons de la durabilité et la réplication.

18. Le programme a-t-il généré des intérêts et des investissements supplémentaires ? Si oui, veuillez donner des exemples. Si non, pourquoi pas ?

    *** Pour l'enquêteur** : Permettez aux le répondant de répondre. Si le répondant n'arrive pas à comprendre la question ou ne peut pas fournir des exemples, vous pouvez expliquer les différents types des investissements supplémentaires – de gouvernement, des ONGs, des agences de l'ONU, des organisations communautaires, etc.*

    [Ajouter vos notes ici]

19. Quelles activités SEAQE Sahel pourrait-il faire pour encourager la durabilité après la fin du programme ?
    [Ajouter vos notes ici]

20. Pensez-vous qu'il serait pertinent d'appliquer et de reproduire le modèle SEAQE Sahel dans la même zone ou d'autres régions du pays ? (Très pertinent, pertinent, pas très pertinent, pas du tout pertinent) Pourquoi pensez-vous cela ?
    [Ajouter vos notes ici]

21. Existe-t-il des composantes ou activités spécifiques du programme SEAQE Sahel qui, selon vous, présentent le plus grand potentiel en termes d'échelle et de réplication ? Lesquels composantes ou activités et pourquoi ? Veuillez donner des exemples.
    [Ajouter vos notes ici]

F. Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous autre chose à partager ?

INTERVIEW DES INFORMATEURS CLES (KII) : CHEF DU VILLAGE

SEAQE Sahel – Examen à mi-parcours (MTR)

A. Introduction

Type d'entretien d'informateur clé :	
Nom de la commune : Nom de l'école :	
Poste / titre du répondant :	
Sexe du répondant :	
Nom du facilitateur :	
Nom du preneur de notes :	
Date :	
Heure début :	
Heure fin :	

Bonjour, je m'appelle_____. Je travaille avec ADRA. Comme vous le savez, ADRA met en œuvre le programme SEAQE Sahel (Renforcement de l'équité, de l'accès et de la qualité dans l'éducation au Sahel) au Mali et au Niger. Nous procédons actuellement à un examen à mi-parcours du programme pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité et l'évolutivité du programme. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

B. Consentement

L'entretien devrait durer environ 1 heure. Nous ne partagerons vos réponses avec personne, à l'exception des personnes travaillant directement avec ADRA Norvège pour ce programme. Toutes vos réponses seront anonymisées et votre nom ne sera jamais lié avec les informations que vous indiquez. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui mon collège va prendre des notes. Votre participation est volontaire et vous avez toujours le choix de choisir de ne pas répondre à une question si vous ne le souhaitez pas. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?
> **Pour l'enquêteur **
> *Si OUI, répondez à toutes les questions des participants et continuez.*
> *Si NON, continuez.*

Avons-nous votre accord pour participer volontairement à cet entretien ?
> **Pour l'enquêteur **
> *Si OUI, continuez.*
> *Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.*
INSTRUCTIONS :

Conseils généraux : En utilisant vos notes de comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques dans les langues locales (avec traduction en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés.

À la fin de chaque section, soulignez les citations clés. En outre, à la fin de chaque section, veuillez résumer vos observations personnelles sur les réponses des participants aux questions de cette section. En général, vos notes doivent contenir 6 types d'informations :

13. *Citations – des phrases bien dites qui illustre un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
14. *Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
15. *Formulation et langage utilisé – Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
16. *Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
17. *Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'un question complémentaire particulière.*
18. *Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section « Observation du preneur de notes » nous aidera au cours de la phase d'analyse.*

Veuillez faire un compte rendu général des notes de terrain développées ici.

C. Contexte du programme

1. Parlez-moi de votre compréhension et de votre expérience avec le programme SEAQE Sahel. Quels types d'activités le programme met-il en œuvre ? À quelles activités, le cas échéant, avez-vous été impliqué ?
   [Ajouter vos notes ici]

D. Impact du programme

Le programme souhaite en savoir plus sur les changements survenus (le cas échéant) à la suite du programme. Mes prochaines questions porteront sur vos observations sur l'un de ces changements.

2. Avez-vous observé des changements chez les groupes d'individus suivants depuis l'introduction du programme SEAQE Sahel ? Si oui, veuillez décrire les principaux changements que vous avez remarqué.

   a. enfants marginalisés (filles en particulier)
      [Ajouter vos notes ici]

   b. femmes
      [Ajouter vos notes ici]

   c. familles
      [Ajouter vos notes ici]

3. Croyez-vous que ces changements durent même après la fin du programme ?
   [Ajouter vos notes ici]

4. Pensez-vous que les enfants marginalisés et les femmes vivant dans la pauvreté se sont davantage impliqués dans le processus de scolarisation et dans l'enseignement après leur lancement dans le programme SEAQE Sahel ? Si oui, veuillez donner des exemples. Si non, pourquoi pas ?
   [Ajouter vos notes ici]

5. Croyez-vous que cet engagement et cette propriété dureront même après la fin du programme ?
[Ajouter vos notes ici]

6. Croyez-vous que SEAQE Sahel est en train de transformer l'environnement dans les écoles et dans votre communauté pour réduire ou éliminer les inégalités pour tous les enfants basées sur le genre, le handicap ou d'autres caractéristiques ? Comment ?
[Ajouter vos notes ici]

7. Que signifie pour vous les expressions suivantes ? Veuillez donner des exemples.

   a. « accès à l'éducation »
   [Ajouter vos notes ici]

   b. « éducation inclusive »
   [Ajouter vos notes ici]

   c. « égalité dans la classe »
   [Ajouter vos notes ici]

   d. « protection de l'enfant »
   [Ajouter vos notes ici]

8. Croyez-vous que le programme ait rendu les écoles de votre communauté plus inclusives ? Pourquoi ou pourquoi pas ?
[Ajouter vos notes ici]

9. Avez-vous remarqué des changements dans les pratiques, idées ou croyances de la communauté après le lancement du programme SEAQE Sahel ? Si oui, veuillez les décrire. Si non, pourquoi pensez-vous qu'il n'y a pas eu de changement ?
[Ajouter vos notes ici]

10. Avez-vous observé des différences dans la scolarisation et la fréquentation des enfants dans les écoles de votre communauté à la suite du programme ? Pourquoi/ pourquoi pas ?
[Ajouter vos notes ici]

11. Avez-vous déjà observé des résultats positifs ou négatifs auxquels vous ne vous attendiez pas ? Si oui, veuillez donner des exemples.
[Ajouter vos notes ici]

E. La durabilité et la réplication

Parlons maintenant de la durabilité du programme.

12. Le programme a-t-il généré des intérêts et des investissements supplémentaires ? Si oui, veuillez donner des exemples. Si non, pourquoi pas ?

   Pour l'enquêteur: Permettez le répondant de répondre. Si le répondant n'arrive pas à comprendre la question ou ne peut pas fournir des exemples, vous pouvez expliquer les types différents des investissements supplémentaires – de gouvernement, des ONGs, des agences de l'ONU, des organisations communautaires, etc.

   [Ajouter vos notes ici]

13. Quelles activités SEAQE Sahel pourrait-il faire pour encourager la durabilité après la fin du programme ?

[Ajouter vos notes ici]

F. Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous autre chose à partager ?

DISCUSSION DE GROUP « FOCUS GROUP » (FG) : CGDES/APE/AME

SEAQE Sahel – Examen à mi-parcours (MTR)

A. Introduction

Type de FG :	
Poste / titre du répondant :	*Par exemple : 2 –AME, 2 –APE, 2-CGDES*
Nom de la commune : Nom de l'école :	
Sexe des répondants :	
Nom du facilitateur :	
Nom du preneur de notes :	
Date :	
Heure début :	
Heure fin :	

Bonjour, je m'appelle_____. Je travaille avec ADRA. Comme vous le savez, ADRA met en œuvre le programme SEAQE Sahel (Renforcement de l'équité, de l'accès et de la qualité dans l'éducation au Sahel) au Mali et au Niger. Nous procédons actuellement à un examen à mi-parcours du programme pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité et l'évolutivité du programme. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

B. Consentement

La discussion de groupe devrait durer environ une heure. Nous ne partagerons vos réponses avec personne, à l'exception des personnes travaillant directement avec ADRA Norvège pour ce programme. Toutes vos réponses seront anonymes et votre nom ne sera jamais lié avec les informations que vous indiquez. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, mon collègue va prendre des notes. Votre participation est volontaire et vous avez toujours le choix de choisir de ne pas répondre à une question si vous ne le souhaitez pas. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

> ***Pour l'enquêteur ***
> *Si OUI, répondez à toutes les questions des participants et continuez.*
> *Si NON, continuez.*

Avons-nous votre accord pour participer volontairement à cette discussion ?

> ***Pour l'enquêteur ***
> *Si OUI, continuez.*
> *Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.*

INSTRUCTIONS pour l'enquêter :

Conseils généraux : En utilisant vos notes de comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui

parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques dans les langues locales (avec traduction en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés.

À la fin de chaque section, soulignez les citations clés. En outre, à la fin de chaque section, veuillez résumer vos observations personnelles sur les réponses des participants aux questions de cette section. En général, vos notes doivent contenir 6 types d'informations :

19. *Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
20. *Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
21. *Formulation et langage utilisé – Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
22. *Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
23. *Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'un question complémentaire particulière.*
24. *Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section « Observation du preneur de notes » nous aidera au cours de la phase d'analyse.*

C. Perception globale de la mise en œuvre du programme SEAQE Sahel

1. Selon vous, quels sont le but et le contenu des activités soutenues dans le cadre du programme SEAQE Sahel ? Veuillez donner des exemples d'activités organisées par le programme pour les membres de votre association (APE/CGDES/AME).
   [Ajouter vos notes ici]

2. Selon vous, quelles sont les activités les plus efficaces offertes par le programme ? Veuillez donner des exemples d'activités que vous trouvez les plus efficaces et expliquer pourquoi.
   [Ajouter vos notes ici]

3. Qu'est-ce qui rendrait le programme plus efficace ? Veuillez donner des exemples d'activités pouvant être améliorées et expliquer comment elles pourraient être améliorées.
   [Ajouter vos notes ici]

4. Est-ce que vous avez suivi la formation du programme SEAQE Sahel ? Si oui, quel était le contenu de la formation (ou de plusieurs formations) ? Avez-vous trouvé les formations utiles ? Pourquoi ou pourquoi pas ? Veuillez donner des exemples de la manière dont vous appliquez ce que vous avez appris.
   [Ajouter vos notes ici]

    a. Combien d'entre vous ont été formés en lecture et mathématiques ?
[Ajouter vos notes ici]

    b. Combien d'entre vous ont été formés par le programme SEAQE Sahel à comprendre l'importance de l'inclusion des enfants marginalisés à travers les centres d'alphabétisation ?
[Ajouter vos notes ici]

5. Est-ce que votre association (APE/CGDES/AME) participe aux activités suivantes ? Si oui, veuillez donner des exemples.

    a. planification scolaire
[Ajouter vos notes ici]

    b. prise de décision
[Ajouter vos notes ici]

    c. suivi
[Ajouter vos notes ici]

    d. mobilisation des ressources
[Ajouter vos notes ici]

    e. Comment est-ce que les formations que vous avez reçu de SEAQE Sahel ont changé vos pratiques dans les activités mentionnées ?
[Ajouter vos notes ici]

D. Changements perçus dans la vie des enfants, des femmes et de leurs familles

6. Selon vous, en quoi le projet SEAQE Sahel a-t-il changé la vie des groupes suivants ? Veuillez fournir des exemples.

    a. enfants marginalisés (filles en particulier)
[Ajouter vos notes ici]

    b. femmes
[Ajouter vos notes ici]

    c. familles
[Ajouter vos notes ici]

    d. autre groupe ? (***pour l'enquêter** : notez ici si les participants citent les groupes qui ne sont pas déjà inclus)*
[Ajouter vos notes ici]

    e. À votre avis, l'un de ces groupes est-il plus impliqué dans la vie scolaire et dans le programme d'éducation de votre communauté grâce au programme SEAQE Sahel ? S'il vous plaît fournissez des exemples.
[Ajouter vos notes ici]

7. Selon vous, est-ce que le programme SEAQE Sahel contribue à l'intégration des enfants déscolarisés et non scolarisés dans le système scolaire dans votre communauté ? De quelle manière le programme SEAQE Sahel affecte-il la vie des enfants déscolarisés et non scolarisés ? S'il vous plaît fournissez des exemples.
    [Ajouter vos notes ici]

8. À votre avis, les changements que vous constatez continueront-ils à avoir un impact même après la fin du programme ? Pourquoi ou pourquoi pas ? S'il vous plaît fournissez des exemples.
    [Ajouter vos notes ici]

E. L'égalité, l'inclusion, et la protection de l'enfant

9. Que signifient pour vous les expressions suivantes ? Veuillez donner des exemples.

    a. « accès à l'éducation »
        [Ajouter vos notes ici]

    b. « éducation inclusive »
        [Ajouter vos notes ici]

    c. « égalité dans la classe »
        [Ajouter vos notes ici]

    d. « protection de l'enfant »
        [Ajouter vos notes ici]

10. Est-ce que le programme SEAQE Sahel met en œuvre des activités pour sensibiliser les membres de votre association (APE/CGDES/AME) à la pratique de l'égalité, de l'inclusion et de la protection de l'enfant en classe et dans la communauté ? Si oui, quelles activités spécifiques du programme a amélioré vos connaissances sur ces domaines et comment ?
    [Ajouter vos notes ici]

11. Avez-vous observé des changements à la suite du programme SEAQE Sahel qui ont rendu l'éducation plus inclusive dans votre communauté ? Si oui, lesquels ?
    [Ajouter vos notes ici]

12. *Pensez-vous qu'il y a une différence dans l'accès à l'éducation entre les garçons et les filles dans votre communauté ? Si oui, expliquez la différence. Avez-vous des suggestions pour améliorer l'accès équitable pour tout le monde ?*
    [Ajouter vos notes ici]

13. Pensez-vous que SEAQE Sahel est en train de transformer l'environnement de votre école pour éliminer les inégalités pour tous les enfants en fonction du sexe, du handicap ou d'autres caractéristiques ? Si c'est le cas, comment ? Veuillez donner des exemples.
    [Ajouter vos notes ici]

14. En tant que membre de votre association (APE/CGDES/AME), que faites-vous pour la promotion de l'inclusion des enfants marginalisés dans votre communauté ? Veuillez donner des exemples.
    [Ajouter vos notes ici]

F. Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous autre chose à partager ?

DISCUSSION DE GROUP « FOCUS GROUP » (FG) : ENSEIGNANTS

SEAQE Sahel – Examen à mi-parcours (MTR)

A. Introduction

Type d'entretien FG :	
Nom de la commune :	
Nom de l'école :	
Poste / titre du répondant *marquez aussi :* • *le nombre d'années à l'école particulière pour chaque enseignant* • *statut de l'enseignant (titulaire, contractuel)*	
Sexe du répondant :	
Nom du facilitateur :	
Nom du preneur de notes :	
Date :	
Heure début :	
Heure fin :	

Bonjour, je m'appelle_____. Je travaille avec ADRA. Comme vous le savez, ADRA met en œuvre le programme SEAQE Sahel (Renforcement de l'équité, de l'accès et de la qualité dans l'éducation au Sahel) au Mali et au Niger. Nous procédons actuellement à un examen à mi-parcours du programme pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité et l'évolutivité du programme. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

B. Consentement

La discussion de groupe devrait durer environ une heure. Nous ne partagerons vos réponses avec personne, à l'exception des personnes travaillant directement avec ADRA Norvège pour ce programme. Toutes vos réponses seront anonymes et votre nom ne sera jamais lié avec les informations que vous indiquez. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui mon collège va prendre des notes. Votre participation est volontaire et vous avez toujours le choix de choisir de ne pas répondre à une question si vous ne le souhaitez pas. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

> ***Pour l'enquêteur ***
> *Si OUI, répondez à toutes les questions des participants et continuez.*
> *Si NON, continuez.*

Avons-nous votre accord pour participer volontairement à cette discussion ?

> ***Pour l'enquêteur ***
> *Si OUI, continuez.*

Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.

INSTRUCTIONS :

Conseils généraux : En utilisant vos notes de terrain comme référence, veuillez rédiger ici des notes de terrain développées. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques dans les langues locales (avec traduction en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés.

À la fin de chaque section, soulignez les citations clés. En outre, à la fin de chaque section, veuillez résumer vos observations personnelles sur les réponses des participants aux questions de cette section. En général, vos notes doivent contenir 6 types d'informations :

25. <u>Citations</u> – *des phrases bien dites qui illustre un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
26. <u>Indices non verbaux des participants</u> – *hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
27. <u>Formulation et langage utilisé</u> – *Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
28. <u>Points et thèmes clés</u> – *Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
29. <u>Questions complémentaires pouvant être posées</u> – *L'animateur gère la discussion et peut manquer de l'importance d'un question complémentaire particulière.*
30. <u>Grandes idées, intuitions ou pensées du preneur de notes</u> – *De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section « Observation du preneur de notes » nous aidera au cours de la phase d'analyse.*

Veuillez faire un compte rendu général des notes de terrain développées ici.

**Pour l'enquêteur **
N'oubliez pas de présenter les règles (l'animateur va diriger la discussion et donnera une opportunité à chaque participant de s'exprimer ; il faut respecter tous les participants et leurs opinions ; tout ce qu'un participant dit peut-être important ; il n'y a aucune mauvaise réponse, etc.)

C. Perception globale de la mise en œuvre du programme SEAQE Sahel

1. Selon vous, quels sont le but et le contenu des activités soutenues dans le cadre du programme SEAQE Sahel ? Veuillez donner des exemples d'activités organisées par le programme pour les enseignants.
   [Ajouter vos notes ici]

2. Combien d'entre vous ont été formés par le programme SEAQE Sahel ? La formation que vous avez reçue vous a-t-elle rendu plus efficace dans votre travail en général ? Si oui, comment ? Veuillez donner des exemples de la manière dont vous appliquez ce que vous avez appris.
   [Ajouter vos notes ici]

   a. Avez-vous reçu une formation sur l'enseignement de la lecture et des mathématiques ? Si oui, comment appliquez-vous ce que vous avez appris ?
      [Ajouter vos notes ici]

   b. Est-ce que le programme fait quelque chose pour sensibiliser les enseignants à la pratique de l'égalité et de l'inclusion en classe et à la pratique de la protection de l'enfant ? Si oui, veuillez donner des

exemples.
[Ajouter vos notes ici]

3. Selon vous, quelles sont les activités les plus efficaces offertes par le programme ? Veuillez donner des exemples et expliquer pourquoi.
[Ajouter vos notes ici]

4. Qu'est-ce qui rendrait le programme SEAQE Sahel plus efficace dans l'appui des enseignants ? Dans votre travail qu'est-ce que le projet peut améliorer ? Veuillez donner des exemples si possibles.
[Ajouter vos notes ici]

5. Croyez-vous que les objectifs de SEAQE Sahel répondent aux besoins des enseignants, des enfants et de la communauté en général ? Pourquoi ou pourquoi pas ?
   **Pour l'enquêteur **
   Vous pouvez rappeler les objectifs principaux aux participants :

1.	*Les enfants plus marginalisés dans les communautés ciblées ont accès à l'éducation de base*
2.	*Plus d'enfants accèdent à des écoles sûres, protectrices et inclusives*
3.	*Les politiques éducatives et les plans d'éducation favorisent l'égalité et l'inclusion*
4.	*Les écoles offrent un programme éducatif pertinent de qualité aux élèves marginalisés*

[Ajouter vos notes ici]

6. Votre école a-t-elle été inspectée ou contrôlée par les autorités éducatives locales au moins une fois au cours de la dernière année scolaire (2018 – 2019) ? Est-ce que vous pouvez décrire ce processus ? Est-ce que ce processus était utile pour vous en tant qu'enseignant et pour l'école en général ?
[Ajouter vos notes ici]

7. (***Posez cette question uniquement aux enseignants des écoles e-lab***) Est-ce que votre école met en œuvre la composante informatique ? Si oui, est-ce que la composante informatique du programme dans votre école est efficace ? Quels ont été les plus gros avantages ? Quels ont été les plus gros défis ? Avez-vous des suggestions ?
[Ajouter vos notes ici]

D. Changements perçus dans la vie des enfants marginalisés, des femmes et de leurs familles

8. Selon vous, en quoi le projet SEAQE Sahel a-t-il changé la vie des groupes suivants. Veuillez fournir des exemples.

   f. enfants marginalisés (filles en particulier)
      [Ajouter vos notes ici]

   g. femmes
      [Ajouter vos notes ici]

   h. familles
      [Ajouter vos notes ici]

   i. autre groupe ? (***pour l'enquêter** : notez ici si les participants citent les groupes qui ne sont pas déjà inclus*)
      [Ajouter vos notes ici]

j. À votre avis, l'un de ces groupes est-il plus impliqué dans la vie scolaire et dans le programme d'éducation de votre communauté grâce au programme SEAQE Sahel ? S'il vous plaît fournissez des exemples.
[Ajouter vos notes ici]

9. Selon vous, est-ce que le programme SEAQE Sahel contribue à l'intégration des enfants déscolarisés et non scolarisés dans le système scolaire dans votre communauté ? De quelle manière le programme SEAQE Sahel affecte-il la vie des enfants déscolarisés et non scolarisés ? S'il vous plaît fournissez des exemples.
[Ajouter vos notes ici]

10. À votre avis, les changements que vous constatez continueront-ils à avoir un impact même après la fin du programme ? Pourquoi ou pourquoi pas ? S'il vous plaît fournissez des exemples.
[Ajouter vos notes ici]

E. L'égalité, l'inclusion, et la protection de l'enfant

11. Que signifie pour vous les expressions suivantes ? Veuillez donner des exemples.

    e. « accès à l'éducation »
    [Ajouter vos notes ici]

    f. « éducation inclusive »
    [Ajouter vos notes ici]

    g. « égalité dans la classe »
    [Ajouter vos notes ici]

    h. « protection de l'enfant »
    [Ajouter vos notes ici]

12. Appliquez-vous les pratiques d'égalité, d'inclusion et de protection de l'enfant dans votre classe ? Si oui, veuillez donner des exemples de votre pratique de l'égalité et de l'inclusion en classe.
[Ajouter vos notes ici]

13. Avez-vous observé des changements à la suite du programme SEAQE Sahel qui ont rendu l'éducation plus inclusive dans votre école ? Si oui, lesquels ?
[Ajouter vos notes ici]

14. Pensez-vous qu'il y a une différence dans l'accès à l'éducation entre les garçons et les filles dans votre communauté ? Si oui, comment ? Avez-vous des suggestions pour améliorer l'accès équitable pour tout le monde ?
[Ajouter vos notes ici]

15. Pensez-vous que SEAQE Sahel est en train de transformer l'environnement de votre école pour éliminer les inégalités pour tous les enfants en fonction du sexe, du handicap ou d'autres caractéristiques ? Si c'est le cas, comment ? S'il vous plaît fournissez des exemples.
[Ajouter vos notes ici]

F. Inscriptions, rétention et résultats d'apprentissage

16. Quels sont les principaux défis pour les enfants marginalisés qui s'inscrivent et restent à l'école dans votre communauté ? Le cas échéant, à votre connaissance, veuillez décrire les défis pertinents aux groupes suivants :

a. Enfants des familles en pauvreté
[Ajouter vos notes ici]

b. Enfants handicapés
[Ajouter vos notes ici]

c. Enfants non scolarisés
[Ajouter vos notes ici]

d. Filles
[Ajouter vos notes ici]

e. Orphelins
[Ajouter vos notes ici]

17. Le programme SEAQE Sahel répond-il aux défis de la scolarisation et de la fréquentation scolaire des enfants marginalisés ? Si oui, comment le programme répond-il à ces défis ? S'il vous plaît fournissez des exemples.
[Ajouter vos notes ici]

18. Que suggéreriez-vous au programme SEAQE Sahel de changer pour augmenter le taux d'inscription scolaire et améliorer la fréquentation scolaire des enfants marginalisés ?
[Ajouter vos notes ici]

19. Selon vous, le programme a-t-il été plus efficace pour améliorer les résultats d'apprentissage des garçons ou des filles ? Si vous avez observé une différence, veuillez expliquer.
[Ajouter vos notes ici]

20. Selon vous, le programme a-t-il été plus efficace pour améliorer les résultats d'apprentissage de certains élèves marginalisés que d'autres ? Si vous avez observé une différence, veuillez préciser les groupes avec lesquels le programme a été plus efficace ou moins efficace.
[Ajouter vos notes ici]

21. Que suggéreriez-vous au programme SEAQE Sahel de changer pour aider les enseignants à améliorer les niveaux de maîtrise de la lecture et des mathématiques des élèves ?
[Ajouter vos notes ici]

F. Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous autre chose à partager ?

DISCUSSION DE GROUP « FOCUS GROUP » (FG) : ÉLÈVES

SEAQE Sahel – Examen à mi-parcours (MTR)

A. Introduction

Type d'entretien FG :	
Nom de la commune :	
Nom de l'école	
Année et âge des répondants :	
Sexe du répondant :	
Nom du facilitateur :	
Nom du preneur de notes :	
Date :	
Heure début :	
Heure fin :	

Bonjour, je m'appelle_____. Je travaille avec un projet essayant d'améliorer les écoles dans votre communauté pour tous les enfants. L'organisation s'appelle ADRA. Aujourd'hui je voudrais apprendre quelques choses sur votre vie à l'école et dans la communauté. Je vais vous poser des questions par rapport à une journée typique à l'école, l'apprentissage, et nous allons également parler de votre vie hors de l'école. Toutes les informations que vous pouvez partager avec nous sont très importantes puisqu'elles nous aideront à essayer d'améliorer l'environnement dans vos écoles.

B. Consentement

La discussion de groupe devrait durer environ 45 minutes à 1 heure. Nous allons aussi nous amuser un peu j'espère ! Notre discussion restera seulement entre nous. Nous n'utiliserons jamais vos noms en discutant les informations que vous partagez avec nous aujourd'hui. Pour mieux suivre tout ce que nous discuterons aujourd'hui mon collège va prendre des notes. Nous vous encourageons à participer à cette discussion mais vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Avez-vous des questions concernant ce que je viens de mentionner ?

> ****Pour l'enquêteur ****
> *Si OUI, répondez à toutes les questions des participants et continuez.*
> *Si NON, continuez.*

Avons-nous votre accord pour participer volontairement à cette discussion ?
> ****Pour l'enquêteur ****
> *Si OUI, continuez.*
> *Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.*

INSTRUCTIONS :

Conseils généraux : En utilisant vos notes de comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques dans les langues locales (avec traduction en français),

le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés.

À la fin de chaque section, soulignez les citations clés. En outre, à la fin de chaque section, veuillez résumer vos observations personnelles sur les réponses des participants aux questions de cette section. En général, vos notes doivent contenir 6 types d'informations :

31. <u>Citations</u> – *des phrases bien dites qui illustre un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
32. <u>Indices non verbaux des participants</u> – *hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
33. <u>Formulation et langage utilisé</u> – *Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
34. <u>Points et thèmes clés</u> – *Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
35. <u>Questions complémentaires pouvant être posées</u> – *L'animateur gère la discussion et peut manquer de l'importance d'un question complémentaire particulière.*
36. <u>Grandes idées, intuitions ou pensées du preneur de notes</u> – *De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section « Observation du preneur de notes » nous aidera au cours de la phase d'analyse.*

**JEU / CHANSON POUR S'ECHAUFFER (5 min.) **

C. Questions générales par rapport à l'école

J'aimerais en savoir un peu sur votre école et sur votre vie quotidienne à l'école.

1. D'habitude, comment allez-vous à l'école et comment rentrez-vous à la maison ? Marchez-vous seul, avec des amis ou des frères et sœurs ou est-ce qu'un parent ou quelqu'un d'autre vous y emmène ? À quelle distance se trouve votre école de votre maison ? A quelle heure quittez-vous la maison pour aller à l'école ?
[Ajouter vos notes ici]

2. Est-ce que vous mangez à l'école ? Si oui, qui vous fournit le repas ?
[Ajouter vos notes ici]

a. Est-ce que le repas est fourni par l'école ?
    [Ajouter vos notes ici]

b. Est-ce que vous apportez quelque chose à manger avec vous de la maison ?
    [Ajouter vos notes ici]

c. Est-ce que vous rentrez chez vous pour prendre le petit-déjeuner à 10h ou pour prendre le déjeuner à midi ?
    [Ajouter vos notes ici]

3. Est-ce que vous recevez des matériels scolaires (manuels, cahiers, stylos / crayons, etc.) Si oui, qui vous donne ces matériels ? Si non, où vous procurez-vous les matériels et qu'utilisez-vous pour le travail en classe et à la maison pour faire les devoirs ?
    [Ajouter vos notes ici]

    **Pour l'enquêteur **
    Permettez aux enfants de répondre, mais s'ils ont de difficultés, vous pouvez mentionner des exemples : l'école, les parents, ADRA, une autre organisation.

    [Ajouter vos notes ici]

4. Quels sont vos matières préférées ? Pourquoi ? Quelles sont vos activités préférées en classe et à l'école en général ?
    [Ajouter vos notes ici]

5. Avez-vous des tâches ménagères à l'école ? Si oui, veuillez décrire ces taches ? Est-ce que les mêmes types de tâches sont assignés aux garçons et aux filles ? Si non, veuillez décrire les différences.
    [Ajouter vos notes ici]

D. Présence à l'école

6. Allez-vous à l'école tous les jours ? De quelle heure à quelle heure ? Combien de pauses avez-vous ? Que faites-vous pendant les pauses ? Restez-vous à l'école pendant les pauses ?
    [Ajouter vos notes ici]

7. Manquez-vous l'école de temps en temps ? Si oui, pourquoi ? Si vous manquez l'école, informez-vous les enseignants ou le directeur d'école ? Si oui, comment vous le faites ou vos parents le font ?
    [Ajouter vos notes ici]

8. Vous êtes en classe CM1 / CM2. Depuis combien d'années allez-vous à la même école ?
    [Ajouter vos notes ici]

9. Allez-vous à l'école continuellement depuis la première année ? Y a-t-il des périodes pendant lesquelles vous n'êtes pas allé à l'école ? Pourquoi ou pourquoi pas ?
    [Ajouter vos notes ici]

10. Y a-t-il beaucoup d'élèves dans vos classes ? Combien ? Combien d'élèves sont assis sur le même banc ? Y a-t-il des bancs dans toutes les classes ?
    [Ajouter vos notes ici]

11. Y a-t-il des enfants qui ne sont plus à l'école ou dans votre classe mais qui y étaient au début de l'année scolaire passée ? S'il y a des enfants qui ont cessé d'aller à l'école, savez-vous pourquoi ils ont arrêté de venir

?
[Ajouter vos notes ici]

**PETITE PAUSE – JEU/CHANSON (3-5 min.) **

E. Enseignants, parents et la communauté

Maintenant, j'aimerais vous poser quelques questions sur vos enseignants, vos parents et la communauté, et sur leur implication dans votre vie scolaire. (Je vous rappelle que tout ce que vous direz restera entre nous !)
[Ajouter vos notes ici]

12. Est-ce que vos enseignants vous demandent parfois quelles activités vous aimez et quelles activités vous n'aimez pas dans vos cours ?
    [Ajouter vos notes ici]

13. Si un élève se conduit mal à l'école, qu'est-ce qu'il lui arrive ? Et si un élève se fait mal ou se blesse à l'école, qu'est-ce qu'il lui arrive ? Avez-vous des exemples ?
    [Ajouter vos notes ici]

14. Est-ce que vos parents viennent parfois à l'école pour des réunions avec vos enseignants ? Si oui, à quelle fréquence ? Savez-vous de quoi ils parlent ?
    [Ajouter vos notes ici]

15. Est-ce que vos parents vous aident à faire les devoirs ? Si oui, avec quelles tâches vous aident-ils le plus ? Si non, pouvez-vous demander à quelqu'un de vous aider à faire les devoirs ? Si oui, à qui en demandez-vous ?
    [Ajouter vos notes ici]

16. Votre école ou votre communauté propose-t-elle des activités extrascolaires, pendant le week-end ou pendant les longues vacances scolaires ? Si oui, veuillez décrire ces activités en détail. Lesquels aimez-vous le plus ? Pourquoi ? Lesquels aimez-vous le moins ? Pourquoi ?
    [Ajouter vos notes ici]

17. Si vous avez un problème à l'école, à la maison ou dans la communauté, avec qui pouvez-vous en parler ? Est-ce que quelqu'un dans votre école, à la maison ou dans la communauté vous explique ce que vous pouvez faire si vous avez une préoccupation dont vous aimeriez discuter ?
    [Ajouter vos notes ici]

**PETITE PAUSE – JEU/CHANSON (3-5 min.) **

F. Égalité et inclusion

18. Connaissez-vous les mots « égalité » et « équité » ? Que pensez-vous que ces deux mots signifient ?
    [Ajouter vos notes ici]

19. Lorsque vous devez répondre en classe, l'enseignant interroge-t-il également les garçons et les filles à répondre ? Y a-t-il des enfants dans votre classe qui ne vont jamais au tableau ou qui ne répondent jamais aux questions ? Donnez des exemples.
    [Ajouter vos notes ici]

G. Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous autre chose à partager ?

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