

ANNEX 1 – OVERVIEW OF NORWEGIAN FUNDING PORTFOLIO

Acting for Life

Project name	Raising Employment Access and Development for Youth (READY) in the Sahel
Grant number	HVQ-17/0001
Amount of grant	NOK 25.4 million
Country	Burkina Faso
Local implementing partner(s)	<ul style="list-style-type: none"> ▪ Association Tin Tua (ATT) – Est and Sahel regions ▪ Organization Catholique pour le Développement et la Solidarité (OCADES) - Cascades and Hauts-Bassins regions
Description	<p>The project intends to improve vocational training and employability for youth aged 16 to 25 from four regions in the key areas of electricity, plumbing and agriculture, with a final goal of improving socio-economic integration for beneficiaries. ^[1]_[2]</p> <p>AFL has developed a specific TVET, employability and job integration approach based on three pillars: ^[1]_[2]</p> <ol style="list-style-type: none"> 1. Promotion and access to technical trainings and jobs; ^[1]_[2] 2. Strengthening of technical training thanks to diversification, innovative practical methods in ^[1]_[2]accordance with local market needs; and ^[1]_[2] 3. Implementing a close student follow-up and involvement of multiple stakeholders in order to ^[1]_[2]support professional integration. ^[1]_[2] <p>The expected outcomes of the project are:</p> <ol style="list-style-type: none"> 1. Outcome 1: Access to quality training in 3 key areas (plumbing, photovoltaic electricity and agriculture) is facilitated for 1,300 young people from four regions; 2. Outcome 2. Quality of training is improved by reinforcing TVET institutions, trainers, and curricula, in order to adapt them to market reality and needs; and 3. Outcome 3. As a result of innovative training methods, the link between training and professional work is reinforced, facilitating the employability and integration of young people into jobs.
Beneficiaries	<ul style="list-style-type: none"> ▪ 1,300 youth people from four regions with a particular focus on four sub-groups: <ol style="list-style-type: none"> 1. Young people with low incomes; 2. Young people from the non-formal education system, traditionally excluded from formal institutions due to financial reasons or to their level of education; 3. Girls, by fixing minimum participation rates in traditionally male training courses and by supervising their professional integration; and 4. Young people from border regions.
Other key stakeholders	Local and national authorities, private sector, TVET centers and youth

Relevance.¹ READY is working with government and private training centers including working closely with state institutions such as the Agency for Vocational Training (ANFP) and the Agency for Job Promotion (ANPE) as well as the private sector at central and regional levels. READY is highly regarded by the government. For youth studying in the two agricultural training centers, no curriculum for training in agriculture existed at the beginning of the program. READY worked with Gesellschaft für Internationale Zusammenarbeit (GIZ) who were developing a curriculum in partnership with the government. The curriculum is now used in the READY and GIZ supported training centers. The two READY-supported centers are on the list of approved centers certified to offer the vocational qualification certificate (CQP) by the National Certification Commission and READY is working with GIZ to organize assessment. READY is engaged in on-going discussions with the Ministry of Youth and Youth Entrepreneurship (MJPEJ) and the World Bank on upgrading the existing electricity curriculum by integrating a new module on solar-powered electricity. The 2019 MTR commented that OCADES was not connected to the regional agricultural chamber of Hauts-Bassins or the other agricultural training centers in the region, indicating more could be done to coordinate the program with these key stakeholders.

An estimated 28% of READY's beneficiaries are women (against an original target of at least 20% in recognition that the three courses are traditionally male dominated) and most of these women are following the modular training in agriculture. The program provides gender sensitive training in both women-only and men-only groups, as well as mixed groups in order to understand barriers, challenges and motivations. The program has targeted young girls in its recruitment and representation materials by including photos of women, having women on selection panels, and placing advertisements on radio stations popular with young women.² READY has attracted a higher number of girls in the second and third intakes of students with several examples of women completing the training and then finding work. The 2019 MTR found that the selection criteria which included the need to be single and have no dependents, worked against many girls and the recommendation was to eliminate this requirement.

A core part of READY's approach has been to integrate field schools into the training process in order to provide an opportunity for every student to gain practical experience in a real working environment, which benefits both companies and students. This has required effective working within local communities which has been highlighted as a core strength of the program.³

Efficiency.⁴ The READY program has three outcomes:

1. Access to quality training in 3 key areas (plumbing, solar-powered electricity and agriculture) is facilitated for 1,300 young people from four regions;
2. Quality of training is improved by reinforcing TVET institutions, trainers, and curricula, in order to adapt them to market reality and needs; and
3. As a result of innovative training methods, the link between training and professional work is reinforced, facilitating the employability and integration of young people into jobs.

Outcome 1. By the end of 2020, READY reached 812 youth (17% female) through the 2-year training and 315 youth (53% female) through modular training courses lasting a few days. In total this equates to 1,127 youth (28%

¹ All quantitative data in this section has been taken from READY – Rapport Année 3 unless otherwise specified.

² Due to budget cuts, media presence was then reduced which may have made it harder to target young girls in isolated rural areas.

³ KIIs, Burkina Faso, March 2021.

⁴ All quantitative data in this section has been taken from READY – Rapport Année 3 unless otherwise specified.

female) against a program target of 1,300 by 2021.⁵ The percentage of females completing their studies and passing their exams was slightly higher for female students than for male students. Providing support mechanisms for unmarried mothers and to encourage more girls to access vocational training, particularly in more male-dominated trades, are key measures needed to attract more girls.⁶

Outcome 2. READY focused on strengthening the training in centers, equipping teams with practical materials, and training staff. By the end of 2020, 51 trainers and supervisors working across the eight training centers had been trained in a range of different subjects including skills-based training in agriculture, agro-ecology, plumbing, security, information and communications technology (ICT) and first aid. In addition, the program had started negotiations with the authorities on official recognition and certification for a module in solar-powered electricity. The program realized that youth needed refresher training to support employability and short courses as well to strengthen students' knowledge of math and French; to sensitize students on sexual and reproductive health issues, business and entrepreneurship, ICT and using social networks and marketing to find work. Two key results of this include (i) a partnership mechanism for the development of agricultural training centers that includes GIZ and the General Directorate of Land, Training and Rural Affairs (DGFOMR), a department in the Ministry of Agriculture; and (ii) a new partnership with the Ministry of Water and Sanitation's Center for Water Trade (ONEA-CEMEAU).

Outcome 3. For the first cohort of 111 students who completed their two-year training course in plumbing or electricity, in the 12 months following their training, 81% of them had regular work – 72% on finishing their studies, rising to 85% nine months later.⁷ The harvest season took place for the three months after the end of the course, drawing some youth initially back to working in the fields during this period. Twenty seven youth were able to access three month internships with government agencies and private sector companies such as the Ministry of Water and Sanitation (ONEA), the National Electricity Board (SONABEL) and the Comoé Sugar Agency (SOSUCO). For those working, on average they were earning 38,698 FCFA per month,⁸ increasing over time as youth have access to opportunities with bigger firms. For young women, the picture has been more mixed with some of them struggling to find work. Given the challenges of underemployment and people working as family apprentices or in informal agriculture, the results achieved under this outcome are impressive.

The program underspent in 2017 due to delays in getting started, but then started to catch up in 2018 accelerating into 2019.

Effectiveness. READY has kept its costs down by working through established local partners on the ground, who receive over 80% of the program's budget, meaning that it has not had to set up and run a country project office. One of two partners highlighted the need for strengthening the capacity of their project implementation teams including in monitoring and evaluation, so this is an area that needs more support in the future, and could have

⁵ AfL note to review team, April 30, 2021 indicates that the annual report for 2020 shows that these numbers have increased to 348 youth that have been reached through modular training courses, and a total of 1,160 youth to date that have been reached against the target outcome of 1,300.

⁶ KII, Burkina Faso, March 2021.

⁷ AfL note to review team, April 30, 2021: 209 youth ended the training with 133 passing the examination (not including students in agriculture). Of these, 111 youth were still reachable after completing the training.

⁸ **Note:** the minimum wage in Burkina Faso in 2021 was 34,664 FCFA.

resulted in the program being even more effective.⁹ Around 53% of the budget is allocated to training and employability related costs.¹⁰ All of this aligns well to the outcomes of the program.

The program has done some outreach to local companies through Chambers of Commerce and TVET committees in the different regions to encourage them to offer work placements and support experiential learning and field schools, but this has been more successful for electricity than for plumbing. The 2019 MTR reported that certain activities and costs linked to the kits and materials for the centers were underestimated but that AFL had been able to adapt and meet the needs identified. Starter kits have been a really effective program approach, and all students who were enrolled in a 2-year training were equipped at the beginning of their first year.¹¹ However, a lack of available resources has not permitted starter kits and materials to be extended to all courses and all students.¹²

The provision of modular training alongside the longer training courses has made it possible to reach a larger number of beneficiaries at a lower cost – just under €18 per person for the 5 days of training.

Impact. AFL has existing anti-corruption policies and financial monitoring in place. However, there is no evidence to indicate that AFL has developed a safeguarding, conflict sensitivity or do no harm approach or integrated this into its risk management.

AFL's READY program signed a Memorandum of Understanding with Woord en Daad's Job Booster program, also financed by Norad, drawing particularly on their expertise in employability. In the Hauts-Bassins region, Job Booster provided entrepreneurship training to 77 young READY graduates, contributing to their employability and bringing synergy between the two programs.

READY has not targeted youth with disabilities which is an area for improvement in any future funding application. It has tried to work with students from a non-formal education background, originally aiming to have 18% of the intake from this group, but many of them did not meet the minimum entry standards (French and mathematics) for training so instead were offered short-term modular training. Despite this, for those that were able to enroll, refresher courses helped them to perform as well as other students and complete their CQP.

In May 2020, due to worsening security, one of the agricultural training centers in Doubiti (CAPE) on the border with Niger, closed. The second and third intake of students were transferred to a teacher training center near Fada N'Gourma and have not been able to return to CAPE due to on-going insecurity.

AFL staff in France used to travel to Burkina Faso 3-4 times per year for project monitoring and capacity development purposes. With insecurity in the Bobo-Dioulasso, East and Sahel areas, and COVID-19 travel restrictions, it has been unsafe for headquarters-based staff to visit. Staff now provide virtual support, something they were prepared for due to the insecurity, so this had not as detrimental an impact. Schools and training centers were only closed for a few months due to COVID-19 restrictions, so this has resulted in some delays in implementation and Norad granting a no-cost extension, but no real need to pivot activities.

⁹ KII, Burkina Faso, March 2021.

¹⁰ Author's calculations based on original budget categories.

¹¹ KII, Burkina Faso, March 2021.

¹² KII, Burkina Faso, March 2021.

Scale or Sustainability of Efforts. The 2019 MTR highlighted how AFL's partnership working and the way it has sought synergies with other stakeholders and through existing training centers, staff and curriculum to build capacity and then adding in field schools which can be replicated elsewhere, have all been important aspects of sustainability. READY's field school element has been particularly important in facilitating students to network with employers, increase their visibility, demonstrate their skills and negotiate work. Costs for field schools are low (mainly entailing transport and food costs), as many companies who engage with the program cover these costs. The challenge is that training centers need to engage more with companies and negotiate these commitments. However, READY is paying for food, lodging and health insurance for youth beneficiaries in the training centers, which is a cost the government is not able to cover, implying the need for on-going external assistance.¹³

READY has also built the capacity of the two local partners, especially in relation to financial management, meaning they are better equipped to receive more external funding in the future. However, as highlighted above, more capacity strengthening is needed.

Some youth who have finished the program have submitted business plans to government or to non-governmental organizations to access start-up funding for their businesses. There are opportunities outside the READY program for youth to access such funding, though having a formal partnership with a micro-finance institution could help provide longer-term sustainability to the program's outcomes as the lack of funds within the program to help finance business plans was identified as a challenge.¹⁴ READY also offers post-training support, through travel, equipment and materials, estimated at around 100 000 FCFA per youth, as well as monthly check-ins to follow up on those who have graduated the program. The follow-up support lasts for the life of the program, with two years for those in the first cohort, one year for those in the second, and six months for those in the third.

One of the key achievements of the collaboration between READY and Job Booster is the establishment of a Committee for Training in Employability (COFIP) in each region by stakeholders from local authorities, companies, professional associations, and international cooperation with the aim of facilitating employability of the young people trained. The COFIP in the Hauts-Bassins region, led by the Regional Council, is the most promising of all those established. The need to consider this in the design of any future program was highlighted.¹⁵

The AFD-funded TVET program that AFL is implementing in Burkina Faso is ending in June 2021. The second phase of the project is being prepared and is planned to start next October, and is scaling up funding from €1m to €5m demonstrating the on-going need for TVET programs in Burkina Faso.

¹³ KII, Burkina Faso, March 2021.

¹⁴ KIIs, Burkina Faso, March 2021.

¹⁵ KII, Burkina Faso, March 2021.

ADRA Norway

Project name	Strengthening Equity, Access and Quality in Education (SEAQE) – Sahel (Niger and Mali)
Grant number	GLO-3768 RAF-17/0046
Amount of grant	NOK 80 million
Country	Mali and Niger
Local implementing partner(s)	<ul style="list-style-type: none"> ▪ ADRA Mali ▪ ADRA Niger
Description	<p>SEAQE’s overarching development goal is for all children, in particular those who are marginalized, to start and complete basic education. The second overall development goal is that children and youth learn basic skills and are equipped to tackle adult life. ADRA Norway’s comprehensive model of education goes beyond education service delivery; it is concerned with the health, safety, security, nutritional and economic status and psychological well-being of the individual. In particular, the focus of SEAQE has been on addressing a combination of supply and demand side constraints that underlie the large numbers of out-of-school children/youth present in Mali and Niger. including girls, CWD, refugees and displaced children, and children living in extreme poverty.</p> <p>SEAQE Sahel has 4 intended outcomes in working to improve education quality in target areas of Mali and Niger for 19,000 marginalized children:</p> <ol style="list-style-type: none"> 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; and 4. Schools provide quality relevant education to marginalized learners.
Beneficiaries	<ul style="list-style-type: none"> ▪ 15,000 marginalized children in 45 schools in Mali and Niger: ▪ In Mali, 23 primary schools and 2 secondary schools are program participants, 18 located in Rharous and 7 in Banicane, both in Gourma Rharous District, Timbuktu region; and ▪ In Niger, 20 schools are targeted, all of which are primary; and of these, 10 each are located in Dargol and Tagazar, Tillaberi Region.
Other key stakeholders	ADRA Mali and ADRA Niger provide support to schools, parent-teacher associations (PTAs), school management committees (SMCs) and mother-child associations (AMEs). They coordinate with central and decentralized government authorities including government education inspectors, teaching academies (AEs) and pedagogical centers (CAPs), international NGOs and other donor-funded projects (Strømme and NRC, in particular), and community-based youth-led and youth-serving organizations as a best practice.

Relevance. SEAQE’s overarching development goal is for all children, in particular those who are marginalized, to start and complete basic education. The second overall development goal is that children and youth learn basic skills and are equipped to tackle adult life. ADRA Norway’s comprehensive model of education goes beyond education service delivery to a “whole school approach” and thus is concerned with the health, safety, security, nutritional and economic status and psychological well-being of every individual. This is a strength of the program

as it recognizes education in relationship to other critical needs and gaps.¹⁶ In particular, the focus of SEAQE has been on addressing a combination of supply and demand side constraints that underlie the large numbers of OOSC/youth present in Mali and Niger, including girls, children living with disabilities (CWD), refugees and displaced children, and children living in extreme poverty.

For schools to be transformed into dynamic learning environments, SEAQE first focuses its efforts on the school environment, building capacity and providing trainings that improve educational management, teaching skills, infrastructure and learning materials. ADRA Norway has focused on strengthening support for this through ADRA Mali and ADRA Niger to schools, parent-teacher associations (PTAs), school management committees (SMCs) and mother-child associations (AMEs). ADRA Mali and ADRA Niger coordinate with central and decentralized government authorities including government education inspectors, teaching academies (AEs) and pedagogical centres (CAPs), international non-governmental organizations (NGOs) and other donor-funded projects, and community-based youth-led and youth-serving organizations as a best practice. ADRA Niger coordinates with central and prefecture level technical staff, and attends the Prime Minister's Food Security meetings regularly. ADRA Mali operates under the umbrella of PRODEC 2 and is aligned with the government's education objectives at both central and decentralized levels through a signed MOU with the National Directorate for Basic Education (DNEF) and strong working relationships with AEs and CAPs.¹⁷ The MTR and this review found that prior to the arrival of SEAQE, schools did not feel supported or part of the community, and that prior aid work had not focused on inclusion.^{18,19} This awareness raising of inclusion has been critical for changing behaviors related to children and youth living with disabilities who often never attend schools and expected to work under less than ideal conditions.²⁰

For ADRA Mali and ADRA Niger, ADRA Norway seeks to build staff capacity in planning, implementation, stakeholder collaboration, government partnership, as well as monitoring, evaluation and learning and ensure that this flows down to the development of community action plans. The MTR noted that ADRA field "staff request more feedback and support from headquarters at the local level in Bamako and Niamey, respectively, as well as from ADRA Norway."²¹ ADRA Norway built capacity plans in response to this, and has conducted internal evaluations of capacity at baseline and midline documenting an increase in capacity. ADRA Mali has been able to develop partnerships with other donors and ADRA Niger has absorbed funding for additional projects.²² That said, ADRA Norway should strengthen ADRA Niger and ADRA Mali's direct support to country level SEAQE project field teams who often seem to work independently of mentorship and operational and technical support.²³ For now, interaction between ADRA Norway and the ADRA Mali and ADRA Niger offices is with country office directors managing multiple projects. SEAQE field teams, in particular in Mali, say they have little to no contact with ADRA Norway.²⁴ Of note, ADRA Mali has made efforts to ensure female representation; four female staff are based in Gourma Rharous, a critical value add.

¹⁶ KIIS, Mali and Niger, March 2021.

¹⁷ KII, Mali, March 2021.

¹⁸ KIIS, Mali, March 2021.

¹⁹ KII, Niger, March 2021.

²⁰ KIIS, Mali and Niger 2021.

²¹ SSI MTR Report, 2020.

²² ADRA note to review team, April 30, 2021.

²³ KIIS, Mali and Niger, March 2021.

²⁴ KII, Mali, March 2021. ADRA note to review team, April 30, 2021: ADRA Norway states that communication with the SEAQE project team in Mali has been challenging at times due to the remote work of the field teams and high level of insecurity related to mobility.

Efficiency. SEAQE Sahel has four intended outcomes in working to improve education quality in target areas of Mali and Niger for 15,000 marginalized children²⁵:

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; and
4. Schools provide quality relevant education to marginalized learners.

The language and numbers in the agreement vary slightly to ADRA's original application and subsequent reporting and results framework documents which indicate that quality learning outcomes will be achieved for 15,000 marginalized children in 45 schools across Mali and Niger. In Mali, 23 primary schools and 2 secondary schools are program participants in Timbuktu region. In Niger, 20 primary schools are supported in Tillaberi Region.

Towards the overall program objectives, there are two key indicators. The first is the number and percentage of learners who complete primary education by gender and other available vulnerability data. The second is the number and percentage of ADRA schools supported against set benchmarks of good quality learning as per ADRA's Effective Teaching and Learning Environment Tool. At baseline, 44% of learners in Mali completed primary education (50% boys, 38% girls) and 40% of learners did so in Niger (44% boys and 36% girls).²⁶ End of project targets are set at 60% learner completion for both Mali and Niger. Initial results towards the first indicator²⁷ reflect a 56% completion rate for program target schools in Mali, with 55% boys and 56% girls' achieving completion.²⁸ In Niger, data indicates that 53% of learners completed primary education in ADRA-supported schools, with 53% boys and 53% girls.²⁹ For the second overall indicator, zero percent of target schools met the baseline criteria for quality.³⁰ Assessment data from Mali in 2018 indicate that 7 of 20 schools fulfilled 4 of 9 benchmarks, while in Niger 7 of 20 schools had fulfilled 6 of 9 benchmarks. Data from 2019 shows that in Mali 1 school fulfilled all 9 benchmarks, and 19 schools out of 20 reached 4 of 9 benchmarks; and in Niger, 12 schools out of 19 reached 5 benchmarks and 18 schools out of 19 reached 4 benchmarks.

Data collection for 2020 was hampered in both countries by COVID-19. While end of project targets are set at 80% of schools fulfilling all benchmarks, ADRA Mali does not believe that it will reach its goal despite serious gains made in improving quality at school level. According to staff, the "whole school approach" to quality learning faces too many challenges at local level with infrastructure, security, teachers strikes, and challenges in community mobilization around schools and more time and effort is needed.³¹

²⁵ The signed agreement indicates 19,000 marginalized children as the target, which has seemed to evolve to 15,000 in the subsequent reporting, i.e., midterm reports, annual reports. ADRA note to review team, April 30, 2021: After baseline analysis, ADRA reduced the target number from 19,000 to 15,000 children due to lower enrollment numbers and to avoid overcrowding schools and classrooms. This was approved by Norad in May 2018.

²⁶ ADRA Norway SEAQE Sahel Updated Results Framework.

²⁷ 2020 SEAQE Sahel Updated Results Framework.

²⁸ These numbers are reversed in the 2020 Draft Progress Report. ADRA note to review team, April 30, 2021: the numbers in the text here have been quality controlled and will be reflected in the forthcoming annual report on 2020 data.

²⁹ ADRA note to review team, April 30, 2021: the numbers in the text here have been quality controlled and will be reflected in the forthcoming annual report on 2020 data.

³⁰ ADRA note to review team states that the criteria for quality was set an unrealistically high level.

³¹ KII, Mali, March 2021.

Outcome 1. More marginalized children in target communities are accessing basic education. Of 15,801 children enrolled in all SEAQE supported schools in Mali and Niger at the end of year three³² there were

- 3,932 girls in Mali and 3,880 girls in Niger;
- 125 children (of these 68 girls) with disabilities in Mali and 279 CWD (of these 110 girls) in Niger; and
- 332 OOSC in Mali and 1,511 OOSC in Niger, of which a little less than half of these are girls.

To support enrollment, SEAQE assists low-income households with school supplies. Despite this, the MTR reports that there have been some instances in which poorer families were unable to pay school fees and thus not able to keep children in school. In Mali, clothes fabric and soap provided to girls and their mothers was found to have an impact on girls completing primary school. For CWD, transport is often a barrier in terms of access to schools that are further away for households and SEAQE has sought to support this.³³ In Mali, OOSC are being identified and tracked, but accelerated learning and reintegration programming was not an intervention built into program design. To this end in Niger, ADRA Niger works with Strømme Foundation to support accelerated learning and reintegration options for those out-of-school children identified in 3 SEAQE program school areas. In Niger, during 2018-2020, 1,729 OOSC (904 boys and 825 girls) were supported to enroll in schools.³⁴ Of these, 542 (253 boys and 289 girls) came from Strømme Speed Schools.³⁵ To this end in Mali, ADRA Mali works with NRC. In Mali, during 2019-2019, 322 OOSC (187 boys and 145 girls) were enrolled.³⁶ There is no tracking to show how many came from NRC supported programming. In 2020, accelerated learning centers were closed and thus there was no transition to formal schools occurring.

In 2019, in addition to enrollment, in Mali, overall **completion rates** for ADRA supported schools were 45% (87% for CWD). In Niger, overall completion rates in ADRA supported schools were 42%.³⁷ The results for 2020 will indicate that completion rates for Mali are at 56% (boys at 55% and girls at 56%) and 53% for Niger (boys at 53% and girls at 53%).³⁸ Key to identification, enrollment and retention of marginalized children in schools are PTAs, SMCs and AMEs and the links made to income generation, livelihood activities and children in school.³⁹ ADRA Mali and ADRA Niger have provided training support in local education planning, decision-making and resource mobilization. In Niger, there is a 42% participation rate and in Mali a 13% participation rate of PTAs/SMCs/AMEs in SEAQE program schools. ADRA Norway cites the 17% underachievement of community engagement for Mali as due to insecurity and the challenge of civil society involvement in schools. ADRA Norway also references progress made at the level of individual indicators for each country, and that ownership over the tracking and monitoring of attendance or retention rates of children will be reflected in forthcoming reporting.⁴⁰

Vital to ongoing enrollment is support to parents who are highly illiterate in poor and remote communities. ADRA Mali and ADRA Niger have developed literacy circles to help mothers, especially, develop basic skills in literacy and numeracy. Information on the risks of child marriage and other barriers to education for girls is also provided

³² These numbers come from the 2020 Updated SEAQE Sahel Results but vary from the 2019 Annual Progress Report.

³³ KII, ADRA Norway, March 2021.

³⁴ ADRA note to review team, April 30, 2021: These numbers will be reflected in the forthcoming annual report showing 2020 data.

³⁵ Ibid

³⁶ Ibid

³⁷ ADRA Norway 2019 Annual Progress Report

³⁸ ADRA note to review team, April 30, 2021

³⁹ KIIs Niger and Mali, March 2021.

⁴⁰ ADRA note to review team, April 30, 2021: the forthcoming annual report will show PTAs/SMCs/AMEs have made great gains and contributed to the increased enrollment of children upon school re-openings.

to caregivers through these circles.⁴¹ There is no available triangulation of data on literacy improvements among parents⁴² and only anecdotal evidence on early marriage postponements in some villages. On the latter, some informants report that before SEAQE communities did not understand why it was so important to keep girls in school or enroll CWD in school.⁴³ In addition, ADRA Mali and ADRA Niger have referred incidences of abuse and early marriage to local authorities and protection networks.⁴⁴ In both Mali and Niger, several individuals interviewed said the correlation between providing goats to families as part of livelihood incentives in exchange for retaining girls or CWD in school was key to addressing retention challenges. CWD are most often seen as sources of income for families conducting odd jobs; and, when households can only afford school fees for some children, girls are more often than not kept at home to bear the burden of household chores.⁴⁵

Outcome 2. More children are accessing safe, protective and inclusive schools. Towards this outcome, infrastructure improvements focused on improved energy, building latrines, water, sanitation and hygiene (WASH). To date, ADRA Mali has rehabilitated or constructed 59 classrooms including with solar energy or improved clean energy sources, and ADRA Niger has completed 97 of these activities. Several eLearning/computer labs were provided as well. Cumulative targets for this were to construct/rehabilitate at least 40 classrooms and 2 computer labs in Mali and 40 classrooms and 8 e-learning labs in Niger. Further, in terms of WASH, in Mali some data had to be adjusted due to initial errors and updates on water quality and flow despite toilets being built.⁴⁶ In Niger, ADRA offered training on hygiene and health to children, parents and the community and met most water and sanitation updates, with two schools not meeting quality requirements for potable water sources.⁴⁷

Corporal punishment continues in SEAQE program-supported schools despite attention to training on codes of conduct. That said, in Mali, 91% of head teachers and in Niger, 68% of head teachers have been trained in ADRA supported schools.⁴⁸ Also, although awareness of and enrollment for CWD has increased, and infrastructure supports such as ramps have been built for children to access schools more easily, there are no material supports for these children in the classrooms and teachers have not been trained in how to support the integration of such learning for CWD in classrooms.⁴⁹ Budget planning does not reflect funding for provision of assistive devices or other learning materials relevant for CWD or initiatives to address harmful practices.⁵⁰ Thus, while SEAQE has exceeded construction targets, more planning around resources for CWD must be addressed, otherwise those enrolled will drop out for lack of proper support.

⁴¹ KII ADRA Norway, March 2021.

⁴² ADRA note to review team, April 30, 2021: this was not part of the design of SEAQE programming

⁴³ KII, Mali, March 2021.

⁴⁴ ADRA note to review team, April 30, 2021: 10 cases were referred in Mali; 2 in Niger.

⁴⁵ KIIs, Mali and Niger, March 2021.

⁴⁶ KII, Mali, March 2021. ADRA note to review team, April 30, 2021: In 2018, tests were conducted but results were not obtained by the contractor. In 2019, test results were obtained but lost during a robbery.

⁴⁷ SSR MTR 2020. ADRA note to review team, April 30, 2021: the number of schools that did not meet the requirement has been corrected to 2 because there was a mis-interpretation of data.

⁴⁸ ADRA note to review team, April 30, 2021 states that training is provided to teachers on an annual basis with regard to codes of conduct.

⁴⁹ KIIs, Niger and Mali, March 2021.

⁵⁰ ADRA note to review team, April 30, 2021: ADRA works with the National Federation of Disabled People's Organizations in Niger through another Norad-funded program where ADRA leads a consortium of civil society organizations and DPOs in Niger (the TOFI program).

Outcome 3. Education policies and plans promote equity and inclusion. At central level or regional level, there is little evidence to show that SEAQE has improved existing education policies on the themes of equity and inclusion. At local level, however, SEAQE supported schools are aware of the need to increase access to learning for marginalized children as a matter of rights and protection. Both ADRA Mali and ADRA Niger have trained teachers and head teachers on equity and inclusion. Community leaders, PTAs, SMCs and AMEs are *talking about* inclusion and equity differently, but there are inconsistencies in how this is incorporated into local education support plans. ADRA Niger has a stronger network of support to advocate for changes at national, regional and community levels given its participation in development clusters and the amount of support it is receiving through other ADRA-funded offices supporting additional activities in Niger. ADRA Mali does not seem to have the same support in this regard. ADRA Niger has conducted equity and inclusion trainings of education staff since 2018; and, ADRA Mali shows some progress towards training education staff in equality and inclusion beginning in 2020. For ADRA Niger, more can be done to leverage existing networks and resources towards promoting education policy and actions around equity and inclusion.

Outcome 4. Schools provide quality relevant education to marginalized students. Towards this outcome, at least 40% of learners in SEAQE-supported schools would master grade appropriate mathematics and reading skills.⁵¹ Through SEAQE, ADRA Mali and ADRA Niger have provided government approved textbooks, learning materials and supports (including solar lamps) to learners. There is teacher and school leader training to support improved learning, whereby at least 40% of children master grade-appropriate reading and mathematics skills, measured against the mid-term and final evaluations.⁵² Available data from Niger at the end of 2019 report 36% of learners achieving minimum proficiency in reading and mathematics at the appropriate grade-level, of which 35% are girls.⁵³

In Mali, as part of building relevant life skills, in the two SEAQE secondary schools, two computer labs were provided as well as ICT training for teachers in 2019. The teachers in turn provided training to learners. An estimated 340 learners (126 girls) across two years were provided computer literacy training to date. **In Niger**, there were delays as the Education Office did not want to include computers in the e-learning labs at first, though this has been since rectified.⁵⁴ The concept is that Leap Learning, a Norwegian company, will provide interactive literacy and numeracy training through tablet apps, games, puzzles and other activities to complement learning through tablets. There will be 8 labs with one full-time dedicated teacher, hired by the Ministry of Education who will be trained and specialized in supporting the e-learning labs. Since 2020, 4,723 learners (2,369 boys and 2,354 girls) are using the e-learning labs twice a week supported by the designated facilitator.⁵⁵

Some security challenges related to e-learning resources (computers and tablets are locked up) were noted. In Niger, the local PTA/SMC/AME raised money to hire a guard to protect costly lab equipment. ADRA Niger is developing an exit strategy to include plans for ongoing maintenance of the provided technologies.⁵⁶ It is not clear

⁵¹ SEAQE 2020 Updated Results Framework.

⁵² SEAQE 2020 Updated Results Framework. ADRA note to review team, April 30, 2021: PASEC test results were only conducted successfully in Niger. ADRA is working with ADRA Niger and ADRA Mali to conduct the PASEC tests in coming months as part of the final evaluation.

⁵³ ADRA Norway 2019 Annual Progress Report.

⁵⁴ ADRA note to review team, April 30, 2021

⁵⁵ ADRA note to review team, April 30, 2021: all designated facilitators have been trained and assigned to the labs

⁵⁶ ADRA note to review team, April 30, 2021 states that Leap Learning has stated it would continue to supply technical support for software maintenance to the e-learning labs, though it is not stipulated until when this offer remains valid.

that teachers have been trained sufficiently to use the technologies provided in either country or integrate these into classroom teaching and learning opportunities.

Effectiveness. ADRA Norway is developing a monitoring framework to track program cost-effectiveness on a quarterly basis. Currently, ADRA Norway pursues cost-efficiencies relative to field missions by utilizing local church infrastructure for lodging and meeting space as needed. The 10% cost-share requirement of the grant comes from ADRA Norway.⁵⁷

ADRA faced challenges in the initial year of program start-up, however there is no overall budget deviation to indicate that the program faces spending or overspending challenges. Outcome 3 has very few resources budgeted towards policy outcomes and the largest underspending challenge. This also is reflected in the results framework indicating a lack of new education policies and plans that promote equality and inclusion to date.⁵⁸ There have been some cost savings related to greater ownership of monitoring by inspectors.⁵⁹ ⁶⁰ Further, there is some mismatch between equity and inclusion outcomes and consistency in how this moves from sensitization training to strengthen policy and practice across programming. In Outcome 1, there is underspending and little data on the development progress of local civil society organizations (CSOs), which is reflected in community leaders in both Niger and Mali discussing that support to schools is stronger than support to the CSOs supporting schools.⁶¹ Perhaps this is due, as ADRA Norway admits, to a need for the further capacity development of ADRA Mali and ADRA Niger.⁶² Lastly, there seems to be underspending and an absence of planning on how to integrate e-learning and computer labs and resources into classroom activities or teacher professional development so that more than one designated facilitator, for example, is charged with e-learning activities.

ADRA Mali and ADRA Niger pivoted support in light of COVID-19, from savings made under the construction and rehabilitation budget lines, though they received no additional COVID-19 funding. ADRA Niger worked with communities to educate them on better health, hygiene and sanitation practices and coordinated with Red Cross efforts.⁶³ ADRA Mali adapted during this time and worked with the radio stations to provide teacher training supports for out-of-school learning and WASH campaigns.⁶⁴

Impact. ADRA Norway has developed a detailed external risk assessment for operations in Mali and Niger. These procedures manage travel to and within countries, reinforce communication and security protocols, and seek to ensure the health and safety of staff. Coordination is conducted in both countries with government authorities,

⁵⁷ KII ADRA Norway, March 2021.

⁵⁸ ADRA note to review team, April 30, 2021: Some targets have been given reduced emphasis as cuts were made because of exchange rate losses from a weakened NOK. This led to the deprioritizing areas where ADRA was experiencing slow progress to date. One of these areas in Mali was an output intended to strengthen CSO advocacy for improved education services for marginalized children. In Niger, less attention will be given to networks, forums, and capacity assessments of CSOs to advocate for inclusive education. Life skills training for learners will also not be prioritized. PTAs and SMCs will not receive additional training either.

⁵⁹ KII, Niger, March 2021.

⁶⁰ KIIs, Niger, March 2021: Informants state that additional support beyond 2 inspectorates needs to be provided as this will have stronger impact and sustainability of what is happening within schools.

⁶¹ KIIs, Niger and Mali, March 2021.

⁶² KII ADRA Norway, March 2021. As well, ADRA Niger notes that the meeting held in Cote d'Ivoire with the ADRA Mali team was beneficial to capacity building and learning from each other in terms of how to work through different challenges, March 2021.

⁶³ KII, Niger, March 2021.

⁶⁴ ADRA note to review team, April 30, 2021: A total of 3,085 students received lessons via radio, mp3 or flash disks distributed to teachers and with support of the PTA.

UN agencies, and with support from local community leaders. In terms of internal risk analysis, ADRA focuses on political will, misappropriation of funds, and withdrawal of partners from the project. ADRA Mali has a child protection policy. There has been a mixed common understanding and no category for 'do no harm' or evidence of safeguarding analysis with regard to risks to children engaged in program supported activities. This is updated in the forthcoming annual report to reflect measures addressing this in 2020.⁶⁵ There is little gender or conflict sensitivity embedded into program design from a review of the available data.⁶⁶

An analysis of the organizational capacity of ADRA Mali and ADRA Niger at midterm indicate that there was a formal capacity building plan in place for ADRA Niger, including with regard to child protection. Further, while ADRA Mali meets regularly with the government and local civil society organizations, there is no formal engagement or strategic communications advocacy plan with regard to stakeholders or community mobilization. ADRA Niger is formally part of numerous development clusters including education, protection and WASH. ADRA Mali and ADRA Niger state that they are sharing learnings with government partners who then may pass it on to communities.⁶⁷ ADRA Norway reports that key stakeholders at national and community levels have been involved in programming since the planning stage to discuss needs and challenges.⁶⁸

Sustainability or Scale. There are strong efforts at coordination with other NGOs and the intersection of work that aligns with SEAQE. SEAQE efforts focus mainly at school, community and regional level with some collaboration with central level education authorities. In Mali, there are no government plans after the program ends to absorb and support any of the 30 teachers hired by ADRA due to the lack of teachers and high enrollment rates in ADRA supported schools. If school supplies and livelihoods supports are being provided by ADRA Mali and ADRA Niger to retain girls in schools, there will be limits to sustainability after the life of the program. In addition, there is a lack of material resources needed for schools and classrooms to accommodate and support the ongoing learning of CWD. In both Mali and Niger, there are obstacles to the retention of marginalized children in school associated with lack of school feeding programs, though this is challenging to negotiate with the World Food Programme which cannot cover all schools. Further, there is concern of unintended negative consequences from an emphasis on inclusion and increased enrollment when government education authorities have not committed to an increase in teacher recruitment and assignment of these teachers to communities in which ADRA is working, and there is a lack of suitable material resources for CWD to learn. The retention of students and the quality of learning are likely to be affected by this in the long-term if schools are not supported after the life of the program and changes are not made to education policy and planning at central level. Stakeholders in both countries believe physical infrastructure improvements are the most sustainable element of the project.^{69,70}

GRET

⁶⁵ ADRA note to review team, April 30, 2021 provides language from the draft 2020 report: "The SEAQE Sahel programme prioritises the safety and wellbeing of all participants and maintains a 'do-no-harm' approach. Measures to mitigate safeguarding and protection risks are mainstreamed across the programme activities to improve the capacity of schools to ensure not only that education is safe for learners, but that they are proactively protecting and supporting the most vulnerable."

⁶⁶ ADRA note to review team, April 30, 2021: At the moment ADRA is developing a conflict sensitivity strategy and approach in partnership with all partners to be ready by June 2021.

⁶⁷ KIIs, Mali and Niger, March 2021.

⁶⁸ ADRA note to review team, April 30, 2021

⁶⁹ KIIs, Mali and Niger, March 2021.

⁷⁰ ADRA note to review team, April 30, 2021: ADRA has started conducting teacher professional development supports through pre-service and in-service teacher training institutions. This will be reflected in future reporting.

Project name	Improve Malian Youth Employability Through Tutorial Apprenticeship (IMYETA)
Grant number	MLI-2056 MLI-17/0002
Amount of grant	NOK 30.7 million
Country	Mali
Local implementing partner(s)	AJA Mali
Description	<p>The IMYETA project operates in 3 regions of Mali: Koulikoro, Sikasso, and Ségou with the objective of improving the employability of young rural Malians through tutorial apprenticeships.</p> <p>IMYETA has three key outcomes focused on rural youth skills development and employment:</p> <ol style="list-style-type: none"> 1. Apprenticeship masters possess training capacities to train apprentices in para-agricultural jobs; 2. Young rural Malian employability in buoyant sectors of the rural Malian economy has improved; and 3. Malian authorities and civil society are engaged in the implementation of modernizing the apprenticeship framework for tutorial apprenticeship.
Beneficiaries	<ul style="list-style-type: none"> ▪ 200 Apprenticeship Masters ▪ 2,600 young people from rural areas ▪ National Institute of Vocational Training & Engineering (NIVTE), the National Directorate of Vocational Training (NDVT), National Agency for Youth Employment (APEJ), Regional Chambers of Trades, Regional Chambers of Agriculture, village committees supporting young apprenticeships (VCSYAs)
Other key stakeholders	<ul style="list-style-type: none"> ▪ Ministry of Employment and Vocational Training (MEFP) ▪ Regional Directorates of Vocational Training (RDVTs) ▪ Umbrella structures (Chambers of Trades and Agriculture) ▪ Regional Councils ▪ Municipalities ▪ Youth job Fair in Segou (financial contribution from IMYETA)

Relevance. IMYETA's overarching development goal is to improve the quality of technical skills and pedagogical training of young rural Malians ages 15 to 30 years old through a validated process of tutorial apprenticeships and employment insertion, in rural areas of Koulikoro, Segou and Sikasso. GRET holds a strong relationship with the Ministry of Employment and Professional Training (MEFP) as part of its portfolio of work in Mali related to skills training and youth insertion into informal and formal job markets and leverages resources, as relevant, between the Norad-funded work and the AFD work. A representative of the MEFP expressed disappointment that the project did not include the area of Mopti which has need of similar support.⁷¹

The project mobilizes local authorities and communities with the help of local civil society partner, Youth Action Association (AJA MALI) which has experience coordinating with regional directorates of vocational trainings,

⁷¹ KII, Mali, March 2021.

umbrella trade and agriculture structures who monitor master craftsmen, regional councils, municipalities, village committees supporting young apprenticeships (VCSYAs), the National Institute of Vocational Training Engineering (NIVTE), the National Directorate of Vocational Training (NDVT), the National Agency for Youth Employment (APEJ), and the youth fair of Segou. For the selection of youth and apprenticeship masters (AMs), the project works with parents and community associations as well as through chambers of agriculture or trades and handicraft and professional organizations.

GRET has tracked data by gender, though not by youth living with disabilities (YWD). That said, there is no analysis of growth trades by gender, design of interventions or methodologies that in particular will increase women's employment or growth areas for youth living with disabilities. Further, there is no analysis available on young women entering traditionally male-dominated trades or support for this. Informally, GRET headquarters reports that 30-35% of enrolled program participants are adolescent girls and young women.⁷² The country office reports that 13% of YWD have participated in the project.⁷³ GRET states that male YWD are easier to enroll and retain in programming than young women, given existing barriers and inequities and families' acceptance to let young men enter a vocational training program.⁷⁴

Efficiency. IMYETA has three key outcomes focused on rural youth skills development and employment:

1. AMs possess training capacities to train apprentices in para-agricultural jobs;
2. Young rural Malian employability in buoyant sectors of the rural Malian economy has improved; and
3. Malian authorities and civil society are engaged in the implementation of modernizing the apprenticeship framework for tutorial apprenticeship.

Outcome 1. The pedagogical and technical capacities of 200 AMs are strengthened in the regions of Koulikoro, Ségou and Sikasso. To date, GRET has trained and evaluated a total of 337 AMs, of which 49 were women.⁷⁵ To support AMs, 11 different growth trades were identified across 57 villages in the three project regions: market gardening, poultry farming, fish farming, cattle fattening, solar panel installation, agri-food processing, wood joinery, vulcanization, 2 and 3-wheeled vehicle mechanics, agricultural machinery-metal construction and agricultural machinery-forging. Two additional villages were added in 2020. The project has worked with chambers of agriculture and trade to draw up skills, pedagogical progressions and jobs reference frameworks for each of these growth trades, in keeping with the national skills training programs of the NIVTE. From the skills and job reference frameworks, GRET developed a progressive pedagogical training curriculum for AMs against the criteria of the NIVTE; and, this was validated by the NDVT. GRET involved regional councils, circle councils, regional directorates of employment and vocational training in activities. GRET overachieved its target due to a wide and strong circle of support at community level, thus reaching an additional 137 AMs.⁷⁶ Further in 2021, GRET anticipates a refresher training for 334 AMs who are applying the knowledge learned and training for an additional

⁷² KII GRET, March 2021

⁷³ KII, Mali, March 2021.

⁷⁴ KII GRET, March 2021.

⁷⁵ IMYETA MIS last accessed March 30, 2021: <https://datastudio.google.com/reporting/0777aa42-5940-481c-9f47-f83f2a042995/page/pwzdB?s=stswuD7Qsv0>.

⁷⁶ KIIs, Mali, March 2021.

70 AMs.⁷⁷ These AMs report improved clientele management and that they are becoming reference points in their communities.⁷⁸

Identification of a functional literacy program, in collaboration with the National Directorate of Non-Formal Education and National Languages (NDNFE-NL) started in 2019 and the Life Skills Education approach was selected. Classes began in October 2020. There are 1,463 level 1 apprentices of which 571 are women, 655 AMs and VCSYA members of which 193 are women, and 146 level 2 apprentices of which 64 are women attending centers across the 3 regions.⁷⁹ Level 1 training is 300 hours and level 2 training is an estimated 180 hours.

Outcome 2. 2,600 young Malian people from rural areas in the regions of Koulikoro, Ségou and Sikasso are trained through tutorial apprenticeship and supported into employment. To achieve this, GRET has designed and implemented an apprenticeship system (trade skills factsheets, evaluation sheets) to enable a better organizational framework for an apprenticeship process. GRET states that its top achievement is the mobilization of village communities and the establishment of transparent, inclusive processes that included youth as decision-makers in selecting the cohorts of those eligible for apprenticeship training.⁸⁰ The participatory process included representatives of young people's associations, village authorities, artisans' associations, farmers' associations, and communes. These stakeholders were involved in the selection, the planning calendar, the trades chosen (Outcome 1), the roll-out of training, and monitoring of project deliverables by village committees. The establishment of VCSYAs were supported by the project and provided with training sessions on roles and responsibilities, basic monitoring procedures, conflict resolution and were made aware of the need to apply equity and open opportunities to young women and YWD.

The average length of apprenticeship is just under 8.5 months. For youth selected, their entry into apprenticeship is a social contract signed between the youth, the AM, and the youth's legal guardian. This tripartite compact is noted as a strength area of youth retention.⁸¹ Evaluation of technical skills at the end of the training cycle was postponed, but designated to be held in concert with the Regional Chambers of Agriculture and Trade in all 3 regions. Out of 2,333 applications accepted by the village committees, an estimated 1,372 youth have completed apprenticeships and 876 are in the process of being trained in the 11 growth trades.⁸² On average, the proportion of young women to young men is 35% to 65%.⁸³ In 2021, the final cohort of 1,000 youth is being selected for training. Even with dropout, IMYETA will exceed its target numbers by the end of the project in 2022.

In support of transition to work, the number of youth engaged in entrepreneurship training or trained in identifying job opportunities and presenting themselves for work remains at 0. However, on their own initiative, of nearly 80% of youth participants surveyed by GRET post-apprenticeship, 197 youth had found salaried jobs and 647 of these were self-employed. With the support of APEJ, 2021 planning indicates that apprenticeship tutors will support young people with job application processes, access to financial institutions and provision of

⁷⁷ GRET note to review team, May 1, 2021: There were 336 AMs who completed the training, but two passed away.

⁷⁸ GRET 2019 Annual Report.

⁷⁹ GRET note to review team, May 1, 2021: The forthcoming annual report on 2020 data includes these numbers.

⁸⁰ KII, GRET, March 2021.

⁸¹ KII, Mali, March 2021.

⁸² Email correspondence with EDC to verify numbers on IMYETA MIS with project team, March 25-29, 2021.

⁸³ IMYETA MIS last accessed March 24, 2021: <https://datastudio.google.com/reporting/0777aa42-5940-481c-9f47-f83f2a042995/page/ZfvgB?s=stswuD7Qsv0>. Project follow-up email as there are differences in calculations between the results framework and MIS which are being corrected by the project. Email correspondence, March 25-29, 2021.

complementary technical and entrepreneurial training. There is no available data however on steps taken to support youth access to credit or youth-led local labor market assessments that would ensure youth are proactively accessing information on market and growth opportunities.⁸⁴ For job placement, at the end of 2020, 400 businesses were identified for potential placement of youth into new jobs or seasonal work; of these, 50 had needs for skilled workers. Ongoing inventory lists of small medium enterprises by commune are planned⁸⁵ but more efforts at micro, small, medium enterprise (MSMEs) engagement should be part of future program design to ensure placement.

Outcome 3. Mali is working to better define its strategy for vocational training and support for professional integration of young people through tutorial apprenticeship in rural areas. To achieve this outcome, a target of 22 signed collaborations to support this effort was set combined with the transfer of methodological approaches and tools to supervisory authorities. It is unclear the level of training and accompaniment provided to inspectors.⁸⁶

At the end of 2019, six out of seven targeted collaboration agreements were signed with the NDVT, regional councils and the NIVTE under IMYETA. All methodological approaches and tools which included three guides and trade skills factsheets were transferred to vocational technical supervisory authorities. IMYETA triggered a process aimed at better involving the Ministry in charge of vocational training and the vocational training sector consular chambers in management of youth focused apprenticeship activities. This process resulted in the designation of a focal point at the NDVT. From the project launch to date, the Regional Chambers of Trades, Regional Chambers of Agriculture, NIVTE, NDVT, and the Steering Committee remain involved in the implementation of activities.

The initial budget for Outcome 3 was readjusted to reflect a 0 to 4% budget allocation. A procedures manual will be validated by the Malian authorities. This will be published, updated, and conclude with a process for institutional design and validation of further tools and strategies. In 2021, there is an emphasis on supervisory training and coaching. Even if 22 collaborations are not achieved, the readjustment of the budget and efforts to work with government authorities and regional councils shows institutionalization efforts related to relevant technical skills training for rural youth. There has been critical emphasis placed on community and civil society led agency and ownership and building system capacity.⁸⁷

Effectiveness. GRET has developed an apprenticeship selection and training system that is fully transparent and engages a diverse set of community members, including representatives of youth organizations. The process for apprenticeship selection and the training of those youth has made community mobilization and work with regional councils productive.⁸⁸ That said, while AJA Mali is listed as a local partner, there is no evidence that GRET has utilized the opportunity to develop AJA Mali's capacity or leverage its expertise in entrepreneurship.⁸⁹ This is a missed opportunity.⁹⁰ AJA Mali facilitates access to communities and supports activities but does not implement. In the budget, it receives less than 2% of the overall budget and is an important civil society partner in Mali.

⁸⁴ IMYETA Implementation Plan, 2021.

⁸⁵ Ibid.

⁸⁶ GRET note to review team, April 30, 2021: IMYETA plans to train 15 staff of NDVT (central and regional levels) and Regional Council on project tools and methods (with the support of ACEFOR project, which provide technical assistance to these structures).

⁸⁷ GRET note to review team, April 30, 2021: Seven collaborations of 22 have been achieved and will be documented in 2020 results.

⁸⁸ KII, Mali, March 2021.

⁸⁹ KII, Mali, March 2021.

⁹⁰ GRET note to review team, April 30, 2021: GRET is in planning meetings with AJA Mali related to coaching of entrepreneurs and are awaiting a final proposal for this effort.

In an adjusted budget, GRET has allocated 66% of its program costs to Outcome 1, 30% to Outcome 2 and went from a 0 to 4% budget for Outcome 3. Given the number of youth to be trained and the desire to create wage or self-employment and insert youth into local job markets, the difference between Outcome 1 and Outcome 2 seems large, though that said, the project has worked with APEJ to support 60% to GRET's 40% of the cost for youth training. In rural and resource-poor settings, transition into entrepreneurship or wage employment of any kind requires start-up funding support and efforts to increase both access to financing and engagement with value and supply chain private sector supports.⁹¹ The budget should reflect more investment towards these supports. Add to this, 52% of Outcome 1 costs are stipends to AMs which is not sustainable. That said, the initial investment shows results in that AMs state that they will continue to support and work with youth even after the life of the project.⁹²

Impact. GRET has a detailed COVID-19 contingency plan and security plan for Mali. GRET's approach to community mobilization has limited corruption and reduced conflicts between AMs, youth and community members. GRET notes that harmful practices and traditional barriers are very slow to change, though more deliberate design of programming to support young women and YWD engage in non-traditional trades, find employment in MSMEs and be supported to launch entrepreneurial ventures is critical to equity and inclusion. COVID-19 has had little impact in the communities in which GRET is working, though there were minor delays in establishing the latest cohort.⁹³

Sustainability or Scale. As part of Outcome 3, GRET planned for the institutionalization of the apprenticeship process at both local level and regional level. It has involved education and training authorities and solicited buy-in on literacy curricula and other training modules. However, the amount spent on AM stipends and the imbalance of technical support, training, equipment supports and funds for youth insertion (Outcome 2) and entrepreneurship will hamper both scale and sustainability.⁹⁴ In addition, while a focus on agro-processing has been important for attracting more young women, a more targeted approach beyond tracking indicators that specifically focuses on vocational training and business supports for adolescent girls and young women is warranted.⁹⁵ And if there is a goal to reach more YWD, then partnership with the Malian Association of the Blind and other Disabled Persons' Organizations (DPOs) is suggested for future partnership.⁹⁶

Humanity & Inclusion

Project name	<ul style="list-style-type: none"> ▪ Inclusive Education for Marginalized Girls and Boys in Burkina Faso, Mali and Niger (Project A) ▪ To support the promotion and implementation of inclusive education Timbuktu (Project B)
Grant number	RAF-17/0036
Amount of grant	NOK 53.3 million (Project A) NOK 2 million (Project B)

⁹¹ KII, Mali, March 2021.

⁹² GRET note to review team, April 30, 2021

⁹³ KII, Mali, March 2021.

⁹⁴ KII, Mali, March 2021.

⁹⁵ KII, Mali, March 2021.

⁹⁶ Ibid.

Country	Burkina Faso, Mali and Niger
Local implementing partner(s)	Africa Network Campaign on Education For All (ANCEFA)
Description	<p>The project has the objective to contribute to inclusive and quality education for marginalized girls and boys in Burkina Faso, Mali and Niger.</p> <p>The intervention aims to build a child-friendly and inclusive learning environment at local, national and sub-regional levels to ensure enrolment and quality education outcomes for marginalized girls and boys aged 6 to 16, among them girls and boys with disabilities, by working at the policy (closely with Ministries of Education with whom Humanity and Inclusion programs have signed partnership collaborations in each country), service and community levels using capacity building, advocacy, and technical assistance (e.g. to assist in the development of curricula for teacher training and innovative education responses).</p> <p>To achieve this, the project will use a multi stakeholder and holistic approach to support children with disabilities and other marginalized groups,⁹⁷ their families, communities, school stakeholders, education authorities and civil society organizations to successfully welcome and include marginalized children into mainstream schools employing evidence-based inclusive education practices. The project is expected to help enable governments in Burkina Faso, Mali and Niger to develop minimum standards for inclusive education and develop their own inclusive education system to suit the context and reality of their own country.</p> <p>The expected outcomes of the project are:</p> <ol style="list-style-type: none"> 1. An increased number of children living with disabilities (CWD) and refugee children are enrolled in school; 2. Schools are physically accessible to all children; 3. The education policies and plans of Burkina Faso, Mali and Niger become increasingly inclusive; and 4. The quality of service delivery is strengthened, and the teaching methods become more inclusive.
Beneficiaries	<ul style="list-style-type: none"> ▪ 18,083 marginalized girls and boys (of whom 86% are children with disabilities); ▪ 7,668 teachers and school managers from 1,058 targeted schools; ▪ 3,770 representatives from civil society organizations including education coalitions/networks, DPOs, parents' associations and school committees; and ▪ 203,054 girls and boys currently enrolled in targeted schools through improved attendance, retention and learning.
Other key stakeholders	<ul style="list-style-type: none"> ▪ Ministries of Education in each country

Relevance. HI adopt a multi-stakeholder approach to support inclusive education for CWD and other marginalized groups, many of whom are out of school including girls, refugees and children who have dropped out of school. It

⁹⁷ Marginalized groups: children from refugee families in North Mali and North Burkina Faso.

is implemented in close collaboration with key partners (civil society organisations and ministries of education in each country of intervention). At the policy and planning level, HI and its partners work to build institutional capacity within ministries of education with whom they have signed partnership collaborations in each country. They also work with teachers, communities, families, education authorities and CSOs including DPOs, to develop their capacity to advocate for the rights of CWD and other marginalized groups to access education and for plans and budgets to make these rights a reality. The project's objectives are relevant given the high rates of out-of-school children in the region.

Efficiency.⁹⁸ The expected outcomes of the project is:

1. An increased number of CWD and refugee children are enrolled in school;
2. Schools are physically accessible to all children;
3. The education policies and plans of Burkina Faso, Mali and Niger become increasingly inclusive; and
4. The quality of service delivery is strengthened, and the teaching methods become more inclusive.

Outcome 1. The project has worked across the three countries in partnership with DPOs to provide training and awareness-raising to communities, schools and local government officials on the rights to inclusive education. This is done through existing structures such as SMCs, PTAs, village development committees, municipal committees, etc. This has included working with, amongst others, the Association of Persons with Albinism of Niger, members of the Niger Federation of People with Disabilities (FNPH) and the Malian Federation of Associations of People with Disabilities (FEMAPH), Malian Union of Blind People and Malian Association of Deaf People Blind People, some of whom HI has been working with for over 10 years in well-established and effective partnerships.⁹⁹ This has helped bring synergies between DPOs and mainstream organisations. FEMAPH commented on how there had been many capacity development activities to support their structure and operations.¹⁰⁰ During 2019, the number of people sensitized across the three countries was 1,856 against a target of 1,369. In addition, through work with local communities, the project helped to identify 8,855 out-of-school CWD and refugee children across the three countries, nearly double the target. In Burkina Faso, the number of registered refugee children was lower than expected due to internal displacement. Effective identification has been key to enrolling CWD (in particular those with visual and hearing impairments) and from very poor backgrounds in school and helping challenge the negative mindset that educating these children is useless.¹⁰¹ It has also enabled HI to provide rehabilitation care and assistive devices to children in Burkina Faso, Mali and Niger, enabling them to access school.¹⁰²

Outcome 2. Accessibility audits were carried out in a number of different schools across the three countries. Schools benefited from new or improved access to clean water and 59 schools were rehabilitated to make them more accessible. However, there were delays in getting authorization to undertake building and rehabilitation works in schools despite all of the planning and design work being completed. This means that only 65% of the 2019 target was met under this outcome.

⁹⁸ All quantitative data in this section is taken from Progress Report 2019. Data was only available for 2019 and it was difficult to work out cumulative data to cross-check progress against the overall results framework. The progress report 2020 and a mid-term review report is currently underway and is in the process of finalizing progress data for 2020.

⁹⁹ KII, Mali, March 2021.

¹⁰⁰ KII, Mali, March 2021.

¹⁰¹ KII, Mali, March 2021.

¹⁰² KII, Burkina Faso, March 2021.

Outcome 3. HI supported the drafting and adoption of the National Strategy for the Development of Inclusive Education (SNDEI) in Burkina Faso in 2018, though it continues with advocacy actions aimed at ensuring the strategy is implemented. Advocacy efforts have resulted in an increase in the state budget for inclusive education (from 2.5m to 130m FCFA between 2017 and 2021), though the program has not yet resulted in the government collecting and reporting data on CWD.¹⁰³ In Niger, advocacy efforts under the project have resulted in data on CWD now being collected and included in the Ministry of Primary Education, Literacy and Promotion of National Languages and Civic Education's (MEP/A/OLM/EC) yearbooks of education statistics as well as inclusive education being included in the Transitional Education and Training Sector Plan 2020-2022.¹⁰⁴ Similar work is also under way in Mali. The project has worked closely at regional level with the West Africa Federation of the Disabled (WAFOD) and the African Network Campaign on Education for All (ANCEFA) to develop a capacity building and advocacy plan to promote inclusive education in West Africa including through national federations of DPOs and national coalitions on Education for All in each country. The year 2019 was a busy one for advocacy with capacity strengthening on national DPOs and participation of these in national, regional and international events on education. This included the production of a number of short advocacy videos filmed across the three countries showing the benefits of inclusive education drawing on the experiences of some of the project beneficiaries. In Niger, the project was involved in a side event on Disability, Rights and Sustainable Development at the 33rd Summit of the African Union in Niamey in 2019. In Mali, inclusive education action plans were drafted for 16 central services of the MEN. The 2019 target for this outcome was met in full.

Outcome 4. The project has exceeded its targets across the three countries on the number of students including girls, who benefited from adapted teaching materials. In 2019, the project supported MEN in Mali to revise and validate the inclusive education training module and accompanying training guide as well as providing training for 275 education staff. Across the three countries, 98% of the target number of staff (with 71% of them being female) were trained in inclusive pedagogies in 2019. The training of teachers and other support staff in inclusive pedagogy was an important aspect mentioned in Mali.¹⁰⁵ In 2019, the project achieved 72% of their target of integrating children with severe disabilities into mainstream schools. In Niger, this target was only met at 50% as some children were enrolled in special schools because teachers in mainstream schools did not have the capacity to care for them.

HI has optimized financial and human resources across all of its inclusive education projects in the region allowing synergy of actions and efficient use of resources and enabling greater impact with the resources provided. Ensuring synergies with other NGOs implementing complementary projects has enabled HI to maximize outputs, results and impact with the resources from Norad. There was significant underspend in the first three years of the project. For 2017, this was largely due to delays in signing the grant agreement which meant substantial activity did not start until 2018. During 2018 and 2019, the underspends were 30% and 18% respectively. The main reasons given were (i) some costs being overbudgeted, (ii) reduced travel for field missions due to insecurity, and (iii) activities being delayed. Whilst some of this is beyond the control of the project, this does indicate a need for more accurate budget forecasting.

Across the project outcomes, the bulk of spending was on Outcome 4 (42%) followed by Outcome 1 (27%) which are reaching the largest number of beneficiaries. An estimated 21% of the project budget was spent on advocacy

¹⁰³ KII, Burkina Faso, March 2021.

¹⁰⁴ KII, Mali, March 2021.

¹⁰⁵ KII, Mali, March 2021.

and support ensuring national policies and plans were inclusive (Outcome 3), with 9% being spent on making buildings more accessible (Outcome 2).

Effectiveness. The project's holistic and integrated approach have enabled them to be highly effective across the education system through bottom up and top down components as well as advocacy at all levels. Work at school level has helped make schools more physically accessible for CWD. Working closely with schools and communities has provided insights for work at policy level both nationally and regionally. As an example, under the project, research was completed on the education of girls with disabilities in Burkina Faso, Mali and Niger in 2019 with the objective of analyzing how gender, age and disability influence the experiences of girls with disabilities both in and out of school in accessing and remaining in mainstream primary and secondary schools. This study is guiding operational implementation as well as being used for advocacy and to develop gender-sensitive inclusive education interventions across the three countries.

The Regional Department for Primary Education (DREP) in Niamey felt that HI has supported DREP to implement an inclusive education strategy. However, they felt that HI provided too little training (in Braille and sign language) too late in the school year (April) when it would be more effective at the beginning of the school year.¹⁰⁶

In Burkina Faso, financial support for the National Coalition for Education for All (CN-EPT) is limited to advocacy at the central level, while it is represented in the 13 regions of the country. HI has focused its support at central level and this has not allowed for sufficient advocacy and community awareness activities at the local level.¹⁰⁷ Whilst HI is doing important work with CWD, it was felt that more could be done around in-service training, making schools more accessible, providing adapted teaching materials,¹⁰⁸ as well as doing more to support girls as part of the SNDEI.¹⁰⁹

One of the key challenges for families is poverty, so even where the project is helping marginalized children access schools, hunger remains an unmet need for those children and their families.¹¹⁰ Key informant interviews underlined the importance of the income-generating support provided to women with disabilities and disadvantaged families to help them support their children with education and other basic needs.¹¹¹

Impact. HI has a detailed policy and accompanying mechanism for the prevention of corruption, as well as a robust risk analysis based on conflict sensitivity and do no harm approaches to mitigate and address risk. The project has a risk matrix in place that it updates annually. It has faced interruptions and delays in implementation in all three countries. In Mali, there were delays in the advocacy work due to leadership challenges within the Education for All Coalition. In Niger, due to non-availability of staff at the MEP/A/OLM/EC, there were delays in monitoring teacher training schools, undertaking school accessibility audits and training service providers and construction staff. Teachers' strikes disrupted the school calendar in Burkina Faso and Mali impacting the quality of learners but not impacting too much on the overall attainment of HI's project results. Security issues, especially in Burkina Faso (Soum region), also hampered progress including access to schools.

¹⁰⁶ KII, Niger, March 2021.

¹⁰⁷ KII, Burkina Faso, March 2021.

¹⁰⁸ KII, Burkina Faso, March 2021.

¹⁰⁹ KII, Burkina Faso, March 2021.

¹¹⁰ KIIs, Mali and Niger, March 2021.

¹¹¹ KIIs, Mali, March 2021.

COVID-19 impacted project activities with school closures and cancellation of events. The project adapted their work and focused on community awareness as well as providing tablets, radios and mobile teachers to provide individual support to marginalized children, especially those in exam classes. It also produced a report on inclusive education a post-COVID world.

Scale or Sustainability of Efforts. HI ensures complementarity between the different projects that it is running with funding from different agencies. Achievements from the Norad-funded project are being scaled up and supported with funding from AFD and the European Union. Knowledge sharing takes place between the countries through online communities of practice.

The project has worked in partnership with the ministries of education and local authorities in each country, e.g. with the government providing rooms for training rather than the project having to hire an external venue. All the project's activities have sought to strengthen the capacity of the education system to be more inclusive and the capacity of key stakeholders within and external to the system, building sustainability.¹¹² As an example, in Mali, the commune of Sikasso has set up a project for the education of displaced children and is in the process of mobilizing resources for it.¹¹³ Inclusive education is also becoming more institutionalized through national policy, planning and data collection in the three countries as a result of the advocacy and institutional strengthening components of this project.

¹¹² KII, Mali, March 2021.

¹¹³ KII, Mali, March 2021.

Norwegian Refugee Council

Project name	Improve Quality of and Access to Education and its Governance in Kidal and Timbuktu
Grant number	QZA-0697 QZA-17/0277
Amount of grant	NOK 60m NOK 7.5m Addendum 1 NOK 20m Addendum 2
Country	Mali
Local implementing partner(s)	<p>NRC works in partnership with</p> <ul style="list-style-type: none"> ▪ International Rescue Committee (IRC) ▪ The Association Malienne pour la Survie au Sahel (AMSS) ▪ Groupe Action Recherche pour le Développement Local (GARDL) (stopped in 2018 when GARDL pulled out of Kidal) ▪ SOLIDA (partner to IRC) ▪ ASSEDEC (partner to IRC)
Description	<p>NRC Mali’s country office was established in 2013 with field offices in Mopti, Timbuktu, Kidal and Gao and 113 staff. In Mali, NRC seeks to reach a higher proportion of hard-to-access areas. NRC and IRC work together within a number of other country-level consortia (in the education and economic resilience sectors) and are both actively engaged in the main humanitarian coordination platforms in Mali.</p> <p>NRC works in close collaboration with the MEN and local authorities, as well as mayors and centers of pedagogical animation. NRC has a Mali country strategy under which the Norad project sits and is fully aligned with the government.¹¹⁴ Schools were selected in discussion with the MEN and local mayors. The school management committees (SMCs) and children mother’s associations (CMAs or AMEs) have been revitalized under these project activities.</p> <p>The project’s overarching goal is to improve equality of and access to education and vocational skills training in the regions of Kidal and Timbuktu for children and youth ages 7 to 24 years old. There are three main outcomes:</p> <ol style="list-style-type: none"> 1. Increased number of children start and complete basic education; 2. Increased number of children and young people learn basic skills and are equipped to tackle adult life; and 3. Increased numbers of youth with enhanced livelihoods opportunities as a result of vocational trainings.
Beneficiaries	<ul style="list-style-type: none"> ▪ Out-of-school children and youth ▪ Children in crisis in school or vocational training
Other key stakeholders	<ul style="list-style-type: none"> ▪ Ministry of National Education (MEN) ▪ School management committees (SMCs) ▪ Mother child committees (AMEs)

Relevance. Under the Norad-funded project, *Improve Quality of and Access to Education and its Governance in Kidal and Timbuktu*, which ultimately will include Addendums 1 and Addendums 2, NRC works in partnership with

¹¹⁴ KII NRC Mali Education Specialist, March 24, 2021

the International Rescue Committee (IRC) and two local implementing partners: (1) The Association Malienne pour la Survie au Sahel (AMSS) to deliver programming for education, livelihoods, local governance and protection in Timbuktu; and, Groupe Action Recherche pour le Développement Local (GARDL) to deliver education and child protection activities in Bamako and Kidal. AMSS has previous experience working with NRC on accelerated education programs, and also works or has worked with UN and donor agencies, as well as international NGOs. AMSS has an extensive experience in the region and in the field of education, as well as strong financial tracking records. GARDL left Kidal in 2018 for security reasons. As such SOLIDA and ASSEDEC were subcontracted to work with IRC in Kidal. NRC and IRC work together within a number of other country-level consortia (in the education and economic resilience sectors) and are both actively engaged in the main humanitarian coordination platforms in Mali. Both NRC and IRC are European Commission partners in the north for education and have extensive experience implementing accelerated learning programs (ALPs) and providing education and youth entrepreneurship supports. NRC Mali's country office maintains strong relationships with NGO partners at national and local level and national authorities at field level. NRC is an active coordinator of the Humanitarian Country Team forum.

NRC works in close collaboration with the MEN and local authorities, as well as mayors and centers of pedagogy. NRC has a Mali country strategy under which the Norad project sits and is fully aligned with government priorities at centralized and decentralized levels.¹¹⁵ Schools were selected in discussion with the MEN and local mayors. SMCs and AMEs in support areas have been revitalized under these project activities.¹¹⁶ The project does not currently track children or youth living disabilities and states that there is not a large disability population in the areas where NRC is working.¹¹⁷ That said, the government believes assistance in data collection and inclusive programs with regard to children and youth with disabilities needs more support.¹¹⁸ The project does track by gender and its initiatives contribute to addressing harmful practices and barriers to girls' education.

Efficiency. The project's overarching goal is to improve equality of and access to education and vocational skills training in the regions of Kidal and Timbuktu for children and youth ages 7 to 24 years old. There are three main outcomes:

1. Increased number of children start and complete basic education;
2. Increased number of children and young people learn basic skills and are equipped to tackle adult life; and
3. Increased numbers of youth with enhanced livelihoods opportunities as a result of vocational trainings.

NRC was unable to share end of project results from QZA-0697 QZA-17/0277. Addendum 1 was strictly related to COVID-19 efforts and results tracking will not be available until reporting in July 2021. As such, this brief analysis of outcomes is based solely on QZA-0697 QZA-17/0277 results from 2019.¹¹⁹ Addendum 2 starts outside of the scope of this review.

¹¹⁵ KII, Mali, March 2021.

¹¹⁶ Of note, in the extension year of this project, IRC was forced to close its Kidal office and has been approved by Norad to continue activities under this portfolio in Ansongo.

¹¹⁷ Ibid.

¹¹⁸ KII, Mali, March 2021.

¹¹⁹ All outcome results are from the 2019 Results Report with comparison against initial numbers being verified in a final Results Framework, clean version date 23/3/2021. Final results are not cumulative yet at outcome level.

Outcome 1. Increased number of children start and complete basic education. Activities to support this outcome were focused on access to education, attendance, school retention and completion of accelerated learning programs (ALPs) and the subsequent reintegration into the formal school system. ALPs were supported with equipment and materials. For those in-school children supported through ALPs, NRC had a 95% completion rate against a target of 80%, with 563 children of 591 learners completing the ALPs. Of those who completed, there were 230 girls. Of 563 children, 293 were from Kidal (103 girls); and, 270 children were from Timbuktu (127 girls). Overachievement of results anticipated were due to school feeding and income generation activities for AMEs and consistent monitoring by educational advisors supported by CSOs.

NRC enrolled 5,000 out-of-school children in Kidal into school during the first year of the project (2018) and 8,983 learners in Timbuktu. Overall attendance after the reintegration of ALP graduates into the formal school system was at 92% against a target of 70%, with attendance of girls at 88% versus boys at 93%. Of these, 96% of learners remained in schools for the following year; an estimated 4% dropped out due to displacement, early marriage, early pregnancy and being from a nomadic family. Schools enrolled additional learners for the 2019-2020 school year, but COVID-19 closed schools in Mali for most of 2020.

To reach out-of-school children and expand ALPs, the project reached a total of 757 learners 8-12 years old enrolled in 25 ALPs at the end of 2019. Of these, 352 girls out of 736 learners completed classes and enrolled in the formal school system. All ALPs provided feeding programs and support for income-generation activities (IGAs) to support households and increase retention. Of the IGAs, 9 out of 10 were profitable in Kidal, 6 out of 10 in Timbuktu. To support enrollment and retention in schools, the project provided training in school management, roles and responsibilities, gender and inclusion sensitization, monitoring of teachers for 1,416 members of SMCs and AMEs. An estimated 46% of total members from Kidal and 74% of these from Timbuktu were women. Further, an estimated 87% of AMEs were functioning after the first year of the project, despite not functioning at all prior to then. In a similar manner after two years of the project, SMCs were engaged and dynamic and supported construction and rehabilitation of schools, 100% for those schools in Kidal and 93% for those in Timbuktu. Due to this community mobilization support, more than 28,245 learners were enrolled in project supported schools. Of note, sustainability of this outcome hinges on continued support to SMCs and AMEs due to the infiltration of armed groups that control interim education authorities and education commissions and who may wish to siphon off resources at school level.¹²⁰

In year 2, all school construction and rehabilitation targets were finished and met the standards of the MEN. Of the 85 classrooms in the initial target, 82 were finalized and the remaining 3 were deemed not to need these supports. 100% of ALP centers were equipped with materials and classroom learning supports. As a result, unused funds were used to increase latrines and WASH installations, though one government official stated that choosing latrines over fences made little sense when the latrines often did not have enough of a water source.¹²¹ Further support to installation and latrine and WASH facilities were scheduled under Addendum 1 COVID-19 funding.

Outcome 2. Increased number of children and young people learn basic skills and are equipped to tackle adult life. Sixty percent of students in the formal education system achieved a minimum proficiency level in literacy and numeracy. In project supported primary schools in Kidal, 92% of students at primary level passed the final exam, resulting in 98 girls out of 217 learners. In project supported schools in Timbuktu, 342 learners (of these, 156 girls)

¹²⁰ KII, Mali, March 2021.

¹²¹ KII, Mali, March 2021.

achieved a minimum proficiency in literacy and numeracy, resulting in a pass rate of 45%. Teachers' strikes affected Timbuktu where classes were interrupted, unlike in Kidal. In projected supported secondary schools in Kidal, all 25 candidates for the exam completed school and passed, of these 5 girls. In Timbuktu, 40 learners (of these 13 girls) completed and passed the exam at a rate of 69%. Hygiene and nutrition activities were postponed to 2020 and will be reported on in 2021.

To support teaching and learning, a total of 295 pedagogical teaching kits were distributed to teachers and ALP facilitators. In Timbuktu, 9,480 learners received school materials in Timbuktu. IRC was scheduled to distribute school materials in 2020 and this will be reported on in 2021.

NRC has provided iron supplements coupled with deworming and albendazole, and introduced school gardens. In addition, NRC trained SMCs in child protection at all of the project target schools in Timbuktu, and IRC provided similar training to schools in Kidal. A KAP survey and a diagnostic survey implemented in the first half of 2019 reported on nutrition and WASH activities finding that for health, WASH and hygiene overall knowledge and good practice is lower in Kidal than Timbuktu among learners, educators and community members. Some funds for hygiene and school gardens anticipated for Timbuktu were redirected to COVID-19 response.

Related to teaching methods, 61% of teachers, directors and ALP facilitators correctly identified key concepts post-training as part of teacher training methodologies (53% for Kidal; 76% Timbuktu). Training on social and emotional learning and wellbeing are new concepts. An estimated 73% of pedagogical advisors and directors of animation centers from Kidal and 100% from Timbuktu were able to correctly identify these same key messages and skills post-training. The project has overachieved its training of education staff working in collaboration with the MEN on quality of teaching and pedagogical supports. That said, the project underachieved in reaching female educators as part of training, serving only 19% of women. These results are due to increased insecurity which influences mobility, lack of motivation for women and girls to enter the teaching profession and the low numbers of women attending teacher training institutes. In trying to increase school visits by pedagogical advisors, the project was not able to achieve its target of 70% due to teacher strikes and insecurity.

Outcome 3. Increased numbers of youth with enhanced livelihoods opportunities as a result of vocational trainings. To achieve this outcome the project has a two-pronged approach: a short-term training to help youth develop IGAs in Kidal and a longer-term training utilizing Youth Education Pack (YEP) centers in Timbuktu. In Kidal, 50 youth (of these, 29 girls) developed IGAs but only 35 continued with these after a year. In Timbuktu, 241 youth enrolled in two YEP centers for vocational training on culinary arts, mechanics, tailoring and electricity. In Kidal 50 boys were enrolled in vocational training programs. Given low literacy levels, additional training support was provided for mother tongue instruction.¹²² All youth in the short term and long-term training received start-up kits to implement IGAs, though it does not indicate the amount. NRC reports that accompaniment activities are in forthcoming plans, as well as linkages with the regional directorate of vocational training in Timbuktu.¹²³

The project organized two of three vocational training workshops to focus on curriculum quality in collaboration with the NMVT, supporting the professional development of 7 facilitators, one of which was a woman. An estimated 71% of facilitators respected the curriculum and key messages from the training against the target of

¹²² KII, Mali, March 2021.

¹²³ NRC notes to review team, April 30, 2021.

80%. NRC and NMVT developed coaching and mentoring approaches to continuously reinforce knowledge and skills of facilitators.

Effectiveness. Due to the teacher’s strike in 2019, there was no MTR for NRC activities in Mali. NRC, IRC and the local partners have an established presence across northern Mali, allowing the project to share resources with other projects and leverage existing systems and resources pre-established and developed for other projects. Key collaborative support areas include safety and security, ICT, and relationships with public administration offices at the national and regional levels. To ensure cost-effective quality programming, the project draws on the high-level of expertise within the partner organizations, and focuses on capacity building of local and civil society partners and their engagement in systems strengthening. This is a strength area of NRC which maintains strong operational and management skills in hard-to-reach areas.

NRC provides financial and program reviews on a regular basis and ensures all projects include indicators on three components of value for money – timeliness, cost, and quality. On agreement QZA-0697 QZA-17/0277, an estimated 42% of NRC’s budget was for program costs. About 40% of the budget was spent on human resources which include staff costs, with 12% of the budget on office, equipment and supply costs, and 3% on field missions. Of note, Outcome 3 is afforded less than 3% of the program budget and this seems to reflect the least amount of sustainability design thinking and intervention efforts.

Impact. NRC has a comprehensive risk management approach with accompanying mitigation plans. The protocols for these are set by NRC Head Office, whereas NRC country security alert levels (1-5) are set by the respective country office. NRC uses minimum operational security standards linked with the country risk level. NRC has put in place several global level strategies to respond to the COVID-19 pandemic, including leveraging best practices from the Ebola Crisis. Several briefing papers at headquarters level were produced on youth education, safe return to schools, remote teaching and better learning best practices, and contingency planning was prepared for Mali. NRC has a zero-tolerance policy on corruption and applies several preventative measures across the organization at every level. Anti-corruption trainings are mandatory on an annual basis and there are identifiable channels for whistleblowing. NRC has a robust safeguarding policy.

For the purposes of this work, NRC and its country partner, IRC, conducted a baseline assessment in the first six months of implementation in the regions of Kidal and Timbuktu. The goal of the baseline was to verify if targets were achievable and realistic, to confirm that indicators were useful and accurate, to assess the relevance of project activities, and to have initial numbers against which to compare end-of-project results. The baseline study highlighted serious challenges to achieving outcomes. As relevant, when community needs surpassed the scope of the project, NRC and IRC developed a pattern of referrals to local health services.¹²⁴

Sustainability or Scale. The project has committed to skills transfer as part of its close collaboration with the MEN and education authorities. The capacity strengthening of SMCs and AMEs has contributed to increased enrollment and retention rates in supported schools. The high rates of achievement of learners in moving from ALPs to formal schools shows promise for scale within Mali. As part of an integrated approach, the project has addressed several barriers to retention of children in schools and learning achievement, namely malnutrition, protection issues, health issues, food insecurity. This approach is effective to ensure not just enrollment but retention of vulnerable

¹²⁴ KII, Mali, March 2021.

children. That said, barriers to the retention of girls is still a major challenge as well as organizing interventions to identify and address learning supports for CWD and YWD. Further, increased enrollment and retention applies pressure to existing infrastructure and teaching capacity in places where there is a lack of teachers. Further, Outcome 3 related to enhancing youth livelihoods opportunities does not receive nearly the same attention, design thinking or funding supports to achieve sustainability at this juncture.

Right to Play Norway

Project name	Play for the Advancement of Quality of Education (PAQE II)
Grant number	GLO-3395 QZA-15/0469
Amount of grant	NOK 35 million
Country	Mali
Local implementing partner(s)	The MEN and its five directorates jointly monitor implementation and outcomes of PAQE II. RTP Mali works closely with four key civil society organization partners: (i) OMAES (Œuvre Malienne d’Aide à l’Enfance du Sahel) in the Ségou region; (ii) RARE (Réseau d’Acteurs pour le Renouveau de l’Education) in the Sikasso region; (iii) ALED: (Association pour la Lecture, l’Education et le Développement au Mali) in the Koulikoro region; and (iv) RED: (Réseau des Experts pour le Développement) in the District of Bamako.
Description	<p>RTP’s Play for the Advancement of Quality of Education (PAQE II) project (2017-2021) is a continuation of gains made by an earlier version of PAQE I supported by Global Affairs Canada (2015-2017). PAQE II is aligned with PRODEC II and the Ten-Year Development Program for the Empowerment of Women and Children. Its goal is to improve education access and quality by ensuring that more children ages 6-12 years old (including girls, children with disabilities, other vulnerable children) enroll and complete school, learn basic skills and are equipped to tackle adult life in target educational institutions grade 1-6 in the district of Bamako, and Koulikoro, Ségou and Sikasso regions.</p> <p>RTP Mali is an active member in the following national and international networks and coordinates with network actors: (i) The Forum of Non-Governmental Organizations in Mali (FONGIM); (ii) The Education Cluster; (iii) The Education for All Coalition; and (iv) The Child Protection sub-cluster.</p> <p>PAQE II’s three key outcomes are:</p> <ol style="list-style-type: none"> 1. Children 6-12 years old in target educational institutions have by the end of primary school improved their achievements in reading; 2. Children 6-12 years old in target educational institutions have improved their life skills; and 3. Teachers in target educational institutions grades 1-6 have improved the learning environment for children to grow and develop to their fullest potential.
Beneficiaries	The main target group are primary school children and teachers in PAQE II supported schools
Other key stakeholders	<ul style="list-style-type: none"> ▪ Ministry of National Education (MEN) ▪ Five National Directorates of Education (Directorate of Pedagogy, Directorate of Pre-Primary and Special Education, Directorate of Teacher Training, Directorate of Basic Education and Directorate of Sport and Physical Education)

	<ul style="list-style-type: none"> ▪ Academy of Education and Teacher Training Colleges ▪ Centers of Pedagogic Animation ▪ Child Parliament and Clubs ▪ Council of Circles and Municipalities ▪ Head teachers, school management committees and parent teacher associations at project supported schools
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Relevance. RTP’s Play for the Advancement of Quality of Education (PAQE II) project (2017-2021) is a continuation of gains made by an earlier version of PAQE I supported by GAC (2015-2017). PAQE II is aligned with PRODEC 2 and the Ten-Year Development Program for the Empowerment of Women and Children. Its goal is to improve education access and quality by ensuring that more children ages 6-12 years old (including girls, CWD, other vulnerable children) enroll and complete school, learn basic skills and are equipped to tackle adult life in target educational institutions grade 1-6 in the district of Bamako, and Koulikoro, Ségou and Sikasso regions. To achieve its goal, and with signed Memorandums of Understanding, RTP Mali works in close collaboration and aligns with the priorities of several key partners at national and local levels such as the MEN, the Ministry for the Promotion of Women, Children and the Family, the five National Directorates of Education (Directorate of Pedagogy, Directorate of Pre- Primary and Special Education, Directorate of Teacher Training, Directorate of Basic Education and Directorate of Sport and Physical Education), Academy of Education and Teacher Training Colleges, Centers of Pedagogic Animation, Child Parliament and Clubs, Council of Circles and Municipalities, as well as headmasters, SMCs, and PTAs in target communities. RTP Mali shares all action plans with government authorities at central and regional levels in order to reinforce priorities and avoid duplications in activities. The MEN and its five directorates jointly monitor implementation and outcomes of PAQE II.

Mali struggles with a shortage of teachers and a severe deficiency of trained teachers where almost half of all primary school teachers have not had any professional training. As Mali prioritizes training new teachers, there is a pressing need for in-service professional development opportunities for current teachers to improve their teaching methods. RTP Mali thus has become an essential partner to the MEN and has worked to integrate play-based learning approaches, with a focus on gender, into the country’s educational policy, plans and practices, including through in- service and pre-service teacher training. PAQE II has an additional outcome related to supporting the identification and enrollment of children living with (motor) disabilities into schools engaged with the project.

The PAQE II project in Mali works closely with four key civil society organization partners: (i) OMAES (Œuvre Malienne d’Aide à l’Enfance du Sahel) in the Ségou region; (ii) RARE (Réseau d’Acteurs pour le Renouveau de l’Education) in the Sikasso region; (iii) ALED (Association pour la Lecture, l’Education et le Développement au Mali) in the Koulikoro region; and (iv) RED (Réseau des Experts pour le Développement) in the District of Bamako. Further, RTP Mali is an active member in the following national and international networks and coordinates with network actors: (i) The Forum of International Non-Governmental Organizations in Mali; (ii) The Education Cluster; (iii) The Education for All Coalition; and (iv) The Child Protection sub-cluster. As relevant, PAQE II works in collaboration with Jam Suka.

Efficiency. PAQE II’s key outcomes are:

1. Children 6-12 years old in target educational institutions have by the end of primary school improved their achievements in reading;

2. Children 6-12 years old in target educational institutions have improved their life skills; and
3. Teachers in target educational institutions grades 1-6 have improved the learning environment for children to grow and develop to their fullest potential.

In addition, PAQE II reports results related to cumulative outcomes for CWD at midline and endline.

RTP's model for play-based learning supports children to organize and make sense of their world as they actively engage with their peers and teachers in educational games and activities. Play-based learning motivates and stimulates children and supports them in the development and consolidation of skills and concepts, while helping to shape their positive attitude towards learning and life. This includes training teachers on a variety of inclusive and participatory teaching methodologies, how to ask open-ended and probing questions and engage children in discussions to trigger their critical thinking skills, lesson planning and aspects of formative and performance assessments, and reading instructions using both RTP's Literacy Resource (with focus on phonemic awareness, sight words, high-frequency words and vocabulary, read-aloud, individual and shared reading, and reading strategies) and local organizations' own resources.

Outcome 1. Children in target educational institutions have by the end of primary school improved their achievements in reading. RTP Mali targeted 69,101 children achieving at least a minimum proficiency level in grade 4 reading, including 34,665 girls. For Outcome 1, reading materials were developed under the leadership of ALED in collaboration with the technical services of the Ministry of National Education (Direction Nationale de la Pédagogie (DNP), DNEF, Direction Nationale de l'Enseignement Normal (DNEN), along with partners RARE, OMAES and RED. The reading materials have been designed to meet the requirements of gender and inclusion and have been approved by government institutions that participated in the entire process from beginning to end. All reading materials were updated using gender transformative and inclusive language and visuals and disseminated for grades 1-2 in 2017 and 2018. A total of 20,358 learning materials were disseminated (including 10,015 to girls and 76 to CWD).¹²⁵ Reading materials for grades 3-4 were completed in 2019 but due to COVID-19 and the closure of schools, materials were not disseminated until late 2020 with an additional 23,869 learning materials provided then (including 12,121 to girls and 19 to CWD).¹²⁶ Complementary to this, RTP Mali and its partners finalized a Teacher's Guide for grades 1-4 of which 823 were distributed to teachers and pedagogical advisors.¹²⁷

Further, OMAES has led and coordinated the training of SMCs to strengthen their role and responsibilities in community engagement in schools and play-based learning. An anticipated 2,000 parents, including 1,200 women, as part of PTAs or SMCs were targeted to be trained so as to monitor and support schools improving the quality of education. RTP Mali reports that 63% of participating SMCs and PTAs have improved their understanding of the importance of their role and developed school projects and school action plan priorities to reflect this, though they have achieved less female participation than anticipated.¹²⁸ Competing trainings in the area by other NGOs have resulted in having to adjust training dates more than once.

¹²⁵ PAQE II Midline Analysis, 2020.

¹²⁶ RTP email to review team, May 1, 2021: The End of Agreement target for learners provided with learning materials in RTP supported educational institutions is 44,476. As of 2020 data, the project has reached 22,271 children in grades 1 and 2. The remaining 1,598 are children in grades 3 and 4. Numbers to be reflected in 2021 reporting.

¹²⁷ RTP email to review team, May 1, 2021: Numbers to be reflected in 2021 reporting.

¹²⁸ RTP 2019 Narrative Report.

At baseline, minimum reading proficiency at grade level 4 were 0%, with a midline target of 8% for girls, boys and CWD. Targets for the endline to be conducted end of 2021 are at 15% for girls, boys and CWD. At midline, 7.2% of children (6.6% girls, 7.8% boys, 0% CWD) had achieved the minimum proficiency, under the forecasted target results.¹²⁹

Outcome 2. Children in target educational institutions have improved their life skills. Towards this outcome, RTP Mali integrated gender-sensitive and play-based learning methodologies in pre-service teacher training colleges in Bamako, Segou and Sikasso regions as part of teacher qualifications and in collaboration with government standards for teachers in lower primary, grades 1-4. RTP's Continuum of Teacher Training is a people-driven approach which is an essential component of behavior change and capacity building, and involves intensive investment in training, follow-up and continuous support. RARE leads this teacher training and professional development.

The **pre-service** teacher training under Outcome 2 targeted 476 teachers, including 238 women. This training was not linked to project schools. At midline evaluation 537 teachers, professors and directorates of teacher training colleges were trained, exceeding the target amount.¹³⁰ In addition, RTP Mali supported a cascade approach to **in-service** teacher training, linked directly to project supported schools. As such, 1,200 in-service teachers were identified, including 600 women. As of 2019, targets were exceeded with 1261 teachers trained.¹³¹ The in-service teacher training aspect of the project has been closely linked to the training and professional development of educational staff such as Headmasters, Focal Points at Teaching Academies and Pedagogical Advisors in gender sensitive and inclusive play-based methodological training. Results for education staff were more than double anticipated results and end-of-project targets were surpassed in 2019 with 234 trained.¹³² As such, additional resources were used for refresher training and expansion of training opportunities to an additional 175 at midline and counting. Further, 6 teacher training officers/professors at the directorate level were trained exceeding the target of 4 in the first 2 years of the project, though participation of women was at 1 for 5 men. In 2020, 4 additional directorate level staff were trained, of which 2 were women. RTP Mali worked with CSO partners to mentor and support follow-up coaching and accompaniment of teachers by pedagogical advisors so that teachers integrated play-based learning methodologies into lesson plans for each day. An estimated 33 pedagogical advisors and 5 focal point of Teaching Academies were provided with smart phones for collecting data that was housed in a Kobo Collect Server created by RTP Mali's monitoring, evaluation and learning team.

Results related to monitoring and inspection of teachers in target schools has nearly been reached, but validation of the consistency of integration of play-based learning into daily lesson plans posed a monitoring challenge.¹³³ Due to teacher strikes in 2018 and 2019, the number of visits by government inspectors (e.g., Directors of Pedagogical Centers, Teaching Academies, and National Directorates) to support schools in the integration process were under-achieved. The PAQE II project envision to reach its targets by end of 2021 if schools remain open and don't go on strike. With regard to life skills learning outcomes for children, there was a baseline understanding of team work at 22%, communication at 16% and conflict resolution at 41.7% (with slight variations between girls and boys). Midline targets for these same soft skills were at 35%, 40% and 50% respectively. RTP

¹²⁹ PAQE II, Midline Analysis, 2020.

¹³⁰ RTP 2019 Narrative Report.

¹³¹ Ibid.

¹³² Ibid.

¹³³ Ibid.

results have exceeded all targets with 82% (teamwork), 76% (communication) and 77% (conflict resolution) competencies achieved at midline. Slight variations in results exist between girls and boys, but the widest gap was with CWD at 65% over initial targets.¹³⁴ This may mean there was an underestimation of life skills learning outcomes for CWD. Targets for the end of project are at 50% teamwork, 57% communication and 58% conflict resolution which have been surpassed.

Outcome 3. Teachers in target educational institutions grades 1-6 have improved the learning environment for children to grow and develop to their fullest potential. The outcome is at the level of the teacher in project target schools and strong emphasis is placed on teachers' behavior and attitudes towards children. RTP partner RED leads on construction and rehabilitation works. Towards this outcome, the number of child clubs and children participating in these (including even numbers of girls and boys) have exceeded targets. However, inclusion of CWD in these clubs was low.¹³⁵ To address this, RTP Mali worked with CSOs and local communities to strengthen sensitization on disability. Results for numbers of teachers trained on child safeguarding, gender equality, inclusion and positive discipline were under the target results for 2019. RTP Mali reports that competing trainings in the area affected this outcome, and as such contingency plans were made for post-COVID 19 catch-up. The percentage of teachers that met RTP's principles for a positive learning environment had a target of 44% at midline but showed results of 100% for both male and female teachers in project supported schools.¹³⁶

Related to improvements in construction of child-friendly classrooms, latrines, community reading centers and safe play spaces in target schools, the project has made slow advancement. RTP reports that significant challenges in developing tender documents and receiving approvals from respective city authorities has been a lengthy process.¹³⁷ Some construction and rehabilitation progress was made in 2020 and RTP Mali anticipates finalizing the remaining construction and rehabilitation efforts in 2021.

Additional Core Indicator for CWD. Under this additional outcome, RTP Mali aims to reach 691 CWD, supporting their identification and enrollment in target schools, though without committing RTP Mali to a set indicator. As such RTP Mali engaged with CSO partners in awareness-raising radio campaigns and community mobilization. In 2019, RTP Mali worked with local communities to support 114 (53 girls, 61 boys) out of school CWD to enroll in target schools in 2019.¹³⁸

Effectiveness. RTP's partnership with CSOs results in 20% of the overall project budget provided to local partners to implement project activities. For Mali, RTP has completed a cost-per child calculation to assess the cost-efficiency per user and intends to reach 69,100 children in 200 schools. This equates to NOK 507 per child for the total grant of NOK 35 million. RTP's human resource model has been developed with efficiency in mind and includes elements that have been externally assessed as cost-efficient, including the employment of national staff, regional technical support deployed on an as-needed basis, shared human resource costs with local partners, and a progressive reduction of staff in year four and five as CSOs and government partners take on responsibility for the project. In 2014, the Norad-commissioned "Follow the Money" report found that RTP programs are cost-effective and that the direct program costs are cost-efficient. RTP Mali has been successful in meeting many of its

¹³⁴ Ibid.

¹³⁵ RTP 2019 Narrative Report.

¹³⁶ PAQE II, Midline Analysis, 2020.

¹³⁷ KII RTP Norway, March 10, 2021.

¹³⁸ RTP 2019 Narrative Report.

output targets early, that said it has underspent each year of implementation, including spending less than 10% in 2017 due to delays in start-up and arriving at a 75% spend rate in 2019. Even without 2020 expenditure data, and understanding that construction and rehabilitation costs remaining may be equal to if not slightly more than what has been spent to date, RTP Mali will not overspend. Where there have been cost savings, RTP Mali has pivoted to provide refresher trainings or expand the number of individuals reached. In addition, while RTP Mali was ambitious in setting targets for additional activities to reach children and adults (half of these girls and women) through radio and television programming during COVID-19 school interruptions, efforts at sensitization and life-saving information are commendable for the numbers achieved.

Impact. Several on-and-off teachers' strikes in 2019 interrupted teaching practices in schools and created a challenging environment for Pedagogical Advisors, Focal Points Teaching Academies, Director of Pedagogical Animation Center, Director of Teaching Academic, and National Directors of Education to engaged in regular support, monitoring and follow up visits of teachers and schools in target locations. In light of this, RTP Mali pivoted to focus on out-of-school reading sessions and worked with SMCs and PTAs outside of the schools to reinforce community learning. As a result of this, the project surpassed target results related to the engagement of children and communities in reading activities.¹³⁹

RTP has developed targeted internal and external risk analyses against a rank of low, medium and high risk. Internal risk relates to improper management of funds, insufficient child protection measures, inadequate participation of girls and CWD, instability and violence related to the socio-political situation, teacher mobility and strikes, and barriers to enrolment and retention for CWD (which received the highest risk rating). Teacher mobility has been a challenge, but RTP Mali has found anecdotally that teachers who have changed schools are transferring their learning to even more schools outside of the project target schools.¹⁴⁰ This is an unintended positive outcome, but may be balanced by the loss of those same teachers in project target schools. Finally, in the face of COVID-19 which was an unforeseen external risk, RTP Mali pivoted to produce resource support to local and national radio and television at national level as part of information and awareness campaigns. RTP Mali reports that 15,541 children and 54,015 adults were reached through weekly radio messages.¹⁴¹

Sustainability or Scale. RTP Mali has worked with national and local government authorities and supported local civil society organizations under each outcome from the start of the project. Given that PAQE II is an extension of a former GAC-funded project, RTP Mali had key system-level relationships in place¹⁴² and the credibility at community level. Extensive assessment and review in selecting local partners was conducted. Aligning Norad-funding to a project in close-out and extending the success of one project into the efforts of this work has leveraged both tangible and intangible resources. RTP Mali is well-respected by community leaders¹⁴³ though government leaders and CSOs want more transfer of skills and experiences to occur so that each can develop expertise and be less reliable on international NGOs.¹⁴⁴ RTP Mali's awareness of progressive reduction of staff and responsibility over time ensures that ownership of activities is left in the hands of government authorities and local communities. All reading materials developed under this project were validated by the government and have

¹³⁹ RTP 2019 Narrative Report.

¹⁴⁰ KII RTP Norway, March 2021.

¹⁴¹ RTP Revised Results Framework.

¹⁴² KII, Mali, March 2021.

¹⁴³ KII, Mali, March 2021.

¹⁴⁴ KIIs, Mali, March 2021.

effectively been integrated into preservice and in-service teacher training and professional development. Further efforts should be made to bring these activities to scale.¹⁴⁵

Strømme Foundation

Project name	Improved access to primary education for out-of-school children in West Africa
Grant number	GLO-0640 RAF-17/0040
Amount of grant	NOK 43.3 million (Burkina Faso 16.9m NOK, Mali 14.1m NOK and Niger 11.3m NOK) which has been rolled into the framework agreement of 116.m NOK running to 2023 that includes Speed Schools in additional countries.
Country	Burkina Faso, Mali and Niger
Local implementing partner(s)	<ul style="list-style-type: none"> ▪ Association Formation Développement Ruralité (AFDR), Burkina Faso ▪ Association Nationale pour la Traduction de la Bible et de l'Alphabétisation (ANTBA), Burkina Faso ▪ Fondation pour le Développement Communautaire (FDC), Burkina Faso ▪ Association Protestante de la Santé au Mali (APSM), Mali ▪ Groupe de Recherche d'Action et d'Assistance pour le Développement Communautaire (GRAADECOCOM), Mali ▪ Actions Intégrées pour un Développement Durable(AIDD), Niger^[SEP] ▪ Organization Nigérienne des Educateurs Novateurs (ONEN) ▪ Light for the World (LFTW) ▪ Strømme Foundation West Africa (SF WA) (Regional Office of Strømme Foundation)
Description	<p>The Speed School program is a nine-month intervention designed to provide access to education for out-of-school children (OOSC) aged 8-12 and enable them to enrol in a local school to complete their primary education. It consists of a condensed/accelerated curriculum covering grades 1 to 3 that is taught in a temporary school to groups of around 25 learners. Upon completing the program, children are able to enrol in grade 4 of formal primary school. Since the program's start in 2004, more than 141,000 OOSC have completed the program in across the three countries. Unique features of the model include:</p> <ol style="list-style-type: none"> a. Community anchoring: community leaders help raise awareness, identify OOSC so they can access Speed Schools and are involved in the management of the Speed Schools. Local communities also provide the school site as well as food and lodging for the Speed School teacher (animator). b. Language of instruction: teachers use the learner's mother tongue for the first two months before gradually transitioning to French for the remainder of the nine-month Speed School cycle^[SEP]. c. Gender parity: at least 50% of learners are girls^[SEP]. d. Student-teacher ratio: there is a low pupil-teacher ratio with an average of 25 learners per teacher compared to 48 in the formal school system. e. Transition: Speed School graduates are followed up in their transition to formal primary school, usually in Grade 4. A Speed School is always linked with a public primary school

¹⁴⁵ KII, Mali, March 2021.

	<p>within a 5-kilometer radius that is welcoming to Speed School graduates and other OOSC who wish to enrol.</p> <p>Four outcomes include:</p> <ol style="list-style-type: none"> 1. 600 Speed School centers created and operational – 200 in Mali, 240 in Burkina Faso and 160 in Niger over the four years; 2. 15,000 children aged 8-12 (50% girls, 1% CWD) that have never been to school or that have dropped out early are enrolled in Speed Schools; 3. 12,000 children aged 8-12 (50% girls, 1% CWD) complete their training in Speed Schools and transfer to primary schools; and 4. 600 School Management Committees which will be established in Speed Schools to ensure that learners attend on a regular basis and that parents are supportive of their children’s education.
Beneficiaries	<ul style="list-style-type: none"> ▪ 15,000 children aged 8-12 (50% girls) that have never been to school or that have dropped out early; ▪ 1,800 teachers from 600 primary schools who will receive training to improve their capacity to provide quality education ▪ 600 local communities to raise awareness about the importance of education; and ▪ 600 School Management Committees which will be established in Speed Schools to ensure that learners attend on a regular basis and that parents are supportive of their children’s education.
Other key stakeholders	<ul style="list-style-type: none"> ▪ Ministries of Education in the three countries

Relevance. This program is very relevant given the high numbers of OOSC in the region, especially girls and CWLDs, who are a core focus for enrolment in Speed Schools. With teachers using the learners’ mother tongue for the first two months of the program before gradually transitioning to French for the remainder of the nine-month program, this is attractive to students. This also builds on global evidence indicating that early grade mother tongue learning that transitions to a dominant language of instruction helps build a stronger foundation in literacy and numeracy. The program is also providing an important second chance for older children that otherwise would have no opportunity to attend school. Under FAFO’s evaluation of SF’s Speed Schools program funded through a number of different donors, interviews with teachers and school leaders in formal primary schools found that Speed School graduates are transitioning well and performing as well as other students.

Cooperation with government is central to SF’s approach. Speed Schools are linked to a government primary school within a 5km radius, ensuring that graduates can transition to a formal school at the end of the program. Local education authorities are involved in conducting the assessment on Speed School students before they transfer to the formal school system. In 2011, SF set up a sub-regional Speed School Secretariat for the three countries to provide quality assurance to the Speed School program. In December 2018, the responsibilities of the Secretariat were transferred to the three respective governments who have taken on the mandate to compile data on Speed Schools in national education statistics and to have a point person in the ministry of education. SF works through 18 local implementing partners across the three countries (eight in Mali, six in Burkina Faso and four in Niger), strengthening their capacity with management and technical oversight from the SF West Africa regional office.

Efficiency. The program's expected outcomes in Burkina Faso, Mali and Niger over the period 2017-2021 are:¹⁴⁶

1. 600 Speed School centers created and operational – 200 in Mali, 240 in Burkina Faso and 160 in Niger over the four years;
2. 15,000 children aged 8-12 (50% girls, 1% CWD) that have never been to school or that have dropped out early are enrolled in Speed Schools;
3. 12,000 children aged 8-12 (50% girls, 1% CWD) complete their training in Speed Schools and transfer to primary schools; and
4. 600 SMCs which will be established in Speed Schools to ensure that learners attend on a regular basis and that parents are supportive of their children's education.

Reporting across the 2017-2020 period across the two agreements, the following results have been achieved:¹⁴⁷

Outcome 1. 635 Speed School centers (250 in Burkina Faso, 210 in Mali and 175 in Niger) were opened against a target of 600 (240 in Burkina Faso, 200 in Mali and 160 in Niger). The additional 35 school centres were achieved during the 2018-2019 school year.

Outcome 2. 16,669 learners (50% girls) enrolled in Speed Schools between 2017 and 2021 against a target of 15,000.

Outcome 3. 11,617 learners transferred to primary schools with the most recent cohort not yet included in these figures as they are still undertaking their accelerated learning program in the Speed Schools. 88% of these learners transferred into grade 4, 9% into grade 3 and 3% into grade 2. 252 CWD (45% female) were evaluated and transferred – equating to more than 2% of the learners.

Outcome 4. SMCs in all 635 Speed School centres were trained. Facilitators / animators in the centres were trained on inclusive education and gender. Information and awareness meetings were held for teachers of host schools to enable better transition of learners from Speed Schools into formal schools at the end of the program.

Due to delays in signing the contract, only 53% of funds were spent in 2017, and the 2018 budget was then revised upwards and 90% of this was spent in 2018. The target on training was only partially met due to delays and there were also delays on the inclusion pilot. This is the reason for the underspend. From 2018 onwards, this grant was merged within Norad's total framework agreement (2019-2023) with SF and future results will be reported under that.

The evaluation of Speed Schools undertaken by FAFO in 2018, found that the program had a 90% efficiency rate and recommended that SF should be looking at how to ensure higher transition and retention of Speed School students in formal schools to reduce drop out. It was not possible to obtain recent drop out statistics from the governments to know whether retention has improved.

¹⁴⁶ Rapport de Capitalisation, March 2021.

¹⁴⁷ Ibid.

Effectiveness. The program has a strong focus on community sensitization and ownership as well as working with government, which has helped ensure its effectiveness. This echoes the findings of the FAFO evaluation. In addition, it has recruited many female animators to work in Speed Schools as well as ensuring 40% of participants in SMCs are women. Flexibility in the training so that it works for women around their other responsibilities, has been key to attracting female trainers.¹⁴⁸ This coupled with community sensitization on the importance of educating girls, has helped the program be very near to its target of reaching an equal number of girls and boys with 49.5% of enrolled students being girls. In Burkina Faso, a key learning from the program was the importance of adapting targeting tools to account for gender, promotion of girls and of CWD.

In 2017, SF signed an agreement with ADRA-Niger to work together in one region – SF on Speed School and ADRA working to strengthen the formal schools that the Speed School children transfer to. This has helped to join up two of the Norad programs.

SF implements Speed Schools through local partners, with coordinating offices in Burkina Faso and Niger and a regional office in Mali. Speed School classrooms are temporary structures built and provided by local communities using local building materials. SF provides equipment and learning materials for schools disseminated through local implementing partners. Local communities provide food and board for the teacher and find space for the Speed School as their contribution. This approach of working through local implementing partners coupled with the use of temporary structures built by the local community for Speed Schools, all help to provide cost effectiveness. Working through local partners has enabled effective community sensitisation and engagement and helped to identify children who could benefit from Speed Schools.¹⁴⁹ SF has provided training and support to strengthen the capacity of partners.¹⁵⁰ There was no information in SF's reports on the relative effectiveness of different partners in each country.

The FAFO evaluation found that the Speed School program offered value for money when compared to national benchmarks on per student expenditure for primary education – the unit cost of a child spending a 10-month period in a Speed School was US\$132 or US\$0.4 per day much lower than the poverty line of US\$2 per day. However, these figures are based on the costs of local implementing partners and did not include program administrative costs at SF. A Kavli Trust funded evaluation in 2016 found that Speed Schools cost half as much as equivalent formal sector education and used a third of the time to produce a student ready to transfer to grade 4. However, it is important to look more closely at dropout and retention numbers to get an accurate cost effectiveness figure for the program after 1 year or 2 years.¹⁵¹

In Niger, the SF has also been looking at condensing the curriculum for older children into 9 months so that children can transfer into secondary education or vocational training. This is really important to help them in a livelihood.¹⁵² It has also introduced Tamadash, an approach to empower young girls aged 15-25 through 3 hours of accelerated literacy training each day.¹⁵³

¹⁴⁸ KII, Mali, March 2021.

¹⁴⁹ KII, Mali, March 2021.

¹⁵⁰ KII, Mali, March 2021.

¹⁵¹ The FAFO (2018) evaluation found that on average across the three countries, 68% of the 2014-15 cohort were still attending school but this was a much lower percentage in Niger and much higher in Burkina Faso and Mali.

¹⁵² KIIs, Niger, March 2021.

¹⁵³ KIIs, Niger, March 2021.

Impact. SF has clear anti-fraud and corruption policies and well-defined response procedures. SF conducted a detailed conflict sensitive risk analysis and maintains an anonymous complaints and whistleblowing mechanism. That said, the risk analysis could be stronger at the level of child protection mitigation strategies given the populations SF serves. An increase in insecurity coupled with COVID-19, has impacted on the program with some schools being closed in Burkina Faso and Mali. Travel to certain parts of Mali have been difficult with staff requiring military approval before going on field visits.

The program has enabled the mapping of CWD and then provided support to them.¹⁵⁴

Scale or Sustainability of Efforts. Analysis showed that there is a 5% increase in school enrolment of children/siblings among households whose children attended the Speed Schools program, showing a longer-term unanticipated impact of Speed Schools.¹⁵⁵ SF’s holistic approach to programming in the same communities through education (Speed School and Speed School 2/S3A) and economic inclusion support for livelihoods (Saving for Change and Active Literacy), helps strengthen sustainability and maximize overall impact.

Speed Schools feed graduates into government primary schools which are situated within a 5km radius of the Speed School to help make transition sustainable. SF has signed an agreement with the governments in Burkina Faso, Mali and Niger to promote knowledge sharing and collaboration for all of SF’s work in the region. As mentioned above, the governments in each country have now assumed responsibility for the oversight of Speed Schools increasing their likelihood of sustainability.

SF has been able to leverage funding from other donors in addition to Norad. This includes the European Union, Erikshjelpen, Läkermissionen, Kavli Trust Fund, AKO Foundation, Education above All Foundation through Educate a Child program, UNICEF, and Waterloo Foundation.

Woord en Daad

Project name	Job Booster Burkina Faso: Linking TVET and the Job Market
Grant number	HVO-0004 HVO-17/0001
Amount of grant	NOK 60.7m NOK
Country	Burkina Faso
Local implementing partner(s)	<ul style="list-style-type: none"> ▪ Association Evangélique d'Appui au Développement (AEAD) ▪ Christian Relief and Development Organization (CREDO) ▪ Secrétariat Permanent des ONG du Burkina Faso (SPONG)
Description	<p>The overall goal of the project is decreased poverty through increased employment. The overall expected result is that 15,000 young people are enterprising, competent and economically active in a business-friendly environment.</p> <p>The project is working in three regions of Burkina Faso: Hauts-Bassins, Boucle du Mouhoun, and Nord bordering Mali. ^[1]_{SEP}</p>

¹⁵⁴ KII, Mali, March 2021.

¹⁵⁵ SF 2018 Annual Progress Report.

	<p>Planned outcomes include:</p> <ol style="list-style-type: none"> 1. Policy/legislation: civil society actors and business representatives are strengthened for effective dialogue with state actors and monitoring/influencing of public policies; 2. Quality: improved quality and relevance of 41 vocational training centers in three regions; 3. Training: 20,833 rural and urban vulnerable people (at least 50% girls) have access to quality vocational training; and 4. Employment/entrepreneurship: 15,000 trained young people earn a sustainable income.
Beneficiaries	<ul style="list-style-type: none"> ▪ 20,833 vulnerable rural and urban young people (at least 50% girls)
Other key stakeholders	<ul style="list-style-type: none"> ▪ TVET institutes ▪ Commune councils ▪ Private sector ▪ Civil society organization ▪ Regional authority responsible for sectoral dialogue ▪ Chamber of Commerce ▪ Job Booster office ▪ Prime Ministry ▪ Ministère de l'Économie, des Finances et du Développement ▪ Ministère de la Jeunesse et de la Promotion de l'Entrepreneuriat des Jeunes

Relevance.¹⁵⁶ Technical and Vocational Education and Training (TVET) institutes are not sufficiently meeting labor market needs with a weak and theoretical training offer, challenges around the quality and relevance of TVET institutes and high fees for participating in training. Obtaining wage employment in Burkina Faso is strongly linked to networks and family businesses often in the informal sector rather than open recruitment. Strengthening employability amongst youth and their access to labor market opportunities, is thus a key focus with JBBF addressing both the supply and demand side.

At national and regional levels, JBBF has been building relationships and advocating for decent work for youth from both the supply side and the demand side. The government values the impact and role of JBBF in supporting youth employment and regards JBBF as an important partner. JBBF and SPONG have been invited by the re-elected presidential team to work on the development of a new national level youth employment strategy based on JBBF's approach and principles.

The Ministry of Youth and Youth Entrepreneurship (MJPEJ) and the Ministry of Economy, Finance and Development (MINEFID) are considering co-funding JBBF activities in 2021. A decree on TVET has been prepared in the three regions where JBBF is working. An agreement has been signed with the Ministry of Employment to align JBBF with the budget and program strategy on employability of young people and a consultation framework for supporting young people has been put in place. A memorandum of understanding has been put in place with a network of community banks, Réseau des Caisses Populaires du Burkina (RCPB), to support start-up loans for

¹⁵⁶ All quantitative data in this section are taken from Narrative Progress Report 2019 and Annual Plan 2021.

youth entrepreneurs. The tender process set up for TVET centers to provide training based on the labour market needs of enterprises, coupled with the capacity building of TVET centers, is helping to improve the quality and relevance of training and ensure youth have increased employability.

Students participating in the JBBF program contribute a minimum of 30,000 FCFA to access Job Booster courses which include technical training by sector and level of experience, entrepreneurial training, and life skills curriculum developed by Job Booster. JBBF provides an apprenticeship or employment at the end of training. The poorest youth and those with disabilities have their fees covered by JBBF private sponsorship and JBBF has also provided some capacity development to two Disabled People's Organizations (DPOs) to support the development of a business plan in order to make their activities more sustainable and profitable and to provide training for 100 youth living with a disability.¹⁵⁷ Companies are required to make a financial contribution to JBBF when youth from JBBF's training find placement in their employ. The program includes a target for reaching at least 50% young women through its training and employability and has more actively targeted young women in its latter years through a widening of course offerings including hotel cleaning, weaving, sewing and baking, having struggled to attract 50% at the beginning. There has also been positive discrimination to enable young people with disabilities to access guaranteed funds for training.¹⁵⁸

Efficiency.¹⁵⁹ JBBF's four planned outcomes include:

1. **Policy/legislation:** civil society actors and business representatives are strengthened for effective dialogue with state actors and monitoring/influencing of public policies;
2. **Quality:** improved quality and relevance of 41 vocational training centers in three regions;
3. **Training:** 20,833 rural and urban vulnerable people (at least 50% girls) have access to quality vocational training; and
4. **Employment/entrepreneurship:** 15,000 trained young people earn a sustainable income.

Outcome 1. JBBF through its partner SPONG, has engaged with a range of government bodies including the MJPEI as well as with experts from the 14 development planning sectors, parliamentarians, and TVET and decent jobs for youth stakeholders in order to provide a diagnostic report on the draft legal and institutional framework on TVET. SPONG carried out three studies on the enabling environment for TVET, the enabling environment for decent employment, and on young people's access to decent employment study and instruments and tools have been developed to help create such an enabling environment through TVET. Regional trade and decent job fairs that were widely advertised enabled over 3,000 young people and their parents to visit these shows and learn about different trades.

Outcome 2. JBBF completed an assessment of the quality management system (QMS) of 40 TVET centers and overall QMS scores increased from 2.36 (2017) to 2.73 (2020) since the start of the program due to capacity development inputs but this is slightly below the 2020 target of 3.0. About 39 of the centers now score between 3 and 4 for the practice and theory ratio in teaching and learning, showing that TVET centers have improved their emphasis on practical training. All youth who were part of the training programs received quality learning materials. Whilst some training of staff has taken place, the brokering role of JBBF has helped to bring about a

¹⁵⁷ Woord en Daad notes to review team, April 30, 2021 indicate that 317 youth with disabilities were enrolled in 2020 programming.

¹⁵⁸ KII, Burkina Faso, March 2021.

¹⁵⁹ All quantitative data in this section are taken from Narrative Progress Report 2019 and Annual Plan, 2021.

mindset change in center staff and they have needed less training to pivot their approach, so instead the program has focused on improving the relevance of the training provided by centers. Construction of additional classrooms for some of the TVET centers across all three regions is underway which will increase the number of young people who can access training in the future. That said, construction has been scaled back compared to original plans due to a decline in matching funds generated from central level.

Outcome 3. In 2018, JBBF put in place a tendering system to identify the training or recruitment needs of companies and professional organizations and then contract TVET centers to provide training to young people. A committee evaluated the tenders and then TVET centers were selected to provide the training. Preliminary figures at the end of December 2020, showed that 23,853 youth have been trained through the program, with another 5,000 youth due to be trained in 2021, meaning that JBBF has already exceeded reaching the number of participants it originally targeted. In addition to the formal training, JBBF has offered business and entrepreneurship training covering life skills and ICT to boost employability. JBBF targeted reaching 50% women and 9.5% of the poorest youths. It has exceeded its targets for the latter, reaching 14% in 2020 but has found the former more challenging reaching around 36% women by the end of 2020. This was a particular challenge in the early years of the program (e.g. females were 28% of the students trained in 2019) due to the focus on more technical trades, though in 2020, 56% of students reached in the first half of the year were female following engagement with the Ministry of Women, National Solidarity and Families (MFSNF) and a broader approach to include trades that were more attractive to women. Community feedback stated that whilst many youth had been mobilized, fewer female students had enrolled on training courses so this may be an area for more focused attention.¹⁶⁰

Outcome 4. JBBF selects youth to participate in training when they have identified a job with a company or have a business concept or plan for an entrepreneurship venture.¹⁶¹ Preliminary results at the end of December 2020, showed that 14,425 youth trained under JBBF are employed, with another 4,000 youth participating in training in 2021. As it stands, JBBF is very likely to have enabled a larger number of beneficiaries than initially targeted to access work through partnerships with the private sector and pre-set expectations with youth that creates clear purpose and direction for their participation in trainings. These results are also despite delays due to COVID-19 and the functioning of an online database. The database was only launched in 2020 and by the end of the year had 1,047 job seekers and 19 companies registered. Collaboration between JBBF and RCPB resulted in a guarantee fund facilitating the access of young people to finance to support their business plan. To date, 108 business plans have been collected by JBBF regional coordinators and submitted to RCPB for their review. Despite this, community feedback stated that the fact that the guarantee fund had not yet provided funds was an area that the program had not been able to deliver on yet, but that perhaps this was due to the administrative burden in reviewing all the applications.¹⁶² The programme has reached 317 YWD (54% female).¹⁶³

The 2019 JBBF MTR rated the efficiency of the project as 5/6 and this review would concur that the program has been efficient.

¹⁶⁰ KII, Burkina Faso, March 2021.

¹⁶¹ Woord en Daad notes to review team, April 30, 2021: more youth engage in self-employment than in wage employment.

¹⁶² KII, Burkina Faso, March 2021.

¹⁶³ KII, Woord en Daad, March 2021.

Effectiveness. The JBBF MTR review found that the Job Booster approach is cost-effective (scoring 5/6) helping both train young people and enable them to find work. The market approach it takes has continued to create sustainability as the program has continued, with more and more employers committing to it; TVET centers producing graduates with a more practical and relevant training to meet the requirements of the labour market based on the protocols signed with Job Booster; and employers paying for training and then employing young people at the end of their training, thus continuing to create wealth.

Across the program's four outcomes, 35% of the programmatic budget was allocated to Outcome 3 which impacted the largest number of beneficiaries. 27% and 28% respectively was allocated to Outcomes 2 and 4, but there was significant underspend on the construction and rehabilitation element of Outcome 2 due to delays in government approval of building works. A smaller 9% of programming funds were for Outcome 1 on advocacy which seems appropriate.

The program took more time to set up and start activities than originally anticipated, resulting in an underspend in the first two years, but then accelerated spend during 2019 and 2020 and is on track or has exceeded its targets by end of 2020. Whilst Woord en Daad has met Norad's requirement to bring at least 10% of funding to JBBF, it has faced challenges due to COVID-19 in meeting its internal target of 30%. As a result, during 2020, Woord en Daad reviewed its budget for Outcome 2 and reduced some components of infrastructure investment. Whilst this has resulted in reduced outputs, it has not impacted the achievement of the outcome target.

Impact. Woord en Daad has an anti-corruption policy and fraud protocol in place and monitors for even minor financial incompetence. However, there is no available evidence to indicate that a detailed risk analysis incorporating conflict sensitive and do no harm approaches has been developed and integrated into program risk management. COVID-19 impacted on project delivery during the first half of 2020. Young people were not able to access credit as it was not possible for the JBBF team to finalise agreements with the National Guarantee Fund (SOFIGIB) and the RCPB until later in the year. Government officials were not available to make program-related decisions. Nonetheless, the JBBF team was able to make progress towards the youth employment targets with already contracted stakeholders and activity was then accelerated in the second half of the year. Whilst there has been ongoing insecurity in some parts of the country, this has not directly affected JBBF implementation in the regions where it is working. The link with RCPB to enable youth to access finance is a big success of the program as this is one of the key barriers to youth entrepreneurship.¹⁶⁴

There were delays in Woord en Daad developing the database which is now beginning to get hits and see employers link up with potential youth employees. Despite this, Outcome 4 has not been negatively impacted.

JBBF implementing partners have needed support from Woord en Daad technical staff to produce reports on time and with correct data. This support has resulted in better quality reporting in the most recent reports. Strengthening management capacity was also an area highlighted in community feedback.¹⁶⁵

Scale or Sustainability of Efforts. JBBF was the first Job Booster program that Woord en Daad implemented and was seen as a proof of concept. In 2019, the Dutch Embassy asked Woord en Daad to prepare a proposal for Job Booster covering three regions in the north-east of the country and has provided €6m of funding to reach a further

¹⁶⁴ SPONG et Job Booster (2020).

¹⁶⁵ KII, Burkina Faso, March 2021.

10,000 youth between 2020 and 2023 scaling the work a step further. Woord en Daad has also started Job Booster programs in Benin, Chad, Colombia, India and the Philippines. In Chad, Job Booster is now registered as a social enterprise and Woord en Daad is in the process of doing this in Burkina Faso as a subsidiary of the Job Booster Netherlands entity, with the aim for it to operate on a full cost recovery basis for mainstream youth but with external funding for targeted marginalized groups. This will continue to support the sustainability of youth employment in Burkina Faso.

Youth sponsorship at €30 per month helps to support 200 youth beneficiaries on the JBBF program. Woord en Daad had initially hope to contribute 30% of the JBBF program funds through other funding, but has found this a challenge due to COVID-19. However, this has not impacted on the sustainability of the program.

The model of JBBF has some in-built sustainability as it puts young people in touch with the owners of small local businesses needing workers. There is strong demand currently by small and medium enterprises for young workers and this demand is likely to grow. There is therefore a need to scale up the program to more regions and more training centers as is happening through the funding from the Dutch Embassy. However, consideration needs to be given to the national scalability of this intervention and whether local firms will reach saturation point and not be able to meet the demand for jobs from the growing number of youth seeking work.

ANNEX 2 – INTERVIEW PROTOCOLS (FIELD LEVEL PROTOCOLS TRANSLATED INTO FRENCH OR INTERPRETED INTO LOCAL LANGUAGE FOR DATA COLLECTION)

Implementing Organizations at Headquarters Level

1. Can you provide a brief overview of your education and skills training programs in the Central Sahel region?
2. What proportion of your country/regional funding for education and skills training is coming from Norway compared to other sources?
3. What are your other main sources of income and are they are in similar or contrasting areas?
4. How does the Norad-funded work align with the overall regional/country program of your organization?
 - a. Where could there be more alignment?
 - b. How might your organization achieve this?
5. Can you briefly explain the division in roles and responsibilities between you and your colleagues at country/regional level?
6. What have been the top 1-2 significant achievements your organization has made in strengthening education and skills training access and quality for girls, children with disabilities or other marginalized children and at what level (primary/secondary/non-formal)?
 - a. How are your education and skills training programs supporting systems strengthening as well as providing direct support to young people?
7. Are there any outputs or outcomes that have not been met (or have been particularly difficult to meet) and if so, what were the main barriers to achieving them?
8. Who are your main partners on the ground? (e.g. local implementing partners, other NGOs, the UN or other coordinating bodies, private sector, trades unions, etc.)
 - a. How effective is your working relationship with them?
 - b. How have you strengthened their capacity to take this work forward?
 - c. What are the steps you have taken with partners to ensure sustainability regardless of levels of future funding?
9. How are your programs addressing mitigating child marriage, early pregnancy, child labour and school-related gender-based violence?
 - a. Any particular highlights/achievement?
 - b. Any constraints?

10. How has your organization adapted/pivoted your work in light of COVID-19/the humanitarian emergency?
 - a. What constraints have you faced?
 - b. Have there been any unintended consequences (negative or positive)?
 - c. How have you adapted monitoring and evaluation and the programs' results framework?
11. What have been your programs' most effective risk mitigation strategies? Give a concrete example(s) related to the threat/risk and then the mitigation of it.
 - a. What is at least one risk to your education and skills training programs given the changing context or security challenges, to which it would be a stretch for your organization to adapt and still deliver on outputs/outcomes?
12. How does your organization go about ensuring value for money and cost effectiveness in the delivery of your programs?
13. How are you planning to sustain and scale up your work in the country(ies) in which you are working?

Civil Society Organization Country Level

1. Describe your role in supporting the project and your relationship with your organization's headquarter/regional office.
2. How does this Norad-funded project align with or coordinate with other programs managed by your organization in-country?
 - a. Where could there be more alignment?
 - b. How might your organization achieve this?
3. How does your organization's work align with government plans and priorities in youth development related to education and technical vocational skills training?
 - a. Who are your main government partners (at central or regional level)?
 - b. Where could there be more alignment?
 - c. How might this be achieved?
4. How does your organization coordinate with other in-country/regional actors implementing similar programs?
 - a. Who with and what on?
 - b. How effective is the relationship with each partner?
 - c. Who are your main partners on the ground (e.g. local implementing partners, other NGOs, private sector, trades unions, etc.)?

- d. How have you strengthened partner capacity to take the work forward?
5. How is your project supporting systems strengthening of education and skills training as well as providing direct support to youth in terms of learning or livelihoods access (1-2 key achievements)?
 - a. Examples related to girls' education and training?
 - b. Examples related to youth living with disabilities?
6. Are there any project outputs or outcomes that have not been met (or may not be met) and if so, what were the main barriers to achieving them?
7. What are the most relevant and effective aspects of your project that help out-of-school youth access education, learn a demand-driven technical skill, access credit, find wage/self-employment?
 - a. Can you discuss this in terms of young men vs. young women?
 - b. Can you discuss this in terms of youth living with disabilities?
8. How do you measure your impact on:
 - a. Girls' education and training?
 - b. Education access and training for youth living with disabilities?
 - c. Any other vulnerable youth?
9. What are the lessons you have learnt from project implementation?
 - a. Is there anything you would do differently going forward (e.g., strengthening access, improving quality, removing or adding an outcome goal)?
10. How is your project mitigating inequity and exclusion related to girls and youth living with disabilities specifically (i.e., addressing barriers to education and training such as child marriage, early pregnancy, poverty, exploitation, violence)?
 - a. Any particular achievements in overcoming harmful practices that exclude vulnerable groups?
11. Describe your process for M&E, the tools used, the frequency of reporting results and verification of these.
 - a. How is the data collected being used?
 - b. What improvements do you believe are needed related to M&E?
 - c. What project participant feedback mechanisms do you have in place and how has participant feedback improved project implementation? (**Give examples**)
12. How has your organization adapted/pivoted your work in light of COVID-19/the humanitarian emergency?
 - a. Have there been any unintended consequences (negative or positive)?

b. How have you adapted your monitoring and evaluation and your results framework?

13. Can you describe any cost savings or efficiencies you have deployed on the project?

14. How are you planning to sustain and scale up your work in the country in which you are working?

For multi-country programming:

15. To what extent do you collaborate with your colleagues in other countries in the region on this program?

16. Have you seen efficiencies (of scale) operating similar projects on this award within a regional context?

a. What are these?

17. Can you give an example of when knowledge, lessons learned or best practices were shared between countries?

a. How has each country context been taken into account?

b. How has learning resulted in improved results?

Local Implementing Partner or Community-Level Organization Feedback (Triangulation)

1. How has [local project name] supported systems strengthening of education or skills training? (1-2 key achievements)

a. Examples related to girls' education and training?

b. Examples related to youth living with disabilities?

c. Are there other activities that would continue to strengthen this?

2. How has [local project name] supported youth learning or livelihoods access? (1-2 key achievements)

c. Examples related to girls' education and training?

d. Examples related to youth living with disabilities?

e. Are there other activities that would continue to strengthen this?

3. Did the project meet your expectations in terms of the goals and impact described at the outset of project activities?

a. Which goals or outcomes were you expecting to be met that maybe have not been met?

b. Did this surprise you or were there external factors involved in the project not meeting this expectation?

4. Do you find that [local project name] works well with local communities?
 - a. Does [local project name] coordinate with other partners? Which ones?
 - b. How would you describe the [local project name]'s partnership style?
5. Is the project reaching girls and young women?
 - a. Given the challenges, how are they addressing barriers to education and training for girls (child marriage, early pregnancy, poverty, exploitation, violence)?
 - b. Do you think the project could do something different to reduce these barriers to education and training? (**Provide examples** of how a project could more effectively address these barriers)
6. Is the project reaching children and youth living with disabilities? How?
 - a. Do you think the project could do something different to barriers to education and training for children and youth living with disability? (**Provide examples** of how a project could more effectively address this)
7. How has [local project name] strengthened or reinforced your capacity to continue supporting your community?
 - a. Are there any gaps that you feel are not being met to strengthen your ability to advance the work of the project in terms of impact or sustainability?
8. Has [local project name] been able to plan for crisis or conflict situations in light of COVID-19 or other crises?
 - a. Have they communicated with you about delays or program adjustments?
 - b. How would you describe overall communication and coordination with [local project name]?

Central/Local Government Official (Priorities)

1. Within the strategy of your education and skills training plan, where do you believe the greatest gaps exist vis-à-vis support from education and skills training partners?
 - a. How do these gaps affect girls, children with disabilities, children displaced by conflict or flooding?
2. Among the challenges that **girls** face in accessing and remaining in education and skills training, what specifically among these have been the hardest for the government to tackle?
 - a. What support specifically would help overcome these obstacles?
 - b. In terms of behavior change, what has had the greatest impact in mobilizing communities?

3. Among the challenges that **children/youth with disabilities** face in accessing and remaining in education and skills training, what specifically among these have been the hardest for the government to tackle?
 - a. What support specifically would help overcome these obstacles?
 - b. In terms of behavior change, what has had the greatest impact in mobilizing communities?
4. Among the challenges faced by **children/youth in remote rural/displaced or nomadic communities** to access and remain in education and skills training, what specifically among these have been the hardest for the government to tackle?
 - a. What support specifically would help overcome these obstacles? At what level?
 - b. In terms of behavior change, what has had the greatest impact in mobilizing communities?
5. Are there any marginalised children and young people that are not being reached?
 - a. Who are they?
 - b. Where are they?
 - c. What are the barriers?
6. Have there been any effective interventions to mitigate barriers to education and training (related to child marriage, early pregnancy, violence, exclusion, poverty) that disproportionately affects girls/young women and people living with disabilities?
 - a. If no, what would be the most effective ways to partner with government to tackle these challenges? **Give concrete examples** (and at what level, national/regional/local).
7. Is there anything that [insert name of civil society organization/local project name] could do differently to support the government's goals and priorities related to education and technical vocational training access and quality?
 - a. In particular, to increase access or quality for girls, children/youth with disabilities, displaced children/youth?
8. Which other ministries other than Ministry of Education or the Ministry of Employment and Professional Training collaborate on education or demand-driven skills training for children/youth (including for girls/women and people living with disabilities)?
 - a. How is the government thinking about jobs of the future (innovations, emerging markets, regional partnerships, etc.)?
 - b. What ministry handles entrepreneurship for youth?
9. How can government and NGOs work together to increase youth's access to finance and credit?
 - a. What policies exist that are helpful to increase access to finance for youth?

- i. Young women?
 - ii. People living with disabilities?
 - b. What partners are relevant to strengthen access to loans/credit?
 - c. Are there policies or particular policy gaps that exclude girls/young women and people living with disabilities from financial or material resources to engage in self-employment/wage employment?
- 10. Does the Ministry of Education or the Ministry of Employment and Professional Training have any existing or potential future collaborations planned with private sector entities?
 - a. What sectors?
 - b. What companies?

ANNEX 3 – GDPR CONSENT FORM (LIST OF PERSONS INTERVIEWED SUPPLIED UNDER SEPARATE COVER)

GDPR: RESEARCH PROJECTS CONSENT FORM

Thank you for your participation in the **Norad-funded Portfolio Review: Supporting Civil Society in Education 2017-2021**.

This consent form provides information for potential participants in the Portfolio Review to understand how the processing of their personal data will be conducted for the purpose of this review, which is subject to the General Data Protection Regulation (GDPR). Please review the information provided and sign at the bottom to indicate that you have read and understood how your personal data will be processed, know your rights, and consent to this processing as described.

Education Development Center (EDC) is a global nonprofit that advances solutions to improve education, promote health, and expand economic opportunity. As part of fulfilling this mission, our project activities include personal data collection, process, and other related activities. EDC would like to obtain your permission to use your personal information as described below.

The purpose of the **Portfolio Review** will be to assess and document the performance and the results achieved by eight organizations funded under Norad's 2017-2021 call for proposals – *Supporting Civil Society in Education* – in Burkina Faso, Mali and Niger. The review is largely a desk study of relevant and available programmatic, operational and budgetary documentation combined with face-to-face or virtual interviews with each Norad-identified implementing organization and their subsequent EU and country-level representatives, as well as Norwegian MFA and Embassy staff, and national and/or local government authorities where feasible. We will conduct interviews by phone with EU organizational leadership representing each organization, as well as interviews with country counterparts in Mali, Niger and Burkina Faso. All interviews for Burkina Faso will be conducted virtually by phone or Skype. All interviews in Mali and Niger will follow EDC and country-level COVID-19 protocols for health and safety.

Personal information collected will be limited. In addition to the information you directly submit to us, these are the categories of personal information we will use:

- Full name
- Job title
- Organizational affiliation
- Business contact information (telephone no., email)

Personal information is collected for the purpose of attributing responses to a series of interview protocols developed for the purposes of this review and sorting by organization and relevant country presence. These protocols will cover management and implementation efforts, lessons learned, best practice, results, impact, and cost-efficiencies on Norad-funded programming related to this portfolio review and for each organization. Further, feedback through a series of similar interview protocols will be solicited from country-level counterparts and with partners at government and community level on collaboration and coordination efforts with each organization, in particular related to OECD DAC criteria, e.g., relevance, effectiveness, efficiency, impact and sustainability. Personal information will be collected for the purposes of organizing interviews and the notes from all interviews and ensuring these correspond to the appropriate organizations under this review, with the names and titles of those representatives with whom we have spoken appearing in the final report.

We will share your personal data with the following recipients:

- Norad
- EDC staff responsible for this review
- Public authorities, for those situations where we will receive a lawful order to do so.

Your personal data is transferred to the United States for processing, the U.S. has not sought an adequacy decision from the European Commission. This means that there may be risks to your personal data under the U.S. jurisdiction. However, EDC is dedicated to protecting the privacy of our participants and we adopt and implement the safeguards necessary to protect your personal data. We process the personal data you shared with us on the basis of your explicit consent, under Article 49 GDPR, for the purposes and the duration of this project only.

YOUR RIGHTS. Under the GDPR and its implementing laws at national level, you have the following rights, with the conditions and limitations set out in Chapter III of the GDPR:

- To know that your data is being processed;
- To access and receive a copy of your personal data;
- To request corrections of your personal data;
- To request deletion of your data;
- To withdraw your consent at any time.

To exercise your rights or address concerns about how your personal data is being handled, please use the contact information below to submit a request. When you submit a request, please indicate your name, the name of this project, your reasons for making the request, and other details you think will be useful for us to comply with your request. If you will not be satisfied with our reply and how we protect your personal data, you can contact the data protection authority in your home country or in another relevant jurisdiction for this processing activity, pursuant to the conditions of Article 77 GDPR.

If you consent to grant EDC rights to personal data collection as well as organizational documentation related to this review, please sign the form below and return it to one of EDC's representatives.

Contact information.

Amy West
Education Development Center
1025 Thomas Jefferson St. NW, #700
Washington, D.C. 20007
Email: awest@edc.org

Consent signature and Date

By signing this form, I acknowledge that I have carefully read this Consent and fully understand its contents. I am voluntarily signing this Consent of my own free will after having the opportunity to ask questions about this Consent.



I am over 18 years of age and have the right to make this agreement.

(Signature)

(Print Name) _____

(Date) _____

Person Obtaining Consent

(Name of Person Obtaining Consent) _____

(Signature)

(Date) _____

Thank you for your participation.

Annex 4 – List of Source Documents

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Annex 5 - Norad Terms of Reference, Portfolio review: Supporting Civil Society in Education 2017-2021

1. Background

Education is a high priority on the agenda for Norwegian development cooperation in terms of political focus and funding.¹⁶⁶ Norway aims to contribute to Sustainable Development Goal 4 and its overarching global goal for education.¹⁶⁷ Norwegian support to education is channeled through multilateral organizations, bilateral programs and through Norwegian and international civil society organizations.

As outlined in various policy documents, support to education in fragile states and contexts is a priority focus for Norway.¹⁶⁸ Norway's Sahel strategy for 2018-2020 emanates from Norway's strategic framework for engagement in fragile states.¹⁶⁹ One of the three primary objectives for this strategy is to build resilience and lay the foundation for inclusive economic, social and political development. Partly, this objective and ambition aims to ensure that more children, specifically girls, complete their education, including vocational education and training.

In 2017, Norad launched a call for proposals to support civil society in education in Burkina Faso, Niger and Mali. The main priority of the call was on equity and quality of education for children and youth from early childhood care and education to secondary education, including technical and vocational education and training. It also aimed to strengthen civil society through cooperation between civil society partners as well as with private and public education providers and local/national authorities.

Eight organizations were awarded funding of NOK 390 million in total over the contract period. Contracts were given either as new agreements or as addendums to existing agreements with Norad. Several of the organizations also planned mid-term reviews as part of their implementation plans.

In 2020, Norad decided to conduct a portfolio review of this funding awarded to the eight organizations. The aim is to assess if a new round of funding should be launched for support from 2022.

2. Context

Despite increased international focus, support and engagement over the past few years, the security and humanitarian situations in the Sahel has been deteriorating, with a particular negative development in Burkina Faso, Mali and Niger. Governments in the region are using a larger portion of their resources in combating insurgents and terrorism, with subsequently fewer resources available for socio-economic development. The security situation, and one of the world's highest population growth, makes access to quality education a challenge in the Sahel. UNESCO estimates that two thirds of girls in Niger and more than half of the girls in Mali

¹⁶⁶ White Paper on Education for Development (Meld St. 2013-2014), budget proposals - Prop. 15.

¹⁶⁷ "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

¹⁶⁸ Strategisk rammeverk for norsk innsats i sårbare stater og regioner, 2017 (Strategic Framework for Norwegian Engagement in Fragile States and Regions), Norway's Humanitarian Strategy, 2018.

¹⁶⁹ A new strategy for the Sahel for 2021 onwards is under development.

are out of school.¹⁷⁰ More than nine out of ten out-of-school girls will never enter school.¹⁷¹ For those in school, the dropout rate is high and learning outcomes are very low.¹⁷²

Girls and children with disabilities, children affected by the crisis and those in rural areas are particularly marginalized in education. High prevalence of child marriages, early childbearing and gender-based violence act as barriers to education for girls.¹⁷³

There is a growing humanitarian crisis in Mali and Burkina Faso and parts of Niger. According to UN OCHA, more than 13.4 million people need humanitarian assistance, and 1.6 million people are internally displaced.¹⁷⁴ Attacks and threats on schools and against teachers and students are becoming more and more common, which further worsens the situation of children. As of December 2019, 3315 schools were closed or non-functional due to insecurity in the three countries.¹⁷⁵

The security situation is a challenge for the operation of humanitarian and development organizations, due to high risks in volatile and complex situations.

The COVID-19 pandemic, the recent floods in Niger, the military coup in Mali and subsequent ECOWAS restrictions have all further exacerbated the situation in the Sahel. As of December 2020, 3.4 million people are suffering from food insecurity and the number is expected to go up to 5.4 million people during the 2021 lean season.¹⁷⁶

3. Purpose and intended use

The purpose of this review is to assess and document the performance and the results achieved by the eight organizations funded under Norad's 2017-2021 call for proposals – *Supporting Civil Society in Education* – in Burkina Faso, Mali and Niger.

This assessment will inform a possible new period of funding from 2022. Recommendations to Norad and the organizations funded should be included.

4. Scope and review questions

The review shall assess and document the results of the portfolio funded under Norad's 2017-2021 call for proposals – *Supporting Civil Society in Education*.

1) Relevance:

¹⁷⁰ <http://uis.unesco.org/apps/visualisations/oosci-data-tool/index-fr.html#en/NER/in-out-school/girls-boys>

¹⁷¹ UNESCO - Enfants non scolarisés

¹⁷² PASEC (2014) - http://www.pasec.confemen.org/wp-content/uploads/2015/12/Rapport_Pasec2014_GB_webv2.pdf

¹⁷³ Education is the Key: <https://www.girlsnotbrides.es/wp-content/uploads/2019/05/Child-marriage-in-the-Sahel.pdf>

¹⁷⁴ WFP Central Sahel Situation Report (4 December 2020) - Burkina Faso | ReliefWeb

¹⁷⁵ UNICEF (2020) Central Sahel Advocacy Brief

¹⁷⁶ <https://reliefweb.int/sites/reliefweb.int/files/resources/CENTRAL%20SAHEL%20External%20Situation%20Report%204%20December%202020.pdf>

- a) To what extent are the programs aligned with national plans and coordinated with other actors?
- b) Provide an overview of how the implementing organizations have focused on gender equality and girls' education, as well as access to education for children with disabilities.

2) Efficiency:

- a) Assess the achievement of results vis-à-vis the goals identified in the original call for proposals and approved proposals, and to what extent have results been achieved according to plan.
- b) Have the interventions resulted in any unintended effects?

3) Effectiveness:

- a) Is there a reasonable relationship between the funding provided and the results achieved, given the contextual challenges and processes necessary for safe and responsive implementation?

4) Risks and key cross-cutting issues:

- a) Review available risk assessments and mitigation plans that form part of the projects, and the impact of their strategies towards risk reduction. Assess how the organizations have included approaches to avoid any unintended effects related to human rights, environment and climate change, conflict sensitivity and anti-corruption in their programs' implementation (i.e., Do No Harm).
- b) Assess the sustainability of the results. Have contextual or other factors contributed to or impeded progress?

5) Identify lessons learned from the implementation of the entirety of the portfolio, for Norad's use in assessing the need for a new round of funding:

- a) Recommendations for a possible new period of funding, and any need for adjustments.
- b) Recommendations to Norad regarding its management of the portfolio and engagement with the Norwegian Embassy in Bamako

5. Approach and methodology

The review will have two phases: a desk study and inception report, and a field visit (if feasible) and a final report.

The study should mostly be done as a desk study of relevant documents and combined with interviews with a selection of implementing organizations, Norad, MFA and Embassy staff, and national and/or local authorities if feasible. Given the limitations from COVID-19 and other security concerns in the region, it should be assessed if a field visit should be undertaken. If this is not possible, then the consultants should work together with in-country consultant(s) to verify results and conduct remote digital interviews.

The desk review should include a review and analysis of the following:

- Results from the implementing organizations
- Baseline data
- Relevant strategies
- Expenditure data
- Program documentation
- Relevant reviews or evaluations
- Available census or survey results etc. to provide a general socioeconomic status and a sense of educational status.

A detailed plan for the review including a more developed timeline and methodology for the study should be outlined in the inception report. The inception and draft report will be approved by Norad.

Relevant methodological issues to address in the inception report are:

- The need for more than one source of information (Triangulation)
- Preferences towards quantitative versus qualitative, or mixed, approach (if relevant)
- Sources of information (not exhaustive list)
- Preferences on data collection methods (desk review, field data collection etc.)
- A requirement that methodological challenges and hence potential limitation in findings and conclusions are included in the report.

A short overview of all Norwegian funding to education activities in the Sahel will be provided by Norad.

6. Quality standards

OECD/DAC Quality Standards for Development Evaluations¹² should serve as a reference point for ensuring the quality of this external independent evaluation. A non-negotiable standard is that all findings and conclusions must be backed by reference to evidence (source) and their magnitude/representativeness commented (OECD/DAC standard). Other issues to address in the final report are routines for quality assurance within the evaluation team and ethical standards (e.g. confidentiality of informants, sensitivity and respect to stakeholders, Do No Harm, Code of Conduct etc.).

7. Roles and responsibilities

The consultants will be responsible for developing a sound methodology for the study, planning and conducting a consultative review and managing data collection, as well as writing up the report and presenting the findings and recommendations to Norad.

Norad will have overall responsibility for this review; Norad is responsible for contracting and will cover the costs of the review as well as being responsible for the approval of the final report.

Norad will be responsible for facilitating the review process through providing relevant documentation, data, lists of contact persons in Oslo, at the relevant Embassy and with the organizations funded.

8. Reporting

The portfolio review should not exceed 45 days, distributed within the team. An inception report of maximum seven pages should be submitted to Norad no later than three weeks after the contract is signed.

A draft report of maximum 30 pages (excluding annexes) should be submitted to Norad by April 1st, 2021. Two weeks will be given for comments by Norad.

The final report should be submitted no later than May 1st, 2021, two weeks after receiving written comments from Norad.

The final report should include the questions delineated in section 4 above. The report should also include a short summary of key findings, conclusions and recommendations. The report should be written in English and submitted to Norad electronically (final report in PDF).