



NORAD COLLECTED REVIEWS

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## Inclusive Education in the Sahel

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End Review

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## **Inclusive Education in the Sahel**

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## Regional Report

### Final external evaluation

*Project: Inclusive Education in the Sahel NORAD*

**Project duration: September 2017 - December 2022**

**Evaluation period: October 2022 - March 2023**

*AMD International*

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Humanity & Inclusion

Operations Department

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## Acronyms and abbreviations

AFD	: French Development Agency
AMD	: "Associés en Management public et Développement"
ANCEFA	: African Network Campaign for Education For All
ASO-EPT/Niger	: Coalition of Associations, Trade Unions, and NGOs of the Education for All Campaign in Niger
AU	: African Union
CAP	: Centre for Education and Animation / "Centre d'Animation Pédagogique"
CCEB-BF	: Consultation Framework for NGOs/Associations active in Basic Education in Burkina Faso
CCIE	: Communal Committees for Inclusive Education
CN-EPT/BF	: National Coalition for Education for All in Burkina Faso
CONFEMEN	: Conference of Ministers of Education of French-speaking States and Governments
COSC-EPT/Mali	: Coalition of Civil Society Organizations for Education for All in Mali
CSO	: Civil Society Organizations
DIY	: Do-it-yourself
DNEPS	: National. Directorate of Preschool and Special Education
DPO	: Disabled People's Organizations
ECOWAS	: Economic Community of West African States
EFA	: Education For All
EQUITHE	: Inclusive Education and Quality School Facilities to improve the resilience of vulnerable children in the region of Timbuktu
ENI	: "Ecoles Normales d'Instituteurs"
FEBAH	: Burkina Faso Federation of Associations of People with Disabilities
FEMAPH	: Malian Federation of Associations of Disabled People
FNPH	: Niger Federation of Disabled People
GPE	: Global Partnership for Education
HI	: Humanity & Inclusion
HWD	: Hand Washing Devices
ICT	: Information and Communication Technologies
IDP	: Internally Displaced Persons
IES	: Inclusive Education in the Sahel
M&E	: Monitoring and Evaluation
NGO	: Non-Governmental Organization
Norad	: Norwegian Agency for Development Cooperation
OCHA	: Office for the Coordination of Humanitarian Affairs
PMA	: Pupil Mothers Associations
PTA/PTO	: Parent Teacher Associations/Organizations
REPEI	: Network for the Promotion of Inclusive and Integrative Education
RJPEI	: Network of journalists for the promotion of inclusive education
SAHA	: Sahel-Atlantic
SMC	: School Management Committee
ST-ESU/BF	: Technical Secretariat for Education in Emergency Situations in Burkina Faso
TFP	: Technical and Financial Partners

ToRs : Terms of References  
UNESCO : United Nations Educational, Scientific and Cultural Organization  
WAEMU/UEMOA : West African Economic and Monetary Union  
WAFOD : West Africa Federation of the Disabled

## Executive Summary

**Introduction:** This evaluation focuses on the *Inclusive Education in the Sahel (IES) project*. Funded by the Norwegian Agency for Development Cooperation (Norad), the IES project was implemented in Burkina Faso, Mali and Niger between September 2017 and December 2022. The implementation was done by Humanity & Inclusion (HI) in partnership with two sub-regional organizations namely the African Network Campaign for Education For All (ANCEFA) and the West Africa Federation of the Disabled (WAFOD) with their national federations. The overall objective of this project was to improve access and retention of marginalized girls and boys in quality education. Four outcomes were expected, including (i) O1. More children with disabilities and refugees are enrolled in school; (ii) O2. Schools are physically accessible to all children; (iii) O3. Education systems in Burkina Faso, Mali, and Niger become increasingly inclusive; (iv) O4. The quality of services is strengthened and learning methods become more inclusive. Interventions have benefited marginalized girls and boys, including children with disabilities, refugees, and IDPs. Other stakeholders include institutional partners (ministries in charge of education and urban planning), civil society organizations (CSOs), implementing partners, educational staff, and parents. This evaluation was commissioned and funded by HI's project Regional Coordination. The evaluation took place over the period from September 2022 to March 2023. It was conducted by an independent team of three consultants under the coordination of the consulting firm «Associés en Management public et Développement» (AMD) International.

**Purpose of the evaluation:** The evaluation has a dual purpose, including: (i) accountability, to provide key stakeholders, including the funding partner and rights holders (marginalized children), with solid evidence of the extent to which the project achieved its intended results; and (ii) learning, to highlight elements of capitalization in the form of good and/or bad practices to be replicated and/or avoided in the design of future funding and implementation strategies.

**Evaluation objectives:** The overall objective of the evaluation is to assess the performance and quality of the activities and mechanisms of the Inclusive Education in the Sahel Project in order to improve the design of future opportunities.

**Evaluation criteria and questions:** This evaluation is guided by five criteria drawn from the HI project quality framework: sustainability, capacity, efficiency, effectiveness, and cooperation. A total of six evaluation questions were addressed.

### Evaluation Methodology:

**Approach:** This evaluation draws on Howard's (2009) and Chen's (2012) theory-driven approach to understanding the successes and failures of implemented interventions and approaches by examining the initial assumptions, contextual factors, and critical mechanisms that contributed to the achievement or non-achievement of intended outcomes.

**Data collection methods and tools:** In addition to the document review, qualitative methods (semi-structured individual interviews, group discussions, and direct observation) were used through the following data collection tools: (i) individual interview guides intended for key informants (HI regional coordination staff and country project teams, institutional actors and NGO implementation partners); (ii) focus group guides intended for schools (children) and communities (men and women), and (iv) an observation guide. The combination of these methods made it possible to collect data (secondary and primary qualitative) from different sources and to ensure triangulation.

**Sampling strategy:** The collection of primary qualitative data through interviews (individual or focus group) covered all three countries: Burkina Faso, Mali, and Niger. In each country, the evaluation visited a few localities: the provinces of Kadiogo and Boulgou in Burkina Faso, Bamako and Sikasso in Mali, and Niamey and Maradi in Niger. The selection of people to be interviewed for the collection of primary data (individual interviews and focus groups) was made by reasoned choice with the HI project teams. A total of 52 individual interviews and 41 focus groups were conducted.

**Data Analysis Methods:** The data analysis combined quantitative and qualitative methods. The analysis of quantitative data from the project's monitoring and evaluation system was based primarily on descriptive



statistics and graphical representations, using Excel software. The qualitative analysis used a thematic content analysis of the qualitative interviews, following an inductive approach that allowed for the identification, categorization, description, and interpretation of significant ideas and opinions. The qualitative analysis of the data was carried out using NVIVO software. The quantitative and qualitative data obtained from the different secondary and primary sources were cross-referenced in a triangulation logic, to ensure that each analysis finding is supported by several methods and data sources.

### Evaluation of key findings (by criteria)

**Sustainability (anticipation):** The project has been well anticipated in its design and implementation of the ownership of activities by its institutional actors and NGO partners. Indeed, this ownership of the activities was thought out and promoted through several activities and mechanisms, including (i) the adoption of the DIY strategy, (ii) the constitution of a pool of national trainers in each country, (iii) the development of manuals and training modules on inclusive education, (iv) the advocacy for the integration of modules on inclusive education in pre-service and in-service training in the three countries. However, the document that serves as the exit strategy for the project suffers from a late and not very participatory development process. While the Quality Reference Framework for HI projects recommends it at the diagnostic step and requires it during the implementation of the project, the exit strategy document was produced at the demand of the financial partner one year before the end of the project.

**Capacities (skills):** The various technical and material supports provided under the project are consistent with the skills and capacity gaps of implementing partners, including institutional actors and civil society. To do so, a combination of capacity-building approaches was used, including the adult training approach, webinars, exchange and experience-sharing visits, capitalization studies and research, coaching by teams, and various technical and material supports. The support provided (skills and capacities) enabled the implementing partners to fully and effectively fulfill their mandate with the beneficiaries by carrying out almost all of the project's activities despite the difficult context marked by COVID-19 and the insecurity in the project's intervention areas. However, the evaluator deplors the fact that capacity building was carried out without a prior assessment of the capacities and needs of the implementing partners, which would have allowed for a more exhaustive identification of any capacity gaps to be filled and for the prioritization of strengthening needs. Furthermore, the studies, particularly the thematic research on ICT and girls' schooling, would have been more beneficial to the implementation of the project if they had been carried out at the beginning of the project. Within the framework of capacity building, gender was considered through i) gender-sensitive (protection of learners with disabilities against gender-based violence in schools) and gender-specific (gender-age-disability and intersectionality) training themes, ii) gender guidelines in staff training, as well as iii) thematic research on the link between gender and disability (situation of schooling of girls with disabilities in the three countries).

**Efficiency (flexibility):** In general, the project has tried to adapt to the changing context by responding to the new needs (of the different actors) resulting from the COVID-19 pandemic and the growing insecurity in the intervention areas. Responding to emerging needs has enabled the project to continue implementing activities to ensure school continuity, prevent dropout, ensure child protection in schools, and address the humanitarian needs of internally displaced persons. Specifically, the project (i) provided children with disabilities with listening equipment to exploit digital educational resources and follow a distance learning through community radios, (ii) contributed to the establishment of conditions necessary for the reopening of schools closed as a result of COVID-19, and (iii) strengthened the capacity of actors to develop and administer distance learning. The Communal Committees for Inclusive Education (CCIE), for their part, directed displaced children to schools and health and social care structures (shelter, food, clothing).

Although the multi-sectoral approach was effective at the operational level through the involvement of the health and social action sectors for health and social care, it did not sufficiently involve the actors at the strategic level (participation in the national steering committee, for example). This would have helped to strengthen the operational actions.

**Effectiveness:** The IES project demonstrated good performance in implementing activities and achieving targets. 13 or 72% of the indicators reached 100% of their targets. The implementation of the project has led to positive changes in the field. In the partner schools, an increase in the school enrollment of children with disabilities and refugee or internally displaced children has been noted, as well as a clear improvement in the school retention rate of these marginalized children, solidarity between non-disabled and disabled students, and acceptance of disability by the communities. The sensitization themes were gender sensitive through topics such as the overload of domestic work for girls with disabilities, the perception of disability by the community, the issue of child marriage, gender-based violence, and protection issues for girls with disabilities. In addition, several policy documents and action plans now integrate inclusion. These changes at the institutional level augur well for important results at the level of the three countries. Stakeholders are aware of the need to maintain advocacy with the Government and local authorities for substantial public funding for inclusive education. The challenge of the inclusive education continuum (from primary to secondary school or vocational training) remains.

**Cooperation (Selection and Involvement):** The choice of institutional partners and implementing NGOs is relevant, given the following reasons: (i) the alignment of the partners' areas of intervention with the project's objectives of promoting inclusive education, (ii) the diversity and good representativeness of the member organizations at the level of each country and at the deconcentrated level (region, province, department); (iii) the partner's potential for influencing national education policies, (iv) the experience of previous collaboration or existence of a framework agreement with HI. These judicious choices allowed the project to achieve a good rate of efficiency in the implementation of activities and expected results. The project also provided opportunities to strengthen collaboration between the various stakeholders through the steering committees at the regional, national, and local levels (DPOs and CSOs).

However, the IES project failed to conduct a prior analysis of the technical, operational, and financial capacities of the partners before their selection at the design stage. Furthermore, the sub-regional organizations (WAFOD, ANCEFA) and their national entities as well as the ministries in charge of education, the main partners in the implementation of the project, were not involved from the design phase. This constitutes a shortcoming about the minimum commitments of HI in terms of management and monitoring evaluation. The omission of institutional actors as statutory members of the regional steering committee has limited the possibilities of sharing experiences between the three countries.

## Recommendations

The main recommendations made to HI and its partners, with regard to the findings and conclusions of the evaluation, are the following:

**Recommendation 1:** Strengthen the multisectoral approach in future interventions to promote inclusive education by considering health and social action actors; *Addressed to HI.*

**Recommendation 2:** Improve project management through compliance with the requirements and recommendations of HI's Project Quality Guidelines; *Addressed to HI.*

**Recommendation 3:** Improve the care of children with disabilities and integrate the humanitarian component into future interventions in inclusive education developed in the context of insecurity by specifically allocating resources to it; *Addressed to: HI, Government, NGO partners.*

**Recommendation 4:** Strengthen the sharing of the main results of the project with the different stakeholders of inclusive education through the major national events (education day, girls' education day, disability day). *Addressed to: HI and Government.*

**Recommendation 5:** Strengthen the production of knowledge and the sharing of experiences with institutional actors in the framework of future multi-country interventions; *Addressed to: HI, NGO partners.*

**Recommendation 6:** In future interventions, strengthen advocacy with institutional actors (ministerial departments and institutions) for substantial public funding of inclusive education and the strengthening of the continuum of inclusive education and vocational training for pupils with disabilities leaving primary school. *Addressed to: HI, NGO partners.*

## 1. Presentation of the evaluated intervention

### 1.1 HI and the relevant intervention

HI is an independent and impartial aid and development organization working in situations of poverty and exclusion, conflict, and disaster. HI's objective is to contribute to the satisfaction of the basic needs of disabled and vulnerable people, to the improvement of their living conditions, and to the promotion of respect for their dignity and their fundamental rights. HI defends the rights of people with disabilities and responds to the urgent needs of people affected by violence. It implements projects in several areas in coordination with local partners and other international organizations. The main areas of intervention of HI are i) emergency assistance to populations, ii) prevention of disabilities and disabling diseases, iii) fitting and rehabilitation of people with disabilities, iv) educational, professional, social, and economic integration, v) action against mines, explosive remnants of war and the use of weapons in populated areas and vi) promotion of the rights of people with disabilities.

As part of its mandate, HI has been implementing since 2017 in partnership with ANCEFA and its national federations as well as WAFOD and its national federations, the *Inclusive Education in the Sahel Project* in Burkina Faso, Mali, and Niger. With an initial duration of 52 months (September 2017 to December 2021), this project has benefited from a No cost extension (finalization of certain activities) as well as a cost extension for the year 2022 (new targets for 2022). It is funded by the Norwegian Agency for Development Cooperation (Norad).

With a budget of NOK 69,473,1341<sup>1</sup>, the project covers Burkina Faso (4 provinces of Kadiogo, Boulgou, Séno, and Soum), Mali (Communes V and VI of Bamako, communes of Timbuktu and Sikasso) and Niger (Niamey, Maradi and Tahoua regions).

### 1.2 Objectives of the intervention

The objective of the IES project is to improve access and retention of marginalized girls and boys in compulsory quality education. The project targets: i) 36,066 girls and boys with disabilities, refugees, or internally displaced persons, ii) 4,571 teachers and principals in 983 partner schools, iii) 5,624 civil society representatives (education coalitions, Disabled People's Organizations (DPOs), school management committees, parents' associations), iv) 1,387 policymakers, v) 276,000 girls and boys enrolled in partner schools and communities in the intervention zones.

### 1.3 Expected Outcomes, Outputs, and Approaches of the Intervention

#### *Expected outcomes and outputs of the IES project*

At the design phase, the project identified 4 outcomes and 6 outputs, for which 22 main activities were defined. The number of activities for each outcome is presented in the table below.

Results	Outputs	Number of activities
<b>Outcome 1:</b> More children with disabilities and refugees are enrolled in school.	<b>Output 1.1:</b> Communities, parents, and family members of persons with disabilities and refugee children received information on the right to education for all children, particularly on disability issues.	4

<sup>1</sup> This is the overall project budget for all three countries.

Results	Outputs	Number of activities
	<b>Output 1.2:</b> Communities, schools, and parents support the identification of children with disabilities and refugee children who are out of school	
<b>Outcome 2:</b> Schools are physically accessible to all children	<b>Output 2.1:</b> The physical infrastructure of partner schools is improved	5
<b>Outcome 3:</b> Education systems in Burkina Faso, Mali, and Niger become increasingly inclusive	<b>Output 3.1:</b> Education stakeholders are better equipped to advocate for the inclusion of children with disabilities and refugee children in education.	6
<b>Outcome 4:</b> Quality of services is strengthened and learning methods become more inclusive	<b>Output 4.1:</b> Children with special educational needs receive appropriate educational responses (materials and approaches). <b>Output 4.2:</b> Education staff is supported to increase their capacity for inclusive education.	7

### *Project Implementation Approaches*

The implementation of the IES project in the intervention areas was guided by the following main approaches:

- ***Child-centered approach:*** This approach requires that the intervention be centered on the best interests of the child. It consists in ensuring, within the framework of the project's activities, that the fundamental principles of children's rights are respected, in particular the principles of respect and dignity, non-discrimination, taking into account the best interests of the child and the participation of the child;
- ***Multi-sectoral and multi-actor approach:*** The approach aims to meet the needs and expectations of children in terms of education through a holistic approach that takes into account the needs of health, rehabilitation, social protection, and water, hygiene, and sanitation. Furthermore, the approach is said to be multi-actor because of the diversity of actors involved in the implementation of the project: institutional actors, local authorities, non-governmental organizations (NGOs), and associations.
- ***Do-it-yourself (DIY) Strategy:*** Through this strategy, HI has strengthened the capacities of institutional actors and NGOs, and associations for the implementation of certain activities. The empowerment of these actors is based on the principle of subsidiarity, which requires that the distribution of activities be guided by the principle of comparative advantages. Awareness-raising and advocacy activities have been entrusted to CSOs, in particular the Disabled People's Organizations (DPOs), and certain capacity-building activities have also been entrusted to institutional education stakeholders.
- ***Capacity building of actors:*** HI has integrated the capacity building of actors in the implementation approaches of the IES project. This has allowed reaching urban planning agents, representatives of CSOs and DPOs, educational actors, especially teachers and pedagogical supervisors, and policymakers. At the sub-regional level, the capacity building consisted of training for steering committee members on disability, inclusive education, education policy analysis, and education advocacy techniques.
- ***Advocacy with Technical and Financial Partners (TFPs), ministerial departments, and local authorities:*** The advocacy component of the IES project has been implemented at three levels: regional, national, and local. The ANCEFA, WAFOD, and HI teams advocated for inclusive education at international forums (i. the High-Level Political Forum for Sustainable Development, ii) the Global Partnership for Education (GPE) Conference, iii) the Pan-African High-Level Conference on Education, and iv) the African Union (AU) Summits. At the national level, advocacy activities were essentially conducted by CSOs, which are considered to be the voice of rights holders to duty bearers. These CSOs, which include NGOs, DPOs, national coalitions of Education For All (EFA) CSOs, Parent Teacher Associations/Organizations (PTA/PTO), and Pupil Mothers Associations (PMAs), are

active in national consultation forums. The objective of the advocacy is to enlighten decision-makers on disability issues and to demonstrate the need to systematically integrate inclusion into educational policy documents and resource allocation in terms of adapted/inclusive teaching materials and personnel. At the local level, the goal of advocacy is to influence local authorities (in this case, mayors) to take inclusive education into account in communal development plans. The Communal Committees for Inclusive Education (CCIE) have contributed to this advocacy. It should be noted that the CCIE are multi-stakeholder platform made up of the mayor or his or her representative, the communal services in charge of education, a health agent, representatives of the social service, the service for the promotion of women and children, a representative of the urban planning services, a representative of the Centre for Education and Animation (CAP), as well as representatives of the PTA/PTO, PMAs, and DPOs.

## 2. Presentation of the evaluation

### 2.1 Purpose and objectives

#### *Purpose of the evaluation*

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The purpose of this evaluation is twofold: accountability and learning. In terms of accountability, this evaluation will provide solid evidence of the extent to which the project has achieved its intended results, both to the funding partner, Norad (vertical accountability), and to the rights holders, including girls and boys with disabilities and refugee and IDP children (horizontal accountability). At the learning level, this evaluation should highlight elements of capitalization in the form of good and/or bad practices to be replicated and/or avoided in the design of future funding and proposal implementation strategies for the HI program, other organizations, and the funding partner.

#### *Objectives of the evaluation*

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Overall, this mission aims to evaluate the performance and quality of the activities and mechanisms of the IES project to improve the design of future opportunities. The objectives of the evaluation are:

- To assess whether the post-project phase (in particular the transfer of activities after the intervention to actors capable of continuing them) has been sufficiently anticipated and prepared;
- To assess the extent to which the capacity building achieved during the project has enabled the implementing actors, communal commissions members, members of DPOs and other associations, teachers, and policymakers to fully and effectively fulfill their mandate with the beneficiaries;
- To assess the degree of adaptability of the intervention in the face of the changing context, needs, and risks, particularly security risks, to achieve results;
- To measure the degree of achievement of the results in relation to the objectives;
- To assess the extent to which the partnership strategy (concerning contractual and implementation partners) put in place (choice of actors, role, responsibilities) has allowed for effective involvement of the partners and has contributed to the achievement of the objectives set;
- To assess the impact of the implementation of collaborative mechanisms between partners on the achievement of project results.

### 2.2 Evaluation Criteria and Questions

This evaluation was conducted, in accordance with the HI project quality framework, through five evaluation criteria: sustainability, capacity, efficiency, effectiveness, and cooperation. The criteria were assessed through six evaluation questions. The evaluation matrix (see Appendix 3) details for each of the evaluation questions, the sub-questions, the measurement indicators, the data required, the data sources, and the data collection methods.

### 2.3 Methodology approach

This evaluation draws on Howard's (2009) and Chen's (2012) theory-driven evaluation approach to understand the project's successes and failures by examining initial assumptions and contextual factors. Deploying such an approach required not only a fully participatory and inclusive approach but also an essentially qualitative evaluation methodology. The participatory approach consisted of associating and involving the various stakeholders in the different phases of the evaluation process according to their role in guiding, facilitating the process, and validating the results of the evaluation, or as primary sources of information for the analysis of the evaluative questions. Stakeholder participation was achieved through meetings with the evaluation steering committee to frame, amend and validate the deliverables, and through data collection from target groups and

project implementation actors, taking care to include women, children, and men of various categories and groups in vulnerable situations (girls and boys with disabilities, IDPs and refugees).

### *Data collection methods and tools*

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The data collection methods used include document review and qualitative methods (individual interviews and focus group discussions). The data collection tools used are (i) the reading grid (for the literature review), (ii) the individual interview guides, and (iii) the focus group guides.

**Documentary review:** The document review was conducted throughout the evaluation process. It consisted, on the one hand of the exploitation of relevant documentation on the project (activity reports, study reports, performance reports), on national and sectoral strategies for education and inclusive education, and on the other hand, of the consultation of quantitative databases (disaggregated by gender when necessary) of the project, obtained from the project teams, the implementing partners and other key stakeholders. It provided secondary data to inform the overall context of the project design, the conditions of implementation of activities, the evaluation matrix, and the development of data collection tools. It also helped to triangulate with secondary and primary data collected from stakeholders (individual interviews and focus groups).

**Qualitative Data Collection Methods:** Qualitative methods are based on three types of data collection presented below:

- **Individual interviews:** The method of data collection by semi-structured individual interviews was done using semi-structured interview guides according to the actors, their roles and responsibilities, and their level of involvement. The individual interview guide was used for exchanges with the members of the HI regional coordination, the HI project team in Burkina Faso, Mali, and Niger, institutional actors at the central, deconcentrated, and decentralized levels, partner NGOs (ANCEFA, WAFOD) and their national branches, local elected officials, deconcentrated technical services in charge of education, and the heads of local NGOs/associations involved.
- **Focus groups:** Focus groups were conducted using a focus group facilitation guide at the school level with children and at the community level with men and women to gather opinions, perceptions, changes experienced, and consideration of the specific needs of marginalized children, including children with disabilities.
- **Direct observation:** Direct observations (with supporting images) were made during field visits to the intervention sites selected for data collection to assess the quality of physical achievements, teacher-student and student-student interactions.

### *Sampling strategy*

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The data collection covered all three countries: Burkina Faso, Mali, and Niger. In each country, the evaluation visited a few localities, namely: the provinces of Kadiogo and Boulgou in Burkina Faso, Bamako, and Sikasso in Mali as well as Niamey and Maradi in Niger. The selection of people to be interviewed for the collection of primary data (individual interviews and focus groups) was made by reasoned choice with the HI project teams. A total of 52 individual interviews and 41 focus groups were conducted. The table presented in Appendix 4 gives an overview of the data collection in the field.

## **2.4 Implementation approach**

The strategy adopted for this evaluation consisted of designing the study in three phases: i) a mission preparation phase, ii) a data collection and processing phase and iii) a data analysis and reporting phase.

### *Preparation phase*

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The mission preparation phase involved several activities, including the mission scoping meeting, the development of the evaluation matrix, and the development of data collection tools.

**Scoping meeting:** The scoping process began with a meeting held in October 2022 with the country project teams and the regional coordination. On this occasion, the evaluation team presented its understanding of the mission, the proposed methodological approach, and the draft evaluation matrix. Contributions in terms of clarifications or suggestions were made to the evaluation team.

**Development of the evaluation matrix and data collection tools:** Following the first meeting and the documentation made available, the evaluation team developed the evaluation matrix and data collection tools as well as the inception report. This report was validated by the steering committee.

#### *Data collection and processing phase*

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Data collection in the field was conducted by the evaluation team supported by data collectors. Prior to their deployment in the field, the data collectors recruited were trained in three modules: i) the purpose of the evaluation, ii) data collection tools, and iii) qualitative survey techniques. The training took place in October and November 2022. To facilitate communication between data collectors and experts, a WhatsApp group was created for this purpose. The collection of primary qualitative data through individual interviews and focus groups (men, women, students) took place in the target areas. The selection of the people to be interviewed was done by reasoned choice in concert with the implementation actors according to their roles, responsibilities, and involvement.

#### *Data analysis and reporting phase*

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Once the data collection was completed, the evaluation team proceeded to process and analyze the data and prepare the evaluation report. This document, which constitutes the final evaluation report, has undergone an iterative process of amendments by the project's regional coordination.



### 3. Findings of the analysis and evaluation of the project

This section presents, by evaluation criterion, the main results of the analysis and response to the evaluation questions. For each evaluation question, the analyses are preceded by numbered findings, each finding being a partial answer/conclusion to the evaluation question.

#### 3.1 Sustainability (Anticipation)

According to the HI Quality Framework, the criterion of sustainability (anticipation), seeks to verify if the post-project phase has been sufficiently anticipated and planned in the design and implementation phase of the project activities.

#### **EQ1: To what extent does the exit strategy anticipate the ownership of the project's activities and strategy by the various Government and civil society actors?**

***Finding 1:** One year before the end of the project, the implementing actors developed a document called the "exit strategy" to consolidate the achievements of the IES project. The approach to the sustainability of the achievements planned in the framework of the exit strategy is considered relevant because it considers the level of ownership of the activities, by providing for the transfer of activities with a high level of ownership to the implementing partners and the reinforcement by HI of activities with a low level of ownership before their transfer.*

During the project extension year, the project teams, in collaboration with the various implementing partners, developed an exit strategy document. The purpose of developing this exit strategy document is to enable the implementing partners to take over and continue the activities at the end of the project. In the exit strategy document, project activities are organized into three categories based on their level of ownership by the partners:

- i) Activities that have been transferred or are being transferred.* These are activities for which the level of ownership by the implementing partners is deemed sufficient. The partners are able to continue these activities without project support;
- ii) Activities to be strengthened for transfer:* The activities to be strengthened are those for which there is a real need for capacity building of the actors for effective handling;
- iii) Non-transferred activities to be finalized:* These are activities that are not intended to be transferred and were to be finalized before the end of the project.

Appendix 5 provides a summary of the contents of the exit strategy document.

Most respondents confirmed that the activities included in the exit strategy correspond to their mandate within the project and to their experiences as stakeholders involved in education or disability issues in general, and in inclusive education. Beyond the criterion of ownership, the project assumes that the implementing partners have the resources (human and financial) to carry out the activities transferred after the project ends. The interviews reveal that this assumption is not always verified, particularly with the DPOs for whom the lack of technical and financial capacity was raised as a constraint. An example of this lack of technical capacity is the poor appropriation by some DPOs of the notion of advocacy and its differentiation from the notion of sensitization, which sometimes translates into the adoption of a "demand/solicitation or even a begging posture" (HI, 2021<sup>2</sup>). One of the weaknesses also noted is related to the themes and messages of advocacy, which are often global and not specific enough to deal with the diversity of situations/categories of disability.


For the second category of activities, i.e., activities to be strengthened for transfer, it is planned that this strengthening will be based on the resources of current or future projects at the HI level. In Mali, for example, the Inclusive Safe School Phase III and EQUITHE projects financed by Education Cannot Wait and the Luxembourg Ministry of Foreign Affairs, respectively, will support the implementation of activities in favor of vulnerable children, including children with disabilities, in the Timbuktu region. The Early Detection and Management of Disabilities Project, also funded by the Luxembourg Ministry of Foreign Affairs, will provide

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<sup>2</sup> HI (2021). Collaboration between organizations of people with disabilities and Education For All organizations for the promotion of Inclusive Education in West Africa

medical and rehabilitation care to children with disabilities benefiting from the project in the Bamako and Sikasso regions. In Niger, funding from the Luxembourg Ministry of Foreign Affairs will also allow some activities to continue. In Burkina Faso, funding from the French Development Agency (AFD) will allow the consolidation of the project's achievements. The activities concerned are, among others: medical and rehabilitation care (including technical aids) for children with disabilities, strengthening the skills of local actors and the economic situation of families, links between special schools and regular schools, training of teachers and future teachers, and advocacy for the resumption of the provision of adapted/exclusive teaching materials by the ministries of education.

The evaluation considers this approach to be very valuable. Indeed, in the absence of a second phase of the IES project, this approach should ensure continuity in the implementation of the project's approaches and activities with a view to communities and partners taking full ownership of the issue of inclusive education. The implementation of this project's approaches using the resources of other projects are supposed to be coordinated by the Program Managers in each country. However, the evaluation was not aware of any clear mechanisms put in place to ensure this. Furthermore, to endorse the achievements of this project on other ongoing projects, it would have been desirable that their geographical coverage coincide. This is not always verified.

 **Testimonial 1** *[We are satisfied to have been involved in the exit strategy activities that were ours first].*  
**Comment from an institutional stakeholder, member of a communal commission, Burkina Faso**


**Testimonial 2** *[All the activities that have been assigned to us are aligned with our objective, particularly the training in inclusive education, Braille, and sign language].* **Comments from an institutional actor at the regional level, Niger**

**Testimonial 3** *[In terms of partnership with disability organizations, we see less change. The changes observed are not very solid because these associations have little internal capacity, and they are not always autonomous. The investment made at the DPO level has not yet produced the expected result].* **Comment from an actor in the implementation of the project at the regional level, Mali**

**Finding 2:** *The document that serves as the project's "exit strategy" suffers from a late (unanticipated) and poorly participatory development process.*

The exit strategy document was developed one year before the end of the implementation of project activities. Generally, an exit strategy is developed at the beginning of the project and is spread out over the implementation period. This is supported by the provisions of the HI Project Quality Framework, which specify that the continuity/exit scenario is recommended at the diagnosis, design, and initiation phase, and **required during the implementation phase**. This strategy is similar to a project closure strategy and not an exit strategy. Furthermore, interviews indicated that the development of the exit strategy was done at the request of the funding partner. The IES project did not differ from other projects where the practice of developing and implementing an exit strategy is not common.

The consequence of the late development is the low participation of actors. In Burkina Faso and Niger, the participation of implementing partners at the national level consisted mainly of filling out data collection forms. Data is collected and consolidated at the country level and later at the regional level. The interviews show that the data collection forms were poorly filled out and that there were no exchanges between the actors on the draft strategy. For Mali, on the other hand, the development of the strategy document was participatory.

 **Testimonial 3** *[We are not aware of the project's exit strategy, so we cannot comment on it]* **Comments from an implementing partner, Burkina Faso**

**Finding 3:** *Despite the inadequacy observed in the design of the exit strategy, the project has carried out important activities at the level of the three countries that are likely to ensure the necessary conditions for replicability and sustainability of the achievements at the institutional and operational levels.*

The activities that can ensure the conditions for replicability and sustainability of learning include:

- **Adoption of the DIY strategy:** The DIY strategy was adopted in all three countries. This strategy has made it possible to empower institutional actors and implementing partners (Government actors, CSOs, and DPOs) to carry out certain project activities according to their comparative advantage<sup>3</sup> and their usual mandate or mission. This strategy, which strengthens the sustainability and ownership of the actions, has the advantage of reinforcing the responsibility of institutional actors, civil society (DPOs in particular), and the community (community relays, parents) in the implementation, but also of allowing a transfer of skills. The *Exit Strategy Paper* shows that community mobilization and awareness-raising activities on inclusive education can be carried out by the communities, the CCIEs, and the DPOs. The interviews conducted with the actors confirm that the partners involved have taken ownership of the awareness-raising activities;
- **The establishment of a pool of regional, national, and local trainers:** The project has put in place trainers capable of providing initial training in the “Ecoles Normales d'Instituteurs” (ENI)<sup>4</sup>, in-service training, and pedagogical follow-up of teachers on inclusive education. This pool of trainers is composed of teachers and pedagogical supervisors.
- **Capacity building of CSO and DPO representatives on the various themes related to inclusive education:** The skills acquired by the teams of partner NGOs through training are also an essential element in the sustainability of the achievements of the IES project because they will be transmitted to other members in the context of future awareness raising, identification or advocacy activities;
- **Advocacy and technical support provided to the directorates for an institutional environment favorable to inclusive education by NGOs and institutional actors:** The project has contributed to the integration of the inclusive dimension in the orientation documents and planning of education in the three countries. This integration of inclusion in the education reference documents contributes to the sustainable transformation of the education system at the national level. It is also important to emphasize the capacity building of policymakers on Inclusive Education, which has contributed to the dissemination of the disability dimension in the different reference documents mentioned above.
- **The development of manuals and training modules on inclusive education.** These manuals are intended for teachers for student teaching or for professional schools for initial and/or ongoing teacher training.

### 3.2 Capabilities (Skills)

In accordance with the HI Quality Framework, the capacity (skills) criterion verifies whether the project and the partners have developed the skills necessary for the implementation of the project activities.

**EQ2: To what extent has the capacity building carried out during the project improved the skills of the implementation actors (communal commissions members, members of DPOs and other associations, teachers, and policymakers) to fully and effectively fulfill their mandate with beneficiaries?**

***Finding 4:** The training conducted, and other technical and material support provided under the project are consistent with the gaps in the skills and capacities of the implementing partners. However, the identification of training themes was not based on a formal assessment of the partners' capacities and the results of the thematic research would have been more beneficial to the implementation if it had been carried out at the beginning of the project.*

For the implementation of the IES project, HI opted for a multi-actor approach involving institutional actors, local authorities, CSOs including NGOs and DPOs, as well as educational actors at the local level (school directors, teachers, and parents' organizations).

**The institutional actors** involved are the central and deconcentrated technical services of the ministries in charge of national education in Burkina Faso, Mali, and Niger, as well as policymakers. Within the framework

<sup>3</sup> Each partner has been given responsibility for carrying out the activities or approaches for which it is relatively more qualified and effective.

<sup>4</sup> Still called in French "Instituts de Formation des Maitres" (IFM) in Mali and "Ecoles Nationales des Enseignants du Primaire" (ENEP) in Burkina Faso

of the IES project, the actors of the ministries in charge of education were expected to: (i) be involved in the definition and implementation of strategies for the promotion of inclusive education, (ii) mobilize education actors, (iv) provide technical support for capacity building of actors, (v) validate the documents and pedagogical tools developed within the framework of the project, and (vi) promote the experiences and approaches developed within the framework of the project.

In connection with the mandate of institutional actors (administrators, focal point planners, education professionals), technical capacity building and logistical support were provided. In terms of training, the main themes addressed were: (i) disability, the rights of persons with disabilities, and inclusive education, (ii) physical accessibility standards for infrastructure, (iv) specialized training in sign language and Braille, (v) training on the Washington Group on disaggregating school data on functional limitations (number of students with disabilities and by type of disability, for example), (vii) analysis of educational policies, planning, and budgeting of inclusive education activities. The training approach adopted the adult reinforcement approach (andragogical approach) through the setting of learning objectives, the collection of learners' expectations, the combination of theoretical and practical aspects, and the sharing of experiences among learners. In addition, the approach consisted of conducting the training courses using a pool of trainers (cascade training).

The other support concern: (i) the equipment of teacher training schools and educational institutions with adapted pedagogical materials (Braille writing machines, computers adapted to blind users, and transcription tools), (ii) the production of digital pedagogical resources for distance learning, as well as (iii) the realization of capitalization studies and research (digital solutions for inclusive education, gender and disability and itinerant teacher approach). The results of the thematic studies and research were well appreciated by the actors we met because the important results (recommendations) contributed to improving the quality of implementation.

Furthermore, the evaluation notes that gender has been taken into account in the capacity building of actors through i) sensitive (protection of learners with disabilities against gender-based violence in schools) and gender-specific (gender-age-disability and intersectionality) training themes, ii) orientations in favor of gender parity in the training staff as well as iii) the realization of thematic research on the link between gender and disability (situation of the schooling of girls with disabilities in the three countries). This thematic research had the advantage of laying the foundations for the integration of the gender transformative approach in the intervention through recommendations concerning the family, community, and school environment, the institutional and regulatory framework. The project specifically strengthened the educational actors on the integration of gender and disability aspects in pre-service and in-service training of teachers and professors.

However, the evaluator believes that the results of the thematic research on Information and Communication Technologies (ICT) and girls' schooling would have been more beneficial to the implementation if it had been conducted at the beginning of the project. For example, the involvement of health professionals in tailoring the use of ICT to children's difficulties, as recommended by the ICT study, would have maximized the impact of ICT on the educational inclusion of children with disabilities. Health professionals could help identify children who need ICT for learning, the most appropriate type of ICT for their difficulties, and the optimal parameters for the child to use ICT in the best conditions. In terms of gender, the implementation of recommendations on disabled women role models for awareness raising and income-generating activity support to parents to solve poverty and begging problems and to free disabled girls would have strengthened the project's results at the community level.

The various supports were provided without a formal assessment of the capacities and needs of the implementing partners. This situation was underlined by the mid-term evaluation conducted in 2020. Instead, HI relied on its long experience in inclusive education in the three countries to identify the relevant training themes. The institutional actors we met all confirmed the relevance of the support received in that it fills their gaps and needs. Although this approach made it possible to meet the needs of the implementing partners, a formal and systematic capacity assessment (in accordance with the requirements of the Project Quality Framework) would have made it possible to identify more exhaustively any capacity gaps that needed to be filled and to prioritize the strengthening needs for the successful implementation of the activities under their

mandate. For example, the prior assessment would have identified the need to strengthen education professionals in the management of children with intellectual disabilities, which is a difficulty experienced in the field.

It should be noted that, about the training for education professionals, the institutional actors felt that the number of people trained was insufficient in view of the mobility of the personnel and the potential to be trained. These concerns, which can be explained in the context of low public funding for inclusive education, were anticipated and considered by the project from the design and implementation phase. Indeed, in view of the limited financial resources, but also and above all with a view to sustainability, the project has relied on the establishment of pools of trainers and advocacy for the integration of training modules on inclusive education in the initial training of teachers and for public funding of inclusive education. This pooling of trainer's approach is aligned with the strategies of ministries of education for in-service teacher training. In this way, the expertise to provide or relay the various training courses at the national level in each country is now available.

Regarding NGOs and DPOs, the project used two sub-regional organizations and their national entities. These are (i) ANCEFA and its entities, namely the National Coalition for Education for All (CN-EPT/BF) in Burkina Faso, the Coalition of Civil Society Organizations for Education for All (COSCEPT/Mali) in Mali, and the Niger Coalition of Associations, Unions, and NGOs of the Education for All Campaign (ASO-EPT/Niger) in Niger; (ii) The West Africa Federation of the Disabled (WAFOD) and its national entities, which are the Burkina Faso Federation of Associations of People with Disabilities (FEBAH) / Network for the Promotion of Inclusive and Integrative Education (REPEI) in Burkina Faso, the Malian Federation of Associations of Disabled People (FEMAPH) in Mali and the Niger Federation of People with Disabilities (FNPH) in Niger. The WAFOD and its national structures were mandated to implement awareness and mobilization activities for the project's target groups. The mandate assigned to ANCEFA, and its national entities focused on the advocacy component for a more inclusive education in the three countries. Interviews indicate that the needs of the NGOs at the beginning of the project were: i) the availability of data on children with disabilities (in and out of school), ii) improved knowledge of the concepts of disability and inclusion, the rights of people with disabilities and the legal instruments that underpin these rights, iii) improved knowledge on advocacy tools and approaches, iv) improved skills for sensitizing school principals and teachers on the acceptance of children with disabilities.

To carry out their mandated activities, WAFOD and ANCEFA as well as their national entities benefited from the capacity building through exchange and experience-sharing visits, international seminars, and training workshops in Lomé (in January 2019) and Niamey (in March 2019). The training workshops in Lomé and Niamey aimed to equip implementing partners on harmonization of national legislation with the Convention on the Rights of Persons with Disabilities, advocacy techniques, analysis of education policies and international legal instruments, the constitution, functioning and decision-making stages of regional bodies such as the African Union (AU), the West African Economic and Monetary Union (WAEMU/UEMOA), the Economic Community of West African States (ECOWAS) and the Conference of Ministers of Education of French-Speaking Countries and Governments (CONFEMEN).

Several other training sessions were held in the three countries to build the capacities of the members of the partner CSOs on various themes such as General information on disability and inclusion, Normative framework and implementation issues for access to school for children with disabilities, Challenges of identifying students with disabilities, Coverage of specific needs and reduction of barriers to access and retention of children with disabilities in school, Protection of learners with disabilities against gender-based violence in schools. Implementing partners have also benefited from organizational and operational capacity building within the framework of signed agreements through technical support and coaching provided by project teams in each country.

As with institutional actors, the capacities of implementing partner CSOs were not previously assessed as a basis for identifying capacity-building needs. Nevertheless, according to the CSO members we met, the capacity building received was relevant and contributed to the implementation of activities.



**Testimonial 4** [*The number of people trained for initial and ongoing training is not sufficient. For example, we train a maximum of 2 to 3 supervisors per teacher training college (ENI) instead of training all the supervisors*] **Comment from an institutional actor, male, Niger.**

**Testimonial 5** [*The number of people trained is not at all sufficient in view of the need for training and the number of children with disabilities who are just about everywhere*] **Comments from a male institutional actor, Burkina Faso.**

**Finding 5:** *The strengthened implementing partners and institutional actors were able to carry out most of the activities within their mandate within the framework of the project despite the difficult context marked by COVID-19 and the insecurity in the project's intervention areas.*

From the document review and interviews, it appears that the project was able to carry out most of the planned activities, despite the difficult context. The level of implementation of the activities carried out is presented below in the Summary table of the situation of the results framework at the end of the project in the three countries (see EQ 04). The activities that have been partially implemented are essentially the provision of adapted pedagogical material to students (67% of the target has been reached) and to a lesser extent the visits to partner schools by trained inspectors/supervisors (93% of the target has been reached) and the work to make partner schools physically accessible. Admittedly, the interviews revealed that the advocacy activities planned for 2022 had not been carried out and that one partner in Mali had not justified the use of certain resources, but this situation is due to a failure to respect contractual commitments and not to a lack of capacity on the part of the partner.

### 3.3 Efficiency (Flexibility)

In accordance with the HI Quality Framework, the efficiency criterion verifies whether the project has been flexible and adapted to the changing needs of the populations and risks (constraints and opportunities).

**EQ3: To what extent has the project adapted to changing needs and risks (constraints and opportunities) related to changes in the political, security, and environmental context (Covid-19) to achieve results?**

**Finding 6:** *The needs of the stakeholders addressed in the design of the project and the solutions provided to these needs remained valid and current throughout the implementation of the project.*

In its design, the IES project drew on the knowledge and experience of key stakeholders in inclusive education, particularly HI. On this basis, the project design addressed through relevant activities the needs and priorities of the communities or rights holders (marginalized children who are beneficiaries of the intervention). The needs of the rights holders addressed include the accessibility of school infrastructures, technical knowledge on inclusive education, teaching materials and devices adapted to children with disabilities, and advocacy. The information reported by the actors we met confirms that the initial needs were considered. Better still, these actors indicate that the context and the needs that guided the design of the project are still relevant, which calls for a consolidation of actions in the beneficiary localities and an extension in the non-beneficiary ones.



**Testimonial 6** [*Before the implementation of the project our needs were: training of staff, and how to deal with children with disabilities. Support in specific materials for some children who were in deplorable situations*] **Comments from an elementary school teacher in Burkina Faso**

**Testimonial 7** [*Before the implementation of the project our needs were: capacity building (training), and financial support to ensure responsibilities at the level of the ministry and in the communes. For the NGOs, it was mainly financial support for advocacy, identification missions, and sensitization*] **Comments from a CSO actor, Niger.**

**Testimonial 8** [*Our needs at the start of the project were: training of personnel support and support in materials and logistics for sensitization*].

**Finding 7:** *The COVID-19 crisis and insecurity related to attacks by non-Government armed groups have negatively affected the implementation of project activities.*

The COVID-19 pandemic affected Burkina, Mali, and Niger in March 2020. Government measures taken to limit the spread of the disease (quarantine of affected cities, closure of schools, prohibition of gatherings of more than 50 people, physical distancing measures, encouragement of confinement) have affected the

implementation of activities by inducing delays, implementation complexities, or even new needs. The activities whose implementation was delayed or made difficult include mass sensitization at the community level, training, the holding of steering committee sessions, and the continuity of teaching in schools due to the closure of schools for several months.

Similarly, the three countries experienced a deterioration in the security situation during the project implementation period, with an increase in attacks by non-Government armed groups that caused loss of life, massive population displacements, and the closure of many schools and health facilities. At the end of December 2022, Burkina Faso had 1,882,391 internally displaced persons (IDPs), 34,932 refugees<sup>5</sup> (OCHA, December 2022), and 6,253 closed schools affecting more than 1.07 million students, according to the monthly statistical report of the Technical Secretariat for Education in Emergencies (ST-ESU/BF). According to the same source, the Sahel region (Dori in Burkina Faso) alone was hosting 497,000 IDPs at the end of 2022, or 26% of the total number of IDPs in the country. In the Sahel and Centre-East regions (the project's intervention regions), the number of closed schools reached 1,470, or more than one-fifth of the total number of closed schools, affecting 160,000 students at the end of December 2022. In the Soum and Séno provinces (Sahel Region), where the project had 262 partner schools, 115, or 44%, were permanently closed during the 2020-2021 school year, according to data from the 2021 Annual Progress Report. In Niger, as of February 2022, 758 schools had been closed, including 64 schools in Tahoua (13,999 children, including 7,205 girls affected) and 11 schools in Maradi (465 children, including 206 girls affected). In April 2022, Mali recorded 1,652 closed schools affecting 9,912 teachers and 495,600 students (Education Cluster data, May 2022). According to the same source, in the Timbuktu and Sikasso regions, insecurity led to the closure of 212 schools, affecting 1,272 teachers and 63,600 students.

The intervention areas affected by the insecurity have been rendered inaccessible to the population and the project's implementation partners, making it impossible to continue awareness-raising and training activities as well as the identification and orientation work of the CCIEs. The closure of partner schools due to insecurity, the departure of teachers, and the massive displacement of populations have also affected the continuity of enrollment and teaching/learning in these schools.

Specifically, Burkina Faso and Mali also experienced prolonged teacher strikes in 2019. The situation was particularly critical in Mali, where the strikes lasted about 5 months, affecting the continuity of teaching, the evaluation schedule, and the quality of learning.

***Finding 8:*** *The COVID-19 crisis and the insecurity linked to attacks by non-Government armed groups have created new needs for students, schools, and teachers, as well as for NGOs and CCIEs*

The situation of insecurity and health crisis has made it difficult to implement the project activities, while at the same time creating new needs for both the project targets and the implementing actors. These needs are related to major challenges, namely: ensuring school continuity, avoiding school dropouts, guaranteeing the protection of children in the school environment, and meeting the humanitarian needs of internally displaced persons.

- i) ***For children***, particularly disabled, refugee, and internally displaced children, the main needs were for (i) listening and/or viewing equipment (radios and tablets) to use digital educational resources and to follow lessons at a distance through community radios, as well as for (ii) humanitarian care for internally displaced children (shelter, food and clothing, medical care, facilitating access to civil status documents and psychosocial support)
- ii) ***At the level of teachers and schools***, the main needs are, among others, the necessary equipment, and skills to develop and administer distance learning to students, especially to disabled, refugees, and internally displaced children, as well as the establishment of conditions for the reopening of schools, closed due to the Covid-19. The other priority needs identified were also to be able to continue to

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<sup>5</sup> Source: OCHA, December 2022

ensure the proper preparation of students in exam classes for their presentation in official exams and competitions and to detect the signals of psychosocial distress in children.

- iii) ***For the partner NGOs and the CCIEs*** that provide awareness-raising activities, the main need is to adjust the methods and modalities for pursuing awareness-raising activities (e.g., greater use of radio and television broadcasts as opposed to community theaters, breaking down training activities into several sessions with smaller numbers of learners to respect physical distance measures).

***Finding 9:*** *The project adopted relevant actions to respond to the various newly emerging needs. However, the multisectoral approach used for the health and social care of students was limited to the operational level. The humanitarian component in the context of insecurity was not considered from the project's inception.*

Taking these new needs into account has meant flexibility and readjustment of strategies in the implementation of the project.

- i) ***Listening equipment to exploit digital pedagogical resources and monitor distance learning through community radios:*** Following the closure of schools due to COVID-19, the government authorized distance learning through community radios. To achieve the expected results in terms of school retention of the children enrolled during the implementation of the activities, the IES project accompanied the government's effort by supporting the accessibility of some digital educational resources and by providing students with disabilities with tablets, memory cards, lamps, solar radios, and USB keys for the use of adapted educational resources. The adaptation of these digital educational resources and the distribution of this equipment have made it possible to respond to both the health and security crises that led to the closure of schools. In addition, the project has supported students with disabilities, particularly those in exam classes, through individual support using the itinerant teacher approach<sup>6</sup> in Mali. More broadly, the project has identified and analyzed in a research report, ICTs that can promote inclusive education. Given the digital divide in education and the closure of schools due to insecurity, the results of this research are an opportunity to guide the choice of digital solutions for the education of children with disabilities.
- ii) ***Taking care of internally displaced and refugee children:*** Despite the already difficult security context when the project was designed, the humanitarian component was not integrated. However, the project has tried to adapt to the deteriorating context by helping to take into account the needs of internally displaced and refugee children through the work of the CCIEs and community relays for inclusive education. Indeed, the CCIE and the community relays, whose role is to identify and refer children with disabilities, have also made it possible to refer IDP children to schools and health and social care structures (shelter, food, clothing).

This was possible thanks to the collaboration with the health and social action sectors (including Government actors and NGOs) at the operational level. However, this multisectoral collaboration did not involve the strategic level (participation of the heads of the central health and social action departments in consultation frameworks such as the steering committee, for example), which would have made it possible to strengthen operational actions. For UNESCO, this multisectoral approach (involving sectors such as health, social welfare, and child protection services) makes it possible to create a common administrative and legislative framework required to ensure inclusive and equitable education.

- iii) In addition, the project provided training to teachers in psychosocial support to detect cases of psychological distress among IDP children. In addition, in the specific case of Mali, four schools (two in Sikasso and two in Bamako) were added to the partner schools to ensure the reception and follow-up of IDP children attending school.

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<sup>6</sup> This is a mobile education system, in which itinerant teachers travel to mainstream schools and communities/domiciles to provide technical support, tips, and advice to students with disabilities, their teachers, and parents/guardians.



- iv) **Setting up conditions for the reopening of schools closed as a result of COVID-19:** When schools were reopened in the context of COVID-19, it appeared necessary to provide them with hand washing devices, surgical masks, and/or locally made masks, hydroalcoholic gel, and/or detergent soaps. The project provided support to the various partner schools in Burkina Faso, Mali, and Niger to ensure the necessary conditions for the reopening of schools.
- v) **Strengthening of the actors to develop and administer distance learning:** The actors, especially the teachers, were strengthened in the techniques of development and administration of distance learning courses (electronic support). The trained partners developed the modules and administered the lessons to the students. The COVID-19 pandemic could be seen as an opportunity for teachers to discover alternatives to face-to-face teaching. Capacity building of teachers on this issue had a double interest: i) to ensure continuity of learning and ii) to address teaching alternatives. In addition, HI has contributed to the capacity building (training and material) of Government actors and partner NGOs to ensure distance learning.
- vi) **Adapting outreach activities to comply with barrier measures:** In the context of COVID-19, activities (caravans, outreach campaigns) involving large numbers of people were prohibited in all three countries. To stay within a reasonable time frame for the implementation of activities, the project developed alternatives to continue the implementation of mass activities. This involved organizing traditional outreach activities in small groups or using interpersonal communication channels (door-to-door) while observing the barrier measures on the part of the project team as well as the beneficiary populations. Interviews with project teams indicate that some community outreach was preceded by information and awareness messages about COVID-19 and the importance of respecting the barrier measures and adopting good hygiene practices. In Mali in particular, extracurricular activities were held by members of school governments to sensitize their peers (students) on the respect of barrier measures against COVID-19 and the adoption of good hygiene and sanitation practices.

### 3.4 Effectiveness (Product/Service)

In accordance with the HI Quality Framework, the efficiency criterion (product/service) verifies whether the project's achievements reach the required quality, in line with Humanity & Inclusion's and/or international technical standards.

#### **EQ4. To what extent has the project achieved the expected results with regard to the qualitative and quantitative analysis of the indicators?**

The assessment of the evaluation question consisted in determining the level of achievement of the products in relation to the targets and in analyzing the quality of the project's achievements.

#### *Quantitative analysis of the level of achievement of the indicators and the results obtained.*

**Finding 10:** *Analysis of the data from the project's M&E system indicates that the project is performing well in terms of implementing activities and achieving targets, with 13 out of 18 indicators fully achieved (72%). However, the disaggregation of indicators by type of vulnerability was not systematic.*

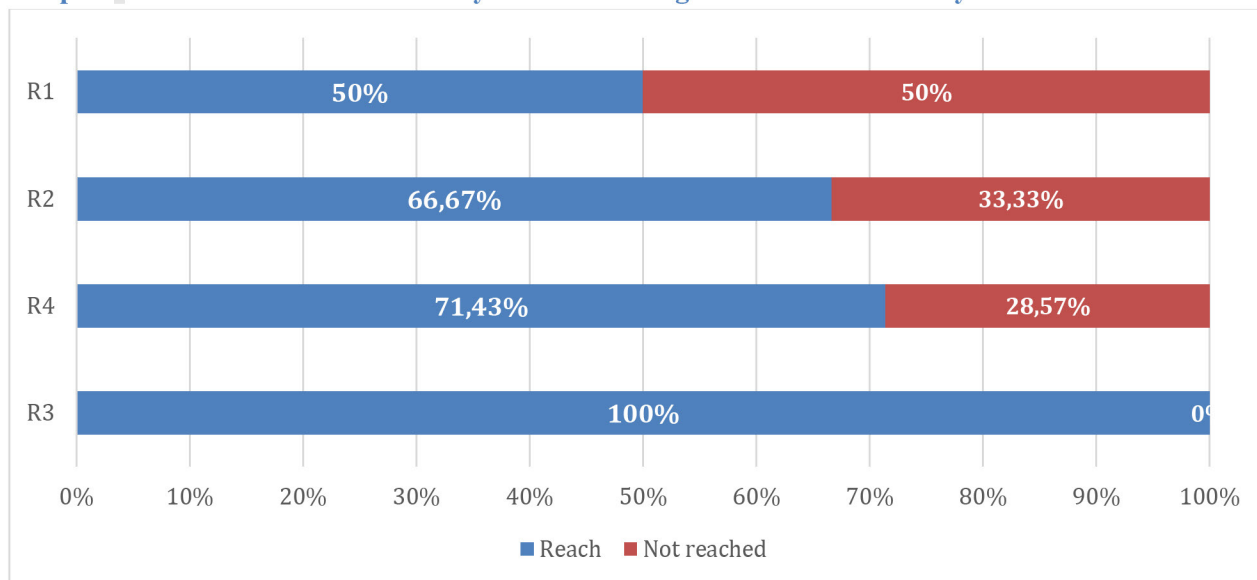
As a reminder, the results framework of the IES project is built on 4 matched expected results and 6 outputs, measured through 18 outcome indicators. Analysis of the information provided by the project's M&E system reveals that 13, or 72% of the performance indicators met or exceeded the initial targets. The other 5 are achieved at relatively high levels with a target attainment rate ranging from 77% to 98%. The status of the results framework at the end of the project is presented in the table in Appendix 5.

The project's M&E system was designed to integrate gender and disability dimensions through the disaggregation of results indicators by sex and by type of vulnerability (disability, refugee, or displaced status). However, in the monitoring of performance indicators, disaggregation was not systematic in the three

countries. For example, the following indicators are not disaggregated: i) # of members of parents' associations, of the school management committee sensitized (disaggregated by gender, parents of students with disabilities, parents of refugee or displaced children), ii) # of children with disabilities and refugee or displaced children not enrolled in a school identified, iii) # of students in partner schools provided with adapted teaching materials, iv) # of educational staff trained (in inclusive education) (disaggregated by gender).

The analysis by expected outcomes indicates that only outcome 3 (O3) has achieved 100% of its performance indicators. Outcomes 2 and 4 (O2 and O4) have achieved 66.67% and 71.43% of their performance indicators, respectively. Outcome 1 (O1) achieved only 50% of the expected targets (see Graph 1, below).

**Graph 1: Distribution of indicators by the level of target achievement and by the outcome**



Source: Author based on data from project M&E system

**Finding 11:** *The good performance of the implementation of the project activities has resulted in positive changes contributing to the achievement of national objectives in terms of education for all, particularly through the inclusion of disability in education.*

Cross-checking of secondary data from the project's M&E system and the document review, as well as primary data from individual interviews and focus groups, shows that the project has contributed to a positive evolution of the understanding of disability in the intervention areas, to the improvement of the inclusiveness of schools and teaching practices, and the retention of children with disabilities, refugees and IDPs in the school system.

**Under Outcome 1:** *An increase in the school enrollment of children with disabilities in partner schools following the sensitization of a significant number of populations.*

Over the life of the project, children with disabilities or refugees/IDPs have represented 10.33% of children enrolled in partner schools in the three countries by the end of the project. Across the three countries, the proportion of children with disabilities enrolled in partner schools increased by 7% from 3.04% in 2021 to 10.33% in 2022. The target of 7,452 children with disabilities to be enrolled in schools has been largely achieved with a completion rate of 326%, i.e., a total of 24,294 children with disabilities and refugees/IDPs enrolled. This significant overachievement of the target is linked to the deterioration of the insecurity context, particularly in Burkina Faso (which has led to an increase in the number of refugee and internally displaced children), but also to the improvement of the inclusive nature of schooling in the project's partner schools.

This outcome was achieved through the realization of two main outputs: (i) *Output 1.1: Communities, parents, and family members of persons with disabilities and refugee children have increased knowledge of the right to education for all children, particularly regarding disability issues;* and (ii) *"Output 1.2: Communities,*

parents and families of children with disabilities and refugee children support the identification and enrolment of children.

The project has conducted several actions to raise awareness and promote inclusive education among key stakeholders, as well as to identify and orient girls and boys with disabilities in mainstream schools.

Throughout the implementation period, communities (including parents and community leaders) and educational stakeholders (school principals and teachers, SMC members, and students themselves) were sensitized through various means including home visits, public events, mass media, school governments, and recreational activities in favor of the inclusion of children with disabilities in child-friendly spaces. A total of 7,892 members of the SMC/PTA/PTO/PMA and parents of children with disabilities, refugees and IDPs were reached by the awareness-raising activities, out of a target of 5,624 people.

An important place was given to gender in the sensitization themes. Indeed, the sensitizations addressed topics such as the overload of domestic work for girls with disabilities, the perception of disability by the community, the issue of child marriage, gender-based violence and protection issues for girls with disabilities.

In the opinion of the people met during the individual interviews and focus groups, these sensitizations and training have contributed to changing the negative attitudes of the community and the educational actors towards disability and its inclusion in the teaching practices of the regular school. For these actors, the sensitizations allowed them to abandon their vision of the disabled child as a burden, a person useless to society and a reason for shame for the family, and to commit themselves to the promotion of their right, in this case, access to education. This is revealed in the testimonies of parents and school principals interviewed during the data collection.



A non-disabled student helping a disabled student at the Plateau School in Niamey

**Testimonial 8** *"I have a very striking example: the mother of a child with disabilities who refused to give birth again because for her the fact that her child was born disabled is linked to her. So, she thought that when she would give birth again it would be the same. But, when the project took charge of her child, with the sensitizations she knew that it was not related to her, but it can happen to anyone. So, she had a pregnancy and delivered a child without a disability. However, she did not think that she could give birth to a child without disability. So, it's a success in changing the perception of children with disabilities. **Comments from a school director in Burkina Faso***

**Testimonial 10** *"Before the project, the issue of education for children with disabilities was problematic. Some parents hid their children, for them it is a shame, an abomination for the family. Their education was not even talked about. They are almost not considered, let alone think about their education. **Comments from a community actor in Niger.***

**Testimonial 12** *"The sensitizations have brought about a change in mentality, and they bring their children to school. They know that it is possible to take care of disabled children like non-disabled children. The children are happy, because now they do everything with the other children. They are treated as equal to others. So, I would say that without the project these children were going to be marginalized because the parents weren't taking care of them, and we also weren't going to have skills in terms of taking care of children with disabilities." **(Group interview with school principals in Mali).***

**Furthermore, the IES project has contributed to changes in behavior regarding the protection of disabled, refugee and internally displaced children:** According to the testimonies collected from students, parents and

teachers, the IES project has improved the protection of children with disabilities. The various interviews and focus groups reveal not only an improvement in the interaction between children with disabilities and their family and school environment (parents, siblings, other students, educational staff) but also the development of benevolent attitudes of parents, other students, and teachers towards children with disabilities. Smooth conversation and fun with other children and pupils, the stopping of bullying towards internally displaced children, and encouragement and support for children with disabilities in carrying out certain difficult tasks (copying lessons, reading, walking) are all examples mentioned during the interviews and group discussions. For the actors we met, this is partly due to the sensitization received within the framework of the project, in the sense that it has contributed to raising collective and individual awareness of the need to protect children with disabilities, IDPs, and refugees.



**Testimonials 16** *"We eat with our disabled friends. We take away the mangoes to give to them and we let them play ball."* **Comments from a boy Focus group in Burkina Faso.**

**Testimonials 17** *"Before, my classmates used to call me big eyes and the teacher says not to call me that anymore because it's bad, so it's over now. I am now treated like everyone else. But since my eyes don't see well, the teacher helps me to copy the lessons and the other students also show me how to read and write."*

**Testimonials 18** *"We have good interaction with other non-disabled children at school compared to before the project. We do not experience any discrimination."* **Group interview with male students in Niger.**

**Testimonials 19** *"Before, the other children made fun of us and we often fought, but now we do everything together, we've become friends"* **Group interview with girls in Niger.**

**Testimonials 20** *"There is a good interaction between us and our non-disabled peers in school compared to before, because they have fun with us and accompany us home."* **Group interview of girls with disabilities in Mali.**

For the identification of marginalized out-of-school children, the project essentially relied on the CCIE system set up in 2018, which made it possible to identify children with disabilities as well as refugee and internally displaced children and to facilitate their school, health, and social care. For Niger specifically, the identification of marginalized out-of-school children was done by community relays. This particularity of Niger is because political instability has led to the dissolution of municipal councils.

Communal commissions have been set up by order of the communal authorities in 21 communes (17 in Burkina Faso and 4 in Mali). The communal commissions are multi-stakeholder frameworks for inclusive education made up of municipal authorities, DPOs, parents' representatives, educational, medical, and social structures. Each member structure plays a specific role in each of the different stages of the schooling process, namely: communication/awareness, identification, referral/orientation, medical care, and technical aids if necessary, and schooling, as well as home and school follow-ups. Between 2018 and 2022, the communal commissions identified 32,407 out-of-school children over the period (including 25,503 in Burkina Faso, 1,643 in Mali, and 5,258 in Niger).

In Mali, in certain communal commissions (notably the communal commissions of Sikasso and Timbuktu), HI was very present in the implementation of activities, to the point of playing the role of the local authority. This situation of the strong presence of the HI team, especially at the beginning of the project, was criticized by the actors and affected the appropriation of the project's achievements. As a financial partner of the CCIE, HI had to remain in its position of observer to allow the actors to play their roles fully. HI had to intervene only at the request of these actors and not to substitute itself for them. This was the subject of a recommendation of the internal evaluation carried out on the CCIE in Mali, which recommendation has been implemented since HI is no longer a member of the CCIE and has reduced its financial support to favor the autonomy of the latter.

**Under Outcome 2: 97.8% of the target partner schools are now physically accessible to children.**

Outcome 2 aimed to improve the inclusiveness of the school environment by making schools physically accessible to children, especially for students with disabilities. During the project implementation period, a total of 178 schools in the three countries were made accessible and therefore more inclusive out of a target of 182 schools, i.e., a 98% achievement rate. Accessibility work in these schools has included reasonable accommodation such as the construction of ramps at the entrances to schools and classrooms, lowering the height of blackboards in classrooms, and rehabilitating and adapting latrines for the use of children with reduced vision or mobility... To do this, a diagnosis of the accessibility of the educational infrastructures was carried out in the partner schools in a participatory manner to identify the limitations as well as the corrections to be made. The project has also strengthened the capacities of the actors through the training of service providers (masons in particular) and technical staff of the Ministries of National Education and Urban Planning on the physical accessibility standards of school infrastructures.



Access ramps to the Maradi Centre Primary School

**Under Outcome 3: As a result of advocacy, inclusion is now integrated into several planning documents and operational tools of the education system in the three countries, making the system progressively more inclusive.**

This outcome aimed to make education policies and action plans more inclusive. "*Inclusion is about overcoming barriers that limit the presence, participation, and success of learners.*" (UNESCO, 2017: A guide to ensuring inclusion and equity in education).

In practical terms, the action has consisted of encouraging and participating in the development or revision of education plans or strategies that consider inclusion and equity. A total of 32 reference documents for inclusive education were developed/revised between 2017-2022 in the three countries (See Appendix 05).

The analysis<sup>7</sup> of the evaluation shows that these policy documents and action plans, revised or developed, are indeed inclusive. Indeed, inclusion is sometimes taken into account (education policy documents in Niger and Burkina Faso)<sup>8</sup> in the vision or integrated as a guiding principle that directs the programming and budgeting of operational interventions (see Appendix 8). Strategic objectives or axes are also dedicated to specific inclusion actions in certain education policy documents. In addition, budgets and indicators are also highlighted to support the financing and monitoring of specific inclusive activities.

For all the institutional and educational actors we met, the integration of inclusion in policy and action plan documents is a major achievement that will have a lasting impact on the entire educational system at the national level.

This was achieved through representation in national strategic frameworks and several advocacy actions conducted at the local, national, and regional levels by HI and its implementing partners (DPOs and CN-EPT). The advocacy was also supported by evidence produced in studies, research and capitalization conducted in the framework of the project. These studies focused on various relevant themes such as the enrolment of girls with disabilities, ICTs for inclusive education, the approach of itinerant teachers to inclusive education as well as the dynamics of collaboration between DPOs and CSOs working in the field of education at the regional (West Africa) and national (Burkina Faso, Mali, Niger) levels for the promotion of inclusive education.

<sup>7</sup> Based on UNICEF, 2017 (Guide to Ensuring Inclusion and Equity in Education), the evaluation identified four criteria for assessing the inclusion dimension of policy and action plan documents: i) Inclusion as a guiding principle, ii) Existence of inclusive indicators, iii) Objective/axis related to inclusion, and iv) Budget allocated to specific actions related to inclusion

<sup>8</sup> The education policy documents, and action plans could not be used.

**Under Outcome 4: The annual school retention rate for children with disabilities, refugees and IDPs has improved significantly over the life of the project, indicating an enabling environment for inclusion.**

Looking at the annual school monitoring data, it appears that a relatively large number of disabled, refugee, and displaced children enrolled in partner schools in the three countries were retained during the project period. In Mali the annual retention rate increased from 93% in 2018 to 95% by the end of the project in 2022. In Niger, this rate remained high and constant over the first three cohorts (99.6% on average) and then dropped slightly in 2020-2021, which coincides with the COVID-19 pandemic. On the other hand, over the same period, the annual retention rate in Burkina Faso decreased slightly from 91.7% to 80%.

This continuous improvement in retention rates (calculated on an annual basis) of children with disabilities enrolled in primary school is indicative of a supportive school environment (empowerment through rehabilitation care for children with disabilities, physically accessible schools, good interaction with non-disabled students, etc.) and pedagogical practices adapted to children with disabilities. The project has thus met the challenge of retaining children with disabilities in the partner mainstream elementary school. However, it should be noted that the challenge of a continuum of inclusive education (from primary to secondary or vocational training) is present in all three countries, even though in Burkina Faso some inclusive education training has been provided to post-primary teachers. This challenge, which was mentioned in the 2021 project activity report, would benefit from being addressed in future interventions.

*Parents and education staff interviewed also reported improved school performance for children with disabilities, refugees, and IDPs, due to the retention of these students and improved teacher practices. However, at this stage, the evaluation does not have any data on school monitoring of learners' achievements to confirm these testimonies.* The available results also do not allow for a rigorous estimate of the proportion of teachers using inclusive instructional practices. However, data from the 2022 annual progress report reveals that across the three countries (Burkina Faso, Mali, and Niger), 86% of teachers use inclusive pedagogical practices with learning content differentiated according to the type of disability and considering the limitations of each student. It is important to note that capacity building of educational personnel (teachers and supervisors) has been an important part of the IES project strategy. A significant number of teachers (4,332 in Burkina Faso, 808 in Mali, and 859 in Niger) have seen their capacities strengthened through training sessions in inclusive education. The principals and teachers interviewed recognized the value of the training they received, stating that it allowed them to be more aware of the need to respect diversity and equal opportunity and to use inclusive pedagogies adapted to children with disabilities.



**Testimonials 13** *"These pieces of training allow us to better handle children with disabilities in learning sessions. Comments from a school director in Burkina Faso.*

**Testimonials 14** *"These pieces of training have made it possible to take into account each student's disability situation. For example, children who do not see well or who do not hear well, with these training the teachers bring them to the front so that they can see or hear like the others. Comments from a teacher in Burkina Faso.*

**Testimonials 15** *"These pieces of training have helped us to pay special attention to these children and their needs. These pieces of training have improved our skills because they have changed the way we look at these children." Comments from a Teacher in Burkina Faso.*

**Findings 12:** *The implementation of the IES project has helped to produce unexpected changes in terms of the adoption of good hygiene practices in partner schools, thanks to the sanitation and hygiene facilities that were put in place during the project's implementation.*

According to testimonies collected from students, parents, and teachers, the IES project has increased the adoption of good hygiene practices in partner schools. This was made possible by the sanitation and hygiene facilities (latrines and handwashing facilities) installed in some partner schools and the messages conveyed by teachers on the respect of barrier measures and the adoption of good hygiene and sanitation practices. The use of latrines by students with disabilities has helped reduce cases of Open Defecation (SDGS), especially behind classrooms. Some teachers and school principals have pointed out that the Hand Washing Devices (HWD) received as part of the response to COVID-19 during the project continue to be used and maintained by the students. As a reminder, in preparation for the reopening of schools following the COVID-19 pandemic, the

IES project invested in equipping schools with handwashing devices and in promoting the adoption of barrier practices through various sensitizations.

### *The appreciation of the quality of the achievements made.*

**Findings 13:** *The preparation and implementation of the various activities of the IES project met the quality criteria deemed relevant and the direct and indirect beneficiaries are satisfied with the achievements.*

The evaluation notes that the project team has put in place mechanisms to ensure that activities are carried out with the required quality and achieve the expected results. These mechanisms include the requirement to respect the principles of participation, inclusion, gender sensitivity, and accountability through the systematic development of ToRs, the initial and final evaluation of training (pre-test and post-test), and the drafting of activity reports. The NGOs and institutional actors interviewed confirmed that these principles were generally respected. Regarding the principles of participation, it emerged from the interviews, for example, that the themes and content of the training courses were generally defined taking into account the expectations of the beneficiaries (teachers in particular).

### **3.5 Cooperation (Choice and Involvement)**

The cooperation criterion assesses the extent to which the project partners were selected and involved in an optimal way in the implementation of the project. The analysis answers two evaluative questions formulated around two keywords: choice and involvement.

#### **EQ5: Has the choice of contractual and implementation partners and role assigned to them well thought out (strategic, technical, ethical, financial aspects)? (Choice)**

**Finding 14:** *Collaboration with institutional implementation partners is considered relevant not only in terms of the alignment of their field of intervention and their experience with the project's objectives but also in terms of the effectiveness of the implementation of activities.*

At the level of the three countries, the institutional partners involved in the implementation are essentially the central and deconcentrated departments of the ministries in charge of education and the local authorities. Although these partners were not involved in the design of the project, their choice remains relevant in light of several considerations. On the one hand, the mandates, or missions of each of the chosen partners and their experience in promoting the right to education for all and the inclusion of people with disabilities are closely aligned with the project's objectives (see table of alignment of missions with the expected results or objectives of the project in Appendix 7). On the other hand, the content of the mandate assigned to each partner was globally implemented. The different institutional partners have carried out their mandate: implementation of activities, reporting, and justification of financial resources, within the timeframe and budget allocated and to the satisfaction of HI. The evaluation was able to confirm the effectiveness of the realization of the activities through the examination of the activity reports and the quarterly progress reports regularly transmitted to HI.

**Finding 15:** *The selection of implementing NGO partners was not based on a prior assessment of the technical, operational, and financial capacities of potential partners.*

As a reminder, the IES project was implemented by HI in partnership with two sub-regional organizations: WAFOD and ANCEFA. At the national level, HI has also formally established partnerships with civil society organizations members of WAFOD (FEBAH/REPEI in Burkina Faso, FEMAPH in Mali, and FNPH in Niger) and ANCEFA (CN-EPT in Burkina Faso, COSC-EPT in Mali and ASO-EPT in Niger).

The agreements with the two sub-regional organizations (WAFOD and ANCEFA) were concluded in April 2018, 5 months after the grant agreement with the donor was signed (in December 2017). Although they were informed, the partner organizations deplored the fact that they were not consulted and did not actively participate in the project design, despite the existence of a framework agreement between them and HI since 2015. Their involvement in the design phase would have had a double benefit in that it would have strengthened

not only the ownership of the project by the implementing partners but also limited the delay in the negotiations.

Moreover, a preliminary analysis of the structure and capacities of the potential partners should have been carried out in the design phase (in accordance with the HI Project Quality Guidelines). This provision was not met in the framework of the IES project. This situation had moreover been underlined by the mid-term evaluation conducted in 2020. On this question of prior evaluation of the partners' capacities, the project actors interviewed at the regional level remained reserved or doubtful. Instead, they put forward the reasons for the selection of the selected partners. The main reason mentioned for the contextualization with WAFOD and ANCEFA is the existence of framework partnership agreements with HI. These framework agreements signed since April 2014 with WAFOD and since July 2015 with ANCEFA are based on, among other things: (i) the alignment of the partners' areas of intervention with the project's objectives of promoting inclusive education, (ii) the diversity and good representativeness of the member organizations at the level of each country and at the deconcentrated level (region, province, department); and (iii) the partner's potential to influence national education policies.

In addition, the national member entities of these two sub-regional organizations had experiences of collaboration with HI country offices. This is the case, for example, of REPEI (the technical and operational arm of FEBAH) which collaborated with HI in the formulation of the inclusive education strategy in 2016 in Burkina Faso. FEMAPH is also a long-standing HI partner in Mali.

It should also be noted that after the signing of the agreements, WAFOD and ANCEFA as well as their national entities benefited from capacity building through exchange visits and experience sharing, seminars, and training workshops at the national, sub-regional and international levels, as well as technical support and coaching by the project teams, particularly for financial management. Organizational and operational capacity building has also been provided to the national member entities of WAFOD and ANCEFA. Taking the case of the CN-EPT, a budget line entitled "*Support to the functioning of the CN-EPT*" has been dedicated to strengthening "*the administrative and financial management, human resources, equipment, communication, travel, annual fee*" of the structure (See Partnership Contract N°E11\_OUAG\_PAR0124 between HI and CN-EPT/2018). The funding of such a budget line could be seen as an implicit recognition of a capacity gap in organizational and operational matters that HI has sought to fill. All these forms of the capacity building have allowed each implementing partner (both institutional actors and CSOs) to improve their skills and satisfactorily carry out their mandate.

**EQ6: How has the collaboration between partners been implemented at their different levels of intervention (regional, national, and local) and had an impact on the achievement of project results? (Involvement)**

**Finding 16:** *Collaboration between project implementation partners was effective at the sub-regional level thanks to the functionality of the regional steering committee, which ensured the involvement of stakeholders and removed bottlenecks in the implementation of the project.*

In accordance with its minimum commitments in terms of management and monitoring-evaluation of its projects, HI has set up a regional Steering Committee made up of HI's operational and technical teams and the main implementing partners. This committee has met regularly on an annual basis except in 2021 because of the COVID-19 pandemic. The cross-check of information collected through document review and interviews indicate that the steering committee has functioned relatively well and has contributed to the success of the implementation and the achievement of the expected results. First, the meetings of the steering committee allowed the main actors of the project to be informed and to be actively involved in the decision-making processes concerning the orientations and the implementation of the project, according to the opinion of the different actors met. Second, the interviews reveal that the committee's recommendations helped to resolve difficult situations that were hindering the implementation of activities or limiting the scope of the project's



expected effects. The example most mentioned by the actors is the delay in signing the partnership agreement between the HI country office in Burkina Faso and FEBAH because of leadership conflicts within this umbrella structure of disabled people's organizations. The discussions led by WAFOD with HI and FEBAH on the recommendations of the steering committee have allowed us to smooth out the difficulties and accelerate the contracting process in view of the effective beginning of the implementation of the activities entrusted to FEBAH. Finally, it was noted that the regional steering committee allowed for the creation of a healthy emulation between the national teams while promoting the sharing of experiences and good practices between the implementing partners. The steering committee has been even more important as it has strengthened the collaboration and synergy of action of the two sub-regional organizations (ANCEFA and WAFOD) with the support of HI, in the context of the conduct of more than a dozen joint advocacies at major international and sub-regional educational events, including webinars during the COVID-19 crisis.

However, shortcomings were noted by the actors we met regarding the composition of the regional steering committee and the frequency of its sessions. Indeed, an analysis of the composition of this steering committee reveals that the major shortcoming is the non-inclusion of institutional actors, i.e., the ministries in charge of education in each country. In the opinion of the implementing partners we met, *"this omission deprived the steering committee of an important ally in the implementation of activities such as advocacy because nothing can be done without their involvement"*. In addition, the non-involvement of administrative actors as members of the regional steering committee was a missed opportunity to create a framework for experience sharing and learning among institutional actors in the three countries. With regard to the annual periodicity of the regional steering committee sessions, some HI members deplored the fact that this did not allow for proactive management of the intervention; the wish was to hold semi-annual sessions.



*"ANCEFA was not working with WAFOD. It is through the IES project that our two structures collaborated for the first time and this collaboration went very well. Comments from a woman, head of a sub-regional implementing partner organization"*

*"The results we have achieved in this project give us the courage to start again together on other opportunities of collaboration", said a man in charge of a sub-regional implementing partner organization.*

*"The line of communication was open. We didn't move forward without each other. The project coordination was listening. The particularity of this IES project was that the advocacy activities were not predefined. It is a question of seizing opportunities and each time we benefited from the attentive ear of HI regarding the opportunities that we were able to identify".*

**Finding 17:** *The IES project has put in place frameworks for dialogue and collaboration at the national and local levels that have significantly contributed to the achievement of the expected results in each of the three countries.*

At the national level, the collaboration between actors was facilitated by the setting up of a national steering committee (in Burkina Faso and Mali) which was held annually and brought together HI, the CSO implementation partners, and actors from the Ministry of Education in each country. For most of the actors we met, the composition of the national steering committees is considered satisfactory in terms of the quality of its members and the representativeness of the different stakeholders in inclusive education in the steering committee. The results of the interviews also show that the national steering committee sessions were held regularly without interruption with the full participation of its members. The recommendations formulated at the end of the steering committee sessions are considered relevant by the actors interviewed in that they address solutions to the problems identified. They were also followed up for their effective implementation. In most cases, the recommendations that were not implemented were due to a lack of budget.

It should be noted that in addition to the national steering committee, some countries have set up specific collaboration mechanisms. In Burkina Faso, for example, a consultation framework has been set up with the CN-EPT, the Basic Education Action Group (CCEB-BF), and the Network of journalists for the promotion of

inclusive education (RJPEI) to make advocacy actions more effective and coordinated. In Mali, the National Directorate of Preschool and Special Education (DNEPS) was instructed to set up a consultation framework for inclusive education stakeholders, and this framework has been in place since 2020.

At the local level, a steering committee has not been set up. However, the project has ensured good collaboration between the stakeholders in children's education at the local level through the Communal Inclusive Education Commissions (CCIE). These multi-stakeholder platforms, which bring together key education stakeholders at the local (communal) level around the issue of inclusive education, have helped find solutions for the enrollment of out-of-school children with disabilities and other vulnerable children. In concrete terms, the work of social mobilization and identification of children with disabilities or internally displaced children has significantly contributed to the achievement of Result 1 of the project. The communal commissions initially tested in Burkina Faso and then exported to Mali are also a telling example of the added value of the regional steering committee, which allowed the sharing of this good practice.

## 4. Conclusions

### Conclusion on Sustainability

The project anticipated in its design and implementation the ownership of activities by the various implementing partners. Indeed, important activities have been carried out in this sense:

- i) ***The adoption of the DIY strategy***: This strategy has enabled the CCIEs and DPOs to take ownership of the child identification, community mobilization, and awareness-raising activities. However, there is a risk that the communal commissions set up by the local authority will not hold their sessions after the end of the project, in the absence of a communal budget, despite the advocacy work done.
- ii) ***The establishment of a pool of national trainers in each country***: This pool of trainers constitutes available expertise to ensure and relay the various training courses on inclusive education at the national level in each country. It is necessary to communicate the availability of this expertise (list of trainers by name) to the different stakeholders to avoid duplication of efforts.
- iii) ***The availability of manuals and training modules on inclusive education***: These materials are very important in harmonizing concepts in training.
- iv) ***Advocacy for the integration of the module on inclusive education in the pre-service and in-service training in the three countries***: This advocacy is carried out by the implementing NGO partners and institutional actors. The integration of the module in the initial training is an important result that augurs well for results at the country level.

However, the elaboration of the "exit strategy" document to establish the practical modalities for the reinforcement of the project's achievements was marked by some shortcomings. First, the elaboration of the exit strategy was not included as a modality of execution of the interventions although the HI Project Quality Reference Framework recommends it in the diagnosis phase and requires it during the implementation of the project. Indeed, the elaboration of the exit strategy document was done at the request of the financial partner and late in the year before the end of the project. Except for Mali, where two participatory workshops were organized, the content of the strategy remains little known to the stakeholders. The workshops should make it possible to collect the amendments of the actors before their finalization. In addition to the workshops, the final version of the strategy document should be widely disseminated to stakeholders.

### Conclusion on Capabilities

Capacity building (training, logistical support) carried out during the project has improved the capacities and skills of NGOs, DPOs, and institutional actors. The training topics were relevant and aligned with the needs of the actors: Inclusive education and specific teaching methods for children with disabilities, Standards for building inclusive infrastructures, Advocacy techniques, Analysis of educational policies and international legal instruments, Generalities on disability and inclusion, Normative framework and implementation issues for access to school for children with disabilities, Challenges in identifying students with disabilities, Coverage of specific needs and reduction of barriers to access and retention of children with disabilities in school, Protection of learners with disabilities from gender-based violence in schools, etc. A combination of capacity-building approaches was used, including webinars, exchange, and experience-sharing visits, capitalization studies and research, team coaching, and various technical and material supports. The training approach adopted the adult reinforcement approach (pedagogical approach) through the setting of learning objectives, the collection of learners' expectations, the combination of theoretical and practical aspects, and the sharing of experiences among learners. The approach consisted of conducting the training with the help of a pool of trainers (cascade training).

In capacity building, gender was taken into account through i) sensitive (protection of learners with disabilities against gender-based violence in schools) and gender-specific (gender - age - disability and intersectionality) training themes, ii) orientations in favor of gender parity in the training staff as well as iii) the realization of thematic research on the link between gender and disability (situation of the schooling of girls with disabilities in the three countries).

The various actors recognize that this capacity building has been important in the implementation of their mandate. These actors have carried out almost all the activities in their mandate, as evidenced by the level of achievement of the results of the project framework and the appreciation of the beneficiaries, except for one partner in Mali whose advocacy activities planned for 2022 and the justification of the resources made available were not carried out in full.

The concerns of some institutional actors about the insufficient number of people trained were anticipated and considered by the project from the design and implementation phase through the establishment of pools of trainers, the adoption of cascade training, and advocacy for the integration of training modules on inclusive education in initial teacher training and for public funding of inclusive education.

However, the capacity-building approach of the project actors invites some observations:

- The failure to carry out a formal assessment of the capacities and needs of the implementing partners, which would have made it possible to exhaustively identify any capacity gaps that need to be filled and to prioritize capacity-building needs. This prior assessment would have made it possible to identify the need to strengthen education professionals in the management of children with intellectual disabilities, which is a difficulty experienced in the field.
- The timeliness of the studies, particularly the thematic research on ICT and girls' schooling, which would have been more beneficial to the implementation if they had been carried out at the beginning of the project.

### **Conclusion on Efficiency**

In general, the project has made efforts to address new needs (of the different actors) that have arisen during implementation due to COVID-19 and the increased insecurity in the intervention areas. The government measures taken to limit the spread of the disease have affected the implementation of activities and led to new needs. The deterioration of the security situation in the three countries is characterized by an increase in attacks by non-Government armed groups, which has caused massive population displacements and the closure of many schools and health facilities.

The adjustments made within the framework of the project have made it possible to address specific actions to the new needs of the various actors affected (children, teachers and other educational actors, NGO staff, DPOs, and members of the CCIE) to ensure school continuity, to avoid school dropouts, to guarantee the protection of children in the school environment, and to respond to the needs of humanitarian care for internally displaced persons. In this sense, HI has i) provided children with disabilities with listening equipment to exploit digital educational resources and follow distance learning through community radios, ii) contributed to the establishment of conditions for the reopening of schools closed following the COVID-19 and iii) strengthened the capacity of actors to develop and administer distance learning. The CCIEs referred internally displaced children to schools and health and social care structures (shelter, food, clothing).

Collaboration at the local (communal) level with the health and social action sectors (including Government actors and NGOs) for the health and social care of internally displaced children in response to the emergency was limited to the operational level. It would also have been advantageous to consider this multi-sectoral collaboration at a strategic level from the project's conception, for example by including the heads of the central health and social action departments in the project's consultation frameworks such as the national steering committee. This would have strengthened the operational actions.

Moreover, despite the existing difficult security context at the time of the project's design, the humanitarian component (emergency interventions) was not taken into account in the programming of activities.

### **Conclusion on Effectiveness (Product/Service)**

The IES project has demonstrated good performance in implementing activities and achieving targets. The planned activities were carried out despite the difficult context of Covid 19 and insecurity. Among the 18 indicators, 13 or 72% of the indicators reached 100% of their respective targets. The good performance of the implementation of the project activities has been translated into positive changes on the ground.

In the partner schools, there was a significant increase in the school enrollment of children with disabilities and refugee and internally displaced children, followed by an improvement in the school retention rate of these marginalized children over the project implementation period. These results were made possible by changes in the physical environment (accessibility of the school environment), community attitudes (understanding of disability, trust, and support for children with disabilities), and inclusive teaching practices adopted by education professionals. Non-disabled students who have been sensitized to inclusion now accept their peers with disabilities and sometimes help them to perform some difficult tasks (copying lessons, reading, walking). The themes of sensitization were gender sensitive through topics such as the overload of domestic work for girls with disabilities, the perception of disability by the community, the issue of child marriage, gender-based violence and protection issues for girls with disabilities.

Parents of children with disabilities and education staff met in the field reported improved school performance of children with disabilities, refugees, and IDPs, but the evaluation does not have data on school monitoring of learners' achievements at this stage to confirm these reports.

In addition, several policy documents and action plans now integrate inclusion. Inclusion is taken into account in the vision or integrated as a guiding principle that directs the programming and budgeting of operational interventions. Strategic objectives or axes are also dedicated to supporting specific actions and budgets and indicators are highlighted to support the financing and monitoring of specific inclusive activities. These changes at the institutional level augur well for important results at the national level in all three countries. The implementation of these texts will benefit all children, especially children with disabilities. The actors are aware of the need to maintain advocacy with the Government and local authorities for consistent public funding of inclusive education.

While progress has been made in enrolling and retaining children with disabilities in school, the challenge of the inclusive education continuum (from primary to secondary or vocational training) remains. This challenge would benefit from being addressed in future interventions.

### **Conclusion on Cooperation**

WAFOD, ANCEFA, and their national entities, as well as the ministries in charge of education, which are the main partners in the implementation of the IES project, were not involved in the project design. The IES project also failed to conduct a prior analysis of the technical, operational, and financial capacities of these partners before their selection at the design stage. Despite this shortcoming with regard to HI's minimum commitments in terms of management and monitoring-evaluation established in its Project Quality Framework, the evaluation considers that the choice of these implementation partners is relevant, given the reasons put forward, including (i) the alignment of the partners' areas of intervention with the project's objectives of promoting inclusive education, (ii) the diversity and good representativeness of the member organizations at the level of each country and at the deconcentrated level (region, province, department); (iii) the partner's potential for influencing national education policies, (iv) the experience of previous collaboration or existence of a framework agreement with HI. These reasons make the selected partners essential allies in the promotion of inclusive education in the West African sub-region and in Burkina Faso, Mali and Niger; this has been confirmed in practice through the effectiveness recorded in the implementation of activities and the results achieved by the project.

Furthermore, the evaluation notes that the project has ensured good collaboration between the various implementing partners at the sub-regional, national, and local levels, which has contributed significantly to facilitating the implementation of the project and the achievement of the expected results. Several collaboration mechanisms have been put in place, such as steering committees at regional and national levels. These consultation and collaboration frameworks have enabled the various actors to get to know each other and share their experiences, ensure the proper involvement of these actors, to remove bottlenecks in the implementation of the project, and to conduct joint activities.

However, the weak involvement of partners from the design phase was a missed opportunity to benefit from the expertise of sub-regional organizations and institutional actors in terms of implementation strategies and

knowledge of the field, which would have improved the project design. In addition, the omission of institutional actors as statutory members of the regional steering committee limited the opportunities for experience sharing among the three countries. This was also a missed opportunity to advocate with the authorities of the three countries for the promotion of inclusive education.

## 5 Recommendations

Based on the above findings and conclusions, the evaluation team makes several recommendations to the project's key stakeholders. Each recommendation is accompanied by proposed operational actions with the name of the person responsible and the timeline for implementation if applicable.

Recommendation 1: Strengthen the multisectoral approach in future interventions to promote inclusive education by considering health and social action actors.		
<i>Anchoring: Finding 6</i>		
Main actions	Manager	Deadline
Involve health and social action stakeholders, as well as education and NGO partners, from the design stage to facilitate the holistic care of children with disabilities and other vulnerable children	HI	Not determined
Build the capacity of these actors on inclusion	HI	Not determined

Recommendation 2. Improve the management of projects through respect to the requirements and recommendations of HI's Project Quality Framework		
<i>Anchoring: Findings 3 and 4</i>		
Main actions	Manager	Deadline
In future interventions, ensure that the exit strategy is introduced in the design phase and implemented during the life of the project	HI	Not determined
Ensure that formal capacity analysis is systematized to identify the real strengthening needs of actors and implementing partners	HI	Not determined
Ensure the active involvement of institutional actors and partners in project design through planning and budgeting sessions	HI	Not determined

Recommendation 3. Improve care for children with disabilities and integrate the humanitarian component into future inclusive education interventions developed in the context of insecurity by specifically allocating resources.		
<i>Anchoring: Finding 9</i>		
Main actions	Manager	Deadline
Integrate specific emergency activities for children with disabilities, refugees, and IDPs into the programming	HI, Government, NGOs	Not determined
To carry out humanitarian actions to strengthen the care of disabled, refugee, and internally displaced children	HI, Government, NGOs	Not determined

Recommendation 4. Strengthen the sharing of the main results of the project with the different stakeholders of inclusive education through the major national events (education day, girls' education day, disability day)		
<i>Anchoring: Finding 3</i>		
Main actions	Manager	Deadline
Consolidate and make available to institutional actors the main results of the project (databases on the pool of trainers (list of PMAs and contacts), training modules, digital educational resources for students, and thematic studies on inclusive education)	HI	June 2023
Seize the opportunity of major events (education day, girls' education day, disability day) to share the results of the project	Government / HI	Not determined

Recommendation 5: Strengthen knowledge production and experience sharing with institutional actors in the framework of future multi-country interventions.		
<i>Anchoring: Finding 16 &amp; 4</i>		
Main actions	Manager	Deadline
Plan the conduct of thematic research at the beginning of the project to make the results useful for advocacy and for improving the implementation of activities in the field	HI, Government, NGOs	Not determined
Integrate institutional actors (Technical Advisor or Secretary General of the Ministry of Education) as statutory members of the regional steering committee	HI	Not determined
Provide for a co-chairmanship of the steering committee by the administrative authority and rotating sessions between countries, taking into account the security context	HI & NGOS	Not determined

Recommendation 6. In future interventions, strengthen advocacy with institutional actors (ministerial departments, institutions, and local authorities) for consistent public funding of inclusive education and the strengthening of the continuum of inclusive education and vocational training for students with disabilities leaving primary school.		
<i>Anchoring: Finding 3 4 and 7</i>		
Main actions	Manager	Deadline
Continue to advocate with institutional actors (ministerial departments and institutions) for substantial public funding for inclusive education	HI & NGOS	Not determined
Advocate with local authorities for the creation of a budget line for inclusive education in general and the financing of sessions of Inclusive Education Communal Commissions	HI & NGOS	Not determined
Strengthen the educational continuum and inclusive vocational training for students with disabilities coming out of elementary school	HI, NGOs & Institutional Actors	Not determined



## 6 Annexes

### Annex 1 : Terms of reference of the final evaluation

**Editor: Geneviève Schmitt, Regional Project Coordinator Date of writing: 2022/07/06**

#### 1. General information

##### 1.1. About Humanity & Inclusion

Outraged by the injustice faced by people with disabilities and vulnerable populations, we aspire to a world of solidarity and inclusion, enriched by our differences, where everyone can live in dignity. Humanity & Inclusion is an independent and impartial aid and development organisation working in situations of poverty and exclusion, conflict and disaster. We work alongside disabled and vulnerable people to help meet their essential needs, improve their living conditions and promote respect for their dignity and fundamental rights.

For further information about the association: <http://www.hi.org>

##### 1.2. About Humanity & Inclusion in the country/region

Humanity & Inclusion (HI) has been present in West Africa since 1991 and has been supporting the implementation of education projects since 1998 in the following fields:

- Access to education for out-of-school children, especially those with disabilities, through community-based actions;
- Multi-sectoral support for children with disabilities;
- Improving the school environment;
- Improving the quality of services and student achievement;
- Institutional support to make education systems more inclusive for children and young people with disabilities.

In addition, since the deterioration of the health and security context, distance learning and education in the context of crisis constitute two other priority areas of intervention.

Started in 2017, the Norad funded Inclusive Education project in Burkina Faso, Mali and Niger aims to create an inclusive child-friendly learning environment at local, national and sub-regional levels to ensure schooling and quality education for marginalised girls and boys aged 6-16, including children with disabilities.

Through its community and multi-actor approach and through advocacy actions based on a strong involvement of civil society actors, the project has achieved progress with regard to the education of children with disabilities over the past few years in the countries where it is implemented. The enrolment rate of children with disabilities in regular schools and the learning conditions of all children have improved, and the institutional anchoring of inclusive education through the mobilisation of actors at local, national and sub-regional levels has been strengthened.

The project is directly implemented by country teams and national partners in each location coordinated by a regional unit based in Mali (since 2022, following a coordination based in Senegal from 2017-2021) and two regional partners: the Africa Network Campaign on Education For All (ANCEFA) and the West Africa Federation of Persons with Disabilities (WAFOD).

#### 2. Context of the evaluation

## 2.1 Presentation of the project to be evaluated

Project title	RAF 17/0036 Contribute to inclusive and quality education for marginalized girls and boys in Burkina Faso, Mali and Niger
Implementation dates	September 2017 – December 2022
Location/Areas of intervention	<b>Burkina Faso:</b> Kadiogo, Boulgou, Seno, Soum regions <b>Mali:</b> Communes of Bamako, Tombouctou and Sikasso <b>Niger:</b> Niamey, Maradi and Tahoua regions
Operating Partners	<ul style="list-style-type: none"> <li>✓ The Ministries of Education in the 3 countries</li> <li>✓ The African Network Campaign on Education For All (ANCEFA) and their National Federations</li> <li>✓ The West Africa Federation of Persons with Disabilities (WAFOD) and their National Federations</li> <li>✓ Parents 'associations, school committees, mothers' associations, civil society organizations, disabled people organizations (DPOs), local authorities</li> </ul>
Target Groups	<ul style="list-style-type: none"> <li>✓ 13 000 girls and boys with disabilities, refugee and IDP girls and boys</li> <li>✓ 4 571 teachers and school managers from the 983 targeted schools</li> <li>✓ 5 624 representatives from civil society organization (coalition / education networks, DPOs, school committees, parent's associations)</li> <li>✓ 1 387 decision makers</li> <li>✓ 276 000 girls and boys enrolled in targeted schools</li> <li>✓ Communities from the implementation zones</li> </ul>
Project Budget	(2017-2022) : 69 473,134 NOK

Objectives of the project	<p>The IE Sahel project aims to create an inclusive and child-friendly learning environment at local, national and regional levels to ensure quality education for marginalised girls and boys aged 6-16, including girls and boys with disabilities. The intervention is carried out at three levels: system, service and community through capacity building, advocacy and technical assistance.</p> <p>Children are at the heart of the project's approach, which aims to meet their needs and expectations in a holistic manner. Combating the perception that children with disabilities are the "problem", providing a holistic response, making the school environment accessible, building the capacities of local education actors, and improving learning</p>
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	<p>methods were identified as the most important elements to enable the right to education of all children without discrimination.</p> <p>Furthermore, the action contributes to strengthening the links between DPOs and other civil society organisations working in the field of education. This alliance strategy should contribute to improving the capacities of stakeholders to coordinate actions, influence key decision-makers and raise issues of common interest for the mainstreaming of disability in all their fields of intervention.</p>
<p>Expected results and indicators</p>	<p><b>Impact goal:</b> To improve the access and the retention of girls and boys with disabilities and refugee children to a compulsory quality education</p> <p><b>Outcome 1:</b> The number of children with disabilities and refugee children attending schools has increased</p> <p><b>Outcome 2:</b> Schools are physically accessible for all children</p> <p><b>Outcome 3:</b> The education system in Burkina Faso, Mali and Niger is becoming increasingly inclusive</p> <p><b>Outcome 4:</b> The quality of services is enhanced and student learning is improved</p>
<p>Main activities implemented</p>	<p><b><u>Outcome 1:</u></b></p> <ul style="list-style-type: none"> <li>✓ Identification and monitoring of children with disabilities and other marginalised groups (including health care, rehabilitation care)</li> <li>✓ Training and capacity building of community actors on inclusive education, vocational training and the monitoring process of children with disabilities</li> <li>✓ Awareness raising and community mobilization on disability, inclusive education and the rights of refugee/displaced children</li> <li>✓ Strengthening the economic situation of families in the form of support for income generating activities</li> </ul> <p><b><u>Outcome 2:</u></b></p> <ul style="list-style-type: none"> <li>✓ Accessibility audits</li> <li>✓ Technical capacity building for urban planning officers on making schools and water points accessible</li> <li>✓ Advocacy to ensure that reasonable works and improvements to schools are borne directly by the Communes.</li> <li>✓ Rehabilitation of water points</li> <li>✓ Accessibility work in schools</li> </ul> <p><b><u>Outcome 3:</u></b></p> <ul style="list-style-type: none"> <li>✓ Capacity building of representatives from Civil Society Organisations (CSOs), DPOs representatives and key actors in the Ministries of Education (MoE)</li> <li>✓ Research regarding education for Children with Disabilities</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Advocacy for the integration of inclusion in education policy documents</li> <li>✓ Support for the implementation of advocacy campaigns</li> <li>✓ Support the development of data collection systems integrating the disability dimension at regional and national levels</li> </ul> <p><b><u>Outcome 4:</u></b></p> <ul style="list-style-type: none"> <li>✓ Provision of inclusive and accessible learning materials</li> <li>✓ Design of manuals and training modules on inclusive education validated by the MoE</li> <li>✓ Awareness raising and training of teachers in the target schools on the concepts of inclusive education and inclusive pedagogical approaches</li> <li>✓ Awareness-raising and training of student teachers in vocational training schools for the teaching profession in inclusive education</li> <li>✓ Training of educational actors and pedagogical follow-up of teachers</li> <li>✓ Development of innovative education responses (including technical assistance to MoE, teacher training in braille and sign language, monitoring visits)</li> <li>✓ Strengthening links between special and mainstream schools</li> <li>✓ Advocacy for the resumption of the provision of adapted/inclusive teaching materials by the MoE</li> </ul>
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## 2.2 Justification of the evaluation

In line with HI's PME (Project Monitoring and Evaluation) policy and its minimum evaluation commitments, the 5-year Norad-funded project requires a final external evaluation. The various self-evaluations carried out during the project implementation have revealed a number of quality criteria that need further analysis. Moreover, the final evaluation is an integral part of the contract between HI and the donor and of the activities to be carried out within the project implementation framework. The main objective is to verify whether the intervention strategy developed within the project framework has made it possible to achieve the expected results.

Therefore, the implementation of this final evaluation is an important step for Humanity & Inclusion and for Norad, aiming to evaluate the actions carried out by the project in relation to the needs of the beneficiaries as well as the effects generated, while responding to the following dimensions: sustainability, capacities, efficiency, effectiveness, cooperation in accordance with HI quality framework.

## 3. Objectives of the evaluation

### 3.1 Overall objective and expected outcomes

The final evaluation of the current project is being conducted for learning and accountability purposes. Its main objective is to assess the performance and quality of the project's activities and mechanisms in order to improve the design of future opportunities.

The evaluation results will be shared with partner organisations and all project stakeholders (DPOs, EFA Coalitions, Directorates of MoE, project beneficiaries), through adapted format ensuring the

information is accessible and understandable to all. Finally, the evaluation report will be sent to the project donor, Norad, for contractual and accountability purposes.

The different expectations for this evaluation are:

- ✓ For the project teams: To get the necessary input to evaluate the overall impact of their work. The evaluation results will be used internally by HI as a tool for decision-making, about the continuation of the project or the design of similar projects.
- ✓ For state actors: To identify achievements and shortcomings/constraints in the project implementation in order to identify corrective measures.
- ✓ For the community: To measure the project impact and identify a strategy for sustaining the achievements.
- ✓ For partners: To obtain information on the project impact and use the evaluation results to inform future projects.
- ✓ For the donor: To assess the relevance of the project as a whole. The evaluation results will be used internally by Norad as a tool for decision-making.

### **3.2 Specific objectives**

The evaluation is part of the Inclusive Education sector. It will cover the three countries of intervention as well as the regional coordination and will cover the entire period financed by the donor, i.e. from 2017 to 2022.

In accordance with HI procedures, the mid-term evaluation recommendations and the results of the self-evaluations carried out in the different countries, five evaluation criteria have been selected: sustainability, capacities, efficiency, effectiveness, cooperation.

The specific objectives of the final evaluation are closely related to the mentioned evaluation criteria and the proposed evaluation questions (see section 5) and are mentioned here:

- ✓ To assess whether the post-project phase (especially the transfer of activities after the intervention to actors capable of continuing them) was sufficiently anticipated and prepared;
- ✓ To assess the extent to which the capacity building carried out during the project has enabled implementation actors (communal committee members, DPOs and other associations' members, teachers, policy-makers) to fully and effectively fulfil their mandate with the beneficiaries;
- ✓ To assess the degree of adaptability of the intervention in the face of changing circumstances, needs and risks, particularly security risks to achieve the objectives set at the beginning;
- ✓ To measure the degree of achievement of results in relation to the objectives;
- ✓ To assess the extent to which the partnership strategy (concerning contractual and implementation partners) put in place (choice of actors, role, and responsibilities) has enabled the partners' effective involvement and contributed to the achievement of the objectives.
- ✓ To assess the impact of the implementation of collaborative mechanisms between partners on the achievement of project results.

In a global and transversal way, for the whole evaluation, particular attention will be paid to the following points:

- ✓ Gender dimension: taking into account gender, according to an intersectional approach with age and disability factors, at strategic and operational level (to link with the study on the schooling of girls with disabilities carried out in Burkina Faso, Mali and Niger)
- ✓ Project innovation dimension: inclusion of children with sensory impairments (through specific mechanisms: itinerant teachers, transitional classes, etc.)

### **3.3 Evaluation criteria**

The consultant(s) will articulate the analysis around a set of evaluation questions and indicators as presented below, in line with HI's project quality framework. The questions might be reviewed during the evaluation inception phase, in light with the preparatory work that will be finalised before the field phase takes place. Any substantial change needs to be agreed with HI, the donor and the steering committee of the evaluation and reflected in the Inception Report. The following criteria should be looked into, for all three implementation countries, though other criteria can be suggested by the evaluator:

#### **SUSTAINABILITY**

**Anticipation:** To what extent does the exit strategy anticipate the ownership of the project activities and strategy by the different state and civil society actors?

#### **CAPACITIES**

**Skills:** To what extent has the capacity building carried out during the project improved the skills of the implementation actors (communal committee members, DPOs and other associations' members, teachers, policy-makers) to fully and effectively fulfil their mandate with the beneficiaries?

#### **EFFICIENCY**

**Flexibility:** To what extent has the project adapted to the evolving needs and risks (constraints and opportunities) linked to political, security and environmental (Covid-19) context changes to achieve its objectives?

#### **EFFECTIVENESS**

**Output/Service:** To what extent has the project achieved the expected results with regard to the qualitative and quantitative analysis of the indicators?

#### **COOPERATION**

**Choice:** Has the choice of contractual and implementation partners and the role assigned to them been well thought out (strategic, technical, ethical, financial aspects)?

**Involvement:** How has collaboration between partners been implemented at their different levels of intervention (regional, national and local) and had an impact on the achievement of project results?

### **4. Evaluation methodology and organisation of the mission**

#### **4.1 Collection methodology**

The methodology will be detailed by the consultant/ firm in their inception report, but it will have to integrate mixed quantitative and qualitative methods and take into account the notion of gender in the constitution of the team of interviewers and in the sampling of people to be interviewed. The sampling will be proposed by the evaluator(s) and will have to cover sufficiently the areas of implementation of the project in the 3 countries (the list of schools is available in annex of these ToR).

The methodology is required to have accessible and user-friendly approaches and strong participatory focus where people with and without disabilities are consulted. Data collection approaches and tools as well as the dissemination of evaluation findings should be inclusive and accessible and align with the evaluation specific objectives. Technical feedback on the tools, the inception report and the final report will be provided by the evaluation steering committee throughout the process.

Documents produced during the project will be made available to the evaluator(s) for the desk review.

Given the deteriorating security situation in the covered countries, the evaluation team will adopt a mixed methodology, combining fieldwork (in close collaboration with national partners present locally) and remote work (through virtual meetings).

#### 4.2 Actors involved in the evaluation

The steering committee set up for the project evaluation will be involved in all key stages of the evaluation.

The project coordinator, with the support of the MEAL Manager, will coordinate the evaluation process. The Project Teams will be asked to facilitate the mobilisation of stakeholders.

The main actors involved in the project evaluation will be consulted in the evaluation criteria definition and in the evaluation methods and tools adoption. Partners and beneficiaries will be consulted mainly through individual and focus group interviews as key informants.

#### 4.3 Organisation of the mission

The steering committee is composed of the HI Mali MEAL manager, the SAHA programme's Inclusive Education and Vocational Training specialist, the Norad project coordinator, the HI Mali programme's logistics manager and the ANCEFA regional coordinator. Its role will be to validate the deliverables of the evaluation process. To do this, it will meet at the following stages:

- ✓ The launch of the evaluation process to validate the terms of reference
- ✓ The analysis of the offers for the selection of the firm/consultant
- ✓ The kick-off meeting for the framing of the evaluation and the handing over of the available documents to the firm/consultant
- ✓ Review of the inception report to validate the evaluation protocol and tools

The consultant/firm's on-the-spot debriefing of field activities for a general assessment of the data collection process (first results, conclusions, recommendations); this debriefing will take place with the project team, the Area managers and the steering committee in Bamako for Mali, in Niamey for Niger and in Ouagadougou for Burkina Faso

Review of the report first draft with feedback from the steering committee and the consultant/firm

Validation of the final report (on the basis of the quality checklist attached, chapter 6)

Completion of the online questionnaire.

### 5. Principles and values

#### 5.1. Protection and Anti-Corruption Policy

<a href="#"><u>Code of Conduct</u></a>	<a href="#"><u>Protection of Beneficiaries from sexual exploitation, abuse and harassment</u></a>	<a href="#"><u>Child protection policy</u></a>	<a href="#"><u>Anti-fraud and anti-corruption policy</u></a>
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#### 5.2. Ethical measures\*

As part of each evaluation, HI is committed to upholding certain ethical measures. It is imperative that these measures are taken into account in the technical offer:

- ✓ **Guarantee the safety of participants, partners and teams:** the technical offer must specify the risk mitigation measures.
- ✓ **Ensuring a person/community-centred approach:** the technical offer must propose methods adapted to the needs of the target population (e.g. tools adapted for illiterate audiences / sign language / child-friendly materials, etc.).
- ✓ **Obtain the free and informed consent of the participants:** the technical proposal must explain how the evaluator will obtain the free and informed consent and/or assent of the participants.
- ✓ **Ensure the security of personal and sensitive data throughout the activity:** the technical offer must propose measures for the protection of personal data.

\*These measures may be adapted during the completion of the inception report.

### **5.3. Participation of stakeholders and affected communities**

Key partners will be consulted in the evaluation methods and tools adoption. Local partners, especially DPOs, will be approached to facilitate survey implementation. Beneficiaries (parents, pupils, educational actors, members of communal committees) will be consulted mainly in the form of individual and focus group interviews as key informants. They might also contribute to the interview grids construction if necessary.

### **5.4. Others**

#### **Security:**

Strong constraints related to the security situation will have to be taken into account when organising the data collection in the three countries, particularly in the tri-border area. Kidnappings and temporary detentions, irregular controls, robberies and explosive devices are frequent in the intervention zones. Some areas, such as Tongomayel in Burkina Faso, are completely inaccessible. Before any trip, a preliminary security analysis should therefore be carried out systematically. In all cases, it is recommended to travel by air when possible, to select a safe place for accommodation and to shorten the field missions in sensitive areas. It is also important to respect discretionary measures regarding travel (before and during the mission).

HI can facilitate the provision of updated information on the security context of the areas targeted by the evaluation, but can in no way be held responsible in the event of an incident. Similarly, HI will never ask an evaluator to take risks in order to conduct any activity related to the final evaluation.

#### **Behaviour:**

It is essential to remain as neutral and impartial as possible: avoid expressing political or religious opinions or a sensitive aspect of society, if necessary talk about "armed groups" and not "terrorists/jihadists"... The habits and customs of the regions visited must also be respected.

## **6. Expected deliverables and proposed schedule**

### **6.1. Expected deliverables**

The consultant/firm will produce the following deliverables:

- ✓ An inception report in the form of a protocol including the data collection tools within 10 working days of the scoping meeting;
- ✓ An interim report (first draft of the final report) within 14 days after the end of the data collection;
- ✓ A final report of approximately 20-30 pages maximum within 30 days after the end of the data collection;
- ✓ A summary report of 2-5 pages to be produced at the same time as the final report.



At the end of the evaluation, the consultant/firm should submit to the steering committee:

- ✓ The databases;
- ✓ Transcripts of the interviews;
- ✓ Recordings;
- ✓ And any other documents produced.

The report should be delivered in an accessible and easy-to-read format. Two copies of the full report and synthesis should be produced: one in French, the second in English. Any costs incurred for the translation of the report will be included in the evaluation budget.



Within the report confidentiality will be respected when representing personal information.

NB: For reasons of confidentiality, the evaluation report remains the intellectual property of HI exclusively.

**Reporting dates:**

4<sup>th</sup> of November 2022: Receipt of the first draft of the final evaluation report

21<sup>st</sup> of November 2022: Validation of the final report

<i>The final report should be integrated into the following template:</i>	<i>The quality of the final report will be reviewed by the Steering Committee of the evaluation using this checklist:</i>
 TS8_Template_Final_Report.docx	 TS7_Final_Report_Quality_Checklist.docx

**6.2. End of evaluation quality review**

After the report’s validation and before the end of his mission, the consultant/firm will have to contribute to the assessment of the evaluation process by filling in an online questionnaire whose link will be shared by the Steering Committee.

**6.3. Evaluation dates and schedule**

All deliverables must be submitted by 25<sup>th</sup> of November 2022 at the latest.

The proposed timeline is below.

Stage	Period			Comments
	September	October	November	
Briefing				Meeting with Steering committee and project coordination for briefing
Review of the literature + tools design for data				The inception report should be submitted to the Steering

collection, elaboration of the inception report				Committee no later than 10 working days after the scoping meeting. A final meeting should be scheduled to resolve any remaining difficulties before the start of the data collection.
Field mission (maximum 15 working days of data collection including training and field feedback)				Data collection should take place during the first three weeks of October. A debriefing of the field activities should be carried out in each country within 3 days of the end of the data collection.
Drafting of final report				Including data analysis and the results' presentation. Part of data analysis can begin during the field mission. The first draft of the evaluation report should be shared with HI on the 4 <sup>th</sup> of November.
Feedbacks and final report				Regular feedback between the Steering Committee and the consultant/cabinet will be organised to refine the draft report.
Validation of the final report				The Steering Committee will meet on the 21 <sup>st</sup> of November to validate the final evaluation report.
Submission of the deliverables				All deliverables must be submitted by the 25 <sup>th</sup> of November at the latest.

## 7. Means

### 7.1 Expertise sought from the consultant(s)/firm

The recommended evaluation team should consider this key personnel:

- ✓ An international consultant (chief of party), specialist of Inclusive Education program evaluation, preferably in the Sahel area, with at least ten years' experience in evaluation as consultant. He/She will ensure all communication with the project evaluation steering committee and the project coordination and will be the sole responsible for managing the evaluation's organisation;
- ✓ A national consultant for each country with at least five years' experience in evaluating education projects;
- ✓ A statistician with at least 5 years of experience.

The team of experts should combine the following skills, experience and knowledge (Training, experience and references required for each expert):

- ✓ Proven experience in final external project evaluations, including experience in evaluation of regional/ multi-country programmes/projects delivering a complex intervention (required);
- ✓ Background in Inclusive Education, preferably with a working knowledge on Inclusive Governance and support to DPOs (required);
- ✓ Cooperating partners in the three countries where the project is implemented (required);
- ✓ Proven experience on a wide range of data collection and data analysis tools/methods (required);
- ✓ Experience in conducting participatory (qualitative and quantitative) evaluation techniques, including universally accessible techniques (required);
- ✓ Experience working with Non-Governmental Organizations (required);
- ✓ Cross cultural & field-based experience in developing contexts (preferred);
- ✓ Experience working in countries of intervention (Burkina Faso, Mali and Niger) (preferred).

Working languages: Written and spoken French (required) and English (preferred).

NB: The consultant/ firm will be responsible for contracting his/its own surveyors for field survey.

## **7.2 Budget allocated to the evaluation**

The consultant/firm must detail in his/its offer all the costs incurred by the mission, in particular:

- ✓ The cost per day for each evaluator;
- ✓ The breakdown of the time spent per participant and per stage of work;
- ✓ The auxiliary costs (services and additional documents);
- ✓ The overall cost of the intervention including transport costs (international and local), accommodation costs, logistical/meeting costs, translation costs; with proposed payment modalities;
- ✓ Taxes and other levies.

The last payment is conditional on the validation of the final report and not on the sending of the latter. By validation, we mean validation of the quality of deliverables submitted, and under no circumstances of the appreciation of the project evaluated (based on the quality checklist attached, chapter 6).

## **7.3. Resources made available to the evaluation team**

The evaluators will rely on the following resource documents:

- ✓ Project framework documents (extension of the single form);
- ✓ Evaluation tools for project activities;
- ✓ The beneficiary databases;
- ✓ The PM Box (latest version);
- ✓ Recommendations from the 2017-2022 project reviews;
- ✓ Activity reports;
- ✓ The mid-term evaluation report;
- ✓ The Norad Portfolio Review;
- ✓ Any other tool that may be of interest to the evaluators.

## **8. Submission of applications**

Proposals from interested firms/consultants should include:

1. Letter of expression of interests, including how the skills and competencies described in the Terms of Reference are met (compulsory);

2. Curriculum vitae (compulsory) detailing the consultants' experience and qualifications on impact evaluations and inclusive education work; references of previous assignments done or sample of work accomplished (at least three organisations, preferably international ones);
3. Technical proposal (compulsory) including the evaluation design and methodology, data collection and analysis, activities proposed to accomplish the objectives of the assignment. It should include a proposed timeline considering contextual limitations;
4. Financial proposal in EUR and NOK (compulsory). All costs related to the consultancy without exceptions (including VAT, if applicable) should be included in the financial plan of the consultant, etc.;

The proposed payment modality is as following:

- 50% upon signature of the service contract
- 50% after the receiving of all deliverables and validation of the final report.

If other payment modality is requested, this must be justified in the offer.

Note: No per diem will be paid to the consultants. The consultants will be responsible for their own security in all countries, HI will not cover any insurance fee during the consultancy period.

5. Legal documentation of the firm (registry, tax return document, etc...)

#### ➤ Submission date

**2<sup>nd</sup> of August – 23.59h CET**

#### **Tendering schedule**

Evaluation of the applications will be made through a selection committee in 2 phases:

- ✓ Administrative selection: checking for completeness of application (all compulsory items listed above). Incomplete applications will not be taken into consideration for technical selection.
- ✓ Technical selection: criteria to select the best application will be based on the quality of the technical proposal, competitive financial proposal, human resources skills and previous experiences, demonstrated expertise of the applicant.

Proposals should be submitted to the following email: [appel-offre@mali.hi.org](mailto:appel-offre@mali.hi.org) including in the email subject: "IE Sahel Final Evaluation Consultancy".

Only candidates who pass the administrative selection will be taken into consideration for the technical assessment and they will be afterwards notified of the final decision. Selected applicants may be invited for a (phone/skype) interview. Interviews will be conducted on August 15 and 16. HI reserves the right to contact the applicants for further information before the final selection of the selection committee.

NB: Applications from women and people with disabilities who fit the profile for this evaluation are strongly encouraged.

#### **9. Appendices**

- [HI's Quality Framework](#), on which all evaluators must base their evaluation.
- [The Disability - Gender - Age Policy](#), which must guide the approach and the construction of evaluation tools in the technical offer.
- The regional results framework



C\_RAF-17\_0036\_Results framework CE 2022



List of Partners Schools IE Sahel.xlsx

## Annexe 2 : Outils de collecte de données

### Grilles d'entretien et questionnaires

#### GUIDE FOCUS GROUP AVEC LES ELEVES

Date et heure de l'entretien :

Nom et Prénom (s) de l'animateur :

Ecole :

Province ou région :

Pays :

#### 0. Identification des répondants

N°	Nom et Prénom (s)	Sexe	Age	Type de handicap	Contact
1					
2					
3					
4					
5					
6					
7					
8					

#### 1. Implication dans le projet

**1.1.** Comment avez-vous été identifié pour être bénéficiaire du projet EIS ? **SQE5.1**

**1.2.** Quels étaient vos besoins en termes d'éducation avant la mise en œuvre du projet EIS ? **SQE3.1**

#### 2. Prestations reçues

**2.1.** Avez-vous bénéficié de sensibilisation sur les droits des enfants (vivant avec un handicap, déplacés internes ou réfugiés) à l'éducation ? Quelle appréciation faites-vous de cette sensibilisation ? **SQE4.3**

**2.2.** Avez-vous bénéficié de matériels didactiques dans le cadre de vos études ? Quelle appréciation en termes de qualité faites-vous du matériel reçu ? **SQE4.1**

#### 3. Changements observés

**3.1.** Quelle appréciation faites-vous aujourd'hui de l'accompagnement ou du soutien de vos parents dans le cadre de vos études ? **SQE4.1**

**3.2.** Quelle appréciation faites-vous aujourd'hui de l'interaction que vous avez avec vos frères et sœurs non handicapés comparativement à la situation avant le projet ? **SQE4.1**

**3.3.** Quelle appréciation faites-vous aujourd'hui de l'interaction que vous avez avec les autres enfants non handicapés de l'école comparativement à la situation avant le projet ? **SQE4.1**

**3.4.** Quels ont été les nouveaux besoins prioritaires qui ont apparu lors de la mise en œuvre du projet ? **SQE4.1**

#### GUIDE DE FOCUS GROUP AVEC LES PARENTS D'ELEVES

Date et heure de l'entretien :

Nom et Prénom (s) de l'animateur :

Province ou région :

Pays :

## 0. Identification des répondants

N°	Nom et Prénom (s)	Sexe	Age	Fonction	Contact
1					
2					
3					
4					
5					
6					
7					
8					

## 1. Implication dans le projet

**1.1.** Comment vos enfants ont été identifiés pour bénéficier des activités du projet EIS ? **SQE5.1**

**1.2.** Quels étaient vos besoins en termes de scolarisation de vos enfants (handicapés, déplacés internes ou réfugiés) avant la mise en œuvre du projet EIS ? **SQE3.1**

## 2. Prestations reçues

**2.1.** Avez-vous bénéficié de sensibilisations sur le handicap, l'éducation inclusive et les droits des enfants réfugiés / déplacés ? Quelle appréciation faites-vous de ces sensibilisations ? **SQE4.3**

**2.2.** Est-ce que vous avez été soutenu à développer une activité génératrice de revenus (AGR) par le projet EIS ? Quelle appréciation faites-vous du volume des ressources/matériel mise à votre disposition pour l'AGR ? Quelle appréciation faites-vous des modalités de soutien du projet ? **SQE4.1**

## 3. Changements observés

**3.1.** Quel soutien accordez-vous aujourd'hui à vos enfants (handicapés, déplacés internes ou réfugiés) comparativement à la situation avant le projet ? **SQE4.1**

**3.2.** Quelle appréciation faites-vous de la situation de votre enfant aujourd'hui comparativement à la situation avant le projet ? **SQE4.1**

**3.3.** Quelle appréciation faites-vous aujourd'hui des interactions de votre enfant avec ses frères et sœurs comparativement à la situation avant le projet ? **SQE4.1**

**3.4.** Quelle appréciation faites-vous aujourd'hui des interactions de votre enfant avec les autres enfants non handicapés comparativement à la situation avant le projet ? **SQE4.1**

**3.5.** Sans les interventions, seriez-vous en mesure de soutenir vos enfants handicapés à poursuivre leur éducation ? Si oui, comment comptez-vous soutenir vos enfants handicapés ? **SQE4.1**

**3.6.** Quels ont été les nouveaux besoins prioritaires qui ont apparu lors de la mise en œuvre du projet ? **SQE3.1**

## GUIDE DE FOCUS GROUP AVEC LES DIRECTEURS ET LES ENSEIGNANTS D'ÉCOLES

Date et heure de l'entretien :

Nom et Prénom (s) de l'animateur :

Province ou région :

Pays :

## 0. Identification des répondants

N°	Nom et Prénom (s)	Sexe	Age	Fonction	Ecole	Contact
1						
2						
3						
4						
5						
6						
7						
8						

## 1. Implication dans le projet

**1.1.** Comment votre école a-t-elle été identifiée pour faire partie des écoles partenaires du projet EIS ? **SQE5.1**

**1.2.** Quels étaient les besoins de votre école en termes d'éducation inclusive (éducation des handicapés, déplacés internes ou réfugiés) avant la mise en œuvre du projet EIS ? **SQE3.1**

## 2. Prestations reçues

**2.1.** Quelles formations avez-vous bénéficié ? **SQE4.2**

**2.2** Quelle appréciation faites-vous de la qualité de chaque formation reçue ? **SQE4.2**

**2.3** Comment ces formations vous permettent-elles d'améliorer votre compétence en termes d'encadrement des enfants avec ou sans handicap ? **SQE4.2**

**2.4.** Est-ce que toutes les formations auxquelles vous avez pris part, des pré-tests et des post-tests ont été systématiquement réalisés ? **SQE4.2**

**2.5.** Votre école est-elle dotée de manuels et de modules de formation sur l'éducation inclusive et de matériel pédagogique inclusif ? Quelle appréciation faites-vous de la qualité de ces manuels, modules et matériel ? **SQE4.21**

**2.6.** Quelles difficultés avez-vous rencontrées dans l'éducation des enfants handicapés, déplacés internes ou réfugiés ? **SQE4.1**

## 3. Changements observés

**3.1.** Quels ont été les succès remarquables du projet ? **SQE4.1**

**3.2.** Quel est votre regard aujourd'hui sur la question de l'éducation inclusive ? **SQE4.1**

**3.3.** Quelle appréciation faites-vous du suivi des enfants handicapés, déplacés internes ou réfugiés par les parents ? **SQE4.1**

**3.4.** Quelle appréciation faites-vous des résultats scolaires des enfants handicapés, déplacés internes ou réfugiés dans votre école ? **SQE4.1**

**3.5.** Quelle appréciation faites-vous aujourd'hui des interactions entre les élèves handicapés et les enfants non handicapés comparativement à la situation avant le projet dans votre école ? **SQE4.1**

**3.6.** Quelle appréciation faites-vous des interactions entre les élèves déplacés internes ou réfugiés et les autres élèves ? **SQE4.1**

**3.7.** Les interventions du projet prendront fin en décembre 2022, de quoi avez-vous besoin pour pouvoir continuer d'assurer l'éducation des enfants handicapés, déplacés internes ou réfugiés dans votre école ? **SQE4.1**

## **GUIDE DE FOCUS GROUP AVEC LES ACTEURS INSTITUTIONNELS (points focaux, directions régionales et commissions communales)**

Date et heure de l'entretien :

Nom et Prénom (s) de l'animateur :

Province ou région :

Pays :

### **0. Identification des répondants**

N°	Nom et Prénom (s)	Sexe	Age	Fonction	Structure	Contact
1						
2						
3						
4						
5						
6						
7						
8						

### **1. Pérennité**

**1.1.** Dans le cadre de la stratégie de sortie du projet EIS, une affectation des activités du projet a été fait entre ONG, OPH et acteurs institutionnels, Est-ce que les activités qui vous ont été affectés sont-elles alignées sur votre mandat ou objectifs ? **SQE1.1**

**1.2.** Qu'est-ce qu'il vous faut pour poursuivre les activités qui vous ont été affectées à la fin du projet ? **SQE1.2**

**1.3.** Est-ce que les conditions de la répliquabilité des activités sont satisfaites ? lesquelles ? **SQE1.3**

### **2. Capacités**

**2.1.** En matière d'éducative inclusive, quels étaient vos gaps de compétences et de connaissances du début du projet en 2017 ? **SQE2.1**

**2.2.** Quels sont les renforcements de capacité dont vous avez bénéficié (Coaching, formation, financement, équipement) **SQE2.1**



**2.3.** Est-ce que le nombre de personnes formées pour chaque renforcement de capacité a été suffisant ? pourquoi ? **SQE2.2**

**2.4.** Est-ce les personnes formées, sont-elles celles indiquées pour recevoir ces formations ? pourquoi ? **SQE2.2**

**2.5.** Est-ce que le nombre de jours de formation a été suffisant pour chaque formation ? pourquoi ? **SQE2.2**

**2.6.** Quelle est la preuve que vos compétences ont évoluées entre le début du projet et la fin du projet ? **SQE2.2**

### **3. Efficience**

**3.1.** Quels ont été les nouveaux besoins prioritaires qui ont apparu lors de la mise en œuvre du projet ? **SQE3.1**

**3.2** Quels étaient les risques qui pourraient affecter le projet ? **SQE3.2**

**3.3** Quelle était la stratégie de prévention de ces risques majeurs ? **SQE3.2**

**3.4.** Quelle était la stratégie de mitigation de ces risques majeurs ? **SQE3.2**

**3.5.** Quelles sont les contraintes qui ont été levées grâce à la maîtrise de la gestion des risques ? **SQE3.3**

**3.6.** Quelles ont été les opportunités saisies grâce à la maîtrise de la gestion des risques ? **SQE3.3**

### **4. Efficacité**

**4.1.** Pour les formations que vous avez bénéficié, est-ce que pour chaque formation des TDR de formations, des pré-tests, des post-tests et des rapports de formation ont été systématiquement produits ? Sinon, pourquoi ? **SQE4.2**

**4.2** Pour les formations que vous avez administrées, est-ce que pour chaque formation des TDR de formations, des pré-tests, des post-tests et des rapports de formation ont été systématiquement produits ? si non quelles sont les formations pour lesquelles, cela n'a pas été fait et pourquoi ? **SQE4.2**

**4.3.** Quels sont selon les critères de qualité d'une bonne formation ? **SQE4.2**

**4.4** Pour les sensibilisations que vous avez réalisées, est-ce que pour chaque sensibilisation les cibles et les thématiques de sensibilisation ont été préalablement préparés ? pourquoi ? **SQE4.3**

**4.5.** Quels sont selon les critères de qualité d'une bonne sensibilisation ? **SQE4.3**

**4.6** Pour les plaidoyers que vous avez réalisés, est-ce que pour chaque plaidoyer les cibles et les thématiques ont été préalablement préparés ? pourquoi ? **SQE4.4**

**4.7.** Quels sont selon les critères de qualité d'un bon plaidoyer ? **SQE4.4**

**4.8.** Pour les missions de supervision que vous avez réalisées, est ce que des TDR et rapports ont été systématiquement élaborés ? Pourquoi ? **SQE4.5**

**4.9.** Quels sont selon les critères d'une bonne mission de supervision ? **SQE4.5**

### **5. Coopération**

- 5.1.** Le projet EI NORAD a adopté une stratégie de faire-faire (partenariat avec des ONG et acteurs institutionnels), quel est votre avis sur la pertinence et l'utilité d'une telle structuration du partenariat ? **SQE5.1**
- 5.2** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) du choix des ONG partenaires de mise en œuvre ? **SQE5.1**
- 5.3** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la répartition des tâches entre les partenaires de mise en œuvre ? **SQE5.2**
- 5.4** Dans quelle mesure les ONG partenaires ont-elles joué efficacement leurs rôles ? **SQE5.3**
- 5.5** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la fonctionnalité du comité de pilotage ? **SQE6.1**
- 5.6** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la représentativité des parties prenantes du projet au sein du comité de pilotage ? **SQE6.1**
- 5.7** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) des profils des personnes qui prennent part aux sessions du comité de pilotage ? **SQE6.1**
- 5.8** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la mise en œuvre des recommandations du comité de pilotage ? **SQE6.2**
- 5.9.** Est-ce que le comité de pilotage a permis de lever les contraintes et de saisir les opportunités ? si oui quelles sont les contraintes lever et les opportunités saisies ? **SQE6.2**
- 5.10. Outre le comité de pilotage, quelles autres collaborations/ cadre d'échanges entre les autres ont été mise en place dans le cadre du projet ? **SQE6.3**
- 5.9.** Est-ce que ces collaborations / cadres d'échanges entre les acteurs ont permis de lever les contraintes et de saisir les opportunités ? si oui quelles sont les contraintes lever et les opportunités saisies ? **SQE6.3**

## **GUIDE D'ENTRETIEN AVEC LES EQUIPES PROJET DE HI**

Date et heure de l'entretien :

Nom et Prénom (s) de l'animateur :

### **0. Identification du répondant**

Nom et Prénom (s) :

Sexe :

Fonction :

Structure :

Contact :

Ville :

Province ou région :

Pays :

### **1. Pérennité**

**1.1.** Dans le cadre de la stratégie de sortie du projet EIS, une affectation des activités du projet a été fait entre ONG, OPH et acteurs institutionnels, Est-ce que les activités qui vous ont été affectés sont-elles alignées sur votre mandat ou objectifs ? **SQE1.1**

**1.2.** Pourquoi la stratégie n'a pas fait l'objet d'une planification des activités et d'un cout de mise en œuvre ? **SQE1.12**

**1.3.** Est-ce que les activités devant être réalisées pour permettre une répliquabilité des activités, ont-été toutes exécutées ? si non quelles sont les activités non réalisées ? **SQE1.3**

## **2. Capacités**

**2.1.** Comment les thématiques de formation dans le cadre du projet EIS ont-elles été identifiées ? **SQE2.1**

**2.2.** Comment les cibles de formation ont-elles été déterminées ? (donnez quelques exemples) **SQE2.1**

**2.3.** Comment le processus de préparation et d'administration des formations est-il élaboré et mis en œuvre ? (donnez quelques exemples) **SQE2.1**

**2.4.** La durée des formations des acteurs a-elle été suffisante pour aux acteurs institutionnels et ONG partenaires permettre d'acquérir les capacités et compétences nécessaires ? (donnez quelques exemples) **SQE2.2**

**2.5.** Le nombre de personnes formées aux thématiques est-il suffisant pour permettre aux structures de jouer pleinement leurs rôles ? (donnez quelques exemples) **SQE2.2**

## **3. Efficience**

**3.1.** Quels étaient les besoins des acteurs (agents du ministère en charge de l'éducation, communes et ONG de mise œuvre) qui ont été identifiés au démarrage du projet ? **SQE3.1**

**3.2.** Quels ont été **les nouveaux besoins prioritaires** qui sont apparus lors de la mise en œuvre du projet ? **SQE3.1**

**3.3.** Quelle est approximativement les ONG et structures administratives concernés par ces nouveaux besoins ? **SQE3.1**

**3.4.** Est-ce que le plan de gestion des risques avait pris en compte ces nouveaux besoins des acteurs institutionnels et des ONG ? **SQE3.1**

**3.5.** Quels étaient les besoins des communautés (acteurs communautaires, parents et enfants handicapés, enfants réfugiés et enfants PDI) qui ont été identifiés au démarrage du projet ? **SQE3.2**

**3.6.** Quels ont été les **nouveaux besoins prioritaires** qui ont apparu lors de la mise en œuvre du projet ? **SQE3.2**

**3.7.** Quelle était les communautés concernées par ces nouveaux besoins ? **SQE3.2**

**3.8.** Est-ce que le plan de gestion des risques avait pris en compte ces nouveaux besoins des communautés ? **SQE3.2**

**3.9.** Quelles ont été les opportunités sur le plan politique, sécuritaire et sanitaire, qui ont favorisé la mise en œuvre des activités du projet EIS ? **SQE3.3**

## **4. Efficacité**

**4.1.** Quels sont les changements observables induits par le projet au niveau des écoles et des communautés ? **SQE4.1**

- 4.2.** Quels sont les facteurs qui ont favorisé l'atteinte des résultats du projet EIS ? **SQE4.1**
- 4.3.** Quels sont les facteurs qui ont affecté négativement l'atteinte des résultats du projet EIS ?  
**SQE4.1**
- 4.4.** Existe-t-il des effets positifs inattendus induits par le projet ? Si oui, veuillez les indiquer **SQE4.1**
- 4.5.** Quels ont été les effets négatifs inattendus induits par le projet ? **SQE4.1**
- 4.6.** Quelle a été la démarche adoptée pour l'administration des formations ? **SQE4.2**
- 4.7.** Est-ce que pour les formations administrées, des TDR de formation, des pré-tests, des post-tests et des rapports de formation ont été systématiquement produits ? si non quelles sont les formations pour lesquelles, cela n'a pas été fait et pourquoi ? **QE4.2**
- 4.8.** Quels sont vos critères d'appréciation de la qualité des formations ? **QE4.2**
- 4.9.** Quelle a été la démarche adoptée pour les sensibilisations ? **SQE4.3**
- 4.10.** Est-ce que pour les sensibilisations, des TDR de sensibilisation, des pré-tests et des post-tests ont été systématiquement produits ? Sinon pourquoi ? **QE4.3**
- 4.11.** Quelles sont vos critères d'appréciation de la qualité des sensibilisations réalisées ? **QE4.3**
- 4.12.** Quelle a été la démarche adoptée pour les plaidoyers auprès des acteurs ? **SQE4.4**
- 4.13.** Concernant les plaidoyers, des TDR, des pré-tests, des post-tests et des rapports de plaidoyer ont-ils été systématiquement produits ? Sinon pourquoi ? **QE4.4**
- 4.14.** Quelles sont vos critères d'appréciation de la qualité des plaidoyers réalisés ? **QE4.4**
- 4.15.** Quelle a été la démarche adoptée pour les missions de supervision dans le cadre du projet EIS ?  
**SQE4.5**
- 4.16.** Pour les missions de supervision dans le cadre du projet EIS, des TDR, des pré-tests, des post-tests et des rapports de supervision ont-ils été systématiquement produits ? Sinon pourquoi ? **QE4.5**
- 4.17.** Quels sont vos critères d'appréciation de la qualité des missions de supervision réalisées dans le cadre du projet EIS ? **QE4.5**

## **5. Coopération**

- 5.1.** Quelle a été la démarche suivie pour la sélection des partenaires de mise en œuvre ? **SQE5.1**
- 5.2.** Quels sont les critères utilisés pour le choix des partenaires de mise en œuvre ? **SQE5.1**
- 5.3.** Quelle a été la démarche pour répartir les activités entre HI et les partenaires de mise en œuvre ?
- 5.4.** Quels sont les partenaires ayant rempli avec succès leur mandat dans les délais impartis et le budget disponible ? **SQE5.3**
- 5.5.** Quels sont les partenaires ayant exécuté leur mandat hors délai imparti ? **SQE5.3**
- 5.6.** Est-ce que des avenants ont été accordés aux partenaires, si oui lesquels ?  
**SQE5.3**

**5.7.** Est-ce les procédures de gestion de projet de HI ont été rigoureusement respectées par tous les partenaires de mise en œuvre ? Sinon pourquoi ? Et quels sont les partenaires concernés ? **SQE5.3**

**5.8.** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la composition des membres du comité de pilotage et de sa présidence ? Quel autre acteur important et pertinent n'a pas été pris en compte dans le comité de pilotage ? **SQE6.1**

**5.9.** Quelle appréciation faites-vous du profil des participants présents aux différentes sessions annuelles du comité de pilotage ? **SQE6.1**

**5.10.** Quelle appréciation faites-vous des recommandations du comité de pilotage ? **SQE6.2**

**5.11.** Ces recommandations ont-elles permis de lever les contraintes ? ou de saisir les opportunités ? **SQE6.2**

**5.12.** Hormis le comité de pilotage, est-ce que d'autres collaborations entre les parties prenantes ont été développées au niveau régional, national et local en vue de l'atteinte des résultats ? **SQE6.3**

**5.13.** En quoi ces collaborations ont-elles permis d'atteindre les résultats du projet ? **SQE6.3**

## **GUIDE D'ENTRETIEN AVEC LES ONG PARTENAIRES DE MISE EN ŒUVRE (ANCEFA et FOAPH) et leurs membres au niveau national**

Date et heure de l'entretien :

Nom et Prénom (s) de l'animateur :

### **0. Identification du répondant**

Nom et Prénom (s) :

Sexe :

Fonction :

Structure :

Contact :

Ville :

Province ou région :

Pays :

### **1. Pérennité**

**1.1.** Quels sont vos domaines d'interventions et vos réalisations hormis celles produites dans le cadre du présent objet d'évaluation ?

**1.2.** Quel a été votre mandat dans le cadre de ce projet ? entre-t-il dans vos domaines d'intervention ? **SQE1.1**

**1.3.** Avez-vous connaissance de la stratégie de sortie du projet EIS ? Quelle a été votre implication dans la mise en œuvre de la stratégie de sortie du projet ? **SQE1.1**

**1.4.** Etes-vous prêts pour poursuivre les activités relevant de votre mandat après le projet ? **SQE1.3**

**1.5.** Quelle est votre appréciation de la stratégie de sortie du projet ? Quelles propositions faites-vous pour renforcer la réplique des activités du projet par les acteurs institutionnels ? **SQE1.2**

### **2. Capacités**

**2.1.** Quels étaient vos besoins spécifiques en formation pour réaliser votre mandat ? **SQE2.1**

2.2. Pour les formations que vous avez organisées et animées, comment les thématiques ont-elles été identifiées ? **SQE2.1**

2.3. Comment les cibles de formation ont-été déterminées ? **SQE2.1**

2.4. Quelle a été la démarche suivie lors de la préparation et l'administration de la formation ? **SQE2.2**

2.5. Quels sont selon les critères de qualité d'une bonne formation ? **SQE2.2**

2.5. Pour les formations dont vous avez bénéficié, quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la durée de la formation ? **SQE2.2**

2.5. Pour les formations dont vous avez bénéficié, quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) du nombre de personne formées ? **SQE2.2**

2.5. Pour les formations dont vous avez bénéficié, quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) du profil des personnes formées ? **SQE2.2**

### 3. Efficience

3.1 Quels étaient vos besoins au démarrage du projet ? **SQE3.1**

3.2 Quels ont été les **nouveaux besoins** prioritaires qui ont apparu lors de la mise en œuvre du projet ? **SQE3.1**

3.3. Comment ces nouveaux besoins ont été traités ? **SQE3.1**

3.4. Quels étaient les besoins des communautés (acteurs communautaires, les parents et les enfants handicapés, les enfants réfugiés, les enfants PDI) qui ont identifiés au démarrage du projet ? **SQE3.2**

3.5. Quels ont été les **nouveaux besoins prioritaires** des communautés qui ont apparu lors de la mise en œuvre du projet ? **SQE3.2**

3.6. Comment les nouveaux besoins des communautés ont été traités ? **SQE3.2**

### 4. Efficacité

4.1. Quels sont les changements observables induits par le projet au niveau des écoles et des communautés ? **SQE4.1**

4.2. Quels sont les facteurs qui ont favorisé l'atteinte des résultats du projet EIS ? **SQE4.1**

4.3. Quels sont les facteurs qui ont affecté négativement l'atteinte des résultats du projet EIS ? **SQE4.1**

4.4. Existe-t-il des effets positifs inattendus induits par le projet ? Si oui, veuillez les indiquer **SQE4.1**

4.5. Quels ont été les effets négatifs inattendus induits par le projet ? **SQE4.1**

4.6. Quelle a été la démarche adoptée pour l'administration des formations ? **SQE4.2**

4.7. Est-ce que pour les formations que vous avez administrées, des TDR de formation, des pré-tests, des post-tests et des rapports de formation ont été systématiquement produits ? si non quelles sont les formations pour lesquelles, cela n'a pas été fait et pourquoi ? **QE4.2**

4.8. Quels sont selon vous les critères d'une bonne formation ? **QE4.2**

- 4.9.** Quelle a été la démarche adoptée pour les sensibilisations ? **SQE4.3**
- 4.10.** Est-ce que pour les sensibilisations, les cibles et les thématiques ont été préalablement élaborés ? Sinon pour quelles sensibilisations, cela n’a pas été fait ? **QE4.3**
- 4.11.** Quelles sont selon vous les critères d’appréciation d’une bonne sensibilisation ? **QE4.3**
- 4.12.** Quelle a été la démarche adoptée pour les plaidoyers auprès des acteurs ? **SQE4.4**
- 4.13.** Est-ce que pour les plaidoyers, les cibles et les thématiques ont été préalablement élaborés ? Sinon pour quels plaidoyers, cela n’a pas été fait ? **QE4.4**
- 4.14.** Quelles sont les critères d’appréciation d’un bon plaidoyer ? **QE4.4**
- 4.15.** Quelle a été la démarche adoptée pour les missions de supervision dans le cadre du projet EIS ? **SQE4.5**
- 4.16.** Pour les missions de supervision dans le cadre du projet EIS, des TDR et des rapports de supervision ont-ils été systématiquement produits ? sinon pour quelles supervisions, cela n’a pas été fait ? **QE4.5**
- 4.17.** Quels sont selon vous les critères d’appréciation d’une bonne mission de supervision ? **QE4.5**

#### **4. Coopération**

- 5.1.** Quelle a été la démarche suivie pour la sélection des partenaires de mise en œuvre ? **SQE5.1**
- 5.2.** Avez-vous exécuté toutes les activités relevant de votre mandat dans le cadre du projet dans les délais ? Sinon, pourquoi ? **SQE5.1**
- 5.3.** Avez-vous pu respecter rigoureusement les procédures de gestion de projet de HI ? Sinon, lesquelles n’ont pas été respectées ? **SQE5.3**
- 5.4.** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la collaboration avec HI dans le cadre de ce projet ?
- 5.5.** Quels sont les partenaires n’ayant pas pu exécuter entièrement les activités relevant de leur mandat ? **SQE5.3**
- 5.6.** Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la composition des membres du comité de pilotage et de sa présidence ? Quel autre acteur important et pertinent n’a pas été pris en compte dans le comité de pilotage **SQE6.1**
- 5.7.** Ces recommandations ont-elles permis de lever les contraintes ? ou de saisir les opportunités ? **SQE6.2**
- 5.8.** Hormis le comité de pilotage, est-ce que d’autres collaborations entre les parties prenantes ont été développées au niveau régional, national et local en vue de l’atteinte des résultats ? **SQE6.3**

#### **GUIDE D’ENTRETIEN AVEC LES LEADERS COMMUNAUTAIRES**

Date et heure de l’entretien :

Nom et Prénom (s) de l’animateur :

#### **0. Identification du répondant**

Nom et Prénom (s) :  
 Sexe :  
 Fonction :  
 Structure :  
 Contact :  
 Ville :  
 Province ou région :  
 Pays :

**1. Implication dans le projet**

- 1.1. Quelle est l'ampleur des élèves vivant avec handicap, réfugiés et PDI dans votre localité ?
- 1.2. Avant le projet, comment votre communauté traite la question de l'éducation des enfants avec handicap, réfugiés et PDI ?
- 1.3. Quels étaient vos besoins en termes de scolarisation des enfants (handicapés, déplacés internes ou réfugiés) ? **SQE3.1**

**2. Prestations reçues**

- 2.1. Avez-vous été sensibilisé sur les concepts de l'éducation inclusive ? Quelle appréciation faites-vous (très satisfait, satisfait, insatisfait) de la qualité des sensibilisations reçues ? **SQE4.3**

**3. Changements observés**

- 3.1. Quels ont été les succès remarquables du projet ? **SQE4.1**
- 3.2. Quel est votre regard aujourd'hui sur la question de l'éducation inclusive dans votre localité ? **SQE4.1**
- 3.3. Quelle appréciation faites-vous du suivi des enfants handicapés, déplacés internes ou réfugiés dans votre communauté ? **SQE4.1**
- 3.4. Quelle appréciation faites-vous aujourd'hui de la situation des enfants (handicapés, déplacés internes ou réfugiés) de votre communauté comparativement à la situation avant le projet ? **SQE4.1**
- 3.5. Quelle appréciation faites-vous des interactions entre enfants handicapés, déplacés internes ou réfugiés et les autres enfants de la communauté ? **SQE4.1**
- 3.6. Sans les interventions, seriez-vous en mesure de soutenir les enfants handicapés à poursuivre leur éducation ? Si oui, comment comptez-vous soutenir vos enfants handicapés ? **SQE4.1**

**GUIDE D'OBSERVATION**

Volet 1	0. Identification	Commentaire
ID.01	Date d'observation	
ID.02	Heure de début de l'observation	
ID.03	Nom & Prénom de l'observateur (enquêteur)	
ID.04	Localité	



<b>Volet 2</b>	<b>1. Infrastructures scolaires</b>	<b>Commentaire</b>
<b>INF.01</b>	Rampe d'accès ou d'un dispositif permettant l'accès aux salles de classe pour les personnes à mobilité réduite	Prise d'image dynamique (trois positions différentes)
<b>INF.02</b>	Tables banc adaptés pour les élèves à mobilité réduite	Prise d'image dynamique (trois positions différentes)
<b>INF.02</b>	Tables banc ordinaires	Prise d'image dynamique (trois positions différentes)
<b>INF.03</b>	Latrines adaptées aux élèves vivant handicap	Prise d'image dynamique (trois positions différentes)
	Utilisées	
	Non utilisées	
	<i>Dispositif de lavage de main</i>	Prise d'image dynamique (trois positions différentes)
	<i>Oui</i>	
	<i>Non</i>	
	<i>Disponibilité de l'eau</i>	Prise d'image dynamique (trois positions différentes)
	<i>Oui</i>	
	<i>Non</i>	
<b>INF.03</b>	Latrines pour aux élèves non-handicap	Prise d'image dynamique (trois positions différentes)
	Utilisées	
	Non utilisées	
	<i>Dispositif de lavage de main</i>	Prise d'image dynamique (trois positions différentes)
	<i>Oui</i>	
	<i>Non</i>	
	<i>Disponibilité de l'eau</i>	Prise d'image dynamique (trois positions différentes)
	<i>Oui</i>	
	<i>Non</i>	
<b>INF.04</b>	Le dallage des sols de classe	Prise d'image dynamique (trois positions différentes)
<b>INF.05</b>	La position des tableaux	Prise d'image dynamique (trois positions différentes)
<b>INF.06</b>	La luminosité dans la salle de classe	Prise d'image dynamique (trois positions différentes)
<b>Volet 3</b>	<b>2. Interaction</b>	<b>Commentaire</b>
	Dans la cour de l'école, interaction élèves handicapés et élèves non handicapés	Prise d'image dynamique (trois positions différentes)
	Dans la cour de l'école, interaction entre élèves handicapés	Prise d'image dynamique (trois positions différentes)
	Dans la salle de classe, interaction élèves handicapés et enseignants	Prise d'image dynamique (trois positions différentes)
<b>Volet 4</b>	<b>3. Manuels / matériels</b>	

	Archivage des Manuels scolaire	Prise d'image (trois positions différentes)
	Utilisation de manuels par un enseignant	Prise d'image dynamique (trois positions différentes)
	Archivage du matériel	Prise d'image (trois positions différentes)
	Utilisation du matériel	Prise d'image dynamique (trois positions différentes)
<b>Volet 5</b>	<b>4. AGR</b>	
	Bénéficiaire en activité	Prise d'image dynamique (trois positions différentes)
	Bénéficiaire en interaction avec les clients	Prise d'image dynamique (trois positions différentes)
<b>Volet 6</b>	<b>Infrastructure de formation professionnelle</b>	
	Matériel de formation	Prise d'image dynamique (trois positions différentes)
	Apprenants en interaction avec leur formateur	Prise d'image dynamique (trois positions différentes)

### Annexe 3 : Matrice d'évaluation

Questions Evaluatives (QE)	Sous-Questions Evaluatives (SQE)	Indicateurs (Ind)	Méthodes de collecte	Sources de vérification	Approches d'analyse des données
<b>Pérennité (anticipation) : apprécie si le projet vise des effets positifs qui perdurent après la fin de l'intervention</b>					
<b>QE1</b> : Dans quelle mesure la stratégie de sortie anticipe-t-elle l'appropriation des activités et de la stratégie du projet par les différents acteurs étatiques et de la société civile ?	<b>SQE1.1</b> : Dans quelle mesure la réaffectation des activités faite dans le cadre de la stratégie de sortie est-elle alignée sur les mandats des ONG partenaires et des acteurs de l'administration publique ?	<b>Ind1.1.1</b> : adéquation entre les activités affectées par rapport au mandat/mission	Revue documentaire Entretien individuel	Stratégie de sortie du projet, Rapports d'activité et Système de S&E  Acteurs institutionnels	Analyse statistique  Analyse de contenu
	<b>SQE1.2</b> : Dans quelle mesure la stratégie de sortie a-t-elle défini les conditions nécessaires (actions spécifiques et budget associé) d'une répliation des activités du projet ?	<b>Ind1.2.1</b> : Conditions nécessaires définies pour la réplabilité des activités par les partenaires	Revue documentaire Entretien individuel Focus group	Collectivités locales / territoriales/ membres des commissions communales  Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)	Analyse croisée par source données et par catégorie d'acteurs
	<b>SQE1.3</b> : Dans quelle mesure les conditions (actions spécifique et budget associé) définies ont été exécutées ?	<b>Ind1.3.1</b> : Niveau d'exécution des conditions définies pour la réplabilité des activités par les partenaires	Revue documentaire Entretien individuel Focus group		
<b>Capacités (compétences) : apprécie si le projet s'inscrit dans une dynamique de renforcement des capacités internes et externes</b>					
<b>QE2</b> : Dans quelle mesure le renforcement de capacités réalisé durant le projet a-t-il permis d'améliorer les compétences des acteurs de mise en œuvre (membres des	<b>SQE2.1</b> : Dans quelle mesure les thématiques de formation se fondent-elles sur une analyse de gaps de capacités des partenaires de mise en œuvre-?	<b>Ind2.1.1</b> : Gaps de capacités sur l'éducation inclusive et en techniques de plaidoyer, sensibilisation	Revue documentaire Entretien individuel	Rapports de formation des acteurs de mise en œuvre  Etudes de base  Acteurs de mise en œuvre (représentations nationales de l'ANCEFA et de la FOAPH, équipes projet de HI, OPH,	Analyse statistique  Analyse de contenu  Analyse croisée par source données et par catégorie d'acteurs

Questions Evaluatives (QE)	Sous-Questions Evaluatives (SQE)	Indicateurs (Ind)	Méthodes de collecte	Sources de vérification	Approches d'analyse des données
commissions communales, membres des OPH et d'autres associations, enseignants, décideurs politiques) à remplir pleinement et efficacement leur mandat auprès des bénéficiaires ?	<b>SQE2.2</b> : En quoi les formations réalisées ont-elles été conséquentes et permis aux acteurs de mises en œuvre de dérouler entièrement le contenu de leur mandat auprès des bénéficiaires ?	<p><b>Ind2.2.1</b> : Nombre de jours de formation par rapport au nombre de jours requis par thématique</p> <p><b>Ind2.2.2</b> : Nombre de personnes formées</p> <p><b>Ind2.2.3</b> : Profil des personnes formées</p> <p><b>Ind2.2.4</b> : Evolution des compétences des personnes formées</p>	Revue documentaire Entretien individuel	<p>autres associations, enseignants et décideurs politiques)</p> <p>Rapports de formation des acteurs de mise en œuvre</p> <p>Acteurs de mise en œuvre (représentations nationales de l'ANCEFA et de la FOAPH, équipes projet de HI, OPH, autres associations, enseignants et décideurs politiques)</p>	
<b>Efficience (flexibilité) : apprécie si les ressources du projet sont converties en résultats de façon économe</b>					
<b>QE3</b> : Dans quelle mesure le projet s'est-il adapté à l'évolution des besoins et des risques (contraintes et opportunités) liés aux changements de contexte politique, sécuritaire et environnemental (Covid-19) pour atteindre les résultats ?	<b>SQE3.1</b> : Dans quelle mesure les besoins prioritaires des acteurs et des bénéficiaires ont-ils changé sur la période de mise en œuvre du projet : besoins induits par le renchérissement des inputs des activités, la Mobilité du personnel, le déplacement et l'accroissement des PDI, la paupérisation des bénéficiaires, l'avènement de la covid-19 ?	<b>Ind3.1.1</b> : Types de besoins par acteurs concernés	Revue documentaire Entretien individuel Focus group	<p>Etudes de base</p> <p>Acteurs institutionnels</p> <p>Collectivités locales / territoriales</p> <p>Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)</p> <p>Bénéficiaires (enfants handicapés, enfants déplacés et réfugiés et familles)</p>	<p>Analyse statistique</p> <p>Analyse de contenu</p> <p>Analyse croisée par source données et par catégorie d'acteurs</p>

Questions Evaluatives (QE)	Sous-Questions Evaluatives (SQE)	Indicateurs (Ind)	Méthodes de collecte	Sources de vérification	Approches d'analyse des données
	<b>SQE3.2</b> : En quoi la stratégie de prévention et de mitigation des risques a-elle permis d'aplanir les risques ?	<b>Ind3.2.1</b> : Risques évités <b>Ind3.2.2</b> : Risques (événements) gérés	Revue documentaire Entretien individuel Discussions de groupes	Stratégie de mitigation et de prévention des risques Rapports d'activité Acteurs institutionnels	Analyse statistique Analyse de contenu
	<b>SQE3.3</b> : Dans quelle mesure le projet a-t-il exploité les opportunités (sur le plan politique, sécuritaire et sanitaire) dans la mise en œuvre des activités ?	<b>Ind3.3.1</b> : Opportunités saisies <b>Ind3.3.2</b> : Opportunités non saisies	Revue documentaire Entretien individuel Focus group	Collectivités locales / territoriales Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)	Analyse croisée par source données et par catégorie d'acteurs
<b>Efficacité (Produit/Service) : détermine si les objectifs du projet sont atteints</b>					
<b>QE4</b> : Dans quelle mesure le projet a-t-il permis d'atteindre les résultats attendus eu égard à l'analyse qualitative et quantitative des indicateurs ?	<b>SQE4.1</b> : Dans quelle mesure le projet a-t-il atteint les résultats attendus ?	<b>Ind4.1.1</b> : Taux d'atteinte des cibles des indicateurs	Revue documentaire Entretien individuel Focus group Observation directe	Documents clés du projet, Rapports d'activité et Système de S&E Acteurs institutionnels Collectivités locales / territoriales Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME) Bénéficiaires (enfants handicapés, enfants déplacés et réfugiés et familles)	Analyse statistique Analyse de contenu Analyse croisée par source données et par catégorie d'acteurs
	<b>SQE4.2</b> : Dans quelle mesure les formations du projet ont-	<b>Ind4.2.1</b> : i) Existence de TDR, ii) Pré-test et post test réalisés, iii) Rapport	Revue documentaire Entretien individuel	Rapports de formation Acteurs institutionnels	Analyse statistique Analyse de contenu

Questions Evaluatives (QE)	Sous-Questions Evaluatives (SQE)	Indicateurs (Ind)	Méthodes de collecte	Sources de vérification	Approches d'analyse des données	
	elles été réalisées selon les normes de qualité	de formation, iv) satisfaction des participants	Focus group	Collectivités locales / territoriales	Analyse croisée par source données et par catégorie d'acteurs	
	<b>SQE4.3</b> : Dans quelle mesure les sensibilisations réalisées dans le cadre du projet ont-elles satisfait les critères de qualité de HI ?	<b>Ind4.3.1</b> : i) Préparation (cibles et thématiques) et ii) satisfaction des communautés	Revue documentaire Entretien individuel Focus group	Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)		
	<b>SQE4.4</b> : Dans quelle mesure les plaidoyers réalisés ont satisfait les critères de qualité de HI ?	<b>Ind4.4.1</b> : i) Préparation (cibles et thématiques) et ii) satisfaction des participants	Revue documentaire Entretien individuel Focus group	Bénéficiaires (enfants handicapés, enfants déplacés et réfugiés et familles)		
	<b>SQE4.5</b> : Dans quelle mesure les missions de supervision réalisées dans le cadre du projet ont-elles satisfait les critères de qualité de HI ?	<b>Ind4.5.1</b> : i) Existence de TDR et ii) Rapport de supervision	Revue documentaire Entretien individuel Focus group			
<b>Coopération (choix et implication) : mesure dans laquelle les partenaires du projet sont impliqués de manière optimale</b>						
<b>QE5</b> : Le choix des partenaires contractuels et de mise en œuvre et le rôle qui leur a été attribué a-t-il été bien pensé (niveaux stratégique, technique, éthique, financier) ? <b>(Choix)</b>	<b>SQE5.1</b> : En quoi le choix des partenaires s'est-il fondé sur une analyse préalable sur la capacité et la structure des partenaires opérationnels potentiels lors de la phase de conception ?	<b>Ind5.1.1</b> : Réalisation d'une analyse préalable <b>Ind5.1.2</b> : Pertinence des critères de choix	Revue documentaire Entretien individuel	Documents clés du projet, Rapports d'activité et Système de S&E Acteurs institutionnels	Analyse statistique Analyse de contenu	
	<b>SQE5.2</b> : En quoi la répartition des activités entre HI et les partenaires de mise en œuvre a-t-elle pris en compte les questions stratégiques, techniques, éthiques et financières ?	<b>Ind5.2.1</b> : Positionnement	Revue documentaire Entretien individuel	Collectivités locales / territoriales	Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)	Analyse croisée par source données et par catégorie d'acteurs
		<b>Ind5.2.2</b> : Avantage comparatif en termes d'expertise				
	<b>Ind5.2.3</b> : Réputation					

Questions Evaluatives (QE)	Sous-Questions Evaluatives (SQE)	Indicateurs (Ind)	Méthodes de collecte	Sources de vérification	Approches d'analyse des données
		<b>Ind5.2.4</b> : Analyse cout/ bénéfice			
	<b>SQE5.3</b> : Dans quelle mesure les partenaires sélectionnés ont-ils exécuté tout le contenu de leur mandat dans les délais impartis et le budget disponible ?	<b>Ind5.3.1</b> : Taux d'exécution du mandat de chaque partenaire <b>Ind5.3.2</b> : Partenaire ayant exécuté son mandat hors délai <b>Ind5.3.3</b> : Partenaire ayant demandé des avenants financiers <b>Ind5.3.4</b> : Partenaire ayant respecté les procédures	Revue documentaire Entretien individuel		
<b>QE6</b> : Comment la collaboration entre partenaires a-t-elle été mise en œuvre à leurs différents niveaux d'intervention (régional, national et local) et eu un impact sur l'atteinte des résultats du projet ? <b>(Implication)</b>	<b>SQE6.1</b> : En quoi le comité de pilotage du projet à tous les niveaux a-t-il été fonctionnel ?	<b>Ind6.1.1</b> : Pertinence des acteurs membres du comité de pilotage	Revue documentaire Entretien individuel	Documents clés du projet, Rapports d'activité et Système de S&E Acteurs institutionnels Collectivités locales / territoriales Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)	Analyse statistique Analyse de contenu Analyse croisée par source données et par catégorie d'acteurs
		<b>Ind6.1.2</b> : Nombre de partenaires représentés au sein comité de pilotage			
	<b>Ind6.1.3</b> : Nombre de sessions annuelles tenues				
	<b>SQE6.2</b> : Dans quelle mesure les recommandations du comité de pilotage ont	<b>Ind6.2.1</b> : Taux d'exécution des recommandations	Revue documentaire Entretien individuel	Documents clés du projet, Rapports d'activité et Système de S&E	Analyse statistique Analyse de contenu

Questions Evaluatives (QE)	Sous-Questions Evaluatives (SQE)	Indicateurs (Ind)	Méthodes de collecte	Sources de vérification	Approches d'analyse des données
	<p>contribué à l'atteinte des résultats attendus : i) accroissement du nombre d'enfants handicapés et déplacés/réfugiés scolarisés, ii) Accès physique des écoles à tous les enfants, iii) inclusion des systèmes éducatifs, iv) amélioration de la qualité des apprentissages pédagogiques dispensés et renforcement des acquis scolaires des élèves ?</p>	<p><b>Ind6.2.2</b> : Contraintes levées</p> <p><b>Ind6.2.3</b> : Opportunités saisies</p>		<p>Acteurs institutionnels</p> <p>Collectivités locales / territoriales</p> <p>Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)</p>	<p>Analyse croisée par source données et par catégorie d'acteurs</p>
	<p><b>SQE6.3</b> : Dans quelle mesure les collaborations (autre que le cadre d'échanges du comité de pilotage) au niveau régional, national et local ont-elles contribué à l'atteinte des résultats attendus : i) accroissement du nombre d'enfants handicapés et déplacés, réfugiés scolarisés, ii) Accès physique des écoles à tous les enfants, iii) inclusion des systèmes éducatifs, iv) amélioration de la qualité des enseignants pédagogiques et renforcement des acquis scolaires ?</p>	<p><b>Ind6.3.1</b> : Acteurs concernés par niveau</p> <p><b>Ind6.3.2</b> : Contraintes levées</p> <p><b>Ind6.3.3</b> : Opportunités saisies</p>	<p>Revue documentaire</p> <p>Entretien individuel</p>	<p>Documents clés du projet, Rapports d'activité et Système de S&amp;E</p> <p>Acteurs institutionnels</p> <p>Collectivités locales / territoriales</p> <p>Partenaires de mise en œuvre (HI, OSC, ANCEFA, FOAPH, OPH, APE et AME)</p>	<p>Analyse statistique</p> <p>Analyse de contenu</p> <p>Analyse croisée par source données et par catégorie d'acteurs</p>



## Annexe 4 : Bilan de la collecte de données au niveau global et par pays

### Au niveau global (des trois pays)

Structures	Outils de collecte	Prévisions				Réalizations			
		BF	Mali	Niger	Total	BF	Mali	Niger	Total
Equipe projet	Guide individuel	3	3	3	9	3	2	3	8
Organisations au niveau régional et leurs démembrements	Guide individuel	2	2	3	7	2	2	3	7
Acteurs des départements ministériels au niveau central	Guide individuel	4	5	6	15	4	5	10	19
Acteurs des départements ministériels au niveau déconcentré	Guide individuel	6	2	2	10	4	4	3	11
Collectivités territoriales	Guide individuel	3	2	2	7	1	4	2	7
Organisations de Personnes Handicapées	Guide de discussion de groupe	2	1	2	5	1	3	1	5
Directeurs d'école et chefs d'établissement	Guide de discussion de groupe	3	2	2	7	3	4	3	10
Enseignants	Guide de discussion de groupe	3	2	3	8	1	2	1	4
Elèves filles (handicapée moteur , non-voyante et non-entendante )	Guide de discussion de groupe	2	1	2	5	2	1	2	5
Elèves garçons (handicapé moteur,non-voyant et non-entendant)	Guide de discussion de groupe	2	2	2	6	2	4	2	8
Parents hommes et femmes (parents d'élèves suivis et parents d'élèves non suivis)	Guide de discussion de groupe	2	2	2	6	3	2	4	9

Source : Auteur à partir de la collecte de données

### Burkina Faso

Structures	Profil des personnes à rencontrer	Prévision	Réalizations
Equipe projet	Chef de projet	1	1
	Responsables de zone de Ouagadougou et Tenkodogo	2	2
Coalition National EPT (CN-EPT)	Représentant	1	1
Fédération burkinabè des associations pour la promotion des personnes handicapées (FEBAH)	Représentant	1	1
Organisations de Personnes Handicapées	Responsables régionaux et locaux de OPH	2 groupes de discussion	1
Directions centrales du Ministère de l'Education Nationale, de l'Alphabétisation et de la	Direction générale de l'accès à l'Education formelle (DG-AEF)	1	1

Structures	Profil des personnes à rencontrer	Prévision	Réalisations
Promotion des Langues Nationales (MENAPLN)	Direction de la Promotion de l'Éducation inclusive, de l'Éducation des Filles et du Genre (DPEIEFG)	3 (Directrice, chef de service et point focal)	3
Directions provinciales du Ministère de L'Éducation Nationale, de l'Alphabétisation et de la Promotion des Langues Nationales	Direction provinciale de l'Éducation préscolaire, primaire et non formelle (DPEPPNF) :	2 (Directeur provincial et Point focal provincial)	2
	Direction provinciale des Enseignements post-primaire et secondaire (DPEPS Kadiogo et Boulgou) :	4 Directeurs provinciaux et Points focaux provinciaux	2
Collectivités territoriales	Les membres des Commissions communales d'Éducation Inclusive (CCEI) de Tenkodogo et Ouagadougou	3 groupes de discussion	1
Ecoles	Directeurs d'école et chefs d'établissement	3 groupes de discussion	3 dont 1 avec les directeurs d'écoles primaires et chefs d'établissement post-primaire et 2 avec les directeurs d'écoles primaires et chefs d'établissement post-primaire
	Enseignants	3 groupes de discussion	1
	Les élèves : filles (élèves filles handicapées)	2 focus groups	2
	Les élèves : garçons (élèves garçons handicapés)	2 focus groups	2
Parents d'élèves suivi par le projet	Hommes, parents des élèves suivis	1 focus groups	1
	Femmes, parents d'élèves suivis	1 focus groups	2

## Niger

Structures	Profil des personnes à rencontrer	Prévisions	Réalisations
Equipe projet du Niger	Chef de projet	1	1
	Responsables de volet des zones de collecte de Maradi et Niamey	2	2
Coalition nigérienne pour une éducation de qualité pour tous (ASO-EPT)	Secrétaire général/Equipe projet	1	1
FNPH (Fédération Nigérienne des Personnes Handicapées)	Secrétaire général/Equipe projet	1	1
ONG MURNA YARA	Equipe projet	1	1
OPH	Responsables locaux de OPH	1 discussion de groupe	1

Structures	Profil des personnes à rencontrer	Prévisions	Réalisations
Directions centrales du Ministère de l'Éducation Nationale (MEN)	Direction Générale de l'Éducation (DGE) : Responsable et point focal	1	1
	(Responsable et point focal)		
	Direction de l'Enseignement du Préscolaire et Primaire (DEPP): Responsable et point focal	1	2
	Direction de l'Enseignement Secondaire Générale (DEGS) : Responsable et point focal	1	2
	Direction de la Formation Initiale et Continue (DFIC)	1	2
	(Responsable et point focal)		
	Direction Générale des Enseignements	1	2
	(Responsable et point focal)		
	Point Focal national	1	1
Directions régionales de l'éducation nationales	Direction Régionale de l'Éducation Nationale (DREN) de Maradi et Niamey : Les point focaux	2	3
Collectivités territoriales	Agents sociaux et animateurs communautaires	2 discussions de groupe à Niamey et Maradi	2
Ecoles	Directeur d'école	1 groupes de discussion	1
	Chefs d'établissement	1 groupes de discussion	2
	Enseignants	2 groupes de discussion (1 à Niamey et 1 à Maradi)	2
	COGES (AME & APE)	2 groupes de discussion	2
	Les élèves : filles (élèves filles handicapées, déplacées/réfugiées)	2 focus group	2
	Les élèves : garçons (élèves garçons handicapées, déplacées/réfugiées)	2 focus group	2
	Parents d'élèves suivi et non suivis par le projet	Hommes, parents d'élèves suivis	1 focus group
Femmes, parents d'élèves suivis		1 focus group	2

Mali

Structures	Profil des personnes à rencontrer	Prévisions	Réalisations
Equipe projet du Mali	Coordinateur national du projet (Manager opérationnel, spécialiste éducation inclusive, Chef de projet, Assistant chef de projet)	1	1
	Responsables de volet des zones de collecte (chargé de suivi terrain) à Bamako et à Sikasso	2	1
Fédération Malienne des Associations des personnes Handicapées (FEMAPH)	Point focal/ chargé de projet	1	1
Coalition des organisations de la société civile pour l'éducation pour tous (COS-EPT)	Point focal	1	1
OPH	Responsables régionaux et locaux de OPH : FERAPH et FLAPH)	1 groupes de discussion	3
Directions centrales du Ministère de l'Education Nationale (MEN)	Direction Nationale de l'Education Préscolaire et Spéciale (DNEPS) : Responsable et point focal	1	1
	Direction Nationale de la Pédagogie (DNP)	1	1
	Direction National de l'Enseignement Normal (DNEN)	1	1
	Direction National de l'Enseignement Fondamental (DNEF)	1	1
	Cellule de Planification Statistique (CPS)	1	1
Directions régionales de l'éducation nationales	Centre d'animation Pédagogique (CAP) (1 à Sikasso et 6 à Bamako) : Les points focaux	2	3
	Points focaux académies d'enseignement (AE) (Bamako et Sikasso)	discussions de groupe	1
Collectivités territoriales	Les membres des Commissions communales d'Education Inclusive (CCEI) de Sikasso, Bamako Communes V et VI ( Les FG comprendront de représentant de la mairie, SLDSES (service local de développement social et de l'économie solidaire), service de l'urbanisme) NB : Les points focaux des CAP et AE sont membres des CCEI, CGS, APE, AME	2 groupes de discussion	4
Ecoles	Directeur d'école	2 groupes de discussion	4
	Enseignants	2 groupes de discussion	2
	Enseignant d'école spéciale (sourds et aveugle)	2	2
	Les élèves : filles PDI à Sikasso	1 FG	1
	Les élèves : garçons handicapées (sourds, aveugles, physiques) dans les écoles ordinaires	2 FG	4
	Hommes, parents d'élèves suivis (Bamako)	1 FG	1

Structures	Profil des personnes à rencontrer	Prévisions	Réalisations
Parents d'élèves suivi et non suivis par le projet	Femmes, parents d'élèves suivis (Sikasso)	1 FG	1

### Annexe 5 : Situation du cadre de résultats en fin de projet à l'échelle des 3 pays

Résultats	Indicateurs	Cibles	Réalisations	Taux d'exécution
RF 1: Un nombre accru d'enfants EH et réfugiés sont scolarisés	1.1 Nombre d'enfants enregistrés dans des écoles partenaires	276 000	235 205	85%
	1.2 Nombre d'enfants handicapés et enfants réfugiés ou d'enfants déplacés inscrits dans des écoles partenaires	7 452	24 294	326%
RI 1.1: Les communautés, les parents et les membres de la famille des EH et ER/D ont reçu des informations sur le droit à l'éducation pour tous les enfants, en particulier en ce qui concerne les questions liées au handicap.	1.1.1. Nombre de membres d'associations de parents, de comités de gestion de l'école sensibilisés	5 624	7 892	140%
RI 1.2: Les communautés, les écoles et les parents soutiennent l'identification des enfants handicapés et des enfants réfugiés qui sont hors école.	1.2.1. Nombre d'enfants handicapés et enfants réfugiés ou enfants déplacés non scolarisés identifiés	36 066	32 407	90%
RF2: Les écoles sont physiquement accessibles à tous les enfants	2: Pourcentage et nombre d'écoles partenaires rendues physiquement accessibles	182	178	98%
RI 2.1: L'infrastructure physique des écoles partenaires est améliorée	2.1.1. Nombre d'écoles partenaires ayant un accès nouveau / amélioré à l'eau propre et potable.	39	47	121%
	2.1.2. Nombre d'écoles partenaires (chemins de circulation, salles de classe, latrines, rampes, tableaux noirs, meubles) réhabilités	155	177	114%

Résultats	Indicateurs	Cibles	Réalisations	Taux d'exécution
RF 3: Les systèmes éducatifs du Burkina Faso, du Mali et du Niger deviennent de plus en plus inclusifs	3. Nombre de politiques et plans élaborés ou révisés afin d'inclure l'éducation inclusive (nationale, régionale et locale)	30	32	107%
RI 3.1: Les acteurs de l'éducation sont mieux équipés pour plaider en faveur de l'inclusion dans l'éducation des enfants handicapés et réfugiés	3.1.1. Nombre de décideurs politiques formés	1 387	1 839	133%
	3.1.2. Nombre d'activités de plaidoyer menées par les OSC régionales, nationales et locales	158	164	104%
	3.1.3 Nombre de publications (rapports de recherche, notes d'orientation, etc.) développés et diffusés	27	32	119%
RF 4: La qualité de la prestation de services est renforcée et les méthodes d'apprentissage deviennent plus inclusives	4.1. Pourcentage et nombre d'enfants handicapés et d'enfants réfugiés inscrits dans les écoles partenaires qui restent à l'école pendant la durée du programme	3 726	19 746	530%
	4.2. Nombre et pourcentage d'enseignants dans les écoles partenaires qui mettent en œuvre des méthodes d'enseignement inclusives	53%	86%	162,3%
RI 4.1: Les enfants ayant des besoins éducatifs spéciaux reçoivent des réponses éducatives adaptées (matériels et approches)	4.1.1. Nombre d'élèves dans les écoles partenaires dotés de matériel pédagogique adapté	192 037	129 589	67%
	4.1.2. Nombre de visites de soutien de ressources spécialisées aux écoles partenaires	1 058	1 702	161%
	4.1.3. Nombre d'élèves ayant des déficiences sévères qui sont inscrits dans les écoles ordinaires grâce à des réponses éducatives innovantes.	560	1 181	211%
RI 4.2: Le personnel éducatif reçoit un soutien pour renforcer ses capacités en matière d'éducation inclusive	4.2.1. Nombre de personnel éducatif formé (en éducation inclusive)	4 571	6 869	150%
	4.2.2. Nombre et pourcentage d'écoles partenaires visitées par un inspecteur / superviseur	479	445	93%

Résultats	Indicateurs	Cibles	Réalisations	Taux d'exécution
	formé une ou plusieurs fois au cours de l'année scolaire passée			

Source : Auteur à partir des données du système de S&E du projet

### Annexe 6 : Tableau de synthèse de la stratégie de sortie du projet

Catégories d'activités	Activités	Affectation
<b>Activités transférées ou en cours de transfert</b>	<ul style="list-style-type: none"> <li>▪ Identification et suivi des enfants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Membres des commissions communales</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Sensibilisation et mobilisation communautaire</li> </ul>	<ul style="list-style-type: none"> <li>▪ Membres des commissions communales</li> <li>▪ OPH</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Renforcer la situation économique des familles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Membres des commissions communales au Mali et au Niger (Communes appuyées par des agents des Services Locaux de Développement Social (LSDS) et des Services Locaux de Promotion de la Femme, de l'Enfant et de la Famille (LSPWCF)</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Renforcement des capacités techniques des agents d'urbanisme pour rendre les écoles accessibles</li> <li>▪ Renforcement des capacités techniques des agents d'urbanisme sur l'accessibilité des points d'eau</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agents du Ministère formés</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Formation et recyclage des représentants des organisations de la société civile (OSC) et des OPH</li> </ul>	<ul style="list-style-type: none"> <li>▪ Membres des OSC et OPH formés</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Campagnes de plaidoyer et de sensibilisation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fédérations nationales des OPH, les coalitions de l'Education pour tous (EPT) et leurs bureaux décentralisés</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Intégration du handicap dans les outils de collecte de données des départements</li> <li>▪ Existence de points focaux dans les ministères de l'éducation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acteurs institutionnels</li> </ul>
<b>Activités à renforcer pour le transfert</b>	<ul style="list-style-type: none"> <li>▪ Soins médicaux et de réadaptation (y compris les aides techniques) pour les enfants handicapés</li> <li>▪ Renforcer les compétences des acteurs locaux ;</li> <li>▪ Renforcement de la situation économique des familles ;</li> <li>▪ Mise en place d'un système de collecte de données intégrant la dimension handicap dans les statistiques scolaires nationales ;</li> <li>▪ Plaidoyer pour l'intégration de l'inclusion dans les documents de politique de l'éducation ;</li> <li>▪ Renforcer les liens entre les écoles spéciales et les écoles ordinaires</li> <li>▪ Formation des enseignants et des futurs enseignants ;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Les financements complémentaires acquis dans les zones d'économie assureront le renforcement de ces activités.</li> <li>▪ Au Mali, les projets Inclusive Safe School Phase 3 et EQUITHE financés par Education Cannot Wait et le ministère luxembourgeois des Affaires étrangères (MoFA) soutiendront la mise en œuvre d'activités en faveur des enfants dans la région de Tombouctou.</li> <li>▪ Le projet de détection précoce et de gestion des handicaps, également financé par le ministère luxembourgeois des Affaires étrangères, fournira des soins médicaux aux enfants handicapés bénéficiant du projet dans les régions de Bamako et de Sikasso.</li> <li>▪ Au Niger, le financement de l'UNICEF et du ministère luxembourgeois de l'Alimentation et des Océans du</li> </ul>

Catégories d'activités	Activités	Affectation
	<ul style="list-style-type: none"> <li>▪ Plaidoyer pour la reprise de la fourniture de matériels pédagogiques adaptés/inclusifs par les ministères de l'éducation</li> </ul>	<p>Luxembourg permettra également de poursuivre certaines activités.</p> <ul style="list-style-type: none"> <li>▪ Au Burkina Faso, les financements de l'UNICEF, de l'AFD et du ministère luxembourgeois de l'Alimentation et de l'Alimentation (à partir de 2023) soutiendront les interventions de HI en matière d'éducation inclusive, en particulier le continuum primaire-secondaire-formation professionnelle</li> </ul>
<b>Activités à finaliser non transférées à la clôture du projet</b>	<ul style="list-style-type: none"> <li>▪ Identification des enfants non scolarisés</li> <li>▪ Formation et renforcement des capacités des acteurs communautaires</li> <li>▪ Sensibilisation et mobilisation communautaire</li> <li>▪ Soutien aux initiatives des parents d'enfants handicapés</li> <li>▪ Formation des décideurs, des représentants des DPO et d'autres OSC</li> <li>▪ Appui à la mise en œuvre d'actions de plaidoyer</li> <li>▪ Renforcement des capacités des acteurs clés dans les ministères de l'éducation</li> <li>▪ Fourniture de matériel pédagogique</li> <li>▪ Formation des acteurs éducatifs et suivi pédagogique des enseignants</li> <li>▪ Soutien à la mise en œuvre de mesures innovantes (TSIC, enseignants itinérants)</li> </ul>	

## Annexe 7 : Politiques, stratégies sectorielles sensibles à l'inclusion auxquelles le projet a contribué

Documents ou actions phares au Burkina Faso
1. Stratégie nationale de développement de l'éducation inclusive (SNDEI), adoptée en juillet 2018 par arrêté ministériel
2. Métadonnées sur l'éducation inclusive avec le Ministère de l'éducation ;
3. Stratégie de scolarisation des enfants dans les zones où les problèmes de sécurité sont difficiles.
4. Plan d'action 2020-2023 de la Stratégie nationale pour la promotion et la protection des personnes handicapées SN3PH
5. Intégration des données sur les enfants déplacés à l'intérieur de leur propre pays et les enfants handicapés dans le document national d'évaluation des acquis scolaires
6. L'Inclusion du handicap dans la feuille de route du projet Radio et Télévision Educative dans le cadre du plan national de réponse au Covid 19 (spécialiste du handicap au sein du comité scientifique)
7. La Prise en compte des besoins des enfants handicapés dans la stratégie de maintien de l'éducation par le biais des TIC
8. Le Document pour l'évaluation des acquis et des pratiques éducatives dans les situations d'urgence,
9. Le Plan stratégique pour le développement de l'enseignement fondamental et secondaire (PSDEBS) 2021-2025
10. Le Document de la conférence nationale sur l'éducation.



- |  |
|--|
| 11. La finalisation des manuels de formation pour l'éducation dans les situations d'urgence.         |
| 12. Le Plan de plaidoyer pour l'amélioration des conditions d'examen scolaire des élèves handicapés. |

#### Documents ou actions phares au Niger

- |   |
|---|
| 1. L'adoption de la politique nationale de protection des personnes vulnérables, qui comporte une dimension sur l'éducation et l'accueil des enfants handicapés   |
| 2. Un document de stratégie sur le continuum éducatif   |
| 3. Révision d'un module de formation à l'éducation inclusive  |
| 4. Une feuille de route pour l'inclusion des enfants handicapés mentaux   |
| 5. Loi 2019-62 du 10 décembre 2019 relative à l'insertion socio-économique et professionnelle des personnes handicapées   |
| 6. Intégration de l'accessibilité dans les appels d'offres de constructions scolaires (décision du ministère de l'Éducation nationale, octobre 2019)  |
| 7. Elaboration du plan de transition et de formation du secteur de l'éducation-PTSEF 2020-2022  |
| 8. Révision de la loi d'Orientation du Système Educatif Nigérien (LOSEN) 98-12 du 1er juin 1998   |
| 9. Appui technique de HI à l'amélioration du décret d'application de la loi 2019-62 du 10 décembre 2019   |
| 10. Adoption du décret d'application de la loi n°2019-62 du 10 décembre 2019 déterminant les principes fondamentaux relatifs à l'intégration des personnes handicapées  |
| 11. Signature de l'arrêté N 0290 du 17 octobre 2021 déterminant les normes environnementales, techniques et de sécurité des collèges d'enseignement général (CEG) incluant la prise en compte de l'accessibilité pour les personnes handicapées |
| 12. Organisation du Forum national sur l'éducation des enfants handicapés au Niger  |

#### Documents ou actions phares au Mali

- |   |
|---|
| 1. Elaboration du Programme Décennal de Développement de l'Education deuxième génération (PRODEC 2)   |
| 2. Plan pluriannuel de résilience du secteur de l'Education 2021-2024   |
| 3. Prise en compte des besoins des enfants handicapés dans le Plan de réponse humanitaire du Pôle Education   |
| 4. Budget primitif communal/Education Inclusive : Prise en compte de l'éducation inclusive dans le budget primitif de la Commune de Sikasso 2021  |
| 5. Prise en compte des enfants handicapés dans les statistiques de du MEN : SIGE/Mali   |
| 6. Elaboration d'un manuel de formation en Langue de signes (LDS)   |
| 7. Elaboration et la validation du questionnaire et une maquette de saisie de données pour la prise en compte du Handicap dans le Système d'information et de Gestion de l'Education (SIGE) |

## Annexe 8 : Tableau d’alignement des mandats des partenaires institutionnels avec les résultats du projet

Burkina Faso

Mandat des acteurs institutionnels	Résultats attendus du projet en lien avec le mandat
<b>Direction de la Promotion de l’Education inclusive, de l’Education des Filles et du Genre (DPEIEFG)</b>	
Coordonner les différentes actions en faveur de l’EI, de l’éducation des filles et de la promotion du genre	<b>Résultat 3</b> : Le système éducatif devient de plus en plus inclusif <b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
Concevoir et mettre en œuvre des stratégies de développement de l’EI, des modules de formation, de leurs guides en partenariat avec les structures techniques du secteur privé, des ONG, des associations et des PTF	<b>Résultat 3</b> : Le système éducatif devient de plus en plus inclusif <b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
Assurer la représentation institutionnelle auprès des structures privées promotrices de l’EI	<b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
Veiller à la prise en compte de l’approche inclusive dans les pratiques pédagogiques, dans la formation initiale et continue des enseignants et des encadreurs pédagogiques et au suivi-évaluation des apprenants	<b>Résultat 3</b> : Le système éducatif devient de plus en plus inclusif <b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
Faire le suivi de l’application des pratiques inclusives	<b>Résultat 2</b> : Les écoles sont physiquement accessibles à tous les enfants <b>Résultat 3</b> : Le système éducatif devient de plus en plus inclusif <b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
<b>Direction Générale de l’Accès à l’Education Formelle (DG-AEF)</b>	
Accroître l’offre d’éducation inclusive et promouvoir le genre dans les structures d’éducation préscolaire, d’enseignements primaire, post-primaire et secondaire général et de l’enseignement et la formation techniques et professionnels	<b>Résultat 2</b> : Les écoles sont physiquement accessibles à tous les enfants <b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés

Niger

Mandat des acteurs institutionnels	Objectifs ou résultats attendus du projet en lien avec le mandat
<b>Direction Générale des Enseignements (DGE)</b>	
Coordonner la mise en œuvre des stratégies et actions spécifiques pour l’accélération de la scolarisation en faveur des groupes à besoins éducatifs spécifiques	<b>Résultat 1</b> : Un nombre accru d’enfants handicapés et réfugiés sont scolarisés <b>Résultat 2</b> : Les écoles sont physiquement accessibles à tous les enfants <b>Résultat 3</b> : Le système éducatif devient de plus en plus inclusif <b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
<b>Direction des Infrastructures et Equipements Scolaires (DIES)</b>	

Mandat des acteurs institutionnels	Objectifs ou résultats attendus du projet en lien avec le mandat
Veiller au respect des normes et de la réglementation en matière de construction des infrastructures et des équipements scolaires	<b>Résultat 2</b> : Les écoles sont physiquement accessibles à tous les enfants
<b>Direction de l'Enseignement du Préscolaire et Primaire (DEPP)</b>	
Participer à la mise en œuvre des stratégies et actions spécifiques pour l'accélération de la scolarisation en faveur des groupes à besoins éducatifs spécifiques	<b>Résultat 3</b> : Le système éducatif devient de plus en plus inclusif
<b>Direction de l'Enseignement Secondaire Générale (DESG)</b>	
Participer à la mise en œuvre des stratégies et actions spécifiques pour l'accélération de la scolarisation en faveur des groupes à besoins éducatifs spécifiques	<b>Résultat 3</b> : Le système éducatif devient de plus en plus inclusif
<b>Direction de la Formation Initiale et Continue (DFIC)</b>	
Identifier les besoins en formation pédagogique initiale et continue des enseignants et encadreurs en collaboration avec les structures concernées	<b>Résultat 4</b> : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés

Mali

Mandat des acteurs institutionnels	Rôle des acteurs institutionnels dans le projet	Objectifs ou résultats attendus du projet en lien avec le mandat
<b>Direction Nationale de l'Éducation Préscolaire et Spéciale (DNEPS)</b>		
	Appuyer le projet de la mise en œuvre du processus innovant	Résultat 4 : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
<b>Direction Nationale de la Pédagogie (DNP)</b>		
	Appuyer le projet de la mise en œuvre de la pédagogie d'enseignement	Résultat 4 : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
<b>Direction Nationale de l'Enseignement Normal (DNEN)</b>		
	Appuyer le projet de l'introduction du Module portant sur l'Éducation Inclusive, au niveau des IFM	Résultat 4 : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
<b>Direction Nationale de l'Enseignement Fondamental (DNEF)</b>		

Mandat des acteurs institutionnels	Rôle des acteurs institutionnels dans le projet	Objectifs ou résultats attendus du projet en lien avec le mandat
	Appuyer le projet dans toutes ses actions au niveau du fondamental	Résultat 1 : Un nombre accru d'enfants handicapés et réfugiés sont scolarisés Résultat 2 : Les écoles sont physiquement accessibles à tous les enfants Résultat 3 : Le système éducatif devient de plus en plus inclusif Résultat 4 : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés
<b>Centre d'animation Pédagogique (CAP)</b>		
	Former et suivre les enseignants	Résultat 4 : La qualité des services est renforcée et les acquis scolaires des élèves sont améliorés

## Annexe 9: Appréciation du caractère inclusif des politiques ou stratégies d'éducation

### Niger

	Principe directeur	Actions, objectifs ou axes	Budget	Indicateurs
Signature de l'arrêté N° 0290 du 17 octobre 2021 déterminant les normes environnementales, techniques et de sécurité des Collèges d'Enseignement General	NA	X	NA	NA
Continuum éducatif pour les élèves/apprenants handicapés du préscolaire au primaire et post primaire au Niger	X	X	NA	NA
Adoption du décret d'application de la loi n° 2019-62 du 10 décembre 2019, déterminant les principes fondamentaux relatifs à l'insertion des personnes handicapées	NA	X	NA	NA
Manuel de formation sur l'éducation inclusive	NA	X	NA	NA
Plan de Transition du Secteur de l'Education et de la Formation (PTSEF) 2020-2022	X	X	NA	X
Rapport de la rencontre de travail pour l'enrichissement du Décret d'application de la loi 2019-62 du 10 décembre 2019 déterminant les principes fondamentaux de l'insertion sociale des personnes handicapées	X	X	NA	NA
Rapport de la 3ème Edition du Forum national sur l'éducation des enfants handicapés	NA	X	NA	NA
Plan de Soutien aux Populations vulnérables du Niger	X	X	NA	NA

Source : Auteur sur la base de la revue documentaire

Note : X signifie que le critère est pris en compte dans l'élaboration de la politique ou stratégie. NA = Non Applicable

## Burkina Faso

	Principe directeur	Actions, objectifs ou axes	Budget	Indicateurs
Stratégie Nationale de Développement de l'éducation inclusive (SNDEI) au Burkina Faso 2018-2022	X	X	NA	X
Stratégie nationale de scolarisation des élèves des zones à forts défis sécuritaires au Burkina Faso (SSEZDS) 2019-2024	X	X	X	X
Plan d'Actions Opérationnel 2021-2023 de la Stratégie Nationale de Protection et de Promotion des Personnes Handicapées (SN-3PH) 2021-2025	X	X	X	X
Plan Stratégique de Développement de l'Éducation de Base et de l'Enseignement Secondaire (PSDEBS) 2021-2025	X	X	X	X
Document de base des assises nationales de l'éducation nationale	NA	X	NA	NA

Source : Auteur sur la base de la revue documentaire

Note : X signifie que le critère est pris en compte dans l'élaboration de la politique ou stratégie. NA = Non Applicable