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# **EVALUATION REPORT OF THE SPEED SCHOOL IN MALI, BURKINA FASO AND NIGER**

**Final Report**

**July 2014**

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## SET OF INITIALS

Set of initials	Meaning
B.E.P.C.	Certificate of Primary Cycle
CAP.	Center for Pedagogic Animation
CAP.	Certificate of Professional Skills
C.E.1	Elementary Course of 1 <sup>st</sup> year
C.E.2	Elementary Course of 2 <sup>nd</sup> year
CEB.	Administrative Unit for Basic Education
C.E.P.	Certificate of Primary Education
C.E.P.E.	Certificate of Elementary Primary Education
C.F.E.P.D.	Certificate of First Degree End of Studies
C.I.	Initiation Courses
C.M.2	Average Course of 2 <sup>nd</sup> year
C.P.	Education Adviser
C.P.1	Preparatory Class of 1 <sup>st</sup> year
C.P.2	Preparatory Class of 2 <sup>nd</sup> year
C.V.C.	Every Day Life Skills
DCAP	Director of the Center of Pedagogic Animation
D.E.F.	Diploma of Fundamental Education
D.G.A.E.N.F.	General Direction for Literacy and Non Formal Education
D.G/RIEF	General Direction for Educational Reforms, Innovations and training
DNEF	National Direction for Fundamental Education
DPEBA	Provincial Direction for Basic education and Literacy
E.P.T.	Education For All
F.S.	Stromme Foundation
I.E.B.	Inspection of Basic Education
O.M.D.	Millenium Development Goals
O.N.G.	Non Governmental Organization
PDSEB	Program for Strategic Development of Basic Education
P.T.F.	Technical and Financial Partner
PSEF	Sector-Based Program for Education and Training
S.P.	Permanent Secretariat
S.P/S.R.	Sub Regional Permanent Secretariat
S.P.	School Strategy

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## EXECUTIVE SUMMARY

### ☞ Context and justification of the survey

In 2005, to face an incomplete offer of teaching of the basic cycle 1 (primary education), in the benefit of non educated or early drop-out children from 8 to 12 years and in the logic of its fight against poverty and exclusion of marginalized/disadvantaged groups, Stromme Foundation has initiated the Speed School in Mali. This one has been extended in 2006 to Burkina Faso, and in 2007 to Niger. The program of teaching of the Speed School is a digest of those three (3) first years of primary education (C.I., C.P.2, C.E.1) and aims, at the end of an accelerated teaching of nine (9) months (2 months in the mother tongues or in medium and 7 months in French, language of teaching), at integrating or re-integrating learners in the system at the level of 4<sup>th</sup> year of primary school or the corresponding cycle according to the country.

Between 2005 and 2013, approximately 3955 Speed School centers have been set up in the three countries (696 in Burkina Faso, 2872 in Mali and 387 in Niger), which has allowed to enroll 107804 children including 53969 girls and to transfer 85 199 of them to the classical school including 42 524 girls.

Sessions of Orientation Council of the Permanent Secretariat of the Speed School (Ouagadougou, March 15, 2012 and Niamey, July 8, 2013) have recommended the realization of an exhaustive evaluation of the Strategy and this, with a double view to provide to the whole of the actors a reliable base of appreciation for its possible scaling and to report to Strategic Partners about the achievements of the program.

### ☞ Evaluation objectives

In a general way, the evaluation of the Speed School has the principal aims hereafter:

- Providing the actors and the potential users of the Speed School with a base of an objective and scientific appreciation of the strategy at the end of its experimentation in the three pioneer countries;
- Appreciating the relevance and the interest of the Speed School for the States within the framework of the objectives of Education For All and the Millennium Development Goals;
- Providing the three pioneer countries with a reliable base of appreciation from the point of view of the expansion of the Speed School.

### ☞ Methodology of the survey

This survey has covered the three (3) pioneer countries in the experimentation of the Speed School: Burkina Faso, Mali and Niger. The step used for its realization includes three (3) principal phases: literature review, field investigations and comparative evaluation of the level of achievements of outgoing pupils of the Speed School and that of the pupils of the reception schools.

**Use of the information available** (secondary data) was performed at the level of the Sub Regional Permanent Secretariat of the Speed School of Stromme Foundation, the central administrations of Ministries in charge of Education, Technical and Financial Partners and NGOs implementing the strategy in the [three countries \(Mali, Burkina Faso, Niger\)](#). The use of the various documents provided has enabled us to grasp how to act and mobilize resources,

understand modes of organization, control and management of the strategy, the results obtained and the difficulties and challenges observed during its implementation.

**The field surveys** were conducted in Bamako (Head Office of Stromme Foundation and the Permanent Secretariat) and in the three countries. Data were collected through questionnaires or interviews. These surveys were about the following:

- **In Bamako:** three (3) persons in charge from the Sub Regional Permanent Secretariat of the Speed School and five (5) members of the Regional Direction of Stromme Foundation;
- **At the central level of the three countries:** nine (9) focal points of the Speed School (including 3 per country), Eleven (11) persons in charge from implementing NGO partners (4 in Burkina Faso, 2 in Niger and 5 in Mali), two (2) strategic partners and five (5) resource persons;
- **On the ground:** seven (7) coordinators and ten (10) Speed School supervisors, thirteen (13) Inspectors and Educational Advisers, twenty three (23) principals and twenty three (23) school teachers from reception schools, fifty three (53) animators from speed school centers, one hundred fifteen (115) learners transferred and one hundred twenty (120) members of decentralized managing structures of centers.

**Investigations on School Achievements:** An Evaluation of achievements of pupils transferred and those of their peers in reception classes (4<sup>th</sup> year) in Mathematics and French was held in the three (3) countries. This took place in 23 schools (6 in Burkina Faso, 8 in Mali and 9 in Niger) chosen randomly. The tests were administered to 423 pupils: 220 pupils transferred and 203 reception schools. The 197 girls represent about 47% of the sample.

#### ☞ **Assessment of the Speed School**

##### ▪ **Performances of the Speed School in terms of accessibility and coverage**

The lack of data on the potential demand for Speed School did not allow to fully assessing the contribution of the Strategy in its coverage. However, analysis of the program's achievements over the last decade proves that it has contributed significantly to the educational care of non educated young people or early dropouts. Over the period 2005-2013, about 3 955 centers have been set up in the three countries, which has allowed the recruitment of 107 804 learners including 53969 girls.

##### ▪ **Performances of the Speed School as regards to quality**

The analysis of different indicators reveals a significant level of performance of the Speed School in terms of quality. Thus, the situation of the different indicators used is as follows:

- Regarding the success rate at the tests of end of year: between 2005 and 2013, out of a total of 107 804 learners enrolled in the centers, 93 526 have successfully passed the test at the end of the year, or an average success rate of 86.8%;
- Over the period 2010-2011 for which data are made available, out of a total of 18712 learners transferred to classical schools, 13 938 (74.5% of transferred pupils) have passed to the 6<sup>th</sup> year of primary education;

- Success rates at the end of cycle or passage to 7<sup>th</sup> year (for Mali) among transferred pupils are higher than those of pupils in the reception schools. Thus, for the years 2011-2012 and 2012-2013, out of a total of 13 938 getting out of centers in the sixth year of primary school, 11 645 have passed the final examination cycle (C.F.E.P.D / C.E.P.E) or passed to the seventh year for Mali, or an average success rate of 83.5%;
- As regards the tests organized in mathematics and in the area of language, into French, yields of transferred pupils are significantly higher than those of the reception schools. Thus, the average score of pupils transferred is 58.9 out of 100 against 52.5 for those in reception schools, a difference of 6.4 points. This gap is even more important in mathematics where the average score of transferred pupils was 56.1 out of 100 and that of pupils in reception schools is 38.7 out of 100 (17.4 point difference).

#### ☞ Financing of the Speed School

The total of resources mobilized for the implementation of the Speed School is insufficient to meet the needs and this funding is largely provided by Stromme Foundation and Strategic Partners. Over the period 2009-2014, a total of 8.321 billion CFA was mobilized for the implementation of the Strategy. The contribution of Stromme Foundation and Strategic Partners is 6. 692 billion CFA, it represents 80.4% of the resources mobilized. The contribution of the three implementing countries of 1.251 billion CFA, representing 15% of the funds raised. Finally, the contribution of communities and NGOs is estimated at 378.5 million CFA (4.6% of resources).

Some difficulties observed in the allocation of resources, especially State resources, affect the performance of the program; these include the slow procedures for signing agreements and disbursement of funds and non-predictability of resources mobilized by Strategic Partners.

#### ☞ Performances of the Speed School in terms of management and monitoring-evaluation

The analysis of the institutional arrangements of the Speed School and opinions expressed by the players show that:

- The organizational structure in place for management and implementation of the activities of the strategy is functional, bodies in place are operational, the specifications defining the roles and responsibilities of the various structures of Speed School are respected;
- The terms of programming and monitoring / evaluation of activities of Speed School by central and decentralized structures are well appreciated by the actors responsible for the implementation of the strategy, although some weaknesses are deplored at the time of production and transmission of reports;
- Finally, the actors affected state in full unanimity that the provisions of joint implementing system of reference of Speed School are met on the field at all levels. However, they are insufficiencies in monitoring children transferred, promoting endogenous canteens to motivate children and surrender to the reception schools equipment of centers after three years of use.

#### ☞ Conclusions and recommendations



## **(i) Conclusions**

The use of the available documents, the results of field surveys and testing on learning outcomes, reveals a high level of performance of the speed school as much from the point of view of the internal efficiency as the arrangements for management and monitoring / evaluation. On all these aspects, the following conclusions can be drawn:

### **▪ In the area of access and coverage:**

The lack of data on the population of non-educated children or school dropouts from 8-12 years does not allow assessing fully the contribution of Speed School to the absorption of this demand. However, it is clear that during the ten (10) years, it has greatly contributed to the development of the offer of education for this target group.

### **▪ In the area of quality:**

Analysis of the internal efficiencies of Speed School and test measures of pupils' achievement in mathematics and in the area of language reveals a significant level of performance of Speed School in terms of quality. Over the period 2005-2013, out of a total of 107 804 learners enrolled in the centers, 93 526 are admitted for tests at the end of the year, or an average success rate of 86.8%. During the same period, about 93 526 admitted for tests at the end of the year, 85 199 pupils were transferred to the basic cycle 1 (91.1% of transfer rate). Furthermore, analysis of test results for level in the area of language and mathematics reveals that the transferred pupils perform better than their peers at the reception schools.

### **▪ Management and monitoring/evaluation**

The management and monitoring / evaluation system implemented both in the sub-region (Permanent Secretary) and in countries of implementation is effective. And according to the actors interviewed, it has contributed significantly to reach the goals of the Strategy. Almost all the actors involved in the implementation of Speed School have complied with the requirements of the joint system of reference.

## **(ii) Recommendations**

At the end of this survey and based on the points of vigilance identified, the following recommendations are made with a view to improving the performance of the Speed School:

### **To the partner countries of implementation**

- Develop action plans for the expansion of Speed school backed by the country programs of educational development;
- Develop advocacy for resource mobilization in support of Speed school ;
- Establish frameworks of dialogue between Governments -PTF - N.G.O around Speed School ;
- Improve procedures for transferring State funds to NGOs;

- Strengthen the management system at the sub regional level;
- Provide funding for managing structures of the Strategy;
  - **To Stromme Foundation and the Permanent Secretariat of Speed School**
- Develop advocacy for resource mobilization in support of the Speed School;
- Empower the management committees in planning activities;
- Rewrite the Speed School programs;
- Build the capacities of supervisors, teachers and animators in the area of language.

## **I. GENERAL PRESENTATION OF THE SURVEY**

### **1.1. Context and justification of the survey**

As recommended by the World Forum on Education for All (Dakar 2000) and the resolutions of the Summit of Heads of States of the six countries with the least education (Bamako, 2000), Burkina Faso, Mali and Niger, have worked out development programs of education from the perspective of universal primary education by 2015.

Five (5) years after the Dakar Forum, reports of implementation of programs in the three countries reveal real constraints on the achievement of universal education in a timely manner. These include the strong pressure of social demand for education in a context of scarce resources, the low performance of education systems in terms of quality, resulting in high rates of school dropouts including introductory courses and levels of unsatisfactory learning. In 2005, in the three countries, about 3.1 million children of school age (7-12 years) are outside the system (1.2 million in Niger, 1.1 million in Burkina Faso and 725 000 in Mali). For the same year, the primary school completion rate is only 36% in Niger and 32% in Burkina Faso. The trends in the three countries show real difficulties in meeting the commitments made at the World Forum on Education for All.

As part of this dynamic, Stromme Foundation West Africa, in the overall context of her fight against poverty and exclusion of disadvantaged groups, has initiated the Speed School in Mali during the 2004-2005 school year. She then extended experience in her other two intervention countries that are Burkina Faso and Niger, respectively in 2006 and 2007. The Speed School is an alternative offer of education for non-educated children (boys and girls) or early school dropouts, aged from 8 to 12, that is to say, children who did not have or have lost the opportunity to be supported by the basic current educational system. This is an accelerated educational formula of nine (9) months (one academic year), which allows these children to enter or re-enter the system at the fourth year of primary school or corresponding cycle according to countries.

Between 2005 and 2013 approximately 3955 speed school centers have been set up in the three countries (696 in Burkina Faso, 2872 in Mali and 387 in Niger), which allowed to enroll 107 804 children including 53 969 girls and to transfer to classical schools 85 199 among them including 42 524 girls.

In 2013, two (2) years before the deadline for achieving the goals of universal primary education, despite the substantial progress made by the three countries, particularly in terms of access and coverage, none of them can meet the commitments. Burkina Faso recorded a gross primary enrollment rate of 81% and a completion rate of 60%. In Mali, the rates were 70% and 50%, and 82% and 56% in Niger. At this low level of performance as regards to access and coverage, in addition to deep disparities especially between girls and boys and between rural and urban areas and very low school performances. This assessment, recommended by the sessions of the Orientation Council of the Sub Regional Permanent Secretariat of Speed School (Ouagadougou, March 15, 2012 and Niamey, July 8, 2013) of Stromme Foundation continues the dual purpose of accountability to all stakeholders involved in the financing of the strategy, the use of resources mobilized and to capitalize the achievements in order to facilitate decision making for setting the potential scale of the Strategy.

## **1.2. Evaluation objectives**

Evaluation of the Speed School covers the following general objectives:

- Provide stakeholders and potential users of the Speed School with a basis for objective and scientific assessment of the strategy at the end of its trial in the three pioneer countries of implementation;
- Assess the relevance and value of Speed school for States in the context of achieving the Education For All goals and Millennium Development Goals;
- Provide the three pioneer countries of implementation with a reliable assessment basis in view of the expansion of the Speed School.

Specifically the evaluation will:

- analyze the compliance of speed school programs with the Curriculum of each of the three countries;
- assess the relevance of the teaching-learning method in speed school centers. ;
- assess the profile of teaching staff and educational management of Speed School in terms of its specificity;
- assess the status of the teaching staff and educational management of Speed School in relation to the laws governing employment in each country;
- assess the organization, functioning, educational management and monitoring speed school centers;
- analyze practice of learning assessment;
- identify factors of loss of children recruited at the centers;
- analyze the cost / effectiveness ration of Speed School.;
- measure the level of ownership of Speed School in each country;
- identify the different challenges in the implementation of Speed School and propose appropriate solutions;
- analyze the partnership dynamic around the Speed School;
- assess the participation of communities and local authorities in the implementation of the Speed School;
- check the effectiveness of parity of girls / boys in centers;
- assess the contribution of the Speed School in the enrollment of non-educated children and school dropouts in the intervention zones;
- identify prospective evolution of Speed School in light of the results in all three countries;
- assess the contribution of implementing NGOs in each country;

- identify the direct financial contribution of States, Stromme Foundation and donors in each country;
- analyze performance and achievements of Speed School learners transferred to the 4<sup>th</sup> year in comparison to those of their peers;
- identify best practices for implementing Speed School.

### **1.3. Methodology of the survey**

#### **1.3.1 Scope of the survey**

The evaluation survey of the Speed School in accordance with its terms of reference covered the three countries of implementation namely Mali, Burkina Faso and Niger. In each country, the choice has focused on the areas of intervention of an NGO sample. Thus, the survey covered areas of intervention of five (5) implementing NGOs out eleven (11) in Mali, four (4) NGOs out of five (5) working in Speed school in Burkina Faso and two (2) NGOs working in the area in Niger.

#### **1.3.2. Target public**

Investigations realized concerned:

**Regional Level:** Members of the Sub Regional Permanent Secretariat of the Speed School and the team of the Regional Office of Stromme Foundation.

**Country Level:** (i) three (3) National Focal Points, (ii) Implementing NGO leaders, (iii) Strategic Partners; (iv) the resource persons; (v) the players (coordinators, supervisors, animators, teachers and directors of reception schools) and; (vi) beneficiaries (learners of centers, communities, transferred pupils ...) of the Speed School. These actors made it possible to collect information needed to conduct this evaluation.

#### **1.3.3. Framework meeting**

After the notification of award of the survey, a framework meeting has been held at the headquarters of the Sub Regional Permanent Secretariat of the Speed School in Bamako. This working session between the team of the Permanent Secretariat, that of Strømme Foundation and representatives of the firm “PROMETHEE” allowed the various parties to clarify and harmonize views on understanding the purpose and objectives of the survey. It also helped to introduce and amend the investigative tools of the consulting firm, to refine the implementation schedule and agree on the technical and financial aspects of the mission.

#### **1.3.4. Literature review**

The literature search was conducted at the level of the Sub Regional Permanent Secretariat of the Speed School, Stromme Foundation West Africa, central administrations of the Ministries of Education, Strategic Partners and NGOs implementing strategy in the three countries (Mali, Burkina Faso, and Niger). The use of the various documents provided has enabled us to grasp intervention strategies and resource mobilization, modes of organization, control and management of the strategy, the results obtained and difficulties and challenges observed during its implementation.

#### **1.3.5. Data collection**

During this phase field investigation and administration of tests were conducted to measure the level of achievements of pupils transferred and their peers of the fourth (4<sup>th</sup>) year in classical schools, in mathematics and French.

### 1.3.5.1 Investigations :

Data were collected through questionnaires and interviews with the following target groups:

☞ At the level of Bamako: three (3) members of the Sub Regional Permanent Secretariat of the Speed School and five (5) members of the Regional Direction of Stromme Foundation;

☞ At the central level in the three countries: nine (9) focal points of the Speed School (including 3 per country), Eleven (11) leaders of implementing NGO partners (4 in Burkina Faso, 2 in Niger, and 5 in Mali), two (2) strategic partners and five (5) resource persons.

☞ At field level: seven (7) coordinators and ten (10) supervisors of Speed School, thirteen (13) Inspectors and Educational Advisers, twenty three (23) principals and twenty three (23) school teachers of reception schools, fifty three (53) animators of speed school centers , one hundred fifteen (115) learners transferred and one hundred twenty (120) members of the management committees of the centers.

Interviews with learners transferred and members of decentralized management structures were conducted through Focus group consisting of five (5) participants or more. The list of interviewees (excluding transferred pupils and members of COGES who participated in Focus groups) is appended to this report.

**Table 1: Population touched by field investigation**

Actors	Number
Persons in charge of the Permanent Secretariat	3
Persons in charge of Stromme Foundation	5
Focal Points	9
NGO leaders	11
Strategic Partners	2
Resource persons	5
Coordinators	7
Supervisors	10
Animators	53
Inspectors and Educational Advisers	13
School Principals	23
Teachers of reception schools	23
Learners transferred (Focus group)	115
Members of decentralized management structures (Focus group).	120
Total	399

### 1.3.5.2. Data collection tools :

These questionnaires and structured interview guides have been designed according to each target. Thus, two (2) types of instruments have been developed for this evaluation: (i) interview guides and (ii) questionnaires for the field survey.

☞ The questionnaires were administered to the Focal Points, members of the team and those of the Permanent Secretariat of Stromme Foundation. At this level, the questionnaires were sometimes supported by interviews to clearly define the process of management and implementation of the strategy. Also, questionnaires were administered to the educational players of the Speed School (Coordinators, Supervisors, Animators, Inspectors and Educational Advisers) and leaders of NGOs of implementation of Speed School.

☞ Specific interview guides were addressed to certain target groups, including members of the Management Committee of centers, the children transferred, teachers and principals at the reception schools.

### 1.3.6. Organization of tests in mathematics and French for pupils of the 4<sup>th</sup> year

Assessment of achievements of pupils transferred and those of their peers at reception schools (4<sup>th</sup> year) in mathematics and French was organized. This took place in 23 schools (6 in Burkina Faso, 8 in Mali and 9 in Niger) chosen randomly. The selection of pupils and procedures for administration of the tests were presented and discussed during the framework meeting with the team of the Permanent Secretariat.

#### 1.3.6.1. Basic sample for the test of school achievements

Level test took place in the reception schools of the three implementing countries. The selection of sample schools was done objectively, insofar as the sampling frame (exhaustive reception schools and pupils transferred) did not exist at the time of preparation of this evaluation. School choice was made in the areas of intervention of NGOs selected for the survey. In each school pulled, each director was asked the list of pupils transferred and not transferred to the CE2 (4<sup>th</sup> year in Mali). It is from this list that ten (10) pupils transferred and ten (10) of their peers were selected through a random draw. In schools where the number of transfer students is less than 10, it was decided all students and selected an equal number of students from the host school. On the ground we faced some difficulties especially the geographical dispersion of reception schools and often the small number of pupils transferred, which limited the sample size. So, this is a sample of 23 schools and 423 pupils including 220 pupils transferred who have undergone testing.

**Table 2: Sample of testing in language and mathematics**

Samples		Mali	Burkina Faso	Niger	Total
Number of schools		8	6	9	<b>23</b>
Pupils transferred	Boys	45	29	44	118
	Girls	27	38	37	<b>102</b>
	Total	72	67	81	<b>220</b>
Pupils not transferred	Boys	44	25	39	108
	Girls	28	25	42	<b>95</b>
	Total	72	50	81	<b>203</b>
<b>Total pupils</b>	<b>Boys</b>	<b>89</b>	<b>54</b>	<b>83</b>	<b>226</b>
	<b>Girls</b>	<b>55</b>	<b>63</b>	<b>79</b>	<b>197</b>

	<b>Total</b>	<b>144</b>	<b>117</b>	<b>162</b>	<b>423</b>
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### **1.3.6.2. Instruments of evaluation of the level of achievements**

The assessment of pupils' achievements concerned two disciplines: mathematics and language. For each discipline items were constructed for the following areas:

- For language: vocabulary, reading-comprehension, grammar, and production of writings;
- For Mathematics: arithmetic, geometry and solving simple problems.

### **1.4. Key-boarding, tabulation and analysis of results**

This activity consisted of: (i) the design of a basis for developed key-boarding in Microsoft Access and processing data in Microsoft Excel and Word, (ii) analyzing and interpreting the results of interviews, questionnaires and testing.

The results of the interview data were compared with those of survey forms received. Flat sorting and cross tabulations were performed to analyze the overall results.

To facilitate work in different countries, the consultants were supported by a team composed of a country resource person and investigators for the conduct of investigations and administration of tests.

## **II. ASSESSMENT OF THE SPEED SCHOOL**

### **2.1. The Speed School**

The Speed School, Stromme Foundation initiative, is an accelerated learning program for children aged from 8 to 12 years, non-educated or early school dropouts designed to transfer to the 4<sup>th</sup> year of the primary school or corresponding cycle according to country, after nine (9) months learning. The philosophy of the strategy is to give a second chance to children, usually from poor or vulnerable families. It is a concept that seeks to accelerate the achievement of the Education For All goals and the Millennium Development Goals.

The Speed School is based on the pedagogical approach in force in the country of implementation and its curriculum is a digest of those from the 1<sup>st</sup> to 3<sup>rd</sup> year of primary education in pioneer countries of implementation. The Speed School approach consists of accelerated learning with two months of national language and seven (7) months of basic French, for an overall hourly volume of 1 238 hours including 240 hours for the first phase. The national language is used as medium of instruction for the first two months to facilitate the learning of French. It takes into account such basic subjects: French, mathematics and current life skills.

For a harmonized methodology in the three countries, standards and criteria for implementation have been identified and put into a joint system of reference established for this purpose. Therefore, the strategy operates on the basis of guidelines and principles listed in a common framework that serves as reference for all countries and all partners of implementation. The organization and operation of the centers follow the same principles in terms of number of children recruited per center, establishment of centers nearby or within the classical school yards, introduction to the local language-based learning, and managerial standards.

### **2.2. The performances of the strategy in terms of accessibility in those three countries**

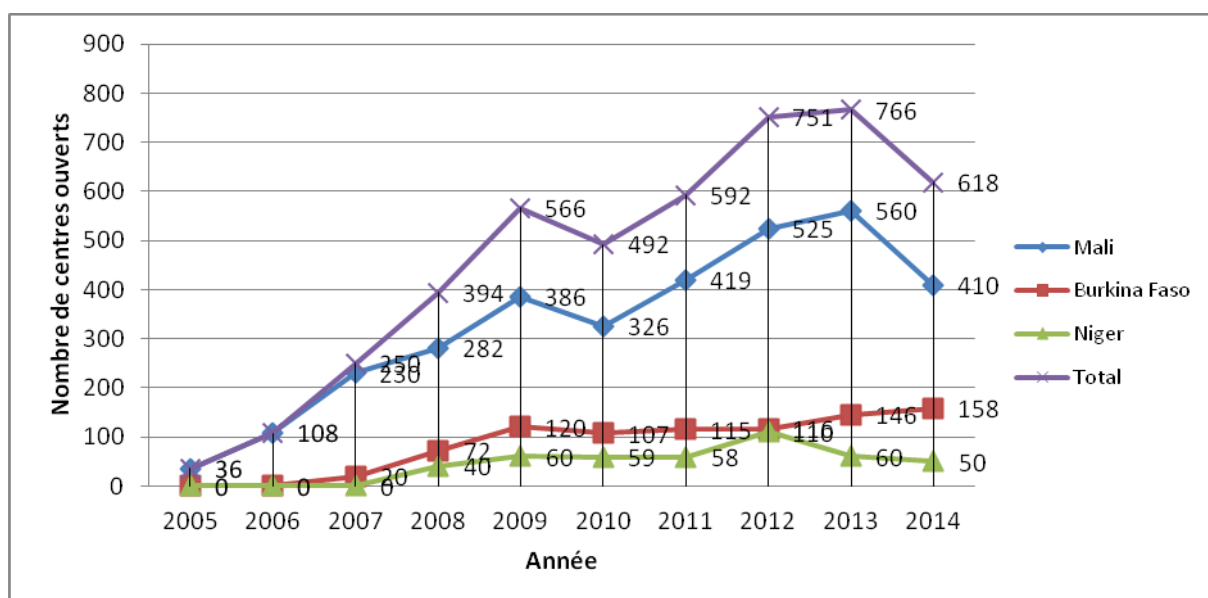
Three indicators were taken into account to understand the performance of Speed School in terms of access and coverage: the number of centers in place and source of funding, number of pupils enrolled disaggregated according to gender and the proportion of children enrolled in the light of the potential demand. As data on the potential demand are not available either in statistic directories or at the levels of information collected from the structures of ministries, this aspect will be addressed in conclusions and recommendations.

#### **2.2.1. Number of centers set up**

Over the past ten (10) years (2005 and 2014), 4573 centers were set up in the three countries, an average of 457.3 centers per year. With 3 282 centers set up during the period, Mali has got the largest offer of Speed School (about 71.8% of open centers). Burkina Faso has got 18.7% of the offer (854 centers); with 437 open centers, Niger's participation is in the range of 9.6% to the Speed School.

#### **Graphic 1: Evolution of centers opened over the period 2004-2005 and 2013-2014**





### 2.2.2. Centers according to source of financing

Between 2009 and 2014, the centers set up in the three countries are 3785. Over the period, Stromme Foundation represents the largest contribution to the development of Speed School, with 1875 open centers (49.5 %). Centers open by strategic partners are 1320, or 34.8% of the offer. Finally, the contribution of State resources to the development of Speed School represents 15.6% of the overall offer.

During this period, on 762 open centers in Burkina Faso, 432 or 56.6% were funded by Stromme Foundation, 190 (24.9%) by strategic partners and 140 (18.3%) by States' resources.

With 1196 centers opened between 2009 and 2014, Stromme Foundation represents 45.5% of the offer of Speed School in Mali. Centers opened by strategic partners to the number of 1130 centers, represent 43.0% of the offer and financed by State resources, 11.4%.

Finally, in Niger, the financing of centers was mainly provided by Stromme Foundation with 247 open centers (62.2%) and public resources up to 150 centers (37.8% of the offer).

**Table 3: Centers set up according to source of financing (2009-2014)**

	Stromme Foundation	Strategic Partners	States	Total	%
Burkina	432	190	140	762	20.1
Mali	1 196	1 130	300	2626	69.4
Niger	247	0	150	397	10.5
Total	1875	1320	590	3785	100
%	49.54	34.87	15.59	100.00	

### 2.2.3. Number of learners enrolled in the Speed School

Number of learners in speed school centers have increased consistently over the past nine years from 1 136 pupils in 2005 to 20 020 in 2013. Over the period 2005 to 2013, 107 804 pupils were enrolled in the centers. There are deep disparities between the three countries as regards to the development of Speed School. So Mali, with 78 326 children enrolled in the period, has got a total number of 72.6%. With 18 597 children enrolled Burkina Faso accounts for a number of 17.2% and Niger 10.0% with 10 881 learners recruited over seven (7) years.

There is no gender disparity in participation to speed school centers. Between 2005 and 2013, 53 969 girls were enrolled in speed school centers, or 50.06% of the total number. However, they are less represented than boys in enrolled number in Burkina Faso (48%) and Niger (48.2%). The parity index is 1.03 in Mali and 0.93 in Burkina Faso and Niger.

**Table 4: Number of learners enrolled and parity index Girls/Boys according to country and gender**

Country	2005-2008				2009-2013				Total 2005-2013			
	Total	Girls	Boys	G/B parity index	Total	Girls	Boys	G/B parity index	Total	Girls	Boys	G/B parity index
Mali	18 525	9 538	8 987	1.06	59 801	30 242	29 559	1.02	78 326	39 780	38 546	1.03
Burkina Faso	2 625	1 254	1 371	0.91	15 972	7 686	8 286	0.93	18 597	8 940	9 657	0.93
Niger	1 183	596	587	1.02	9 698	4 653	5 045	0.92	10 881	5 249	5 632	0.93
Total	22 333	11 388	10 945	1.04	85 471	42 581	42 890	0.99	107 804	53 969	53 835	1.00

Sources : Stromme Foundation West Africa

#### 2.2.4. Determinants of performance of Speed School in terms of access

Although data on the potential demand for schooling of children from 8 to 12 years, non-educated or early school dropouts, are not available in the three countries, we can say that the contribution of Speed School to satisfy this demand is quite substantial in terms of its results. Indeed, of the nine (9) years of its implementation, it has allowed to enroll 107 804 children including 53 969 girls and transfer 85 199 including 42 524 girls in the school system.

#### ☞ Advantages of Speed School in terms of access and coverage

The expansion of Speed School in recent years has been sustained because of a favorable environment and conditions. These include the following:

- **Existence of strong partnership around Stromme Foundation and the Permanent Secretariat**

The interventions of the Foundation and the Permanent Secretariat in terms of funding, management and advocacy were instrumental in the development of Speed School. Of the nine (9) years, the Foundation's contribution represents 49.54 % of the offer in the three countries. In addition to funding the centers, she accompanied the establishment and operation of the entire current system of management of the strategy (structures of orientation, management and monitoring / evaluation) as well as capacity building of the actors of implementation. In

collaboration with the Permanent Secretariat, she developed advocacy with States and strategic partners to mobilize resources for the expansion of the Initiative. In different countries, she has established agreements and a framework of dialogue with some technical and financial partners to support the Speed School.

- **Existence of a potential NGO qualified for the implementation of the strategy**

The implementation of Speed School is performed according to the method of make-do, the States are responsible for defining guidelines and management bodies and national NGOs implementing activities on the ground. After nine years of implementation, each country has a potential NGO with the right skills for the expansion of Speed School.

- **Strong social mobilization around the strategy :**

In all the districts of regions, communes, villages and neighborhoods visited, we found a strong social mobilization for Speed School. This fact is confirmed by the results of the survey near actors. Indeed, 87.5% of respondents believe that the beneficiaries adhere massively to Speed School. Each speed school center has a management committee set up by the village community. The committee of five (5) members involved in the management of the center, sensitizes families to enroll their children, has built the building hosting the center, and supports housing of animators. It also keeps track of the attendance of learners in the centers.

- **Ownership of the strategy by countries**

The level of ownership of the Speed school is measured by: (i) the political support of the pioneer countries of implementation of the strategy; (ii) their financial commitments to support Speed School and (iii) the operation of the various structures of program implementation at the country level. The ownership of the strategy is a key element in the development of Speed School.

In all the pioneer countries of implementation, the above provisions exist and are confirmed by the results of the field survey and institutional texts (tripartite agreements, official documents for the designation of focal points, decision creating the Permanent Secretariat, etc. ) taken by States, Stromme Foundation and NGOs, to govern the functioning of bodies and the implementation of Speed School. According to survey results, 92% of respondents said that the Speed School is taken into account in the development programs of education of countries and more than 95% of respondents confirmed the inclusion of the strategy in the financing of the education sector of countries through its inclusion on a specific budget line.

**Table 5 : Level of ownership of the Speed School by countries**

Opinion of respondents on:	% of responses in favor (yes)
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	<b>Mali</b>	<b>Burkina Faso</b>	<b>Niger</b>	<b>Total</b>
Operation of management structures of the Speed School	100%	86%	100%	95.8%
Consideration of Speed School in the development programs of education of countries	83%	100%	100%	91.7%
Existence of a plan for the expansion of Speed school in countries	0%	0%	80%	16.7%
Consideration of Speed School in the financing of the education sector of countries	100%	100%	80%	95.8%
Membership of communities to the Speed School.	75%	100%	100%	87.5%

### ☞ **Difficulties in the development of Speed School offer.**

It appears to the performance analysis of Speed School in terms of access and coverage and the results of field surveys that some constraints hamper the expansion of Speed School in different countries. Among these constraints, the following are observed:

- **Low level of mobilization of State resources:**

During the six (6) years (2009-2014), of the 3785 centers opened in the three countries, 3195 were set up with funding from Stromme Foundation and her Strategic Partners, which represent 84.4% of open centers. Funding from the State reaches 15% of the offer. Over the same period, an amount of 8.321 billion CFA mobilized for the development of Speed School, Public resources are estimated at 1.251 billion CFA, or 15% of the overall budget. The development of the strategy for the period was mainly supported by external resources. Such situation is mainly due to weak strategy developed by various countries to cope with the demand of Speed School.

- **Delay in the signing of contracts and in the provision of funds**

All stakeholders interviewed ensure that the delay in the signing of contracts and the provision of funds is one of the weaknesses of the Speed School. Reading the reports from NGOs, this has consequences like the late start of teaching and non-payment of compensation to animators at the end. Other effects of this situation are dropout of animators and the closure of some centers. These delays are mainly observed in the financing by national budgets or some funding from Strategic Partners.

- **Lack of advocacy for the mobilization of external resources**

External resources mobilized for the implementation of Speed School, if they are proportionally significant in public resources, are insufficient to satisfy the needs. The level of external resources mobilized varies from one country to another. In Niger, the development of Speed School was based solely on funding from Stromme Foundation and the State, while in Mali and Burkina, funding from Strategic Partners represent 39% of open centers. Inadequate mobilization of external resources and the observed differences in their allocation among countries, reflect the lack of advocacy for the promotion of Speed School

### 2.3. Performance of the strategy as regards to quality

Six (6) indicators were taken into account in assessing the performance of speed school classes in terms of quality: the success rate at end of the year testing, the transfer rate in the fourth year of elementary school, the success rate of C.F.E.P.D, the proportion of transferred pupils admitted in the 6<sup>th</sup> year and dropout rates in centers. It was also considered as part of this survey a comparative evaluation of the level of acquisitions of outgoing pupils of centers and pupils in reception classes in mathematics and French.

#### 2.3.1. Success at the end of year testing in « Speed School centers »

Over the period 2005-2013, out of a total of 107 804 learners enrolled in speed school centers, 93 526 were declared successful at the end of year testing, an average success rate of 86.8%. This success rate has improved significantly over the period from 59.6% in 2004-2005 to 91.8% in 2012/2013, or an increase of 32 percentage points. Among the three countries experiencing the Strategy, Mali recorded the best rate of admission to the test at the end of the year (88.1%). In Burkina Faso and Niger, the rates were respectively 81.9 and 85.7%. The gap between girls and boys in successful achievement of testing is very low (86.9% for girls against 86.7% for boys). However, a significant difference was observed in Burkina Faso, to the detriment of boys (80.6% against 83.3%).

**Table 6: Average rates of success to tests of end of year in « Speed School centers » according to country and gender**

Country	Learners enrolled			Learners admitted			Success rates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mali	38 546	39 780	78 326	34 030	34 940	68 970	88.3%	87.8%	88.1%
Burkina Faso	9 657	8 940	18 597	7 786	7 445	15 231	80.6%	83.3%	81.9%
Niger	5 632	5 249	10 881	4 837	4 488	9 325	85.9%	85.5%	85.7%
<b>Total 09/12</b>	<b>53 835</b>	<b>53 969</b>	<b>107 804</b>	<b>46 653</b>	<b>46 873</b>	<b>93 526</b>	86.7%	86.9%	86.8%

Sources : Stromme Foundation West Africa

#### 2.3.2. Transfer rates in welcoming schools

Transfer of learners to formal system after an accelerated course of nine (9) months is the key objective of the Speed School. This survey takes only into account learners transferred in the 4<sup>th</sup> year. Thus, out of a total of 93 526 pupils admitted to the tests at the end of the year, 85 199 pupils are transferred to the elementary school for an average transfer rate of 91.1%. This rate varied between 83.8% and 99% over the period. The transfer rate is higher for boys than girls (91.5% against 90.7%).

**Table 7 : Transfer rates of learners of « speed school classes » in the whole countries**

Years	Centers	Learners admitted	Learners transferred	Transfer rates
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		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2004/2005	36	333	344	677	303	324	627	91.0%	94.2%	92.6%
2005/2006	108	1 123	1 256	2379	957	1 080	2037	85.2%	86.0%	85.6%
2006/2007	250	3 010	2 972	5982	2 768	2 579	5347	92.0%	86.8%	89.4%
2007/2008	394	4 681	4 787	9468	4 184	4 057	8241	89.4%	84.8%	87.0%
2008/2009	566	6 794	6 517	13311	5 953	5 888	11841	87.6%	90.3%	89.0%
2009/2010	492	5 752	6 062	11814	5 123	5 348	10471	89.1%	88.2%	88.6%
2010/2011	592	6815	7065	13880	5 791	5 847	11638	85.0%	82.8%	83.8%
2011/2012	751	8729	8904	17633	8 264	8 542	16806	94.7%	95.9%	95.3%
2012/2013	766	9416	8966	18382	9 332	8 859	18191	99.1%	98.8%	99.0%
Total 2005-2013	3955	46653	46873	93526	42 675	42524	85199	91.5%	90.7%	91.1%

Sources : Stromme Foundation West Africa

Of the 85 199 pupils transferred to classical schools (primary ones), 64 231 are centers of Mali, or 75.4% of transferred pupils. Burkina Faso and Niger are in order of 14.1% and 10.5% of the number of transferred pupils. There are disparities between the three countries in terms of transfer. Thus, a difference of 16.8 percent was observed between the rate of transfer in Niger (95.8%) and that of Burkina Faso (79%).

The gap between girls and boys in the transfer is not very important in the period (on average 0.8 percent in favor of boys). However, in Niger there is a gap of 2.8 percent for girls.

Table 8: Transfer rates of learners from Speed School centers to reception schools

Country	Centers	Learners admitted			Learners transferred			Transfer rates		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mali	2 872	34 030	34 940	68 970	31 894	32 337	64 231	93.7%	92.6%	93.1%
Burkina Faso	696	7 786	7 445	15 231	6 210	5 822	12 032	79.8%	78.2%	79.0%
Niger	387	4 837	4 488	9 325	4 571	4 365	8 936	94.5%	97.3%	95.8%
<b>Total 09/12</b>	<b>3 955</b>	<b>46 653</b>	<b>46 873</b>	<b>93 526</b>	<b>42 675</b>	<b>42 524</b>	<b>85 199</b>	<b>91.5%</b>	<b>90.7%</b>	<b>91.1%</b>

Sources : Stromme Foundation West Africa

### 2.3.3. School career of pupils transferred to primary education

The indicator on the school career of pupils transferred to the formal system, measured through the proportion of pupils transferred in the 4<sup>th</sup> year and admitted to the 6<sup>th</sup> year (C.M.2) was calculated on the basis of available data. Unfortunately, the available statistics do not cover the whole period of implementation of the Strategy. Several NGOs were unable to provide the number of transferred pupils admitted to the 6<sup>th</sup> year in their area. The unavailability of data in the country is the lack of supervision of children transferred by the State structures of the countries of implementation and non highlighted number transferred to the statistical directories of the Ministries in charge of Speed School.

In the years 2010 and 2011, 18 712 Speed School learners were transferred in the fourth year of formal education. Of these pupils, 13 938 (74.5% of the number transferred) reached the 6<sup>th</sup> year (C.M.2) in primary education. Mali has the highest admission rate in the 6<sup>th</sup> year (79.9%). In Niger and Burkina Faso the rates were in order of 62.8% and 58.0%. In the three countries, the gap between girls and boys in terms of admission in the sixth is 3.8 percent on average in favor of boys. However, in Niger and Burkina Faso, the difference is significant; it is 28.9 percent in favor of boys in Burkina Faso and 7.8 percent in favor of girls in Niger.

**Table 9 : % speed school pupils admitted in the 6th year (C.M.2) over the period 2011/12 and 2012/13**

Country	Numbers transferred			Admission in 6th year (C.M.2)			% of admission in 6th year (C.M.2)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mali	6 625	6 940	13 565	5 344	5 492	10 836	<b>80.7</b>	<b>79.1</b>	<b>79.9</b>
Burkina Faso	1 385	1 345	2 730	1 000	583	1 583	<b>72.2</b>	<b>43.3</b>	<b>58.0</b>
Niger	1 297	1 120	2 417	768	751	1 519	<b>59.2</b>	<b>67.1</b>	<b>62.8</b>
Total (3 pays)	9 307	9 405	18 712	7 112	6 826	13 938	<b>76.4</b>	<b>72.6</b>	<b>74.5</b>

*Sources : Stromme Foundation West Africa*

#### 2.3.4. Success of pupils transferred to C.F.E.P.D. and to the 7th year.

For the school years 2011-2012 and 2012-2013, the total number of speed school pupils in the sixth year of primary school (C.M.2) was 13 938. Of these, 11 645 are admitted to the final examination cycle (C.E.P.E / C.F.E.P.D) or passed in the seventh year of fundamental education in Mali, or an average admission rate of 83.5%. Girls are slightly better than boys in both years: 84.4% against 82.8%. With 88.8% of average pass rate, the outgoing pupils of Speed School in Mali were more efficient than those in Burkina Faso and Niger, where the rates were in order of 65.8 and 64.4%. While in Mali and Niger, the gap between the performance of girls and boys is very low, in Burkina Faso, it is 12.3 percent for girls (72.2% against 59.9 %). Finally, there was a significant improvement in the success rate between the two years: 82.3% in 2011-2012 against 86% in 2013.

**Table 10: Success rates of pupils transferred to the 7<sup>th</sup> year and to C.E.P.E./C.F.E.P.D.**

Years	Country	Speed School learners in 6th year /C.M.2			Speed School learners in 6 <sup>th</sup> year (C.M.2) having got grade/admission to C.E.P.			% of Speed School learners in 6th year /C.M.2 having got grade/admission to C.E.P.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011/2012	Mali	2 080	2 082	4 162	1 789	1 783	3 572	86	85.6	85.9
	Burkina Faso	500	362	862	425	303	728	85	83.7	84.5
	Niger	432	438	870	277	274	551	64.1	62.6	63.3
	Total pays	3 012	2 882	5 894	2 491	2 360	4 851	82.7	81.9	82.3
2012/2013	Mali	3 264	3 410	6 674	2 996	3 058	6 054	91.8	89.7	89.7
	Burkina Faso	500	221	721	174	118	292	62.1	53.4	58.3
	Niger	336	313	649	226	222	448	67.3	70.9	69
	Total pays	3 880	3 944	7 824	3 396	3 398	6 794	87.5	86.2	86
Total 2011-2013	Mali	5 344	5492	10836	4785	4841	9626	89.5	88.1	88.8

	Burkina Faso	1000	583	1583	599	421	1020	59.9	72.2	64.4
	Niger	768	751	1519	503	496	999	65.5	66.0	65.8
	Total pays	7 112	6 826	13 938	5887	5758	11645	82.8	84.4	83.5

Sources : *Stromme Foundation West Africa*

### 2.3.5. Dropouts in Speed School centers

Analysis of data in the table on dropout rates reveals that on average, 13.2% of pupils dropped out centers for various reasons over the period 2005-2013. Dropouts vary from one country to another. The highest dropout rate was observed in Burkina Faso with 18% drop. Mali and Niger recorded in order 11.9% and 14.3% on average. In Speed School centers, dropouts are higher among boys in Burkina Faso (19.4% against 16.7%). However, in Mali and Niger, girls abandon more than boys with a gap of 0.5 percent.

These losses arise from several factors in general. Most cited ones are the displacements of parents (migration), gold mining (gold digging), housework, recurrent food crises, etc. The losses of children transferred are mainly due to large distances between the reception school and the place of residence of pupils.

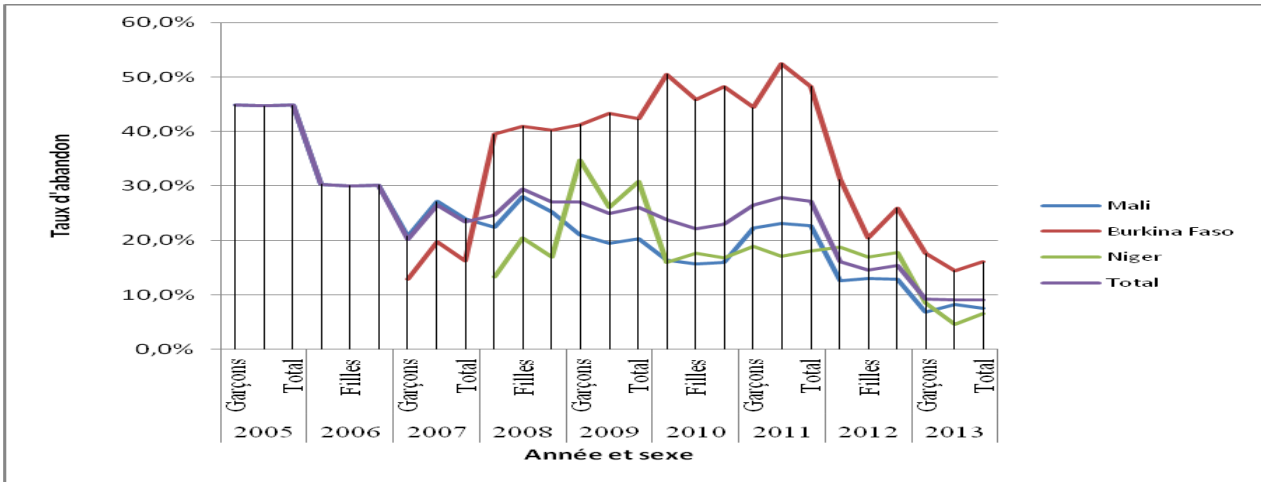
**Table 11: Average rates of dropouts in speed school centers over the period 2005 - 2013**

Country	Average of the period 2005/2013		
	Boys	Girls	Total
Mali	11.7%	12.2%	11.9%
Burkina Faso	19.4%	16.7%	18.1%
Niger	14.1%	14.5%	14.3%
<b>Total</b>	13.3%	13.1%	13.2%

Over the period of implementation, the level of school dropouts in centers experienced a net decrease. The dropout rate has increased from 45% in 2005 (the beginning of the program in Mali) to 8% in 2013. All countries have experienced a significant decrease in the dropout rate due to improved monitoring in centers. In 2013, the highest dropout rate was observed in Niger with 14%, followed by Burkina Faso 12% and Mali 6%. This improvement is confirmed visually in Figure 2 below:



**Graphic 2: Evolution in % of learners having dropped out (abandoned) according to gender and countries in Speed School centers**



**2.3.6. Level of understanding of transferred pupils in mathematics and french**

The assessment of pupils’ achievement in this survey has three main objectives: (i) prepare an inventory of the achievements of outgoing pupils of speed school centers transferred to fourth year, (ii) compare achievements of outgoing speed school pupils to those of their peers of the same class at reception school, and (iii) identify factors related to the academic performance of pupils both in the learning environment and at the level of features of centers.

The measurement of achievements focused on two disciplines: mathematics and French. For mathematics, the items selected covered the following areas: numeration, operations, measurement and problem solving. In French, they have focused on reading-comprehension, grammar, spelling and writing.

The report, presented for each of the two disciplines a comparative analysis of the proportion of pupils who scored at or above average (50 of 100) in both groups. It then analyzes the spread of scores around the mark (standard deviation) and the distribution of pupils’ achievement around the thresholds of good command retained: the minimum threshold for scores between 50 and 69.99 out of 100, the threshold of command wished for scores equal or greater than 70 out of 100 and finally below the minimum threshold for scores below 50 out of 100. Secondly the analysis will focus on the comparison of achievements for each of the groups in the three countries experiencing Speed School.

Finally, from the analysis of the results of interviews and questionnaires administered to teachers, animators and learners, we identified variables that explain the performance of learners of speed school centers. These will focus on the educational profile of animators, educational support, motivation of animators, working conditions of pupils, etc.

The results are presented in the form of tables or graphics thus making it possible to quickly visualize the level of knowledge of pupils:

☞ The gray rectangles represent the pupils whose score is lower than 50 of 100;

- ☞ Those in blue, represent pupils whose results are higher than 50 %, but lower than the threshold of good command fixed at 70 of 100;
- ☞ Finally the pink rectangles, represent pupils whose total result is higher than the threshold of good command fixed at 70 of 100.

### 2.3.6.1 Area of language.

#### ☞ Analysis of results in French in the whole countries

In the field of language the achievements of transferred pupils are appreciably higher than those of the schools of reception. Thus, the average score of the transferred pupils is 58.9 out of 100 against 52.5 for those of the schools of reception, that is to say a variation of 6.4 points. This variation is more significant between the boys than between girls 9.5 points against 2.9. The disparities of gender are more significant at outgoing pupils of speed school centers. The difference between the average score of girls and that of boys is there of 5.1 points against 1.5 point for pupils of the school of reception.

The distribution of marks around the average is significant (standard deviation of 22.2 for transferred pupils and 24.8 for those in the schools of reception), which results in a certain heterogeneity of pupils in learning. But it is noted that the variable mark of transferred pupils is more homogeneous than that of the pupils of classical system and that owing to the fact that the coefficient of variation of the distribution of the marks of transferred pupils (0.38) is lower than that of their peers (0.47) in the schools of reception.

**Table 12: Average score of pupils in French according to gender and country**

Characteristics	Sex	Français	
		Transferred pupils	Classical school
Average	Boys	61.3	51.8
	Girls	56.2	53.3
	Total	58.9	52.5
Standard deviation	Boys	23.1	26.1
	Girls	20.9	23.3
	Total	22.2	24.8
Coefficient of variation	Boys	0.38	0.50
	Girls	0.37	0.44
	Total	0.38	0.47

The average of group is an indicator of the performances of the group but it does not give an exact image of the performances of pupils. It is thus significant to determine for each group, the proportion of pupils having reached a given level of good command. Thus, it arises from the analysis of the outputs of the two groups that:

- 68.6% of pupils of speed school centers have a score higher than 50 of 100, against 57.1% of pupils in the schools of reception. The difference between girls and boy on this level is very weak in the two groups;
- The pupils in situation of failure are more numerous among those of the schools of reception. 42.9% of them have a score lower than the minimum threshold against 31.4%

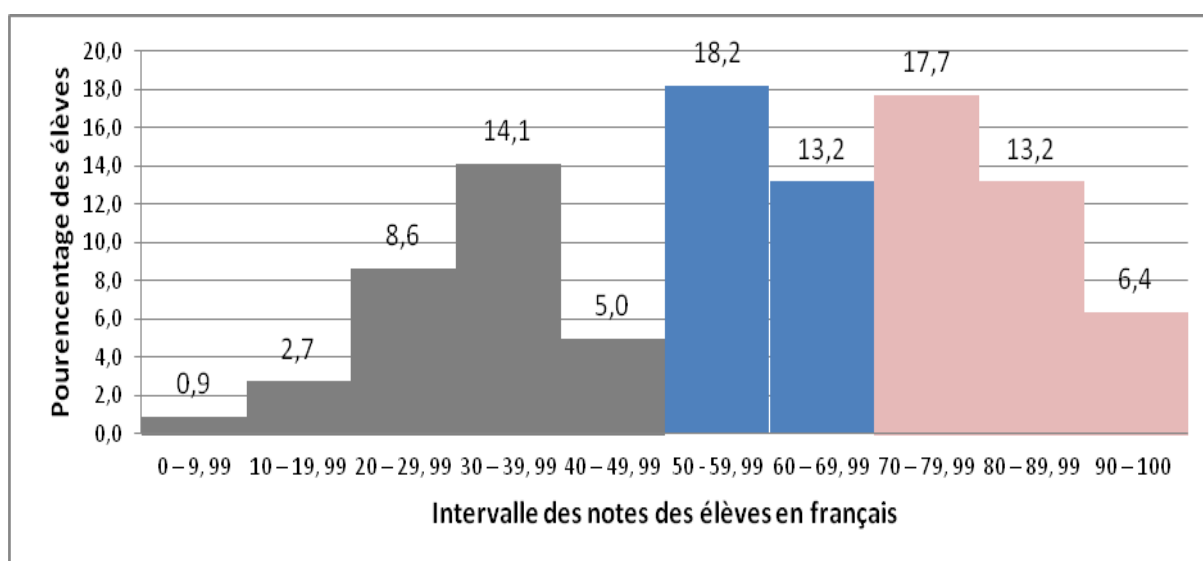
for the transferred pupils. The difference between girls and boys as regards failure is very weak for the two groups;

- A good third (31.4%) of outgoing pupils of centers obtained a score equal to the minimum threshold of success (between 50 and 69.99 out of 100) against 25.1% of pupils of the schools of reception, that is to say a variation of 6.3 percent. It raises on this level a significant difference between girls and boys among the outgoing ones of centers (12.8 percent in favor of girls);
- Finally, 37.3% of learners of centers have scores equal or higher than the desired threshold of command (70 of 100) against 32.0% for those of in the schools of reception. However, the disparities of gender are very marked on the level of outgoing pupils of centers. Indeed, only 29.4% of the transferred girls have scores equal or higher than the threshold of command against 44.1% for boys, that is to say a variation of 14.7 percent.

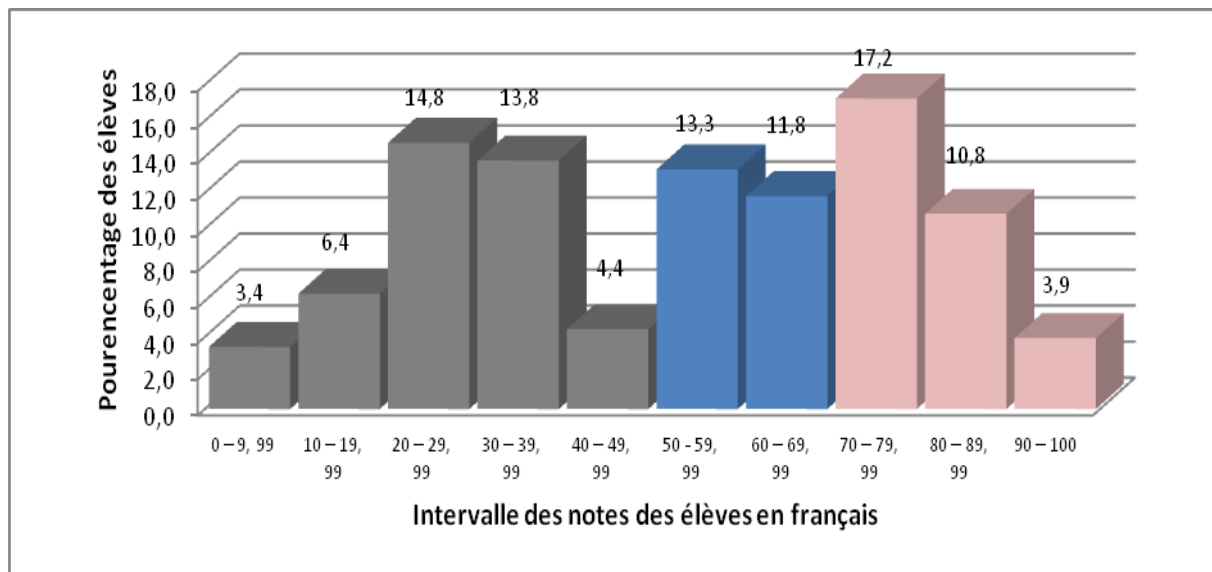
**Table 13 : Percentage of pupils of C.E.2 having reached or exceeded the threshold of command**

Country	C.E.2	Sex	Percentage of pupils having a score below 50/100	Percentage of pupils having a score above or equal to 50 and below 70/100 (score $\geq 50$ and $< 70$ )	Percentage of pupils reaching or exceeding the threshold of command ( $\geq 70$ of 100)	% of pupils having a score $\geq 50/100$
Whole implementing pioneer countries	Transferred	Boys	30.5%	25.4%	44.1%	69.5%
		Girls	32.4%	38.2%	29.4%	67.6%
		Total	31.4%	31.4%	37.3%	68.6%
	Classical	Boys	43.5%	25.9%	30.6%	56.5%
		Girls	42.1%	24.2%	33.7%	57.9%
		Total	42.9%	25.1%	32.0%	57.1%
	Total	Boys	36.7%	25.7%	37.6%	63.3%
		Girls	37.1%	31.5%	31.5%	62.9%
		Total	36.9%	28.4%	34.75%	63.1%

**Graphic 3: Histogram of the distribution of scores of pupils transferred in French**



**Graphic 4: Histogram of the distribution of scores of pupils of classical schools (non-transferred ones) in French**



#### ☞ Analysis of results of pupils in French according to countries

We observe disparities between the various countries as regards the average French scores for the transferred pupils. The average score of transferred pupils in Burkina Faso is 64.8 out of 100 against 57.5 out of 100 in Niger and 55.0 in Mali. At the level of each country, the average scores of transferred pupils and those of pupils of the schools of reception arise as follows:

- **In Burkina Faso:** the average score obtained by the transferred pupils is higher than that of the pupils of the schools of reception. They are respectively 64.8 and 59.4 out of 100. For the two groups, we notice strong disparities between the results of girls and those of boys. The difference between the average score of boys and that of girls is 8.2 points in favor of boys for the pupils transferred and 9.6 for those in the schools from reception. The distribution of scores around the average for the two groups is higher than 20, which results in heterogeneity of acquisitions of pupils.
- **In Mali:** the average score of the transferred pupils is appreciably higher than that of the pupils in the schools of reception (55.0 out of 100 against 51.4 out of 100). The difference between the average score of girls and that of boys is particularly high among the pupils of the classes of reception; it is 10 points in favor of girls.
- **In Niger:** the difference between the average score of the pupils transferred and that of the pupils in the schools of reception is 8.2 points in favor of the transferred pupils (57.5 out of 100 against 49.3 out of 100). The results obtained by boys are largely higher than those of girls among the transferred pupils (62.0 out of 100 against 52.0 out of 100).

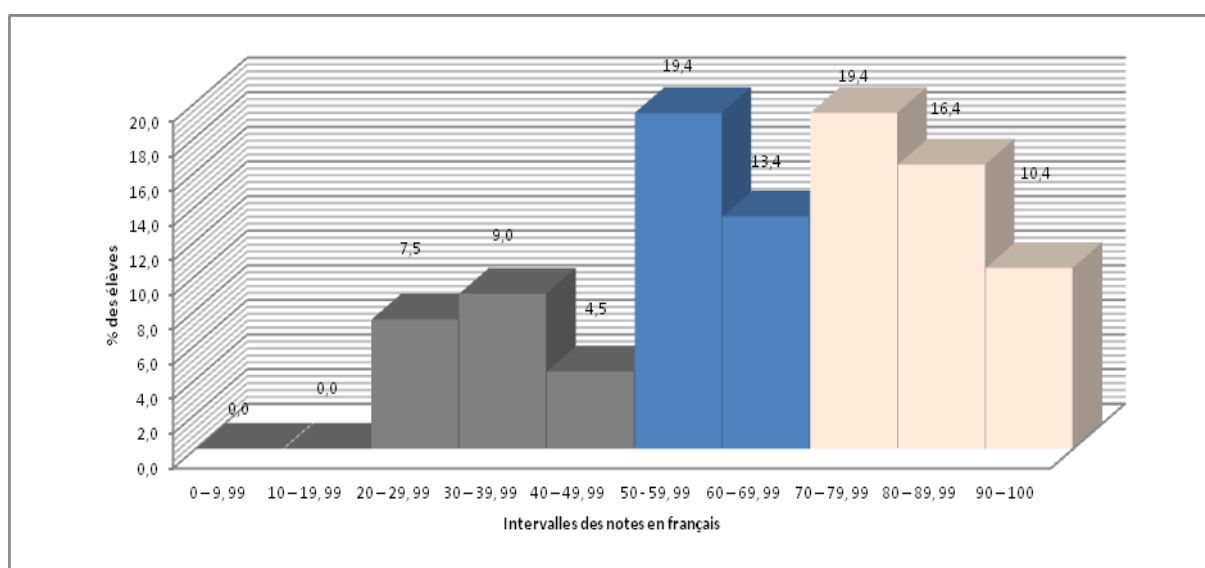
**Table 14: Average score of pupils in French course (of 100) according to gender and country**

Characteristics	Sex	Niger		Burkina Faso		Mali	
		Transferred	Classical	Transferred	Classical	Transferred	Classical
Average	Boys	62.0	48.8	69.5	64.2	55.2	47.5
	girls	52.0	49.8	61.3	54.6	54.6	57.5
	Total	57.5	49.3	64.8	59.4	55.0	51.4
Standard deviation	Boys	23.0	30.0	18.9	22.8	23.8	21.4
	Girls	18.4	25.6	20.8	19.1	22.7	22.5
	Total	21.6	27.8	20.4	21.6	23.0	22.4
Coefficient of variation	Boys	0.37	0.61	0.27	0.36	0.43	0.45
	Girls	0.35	0.51	0.34	0.35	0.42	0.39
	Total	0.38	0.56	0.31	0.36	0.42	0.44

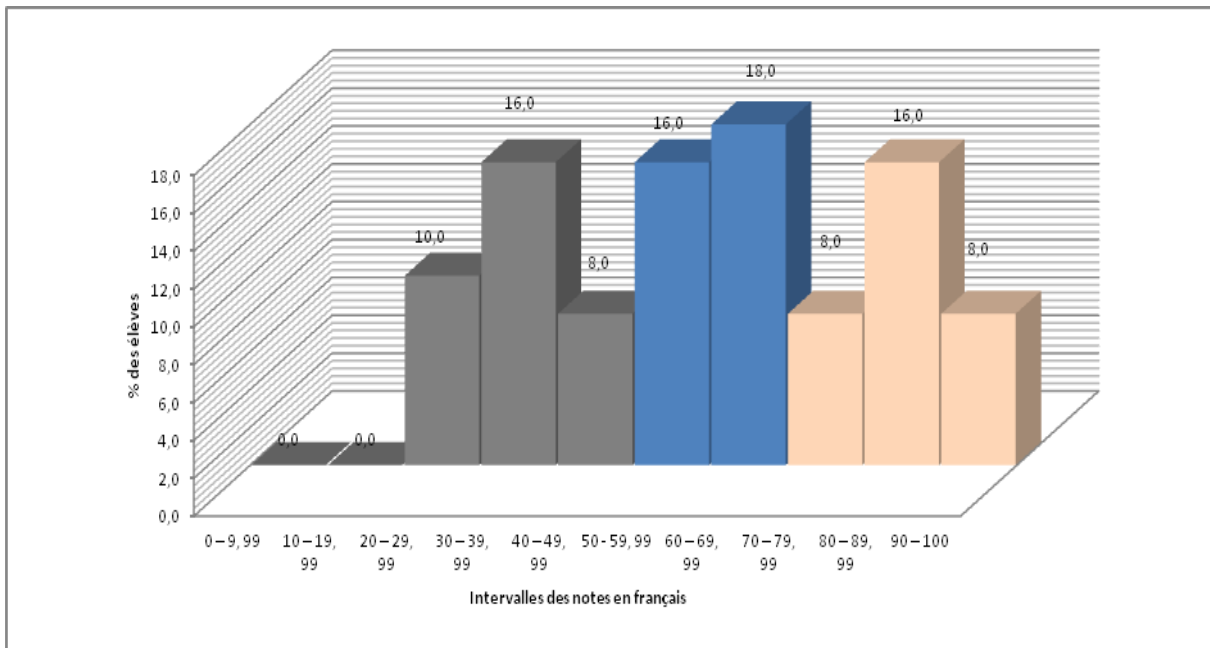
Concerning the levels of command in the field of language, the results per country arise as follows:

- In Burkina Faso:** the proportion of pupils having a score higher or equal to 50 out of 100 is more significant among the pupils of centers (transferred) than those in the schools of reception (79.1% against 66.0%). The proportion of the pupils in situation of failure (scores lower than the minimum threshold) is less significant among the pupils transferred than among their peers in the schools of reception (20.9% against 34.0%). Approximately 33% of the transferred pupils have a score higher or equal to the minimum threshold against 34.0% of the pupils in the schools of reception. Lastly, 46.3% of the transferred pupils are on the level of the desired threshold of command whereas only 32.0% of the pupils in the schools of reception reached this threshold. In conclusion, we note a strong concentration of scores of the pupils in the schools of reception around the minimum threshold (50 to 69.99 out of 100) whereas those of the centers (transferred) are concentrated around the desired threshold (46.3%).

**Graphic 5 : Histogram of the distribution of scores of pupils transferred in French in Burkina Faso**

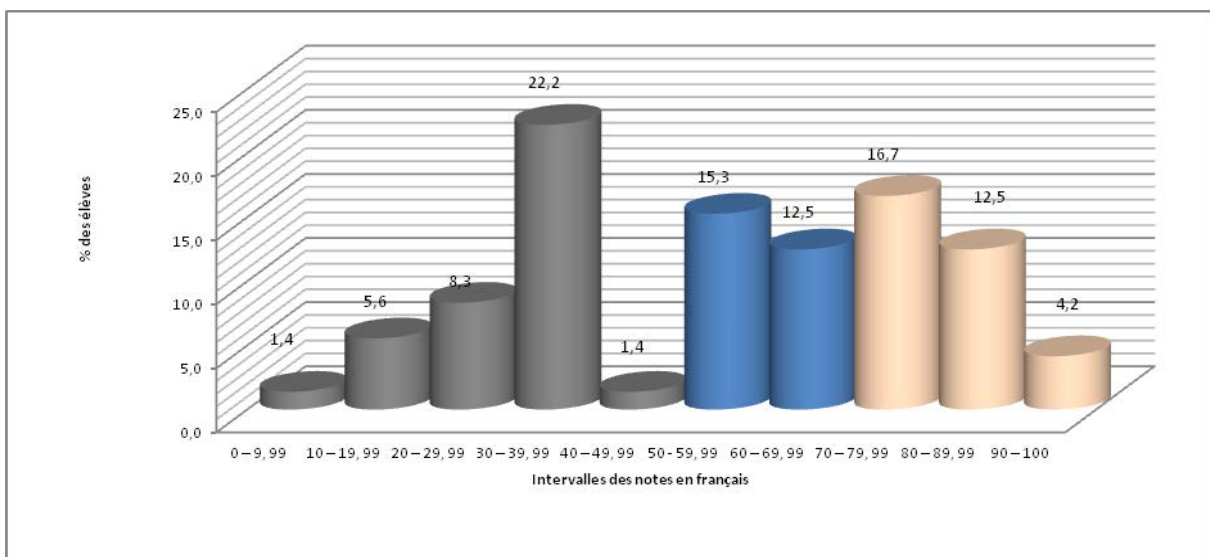


**Graphic 6 : Histogram of the distribution of scores of pupils in classical schools (non-transferred) in French in Burkina Faso**

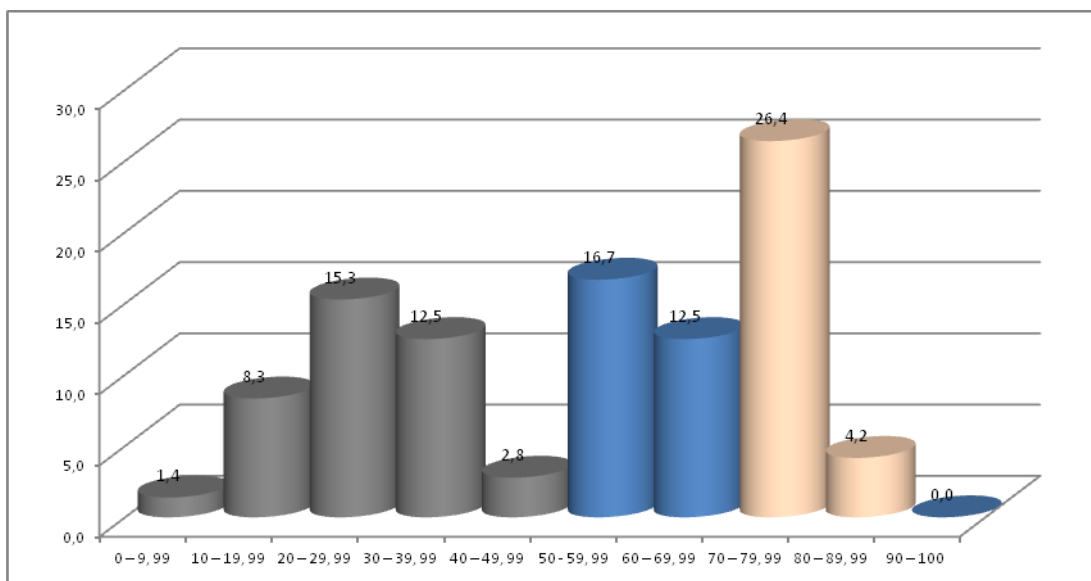


- In Mali:** the proportion of transferred pupils having a score equal or higher than 50 out of 100 is largely higher than that of the pupils in the schools of reception (76.9% against 27.8%). The outputs of outgoing pupils of centers in the field of language are appreciable. Approximately 44% of them have scores higher or equal to the threshold of command wished against 6.9% for the pupils in the schools of reception. Approximately 32% of outgoing pupils of centers are at the level of the minimum threshold against 20.8% for the pupils in the schools of reception; more than two thirds (72.2%) of the latter are in situation of failure (score lower than the minimum threshold) against 23.1% for the outgoing ones of centers.

**Graphic 7 : Histogram of the distribution of scores of pupils transferred in French course in Mali**

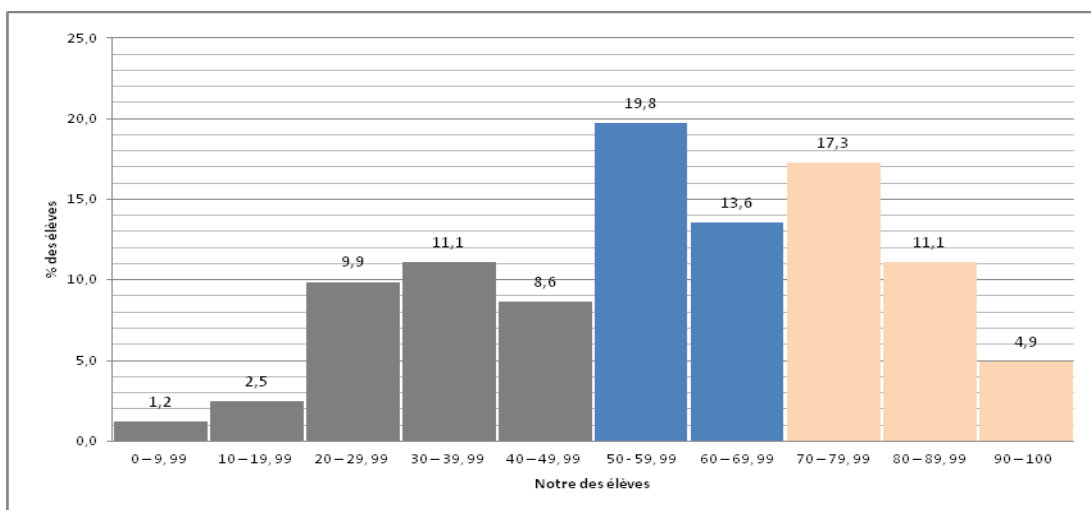


**Graphic 8 : Histogram of the distribution of scores of pupils in classical schools (non-transferred ones) in French in Mali**

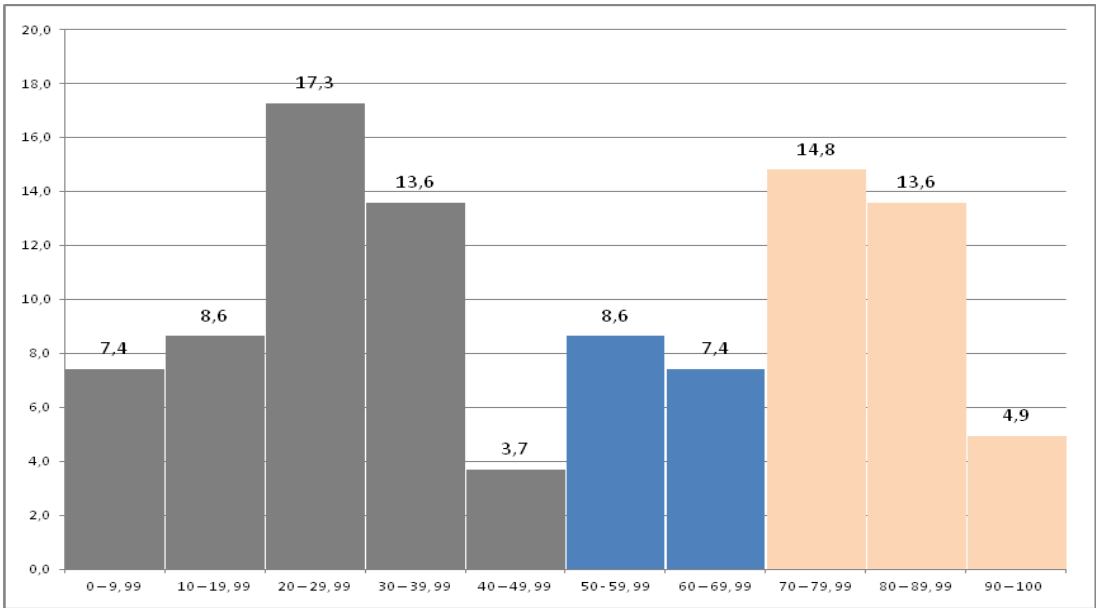


Concerning **the results recorded in Niger** 66.7% of the transferred pupils have scores higher or equal to 50 out of 100, against 49.4% of the pupils of the schools of reception, or a variation of 17.3 percent. The proportion of girls having a score equal or higher than the average is lower than that of boys (72.7% against 59.5%). The proportion of pupils in situation of failure is more significant on the level of pupils in the schools of reception (50.6% against 33.3%). However, the failure is marked more among the girls transferred than among boys. Approximately 40% of them are in situation of failure against 27.3% for boys. Approximately 33% of transferred pupils have scores higher or equal to the minimum threshold among those in the schools of reception, they account for only 16.0% of the numbers. The proportion of pupils reaching or exceeding the desired threshold of command is identical in the two groups (33.3%).

**Graphic 9 : Histogram of the distribution of scores of pupils transferred in French in Niger**



**Graphic 10 : Histogram of the distribution of scores of pupils in classical schools (non-transferred ones) in French in Niger**





**Table 15: Percentage of pupils in C.E.2 having reached or exceeded the threshold of command**

Country	C.E.2	Sex	Percentage of pupils having a score below 50/100	Percentage of pupils having a score above or equal to 50 and below 70/100 (score $\geq 50$ et $< 70$ )	Percentage of pupils having reached or exceeded the threshold of command ( $\geq 70$ of 100)	% percentage of pupils having a score $\geq 50/100$
Whole implementing pioneer countries	Transferred	Boys	30.5%	25.4%	44.1%	69.5%
		Girls	32.4%	38.2%	29.4%	67.6%
		Total	31.4%	31.4%	37.3%	68.6%
	Classical	Boys	43.5%	25.9%	30.6%	56.5%
		Girls	42.1%	24.2%	33.7%	57.9%
		Total	42.9%	25.1%	32.0%	57.1%
	Total	Boys	36.7%	25.7%	37.6%	63.3%
		Girls	37.1%	31.5%	31.5%	62.9%
		Total	36.9%	28.4%	34.75%	63.1%
Burkina Faso	Transferred	Boys	17.2%	27.6%	55.2%	82.8%
		Girls	23.7%	36.8%	39.5%	76.3%
		Total	20.9%	32.8%	46.3%	79.1%
	Classical	Boys	24.0%	36.0%	40.0%	76.0%
		Girls	44.0%	32.0%	24.0%	56.0%
		Total	34.0%	34.0%	32.0%	66.0%
	Total	Boys	25.9%	46.3%	27.8%	74.1%
		Girls	31.7%	34.9%	33.3%	68.3%
		Total	26.5%	33%	40.17%	73.5%
Mali	Transferred	Boys	25.9%	46.3%	27.8%	74.1%
		Girls	31.7%	34.9%	33.3%	68.3%
		Total	23.1%	32.5%	44.4%	76.9%
	Classical	Boys	77.3%	15.9%	6.8%	22.7%
		Girls	64.3%	28.6%	7.1%	35.7%
		Total	72.2%	20.8%	6.9%	27.8%
	Total	Boys	50.6%	31.5%	18.0%	49.4%
		Girls	49.1%	32.7%	18.2%	50.9%
		Total	50.0%	31.9%	18.1%	50.0%
Niger	Transferred	Boys	27.3%	27.3%	45.5%	72.7%
		Girls	40.5%	40.5%	18.9%	59.5%
		Total	33.3%	33.3%	33.3%	66.7%
	Classical	Boys	48.7%	15.4%	35.9%	51.3%
		Girls	52.4%	16.7%	31.0%	47.6%
		Total	50.6%	16.0%	33.3%	49.4%
	Total	Boys	37.3%	21.7%	41.0%	62.7%
		Girls	46.8%	27.8%	25.3%	53.2%
		Total	42.0%	24.7%	33.3%	58.0%

## 2.3.6.2. Results of pupils in Mathematics

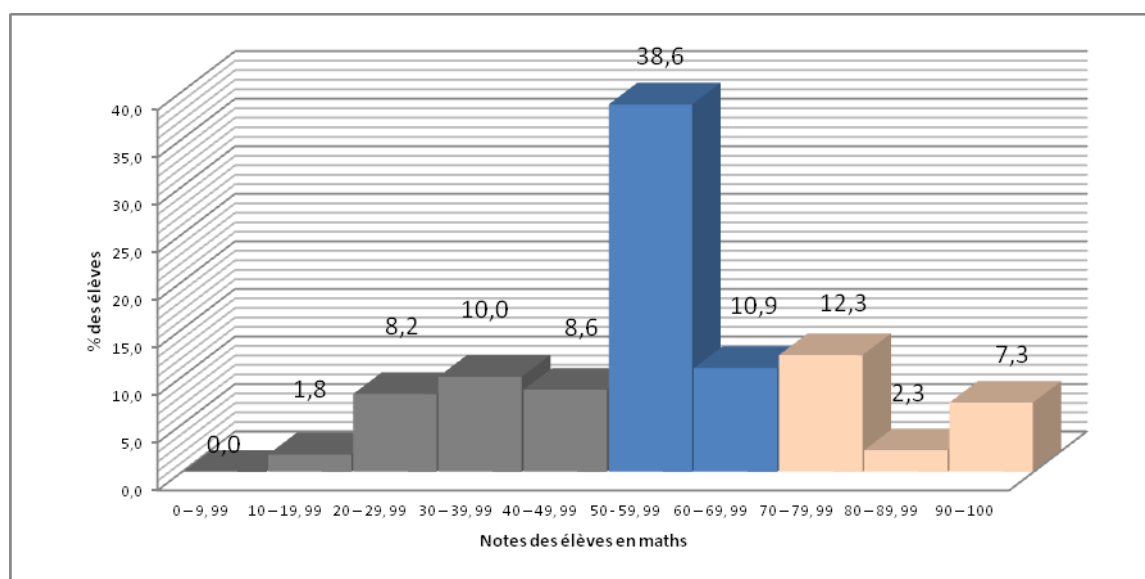
### ☞ Analysis of results in mathematics in the countries

In the field of mathematics, the transferred pupils are more performing than those of the schools of reception. Indeed, the average scores of the transferred pupils is 56.1 out of 100 and that of the pupils of the schools of reception is 38.7 out of 100, or a variation of 17.4 percent. We note significant difference between the achievement of boys and that of girls transferred (6.5 points). The dispersion of scores around the average is significant on the level of the two groups (standard deviation of 20 and 18.6), which results in a heterogeneity of understanding of the pupils. Comparison of the coefficients of variation for the distributions of scores of transferred ones (0.33) and their peers (0.52), it arises that the scores of transferred pupils are more homogeneous than those of their colleagues in the schools of reception.

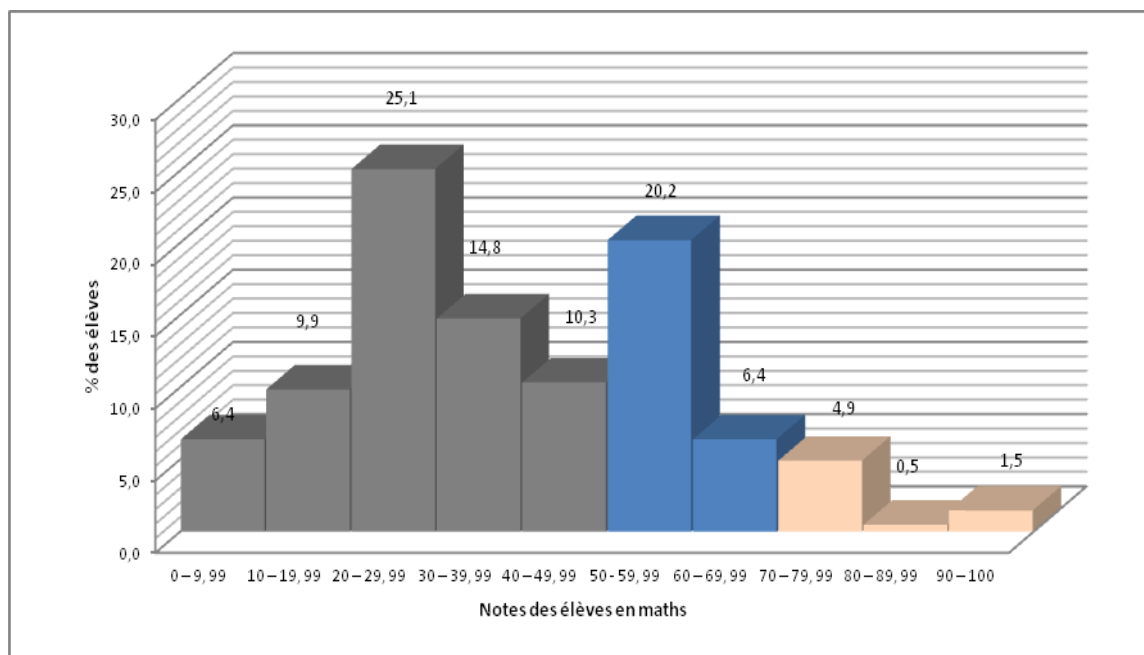
**Table 16 : Average score of pupils in mathematics according to gender in countries**

Characteristics	Sex	Mathematics	
		Transferred	Classical
Average	Boys	59.1	37.5
	Girls	52.6	40
	Total	56.1	38.7
Standard of deviation	Boys	19.1	19.9
	Girls	17.5	20.1
	Total	18.6	20
Coefficient of variation	Boys	0.32	0.53
	Girls	0.33	0.50
	Total	0.33	0.52

**Graphic 11: Histogram of the distribution of scores of pupils transferred in Mathematics**



**Graphic 12: Histogram of the distribution of scores of pupils of classical system in Mathematics**



As regards the distribution of the results according to the thresholds of success, the achievements of outgoing speed school pupils are largely higher than those of the pupils in the schools of reception. As follows:

- More than two thirds (71.4%) of outgoing speed school pupils have scores higher or equal to 50 out of 100 whereas this proportion is only 33.5% of the pupils in the schools of reception. However, the difference between girls and boys are very significant in the group of the transferred pupils (76.3% for boys against 65.7% for girls);
- The pupils in situation of failure account for 66.5% of the group of pupils in the schools of reception. This proportion is 28.6% for the transferred pupils, that is to say a variation of 36.9 points;
- Lastly, 21.8% of the transferred pupils have a score higher or equal to the threshold of command wished against 6.9% of the pupils in the schools of reception

**Table 17: Percentage of pupils in C.E.2 having reached or exceeded the threshold of command in mathematics**

Countries	C.E.2	Sex	Percentage of pupils having a score below 50/100	Percentage of pupils having a score above or equal to 50 and below 70/100 (score $\geq 50$ and $< 70$ )	Percentage of pupils reaching or exceeding the threshold of command ( $\geq 70$ of 100)	% of pupils having a score $\geq 50/100$
Whole implementing pioneer countries	Transferred	Boys	23.7%	50.8%	25.4%	76.3%
		Girls	34.3%	48.0%	17.6%	65.7%
		Total	28.6%	49.5%	21.8%	71.4%
	Classical	Boys	69.4%	24.1%	6.5%	30.6%
		Girls	63.2%	29.5%	7.4%	36.8%
		Total	66.5%	26.6%	6.9%	33.5%
	Total	Boys	45.6%	38.1%	16.4%	54.4%
		Girls	48.2%	39.1%	12.7%	51.8%
		Total	46.8%	39%	14.66%	53.2%

**☞ Analysis of results of pupils in mathematics according to countries**

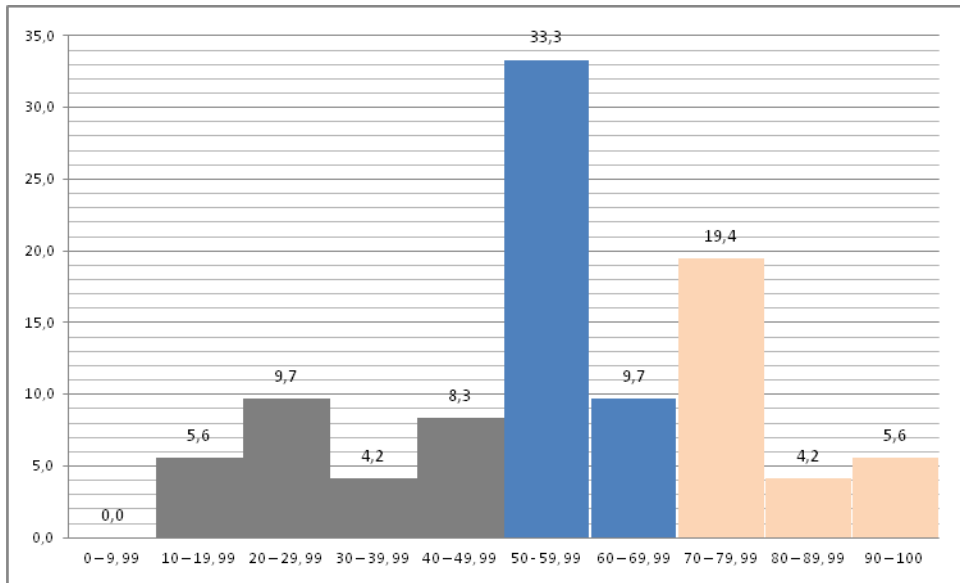
In the three countries trying out the strategy, outgoing speed school pupils are more performing than those in the schools of reception in the field of mathematics. As follows:

**Table 18 : Average score of pupils in mathematics (of 100)**

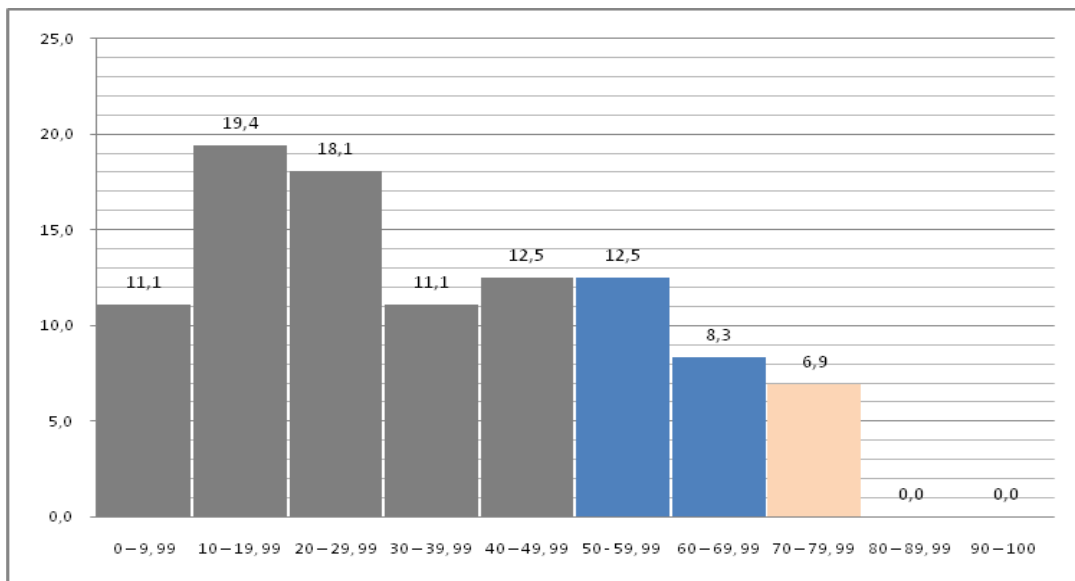
Characteristics	Sex	Mali		Burkina Faso		Niger	
		Transferred	Classical	Transferred	Classical	Transferred	Classical
Average	Boys	58.8	33.6	55.0	41.0	62.0	39.9
	Girls	52.8	37.1	52.9	43.4	52.3	40.2
	Total	56.5	35	53.8	43	57.6	40.1
Standard of deviation	Boys	19.8	21.4	15.3	16.7	20	18.9
	Girls	20.6	20.4	15.1	19.7	17.3	19.4
	Total	20.3	21.1	17.1	17.6	19.4	19.2
Coefficient of variation	Boys	0.34	0.64	0.28	0.41	0.32	0.47
	Girls	0.39	0.55	0.29	0.45	0.33	0.48
	Total	0.36	0.60	0.35	0.41	0.34	0.48

- **In Mali**, the average score of the transferred pupils is 56.5 out of 100 against 35.0 for the pupils in the schools of reception. The difference between the two groups is 21.5 points in favor of the transferred pupils. For the two groups the achievements of boys are appreciably higher than those of girls. However the transferred girls are more performing than those in the schools of reception: average score of 52.8 out of 100 against 37.1 out of 100. For the two groups, the dispersion of scores around the average is appreciably higher than 20.

**Graphic 13 : Histogram of the distribution of scores of pupils transferred in mathematics**

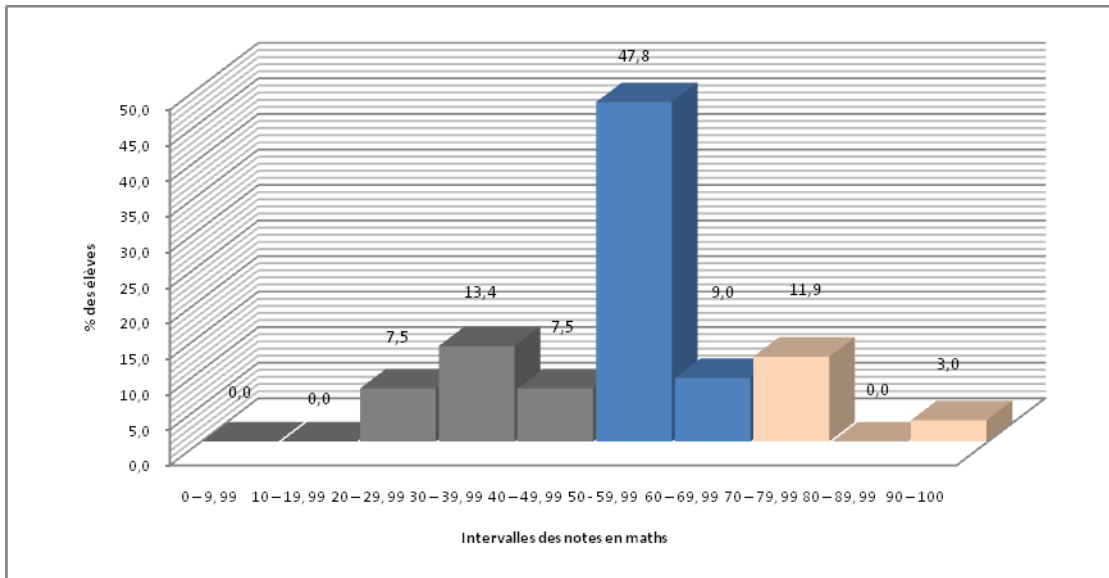


**Graphic 14 : Histogram of the distribution of scores of pupils of classical system in mathematics**

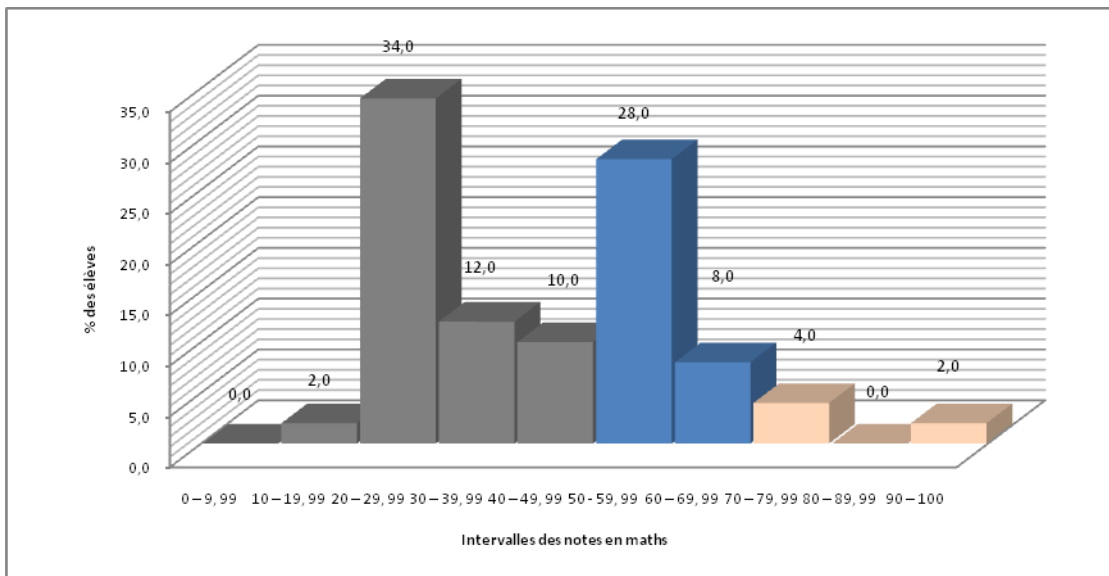


- **In Burkina Faso**, the difference between the average score of transferred pupils and that of pupils in the schools of reception is 10.8 points in favor of transferred ones (53.8 out of 100 against 43.0 out of 100). In the two groups boys are appreciably more performing than girls. The girls from the centers succeed better than those from the schools of reception (52.9 out of 100 against 43.4), or a variation of 9.5 points. For the two groups, the dispersion of scores around the average is relatively significant: 17.1 and 17.6.

**Graphic 15: Histogram of the distribution of scores of pupils transferred in mathematics**

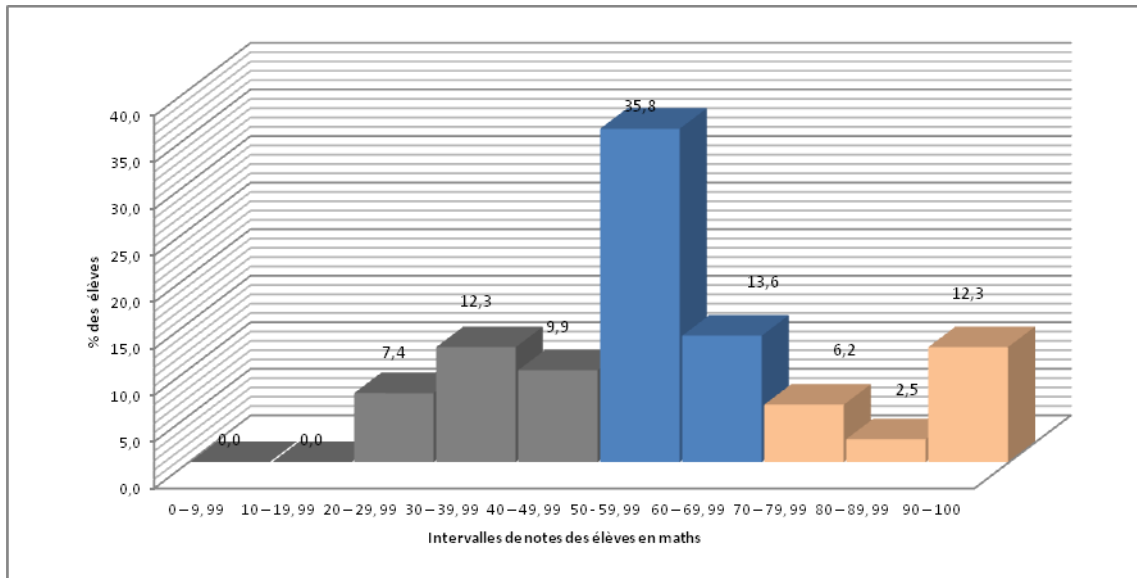


**Graphic 16: Histogram of the distribution of scores of pupils from the classical system in mathematics**

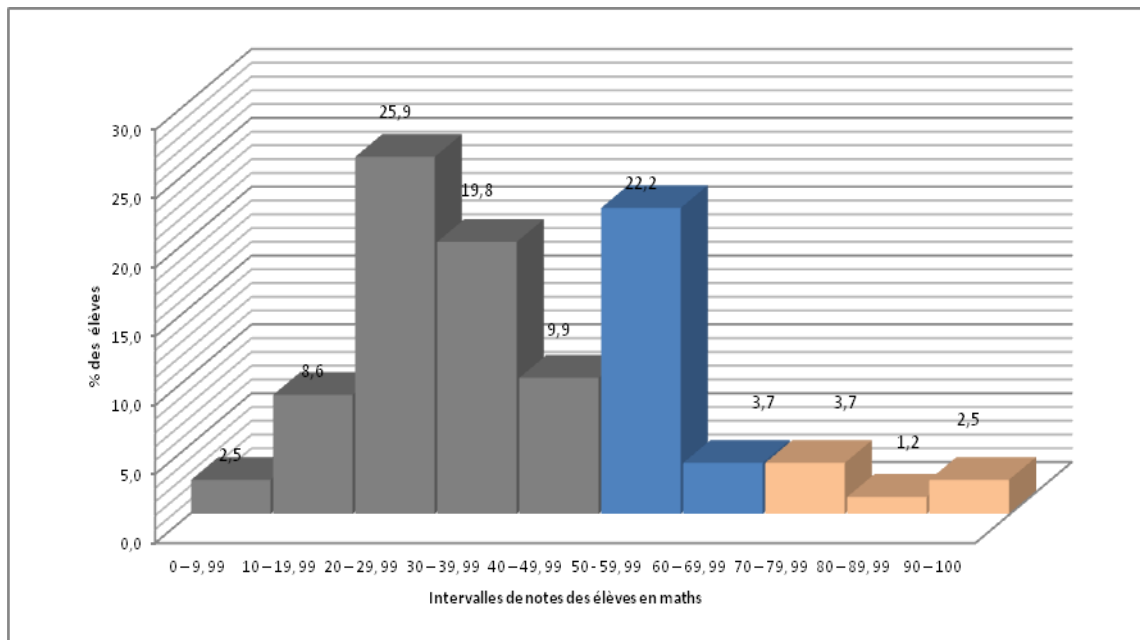


- **The average score of outgoing speed school pupils in Niger**, is largely higher than that of the pupils in the schools of reception (57.6 out of 100 against 40.1 out of 100). The difference between the two groups is 17.5 point. The girls are less performing than boys among the outgoing speed school pupils (62.0 out of 100 against 52.3). We note a variation of 12.1 points between the average score of girls transferred and that of girls in the schools of reception, to the detriment of these latter.

**Graphic 17: Histogram of the distribution of scores of pupils transferred in mathematics in Niger**



**Graphic 18: Histogram of the distribution of scores of pupils from classical system in mathematics in Niger**



As regards the distribution of results according to the thresholds of success, the achievements of outgoing speed school pupils on the level of the three countries are largely higher than those of the pupils in the schools of reception. As follows:

☞ **In Burkina Faso**, 71.6% of the pupils coming from speed school centers have a score higher or equal to 50 points out of 100, against 42.0% of the pupils from the schools of reception. The difference between the two groups is 29.6 points. More than 14% of the transferred pupils have a score higher or equal to the desired threshold of command (higher or equal to 70 out of 100) against 6% of the pupils of the schools of reception. Approximately 58% of the pupils of the schools of reception are in situation of failure (score lower than the minimum threshold) against 28.4% of the pupils coming from centers;

☞ **In Mali**, only 27.8% of the pupils of the schools of reception have a score equal to or higher than 50 out of 100. This proportion is 72.2 % for the pupils coming from centers. The difference between the two groups is 44.4 points. We note on this level a very significant difference between girls and boys among the transferred pupils (8.9 points in favor of boys). More than 29% of the transferred pupils have a score higher or equal to the threshold of command wished against only 6.9% for the pupils coming from the schools of reception. Lastly, 72.2% of the pupils of the schools of reception are in situation of failure against 27.8% of the transferred pupils. In this last group, approximately a third (33.3%) of girls is in situation of failure against 24.4% boys;

☞ **In Niger**, more than 70.4% of the transferred pupils have a score higher or equal to 50 out of 100 compared to only 33.3% of the pupils of the schools of reception. The difference between the two groups is 37.1 points. However, compared to those of boys, the achievements of the transferred girls are insufficient (59.5% against 79.5%). Approximately 21% of the transferred pupils have a score higher or equal to the threshold of command wished against only 7.4% for the pupils coming from the schools of reception. Lastly, more than 66.7% of the pupils of the schools of reception are in situation of failure against 29.6% of the transferred pupils. However, the proportion of the transferred girls in situation of failure is very high (40.5%).



**Table 19 : Percentage of pupils in C.E.2 having reached or exceeded the threshold of command in mathematics**

Country	C.E.2	Sex	Percentage of pupils having a score below 50/100	Percentage of pupils having a score above or equal to 50 and below 70/100 (score $\geq 50$ and $< 70$ )	Percentage of pupils reaching or exceeding the threshold of command ( $\geq 70$ of 100)	% of pupils having a score $\geq 50/100$
Whole implementing countries	Transferred	Boys	23.7%	50.8%	25.4%	76.3%
		Girls	34.3%	48.0%	17.6%	65.7%
		Total	28.6%	49.5%	21.8%	71.4%
	Classical	Boys	69.4%	24.1%	6.5%	30.6%
		Girls	63.2%	29.5%	7.4%	36.8%
		Total	66.5%	26.6%	6.9%	33.5%
	Total	Boys	45.6%	38.1%	16.4%	54.4%
		Girls	48.2%	39.1%	12.7%	51.8%
		Total	46.8%	39%	14.66%	53.2%
Burkina Faso	Transferred	Boys	27.6%	55.2%	17.2%	72.4%
		Girls	28.9%	57.9%	13.2%	71.1%
		Total	28.4%	56.7%	14.9%	71.6%
	Classical	Boys	60.0%	36.0%	4.0%	40.0%
		Girls	56.0%	36.0%	8.0%	44.0%
		Total	58.0%	36.0%	6.0%	42.0%
	Total	Boys	42.6%	46.3%	11.1%	57.4%
		Girls	39.7%	49.2%	11.1%	60.3%
		Total	41.0%	47.9%	11.1%	59.0%
Mali	Transferred	Boys	24.4%	46.7%	28.9%	75.6%
		Girls	33.3%	37.0%	29.6%	66.7%
		Total	27.8%	43.1%	29.2%	72.2%
	Classical	Boys	77.3%	15.9%	6.8%	22.7%
		Girls	64.3%	28.6%	7.1%	35.7%
		Total	72.2%	20.8%	6.9%	27.8%
	Total	Boys	50.6%	31.5%	18.0%	49.4%
		Girls	49.1%	32.7%	18.2%	50.9%
		Total	50.0%	31.9%	18.1%	50.0%
Niger	Transferred	Boys	20.5%	52.3%	27.3%	79.5%
		Girls	40.5%	45.9%	13.5%	59.5%
		Total	29.6%	49.4%	21.0%	70.4%
	Classical	Boys	66.7%	25.6%	7.7%	33.3%
		Girls	66.7%	26.2%	7.1%	33.3%
		Total	66.7%	25.9%	7.4%	33.3%
	Total	Boys	42.2%	39.8%	18.1%	57.8%

### 2.3.7. Determinants of the performance of Speed School as regards to quality

It arises from the analysis of the internal achievements and the total results of the tests in mathematics and French that the outgoing speed school pupils are more performing than those of the schools of reception. The total results of the two groups in French tests reveal that outgoing speed school pupils have an average score of 58.9 out of 100, against 52.5 for the pupils of the schools of reception, that is to say a variation of 6.4 points. This variation is even more significant in mathematics 17.4 points. The context and the conditions of training (characteristic of the teacher, the class and the pupils) being virtually identical for the transferred pupils and those from the schools of reception, this part of the survey proposes to identify the details of implementation of Speed School, which explains the level of performance of the transferred pupils and the variations observed with that of the pupils of the schools of reception. With this intention, the analysis will relate to the conditions of implementation of Speed School, namely: the starting academic level and training before and during the period of employment of animators, educational management of centers, the cover and relevance of program of studies as well as the working conditions of animators and learners. It will focus moreover on the opinions of the actors compared to the strategy.

#### ☞ Strengths of the Speed School as regards to quality

- **Basic academic level and experience of animators**

The impact of the basic academic level, starting capital of the teacher on the trainings of pupils depends on the individuals, the situations of education and the educational structures. However, the language and academic knowledge of the teacher has a strong influence on the quality of his services. The majority of the animators recruited in the centers meet the required profile for recruitment. Thus, in the three countries, 77% of the animators have an academic level higher or equivalent to B.E.P.C. Niger, counts the greatest number of animators having level of 3<sup>rd</sup> year of college (45%) i.e. non-holders of B.E.P.C.

**Table 20: Basic academic level**

Levels	Burkina Faso	Mali	Niger	Total
Level of the 3rd year of college	23%	0%	45%	23%
B.E.P.C. or C.A.P.	0%	100%	55%	58%
> B.E.P.C.	77%	0%	0%	19%
Total	100%	100%	100%	100%

Concerning the experience, 64% of the animators have been working in centers for more than three years; they have consequently acquired the necessary experience for the implementation of the methodological step of Speed School. The importance of animators whose experience is lower than 3 years is due to the high rates of abandonments in certain countries (on average, 14.4% in Burkina Faso and 21.7% in Niger). Mali counts the greatest number of animators whose experience is higher than 5 years, which is due to the duration of the experimentation in this country.

**Table 21: Experience of animators in centers**

Length of services in centers	Burkina Faso	Mali	Niger	Ensemble
Less than 3 years	54%	10%	50%	36%
3 to 5 years	38%	35%	30%	34%
More than 5 years	8%	55%	20%	30%
Total	100%	100%	100%	100%

- **Professional continuous training of animators before employment and on-job**

The animators of centers profit from a system of training on-job without common measurement with that of their peers in the classical schools. Thus, all the animators of centers in place (100% of respondents) during the school year 2013-2014, ensured to have profited from a training course before employment. As regards their appreciation of the quality of the received training, 90.3% of the questioned animators (47 out of 52) ensure that the received training singularly prepared them to the assumption of responsibility of speed school classes. Those who express a contrary opinion call upon especially the insufficiency of the time devoted to the training which did not enable them to assimilate the step.

The on-job training of animators is supported by Stromme Foundation and NGO partners. During the school year 2013-2014, 98.1% of the animators (52 out of 53) ensure to have profited from training courses on job. On average each animator profited eight (8) days of continuous training during the last six (6) months.

**Table 22: number of average day of continuous training received per animator**

	Respondents	Number of days	Nbr of average days
Burkina Faso	11	72	7
Mali	20	161	8
Niger	18	141	8
Ensemble	49	374	8

- **Close training of animators**

Close training is a precious tool to improve quality of the services of teachers, because it is in practice and analyzes of practice that this teaching skill is built. Indeed, accompaniment on the place of work, starting from what the teacher does in class, the assistance to control the basic professional situations and to institute in his class a process of quality teaching training. Concerning this point, the Speed School has set up a performing educational training system for animators. This training is ensured by the persons in charge of the decentralized structures of the Ministries of Education (Inspectors and Education advisers) and by the structures set up by NGO partners (Coordinators and Supervisory). During last six months the animators of centers profited each one on average from twenty one (21) visits from the supervisor: 17 visits from the supervisor of the centers and 4 from the education adviser. With regard to their opinion as for the visits of supervision, 92.4% of the animators ensure that they made it possible to improve their practices in class. To the number of the advantages of the supervision, they quote especially the improvement of the control of didactic disciplinary.

**Table 23: average number of visit per animator**

	Countries	Respondents	Nbr of days of visits	Nbr of average days of visits
Education Advisor	Mali	13	26	2
	Burkina Faso	4	37	9
	Niger	9	42	5
	Ensemble	26	105	4
Supervisor	Mali	20	447	22
	Burkina Faso	11	126	11
	Niger	16	247	15
	Total	47	820	17

- **Educational regime and training programs in centers**

The first challenge for the Speed School Strategy is to prove that starting from a condensed program of studies, covering the first three years of the primary education (1<sup>st</sup> Cycle of fundamental education) and a nine (9) month campaign, it is possible to prepare children non-educated or early dropouts from 8 to 12 years old to approach without difficulties the fourth primary year. To take up this challenge, the meetings of dialogue of Bamako and Niamey in July and August 2009, recommended to the countries of implementation, to equip speed school centers with standardized programs of teaching and related didactic materials. It is within this framework that were worked out or revised from 2010, the programs of speed school centers in the three countries.

The training program in speed school centers is subdivided in two great periods: a phase of teaching of two (2) months in national languages which aim at establishing the basic instrumental trainings in the mother or first language before the passage to French and a second phase of seven (7) months with French as language of teaching. The total time volume of the campaign is 1088 hours including 272 hours for the phase of teaching in national languages.

In addition to the periodic evaluations of the trainings carried out by animators throughout the year, the program prescribes two specific evaluations: the evaluation of end of the first phase “teaching in national languages” carried out by the supervisors of centers and the evaluation of end of campaign organized by the services of the State and operators.

Not having been able to have the official programs of 2010 on the basis of which those of the speed school were elaborated in Mali, the evaluation of the level of cover of the contents of the programs in force by those of the speed school, relates to only Burkina Faso and Niger. The cover of the first three years programs by that of the speed school does not mean the long term correspondence (isomorphism) between the contents of the two programs. It is rather a question of evaluating up to what point the speed school program covers the essential contents in each discipline to have the required end of study profile at the end of the third year.

The comparison of the speed school programs of the two countries with those of the first three years reveals the existence of a context favorable to the assumption of responsibility of these programs by those of the speed school:

- The programs in force in the two countries are concentric types. At the interior of sub cycle (for example CI-CP), the same contents are resumed over the two years with a proportioning of difficulties. As an example, in Niger, in geometry, four (4) of the six (6) contents taught at CI are resumed at CP and in Burkina Faso, the same contents are proposed for the two courses (CI and CP) in mental, arithmetic, and latitude calculation is left to the teacher to organize the progression of learning.
- In the official programs of the two countries, certain disciplines such as grammar, the orthography, the conjugation, the history, the geography and the natural science, as well as the metric system and the geometry in Burkina Faso, are approached only at CE1 (third year), which facilitates their support by the speed school programs.
- For certain disciplines (written expression, dictation, vocabulary and reading), the programs in force give general indications and sometimes topics as an indication giving more freedom to the teacher and facilitates their support by that of the speed school.
- Lastly, the entry through the national languages, in which learning have a basic capital as well in the field of language as in mathematics allows acquiring within relatively short times (2 months) the pre-requisites essential to the trainings suggested in third year.

These specificities put aside, the crossing of the essential contents taught during the first three years with those prescribed by the speed school programs (see grid in appendix), reveals that essentially the latter cover those of the programs in force and allow reaching the aims set at the end of the third year (CE1) and this, in all the disciplines.

In addition, the analysis of the opinions expressed by the animators of the centers reveals that for 81.1% of them (43 respondents out of 53), the duration of the campaign in the centers makes it possible to cover the contents of the program prescribed. Those which express a contrary opinion raise the overload of the program and the constraints related to the delay of the start of activities in the centers. In addition, for 92.4% of the interviewed animators, the program in force in the centers makes it possible to equip learners with pre-requisites necessary to approach without difficulty the fourth primary year.

**Table 24 : Opinions of animators on the duration of schooling**

	Sufficient	Insufficient	Total
Burkina Faso	11	2	13
Mali	20	0	20
Niger	12	8	20
Ensemble	43	10	53
%	81.1	18.9	100

### ☞ Weaknesses of the Speed School Strategy as regards to quality

As regards to the analysis of the answers to questionnaires and focus groups organized with the outgoing ones of the centers and the persons in charge for the School Management Committees (COGES), it arises that certain constraints affect the quality of the performances of the strategy. It is about the following:

- **Study and working conditions of learners and animators**

The delay in the payment of salaries constitutes one of the first difficulties recorded by the animators of centers. Indeed, 77.3% of animators (41 out of 53 interviewed) think that it constitutes one of the major obstacles to the exercise of their work. This phenomenon can affect the quality of the trainings of pupils because it explains mainly for the strong rate of abandonment and de-motivation of animators.

The environment of learning in the centers is precarious. According to 62.2% of the trainers having answered the questionnaire, learners and animators are less equipped in manuals, school stationery and guides. In a context characterized by a high rate of illiteracy, to have a handbook and to be able to use it including apart of hours of course contribute significantly to the school success of pupils.

For 38% of interviewed animators, the bad school attendance constitutes one of the weaknesses of the strategy. With the number of the causes of this bad school attendance, they quote the distance of the site of establishment from the center compared to the residence of the pupils and the use of these pupils in particular girls for house works.

Lastly, the other difficulty recorded by animators (23% of respondents) relates to the delay in the installation of centers which significantly reduces the effective time of training of pupils. The delay in the installation of centers is mainly related to the delay in the establishment of the contracts and the provision of funds. It arises from the analysis of the reports of re-entry of NGOs that in certain cases the opening of the centers intervenes with a delay of one or two months, which reduces as much the effective time of training. It should be stressed that this fact exists in all the countries, although it was not raised by the respondents in Mali. The delay in the opening of centers is particularly frequent in those financed by State resources.

**Table 25: Insufficiencies in the operation of centers**

	Burkina Faso	Mali	Niger	Total	% respondents
Delay in the payment of salaries	9	18	14	41	77.3
Lack of handbooks and school stationeries	5	15	13	33	62.2
High rate of absenteeism of learners	4	13	3	20	38
Delay in the setting up of centers	2	0	10	12	23

- **Lack of preparation of teachers and trainers for the support of transferred pupils**

Because of the specificity of pupils coming from speed school centers, provisions should be taken for their reception in schools. Unfortunately, in the three countries no teacher of the classes of reception profited from training to manage these pupils. These teachers say themselves they are particularly unable to face such problems to which are confronted the pupils transferred in the field of language. It should be raised in addition that 91.3% of the directors of the schools of reception say they are a bit or not prepared enough for the assumption of responsibility of these pupils.

In addition the teachers profit very little from a support to manage these pupils. Indeed, although 62% of school principals say that these teachers have difficulties in dealing with the transferred pupils, only 24% of them organize visits of follow-up in these classes.

- **Insufficient follow-up of transferred pupils**

We find an insufficiency of the follow-up of pupils transferred in schools. Approximately 73% of animators and 52% of principals ensure that this system does not exist or is much less operational;

- **Insufficiencies observed in the programs of study :**

The requirement to respect the teaching approach prescribed by the programs in force and to cover the essential contents caused a plethora of contents in comparison with the duration of training. In such a situation, the trainings are approached in an additive and linear way rather than in a broader unit which gives them direction. In addition, the analysis of the intended aims for the various disciplines emphasizes their strong focus on the elementary skills (knowledge and comprehension) to the detriment of more complex skills: analyze, synthesis, resolution of problems, etc. Lastly, the program of studies of the speed school in the three countries does not clarify the teaching orientations to implement for the achievement of set goals.

### III. FINANCING OF THE SPEED SCHOOL

#### 3.1. Mobilization of resources for the Speed School

The resources mobilized for the financing of the Speed School in the implementing pioneer countries (Mali, Burkina Faso, Niger) come from several sources: Stromme Foundation, initiator of this strategy, Technical and Financial Partners (ERIKS, Swiss Cooperation, UNICEF, CARE Mali, ILO, etc), Governments of the three implementing pioneer countries and beneficiary Communities. The mobilization of the State resources for the installation of speed school centers intervened only as from the school year 2010/2011 in Mali, then in 2011/2012 in Burkina Faso and Niger.

**Table 26: Evolution of resources allocated (in OXOF) to the Speed School**

Source of funding	2 009	2 010	2 011	2 012	2 013	2 014	Total 2009-2014
Stromme Foundation	733 396	705 503	764 416	922 010	1 034 557	-	4 159 882
ERIKS	16 889	54 399	133 896	208 280	258 998	253 425	925 887
Swiss Cooperation	38 141	44 219	86 786	82 480	187 905	267 509	707 041
UNICEF MALI	-	47 819	27 971	61 962	55 196	74 472	267 420
CARE MALI	3 592	12 277	17 905	37 879	-	16 888	88 541
International service	-	-	3 817	-	-	-	3 817
BIT	-	-	-	89 530	-	-	89 530
PVM CO.M.D.	-	-	-	26 483	-	-	26 483
WAARD & DAD	-	-	-	-	-	31 150	31 150
KAVLI FUND	-	-	-	-	-	130 280	130 280
NORAD-EXTRA	-	-	-	-	-	262 594	262 594
Government of Mali	-	-	55 637	202 718	202 718	110 340	571 412
Government of Burkina Faso	-	-	-	47 371	136 784	173 525	357 680
Government of Niger	-	-	-	159 000	127 600	35 003	321 603
Community	28 300	24 600	29 600	37 550	38 300	30 900	189 250
NGO	28 300	24 600	29 600	37 550	38 300	30 900	189 250
<b>Total</b>	<b>848 618</b>	<b>913 417</b>	<b>1 149 628</b>	<b>1 912 813</b>	<b>2 080 357</b>	<b>1 416 984</b>	<b>8 321 819</b>

*Sources : Stromme Foundation West Africa*

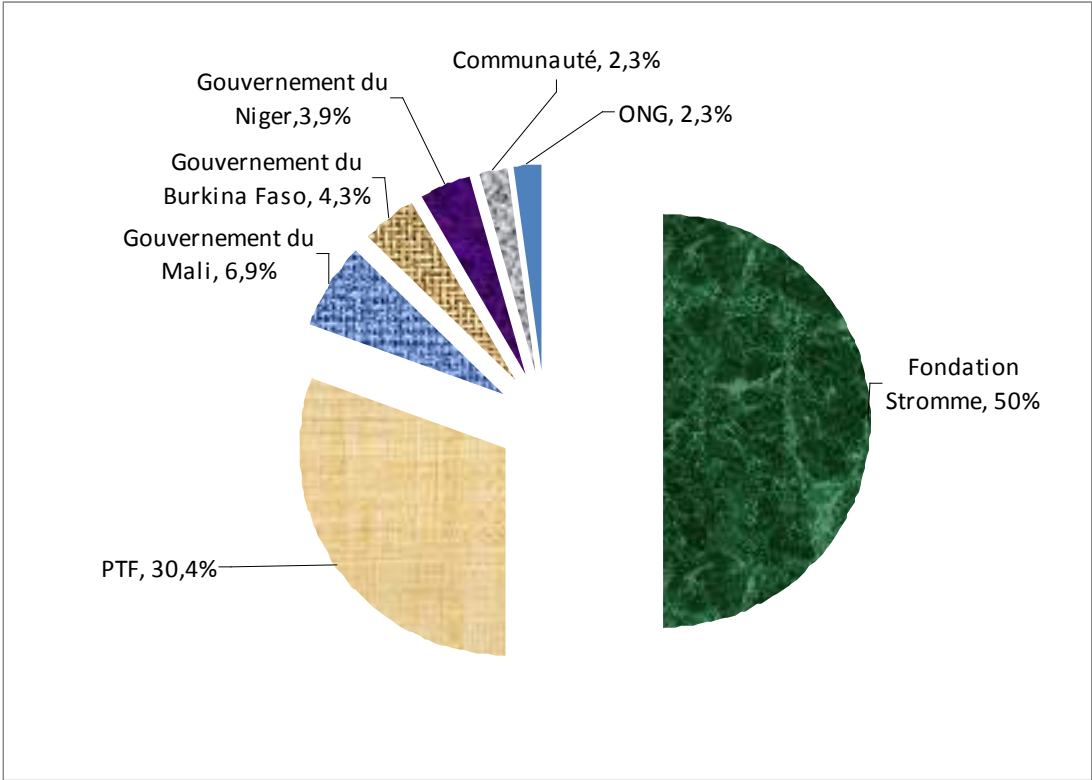
The resources mobilized for the financing of the Speed School has increased in a constant way over the period 2009 to 2013, passing from 848.62 million CFA in 2009 to 2.080 billion CFA in 2013. Between 2013 and 2014, we observe, a significant fall of the mobilized resources (- 663.4 million CFA). This fall is mainly due to the stop of the contribution from Stromme Foundation in 2014 and to that of the other partners.

Between 2009 and 2014, a total amount of 8.321 billion CFA was mobilized for the implementation of the Strategy. Stromme Foundation with a contribution of 4.159 billion accounts for 50% of the mobilized resources. The resources allocated by the strategic partners of Stromme Foundation for an amount of 2.533 billion CFA account for 30.4% of the fund. The contribution of the three implementing pioneer countries for an amount of 1.251 billion CFA accounts for 15.0% of the mobilized funds.

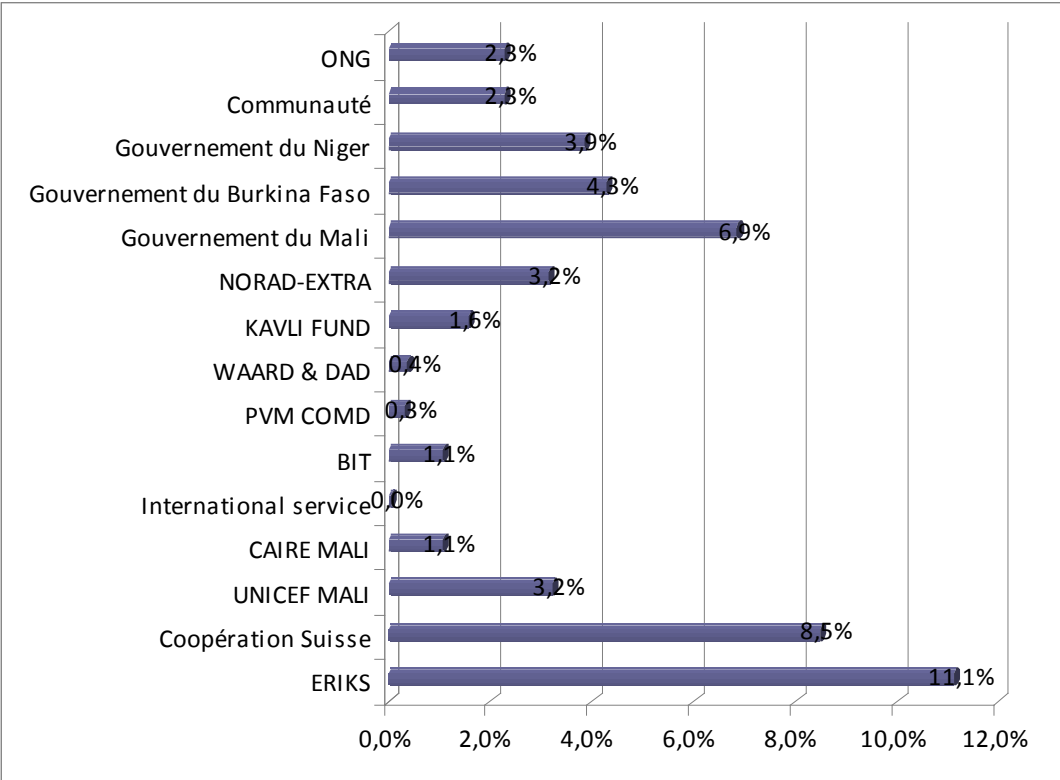


Concerning the participation of the public resources in the speed school offer, the Malian State has the biggest allotment (6.9% of the total financing against 4.3% for Burkina and 3.9% for Niger). The contribution of communities is estimated at 189.25 million CFA (2.3% of the resources). Lastly, that of the NGO of implementation is estimated at 189.25 million CFA (2.3% of the resources).

**Graphic 19: Average contribution of actors in the financing of Speed Speed School over the period 2009-2014**



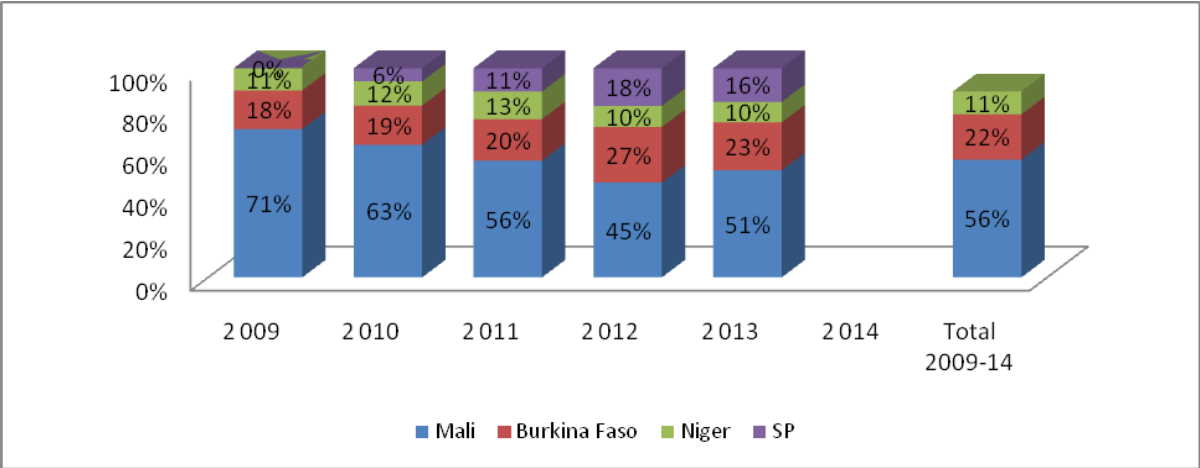
**Graphic 20: Contribution of strategic partners of Stromme Foundation and States in the financing of the Speed School over the period 2009-2014**



**3.1.1. Financing of Stromme Foundation according to countries**

Over the period 2009-2014, the amount of the resources mobilized by Stromme Foundation for the development of Speed School amounts to 4.159 billion CFA. Mali with 2.341 billion CFA profited from 56.34% of allotment. Over the same period, Burkina Faso profited from 21.6% of allotment, corresponding to an amount of 899.6 million CFA, Niger with an amount of 455.865 million CFA (12.33%) and the Permanent Secretariat for an amount of 462.6 million CFA (11.1%).

**Graphic 21: Financing of Stromme Fondation according to countries**



### 3.1.2. Financing from Strategic Partners

The strategic partners of Stromme Foundation, intervene in the financing of the Speed School according to their specific center of interest: support the schooling of girls, protection and fight against the work of children, etc. They also take part in the financing of the activities of follow-up carried out by the Permanent Secretariat.

Over the period 2009-2014, the amount of the resources mobilized by Technical and Financial Partners for the development of Speed School amount to 2.533 billion CFA, or 30.4% of the total resources. The contribution from Strategic Partners to the financing of the Speed School knew a significant increase over the six last years, passing from 58.6 million CFA in 2009 to 773.7 million CFA in 2014, or a multiplication by a factor of 13.20. However, this contribution is very unequal between the three implementing pioneer countries, Niger for example profiting only from the support of Stromme Foundation.

**Table 27: Financing from Strategic Partners**

Technical and Financial Partners	2 009	2 010	2 011	2 012	2 013	2 014	Total 2009-2014
ERIKS	16 889		133 896	208 280	258 998	253 425	925 887
Swiss Cooperation	38 141	44 219	86 786	82 480	187 905	267 509	707 041
UNICEF MALI	-	47 819	27 971	61 962	55 196	74 472	267 420
CARE MALI	3 592	12 277	17 905	37 879	-	16 888	88 541
International service	-	-	3 817	-	-	-	3 817
BIT	-	-	-	89 530	-	-	89 530
PVM CO.M.D.	-	-	-	26 483	-	-	26 483
WAARD & DAD	-	-	-	-	-	31 150	31 150
KAVLI FUND	-	-	-	-	-	130 280	130 280
NORAD-EXTRA	58 622	158 714	270 375	506 614	502 099	773 724	2 270 149

### 3.2 Utilization of resources

The comparison of the mobilized resources (6.904 billion) and the open centers (3167) between 2009 and 2013 indicates that the average unit cost of a center over the period is estimated at 2 180 244 CFA. The staff costs of 791 427 CFA account for 36% of the average cost, the recurring expenditure of 750 763 FCFA, 34% of the cost and the investments 29% for an amount of 638 054 CFA.

Over the same period, 85 471 learners were enrolled through these centers, that is to say an average unit cost of learner of 80 786 CFA. This average unit cost takes into account the amortization of the investments realized.

**Table 28: Average cost learner/center**

Rubrics	Amount	%
Staff costs	791 427	36%
Operation	750 763	34%
Investments	638 054	29%
Average cost of center	2 180 244	100%
Average cost of learner	80 786	

The average unit cost of one speed school learner is estimated at 80 786 CFA. This cost represents the necessary amount to ensure to the non-educated or early school dropouts young people from 8 to 12 years trainings necessary for their transfer in fourth primary year. For the same objective, the school achievement of the pupil in the traditional system lasts three year with a total cost of 90 628 CFA, that is to say an overcost of 9 842 CFA compared to the speed school. The speed school system is consequently very efficient and this, with a double title, from the point of view of time put to cover the set goals (9 months instead of 27) and that of the cost of schooling.

The unit cost of the Speed School is in addition increased because of a certain number of provisions aiming at improving quality of the trainings of the pupils. They are in particular very favorable ratios of training (on average 27 pupils per teacher and one supervisor for 10 centers). If we applied the ratio of pupils/class of primary schools (approximately 40 pupils per class), this unit cost would be 54 506 CFA. The other provision relates to the importance of the expenditure allocated to training and educational training of animators (40% of operating expenditures).

**Table 29 : Average unit costs**

	Average unit cost		
	Learner	Primary pupil	From C.I. to C.E.1
MALI	80 786	24 950	74 850
BURKINA FASO		27 519	82 557
NIGER		38 159	114 477
Moyenne		30 209	90 628

### 3.3. Difficulties related to the financing of the strategy:

Difficulties in the development of Speed School were identified starting from the opinions of stakeholders raised through questionnaires and interviews. Thus, it arises with the analysis of the answers obtained that difficulties hereafter affect the execution of this strategy:

**(i) Insufficient resources mobilized compared to the potential demand:**

The question relating to the financing constitutes one of the major constraints to the implementation of the Speed School. This one is evoked by the whole of the questioned stakeholders. Over the period 2009-2014, a total amount of 8.321 billion (on average 1.38 billion per annum) was mobilized for its implementation in the three countries. This amount is

obviously insufficient in comparison with the potential request. As for the resources mobilized by the three countries over the same period, they amount to 1.25 billion CFA (on average 312.67 million CFA per annum), which accounts for 15% of the allotments. This low level of mobilization of the national resources was recorded by more than 53% of surveyed people as a whole of countries. It was confirmed by 44% of stakeholders from Mali, 71% in Burkina Faso and 100% in Niger.

**(ii) Late signing of agreements and late payment of funds to implementing NGOs :**

The problems related to the delay in the signing of agreements and slow national procedures for the withdrawal of funds (administrative and financial procedures) observed in different countries block the operation of the centers financed by the States. More than 65% of respondents mentioned the delay in the payment of salaries, or 69% of delay in the withdrawal of funds to the profit of NGOs and 58% of delay in the opening of centers like major constraints in the financing of the Strategy.

All the NGOs ensuring the management of centers acknowledge outstanding payments and some of them carry almost two years of late of payment. These dysfunctions in the financial management of NGOs of implementation have as consequences the delays in the opening of centers and the payment of salaries of field actors (coordinators, supervisors and animators), an impoverishment of training environment of pupils, etc. Such a situation negatively impacts the effective time of training of pupils and consequently their school performances.

**(iii) Non-predictability of mobilized resources**

The analysis of the financial resources mobilized within the framework of the implementation of Speed School emphasizes that the mobilization of resources was affected by certain objective difficulties including in particular, the non- predictability of the resources from strategic partners over the period of implementation of the strategy. The advertisements for the opening of centers by partners do not meet the logic of programming for the development of speed school centers in countries. Certain partners intervene in a specific way in the financing of the Speed School.

**(iv) Poverty of the environment of learning of pupils**

For many of the questioned actors (animators, principals and teachers of the classes of reception), the environment of learners in centers is very poor: insufficiency or lack of handbooks and school stationery (64%), insufficiency of school offer in the schools of reception (school facilities, teachers) evoked by more than 57% of the respondents, etc. This question is in direct connection with the financing, in particular in the State centers managed by NGOs

**Table 30 : Percentage of responses from respondents on the main difficulties in the financing of the Speed School**

Difficulties	Mali	Burkina Faso	Niger	Total
Insufficiency of resources mobilized compared to the potential demand	44%	71%	100%	58,3
Delay in the payment of salaries of actors	69%	55%	68%	65%

Insufficiency of handbooks and school stationeries	55%	50%	84%	64%
Insufficiency of the offer in the schools of reception(school facilities)	72%	80%	20%	57%
Delay in the opening of centers	59%	55%	60%	58%
Delay in the withdrawal of funds for NGOs	72%	55%	76%	69%

## IV. MANAGEMENT AND MONITORING - EVALUATION

### 4.1. Organizational system

The organizational system set up for the management and the implementation of Speed School is made up of the following structures: Orientation Council, Stromme Foundation West Africa, Sub Regional Permanent Secretariat of the Speed School., national structures in charge for the coordination and the implementation of the Speed School, NGOs of implementation of the strategy and Strategic and Financial Partners.

☞ **Orientation Council:** It is the management body of the Speed School.

For this purpose it is in charge for:

- Management of the strategy;
- Holding the sessions of the Orientation Council;
- Ensuring the follow-up of the activities of the Permanent Secretariat/Speed School;
- Ensuring file examination in connection with the Speed schools;
- Decisions making and recommendations on the implementation of the strategy;
- Taking any initiative likely to reinforce the activity of the Permanent Secretariat/Speed School and sub regional partnership which implies it.

The Orientation Council of the Permanent Secretariat/Speed School is composed of the Ministers in charge of the Speed school of the States signatories of the memorandum of understanding, the Permanent Secretary/Speed School (Mali, Burkina Faso, and Niger), the Secretary General of STROMME Foundation and the Representative of NGOs of implementation.

The Permanent Secretary and the members of the meeting of experts take part in work of the council without deliberative voice.

The Chairmanship of the Council is taken in a rotary way by the States and STROMME Foundation according to an established common agreement for a mandate of one (1) year starting from the date of the last council.

☞ **Stromme Foundation West Africa** is the initiator of this innovation. Engagements of Stromme Foundation within the framework of the memorandum of understanding of June 11, 2010 signed in Kristiansand in Norway (article 9) are as follows:

- to reinforce its capacity of intervention in the countries of implementation of the Speed School;
- to reinforce advocacy near Governments, technical and financial partners, actors of education and the civil society of the countries of implementation on the one hand and the public and the Norwegian government on the other hand, Institutions and international NGOs for the promotion of the Speed School;
- to finance the operation of the Sub Regional Permanent Secretariat;
- to recruit and manage the personnel of the Sub Regional Permanent Secretariat;
- to define the mandates and to make operational divisions of the Permanent Secretariat for the promotion of the Speed School;
- to support the Permanent Secretariat in making its strategic plan, its annual action plan, its budget and its management tools;
- to ensure the follow-up and the supervision of the Permanent Secretariat;

- to support the Sub Regional Permanent Secretariat in the definition of the criteria of selection of natural persons or legal entities;
- to support the Sub Regional Permanent Secretariat in the establishment of a system of monitoring-evaluation;
- to support the Sub Regional Permanent Secretariat in the certification of stakeholders and interventions;
- to support the Secretariat in the diffusion of the statistical data of Speed School.;
- to take part in the definition of strategies for the expansion of Speed School;
- to implement the recommendations of various meetings on Speed School.

☞ **The Sub Regional Permanent Secretariat:** It is the interface between the orientation council, implementing pioneer countries pioneers, Stromme Foundation and Strategic Partners. It is directed by a Permanent Secretary.

The Permanent Secretariat has the role of guaranteeing quality and ensuring the promotion and the popularization of Speed School in order to contribute to the achievement of Education For All goals and Millennium development Goals.

The actions of the Sub Regional Permanent Secretariat for Speed School are focused on:

- training and research;
- expansion/popularization of Speed School.
- communication and advocacy;
- monitoring-evaluation of activities;
- capitalization and popularization of good practices;
- certification of natural persons and legal entities for the implementation of Speed School.

These actions firstly cover the three implementing pioneer countries of Speed School.

The Permanent Secretariat is composed of three (3) divisions: (i) Division of Pedagogy and Training; (ii) Division of Communication and Advocacy and (iii) Division of Administration and Finances.

### ☞ **National structures in charge for the coordination and implementation of Speed School.**

Each country partner set up a national system for the coordination and follow-up of the activities of the Strategy made up of: (i) a Management Committee, (ii) a Technical Direction and (iii) three Focal Points (the focal point Cabinet, the technical focal point and ground focal point).

**The Management Committee** is the body of decision and follow-up of the implementation of the initiative. It includes the representatives:

- central and decentralized services of Ministries in charge of Speed School involved in the implementation of the initiative;
- local authorities;
- Stromme Foundation West Africa;
- Sub Regional Permanent Secretariat of the Speed School.;
- national NGOs of implementation.

The management committee meets in ordinary session once per six-month period and in extraordinary session if necessary on convocation of its Chairman.



It validates plans and annual reports worked out by the technical direction in charge for the implementation of the initiative,

The management committee is placed under the chairmanship of the focal point Cabinet in Burkina and Niger. In Mali, it is the Secretary-General of the aforesaid Ministry who has the responsibility for it. Initially, it was called "Orientation Committee".

- **The Technical Direction of implementation of Speed School** is the anchoring direction of Speed School. In Mali in fact the DNEF fills this function, in Burkina Faso: DGIREF and in Niger: DGAENF

It is responsible for the following:

- to ensure the operational coordination of this implementation;
- to produce necessary reports;
- to involve the technical departments of the ministry in charge of speed school in any activity relating to speed school.;
- to ensure the harmonization and synergy of the activities of NGOs implementing the Speed School;
- to facilitate cooperation between national implementing NGOs and the technical departments of ministries;
- to organize meetings of exchanges where necessary;
- to supervise the activities of the focal point that reports to technical direction;
- to ensure application of the recommendations resulting from the various meetings;
- to ensure the production and the second reading of the didactic materials of Speed School.

In Mali, in fact D.N.E.F. ensures the technical direction, in Burkina Faso: D.G.R.I.E.F and in Niger : D.G.A.E.N.F.

**Focal Points are :**

- **Cabinet Focal Point is the representative of the Minister.**

He/she is in charge of the follow-up for the implementation of Speed School. He/she plays a role of interface between the ministerial cabinet and different stakeholders of Speed School and ensures permanent control near the Minister for the consideration of the initiative in his/her diary, stakes related to Speed School and for the respect of commitments.

- **Focal Point of the Technical Direction**

He/she is the person in charge for the Technical Management and ensures the supervision and the operational coordination of activities for the implementation of Speed School.

- **Ground Focal Point**

He/she is the agent indicated by the technical direction. He/she ensures the regular contact on the ground with NGOs of implementation. He accounts for the results of activities to the direction of supervision. He/she prepares and produces the drafts of the various technical documents/files and various reports under the responsibility of the direction of supervision. He/she ensures a role of permanent control for the consideration of Speed School in the diary of his/her direction of supervision. He/she carries out any technical task given by this direction as regards to the implementation of Speed School. The ground focal point is supported by a technical cell of three or four members according to countries.

### ☞ **NGOs for the implementation of the strategy:**

They are in charge for the implementation of the initiative in countries according to the strategy of “making- it done”. This strategy defines a contractual framework which allows the State and its partners (NGOs, Association, GPF, State Services, etc.) to obtain a functional scale of roles in the execution of the programs of Literacy and Basic Education. Within this framework, the civil society is responsible for the implementation of the activities of field training, the State dealing with orientation and the definition of policy, mobilization of financial resources, follow-up, evaluation and development of the capacities of stakeholders.

For the implementation of Speed school, NGOs recruit coordinators, supervisors and animators. They are based moreover on the decentralized structures of Ministries and the decentralized management structures.

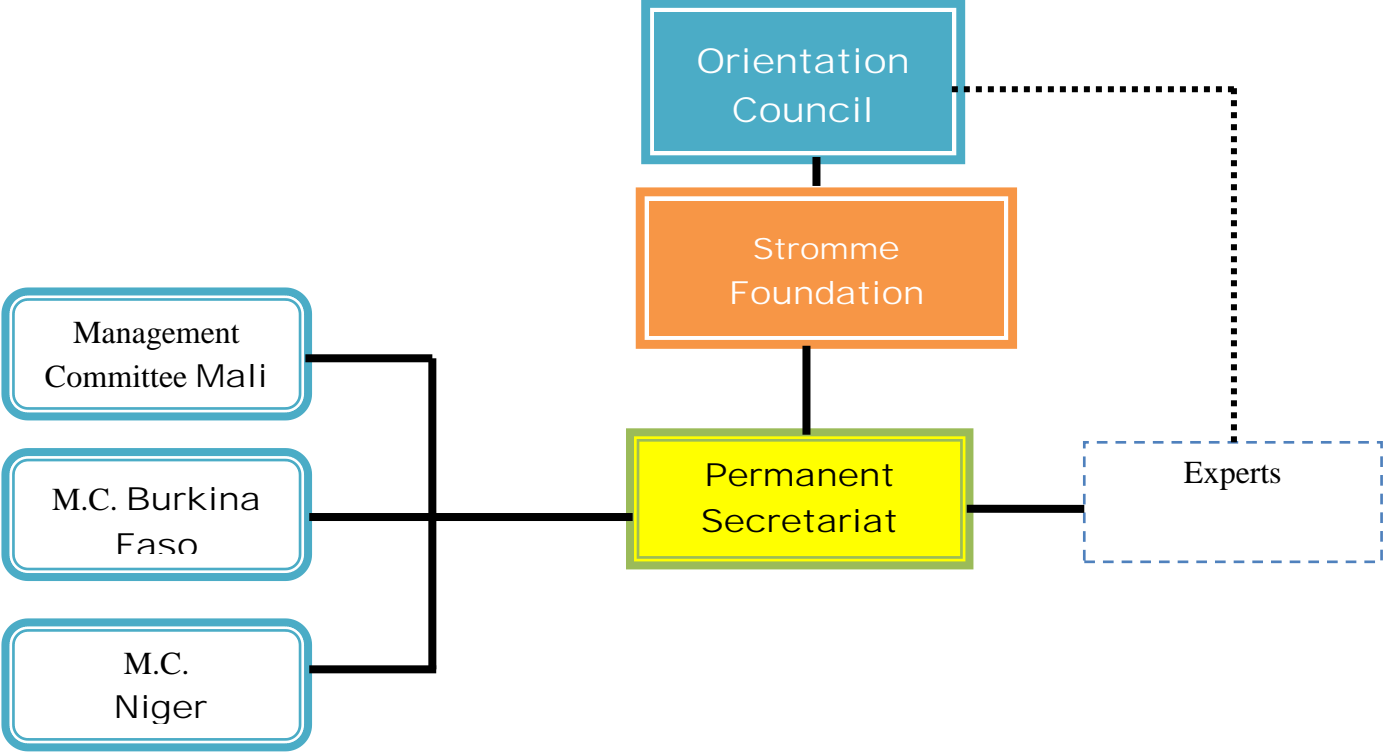
Their roles consist of the implementation of Speed School, the mobilization of communities, the facilitation and control of the quality of trainings **and** negotiation.

The person in charge for the NGO: (i) signs contracts; (ii) recruits coordinator and supervisors; (iii) trains coordinator and supervisors; (iv) ensures the obligation of results; (v) mobilizes material, financial and human resources; (VI) facilitates collaboration between the various actors of the Strategy; (vii) ensures the respect of the academic and teaching standards during transfers in collaboration with the decentralized services of the State and (viii) ensures the sustainability and the durability of the Strategy

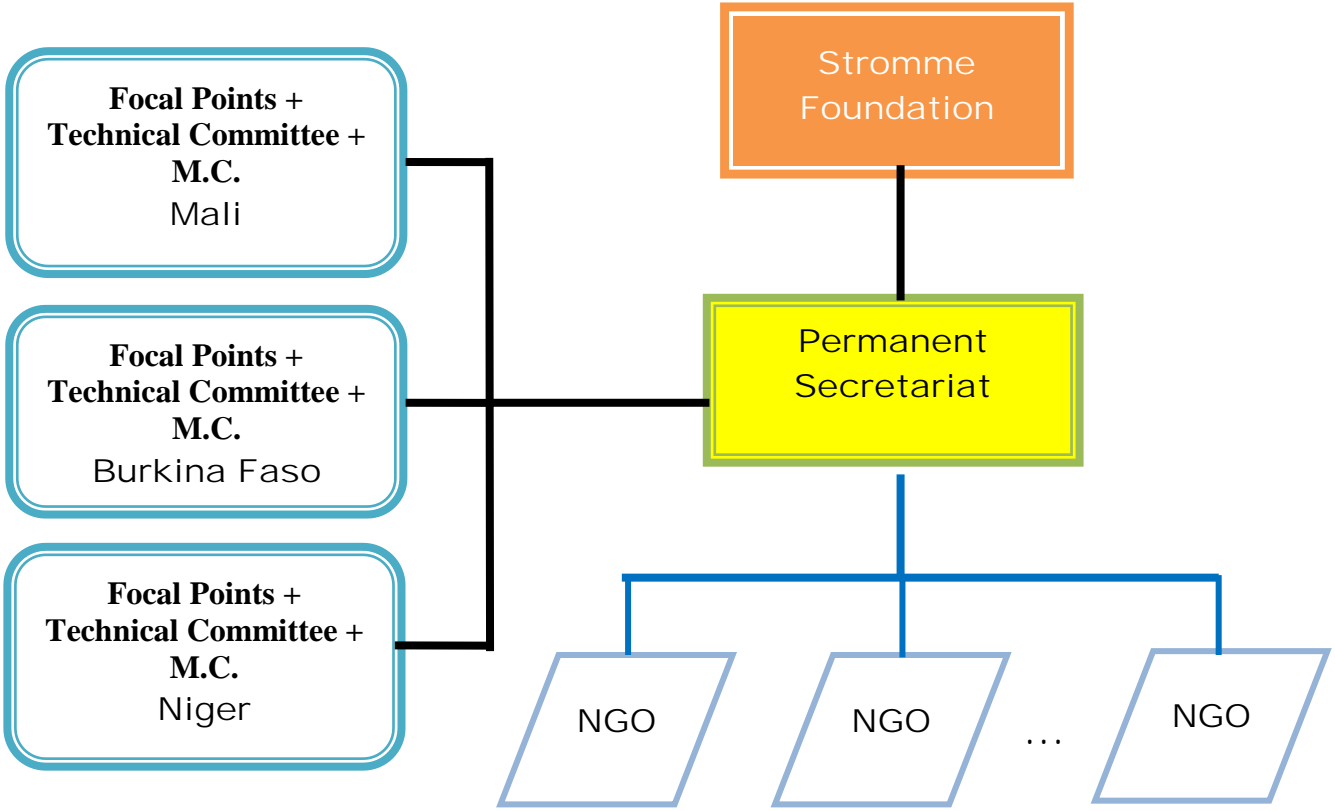
☞ **Strategic partners** (UNICEF, ERICKS, Swiss Cooperation, etc.) support States partners in the implementation of Speed School through their technical and financial supports.

Diagrams below synthesize the institutional, strategic and organizational system of the Speed School:

Institutional and Strategic System of Speed School.



Organizational diagram of Speed School



It arises from the analysis of the institutional organization of speed school that: (i) the organizational diagram set up for the management and execution of the activities of the strategy is well adapted because attributions of each body are well defined. Thus, more than 83% of the actors recognized that the organizational system of speed school is quite adequate for the assumption of responsibility of the activities of the strategy; (ii) the bodies set up are operational according to 79% of respondents; (iii) the specifications defining the roles and responsibilities for the various structures of speed school are respected. Indeed, more than 83% of the respondents affirm that this provision is effective. The actors met during our investigations on the ground confirm all that each actor essentially plays his/her responsibilities such as defined in the specifications. The ground actors are governed by texts or memorandum of understandings relating to:

- the participation of communes;
- roles and responsibilities of animators and communities;
- activities of follow-up and training of an education adviser placed at the disposal of centers by the C.A.P. and I.E.B.;
- the organization of final evaluations of learners and the assumption of responsibility from the question of transfers by the C.A.P./Educational Inspections.

One does not note any overlapping in the missions and attributions of structures and actors of the strategy. In theory, if each body plays his role, the Speed School will realize with effectiveness and efficiency the objectives which are assigned to it.

**Table 31: Proportion of respondents having appreciated positively the organization and functioning of structures**

Opinions of respondents on :	% of respondents in favor			
	Mali	Burkina Faso	Niger	Total
Appropriate organizational system	91.7	71.4	80	83.3
Operation and functioning of structures	75	71.4	100	79.2
The respect of specifications defining roles/responsibilities of speed school actors.	83.3	71.4	100	83.3
The effectiveness of the strategy “making-it done” as implementing strategy	66.7	100	100	83.3
The level of collaboration between structures of ministries and NGOs	83.3	100	100	91.7
The level of respect of responsibilities assigned to State structures	58.3	57.1	40	54.2
The quality of relations of NGOs with the Inspector and the educational Advisor	58.3	57.1	20	50

Insufficiencies observed in the functioning of the strategy are the following:

- (i) Problems related to the assumption of responsibility for the operation of the Permanent Secretariat. The decision on 11<sup>th</sup> of February 2011, on the creation and

operation of the Sub Regional Permanent Secretariat of Speed School, in its article 14, stipulates that the operation of the Sub Regional Permanent Secretariat of Speed School is dealt with by STROMME Foundation for a three (3) year limited period. Unfortunately, no measure was taken for an effective transfer of such responsibility to States; which led to the extension of this period for one year;

- (ii) Insufficiency of human resources for the implementation of the activities of the Permanent Secretariat. The divisions set up at the level of the Permanent Secretariat are not completely operational. In each of them, only the persons in charge for the structures were recruited to date.
- (iii) Insufficiency of the means of operation of focal points: although these are appointed on official decisions by the implementing pioneer countries pioneers, their activities are supported by the Permanent Secretariat in a context of scarcity of resources. Lack of support for the operation of these structures by the States result in delay in their activities in particular, the sessions of management committee and the activities of follow-up and supervision of centers.
- (iv) Insufficiency of resources for the realization of the activities of training for animators and follow-up of learners transferred in the schools of reception by the decentralized structures of the Ministries in charge of Speed School.
- (v) Lack of logical frame for planning and follow-up of interventions.
- (vi) Insufficient communication around the speed school in countries

#### **4.2. Coordination and programming of activities**

The analysis of planning system for the activities of speed school highlights the existence of adequate tools of planning/programming for the implementation of the Strategy. They are in particular the plans of operations and the annual, quarterly and monthly schedules of work.

The planning of activities articulates around the following:

- Establishment and transmission to the Permanent Secretariat of the assessments of implementation of the Strategy for the year N-1 by NGOs from different implementing pioneer countries;
- The Permanent Secretariat receives advertisements of financing from different Strategic Partners and States;
- On the basis of reports established in different countries and mobilized resources, the P.S., structure in charge for planning, quality assurance and respect of the standards of activities, works out the whole budgets of NGOs for the following campaign.
- The budgets are then transmitted to NGO partners for checking before being transmitted to the partners for funding. NGO partners are responsible for their financial management; the resources which are allocated to them do not pass through the P.S.

- In order to follow-up the execution of P.A.T and speed school program, monthly and quarterly meetings are organized to give a progress report on the level of execution.

The methods of programming for the activities of speed school by structures are well appreciated among actors in charge of the implementation of the strategy. Indeed, 95.9% of respondents are very satisfied or are satisfied with the mechanisms of planning and programming of activities.

**Table 32 : Appreciation of the methods of programming of activities**

Methods	Mali	Burkina Faso	Niger	Total
Very satisfactory	33%	0%	20%	16.7%
Satisfactory	89%	100%	80%	79.2%
Not satisfactory	11%	0%	0%	4.2%
Not satisfactory at all	33%	0%	20%	0.0%

#### 4.3. System of monitoring - evaluation of the strategy:

Several levels of follow-up and quality control of actions were designed to improve the performances of Speed School. This system includes six (6) stages:

☞ On the level of village: a Management Committee of five (5) members ensures the follow-up of the assiduity and the punctuality of learners and animators;

☞ On the level of the Commune: an Adviser in charge of education ensures the follow-up of the activities of centers;

☞ On the level of NGO:

- The Direction pays quarterly field visits to supervise the activities of the field teams;
- Coordinators and supervisors ensure the follow-up of the activities of centers and the educational training of animators. The supervisor has the obligation to visit each center at least three (3) times per month and the coordinator at least once per month;
- Animators ensure the activities of teaching in centers.

☞ Decentralized Technical Services: School authorities (Principals of proximity schools, Education advisers, C-C.E.B./D.P.E.B.A./D.C.A.P./I.E.B.) ensure the follow-up of all the process (establishment, educational training, organization of evaluations, etc.) of Speed School;

☞ Central Services: The ground focal point ensures the follow-up of the implementation of the strategy;

☞ The Permanent Secretariat: The team of the Permanent Secretariat carries out missions of supervision of activities and quality assurance.

Excluding the evaluations organized daily by animators in situation of class, three evaluations are organized during the campaign: an evaluation of the phase of training in national languages (the first two months), an evaluation of the transition to French in the fourth month and the evaluation of end of campaign organized by the decentralized structures of the Ministries in charge of speed school.

The existence of a national system of follow-up for Speed School was confirmed by more than 95% of surveyed people (89% in Mali, 100% in Burkina and Niger). Moreover, 95.2% of respondents think that the system of monitoring and evaluation is effective.

The activities of follow-up and supervision of information were well ensured in the whole by stakeholders. It is even one of the keys of success in the implementation of Speed School. But some weaknesses exist in the execution of roles of follow-up and rattachement of information. Indeed, more than 70% of stakeholders deplore the delay in the transmission of reports of follow-up by field actors. Only 28.6% of respondents think that the times of rattachement of information are respected (22% in Mali, 28.6% in Burkina and 40% in Niger). It should be noted that the follow-up through the communal level is not effective.

**Table 33: Opinion of stakeholders on the system of monitoring/evaluation and rattachement**

Opinion on :	Percentage of positive responses (yes)			
	Mali	Burkina Faso	Niger	Total
Existence of a national system of follow-up of the Speed School.	88.9%	100.0%	100.0%	95.2%
Effectiveness of the system of monitoring-evaluation	100.0%	85.7%	100.0%	95.2%
Organization of missions of monitoring-evaluation	100.0%	100.0%	80.0%	95.2%
Respect of the deadline of rattachement	22.2%	28.6%	40.0%	28.6%

**4.4. Respect of the joint system of reference for the implementation of Speed School**

During our investigations in three countries of implementation, the question relating to the respect of the common framework of reference for the implementation of speed school was asked to the persons in charge for the Permanent Secretariat, focal points, and persons in charge for NGOs of implementation and coordinator of Speed School.

The results of this investigation reveal that more than 96.7 % of the touched actors recognize that the provisions of the joint system of reference for the implementation of Speed School are respected on the ground on all the levels. However gaps are observed on the level of certain provisions. For example, it is the case of points related to: (i) the follow-up of the transferred children, (ii) the promotion of the endogenous canteens in order to motivate children and (iii) the retrocession to the schools of reception the equipment of centers after three years of use.



**Table 34: Perception of actors on the respect of joint system of reference for the implementation of speed school**

Actors	Number	Respect of common framework reference		% of Yes for the framework
		Yes	No	
Person in charge of the Permanent Secretariat	3	2	1	66.7%
Focal Points	9	9	0	100.0%
Persons in charge of NGOs	11	11	0	100.0%
Coordinators	7	7	0	100.0%
Total	30	29	1	96.7%

These results were confirmed by the answers of field actors (Coordinators, Supervisors, Animators, and Inspectors) and the beneficiary populations (members of the management committee of centers and learners) at the time of the visits on the ground in the three countries. These results are consigned in the table below relating to effectiveness of the implementation of the common system of reference of Speed School in the three countries.

**Table 35: Effectiveness for the implementation of common system of reference of Speed School in the three countries**

INTERVENTIONS AREAS		Effectiveness of the level of implementation on the ground	Proposals
<b>AREA 1 : MANAGEMENT OF SPEED SCHOOL</b>			
1	To publish an notice of recruitment and to take care of the respect of profile for any recruitment of technical staff (Coordinators, Supervisors, and Animators) for Speed School	The persons in charge of NGO partners of implementation met answer to these criteria. All the NGOs have got necessary personnel composed of Coordinators, Supervisors and Animators.	Essentially NGOs have necessary personnel. However, more than 50% of the supervisors met do not correspond to the standard of recruitment prescribed. In addition, it will be advisable to envisage a motivating plan of career in order to reassure and maintain this personnel in the Speed School
2	Selection of villages	The establishment of a speed school center in a given locality implies preliminary activities from NGOs of implementation: (i) a field survey to collect information on the existence of children constituting the target group of Speed School and the motivation of the community towards this initiative; (ii) organization of working sessions between the program manager (NGO) and communal authorities to decide villages retained for the implementation of speed school on the basis of result of the investigation.  The step is participative. The whole of actors met confirmed the respect of this as prior to the establishment of a speed school center in	

		a village.	
3	To set up in the village/neighborhood /sector selected, a management committee of center by a general meeting of parents	<p>The whole of the villages and neighborhoods visited are equipped with Management Committees of centers. In all the localities visited on the level of the three countries (Mali, Burkina Faso, and Niger), the communities are (i) mobilized for the cause of the school, (ii) organized within a management committee of five (5) members to support the operation of centers. This support results in the provision of rooms for trainings, the follow-up of the regularity of children, the production of birth certificates, the provision of food and the attribution of housing to animator, etc.</p> <p>The analysis of the results of focus groups “COGES”, reveals that a great part of them did not profit from the necessary training to ensure their functions.</p>	To ensure fully their missions, the members of management committee of centers have needs for the development of capacities on specific sets of themes in particular on their roles and responsibilities.
4	To plan the opening of centers according to realities of the schools of transfer.	The opening of speed school centers is conditioned by the existence of a classical school of proximity. This criterion is respected essentially although certain centers are sometimes very far away from the schools of reception. Two realities coexist on the ground; speed school centers which: (i) are established in the enclosure of classical schools (of reception) as it is the case in Niger and sometimes in Burkina Faso and (ii) centers established in villages or hamlets located on a radius of 1 to 5 km from a school (case of Mali and Burkina Faso).	

5	<p>To establish conventions and to take care of the follow-up and the rigorous control of contractual engagements on all the chain of speed school. (Direction of NGOs, Coordinators, Supervisors, Animators, Communes, Management Committees, Decentralized Technical Services).</p>	<p>Our meetings with different stakeholders, literature review and ground investigation reveal that each stakeholder has got specifications and that contractual engagements are respected by almost all stakeholders.</p>	
6	<p>To be keen on the respect of target groups</p>	<p>Learners are recruited among the non-educated or early school dropout children from 1<sup>st</sup> or 2<sup>nd</sup> year / C.P.1 or C.P.2) in the three countries. They have an age between: (i) 8 and 12 years in speed school centers of Mali and (ii) between 9 and 12 years in the centers visited in Burkina Faso and Niger. In the visited sample centers, the minimum age is 8 years old in Mali and 9 years in Burkina Faso and Niger and the maximum age is 12 years old in all the countries. This provision is then respected.</p>	<p>In spite of the respect of this provision, it is necessary to reinforce measurements to prevent certain parents from using the strategy as a short cut for the schooling of their children in school age.</p>
7	<p>To promote endogenous canteens in order to motivate children</p>	<p>This recommendation is not implemented in the visited centers. But learners in centers established within the schools of proximity profit from the services of canteens of the schools of reception where they exist.</p>	<p>To implement advocacy activities near communities and local authorities for the establishment of a school food program in the benefit of learners of centers where necessary.</p>

8	Ensure the strict respect of weekly hours (34hrs / week).	On the ground, the practiced weekly time volume is 34 H per week. But in certain centers, the weekly schedules can exceed 34 h. The program is spread out over 6 days whatever the case is.	
9	<ul style="list-style-type: none"> <li>- To ensure the initial training of coordinators, supervisors and educational trainers so that they reply back in a continuous way among animators, new supervisors and educational trainers.</li> <li>- To plan the initial training animators over 30 days and the re-training course for old animators over one week</li> </ul>	<ul style="list-style-type: none"> <li>- Strømme Foundation ensured the initial training of coordinators, supervisors of NGO partners and educational trainers of the target zones;</li> <li>- Animators of speed school centers receive training before employment from 21 to 30 days for new agents and a one week re-training for old ones;</li> <li>- Coordinators, supervisors and educational trainers reply back training in a continuous way among animators, new supervisors and educational trainers and supervise the continuous training organized by NGO partners according to needs.</li> </ul> <p>Each NGO envisages five (5) temporary animators to take part in the initial training in order to mitigate the possible departures of permanent animators. NGOs face instability of their personnel for various reasons (73 animators left the Speed School in 2012-2013, or about 9.5% of animators in the three countries).</p>	
10	To envisage in the budget of NGOs, the allowance of an animator over all the campaign in forecast of the cases of prevention of animators.	This provision is taken into account in the budget	To envisage for each 10 centers a temporary animator paid by the NGO for the needs for replacement of any outgoing animator or those in maternity leave.
11	To deal with the monthly allowance of	Animators declared in their majority that they perceive salary of 70	To develop advocacy near

	animators up to a total value of 50 000 CFA over 10 months (from September to June). To envisage an annual increase of 2% after three years of practice (seniority).	000 CFA per month over ten (10) months and an amount of 2000 CFA per month as paraffin oil expenses. Animators just like the persons in charge of NGOs confirmed that in January 2013, there was an increase of the monthly salaries passing from 50 000 to 70 000 CFA. Certain animators of NGO's centers financed by the implementing pioneer countries know delays in the payment of salaries.	pioneer countries to ensure the regular payment of salaries for the animators of centers financed by the State.
12	To support collaboration between the schools of proximity and speed school program.	Collaboration between speed school stakeholders and those of the schools of proximity or reception is more than necessity and speed school actors get on with to consolidate this collaboration. At the time of our visits in the centers which are established within the schools of proximity, we have noted the same collaboration. Teachers in these schools take part in the training of animators, but this collaboration requires to be reinforced.	To make effective collaboration between the schools of proximity and speed school program, the awareness and capacity building campaigns must be intended to the directors of the schools of reception and the teachers in classes of reception.
13	To apply the ratio of 1 supervisor for 10 centers	The ratio of 1 supervisor for ten (10) centers is respected by all the NGO partners. Indeed, in the three countries (Mali, Burkina Faso and Niger) NGOs apply the ratio of one (1) supervisor for ten (10) centers. This provision facilitates the follow-up of proximity and allows good framing / support council to animators.	
14	To empower supervisors in the technical support council / of management committee, particularly as regards their roles and responsibilities.	The management committee members control the essence of their roles and responsibilities in execution of the works of Speed School. The meetings held with communities testify the interest and the multiple supports from populations to centers. These realities noted on the ground show that supervisors play their role fully.	

15	<ul style="list-style-type: none"> <li>- To devote 70% of the working time of coordinator to counter-supervision on the ground, 30% to administrative management and to discharge him/her from direct supervision of centers</li> <li>- To require of the supervisor at least 3 visits to each center in the month</li> </ul>	The meetings with actors (coordinators, supervisors and animators) and ground investigation show that: (i) coordinators visit each center once per month; and (ii) supervisors pay 2 to 3 visits per center.	
16	To require from the Direction of NGO quarterly missions of supervision and their systematic rapportage	The investigations show that the directions of NGOs carry out one or two visits in the year but the rapportage is not made in a systematic way.	
17	To give to the animator a statute of Community Agent.	This provision i being respected in the three countries	To envisage for animators a justifying plan of career and to ensure the payment of their salaries over the 12 months instead of 10 months per annum.

18	To repair and reassign to schools of reception the equipment of centers after three years of use	This provision is not being respected in the three countries	To make operational this provision in order to remedy the difficulties of offer arising with acuity in certain schools of reception.
<b>AREA 2. Target group and educational approach</b>			
19	Respect of the target group of the Speed School	This provision is being respected in the three countries	
20	The educational approach used	The teaching approach is that in force in the countries of implementation and the step of speed school consists of an accelerated training including two (2) months of national language and seven (7) months of fundamental French. The national language is used as medium of teaching in the first two months to facilitate the training of French. Competences of everyday life (C.V.C.) are taught concomitantly in national language and French.	
21	Teaching program	The program of teaching of speed school is a digest of those from the 1 <sup>st</sup> to the 3 <sup>rd</sup> year of primary education. It is focused on the following disciplines: ☞ <b>French:</b> reading, writing, orthography, conjugation, grammar, vocabulary, written expression, oral expression; ☞ <b>Mathematics:</b> arithmetic, metric system (measurement), logic and reasoning, geometry; ☞ <b>Competences of everyday life:</b> history, geography, exercise of observation, morals and civic education; ☞ <b>Discipline awakening with dominant esthetics:</b> drawing, recitation and song.	



22	Weekly time volume is 34 hours distributed in a timetable of the 6 working days.	On the ground, the practiced weekly time volume is 34 H per week. But in certain centers, weekly schedules can exceed 34 h. The program is spread out over 6 days whatever the case is.	
23	Teaching documentations are: - didactic documents specific to the Speed School - guides, handbooks and teaching equipments in use in classical schools.	The centers are equipped essentially with didactic documents specific to speed school and guides, handbooks and teaching equipments in use in classical schools. But this teaching equipment is in bad condition in many centers. We also note some insufficiencies in learners' handbooks and guide for animator.	The insufficiency of the didactic material in centers constitutes a handicap for the achievement of quality training. It is thus necessary to equip the centers with handbooks and guides of quality and in sufficient quantity.
24	Follow-up system	There is a system of functional follow-up on six (6) levels: ☞ Village: a Management Committee of center (5 members); ☞ Commune: Adviser in charge of education; ☞ NGO: Direction, Coordinator, Supervisors; ☞ Decentralized Technical Services: Principals of proximity, ☞ Education Adviser, C-C.E.B./D.P.E.B.A./D.C.A.P./I.E.B.; ☞ Central services: field focal point ☞ Permanent Secretariat: especially, Division for Pedagogy and Training.	
<b>AREA 3 : EVALUATION</b>			
25	To evaluate learners in a systematic way	Three (3) principal evaluations are organized during the campaign (phase of language at the end of November, semi-course at the end of February, the end of the campaign at the end of the 2nd week of June) in addition to regular controls of knowledge, an evaluation of end of campaign is organized by the decentralized structures of ministries (C-C.E.B./D.P.E.B.A./D.C.A.P./I.E.B.) in collaboration with the NGO.	

26	To produce statistics directory	The statistical data are produced each year and published through the annual reports of implementation of the P.S. The data on the transferred pupils are taken into account in the statistical directories of the Ministries in charge of the speed school, but not in a visible manner; also information relating to the centers is not taken into account.	To make visible the data on the pupils transferred and learners of the centers in the statistical directories and other publications from the Ministries in charge of speed school.
AREA 4: Transfer and retention to school			
27	To apply the score of passing in transfer	Three cases arise on the ground for the transfer of children: (i) for the transfer to the C.E.2 (4 <sup>th</sup> year), the score applied is higher or equal to 4.50; (ii) a score higher or equal to 3 and lower than 4.50 for the transfer to C.E.1 (3 <sup>rd</sup> year) and (iii): a score higher or equal to two (2) and lower than 3 according to the age to C.P. (2 <sup>nd</sup> year).	
28	Follow-up of pupils transferred in the schools of reception	We noted the existence of a Form of Transfer to accompany children and to facilitate their inscription in the schools of reception but the follow-up is not effective. Real difficulties exist in the schools of reception as regards to the transfer of children. These difficulties are generally related to problems of offer of education (lack of class, teachers, benches, textbooks, etc.) in the schools of reception. Measurements of accompaniment are not effective because in certain schools of reception, numbers are plethoric with more than 100 pupils per class. In certain cases, the organization of teaching is with double flow with more than 111 pupils by flow in fourth year (C.E.2) (case of the schools of reception of Sikasso in Mali).	To set up a mechanism of formal follow-up of transferred children in order to better develop the quality of the strategy and its durable impact in the training.

## V. CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Conclusions

The programs of development for the education implemented by African countries at the beginning of years 2000 from the point of view of the realization of universal primary schooling focused all on the development of the classical offer of schooling in favor of children from 7 to 12 years. They thus made deadlock on the needs for schooling of hundreds of thousands of young people, in particular in the rural area, not having had access to the services of education or having dropped out before the term of their schooling. It was difficult under these conditions of achieving the goals of universal primary schooling within the allowed time.

Being based on the first mid-term assessments of these programs, Stromme Foundation initiated from 2005 an Speed School in order to deal with non-educated children from 8 to 12 years.

After ten (10) years of implementation, the performances of the program arise as follows:

#### ☞ In the area of access and cover:

The data relating to the population of non-educated children or to those who dropped out early school from 8-12 years are not available in the three countries, which does not make it possible to evaluate in an exhaustive way the contribution of speed school to support the education of this target group. However, it is acknowledgeable that its contribution to the satisfaction of this request was significant in comparison with the results observed. Indeed, over the nine (9) years of its implementation, it allowed to enroll 107 804 children including 53 969 girls and to transfer 85 199 of them including 42 524 girls in the fourth year. This situation translates the effectiveness of the program. Thus, for programming of 82 000 children to be registered in the centers over the period 2009-2013, 85 471 were indeed enrolled, or a rate of realization of 104%. Over the same period, it was envisaged to transfer 75% of learners enrolled in the fourth year of the primary education, the proportion of transferred children is 91%, from where a rate of realization of 121%.

These results were made possible thanks to:

- **A strong commitment of Stromme Foundation, Strategic Partners, States and NGOs for the development of Strategy:** This commitment resulted, in particular in a consequent mobilization of resources. Thus, over the period of 2009-2014, an amount of 8.321 billion CFA was mobilized for the implementation of Speed School. The contribution of Stromme Foundation for an amount of 4.159 billion CFA represents 50% of the mobilized resources and that of the Strategic Partners amounts to 2.53 billion CFA, 30,4%. In addition to this financial contribution, the Foundation supported the countries for the installation and development of capacities of the structures in charge of managing the Strategy.

- **A strong membership of communities:** communities at the base have strongly contributed to the expansion of the Strategy through the recruitment of learners, the provision of buildings, the follow-up of the operation of centers and the various supports to animators.
- **The existence of a potential national NGO for the implementation of the Strategy:** these ones have played a significant role in the financing, social mobilization in favor of the speed school and execution of the program.

However, certain constraints blocked the development of the Strategy on the level of the three (3) countries. It is in particular about:

- **Inexistence of national strategies for the expansion of the initiative:** in the programs of development for the education in the three (3) countries, we talk about support to non-educated children or those who dropped out early. However, there was no specific strategy elaborated in any of the countries and no plan for the financing of speed school which deals with the most vulnerable fringe of the population: the rural children.
- **Low level of mobilization of State resources:** over the period 2009-2013, the contribution of countries for an amount of 1.25 billion CFA accounts for 15% of the allotments in favor of the Speed School. In addition to the low level of mobilization of the resources, the centers financed by the States are confronted with problems of management because of the delays in the signing of contracts and the provision of funds causing delays in the opening of centers, the irregularity in the payment of salaries of ground actors and the poverty of the educational environment of centers.
- **Insufficiency of advocacy for the mobilization of external resources:** In spite of the existence of significant potential Technical and Financial Partners who support education in the three (3) countries, the resources mobilized for the expansion of speed school are very insufficient compared to the request. Moreover, the funds allocated by Partners are variable from one country to another. On a total of 1320 centers set up by Technical and Financial Partners between 2009 and 2014, Mali profited from 1130 centers (86%) and Burkina 190 (14%). Apart of the supports from Stromme Foundation, Niger did not profit from external support in the implementation of its program.

#### ☞ **In the area of quality:**

The analysis of internal achievements of speed school and the results of test of follow-up for the school achievements in mathematics and French highlight an appreciable level of the performances of the Speed School as regards quality.

Over the period 2005-2013, on a number of 107 804 learners registered in centers, 93 526 are allowed to the tests of end of year, that is to say an average rate of success of 86.8%. During the same period, on 93 526 allowed to the tests of end of year, 85 199 learners were transferred in fourth year of the basic cycle 1 (primary education): 91.1% of transfer rate.

In addition, the analysis of results of the tests of level in French and mathematics reveals that the transferred pupils are more performing than their peers in the schools of reception. In French, the average score of the transferred pupils is 58.9 out of 100 against 52.5 for those in

the schools of reception. The difference between the two groups is 6.4 points in favor of the transferred pupils. In mathematics, this variation is 17.4 points in favor of the transferred ones (56.1 out of 100 against 38.7).

The level of performance observed is related to:

- **Quality of continuous training before employment of animators:** the training system set up by the Speed School is very performing. All the animators profit from training before they start working in centers. According to animators, the received training singularly prepared them to the support of centers. On average, each questioned animator has benefited eight (8) days of continuous training during the last six (6) months. According to them, the principal advantage of these trainings is the development of their capacities in the field of disciplinary didactics.
- **Training of proximity for animators:** the accompaniment on the place of work is a tool which helps the teacher control the basic professional situations and to found in his class a process of quality teaching. The animators of centers profit from a quality training of proximity ensured by the structures set up by NGOs (Coordinators and Supervisors) and from training of the persons in charge for the decentralized structures of Ministries (Inspectors and Education advisers). On average, each animator profited during the last six (6) months from twenty one (21) visits from supervision from supervisors and education advisers.
- **Entry through national languages and methods of teaching:** the option retained within the framework of the Strategy is the preliminary development of basic competences in mother tongues or local one in order to support a harmonious transition into French, language of teaching. Such an approach has the advantage of facilitating the acquisition of the language of teaching and supporting the active participation of learners in the process of teaching. The other option retained by the Speed School is to reduce the number of pupils in classes (on average 27 pupils per class) in order to support the individualization of teaching and the participation of pupils.

Certain constraints observed on the ground are likely to affect the quality of performances in centers and classes of reception. It is in particular about:

- **Difficulties found in the operation of centers:** the delay in the provision of funds results in delays in the payment of salaries of ground actors and in the installation of centers. The delay in the payment of salaries explains enough the strong rate of drop out (9.5% in 2013) and the de-motivation of animators while the delay in the installation of centers reduces the effective time of training for learners.
- **Weak preparation of teachers and trainers for the support of transferred pupils:** the investigations carried out on the ground reveal that teachers of classes of reception are not prepared for the assumption of responsibility of pupils transferred, in particular to face difficulties which they encounter in the area of language. They are: problems related to the passage from one language to another and from oral expression to writing, linguistic interferences, weak control by the outgoing speed school pupils in certain areas of language and the non consideration of certain elements of the Curriculum in the condensed program of speed school, etc. In addition, school principles ensure being little

or not prepared enough to the management of transferred pupils and few of them (24%) organize visits of framing to the profit of the teachers of classes of reception.

- **Insufficiency of the follow-up of transferred pupils:** the decentralized structures of Ministries and NGO partners organize few visits of follow-up of the transferred pupils. This provision is useful to accompany teachers of classes of reception, to identify problems to which are confronted the transferred pupils to direct changes to be brought in training in centers. This provision allows also the follow-up of the school achievements of these pupils.

☞ **In the area of follow-up and management:**

- **An effective organizational system:** The organizational system set up for the management and execution of the activities of the strategy is well adapted and attributions of various bodies are well defined. More than 83% of actors state that the organizational system of speed school is quite adequate for the assumption of responsibility of activities of the strategy. Moreover, 79% of them ensure that the bodies set up are operational and that the specifications defining the roles and responsibilities for the various structures are respected.
- **A coordination and effective programming of activities:** the coordination and programming of activities in the sub region are ensured by the Permanent Secretariat; at the national level, they are ensured by a management committee which includes the focal Points, the representative of NGOs and technical directions. These methods of programming of activities of speed school are well appreciated by actors, responsible for the implementation of the strategy. Indeed, 95.9% of respondents are very satisfied or satisfied with the mechanisms of planning and programming of activities.
- **System of monitoring/evaluation of the Strategy:** the system of monitoring-evaluation of speed school includes six (6) stages and is animated by a management committee on the scale of village, a person in charge of education in the commune; persons in charge for NGO and their ground actors, central and decentralized services of Ministries and the Permanent Secretariat.

The activities of follow-up and supervision of the Strategy were well ensured in the whole by actors. It is even one of the keys of success in the execution of the Speed School.

The insufficiencies observed in the operation of the strategy are summarized as follows:

- Problems related to the support to the operation of the P.S, focal points and resources for the realization of training activities for animators and the follow-up of transferred children;
- The insufficiency of human resources for the implementation of the activities of the P.S. Divisions are not completely operational owing to the fact that these latter do not have necessary personnel yet.
- The absence of a logical framework for the planning and the follow-up of interventions: **objectives, indicators, references**

- The insufficiency in communication around the Speed School in countries.

## 5.2. Recommendations

To improve the performances of the Speed School and to perpetuate the realizations, recommendations hereafter are made to the attention of the Countries partners of implementation, the Sub Regional Permanent Secretariat and Stromme Foundation.

### 5.2.1 To countries partners of implementation

- **Working out action plans for the expansion of the Speed School leaned to country Programs for the development of education:** the ownership of the Strategy by countries partners of implementation supposes the existence of national strategies and action plans for the expansion of the Speed School. These strategies, leaned to the national programs for the development of education should be based on the preliminary determination of the potential request and to define quantitative and qualitative objectives for each phase of the national program. They should especially take into account the trend fall of this request in different countries because of progressive improvement of access and completion. This request should be concentrated more and more in the zones with lacunar school request (suburbs, nomad zones or dispersed habitats, landlocked villages, street children, etc). This situation should force to revisit the current organization of the offer (a center taking charge of the children from several villages or hamlets) and to set up a school program of food in favor of learners with the support from communities and local authorities.
- **Developing activities of advocacy for the mobilization of resources in favor of the Speed School:** the adoption of strategies and the mobilization of additional resources for the promotion of speed school suppose the implementation of activities of advocacy near political authorities and the local group of Technical and Financial Partners in the area of education. These activities of advocacy must highlight the importance of the Strategy for the realization of the objectives of universal primary schooling and the results recorded by the Speed School during the last ten (10) years. They must, in particular allow the visibility of the Strategy in the sectoral programs including their integration into the budgets of the sector. The support from Stromme Foundation should be necessary for the development of capacities of persons in charge for the implementation of the activities of advocacy and communication.
- **Setting up framework of dialogue - Governments T.F.P. – NGOs around the Speed School:** in each country, the Ministries in charge of education must set up framework of dialogue with the T.F.P and NGOs of the sector. These frameworks should be places privileged for joint planning, mutual resources and the coordination of interventions. They must also make it possible to mobilize new partners and additional resources in favor of the Strategy.
- **Improving the procedures of transfer of State funds NGOs:** it is arisen from discussions with persons in charge NGOs, animators, supervisors and members of management committee that the delay in the establishment of contracts and in the provision of funds is one of the major constraints to the operation of speed centers. It explains to a large extent, the de-motivation and the abandonments of animators, the late

opening of centers which results in reducing the effective time of training for learners. To ensure the quality of service, countries partners of implementation must take measures to reduce the times for the establishment of contracts and for the provision of funds.

- **Reinforcing the system of management in the sub region:** the first session of the Orientation Council on February 10, 2011, validated the Framework Document of creation of a Sub Regional Permanent Secretariat of the Speed School. This structure has the role "of guaranteeing quality, ensuring the promotion and the popularization of the Speed School in order to contribute to the realization of the objectives of Education For All and Millennium Development Goals ". For the realization of its activities the Permanent Secretariat has three functional divisions: Division of Pedagogy and Training, Division of Communication and Advocacy and Division of Administration and Finances. The resources necessary to the operation of the Permanent Secretariat should be ensured by Stromme Foundation for the transitional period and taken charges by Countries partners. Unfortunately, at the end of this period, the provisions were not taken for the assumption of responsibility of this operation by States. As regards to the importance of this structure in planning, implementation and monitoring/evaluation of the Strategy, countries partners must take measures necessary to equip the structures of the Permanent Secretariat with necessary human resources and to mobilize the resources necessary for its operation.
- **Ensuring the financing of the management structures of the Strategy:** For the implementation of the Speed School, countries partners of implementations set up structures in charge for management and monitoring/evaluation of the innovation: management committee and focal points. Moreover, the decentralized structures of the Ministries in charge of the strategy must ensure the training of proximity of animators of centers and the follow-up of learners. These activities are all the more significant since the execution of the program is done according to methods of make-it done. Unfortunately, these structures do not have means necessary to the exercise of their attributions. The Ministries in charge of the Strategy must mobilize the resources necessary to the operation of the structures in charge of management of the Speed School.

### 5.2.2 To Stromme Foundation and the Permanent Secretariat of the Speed School

- **Developing activities of advocacy for the mobilization of resources in favor of the Speed School:** one of the major constraints to the expansion of speed school relates to its low level of financing in compared to the needs. We found also significant disparities between countries as for the mobilized external financings. The Permanent Secretariat of the Speed School should accordingly elaborate a program of advocacy near Strategic Partners, International and Regional Organizations for an increased mobilization of resources in favor of the three (3) countries. The support from Stromme Foundation must be requested to support these activities.
- **Rewriting the Speed School programs:** the programs of studies of centers in the three countries starts with the contents in a context characterized by the setting in experimentation or the establishment of new curricula in three countries of implementation. The rewriting of the programs is not only essential to integrate the recent developments of neurosciences and sciences of education but also to carry out a lightening of the current programs. It will be a question of defining expectations of end of campaign for each discipline selected in the speed school, pruning and treating on a hierarchical basis the contents of the programs in force, removing the useless repetitions and



identifying competences and knowledge which must be developed to prepare learners for the fourth year.

- **Developing the capacities of trainers, teachers and animators in the field of language:** it arises from the evaluation of the realizations within the framework of this study that transferred pupils are more performing than those in the schools of reception in the two disciplines selected. With the analysis, it however appears that the difference between the two groups is more significant in mathematics than in the field of the language. In addition, the questioned ground actors (Principals of schools of reception, Teachers and Education Advisers) ensure in their majority that the transferred pupils are confronted with significant difficulties in the field of language. It would be consequently desirable to reinforce the teaching of all the components of French language in the speed school program but also to develop the capacities of the teachers of reception and principals so that they can remedy in an appropriate way difficulties observed.

## **ANNEXES**

## **ANNEX 1: LIST OF DOCUMENTS USED**

### **☞ DOCUMENTS ON THE EDUCATION POLICIES AND DIRECTORIES**

- Statistical Directory of National Education; Direction of the Studies and Planning, Burkina Faso, April 2011;
- Statistical Directory of National Education; Direction of the Studies and Planning, Burkina Faso, April 2012;
- Statistical Directory of National Education; Direction of the Studies and Planning, Burkina Faso, April 2013;
- Program for Strategic Development of Basic Education (P.D.S.E.B.), Period 2012-2021, Burkina Faso;
- National Synthetic Directory of the Statistics of Fundamental Education 2011-2012, Republic of Mali;
- National Synthetic Directory of the statistics of Fundamental Education 2012-2013, Mali;
- National Synthetic Directory of the Statistics of Fundamental Education 2013-2014, Republic of Mali;
- Sectoral Program of Education and Training (P.S.E.F. 2014-2024).
- Document of Strategy, June 2013. Republic of Niger:
  - ✓ P.S.E.F. Framework of partnership between the Government and Technical and Financial Partners ;
  - ✓ Letter of assumption from P.S.E.F. 2014-2024
  - ✓ P.S.E.F. PTAB 2014-2016 on the 17th of June 2013
- Program of teaching in the speed school centers in Burkina FASO. MEBA, March 2012
- Program of teaching in speed school classes in Niger. February 2010
- Curriculum of fundamental teaching. Referential of levels: 1, 2, and 3. MEN, Mali, 2004 and 2005
- Programs of teaching in elementary schools from 1989-1990. Edition of 1993-Burkina Faso
- Programs of teaching of first Degree. Niger 2007.

### **☞ DOCUMENTS AND TOOLS OF REFERENCE**

- Common framework of reference
- Meeting of the Sub regional technical Committee of the Speed School. (Bamako, from the 13th to 17th of July 2009)
  - ✓ Specifications of the speed school agents.
  - ✓ Code of conduct of the speed school.
  - ✓ Manual of trainer
- Summary report of the meeting of the Orientation Council of Speed School of Mali, Burkina Faso and Niger (18th to 20th of August 2009, Niamey / Niger
- Year 2012-2013. Permanent Secretariat

- Guide for coordinators and supervisors
- Manual of management of the Speed School.
- Model of NGO Convention.
- Form of the report of transfer
- Form of the report of end of campaign
- Form of the report of opening
- Form of the report of 1<sup>st</sup> quarter
- Scale of follow-up of NGOs
- Scale of supervision of the Speed School.
- Referential of speed school in Mali. January 2011
- Transfer of competences. Stromme foundation
- Guide for coordinators and supervisors of Speed School. Stromme foundation
- Specifications of speed school actors. Stromme foundation

#### ☞ AGREEMENTS:

- Quadripartite master agreement for the experimentation of the initiative of speed school between the MEN, the MFP/A, Stromme Foundation and NGOs (RAEED and VIE), 10th of November 2010, Niger
- Decision on organization and operation of the Speed School. (Bamako, February 11, 2011)
- Decision N ° 2012-001/CO/S.R.P.S/Speed School of the 08th of July 2013 on Composition, Organization and Procedure of the Orientation Council of the S.R.P.S/speed school
- Decision N ° 2013-001/CO/S.R.P.S/Speed School of the 08th of July 2013 on the extension of the Framework Document of Creation of the S.R.P.S/Speed School.
- Decision N° 2013/00101/MEAPLN-SG on Organization of the implementation of speed school in Mali
- Declaration of Partnership with Stromme Foundation for the implementation of speed school in Mali, Burkina Faso and Niger, March 2012
- Notification MEN 2013-2014, Bamako, October 04, 2013
- Draft-agreement P.S/Speed School. Kristiansand (Norway, June 11, 2010)
- Draft-agreement for the implementation of speed school in Burkina Faso (Dec. 2011)
- Draft-agreement for the experimentation of Speed School in Mali between MEN/A/LN and Stromme Foundation West Africa-Bamako, August 14, 2009
- Tripartite draft-agreement for the experimentation of the Initiative of speed school in Niger, between MEN, S.F. and NGOs (RAEDD, Tarbiya Tattali and VIE Kandé Ni Bayra (February 27, 2008)
- Draft-framework agreement for the implementation of speed school in Mali between MENA, Stromme Foundation and the S.R.P.S/Speed School. (Bamako, October 25, 2012)
- Draft-framework agreement for the implementation of speed school in Niger (November 10, 2013)
- Report of the Second Ordinary Session of the Orientation Council of the S.R.P.S/Speed School; Ouagadougou, March 15, 2012
- Report of the Third Ordinary Session of the Orientation Council of the S.R.P.S/Speed School; Niamey, July 08, 2013

## ☞ DATA

- Copy of Financing. Stromme
- Score of partners. Stromme
- Speed School statistics from 2005 to 2013, Stromme
- Presentation of NGO ERIKS
- List of NGOs implementing the Speed School in 2013/2014
- Budget of BIT, April 2012
- Budget for the accompaniment of the speed school project/ BIT
- Glossary of the budget of Speed School. Permanent Secretariat
- Catalogue of Budget of the speed school center. Permanent Secretariat

## Annex 2: Ratio Learners/center according to countries for the period 2005-2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Mali	32	27	28	29	28	27	27	27	26	27
Burkina Faso			29	28	28	27	27	23	27	27
Niger				30	29	29	27	27	29	28
<b>Total</b>	32	27	28	29	28	28	27	26	26	27

## Annex 3: Situation of centers open over the period 2005-2014

	2 005	2 006	2 007	2 008	2 009	2 010	2 011	2 012	2 013	2 014	Total	%
Mali	36	108	230	282	386	326	419	525	560	410	3 282	71.8%
Burkina Faso	0	0	20	72	120	107	115	116	146	158	854	18.7%
Niger	0	0	0	40	60	59	58	110	60	50	437	9.6%
<b>Total</b>	36	108	250	394	566	492	592	751	766	618	4 573	100.0%

## Annex 4: Table : Distribution of funds from Stromme Fondation Stromme according to countries (in OXOF)

Countries	2 009	2 010	2 011	2 012	2 013	2 014	Total 2009-2014
Mali	519 634.5	447 323.3	426 659.8	417 720,7	530 501.0	0	2 341 839.3
Burkina Faso	135 522.0	132 134.9	151 331.0	244 858,8	235 762.5	0	899 609.1
Niger	78 239.6	81 495.1	101 206.3	93 030,6	101 893.1	0	455 864.6
<b>Total</b>	733 396.0	660 953.3	679 197.0	755 610,0	868 156.6	0	3 697 313.0

## Annex 5: Table: Situation of centers and resources mobilized (in OXOF) by State partners

Countries	2010-2011		2011-2012		2012-2013		2013-2014		2011-2014	
	Centers	Amount	Centers	Amount	Centers	Amount	Centers	Amount	Centers	Amount
<b>Mali</b>	30	55 637	100	202 718	100	202 718	70	110 340	300	571 412
<b>Burkina Faso</b>	0	0	20	47 371	50	136 784	70	173 525	140	357 680
<b>Niger</b>	0	0	50	159 000	50	127 600	50	35 003	150	321 603
<b>Total</b>	<b>30</b>	<b>55 637</b>	<b>170</b>	<b>409 089</b>	<b>200</b>	<b>467 102</b>	<b>190</b>	<b>318 868</b>	<b>590</b>	<b>1 250 695</b>
<i>UC center</i>		1 855		2 406		2 336		1 678		2 120
<i>UC learner</i>		69		89		87		62		79

## Annex 6: List of persons met in Mali

1	Mrs SANOU Bernadette DAO	P.S of the Sub Regional Permanent Secretariat/Speed School	22370828225
2	Boaz DOLLY	In charge of program follow-up	70754454
3	Habou ADI	Chief of the division of communication (P.S).	60462686
4	Djibril DIARRA	Chief of division of training (P.S).	75207091
5	Moussa OUEDRAOGO	Coordinator Education S.F.	223 64252145
6	Zakariya ABDOU	Regional Manager West Africa	223 76403532
7	Andrea AHOASSA	In charge of Senior program	223 782243 56
8	Gahousou TRAORE	SG of CAEB NGO	223 79130153
9	Hervé DEMBELE	Coordinator of the SFC at CAEB	223 79089337
10	Martin DIARRA	Coordonator of Speed School at CAEB	223 76166960
11	Solimane COULIBALY	In charge of monitoring-evaluation at S.F	
12	Jérémie Traoré	In charge of communication at S.F	
13	Mountaga DIARRA	Ground focal point	76419630
14	Mamadou Diabaté	Resource person	66718210
15	Cissé Morifing	Director of fundamental education	66792128
16	Poudiougou Augustin	Focal point of speed school Cabinet	
17	Sanogo Klénon	C.P.	79430391
18	SINALY Togola	D-C.A.P.	69514882
19	Pascal Ngolo Diarra	D.C.A.P.	76392884
20	Diarra Koni	C.P.	76184094
21	Touré Mohamed	D.C.A.P.	66732587
22	Guindo Souaibou	C.P.	76019290
23	Camara Fmary	DCA	76210728
24	Djokoro Keita	Supervisor of speed school GRAADECOR	79429808
25	Moussa Coulibaly	Speed School Supervisor for CAEB	76435386
26	INZAN KONE	Supervisor CAEB	76296562
27	KEITA MOUSSA	Speed School Supervisor	66995106
28	Mrs Poudiougou Kadidia Baro	Director of ODES NGO	66721264
29	Jérémi Sogara	Director of APSM NGO	76127158
30	Salifou DAOU	Speed School Coordinator for CAEB	63678345
31	Adama Kamaté	Coordinator of ODES	
32	Mamoutou Coulibaly	Speed School Coordinator	75297160
33	Diarra A Zoumana	School master	76142788
34	Diallo Maman	School master	65593456
35	Lamine Traoré	School master	79136689
36	Bakoroba Traoré	School master	76442746
37	CAMARA Brahim	School master	73465266
38	Ouattara Zakaria	School master	65577470
39	Cissé Oumar	School master	79091975
40	Mariam DAO	Teacher of school of reception	65476425
41	Siaka Diawara	Teacher of school of reception	75392800

42	Diarra Sidiki	Teacher of school of reception	76560417
43	Diarra Souleymane	Teacher of school of reception	63184885
44	Dramane Konaté	Teacher of school of reception	76164361
45	Bayoko Kadidiatou	Teacher of school of reception	65747221
46	Diarra Aminata	Teacher of school of reception	76124065
47	Zie Coulibaly	Teacher of school of reception	76053256
48	Nana Keita	Animator Siranido	76974061
49	Roukiatou Samaké	Animator Sidori	75213300
50	Tig koura Diarra	Animator	73270143
51	Moussa Sidi	Animator SOMBA	63599227
52	NTyi Diarra	Animator Koumi	77501424
53	Koultoum Coulibaly	Animator Komambougou	69330198
54	Soumana Cissé	Animator Falaba	63132098
55	Marie Vectorine Traoré	Animator Bougouni	65757453
56	Koné Djenaba	Animator Bougoulanio	
57		Animator Lafiabougou koko	
58	Mrs Traoré Nana Sanogo	Animator	65675094
59	Mariama Diabaté	Animator Ngorodougou	72653873
60	Habibe Diarra	Animator Ntenébougou	69842476
61	Korotoum Traoré	Animator BANKONI	76584868
62	Mahamadou Dissa	Animator	65645703
63	Diarra Mahamadou	Animator	66761376
64	Douramane Bakayoko	Animator	78842554
65	Barthé abibatou	Animator	77564778
66	Ibrahima Diawara	Animator SAKORO	66963838
67	Founemaka Keita	Animator	63719790
68	Salifou Traoré	Teacher	76053312
69	Pr Salikou Sanogo	Resource person	66751029
70	DENIS DOUGNON	Resource person	66593108
71	Mrs Coulibaly Aissa	RAF APSM NGO	
72	Boureima Dara	Program manager at APSM NGO	



## Annex 7 : LIST OF PERSONS MET

### NIGER

N°	Full name	Positions	Mobiles
01	Maman Yamey	Chairman CGDES	90192152
02	Gado Baoua	Chairman CGDES	
03	Chaibou Ibbil	Chairman CGDES	96192348
04	Chipkaou Barmini	Chairman CGDES	92326554
05	Amadou Makaou	Chairman CGDES	98400986
06	Ali Bouda	Chairman CGDES	96751595
07	Mamane Koulla	Chairman CGDES	96239042
08	Moussa Balla	Chairman CGDES	92900781
09	Rajiou Sani	Director of school of reception	91483242
10	Idrissa Tari	Director of school of reception	96373750/90003719
11	Halidou Kané	Director of school of reception	96626585/90617051
12	Hassimi Hidda	Director of school of reception	90036383
13	Illa Souley	Inspector, chief of service	92266137/90651956
14	Ousmane Labo	Education adviser	96584268/93327196
15	Bori Zamo	NGO manager(Chairman of RAEDD)	97655393
16	Adamou Goubé Gaoh	Coordinator RAEED	91649033
17	Seydou Yacoubou	supervisor	90562329
18	Rachida Massoyi Zougaou	Teacher	
19	Madame Salissou Rahamou Salifou	Teacher	98870045
20	Madame Sani Aminatou Laouli	Teacher	80951336
21	Abdoulkadri Souley Hamza	Teacher	89779455
22	Madame Naroua Fatouma	Teacher	96088035
23	Madame Kassoumou Aminatou Moussa	Teacher	91769625/97920302
24	Madame Abdou Jamila	Teacher	92232316
25	Madame Aboubacar Mariama	Teacher	90874042
26	Saadou Ousmane Gaoh	Teacher	92898277
27	Sitou Abdoulaye Maijakay	Teacher	90887422
28	Boubacar Rabo	Animator	97829987
29	Mariama Anza	Animator	90153311
30	Mariama Hamadi	Animator	96158414
31	Zouwareitou Seidou	Animator	96353391
32	Mariama Oumarou	Animator	96166553
33	Aminatou Hassimi	Animator	92898715
34	Aminatou Dankassoua	Animator	96840065
35	Madame Rahamou Dan kassoua	Animator	97525008/97528085
36	Sahara Idrissa	Animator	98943956
37	Madame Haoua Moussa	Animator	90666236
38	Abdourahamane Gonda	Animator	96689714
39	Soufia Majallahou	Animator	96722383
40	Kaka Issoufou	Animator	98266824
41		Animator	97143975
42	Abdou Altiné	Animator	96920062

43	Ali Kané	Animator	99478608
44	Saidou Adjia	Animator	96225879
45	Hassan Chipkaou	Animator	89858341
46	Salissou Issoufou	Animator	96849921/92581887
47	Mrs Abdoukarim Souéba	Animator	96007787
48	Ari Abami	Cabinet focal point	96 29 09 28
49	Abdou Idi	Focal point of Technical Direction	96 87 46 67
50	Hamadou Balla	Ground focal point	96 59 98 79

## Annex 8 : BURKINA FASO

N°	Full names	Positions	Mobiles
1	Madame Kaboré Ouédraogo Juliette	DG Institute for Research in Education and Training (focal point of technical direction)	70656472
2	Madame Kaboré Sawadogo Catherine	Focal point of Minister	50306600
3	Zong-Naba Gérard	Member of support committee (representative of ground focal point)	70185706
4	Seydou Konkobo	Itinerant education adviser	76165983
5	Kaboré Alfred	Itinerant education adviser	71261882
6	Ouédrogo Arouna	Chairman REPROSO	70315905
7	Sawadogo D. Yves Vital	Coordinator AFDR	70668854
8	Ouédraogo Ragnaguenewendé	Coordinator CREDO	70067039
9	Kyelem Martial	Coordinator FDC	70125332/78356800
10	Kaboré Lamoussa Apollinaire	supervisor FDC	70228562/78097824
11	Kaboré Moussa	supervisor FDC	78950855/71781277
12	Ouédrogo Célestine	supervisor FDC	70365816
13	Korgo Yadsaya	Directeur d'école	70141113
14	Ouédrogo Pascal	School master	78390608/72237975
15	Zerbo Siaka	School master	71227701/78749725
16	Sawadogo Mahamoudou	School master	70578883
17	Douamba Michel	School master	78123705
18	Ouégraogo Lassane	Teacher of reception school	70306705/76808507
19	Zudal Kafando Bernadette	Teacher of reception school	70419721
20	Zombra Abdou	Teacher of reception school	78101076
21	Zemba N. Noelie	Teacher of reception school	72001534
22	Ouédraogo Ousmane	Teacher of reception school	70793061/79704516
23	Sawadogo Ali	Animator (Ippo)	
24	Ouédraogo Abdou	Chairman CGDES	76813026
25	Gondé Madi	Chairman CGDES	76314859
26	Sawadogo Salif	Chairman CGDES	75035503
27	Ouédrogo Boucari	Chairman CGDES	70643497
28	Ouédraogo Koussitta	Chairman CGDES	79580920
29	Kientega Louise	CREDO NGO	76056927/7841100
30	Yanogo S. Florent	FDC NGO	78189905
31	Kéré Ousmane	COFA FDC	72626911
32	Ouédraogo Boureima	Secretary General REPROSO	70563993
33	Sawadogo Rasmané	Supervisor	70043468
34	Nacanabo G. Balzac	Budget Orientation REPROSO	70688609
35	Baguira B. Séraphin	Supervisor	76953053
36	Ouédraogo Abdou	Chairman CGDES	76813026
37	Gondé Madi	Chairman CGDES	76314859
38	Bagré Koudbi Germain	Animator	76047198
39	Ilboudo Delphine	Animator	79475031
40	Ouédraogo Aminata	Animator	78014824

41	Ouédraogo Marina	Animator	70139889
42	Ms Balima Ramata	Animator	72657365
43	Porgo Boukari	Animator	70865684
44	Traoré Fatima	Animator	70055821
45	Ouédrogo Marceline	Animator	77100650
46	Boungoungou Adizatou Sylni	Animator	71578361
47	Yaméogo Pingdewendé Auguste	Animator (Pousghan)	
48	Trendrebeogo Adama	Animator	79145325
49	Kaboré W. Rakiatou	Animator	71994746
50	Ouédraogo Abou Bakar	Animator	70031594/79654050
51	Mrs Bazongo Claire	Member of of the support committee	70266726
52	Mohamed Bassirou Bamba	D.C.A.P.	SIKASSO
53	Mory	Speed School focal point D.C.A.P.	SIKASSO