

Niger IMAGINE Project
Cooperative Agreement No. 624-A-00-08-00056-00

**Final Performance Report
Submitted to USAID**

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Acronyms and Abbreviations

AeA:	Aide et Action
AME:	Educational Mothers Association
APS:	Students Parents Association
APP:	Practical and Productive Activities
CA:	Cooperative Agreement
CAPED:	PEdAgogical Animation Unit
CERDES:	Centre d'Etudes et de Recherche de Développement Economique et Social
CI:	Initiation Class
COGES:	School Management Committees
DREN:	Regional Direction of the Ministry of National Education
DSPR:	Development Strategy of Poverty Reduction
GoN:	Government of Niger
IEB:	Inspectorate of Education at first level
IEC:	Information - Education - Communication
IGP:	Income Generating Projects
IMAGINE:	IMprove the educAtion of GIrls in NigEr
IRD:	International Relief and Development
JICA:	Japanese International Cooperation Agency
MEN:	Ministry of National Education
MCC:	Millennium Challenge Corporation
MDG:	Millennium Development Goals
MWP:	Modern Water Points
NGO:	Non-Governmental Organization
OVI:	Objectively Verifiable Indicator
PAL:	Local Action Plan
PDDE:	Decennial Education Development Program
PI:	Parity Index
PMP:	Performance Management Plan
PRODOC:	Project Document
RI:	Relief International
SCOFI:	Girls' Schooling
ToR:	Terms of References
UNICEF:	United Nations Children's Fund
USA:	United States of America
USAID:	United States Agency for International Development
VIE:	Volunteer for Educational Integration
WFP:	World Food Program

1/ Executive Summary and Overview

1.1 Project Basic Information

The Niger **IMAGINE** Project¹ is the implementation of the girls' education component² of the Threshold Program funded by the U.S. government through the Millennium Challenge Corporation (MCC). Initially approved for implementation in two regions (Tillabéri and Zinder) of the country over a period of three (3) years (October 2, 2008 to October 1, 2011), the project underwent several modifications both in its geographical scope and duration. The extension of coverage from two to seven regions (Agadez, Diffa, Dosso, Maradi, Tahoua, Tillabéri and Zinder) occurred at the request of the Government of Niger (GoN), and the decrease of duration from three to two years resulted from the decision of the U.S. Government to suspend all economic cooperation with the GoN.³

Parallel to the changes in scope and duration, total project funding was also modified a number of times. The originally-approved budget was revised upward from \$20,089,611 (\$18,000,000 from USAID and \$2,089,611 from cost share) to \$20,718,394 (\$18,000,000 from USAID and \$2,718,394 from cost share) when the geographical scope was increased and Counterpart Niger was able to contribute increased match funding to the project. In September 2010, a further modification was approved, revising the budget downward to \$12,450,347 (\$12,015,594 from USAID and \$434,753 from cost share), given the sole focus on construction activities and the premature end to the project as stipulated by the U.S. Government. As per the final financial report prepared in conjunction with this performance report, the project cost a total of \$12,250,131, with \$11,790,158 from USAID and \$459,973 from cost share.

1.2 Project Objectives

The girls' education component of the Threshold Program aimed to promote girls' education in Niger,

PROJECT TIMELINE

- October 2008: Signing of the CA between USAID and Plan International USA. While the CA was signed in October 2008, funds obligated for program expenditure were available in September 2008 through a pre-award letter allowing the start of project activities.
- November 2008: Agreement between the Government of Niger and USAID with regard to the changes in the scope of the project. The level of outputs was modified to include activities in seven regions instead of two, with the preponderance of activities in the two regions initially identified in the CA.
- February 2009: Budget revision and final selection of the villages where the schools were to be constructed.
- March 2009: Official launching of the IMAGINE Project for three years, from the date of signature.
- July 2009: President of Niger, Mr. Mamadou Tandja, decided to change the country's constitution to extend his mandate, which was scheduled to end in December 2009.
- August 2009: Suspension of all non-construction work (project components #2 and #3) and prohibition of signing of new contracts.
- December 2009: Suspension of all activities, including construction, and request from USAID to prepare a final work plan.
- January 2010: Authorization to resume construction activities for nine weeks in order to complete all structures initiated before the suspension and to ensure all sites are "safe and secure." New timeline for completion of the project activities:
 - April 2010: Termination of project construction activities due to the country's political situation
 - July 2010: Close-out of the project
- July 2010: Approval of two-month extension of the close-out date to complete the final evaluation and undertake necessary remediation work.
- September 30, 2010: Final closure of the project.

¹ The name IMAGINE stands for "IMprove the EducAtion of GIrls in NigEr."

² The three components of the Threshold Program funded by the U.S. government through the Millennium Challenge Corporation are: 1) good governance and fight against corruption; 2) improvement of business environment and land tenure legislation; and 3) improvement of girls' education.

³ The decision to suspend project activities was in response to President Tandja's decision in July 2009 to modify the constitution to extend his mandate, which was scheduled to end in December 2009.

where girls' primary school completion rate is one of the lowest in the world. This rate (31% in 2005/2006) is below the average of low income countries.⁴ The ambition of the Threshold Program was to enable the Government to raise the rate of girls' primary school completion to 44% in 2008/2009, in conjunction with other objectives under the Decennial Education Development Program (PDDE). The Threshold Program also aimed to reduce the gender gap in primary school completion rates between boys and girls from 18 points in 2005/2006 to 10 points in 2008/2009.

Reaching these targets required stimulating the demand for schooling through a sensitization⁵ effort and improving the access to education services through the creation of school infrastructures capable of ensuring that girls' needs were met along with those of boys. In translating the girls' education component of the Threshold Program into concrete actions, the IMAGINE project aimed to achieve the following objectives⁶:

1. **Access.** Increase access to education, especially for girls, by constructing over 200 classrooms with access to water; providing separate latrines for girls and boys; building canteens and daycare facilities; constructing teacher lodgings to provide incentives for teachers to teach in remote communities; and equipping these newly constructed facilities with the equipment necessary to improve the educational performance of Nigerien girls.
2. **Quality.** Improve the quality of teachers and the performance of children by building capacity amongst government officials so that they can better support schools and train teachers; developing new training modules with focus on gender awareness, active learning pedagogy, and tutoring; training teachers who require annual skills upgrading; providing rewards to best-performing teachers, schools, and children; providing incentives to teachers who work in remote communities; and supporting the training of at least 1800 teachers in the over 200 communities targeted under the IMAGINE project.
3. **Community Involvement.** Increase involvement of communities to support girls' education, including the initiation of national, regional, and local campaigns to raise awareness of gender issues and the importance of girls' education; building capacity in local community groups such as School Management Committees (COGES), Educational Mothers Associations (AMEs), and Students Parents Associations (APSS) in areas of gender awareness, school management, data gathering, infrastructure maintenance, action planning, democratic governance, and activity monitoring; supporting literacy training of over 3,000 community members; and reaching approximately 6,000 women through income generating projects (IGPs).

The expected results at the end of the project in 2011 were: (i) 20% increase in girls' enrollment at each project school site; (ii) 3% increase in enrollment of girls in the regions targeted by the Threshold Program; and (iii) minimum attendance rate of 90% for girls enrolled in the new schools. The project also aimed to contribute to: (i) reducing the national average disparity in the number of boys over girls

⁴ The 31% in 2005/2006 is an official statistic from the Government of Niger's Threshold Program document titled "Programme Seuil – Millennium Challenge Corporation - Plan d'Action - August 2007 (page 6).

⁵ Sensitization includes communication using all known and innovative channels; improvement of the quality of teaching and internal rate of return; and the creation of incentives and security measures for all pupils (and girls in particular), communities, and female teachers.

⁶ A total of 200 villages or school sites were randomly selected throughout the seven regions to benefit from all or part of the three project objectives (components). The sites where school complexes are constructed under the first objective (Component #1: Access) are referred to throughout the project document as "hard sites." Each of the hard sites is put in cluster with two other neighboring schools that benefit from the project's second and third objectives (Component #2: Quality and #3: Community Involvement), related to performance improvement and community mobilization. These additional sites are referred to as "soft sites" throughout the project document.

attending primary school from 18% to 10%; and (ii) increasing girls' primary school enrollment and completion rates, respectively, from 44% to 58% and from 31% to 45%. Although the project underwent several modifications as outlined in Section 1.1, the overall objectives of the project were never officially revised, other than through two budget realignments approved in February 2009 and September 2010. Table 1 below presents a snapshot of the project objectives and activities by region:

Table 1: Summary of IMAGINE Project Objectives

Region	Original Objectives and Activities			Modification #1			Modification #3		
	Access	Quality	Community Involvement	Access	Quality	Community Involvement	Access	Quality	Community Involvement
				<i>Expanded scope from implementation in two regions to implementation in seven regions and addition of one school complex for total of 68</i>			<i>Reduction in and realignment of budget due to earlier end date</i>		

Tillaberi	(1) Construction: 67 school complexes built, each to include three classrooms; a modern water point; one latrine block for girls and another for boys of three stalls each; a canteen; and teachers' lodging. 20 daycare centers and a pilot girls' dormitory were also to be built with USAID funding.	(1) Training: New teacher training modules and learning materials designed and implemented; 60 departmental inspectors and pedagogical advisors trained; 1800 teachers trained, two regional training workshops held; 200 teachers trained annually on reading and writing; 16 schools and four teachers recognized annually with excellence awards; 67 teachers assigned and incentives provided (2) Improving Teaching of Reading and Writing: 60 teachers trained in early-grade reading instruction; 3000 students in first and second grades receive accelerated	(1) Raising Awareness about Girls' Education: National Vision Statement stressing the importance of girls' education designed and approved; communication strategy for girls' education advocacy designed and approved; one national public advocacy event held annually promoting girls' education; two regional public advocacy events held annually promoting girls' education; materials and funding to support local advocacy efforts and the communication strategy (2) Building the Capacity of Local School Management Committees: national meeting on COGES, APES, and AMES capacity building strategy to support social mobilization for girls' education; social mobilization curriculum, modules, and training manuals developed and disseminated; local action plans for girls' primary education designed and implemented by community members in over 200 project communities; over 1000 COGES and other community school management group members trained in girls' education, administrative and financial management (including monitoring), school maintenance, and action planning in each year of the project; regional and department education officials receive training in monitoring COGES activities; small grants program established to provide technical and financial	Up to 22 school complexes to be built	No change other than expansion to five other regions	Consortium will work with USAID to identify and develop relationships with international NGOs, multilateral organizations, and other local and international organizations that have the capacity and resources to provide food to schools that will be built	No change	No change in CA but budget revisions resulted in removal of all activities associated with this objective	No change in CA but budget revisions resulted in removal of all activities associated with this objective
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Zinder		reading instruction; reading curriculum designed and implemented (3) Improved Student Performance and Attendance: over 1200 students recognized as education ambassadors and encouraged to tutor their peers; tutoring programs introduced in over 200 schools; health and hygiene activities introduced in over 200 schools; school governments introduced in over 200 schools	support to communities implementing their PALs (3) Providing Functional Literacy Training to AMEs and COGES and the Design and Implementation of IGAs Based on Local PALs	Up to 22 school complexes to be built					
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				<i>Expanded scope from implementation in two regions to implementation in seven regions and addition of one school complex for total of 68</i>			<i>Reduction in and realignment of budget due to earlier end date</i>		

Agadez	Not included in original agreement	Up to two school complexes to be built					
Diffa	Not included in original agreement	Up to two school complexes to be built					
Dosso	Not included in original agreement	Up to four school complexes to be built					
Maradi	Not included in original agreement	Up to eight school complexes to be built					
Tahoua	Not included in original agreement	Up to eight school complexes to be built					

* Note that Modification #2 was simply a notification from USAID to use SF-425 for all future financial reporting, in accordance with new U.S. Government reporting requirements that went into effect on January 1, 2010. As such, it had no bearing on the project scope and is not included here.

The project was implemented by a consortium of three (3) international NGOs: Plan Niger, Counterpart Niger, and Aide et Action (AeA), as well as a local NGO, VIE Kande Ni Bayra. The consortium members worked in partnership from the conception of the project, and each partner was responsible for implementation of certain geographical and technical components. As leader of the consortium, Plan Niger was responsible for project implementation in a total of six (6) departments: two (2) departments each in Tillabéri, Dosso, and Tahoua regions. Plan also led the coordination of the infrastructure component, the IGP sub-component and the monitoring and evaluation. AeA led the social mobilization component and implemented all project activities in four (4) departments in Maradi region and two (2) departments in Zinder region. Counterpart was responsible for the implementation of all project activities in two (2) departments in Zinder region and one (1) department in Diffa region. VIE was in charge of the implementation of the literacy sub-component in all seven (7) regions, either directly as in the Plan zones, or through local partners in the other areas.

The consortium members also worked in close partnership and benefited from good collaboration with the Ministry of National Education (MEN) and its decentralized regional structures, which played crucial roles at different stages of project development and implementation.

1.3 Project Achievements

According to an independent final evaluation conducted in July 2010 by a Nigerien consulting firm, Centre d'Etudes et de Recherche de Développement Economique et Social (CERDES),⁷ after only 13 months of implementation, IMAGINE has achieved concrete results in terms of project relevance, effectiveness, efficiency and impact.

1. Relevance: The project objectives support the country's PDDE and the Millennium Development Goals (MDGs).
2. Effectiveness. The effectiveness of the project is demonstrated by the completion rate of the construction component:
 - 91% completion of the construction of school complexes (62 out of 68 planned)⁸
 - 72% completion of the construction of modern water points (49 out of 68 planned)⁹

There were mixed results for the soft components, especially with regard to support to communities. This imbalance resulted from the original strategic decision to focus on construction activities in the first year, in light of the potential threat of premature closure of the project. As noted above, due to President Tandja's actions to extend his mandate and the subsequent reaction of the U.S. government, the project was suspended more than a year before the original end date and subsequently closed in September 2010.

⁷ The Terms of Reference, budget and timeline of the evaluation were submitted to and approved by USAID.

⁸ The project's initial proposal included 67 schools. This number was increased to 68 during the first budget revision. By August 2009, upon instruction by USAID, the project revised its objective to 60 schools, to account for eight complexes that would not be constructed. Among the latter, two were subsequently built through Plan's own financial contribution to the project.

⁹ With the restriction on signing new contracts imposed by USAID in August 2009, the project was able to initiate only 49 water points, four of which were non-productive (the borehole was either dry or had no potable water). All four non-productive boreholes were closed and sealed to leave the sites safe and secure. In addition to these 45 (49-4) functional water points initiated by the project, four other selected school sites happened to have existing functional water points (i.e., the project did not have to build another one), such that the total number of school complexes with functional water points at the end of the project stands at 49, despite the four non-productive boreholes.

3. Impact. Regarding the impact, while it would be difficult to state with certitude what changes observed in the project areas are specifically attributable to the project itself, the available data for the academic years 2008-2009 (base year) and 2009-2010 (year of comparison) clearly show that there were notable changes in the project performance indicators, and that the major objectives set for the life of the project were reached after a year of implementation. Concretely, the data revealed the following changes in the project operating areas:

- 31.5% average increase in the enrolment rate for girls in the targeted schools, compared to 20% projected for 2011 at each project school site¹⁰
- 10% average increase in the enrolment of girls in schools in the project target regions, compared to 3% projected for 2011
- 27.9% average increase in recruitment in first grade in the IMAGINE schools, compared to 15.2% increase in the target regions and only 11.3% at the national level
- 7.4% reduction in gender gap, with 31.5% enrolment of girls versus 24.1% for boys
 - Girls represent on average 51% of students enrolled in the IMAGINE schools, versus 46% in enrolment in the target regions and at the national level
- An increase in the number of female teachers in the IMAGINE schools
 - The female/male teachers parity index (PI) in the IMAGINE schools is greater than 1 compared to only 0.6 at the national level

1.4 Unanticipated Events or External Factors

As discussed above and demonstrated in the timeline under Section 1.1, the IMAGINE project suffered several disruptions from unanticipated events that affected its implementation. After the signing in October 2008 of a three-year Cooperative Agreement (CA) with USAID, a first project modification at the request of the Government of Niger to extend the project's coverage area delayed start-up until March 2009. On 2 April 2010, project construction activities were terminated following a decision by the U.S. Government to suspend economic cooperation with the Government of Niger. Thus, the project only had approximately 13 months of effective implementation of activities.

1.5 Lessons Learned

The final evaluation indicates that IMAGINE was on track to produce substantial impact, had the political upheaval in Niger not led to its premature closure. Although the beneficiary communities are very proud of the school buildings, the premature project closure has led to some communities feeling as though they were being penalized for political circumstances beyond their control. This situation could harm the reputation of donors and decision-makers among target populations. While not always possible, it would be recommended in the future that social investment projects like IMAGINE be shielded from disruptions due to political reasons.

Faced with limited budget provisions of the project under the non-infrastructure components as a result of the expansion of geographical coverage, the project team was able to adapt its intervention strategies to undertake many of the social mobilization activities. In addition, the community mobilization approach was very effective in achieving positive results for all three components of the project, despite the early closure. The engagement of the communities, as well as the involvement of local and administrative authorities, in the implementation of project activities have enabled local actors to take

¹⁰ 64% of the project schools (127 out 200) registered an increase in girls' enrolment, 33% registered a decrease and the rest had no change in enrolment between the 2008-2009 and 2009-2010 academic years. Among the schools that registered an increase in enrollment, 86% (109 out 127) achieved a more than 20% increase.

pride in and ownership of project achievements and has allowed them to develop a better understanding of the importance of girls' education.

2/ Project Successes and Shortcomings

2.1 Component 1: Improve Access to Education, Particularly for Girls

2.1.1 Construct and equip new classrooms as well as other supporting infrastructures

By 30 September 2010, the IMAGINE project had achieved the construction of 62 functional school complexes out of 68 planned (91% completion rate) across the seven regions of intervention (Agadez, Diffa, Dosso, Maradi, Tahoua, Tillaberi and Zinder). However, only 49 of the 62 (72% completion rate) school complexes have functional water points.¹¹

Table 2: Summary of IMAGINE Project Achievements as of 30 September 2010

	Target	Achievements							Total	Rate of Achievement (%)
		Tillaberi	Dosso	Maradi	Zinder	Agadez	Diffa	Tahoua		
Number of school complexes	68	22	4	8	11	2	7	8	62	91
Number of functional water points	68	18	4	8	11	1	7	0	49	72

In response to findings of imperfections noted at six sites visited by a USAID/Niger mission in June 2009,¹² Plan Niger undertook a systematic review of all construction sites (together with photos), to ensure that no major problem was left unaddressed. A severity matrix was designed to prioritize the findings according to the level of risks¹³ posed to the buildings and their users. The results of the matrix indicated that out of 349 infrastructures¹⁴ completed by 2 April 2010, only **27 infrastructures, or 8.0%**, fell within the high-risk categories (1H, 1M, 2H, and 2M) requiring urgent remediation before project close-out.

Table 3: Analysis of Infrastructure Status Findings

Type of Risk / Level of Risk	H: High	M: Average	B: Low
1: Risks to the integrity of the building	1H: 8	1M: 9	1B: 43
2: Risks for the users	2H: 8	2M: 2	2B: 4
3: Risks for aesthetics	3H: 3	3M: 3	3B: 83

A remediation plan with specific activities was developed in consultation with the Mission for those 27 priority infrastructures, and all repairs were completed by 30 September 2010.¹⁵ The other structures with minor and mostly cosmetic defects (1B, 2B, 3H, 3M, 3B) also requiring remediation are slated for repair after the project close-out and before their handover to the communities.

Table 4: Summary of Infrastructure Status

¹¹ See footnote 7.

¹² Four of the sites are in the region of Maradi and two in the region of Zinder. The defects noted in the construction consisted primarily of poor quality finishing of the cement floor in the classrooms.

¹³ Type of Risks: 1: Risks to the integrity of the building; 2: Risks for the users; 3: Risks for aesthetics. Level of Risks: H. High; M: Average; B: Low.

¹⁴ The number of infrastructures constructed includes: **62** blocks of three classrooms each; **62** day care centers; **62** blocks of three teachers' lodgings each, with a block of latrines and shower; **45** water points; and **118** blocks of latrines (with 3 cabins each) for boys and girls. Each school complex constructed normally included two blocks of latrines (one for girls and one for boys), except for 6 sites where, due to the existence of one functional block of latrines, only one additional block was constructed to complement the existing one. Hence the total number of blocks of latrine is only 118 instead of 124 (62x2).

¹⁵ See Annex 18 for the list of the 27 sites and the remediation work done.

Total number of completed infrastructures	349
Total number of infrastructure presenting some level of defects	163
Total number of infrastructures needing critical repairs	27
Total number of infrastructures needing critical repairs completed by 30 September 2010	27

Overall, the project has achieved remarkable results in the construction of classrooms and latrines. According to MEN 2009-2010 statistics, the proportion of classrooms constructed of permanent materials in the project areas has increased from 36% to 51%, while the proportion has decreased by 3% and 2%, respectively, in the target regions and at the national level. The number of schools with latrines has increased from 31% to 50%, while this proportion decreased by 1% in the target region.

Table 5: Status of Classrooms Constructed of Permanent Materials in the Project Areas

	# of Classrooms in 2008-2009 (Baseline)			# of Classrooms in 2009-2010 (Final)			Progression of classrooms of permanent materials	
	Total Classrooms	CIm of Permanent Materials	% CIm of Perm Mat	Total Classrooms	CIm of Permanent Materials	% CIm of Perm Mat	Number	%
IMAGINE PROJECT AREAS	770	279	36%	941	476	51%	197	14%
IEB – TARGETED	8,442	3 659	43%	9,471	3,827	40%	168 ¹⁶	-3%
NATIONAL LEVEL	38,655	17642	46%	43,517	18,955	44%	1,313 ¹⁷	-2%

Source: Excerpt from Annex 4 (Summary of the Situation of the Classrooms)

Table 6: Status of Latrines

TARGETS	Latrines 2008-2009			Latrines 2009-2010			Progression of Latrines	
	Number of blocks	Schools with Latrines		Number of blocks	Schools with Latrines		Number of blocks	% of schools with latrine
		Number	%		Number	%		
IMAGINE PROJECT AREAS	114	61	31%	232	99	50%	118	19%
IEB – TARGETED	No data	416	15%	ND	430	14%	No data	-1%
NATIONAL LEVEL	No data	1,691	14.6%	ND	1,866	14.8%	No data	0%

Source: Excerpt from Annex 5 (Summary of the Situation of Latrines)

The situation of equipment for the completed school complexes has not progressed since the suspension on signing of new contracts went into effect in August 2009. Aside from an initial contract signed for the delivery of tables and benches to equip 26 schools in the Tillaberi region, the project has not been able to sign agreements to equip the remaining 36 schools constructed. It should be noted that the furniture destined for 22 of the 26 schools has yet to be delivered by the supplier, which failed to adhere to the terms of its contract. Court procedures have been initiated against the supplier, and the court's final ruling is still pending.

2.1.2 Increase in enrollment and the number of pupils (especially girls) in the project schools

¹⁶ The 2009-2010 data from the MEN annual statistics on schools constructed of permanent materials does not include the 186 classrooms constructed by the IMAGINE project, which were completed after the MEN 2009-2010 statistics were collected.

¹⁷ The 2009-2010 data from the MEN annual statistics on schools constructed of permanent materials does not include the 186 classrooms constructed by the IMAGINE project, which were completed after the MEN 2009-2010 statistics were collected.

The expected results at the end of the project in 2011 were: (i) 20% increase in girls' enrollment at each project school site; (ii) 3% increase in enrollment of girls in the regions targeted by the Threshold Program; and (iii) minimum attendance rate of 90% for girls enrolled in the new schools. The project also aimed to contribute to: (i) reducing the national average disparity in the number of boys over girls attending primary school from 18% to 10%; and (ii) increasing the national girls' primary school enrollment and completion rates, respectively, from 44% to 58% and from 31% to 45%.

Table 7: Project Performance Targets and Achievements

Indicators	Performance targets at original end of project (2011)	Performance achievement at actual end of project (2010)
Increase in girls' enrollment at each project school site	20%	31.5%
Increase in enrollment of girls in the project regions	3%	10%
Minimum attendance rate of 90% for girls enrolled in the new schools	100%	75%
Reduction of the national average disparity in the number of boys over girls attending primary school	18% to 10%	18% ¹⁸
Increase girls' primary school enrollment rates	+ 14% in three years ¹⁹	+ 5.3% in one year ²⁰
Increase girls' primary completion rates	+ 14% in three years ²¹	+ 2.9% in one year ²²

Source: IMAGINE Project Baseline Data Questionnaire and report from the IEB (for the first three indicators); Annual statistics 2009-2010 of MEN (for the last three indicators)

The improvement in girls' enrolment rates in the IMAGINE project schools has had positive effects, particularly on the registration in first grade (27.9% increase versus 15.2% in the target region and only 11.3% at the national level); the proportion of girls in the IMAGINE schools (51% compared to 46% in the target regions and at the national level); and on the gender gap between girls and boys, with a 31.5% increase in girls' enrolment compared to 24.1% for boys.

Table 8: Evolution of Admission (Enrolment) in First Grade (Initiation Class/CI)

TARGETS	Evolution of admission in CI								
	2008-2009 (Baseline)			2009-2010 (Final)			Rate of progression		
	Total	% Girls	PI G/B	Total	% Girls	PI G/B	Boys	Girls	Total
IMAGINE PROJECT AREAS	8,610	48%	1.0	11,937	51%	1.1	24.1%	31.5%	27.9%
IEB - TARGETED	119,807	44%	0.8	141,270	46%	0.9	12.2%	18.7%	15.2%
NATIONAL LEVEL	410,975	45%	0.8	463,160	46%	0.9	9.4%	13.5%	11.3%

Source: Excerpt from Annex 2 (Impact of IMAGINE Project on Admission (Enrollment))

The improvement in enrolment also resulted in an increase of the overall school population in the project areas, with an average increase of 18% (22% for girls and 14% for boys), compared to a 12% increase in the target regions and 10% increase at the national level.

¹⁸ The data from the MEN annual statistics reveal a lack of progress from 2008-2009 to 2009-2010 in the gender gap between girls and boys (in the school population) in spite of the reduction of this gap in enrolment rates. This situation could be explained by a greater drop out rate for girls than boys but, unfortunately, the MEN does not collect drop out statistics in order to confirm this hypothesis.

¹⁹ The goal of the government was to increase the rate from 44% in 2005-2006 to 58% in 2008-2009, or a 14% increase in three years. The actual 2008-2009 starting year data is 58.6%.

²⁰ The primary school attendance rate for girls actually increased from 58.6% (2008-2009) to 63.9% (2009-2010).

²¹ The goal of the government was to increase the rate from 31% in 2005-2006 to 45% in 2008-2009, or a 14% increase in three years. The actual 2008-2009 starting year data is 38.6%.

²² The primary school completion rate for girls actually increased from 38.6% in 2008-2009 to 41.5% in 2009-2010.

Table 9: Evolution of the Number of Pupils

TARGETS	Evolution of the Number of Pupils						
	2008-2009 (Baseline)		2009-2010 (Final)		Rate of progression		
	Total	% Girls	Total	% Girls	Boys	Girls	Total
IMAGINE PROJECT AREAS	31,541	43%	38,446	45%	14%	22%	18%
IEB - TARGET	348,402	41%	394,223	42%	10%	14%	12%
NATIONAL LEVEL	1,554,270	43%	1,726,452	44%	9%	11%	10%

Source: Excerpt from Annex 3 (Impact of IMAGINE Project on the Number of Pupils)

It is worth noting that not all the schools actually achieved an increase in enrolment rate. An in-depth analysis of the available data reveals that in reality only 64% of the project schools (127 out of 200) registered an increase in girls' enrolment, and that 33% have actually registered a decrease in enrolment between the 2008-2009 and 2009-2010 academic years. Among the target schools with increased enrolment, 86% (109 out of 127) achieved a more than 20% increase.

Table 10: In-depth Analysis of Girls' Enrolment

Indicators	Number of schools where girls' enrolment decreased			Number of schools where girls' enrolment is stable	Number of schools where girls' enrolment increased		
	No recruitment	Limited recruitment	Total		More than 20% recruitment	Less than 20% recruitment	Total
Numbers	7	58	65	8	109	18	127
%	4%	29%	33%	4%	55%	9%	64%

Source: Excerpt from Annex 1 (Detailed Situation Per School), prepared from the IMAGINE Baseline Data Questionnaire

The schools in which progression in enrolment did not reach 20% are located in Mainesoroua (16%) in the Diffa Region, Tera (14%) and Fillingue (12%) in the Tillaberi Region, Arlit (10%) in the Agadez Region, and Konni (7%) in the Tahoua Region. These lower enrolment rates could be explained by a limited number of school-aged girls in those areas and the habit of biannual recruitment. Indeed, a strong recruitment effort targeting girls did take place during the 2008-2009 academic year on instructions from the academic officials following the announcement of the project, which could have resulted in a lesser number of girls available during the following year.

Finally, there was also a strong effort to mobilize female teaching staff for the project schools in the rural areas, an important factor in the promotion of girls' education. More than half of teachers in the IMAGINE schools (54%) are female, compared to only 33% across schools in rural areas. 38% of these teachers receive housing, which contributes to better retention and performance.

Table 11: Progression of the Teaching Staff

TARGETS	Teachers										
	Number of Teachers 2008 - 2009			Number of Teachers 2009 - 2010			Rate of Progression of the Number of Teachers			Ratio Pupils / Teachers	
	Total	% Female	PI F/M	Total	% Female	PI F/M	Male	Female	Total	2008-2009	2009-2010
IMAGINE PROJECT AREAS	775	46%	0.9	902	54%	1.2	0%	26%	14%	41	43
IEB – TARGETED	8,592	42%	0.7	9,551	41%	0.7	11%	9%	10%	41	41
NATIONAL LEVEL	40,021	45%	0.8	44,710	45%	0.8	12%	9%	10%	39	39
RURAL AREAS ONLY					33%						

Source: Excerpt from Annex 7 (Summary of the Situation of Teachers)

2.2 Component 2: Improve Teachers' and Students' Performance

To improve the quality of education and the performance of teachers and students, the second component of the project involved implementation of a package of activities²³ that included, among other things, the development of an integrated training module to strengthen teachers' capacities; the provision of school furniture and school manuals to improve learning conditions; and the provision of awards to teachers, students and schools as incentives to stimulate attendance and performance.

2.2.1 Training of teachers

The project has developed training modules in collaboration with technical expertise from MEN. Training in active-learning pedagogy, remedial tutoring and assistance, student assessment strategies, and gender-sensitive teaching practices were organized for pedagogical advisors. 57 advisors out of 93 planned were trained on the integrated module and 30 pedagogical advisors out of 110 planned were trained on the reading and writing modules.

Table 12: Situation of Training of Teachers and Pedagogical Officers

Modules	Pedagogical Officers			Teachers		
	Planned	Achieved	Rate of realization	Planned	Achieved	Rate of realization
Integrated Modules	93	57	61%	1800	57 ²⁴	3%
Reading and Writing Modules	110	30	27%	200	0	0%

Source: Excerpt from Annex 12 (List of Pedagogical Advisors Trained)

While the training certainly contributed to reinforcement of the capacities of the inspectors and pedagogical advisors in active learning pedagogy, remedial tutoring, gender-sensitive teaching practices, and student assessment strategies, they did not unfortunately reach the teachers' level²⁵ due to budgetary constraints resulting from the extension of the project's geographical scope, as well as limitations resulting from the premature closing of the project.

2.2.2 Improve teaching of reading and writing

The pilot activities in the rapid reading program, as well as the awards and incentives for teachers and pupils, were dropped for budgetary constraints resulting from the extension of the project's geographical scope and the premature closing of the project. However, the provision of school manuals, which are often absent or in short supply in the schools, contributed to raising the pupils/books ratio in the IMAGINE schools, in comparison to the situation in schools in the target regions and at the national level.

²³ The complete set of activities included the development of an integrated training module in gender, teaching methodologies, active teaching pedagogy, reading teaching pedagogy, pupils achievement assessment methodology, remedial tutorial, and school governance training; the training each year of school inspectors (30) and pedagogical advisors (60) from four departments on the integrated modules; the training of at least 1800 teachers on the integrated modules; the remedial training each year of 200 teachers in need of improvement; the extension of the rapid pilot to 30 schools; the provision of incentives to: teachers (48 teaching excellence awards and 69 kits of materials to teachers in remote areas), pupils (best student awards to 1200 pupils, including 200 boys and 200 girls each year), and schools (12 excellence awards); setting up of Practical and Productive Activities (APPs) for girls in 200 schools; and the establishment of 200 school governments.

²⁴ These are 57 school directors from the zone of Aide et Action who are also teachers.

²⁵ Other than the 57 school directors who are also teachers. It is important to note that were it not for the premature closing of the project, some internal budget adjustments could have been made to cover other teachers' training needs, as these are essential to their performance improvement.

Table 13: Existence of School Manuals

TARGETS	Manuals 2008- 2009						Manuals 2009- 2010						Progression of number of manuals		
	Number of books			Ratio pupil/books			Number of books			Ratio pupil/books					
	Read	Math	Science	Read	Math	Science	Read	Math	Science	Read	Math	Science	Read	Math	Science
IMAGINE PROJECT	24,977	15,679	14,511	1.3	2.0	2.2	45,038	34,926	22,628	0.9	1.1	1.7	45%	55%	36%
IEB – TARGETED	267,148	172,429	ND	1.3	2.0	ND	379,383	261,107	ND	1.0	1.5	ND	30%	34%	ND
NATIONAL LEVEL	978,680	673,343	ND	1.6	2.3	ND	1,566,884	1,114,380	ND	1.1	1.5	ND	38%	40%	ND

Source: Excerpt from Annex 6 (Summary of the Situation of School Manuals)

2.2.3 Improve students' performance and attendance

Based on available data, 76% of the 200 project schools reached or exceeded the attendance target of 90% in the 2009-2010 academic year, versus 71% during the 2008-2009 academic year. This progression²⁶ would have been even higher if the data collection during the 2009-2010 academic year was done during the second and third quarters when attendance is more stable, rather than the first quarter when some children are still busy with farm work.

Table 14: Rate of Attendance

Target	Rate of Attendance	2008/2009	2009/2010
Girls	Number of IMAGINE schools for which girls' attendance rate is available	69	96
	% of IMAGINE school for which girls' attendance rate is available	35%	48%
	Number of IMAGINE schools where girls' attendance rates are equal to or greater than 90%	43	72
	% of IMAGINE schools where girls' attendance rates are equal to or greater than 90%	62%	75%
Total	Number of IMAGINE schools for which attendance rates in general are available	105	143
	% of IMAGINE schools for which attendance rates in general are available	53%	72%
	Number of IMAGINE schools for which attendance rates in general are equal to or greater than 90%	75	108
	% of IMAGINE schools for which attendance rates in general are equal to or greater than 90%	71%	76%

Source: Excerpt from Annex 1 (Detailed Situation Per School), prepared from the IMAGINE Baseline Data Questionnaire

Regarding the improvement of students' performance, there is no available data to assess. However, the provision by UNICEF of school kits (comprising school supplies for pupils and teachers) to all 200 project schools, the sensitization around the importance of keeping girls in school,²⁷ as well as the increased role of the children themselves in the life of the school through school governments²⁸ should contribute to the improvement of the performance of pupils in project areas. It should also be noted that a number of schools have renewed the implementation of Practical and Productive Activities (APPs), which were the pride of schools in Niger. Fifty-four (54) schools in the Plan and AeA areas organized activities specific to their localities (leather work, weaving, sewing, pottery, and gardening), and the income generated from those activities contributed to meeting the costs of school management.

²⁶ It is important to point out here the difficulties in the lack of systematic data collection for this indicator due to the absence of daily logs in many schools. These logs were provided to all schools before project close-out.

²⁷ See Success Story 3 in Annex 15.

²⁸ School governments were elected in 116 schools in Plan's and AeA's areas.

Table 15: Status of Activities Contributing to Performance of Pupils

Activities	Planned (number of schools)	Achieved (number of schools)	Percentage
Provision of School Kits	200	200	100%
Setting up of APPs	200	54	27%
Setting up of school governments	200	88	44%
Provision of dry rations (bulgur) ²⁹	68	36	53%

Source: IMAGINE Project Results Reporting

2.3 Component 3: Improve Community Involvement in the Promotion of Girls' Education

The community mobilization strategy was developed around two principles: the right of the child to education and gender awareness. In terms of targets, girls, mothers, female leaders, and remote villages and hamlets were mobilized at all levels of the engagement process. Regarding the approach, advocacy was more targeted toward community and female leaders, with emphasis on female representation in the school management committees (COGES, APEs, and AMEs). In terms of content, trainings on gender sensitivity and girls' education were organized for the primary actors. In addition, the Local Action Plans (PALs) were centered on issues related to the education of the girl child.

2.3.1 Mobilize public opinion around young girls' schooling

As a result of the changes that affected the project, a number of specific planned activities, such as elaboration of a national vision statement on girls' education and the organization of national and regional advocacy campaigns, did not take place.

Relying on an existing national vision statement on girls' education, the project developed an advocacy strategy document that later served as a basis for the development of training modules on promoting girls' schooling. The strategy document included, among other things, a consensus statement on the importance of girls' education to be developed through the project advocacy campaign, and identified key stakeholders as well as the communication materials to be developed for the campaign.³⁰

Advocacy and Information-Education-Communication (IEC) campaigns were organized in all the project villages for the massive enrolment of girls. The project also enhanced the engagement of the communities in the promotion of education of girls through capacity-building of the community school management structures and consultations on young girls' schooling at the family and community levels.

2.3.2 Strengthen the capacity of members of the school management committees

²⁹ Only 44 schools (36 in the Plan and eight in AeA zones) benefitted from the school canteen activity before the close-out of the project. The details of the school canteen sub-component are presented in section 2.3.3 of the report.

³⁰ The consensus statement on the importance of girls' education emphasized the different references to the promotion of girls' right to education (Universal Declaration on Human Rights, Niger legislation and religious common rights), as well as the advantages from socio-cultural, economic and political standpoints that result from educating girls. The principal advocacy themes identified are the importance of schooling young girls (massive registration of and keeping girls in schools), and negative impacts of gender-related socio-economic, political and cultural constraints (allocation of roles and household chores between girls and boys, communication and decision-making, violence/harassment and abuse against girls, and early marriage, among other issues). The principal parties to the advocacy campaigns are children, parents and teachers, school management structures and community leaders. The potential/strategic allies at the national, regional, department and community levels are the administrative authorities, the local elected officials, the academic authorities, civil society organizations, and the media. The principal communication materials include portraits and audio-visual stories, training manuals on the schooling of young girls, community advocacy sessions ("door to door," general assemblies, pairing approaches etc.), community radio, theater productions, and sketches.

To enable the community actors to better assume their responsibilities, the project identified a series of trainings for the community organizations (COGES, APEs, AMEs, and community leaders) on girls' schooling (with some discussion about gender); group dynamics (democratic process of setting up community structures); planning, monitoring and evaluation of activities; and management of schools and community structures.

Training of the members of COGES, APEs, and AMEs on five modules

Starting from existing training modules, the project opted to adapt/enrich the modules already validated at the national level, thus capitalizing on the experiences of the different stakeholders in the management of Niger's education system.³¹ Once the training modules were finalized, training sessions were organized for the members of the COGES, APEs, AMEs, school governments and teachers in 16 of the 19 target departments.³² Three modules – group dynamics (democratic process of setting up community structures), micro planning, and management of school resources – were developed during training sessions. Two modules – schooling of the young girl and community participation in the construction and management of infrastructures – were organized directly in the villages concerned.

Table 16: Training Sessions Achieved by the Project³³

Thematic	Planned	Numbers of persons trained							
		Realized							
		Parents		Children		Teachers		Total	% of women
		M	F	M	F	M	F		
Schooling of the Young Girl (SJF)	More than 1000 members of COGES, APEs, and AMEs	2299	2462	377	403	102	42	5685	51%
Group dynamics, micro planning, management		176	155	27	14	132	15	519	38%
Participation in the construction and management of infrastructures		525	101	0	0	53	12	691	16%

Source: Reports from the Project Regional Team on the Project Close-out

In summary, several thousand people (men, women, children, teachers, dwellers of remote hamlets, and members of community groups) were reached in 198 villages through focus groups, community meetings, and door-to-door campaigns conducted by the COGES, APEs, AMEs, and community leaders with the support of the project team members. These community structures and leaders have also seen their own capacities reinforced. It is worth noting the identification of female role models in the AeA area of operation.³⁴

Training of officials of the MEN regional structures and the school inspectors on monitoring of activities

³¹ A workshop was organized in Dosso from 26 February to 1 March 2009 with participants from the central and regional structures of MEN, the local NGO ONEN (which provided the expertise to develop the guides/modules to be adapted), civil society actors (APEs, COGES Federation), and members of the IMAGINE consortium and project coordination team.

³² The communes of Gouré, Guidiguir and Mainésoroa did not organize their trainings, due to the late start of their field activities and premature suspension of project activities.

³³ Following the drastic reduction of the training budget, the training sessions on integrated module on group dynamics, micro planning and management were able to reach only 519 people, or three people per structure. In 24 villages in the zone of Tahoua, 25 members were directly trained in the villages (on the spot), for a total of 600 (25 x 24) members trained. The objective to train 1000 members is thus exceeded (1119 = 519 + 600 members trained in total). The training on the schooling of young girls organized directly in the villages made it possible to reach the greatest number of people with direct influence on girls' education, namely parents, teachers, and children themselves.

³⁴ See Success Story 1 in Annex 15.

In order to guarantee the monitoring and improvement of community participation by the pedagogical advisors, the project also trained them on all the training modules destined for the community structures (schooling of the young girl, democratic process of setting up community structures, micro planning and management of school resources) to build their capacity in all areas.³⁵ The pedagogical advisor then organized training of community structures in their respective areas.

Development and implementation of Local Action Plans on schooling of young girls (198 PALs)

As a result of the project start-up delays, the training sessions on development of Local Action Plans (PALs) did not start until May-June 2009. It was deemed appropriate to launch the development process right after the trainings, with the expectation that they would be finalized and validated during the following academic year. By the time the social mobilization activities were suspended in August 2009, the project had reached the following milestones:

- Finalization of profiles for 135 communities
- Development and/or finalization of Local Action Plans for 155 communities
- Finalization of census to determine number of school-age children to be reached by training and mobilization activities in 198 communities
- Massive recruitment/enrolment of children in schools with particular focus on enrolment of girls
- Clean-up of school compounds and construction of temporary classrooms in all the schools to receive additional pupils, pending the construction of new classrooms by the project
- Renewal of the community structure leadership (COGES, APEs, and AMEs) in 186 communities

Small grants program to support the implementation of 198 PALs

As a result of the extension of the project's geographic scope, no budget provision was made to support the small grants program. The project instead focused on promoting action plans centered on mobilization of local resources. This approach has enabled communities to concentrate their efforts on important issues that do not require outside funding, such as the census of school age children, the IEC campaigns, the construction of temporary classrooms, and the monitoring of school attendance. The results of this work are reflected in the various impacts of the project previously discussed.³⁶

Provide functional literacy courses to AME and COGES members

The project initiated an adult literacy program for members of the school management committees, which registered a 58% increase in the number of members trained between the 2008-2009 and 2009-2010 academic years. Women were particularly active in the literacy sessions, representing approximately three quarters (73%) of the learners, and 94% (16 out of 17) of the instructors.

Overall, 1011 learners started the literacy classes before suspension of the project. Given that activities took place during only a three-month time period as opposed to the ten months originally planned, the learners cannot be considered to have achieved literacy. However, they have acquired beginner-level basic competencies and are capable of sounding out words and understanding simple numeracy and computations. Furthermore, they have acquired greater knowledge in understanding of issues related to community participation, the role of community structures in school management, and the schooling of young girls (right of girls to education, advantages of girls' education, and problems of early marriage).

Table 17: Situation of Adult Literacy Activities

³⁵ A total of 79 pedagogical officers (11 inspectors, 23 advisors, 23 COGES focal points, and 22 SCOFI focal points) were trained

³⁶ See also Success Story 2 in Annex 15.

	Adult Literacy					
	Literate Members of Structures 2008-2009		Literate Members of Structures 2009-2010		Progression	
	Total	% Women	Total	% Women	Women	Total
IMAGINE PROJECT AREAS	422	62%	1011	73%	64%	58%

Source: Excerpt from Annex 9 (Summary of the Adult Literacy Training of COGES Members)

2.3.3 School canteens

The objective of the school canteens was to provide food as an incentive to improve school attendance, particularly for girls. The implementation strategy was based on establishment of partnerships with international organizations that would provide the schools with food rations in quantities and quality according to national standards. With the support of USAID, the project reached out to a number of international organizations operating in Niger, including WFP and IRD, but was unable to establish a sufficient partnership before the suspension of project activities. Only a total of 100 metric tons of bulgur were provided by IRD and distributed in the Agades, Dosso, Tahoua, and Tillaberi regions.

2.3.4 Support the identification and implementation of income-generating projects (IGPs), in line with *PALs*

The implementation of the IGP sub-component did not result in concrete activities due to the premature closing of the project, but also due to the lack of dedicated staff on the project team to lead the process. At the time of project suspension, the only steps that had been taken were development and validation of an IGP strategy among the consortium members and identification of local NGO partners capable of implementing the strategy in the Dosso, Maradi and Zinder regions.

3/ Sustainability

3.1 Measures Contained in the Project to Ensure Sustainability

Sustainability and ownership constitute a set of dispositions, procedures and mechanisms destined to ensure the conditions of a concerted and successful closure, as well as the endurance of project activities, transfer of necessary capacities to local actors, and continuation and reproduction of good practices.

The premature closure of the project did not permit the project team to carry out all the necessary activities – in particular the training of the various management committees – for a smooth transfer of responsibilities to the communities. In the areas where water points have been constructed, some management committees were established under the supervision of the COGES. However, no artisan repairer has been trained or identified in these villages. Nevertheless, sustainability and ownership can be assessed through the implementation of some of the following:

- The communities' participation and engagement in the achievement and management of the infrastructures;
- The Government's technical services staff involvement in the project's approaches;
- The quality of the infrastructures completed by the project; and
- The organization and elimination of conflicts within the COGES.

Throughout the implementation period, the IMAGINE project involved many of the local communities through the COGES, APSs, and AMEs. Some COGES succeeded in developing Local Action Plans for their own institutional development. In most of the schools, the heads of the COGES played the role of foreman during the construction phase. In some communities,³⁷ the COGES presidents are the teachers' friends in well-functioning schools and their adversaries in other cases. In Arnadi, for instance, the COGES has even taken the initiative of organizing the maintenance of the infrastructures.

The quality of the school complexes built will contribute to the provision of improved and sustainable learning environments for children in the beneficiary communities. It is worth noting that the nine-week timeframe available to complete all construction work after the lifting of the suspension did not, unfortunately, provide sufficient time to all contractors to ensure the highest level of workmanship. It is this situation, among other aspects, that led to the necessity of undertaking remediation work on some of the sites before final close-out in September 2010.

The IMAGINE project did originally make detailed provision for sustainability and ownership by local communities after October 2011. However, given the premature end of the project a year before planned, implementation of these activities to adequately prepare for the progressive disengagement of the project team and ensure the sustainability of the project's achievements was unable to fully take place.

3.2 Systems Put in Place by the Government

The Government of Niger, through the Ministry of Education (MEN), fully played its part in project implementation. MEN's regional and local representatives (inspectors and pedagogical advisors) played important roles in different stages of the project. Some MEN officials contributed to the development of training modules, while others participated in the training sessions themselves.

³⁷ See Success Story 2 in Annex 15

This involvement of the national cadres of MEN was quite effective, as it made it possible to easily access existing information, and to have total participation of teaching staff throughout the project life as necessary. This close collaboration with MEN also made it possible to readily provide teachers to all the IMAGINE project schools. The training modules addressed relevant issues related to the promotion of girls' education in Niger. The modules on remedial tutoring were developed in collaboration with the MEN department responsible for the promotion of girls' schooling, and the modules on assessment of student achievements involved MEN's Direction of Evaluation.

4/ Lessons Learned

The final evaluation indicates that IMAGINE was on track to produce substantial impact, had the political upheaval in Niger not led to its premature closure. Although the beneficiary communities are very proud of the school buildings, the premature project closure has led to some communities feeling as though they were being penalized for political circumstances beyond their control. This situation could harm the reputation of donors and decision-makers among target populations. While not always possible, it would be recommended in the future that social investment projects like IMAGINE be shielded from disruptions due to political reasons.

Faced with limited budget provisions of the project under the non-infrastructure components, the project team was able to adapt its intervention strategies to undertake many of the social mobilization activities. The following are a few examples: 1) definition of the national vision statement, coupled with the advocacy strategy and finalized with internal resources; 2) a decrease in the number of community structures' members and the duration of trainings, along with the requirement that those trained go on to replicate the training in their respective communities; and 3) the number of trainings directly delivered on location in the villages at no additional cost by the project's technical facilitators.

As presented through statistics throughout the report, all these adjustments made it possible to:

- Recruit children such that most schools have seen their enrolment and gender parity improved;
- Improve the functionality of the community structures responsible for school management and reinforce their capacities in planning and management of the school property; and
- Elevate girls' schooling to a priority at the community levels.

Following are some concrete examples of lessons learned in each component that could be helpful in the continuation of the IMAGINE project or similar projects in Niger.

4.1 Component 1: Improve Access to Education, Particularly for Girls

The community-based mobilization approach, as well as the involvement of the Government's technical services staff working with the school construction contractors, permitted the achievement of quality work in record time with little risk to the communities. The strategy to rely on private contractors for the construction was very efficient and effective in reaching project objectives, as this approach helped reduce overhead and administrative costs. On the other hand, the use of control bureaus in the supervision of the construction work turned out to be neither efficient (considering their costs) nor effective (considering the quality of the supervision of the contractors). Most of the actual supervision work was carried out by IMAGINE's internal construction engineer; however, the reality of the construction business in Niger is such that it would not have been wise to circumvent the control bureaus for legal and civil responsibility reasons.

With the construction of the classrooms in permanent materials, the school year could start rapidly, and several communities saved money by not having to construct classrooms out of straw. The teachers' quarters are a key source of motivation for female teachers to work in rural areas. Also, the presence of female teachers in rural schools allows for young girls to have positive role models and serves as a source of inspiration for parents who are then motivated to send their daughters to school. As a result of the modern water points, the schools become centers of interest, as in many villages there is no water source. With the latrines and hand-washing facilities, hygiene conditions are now improved within the

schools. Girl-friendly latrines have also contributed to more regular attendance on the part of those who in the past might have chosen not to attend.

The capacity building of community members to ensure the maintenance of the school buildings is a necessary condition for their good management and sustainability. Unfortunately, the project's premature closure prevented some of the training measures necessary for proper maintenance of the infrastructure.

4.2 Component 2: Improve Teachers' and Students' Performance

An important strategy in the project design to improve teachers' and students' performance is to rely on the school inspectors' "Pedagogical Animation Units" (CAPEDs) to disseminate the training modules to other schools within the CAPED. Because the running of the CAPEDs is the school inspectors' responsibility and the means through which the pedagogical advisors ensure the continuous training of teachers, the project did not make any budget provision to support their functioning. In retrospect, dependence on the CAPEDs constituted a limiting factor for the training of teachers, as the CAPEDs turned out not to be as functional as anticipated. The project should have assessed the risks related to its deployment strategy and better planned supporting measures for the CAPED.

The acute food crisis had a negative impact on school attendance this year; for example at Maiguigé Kafi, 16 first-grade students out of 51 left school during the year for famine reasons. However, thanks to the take-home rations in some schools, children remained in school during the lean season. It is an incentive measure that has not been established in all the schools but deserves to be generalized considering its success.

The sensitization campaigns, coupled with the census of school-aged children for the next two years, have strongly contributed to the increase of children's registration, especially for girls. When all children in the village aged 0-14 are identified and known, supporting them to access education and health services is that much easier.

4.3 Component 3: Improve Community Involvement in the Promotion of Girls' Education

The engagement of the communities, as well as the involvement of local and administrative authorities, in the implementation of project activities has enabled local actors to take pride in and ownership of project achievements.

The premature suspension of the support and assistance to the school management structures constitutes a limitation in the management and sustainability of project impacts.

The COGES members seem to have a clear understanding of their responsibilities and the rules ensuring democratic functioning and procedures that apply to all members. The training in associative life is an essential step to maintain continued democratic functioning of the school management structures. The renewal of the COGES boards constitutes another democratic process, which is in general respected.

The creation of unified PALs allows the COGES, AMEs and APSs to have a real influence on school decisions and, at the same time, to be more responsible with regard to the running of the school and children's education in general.

The lack of an IGP specialist on staff with the project team constituted a limiting factor in the design and implementation of the IGP sub-component of the project.

Annexes to IMAGINE Final Performance Report

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Annex 1: IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN Annual Statistics)



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Annex 2: Impact of IMAGINE Project on Admission (Enrollment)

Region	Department	Evolution of Admission in CI								
		2008-2009			2009-2010			Rate of Progression		
		Total	% Girls	PI G/B	Total	% Girls	PI G/B	Boys	Girls	Total
AGADEZ	IMAGINE ARLIT	216	52%	1,1	244	51%	1,1	13%	10%	11%
	IEB ARLIT	3 850	44%	0,8	4 053	47%	0,9	1%	9%	5%
DIFFA	IMAGINE MAINESOROUA	106	58%	1,5	145	51%	1,1	38%	16%	27%
	IEB MAINESOROUA	3 295	48%	1,0	4 321	50%	1,0	22%	26%	24%
DOSSO	IMAGINE DOSSO	598	49%	1,0	813	50%	1,0	25%	27%	26%
	IEB DOSSO	9 515	43%	0,8	14 211	44%	0,8	31%	35%	33%
MARADI	IMAGINE AGUIE	456	43%	0,8	999	51%	1,1	47%	62%	54%
	IEB AGUIE	9 516	43%	0,8	12 730	47%	0,9	19%	32%	25%
	IMAGINE TESSAOUA	358	44%	0,8	1 319	56%	1,3	66%	79%	73%
	IEB TESSAOUA	8 811	43%	0,8	15 430	45%	0,8	40%	46%	43%
TAHOUA	IMAGINE KONNI	938	48%	1,0	964	50%	1,0	-2%	7%	3%
	IEB KONNI	16 225	39%	0,7	12 983	42%	0,8	-31%	-16%	-25%
	IMAGINE MADAOUA	604	52%	1,1	870	51%	1,1	32%	29%	31%
	IEB MADAOUA	13 008	44%	0,8	11 826	44%	0,8	-9%	-12%	-10%
TILLABERI	IMAGINE FILLINGUE	1 519	49%	1,0	1 640	51%	1,1	3%	12%	7%
	IEB FILLINGUE	18 430	44%	0,8	21 223	47%	0,9	8%	19%	13%
	IMAGINE TERA	1 902	50%	1,0	2 205	50%	1,1	13%	14%	14%
	IEB TERA	15 659	48%	1,0	16 629	48%	1,0	5%	7%	6%
ZINDER	IMAGINE GOURE	703	50%	1,0	870	52%	1,1	16%	22%	19%
	IEB GOURE	7 415	48%	1,0	9 343	49%	1,0	19%	22%	21%
	IMAGINE MAGARIA	1 210	44%	0,8	1 868	49%	1,0	30%	41%	35%
	IEB MAGARIA	14 083	44%	0,8	18 521	45%	0,8	23%	25%	24%
TOTAL IMAGINE PROJECT		8 610	48%	1,0	11 937	51%	1,1	24,1%	31,5%	27,9%
TOTAL IEB – TARGETED		119 807	44%	0,8	141 270	46%	0,9	12,2%	18,7%	15,2%
TOTAL NATIONAL LEVEL		410 975	45%	0,8	463 160	46%	0,9	9,4%	13,5%	11,3%

Source: Annex 1 [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 3: Impact of IMAGINE Project on the Number of Pupils (Enrollment)

TARGET		Evolution of the Number of Pupils						
		2008-2009		2009-2010		Rate of Progression		
		Total	% Girls	Total	% Girls	Boys	Girls	Total
AGADEZ	IMAGINE ARLIT	1 214	47%	1 367	46%	13%	9%	11%
	IEB ARLIT	17 690	46%	17 701	47%	-1%	1%	0%
DIFFA	IMAGINE MAINESOROUA	554	57%	597	55%	11%	4%	7%
	IEB MAINESOROUA	12 139	48%	14 176	49%	14%	15%	14%
DOSSO	IMAGINE DOSSO	983	40%	1 236	44%	14%	28%	20%
	IEB DOSSO	17 833	42%	19 883	41%	11%	10%	10%
DOSSO	IMAGINE MOKKO	841	44%	864	45%	2%	4%	3%
	IEB MOKKO	23 304	41%	24 434	41%	5%	4%	5%
MARADI	IMAGINE AGUIE	1 863	43%	2 247	44%	15%	20%	17%
	IEB AGUIE	24 014	41%	29 460	42%	16%	21%	18%
MARADI	IMAGINE GAZAOUA	1 266	40%	1 559	43%	15%	24%	19%
	IEB GAZAOUA	11 970	39%	13 691	40%	11%	15%	13%
MARADI	IMAGINE OURAFANE	754	26%	1 602	43%	39%	72%	53%
	IEB OURAFANE	9 025	37%	11 573	38%	20%	25%	22%
MARADI	IMAGINE TESSAOUA	722	51%	1 043	52%	29%	33%	31%
	IEB TESSAOUA	30 332	40%	36 791	42%	15%	20%	18%
TAHOUA	IMAGINE BIRNIN KONNI	1 187	40%	1 477	44%	15%	26%	20%
	IEB BIRNIN KONNI	32 097	37%	35 680	38%	9%	12%	10%
TAHOUA	IMAGINE MALBAZA	1 546	36%	1 829	41%	8%	26%	15%
	IEB MALBAZA	17 891	35%	19 505	37%	5%	14%	8%
TAHOUA	IMAGINE BANGUI	1 091	44%	1 318	48%	10%	25%	17%
	IEB BANGUI	19 366	37%	20 920	38%	6%	10%	7%
TAHOUA	IMAGINE MADAOUA	953	33%	1 304	40%	18%	40%	27%
	IEB MADAOUA	23 126	40%	24 112	41%	2%	7%	4%
TILLABERI	IMAGINE BALLEYARA	1 714	40%	2 508	43%	27%	37%	32%
	IEB BALLEYARA	10 371	41%	12 653	43%	15%	22%	18%
TILLABERI	IMAGINE FILLINGUE	2 781	47%	3 110	48%	7%	14%	11%
	IEB FILLINGUE	33 243	42%	37 521	44%	8%	16%	11%
TILLABERI	IMAGINE BANKILARE	3 181	50%	3 570	50%	10%	12%	11%
	IEB BANKILARE	10 918	45%	13 254	46%	17%	18%	18%
TILLABERI	IMAGINE GOTEYE	3 776	42%	4 285	43%	10%	15%	12%
	IEB GOTEYE	17 994	44%	19 240	45%	6%	7%	6%
ZINDER	IMAGINE GOURE	2 729	48%	3 143	50%	10%	17%	13%
	IEB GOURE	15 231	48%	18 797	49%	18%	20%	19%
ZINDER	IMAGINE MAGARIA	4 386	41%	5 387	43%	16%	23%	19%
	IEB MAGARIA	21 858	43%	24 832	44%	11%	14%	12%
	TOTAL IMAGINE PROJECT	31541	43%	38 446	45%	14%	22%	18%
	TOTAL IEB – TARGETED	348 402	41%	394 223	42%	10%	14%	12%
	TOTAL NATIONAL LEVEL	1 554 270	43%	1 726 452	44%	9%	11%	10%

Source: Annex 1 [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 4: Summary of the Situation of the Classrooms

Region	IEB	CLASSROOMS						Progression of % Classrooms in Permanent Materials
		Classes 2008-2009			Classes 2009-2010			
		Perm Mat	Total	% CI perm mat	Perm Mat	Total	% CI perm mat	
AGADEZ	IMAGINE ARLIT	11	17	65%	17	22	77%	13%
	IEB ARLIT	277	428	65%	317	461	69%	4%
DIFFA	IMAGINE MAINESOROUA	7	20	35%	14	29	48%	13%
	IEB MAINESOROUA	223	429	52%	112	319	35%	-17%
DOSSO	IMAGINE DOSSO	17	27	63%	23	35	66%	3%
	IEB DOSSO	266	499	53%	294	566	52%	-1%
DOSSO	IMAGINE MOKKO	8	19	42%	14	24	58%	16%
	IEB MOKKO	313	574	55%	320	636	50%	-4%
MARADI	IMAGINE AGUIE	19	35	54%	25	42	60%	5%
	IEB AGUIE	188	516	36%	222	607	37%	0%
MARADI	IMAGINE GAZAOUA	11	28	39%	17	33	52%	12%
	IEB GAZAOUA	107	263	41%	109	301	36%	-4%
MARADI	IMAGINE OURAFANE	13	25	52%	19	29	66%	14%
	IEB OURAFANE	77	242	32%	84	275	31%	-1%
MARADI	IMAGINE TESSAOUA	0	18	0%	6	22	27%	27%
	IEB TESSAOUA	301	739	41%	311	839	37%	-4%
TAHOUA	IMAGINE BIRNIN KONNI	4	21	19%	10	29	34%	15%
	IEB BIRNIN KONNI	280	704	40%	264	765	35%	-5%
TAHOUA	IMAGINE MALBAZA	8	29	28%	14	35	40%	12%
	IEB MALBAZA	133	357	37%	133	410	32%	-5%
TAHOUA	IMAGINE BANGUI	3	24	13%	9	25	36%	24%
	IEB BANGUI	127	424	30%	129	484	27%	-3%
TAHOUA	IMAGINE MADAOUA	4	19	21%	9	16	56%	35%
	IEB MADAOUA	173	481	36%	175	532	33%	-3%
TILLABERI	IMAGINE BALLEYARA	18	45	40%	34	52	65%	25%
	IEB BALLEYARA	134	247	54%	151	275	55%	1%
TILLABERI	IMAGINE FILLINGUE	24	58	41%	47	72	65%	24%
	IEB FILLINGUE	371	700	53%	393	802	49%	-4%
TILLABERI	IMAGINE BANKILARE	37	80	46%	52	95	55%	8%
	IEB BANKILARE	109	298	37%	144	406	35%	-1%
TILLABERI	IMAGINE GOTEYE	37	91	41%	55	107	51%	11%
	IEB GOTEYE	175	444	39%	200	496	40%	1%
ZINDER	IMAGINE GOURE	38	102	37%	56	121	46%	9%
	IEB GOURE	185	514	36%	211	623	34%	-2%
ZINDER	IMAGINE MAGARIA	20	112	18%	55	152	36%	18%
	IEB MAGARIA	220	583	38%	258	674	38%	1%
	TOTAL IMAGINE PROJECT	279	770	36%	476	940	51%	14%
	TOTAL IEB - TARGETED	3 659	8 442	43%	3 827	9 471	40%	-3%
	TOTAL NATIONAL LEVEL	17642	38655	46%	18955	43517	44%	-2%

Source: Annex 1 [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 5: Summary of the Situation of Latrines

Region	IEB	Latrines 2008-2009			Latrines 2009-2010			Progression of Latrines	
		Number of blocks	Schools with Latrines		Number of blocks	Schools with Latrines		Number	Nb of schools with latrine
			NB	%		NB	%		
AGADEZ	IMAGINE ARLIT	4	2	100%	8	2	100%	50%	0%
	IEB ARLIT	ND	23	29%	ND	21	21%	ND	-9%
DIFFA	IMAGINE MAINESOROUA	0	0	0%	4	2	33%	100%	33%
	IEB MAINESOROUA		8	5%	ND	2	2%	ND	-3%
DOSSO	IMAGINE DOSSO	13	6	100%	15	6	100%	13%	0%
	IEB DOSSO		71	38%	ND	71	36%	ND	-2%
DOSSO	IMAGINE MOKKO	5	2	33%	9	4	67%	44%	33%
	IEB MOKKO		67	30%	ND	54	23%	ND	-6%
MARADI	IMAGINE AGUIE	5	4	67%	9	5	83%	44%	17%
	IEB AGUIE		24	16%	ND	31	19%	ND	3%
MARADI	IMAGINE GAZAOUA	4	3	50%	7	4	67%	43%	17%
	IEB GAZAOUA		16	18%	ND	14	14%	ND	-4%
MARADI	IMAGINE OURAFANE	0	0	0%	4	2	33%	100%	33%
	IEB OURAFANE		0	0%	ND	3	3%	ND	3%
MARADI	IMAGINE TESSAOUA	0	0	0%	4	2	33%	100%	33%
	IEB TESSAOUA		26	13%	ND	30	14%	ND	1%
TAHOUA	IMAGINE BIRNIN KONNI	0	0	0%	4	2	33%	100%	33%
	IEB BIRNIN KONNI		22	13%	ND	22	12%	ND	-1%
TAHOUA	IMAGINE MALBAZA	0	0	0%	4	2	33%	100%	33%
	IEB MALBAZA		4	3%	ND	4	3%	ND	0%
TAHOUA	IMAGINE BANGUI	0	0	0%	4	2	33%	100%	33%
	IEB BANGUI		10	6%	ND	7	4%	ND	-2%
TAHOUA	IMAGINE MADAOUA	0	0	0%	4	2	33%	100%	33%
	IEB MADAOUA		13	8%	ND	14	9%	ND	0%
TILLABERI	IMAGINE BALLEYARA	16	8	53%	26	9	60%	38%	7%
	IEB BALLEYARA		15	17%	ND	20	19%	ND	2%
TILLABERI	IMAGINE FILLINGUE	9	5	28%	20	9	50%	55%	22%
	IEB FILLINGUE		36	14%	ND	36	12%	ND	-2%
TILLABERI	IMAGINE BANKILARE	5	2	13%	15	7	47%	67%	33%
	IEB BANKILARE		10	9%	ND	10	8%	ND	-1%
TILLABERI	IMAGINE GOTEYE	22	11	61%	34	10	56%	35%	-6%
	IEB GOTEYE		10	7%	ND	11	7%	ND	0%
ZINDER	IMAGINE GOURE	12	8	24%	22	12	36%	45%	12%
	IEB GOURE		26	14%	ND	31	13%	ND	-1%
ZINDER	IMAGINE MAGARIA	19	10	30%	39	17	52%	51%	21%
	IEB MAGARIA		35	21%	ND	49	26%	ND	6%
	TOTAL IMAGINE PROJECT	114	61	31%	232	99	50%	51%	19%
	TOTAL IEB - TARGETED	ND	416	15%	ND	430	14%	ND	-1%
	TOTAL NATIONAL LEVEL	ND	1691	14,6%	ND	1866	14,8%	ND	0%

Source: Annex 1 [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 6: Summary of the Situation of School Manuals

Region	IEB	Manuals 2008- 2009						Manuals 2009- 2010						Progression in Number of Manuals		
		Number of Books			Ratio Pupils/Books			Number of Books			Ratio Pupils/ Books			Reading	Maths	Sciences
		Reading	Maths	Sciences	Reading	Maths	Sciences	Reading	Maths	Sciences	Reading	Maths	Sciences			
AGADECZ	IMAGINE ARLIT	868	597	481	1,4	2,0	2,5	716	628	374	1,9	2,2	3,7	-21%	5%	-29%
	IEB ARLIT	7 991	5 739	ND	2,2	3,1	ND	10 045	8 104	ND	1,8	2,2	ND	20%	29%	ND
DIFFA	IMAGINE MAINESOROUA	619	344	348	0,9	1,6	1,6	415	436	190	1,4	1,4	3,1	-49%	21%	-83%
	IEB MAINESOROUA	8 334	3 713	ND	1,5	3,3	ND	6 934	3 828		2,0	3,7	ND	-20%	3%	ND
DOSSO	IMAGINE DOSSO	903	670	679	1,1	1,5	1,4	2 201	1 398	1 391	0,6	0,9	0,9	59%	52%	51%
	IEB DOSSO	31 309	20 742	ND	0,6	0,9	ND	34 985	22 726	ND	0,6	0,9	ND	11%	9%	ND
DOSSO	IMAGINE MOKKO	701	455	594	1,2	1,8	1,4	1 395	974	911	0,6	0,9	0,9	50%	53%	35%
	IEB MOKKO	31 417	18 549	ND	0,7	1,3	ND	34 261	22 974	ND	0,7	1,1	ND	8%	19%	ND
MARADI	IMAGINE AGUIE	1 116	675	840	1,7	2,8	2,2	1 173	987	855	1,9	2,3	2,6	5%	32%	2%
	IEB AGUIE	18 653	11 923	ND	1,3	2,0	ND	28 549	18 801	ND	1,0	1,6	ND	35%	37%	ND
MARADI	IMAGINE GAZAOUA	1 376	935	954	0,9	1,4	1,3	1 375	1 266	890	1,1	1,2	1,8	0%	26%	-7%
	IEB GAZAOUA	10 451	6 805	ND	1,1	1,8	ND	13 576	8 936	ND	1,0	1,5	ND	23%	24%	ND
MARADI	IMAGINE OURAFANE	786	663	616	1,0	1,1	1,2	1 432	1 092	913	1,1	1,5	1,8	45%	39%	33%
	IEB OURAFANE	7 215	6 125	ND	1,3	1,5	ND	11 527	7 632	ND	1,0	1,5	ND	37%	20%	ND
MARADI	IMAGINE TESSAOUA	243	114	64	3,0	6,3	11,3	870	703	345	1,2	1,5	3,0	72%	84%	81%
	IEB TESSAOUA	22 503	14 925	ND	1,3	2,0	ND	33 655	21 675	ND	1,1	1,7	ND	33%	31%	ND
TAHOUA	IMAGINE BIRNIN KONNI	868	541	390	1,4	2,2	3,0	1 590	1 168	885	0,9	1,3	1,7	45%	54%	56%
	IEB BIRNIN KONNI	17 851	13 471	ND	1,8	2,4	ND	29 522	22 997	ND	1,2	1,6	ND	40%	41%	ND
TAHOUA	IMAGINE MALBAZA	698	597	376	2,2	2,6	4,1	1 726	1 310	903	1,1	1,4	2,0	60%	54%	58%
	IEB MALBAZA	12 428	8 985	ND	1,4	2,0	ND	18 391	12 569	ND	1,1	1,6	ND	32%	29%	ND
TAHOUA	IMAGINE BANGUI	642	289	190	1,7	3,8	5,7	1 247	825	391	1,1	1,6	3,4	49%	65%	51%
	IEB BANGUI	14 575	8 677	ND	1,3	2,2	ND	22 523	14 472	ND	0,9	1,4	ND	35%	40%	ND
TAHOUA	IMAGINE MADAOUA	685	313	291	1,4	3,0	3,3	1 369	906	503	1,0	1,4	2,6	50%	65%	42%
	IEB MADAOUA	14 086	9 374	ND	1,6	2,5	ND	19 191	12 807	ND	1,3	1,9	ND	27%	27%	ND
TILLABERI	IMAGINE BALLEYARA	955	282	475	1,8	6,1	3,6	3 400	2 235	601	0,7	1,1	4,2	72%	87%	21%
	IEB BALLEYARA	6 265	3 475	ND	1,7	3,0	ND	10 551	7 732	ND	1,2	1,6	ND	41%	55%	ND

Region	IEB	Manuals 2008- 2009						Manuals 2009- 2010						Progression in Number of Manuals		
		Number of Books			Ratio Pupils/Books			Number of Books			Ratio Pupils/ Books					
		Reading	Maths	Sciences	Reading	Maths	Sciences	Reading	Maths	Sciences	Reading	Maths	Sciences	Reading	Maths	Sciences
TILLABERI	IMAGINE FILLINGUE	1 166	915	1 020	2,4	3,0	2,7	5 126	3 783	2 608	0,6	0,8	1,2	77%	76%	61%
	IEB FILLINGUE	20 851	13 895	ND	1,6	2,4	ND	34 809	25 687	ND	1,1	1,5	ND	40%	46%	ND
TILLABERI	IMAGINE BANKILARE	2 252	1 680	1 826	1,4	1,9	1,7	4 249	3 957	2 733	0,8	0,9	1,3	47%	58%	33%
	IEB BANKILARE	7 336	5 755	ND	1,5	1,9	ND	13 157	9 660	ND	1,0	1,4	ND	44%	40%	ND
TILLABERI	IMAGINE GOTEYE	3 161	1 516	2 005	1,2	2,5	1,9	4 616	3 954	2 984	0,9	1,1	1,4	32%	62%	33%
	IEB GOTEYE	12 160	7 449	ND	1,5	2,4	ND	20 453	14 325	ND	0,9	1,3	ND	41%	48%	ND
ZINDER	IMAGINE GOURE	3 603	2 318	1 095	0,8	1,2	2,5	5 965	4 756	2 234	0,5	0,7	1,4	40%	51%	51%
	IEB GOURE	6 370	5 642	ND	2,4	2,7	ND	16 140	11 922	ND	1,2	1,6	ND	61%	53%	ND
ZINDER	IMAGINE MAGARIA	4 335	2 775	2 267	1,0	1,6	1,9	6 173	4 548	2 917	0,9	1,2	1,8	30%	39%	22%
	IEB MAGARIA	17 353	7 185	ND	1,3	3,0	ND	21 114	14 260	ND	1,2	1,7	ND	18%	50%	ND
	TOTAL IMAGINE PROJECT	24977	15679	14511	1,3	2,0	2,2	45038	34926	22628	0,9	1,1	1,7	45%	55%	36%
	TOTAL IEB – TARGETED	267 148	172 429	ND	1,3	2,0	ND	379 383	261 107	ND	1,0	1,5	ND	30%	34%	ND
	TOTAL NATIONAL LEVEL	978 680	673 343	ND	1,6	2,3	ND	1 566 884	1 114 380	ND	1,1	1,5	ND	38%	40%	ND

Source: Annex I [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 7: Summary of the Situation of Teachers

Region	IEB	Teachers										
		Number of teachers 2008 - 2009			Number of teachers 2009 - 2010			Rate of progression of the number of teachers			Ratio Pupils /Teachers	
		Total	% Female	PI F/ M	Total	% Female	PI F/M	Male	Female	Total	08- 09	09- 10
AGADEV	IMAGINE ARLIT	27	81%	4,4	22	91%	10,0	-150%	-10%	-23%	45	62
	IEB ARLIT	520	66%	1,9	512	64%	1,8	3%	-4%	-2%	34	35
DIFFA	IMAGINE MAINESOROUA	21	71%	2,5	26	62%	1,6	40%	6%	19%	26	23
	IEB MAINESOROUA	473	49%	1,0	382	55%	1,2	-41%	-10%	-24%	26	37
DOSSO	IMAGINE DOSSO	28	61%	1,5	35	71%	2,5	-10%	32%	20%	35	35
	IEB DOSSO	491	39%	0,6	552	37%	0,6	14%	6%	11%	36	36
DOSSO	IMAGINE MOKKO	19	63%	1,7	23	74%	2,8	-17%	29%	17%	44	38
	IEB MOKKO	545	43%	0,8	600	40%	0,7	13%	3%	9%	43	41
MARADI	IMAGINE AGUIE	35	26%	0,3	44	25%	0,3	21%	18%	20%	53	51
	IEB AGUIE	527	28%	0,4	600	29%	0,4	11%	15%	12%	46	49
MARADI	IMAGINE GAZAOUA	29	52%	1,1	32	41%	0,7	26%	-15%	9%	44	49
	IEB GAZAOUA	247	21%	0,3	291	24%	0,3	11%	28%	15%	48	47
MARADI	IMAGINE OURAFANE	19	11%	0,1	28	46%	0,9	-13%	85%	32%	40	57
	IEB OURAFANE	225	14%	0,2	273	16%	0,2	15%	29%	18%	40	42
MARADI	IMAGINE TESSAOUA	17	41%	0,7	22	50%	1,0	9%	36%	23%	42	47
	IEB TESSAOUA	756	34%	0,5	854	36%	0,6	9%	16%	11%	40	43
TAHOUA	IMAGINE BIRNIN KONNI	23	35%	0,5	29	55%	1,2	-15%	50%	21%	52	51
	IEB BIRNIN KONNI	730	55%	1,2	845	52%	1,1	19%	9%	14%	44	42
TAHOUA	IMAGINE MALBAZA	28	32%	0,5	34	44%	0,8	0%	40%	18%	55	54
	IEB MALBAZA	369	40%	0,7	401	39%	0,6	10%	5%	8%	48	49
TAHOUA	IMAGINE BANGUI	24	33%	0,5	25	56%	1,3	-45%	43%	4%	45	53
	IEB BANGUI	421	26%	0,4	491	29%	0,4	11%	23%	14%	46	43
TAHOUA	IMAGINE MADAOUA	18	0%	0,0	16	31%	0,5	-64%	100%	-13%	53	82
	IEB MADAOUA	487	42%	0,7	539	42%	0,7	10%	10%	10%	47	45
TILLABERI	IMAGINE BALLEYARA	42	45%	0,8	51	71%	2,4	-53%	47%	18%	41	49
	IEB BALLEYARA	218	49%	1,0	259	52%	1,1	11%	20%	16%	48	49
TILLABERI	IMAGINE FILLINGUE	55	53%	1,1	65	48%	0,9	24%	6%	15%	51	48
	IEB FILLINGUE	686	39%	0,6	761	38%	0,6	11%	7%	10%	48	49
TILLABERI	IMAGINE BANKILARE	79	41%	0,7	94	49%	1,0	2%	30%	16%	40	38
	IEB BANKILARE	304	31%	0,5	373	31%	0,4	19%	17%	18%	36	36
TILLABERI	IMAGINE GOTEYE	90	69%	2,2	103	66%	1,9	20%	9%	13%	42	42
	IEB GOTEYE	448	49%	1,0	481	49%	0,9	8%	6%	7%	40	40
ZINDER	IMAGINE GOURE	103	39%	0,6	109	46%	0,8	-7%	20%	6%	26	29
	IEB GOURE	538	43%	0,8	649	39%	0,6	23%	8%	17%	28	29
ZINDER	IMAGINE MAGARIA	118	46%	0,8	144	56%	1,3	0%	33%	18%	37	37
	IEB MAGARIA	607	53%	1,1	688	55%	1,2	9%	14%	12%	36	36
	TOTAL IMAGINE PROJECT	775	46%	0,9	902	54%	1,2	0%	26%	14%	41	43
	TOTAL IEB - TARGETED	8 592	42%	0,7	9 551	41%	0,7	11%	9%	10%	41	41
	TOTAL NATIONAL LEVEL	40 021	45%	0,8	44 710	45%	0,8	12%	9%	10%	39	39

Source: Annex 1 [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 8: Summary of the Training of Community School Management Structures

Region	IEB	Training on the Modules								
		Members of structures trained 2008-2009			Members of structures trained 2009-2010			Progression		
		COGES	APE	AME	COGES	APE	AME	COGES	APE	AME
AGADEZ	IMAGINE ARLIT	8	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB ARLIT							ND	ND	ND
DIFFA	IMAGINE MAINESOROUA	21	0	10	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB MAINESOROUA							ND	ND	ND
DOSSO	IMAGINE DOSSO	7	0	0	42	0	0	83%	#DIV/0!	#DIV/0!
	IEB DOSSO							ND	ND	ND
DOSSO	IMAGINE MOKKO	28	0	2	42	0	0	33%	#DIV/0!	#DIV/0!
	IEB MOKKO							ND	ND	ND
MARADI	IMAGINE AGUIE	20	6	11	6	6	6	-233%	0%	-83%
	IEB AGUIE							ND	ND	ND
MARADI	IMAGINE GAZAOUA	11	7	5	6	6	6	-83%	-17%	17%
	IEB GAZAOUA							ND	ND	ND
MARADI	IMAGINE OURAFANE	14	4	1	6	6	6	-133%	33%	83%
	IEB OURAFANE							ND	ND	ND
MARADI	IMAGINE TESSAOUA	7	1	1	6	6	6	-17%	83%	83%
	IEB TESSAOUA							ND	ND	ND
TAHOUA	IMAGINE BIRNIN KONNI	10	1	1	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB BIRNIN KONNI							ND	ND	ND
TAHOUA	IMAGINE MALBAZA	8	6	7	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB MALBAZA							ND	ND	ND
TAHOUA	IMAGINE BANGUI	1	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB BANGUI							ND	ND	ND
TAHOUA	IMAGINE MADAOUA	20	0	2	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB MADAOUA							ND	ND	ND
TILLABERI	IMAGINE BALLEYARA	18	4	2	15	1	15	-20%	-300%	87%
	IEB BALLEYARA							ND	ND	ND
TILLABERI	IMAGINE FILLINGUE	16	0	0	18	18	18	11%	100%	100%
	IEB FILLINGUE							ND	ND	ND
TILLABERI	IMAGINE BANKILARE	35	34	21	15	0	15	-133%	#DIV/0!	-40%
	IEB BANKILARE							ND	ND	ND
TILLABERI	IMAGINE GOTEYE	44	1	3	18	18	18	-144%	94%	83%
	IEB GOTEYE							ND	ND	ND
ZINDER	IMAGINE GOURE	50	1	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB GOURE							ND	ND	ND
ZINDER	IMAGINE MAGARIA	53	5	3	33	33	33	-61%	85%	91%
	IEB MAGARIA							ND	ND	ND
	TOTAL IMAGINE PROJECT	371	70	69	207	94	123	-79%	26%	44%
	TOTAL IEB – TARGETED	0	0	0	0	0	0	ND	ND	ND
	TOTAL NATIONAL LEVEL	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!

Source: Annex 1 [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 9: Summary of the Adult Literacy Training of COGES Members

Region	IEB	Literacy Training									
		Members of structures trained 2008-2009				Members of structures trained 2009-2010				Progression	
		H	F	T	% Femme	H	F	T	% Femme	F	T
AGADECZ	IMAGINE ARLIT	0	0	0	#DIV/0!	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB ARLIT	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
DIFFA	IMAGINE MAINESOROUA	0	2	2	100%	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB MAINESOROUA	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
DOSSO	IMAGINE DOSSO	0	0	0	#DIV/0!	22	38	60	63%	100%	100%
	IEB DOSSO	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
DOSSO	IMAGINE MOKKO	9	9	18	50%	3	52	55	95%	83%	67%
	IEB MOKKO	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
MARADI	IMAGINE AGUIE	40	38	78	49%	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB AGUIE	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
MARADI	IMAGINE GAZAOUA	0	0	0	#DIV/0!	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB GAZAOUA	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
MARADI	IMAGINE OURAFANE	0	0	0	#DIV/0!	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB OURAFANE	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
MARADI	IMAGINE TESSAOUA	30	30	60	50%	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB TESSAOUA	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TAHOUA	IMAGINE BIRNIN KONNI	30	33	63	52%	42	29	71	41%	-14%	11%
	IEB BIRNIN KONNI	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TAHOUA	IMAGINE MALBAZA	0	54	54	100%	42	18	60	30%	-200%	10%
	IEB MALBAZA	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TAHOUA	IMAGINE BANGUI	0	0	0	#DIV/0!	20	48	68	71%	100%	100%
	IEB BANGUI	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TAHOUA	IMAGINE MADAOUA	0	0	0	#DIV/0!	0	60	60	100%	100%	100%
	IEB MADAOUA	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TILLABERI	IMAGINE BALLEYARA	0	0	0	#DIV/0!	0	150	150	100%	100%	100%
	IEB BALLEYARA	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TILLABERI	IMAGINE FILLINGUE	4	1	5	20%	25	155	180	86%	99%	97%
	IEB FILLINGUE	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TILLABERI	IMAGINE BANKILARE	14	30	44	68%	65	78	143	55%	62%	69%
	IEB BANKILARE	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
TILLABERI	IMAGINE GOTEYE	0	0	0	#DIV/0!	58	106	164	65%	100%	100%
	IEB GOTEYE	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
ZINDER	IMAGINE GOURE	0	15	15	100%	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB GOURE	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
ZINDER	IMAGINE MAGARIA	34	49	83	59%	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
	IEB MAGARIA	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
	TOTAL IMAGINE PROJECT	161	261	422	62%	277	734	1011	73%	64%	58%
	TOTAL IEB - TARGETED	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
	TOTAL NATIONAL LEVEL	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

Source: Annex 1 [IMAGINE Project Baseline and Final Data (Baseline Data Questionnaire, IEB Reports and MEN. Annual Statistics)]

Annex 10: IMAGINE Project Achievements in School Infrastructure and Equipment (Component #1)

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
AGADEZ	ARLIT	ARLIT	ARLIT	Hard	Boukoki Nord Akokan	3	3	2	1	1										
AGADEZ	ARLIT	ARLIT	ARLIT	Hard	Carrés SNTN	3	3	2	1	1			0		1					
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	N'Guel Lamido															
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Goujou															
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Kellakam Nord	3	3	2	1	1			1							
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Boudoum	3	3	2	1	1			1							
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Djanguiri															
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Maroudi															
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Bolbol goumandey	3	3	1	1	1		1				75	3	3	3	
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Sogossa Karssani	3	3	1	1	1	1						3	3	3	
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Mamoudou Koira															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Zaborizé Dey															
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Son Allah Koara															
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Tounga Mayaki															
DOSSO	DOSSO	Mokko	MOKKO	Soft	Daréki															
DOSSO	DOSSO	Mokko	MOKKO	Soft	Doundou Gonga															
DOSSO	DOSSO	Mokko	MOKKO	Hard	Mokko Peulh	3	3	2	1	1	1					3	3	3		
DOSSO	DOSSO	Mokko	MOKKO	Hard	Tchirobi dey	3	3	2	1	1	1				65	3	3	3		
DOSSO	DOSSO	Mokko	MOKKO	Soft	Tibbo Deytagui															
DOSSO	DOSSO	Mokko	MOKKO	Soft	Djambabadey															
MARADI	AGUIE	Aguié	AGUIE	Soft	Baban Anné															
MARADI	AGUIE	Aguié	AGUIE	Hard	Dan Saga	3	3	2	1	1	1									
MARADI	AGUIE	Aguié	AGUIE	Soft	Maigaoudé															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
MARADI	AGUIE	Aguié	AGUIE	Soft	Naki Karfi															
MARADI	AGUIE	Aguié	AGUIE	Hard	Damama	3	3	2	1	1					1					
MARADI	AGUIE	Aguié	AGUIE	Soft	Guidan Galadima															
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	El Guéza															
MARADI	AGUIE	Gazaoua	GAZAWA	SOFT	Madobi															
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Sabon Lahi															
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Gazori															
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guilguigé	3	3	2	1	1	1									
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guidan Gazobi	3	3	1	1	1					1					
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Gao Gayamba															
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Guidan Atché															
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Sabar	3	3	2	1	1	1									

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Jiga	3	3	2	1	1				1						
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Kirin															
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Maraké															
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Hard	Maiguigé Kafi	3	3	2	1	1	1									
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	El Dawa Haoussa															
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Hard	Tawalala	3	3	2	1	1	1									
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Hardo Choumo															
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Koubdo Saboua															
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Magéni															
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	Kanguiwa	3	3	2	1	1										
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Jima Jimi															
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Mounseyka															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Tafouka															
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Yaya															
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	LAMAME	3	3	2	1	1										
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tsanglandan															
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Foura Guirké	3	3	2	1	1										
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tounga Maïssabé															
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Salewa I	3	3	2	1	1										
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Guidan Ider															
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Kachédaoua															
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Maïkourou															
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Makéra Guidan Djibo															
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Guidan Dagnan	3	3	2	1	1										

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Zaboure	3	3	2	1	1										
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Doukoudoukou															
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Kowadaga															
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Tsamayé															
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Jirga II															
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Boudé	3	3	2	1	1										
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Dan Toudou Galadima	3	3	2	1	1										
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Dan Toudou N'Boudé															
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Guidan Makéra															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Izawitane															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Timboran Hatta	3	3	2	1	1	1									
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Timboran Dicki															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Kogori	3	3	2	1	1	1									
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Djongo Zarma	3	3	2	1	1	1									
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Ogga															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Banizoubou	3	3	2	1	1	1									
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Holo Bellah															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	N'gawa															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Dimassi Kouara															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	M'Bama II															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Sansani Tabla	3	3	2	1	1	1									
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Zarmey															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Namari															
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Kossey															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Kannia	3	3	2	1	1	1									
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dan Marké 1															
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tsola															
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Takawat	3	3	1	1	1	1									
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dogon Banza															
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Marake															
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Gaouna															
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Gorou	3	3	2	1	1	1									
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Maïtalakia	3	3	2	1	1	1									
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Igguidé															
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Maiguizaza															
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tamagorgek															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tantigar															
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Talcho	3	3	2	1	1		1								
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Tidani	3	3	2	1	1	1									
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Sabon Yayi															
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tagalass															
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Nobba															
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Belley koirra	3	3	2	1	1	1									
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Kossa															
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Goungo	3	3	2	1	1	1									
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	KourKi															
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Dolbel Quartier	3	3	2	1	1			1							
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Borobon															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Haoussanké															
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Jean Marie Ducroz															
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Sékey															
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Tassouwada															
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Téguey	3	3	2	1	1					1		3	3	3	
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Nasser															
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	WANZEBANGOU WANZEBANGOU															
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Yatakala	3	3	2	1	1				1						
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Wenzerbé															
TILLABERI	TERA	Gothèye	DARGOL	Soft	Gayya															
TILLABERI	TERA	Gothèye	DARGOL	Hard	Bangoutara	3	3	2	1	1	1									
TILLABERI	TERA	Gothèye	DARGOL	Hard	Darkindé	3	3	2	1	1	1									

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Guériel															
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kodokoira															
TILLABERI	TERA	Gothèye	DARGOL	Soft	Tchoumbo Diap Tira															
TILLABERI	TERA	Gothèye	DARGOL	Hard	Boura	3	3	2	1	1	1									
TILLABERI	TERA	Gothèye	DARGOL	Hard	Garbougna	3	3	2	1	1	1									
TILLABERI	TERA	Gothèye	DARGOL	Soft	Koulbaga															
TILLABERI	TERA	Gothèye	DARGOL	Hard	Dargol Quartier	3	3	2	1	1	1									
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dargol Centre															
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dina															
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kossogo															
TILLABERI	TERA	Gothèye	DARGOL	Soft	Firmiaré															
TILLABERI	TERA	Gothèye	DARGOL	Soft	Safatane															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dioubourga															
TILLABERI	TERA	Gothèye	DARGOL	HARD	Bandio	3	3	2	1	1				1			3	3	3	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Yelwani															
ZINDER	GOURE	Gouré	GOURE	Soft	Magarawa															
ZINDER	GOURE	Gouré	GOURE	Soft	Gabana															
ZINDER	GOURE	Gouré	GOURE	Soft	Faloumbroudji															
ZINDER	GOURE	Gouré	GOURE	"Hard"	bourtoutoua															
ZINDER	GOURE	Gouré	GOURE	Soft	Kaloulla															
ZINDER	GOURE	Gouré	GOURE	Soft	Adoumtchi															
ZINDER	GOURE	Gouré	GOURE	Soft	Issoufour															
ZINDER	GOURE	Gouré	GOURE	Soft	Toukouré TOUNKOURE															
ZINDER	GOURE	Gouré	GOURE	"Hard"	Kangouri															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
ZINDER	GOURE	Gouré	GOURE	Hard	Gamdou Doum doum	3	3	2	1	1	1									
ZINDER	GOURE	Gouré	GOURE	Hard	Bakari Sarki	3	3	2	1	1	1									
ZINDER	GOURE	Gouré	GOURE	"Hard"	Tillimediss															
ZINDER	GOURE	Gouré	GOURE	Soft	Rifilamiram															
ZINDER	GOURE	Gouré	GOURE	Hard	Chago	3	3	2	1	1	1									
ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Kouroua	3	3	2	1	1	1									
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Douguéré Mai Gao															
ZINDER	GOURE	Gouré	GOURE	Soft	Kankamari															
ZINDER	GOURE	Gouré	GOURE	Soft	Bitoa Manga															
ZINDER	GOURE	Gouré	GOURE	Soft	Sissia															
ZINDER	GOURE	Gouré	GOURE	Soft	Soubdou CENTRE															
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Douguéré															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Gassafa															
ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Arnadi	3	3	2	1	1	1									
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Apké TALLAMI															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Arifadi															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Baka Tchiroma															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Dan Ganari															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	LARRE															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Tchergouna															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Zoui															
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Mairam															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	BOUROU															
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Krikondilla															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Ara Sofoua															
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dan Alla	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kalgoma															
ZINDER	MAGARIA	Magaria	BANDE	Soft	RAWAYOU SABOUA															
ZINDER	MAGARIA	Magaria	BANDE	Hard	Beykori	3	3	1	1	1	1									
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dantchédia	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	BANDE	Hard	Gomba	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	BANDE	Soft	Damaou 2															
ZINDER	MAGARIA	Magaria	BANDE	Soft	Gabi Haoussa															
ZINDER	MAGARIA	Magaria	BANDE	Soft	Haramiya															
ZINDER	MAGARIA	Magaria	BANDE	Soft	Lakiré															
ZINDER	MAGARIA	Magaria	BANDE	Hard	Maïtchakayé	3	3	2	1	1	1									

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Babban Rouwa															
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kouya Kouya															
ZINDER	MAGARIA	Magaria	BANDE	Soft	Angoal Gao															
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Dan Bardé	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Kambou Dan Habou															
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Farayé	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Guétsi	3	3	1	1	1	1									
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Mazodji															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sawaya															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Zoudi															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Dourwaye															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Maïchiguifa															

Region	Department	Inspection	Commune	Type of Site	School Name	Classrooms	Teachers' Lodging	Blocks of Latrines for Children	Blocks of Latrines for Teachers	Day Care Center	Modern Water Points Point d'Eau Moderne						Tables & Benches	Teachers' Desks	Teachers' Chairs	Storage Cabinets
											Borehole			Connection to Network						
											Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization	Achieved by IMAGINE	Rehabilitated by IMAGINE	Achieved by Another Organization				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dogon Gao															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dougoum Magé															
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Batché Batché	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Dougoul	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Zanen Zaboua	3	3	2	1	1	1									
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Maïram															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Goundji															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Maï Kiriya															
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sitaoua															
TOTAL PROJECT						186	186	118	62	62	41	2	0	6	0	4	140	18	18	18

Annex 11: IMAGINE Project Achievements in Quality and Performance Improvement (Component #2)

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
AGADEZ	ARLIT	ARLIT	ARLIT	Hard	Boukoki Nord Akokan						1	1
AGADEZ	ARLIT	ARLIT	ARLIT	Hard	Carrés SNTN						1	1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	N'Guel Lamido						1	
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Goujou						1	
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Kellakam Nord						1	1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Boudoum						1	1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Djanguiri						1	
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Maroudi						1	
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Bolbol goumandey				1		1	1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Sogossa Karssani				1		1	1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Mamoudou Koira				1		1	
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Zaborizé Dey				1		1	
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Son Allah Koara				1		1	
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Tounga Mayaki				1	1	1	
DOSSO	DOSSO	Mokko	MOKKO	Soft	Daréki				1		1	
DOSSO	DOSSO	Mokko	MOKKO	Soft	Doundou Gongga				1	1	1	
DOSSO	DOSSO	Mokko	MOKKO	Hard	Mokko Peulh				1		1	1

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
DOSSO	DOSSO	Mokko	MOKKO	Hard	Tchourobi dey				1		1	1
DOSSO	DOSSO	Mokko	MOKKO	Soft	Tibbo Deytagui				1		1	
DOSSO	DOSSO	Mokko	MOKKO	Soft	Djambabadey				1	1	1	
MARADI	AGUIE	Aguié	AGUIE	Soft	Baban Anné	1		1			1	
MARADI	AGUIE	Aguié	AGUIE	Hard	Dan Saga	1		1			1	1
MARADI	AGUIE	Aguié	AGUIE	Soft	Maigaoudé	1		1			1	
MARADI	AGUIE	Aguié	AGUIE	Soft	Naki Karfi	1		1		1	1	
MARADI	AGUIE	Aguié	AGUIE	Hard	Damama	1		1			1	1
MARADI	AGUIE	Aguié	AGUIE	Soft	Guidan Galadima	1		1			1	
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	El Guéza	1		1			1	
MARADI	AGUIE	Gazaoua	GAZAWA	SOFT	Madobi	1		1			1	
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Sabon Lahi	1		1			1	
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Gazori	1		1			1	
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guilguigé	1		1			1	1
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guidan Gazobi	1		1			1	1
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Gao Gayamba	1		1	1	1	1	
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Guidan Atché	1		1	1		1	
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Sabar	1		1	1		1	1

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Jiga	1	1	1		1	1	
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Kirin	1	1	1		1		
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Maraké	1	1	1	1	1		
MARADI	TESSAOUA	Tessaoua	TEASSAOUA	Hard	Maiguigé Kafi	1	1	1	1	1	1	
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	El Dawa Haoussa	1	1	1	1	1		
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Hard	Tawalala	1	1	1	1	1	1	
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Hardo Choumo	1	1	1			1	
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Koubdo Saboua	1	1	1			1	
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Magéni	1	1	1			1	
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	Kanguiwa						1	1
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Jima Jimi						1	
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Mounseyka						1	
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Tafouka						1	
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Yaya						1	
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	LAMAME						1	1
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tsanglandan						1	
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Foura Guirké						1	1
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tounga Maïssabé						1	

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Salewa I						1	1
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Guidan Ider						1	
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Kachédaoua						1	
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Maïkourou						1	
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Makéra Guidan Djibo						1	
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Guidan Dagnan						1	1
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Zaboure						1	1
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Doukoudoukou						1	
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Kowadaga						1	
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Tsamayé						1	
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Jirga II						1	
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Boudé						1	1
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Dan Toudou Galadima						1	1
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Dan Toudou N'Boudé						1	
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Guidan Makéra						1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Izawitane				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Timboran Hatta				1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Timboran Dicki				1	1	1	

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Kogori				1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Djongo Zarma				1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Ogga				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Banizoumbou				1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Holo Bellah				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	N'gawa				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Dimassi Kouara				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	M'Bama II				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Sansani Tabla				1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Zarmey				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Namari				1	1	1	
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Kossey				1	1	1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Kannia				1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dan Marké 1				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tsola				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Takawat				1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dogon Banza				1	1	1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Marake				1		1	

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Gaouna				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Gorou				1		1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Maïtalakia				1		1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Igiguidé				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Maiguizaza				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tamagorgek				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tantigar				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Talcho				1		1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Tidani				1		1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Sabon Yayi				1	1	1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tagalass				1		1	
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Nobba				1	1	1	
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Belley koirra				1		1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Kossa				1	1	1	
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Goungo				1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	KourKi				1		1	
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Dolbel Quartier				1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Borobon				1		1	

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Haoussanké				1		1	
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Jean Marie Ducroz				1	1	1	
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Sékey				1	1	1	
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Tassouwada				1	1	1	
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Téguey				1		1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Nasser				1	1	1	
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	WANZEBANGOU WANZEBANGOU				1		1	
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Yatakala				1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Wenzerbé				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Gayya				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Hard	Bangoutara				1		1	1
TILLABERI	TERA	Gothèye	DARGOL	Hard	Darkindé				1		1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Guériel				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kodokoira				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Tchoumbo Diap Tira				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Hard	Boura				1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Hard	Garbougna				1		1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Koulbaga				1		1	

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
TILLABERI	TERA	Gothèye	DARGOL	Hard	Dargol Quartier				1		1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dargol Centre				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dina				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kossogo				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Firniaré				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Safatane				1		1	
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dioubourga				1		1	
TILLABERI	TERA	Gothèye	DARGOL	HARD	Bandio				1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Yelwani				1		1	
ZINDER	GOURE	Gouré	GOURE	Soft	Magarawa						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Gabana						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Faloumbrouddji						1	
ZINDER	GOURE	Gouré	GOURE	"Hard"	bourtoutoua						1	1
ZINDER	GOURE	Gouré	GOURE	Soft	Kaloulla						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Adoumtchi						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Issoufourri						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Toukouré TOUNKOURE						1	
ZINDER	GOURE	Gouré	GOURE	"Hard"	Kangouri						1	1

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
ZINDER	GOURE	Gouré	GOURE	Hard	Gamdou Doum doum						1	1
ZINDER	GOURE	Gouré	GOURE	Hard	Bakari Sarki						1	1
ZINDER	GOURE	Gouré	GOURE	"Hard"	Tillimediss						1	1
ZINDER	GOURE	Gouré	GOURE	Soft	Rifilamiram						1	
ZINDER	GOURE	Gouré	GOURE	Hard	Chago						1	1
ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Kouroua						1	1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Douguéré Mai Gao						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Kankamari						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Bitoa Manga						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Sissia						1	
ZINDER	GOURE	Gouré	GOURE	Soft	Soubdou CENTRE						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Douguéré						1	1
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Gassafa						1	1
ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Arnadi						1	1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Apké TALLAMI						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Arifadi						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Baka Tchiroma						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Dan Ganari						1	

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	LARRE						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Tchergouna						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Zoui						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Mairam						1	1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	BOUROU						1	
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Krikondilla						1	
ZINDER	MAGARIA	Magaria	BANDE	Soft	Ara Sofoua	1	1	1			1	
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dan Alla	1	1				1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kalgoma	1	1	1			1	
ZINDER	MAGARIA	Magaria	BANDE	Soft	RAWAYOU SABOUA	1	1	1			1	
ZINDER	MAGARIA	Magaria	BANDE	Hard	Beykori	1	1				1	1
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dantchédia	1	1				1	1
ZINDER	MAGARIA	Magaria	BANDE	Hard	Gomba	1	1		1		1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Damaou 2	1	1	1	1		1	
ZINDER	MAGARIA	Magaria	BANDE	Soft	Gabi Haoussa	1	1	1			1	
ZINDER	MAGARIA	Magaria	BANDE	Soft	Haramiya	1	1	1			1	
ZINDER	MAGARIA	Magaria	BANDE	Soft	Lakiré	1	1	1	1		1	
ZINDER	MAGARIA	Magaria	BANDE	Hard	Maïtchakayé	1	1				1	1

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Babban Rouwa	1		1			1	
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kouya Kouya	1		1	1		1	
ZINDER	MAGARIA	Magaria	BANDE	Soft	Angoal Gao	1		1			1	
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Dan Bardé	1		1			1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Kambou Dan Habou	1		1			1	
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Farayé	1		1	1		1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Guétsi	1		1			1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Mazodji	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sawaya	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Zoudi	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Dourwaye	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Maïchiguifa	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dogon Gao	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dougoum Magé	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Batché Batché	1		1	1		1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Doungoul	1		1	1		1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Zanen Zaboua	1		1			1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Maïram	1		1	1		1	

Region	Department	Inspection	Commune	Type of School	School Name	Training			Setting Up of School Governments	Setting Up of APP	Provision of School Kits (Supplies for Pupils and Teachers)	Provision of School Manuals in Reading, Maths and Sciences
						Integrated Modules	Reading and Writing Modules	“Girl Friendly Schools”				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Goundji	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Mai Kiriya	1		1	1		1	
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sitaoua	1		1	1		1	
TOTAL PROJECT						57	0	57	116	43	200	68

Annex 12: List of Pedagogical Advisors Trained

1. On the Integrated Module		
REGION	N°	Advisors Trained
Dosso	1	DREN
	2	IEB Mokko
	3	CPMokko1
	4	CPMokko2
	5	IEB Dosso commune
	6	CP Dosso C1
	7	CP Dosso C2
Tillabéri	8	DREN
	9	IEB Balleyara
	10	CP Balleyara1
	11	CP Balleyara2
	12	IEB Filingué
	13	CP Filingué1
	14	CP Filingué2
	15	IEB Gotheye
	16	CP Gothèye1
	17	CP Gothèye2
	18	IEB Bankilaré
	19	CP Bankilaré1
Tahoua	20	CP Bankilaré2
	21	DREN
	22	IEB Konni
	23	CP Konni1
	24	CP Konni2
	25	IEB Malbaza
	26	CP Malbaza1
	27	CP Malbaza2
	28	IEB Madaoua
	29	CP Madaoua1
	30	CP Madaoua2
	31	IEB Bangui
	32	CP Bangui1
	33	CP Bangui2
Maradi	34	DREN
	35	IEB Aguié
	36	CPAguié1
	37	CPAguié2
	38	IEB Gazaoua
	39	CP Gazaoua1
	40	CP Gazaoua2
	41	IEB Ourafane
	42	CP Ourafane 1
	43	CP Ourafane 2
	44	IEB Tessaoua
	45	CP Tessaoua1
	46	CP Tessaoua2
	Zinder	47
48		IEB Magaria
49		CP Magaria1
50		CP Magaria2
51		IEB Gouré
52		CP Gouré 1
53		CP Gouré 2
54		DREN
Diffa	55	IEB Mainé
	56	CP Mainé1
	57	CP Mainé2

2. On the Module of Reading and Writing		
REGION	N°	Advisors Trained
Dosso	1	IEB Mokko
	2	CPMokko1
	3	CPMokko2
	4	IEB Dosso commune
	5	CP Dosso C1
	6	CP Dosso C2
Tillabéri	7	IEB Balleyara
	8	CP Balleyara1
	9	CP Balleyara2
	10	IEB Filingué
	11	CP Filingué1
	12	CP Filingué2
	13	IEB Gotheye
	14	CP Gothèye1
	15	CP Gothèye2
	16	IEB Bankilaré
	17	CP Bankilaré1
	18	CP Bankilaré2
Tahoua	19	IEB Konni
	20	CP Konni1
	21	CP Konni2
	22	IEB Malbaza
	23	CP Malbaza1
	24	CP Malbaza2
	25	IEB Madaoua
	26	CP Madaoua1
	27	CP Madaoua2
	28	IEB Bangui
	29	CP Bangui1
	30	CP Bangui2

Annex 13: IMAGINE Project Achievements in Community Involvement and Social Mobilization (Component #3)

DREN	Department	Inspection	Commune	Type of Site	School Name	Provision of Training Module (group dynamics, planning, management)	Training Workshops: on group dynamics, planning, management (number of persons)	Training (on location) on girls schooling (number of schools)	Training on mgmt of infrastructure	Dev/ update/ impl of PALs	Support to Renewal of Democratic Structures	Dev of community profiles	Census of Children (0 to 15 years)	IEC (Villages Reached)
AGADEZ	ARLIT	ARLIT	ARLIT	Hard	Carrés SNTN									
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	N'Guel Lamido	1			1			1		1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Goujou	1			1			1		1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Kellakam Nord	1			1	1		1		1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Boudoum	1			1	1		1		1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Djanguirri	1			1			1		1
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Maroudi	1			1			1		1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Bolbol goumandey	1	7	1	1	1	1	1	1	1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Sogossa Karssani	1	7	1	1	1	1	0	1	1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Mamoudou Koira	1	7	1	1		1	0	1	1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Zaborizé Dey	1	7	1	1		0	0	1	1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Son Allah Koara	1	7	1	1		1	0	1	1
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Tounga Mayaki	1	7	1	1		0	0	1	1

DOSSO	DOSSO	Mokko	MOKKO	Soft	Daréki	1	7	1	1		1	0	1	1
DOSSO	DOSSO	Mokko	MOKKO	Soft	Doundou Gongga	1	7	1	1		1	0	1	1
DOSSO	DOSSO	Mokko	MOKKO	Hard	Mokko Peulh	1	7	1	1	1	1	1	1	1
DOSSO	DOSSO	Mokko	MOKKO	Hard	Tchourobi dey	1	7	1	1	1	1	0	1	1
DOSSO	DOSSO	Mokko	MOKKO	Soft	Tibbo Deytagui	1	7	1	1		1	0	1	1
DOSSO	DOSSO	Mokko	MOKKO	Soft	Djambabadey	1	7	1	1		1	0	1	1
MARADI	AGUIE	Aguié	AGUIE	Soft	Baban Anné	1	3	1	1		1	1	1	1
MARADI	AGUIE	Aguié	AGUIE	Hard	Dan Saga	1	3	1	1	1	1	1	1	1
MARADI	AGUIE	Aguié	AGUIE	Soft	Maigaoudé	1	3	1	1		1	1	1	1
MARADI	AGUIE	Aguié	AGUIE	Soft	Naki Karfi	1	3	1	1		1	1	1	1
MARADI	AGUIE	Aguié	AGUIE	Hard	Damama	1	3	1	1	1	1	1	1	1
MARADI	AGUIE	Aguié	AGUIE	Soft	Guidan Galadima	1	3	1	1		1	1	1	1
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	El Guéza	1	3	1	1		1	1	1	1
MARADI	AGUIE	Gazaoua	GAZAWA	SOFT	Madobi	1	3	1	1		1	1	1	1
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Sabon Lahi	1	3	1	1		1	1	1	1
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Gazori	1	3	1	1		1	1	1	1
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guilguigé	1	3	1	1	1	1	1	1	1
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guidan Gazobi	1	3	1	1	1	1	1	1	1
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Gao Gayamba	1	3	1	1		1	1	1	1
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Guidan Atché	1	3	1	1		1	1	1	1
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Sabar	1	3	1	1	1	1	1	1	1
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Jiga	1	3	1	1	1	1	1	1	1
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Kirin	1	3	1	1		1	1	1	1
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Maraké	1	3	1	1		1	1	1	1
MARADI	TESSAOUA	Tessaoua	TEASSAOUA	Hard	Maiguigé Kafi	1	3	1	1	1	1	1	1	1
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	El Dawa Haoussa	1	3	1	1		1	1	1	1
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Hard	Tawalala	1	3	1	1	1	1	1	1	1
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Hardo Choumo	1	3	1	1		1	1	1	1
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Koubdo Saboua	1	3	1	1		1	1	1	1
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Magéni	1	3	1	1		1	1	1	1
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	Kanguiwa	1			1	1	1	1		1
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Jima Jimi	1			1		1	1		1
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Mounseyka	1			1		1	1		1
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Tafouka	1			1		1	1		1

TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Yaya	1			1		1	1		1
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	LAMAME	1			1	1	1	1		1
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tsanglandan	1			1		1	1		1
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Foura Guirké	1			1	1	1	1		1
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tounga Maïssabé	1			1		1	1		1
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Salewa I	1			1	1	1	1		1
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Guidan Ider	1			1		1	1		1
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Kachédaoua	1			1		1	1		1
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Maïkourou	1			1		1	1		1
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Makéra Guidan Djibo	1			1		1	1		1
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Guidan Dagnan	1			1	1	1	1		1
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Zaboure	1			1	1	1	1		1
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Doukoudoukou	1			1		1	1		1
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Kowadaga	1			1		1	1		1
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Tsamayé	1			1		0	0		1
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Jirga II	1			1		0	0		1
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Boudé	1			1	1	1	1		1
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Dan Toudou Galadima	1			1	1	1	1		1
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Dan Toudou N'Boudé	1			1		1	1		1
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Guidan Makéra	1			1		1	1		1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Izawitane	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Timboran Hatta	1	2	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Timboran Dicki	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Kogori	1	2	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Djongo Zarma	1	2	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Ogga	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Banizoumbou	1	2	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Holo Bellah	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	N'gawa	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Dimassi Kouara	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	M'Bama II	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Sansani Tabla	1	2	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Zarmey	1	2	1	1		1	1	1	1

TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Namari	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Kossey	1	2	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Kannia	1	3	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dan Marké 1	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tsola	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Takawat	1	3	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dogon Banza	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Marake	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Gaouna	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Gorou	1	3	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Maïtalakia	1	3	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Igiguidé	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Maiguizaza	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tamagorgek	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tantigar	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Talcho	1	3	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Tidani	1	3	1	1	1	1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Sabon Yayi	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tagalass	1	3	1	1		1	1	1	1
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Nobba	1	3	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Belley koira	1	2	1	1	1	1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Kossa	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Goungo	1	2	1	1	1	1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	KourKi	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Dolbel Quartier	1	2	1	1	1	1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Borobon	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Haoussanké	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Jean Marie Ducroz	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Sékey	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Tassouwada	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Téguey	1	2	1	1	1	1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Nasser	1	2	1	1		1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	WANZEBANG OU WANZEBANG	1	2	1	1		1	1	1	1

					OU									
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Yatakala	1	2	1	1	1	1	1	1	1
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Wenzerbé	1	2	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Gayya	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Hard	Bangoutara	1	3	1	1	1	1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Hard	Darkindé	1	3	1	1	1	1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Guériel	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kodokoira	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Tchoumbo Diap Tira	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Hard	Boura	1	3	1	1	1	1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Hard	Garbougna	1	3	1	1	1	1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Koulbaga	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Hard	Dargol Quartier	1	3	1	1	1	1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dargol Centre	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dina	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kossogo	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Firmiaré	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Safatane	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dioubourga	1	3	1	1		1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	HARD	Bandio	1	3	1	1	1	1	1	1	1
TILLABERI	TERA	Gothèye	DARGOL	Soft	Yelwani	1	3	1	1		1	1	1	1
ZINDER	GOURE	Gouré	GOURE	Soft	Magarawa	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Gabana	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Faloumbroudji	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	"Hard"	bourtoutoua	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Kaloulla	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Adoumtchi	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Issoufour	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Toukouré TOUNKOURE	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	"Hard"	Kangouri	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Hard	Gamdou Doum doum	1			1	1		1		1
ZINDER	GOURE	Gouré	GOURE	Hard	Bakari Sarki	1			1	1		1		1
ZINDER	GOURE	Gouré	GOURE	"Hard"	Tillimediss	1			1			1		1

ZINDER	GOURE	Gouré	GOURE	Soft	Rifilamiram	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Hard	Chago	1			1	1		1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Kouroua	1			1	1		1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Douguéré Mai Gao	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Kankamari	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Bitoa Manga	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Sissia	1			1			1		1
ZINDER	GOURE	Gouré	GOURE	Soft	Soubdou CENTRE	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Douguéré	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Gassafa	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Arnadi	1			1	1		1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Apké TALLAMI	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Arifadi	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Baka Tchiroma	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Dan Ganari	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	LARRE	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Tchergouna	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Zoui	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Maïram	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	BOUROU	1			1			1		1
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Krikondilla	1			1			1		1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Ara Sofoua	1	3	1	1			1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dan Alla	1	3	1	1	1		1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kalgoma	1	3	1	1			1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	RAWAYOU SABOUA	1	3	1	1			1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Hard	Beykori	1	3	1	1	1		1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dantchédia	1	3	1	1	1		1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Hard	Gomba	1	3	1	1	1		1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Damaou 2	1	3	1	1			1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Gabi Haoussa	1	3	1	1			1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Haramiya	1	3	1	1			1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Lakiré	1	3	1	1			1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Hard	Maïtchakayé	1	3	1	1	1		1	1	1

ZINDER	MAGARIA	Magaria	BANDE	Soft	Babban Rouwa	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kouya Kouya	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	BANDE	Soft	Angoal Gao	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Dan Bardé	1	3	1	1	1	1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Kambou Dan Habou	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Farayé	1	3	1	1	1	1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Guétsi	1	3	1	1	1	1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Mazodji	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sawaya	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Zoudi	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Dourwaye	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Maïchiguifa	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dogon Gao	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dougoum Magé	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Batché Batché	1	3	1	1	1	1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Dougoul	1	3	1	1	1	1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Zanen Zaboua	1	3	1	1	1	1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Maïram	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Goundji	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Maï Kiriya	1	3	1	1		1	1	1	1
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sitaoua	1	3	1	1		1	1	1	1
TOTAL PROJECT						198	424	135	198	60	155	186	135	198

Annex 14: IMAGINE Project Achievements in Adult Literacy

Region	Department	Inspection	Commune	Type of Site	School	Number of Learners			Literacy			
						Male	Female	Total	Provision of Blackboard	Provision of Leaners' Manuals	Provision of Animators' Guides	Provision of Posters
AGADEZ	ARLIT	ARLIT	ARLIT	Hard	Boukoki Nord Akokan			0				
AGADEZ	ARLIT	ARLIT	ARLIT	Hard	Carrés SNTN			0				
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	N'Guel Lamido			0				
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Goujou			0				
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Kellakam Nord			0				
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Hard	Boudoum			0				
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Djanguiri			0				
DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Soft	Maroudi			0				
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Bolbol goumandey	10	20	30	1	30		5
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Hard	Sogossa Karssani	12	18	30	1	30	3	5
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Mamoudou Koira			0				
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Zaborizé Dey			0				
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Son Allah Koara			0				
DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Soft	Tounga Mayaki			0				
DOSSO	DOSSO	Mokko	MOKKO	Soft	Daréki			0				
DOSSO	DOSSO	Mokko	MOKKO	Soft	Doundou Gongga			0				
DOSSO	DOSSO	Mokko	MOKKO	Hard	Mokko Peulh	0	30	30	1	30	3	5

DOSSO	DOSSO	Mokko	MOKKO	Hard	Tchourobi dey	3	22	25	1	30	5
DOSSO	DOSSO	Mokko	MOKKO	Soft	Tibbo Deytagui			0			
DOSSO	DOSSO	Mokko	MOKKO	Soft	Djambabadey			0			
MARADI	AGUIE	Aguié	AGUIE	Soft	Baban Anné			0			
MARADI	AGUIE	Aguié	AGUIE	Hard	Dan Saga			0			
MARADI	AGUIE	Aguié	AGUIE	Soft	Maigaoudé			0			
MARADI	AGUIE	Aguié	AGUIE	Soft	Naki Karfi			0			
MARADI	AGUIE	Aguié	AGUIE	Hard	Damama			0			
MARADI	AGUIE	Aguié	AGUIE	Soft	Guidan Galadima			0			
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	El Guéza			0			
MARADI	AGUIE	Gazaoua	GAZAWA	SOFT	Madobi			0			
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Sabon Lahi			0			
MARADI	AGUIE	Gazaoua	GAZAWA	Soft	Gazori			0			
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guilguigé			0			
MARADI	AGUIE	Gazaoua	GAZAWA	Hard	Guidan Gazobi			0			
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Gao Gayamba			0			
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Guidan Atché			0			
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Sabar			0			
MARADI	TESSAOUA	Ourafane	OURAFANE	Hard	Jiga			0			
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Kirin			0			
MARADI	TESSAOUA	Ourafane	OURAFANE	Soft	Maraké			0			
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Hard	Maiguigé Kafi			0			

MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	El Dawa Haoussa			0				
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Hard	Tawalala			0				
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Hardo Choumo			0				
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Koubdo Saboua			0				
MARADI	TESSAOUA	Tessaoua	TESSAOUA	Soft	Magéni			0				
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	Kanguiwa	21	16	37	1	30	3	5
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Jima Jimi			0				
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Mounseyka			0				
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Tafouka			0				
TAHOUA	KONNI	Birnin Konni	ALLELA	Soft	Yaya			0				
TAHOUA	KONNI	Birnin Konni	ALLELA	Hard	LAMAME	21	13	34	1	40		5
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tsanglandan			0				
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Foura Guirké	22	8	30	1	30	3	5
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Tounga Maïssabé			0				
TAHOUA	KONNI	Malbaza	MALBAZA	Hard	Salewa I	20	10	30	1	30		5
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Guidan Ider			0				
TAHOUA	KONNI	Malbaza	MALBAZA	Soft	Kachédaoua			0				
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Maïkourou			0				
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Makéra Guidan Djibo			0				
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Guidan Dagnan	10	26	36	1	40	3	5
TAHOUA	MADAOUA	Bangui	BANGUI	Hard	Zaboure	10	22	32	1	30		5
TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Doukoudoukou			0				

TAHOUA	MADAOUA	Bangui	BANGUI	Soft	Kowadaga			0				
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Tsamayé			0				
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Jirga II			0				
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Boudé	0	30	30	1	30	3	5
TAHOUA	MADAOUA	Madaoua	OURNO	Hard	Dan Toudou Galadima	0	30	30	1	30		5
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Dan Toudou N'Boudé			0				
TAHOUA	MADAOUA	Madaoua	OURNO	Soft	Guidan Makéra			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Izawitane			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Timboran Hatta	0	30	30	1	30		5
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Timboran Dicki			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Kogori	0	30	30	1	30		5
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Djongo Zarma	0	30	30	1	30	3	5
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Ogga			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Banizoumbou	0	30	30	1	30	3	5
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Holo Bellah			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	N'gawa			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Dimassi Kouara			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	M'Bama II			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Hard	Sansani Tabla	0	30	30	1	30	3	5
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Zarmey			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Namari			0				
TILLABERI	FILINGUE	Balleyara	TAGAZAR	Soft	Kossey			0				

TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Kannia	0	30	30	1	30		5
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dan Marké 1			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tsola			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Takawat	0	30	30	1	30		5
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Dogon Banza			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Marake			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Gaouna			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Gorou	10	20	30	1	30	3	5
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Maïtalakia	6	24	30	1	30	3	5
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Igiguidé			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Mauguizaza			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tamagorgek			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tantigar			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Talcho	0	30	30	1	30	3	5
TILLABERI	FILINGUE	Filingué	FILINGUE	Hard	Tidani	9	21	30	1	30		5
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Sabon Yayi			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Tagalass			0				
TILLABERI	FILINGUE	Filingué	FILINGUE	Soft	Nobba			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Belley koira	12	18	30	1	30	3	5
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Kossa			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Goungo	11	19	30	1	30		5
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	KourKi			0				

TILLABERY	TERA	Bankilaré	GOROUAL	Hard	Dolbel Quartier	14	11	25	1	30	3	5
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Borobon			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Haoussanké			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Jean Marie Ducroz			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Sékey			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Tassouwada			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Téguey	13	15	28	1	30	3	5
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Nasser			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	WANZEBANGOU WANZEBANGOU			0				
TILLABERI	TERA	Bankilaré	GOROUAL	Hard	Yatakala	15	15	30	1	30		5
TILLABERI	TERA	Bankilaré	GOROUAL	Soft	Wenzerbé			0				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Gayya			0				
TILLABERI	TERA	Gothèye	DARGOL	Hard	Bangoutara	17	13	30	1	30	3	5
TILLABERI	TERA	Gothèye	DARGOL	Hard	Darkindé	10	15	25	1	30		5
TILLABERI	TERA	Gothèye	DARGOL	Soft	Guériel			0				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kodokoira			0				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Tchoumbo Diap Tira			0				
TILLABERI	TERA	Gothèye	DARGOL	Hard	Boura	10	20	30	1	30		5
TILLABERI	TERA	Gothèye	DARGOL	Hard	Garbougna	9	20	29	1	30		5
TILLABERI	TERA	Gothèye	DARGOL	Soft	Koulbaga			0				
TILLABERI	TERA	Gothèye	DARGOL	Hard	Dargol Quartier	12	8	20	1	30	3	5
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dargol Centre			0				

TILLABERI	TERA	Gothèye	DARGOL	Soft	Dina			0				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Kossogo			0				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Firniaré			0				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Safatane			0				
TILLABERI	TERA	Gothèye	DARGOL	Soft	Dioubourga			0				
TILLABERI	TERA	Gothèye	DARGOL	HARD	Bandio	0	30	30	1	30	3	5
TILLABERI	TERA	Gothèye	DARGOL	Soft	Yelwani			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Magarawa			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Gabana			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Faloumbroudji			0				
ZINDER	GOURE	Gouré	GOURE	"Hard"	bourtoutoua			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Kaloulla			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Adoumtchi			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Issoufour			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Toukouré TOUNKOURE			0				
ZINDER	GOURE	Gouré	GOURE	"Hard"	Kangouri			0				
ZINDER	GOURE	Gouré	GOURE	Hard	Gamdou Doum doum			0				
ZINDER	GOURE	Gouré	GOURE	Hard	Bakari Sarki			0				
ZINDER	GOURE	Gouré	GOURE	"Hard"	Tillimediss			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Rifilamiram			0				
ZINDER	GOURE	Gouré	GOURE	Hard	Chago			0				

ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Kouroua			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Douguéré Mai Gao			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Kankamari			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Bitoa Manga			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Sissia			0				
ZINDER	GOURE	Gouré	GOURE	Soft	Soubdou CENTRE			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Douguéré			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Gassafa			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Hard	Arnadi			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Apké TALLAMI			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Arifadi			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Baka Tchiroma			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Dan Ganari			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	LARRE			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Tchergouna			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Zoui			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	"Hard"	Maïram			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	BOUROU			0				
ZINDER	GOURE	Gouré	GUIDIGUIR	Soft	Krikondilla			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Ara Sofoua			0				
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dan Alla			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kalgoma			0				

ZINDER	MAGARIA	Magaria	BANDE	Soft	RAWAYOU SABOUA			0				
ZINDER	MAGARIA	Magaria	BANDE	Hard	Beykori			0				
ZINDER	MAGARIA	Magaria	BANDE	Hard	Dantchédia			0				
ZINDER	MAGARIA	Magaria	BANDE	Hard	Gomba			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Damaou 2			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Gabi Haoussa			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Haramiya			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Lakiré			0				
ZINDER	MAGARIA	Magaria	BANDE	Hard	Maïtchakayé			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Babban Rouwa			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Kouya Kouya			0				
ZINDER	MAGARIA	Magaria	BANDE	Soft	Angoal Gao			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Dan Bardé			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Kambou Dan Habou			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Farayé			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Guétsi			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Mazodji			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sawaya			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Zoudi			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Dourwaye			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Maïchiguifa			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dogon Gao			0				

ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dougoum Magé			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Batché Batché			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Dougoul			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Hard	Zanen Zaboua			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Dan Maïram			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Goundji			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Maï Kiriya			0				
ZINDER	MAGARIA	Magaria	MAGARIA	Soft	Sitaoua			0				
TOTAL PROJECT						277	734	1 011	34	1 040	54	170

1. Systematic Recruitment of School Age Children: Case of Jiga Village

(Testimony by ALI AMADOU, Chief of Project for AeA Project Area)

In four years, the school of Jiga had never been able to recruit more than 55 pupils, of which seven were girls. With the help of the IMAGINE project, the COGES achieved a 400% increase in enrollment of 224 pupils (50% boys and 50% girls) during the 2009-2010 academic year. This tremendous achievement was made possible when, after being trained in advocacy, the COGES took steps to better capture data on the school age population through a complete census of all children 0 to 15 years old.

Indeed, following training on advocacy strategies and approaches, the COGES, APE, AME, school government and pedagogical team carried out a community advocacy campaign to undertake a systematic census of all school aged children for enrolment. The process consisted of going door-to-door throughout the village to identify the school age children not enrolled in school and talk with their parents about the importance of their schooling. This activity resulted in the identification and enrollment of 224 boys and girls, thus quadrupling the school population.

With the capacity achieved as a result of the advocacy training and subsequent census activity, the COGES in Jiga now has at its disposal the multi-year planning tools necessary for managing children's recruitment into school. This census and recruitment by the parents themselves is a great innovation for the communities in the IMAGINE areas to fulfill their children's right to education.

2. Improvement of School Attendance: Case of Mokko Peulhs Village

(Testimony by ADAMOU GANDJIO, COGES President of the Mokko Peulhs Village)

At the beginning of the project, some children did not regularly come to school, often with the parents' complicity. However, with the arrival of the IMAGINE project, the COGES, APE, and AME members were trained on their responsibilities. The COGES has now designated one of its members to carry out daily monitoring of children's attendance through visits to the school, along with a follow-up visit to the home of the missing children to inquire as to the reasons for their absence from school.

These measures made it possible to increase the attendance rate from 96.87% (in 2008-2009) before the project to 99.67% (in 2009-2010). Asked how they proceeded in getting the missing children to return to school, the president indicated they use the advocacy techniques learned from the IMAGINE project to convince parents of the necessity of education. He also discussed with parents his own regret at not having had the opportunity to go school when he was a child.

3. Women's Awareness of their Roles and Impact on School Management

(Reported by Soufiyane AMADOU, Project IMAGINE's Mobilization Specialist)

The training of parents on their roles and responsibilities in their children's schooling has made it possible for them, particularly women, to better assume those responsibilities and to pay greater attention to their children's future.

Case of School Attendance in the Boura Village (Commune of Dargol)

By 17 November 2009, more than a month after the start of the 2009-2010 school year, 131 pupils (44% of the total enrolment) had not started school. Following a systematic head count of the children during a monitoring visit by a group of COGES and project team members, and an in-depth discussion with parents, it turned out that this group of children usually only starts school in January after the end of farm activities, as they migrate with their parents to remote hamlets for farming purposes.

With this finding, constructive dialogues were organized around the themes of the rights of the child to education and the need for children's regular presence in school in order to learn. The COGES learned that the reason most of the children in question cannot return to school at the start of the school year is because the hamlets are far away (5 and 25 km) and they have no one to stay with in the community until their parent return from working in the fields.

Together the parents and the COGES members took the firm resolution to activate their community solidarity and mutual help networks to place the children in temporary families until their parents return to the village. A number of women were then designated to bring the children back to the village, together with some food supplies provided by their parents. The next day, the COGES members noted with great joy the return to the village of two groups of children, each of which was accompanied by one mother.

Pending support from establishment of a school canteen, which is clearly justified in this village, the population has understood and acted to guarantee the education of children, and girls in particular.

Case of AME Actions Against Girls' De-motivation to Retain Them in School

During another focus group in the Boura village led by the project technical facilitators, de-motivating situations that are having negative impacts on girls' schooling were represented and discussed.

The majority of girls in the village often have to miss a good part of the school day because they are held back home by their mothers for domestic chores, or utilized by their teachers to fetch water. After challenging the school management structures about their responsibilities and raising awareness around culturally-accepted gender biases, the AME decided to take action to address some of these de-motivation factors to better retain the girls in school during the school day.

The AME held community discussions with teachers, parents and other community leaders to put an end to the practices. Parents and teachers were asked to pledge their commitment to keeping the girls in school, and a committee was set up to ensure the pledge was carried out. During these community dialogues, the mothers also challenged the teachers' behavior and raised questions about their repeated absences as well, many without justification.

Annex 16: List of Project Audits and Status of Any Outstanding Audit Recommendations

- One audit completed in December 2009, no findings or outstanding recommendations

Annex 17: Name of Organization and Individuals Directly Involved in Various Phases of the Project

ORGANIZATION	PEOPLE INVOLVED	RESPONSIBILITIES
Plan International	Famari Barro	Plan Niger Country Director up to July 2009 Plan USA's Program Manager from August 2009 to March 2010
	Saliou Ndaw	Plan Niger Country Finance Manager up to July 2010
	Rheal Drisdelle	Plan Niger Country Director from January 2010 to date
	Aben Ngay	Project IMAGINE Chief of Party up to August 2009
	Aichatou Nargoungou Hassane	IMAGINE Project Finance and Administrative Manager and Acting COP from Sept 2009 to July 2010
	Dan Bouzoua	Project IMAGINE Chief Construction Engineer
	Tiney Ousmane	IMAGINE Project Water Engineer
	Mor Gueye	Plan Niger Acting COP Oct 2009 to Dec 2009 and Acting COP from August 2010 to September 2010
	Ibrahim Adama	IMAGINE Project M&E Specialist
	Idrissa Adamou	IMAGINE Project Accountant
	Mme Sadatou Boubacar	IMAGINE Project Education Specialist
	Soumana Aboulaye	IMAGINE Project Tahoua Unit Manager
	Ismael Amadou	Plan Niger Tillabery Program Unit Manager
	Assane Mahamadou	Plan Niger Dosso Program Unit Manager
	Winnie Tay	Field Liaison Officer and Plan USA Program Manager for IMAGINE
	Marc Holler	Plan USA Director of Proposal Development
	Rob Malotte	Plan USA Director of Grants and Contracts Compliance
	Frank Manfredi	Plan USA Director of USG Account
	Ann Wang	Plan USA Director of Field Program Support
	Aide et Action	Fambodji Fall Gaye
Soufiyane Amadou		IMAGINE Project Social Mobilization Specialist; Member of Project Design Team and responsible for the project's statistical analysis
Bayiri Sidibe		National Coordinator
	Ali Amadou	Project IMAGINE Zinder Unit Manager up April 2010 and Plan Niger Learning Advisor from May 2010 to date
Care Niger	Bill Stringfellow and Team	Country Representative Member of Project Design Team
	Zakari Madougou	Deputy Country Representative Member of Project Design Team
VIE Kandé Ni Bayra	Ali Abdoulaye	VIE National Coordinator Member of Project Design Team
	Farmo Ibrahim	VIE President Project IMAGINE Literacy Specialist
Counterpart International	Moustapha Niang	Country Representative
	Maman Habila	National Administrator
	Zoulehatou Tanimoun	IMAGINE Project Accountant
MCA	Annou Gbadamassi	Chief Expert

Annex 18: Table of Remediation

N°	Name of Site	Problems Found	Risks associated with problems found		Remediation Plan	
			Type of Risks	Level of Risks	Nature of Repairs	Status
1	Maitalakia	Day Care Center: Detachment of roof, detachment of doors and windows	1	H	Repair and reinforce the roof with hooks; repair and mounting of the doors	Completed
2	Carré SNTN	Day Care Center: cracks; roof getting unstuck; door unfastened	1	H	Mounting of the door, installation of the hooks	Completed
3	Batché Batché	Day Care Center: Several screws missing on the metallic structure	1	H	Supply and mounting of the missing screws	Completed
4	Batché Batché	Teachers' Lodging: Serious cracks in the walls of the latrine; insufficient joints between and the wall; detached entrance door	1	H	Repair of all the cracks, and joining of the latrine	Completed
5	Gomba	Day Care Center: Several screws missing at the level of the metallic structure	1	H	Repair of the metallic structure, cracks and joints	Completed
6	Arnadi	Teachers' Lodging: A large crack in the joining wall between the latrine and the shower; detached door; erosion around the septic tank	1	H	Repair of the cracks, mounting of the doors, and repair of the erosion	Completed
7	Boudoum	Day Care Center: damage to the doors and door handle broken; crack in the joint between the wall and the floor	1	H	Change of the locks, replacement of the doors; repair of the cracks	Completed
8	Kellakam	Classroom block: Cracks in the supports of the IPN 80 beams; deterioration of the cement floor; cracks at the edge of the terrace; part of the roof missing; doors stoppers are loose	1	H	Repair of the support of the IPN beams; repair of the cracks, redo the cement floor, tighten the loose sheet on the roof	Completed

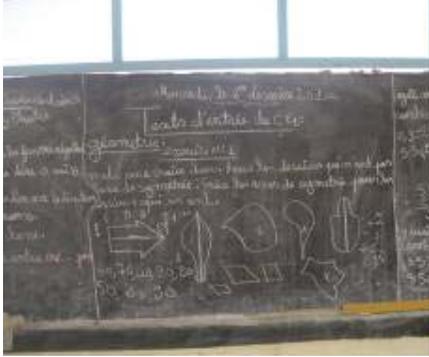
9	Djongo Zarma	Day Care Center: No padlock holder on the door; some hooks of the roofing are loose	1	M	Supply and mounting of the padlocks and tightening of the hooks on the roof	Completed
10	Timboran Hatta	Latrines: a detached door; hole in the wall not closed	1	M	Replacement of the air vent; mounting of detached door and closing holes in the wall	Completed
11	Bangoutara	Teachers' Lodging: cracks in the concrete at the edge of the door, locks incorrectly mounted; waterproof problem; erosion around the waste water pit.	1	M	Repair of the 3 doors; correct the mounting of the locks and replace the missing ones; repair the leaks on the roof and stop the erosion	Completed
12	Dargol Quartier	Latrines: Detached door frame	1	M	Repair and mounting of the door	Completed
13	Guidan Dagna	Day Care Center: several cracks in the center	1	M	Fix and mount windows; repair of the crack around the support of the IPN; repair the cracks and the bump in the ceiling	Completed
14	Gomba	Classroom block: Cracks in the support of the IPN 80 beam and on the balcony, deterioration of the cement floor	1	M	Repair of the support, the balcony and the cement floor	Completed
15	Dan Alla	Teachers' Lodging: The entrance door frame detached by the effect of the winds; cracks in the concrete above the entrance door; broken section of the latrine	1	M	Complete rebuilding of the cabin, repair of the frame and remounting of the door, and repair of all the cracks	Completed
16	Saber	Day Care Center: 2 screws missing on the metallic structure	1	M	Replacement of the missing screws	Completed
17	Guidan Gazobi	Day Care Center: Entrance door handle broken and slight bump in the roof	1	M	Replacement of the handle, repair of the door; reinforce the sheet on the roof with hooks	Completed
18	Maitalakia	Latrines: deterioration of the septic tank's slab cover	2	H	Redo the slab covers and properly water it	Completed
19	Darkindé	Teachers' Lodging: one door frame detached and crack at the edge of the entrance door; erosion around the latrine septic tank	2	H	Mounting of the doors and treatment of the erosion	Completed

20	Béleykoira	Latrines: deterioration of the manhole's slab cover	2	H	Repair of the frame that holds the slab cover	Completed
21	Boukoki Nord	Latrine: Stands not installed	2	H	Installation of the stand	Completed
22	Carré SNTN	Latrines: Stands not installed	2	H	Installation of the stand	Completed
23	Dougoul	Classroom Block: deterioration of the cement floor; edge of the ramp broken	2	H	Repair of the cement floor and the edge of the ramp	Completed
24	Boudoum	Latrines: small slab covers not installed; cracks in the walls	2	H	Install the small slab covers and repair of the cracks	Completed
25	Boudoum	Teachers' Lodging: no slab covers for the septic tank; no evacuation PVC pipe installed	2	H	Construction and installation of 6 small slab covers; supply and installation of evacuation PVC pipe	Completed
26	Boura	Latrine: erosion around the latrine septic tank	2	M	Repeat the repair done by the COGES and close the hole around the septic tank caused by the water runoff erosion	Completed
27	Yatakala	Teachers' Lodging: erosion around the latrine septic tank	2	M	Close the hole around the septic tank caused by the water runoff erosion	Completed

Annex 19: Sample of Project Photos

REGION (department)	SCHOOL	REMEDIACTION REPAIRS DONE	
		BEFORE	AFTER
Zinder (Magaria)	Batché Batché (N°3 on the list of priority remediation)	 <p>Day Care Center: Missing screws</p>	 <p>Day Care Center: Screws mounted</p>
Zinder (Magaria)	Dougoul (N°4 on the list of priority remediation)	 <p>Latrine for Teachers' Lodging: Cracks in the wall</p>	 <p>Latrine for Teachers' Lodging: Cracks repaired</p>
Zinder (Magaria)	Gomba (N°5 on the priority list of remediation)	 <p>Day Care Center: Cracks in the walls</p>	 <p>Day Care Center: Cracks in the wall repaired</p>

<p>Zinder (Magaria)</p>	<p>Doungoul (N°23 on the list of priority remediation)</p>		
<p>Zinder (Magaria)</p>	<p>Gomba (N°14 on the priority remediation list)</p>		
			
<p>Maradi (Guidan Gazobi)</p>	<p>Guidan Gazobi (N°17 in the priority remediation list)</p>		

			
		Day Care Center: Door hinge broken	
Zinder (Magaria)	Dan Ala (N°15 in the priority remediation list)		
		Teacher's Lodging: Door detached	Teacher's Lodging: Door repaired
Tahoua (Madaoua)	Guidan Dangna (N°13 in the Priority Remediation List)		
		Day Care Center: Window not properly mounted	Day Care Center: Window repaired and properly mounted
			
		Day Care Center: Black board poorly finished	Day Care Center: Blackboard repaired and refurbished

<p>Tillabéri (Filingué)</p>	<p>Timboran Hatta (N°10 on the list of priority remediation)</p>		
<p>Zinder (Gouré)</p>	<p>Arnadi (N°6 in the Priority Remediation List)</p>		
		<p><u>Latrine for Children</u> : Detached door</p>	<p><u>Latrine for Children</u>: Door repaired</p>
		<p><u>Latrine for Teachers' Lodging</u>: Major cracks</p>	<p><u>Latrine for Teachers' Lodging</u>: Major cracks repaired</p>

