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Niger Education and Community Strengthening (NECS)

Quarterly Narrative Report No. 4, April - June 2013

And Year 1 Annual Report

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LIST OF ACRONYMS

AeA	Aide et Action
AME	Students' Mothers Association
ANED	Nigerian Association for Education and Development
AOR	Agreement Officer Representative
APE	Students' Parents Association (equivalent to PTA)
CGDES	School Management Committees (Used to be called COGES)
COP	Chief of Party
CRC	Child Right Convention
DGEB	<i>Direction Générale de l'Enseignement de Base</i>
DPSF	Directorate for the Promotion of Education of Girls
DREN	Regional Directos of Education
EGRA	Early Grade Reading Association
EIE	Initial Environmental Evaluation
EMMP	Environmental Measures and Mitigation Plan
FCC	Communal Federation of CGDES
GIS	Geographic Information System
IDAENF	Regional Inspectorate for Literacy and Non Formal Education
IEB	Inspections of Basic Education
ITT	Indicator Tracking Table.
JICA	Japanese Cooperation for Development
M&E	Monitoring and Evaluation
MCA	Millenium Challenge Account
MCC	Millenium Challenge Corporation
MEN/A/PLN	Ministry of National Education, Literacy and Promotion of National Languages
NECS	Niger Education and Community Strenghtening
PMP	Performance Management Plan
PSEF	<i>Programme Sectoriel de l'Education et de la Formation</i>
TOR	Terms of References
TOT	Training of Trainers
USAID	United States Agency for International Development
VIE	Volontaires pour l'Integration Educative-Kande Ni Bayra

Introduction

This is the fourth quarterly narrative report and the first annual narrative report for the primary school education project called Niger Education and Community Strengthening (NECS) that began on June 15, 2012. Inputs for the report came from the NECS partners and have been integrated by Plan International, the lead implementing agency, as per its USAID/West Africa Cooperative Agreement No. AID-624-A-12-00004.

The funds for the NECS project are provided by both the United States Agency for International Development (USAID) and the Millennium Challenge Corporation (MCC). This project is a follow up of the suspended IMAGINE project which was part of MCC's Threshold Program for Niger. USAID has engaged Plan International in a consortium with Aide et Action (AeA) and Volontaires pour l'Intégration Educative (VIE) Kande Ni Bayra to implement NECS.

The consortium works closely with the Ministry of National Education, Literacy and Promotion of National Languages (MEN/A/PLN). Other included ministries are the Ministry of Health and Population for the deworming of school children and the Ministry of Hydraulic and environment for the provision of water points which were not built under the IMAGINE project. Local authorities and community leaders are key actors in project implementation.

The project objective is to improve educational opportunities available to children by strengthening links between local communities and state structures. Following the successes of the effective but suspended IMAGINE project, Plan proposed a two-pronged approach to encourage student-friendly schools and to enhance the quality of education through improved local language reading instruction. *Strategic Objective 1 focuses on increasing access to quality education in schools through the achievement of two intermediate results: an improved physical and social environment for students and increased community participation in education. Strategic Objective 2 will increase student grade reading achievement by improving reading instruction in primary schools and by promoting a culture of reading in communities.* The project is being implemented in seven regions of Niger and includes cross-cutting strategies to strengthen school relationships with state structures, foster school-community relationships, promote gender equity, and build local capacity.

Context of implementation:

Niger is a landlocked country in West Africa located along the border between the Sahara and the Sub-Sahara regions. With an area of 1,267,000 square kilometers (489,191 sq mi) of which 300 square kilometres (116 sq mi) is water, it is about twice the size of the state of Texas. This immense size and the high dispersion of the NECS schools all over the country makes the setting a true challenge.

The NECS project is being implemented in 150 schools from 22 communes out of 265 communes across the country - in seven regions out of eight. The project is not being implemented in the

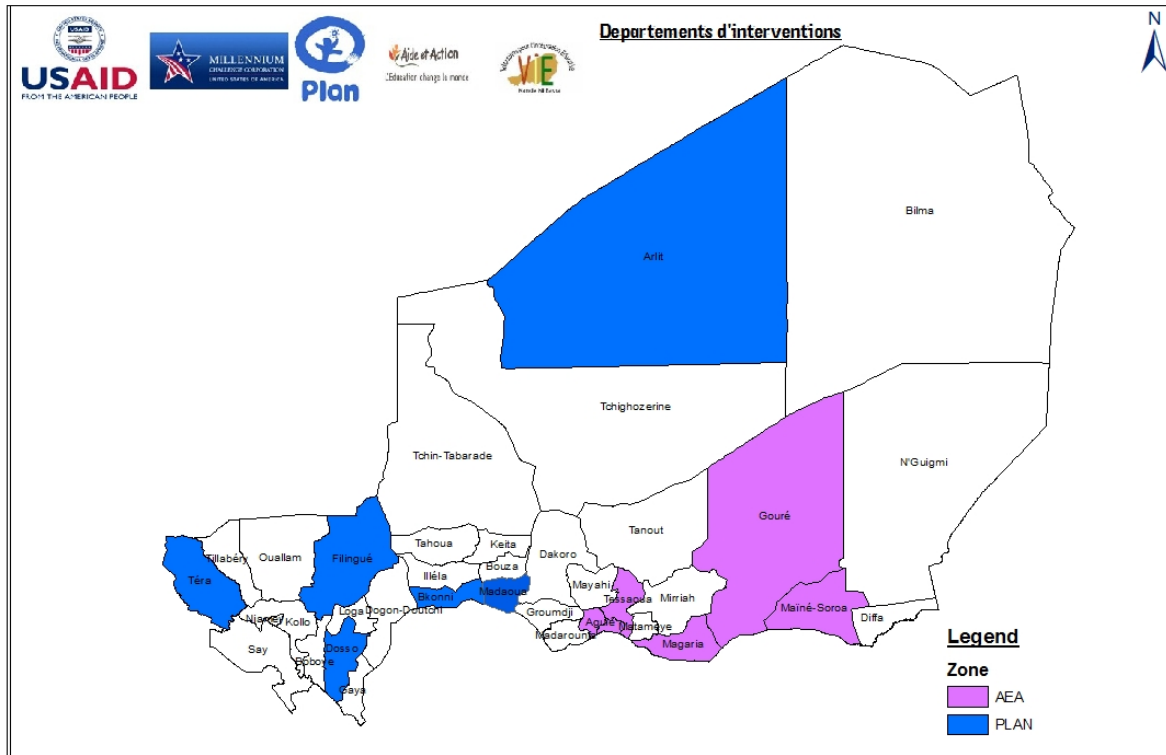
region of Niamey. Literacy rates in Niger remain significantly low, approximately 28.7%¹ in 2008. Niger's population is predominantly Muslim (about 95%), and also very diverse with at least six ethnic groups including the Zarma, Hausa, Tuareg, Kanuri, Fulfuldé, and Gulmantche. A list of the NECS schools and the local languages associated with each school can be found in Appendix A.

Regions and Communes NECS

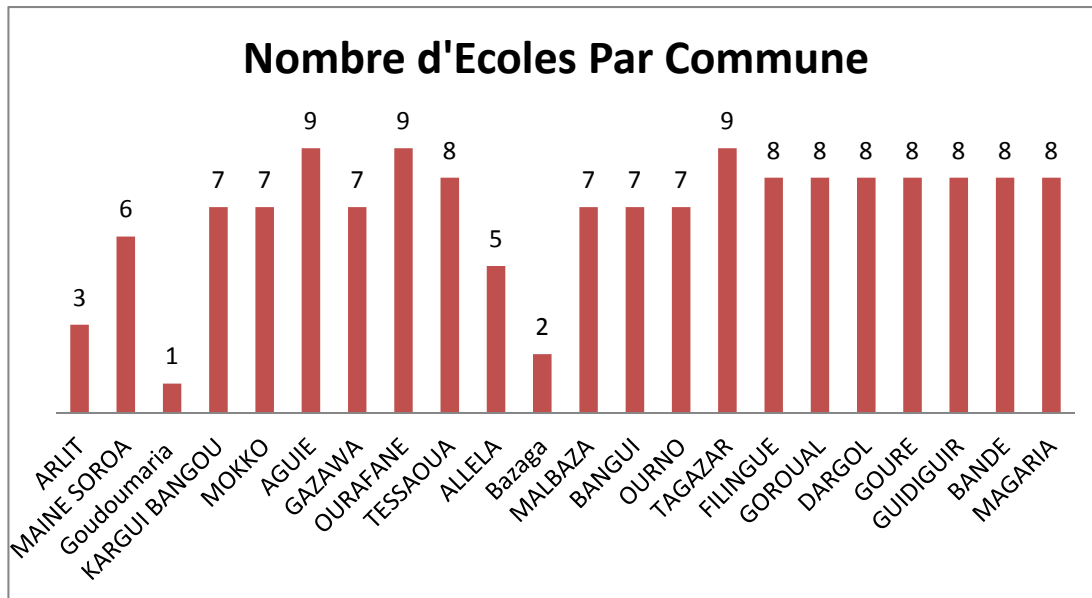
Zone	Region	Commune	Number of schools
Plan	AGADEZ	ARLIT	3
AEA	DIFFA	MAINE SOROA	6
		GOUDOUMARIA	1
Plan	DOSSO	KARGUI BANGOU	7
		MOKKO	7
AEA	MARADI	AGUIE	9
		GAZAWA	7
		OURAFANE	9
		TESSAOUA	8
Plan	TAHOUA	ALLELA	5
		BAZAGA	2
		MALBAZA	7
		BANGUI	7
		OURNO	7
	TILLABERI	TAGAZAR	9
		FILINGUE	8
		GOROUAL	8
AEA	ZINDER	DARGOL	8
		GOURE	8
		GUIDIGUIR	8
		BANDE	8
		MAGARIA	8

¹ Questionnaire Unifié des Indicateurs de Base du Bien-être 2006 INS Institut National des Statistiques CIA World

Niger Education and Community Strengthening Project (NECS)



Author: NIKIEMA / NIDJERGOU Y. NOEMIE Date Saved: 5/8/2013 11:22:56 AM



During the current quarter, the NECS project received two support visits from the Agreement Officer Representative (AOR), Miss Nana Bonsu Amoako of USAID Regional Office in Accra, Ghana, and one from Alberto Begue, Senior Education Advisor at Plan International USA and manager of the NECS project, April 22 – 30, 2013.

I. General Overview

The NECS project began with a gradual progression with emphasis placed on creating a good foundation. Like the importance of a solid base when building a house, solid relationships with the MEN, district education officials, community structures and the parents and school children formed a strong foundation for the project. First, the project team had to be assembled and an office established, while also reaching out to the MEN and coordinating with them and the donors. The Cooperative Agreement was negotiated to clarify the roles of the donors, Plan, partners, and a consultant, and to preserve the integrity of the project design. MCC/MCA and their consultant convened several meetings with the MEN to discuss how the NECS project would be evaluated, before the NECS team was fully constituted and could present the project to the MEN. After many meetings and discussions, the project parameters were clarified and the schools chosen where the intervention would take place. At last, the NECS team was able to schedule a meeting with the MEN to officially present and launch NECS, in collaboration with the ministry in February, and hold the first meeting of the steering committee on March 1st.

A few activities were able to begin at the field level in early February 2013, after the head of the MEN (the SG) gave his official permission, while the rest began in earnest in March. The NECS team was very busy leading up to and during this time, preparing all the systems and ground work required. The NECS team received training in Plan systems as well as on USAID rules and regulations. The social mobilization team worked with the community facilitators (from Plan and AeA) who would be interacting directly with the schools and community structures. The Monitoring and Evaluation team developed data collection tools for regular reporting as well as for collecting baseline data. The education specialist worked with MEN and IEB to provide support for the initial steps of the education activities to be implemented by Plan Niger and Aide et Action. The engineer did a complete assessment of the boreholes built under IMAGINE. The finance and compliance team set up an accounting system, trained staff on procedures and other protocols. As soon as the district and local officials had permission to work with the NECS team, the community facilitators began to visit the schools and communities to present the project and collect data about them to serve as a baseline as well as to guide the project's implementation. The hydraulic engineer assessed the situation of the water sources at the IMAGINE schools.

Major project activities that took place during year 1 included: Gender training for a variety of adults who work with children; the writing of descriptive profiles for all 150 communities; the water source assessment; and reinforcement of adult literacy centers were the primary activities on the ground for NECS. Further detail on these and other project activities are reported below.

Political and Security Situation:

The political situation in Niger remained stable despite the war in Mali. There were however some security concerns due to deadly Al Qaeda attacks in a military camp in Agadez and the AREVA mine in Arlit in the center of the country. In Arlit, the husband of the NECS project's focal point was held hostage along with other workers from the mining company during the attack. Fortunately, he was freed a few hours later. The NECS project had to postpone several training activities that week for security purposes. The capital city, Niamey, experienced two attacks from the islamists

movements including on a military camp and the prison in Niamey where they successfully freed one of their leaders who was imprisoned there after killing two guards. The security situation has improved since then, the project was able to implement most activities that were planned for the current quarter.

Key Program Highlights:

4th Quarter Major Accomplishments:

- ✓ Gender training for 854 teachers and supervisors, of which 374 were women.
- ✓ Gender training for 748 members of community participatory structures (CGDES, APE, AME), of which 343 were women.
- ✓ Training of 41 trainers on student government approach.
- ✓ Finalization of contract with two firms for the drilling of boreholes.
- ✓ Finalization of contract with a control bureau for the monitoring of the borehole construction.

Year 1 Major Accomplishments:

- ✓ Selection of the 150 villages/schools of intervention.
- ✓ Recruitment and on-boarding of all the NECS staff.
- ✓ Involvement of the MEN at central and district level.
- ✓ Gender training for 854 teachers and supervisors, of which 374 were female.
- ✓ Gender training for 748 members of community participatory structures: School Management Committees (CGDES), Students' Parents Association (APE), Students' Mothers Association (AME); of which 343 were women.
- ✓ Development of a social mobilization strategy.
- ✓ 4,573 community members of which 2,488 members of CGDES, APE, AME enrolled in literacy courses.
- ✓ The development of community profiles using a participatory appraisal approach.

II. Current Quarter Activities

▪ Strategic Objective 1: Increased access to quality education at project schools:

1.1.1 Foster gender equity in classrooms:

Fostering gender equity in classrooms consists of working at various levels to promote gender-equitable classrooms by mainstreaming gender issues at schools and ensuring that gender is incorporated in each of the project's components. A gender-equitable classroom is one in which boys and girls participate as equals, have the same access to education, the same possibility to advance from one grade to the next, and receive the same quality of education. The NECS project is training and raising awareness of project school members and communities on these concepts and development of gender-equitable classrooms. The NECS project is training teachers as well as pedagogic supervisors, the CGDES and other school committees, students, and the wider community in its efforts to increase gender sensitivity in attitudes and practices.

1.1.1.1 Achievements during the current quarter

- **Trainings for Pedagogic Supervisor; teachers; CGDES, APE, AME**

During the reporting period a total of 854 teachers and supervisors, of which 374 were female, went through a 3-day training to raise their awareness and promote gender equity at school and in the classrooms. The training modules were developed and validated jointly with the Ministry of Education. The training included:

- Gender code of conduct: A tool on gender-sensitive pedagogy provided measures and directives to guide teacher conduct, based on gender-sensitive norms and values and created in conjunction with the MEN's guidelines on combatting gender stereotypes in the classroom. Trainees took a "teacher's oath" to uphold this code. Ongoing exchanges between NECS and the *Direction de la Promotion de la Scolarisation des Filles (DPSF)* will capitalize on these resources as part of the implementation of the government's *Programme Sectoriel de l'Education et de la Formation (PSEF)*, which calls for the "adoption and finalization of norms of quality and equity."
- Management tools: Training included gender analytical tools for school management and for curriculum development, which the project intends to submit to the *Direction Generale de l'Enseignement de Base (DGEB)*, in conjunction with the PSEF's goals in teacher training.
- Monitoring & evaluation: Three monitoring tools were included in the training: one for classroom observation by supervisors; one on incidents of school violence; and one to assess gender sensitivity of the actions of CGDES, APE and AMEs. The project intends to submit these to the DGEB.

- **Communication for gender equity among students**

This activity will be the follow up of the training of teachers and supervisors. These groups received the gender training at the end of the school year when the students, who are the endline beneficiaries, were about to go on vacation. Students will benefit from the training when they return from vacation during the coming school year in October 2013.

- **Promotion of gender equity in the community**

A total 748 people who belong to educational community structures (CGDES, APE, AME), of which 343 were women, were trained in gender to raise their awareness in gender issues. The purpose of the training sessions was for them to understand and become promoters of gender equity at the community level. They now have the capacity to sensitize community members to send girls to school and promote gender equity within their communities.

All trainings were held at the level of the *Inspections de l'Enseignement de Base (IEB)* (deconcentrated services the Ministry of Education) and facilitated by the pedagogical advisors (supervisors) and the focal person for girls' education (Focal Points for Girls Education or Scofi) who had received a trainers' training during the previous quarter. The trainings lasted three days and consisted of:

- Providing participants with pedagogical aids/tools;
- Clarifying the different concepts in relation to gender and gender equity;
- Sharing experiences of taking gender into account in education, particularly in the classroom;
- Identifying the different parameters/factors of taking gender into account in education.

It is worth mentioning the enthusiastic participation of the local structures of the Ministry of Education, especially the Regional Directors (DREN) who organized supervisory missions to provide support to the IEBs. The local administrative and traditional chiefs also provided support.

The package of activities to promote gender equity through films, group discussions, theater and other activities, originally planned for April and May of 2013, were pushed back due to the delay in the official project startup. They will be implemented in Year 2 of the project.

1.1.1.2. Achievements during Year 1 of Project Implementation

The NECS project contracted ANED (*Association Nigérienne pour l'Éducation et le Développement*) who worked in close collaboration with the office in charge of girls' education, *Direction de la Promotion de la Scolarisation des Filles* (DPSF) at the Ministry of Education (MEN/A/PLN) to develop training modules and train trainers. This included 56 pedagogical supervisors from the IEBs (inspectors, pedagogical advisors, focal points for girls' education), of which 18 were females. Those supervisors in turn trained 522 teachers, of which 229 were female teachers, and 748 community members (representing CGDES, APE, AME).

The table below gives the situation of supervisors who had been trained as trainers and then in charge of training the teachers.

Table 1: Number of supervisors trained in gender

Regions	# IEB	Men	Women	Total
Agadez	1	1	2	3
Diffa	1	2	1	3
Dosso	2	5	1	6
Maradi	4	8	4	12
Tahoua	4	8	4	12
Tillabery	4	8	4	12
Zinder	4	6	2	8
Total	20	38	18	56

NB : Women represent 32% of trained supervisors

The trainings focussed on the definition and clarification of the different concepts of gender and its challenges in the Nigerien educational system. Likewise, there was an emphasis on practical aspects of the integration of gender in schools and in the community; e.g. gender and curricula, gender sensitive pedagogical/teaching practices, inclusion of gender in teacher's supervision activities, gender and school management, gender and school violence, and the influence of gender in community participatory structures.

Some recommendations emerged from these trainings/workshops including :

- The review of the teachers' supervision tools used by the pedagogical supervisors (inspectors and pedagogical advisors) to make them gender sensitive;
- Inclusion of gender equity topics in teachers in-service training in order to train all teachers in the areas where the NECS project is being implemented;
- Promotion of more women in the management of the educational system;
- Coach/mentor schools and communities in the process of gender integration;
- Request that the Ministry keep the teachers and supervisors assigned to the NECS schools and areas in their positions during the implementation of the project

These recommendations will inform the Year 2 Work Plan, which will coordinate with the MEN's planned activities to implement the PSEF. In addition, the project will work directly with Pedagogic Supervisors, Inspectors and Girls' Education representatives to implement the recommendations at the IEB level.

1.1.2 Promote leadership training for student governments

Plan Niger was the first organization to introduce student governments in the educational system, in 2003, which has since been replicated by other partners. Following the success of those experiences, the government of Niger has now decreed by law (Arrêté n° 0165/MEN/A/PLN du 21 Octobre 2011) to introduce student governance in all its schools, making it part of the educational system. The NECS project is promoting student leadership through student governance in the 150 NECS schools.

1.1.2.1. Achievements during the current quarter

- **Student government trainings for CGDES, teachers and students**

Promotion of leadership for student governments started with the training of supervisors (CGDES focal points and pedagogical advisors) in two regional Training of Trainers (TOT) training sessions. These were facilitated by a team of national consultants under the supervision of the project education specialist and the project regional coordinators in close collaboration with the Regional Directors (DREN) of the MEN/A/PLN. Forty one trainers, of which 3 were females, were trained. Participants in those 2 trainings included pedagogical advisors and focal points for girls' education. They will in turn be responsible for the training of school directors and leaders of the community participatory structures (CGDES, Ape, AME) on student government leadership. By the time those TOT were completed, the students were entering examination periods and then leaving for vacation. For this reason, the students' training will happen in the upcoming school year.

This training offered a good platform to discuss potential child participation approaches that are being developed/experimented in Niger through classroom and extracurricular interventions. These approaches include student governments, school cooperatives, and Child-Friendly and Girl-Friendly Schools. NECS schools that did not previously have student governments will organize them during the 2013-2014 school year, and the project will reach out to the MEN, UNICEF, JICA and other relevant organizations.

In addition, several meetings were held during fourth quarter of year 1 between NECS and PDEV II. The COPs and technical staff of both projects participated. It was agreed that PDEV will

collaborate in schools of regions where both projects are working. A road map will be developed for Year 2.

1.1.2.2. Achievements during Year 1 of Project Implementation

As note for the quarter 4, the NECS project organized a TOT on Student Governments for 41 supervisors (3 were females) from the IEB on June 28 through 30. These supervisors include CGDES focal points and pedagogical advisors. . The participants, the TOT will provide the same training to teachers and members of the community participatory structures during the coming school year starting in October 2013.

The training modules focussed on the process for the creation of a student government, as well as the possible pedagogical applications of the school government. They also incorporated the main juridical instruments of child protection such as Child Rights Convention (CRC), specifically Article 18.2 which insures development of institutions, facilities and services for the care of children; and the African Charter on Rights and Welfare, specifically Article 11.3 which encourages all appropriate measures to ensure education for all.

Two main recommendations were derived from trainings:

- Ensure a harmonized intervention regarding the implementation of student governments;
- Insist on the sensitization, collaboration and commitment of all actors on the preparatory phase before the implementation of student governments. (Despite the government policy of student government in every school, the majority of NECS schools do not have one yet.)

During the creation of student governments in the NECS project schools for the 2013-2014 school year, staff will reach out to the MEN, UNICEF, JICA and other relevant organizations to ensure coordination with other similar interventions in the project areas.

1.1.3 Construct boreholes and provide maintenance training

- **Environmental Compliance : Current Quarter and Year 1**

During the reporting period, the NECS project submitted the Environmental Mitigation and Monitoring Plan (EMMP) and the Initial Environmental Evaluation (IEE) report to USAID using a template provided by USAID. Unfortunately, these documents were not complete and USAID asked for NECS to re-draft the report, which will re-submitted to USAID for approval.

- **Assessment of the 49 Boreholes Built During the IMAGINE Project and Geophysical Studies for the New Boreholes: Quarter and Annual Year 1.**

During the reporting period and by the end of the first year of the implementation of the project, the NECS project assessed the 49 boreholes that were built during the IMAGINE project to diagnose their functionality and determine the level of repairs needed. The NECS project contracted a company to carry out the geophysical studies of the sites where the new boreholes should be built. The studies were completed and are acceptable for all sites except the site of Foura Guirke, where

the water table is about 540 meters deep. The NECS project does not have enough funding to drill a borehole there, so the team is looking for alternatives.

- **Construction of New Boreholes and Repairs of Existing Boreholes: Quarter and Annual.**

Construction of New Boreholes: Following the bidding process which was launched during the previous quarter, two drilling companies have been contracted for the drilling of the new boreholes and one control bureau for monitoring their work. The actual drilling will start during the next quarter. As suspected in the previous quarter, the NECS project will finally construct 10 new boreholes and 3 branch pipes instead of 11 new boreholes and 2 branch pipes.

Repairs of Existing Boreholes: Regarding the repairs of the 49 boreholes built during the IMAGINE project, the assessment/diagnosis gives the following status: seven boreholes are working and 42 need repairs. The repair costs are higher than planned as the situation of working and broken boreholes has evolved over time. The NECS project has been analyzing the case to see where we can get funding for the additional costs. NECS may start with what is available and is seeking external funding to complete all 49 boreholes. Funding for these repairs is not being sought from USAID.

- **Establishment and Training of Water Management Committees and Training of Community Maintenance Committee (local artisans): Quarter and Annual Year 1**

This activity concerns both new boreholes and old ones. The NECS project met with the Director of the Ministry of Rural Hydraulics who is in charge of the national policy on water sources. The NECS project is developing Terms of References (TORs) that will be submitted to the Ministry. Once the TORs adopted, the Ministry of Rural Hydraulics and the NECS project will form a joint committee, in collaboration with the local hydraulics offices, to elaborate a schedule for the sensitization of communities and settling of water management committees in the communities as well as the training of the community maintenance committees/artisans.

1.1.4 Support deworming treatment for children: Quarter and Annual Year 1

Follow up of the deworming activities with the Ministry of Health and MEN Health Services: During the reporting period, the Ministry of Health completed the deworming of 4,376 children in the Tahoua Region of which 2,390 were boys and 1,986 girls. Adding in the 1,950 children in the Agadez Region in the previous quarter, it brings the total number of dewormed children to 6,326 (3,779 boys and 2,547 girls) in the NECS schools. There have been no deworming campaigns in the others regions to date. After the drafting of the work plan, it became clear that NECS could not control the timing of the deworming activities in its schools, rather this depends on the schedule of the MEN/school health office and the Ministry of Health. The NECS team is advocating with these institutions to include NECS schools on the de-worming schedule. In terms of communications, NECS has informed all the communities about de-worming through the introductory meetings and is implementing community mobilization/communication efforts aimed at parents when a deworming campaign is coming to a NECS school.

1.2.1 Mobilize community actors to support education

1.2.1 .1 Achievements during the current quarter

During the fourth quarter of the project cycle, the NECS project continued to assess the community participatory structures (CGDES, APE, AME), and to conduct the community/school appraisals (*monographies*) as well as the training of the members of these community structures.

- **Assessment of the Community Participatory Structures (CGDES, APE, AME) and Community Participatory Appraisals (monographies)**

During the quarter, the NECS project was able to complete their assessment of the community participatory structures (CGDES, APE, AME), as well as the participatory appraisals of all 150 communities. The Regional Coordinators are working on summary reports that will inform the referential situation (baseline) of the project. These exercises were conducted by the project community facilitators with the focal points of the district level CGDES under the supervision of the inspectors and regional focal points of the CGDES, making it an integrated activity of the ministry, community members and NECS.

The main outcome has been the identification of the strengths and weaknesses of the community structures and the elaboration of an action plan for the strengthening of the capacities of every single structure. In terms of programming, the community facilitators now know their schools and community structures well and are using this information to guide their work with them on a regular basis. The results are being further exploited in the development of school action plans. From an M&E perspective, the data on the schools and their structures serves as a baseline against which we will be able to mark progress and ultimately see how the schools and community structures change over the life of the project.

Another outcome was the awareness raising of the communities regarding the challenges they face for primary education in general and girls' education in particular. Most communities learned a lot about themselves through their extensive participation in the process. They reflected on their own gender bias and how it affected their work with their local school as well as their own children.

- **Training of the CGDES, APE, AME**

A total of 748 members of community participatory structures (CGDES, APE, AME), including 343 women, were trained in 2 separate regional workshops on gender in order to raise their awareness in gender issues so that they understand and become promoters of gender equity in their community. They now have the capacity to mobilize community members to send girls to school and promote gender equity within their communities. The training was coupled with another one on the process of setting up a democratic structure, simplified management, micro planning and the maintenance of school infrastructures by their committees.

All trainings were supervised by the regional focal points of the CGDES, the focal points for girls' education and the people in charge of school infrastructure at the level of the IEB. The participation of focal points ensured that the training content was consistent with the national policy on gender and that the activities will continue after the NECS project. Other participants included the district

level focal points from CGDES and Girls' Education as well as those in charge of school infrastructures. The trainings were great opportunities to get all regional actors to contribute and make a commitment to the success of the objectives of the NECS project.

Table 2 : Number of members of community Structures and Supervisors trained in Gender Equity Approach

Regional Coordination/NECS	Male	Female	Total
Zinder	199	160	359
Konni	85	69	154
Dosso-Tillabery	121	114	235
Total	405	343	748

Analysis/comments

The training sessions were great opportunities for sharing among all participants from the community structures as well as the local authorities of the Ministry of Education (MEN/A/PLN) whose participation and dedication were crucial. Out of a total of 750 members of community structures invited to the training, only two people were absent.

1.2.1.2. Achievements during Year 1 of Project Implementation

Regarding social mobilization in general, the major accomplishments during this first year of implementation include:

- Elaboration of a social mobilization strategy
- Project ownership/Internalization/appropriation
- Assessment of community participatory structures
- Community participatory appraisals (*monographies*)
- Training of CGDES, APE and AME
- Supportive monitoring of the implementation of school action plans

a. Elaboration of a social mobilisation strategy

The social mobilization strategy was developed and agreed on by all consortium members building on the strategy that had been elaborated under the IMAGINE project. The objective of the social mobilization strategy is to develop a framework for the mobilization of all key actors in order to achieve the objectives of the project. The NECS project has developed a series of tools, guides, and modules for the use of the different key actors: supervisors, teachers, community structures (CGDES, APE, AME), and project community facilitators.

b. Project Ownership/Internalization/Appropriation

Following the selection of the 150 intervention villages of the NECS project, the project community facilitators visited all the villages to undertake information, animation, sensitization and mobilization activities in order to introduce the project, its objectives and activities. They also met with the administrative and education authorities at the regional, district and *commune* levels, which informed these authorities about the project and achieved their official acceptance, which will facilitate the implementation of project activities.

c. Assessment of Community Participatory Structures

The assessment of the community participatory structures (CGDES, APE, AME) is a key component of the NECS strategy. All community education structures have been assessed during this first year of the implementation of the project. We found a total number of 150 CGDES, 142 APE and 137 AME in the 150 villages covered by the project. The main outcome is the identification of the strengths and weaknesses of the community structures and the elaboration of an action plan for the strengthening of the capacities of every single structure. Strengths include the presence of women in the structures and the existence of action plans in most cases. The main weaknesses are: illiteracy of most members, lack of archives, and lack of by-laws. The illiteracy is addressed by NECS through the adult literacy focus (under objective 2), while the record-keeping and by-laws to govern the group will be taken care of through the guidance of the community facilitators. Additionally, the support of the community facilitators will allow these structures to improve record-keeping and to put in place documentation such as statutes and internal rules and procedures.

d. Community participatory appraisals (*monographies*)

The participatory appraisals of all the communities are also part of the project strategy. The objective of this exercise was to better understand the community, the key players, and the educational situation in each of the villages. In addition to the NECS team learning about the diverse set of communities where the project is working, the communities themselves came to realize the challenges they face in terms of access to quality education for their children and the key role of community participation in making this a reality. Among the communities' observations were:

- Consistent monitoring of student attendance can be a challenge.
- It is difficult for communities to implement school activities that attract more children (sports, cultural activities, etc.)
- More work is needed to identify vulnerable children through the tutoring program.
- Despite diversity within some of the villages, NECS has not identified any cases of children not speaking the majority national language.

e. Trainings of Community Structures (CGDES, APE and AME)

The training of the community participatory structures (CGDES, APE, AME) followed their assessment. Most of training topics were identified during the assessments. The objective of the training was to build their capacities so that they become functional. The training covered four topics including:

- Mission, responsibilities and organization of the CGDES, APE, AME;
- Elaboration, implementation and monitoring of school action plans to improve the quality of education, particularly girls' education;
- School administrative and financial management;
- Maintenance of school infrastructures and equipment.

The trainings were facilitated by the district level focal points of CGDES, Girls' education (Scofi) as well as those in charge of school infrastructures and supervised by the regional focal points of the

CGDES, the Respondents of Girls' Education and the people in charge of school infrastructures at the level of the IEB.

Table 3 describes the CGDES, APE and AME members that participated in the training sessions:

Table 3: Training for Members of CGDES on Action Plan Design, Administrative and Financial management and Maintenance of School Structures

NECS Regional Coordination offices	Number of participants planned/expected			Number of participants that actually participated			Observations
	Number of schools/villages	Participants per school/village	Total	Male	Female	Total	
Zinder (Diffa, Maradi, Zinder)	72	5	360	199	160	359	1 participant absent
Konni (Agadez, Tahoua)	31	5	155	85	69	154	1 participant absent
Dosso (Dosso, Tillabery)	47	5	235	121	114	235	All participants attended
Total	150		750	405	343	748	

In addition to the 748 members of the CGDES, APE, AME, we had 21 members from the 21 Communal Federations of the CGDES (FCC) of the project area who took part in the training. The role of the FCC is to monitor and coordinate the actions of the local CGDES.

f. Supportive monitoring of the implementation of action plans

Apart from the assessment of the CGDES, the project facilitators participated in meetings held by the CGDES. They found out that the quality of the action plans is generally poor and that their level of achievement is also low (50% average). In most cases, they had not been developed by the group but by the school director alone. The training session on the life of associations was highly appreciated as it provided them with tools to develop participatory action plans. During the second year, the NECS project will continue to work closely with the Ministry of Education on the support provided to the CGDES. During the second year, the focus will be on the implementation of the action plans in agreement with the MEN at the central and local levels.

1.2.2. Develop a school-to-community mentoring program

Considering the delays that have affected activities in the field, the mentoring program has been rescheduled to begin as part of Year 2. In preparation for this, NECS has developed a terms of

reference for a consultant to help the NECS and IEB staff to develop and adapt the mentoring program to the Nigerien context.

▪ **Strategic Objective 2: Increased student grade reading achievement:**

Plan Niger in partnership with the local NGO VIE Kande Ni Bayra initiated a systematic method of Early Grade Reading in 2007-2008 in 16 non formal schools called "*Ecole de Seconde Chance*" and the experience proved to be positive. The NECS project will implement Early Grade Reading in five languages including Zarma, Hausa, Fulfulde, Kanuri and Tamasheq in the 150 schools of its intervention area. The original plan was to start with the Zarma language in 45 school the first year, Hausa the second year and then the remaining three languages in the third year. Due to late start up, the NECS project could not start with Zarma in this academic year. Therefore the Ministry of Education asked the project to consider starting with all five languages in the second year. The NECS project decided to create a working committee in each of the five languages and asked the Ministry of Education to send three technicians/specialists - a linguist, a pedagogic specialist and a practitioner - for each committee. The committees are now functional, and include the participation of VIE and the Education Coordinator for NECS.

2.1.1 Provide teacher training and support

This activity has not started yet as the curriculum development committee has not completed its work. This will start after the development of the teaching/didactic materials in the five languages, planned for September.

2.1.2 Implement the Early Grade Reading Program in first and second grades

The original plan was to start Early Grade Reading with 45 schools in the Zarma language. Unfortunately this activity has not started yet in the classrooms but the NECS project and the Ministry of Education have created five sub-committees that are working to develop material in the different languages. The plan now is to start actual implementation in the classrooms in October 2013.

2.2.1 Develop and implement adult literacy training

▪ **Community Mobilization**

The NECS project is convinced that only literate communities and members of the school structures can sit together and make an analysis of their situation in order to look for solutions alongside the local authorities. The NECS project is committed to develop an adult literacy program in order to build the capacities of the parents to better participate in their children's education. It consists of a three year literacy training for the members of the community participatory structures (CGDES, APE, AME). During this first year, the project was able to start literacy programs in all 150 communities. The literacy centers opened during the previous quarter and were closed during the current quarter due to the beginning of the rainy season.

The table below gives the situation of the literacy centers. NECS will make a similar assessment of the centers at various points during the project.

Table 4 : Number of learners at the initiation of the literacy centers.

Regional Coordination	Regions	Number of Learners enrolled at the Openings of the Centers					
		Total Number of learners per communes			Learners who are members (APE, AME, CGDES)		
		Male	Female	Total	Male	Female	Total
Konni	Agadez	0	90	90	0	45	45
	Tahoua	532	519	1,051	379	349	728
Zinder	Diffa	72	63	135	31	16	47
	Maradi	504	489	993	266	256	522
	Zinder	443	490	933	143	132	275
Tillabery	Dosso	219	200	419	181	115	296
	Tillabery	452	500	952	262	313	575
National		2,222	2,351	4,573	1,262	1,226	2,488

Since the previous quarter, two centers for women meant to open in Arlit and new centers in Dosso were slightly delayed; as a result the number of learners enrolled is the same as in the previous quarter.

Fifty-four percent of the learners come from community participatory structures (CGDES, APE, AME). The centers should normally be open 6 months per year, but due to a late start, we organized an intensive course during the first year, holding classes 5 days per week from March to May. This course covered reading, writing, basic arithmetic and technical subject matter. That allowed us to catch up some of the time. There were 4,573 learners of which 2,351 female with an average of 30 learners per center and 2,488 learners coming from community structures. The centers closed because of the rainy season but they will open again in November 2013.

All literacy centers were monitored and supervised by the Ministry of Education through the services in charge of literacy, the IDAENF (*Inspection Départementale de l'Alphabétisation et de l'Education Non Formelle*)

▪ Monitoring and Evaluation

A. Achievements during the current quarter

During the current quarter, the activities of Monitoring and Evaluation (M&E) were focussed on the implementation of the data base and training of the users, the monitoring of data collection and support to the regional coordination of the project for the entry and treatment of the data. Fifteen people, including facilitators; the three regional coordinators, participants from VIE and Aide & Action Team as well as specialists from the NECS Coordination Unit were trained on the data base by the consultant who designed it. The consultant also made a presentation of the data base to Alberto Begue from Plan USA and Mrs Nana Amoako from USAID Accra during their visit to Niger and received feedback from them.

The NECS project participated in the discussions about the baseline with MCC and Mathematica Policy Research (MPR), the consultant hired by MCC to do the baseline and impact evaluation of the project. MPR visited Niger in April and held meetings about the evaluation plan with the MEN and also requested feedback on its data collection tools for the household surveys.

B. Achievements during Year 1 of Project Implementation

Achievements over the first year of implementation can be summarized as such :

Workshops: The NECS project has had workshops with all the stake holders including the Ministry of Education, MCC, MCA/Niger, USAID, Mathematica to discuss the project monitoring and evaluation system, the database, the Geographic Information System (GIS), the baseline study and related topics. Two workshops were held at the MEN, in June and October 2012, to present and discuss in-depth the methodology of the project's evaluation.

Development of the Project Management Plan (PMP): The NECS team under the leadership of Plan USA completed and submitted a Project Management Plan (PMP) to USAID. Based on the feedback received in various rounds, the NECS project sent the latest version late June and is still awaiting approval.

Project baseline : The NECS project actively participated in the pilot data collection conducted by Mathematica and in the various discussions related to the baseline study and impact evaluation. After MCC's decision to postpone the study until November 2013, the NECS project proceeded to collect data related to the first component/objective of the project (*Increase access to quality education in schools*) so that the project could assess the situation in the NECS schools and communities. This information will be used as a baseline to compare with the situation in these schools and communities at the end of the project.

Geographic Information System (GIS): The NECS project decided to set up a Geographic Information System (GIS) for the project with the support of Plan Burkina Faso whose GIS specialist designed the GIS activities of the BRIGHT project. Ms. Noemie Nikiema visited Niger in May to discuss the implementation of a GIS/mapping component for NECS. This trip was paid by Plan Niger with its own resources, not from USAID or MCC funding. NECS is working with Ms. Nikiema to continue the work in this component.

Data collection: The NECS project developed several tools and a guide to support data collection in relation to the PMP. These also served in the development of data base. The development of these tools and the data collection using them was not anticipated or budgeted for because the MCC consultant (MPR) was scheduled to conduct baseline surveys at the schools and in households with parents. The exercise allowed the community facilitators the opportunity to work collaboratively with the community and school leaders and guide them in a participatory process in which they identified and reflected on their resources and gaps.

The indicators that have been collected are being entered into the data base. They are now being checked and, at the end of this step, the project will have a finalized and functional database to use in future reports. There are still gaps created by the lack of an MPR-led baseline as described in the cooperative agreement. These gaps are being discussed with USAID and MCC to come up with a

solution to be able to have a complete set of baseline data (school-level, reading assessments, and community-level).

Training: All community facilitators, regional coordinators and project specialists (25 people in total) were trained on the data collection system and management of the data base

Supervisory field visits: The project specialists based at the Coordination Unit in Niamey made several visits to the field in order to provide support to the community facilitators, monitor activities, and meet with local administrative, educational and traditional authorities.

V. Activities Planned for Next Quarter

During the next quarter (July-September2013) the consortium will implement the following activities briefly described below:

For Strategic Objective 1: Increased access to quality education at project schools :

- Training of 522 teachers on school governments;
- Training of seven water management committees;
- Construction of seven new boreholes in sites that are accessible;
- Development of the Environmental Measures and Mitigation Plan (EMMP);
- Rehabilitation of 20 boreholes;
- Collection of annual school data on promotion rate for Grade 2 and 3

- Start settlement or renewal process of community structures in the 150 villages;
- Provide support to community participatory structures (CGDES, APE, AME) in the development of their action plans;
- Develop the TORs for the recruitment of a consultant to elaborate training modules on mentoring;

For Strategic Objective 2: Increased student grade reading achievement:

- Develop and validate Early Grade Reading material in the five languages with the support from an international consultant;
- Print Early Grade Reading Material;
- Train the animators of the literacy centers;
- Train teachers in Early Grade Reading methodology.

Monitoring and Evaluation

- Participate in or lead on the baseline data collection process;
- Complete the NECS project situation analysis (at baseline);
- Develop a module on monitoring and evaluation for the facilitators' use;
- Monitor and supervise data collection in the field.

Appendix A: Primary Local Language of NEC's Schools

N°	Region	Department	Inspection	Commune	School Name	Langue
1	AGADEZ	ARLIT	ARLIT	ARLIT	Boukoki Nord Arlit	Haoussa
2	AGADEZ	ARLIT	ARLIT	ARLIT	Carrés SNTN	Haoussa
3	AGADEZ	ARLIT	ARLIT	ARLIT	Boukoki 2 Arlit	Haoussa
4	DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	N'Guel Lamido	Fulfuldé
5	DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Goudjou	Kanuri
6	DIFFA	MAINE SOROA	Goudoumaria	Goudoumaria	Kellakam Nord	Kanuri
7	DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Boudoum	Kanuri
8	DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Djanguiri	Kanuri
9	DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Adébour	Kanuri
10	DIFFA	MAINE SOROA	Mainé Soroa	MAINE SOROA	Garaoua	Kanuri
11	DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Bolbol goumandey	Haoussa
12	DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Sogossa Karssani	Zarma
13	DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Mamoudou Koara	Zarma
14	DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Zabori zédey	Zarma
15	DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Mayel	Zarma
16	DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Sogossa Adamou	Zarma
17	DOSSO	DOSSO	Dosso Département	KARGUI BANGOU	Faari	Zarma
18	DOSSO	DOSSO	Mokko	MOKKO	Daréki	Zarma

19	DOSSO	DOSSO	Mokko	MOKKO	Gonga Karimoune	Zarma
20	DOSSO	DOSSO	Mokko	MOKKO	Mokko Peulh	Fulfuldé
21	DOSSO	DOSSO	Mokko	MOKKO	Tchourobi dey	Zarma
22	DOSSO	DOSSO	Mokko	MOKKO	Deytagui Banikoubeye	Zarma
23	DOSSO	DOSSO	Mokko	MOKKO	Tombo Djambé	Zarma
24	DOSSO	DOSSO	Mokko	MOKKO	Gonga Moussa	Zarma
25	MARADI	AGUIE	Aguié	AGUIE	Baban Anné	Haoussa
26	MARADI	AGUIE	Aguié	AGUIE	Dan Saga	Haoussa
27	MARADI	AGUIE	Aguié	AGUIE	Maigaoudé	Haoussa
28	MARADI	AGUIE	Aguié	AGUIE	Naki Karfi	Haoussa
29	MARADI	AGUIE	Aguié	AGUIE	Damama	Haoussa
30	MARADI	AGUIE	Aguié	AGUIE	Guidan Galadima	Haoussa
31	MARADI	AGUIE	Aguié	AGUIE	Gamji Saboua	Haoussa
32	MARADI	AGUIE	Aguié	AGUIE	Guidan Dawèye	Haoussa
33	MARADI	AGUIE	Aguié	AGUIE	Guidan Doutchi	Haoussa
34	MARADI	AGUIE	Gazaoua	GAZAWA	El Guéza	Haoussa
35	MARADI	AGUIE	Gazaoua	GAZAWA	Madobi	Haoussa
36	MARADI	AGUIE	Gazaoua	GAZAWA	Gazori	Haoussa
37	MARADI	AGUIE	Gazaoua	GAZAWA	Guilguigé	Haoussa
38	MARADI	AGUIE	Gazaoua	GAZAWA	Guidan Gazobi	Haoussa
39	MARADI	AGUIE	Gazaoua	GAZAWA	Rapha	Haoussa
40	MARADI	AGUIE	Gazaoua	GAZAWA	Aikaoua	Haoussa

41	MARADI	TESSAOUA	Ourafane	OURAFANE	Gao Gayamba	Haoussa
42	MARADI	TESSAOUA	Ourafane	OURAFANE	Saber	Haoussa
43	MARADI	TESSAOUA	Ourafane	OURAFANE	Jiga	Haoussa
44	MARADI	TESSAOUA	Ourafane	OURAFANE	Télawaye	Haoussa
45	MARADI	TESSAOUA	Ourafane	OURAFANE	Maraké	Haoussa
46	MARADI	TESSAOUA	Ourafane	OURAFANE	Kaoutchin Kaba	Haoussa
47	MARADI	TESSAOUA	Ourafane	OURAFANE	Kouletchi Sofoua	Haoussa
48	MARADI	TESSAOUA	Ourafane	OURAFANE	Kaihin Gatari	Haoussa
49	MARADI	TESSAOUA	Ourafane	OURAFANE	Dan Ai Saboua	Haoussa
50	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Maiguigé Karfi	Haoussa
51	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Tsararaou Allah Sarki	Haoussa
52	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Tawalala	Haoussa
53	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Hardo Choumo	Haoussa
54	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Tatsegouma Saboua	Haoussa
55	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Magémi	Haoussa
56	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Guidan Mayaki Tmars	Haoussa
57	MARADI	TESSAOUA	Tessaoua	TESSAOUA	Nafouta peul	Haoussa
58	TAHOUA	KONNI	Birnin Konni	ALLELA	Kanjiwa	Haoussa
59	TAHOUA	KONNI	Birnin Konni	ALLELA	Rouafi	Haoussa
60	TAHOUA	KONNI	Birnin Konni	ALLELA	Mountseyka	Haoussa
61	TAHOUA	KONNI	Birnin Konni	ALLELA	Yaya	Haoussa
62	TAHOUA	KONNI	Birnin Konni	ALLELA	LAMAME	Haoussa

63	TAHOUA	KONNI	Birnin Konni	ALLELA	Sarki peul	Haoussa
64	TAHOUA	KONNI	Birnin Konni	ALLELA	Yelwa	Haoussa
65	TAHOUA	KONNI	Malbaza	MALBAZA	Tsanglandan	Haoussa
66	TAHOUA	KONNI	Malbaza	MALBAZA	Foura Guirké	Haoussa
67	TAHOUA	KONNI	Malbaza	MALBAZA	Tounga Maïssabé	Haoussa
68	TAHOUA	KONNI	Malbaza	MALBAZA	Salewa I	Haoussa
69	TAHOUA	KONNI	Malbaza	MALBAZA	Guidan Ider	Haoussa
70	TAHOUA	KONNI	Malbaza	MALBAZA	Tchourout	Haoussa
71	TAHOUA	KONNI	Malbaza	MALBAZA	Tajae Sedentaire	Haoussa
72	TAHOUA	MADAOUA	Bangui	BANGUI	Maïkourou	Haoussa
73	TAHOUA	MADAOUA	Bangui	BANGUI	Makéra Guidan Djibo	Haoussa
74	TAHOUA	MADAOUA	Bangui	BANGUI	Guidan Dagnan	Haoussa
75	TAHOUA	MADAOUA	Bangui	BANGUI	Zaboure	Haoussa
76	TAHOUA	MADAOUA	Bangui	BANGUI	Doukou doukou	Haoussa
77	TAHOUA	MADAOUA	Bangui	BANGUI	Kodaga	Haoussa
78	TAHOUA	MADAOUA	Bangui	BANGUI	Mai Zabi	Haoussa
79	TAHOUA	MADAOUA	Madaoua	OURNO	Tsamayé	Haoussa
80	TAHOUA	MADAOUA	Madaoua	OURNO	Jirga II	Haoussa
81	TAHOUA	MADAOUA	Madaoua	OURNO	Boudé	Haoussa
82	TAHOUA	MADAOUA	Madaoua	OURNO	Dan Toudou Galadima	Haoussa
83	TAHOUA	MADAOUA	Madaoua	OURNO	Dague Zouma	Haoussa
84	TAHOUA	MADAOUA	Madaoua	OURNO	Guidan Makéra Moussa	Haoussa

85	TAHOUA	MADAOUA	Madaoua	OURNO	Kagarki	Haoussa
86	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Izawitane	Zarma
87	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Alkama	Tamasheq/ Zarma
88	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Timboran Hatta	Zarma
89	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Tondikirey Tabla	Zarma
90	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Kogori	Zarma
91	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Djongo Zarma	Zarma
92	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Banizoumbou 1	Zarma
93	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Sansane Tabla	Zarma
94	TILLABERI	FILINGUE	Balleyara	TAGAZAR	Kodey	Zarma
95	TILLABERI	FILINGUE	Filingué	FILINGUE	Kannia	Zarma
96	TILLABERI	FILINGUE	Filingué	FILINGUE	Makani Souleymane	Haoussa
97	TILLABERI	FILINGUE	Filingué	FILINGUE	Takawat	Haoussa
98	TILLABERI	FILINGUE	Filingué	FILINGUE	Gorou	Haoussa
99	TILLABERI	FILINGUE	Filingué	FILINGUE	Maïtalakia	Haoussa
100	TILLABERI	FILINGUE	Filingué	FILINGUE	Talcho	Haoussa
101	TILLABERI	FILINGUE	Filingué	FILINGUE	Tidani	Haoussa
102	TILLABERI	FILINGUE	Filingué	FILINGUE	Nobba	Haoussa
103	TILLABERI	TERA	Bankilaré	GOROUAL	Belley koirá	Zarma
104	TILLABERI	TERA	Bankilaré	GOROUAL	Goungo	Zarma
105	TILLABERI	TERA	Bankilaré	GOROUAL	Dolbel Quartier	Zarma
106	TILLABERI	TERA	Bankilaré	GOROUAL	Jean Marie Ducroz (Dolbel)	Zarma

107	TILLABERI	TERA	Bankilaré	GOROUAL	Tégueye	Zarma
108	TILLABERI	TERA	Bankilaré	GOROUAL	Wézébangou	Zarma
109	TILLABERI	TERA	Bankilaré	GOROUAL	Yatakala	Zarma
110	TILLABERI	TERA	Bankilaré	GOROUAL	Wenzerbé	Zarma
111	TILLABERI	TERA	Gothèye	DARGOL	Bangoutara	Zarma
112	TILLABERI	TERA	Gothèye	DARGOL	Darkindé	Zarma
113	TILLABERI	TERA	Gothèye	DARGOL	Guériel	Zarma
114	TILLABERI	TERA	Gothèye	DARGOL	Boura	Zarma
115	TILLABERI	TERA	Gothèye	DARGOL	Garbougna	Zarma
116	TILLABERI	TERA	Gothèye	DARGOL	Dargol Quartier	Zarma
117	TILLABERI	TERA	Gothèye	DARGOL	Bandio	Zarma
118	TILLABERI	TERA	Gothèye	DARGOL	Yelwani	Zarma
119	ZINDER	GOURE	Gouré	GOURE	Gabana	Kanuri
120	ZINDER	GOURE	Gouré	GOURE	Adoumchi	Kanuri
121	ZINDER	GOURE	Gouré	GOURE	Kangouri	Kanuri
122	ZINDER	GOURE	Gouré	GOURE	Gamdou Doum doum	Kanuri
123	ZINDER	GOURE	Gouré	GOURE	Bakari Sarki	Haoussa
124	ZINDER	GOURE	Gouré	GOURE	Chago	Kanuri
125	ZINDER	GOURE	Gouré	GOURE	Sisia	Kanuri
126	ZINDER	GOURE	Gouré	GOURE	Soubdou Centre	Kanuri
127	ZINDER	GOURE	Gouré	GUIDIGUIR	Kouroua	Kanuri
128	ZINDER	GOURE	Gouré	GUIDIGUIR	Douguéré Mai Gao	Fulfuldé

129	ZINDER	GOURE	Gouré	GUIDIGUIR	Fau Fau	Kanuri
130	ZINDER	GOURE	Gouré	GUIDIGUIR	Gassafa	Kanuri
131	ZINDER	GOURE	Gouré	GUIDIGUIR	Arnadi	Kanuri
132	ZINDER	GOURE	Gouré	GUIDIGUIR	Dougueré	Fulfuldé
133	ZINDER	GOURE	Gouré	GUIDIGUIR	Chergouna	Kanuri
134	ZINDER	GOURE	Gouré	GUIDIGUIR	Maïram	Kanuri
135	ZINDER	MAGARIA	Magaria	BANDE	Dan Ala	Haoussa
136	ZINDER	MAGARIA	Magaria	BANDE	Beykori	Haoussa
137	ZINDER	MAGARIA	Magaria	BANDE	Dantchédia	Haoussa
138	ZINDER	MAGARIA	Magaria	BANDE	Gomba	Haoussa
139	ZINDER	MAGARIA	Magaria	BANDE	Damaou II	Haoussa
140	ZINDER	MAGARIA	Magaria	BANDE	Haramia kalo	Haoussa
141	ZINDER	MAGARIA	Magaria	BANDE	Maïtchakayé	Haoussa
142	ZINDER	MAGARIA	Magaria	BANDE	Angoal Gao	Haoussa
143	ZINDER	MAGARIA	Magaria	MAGARIA	Dan Bardé	Haoussa
144	ZINDER	MAGARIA	Magaria	MAGARIA	Kambou Dan Habou	Haoussa
145	ZINDER	MAGARIA	Magaria	MAGARIA	Farayé	Haoussa
146	ZINDER	MAGARIA	Magaria	MAGARIA	Guétsi	Haoussa
147	ZINDER	MAGARIA	Magaria	MAGARIA	Dourgoun Magé	Haoussa
148	ZINDER	MAGARIA	Magaria	MAGARIA	Batché Batché	Haoussa
149	ZINDER	MAGARIA	Magaria	MAGARIA	Doungoul	Haoussa
150	ZINDER	MAGARIA	Magaria	MAGARIA	Zanen Zaboua	Haoussa