



USAID
DU PEUPLE AMERICAIN

NIGER

FINAL REPORT

NIGER EDUCATION AND COMMUNITY STRENGTHENING

Submitted: December 29, 2019

Cooperative Agreement Number: AID-624-A-12-00004

Activity Start and End Date: June 15, 2012 to September 30, 2019

Total Award Amount: \$13,082,107

Agreement Officer's Representative: Kossomi Aboubacar

Submitted by: **Plan International USA**
2300 N St NW Suite 350, Washington, DC 20037
Tel: (202) 223-8325
Email: Sarah.Havekost@planusa.org

FINAL REPORT



Agreement Number AID-624-A-12-00004

USAID/Niger Education and Community Strengthening
Prepared for Kossomi Aboubacar, AOR
United States Agency for International Development/Niger
C/O US Embassy
Niamey, Niger

Prepared by
Plan International USA
2300 N Street, NW
Suite 350
Washington DC 20037

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACRONYMS

AME	Students-Mothers Association (one of the “community structures”)
AOR	Agreement Officer Representative
APE	Students-Parents Association (one of the “community structures”, similar to parent-teacher association)
ARL	Rapid Reading Approach
ASL	Apprentissage Systématique de la lecture (Systematic Reading Approach)
C/CGDES	National coordination of CGDES
CAPED	Cellule d’Animation Pédagogique (in-service training mechanism for teachers promoted by the GON)
CCE	Concertation and Exchange Frameworks
CGDES	School Management Committees (one of the “community structures”)
CI	<i>Cours d’Initiation</i> (Grade 1)
CP	<i>Cours Préparatoire</i> (Grade 2)
DCRE	Direction des Curricula et de la Réforme de l’Enseignement
DDEP	Departmental Primary Education Direction
DDH/A	Direction Departementale de l’Hydraulique et de l’Assainissement
DECP	Direction de l’Enseignement du Cycle Primaire
DESQ	Direction of Quality Monitoring and Evaluation
DFIC	Direction de la Formation Initiale et Continue –Direction of Initial and In-service training
DGAENF	Direction General de l’Alphabétisation et de l’Education Non Formelle
DGEP/PLN	Direction of Reform, Promotion of National Languages
DPAFA	Direction of Literacy Programmes and Adult Training
DPC/SS/EE	Direction of Community Participation, School Health and Environnemental
DPSF	Direction for Promotion of Girls’ Education
DREP	Direction of Regional Primary Education
EGR	Early Grade Reading
FC/CGDES	Communal Federation of School Management Committees
GS	Students Governments
IAENF	Inspection of Adult Literacy and Non-Formal Education
IECP	Basic Education Inspection
ITT	Indicator Tracking Table
MCC	Millennium Challenge Corporation
MEP/A/PLN/EC:	Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education
MSI	Management Systems International
NECS	Niger Education and Community Strengthening
PFD/CGDES	Point Focal Departemental/CGDES
PMP	Performance Management Plan
SCOFI	<i>Scolarisation des Filles</i> , a common name for the DPSF representatives
STS	School to School
USAID	United States Agency for International Development

TABLE OF CONTENTS

1. Contents

1. PROGRAM DESCRIPTION.....	5
NIGER EDUCATION CONTEXT.....	5
PROGRAM SUMMARY.....	6
AGREEMENT OVERVIEW.....	7
2. KEY PROGRAM ACTIVITIES.....	9
STRATEGIC OBJECTIVE 1: INCREASE STUDENT GRADE READING ACHIEVEMENT .	9
IR 1.1: IMPROVED READING INSTRUCTION AND LEARNING IN PRIMARY SCHOOLS.....	9
CURRICULUM AND MATERIALS DEVELOPMENT.....	10
TEACHER TRAINING.....	13
SCHOOL DIRECTOR TRAINING.....	15
EARLY GRADE READING ASSESSMENTS.....	15
IR 1.2 PROMOTE CULTURE OF READING IN PROJECT COMMUNITIES.....	22
ADULT LITERACY PROGRAM.....	22
AVAILABILITY OF READING MATERIALS IN LOCAL LANGUAGES.....	23
COMMUNITY-WIDE READING SESSIONS AND COMPETITIONS.....	24
STRATEGIC OBJECTIVE 2: INCREASE ACCESS TO QUALITY EDUCATION IN SCHOOLS, ESPECIALLY FOR GIRLS.....	25
IR 2.1: AN IMPROVED PHYSICAL AND SOCIAL ENVIRONMENT AT SCHOOL	26
IMPROVEMENTS TO SCHOOLS' PHYSICAL ENVIRONMENT.....	26
IMPROVEMENTS TO SCHOOLS' SOCIAL ENVIRONMENT.....	26
IR 2.2: INCREASED COMMUNITY PARTICIPATION IN EDUCATION.....	29
CAPACITY DEVELOPMENT OF SCHOOL-COMMUNITY ORGANIZATIONS (CGDES, APE AND AME).....	29
MENTORING PROGRAM.....	31
ASL CATCH-UP CLASSES.....	33
3. MONITORING, EVALUATION, AND LEARNING.....	34
PROGRAM MONITORING.....	34
PROGRAM EVALUATIONS.....	35
4. SUCCESSES AND BEST PRACTICES.....	38
5. CHALLENGES AND LESSONS LEARNED.....	40
CHALLENGES.....	40

LESSONS LEARNED	41
6. RECOMMENDATIONS	42
ANNEX A: ACTIVITY CHART, M&E CHART/PERFORMANCE INDICATOR TABLE.....	43
ANNEX B: NECS SUSTAINABILITY PLAN	46

I. PROGRAM DESCRIPTION

Niger Education Context

The country of Niger has some of the bleakest human development statistics worldwide and progress has regressed over the last decade. When the USAID-funded Niger Education and Community Strengthening (NECS) program began in 2012, Niger ranked 186 out of 187 countries on the United Nations Development Programme (UNDP) Human Development Index. At the end of the program in 2019, Niger ranked last, 189 out of 189 countries. While the Government of Niger demonstrated a commitment to improving education outcomes during this time period, its minimal resources were often redirected towards mitigating the effects of reoccurring droughts on its largely agrarian and subsistence-based economy. Resources were further stretched by escalating security concerns in the regions of Diffa and Tillabéri, as well as along the border of Nigeria. With these challenges, the education environment further deteriorated, as demonstrated by decreasing primary completion rates. In 2011, the MEP reported 59.7% of boys and 42.6% of girls completing primary school¹. Seven years later, UNICEF's State of the World's Children report shows that only 35% of boys and 24% of girls completed primary school in Niger.² With large numbers of boys and girls leaving schools, low literacy rates persist amongst youth: only 49% amongst boys and 32% amongst girls aged 15-24³ are literate.

Obstacles to primary education in Niger are considerable, and the reasons for low school attendance—especially for girls—and the low quality of education are varied. They include poverty and low education levels among parents, long distances to travel to school, poor health of students, insufficient and inadequate school facilities, low-qualified teachers, periodic teacher strikes, violence in schools particularly towards girls—socio-cultural and religious beliefs regarding the importance of school, insecurity linked to attacks by terrorist groups, and food insecurity. Many parents cannot afford to give up the meager income from their children's work to send them to school. Food insecurity and poor health, which are problems in the rural areas of Niger, increase child absenteeism. School attendance is also hampered by poor quality education. Low-skilled and unmotivated teachers, inadequate teaching materials, inappropriate programs, overcrowded classrooms, and the constraint of teaching in French limit the value of public school and discourage parents when it comes time to enroll and keep their children in school.

Girls tend to suffer more when it comes to school attendance. For families with few means, the money spent on boys' education is the best investment. In conservative rural villages where women work primarily at home, education may not only seem superfluous, but destabilizing, especially for girls, as they help their mothers with essential household tasks such as fetching water, collecting wood, taking care of younger siblings, and selling food. Girls marry at a very young age and join their husbands, who often do not want an educated or school-going woman, as this may prevent her from meeting her family obligations. Religious and cultural traditions accentuate women's domestic roles. In addition, lack of education is becoming entrenched and self-sustaining as illiterate and uneducated mothers are less likely to support their daughters' education than those who have received some education.

Recognizing the urgent need to improve educational outcomes, particularly in early grade reading achievement, the Ministry of Primary Education, Literacy, Promotion of National Languages and Civic

¹ Statistiques de l'Éducation de Base 2010–2011, Ministère de l'Éducation Nationale, p. 21, table 12.

² UNICEF (2019). The State of the World's Children 2019. Children, Food and Nutrition: Growing well in a changing world. UNICEF, New York.

³ UNICEF (2019). The State of the World's Children 2019. Children, Food and Nutrition: Growing well in a changing world. UNICEF, New York.

Education (MEP) has engaged in significant reform efforts to progressively integrate national language instruction in primary schools, including piloting a series of early grade reading programs.

Ongoing Ministry Education Reform

In 2004, the Ministry of Primary Education (MEP) introduced a comprehensive primary education reform program, adopting the *Approche par les Situations* (APS), which contextualizes learning within selected themes or topics. For example, the Grade 1 curriculum is constructed around two principle themes: the Nigerien market (specifically the Market of Boubon) and local professions (specifically blacksmithing). All classroom subjects (language learning, reading, writing, mathematics, history, etc.) therefore relate to those themes, building student competencies within that thematic framework. National languages are used as the language of instruction in the early years, gradually transitioning to French in later primary grades⁴. Initially, the reform was rolled out in 50 schools. Currently, there are 5,000 reform schools throughout all regions Niger, though implementation has had its challenges and the reading approach has not been fully evaluated. Until the NECS-funded EGRA in 2019, which compared reading achievement between students of NECS schools and reform schools, the reading skills of these students had not been evaluated.

Introduction of experimental early grade reading pilots

In response to extremely low early grade reading scores at the national level, the Ministry approved a series of reading pilots to be implemented in different regions, approximately ten years into the reform. These pilots were developed independently of the reform and were implemented in schools not participating in the MEP reform. In addition to the MEP APS reform, these pilots included: 1) The ELAN-AFRIQUE program funded by the International Organization for Francophonie (OIF) and the Global Partnership for Education (PME). This pilot experimented with an accelerated reading and writing approach. 2) The Apprentissage Rapide de la Lecture (ARL) implemented by Concern International, another accelerated learning program focused on reading achievement. As part of this effort, the United States Agency for International Development (USAID) funded the Niger Education and Community Strengthening (NECS) program over the past seven years in an effort to boost early grade reading outcomes in a selection of schools and increase equitable access to education.

Program Summary

The USAID-funded Niger Education and Community Strengthening (NECS) program was a nationwide pilot program that coupled targeted community mobilization with comprehensive early grade reading interventions for boys and girls in grades 1-2. The 7-year program operated in 183 primary schools in all 8 regions of Niger: Agadez, Diffa, Dosso, Maradi, Tahoua, Tillaberi and Zinder from June 15, 2012 through September 30, 2019. The program promoted early grade reading using national languages, focusing on four prominent local languages: Fulfulde, Hausa, Kanuri and Zarma. Implemented by Plan International USA (Plan), NECS aimed to improve education opportunities available to children and strengthen the links between communities and state structures. To achieve this goal, NECS worked closely with the Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education (MEP) and local communities to meet two primary strategic objectives: increase student grade reading achievement and increase access to quality education in school, especially for girls.

Under the first Strategic Objective, NECS improved reading instruction and learning by developing grade 1 and 2 curriculum materials, including student manuals and teacher guides, and conducting targeted training for teachers and school directors. Student performance was assessed through both

⁴ Traditional schools (those not currently participating in the reform program) teach all subjects in French starting in Grade 1.

continuous classroom assessments and summative early grade reading assessments (EGRA). In support of these initiatives, the program promoted a culture of reading in NECS pilot communities, identifying leaders within the community to manage community libraries, improve parent literacy and conduct community-wide reading competitions, writing workshops and other mobilization activities.

Through the second Strategic Objective, NECS increased access to quality education by improving the physical and social environment of the school. This included improving water and sanitation facilities, as well as promoting wellness and personal hygiene initiatives within the school. Program activities strengthened key school structures such as school management committees (Comité de gestion décentralisée d'établissement scolaire-CGDES) and student governments, increasing their ability to manage school reform efforts and conduct effective community outreach. In addition, NECS fostered student mentoring programs at the community level and worked with existing structures to organize catch-up classes to mitigate the effects of frequent disruptions to the school schedule.

GOAL:			
Improved education opportunities available to children and strengthened links between communities and state structures			
Strategic Objective 1: Increased student grade reading achievement		Strategic Objective 2: Increased access to quality education in schools, especially for girls	
IR 1.1 Improved reading instruction and learning in primary schools	IR 1.2 Promote culture of reading in project communities	IR 2.1 Improved Physical and Social Environment at School	IR 2.2 Increased Community Participation in Education
<ul style="list-style-type: none"> • % learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 • # learners in primary schools reached • # learners reached in reading programs/interventions at the primary level • # primary school educators who complete professional development activities on implementing evidence-based reading instruction • # primary textbooks and other teaching and learning materials provided • # primary school classrooms that receive a complete set of essential reading instructional materials • % active reading communities 		<ul style="list-style-type: none"> • Proportion of girls enrolled in the NECS+ project intervention schools in grade 1 • % schools meeting the NECS minimum standard • # parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education 	

Agreement Overview

Over the course of its implementation, NECS went through several agreement modifications which marked key shifts in program focus and coincided with a change in implementing sub-partners. The following represents the major changes to the agreement over implementation period:

- On June 15, 2012, Plan International USA (Plan) entered into a cooperative agreement with the United States Agency for International Development (USAID) to implement the Niger Education and Community Strengthening (NECS) program through December 31, 2016. This end date was later amended to June 30, 2016 through an official modification dated November 26, 2014.

With initial funding of \$8,179,342 USD (\$7,599,656 through Millennium Challenge Corporation (MCC) and USAID; and \$579,686 match provided by Plan International USA and its partners), implementation focused on 150 pilot schools in seven regions in Niger: Agadez, Diffa, Dosso, Maradi, Tahoua, Tillabéri and Zinder. The original agreement placed a primary focus on “Increasing access to quality education at project schools”, positioning this as the first Strategic Objective. Therefore, significant efforts were focused on providing safe and clean water to schools, deworming initiatives and strengthening school management committees (*Comités de Gestion décentralisée des établissements scolaires- CGDES*). The second Strategic Objective, “Increased student grade reading achievement”, focused on two components: the introduction of a rapid reading curriculum in five local languages⁵ and the promotion of a culture of reading in project communities.

The original NECS consortium included two additional implementing partners: Volontaires pour l’Intégration Educative (VIE) Kande Ni Bayra and Aide et Action (AeA). Local partner VIE was responsible for the implementation of the Rapid Reading Approach (*Approche Rapide de la Lecture-ARL*) and adult literacy components. Plan and Aide en Action implemented all remaining activities focused on school improvement and community engagement through a regional approach: Plan implemented activities in Agadez, Dosso, Tahoua and Tillabéri; AeA implemented in Diffa, Maradi and Zinder.

- In November 2014, USAID issued an agreement modification (Modification Number 4) to refocus EGR activities from the ARL approach implemented by VIE to a new approach, *Apprentissage Systématique de la Lecture (ASL)* for grades 1 and 2. After two years into implementation, subcontractor VIE left the consortium, with a new partner, Readsters, taking responsibility of the classroom early grade reading (EGR) component. By the end of this phase, an additional 10 MEP reform schools from were added to the NECS pilot. With two schools closing down due to security concerns, the total number of NECS pilot schools reached 158 schools.
- With the unexpected change in EGR strategy in 2014, the program needed additional time and funding to dedicate to the development and implementation of the curriculum for grades 1 and 2. In June 2016, USAID extended the period of performance through June 30, 2018, adding an additional two years and \$3,982,451 in funding. This second phase, sometimes described as NECS+, reprioritized early grade reading as the project’s main focus. At this time, the project’s results framework shifted, making “Increased student grade reading achievement” Strategic Objective 1. The project also streamlined program indicators, reducing the number of tracked indicators from 37 to a total of 10. This resulted in the integration of 8 USAID illustrative standard indicators for education; the removal of 3 CVE indicators; and the removal of indicators no longer relevant due to changes in activities.

At this stage, School-to-School International (STS) replaced Readsters as the technical EGR implementing partner, refining Grade 1 materials and leading the development of Grade 2 materials.

- A final extension of one year was awarded by USAID on September 19, 2018, adding a \$1,500,000 and extending implementation through September 30, 2019. This extension allowed NECS to expand their implementation in Tillabéri and add Grades 1 classrooms in

⁵ Tamachek was originally included as a target language, but was dropped when the program moved to the ASL approach.

Niamey, ultimately reaching a total of 183 pilot schools through the program. By the end of the program, NECS was funded at \$13,082,107 in USAID funding, with a contribution of \$699,160 in cost share by Plan and its partners.

2. KEY PROGRAM ACTIVITIES

Strategic Objective 1: Increase Student Grade Reading Achievement

IR 1.1: Improved reading instruction and learning in primary schools

During the first two years of implementation, NECS implemented a Rapid Reading Approach (*Approche Rapide de la Lecture-ARL*) through subcontractor VIE. The ARL curriculum was designed to help students accelerate their reading achievement through focused reading instruction over the course of 3-4 months and had previously been used successfully with out-of-school students. However, as the project entered its third year of implementation, USAID requested that NECS refocus efforts towards developing and piloting a full reading curriculum for grades 1 and 2 (G1/G2). At the time of this decision, the MEP was also instituting basic education reforms, which included the development of a revised G1-5 curriculum using both national languages and French. NECS considered the possibility of piloting the Ministry's G1 reading curriculum and aligning reading instruction to these reforms. After extensive consultations with USAID and MCC, it was deemed impractical to join in the full reform pilot effort for two primary reasons: MCC highlighted potential problems for the NECS external impact evaluation; and the Ministry did not appear prepared to fully implement the reform and was operating on a severely delayed timeline.

Therefore, NECS moved forward with a new Systematic Learning Approach pilot (*Apprentissage Systématique de Lecture-ASL*) for grades 1 and 2. The transition to this approach required the development of a new set of materials and a revised teacher training program, which inevitably caused delays in classroom implementation. Grade 1 materials were initially developed by subcontractor, Readsters. The first 20 lessons of the G1 curriculum were introduced in classrooms during the second half of the 2014-2015 school year, with the full curriculum introduced in G1 during the 2015-2016 school year. These materials were further refined by School-to-School International in 2017, who also completed and rolled a complete package of G2 materials for Grade 2 in the 2017-2018 school year.

The **Systematic Reading Approach (ASL)** aims to improve student reading performance through improved instructional practices in reading. It is based on scientific research that breaks down effective reading practices into five fundamental components:⁶

1. **Phonemic awareness:** The ability to focus on and manipulate phonemes—the smallest units making up spoken language—in spoken syllables and words.
2. **Phonics:** The relationship between the letters—or letter combinations—in written language and the individual sounds in spoken language.
3. **Fluency:** The ability to read as well as we speak and make sense of text without having to decode each word.
4. **Vocabulary:** The number of words understood in the target language is closely connected to comprehension.
5. **Comprehension:** The complex cognitive process readers use to understand what they have read.

⁶ Read Naturally. *Essential Components of Reading*. <https://www.readnaturally.com/research/5-components-of-reading>

The ASL approach promotes **explicit** reading instruction, leading students in the deliberate sequencing of letter sounds and names to letter combinations that form words. An ASL teaching practice is **systematic**, ensuring that teachers begin with simple concepts that lead to the more complex. Finally, instruction in ASL is **sequential**, building on students' knowledge in a progressive, cumulative, and structured way. Given that teacher capacity is extremely low in Niger, ASL materials included scripted lesson plans to ensure consistent instruction across regions and language groups.

Collaboration with MEP. Throughout the development of the ASL curriculum, NECS worked closely with a seven member ASL committee, mandated and organized through the MEP. Members of the committee included representatives of the Directorate of Primary Education Development (DDEP), the Regional Primary Education Direction (DREP) and the Adult Literacy and Non-formal Education Department (IAENF). Members co-created the G1 and G2 curriculum and materials and supported the development and implementation of the teacher training package.

NECS worked closely with assigned MEP focal points, representing key departments: the Department of Curriculum and Promotion of National Languages (DCPLN), the Department of Promotion of Schooling for Young Girls (DPSF), the Department of Pre-and In-service Training (DFIC), the Department of Community Participation, School Health and Environmental Education (DPC / SS / EE), the Department of Literacy Programs and Adult Education (DPAFA), as well as the representative of the General Secretariat of MEP. Throughout the program, NECS jointly carried out quarterly monitoring visits with these focal points to ensure long-term MEP involvement in the program.

In addition, NECS sponsored regional “Consultation and Exchange Frameworks” (CCE) that met quarterly to review the findings of the quarterly monitoring visits. This forum offered regional-level stakeholders a space to take stock of the findings from MEP colleagues, analyze them and make relevant recommendations to significantly improve the results targeted by the project.

Curriculum and Materials Development

With the introduction of the ASL, NECS developed a comprehensive package of materials for both Grades 1 and 2 (see textbox). During the period of 2016-2019, a total of 37,984 ASL pedagogical materials were produced and delivered to the 183 NECS pilot schools. Materials were developed in four national languages: Fulfulde, Hausa, Kanuri and Zarma. Classroom materials including child-friendly stories and contextualized picture, building student competencies in key components of reading (oral language, decoding, reading fluency, vocabulary, and comprehension). Scripted teacher lesson plans incorporated frequent formative evaluation and review of previously introduced concepts to anchor learning. Through a collaborative development process with the ASL committee, NECS strengthened the capacities of committee members in the design of three types of activities: those designed to evaluate comprehension, those designed to improve reading

ASL Pedagogical Materials’ Package

Grades 1 and 2

Languages: Fulfulde, Hausa, Kanuri and Zarma

Teacher Guides: Including scripted lesson plans; frequent formative student evaluation exercises; activities to improve reading comprehension, fluency, and vocabulary.

Classroom Supplementary Materials:

Including classroom read aloud storybooks and colorful alphabet poster.

Student Guides: Including excerpts from the weekly story, key words, syllables, and sentences for each day of the week

Student Readers: Leveled, decodable readers for use both in and outside the classroom.

fluency, and those designed to build vocabulary. All materials were developed to ensure a positive, equitable, and gender-sensitive lens.

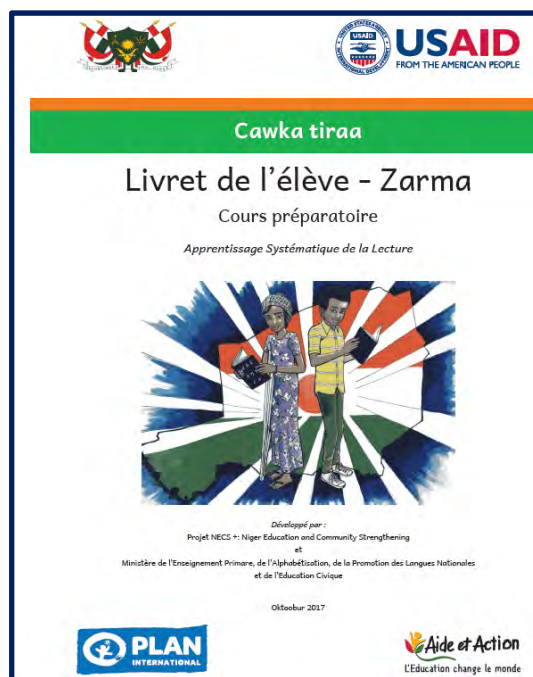
Grade 1 Curriculum and Materials Development. NECS subcontractor, Readsters, led the development of the G1 ASL curriculum, teacher guide, read alouds and student guides, in close collaboration with the ASL committee. An initial 20 lessons were developed and introduced in NECS schools during the second half of the 2014-2015 school year. Readsters was able to complete the full G1 curriculum in advance of the 2015-2016 school year. During workshops held in the spring 2016 with ASL committee members, the team was able to integrate key feedback from teachers and inspectors. The number of lessons was reduced due to more closely reflect the actual number of days schools were open. Frequent school closures are frequent, due to teacher strikes, conflict and drought. G1 materials were therefore revised from a 170 to a 112-day reading program. To better align with G2 materials (see below), subcontractor STS developed a continuous student assessment guide for G1 teachers in 2017 which included classroom exercises to assess student learning after each lesson.

Grade 2 Curriculum and Materials' Development for the 2016-2017 academic year. In December 2016, curriculum development was transitioned to NECS subcontractor, School-to-School (STS). As the project's full package of G2 materials was not created by the start of the 2016 academic year, the MEP and USAID requested that NECS find an alternative, short-term solution to ensure that current G2 students in project schools have materials for a national language reading program during the 2016-17 school year. Therefore, in December 2016, NECS developed a strategy that included leveraging existing texts written by ASL committee members in each target language (Fulfulde, Hausa, Kanuri, and Zarma) to develop teacher's guides and student booklets covering eight weeks of classes.

Grade 2 Curriculum and Materials' Development for the 2017-2018 academic year. After completing the eight weeks of G2 materials to be used during the 2016-17 school year, NECS held a series of workshops in spring 2017 to develop the full package of G2 materials in preparation of the 2017-18 academic year. These workshops included:

- Developing the scope and sequence for weeks 1-24 for the national languages of the teacher's guides;
- Developing the French language component (weeks 16-24) and convergence week (week 15) of the teacher's guides.
- Creating illustrated student booklets, which contained excerpts from the weekly story, key words, syllables, and sentences for each day of the week.

NECS piloted G2 materials in NECS schools in May 2017. Teams of two ASL committee members for each language and a NECS staff member observed a full set of Friday lessons with three sessions. Fridays were selected for piloting because this was the day of the week that students would hear all three paragraphs of the reading passage read aloud, and because the exercises reviewed all the content that was covered during the previous days of the week. Observers took notes on the lesson delivery and student reactions to determine which concepts or words were not well understood by teachers or students. This feedback was then shared in plenary the following



week and modifications to the lessons were made. In total, each language team piloted 14 lessons over the course of one week in at least two different schools using that language of instruction.

The first round of grade 2 materials were submitted to USAID for review on June 7, 2017 and finalized after incorporating feedback from USAID and the MEP on August 15, 2017.

Decodable Readers and Supplementary Materials. In addition to teacher and student guides, STS worked with ASL committee members to develop a set of decodable and leveled readers for G1/G2 in each target language (Fulfulde, Hausa, Kanuri and Zarma). A decodable text is a text that contains words using only sounds that children have learned to decode or sound out independently. Leveled texts are stories or books with increasing levels of difficulty. In the context of this project, the readers were developed with four levels of difficulty – with each level of story adding new sounds that children have learned to decode within the progression of the curriculum.

STS trained ASL committee members on story-writing techniques and the use of Bloom software for the writing of decodable/leveled stories. The training focused on how to write stories that are captivating for young children, keeping in mind certain leveling criteria and decodability. Bloom software provides two key tools for authors as they write stories. The first is a decodable reader tool which limits the words in a story that can be used according to pre-set letters and sounds following the curriculum progression. The second tool is a leveled reader tool, which helps authors follow a pre-determined set of criteria for texts within defined levels. These leveled reader templates define certain elements of complexity for stories such as font size, spacing, number of words in a sentence, number of words in a book, etc. ASL committee members commented that the Bloom software was extremely user friendly, and that the training was something they will use going forward with the Ministry in developing supplemental readers.

Each language team developed 12 illustrated and decodable stories. Decodable stories were combined into two larger books, one for each grade, in each language. STS also worked with ASL committee members to develop alphabet charts in both color and black and white. Black and white versions of the alphabet charts are included in the beginning of each decodable story book. Color versions will be printed as posters for each NECS+ classroom.

Revising Grade 2 Materials to Reduce Size

Fully scripted lesson plans resulted in lengthy teacher guides that were expensive to print. Following the completion of the G2 materials, the MEP requested that the project create an abridged guide that would be less expensive to print and more feasible for future use. NECS identified several methods for reducing the size of the guides, such as removing content from teacher’s guide that was also in the student booklet, reducing repetitive information, decreasing the size of the font and line spacing, and condensing the scripted instructions to teachers in the guides.

In May 2018, STS facilitated a two-week workshop in Niamey with the ASL committee to reduce the volume of the NECS G2 materials. STS worked with the ASL committee members to develop a lesson plan template for a reduced version of the teacher’s guide. The template was translated from French into all four languages, piloted in schools, and revised based on the pilot. The teacher’s guide structure was revised to the following:

- Week 1: Fully scripted model lesson in national language
- Weeks 2-14: Abridged lesson plans focusing on instructions to teachers, rather than scripting. Teachers are advised to follow the model lesson plan from week 1, day 2, etc.
- Week 15: Convergence to French is fully scripted
- Week 16: Full scripted model lesson in French

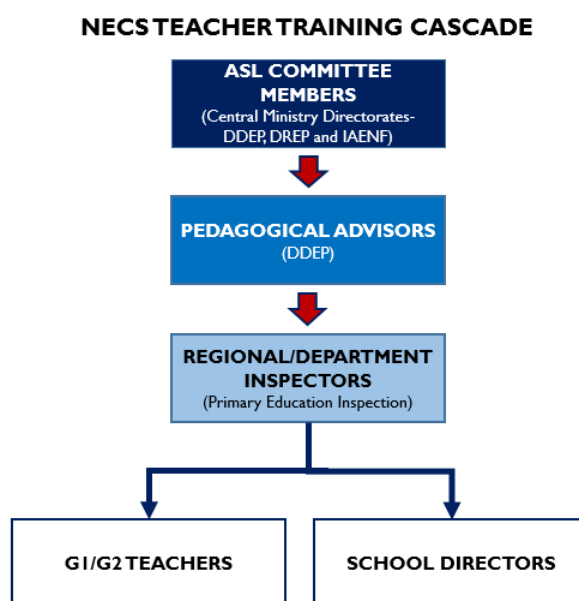
- Weeks 17-24: Abridged lesson plans focusing on instructions to teachers, rather than scripting. Teachers are advised to follow the model lesson plan from week 16, day 2, 3 etc.

STS also integrated modifications to the grade 2 teacher’s guide and student booklets based on feedback received from partners in the field. The revised grade 2 materials were finalized in June 2018. Following this workshop, the ASL committee was able to independently reduce the volume of GI materials.

Teacher Training

NECS used a cascade teacher training approach to deliver the ASL program to G1 and G2 teachers. Through subcontractors Readsters (G1 curriculum) and STS (G1 student assessment materials and G2 curriculum), NECS developed the capacity of the ASL committee to become Master Trainers of the ASL curriculum, who then trained a group of core Pedagogical Advisors (Conseillers Pédagogiques-CP). Teams of ASL committee members and CPs then traveled to each region to train regional and departmental inspectors who in turn delivered the training to teachers and school directors with the support of NECS regional Education Coordinators. At the beginning of each school year, teachers and school directors received an intensive training on the ASL curriculum and supplementary materials, as well as targeted language training when necessary.

- GI Trainings: In September 2015, NECS delivered a two-day training of trainers on GI curriculum to ASL committee members, 19 CPs and 40 regional and departmental inspectors. Readsters developed the training materials and provided support to NECS staff throughout the TOT. In October 2015, NECS supported regional and departmental inspectors as they rolled out a three-day teacher training at the regional level, reaching 150 school directors and 388 GI teachers.
- GI Refresher Sessions: In November 2016, NECS staff conducted refresher trainings in all 19 inspectorates covering NECS schools to inform 20 Inspectors and 33 CPs on the revisions made to the GI materials. CPs and Inspectors organized a series of refresher sessions with 220 GI teachers and 149 school directors to rollout the minor changes and improvements made to the GI curriculum following an internal evaluation of the materials during the previous summer break.
- GI Training for New School Directors and GI teachers: In February 2017, NECS conducted a training for newly assigned GI teachers in NECS schools for the 2016-2017 school year. In total, 59 new GI teachers (of which 29 were women) attended a 5-day linguistic training workshop in the target language of that school (Fulfulde, Hausa, Kanuri or Zarma), followed by a 3-day training on ASL theory, classroom practices and the use of ASL GI materials.
- G2 Training on 8-week stopgap curriculum: Using the materials developed by subcontractor STS, CPs organized in-service training sessions in NECS schools for G2 teachers and school



directors during their monthly monitoring missions. They trained all the 148 school directors (of which 6 were women) and 178 G2 teachers (of which 90 were women).

- G1 Training for 12 newly added bilingual reform schools: Given the positive student reading results of the NECS program, the MEP requested that NECS experiment with the ASL reading curriculum in 12 schools currently participating in the MEP APS reform. An ad' hoc committee composed of two ASL committee members and two technical agents of the Direction of Curricula and Education Reform (DCRE) was put in place to synthesize training ASL and APS materials. CPs then used these materials to conduct a 3-day training for the 10 school directors and 12 G1 teachers (of which 12 were female).
- G2 Trainings: STS provided a series of trainings on the full package of finalized grade 2 curriculum and supplementary materials between in November 2017. STS trained ASL committee members, CPs, and inspectors on the curricula. The first training for the ASL committee took place on November 9 and 10, 2017. The training focused on preparing for the pedagogical advisor training and the development of teacher observation forms. Participating ASL committee members then served as core master trainers for CPs and shared facilitation of subsequent training sessions. CP trainings consisted of familiarization with the materials, reinforcement of key pedagogical strategies (inclusive education, student motivation, teaching of decoding and comprehension skills, reformulation, etc.), the use of the teacher observation form and teaching tips, as well as the simulation of classroom sessions following the scripted lesson plans. Training was also provided on the use of G1 continuous assessment exercises, and the use of leveled and decodable readers for G1 and G2. Finally, inspector training focused on familiarization with the materials, as well as the adaptation of the annual program from 24 weeks to 18 weeks, which was necessary in order to complete the program within the current school year. Inspectors took ownership of this process and developed a method for removing certain review sessions and adapting the remainder of the weeks to ensure that children would complete the program by May 2018.
- G1 training for newly added extension schools: With the September 2019 extension of the program to 25 new reform schools (10 in Niamey and 15 in Tillabéri), NECS delivered a training in national languages for these school directors and teachers, as well as newly appointed teachers across the original 158 NECS schools. The training covered basics of reading and writing in national languages (understanding the alphabet, vowels, consonants, sounds and tones, etc.) ; grammar and verb conjugation. In total, 160 people were trained: 49 school directors; 74 G1 teachers (including 44 women) and 37 G2 teachers (including 11 women). Directly following the training on national languages, NECS staff and MEP trainers delivered the ASL training to CI teachers and school directors in the 25 new schools in Niamey and Tillabéri.
- Consistent Monitoring and Supervision: NECS supported the existing MEP teacher monitoring and supervision structure (see textbox), providing both additional financial resources and pedagogical support through the program's Regional Education Coordinators.

Buidling MEP Capacity to Support and Supervise Classroom Teachers

- Monthly classroom observations co-implemented by NECS staff, CPs, CGDES focal points and SCOFI inspectors (2-5 times/ ear);
- Quarterly supervision visits by Inspectors and Departmental Directors of Education (DDEP);
- Quarterly supervision visits by IAENF inspectors to support parent-school structures and community initiatives;
- Quarerly supervision visits by DREP and SCOFI to support program sustainability.

- *Pedagogy Training Clusters*: Monitoring visits to target schools conducted by NECS staff, CPs, and regional education directors revealed that the intensive trainings delivered at the beginning of the school year were insufficient for teachers to master the different strategies and concepts within the ASL reading curriculum. In order to boost their knowledge and skills, NECS organized 21 Pedagogy Training Clusters (*Cellules d'animation pédagogiques- CAPED*) to rapidly address weaknesses of both teachers and school directors throughout the school year.

School Director Training

The weak capacity of primary school directors is a persistent challenge in Niger. While some donors, such as the World Bank and UNESCO, have provided support in this area, more resources are needed to ensure that school directors have the knowledge and skills to effectively support teachers and students. NECS consistently involved school directors in trainings for both teachers and CGDES (school management committees), however USAID requested that NECS provide more targeted support to school directors during the final year of implementation.

The NECS team worked closely with the Department of Pre-service and In-service training (DFIC) to revise existing training modules (Administrative management and Pedagogical Leadership) developed in collaboration with UNESCO. After an initial review to assess alignment with the ASL program and NECS program principles around gender and inclusion, the team held a 5-day workshop with DFIC to revise and validate the modules, creating a single module: “The School Director, a leader in pedagogy and administration.” A joint NECS-MEP-DFIC team then delivered four-day regional-level training-of-trainers (TOT) workshops in Dosso, Maradi, Niamey and Zinder in April 2019 to a total of 54 Pedagogical Advisors and 30 inspectors. Directly following the TOT, Pedagogical Advisors delivered the training modules to 183 school directors (including 12 women) in 21 departments (Arlit, Aguié, Gazaoua, Tessaoua, Ourafane, Malbaza, Bangui, Ourno, Allela, Kargui Bangou, Mokko, Niamey, Balleyara, Filingué, Dargol, Wenzerbé, Mainé, Gouré, Guidiguir, Bandé, Magaria). The training addressed key competency areas, including: administrative leadership; promoting pedagogical best practices; creating an equitable school environment; and community outreach. The table below summarizes training beneficiaries:

Stakeholder	Regions (No. of beneficiaries)								Total
	Diffa	Dosso	Maradi	Tahoua	Zinder	Tillabéry	Agadez	Niamey	
Training in effective school management									
Inspectors	3	2	5	4	5	5	1	5	30
Pedagogical Advisors	3	3	14	8	10	9	2	5	54
School Directors	6	15	34	29	35	51	3	10	183
TOTAL	12	20	53	41	50	65	6	20	267

Early Grade Reading Assessments

Over the life of the program, NECS conducted three Early Grade Reading Assessments (EGRA) to measure students’ reading performance. During all three EGRAs, the MEP was engaged in study design, data collection, and results dissemination. During the 2019 EGRA, the MEP also played an integral part in tool development.

Each EGRA served a different purpose within the program context for that year:

- The **May 2017 EGRA** served as a one-time evaluation for students' reading performance in G1 and G2 at NECS intervention schools in the early stages of project implementation of the ASL curriculum in those grades.
- The **May 2018 EGRA** served as a one-time evaluation for students' reading performance in G1 and G2 at NECS+ intervention schools after one academic year of implementation of the NECS+ curriculum.
- The **May 2019 EGRA** compared the reading performance of G2 students attending NECS+ schools to that of G2 students attending government reform schools.

The quality of test administration improved over the years as enumerators gained more experience conducting EGRAs, handling the tablets, and operating Tangerine. Furthermore, the quality of data collected improved throughout the three years in part due to the capacity building of enumerators but also due to improvements in how the data was collected. The 2017 data was collected on paper which is less reliable and can be more error-prone than data collected electronically. Therefore, prior to the 2018 EGRA, the project procured tablets for use during the data collection. This greatly improved the quality of data collected by automating test administration protocols that were previously left to the enumerators to implement.

To specifically capture the reliability of the data collected, Plan and STS collected data on interrater reliability (IRR) during each of the three data collections. IRR was conducted by pairing two enumerators together to assess the same student at the same time. The scoring of both enumerators was compared to one another to measure how consistently enumerators marked responses. IRR results from all three years showed high agreement (above 90 percent), and thus high reliability, across all languages; this suggests that enumerators scored consistently during data collections.

More details about the EGRAs administered and their results can be found in the sections below.

2017 Early Grade Reading Assessment Data Collection. An EGRA data collection was conducted in May 2017 to measure the learning levels of NECS students at the end of grade 1 and grade 2. The EGRA tools used by a prior EGRA study in Niger were updated (for formatting, not content) and finalized for a paper-based test administration. Each EGRA included five subtasks:

- Letter sound/name identification
- Familiar word reading
- Nonword reading
- Oral reading fluency
- Reading comprehension

Prior to the May 2017 data collection, Plan subdivided schools participating in NECS by the official language of instruction and randomly selected a sample from each group using the project database. The sample was proportional to the total number of NECS intervention schools instructing in each of the four languages. The final sample for the May 2017 data collection included 53 schools (20 Zarma, 19 Hausa, 11 Kanuri, and three Fulfulde).

The target sample in each school included ten G1 students and ten G2 students (five boys and five girls each per grade), randomly selected from each NECS+ school. In all, 962 students from 53 schools participated in the May 2017 EGRA.

Prior to the start of data collection, a five-day enumerator training was conducted in Niamey from May 16 to 20, 2017. At the workshop, 36 enumerators and eight supervisors were trained on how to administer the EGRA instrument. Enumerators were trained on the specific contents of each EGRA

subtask, proper administration protocols for each subtask, and the use of the paper form for capturing the data. As part of their training, enumerators also experienced a full day of practice in neighboring schools.

Data collection occurred from May 23 to May 27, 2017. Each school was visited once during data collection by a team of four enumerators and one supervisor. To ensure the quality of data collection, the Plan Niger team oversaw the work of the data collection teams in the field. Immediately following data collection, data entry was completed. All data collected on the paper forms were entered into custom Excel templates between May 30 and June 5, 2017.

All EGRA data collected in May 2017 were cleaned and prepared for analysis. STS collaborated with Plan to resolve discrepancies or issues identified in the data during cleaning. After finishing data cleaning, STS conducted the data analysis. Summary scores were computed and analyzed according to three measures—subtask mean sum scores by grade and by gender, the proportion of students who were unable to answer a single item correctly by grade and gender, and the proportion of G2 students who met the national reading benchmark. Mean sum scores were used rather than fluency scores due to irregularities found in the timing of subtasks during test administration. Researchers used correlations statistics to understand the relationship between EGRA mean sum scores and NECS intervention levels, as measured by the number of lesson plans completed.

STS drafted an EGRA results report that presents findings from the EGRA data that was collected in May 2017. The key findings are presented by overall trends across languages, as well as key findings by each of the four languages. In addition to the results, the report also summarizes the methodology of the study, the evaluation and sampling design, the enumerator training, the EGRA tool, and programmatic and study implications that can be suggested from the results.

Summary of 2017 EGRA Results

Overall, the EGRA results showed that one student – a Zarma-speaking female student in grade 2 – met the benchmark for oral reading proficiency out of the 194 students tested. When examining gender differences, grade 1 boys generally outperformed grade 1 girls, but this difference was not found in grade 2 results. At the school level, there was a positive, yet statistically weak, correlation between select EGRA subtasks and the number of ASL lessons completed. Schools that completed more ASL lesson plans scored higher on some EGRA subtasks than schools that completed fewer lesson plans, though higher scores were not necessarily caused by completing lesson plans, and the nature of the relationship differed by grade and subtask. It should be noted, that G2 students had not yet benefitted from a full year of the G2 ASL curriculum during the 2016-2017 school year.

2018 Early Grade Reading Assessment Data Collection. In May 2018, the project conducted another round of EGRA data collection, the results of which estimated performance levels of G1 and G2 students in NECS+ schools. Prior to the 2018 EGRA data collection, discussions with the MEP and USAID identified the need to draw a new sample—rather than to use the same sample as the 2017 EGRA—in order to take both language and level of lesson progression into account.

All students included in the sample attended schools that received the NECS intervention, although the number of ASL lesson plans completed in each school varied. Plan subdivided schools participating in NECS by the official language of instruction and by number of lessons delivered at the grade 2 level; it then randomly selected a sample from each group using the project database. The sample was proportional to the total number of NECS intervention schools instructing in each of four languages—Zarma, Hausa, Kanuri, and Fulfulde—and by the number of lessons delivered. Schools were categorized into three groups depending on the number of ASL lessons plans completed at the grade 2 level: Group

1 schools completed between 75 and 120 lessons, Group 2 schools completed between 60 and 74 lessons, and Group 3 schools completed less than 60 lessons.

STS conducted a five-day enumerator training in Niamey from April 30 to May 4, 2018, prior to the start of data collection. The training covered such topics as the contents of each EGRA subtask, use of tablets to capture data, and the proper administration protocols for each subtask. Enumerators' performance was regularly monitored throughout training by the facilitators. During the training, enumerators also spent a full day in neighboring schools practicing administration of the EGRA to grade 1 and grade 2 students.

Data collection took place from May 7 to May 13, 2018. Each school was visited once during data collection by a team of two enumerators and one supervisor. In total, the data collection team in the field consisted of a total of 30 enumerators and supervisors. To ensure the quality of data collection, STS and the Plan Niger team oversaw the work of the data collection teams in the field.

In total, 1,049 students from 54 traditional schools were assessed. Additionally, a sample of 57 students from three bilingual-reform schools were assessed.

STS remotely monitored data collection throughout the week of May 7, 2018 by reviewing the data that was uploaded to Tangerine. Through this monitoring process, it was discovered that the test had been used by some pedagogical advisors in monitoring visits to the same schools in March and April. As a result of this test leakage, results from the 2018 data collection cannot be compared to the May 2017 EGRA.

Summary of 2018 EGRA Results

Results from the 2018 EGRA showed that 4.7 percent of grade 1 students and **38.3 percent of grade 2 students achieved the oral reading fluency benchmark**. In all subtasks, grade 2 students outperformed grade 1 students in fluency rates and mean scores. For both grade 1 and grade 2, a higher proportion of boys than girls met the oral reading fluency benchmark. Level of lesson plan completion did appear to have a positive effect on the reading performance of grade 1 and grade 2 students.

2019 Early Grade Reading Assessment Adaptation Workshop and Piloting. As a result of the test leakage issue that occurred prior to the 2018 EGRA data collection, Plan and STS opted to create a new EGRA tool for each of the four national languages. While a new tool would not be comparable to past EGRAs conducted, it did give Plan the opportunity to examine new research questions comparing the performance of students under the NECS curriculum with students under the government reform curriculum. Previous EGRAs had focused solely on the performance of NECS students with no comparison group.

To create the new tools, STS conducted an EGRA adaptation workshop in Niamey, Niger from February 25 through March 1, 2019. The goal of the workshop was to adapt and revise the previous EGRA tools to align with current EGRA guidelines and resolve leakage issues from the 2018 EGRA wherein students were already familiar with the test content. Prior to the workshop, it was decided that this would involve adding a sixth core subtask – listening comprehension – and revising the existing subtasks to include new or re-randomized content. Participants of the workshop included members of the Ministry of Education's Apprentissage Systématique de la Lecture (ASL) committee, Plan Niger staff, and language specialists for the four national languages – Hausa, Kanuri, Zarma, and Fulfulde.

Prior to the workshop, the members of the ASL committee drafted six stories and accompanying comprehension questions in their national languages – three stories each for the listening comprehension and oral reading fluency (ORF) subtasks. During the adaptation workshop, language working groups revised and finalized these stories for piloting. The language groups also reviewed the existing content of the letter name identification, familiar word reading, and nonword reading subtasks and revised as needed, in collaboration with STS facilitators.

Prior to the adaptation workshop, STS also created draft teacher, student, and school director surveys. The survey items were reviewed in detail by Plan Niger staff for one round of initial revisions. Then, during the adaptation workshop, STS facilitators reviewed the items on all surveys with the participants and made further revisions as needed.

Immediately following the successful adaptation workshop, STS trained a group of eight enumerators to administer the pilot instruments. Pilot enumerator training was completed between March 6 and 9, 2019. Most of the enumerators who participated in the 2019 pilot had also worked with Plan Niger on the 2018 EGRA, so they were already familiar with EGRA protocols and survey administration. During the three-and-a-half-day enumerator training, STS taught enumerators how to administer the pilot EGRA tools and teacher, student, and school director surveys following the required protocols and techniques. Enumerators spent one morning practicing administering the tools at schools and completed a quiz measuring their accuracy of scoring. All enumerators successfully completed training and participated in the subsequent data collection.

Pilot data collection began on Monday, March 11. Plan Niger staff coordinated the on-the-ground logistics and oversaw data collection. STS monitored the quality of the data collected remotely and collaborated with Plan Niger on a daily basis throughout data collection. In addition to the standard quality control checks on the data, STS also closely monitored the number of zero scores throughout data collection. Because the purpose of the pilot was to “test the test”, it was important that data was collected from a sufficient number of students who were able to read the passages and complete most of the test. Therefore, on a daily basis, STS calculated how many students from that day were unable to read a single word of one of the oral reading fluency passages (i.e. a “zero score”).

STS analysed the pilot EGRA data to see which versions of the subtask most accurately represented the abilities of the students. Based on these results and deliberation with Plan Niger, the new 2019 EGRA tools were finalized for the May 2019 data collection. The new tools included the following subtasks in each of the four national languages – Hausa, Kanuri, Zarma, and Fulfulde:

- Listening comprehension
- Letter name identification
- Familiar word reading
- Nonword reading
- Oral reading fluency
- Reading comprehension

2019 Early Grade Reading Assessment Data Collection. Plan conducted the data collection using the newly developed tools in May 2019. While previous EGRAs evaluated only NECS students’ performance, this standalone EGRA examined the following research questions comparing NECS students to students under the Nigerien government reform curriculum:

- What is the difference in the proportion of Grade 2 students receiving zero scores on oral reading fluency (ORF) in NECS intervention schools compared to reform schools?
- What is the difference in the proportion of Grade 2 students meeting oral reading fluency (ORF) benchmarks in NECS intervention schools compared to reform schools?

To answer these questions, the study sample was comprised of two groups: NECS schools and reform schools. For a deeper look at the NECS students, Plan International further subdivided NECS schools by number of lessons delivered at the grade 2 level. Schools were categorized into three groups depending on the number of ASL lessons plans completed at the grade 2 level: Group 1 schools completed between 75 and 120 lessons, Group 2 schools completed between 60 and 74 lessons, and Group 3 schools completed less than 60 lessons. This allowed for further analysis on the performance of NECS students beyond the research questions.

STS conducted a six-day enumerator training in Niamey from April 28 to May 3, 2019, prior to the start of data collection. The training covered such topics as the contents of each EGRA subtask, use of tablets to capture data, and the proper administration protocols for each subtask. Enumerators' performance was regularly monitored throughout the training. Enumerators also visited neighboring schools to practice administering the EGRA to grade 2 students.

Data collection took place from May 5 to May 17, 2019. To ensure the quality of data collection, the Plan Niger team oversaw the work of the data collection teams in the field with remote support from STS. Data were collected by nine teams—two for Fulfulde, three for Hausa, two for Kanuri, and two for Zarma—consisting of two enumerators and one supervisor. Each team visited one or two schools per day depending on the time taken at each school and the distance between schools. At each school, enumerators administered the EGRA and student survey to students while the supervisor conducted the school inventory, school director interview, and teacher interview. In total, data were collected from 106 schools.

The preliminary results were shared with the Plan Niger team on July 3, 2019. The analysis focused on exploring differences in EGRA results between various subgroups of interest:

- NECS schools versus reform schools overall and by sex
- NECS school versus reform schools by language; and
- NECS schools that were at level 1, level 2, and level 3 of curriculum completion.

Summary of 2019 EGRA Results

Results from the 2019 EGRA showed that **NECS students significantly outperformed those at government reform schools** – especially for schools where the language of instruction is Hausa, Zarma, or Fulfulde. On the oral reading fluency subtask, only 31.5 percent of NECS students scored zero compared to 78.5 percent of reform students who scored zero. With regards to the fluency benchmark, 20.2 percent of NECS students reached the benchmark compared to 0 percent of students in reform schools. At NECS schools, the performance of grade 2 boys and girls was comparable.

Oral Reading Fluency (ORF) Benchmark Workshop. As noted in the NECS Final Performance Evaluation⁷ and through the NECS experience of implementing the first two EGRA evaluations (2017

⁷ Prepared by Dr. Karla Giuliano Sarr, Lisa Slifer-Mbacke, Gaelle Simon, Aissatou Mbaye and Abdoulaye Tambandia for USAID/Senegal Monitoring and Evaluation Project

and 2018), there was a demonstrable need to accompany the MEP in identifying appropriate, valid and relevant EGRA benchmarks to support credible and externally valid performance results. In the final year of the project, NECS held a three-day workshop to determine with the MEP reading proficiency benchmarks for G1 and G2 students in Fulfulde, Hausa, Kanuri, and Zarma. The workshop was held in Niamey and included approximately 30 participants made up of MEP officials, current and former teachers, and language, curriculum, and assessment experts. The workshop focused on:

- *Creating Institutional Understanding of Benchmarks:* Defining what is meant by “benchmark;” identifying ways that benchmarks can be used by different stakeholders within the education system; reviewing the principles and procedures for setting benchmarks; and understanding the difference between reading fluency and reading comprehension, the use of reading fluency for setting benchmarks, and benchmarks in other countries.
- *Developing Benchmarks for G1/G2 students in ORF:* Working in language groups to propose G1/G2 reading proficiency benchmarks for their respective language; refining the benchmark proposals and identifying next steps for rolling out the benchmarks nationally.

As a result of this workshop, the MEP aligned its G2 ORF benchmark to more closely reflect the Niger education context, revising the original benchmark of 60 correct word per minute for G2 students to 30 correct words per minute.

Oral Reading Fluency Benchmarks (Fulfulde, Hausa, Kanuri and Zarma)	
Grade 1	15 correct words per minute of a grade-level passage
Grade 2	30 correct words per minute of a grade-level passage

Success Story: National Reading Competition

Encouraged by student progress under NECS’ ASL reading program, the MEP organized a nationwide reading competition across all 158 NECS schools in June 2018. With the goal of promoting early grade reading and a culture of reading across communities, MEP, with the financial support of Plan International Niger. The competition was organized in four stages:

- Commune level: 15,690 G1 and G2 students (7,341 girls) took part in these competition, held on June 6, 2018. Overall, 628 students moved on to represent their communes in the departments.
- Department level: 628 students (297 girls) participated in these competitions held across 16 departments on June 23, 2018. A total of 94 students continued on to the regional level competition.



- **Regional level:** A total of 42 students (including 17 girls) were successful at the regional level competitions. These events were well attended by regional Governors, government officials, community and religious leaders and academics.
- **National level:** Held on June 29, 2019 and highly publicized through national newspapers and television, the final national-level competition was held with the final 42 students at the Diori I primary school in Niamey. Awards were distributed to six finalists by the Prime Minister, Mr. Se Brigi Raffini:

Grade 1

- 1st: Maman Safane Laouali, Boukoki 2 Arlit School/Agadez
- 2nd: Ibrahim Nassourou, Dolbel Quartier School/Tillabéry
- 3rd: Oussama Issoufou, Kannia School/Tillabéry

Grade 2

- 1st: Nana Naima Magagi, Boukoki Nord Arlit School/Agadez
- 2nd: Oussama Bassirou, Salewa I school/Tahoua
- 3rd: Noura Hamissou, Doukou Doukou School/Tahoua

In addition to the Prime Minister, the event was attended by several dignitaries, including the U.S. Ambassador, the MEP Minister, USAID Director and the Country Director of Plan International Niger. Given the high publicity of the event, the event was an excellent showcase of the NECS program, and garnered further institutional support for early grade reading in national languages. The Prime Minister made a particular note of requesting that additional national languages be included in the program. The MEP also committed to holding similar competitions on an annual basis with the support of partners.

IR 1.2 Promote culture of reading in project communities

Promoting a culture of reading within communities where literacy rates were as low as 15.5% in 2012 when the NECS program began, was an extremely daunting task. NECS approached this challenge through three key strategies:

- 1) **Providing adult literacy classes to parents**, particularly those active in the different parent-school structures: Parent Associations (*Associations des Parents d'Élèves-APE*); Mothers' Associations (*Associations des Mères d'Élèves-AME*); and School Management Committees (*Comité de gestion décentralisée d'établissement scolaire-CGDES*);
- 2) **Increasing the availability of reading materials in local languages** within the community, by working with both participants in adult literacy classes to create original stories and reprinting and distributing existing material developed through the IAENF; and,
- 3) **Organizing community-wide reading competitions** to generate interest in reading and showcase learning improvements both within the school and in adult literacy programs.

Adult Literacy Program

In the first two years of the program, NECS worked closely with the IAENF to deliver adult literacy classes with the goal of strengthening parents' ability to support their children as they learned to read. Classes were open to all community members in each of the 150 participating schools, though NECS staff focused recruitment around parents who were already involved in the school through the CGDES, APE or AME. Overall, classes were very popular and generated sustained interest in NECS communities:

Adult Literacy Center – Enrolled Participants				
Fiscal Year	Men	Women	Total	% from CGDES/APE/AME
2012-2013	2,222	2,351	4,573	54.4%
2013-2014	2,277	2,447	4,724⁸	46.8%

⁸ Some of these enrolled participants had also participated during the previous year of implementation.

Over all, a total 6,266 unique individuals benefited from the adult literacy program during the first two years of implementation. In the third year of the program, NECS transitioned from active implementation of adult literacy classes towards a strategy of increasing local ownership of these activities. Following a series of public information sessions in 2015, conducted by NECS staff and IAENF representatives, NECS closely monitored each school community's efforts to sustain the program, noting a series of successes:

- 47 communities independently hired facilitators to continue providing literacy courses and manage village libraries;
- Seven communities in Tahoua enrolled 150 men and 200 women in literacy courses run entirely by the communities themselves;
- IAENF committed to financing continued adult literacy initiatives in 70 communities.

NECS continued to engage participants in the adult literacy program for the duration of the program through materials' development workshops, where NECS staff and IEANF officials worked with participants to develop simple texts for publication and distribution to village libraries (see below).

Availability of reading materials in local languages

Over the course of the project, NECS created village libraries and book banks to support both adult and child learners. Initially put in place to provide materials for adult literacy classes during the first years of the program, these libraries also served as a sustainability measure to continue engaging communities in reading once classes were completed. In 2016, upon completion of active literacy classes, NECS consulted with village leaders to name village library managers. Each village selected one man and one woman to serve in this role. Each year (2016-2019), NECS provided training, monitoring and support to these individuals in close partnership with the IAENF and their departmental assistants. NECS adapted existing training materials, developed under the Direction of Literacy Programmes and Adult Training (DPAFA). NECS trained a total 264 village library managers, 144 of whom were women.

NECS supplied a variety of books in the four target languages (Fulfulde, Hausa, Kanuri and Zarma) to these libraries at different points during the project:

- 1) Titles previously produced by the IAENF, which covered a varied of subjects, such as: building a culture of equity, peace and tolerance; health; citizenship; agriculture; human rights; and community organization management; and,
- 2) Texts (17) selected from the online, open-source "African Storybook Project" screened for appropriateness, and translated into the four target languages.

During the period of 2013-2014, 4,833 documents were distributed; in 2015-2016, 4,200 copies were delivered; and during 2016-2017 an additional 3,486 copies were provided to village libraries in the 183 NECS villages.

In addition to these reading materials, NECS worked with adult literacy participants to create their own texts, using the skills that they learned through the literacy program and additional materials' development workshops. Developed in all four languages, these materials truly represented the local context and served to both further motivate program alumni but continue engaging the broader community. Participants developed stories around themes of community health, girls' schooling and hygiene. NECS worked closely with the IAENF to review and revise developed materials through a series of workshops. Finalized copies were then sent to the DPAFA to be finalized and regrouped in

thematic booklets, formatted and published and finally distributed across village libraries. With NECS support, a total of 23 booklets were produced during the period of 2016-2019 and 4,151 copies delivered (125 booklets in Fulfulde; 2,484 in Hausa; 636 in Kanuri; and 906 in Zarma).

Adult Literacy Success Story: Mme Haoua Issa

Haoua ISSA was born in 1965 in the village of Dan Bardé in the region of Zinder. As with most women in Niger, she was married young to a man from the same village and went on to have six children and become grandmother to 17 grandchildren.

Haoua is an active community member. She is Secretary General of the village Mothers' Association (AME) and serves as the village midwife. Having never attended school, she is a self-learner until attending NECS adult literacy classes. Despite this, she became the most ardent supporter of education, and girls' education, in the village.

Haoua first began literacy courses in 2013 with the NECS program. Highly motivated, Haoua was extremely successful. After a year of courses, Haoua tested at level 6, able to read and write in Hausa, the local language of the village. She is now a manager at the village library, working to help others learn to read and write.

In January 2017, when the IAENF and NECS launched the initiative to have adult literacy learners produce local texts, Haoua was the first to volunteer. Her text, a history of the Dan Bardé village, was reproduced by the IAENF and read by children and adults throughout Niger.



This has enhanced her standing in the community and has established her as a role model for adults and children alike. Today, thanks in part to her leadership, the MEP identified the village of Dan Bardé as a 'model village' in promoting early grade reading and literacy. With this distinction, the Mayor of the Department Magaria bestowed a special honor on the village.

In her words :

“My wish is to provide as many opportunities as possible to the children of my village, especially my grandchildren- boys and girls- as they are the new generation of leaders to come.”

Community-wide reading sessions and competitions

NECS worked with communities to hold public reading sessions where students, parents, and teachers came together to practice reading in small groups and showcase high performing readers. Sessions were led by members of the school management committees (CGDES) and focused on highlighting the reading skills of NECS G1 and G2 students, as well as showcasing participants from the NECS adult literacy program. These sessions enabled large groups to come together, learn about the importance of reading and strengthen the connections between school and community. This activity was consistently a highlight of NECS' community-based approach, however, some communities were unable to organize these group events due to the increased threat of violence in their zones.

With the support of IAENF, NECS encouraged communities to include these reading promotion activities in their community and school action plans (e.g. public reading, reading contests, reading clubs, village libraries, and public displays). By formalizing their commitment through these action plans, public reading sessions were consistently organized in the villages, as well as reading competitions at the municipal level.

Public reading competitions at village level were often chaired by CGDES members with the support of village library managers. Participants were young people (boys and girls) and adults (men and women). Municipal-level reading competition were chaired by local mayors and assisted by juries composed of representatives of IAENF and the IECF. The best readers were rewarded and received prizes in kind such as salt, soap or loincloths.

Community Public Reading Sessions						
Year	No. Sessions Held	Male Participants		Female Participants		Total
		Men	Boys	Women	Girls	
2013-2014	128	9,861		8,856		18,717
2014-2015	687	-	-	-	-	19,199
2015-2016	464	6,234	25,155	6,134	18,005	55,528
2016-2017	768	2,486	7,103	2,467	6,445	18,501
2017-2018	706	5,552	23,193	4,812	19,379	52,935
2018-2019	722	-	-	-	-	-

Strategic Objective 2: Increase access to quality education in schools, especially for girls

Through the second Strategic Objective, NECS increased access to quality education by improving the physical and social environment of the school. This included improving access to safe water and promoting wellness and personal hygiene initiatives within the school. Program activities also focused on creating gender equitable classrooms and school environment, through teacher training, the introduction of a Teacher Code of Conduct and introduction of Student-led School Governments. This SO also increased community participation in education by strengthening key school structures such as school management committees (Comité de gestion décentralisée d'établissement scolaire-CGDES) and increasing their ability to fund and manage school reform efforts. In addition, NECS fostered student mentoring programs at the community level and worked with existing structures to organize catch-up classes to mitigate the effects of frequent disruptions to the school schedule.

IR 2.1: An improved physical and social environment at school

Improvements to Schools' Physical Environment

In the first four years of the NECS program, several activities focused on improving the physical environment of the pilot schools in an effort to boost primary school enrollment and attendance, especially amongst girls. The NECS program posited that if schools provided access to clean water and served as a venue for priority health interventions, such as deworming, families would be more inclined to send their children to school and children would learn better. As such, NECS continued to monitor and improve water installations at NECS schools previously installed through the MCC-funded Improve the Education of Girls in Niger (IMAGINE) program. From 2012-2016, NECS maintained 56 boreholes and water points in pilot schools. This included constructing seven new boreholes; installing three new water connections and rehabilitating 26 existing boreholes. In order to maintain these water points for the duration of the program and beyond, NECS established locally-led water management committees, providing regular training and monitoring in close collaboration with the Ministry of Rural Hydraulics and the Departmental Office of Water and Sanitation (DDH/A). A total of 271 community members were trained in how to maintain the water point; establish community rules around the use of the water point; and establish connections with local leaders and government to fund repairs independently. Over the course of the program, these committees met over 802 times.

NECS also supported the Ministry of Health as they rolled out deworming campaigns in target villages. NECS staff and CGDES members conducted joint sensitization campaigns in the communities and advocated the MoH to include NECS pilot schools in their campaigns. In total, 105,647 students benefitted from MoH deworming campaigns.

Over the course of the program, deworming campaigns were conducted across all NECS pilot schools:

YR1: 6,326 students in Agadez and Tahoua
YR2: 23,768 students in Agadez, Diffa, Dosso, Maradi, Tahoua, Tillabéri and Zinder
YR3: 39,062 across all pilot regions
YR4: 12,363 students in Dosso, Tahoua, Tillabéri and Zinder
YR5: 24, 128 students

Improvements to Schools' Social Environment

NECS sought to improve the schools' social environment through two primary interventions: Establishing school governments (SG) to promote children's active participation in equitable school governance and Introducing a Teacher Code of Conduct to encourage gender sensitive classroom practices and school safety.

School Governments. Beginning in 2003, Plan International was the first organization to introduce the concept of student-led school governments in Niger. School Government is a structure created to teach students democracy in an educational setting, with particular emphasis on the equitable participation of girls. Students learn to work in a team to make decisions to improve the school environment and attendance, resolve potential conflicts, and advocate for their needs. SG members also participate in meetings of other participatory school structures, and therefore in decision-making that affects their lives and those of their communities. After nearly a decade of successfully implementing SGs, the MEP issued a decree (Arrêté no. 0165/MEN/A/PLN) on October 11, 2011 mandating these structures across all schools in Niger.

SGs were established in all 183 NECS intervention schools. During their monitoring missions, CPs and FPs / CGDS ensured their functionality and encouraged not only the participation of girls, but also the parity of boys and girls between members. In the first year of the program, NECS trained a cadre of Master Trainers (CPs and CGDES focal points) using existing Plan materials. These Master Trainers then trained 452 teachers/school directors and 502 CGDES members on the SG initiative. From Year 2 forward, SGs were fully functional in most NECS schools. Some schools were forced to close due to security concerns. Activities included:



- In Year 2, 1,355 SG members (46% girls) developed action plans to improve the physical environment of the school by cleaning latrines and open play areas. Many committed to helping school directors track attendance and participate in the mentoring program.
- SGs performed sketches on school safety, hygiene and the harmful effects of early marriage. Over 1,200 students were involved (548 girls) in Year 3 and 1,293 students in Year 4.

Teacher Training and Code of Conduct. Over the course of the program, NECS gradually introduced a Teacher Code of Conduct, a document dictating a certain number of commitments which the teacher voluntarily accepts to respect in order not only to promote children’s access and retention in school, but also to make the school environment conducive to learning, especially for girls. For its implementation, teachers benefit first from training in order to understand the content. At the end of the training, those who want to sign the document without any constraint in front of the community to give proof of their commitment to apply it scrupulously in order to help promote a gender-sensitive environment, both inside and outside the classroom. It should be noted that in the intervention schools of the project the promotion of the code is made so that it is signed and applied, not only by the GI/G2 teachers, but rather by all the teachers of the schools intervention. The Teacher Code of Conduct was developed and rolled out through the following steps:

- In Year One, NECS supported the MEP Department of Girls’ Education (Direction de la Promotion de la Scolarisation des Filles-DPSF) to deliver a 3-day trainings to 748 CGDES/AME/APE representatives and 854 teachers on gender awareness, strategies to promote girls’ education and creating equitable classrooms. Training materials were developed in collaboration with a local organization, the Association Nigérienne pour l’Education et le Développement.

- In Year Two, NECS observed trained teachers in the classroom using teacher observation forms developed specifically to monitor gender responsive classroom techniques. Observers found that 75% of trained teachers were applying these techniques with some success. In addition, CGDES members performed 65 sketches, 7 dramatic plays and 8 songs in the community to promote what they had learned in the trainings. All together, they reached 2,545 men and 2,490 women through these activities. Finally, NECS collaborated with USAID's PDEVII to lead awareness raising campaign on gender equity across 58 villages during National Education Day celebrations, reaching 18,717 individuals.
- Building on these experience, NECS worked with the DPSF to draft a Code of Conduct which was validated by the MEP in Year 3.
- In Year 4, the Code was piloted in select schools in Dosso and Tahoua under the supervision of NECS staff and a coalition of stakeholders, including Teachers' Unions and the Nigerien EFA Coalition. The Code was also appropriated by EU through "For the Better Protection of Girls in Niger" in 30 schools and 238 teachers.
- In Year 5, the project provided financial and technical support for a national meeting, held June 28, 2017, under the chairmanship of the Secretary General of MEP/A/PLN/EC, and facilitated by the National Director of Primary Education (DPCP). Many actors participated actively in this meeting, among whom:
 - At national level: the SG/MEP/A/PLN/EC, DGEP/PLN, DAGE, DPSF and DECP, the Focal Points of the General Secretariat, DAGE, DPSF, ASO-EPT, the NGO Femmes, Aides et Development, Aide et Action International, Plan International and two teachers' unions (SNEN et SYDENI).
 - At regional level: representatives of Tahoua, Dosso and Tillabery regions, including: the Regional Director or his deputy; the Regional Officer in charge of girls' education; the Primary Education Inspector, SCOFI and one Pedagogical advisor; a school director; the CGDES president; and one female teacher.
 - Representatives of teachers' unions (one at the regional level and one at department /inspectorate level).

OBSERVATIONS FROM THE FIELD: NECS CODE OF CONDUCT

"The **code of conduct** strengthens the ethical training inculcated to teachers during their pre-service training and allows them to ensure equity teaching to students with neither gender nor performance discrimination. The experiment conducted in Dosso helped to note a change in teachers' behavior: all students in the class are treated equally, girls and boys alike, high-achieving students as well as low-achieving students." -Mr. Tahirou Elhadj Moussa, CGDES National Coordinator

"Through the experimentation of the gender-related teacher's code of conduct, we are pleased to observe equal distribution of tasks between girls and boys by teachers. The latter are more and more integrated to the village community which facilitates the close sensitization for schooling in general, and girls schooling in particular. The combination of application of the code of conduct and mentoring has contributed to improved community involvement in school life. One may say that there is a beginning of ownership of this initiative as it has started changing certain social norms such as the work division among family members (fetching water for girls)." -Mrs Mariama Chipkaou, Director of Girls' Schooling Promotion

This meeting provided a unique opportunity for all the actors present to have a better understanding of the code of conduct and to support it as a means for promoting gender in schools. In the final years of the program (2016-2019), NECS introduced the Code in all 183 NECS schools through a cascade training approach. A total of 1,344 teachers committed to following the Code both in and outside of the classroom.

Success Story: Improvement of girls' attendance rate in NECS schools

In Niger, girl's attendance rate in primary school was estimated at 62% in 2012. Obstacles to students' attendance include, but are not limited to: parents' poverty, limited understanding of the importance of schooling, remoteness of schools, shortage of and/or inadequate school infrastructure, lack of equipment and pedagogical materials, among others. For female students in particular, these obstacles are compounded by the weight of socio-cultural and religious impediments (e.g. early/forced marriage) and economic burdens with related opportunity costs (e.g. women chores).



NECS has helped to improve the school environment in NECS villages/schools through the construction of water facilities and strengthening school management structures capacity, namely School Management Committees (CGDES), Students' Mothers Associations (AME), Students' Parents Associations (APE) and School Governments (GS).

This capacity strengthening for community structures, especially members of the Students' Parents Association (APE) and Students' Mothers Associations (AME), assisted in mobilization and implementation of various actions aimed to promote access to and retention of girls in school. These actions include:

- Sensitization sessions on the importance of girls schooling in particular, especially in September, which is the period for students' enrolment.
- Regular home visits to convince parents who have not yet sent their children to school.
- Daily monitoring of school attendance by community structures and asking school principals and/or teachers about student attendance.
- Integration in all AME, APE, CGDES, and School Governments action plans activities to promote girls' education. These actions are regularly implemented with the support of the Girls' Focal Points (SCOFI) at the primary school inspectorate level.
- Literacy activities for women which motivated them to enroll their daughters in school.

This strong and dynamic involvement of participatory structures in school management coupled with the various initiatives promoted by the NECS project for girls' schooling have greatly contributed to a significant increase in attendance rate in general, of girls in particular which reached 99% in the NECS schools in 2016. In appreciation of the contribution NECS project has brought, some actors and beneficiaries have made testimonies.

"The NECS project has provided knowledge and sensitization on the importance of girls schooling. Since then we have been enrolling all our school age daughters and monitoring carefully their attendance". - Mrs. Fatchima Habou, President of Gomba School AME

"Here the AME is dynamic. It takes advantage of all ceremony gatherings to sensitize women on the importance of monitoring their children's school attendance. After teaching for 16 years, it is here in the native land of Doctor Gazobi that I noticed that mothers see to it that children are enrolled and follow up their schooling. This is one of the achievements of AME in particular and good functioning of community structures". - The Director of Guidan Gazobi School

"I will do my best so that all Bolbol students, especially girls, enjoy their right to education". - Miss Ai Daouda, a Grade 6 student in Bolbol Goumandey primary school.

IR 2.2: Increased community participation in education

Capacity Development of School-Community Organizations (CGDES, APE and AME)

To promote community participation in education, NECS worked primarily through school-community structures, progressively building their capacity to implement school improvements and conduct

community-wide mobilization activities to promote school enrollments (particularly of girls) and early grade reading achievement. These structures included school management committees (CGDES), Parent Associations (APE) and Mothers' Associations (AME). In the first year of the program, NECS trained 748 members of these structures (405 men and 343 women) on school action plan design and administrative and financial management of school-community resources. Baseline assessments showed that in the past, these plans had been produced in isolation by the school director. With the arrival of NECS, these plans represented the collective ideas and priorities of both school administration and community members. By Year 2, CGDES/APE/AME were implementing their plans, which included activities such as: identifying over 11,000 school age children during "back-to-school" campaigns; rehabilitating 76 classrooms; and holding 235 parent dialogue sessions to discuss the importance of girls' education. Communities completed 82% of their planned activities in Year 2 (1,382 school improvement activities); 83% in Year 3 (1,558 activities); and 89% in Year 4 (1,823 activities). By the end of the program, NECS school communities were completing an average of 13.57 school improvement activities each year (at a 95.2% completion rate), which is significantly more than non-NECS schools who completed only 5 activities each year.

In addition to action planning, NECS supported CGDES to organize community forums on key themes: 1) School time and ASL lesson progression in the classroom; 2) Mentoring programs: challenges and opportunities; 3) School attendance: challenges and opportunities; 4) Resources mobilization: challenges and opportunities; 5) Village libraries and literate environment; and 6) Action planning for the end of current school year and preparation for next school. Finally NECS organized inter-community exchanges at the commune-level to share best practices and lessons learned. In Year 2, NECS organized 13 commune-level workshops for inter-community exchanges (reaching 813 participants from 100 schools, including 199 women) and eight exchange trips for 479 community leaders from 19 villages to share their experiences. In Year 3, NECS organized 19 commune-level workshops with 124 schools (reaching 724 participants, including 248 women) and 22 exchange visits targeting 65 schools and 290 CGDES members (of which 106 were women).

Success Story: Community Participation in Schools- A Snapshot

Supporting CGDES and schools to design and implement school-based action plans was a key NECS strategy to mobilize and empower communities to improve early grade reading outcomes and increase student enrollment and attendance. At the beginning NECS, informal baseline assessments showed that most NECS schools did not have school-community structures, such as Parents' Associations (APE), Mothers' Associations (AME) and Student Governments (SG). In addition, while most villages did have a CGDES, many consisted of only one member, the Chairperson. Meetings were seldom held; school principals developed actions plans. No records were kept of the plan's development.

With technical support from NECS, the MEP worked with village and school leaders to set-up the various structures and ensure their operationalization. Members were trained on various topics related to school management. Community forums on education initiated by the NECS project and presided over by village mayors provided action planning frameworks and tools to mobilize resources.



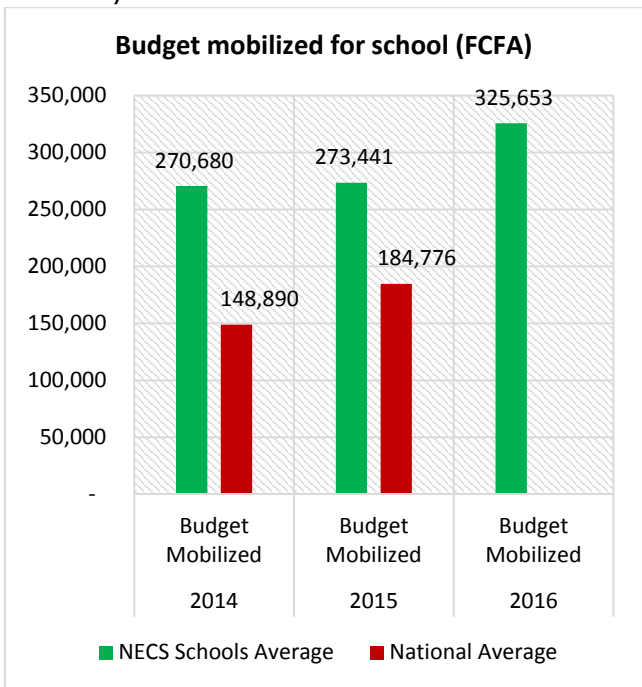
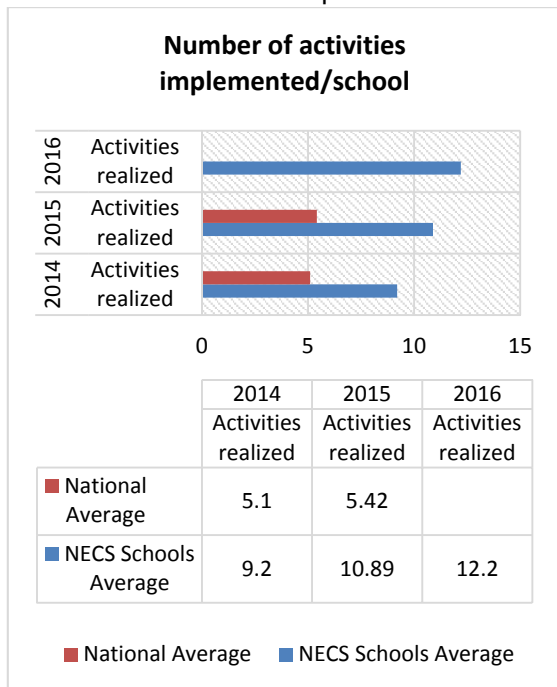
From 2014-2016, community generated resources have contributed to and supported many activities (e.g., parent dialogue sessions, school attendance monitoring, classroom construction, public reading sessions, catch up classes, mentoring, school supplies, blackboards and manuals, etc.)

The comparative data (below) demonstrates that NECS schools significantly outperformed non-NECS schools in

Success Story: Community Participation in Schools- A Snapshot

This support has dramatically increased resource mobilization for school development.

mobilizing financial resources and implementing school-community activities to benefit education.



“Most of the activities included in action plans have been carried out. Concerning resource mobilization the rate is quite good despite the poverty of the community... I have noticed a strong community involvement to support school.”- Mr. Rabiou Sani, member of the National Coordination of CGDES/MEP

“The NECS project is a good opportunity for our seven schools. Thanks to trainings and regular monitoring, school structures function well and the difference at all levels between NECS schools and other schools of my inspectorate is clear.” -Mr. Issa Maidanda, Inspector, Dosso

Mentoring Program

One of the initiatives promoted by the NECS project is the volunteer-based mentoring program, which aims to provide educational and psychological support as needed to students with learning difficulties. For implementation, principals and teachers are first trained in the mentorship program. This training of trainers is provided by the inspection team (Educational advisers, PF / CGDES, and SCOFI). Each village then identifies its mentors (1 man and 1 woman) who in turn benefit from training. In Year 2 of the program, NECS trained a cadre of 55 Master Trainers, who in turn trained 933 volunteer mentors (301 women and 632 men) across 150 NECS schools. Support from mentors included counselling session at schools or village centers; monitoring school attendance and targeted home visits; supplementary lessons in reading, writing and math. The program remained popular throughout program implementation:

- In Year 3, 132 schools actively participated in the program, reaching 2,950 students through 723 mentors.
- In Year 4, 148 schools participated, reaching 3,583 students (including 1,967 girls)
- In Year 5, 3,402 students benefitted from mentoring services (1,857 girls) by 421 mentors.
- In Year 6, 2,049 girls and 2,001 boys were coached by 588 mentors.

- In Year 7, NECS focused on the introduction of mentoring activities in the newly added schools in Niamey and Tillabéri. Pedagogical Advisors and CGDES members, in collaboration with the NECS Social Mobilization Specialist trained a cadre of mentors at each school in the districts Filingue, Balleyara and Niamey. In total, 77 mentors were trained (34 women). Following the training, each school committed to rolling out the mentorship training within their communities, reaching 389 girls and 467 boys over the course of the school year. The NECS team monitored this initiative throughout the year in collaboration with MEP inspectors and officials. Monitoring teams found that mentoring was a highly effective strategy in helping struggling students boost their reading achievement.

Across all NECS schools in Year 7, over 4,778 students benefitted from mentoring services, provided by 682 mentors within the community (381 men and 302 women). School staff observed that students participating in the mentoring program improved their attendance and performed better on informal classroom early grade reading assessments.

Promoting community participation through mentoring is a promising initiative. However, sustaining the motivation of mentors is a real

challenge and requires continued support from CGDES and village leaders. In some areas the mentoring did not work well because some mentors demanded remuneration, even though service was voluntary. In other areas, communities have offered in-kind rewards to mentors as recognition for their efforts.

OBSERVATIONS FROM THE FIELD: MENTORING PROGRAM

“The mentoring program, if implemented correctly using local resources, namely retired teachers full of experience, can help reduce school dropout by improving the performance of students with difficulties being mentored. Despite mentors’ mobility, remarkable results have been achieved in the schools we visited in the regions of Dosso and Maradi.” -*Mr. Tahirou Elhadj Moussa, CGDES National Coordinator*

Among all the community initiatives experimented so far by development partners, only mentoring tackles this crucial issue communities face about how to accompany children with school difficulty. In my point of view, this is an innovative and praiseworthy initiative as evidenced by the convincing results recorded during the first phase of the project.”- *Mr. Haro Abdoulaye, Director of General Schooling*

Success Story: Mentoring Program

Balkissa Dan Jimo was born in 2004 in the village of Maigaoude in Maradi. In 2011, Balkissa started first grade and it is because of the NECS mentoring program that she was able to complete her primary education. By third grade, Balkissa still could not read or write. She was ranked 45 out of 50 students in her class. It was at that time that she enrolled in the mentoring program. Balkissa worked every week with her mentor, Mr. Saidou DAN Amaria, a community volunteer. And by fourth grade, she was able to read and write! Unfortunately, Balkissa lost her father in 2016, which almost stopped her studies. However, her mentor was able to provide her psycho-social support through the discussion topics, stories, songs and activities he learned through his NECS training. In 2018, Balkissa moved on to fifth grade with a 11/20 average. She even uses what she has learned to help her younger brothers in reading and math. She hopes to one day study to become a nurse so she can help her community.



ASL Catch-Up Classes

As the program entered its fifth year of implementation, repetitive teacher strikes and frequent program delays due to MEP availability seriously disrupted the progress of student achievement in reading. As such, the NECS team and its institutional partners decided to organize remedial, catch-up courses for students in collaboration with the CGDES. In this context, the project team, in collaboration with the Inspectors and educational advisers, organized awareness sessions for school directors, teachers and members of community structures so that they could include remedial courses in their action plans. These classes allowed the students to benefit from additional learning time, but some teachers were not very enthusiastic since there was no remuneration planned. School authorities (DREP, DDEP and Inspectors) committed themselves to encourage and instruct teachers to conduct catch up sessions during hours on Saturday mornings and Wednesday afternoons.

- In Year 5 3,432 catch up sessions of about 30 minutes to 1 hour were conducted by teachers. This enabled students in 94 G1 classes to complete ASL lessons despite the severe disruptions which occurred during the school year. Out of the regular 145 school days, teachers' unions went on strike for 65 days, not including interruptions of classes the 8th of each month when salaries are not paid. This considerably reduced the number of working days and consequently made it extremely difficult to finish the study program.
- In Year 6 catch-up sessions were conducted in all schools thanks to strong parent and teacher engagement. These sessions helped to improve ASL lesson progression rates in G1 and G2 classes, as well as student achievements in reading. Thus, in G1 117 classes out of 190 (62%) were able to complete the program, while in G2 153 classes out of 188 (81%) completed the program. It is worth mentioning that in some schools, catch-up sessions are held separately from normal class time on Wednesdays and Saturdays, while in other schools teachers add 30 minutes to the end of each school day.

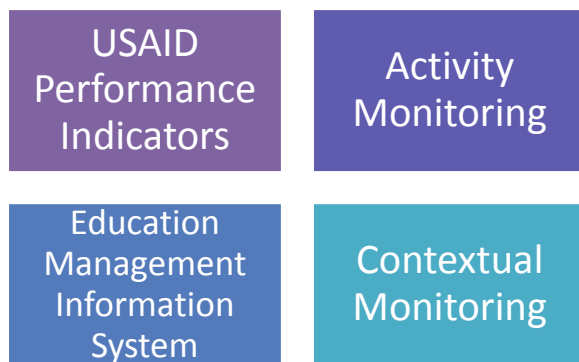
3. MONITORING, EVALUATION, AND LEARNING

Program Monitoring

Over the course of the program, the Chief of Party was responsible for ensuring that the NECS was implemented correctly and in line with USAID requirements, including M&E. He was supported by the NECS M&E Specialist, who oversaw the implementation of the M&E system. Using a sustainable and imbedded staffing approach, the NECS Program worked most directly at the inspection level in 26 education inspections through 8 regions. NECS embedded five Education Coordinators in the MEP in order to implement and monitor the NECS program package: one at central level and four who worked directly with the inspection offices. These staff had the responsibility of ensuring that all program monitoring activities were conducted. The Social Mobilization Specialist, supported by the Education Specialist and Chief of Party, was responsible for supervising the Education Coordinators.

From 2012-2016, 37 indicators were included in the NECS PMP and regularly reported to USAID in quarterly and annual reports. During a review of the PMP indicators in 2016 (in preparation for a two-year extension), the team identified the need to reorganize the indicators into different categories for different uses. For example:

- *USAID Performance Indicators:* With the revised 2016 PMP, NECS included a revised set of 10 Performance Indicators for the project, focusing on key standard indicators for USAID and a limited set of outcome indicators for each result.
- *Activity Monitoring:* A number of activity-specific indicators were removed from the PMP for reasons of relevance and feasibility; many of these indicators continued to be reviewed and monitored through internal activity reporting.
- *Education Management Information System data and Contextual Monitoring:* One example of this challenge is NECS’s team’s collection and analysis of attendance rates. This data had important data quality issues more related to the issues of the Education Management Information System in Niger, and this project did not include EMIS support in its scope of work. While the team would have preferred to continue monitoring trends in attendance, this could only be done through a contextual monitoring approach and not as part of PMP reporting.



The following table outlines the various decentralized education authorities and community groups involved in levels of monitoring which NECS+ supports programmatically and also used for the revised Performance Management Plan. The responsibility for data collection related to the PMP and project implementation is owned by the NECS project staff. At the same time, the project used an embedded

approach within the Inspection levels to support routine supervision and documentation processes during the life of NECS to build capacity and increase sustainability post implementation.

Actors/Structure	Responsibility	Information collected
At Inspection Level		
CGDES Focal Point	Conduct routine supervision trips and oversee data collection and monitoring related to the functioning of School Management Committees.	<ul style="list-style-type: none"> • Location and activity of CGDES • Implementation of action plans
Pedagogical Advisors	Conduct routine supervision trips to support teachers and oversee data collection related to teacher training and coaching	<ul style="list-style-type: none"> • Teachers trained in ASL • Overall teacher support and coaching • Overall pedagogical support to school system
Inspectors	Ensure data reliability	<ul style="list-style-type: none"> • Validate the data collected by the SMC FP and pedagogical advisers
At Village and School Level		
School Directors	Ensure the collection and transmission of data concerning schools	<ul style="list-style-type: none"> • Provides information on the collection sheets and transmits the data to the Inspectorate • Ensure the quality of data collected by teachers and members of structures • Ensure the production and archiving of data sources
School Management Committee	Ensure the reporting of information related to communities initiatives in favor of school	<ul style="list-style-type: none"> • Collect data on the promotion of reading, functionality of the structures

A full indicator tracking table can be found in Annex A.

Program Evaluations

In addition to the Early Grade Reading Assessments (EGRA) conducted by STS in 2017-2019, NECS' ASL reading approach has been the subject of three (3) external evaluations:

- 1) an evaluation by an independent American firm "Mathematica" in 2016, as part of the impact assessment of the NECS Project, funded by the Millenium Challenge Corporation (MCC);
- 2) a comparative evaluation of the four (4) reading approaches during experimentation in Niger (ELAN / OIF; CONCERN, Curriculum approach, ASL) by the MEP in 2015; and
- 3) an external evaluation of the NECS project, commissioned by USAID and carried out by Management Systems International (MSI) between May - June 2018.

The first two evaluations (conducted respectively by Mathematica and MEP) took place at the beginning of the implementation of the ASL approach (2014 and 2015), before NECS had enough time to produce a maximum of expected effects. Consequently, the results of these two somewhat “anticipated” evaluations cannot be considered as definitive. At best, these results indicate trends that other more successful evaluations (final evaluation, notably based on solid tests / tests and results) should be able to confirm or refute.

Mathematica concluded its evaluation in these terms: "There has been a significant improvement in fundamental skills in reading in national languages (Identification of letters and Reading of familiar words), in boys and girls regardless of their socio-economic backgrounds". It is deduced from this, subject to confirmation by a final evaluation, that the ASL experiment has not only produced encouraging results, but also that this approach benefits boys and girls equally. It is therefore a promising, gender-sensitive approach to learning to read.

As for the evaluation of pedagogical innovations carried out in May 2015 by the MEP, the conclusion statements stipulate that: "... out of the four reading approaches being tested or applied in the education system, NECS ASL recorded the highest average score for reading letter names (61.74 out of 100). It is followed by ELAN (supported by the International Organization of La Francophonie) and CONCERN, with scores of 56.25 and 47.88 out of 100, respectively." From this statement, we draw two pieces of information:

First, of these approaches to learning to read by experimentation or application, ASL is the most effective for reading letter names. This confirms the results of Mathematica. Second, with a score of 61.74 out of 100, ASL certainly scores above average and relatively well compared to other methods of learning to read. It is quite possible, if the MEP evaluation intervened at the end of the NECS program, especially with the complementary effects of the other program components, we might have seen even better results.

The MSI External Evaluation took place just before the final year of implementation. Conducted in 4 of the 7 program regions (Tahoua, Tillabéri, Maradi and Zinder), the Evaluation had three principle objectives:

- 1) Assess the progress of the contractor to completion in terms of achievements, management processes, and challenges in meeting the stated objectives of the cooperative agreement, and sustainability of achievements.
- 2) Make recommendations for scaling-up of best practices, for the Government of Niger and USAID;
- 3) Make recommendations for the new design of similar activities in the future.

NECS staff fully participated and supported the evaluation:

At the Central level, project staff met with evaluators individually and in groups, providing complementary information, clarifications and introducing evaluators to key informants. Staff also participated in workshops where key findings and recommendations were presented and discussed.

At the regional and departmental levels, NECS Education Coordinators participated in interviews and help organize meetings with key community and government stakeholders: community leaders, school directors, and teachers, members of CGDES/APE/AME and government employees (DREP, DDEP, IECF, IAENF, CP, and PFD/SCOFI).

Several positive findings emerged related to the ASL program:

“... The testimonies of all the actors at the school, regional and central levels, indicate that the NECS project has made great progress in the field of reading. Almost all of the teachers, principals, pedagogical advisers, and inspectors, departmental and regional principals of primary education interviewed noted that students are more enthusiastic about reading and that they read better and faster with ASL. In some schools, including a bilingual MEP reform school, teachers and principals have insisted that ASL is currently the best approach to reading in the Niger education system....

Discussions with actors in almost half of the schools that the evaluation team visited highlighted that songwriting and stamping are very effective methods, as confirmed by several actors at the central level. ...”

The report also notes that: “ By combining field observations and analyzes from the various interviews conducted with actors at the central level as well as those at the local level, it emerges overall that the introduction of ASL in traditional or bilingual schools has created new realities and experiences in NECS schools. In addition to a well-developed school environment, children and teachers alike have discovered a new framework for learning to read which has become more suitable. “It also emerged that "all of the activities carried out with stakeholders that the ASL has created a strong enthusiasm for reading among students”

While the program only had one remaining year of implementation, the team worked to integrate key recommendations from the Final Program Evaluation.

I - Quality of education

- *Capacity building of teachers on the ASL methodology.* Evaluators noted that teachers continued to struggle with the application of pedagogical techniques promoted by ASL. Therefore, in the final year of the program, NECS provided additional support to commune-level Educational Animation Cells (CAPED) to focus on key concepts, which were organized in all the intervention regions for all school directors and G1/G2 teachers, under the supervision of CPs, IEPs and DREPs. Sessions focused primarily on learning the sounds of letters; discrimination and isolation of sound in initial or final position; combining 2 sounds to form the syllable; combining syllables to form a word; etc.



- *Improvement of the quality of the teaching and didactic materials produced.* NECS conducted a review of all materials and corrected the errors identified by the teachers when experimenting with the various documents (e.g. errors and spelling errors, linguistic errors, typos, and form errors (font, height, lines, paragraphs, alignment)),

- *Revision of the reading performance threshold (benchmark).* As noted above under Strategic Objective One, NECS, in collaboration with the MEP and with the technical support of STS, organized a workshop to review the reading performance threshold for G1 and G2, taking into account local realities and linguistic complexities of the target languages. It is the data collected during the EGRA 2019 assessment that served as the basis for determining these new thresholds.

2- Improvement of the school environment

- *Voluntary signing of the Teacher's Code of Conduct on gender.* The evaluators questioned whether teachers were required to sign the Code of Conduct. Although it has been agreed that the signing of the Code is voluntary, NECS took steps to ensure that teachers were reminded of the voluntary nature of Code. The results indicate that there is a tiny minority of teachers who, for various reasons, do not agree to sign the Code. This is proof that teachers are not forced to sign it.

3- Sustainability of project achievements

- *Development of an ASL scale-up plan.* Evaluators recommended that NECS support the development of an ASL scale-up and sustainability plan. This recommendation was taken into account in the work plan for the 2019 fiscal year. This plan was developed in August 2019 under the direction of MEP with the participation of the main stakeholders.

4. SUCCESSES AND BEST PRACTICES

NECS, which has supported and accompanied the MEP in its efforts to educate and improve the quality of education, has experimented with a number of innovations that have produced convincing results. On March 6, 2018, the NECS Program Steering Committee chaired by the Minister of the MEP and the U.S. Ambassador, recommended the creation of an ad hoc national committee responsible for identifying key best practices and developing an action plan to scale up these practices. A year later, the Minister issued a decree establishing this committee responsible for piloting the process of capitalizing on key innovations driving the NECS project. The adoption of this decree reflects the conviction of the ministerial authority as to the effectiveness of these initiatives and the success they have had on the ground. It is also the expression of the Minister's political will to scale them up to promote the improvement of the quality of education in primary education. This ad hoc committee identified four key initiatives as overall best practices of the NECS program:

- 1) **Integration of the ASL early grade reading program into the ongoing MEP education reform:** Convinced of the effectiveness of ASL, the MEP expressed the desire, not to adopt the whole curriculum and the pedagogical and didactic materials which have been developed and tested, but rather to integrate the good pedagogical practices of this approach into ongoing curriculum reform (APS). In the final year of the NECS program, the ASL Committee, with the technical and financial support of the NECS project and under the direction of the Minister's Technical Advisor, adapted the APS teaching materials to integrate the good practices of the ASL reading approach into G1. These include revised: Teacher's guides, trainer's guides and participant modules available in the 4 national languages (Hausa, Zarma, Kanuri and Fulfulde). Thus, at the end of the project, the MEP has the appropriate tools

to scale up the teaching practices of the ASL in all of the curriculum experimentation schools to reinforce the acquisition of fundamental reading skills from the first year of primary school. Additional should be done to support the MEP in this work moving forward for G2, as well as other grades.

Challenges moving forward include the effective use of these tools, given that this is subject to the availability of financial resources within the MEP. Costs included the training of supervisors and teaching staff, printing of materials and monitoring visits. In addition, only G1 integrated materials are available at this time. Grade 2 materials will also need to be developed so that students can benefit from the comprehensive integrated approach during the first two years of elementary school. The MEP will have to mobilize the financial resources necessary to develop the integrated G2 materials.

- 2) **Student Mentoring Program:** The MEP concluded that the NECS mentoring program, consisting of personalized support by community volunteers for students with learning difficulties and/or those in need of psycho-social support, contributed to the improvement of school retention and academic success.
- 3) **Social Mobilization Approach:** Comparing results from CGDES actions plans between NECS schools and non-NECS schools, the MEP recognized the positive impact of program interventions: CGDES regularly submit school action plans and complete school improvement and student early grade reading activities at higher rates than their peers. In addition, the World Bank PAEQ initiative (Program of Support for Quality Education) has targeted NECS schools as a priority for its support in financing school action plans. This is proof of the effective dynamics of the community structures set up at NECS schools, and therefore of the effectiveness of the social mobilization strategy around the school promoted by NECS.
- 4) **Adoption of the Teacher Code of Conduct:** Aligned with the MEP's goal of increasing girls' enrollment and retention in school, stakeholders are taking steps to rollout the Teacher Code of Conduct and gender equity training in schools.

During a workshop in August 2019, NECS brought together the ASL committee, representatives of relevant MEP departments, points focal points and partner organizations to develop a sustainability plan (Annex B). The workshop was presided over by the Technical Adviser in Education of the Presidency of the Republic. While the MEP has demonstrated a strong commitment to carrying out these action, a persistent lack of resources threaten to stall its implementation without outside support.

Additional NECS Best Practices and Success Stories

- When asked by the MEP to develop emergency refresher courses for primary school students (from G1-G5) throughout the country, the regional directorates of education were inspired by ASL approach strategies. These have been unanimously recognized as effective and promising by the regional and central executives of the MEP.
- When the MEP wanted to choose 200 functional CGDES to receive school improvement grants from the World Bank's PAEQ program, all 150 NECS schools were selected for their level of performance.
- A new school (Hantigoussou) supported by the NECS project in Niamey during the last extension, organized on its own initiative and with own funds an open day on Saturday June 22, 2019 to

share its best practices with the parents of students and the whole community thanks to the support of the NECS project.

- NECS Consultation and exchange frameworks at the regional level has ensured the continuous and rigorous dialogue and accountability between key institutional actors.
- Transitioning towards local monitoring and supervision of schools (through MEP regional and departmental structures) was an important step in the process of project ownership and accountability by the MEP.
- Promoting adult literacy in NECS communities, including the production of texts in local languages, helped promote early grade reading and the importance of education. Reproducing texts and sharing them across regions and pilot communities was an excellent opportunity to promote best practices throughout the country.

5. CHALLENGES AND LESSONS LEARNED

Challenges

- **Poverty:** Niger is the poorest country in the world, and this is the principal reason school enrollments and attendance rates are among the lowest globally. According to the latest survey on household living conditions carried out in 2014, around 45% of Nigeriens live below the poverty line. As a result, most parents cannot afford to forgo the meager earnings from their children's labor to send them to school.
- **Illiteracy:** Another root cause of children not attending school is illiterate parents who do not understand the long-term benefits of school compared to the immediate benefits of child labor and early marriage.
-
- **Lack of teachers:** One of the causes that affects access and the quality of education in Niger is the lack of teachers. This insufficiency is due to the demographic dynamics of the country which has important consequences on the education sector. According to the state report on the Nigerian education system (2018), if this dynamic were to continue "we will have to build 10,000 new classrooms and recruit as many new teachers, just for the Grade 1". The shortage of teachers forces the system to use multigrade classes with large number of students. NECS often suffered because of this. For example, in 2017, sixty-one classrooms lacked teachers (35 classroom teachers had been dismissed due to poor performance).
- **Unqualified teachers:** At the primary education level, the teaching profession is more than 80% dominated by assistant teachers and at least 10% of teachers work in their profession without any professional qualification. The latter are mainly concentrated in Diffa and Dosso, with around one in three teachers each having no professional qualification. Qualified teachers represent only 7% of the teaching force, and they are mainly concentrated in the capital region and in the large nearby urban centers. In July 2017 the MEP conducted an evaluation to assess the knowledge and performance of all 56,444 contractual teachers in Niger, including those teaching in the NECS intervention schools. Results of the assessment were very low, resulting in 4,027 teachers being dismissed for very poor performance. About 20,000 additional teachers scoring below 5/20 were required to attend a 30-day remediation training sponsored by the World Bank.

- **Insufficient classrooms:** Each year in rural areas, parents are forced to wait until the end of the harvest to use millet stalks to be used in the construction of classrooms. Constructed of temporary materials, these classrooms often last only one school year because they are swept away when there is a storm or tornado. This is one of the main reasons that lead to the late start of educational activities, and as a consequence, a reduction in school time.
- **MEP Resources:** The MEP is under-resourced and understaffed. This often results in MEP officials being pulled in many directions and by multiple donors with competing agendas. NECS often experienced agenda conflicts with key MEP stakeholders, which resulted in persistent delays in NECS activities, particularly towards the end of the program. This had a particular impact on the timely implementation of the ASL program in NECS schools, as teacher training activities were often delayed due to the availability of Master Trainers. In addition, frequent changes of MEP officials at the highest level constituted an obstacle in the implementation of the project and consistent engagement by the MEP. In 7 years implementing the NECS project, the MEP has known 5 General Secretaries and 4 Directors of Studies and Programming.
- **Insecurity:** Insecurity across regions in Niger is escalating, particularly in the regions of Tillabéry and Agadez. Thus, at the start of the last extension, the Education Coordinator for the Tillabéry region, fearing for his safety, resigned from his post. This situation affects not only the attendance of children but also the normal course of activities, as well as educational monitoring. In addition, the schools supported by the project in the communes affected by insecurity in the Tillabéry region were excluded from the sampling of the 2019 EGRA assessment. It is necessary to develop a strategy and suitable approaches for allow children living in these areas to enjoy their right to education.
- **Transitioning from the approach of " Rapid Reading Learning " (ARL) to the approach of "Systematic Reading Learning " (ASL):** This was a profound change in the objectives of the project: a transition from helping children with learning difficulties in reading to learn better through an accelerated learning program, to developing a full G1/G2 curriculum in national languages.

Lessons Learned

- At the beginning of the project, NECS pilot villages were selected randomly. While this type of selection is fair and gives every village the chance to participate, it also caused some implementation challenges. Some villages were in regions that were low priority for the MEP and did not have access to MEP human resources. This made joint-monitoring visits challenging. Also, many villages did not demonstrate neither interest nor commitment to the program. IN the future, pilot villages should be chosen on the basis of established criteria.
- Socio-political instability characterized by untimely teacher strikes, the time taken by teachers to collect their salaries, etc. are parameters that reduce school time and disrupt any planning of classroom activities. It is therefore always important to plan community remedial strategies (mentoring, remedial courses, etc.) in order to be able to achieve program objectives.
- Despite discontinuing adult literacy trainings in the first phase of the project, the development of a sustainable strategy for promoting the literate environment has been important in maintaining interest in early grade reading and student learning.

Risks

- **The probable suspension of funding for the MEP curriculum reform by technical and financial partners.** If confirmed, this will have repercussions on the scaling up of the APS approach and the integration of ASL best practices. This suspension also constitutes a potential risk to be considered in the development of any new education program which aims to transfer its achievements into the process of generalization of curriculum reform. However, this could serve as an opportunity should USAID desire to significantly invest in education reform in Niger.

6. RECOMMENDATIONS

In developing a new education program:

- Build on the NECS project and continue implementing activities aimed at strengthening access to primary school, especially for girls, and the quality of education.
- Strengthen Community Resilience: A community development approach to promoting the quality of education is essential, especially given the fluctuating security environment and low financial resources at the MEP
- Provide functional literacy courses for adults to enable them to understand the importance of education, and to be able to support their children in their studies.
- Establish partnerships to set up school canteens in at-risk schools.
- Promote or establish partnerships for the promotion of poverty reduction strategies within communities (income-generating activities, school gardens, etc.).
- Incorporate psychosocial support and / or components of socio-emotional learning into the curriculum, particularly for students in schools located in areas affected by insecurity.
- Provide sufficient funds for longer and more frequent pedagogical trainings to take into account the low level of general education of teachers.
- Continue building the capacity of school directors on leadership and school management.

In the development of a new education program designed to complement the remaining activities of the NECS project:

- Continue advocacy to strengthen the ownership and implementation of the MEP NECS sustainability plan (Annex B)
- Support the MEP to conduct an independent study of the reading initiatives promoted by all partners in order to better appreciate the added value of each initiative and identify the best innovations and strategies that can enrich the new curriculum.
- The APS teaching materials integrating good practices from ASL to the CI are available. Financial support is required for the testing of these documents.
- For the further implementation of the integrated approach, financial support is required for the development of APS teaching materials incorporating ASL good practices at the G2 level and their experimentation.
- Consider additional research on:
 - Does learning the national languages in the first years contribute to academic success?
 - Has parent literacy helped improve student reading performance?

ANNEX A:ACTIVITY CHART, M&E CHART/PERFORMANCE INDICATOR TABLE

No.	NECS+ Performance Indicator	Indicator Type	Project Baseline			Life of Project			Endline				
			Source	Date	Value	LoP Target	LoP Actual	% of LoP Target	NECS+ FINAL PERFORMANCE				
									Girls (<18)	Boys (<18)	Women (>18)	Men (>18)	Total
Goal: To improve educational opportunities B14:AR14available to children while strengthening links of schools with community and state structures													
SO1: Increase student grade reading achievement by improving reading instruction in primary schools and by promoting a culture of reading in communities													
IR1.1: Improved reading instruction and learning in primary schools													
1	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance	USAID Standard Indicator ES.1-1	EGRA Report	May-17	0,2%	50%	20%	40.400%					20.20%
2	Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance	USAID Standard Indicator ES1.3	Enrollment Data	Jun-16	38,895	65,358	64,669	98.95%	29,503	35,166			64,669
3	Number of learners reached in reading programs /interventions at the primary level	USAID Standard Indicator ES.1-5	Enrollment Data	Jun-16	13,418	31,901	32,593	102.2%	14,884	17,709			32,593
4	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance	USAID Standard Indicator ES.1-9	NECS Annual Report	Apr-15	382	475	518	109%			254	264	518

No.	NECS+ Performance Indicator	Indicator Type	Project Baseline			Life of Project			Endline				
			Source	Date	Value	LoP Target	LoP Actual	% of LoP Target	NECS+ FINAL PERFORMANCE				
									Girls (<18)	Boys (<18)	Women (>18)	Men (>18)	Total
5	Number of education administrators and officials who complete professional development activities with USG assistance	USAID Standard Indicator ES.1-12	NECS Annual Report	May-15	211	315	333	106%			34	299	333
6	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance	USAID Standard Indicator ES.1-12	Activity not yet started	N/A	0	33547	37,984	113%					37,984
7	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	USAID Standard Indicator ES.1-13	Activity not yet started	N/A	0	403	388	96%					388
IR 1.2: Culture of reading promoted in project communities													
8	Percentage of active reading communities	Custom	New indicator/Q1 Data Collection	N/A	0	97%	82.58%	85%					82.58%
SO2: Increase access to quality education in schools, especially for girls													
9	Proportion of girls enrolled in the NECS+ project intervention schools in grade 1	Custom	Enrollment Data	Jun-16	46%	50%	47%	94.0%					47.00%
IR 2.1 An Improved school environment													

No.	NECS+ Performance Indicator	Indicator Type	Project Baseline			Life of Project			Endline					
			Source	Date	Value	LoP Target	LoP Actual	% of LoP Target	NECS+ FINAL PERFORMANCE					
									Girls (<18)	Boys (<18)	Women (>18)	Men (>18)	Total	
10	Percentage of schools meeting the NECS minimum standard	Custom (composite score)	New indicator/Q1 Data Collection	N/A	0	97%	87.27%	90%						87.27%
IR 2.2 Increased community participation to support education														
11	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance	USAID Standard Indicator ES.1-15	New indicator/Q1 Data Collection	N/A	0	173	169	98%						169

ANNEX B: NECS SUSTAINABILITY PLAN

RÉPUBLIQUE DU NIGER

Fraternité - Travail - Progrès



MINISTÈRE DE L'ENSEIGNEMENT PRIMAIRE
DE L'ALPHABÉTISATION, DE LA PROMOTION



Plan de durabilité des initiatives promues par le Projet NECS

Document produit pour l'appropriation et la pérennisation par le Ministère de l'enseignement primaire des initiatives porteuses promues par le projet NECS



Août 2019

Table des matières

TABLE DES MATIÈRES	47
SIGLES ET ABRÉVIATIONS.....	49
1. INTRODUCTION	51
2. CONTEXTE	51
3. OBJECTIFS DU PLAN DE DURABILITE	52
3.1 OBJECTIF GÉNÉRAL	52
3.2 OBJECTIFS SPÉCIFIQUES	52
4. PROCESSUS D'ELABORATION DU PLAN DE DURABILITE.....	53
4.1 MISE EN PLACE D'UN COMITÉ CHARGÉ DE CONDUIRE LE PROCESSUS D'APPROPRIATION ET DE MISE À L'ÉCHELLE DES INITIATIVES DU PROJET NECS	53
4.2 PREMIÈRE RENCONTRE D'ÉCHANGES ENTRE LE COMITÉ ET L'ÉQUIPE DU PROJET NECS	53
4.3 PRÉPARATION DE L'ATELIER D'ÉLABORATION DU PLAN DE DURABILITÉ	54
4.4 ATELIER D'ÉLABORATION.....	54
4.5 ATELIER DE FINALISATION.....	55
5. PLAN D'ACTIONS	55
5.1 PROCESSUS D'APPROPRIATION ET DE PASSAGE À L'ÉCHELLE DE L'APPROCHE APS INTÉGRANT LES BONNES PRATIQUES DE L'ASL	55
5.1.1 PLAN DE DURABILITÉ DE L' « ASL »	56
5.1.2 CANEVAS OPPORTUNITÉS ET DÉFIS : INITIATIVE « ASL »	66
5.2 PROCESSUS D'APPROPRIATION ET DE PASSAGE À L'ÉCHELLE DU MODÈLE « MOBILISATION SOCIALE AUTOUR DE L'ÉCOLE ».....	67
5.2.1 PLAN DE DURABILITÉ DE LA « MOBILISATION SOCIALE »	67
5.2.2 CANEVAS OPPORTUNITÉS ET DÉFIS : INITIATIVE « MOBILISATION SOCIALE AUTOUR DE L'ÉCOLE ».....	70
5.3. PROCESSUS D'APPROPRIATION ET DE PASSAGE À L'ÉCHELLE DU MODÈLE « MENTORAT »	71
5.3.1 PLAN DE DURABILITÉ DU « MENTORAT »	71
5.3.2 CANEVAS OPPORTUNITÉS ET DÉFIS : INITIATIVE « MENTORAT »	77
5.4. PROCESSUS D'APPROPRIATION ET DE MISE À L'ÉCHELLE DU MODÈLE « CODE DE CONDUITE DE L'ENSEIGNANT SUR LE GENRE ».....	79
5.4.1 PLAN DE DURABILITÉ DU « CODE DE CONDUITE »	80
5.4.2 CANEVAS OPPORTUNITÉS ET DÉFIS : INITIATIVE « CODE DE CONDUITE DE L'ENSEIGNANT SUR LE GENRE».....	86
CONCLUSION.....	89
ANNEXES	91

ANNEXE 1 : FICHES D'IDENTIFICATION DES DIFFÉRENTES INITIATIVES.....	92
FICHE D'IDENTIFICATION DE L'INITIATIVE « APPRENTISSAGE SYSTÉMATIQUE DE LA LECTURE »	92
FICHE D'IDENTIFICATION DE L'INITIATIVE « MOBILISATION SOCIALE AUTOUR DE L'ECOLE ».....	96
FICHE D'IDENTIFICATION DE L'INITIATIVE « MENTORAT »	98
FICHE D'IDENTIFICATION DE L'INITIATIVE « CODE DE CONDUITE DE L'ENSEIGNANT SUR LE GENRE »	102
ANNEXE 2 : ORIENTATIONS POUR L'ÉLABORATION DU PLAN DE DURABILITÉ.....	105
ORIENTATIONS POUR L'ÉLABORATION DU PLAN D' ACTIONS DE L'INITIATIVE « ASL »	105
ORIENTATIONS POUR L'ÉLABORATION DU PLAN D' ACTIONS DE L'INITIATIVE « MOBILISATION SOCIALE ».....	107
ORIENTATIONS POUR L'ÉLABORATION DU PLAN D' ACTIONS DE L'INITIATIVE « MENTORAT »	107
ORIENTATIONS POUR L'ÉLABORATION DU PLAN D' ACTIONS DE L'INITIATIVE « CODE DE CONDUITE DE L'ENSEIGNANT SUR LE GENRE ».....	108
ANNEXE 3 : ARRÊTÉ N° 000187/MEP/A/PLN/EC DU 06 MARS 2019 PORTANT CRÉATION, COMPOSITION, ATTRIBUTION ET FONCTIONNEMENT DU COMITÉ AD' HOC POUR LA CAPITALISATION DES INNOVATIONS PORTEUSES DU PROJET NECS	110
ANNEXE 4 : LISTES DES PARTICIPANTS AUX DIFFÉRENTS ATELIERS	112
LISTE DES PARTICIPANTS À LA RÉUNION DU COMITÉ À NIAMEY.....	112
LISTE DES PARTICIPANTS À L'ATELIER PRÉPARATOIRE DU PLAN DE DURABILITÉ I	13
LISTE DES PARTICIPANTS À L'ATELIER D'ÉLABORATION DU PLAN DE DURABILITÉ	114
LISTE DES PARTICIPANTS À L'ATELIER DE FINALISATION DU PLAN DE DURABILITÉ	117

Sigles et abréviations

ACTN :	Association des Chefs Traditionnels du Niger
AG :	Assemblée Générale
AME :	Association des Mères Éducatrices
APE :	Association des Parents d'Élèves
APS :	Approche Par les Situations
ASL :	Apprentissage Systématique de la Lecture
CAPED :	Cellule d'Animation Pédagogique
CI :	Cours d'initiation
CGDES :	Comité de Gestion Décentralisée des Établissements Scolaires
CP :	Cours Préparatoire
CP :	Conseiller Pédagogique
CRESAS :	Cellule Régionale de l'Évaluation et du Suivi des Acquis Scolaires
CT :	Conseiller Technique
DECP/C :	Direction de l'Enseignement du Cycle Primaire Classique
DCPLN :	Direction des Curricula et de la Promotion des Langues Nationales
DFIC :	Direction de la Formation Initiale et Continue
DE :	Directeur D'École
DGAENF :	Direction Générale de l'Alphabétisation et de l'Éducation Non Formelle
DGDE :	Division de la Gestion Décentralisée des Écoles
DGPQN :	Direction Générale de la Promotion de la Qualité et de la Normalisation
DGS :	Direction Générale de la Scolarisation
DL :	Direction de la Législation
DPAFA :	Direction de la Promotion de l'Alphabétisation et de la Formation des Adultes
DPC/SS/EE :	Direction de la Participation Communautaire, de la Santé scolaire et de l'Éducation Environnementale
DPSF :	Direction de la Promotion de la Scolarisation des Filles
DRFM :	Direction des Ressources Financières et du Matériel
DREP :	Direction Régionale de l'Enseignement Primaire
DRH :	Direction des Ressources Humaines
DSE :	Direction du Suivi Évaluation

EGRA :	Early Grading Reading Assessment
ENI :	École Normale d'Instituteurs
ENS :	École Normale Supérieure
FC/CGDES :	Fédération Communale des CGDES
GS :	Gouvernement Scolaire
IECP :	Inspection de l'Enseignement du Cycle Primaire
INDRAP :	Institut National de la Documentation, de la Recherche et de l'Animation Pédagogique
JICA :	Agence de Coopération Internationale du Japon
MEP/A/PLN/EC :	Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Éducation Civique
NECS :	Niger Education and Community Strengthening
OIF :	Organisation Internationale de la Francophonie
ONG :	Organisation Non Gouvernementale
OSC :	Organisation de la Société Civile
PAQ :	Plan d'Action axé sur la Qualité
PM :	Pour Mémoire
PF :	Point Focal
PSEF :	Programme Sectoriel de l'Éducation et de la Formation
PTF :	Partenaires Techniques et Financiers
PME :	Partenariat Mondial pour l'Éducation
Scofi :	Scolarisation des Filles
SG :	Secrétaire Général
USAID :	Agence des États Unis pour le Développement International
UNICEF :	Organisation des Nations Unies pour l'Enfance

I. Introduction

Depuis la fin du Programme décennal de développement de l'éducation (PDDE) en 2013, les orientations éducatives du Niger portent sur la recherche d'une éducation de qualité durable et inclusive. Ces orientations s'inscrivent dans l'agenda 2030 qui recommande dans son Objectif de Développement Durable (ODD) 4, cible 4.1 et 4.6 l'utilisation des langues du milieu dans les systèmes d'éducation formelle et non formelle dans les contextes multilingues et multiculturels. La promotion de la qualité de l'éducation, inscrite dans le Programme sectoriel de l'éducation et de la formation (PSEF) dont le pays s'est doté depuis 2014, passe nécessairement par le développement des acquisitions fondamentales en lecture-écriture et en mathématiques.

Au nombre des actions existantes ou initiées pour l'atteinte de cet objectif figure la réforme du curriculum de l'éducation de base sous-tendue par, d'une part, la refondation de la pédagogie de l'enseignement et, d'autre part, l'utilisation de la langue du milieu de vie des élèves, à la fois comme moyen et matière d'enseignement. Parallèlement à cette réforme, plusieurs innovations éducatives sont menées dont celle qui est portée par le Projet Éducation et Renforcement des Communautés (Niger Education and Community Strengthening (NECS)). Au bout de sept (7) années d'expérimentation, le projet NECS a évalué les approches novatrices initiées dans les domaines de l'amélioration de la lecture dans les petites classes à travers le recours aux langues maternelles, la promotion des comportements et pratiques pédagogiques sensibles au genre, la mobilisation des communautés en vue de leur implication responsable dans les actions éducatives. Ces évaluations ainsi que d'autres études conduites pour mesurer la performance du projet ont démontré que ces initiatives ont permis d'obtenir des résultats encourageants (Mathematica : 2014 ; Évaluation comparative des approches de lecture : MEP 2015 ; Evaluation de la performance du projet NECS, MSI : 2018 ; EGRA : 2018 et 2019 ; Étude sur la capitalisation des initiatives promues par le projet NECS : 2018).

Pour permettre la pérennisation des acquis, le projet en collaboration avec le Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Éducation Civique (MEP/A/PLN/EC), a élaboré un plan de durabilité axé sur 4 initiatives porteuses, notamment : l'Apprentissage Systématique de la Lecture (ASL), le Mentorat, la Mobilisation sociale autour de l'école, et le Code de conduite de l'enseignant sur le genre. La première est au cœur des innovations promues par le projet NECS car elle vise l'amélioration de la qualité de l'éducation. Le MEP/A/PLN/EC a opté pour l'intégration de ces quatre (4) initiatives réussies dans le dispositif de la réforme du curriculum de l'enseignement de base.

Ce plan de durabilité est à la fois un outil de planification et de plaidoyer pour la recherche de financement afin de poursuivre le processus d'amélioration de la qualité de l'éducation au Niger à travers la mise en œuvre de la réforme curriculaire.

2. Contexte

Sur financement de l'USAID, le projet Niger Education and Community Strengthening (NECS) a été mis en œuvre sous le leadership de Plan International pour une durée totale de sept ans (de Juin 2012 à Septembre 2019). L'objectif global est d'"Améliorer les opportunités d'accès à l'éducation offertes aux enfants tout en renforçant les liens entre les écoles et les structures communautaires et étatiques".

De manière spécifique, il s'agit de :

- *Améliorer le rendement en lecture des élèves du primaire par l'enseignement amélioré de la lecture et la promotion d'une culture de la lecture dans les communautés ;*
- *Améliorer l'accès à une éducation de qualité dans les écoles d'intervention.*

Pour atteindre ces objectifs, le projet NECS expérimente une approche pédagogique de lecture dénommée « Apprentissage Systématique de la Lecture » (ASL) dans les classes de CI et CP dans quatre langues nationales (Hausa, Zarma, Kanuri et Ffulfulde). Cette approche pédagogique est sous-tendue par la « théorie du changement » avec la mise en œuvre de plusieurs stratégies en vue de faciliter/favoriser la réalisation du changement. Ces stratégies sont :

- la mobilisation sociale autour de l'école;
- le code de conduite de l'enseignant sur le genre ;
- le mentorat.

Après une première phase de quatre ans (2012-2016) et une prolongation de deux ans (2016-2018) où 158 écoles (dont 148 écoles traditionnelles et 10 écoles de la réforme du curriculum) dans sept⁹des huit régions du Niger ont été couvertes, une évaluation du projet² et une étude de capitalisation³ des expériences ont été réalisées en 2018. Les résultats de cette évaluation et de l'étude ainsi que ceux de l'évaluation des compétences des élèves en lecture (EGRA)⁴, ont mis en relief l'efficacité et la pertinence des innovations de NECS.

Au regard des résultats encourageants obtenus, l'USAID a accordé une prolongation d'un an (d'Octobre 2018 à Septembre 2019) pour étendre l'expérimentation des bonnes pratiques du projet à la région de Niamey. Cette nouvelle extension a couvert vingt-cinq (25) écoles de la réforme, autres que celles qui expérimentent le nouveau curriculum, notamment 10 dans la région de Niamey et 15 à Tillabéry, ce qui porte à 183 le nombre total d'écoles touchées par le projet NECS.

Les résultats obtenus par le projet ont été jugés satisfaisants par le MEP/A/PLN/EC qui s'est engagé à mettre à l'échelle ces initiatives, notamment : l'approche novatrice de lecture ASL, la mobilisation sociale autour de l'école, le Code de conduite de l'enseignant sur le genre et le Mentorat. Cet engagement s'est traduit par la prise d'un arrêté ministériel mettant en place un comité ad'hoc chargé de piloter le processus d'appropriation et de mise à l'échelle de ces innovations.

C'est dans ce cadre qu'a été élaboré le présent plan de durabilité assorti d'un plan d'actions qui décline, pour chaque thématique, les activités à réaliser, les responsables d'exécution, les partenaires, les approches et stratégies de mise en œuvre, les produits attendus, les délais indicatifs d'exécution, ainsi que les opportunités, obstacles, défis, risques et mesures d'atténuation.

3. Objectifs du plan de durabilité

3.1 Objectif général

Contribuer à l'amélioration de la qualité de l'éducation à travers l'appropriation et la pérennisation par le Ministère de l'enseignement primaire des initiatives porteuses promues par le projet NECS.

3.2 Objectifs spécifiques

Les objectifs spécifiques sont :

⁹ Il convient de préciser que la première phase (2012-2016) du projet a couvert 150 écoles traditionnelles, et à la deuxième (2016-2018) phase 10 écoles de la réforme ont été rajoutées, ce qui porte à 160 le nombre d'écoles ciblées par le projet au cours de cette deuxième phase. Il faut noter que 2 écoles ont été fermées dans la région de Diffa pour des raisons d'insécurité. C'est ainsi qu'on s'est retrouvé avec 158 écoles à la fin de l'extension en 2018.

² Management Systems International (MSI), Mai-juin 2018. Evaluation finale du projet *Niger Education and Community Strengthening (NECS)*.

³ Seydou, S. (Août 2018). *Capitalisation des innovations du Projet NECS+*, Rapport d'étude, Niamey.

⁴ School-To-School International (Mai 2018). *Niger Education & Community Strengthening: Early Grade Reading Assessment*. Report, USAID et Plan International Niger, Niamey

School-To-School International (Mai 2019). *Niger Education & Community Strengthening: Early Grade Reading Assessment*. Report, USAID et Plan International Niger, Niamey

- Promouvoir l'adoption et la mise en œuvre de l' « Approche Par les Situations» (APS) intégrant les bonnes pratiques de l'approche « Apprentissage Systématique de la Lecture» (ASL) pour contribuer à l'amélioration de la qualité des enseignements-apprentissages en lecture ;
- Renforcer la participation communautaire dans la promotion des actions éducatives ;
- Promouvoir la mise en œuvre du programme de mentorat pour la prise en charge des difficultés d'ordre pédagogique et psychosocial rencontrées par certains élèves en vue de les maintenir à l'école et les aider à améliorer leurs performances scolaires;
- Promouvoir le genre à l'école à travers l'institution et l'application d'un code de conduite de l'enseignant ;
- Accompagner le Ministère de l'enseignement primaire pour disposer d'un outil de plaidoyer pour la recherche de financement du plan en vue de poursuivre les efforts d'amélioration de la qualité de l'éducation.

4. Processus d'élaboration du plan de durabilité

4.1 Mise en place d'un comité chargé de conduire le processus d'appropriation et de mise à l'échelle des initiatives du projet NECS

Par Arrêté No 000187/MEP/A/PLN/EC du 06 mars 2019, le Ministre de l'enseignement primaire a mis en place un comité ad' hoc chargé de conduire le processus d'appropriation et de mise à l'échelle des initiatives du projet NECS. Il est composé ainsi qu'il suit :

- **Président** : Le Secrétaire Général adjoint du Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Éducation Civique.
- **Membres** :
 - Conseiller Technique du Ministre en charge des Affaires pédagogiques ;
 - Directeur Général de la Promotion de la Qualité et de la Normalisation (DGPQN) ;
 - Directeur Général de la Scolarisation ;
 - Directeur des Études et de la Programmation ;
 - Personne ressource (Monsieur Erambel Ibba Abdou- ex DGPQN).

Les missions du comité sont définies dans l'arrêté joint en annexe.

4.2 Première rencontre d'échanges entre le comité et l'équipe du projet NECS

Une rencontre d'échanges entre le comité et l'équipe du projet NECS a été organisée le mercredi 17 avril 2019 dans les locaux du projet. Elle a porté sur les points suivants :

- Partage des principales recommandations de l'étude sur la capitalisation des innovations du projet NECS ;
- Échanges sur l'approche globale proposée par l'étude pour la mise à l'échelle des principales innovations du projet NECS ;
- Définition de la vision du MEP/A/PLN/EC et des orientations à donner aux membres des groupes thématiques pour l'élaboration du plan de durabilité ;

- Préparation de l'atelier d'élaboration du plan de durabilité, notamment la planification des rencontres de concertation préalables à la tenue de l'atelier.

4.3 Préparation de l'atelier d'élaboration du plan de durabilité

Cet atelier qui a réuni les membres du comité ad hoc et l'équipe du projet NECS à Dosso, du 12 au 14 juillet 2019, a permis de :

- définir la vision du MEP/A/PLN/EC et les orientations pour l'élaboration du plan de durabilité pour chaque initiative (voir en annexes lesdites orientations) ;
- prendre les dispositions nécessaires pour l'organisation de l'atelier d'élaboration du plan de durabilité, notamment la définition des objectifs, des contenus et de la méthodologie d'animation de l'atelier, la finalisation de l'agenda et des consignes de travail, et la documentation à mobiliser) ;
- proposer une feuille de route pour la mise en œuvre des mesures prioritaires retenues pour relever les défis liés à la fin du projet NECS. Il s'agit des mesures ci-après :
 - Faire une estimation des coûts liés à la formation en ASL au CP des enseignants et encadreurs des 25 écoles d'expérimentation à Niamey et Tillabéry, et à la reproduction des matériels didactiques et pédagogiques ASL au CP (échéance au 30/7/2019) ;
 - Maintenir à leurs postes les enseignants et encadreurs formés en ASL dans les IEP appuyés par le projet NECS dans les 158 anciennes écoles pour la mise en œuvre de l'ASL dans les classes de CP à la rentrée d'octobre 2019 (échéance au 30/09/2019) ;
 - Informer les acteurs de l'arrêt de la mise en œuvre de l'ASL dans les classes de CI à partir de la rentrée d'octobre 2019 (échéance au 30/09/2019).

4.4 Atelier d'élaboration

L'atelier s'est tenu dans la salle VIP du Palais de Sport de Niamey du 1^{er} au 3 août 2019. Outre les membres du comité ad hoc, l'atelier a enregistré la participation des membres du Comité ASL, des représentants des différentes directions du MEP porteuses des initiatives en question, des points focaux et des représentants des partenaires techniques et financiers. L'atelier a été également honoré par la participation du Conseiller Technique en éducation de la Présidence de la République.

Les résultats attendus de l'atelier sont les suivants :

- Un plan d'action pour l'appropriation et la pérennisation de chaque initiative par le MEP est élaboré ;
- Des opportunités, obstacles et défis potentiels tant à l'interne (capacités du MEN, ressources matérielles et humaines, etc.) qu'à l'externe (conditions sur le terrain/réticence/sécurité, etc.) liés à la pérennisation de chaque initiative sont identifiés.

Pour atteindre ces résultats, une méthodologie a été adoptée pour l'animation de l'atelier, notamment des présentations suivies d'échanges, et des travaux de groupes suivis de restitutions en plénière. Les présentations ont été faites par l'équipe du Projet NECS et ont permis aux participants d'avoir : (i) une compréhension commune et plus claire sur le cadre conceptuel de la durabilité ; et (ii) un aperçu sur le Projet NECS à travers ses objectifs, ses différentes phases, le coût du projet en 7 ans de mise en œuvre, la zone de couverture, et surtout les quatre (4) initiatives objet d'élaboration du plan de durabilité (à savoir l'Apprentissage Systématique de la Lecture (ASL), la Mobilisation Sociale autour de l'école, le Mentorat et le Code de conduite de l'enseignant basé sur le genre).

Après les présentations, quatre groupes de travail correspondant aux quatre (4) initiatives à pérenniser ont été constitués, et se sont appliqués à renseigner le canevas du plan d'actions et celui des opportunités, obstacles, défis et risques, en se référant aux extraits du rapport de capitalisation de 2018, et aux orientations définies au préalable par le comité ad hoc. Chaque jour avant de poursuivre les travaux, une plénière a lieu pour faire le point de l'avancement des travaux et recueillir les observations et apports des participants pour un recadrage au besoin.

Au terme des travaux de groupes, des sessions de restitutions et de discussions ont été organisées successivement pour les quatre thématiques, ce qui a permis d'enrichir les différentes productions.

À la fin de l'atelier, un plan de durabilité provisoire était disponible, et un comité restreint a été mis en place pour le finaliser.

4.5 Atelier de finalisation

L'atelier de finalisation, tenu à Niamey du 14 au 18 août 2019, a porté sur la consolidation des supports issus des différents rencontres en vue d'affiner le présent document.

5. Plan d'actions

5.1 Processus d'appropriation et de passage à l'échelle de l'approche APS intégrant les bonnes pratiques de l'ASL

Le passage à l'échelle sera piloté par le niveau national (notamment la DCPLN), et sera conduit de façon progressive afin de se donner les moyens de contrôler et maîtriser le processus et d'y apporter les corrections nécessaires. De façon opérationnelle, la mise à l'échelle de l'approche APS intégrant les bonnes pratiques de l'ASL se fera en quatre (4) étapes comme indiqué dans le tableau ci-dessous. Ce processus sera formalisé à travers une décision du MEP parce qu'il peut induire à terme un changement de stratégie, d'option, ou de politique éducative relevant de sa responsabilité. Il durera trois (3) à cinq (5) ans en moyenne. Il est important aussi de signaler que le chronogramme indicatif proposé devra être actualisé.

5.1.1 Plan de durabilité de l' « ASL »

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
ÉTAPE I. PRÉTEST ET FINALISATION DES DOCUMENTS INTÉGRÉS APS- ASL CI							
1	Reproduction des outils de l'approche APS intégrant l'ASL (CI)	DCPLN	DRFM	Acquisition	Documents reproduits	(PM)	À renseigner
2	Formation des formateurs (IECP, CP)	DCPLN	DFIC, DES/CP.	Ateliers	Acteurs formés	7 jours (1er au 7 Septembre. 19)	
3	Formation des enseignants et directeurs, d'écoles	DREP	DFIC, DES/CP, DCPLN.	Ateliers	Acteurs formés sur l'approche intégrée et en langues nationales	14 jours (9 au 23 Septembre 19)	
4	Pré-test (8 écoles dans 2 régions : Diffa et Dosso)	DREP	DFIC, DES/CP, DCPLN.	Mission	Rapport de mission	5 jours (25 au 30 Octobre 19)	

¹⁰ « Autres acteurs partenaires » désignent ici les autres services ou structures qui participent activement à l'exécution et/ou au financement de l'activité sous la coordination / le pilotage de la structure responsable et comptable de l'exécution.

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
5	Traitement des données	DCPLN	DES/CP	Réunion de synthèse	Rapport	3 jours (5-7 Novembre 19)	
6	Amendement des outils	DCPLN	Comité ASL, IECP, CP.	Intégration des observations	Outils révisés	3 jours (8-10 Novembre 19)	
7	Validation des outils finaux	DCPLN	DFIC, DCPLN, DES/CP, DGPQN, DGS, CT Présidence et Primature, Comité ASL, IECP, CP, directeurs écoles, enseignants, personnes ressources, DREP.	Atelier	Outils validés	(12 Novembre 19)	
ÉTAPE 2. MISE À L'ESSAI DE L'APPROCHE APS INTÉGRANT L'ASL AU CI, ÉLABORATION ET MISE À L'ESSAI DES OUTILS DE L'APPROCHE APS INTÉGRANT L'ASL POUR LE CP							
Mise à l'essai des outils du CI							
1	Reproduction des outils du CI	DCPLN	DRFM		Documents reproduits	(PM)	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
				Acquisition			
2	Identification de 40 écoles dans 5 régions	DCPLN	DREP	Note administrative	Ecoles identifiées	15 Novembre 2019	
3	Formation des formateurs (IECP, CP) sur les outils du CI	DCPLN	DFIC, DES/CP.	Ateliers	Acteurs formés sur l'approche intégrés et en langues nationales	7 jours (27 au 30 Novembre 19)	
4	Formation des enseignants et directeurs, d'écoles sur les outils du CI	DREP (CRESAS, IECP, CP)	DFIC, DES/CP.	Ateliers	Acteurs formés	14 jours (du 5 au 18 Décembre 19)	
5	Mise en œuvre de l'approche dans les 40 écoles identifiées	Directeurs d'école et enseignants de CI	DREP, IECP, CP, DCPLN, DFIC, DES/CP.	Enseignement-apprentissage en classe	Niveau de progression des cours	De décembre 2019 à juin 2020	
6	Suivi-accompagnement de la mise à l'essai des outils du CI	DREP (CP, IECP)	(CRESAS)	Mission	Rapport	Mensuel (à partir du démarrage des cours en Décembre 2019)	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
7	Supervision niveau national de la mise à l'essai des outils du CI	DCPLN	DFIC, DES/CP, DECP.	Mission	Rapport	Fin Janvier-mars 2020	
8	Évaluation des acquis des élèves à la fin du CI	DES/CP	DCPLN, DFIC, DREP.	Enquête	Rapport d'évaluation	Début Juin 2020	
9	Partage des résultats de l'évaluation	DES/CP	DFIC, DCPLN, DES/CP, DGPQN, DGS, CT Présidence et Primature, Comité ASL, IECF, CP, directeurs écoles, enseignants, personnes ressources, DREP.	Atelier	Résultats Partagés	Juillet 2020	
Élaboration et pré-test des outils du CP							
10	Élaboration des outils du CP (parallèlement à la mise à l'essai des outils du CI)	DCPLN (Comité ASL)	Personnes ressources	Atelier	Outils élaborés	(Décembre 2019 – Avril 2020)	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
11	Reproduction des outils de l'approche APS intégrant l'ASL (CP)	DCPLN	DRFM	Acquisition	Documents reproduits	(PM)	
12	Formation des formateurs (IECP, CP)	DCPLN	DFIC, DES/CP.	Ateliers	Acteurs formés	7 jours (1er au 7 Mai 2020)	
13	Formation des enseignants et directeurs d'écoles	DREP	DFIC, DES/CP, DCPLN.	Ateliers	Acteurs formés sur l'approche intégrée et en langues nationales	14 jours (9 au 23 Mai 2020)	
14	Pré-test (8 écoles dans 2 régions : Diffa et Dosso)	DREP	DFIC, DES/CP, DCPLN.	Mission	Rapport de mission	5 jours (25 au 30 Mai 2020)	
15	Traitement des données	DCPLN	DES/CP	Réunion de synthèse	Rapport	3 jours (5-7 Juin 19)	
16	Amendement des outils	DCPLN	Comité ASL, IECP, CP.	Intégration des observations	Outils révisés	3 jours (8-10 Juin 19)	
17	Validation des outils finaux	DCPLN	DFIC, DCPLN, DES/CP, DGPQN, DGS, CT Présidence	Atelier	Outils validés		

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
			et Primature, Comité ASL, IECP, CP, directeurs écoles, enseignants, personnes ressources, DREP.			(12 Juin 19)	
Mise à l'essai des outils du CP							
18	Reproduction des outils du CP	DCPLN	DRFM	Acquisition	Documents reproduits	(PM)	
19	Formation des formateurs (IECP, CP) sur les outils du CP	DCPLN	DFIC, DES/CP.	Ateliers	Acteurs formés sur l'approche intégrés et en langues nationales	7 jours (2 au 8 Septembre 2020)	
20	Formation des enseignants et directeurs, d'écoles sur les outils du CP	DREP (CRESAS, IECP, CP)	DFIC, DES/CP.	Ateliers	Acteurs formés	14 jours (13 au 26 Septembre 2020)	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
21	Mise en œuvre de l'approche du CP dans les 40 écoles ayant mis à l'essai les outils du CI	Directeurs d'école et enseignants de CP	DREP, IECP, CP, DCPLN, DFIC, DES/CP.	Enseignement-apprentissage en classe	Niveau de progression des cours	D'octobre 2020 à juin 2021	
22	Suivi-accompagnement de la mise à l'essai des outils du CP	DREP (CP, IECP)	(CRESAS)	Mission	Rapport	Mensuel (à partir du démarrage des cours en octobre 2020)	
23	Supervision niveau national de la mise à l'essai des outils du CP	DCPLN	DFIC, DES/CP, DECP.	Mission	Rapport	Fin Janvier-Mars 2021	
24	Évaluation des acquis des élèves à la fin du CP	DES/CP	DCPLN, DFIC, DREP.	Enquête	Rapport d'évaluation	Début Juin 2021	
25	Partage des résultats de l'évaluation	DES/CP	DFIC, DCPLN, DES/CP, DGPQN, DGS, CT Présidence et Primature, Comité ASL, IECP, CP, directeurs écoles, enseignants,	Atelier	Résultats Partagés		

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
			personnes ressources, DREP.			Juillet 2021	
ÉTAPE 3. VALIDATION DES OUTILS DE L'APPROCHE APS INTÉGRANT L'ASL AU CI ET CP							
1	Centralisation et consolidation des observations provenant du terrain sur les outils du CI et du CP	DCPLN	DREP (IECP, CP, directeurs, enseignants).	Réunion de synthèse	Synthèse des observations	Août 2021	
2	Amendement des outils	DCPLN	Comité ASL, INDRAP, DGAENF, Personnes ressources.	Atelier	Outils amendés	Août 2021	
3	Validation des outils	DCPLN	DFIC, DCPLN, DES/CP, DGPQN, DGS, CT Présidence et Primature, Comité ASL, IECP, CP, directeurs écoles, enseignants, personnes ressources, DREP.	Atelier	Outils validés	Août 2021	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS	
						INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
ÉTAPE 4. INTÉGRATION DES OUTILS DANS LE PROCESSUS DE GÉNÉRALISATION DE LA RÉFORME CURRICULAIRE							
1	Révision des programmes des ENI et de l'ENS pour y intégrer les innovations porteuses du projet NECS	DCPLN (Comité ASL)	DFIC, ENI, ENS, DREP.	Atelier	Programmes révisés	Septembre 2021	
2	Formation des encadreurs des ENI et enseignants-chercheurs de l'ENS	DCPLN	DFIC, DES/CP, DREP.	Ateliers	Acteurs formés	Septembre 2021	
3	Formation des formateurs (IECP, CP)	DCPLN	DFIC, DES/CP.	Ateliers	Acteurs formés sur l'approche intégrés et en langues nationales	Septembre 2021	
4	Formation des enseignants et directeurs, d'écoles	DREP (CRESAS, IECP, CP)	DFIC, DES/CP.	Ateliers	Acteurs formés	Septembre 2021	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹⁰	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
5	Remplacement des outils d'enseignement-apprentissage de la langue existants par ceux de l'APS intégrant les bonnes pratiques de l'ASL dans le processus de généralisation de la réforme du curriculum	DCPLN	DFIC, DES/CP, DREP.	Adoption d'un arrêté ministériel	Arrêté ministériel adopté	Octobre 2021	

5.1.2 Canevas Opportunités et défis : Initiative « ASL »

Étapes	Opportunités	Obstacles	Mesures d'atténuation des obstacles	Défis	Risques	Mesures d'atténuation des risques
Étape 1. Pré-test des documents intégrés APS - ASL et finalisation	<ul style="list-style-type: none"> -Engagement du ministère, -Disponibilité des outils, -Acteurs formés en APS et en langues. 	<ul style="list-style-type: none"> - Les grèves des enseignants, -L'insécurité. 	<ul style="list-style-type: none"> -Respect des engagements pris par l'État, -Paiement à terme échu. 	Respect du chronogramme de mise en œuvre des activités planifiées	Retard dans la mobilisation des ressources	Prendre les mesures à temps pour mettre à disposition les ressources
Étape 2. Mise à l'essai de l'approche APS intégrant l'ASL	<ul style="list-style-type: none"> -Sensibilisation de la communauté -Engagement du ministère, -Disponibilité des outils, -Acteurs formés 	-L'insécurité	Éviter les zones à risques	Respect du chronogramme de mise en œuvre des activités planifiées	Retard dans la mobilisation des ressources	Prendre les mesures à temps pour mettre à disposition les ressources
Étape 3. Validation des outils de l'approche APS intégrant l'ASL	-Exécution des étapes précédentes			Respect du chronogramme de mise en œuvre des activités planifiées	Retard dans l'exécution du chronogramme	Prendre les mesures à temps pour mettre à disposition les ressources

Étape 4. Intégration des outils dans le processus de généralisation de la réforme curriculaire	-Exécution des étapes précédentes -Engagement du ministère, -Disponibilité des outils, -Acteurs formés.	Lenteur dans la mise en œuvre du processus de la réforme	- Relance des procédures de décaissement - Révision de la stratégie de mise en œuvre	Reproduction en quantité suffisante des outils	Insuffisance des ressources	Prendre des mesures adéquates pour assurer le financement pour la reproduction des outils
---	--	--	---	--	-----------------------------	---

5.2 Processus d'appropriation et de passage à l'échelle du modèle « Mobilisation sociale autour de l'école »

Le passage à l'échelle se fera sur une base régionale tel que prôné par le PSEF relativement à la déconcentration/décentralisation de la gestion. Au niveau de chaque région, la DREP aura en charge le pilotage du passage à l'échelle sous la supervision de la DPC/SS/EE. Pour ce faire trois (3) actions majeures seront engagées comme présenté dans le tableau ci-dessous. Cette mise à l'échelle permettra de redynamiser et de rendre plus fonctionnelles les structures éducatives communautaires de base notamment le CGDES, l'APE, l'AME et le GS.

5.2.1 Plan de durabilité de la « Mobilisation sociale »

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹¹	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DELAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
	ÉTAPE 1. Révision des outils d'accompagnement de la GDE pour y intégrer les éléments pertinents nouveaux que préconise l'évaluation participative desdites structures à savoir : <ul style="list-style-type: none"> • Évaluation rapide des structures ; • Étalement du plan d'actions sur 12 mois au lieu de 9 mois ; 						

¹¹ « Autres acteurs partenaires » désignent ici les autres services ou structures qui participent activement à l'exécution et/ou au financement de l'activité sous la coordination / le pilotage de la structure responsable et comptable de l'exécution.

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹¹	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
<ul style="list-style-type: none"> Élaboration des programmes d'activités des structures de l'école (CGDES, APE, AME et GS). 							
1	Atelier de révision des outils existants sur la mobilisation sociale	DPC/SS/EE/DGDE	DPSF, DFIC, PF/CGDES, SCOFI, CP, DE, JICA, PLAN INTER. UNICEF, CONCERN, COUNTERPART, etc.	Comité restreint	Outils révisés	3 jours (Décembre 2019)	
2	Atelier de validation des outils révisés	DPC/SS/EE/DGDE	DPSF, DFIC, PF/CGDES, SCOFI, CP, DE, DL	Atelier national	Outils validés	4 jours (Décembre 2019)	
3	Reproduction des outils révisés	DPC/SS/EE/DGDE	DREP/A/PLN/EC		Outils reproduits	Décembre 2019	
4	Révision de l'arrêté N° 039 de 2012 Portant création des CGDES pour modifier la disposition relative à l'élaboration du programme d'activités et du plan d'actions et étendre la période de mise en œuvre sur 12 mois au lieu de 9 mois	DPC/SS/EE/DGDE	DRH		Arrêté pour étaler la période 12 mois signé et vulgarisé		
ÉTAPE 2. Passage à l'échelle de l'initiative							

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹¹	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
1	Formation des acteurs (IEP, CP, SCOFI, PF/CGDES)	DPC/SS/EE/DGDE	DREP/A/PLN/EC DPSF, PTF.	Formation en cascade	Acteurs formés	4 jours (Février 2020)	
2	Formation des membres des structures communautaires (APE, AME, GS et CGDES)	DREP/A/PLN/EC	IECP, PTF.	Regroupement (mise en place des outils par les formateurs au niveau local)	Acteurs formés	5 jours (Mars 2020)	
3	Vulgarisation des outils validés auprès des communautés	DREP/A/PLN/EC	IECP PF/CGDES, SCOFI, CP, DE, AME, FCC, CGDES, Mairies.	Assemblées générales	Outils vulgarisés	Avril – Mai 2020	
4	Suivi des structures communautaires	DPC/SS/EE/DGDE	DPSF DREP/A/PLN/EC PF/CGDES PF/SCOFI PTF.	Mission terrain	Structures suivies	Novembre - Décembre 2020	

5.2.2 Canevas Opportunités et défis : Initiative « Mobilisation sociale autour de l'école »

Étapes	Opportunités	Obstacles	Mesures d'atténuation des obstacles
	<ul style="list-style-type: none"> - Adhésion du MEP/A/PLN/EC à l'initiative ; - Transfert des compétences et ressources aux communes ; - Disponibilité des textes créant les structures d'appui à l'école ; - Disponibilité des radios communautaires. 	<ul style="list-style-type: none"> - Gestion des urgences (crise alimentaire, sécurité etc.) ; - Faiblesse des ressources des mairies ; - Non fonctionnalité de certaines structures sur le terrain - Financement des émissions radios. 	<ul style="list-style-type: none"> - Disponibilité d'un plan de gestion des urgences ; - Effectivité du transfert des compétences et des ressources ; - Redynamisation des structures d'appui de l'école ; - Renforcement des capacités des animateurs des radios communautaires.
	Défis	Risques	Mesures d'atténuation relatives aux risques
	<ul style="list-style-type: none"> - Financement nécessaire pour la mise en œuvre de l'initiative ; - Adhésion des leaders religieux et coutumiers. 	<ul style="list-style-type: none"> - Mauvaise gestion des ressources ; - Mauvaise interprétation des messages lors de leur diffusion. 	<ul style="list-style-type: none"> - Renforcement des capacités des acteurs et suivi de l'exécution des dépenses; - Renforcement des capacités des leaders religieux et coutumiers et signature des alliances.

5.3. Processus d'appropriation et de passage à l'échelle du modèle « Mentorat »

La mise à l'échelle de cette initiative doit intervenir après une expérimentation dans une région, ce qui signifie qu'elle sera conduite simultanément dans chacune des 8 régions du pays sous la responsabilité des DREP et la supervision de la DPC/SS/EE.

5.3.1 Plan de durabilité du « Mentorat »

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹²	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
ÉTAPE I. Révision des outils du mentorat							
I	Atelier de révision des outils du mentorat	DPC/SS/EE	DPSF, DPAFA, DL DSTCR/CADD.	Comité restreint	Outils révisés	Trois (3) jours	

¹² « Autres acteurs partenaires » désignent ici les autres services ou structures qui participent activement à l'exécution et/ou au financement de l'activité sous la coordination / le pilotage de la structure responsable et comptable de l'exécution.

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹²	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
2	Atelier de validation des outils révisés	DPC/SS/EE	DPSF.DPAFA.DL DSTCR/CADD DFIC, DREP, IECP ; Mairies.	Atelier national	Outils révisés validés		
ÉTAPE 2. Expérimentation des outils révisés du mentorat							
1	Identification d'une commune d'expérimentation dans chacune des 8 régions (toutes les écoles de la commune seront concernées)	SG/MEP	DPC/SS/EE, DREP.	Acte administratif	Région et commune cible connue		
2	Reproduction des outils révisés	DPC/SS/EE	DRFM	Passation de marché	Outils reproduits en quantité suffisante	Cinq (5) jours	
3	Formation des encadreurs pédagogiques ; SCOFI ; PFD/CGDES	DPC/SS/EE	DREP DFIC.	Ateliers de formation	L'ensemble des encadreurs pédagogiques formés	Trois (3) jours	
4	Formation des DE et enseignants	DREP	IECP, CP	Ateliers de formation	L'ensemble des DE et	Cinq (5) jours	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹²	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
			DFIC.		enseignants formés		
5	Choix des mentors	DE, CGDES	PFD/CGDES, CP.	AG d'identification	Mentors choisis	1 jour	
6	Identification des mentorés	DE	Enseignants, CGDES.	Constats	Mentorés identifiés	2 jours	
7	Formation des mentors	IECP	DE, Enseignants, CGDES.	Ateliers de formation	Mentors formés	3 jours	
8	Mise en œuvre du programme de mentorat dans une commune par région	DE, Enseignants	IEP, CP, CGDES.			Année scolaire	
9	Suivi de l'expérimentation	IECP	CP, Directeur d'école, Enseignants, CGDES.	Mission	Rapport de suivi	Année scolaire	
10	Supervision régionale	DREP	IECP, Mairies.	Rencontre avec les mentors, les enseignants, les structures participatives	Qualité et Niveau de mise en œuvre connu	Par trimestre	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹²	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
11	Supervision nationale	DPC/EE/SS	DES/CP, DREP, IECP, Mairies.	Rencontre avec les mentors, les mentorés, les enseignants, les structures participatives	Qualité et Niveau de mise en œuvre connu	Par semestre	
12	Evaluation externe du mentorat	DES/CP	DPC/EE/SS, Consultant, DREP, IECP, Mairies, DRFM.	Consultation externe	Rapport de consultation validé	Trois(3) semaines	
13	Validation du rapport d'évaluation	SG	DES/CP, DPSF, DREP, Mairie.	Atelier	Rapport de validation		
ÉTAPE 3. Passage à l'échelle de l'initiative							
1	Renforcement des capacités des DREP, IECP et des SCOFI, PFD/CGDES sur les outils du mentorat	DPC/EE/SS	DREP, IECP, Mairies, Conseils Régionaux.	Atelier	Les capacités des acteurs renforcées	3 jours	
2	Constitution des équipes régionales devant conduire le processus de passage à l'échelle	DREP	IECP, Mairies, Conseils Régionaux.	Atelier	Equipes constituées		

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹²	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
3	Sensibilisation des structures d'appui de l'école et les leaders	DREP	IECP, FC/CGDES, Mairies.	Missions	Structures d'appui sensibilisées	1 semaine	
4	Renforcement des capacités des directeurs d'écoles et enseignants	IECP	CGDES, FCC, Mairies.	Atelier de formation	Equipe pédagogiques formées	3 jours	
5	Choix des mentors	DE, CGDES.	PFD/CGDES, CP	AG d'identification	Mentors choisis	1 jour	
6	Identification des mentorés	DE	Enseignants, CGDES.	Constats	Mentorés identifiés	2 jours	
7	Formation des mentors	IECP	DE, enseignants, CGDES.	Atelier de formation	Mentors formés	3 jours	
8	Mise en œuvre du programme de mentorat dans toutes les communes des 8 régions	Directeur d'Ecole, Enseignants	IECP, CP, CGDES.			Année scolaire	
9	Suivi de la mise en œuvre des activités de mentorat	IECP	CGDES, DE, enseignants.		Rapport de suivi	Année scolaire	

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹²	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (A ÉLABORER)
10	Supervision régionale	DREP	IECP, DE, CGDES	Mission	Rapport de supervision	Trimestrielle	
11	Supervision nationale	DPC/EE/SS	DREP, IECP, CGDES.	Mission	Rapport de supervision	Semestrielle	
12	Evaluation de la mise à l'échelle	SG	DES/CP, DREP, Mairies ; CGDES.	Evaluation interne/externe	Rapport d'évaluation	30 jours	
13	Intégration des enseignements tirés	DPC/EE/SS	DREP, IECP, DE, CGDES, Mairie.	Revue stratégique	Stratégie revue	2 jours	

5.3.2 Canevas Opportunités et défis : Initiative « Mentorat »

Étapes :	Opportunités	Obstacles	Mesures d'atténuation des obstacles
Révision des outils du mentorat	<ul style="list-style-type: none"> -Existence des textes qui n'excluent pas les innovations en matière d'éducation ; -Existence des personnes ressources (acteurs formés) ; -Existence des supports. 	<ul style="list-style-type: none"> -Mobilité des acteurs 	<ul style="list-style-type: none"> -Création d'un comité de suivi de la mise en œuvre
Expérimentation	<ul style="list-style-type: none"> -Existence des personnes ressources (acteurs formés) ; -Existence des supports ; -Présence des radios communautaires pour la sensibilisation. 	<ul style="list-style-type: none"> -Insécurité ; -Dysfonctionnement des structures d'appui ; - Non collaboration des enseignants. 	<ul style="list-style-type: none"> -Mise en place des cantines scolaires ; -Mise en place des AGR ; -Pharmacies scolaires; -Création des brigades villageoises ; -Renforcement des capacités des structures ; -Sensibilisation des enseignants ;

			-Respect du code de conduite de l'enseignant.
Passage à l'échelle de l'initiative	-Existence des personnes ressources (acteurs formés) ; -Existence des supports ; -Présence des radios communautaires pour la sensibilisation.	-Insécurité ; -Mobilité des mentors ; -Dysfonctionnement des structures d'appui ; - Non collaboration des enseignants.	Mise en place des cantines scolaires ; -Mise en place des AGR ; -Pharmacies scolaires; -Création des brigades villageoises ; -Création d'AGR ; -Renforcement des capacités des structures ; -Sensibilisation des enseignants ; -Respect du code de conduite de l'enseignant.
Étapes	Défis	Risques	Mesures d'atténuation relatives aux risques
Révision des outils	Réalisation de l'activité	Non disponibilité des ressources	Plaidoyer auprès des partenaires
Expérimentation	Adhésion des communautés	Disponibilité d'un partenaire pour prendre en charge les mentors	Synergie d'intervention entre les partenaires
Mise à l'échelle	Adhésion des communautés	Disponibilité d'un partenaire pour prendre en charge les mentors	Synergie d'intervention entre les partenaires

5.4. Processus d'appropriation et de mise à l'échelle du modèle « Code de conduite de l'enseignant sur le genre »

Tout comme la mobilisation sociale et le mentorat, le passage à l'échelle du code de conduite de l'enseignant sur le genre se fera également sur la base régionale dans l'esprit de décentralisation de la gestion prônée par le PSEF. Au niveau de chaque région, la DREP aura en charge le pilotage du passage à l'échelle sous la supervision de la DPSF. Pour cette innovation, les actions préliminaires du processus du passage à l'échelle son déjà actionnées. En effet, en prélude à la généralisation du code de conduite et de ses outils de suivi-évaluation, plusieurs

rencontres ont eu lieu au niveau national et dans toutes les régions du Niger. La stratégie retenue consiste à faire la mise à l'échelle par pallier : niveaux communal, départemental et régional.

L'approche comprend trois (3) étapes et la durée de chacune de ces étapes est d'une (1) année.

5.4.1 Plan de durabilité du « Code de conduite »

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹³	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (À ÉLABORER)
ÉTAPE I. Révision du code de conduite, de ses outils de suivi et évaluation et des supports de formation							
1	Révision du code de conduite, de ses outils de suivi et évaluation et des supports de formation	DPSF	DFIC, DL, DREP, NECS, leaders religieux	Atelier restreint Comité	Code de conduite révisé	5 jours (à compter de 15 Août 2019)	PM
2	Validation du code de conduite, de ses outils de suivi et évaluation et des supports de formation	DPSF	DFIC, DRH, DPC/SS/EE, DL, DREP, IECF, CP, points focaux SCOFI, OSC, PTF, leaders religieux, ACTN	Atelier national	Supports de formation, Code de conduite et ses outils validés	2 jours (à compter de 25 Août 2019)	PM
3	Reprographie des outils révisés	DPSF	DREP		Copies des outils validés	En Août 2019	PM

¹³ « Autres acteurs partenaires » désignent ici les autres services ou structures qui participent activement à l'exécution et/ou au financement de l'activité sous la coordination / le pilotage de la structure responsable et comptable de l'exécution.

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹³	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (À ÉLABORER)
ÉTAPE 2. Expérimentation du code de conduite révisé							
1	Garder la même commune d'expérimentation du mentorat dans chacune des 8 régions (toutes les écoles de la commune seront concernées)	DPSF	DREP, IECP, points focaux SCOFI, NECS	Partage d'information	Listes de toutes écoles de la commune identifiée dans la région pilote	1 jour (en Août 2019)	
2	Partage avec les acteurs des services déconcentrés de la région pilote sur le code de conduite, de ses outils de suivi et évaluation et des supports de formation	DPSF	DREP, IECP, CP, points focaux (SCOFI, CGDES) structures, participatives, Enseignants, OSC, PTF, leaders religieux,	Atelier régional	Code de conduite, de ses outils de suivi et évaluation et des supports de formation partagés avec les acteurs régionaux	2 jours (début Septembre)	PM
3	Imprégnation des acteurs locaux sur le code de conduite et ses outils de suivi et évaluation et des	DPSF	DREP, IECP, CP, chefs traditionnels, Maires, points focaux SCOFI, structures participative,	Atelier communal	Code de conduite, de ses outils de suivi et évaluation et des supports de formation	2 jours (Septembre 2019)	PM

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹³	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (À ÉLABORER)
	supports de formation		Enseignants, OSC, PTF, leaders religieux,		partagés avec les acteurs locaux		
4	Formation des directeurs et des enseignants de la commune ciblée sur le code de conduite et ses outils de suivi et évaluation et des supports de formation	DPSF	DREP, IECF, CP, points focaux SCOFI	Atelier communal	directeurs et des enseignants formés	2 jours (Septembre 2019)	PM
5	Supervision de la formation des directeurs et enseignants	DPSF	DGS, DFIC, DRH, DPC/SS/EE, DL, DREP, IECF	Mission	Rapport de mission	2 jours (Septembre 2019)	PM
6	Signature du code de conduite par les enseignants	DREP	Maire, IECF, CP, points focaux SCOFI, structures participatives et communauté,	Assemblée Générale	Compte rendu de l'AG, codes signés par les enseignants, et listes de présence	(Octobre 2019)	PM
7	Suivi de la mise en œuvre du code de conduite (par	IECF	CP, points focaux SCOFI, Directeurs		Rapport mensuel de suivi	9 mois (Octobre 2019)	PM

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹³	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (À ÉLABORER)
	le niveau départemental)		d'écoles, structures participatives,				
8	Supervision de la mise en œuvre du code de conduite (par le niveau régional)	DREP	Point focal SCOFI	Mission	Rapport mensuel de suivi	Chaque trimestre (à partir d'Octobre 2019)	PM
9	Evaluation de la mise en œuvre du code de conduite	DPSF	Cabinet, DSE, DFIC, DRH, DL, DREP, IEP, CP, SCOFI régionaux, ACTN, leaders religieux, PTF	Consultation	Rapport général de l'expérimentation, Liste de présence, rapport d'évaluation	A la fin de l'expérimentation	PM
10	Présentation du rapport de l'évaluation de la mise en œuvre du code de conduite	DPSF	Cabinet de consultation, DSE, DFIC, DRH, DL, DREP, IEP, CP, SCOFI régionaux, ACTN, leaders religieux, PTF	Atelier national	Rapport général de l'expérimentation, Liste de présence, rapport d'évaluation	2 jours (Après le dépôt du rapport d'évaluation)	PM
11	Formalisation de l'approche par ministère	MEP	DPSF, DFIC, DRH, DL, PTF	Réunion	Acte administratif	1 jour	
ÉTAPE 3. Passage à l'échelle de l'Initiative							

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹³	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (À ÉLABORER)
1	Vulgarisation du code de conduite	DPSF	Préfets, Maires, ACTN, DREP, IECP, CP, points focaux SCOFI, OSC, leaders religieux, PTF	Ateliers régionaux et communaux	Code de conduite vulgarisé	2 jours (Octobre 2020)	PM
2	Formation de l'ensemble des acteurs communautaires (structures participatives)	DPSF	DREP, IECP, CP, Maires, points focaux SCOFI	Ateliers régionaux	l'ensemble des acteurs communautaires formés	3 Jours (Octobre 2020)	
3	Formation des directeurs et des enseignants des autres communes	DPSF	DREP, IECP, CP, points focaux SCOFI	Ateliers communaux,	directeurs et des enseignants formés	2 jours (Octobre 2020)	PM
4	Supervision de la formation des directeurs et enseignants	DPSF	DGS, DFIC, DRH, DPC/SS/EE, DL, DREP, IECP	Mission	Rapport de mission	2 jours (Octobre 2020)	PM
5	Signature du code de conduite par les Enseignants	DREP	IECP, CP, Maires, points focaux SCOFI, structures participatives et communauté	Assemblée Générale	Compte rendu de l'AG, code signé et listes de présence	(Novembre 2020)	PM

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹³	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (À ÉLABORER)
6	Suivi de la mise en œuvre du code de conduite par le niveau départemental	IEP	Maires, CP, points focaux SCOFI, directeurs d'écoles, structures d'appui,		Rapport	9 mois (Novembre 2020)	PM
7	Supervision de la mise en œuvre du code de conduite par le niveau régional	DREP	Maires, IECF, CP, points focaux SCOFI, directeurs d'écoles, structures d'appui	Mission	Rapport de mission	Chaque trimestre (A compter de Novembre 2020)	PM
8	Supervision de la mise en œuvre du code de conduite par le niveau national	DPSF	DSE, DREP et point focal SCOFI	Mission	Rapport de mission	Chaque semestre (A compter de Novembre 2020)	PM
9	Introduction de la thématique dans le programme de formation des élèves maitres et des enseignants	DPSF	DRH, DFIC, ENI, DREP	Disciplines d'accueils (Moral professionnelle, Sociologie) CAPED et Mini-caped	Thématique intégrée.	A compter de Décembre 2020	PM
10	Formation des encadreurs des Ecoles Normales sur le code de	DPSF	DRH, DFIC, DREP ENI,	Disciplines d'accueils (Moral	Encadreurs des EN formés	A compter de Décembre 2020	PM

N°	ACTIVITÉS À RÉALISER	RESPONSABLE(S) D'EXÉCUTION	AUTRES ACTEURS PARTENAIRES ¹³	APPROCHE(S), STRATÉGIE(S), DÉMARCHE	PRODUITS ATTENDUS	DÉLAIS INDICATIFS (Durée prévisionnelle)	BUDGET (À ÉLABORER)
	conduite, ses outils de suivi et évaluation			professionnelle, Sociologie) CAPED et Mini-caped			
II	Formation des encadreurs pédagogiques sur le code de conduite, ses outils de suivi et évaluation	DPSF	DRH, DFIC, DREP IECF	Disciplines d'accueils (Moral professionnelle, Sociologie) CAPED et Mini-caped	Encadreurs des EN formés	A compter de Décembre 2020	PM

5.4.2 Canevas Opportunités et défis : Initiative « Code de Conduite de l'enseignant sur le genre »

Étapes	Opportunités	Obstacles	Mesures d'atténuation des obstacles
ÉTAPE I. Révision du code de conduite, de ses outils de suivi et évaluation et des supports de formation	- Contexte national et international favorable ;	- Non prise en compte de l'activité dans la prévision budgétaire	Recherche de financement

	<ul style="list-style-type: none"> - Disponibilité de documents de base et de ressources humaines ; - Fort engagement des autorités ; - Responsabilisation des Maires à travers les transferts de compétences 		
ÉTAPE 2. Expérimentation du code de conduite révisé	<ul style="list-style-type: none"> - Existence d'autres partenaires ayant expérimenté l'approche (Plan, CONCERN, PAQ II etc.) ; - Disponibilité de documents de base et de ressources humaines ; - Fort engagement des autorités et des communautés 	<ul style="list-style-type: none"> - Manque de financement ; - Réticence de certains acteurs (Enseignants, leaders religieux et coutumiers, Medersa etc.) ; 	<ul style="list-style-type: none"> - Recherche de financement -Sensibilisation des communautés - Implication des autorités coutumières - Respect de la carte scolaire
ÉTAPE 3. Passage à l'échelle de l'Initiative	<ul style="list-style-type: none"> - Fort engagement des autorités et des communautés; - Disponibilité des résultats de l'expérimentation dans chaque région (à raison d'une commune par région) - Disponibilité de documents de base et de ressources humaines 	<ul style="list-style-type: none"> - Manque de financement ; - Réticence de certains acteurs (Enseignants, leaders religieux et coutumiers, Medersa etc.) ; - Éloignement des écoles 	<ul style="list-style-type: none"> - Recherche de financement - Sensibilisation des communautés - Implication des autorités coutumières ; - Respect de la carte scolaire
ÉTAPES	Défis	Risques	Mesures d'atténuation relatives aux risques
ÉTAPE I. Révision du code de conduite, de ses outils de suivi et évaluation et des supports de formation	Financement de l'activité	- Non adhésion des PTF	Plaidoyer en direction des PTF

ÉTAPE 2. Expérimentation du code de conduite révisé	Internalisation/application du code de conduite par les enseignants	-Mobilité des enseignants ; - Insécurité	-Sensibilisation des acteurs, - Sécurisation des lieux
ÉTAPE 3. Passage à l'échelle de l'Initiative	Internalisation/application du code de conduite par les enseignants	- Retrait des PTF après l'expérimentation	- Sensibilisation des acteurs - Plaidoyer

Conclusion

L'appropriation par le ministère en charge de l'enseignement primaire du présent Plan de durabilité est assujettie à la réunion de trois actions fondamentales :

- l'organisation d'une campagne de dissémination et d'échanges autour de ses innovations, tant au niveau de la portion centrale qu'au niveau des services déconcentrées (SDT),
- l'implication harmonisée de tous les PTF dans la mise en œuvre du plan ;
- la sensibilisation de tous les partenaires sociaux, organisations de la société civile, associations, syndicats, sur les enjeux que comporte ce plan pour la qualité de l'éducation au Niger.

ANNEXES

Annexe I : Fiches d'identification des différentes initiatives

Fiche d'identification de l'initiative « Apprentissage Systématique de la Lecture »

ÉLÉMENTS D'IDENTIFICATION	INFORMATIONS À RETENIR
Titre de l'innovation	L'Apprentissage Systématique de la Lecture (ASL)
Brève définition	<p>L'Apprentissage Systématique de la lecture (ASL) est une démarche pédagogique et didactique qui vise le développement des compétences que l'enfant doit acquérir pour être un bon lecteur. Pour ce faire, l'instruction de la lecture repose sur cinq (05) piliers essentiels à savoir :</p> <ul style="list-style-type: none"> ✓ La Conscience phonémique, ✓ La Conscience phonétique, ✓ La Fluidité, ✓ Le Vocabulaire, et ✓ La Compréhension.
Statut de l'innovation	Innovation relevant du domaine pédagogique (approche pédagogique)
Couverture géographique (zone(s) / lieu(x))	160 écoles traditionnelles (dont 10 écoles de la réforme curriculaire), réparties dans 7 régions du Niger : Agadez, Diffa, Dosso, Maradi, Tahoua, Tillabéry, Zinder.
Dates et durée de mise en œuvre	2015/2016-2017/2018 (soit 3ans)
Contexte	Le Programme Sectoriel de l'Éducation et de la Formation (PSEF 2014-2024) a fait de la qualité de l'éducation un de ses axes prioritaires. Déjà en 2011, des initiatives qui s'intègrent désormais dans le PSEF ont été entreprises sur le terrain, avec comme axes dominants la refondation du curriculum de l'éducation de base, le recours au bilinguisme scolaire et la recherche d'un modèle d'apprentissage efficace de la lecture-écriture, point névralgique des

	<p>apprentissages de qualité. Toutes ces initiatives ont pour seul dénominateur commun le recours à la langue nationale dans le cadre de l'apprentissage.</p> <p>C'est ainsi que le MEP/A/PLN/EC expérimente depuis octobre 2013 dans le cadre du programme ELAN-AFRIQUE financé par l'Organisation Internationale de la Francophonie (OIF) et le Partenariat Mondial pour l'Éducation (PME), un projet pilote d'apprentissage rapide de la lecture-écriture à l'enseignement primaire. Parallèlement, trois autres approches de lecture sont en cours d'expérimentation, notamment l'«Apprentissage Systématique de la Lecture» (ASL) par le projet NECS, l'«Apprentissage Rapide de la Lecture» (ARL) par l'ONG CONCERN, et une approche de lecture que pilote le MEP dans le cadre de la réforme curriculaire, axée sur le bilinguisme dans 500 classes du CI. L'objectif poursuivi par le MEP/A/PLN/EC est de tirer leçons de ces expérimentations en identifiant les forces de chaque approche pour élaborer une approche de lecture appropriée qui permette véritablement d'améliorer les performances en lecture des élèves nigériens</p> <p>C'est dans cette dynamique que le Projet NECS et le MEP expérimentent depuis 2015 l'ASL dans 150 écoles traditionnelles réparties sur sept des huit régions du pays. Les niveaux d'enseignement concernés par l'approche sont le CI et le CP. L'enseignement dispensé en langues nationales concerne le Hausa, le Zarma, le Fulfulde et le kanuri).</p> <p>Au vu des premiers résultats de la première année de mise en œuvre de l'ASL, et surtout au vu des points de convergence entre l'APS et l'ASL, le MEP/A/PLN/EC et le projet NECS ont convenu d'expérimenter l'ASL dans 10 écoles de la réforme et ce depuis la rentrée scolaire 2016-2017.</p>
<p>Problème(s) identifié(s) / Problème(s) à résoudre</p>	<p>La lecture constitue la première discipline fondamentale dont la maîtrise par les élèves est décisive pour la poursuite de la scolarité. Or le niveau d'éducation des élèves, à la fin du cours primaire, reste faible, et la plupart sont incapables de lire un texte écrit, et encore moins de le comprendre. Ce constat est confirmé par les évaluations sur les acquis scolaires, conduites au Niger par la DESAS (en 2005, 2007 et 2011) et par le PASEC, en 2014, dans 10 pays africains francophones de l'Afrique Subsaharienne. D'après les évaluations effectuées par la DESAS, plus de la moitié des élèves est en situation d'échec (c'est-à-dire en-dessous du seuil minimal en français pour les</p>

	<p>niveaux ciblés par les évaluations, à savoir le CP, le CE2 et le CM2). Quant à l'évaluation PASEC, on y note qu'à peine, un (1) élève sur 10 atteint le seuil « suffisant » en langues d'enseignement au CP et en lecture au CM2 ; en outre, des 10 pays africains francophones au sud du Sahara, objet de l'évaluation PASEC 2014, le Niger enregistre les scores les plus bas. Il faut donc réapprendre à lire aux élèves, notamment dans les premiers niveaux de scolarité (CI, CP), les niveaux critiques, afin que les élèves améliorent leur rendement en lecture. Dans cette perspective, le Projet NECS a expérimenté l'ASL, une approche novatrice d'enseignement –apprentissage de la lecture, qui tire avantage à la fois des deux méthodes syllabique et globale.</p>
Initiatives précédentes	<p>Le Projet NECS a démarré avec l'expérimentation de l'Approche Rapide de la Lecture (ARL) qui, comme son nom l'indique, permet d'apprendre à lire en peu de temps (6 mois). Il s'agit d'une approche d'apprentissage rapide de la lecture conçue pour les enfants non scolarisés ou déscolarisés précoces, âgés de 9 à 14 ans (écoles genre « seconde chance »). Conçue pour répondre à la problématique de l'éducation alternative, l'ARL fut abandonnée et remplacée par l'ASL qui correspond à l'apprentissage de la lecture en situation de scolarité normale (année scolaire complète de 9 mois).</p>
Objectif(s)	<p>L'ASL se fixe comme objectif d'améliorer le rendement des élèves en lecture, et ce dès les premiers niveaux du cycle primaire (CI et CP). Plus spécifiquement l'ASL vise :</p> <ul style="list-style-type: none"> ▪ Après une année complète d'enseignement-apprentissage, que l'élève soit capable de : <ol style="list-style-type: none"> 1. lire correctement en une minute au moins 13 des 15 mots réels d'une a 2 syllabes ; 2. lire correctement en une minute au moins 9 des 10 mots inventes d'une ou de 2 syllabes ; 3. répondre oralement à 4 des 5 questions de compréhension posées sur un passage court lu à haute voix l'élève. ▪ Après les deux (2) années complètes d'enseignement-apprentissage que l'élève soit capable de: lire un passage de 40 mots d'une (1) à trois (3) syllabes, en moins d'une minute, sans faire plus de trois (3) fautes et de répondre à des questions de compréhension sur le texte lu.

<p>Cibles :</p> <ul style="list-style-type: none"> ✓ Acteurs principaux (pilotes, opérateurs) / Rôles et responsabilités ; ✓ Bénéficiaires ; ✓ partenaires 	<ul style="list-style-type: none"> ✓ <u>Pilote</u> : le projet NECS ; ✓ <u>Accompagnement technique et méthodologique</u> : les firmes Readsters et STS ; ✓ <u>Opérateurs</u> : Enseignants ; directeurs d'écoles ; CP ; Inspecteurs ; ✓ <u>Partenaires</u> : DDEP ; DREP et services techniques centraux du MEP concernés par l'innovation ; IAENF ; ✓ <u>Bénéficiaires</u> : élèves, enseignants, directeurs d'école.
<p>Stratégies / Approches</p>	<ul style="list-style-type: none"> ✓ <u>Formation en cascade</u> : i) formation des membres du Comité ASL et des inspecteurs, sous la facilitation des firmes accompagnatrices (Readsters et STS) ; ii) formation des Conseillers pédagogiques (CP) par les membres du Comité ASL sous la supervision des deux firmes ; iii) formation des directeurs d'écoles et des enseignants de CI et CP par les CP ; ✓ <u>Missions de suivi</u> de la mise en œuvre des activités ASL dans les écoles, et ce à 3 niveaux : i) niveau déconcentré ; ii) niveau projet ; niveau MEP.
<p>Composantes / Volets / Axes stratégiques</p>	<ol style="list-style-type: none"> 1. Elaboration des programmes d'études ; 2. Elaboration des matériels pédagogiques et didactiques ; 3. Validation, approbation et impression des matériels didactiques ; 4. Formation du personnel d'encadrement et des enseignants ; 5. Suivi de la mise en œuvre des activités ASL dans les écoles.

Fiche d'identification de l'initiative « Mobilisation sociale autour de l'Ecole »

ÉLÉMENTS D'IDENTIFICATION	INFORMATIONS À RETENIR
Titre / libellé de l'expérience / de l'innovation	Mobilisation sociale autour de l'école
Brève définition	Approche participative de la gestion de l'école à base communautaire, afin d'améliorer les inscriptions scolaires, la parité filles/garçons, le maintien des élèves dans le cycle et les apprentissages scolaires.
Statut de l'innovation	Innovation relevant du domaine organisationnel et de la gouvernance de l'école (au niveau local)
Couverture géographique (zone(s) / lieu(x))	160 écoles/villages répartie dans 7 régions du Niger : Agadez, Diffa, Dosso, Maradi, Tahoua, Tillabéry, Zinder.
Dates et durée de mise en œuvre	2012/2013-201 7/2018 (soit 6ans)
Contexte	<p>La mobilisation sociale autour de l'école fait intervenir les structures participatives de l'école, à savoir : les CGDES, les APE, les AME et les GS. La création et mise en place de ces organes, au niveau des écoles, procèdent de la volonté du MEP de matérialiser la politique de la gestion décentralisée telle que prônée par la Stratégie éducative nationale.</p> <p>Pour mieux renforcer ces structures et concrétiser la participation communautaire, le Projet NECS et ses partenaires ont entrepris une évaluation de ces structures. Cette évaluation participative (ayant impliqué les membres des structures, la communauté et les enseignants) a permis de relever les problèmes qui freinent la participation active de la communauté dans le fonctionnement de l'école. Les problèmes relevés sont relatifs : i) au</p>

	processus de mise en place des bureaux, leur composition, la durée de leur mandat ; ii) au dispositif de fonctionnement (le processus d'élaboration des plans d'action, l'organisation mise en place pour leur mise en œuvre, les modes de financement des activités, le système de suivi, la communication et le partage de l'information, la mobilisation des ressources, les outils de gestion financière, les relations et cadres de concertation, ...) ; iii) aux stratégies de renforcement des capacités des membres des bureaux, etc.
Problème(s) identifié(s) / Problème(s) à résoudre	Le peu d'intérêt que les parents d'élèves portent à la scolarisation de leurs enfants, ainsi que la faible mobilisation de la communauté dans son ensemble en faveur de l'école, et ce particulièrement en zone rurale, influe sur les inscriptions scolaires, la rétention des élèves dans le cycle et les apprentissages scolaires.
Objectif(s)	Développer les liens de partenariat et de coopération entre l'école et les structures éducatives à base communautaire et étatique, aux fins d'améliorer l'accès, la qualité de l'éducation et la rétention des élèves particulièrement celle des filles.
Cibles : ✓ Acteurs principaux (pilotes, opérateurs) / Rôles et responsabilités ; ✓ Bénéficiaires ; ✓ partenaires	<u>Pilote</u> : le projet NECS ; <u>Opérateurs</u> : ✓ Structures scolaires (directeurs d'école, équipes pédagogique, élèves à travers le GS) ; ✓ Structures communautaires (CGDES, APE, AME) ✓ Services déconcentrés de l'éducation (secteurs pédagogiques et IEP) ; <u>Partenaires</u> : Leaders locaux ; IAENF ; <u>Cibles</u> : les écoles ; <u>Bénéficiaires</u> : élèves, enseignants, directeurs d'école, parents d'élèves (communautés), collectivités et services déconcentrés de l'éducation.

Fiche d'identification de l'initiative « Mentorat »

ÉLÉMENTS D'IDENTIFICATION	INFORMATIONS À RETENIR
Titre / libellé de l'expérience / de l'innovation	Le mentorat
Brève définition	Le mentorat est un accompagnement personnalisé, volontaire et bénévole apporté à un élève en difficultés d'apprentissage (pédagogique et/ou social) en vue d'améliorer le maintien à l'école et la réussite scolaire.
Statut de l'innovation	Innovation relevant du domaine psychopédagogique (soutien/accompagnement pédagogique et/ou social).
Couverture géographique (zone(s) / lieu(x))	148 écoles d'intervention et a ciblé les élèves en difficulté d'apprentissage.
Dates et durée de mise en œuvre	2014/2015-2017/2018 (soit 4 ans)
Contexte	<p>Le Niger pays s'est doté, en 1998, d'une Loi d'Orientation du Système Éducatif Nigérien (LOSEN) qui a ouvert la voie à l'élaboration et la mise en œuvre du Programme Décennal de Développement de l'Éducation (PDDE 2003-2013), puis du Programme Sectoriel de l'Éducation et de la Formation (PSEF 2014-2024).</p> <p>L'exécution du PDDE, dans sa composante accès, a permis une avancée significative. Le Taux Brut de Scolarisation (TBS) est passé de 62,1% en 2007 à 79,2% en 2012.</p> <p>Mais, si la composante « accès » a connu des avancées significatives, la composante « qualité » s'est illustrée par des résultats très mitigés et peu performants. Au niveau de l'examen du Certificat de Fin d'Études du Premier</p>

Degré (CFEPD) par exemple, le taux de réussite sur le plan national a été de 56,7% en 2012. Le taux d'achèvement était de 55,8% sur le plan national. Pour ce qui est du taux de survie, il a été constaté en 2012 que sur 100 élèves inscrits au CI seulement 68 parviennent au CM2 y compris le redoublement. Le coefficient d'efficacité du système est de 66,2%, ce qui signifie que pour produire deux (2) diplômés, il faudrait recruter 3 élèves au cours d'initiation (CI). Sur 1000 élèves recrutés au CI, 530 obtiennent leur diplôme de fin de cycle. Parmi eux, seulement 394 obtiennent ce diplôme sans aucun redoublement.

Dans le même ordre d'idées, une évaluation des élèves du CP au CM2 réalisée en juin 2012^[1] par la Direction de l'évaluation et du Suivi de la qualité a fait ressortir d'énormes difficultés rencontrées par les élèves dans les matières fondamentales. En français par exemple, 71,1% des élèves du CP éprouvent des difficultés, 73,4% au CE2 et 82% au CM2. En maths, ce taux d'élèves en grande difficulté est de 75% au CP et de plus de 80% au CE2 et au CM2.

Cette situation interpelle tous les acteurs de l'éducation car nombreux sont les élèves qui éprouvent d'énormes difficultés à gravir les échelons du cursus scolaire. Ils abandonnent ou doublent leur classe pour finalement être exclus du système.

Face à cette situation, des solutions urgentes doivent être trouvées pour réduire les échecs scolaires des élèves.

Ainsi, des mesures appropriées de remédiation et d'assistance pédagogique pour les apprenants ayant des difficultés doivent être prises en visant prioritairement les plus exposés, en l'occurrence les élèves des zones rurales.

C'est dans ce cadre que le projet NECS se propose de mettre en place un programme de mentorat dans ses zones d'intervention en vue d'améliorer la réussite à l'école, éviter les abandons, développer l'autonomie des élèves et leur estime de soi, et établir de meilleures relations entre élèves d'une part et entre élèves et enseignants de l'autre.

	<p>En Afrique également, certains pays comme le Burkina Faso et le Rwanda ont eu à mettre en œuvre des programmes de mentorat.</p> <p>Pour ce qui concerne le Niger, le mentorat n'a pas été expérimenté. Cependant, des expériences similaires portant sur le tutorat ou le monitoring ont été mises en œuvre par le Ministère en charge de l'éducation de base.</p>
<p>Problème(s) identifié(s) / Problème(s) à résoudre</p>	<p>Les évaluations des acquis scolaires successives (en 2005, 2007 et 2011) et le suivi de cohorte (2007 – 2012) menés ces dernières années par le ministère en charge de l'enseignement de l'éducation ont révélé le faible niveau des acquis des élèves et permis de constater que les difficultés d'apprentissage touchent un nombre de plus en plus grandissant d'élèves.</p> <p>A l'issue de l'évaluation des acquis scolaires de 2011, le constat a été que «quel que soit l'année considérée, le nombre d'élèves en situation d'échec scolaire s'accroît entre le CP et le CM2, en français comme en maths». Le pourcentage d'élèves en difficulté (en dessous du seuil minimal) en français est de 51,4 % au CP ; 67,13 % au CE2 et 72,67 % au CM2. En mathématiques, il est de 33,7 % au CP ; 68,8 % au CE2 et 72,4 % au CM2.</p> <p>Ainsi, le taux de redoublement, conséquence, de ces difficultés d'apprentissage scolaires, paraît assez élevé. Il est de 3,5% au niveau national et de 2,8% en milieu rural, en 2012.</p> <p>Le phénomène d'abandon scolaire est aussi l'un des résultats des faibles performances du système scolaire au niveau de la qualité. Il affecte plus les filles que les garçons et sévit plus en zone rurale qu'en zone urbaine. Ceci constitue une perte sèche pour l'État et les parents, et une perte de temps pour les élèves.</p> <p>Cette situation appelle à la définition de nouvelles voies susceptibles d'assurer à tous les enfants une éducation de qualité.</p> <p>De ce fait, le mentorat en milieu scolaire, qui est un système d'accompagnement pédagogique des élèves en difficulté scolaire, apparaît comme l'une des voies supplémentaires pour la recherche de l'amélioration</p>

	et du développement des performances des élèves en général, et ceux en difficulté d'apprentissage en particulier.
Objectif(s)	Lutter contre le décrochage scolaire en favorisant l'acquisition au niveau des apprentissages et le développement psychosocial des élèves en difficulté scolaire et/ou psychosociale.
Cibles : ✓ Acteurs principaux (pilotes, opérateurs) / Rôles et responsabilités ; ✓ Bénéficiaires ; ✓ partenaires	<u>Pilote</u> : le projet NECS ; <u>Opérateurs</u> : ✓ Mentors ; ✓ Élèves mentorés ; <u>Partenaires</u> : Enseignants, directeurs d'écoles, conseillers pédagogiques, IEP, membres du consortium ; <u>Bénéficiaires</u> : élèves en difficulté scolaire et/ou psychosociale.

Fiche d'identification de l'initiative « Code de conduite de l'enseignant sur le genre »

ÉLÉMENTS D'IDENTIFICATION	INFORMATIONS À RETENIR
Titre / libellé de l'expérience / de l'innovation	Code de conduite de l'enseignant et outils d'encadrement pédagogique sensibles au genre.
Brève définition	Le code de conduite est un ensemble non exhaustif de directives, de normes et règles à respecter pour contribuer à promouvoir la scolarisation de la jeune fille. Ces normes et règles sont contenues dans un document écrit sous forme d'engagements à prendre par les enseignants. Ce document doit être concis et précis et les engagements doivent être clairs, raisonnables et honorables en tenant compte des réalités socio-culturelles du milieu.
Statut de l'innovation	Innovation relevant du domaine de l'éthique et de la déontologie.
Couverture géographique (zone(s) / lieu(x))	150 écoles/villages répartie dans 7 régions du Niger : Agadez, Diffa, Dosso, Maradi, Tahoua, Tillabéry, Zinder.
Dates et durée de mise en œuvre	2016/2017-2017/2018 (soit 2 ans)
Contexte	<p>Malgré les efforts importants du gouvernement et des partenaires au développement dans le cadre de la mise en œuvre du PDDE, Il ressort du bilan de cet important programme que même si dans l'absolu le pourcentage des filles inscrites à l'école a bien évolué, il n'en demeure pas moins vrai que l'écart entre le pourcentage des filles à l'école et celui des garçons dénote des disparités persistantes allant jusqu'à plus de 15 points pourcentage. Ces disparités ressortent un sérieux problème d'équité, consécutif à l'insuffisance des stratégies jusqu'ici développées. Assurément, des efforts importants restent à faire sur les deux axes suivants :</p> <ul style="list-style-type: none"> ✓ Rendre les écoles attrayantes pour les filles tant dans l'environnement scolaire que dans les classes ;

	<ul style="list-style-type: none"> ✓ Bannir les pesanteurs socio-culturelles freinant dangereusement la scolarisation des filles. <p>Le premier point <i>“ rendre les écoles attrayantes pour les filles...”</i> constitue le principal défi. Il suppose bien évidemment :</p> <ul style="list-style-type: none"> ✓ La mise en place d’un curriculum (contenus, méthodes et programmes...) genre sensible et qui garantit l’acquisition des principales compétences pour que l’école forme l’enfant à mieux vivre. ✓ La mise en place d’enseignants formés, comprenant les enjeux et les défis de la scolarisation de la jeune fille, ayant les compétences professionnelles et engagés pour la promotion de la scolarisation des filles. ✓ Le développement des activités ludiques rendant l’environnement scolaire attrayant tout en contribuant à un meilleur apprentissage. <p>Ainsi pour contribuer à l’amélioration du point I qui est <i>« ... la mise en place d’enseignants formés, comprenant les enjeux et les défis de la scolarisation de la jeune fille, ayant des compétences et engagés pour la promotion de la scolarisation des filles ... »</i>, le projet NECS a mené plusieurs activités avec la direction en charge de la promotion de la scolarisation des filles. il s’agit de :</p> <ul style="list-style-type: none"> ✓ la conception d’un module de formation sur le genre ; ✓ La formation des CGDES, des enseignants et des encadreurs pédagogiques sur le genre ; ✓ L’appui aux activités de supervision et d’encadrement pédagogiques menées dans les écoles NECS pour s’assurer de l’application rigoureuse des indications apprises lors des formations. <p>Cependant, il est constaté que malgré ces formations et le travail de suivi conduit par les conseillers pédagogiques et les chargés de la scolarisation des filles, un engagement plus moral et symbolique des enseignants contribuerait à renforcer ces acquis et promouvoir davantage la scolarisation des filles dans ces écoles. C’est pourquoi le projet NECS+ a appuyé les services étatiques, la société civile active en éducation et les enseignants à proposer un code de bonne conduite de l’enseignant afin de promouvoir le genre en classe et hors de la classe.</p>
--	--

Problème(s) identifié(s) / Problème(s) à résoudre	<p>Il est bien connu, les filles sont l'objet de comportements sexistes tant au niveau de la communauté qu'au niveau de l'école, et ce de la part de tout un chacun, notamment des enseignants. Or l'action et le comportement de ces derniers, à l'égard des élèves filles, influent largement sur leur maintien à l'école et leur réussite scolaire. Pour lutter contre ces comportements néfastes qui risquent de compromettre la scolarité des élèves filles, il a été élaboré et adopté un code de bonne conduite de l'enseignant sur le genre. Une démarche est alors engagée en direction des enseignants pour qu'ils adhèrent volontairement à l'initiative, et qu'ils s'engagent de l'appliquer scrupuleusement dans l'exercice de leur fonction, à l'école comme hors de l'école.</p>
Objectif(s)	<p>Le code de conduite de l'enseignant sur le genre vise à :</p> <ul style="list-style-type: none"> a) Rendre l'école attrayante pour les jeunes filles ; b) Impulser un changement de comportement du personnel enseignant sur le plan pédagogique et social en faveur du genre ; c) Bannir les pesanteurs socioculturelles et religieuses qui freinent la scolarisation de la jeune fille aussi bien à l'école qu'au village ; d) Redorer l'image de la profession enseignante ; e) Rehausser le taux de la scolarisation de la jeune fille.
Cibles : ✓ Acteurs principaux (pilotes, opérateurs) / Rôles et responsabilités ; ✓ Bénéficiaires ; ✓ partenaires	<p><u>Pilote</u> : le projet NECS ;</p> <p><u>Opérateurs</u> : les enseignants ;</p> <p><u>Partenaires</u> : Services centraux du MEP, Représentants Société Civile active en éducation ; DREP ; IEP, Syndicats d'enseignants ; Directeurs d'école.</p> <p><u>Bénéficiaires</u> : enseignants et élèves dont les filles.</p>

Annexe 2 : Orientations pour l'élaboration du plan de durabilité

Orientations pour l'élaboration du plan d'actions de l'initiative « ASL »

Orientation sur l'intégration de l'ASL/APS	
Coordination : DGPQN	
Structure porteuse de la thématique ¹⁴ : DCPLN	
Structures à impliquer : DFIC ; DES/CP	
Étapes	Orientations/Points d'attention
Étape 1. Pré-test des documents intégrés APS - ASL et finalisation	<ul style="list-style-type: none">- Type d'école : nouvelles écoles de la réforme- Nombre d'écoles : 8 (2/langue)- Durée : 5 jours- Nombre de langues : 4 (Ha, SZ, Kn, Fu)- Régions (Dosso, Diffa)
Étape 2. Mise à l'essai de l'approche APS intégrant l'ASL	<ul style="list-style-type: none">- Type d'école : nouvelles écoles de la réforme- Nombre d'écoles : 40 (10/langue)- Durée : deux années scolaires (logique de cohorte)- Nombre de langues : 4 (Ha, SZ, Kn, Fu)- Régions (Tillabéry, Dosso, Diffa, Zinder)- Prise en compte de l'élaboration des matériels relatifs à l'approche intégrée APS-ASL pour le CP

¹⁴ Elle va présider les travaux de groupe lors de l'atelier

Étape 3. Validation des outils de l'approche APS intégrant l'ASL	- La validation sera faite sur la base de l'évaluation des acquis de la cohorte
Étape 4. Intégration des outils dans le processus de généralisation de la réforme curriculaire	<ul style="list-style-type: none"> - La mise à l'échelle s'intègre dans le processus d'extension de la réforme - Le MEP prendra un acte pour matérialiser l'adoption (pour mémoire)

Orientations pour l'élaboration du plan d'actions de l'initiative « Mobilisation sociale »

Orientations sur la Mobilisation sociale	
Structure de Coordination : DGQPN	
Structure Porteuse de la thématique : DPC/SS/EE	
Structures à impliquer : DPSF, DPAFA, Direction de la Législation (DL), Direction de Suivi du Transfert des Compétences et de Ressources (DSTCR/CADD)	
Étapes	Orientations/Points d'attention
<p>Etape 1 – Révision des Outils d'accompagnement de la GDE pour y intégrer les éléments pertinents nouveaux que préconise l'évaluation participative desdites structures à savoir :</p> <ul style="list-style-type: none"> • Evaluation rapide des structures ; • Etalement du plan d'actions sur 12 mois au lieu de 9 mois • Elaboration des programmes d'activités des structures de l'école (CGDES, APE, AME et GS). 	<p>-Implication de l'ensemble des acteurs et structures concernés (administrations scolaires, communes, FC/CGDES, PFR, PFD, SCOFI, APE, AME et GS, PTF, OSC, etc.)</p> <p>-Délai et cout raisonnables</p>
<p>Etape 2 - Passage à l'échelle de l'initiative</p>	<p>Vulgarisation des outils d'accompagnement révisés à l'échelle nationale après évaluation.</p>

Orientations pour l'élaboration du plan d'actions de l'initiative « Mentorat »

Orientations sur le Mentorat
Structure de Coordination : DGQPN
Structure Porteuse de la thématique : DPC/SS/EE

Structures à impliquer : DPSF, DPAFA, Direction de la Législation (DL), Direction de Suivi du Transfert des Compétences et de Ressources (DSTCR/CADD)	
Étapes	Orientations/Points d'attention
Etape 1 – Révision des outils du mentorat	Atelier national avec toutes les parties prenantes
Etape 2 – Expérimentation du mentorat	<ul style="list-style-type: none"> - Nombre de communes/région : 1 - Nombre d'écoles : toutes les écoles de la commune ciblée dans la région - Durée de l'expérimentation : 1 année scolaire - Formalisation de l'adoption du mentorat (extension du tutorat déjà existant)
Etape 3 – Passage à l'échelle de l'initiative	Vulgarisation du mentorat à l'échelle nationale après évaluation

Orientations pour l'élaboration du plan d'actions de l'initiative « Code de conduite de l'enseignant sur le genre »

Orientations sur le Code de conduite de l'enseignant sur le Genre	
Structure de Coordination : DGS	
Structure Porteuse de la thématique : DPSF	
Structures à impliquer : DPC/SS/EE, Direction de la Législation (DL), DRH du MEP, Partenaires sociaux	
Étapes	Orientations/Points d'attention
Etape 1 – Révision du code de conduite, de ses outils de suivi et évaluation et des supports de formation	Atelier national avec toutes les parties prenantes
Etape 2 – Expérimentation du code de conduite révisé	<ul style="list-style-type: none"> - Nombre de communes/région : 1

	<ul style="list-style-type: none"> - Nombre d'écoles : toutes les écoles de la commune ciblée dans la région - Durée de l'expérimentation : 1 année scolaire - Formalisation de l'adoption du code de conduite <p>NB : <i>L'expérimentation concernera les mêmes communes retenues pour le mentorat</i></p>
Etape 3 – Passage à l'échelle de l'Initiative	Vulgarisation du code de conduite à l'échelle nationale après évaluation

Annexe 3 : Arrêté N° 000187/MEP/A/PLN/EC du 06 mars 2019 Portant création, composition, attribution et fonctionnement du Comité ad' hoc pour la capitalisation des innovations porteuses du projet NECS

REPUBLIQUE DU NIGER
Fraternité – Travail – Progrès

MINISTRE DE L'ENSEIGNEMENT PRIMAIRE, DE L'ALPHABETISATION, DE
LA PROMOTION DES LANGUES NATIONALES ET DE L'EDUCATION
CIVIQUE

ARRETE N° ~~000187~~ /MEP/A/PLN/EC/
06 MARS 2019
Portant création, composition, attributions et
fonctionnement du Comité ad' hoc pour la
capitalisation des innovations porteuses du projet
NECS

LE MINISTRE

- Vu la Constitution du 25 novembre 2010 ;
- VU** la Loi N° 2011-20 du 08 Août 2011 déterminant l'organisation générale de l'administration civile de l'Etat et fixant ses missions ;
- Vu la loi n°99-12 du 1^{er} juin 1998, portant orientation du système éducatif nigérien et les textes modificatifs subséquents ;
- Vu le décret n° 2016-161/PRN du 2 avril 2016, portant nomination du Premier Ministre chef du Gouvernement ;
- Vu le décret n° 2016-352/PRN/MEP/A/PLN/EC du 08 juillet 2016, portant organisation du Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Education Civique ; modifié par le décret n°2017-289/PRN du 18 avril 2017 et le décret n°2018-267/PRN/MEP/A/PLN/EC du 20 avril 2018 ;
- Vu le décret n° 2016-572/PRN du 19 octobre 2016, portant remaniement des membres du Gouvernement et les textes modificatifs subséquents ;
- Vu le décret n° 2016-623/PRN du 14 Novembre 2016, portant organisation du Gouvernement et fixant les attributions des Ministres d'État, des Ministres et des Ministres délégués, modifié et complété par le décret n° 2018-475/PRN du 09 juillet 2018 ;
- Vu le décret n° 2016-624/PM du 14 novembre 2016, précisant les attributions des membres du Gouvernement, modifié et complété par le décret n° 2018-476/PM du 09 juillet 2018 ;
- VU** les nécessités de service ;

ARRETE

Article 1 : un Comité ad' hoc est mis en place par le Ministre de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Education Civique (MEP/A/PLN/EC) dans le cadre de l'appropriation et la mise en œuvre des recommandations du rapport de capitalisation des innovations du Projet « Niger Education and Community Strengthening (NECS) ».



Article 2 : Le comité est composé ainsi qu'il suit :

Président:

Le Secrétaire Général Adjoint du Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Education Civique (MEP/A/PLN/EC) ;

Membres:

- Le Directeur Général de la Promotion de la Qualité et la Normalisation (DGPN/N) ;
- Le Directeur Général de la Scolarisation (DGS) ;
- Le Directeur des Etudes et de la Programmation (DEP) ;
- Le Conseiller du Ministre chargé des affaires pédagogiques ;
- Une personne ressource en la personne de Monsieur Erambel Ibba Abdou, ancien DGQPN.

Article 3 : missions :

Le comité ad hoc rend compte au Ministre de l'Enseignement Primaire et ses principales missions sont les suivantes :

- Piloter le processus d'appropriation et de mise à l'échelle des innovations porteuses du projet NECS ;
- Examiner les recommandations du rapport de capitalisation des innovations porteuses du projet NECS ;
- Examiner et approuver l'approche globale proposée pour l'appropriation et la mise à l'échelle des innovations porteuses du projet NECS. Le cas échéant, définir l'approche la plus appropriée ;
- Designier les membres des groupes thématiques qui travailleront à l'élaboration du plan de durabilité des innovations porteuses du projet NECS ;
- Définir la vision et les orientations du MEP/A/PLN/EC pour cadrer les travaux d'élaboration du plan de durabilité des innovations porteuses du projet NECS ;
- Présider les travaux de l'atelier d'élaboration, de finalisation, et de validation du plan de durabilité des innovations porteuses du projet NECS.

Article 4 : Le comité peut faire appel à toute personne ressource dont il juge nécessaire la contribution.

Article 5 : Les réunions du comité ad hoc se tiennent deux fois par mois sur convocation du Président.

Article 6 : Le fonctionnement du comité ad hoc est à la charge du projet NECS.

Article 7 : Le Secrétaire Général du Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Education Civique est chargé de l'exécution du présent arrêté qui sera communiqué partout où besoin sera.

Ampliations

CAB PRN 1
CAB PM1
IGS.....1
PLAN1
NECS.....1
Intéressés6
Chrono1



Annexe 4 : Listes des participants aux différents ateliers

Liste des participants à la réunion du comité à Niamey

N°	Nom et Prénom	Structure	Fonction	N° téléphone
1	Assoumane Mahamadou	MEP/A/PLN/EC	SG	96 28 34 85
2	Mallam Maman Garba	MEP/A/PLN/EC	C. T	96 28 48 23
3	Ali Issa Willy	MEP/A/PLN/EC	DGPQN	96 56 72 11
4	Jafarou Salley	MEP/A/PLN/EC	DGS	96 97 30 42
5	Maman Iro Sani	MEP/A/PLN/EC	DEP	96 40 84 31
6	Romain Babagbeto	NECS	COP	99 08 08 47
7	Idrissa Ibrah Wazir	NECS	Spécialiste Mobilisation Sociale	96 99 04 89
8	Ousmane Maman Brah	NECS	Spécialiste Suivi-évaluation	98 97 47 14
9	Aboubacar Modou Aïssami	NECS	Spécialiste Éducation	96 40 08 57
10	Hamani Ali	NECS	Coordonateur Éducation	96 89 08 22

Liste des participants à l'atelier préparatoire du plan de durabilité

N°	Nom et Prénom	Structure	Fonction	N° téléphone
1	Assoumane Mahamadou	MEP/A/PLN/EC	SG	96 28 34 85
2	Mallam Maman Garba	MEP/A/PLN/EC	C. T	96 28 48 23
3	Ali Issa Willy	MEP/A/PLN/EC	DGPQN	96 56 72 11
4	Jafarou Salley	MEP/A/PLN/EC	DGS	96 97 30 42
5	Maman Iro Sani	MEP/A/PLN/EC	DEP	96 40 84 31
6	Bako Assoumane	MEP/A/PLN/EC	Cadre DFIC	96 40 68 41
7	Issa Maïdanda	MEP/A/PLN/EC	DREP Dosso	96 02 50 84
8	Romain Babagbeto	NECS	COP	99 08 08 47
9	Idrissa Ibrah Wazir	NECS	Spécialiste Mobilisation Sociale	96 99 04 89
10	Ousmane Maman Brah	NECS	Spécialiste Suivi-évaluation	98 97 47 14
	Aboubacar Modou Aïssami	NECS	Spécialiste Éducation	96 40 08 57
	Hamani Ali	NECS	Coordonateur Éducation	96 89 08 22

Liste des participants à l'atelier d'élaboration du plan de durabilité

N°	Nom et Prénom	Structure	Fonction	N° téléphone	Adresse mail
1	Ahmed Alhassane	PRN	CT Présidence	96 97 07 23	aalhassane@hotmail.com
2	Assoumane Mahamadou	MEP/A/PLN/EC	SG	96 28 34 85	amahamadou749@gmail.com
3	Assane Hamza	MEP/A/PLN/EC	SG/A	96 40 20 12	ahzassaya@yahoo.fr
4	Mallam Maman Garba	MEP/A/PLN/EC	C.T	96 28 48 23	mmallam_garba@yahoo.fr
5	Ali Issa Willy	MEP/A/PLN/EC	DGPQN	96 56 72 11	aliissawilly@gmail.com
6	Jafarou Salley	MEP/A/PLN/EC	DGS	96 97 30 42	jafarou68@yahoo.fr
7	Issa Maïdanda	MEP/A/PLN/EC	DREP Dosso	96 02 50 84	maidanda67@gmail.com
8	Mahaman Mani	MEP/A/PLN/EC	DPAFA	98 20 01 87	omega.mani@yahoo.com
9	Wali Prospère	MEP/A/PLN/EC	DPAFA	96 97 45 54	waliprosper@gmail.com
10	Mme Mariama CHIPKAOU	MEP/A/PLN/EC	DPSF	96 96 45 70	chipkaoumariama@yahoo.fr
11	Hassane Amadou Soumana	MEP/A/PLN/EC	Cadre DPSF	96 28 43 93	ashassane_2005@yahoo.fr
12	Alassane Harouna	MEP/A/PLN/EC	DES/CP	96 23 47 75	alhassaneh12@yahoo.fr
13	Issoufou Modi	MEP/A/PLN/EC	DCPLN	90 91 28 18	modyissouf@yahoo.fr
14	Mme Djibril Haoua	MEP/A/PLN/EC	Cadre DFIC	96 75 37 97	haouahamza@yahoo.fr
15	Mahaman Moutari Thomas	MEP/A/PLN/EC	Cadre DFIC	96 46 94 86	tmoutaripaul@yahoo.com
16	Bako Assoumane	MEP/A/PLN/EC	Cadre DFIC	96 40 68 41	assoumanebako@yahoo.fr
17	Mahamadou Sandi Ibrahim	MEP/A/PLN/EC	Cadre DPC/SS/EE	88 21 31 97	mahamadousandi000@gmail.com

18	Mohamed Souleymane	MEP/A/PLN/EC	DPC/SS/EE	99 98 95 07	mohamedsouleymane@yahoo.com
19	Ari Moustapha Ibrahim	MEP/A/PLN/EC	DL	96 00 00 02	ari.ibrahim.02@gmail.com
20	Abaché Moussa	MEP/A/PLN/EC	DEP	96 46 74 81	moussaabache@yahoo.com
21	Sani Assoumane	MEP/A/PLN/EC	DRH	96 57 06 44	assoumanesani7@gmail.com
22	Abibou Amadou	MEP/A/PLN/EC	Comité ASL	96 99 66 26	amabib@yahoo.fr
23	Mme Nafiou Zeinabou	MEP/A/PLN/EC	Comité ASL	96 28 91 51	
24	Mme Mahamane Saoudé	MEP/A/PLN/EC	Comité ASL	96 26 00 55	ssalefoudjitao@yahoo.fr
25	Hamadou Niandou	MEP/A/PLN/EC	Comité ASL	97 02 17 52	hamadou.niandou65@gmail.com
26	Romain Babagbeto	NECS	COP	99 08 08 47	Romain.Babagbeto@plan-international.org
27	Aboubacar Modou Aïssami	NECS	Spécialiste Éducation	96 40 08 57	modouaissami@gmail.com
28	Ousmane Brah Mamane	NECS	Spécialiste Suivi-évaluation	98 97 47 14	mamane.ousmane@plan-international.org
29	Abdoulaye Alhousseini	NECS	RF	90 35 59 54	Abdoulaye.Alhousseini@plan-international.org
31	Hamani Ali	NECS	Coordonnateur Éducation	96 89 08 22	woliofr@gmail.com
32	Hamadou Saley Bana	NECS	Coordonnateur Éducation	96 57 51 74	hamadou63@yahoo.fr
33	Assoumane Bori	ONG CONCERN		96 16 09 06	bori.assoumane@Concern.net
34	Amina Kaza	ONG COUNTERPART		96 27 91 30	amamadou@counterpart.org
35	Tcha Berei	ONG Aide et Action		97 73 15 11	berei.tcha@aide-et-action.org

Liste des participants à l'atelier de finalisation du plan de durabilité

N°	Nom et Prénom	Structure	Fonction	N° téléphone
1	Mallam Maman Garba	MEP/A/PLN/EC	CT	96 28 48 23
2	Hassane Amadou Soumana	MEP/A/PLN/EC	Cadre DPSF	96 28 43 93
3	Mahamadou Sandi Ibrahim	MEP/A/PLN/EC	Cadre DPC/SS/EE	88 21 31 97
4	Bako Assoumane	MEP/A/PLN/EC	Cadre DFIC	96 40 68 41
5	Romain Babagbeto	NECS	COP	99 08 08 47
6	Aboubacar Modou Aïssami	NECS	Spécialiste Éducation	96 40 08 57
7	Hamani Ali	NECS	Coordonateur éducation	96 89 08 22