



EVALUATION OF COMMUNITY SCHOOLS IN TCHINTABARADEN

The evaluation process took place in three of the six villages where the schools are located

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ACRONYMS/ABBREVIATIONS:

AGR: Revenue-generating activities

COGES: Management committee

AME: Mothers' association

APE: Parents' association

ASI: Anti-Slavery International

CR: Comic Relief

WFP: World Food Programme

ToR: Terms of reference

STI: Sexually transmitted infection

STD: Sexually transmitted disease

Tchinta: Tchintabaraden

I. SUMMARY

The evaluation took place from 21 November to 09 December 2011 in three of the six target communities in the Tchintabaraden Department (Tahoua Region). The villages we visited were: Inazgar, Chinghorane and Intatolène.

Interviews were carried out with target groups within the communities, NGOs working in the Tahoua Region, State technical departments, and administrative and customary authorities working at different levels. Interviews were also carried out with the support group, Anti-Slavery (NGO). Unfortunately we were unable to speak with Comic Relief, the main donor.

This evaluation reveals the **relevance** of the project of establishing six (6) community schools in the Tchintabaraden Department. This project ties in perfectly with the Niger government's 10-year education development plan (PDDE).

It meets the primary needs of the identified target groups: the right to education for all through provision of primary education; increased autonomy for slave caste communities in order to sever the links of dependency and slavery between former slaves and their former masters; and the creation of a space where the children from these two groups can come together.

With a success rate of 81.99% among children progressing to the next level of classes, the "Community Schools" project is considered to be **effective**, even though the environment in which it was delivered was challenging and the project faced resource constraints.

The **relevance** of the strategy is clear from the complementary relationship between the project and the PDDE on the one hand, and the way in which the project addresses the population's basic needs on the other. Further, all those we encountered during our field mission confirmed that the project adequately addresses the objective of developing their freedom through increased autonomy, confidence and a sense of identity as well as greater access to education.

The performance of the community schools is clear from the satisfactory percentage of students successfully progressing to the next level of classes (81.99%, well above the national average). Success is also clear from the increasing demand for other community schools to be opened, notably in Chimbangoran, a village dominated by former masters.

The creation of *groupements*, tribes and villages, the successful election of local figures, and the increased awareness and level of civic education within the communities in relation to their rights and duties are without a doubt advantages linked to the project's advocacy at both local and national level.

Against a backdrop of increased marginalisation and the erosion of their rights, the people in these villages have been made aware of the important role played by NGOs and this project in improving their standard of living.

The ability of Anti-Slavery International and its partner association Timidria to work closely with the project's beneficiaries, offering support and advice through their regional, departmental and communal sub-sections, was a significant boost to the project.

The evaluation mission noted with satisfaction that Timidria is made up of motivated men and women who are committed to overcoming adversity in order to meet the various challenges.

All activities were considered to have been executed **efficiently**, notably the running of the schools, the quality of the teaching, and the many education and awareness campaigns led both on the ground and on community radio stations in Tchintabaraden. These have helped to strengthen the fight against slavery. There has also been an increase in the purchasing power of women via revenue-generating activities (AGR).

To ensure this level of efficiency, TIMIDRA benefits from various resources:

HR: one (1) permanent secretary, one (1) administrative secretary, one (1) humanitarian programme manager, one (1) community schools coordinator, one (1) permanent driver, one (1) security officer paid for by the association's own funds.

Logistics: seven (7) Toyota all-terrain 4WD vehicles, three (3) DT 125 motor cycles, twelve (12) CG motorcycles and various office equipment. However, these resources remain at the national office in Niamey; the schools coordinator only has access to a motorcycle.

Financial support for mothers with children in the community schools enables former female slaves to organise themselves better. The groups formed provide an ideal framework in which women can meet up and form a dynamic of unity and solidarity.

Beneficiaries interviewed expressed the view that the micro-credit given to women helped steer them towards greater autonomy and economic independence.

The administrative authorities we met with said they were satisfied by their collaboration with Timidria and its sub-sections: this is an association that works closely with its members and makes every effort to consult and involve them all in the activities that concern them – a solid indicator of **good governance**.

The views expressed across the board by Timidria reflect the association's total satisfaction with the way in which its beneficiaries have extricated themselves from slavery. These people are proud of their new status as free human beings, a status that has made them responsible citizens.

They recognised the efforts made by the national authorities, who introduced the law to abolish slavery in Niger and ensure fair trials in disputes between former slaves and their masters.

The evaluation team focused on **sustainability** and sought to understand how the work of the "Community Schools" project will be built on and made to last once the partnership with Anti-Slavery comes to an end.

By analysing the above points, the evaluation team believes that the foundations for further progress and sustainability have been established through the following:

- the transparency of the decision-making process within the school (COGES, APE and AME) committees established;
- the commitment from the communities to help run the schools;
- the commitment and political will on the part of the authorities to support these communities in their efforts towards greater freedom.

Furthermore, support from a well-known association such as Timidria in the fight against slavery will allow them to consolidate and build on their achievements. The various testimonies we have collected confirm the positive changes that have affected a large number of people in this society.

II. CURRENT CONTEXT IN NIGER AND THE TAHOUA REGION

Located in the heart of the West African Sahel, Niger is a country facing chronic food insecurity. It has suffered from several years of food crises, pastoral problems and malnutrition, especially in 2005, 2009, 2010 as well as the current year 2011, which has seen major shortages of crops and animal feed in almost every region of the country. A lack of pastures and dried up water holes have resulted in large numbers of animal fatalities, estimated at 24% of the country's livestock. This means Niger constantly faces problems of malnutrition. Even when crop yields are high, between 20% and 25% of the population (3 to 3.5 million people) are vulnerable and require humanitarian aid.

The coup d'état in February 2010 left a transition government in power. The government recognised the food crisis and malnutrition facing the country and therefore allowed NGOs to intervene in various capacities. Steps towards real democracy were taken as the 7th Republic was established following the 2011 elections.

Within the Tahoua Region, where the community schools are located, the food crisis is a recurring structural problem that reflects the agricultural and climatic characteristics of the area and is often brought about by a lack of necessary resources, as well as drought and locust swarms.

According to the findings of the Maradi¹ workshop in October 2011, 46% of the villages and tribes in the region were affected by the food shortages that followed the 2011 harvest; this represents 989,571 people, 44.7% of the region's 2,211,456 inhabitants. Tchintabaraden is one of the areas suffering from shortages this year. Many households struggle to buy food during the hunger gap. A bag of millet purchased at the height of the hunger gap, when prices are highest, cost the same as three bags sold at the time of the harvest. The traditional practice of purchasing cereals during the harvest when prices are lowest, then storing them for consumption during the hunger gap, is made impossible by a lack of revenue. In many cases people resort to extreme solutions such as the sale of belongings. Some families have even sold their production tools, while others resort to emigration

Added to this are problems associated with the social unrest in Libya, Côte d'Ivoire and Nigeria. Migrants have been forced to return to their villages with nothing, thereby increasing the population in already vulnerable areas. On 6 June 2011, a total of 135,277 people had been recorded as returning to the Tahoua Region. Although the steady flow of returning migrants has slowed since mid-May, this return en masse poses a dual problem for the host communities. The revenue being sent back from Libya has dried up, which deprives these communities of a significant means of subsistence.

Security in the region is somewhat precarious. The cases involving armed bandits reported in 2010/11 have subsided. However, the threat posed by terrorist groups (AQMI in the north and Boko Haram in the south) continues to be of concern.

¹ This workshop was set up as part of the national initiative for the prevention and management of food crises. This study is carried out each year on the country's most vulnerable areas.

INTRODUCTION

In order to ensure its development, mankind must overcome many obstacles, fighting hegemony, discrimination, servitude and even slavery. With this in mind, in 1990 two men from Azawak founded a human rights association known as Timidria. Their main objective was to combat slavery, which has deep roots in Azawak in particular (Tchintabaraden Department). Timidria has used a certain number of legal tactics in the short and long term to lead its fight against all forms of slavery and fully eradicate it from Niger. Their cause received massive support from those affected.

Initially Timidria's strategy was limited to the dissemination of information, increasing awareness and offering civic education to its members. But after 15 years of struggling against this scourge, Timidria decided to offer a practical option to those looking to escape slavery: it established six primary schools known as community schools in the Tchintabaraden Department, considering this to be a more long-term and confidence-building method of fighting slavery and one that would have a lasting impact.

The huge changes brought about by the project have been achieved thanks to the devotion and self-sacrifice of the association's members and the multi-level support offered by Anti-Slavery International.

III. BACKGROUND

The Tchintabaraden Department is mainly made up of "red and black" Tuaregs² whose primary language of communication is Tamasheq and who practise Islam. It is estimated that around two thirds of this population are of 'slave' descent and historically lived with no social status under the authority of the minority slave-owners.

The slave community lived with their Tuareg masters, who exploited them night and day, year after year, and generation after generation without respite. The sole purpose of this largely black community was to be employed in all kinds of domestic capacities and to bring their masters' livestock to pasture. These various chores were carried out by slaves who received no remuneration and had no right to property or inheritance.

The slaves' masters carried out religious duties on their behalf. Slaves were not allowed to celebrate marriage, pray for the departed or perform the duties of an imam at official ceremonies, and were certainly not allowed to choose their own spouse or arrange their own children's marriage. Male slaves had no control over the affairs of their spouses or children, such matters falling exclusively to their master. Mixed marriages between slaves and members of the Tuareg nobility were simply not an option.

Another right denied to slaves was the commercial use of natural resources, such as the sale of fresh straw, hay or wood to make a little money. They were also prohibited from developing and planting a plot of land in order to grow millet or sorghum.

Since Timidria began efforts to increase awareness and provide civic education in its capacity as a human rights association, the prohibitions described above have gradually been lifted. As a result, the black Tuareg community has begun to recover the rights afforded to it under the constitution, the penal code and the Islamic faith. A large number of former slaves have defected from their masters without notice. The creation of six community schools has given fresh impetus to those descended from slaves who were still in the bonds of slavery.

² The target population refers to those involved in the slave trade as 'red' Tuaregs (who have a paler skin tone) and to those descended from slaves as 'black' Tuaregs (darker skin tone). However, this distinction is a generalisation and the two groups cannot always be differentiated by the colour of their skin.

IV. STRATEGY FOR THE CREATION OF COMMUNITY SCHOOLS

The northern area of Tchintabaraden and the centre (Abalak, Tchintabaraden and Tilia), considered as an agro-pastoral area, constitute zones of transition and refuge of the once-dominated Tuaregs who have been partly liberated by their former masters.

The process to establish community schools began as Timidria and ASI consulted disparate and marginalised groups that were still in or emerging from slavery, on their needs and general problems. The development of the community schools programme was seen as a way to settle communities, form villages, promote group leaders, encourage autonomy and create some stability, as well as mitigating the pressures from former masters to return to them. Access to education and income-generating activities were identified as critical strategies to ensure the eradication of slavery, child labour and early marriage as well as a means to socio-economic development in the short and long term

The advocacy carried out by ASI and Timidria targeting several donors, especially in London, led to the creation of the first community schools in 2006 in the villages of Inazgar, Dallousaye and Intatolène. These were financed by Comic Relief.

The establishment of the schools faced some difficulties in the first year due to opposition by the dominant group and some parents who were reluctant to send their children, particularly girl children, to school. However with the support of the local administration, the villages are now officially on the map. Greater stability has been achieved for the community and education is now widely recognised by parents and the wider community as a means to emancipation allowing them in the long term to look after their own needs and bring greater equality to Niger.

The beneficiaries have told us that these schools most certainly contribute to the eradication of child labour and have resulted in a significant reduction in early marriages in the villages targeted. Micro-credit given to the mothers of pupils at the schools has helped make these women more independent, as is clear from the various initiatives they have taken to ensure the schools continue to flourish. An indicator of success is that Timidria has received 20 requests for the creation of new schools in these areas including in communities of former masters.

V. METHODOLOGY

The aim of this evaluation is to demonstrate how the "Community Schools" project has helped improve the standard of living of communities of slave descent from the Tchintabaraden Department;

- to identify the most significant changes that have been experienced and can be observed;
- to identify the main lessons learned, to be built on once the project comes to an end;
- to demonstrate the extent to which the project is relevant, effective, efficient and sustainable.

The details of the expected outcomes are outlined in the attached terms of reference.

A certain number of tools have been developed for the purposes of the study: questionnaires and interview guides. The mission focused above all on the 22 evaluative questions.

1. STUDY PROCEDURE

Once Timidria had introduced the team and outlined the mission's objectives, the evaluation team members organised meetings with the target groups, and interviews were carried out individually and as part of focus groups. These took place in Tahoua, Tchintabaraden and Niamey, as well as in three of the villages with community schools.

1. Focus group interviews with Timidria in Tahoua and Tchinta
2. Interview with the Prefect of Tchinta
3. Interview with the Mayor of Tchinta
4. Interview with the inspector of primary cycle 1 in Tchinta
5. Interview with the manager of the Plan's technical department in Tchinta
6. Interview with the district manager for sanitation in Tchinta
7. Interview with leaders from the three villages
8. Interview with religious leaders from the three villages
9. Interview with the principals of the three schools
10. Focus group interviews with the schools' vice-principals
11. Individual interviews with pupils (10% quota for each school)
12. Individual interviews with women from the communities (10% quota for each village)
13. Focus group interviews with women from the communities in each village
14. Focus group interviews with staff Timidria's BEN in Niamey
15. Individual interview with Anti-Slavery International

2. Sampling

50% of the community schools in Tchintabaraden, i.e., three schools in three villages, were the focus of this study: Inazgar, Chinghorane and Intatolène. These schools were selected as they are the longest established and therefore the effects of the Project are most evident.

The data was collected in the following order: Tahoua, Tchinta, Inazgar, Chinghorane, Intatolène and Niamey.

A total of six interview guides and nine questionnaires were developed to carry out the various focus group and individual interviews with the project's beneficiaries, the administrative, customary and religious authorities, State technical departments, the project's technical and financial partners, and the team from Timidria.

Once the data had been processed, an initial draft report was produced with input from a feedback workshop with members of Timidria and the schools coordinator.

VI. PROJECT COORDINATION

The process of setting up of each school included detailed discussions between Timidria and group leaders about the location of the schools and the contribution of the communities (e.g. building the schools and assisting in their management). This was followed by more formalised support structures to ensure the efficient running of the schools, namely a management committee (COGES) a Parents' Association (APE) and a Mothers' Association (AME).

Animatrices based in each school monitor student attendance, undertake advocacy both with children and parents on issues such as the risks of early marriage and the benefits of good hygiene, dispense treatments from the school pharmacy, and manage the canteen assets in cooperation with the management committee. This committee oversees canteen operations, from ration storage to cooking.

A schools **coordinator** based in the nearby town of Tchintabaraden liaises with the local administration, including the Ministry of Education's school inspector and the local health services; provides support to teaching staff, ensuring the timely procurement of teaching and learning materials; oversees the work of the animatrices and the management committees, and monitors the procurement of canteen supplies, pharmaceutical products and often water. As a full-time employee of Timidria, the coordinator is responsible for coordinating the activities of all community schools in Tchintabaraden. He reports directly to Timidria's permanent secretary every month with updates on the status of each school.

The quality of the teaching provided in the community schools is highly valued by the Department's inspector and teaching adviser. The level of service provided by the schools is often cited as a reference within the region.

Pupils are not directly involved in running the schools, but they are asked to be respectful, punctual, assiduous, orderly and hygienic.

The schools are monitored first of all by the coordinator, but also by Timidria's sub section in Tchintabaraden, the BEN (the association's national executive office), which carries out a quarterly review, and ASI, whose representative travels to the schools once a year.

The project has benefitted from the strong and respectful partnership between ASI and Timidria. Both parties noted the other partner's commitment to shared goals, the genuine exchange of ideas and concerns, and the high level of dedication of individual staff members. Timidria has benefitted in particular from ASI's expertise in advocacy, which the latter has often led in favour of the schools at national and international level (e.g. lobbying State representatives and international actors in Niamey to increase support for the schools and take action to promote the communities' emancipation and well-being; promoting and garnering support for the schools in the UK; sharing information on the communities' situation with the UN Special Rapporteur and other UN agencies).

To summarise, the project has made good progress towards achieving the objectives set out in 2007: to avoid child labour and early marriages by providing the children with access to education, broadening the scope of opportunities available to them; to increase the economic independence and confidence of mothers and give greater autonomy to the slave caste communities, thereby allowing them to assert their rights and break the links that attach them to their former masters. However, in order to embed these important achievements, it is imperative to pursue and strengthen the strategy that has been implemented to ensure that these objectives will be achieved fully in the long term, in particular by strengthening existing schools,

establishing new schools in other communities and developing opportunities that will allow the children to continue their education to middle and secondary school once their primary studies come to an end.

VII. INDIVIDUAL SCHOOL OPERATIONS

A) AVAILABLE RESOURCES

1. HR

Principal, teachers, facilitator, cart operator, grain grinders and security guard.

2. MATERIAL RESOURCES

Classrooms, shop, staff quarters for teachers and facilitator, latrines built using temporary material (laterite mud), school desks, cupboards, and a solar-powered electrical appliance. There is also an area used as a library and a pharmaceutical dispensary.

These constructions were the contribution made by the communities in which the schools were set up.

B) ROLES

1. PRINCIPAL

The principal has overall responsibility for the school and in this capacity, he ensures it runs smoothly and oversees the security of personnel, pupils and material resources.

He regularly reports to the administration (Inspector of primary cycle 1), the schools coordinator and the management committee.

He is first and foremost a teacher who offers classes at one or two levels. As well as a salary, he receives a monthly motivational bonus provided by project funds.

2. TEACHERS

The teachers are responsible for conducting the classes. As well as the official educational programme, they provide additional classes on civic education. In the interest of excellence, the schools coordinator periodically asks a pedagogic support team to strengthen their capacity for action. The teachers also receive a monthly motivational bonus that is funded by the project.

3. ANIMATRICES (FACILITATORS)

The main tasks of the animatrices are as follows:

- to ensure staff and pupils are punctual;
- to manage the school canteen;
- to manage the pharmaceutical dispensary;
- to distribute basic pharmaceutical products to the pupils;
- to raise awareness among parents and the community on the risks related to early marriage;
- to raise awareness among pupils and their parents about personal hygiene, clean clothing and the cleanliness of the premises;
- to monitor grants allocated to mothers of pupils;
- to develop awareness and educational measures relating to gender equality, HIV/AIDS/STIs and family planning;
- to supervise the grain grinders and cart operator.

The facilitators have received first aid training and receive a monthly salary funded by the project.

4. GRAIN GRINDERS

A total of 14 women are responsible for grinding certain food sources as required and preparing meals.

These women serve food to the pupils and work under strict conditions regarding hygiene, cleanliness and punctuality.

They are responsible for keeping the kitchen clean. They also receive monthly motivational bonuses.

5. CART OPERATOR

Each community school hires a man to operate a donkey and cart and ensure the school has regular and adequate supplies of water and firewood. He also receives a monthly bonus.

6. SECURITY GUARD

The security guard is responsible for protecting the school and its property at night time. He receives a bonus at the end of each month.

7. SCHOOLS COORDINATOR

The coordinator is responsible for monitoring and carrying out the activities of the schools. He provides the main link between the schools, the communities and the administration and also between the schools and the local and national Timidria offices. He also remains in regular contact with ASI.

He is responsible for coordinating all activities, especially the recruitment of teaching and support staff. He ensures the schools have enough food, stationery, textbooks and teaching material. He pays the teaching and support staff their salaries and bonuses and oversees the facilitators' specifications. He convenes meetings either with the local office or directly with the BEN when serious problems arise.

He receives a monthly salary and has a motorcycle for his transportation.

At the beginning and end of each school year, he is required to submit a report to the inspector of primary cycle 1 in Tchintabaraden, as well as a quarterly report which he submits to Timidria's BEN. A copy of these reports is also sent to ASI.

Agali Waidarane, Schools Coordinator: "I could have continued my postgraduate studies if I had been interested in my own personal development, but I prefer to work alongside my brothers and help them to overcome ignorance and all forms of slavery."

8. SCHOOLS MANAGEMENT COMMITTEE (COGES)

The COGES, a group made up of men and women chosen from within the village community and headed by the school principal, followed by the facilitator, is directly involved in the management of each school and its assets.

It manages food supplies in the canteen and the punctuality of the grain grinders, cart operator and pupils. It reports on all of the school's activities to the village community via a general assembly where decisions are made.

9. PARENTS' ASSOCIATION (APE)

The APE is a body elected from within the village community which works closely with the school authorities.

It meets regularly with parents and the school authorities to discuss how the school is being run, schooling among girls and young children ready to start school, and the attendance and diligence of the pupils.

It raises awareness among parents about the need to send their children to school.

10. MOTHERS' ASSOCIATION (AME)

This is a women's group that receives material benefits and financial grants from the school in order to carry out income-generating activities (AGR).

Such activities allow them to be more autonomous and less dependent on their husbands; this means they can now look after many of their own needs previously handled by their husbands or former masters.

In the case of widows and divorcees, these grants allow them to better support their children's education.

The AME puts 10% of the profits generated by the AGR back into the community schools.

11. VILLAGE LEADERS

As the community's primary authority, village leaders take a regular interest in the smooth running of schools. The management committee also keeps them up to date about any decisions taken. They act as guardians for pupils whose parents are away (the courtyard has a dormitory for the children) and they also take on a role as supervisor.

They act as an intermediary between the community for which they are responsible and the administration.

They are considered to be the schools' main adviser, helping to increase awareness among parents about their children's education and at times providing an emergency response to issues relating to the schools.

12. RELIGIOUS LEADERS

The once-dominated slave caste was left with no religious education, so it falls to the religious leaders to provide this service. These leaders are also responsible for increasing awareness among the community about the need for mass education so that their children can understand the modern world and lead a peaceful struggle against practices of slavery, child labour and early marriage. They also advise parents on the names with which to baptise their children, as it is important to parents to give their children names of symbolic significance.

Alhousseini Taknit, an Imam in Tchintabaraden: "I am an Imam today thanks to God and the work done by Timidria, which would have been unimaginable 20 years ago. We owe everything to Timidria and its partners. We used to be given animals' names like Ridane, which means Wolf, Ibigui the jackal, Akotaye the rat, etc. Today we have proper names."

a) THE INVOLVEMENT OF THE ADMINISTRATIVE/CUSTOMARY/RELIGIOUS AUTHORITIES

Prefect of Tchintabaraden: "The creation of the community schools is a praiseworthy initiative that should be encouraged and supported. It has made a significant contribution to the duties of the State towards its citizens."

These schools are held up as an example by Tchintabaraden's inspector of primary cycle 1 for the quality of the teaching provided and the motivation and commitment of the teaching staff.

The customary authorities have said that the schools make a welcome contribution to the villages as the children are now teaching them things that they don't know as adults. Their children now act as interpreters and translators of administrative correspondence and civil matters. Prior to the arrival of the schools, such matters required a trip to Tchinta.

The religious authorities are part of the COGES, where they play a role as educators and advisers.

b) THE INVOLVEMENT OF TIMIDRIA AND ANTI-SLAVERY

From top to bottom, the different members of Timidria are pleased not only by the project's positive outcomes but also by the establishment of six community schools in Inazgar, Chinghorane, Intatolène, Tangezatane, Inabadaw and Dalloussaye.

Regular visits to the schools by Timidria (sub section and head office) and Anti-Slavery International have enabled the partnership to remain alert and responsive to the needs and aspirations of the communities. Additional resources such as solar panels and wells were provided following several visits by the partnership.

Alasmagué Idoual, Chairman of Timidria's Tchinta section: "Timidria has brought us back to life."

Roufigak Wihil, who works on gender issues at the Timidria sub-section in Tchinta: "Timidria is like a mother and father to us; we don't know how to thank Romana and Sarah from ASI."

c) THE INVOLVEMENT/PARTICIPATION OF PUPILS IN IMPLEMENTING THE PROJECT

The pupils are given the option of choosing the daily menu according to their preferences.

Because the project aims to discourage child labour, the pupils' tasks at the school are limited to sweeping the classrooms and ensuring the courtyard is kept clean.

d) FUNCTIONALITY/QUALITY OF FACILITIES ESTABLISHED

Facilities in place are as follows: classrooms in reinforced straw huts, furnished staff quarters and storage built from laterite mud, an open-air kitchen, latrines and toilets built from laterite mud, solar-powered equipment, school desks, blackboards, cupboards for supplies and textbooks, and a wardrobe used as the school library.

Observations:

The schools have a sufficient quantity of textbooks and stationery.

Although the facilities are well maintained, they were not built as permanent structures.

The local population have been involved and have contributed to improving the facilities (for example, two classrooms in Inazgar collapsed under heavy rainfall and the local communities worked to rebuild them).

The classes operate on two levels (a single teacher teaches two groups of children in the same classroom).

e) QUALITY & QUANTITY OF MEALS SERVED IN SCHOOL CANTEENS

At the beginning of the project, the intention was to provide the pupils with one meal per day. However, several reports were issued regarding chronic malnutrition among the children and the associated problems and illnesses. This was because their parents do not have the means to look after them. Timidria and ASI therefore decided to provide two or even three meals a day, depending on the children's needs. The provision of up to three meals (in exceptional circumstances) a day on a budget drawn up for just one meal represents a huge financial

burden, and ASI has had to work very hard each year to find additional financing, often forced to use its own funds. This change in policy, which was made even more difficult by rising food prices, has almost doubled the cost of the community schools project.

Meals are served two times a day in the canteens: breakfast, and lunch. Dinner is served to children whose parents have left the village in search of pasture for their animals. The boys and girls are separated into two groups and the pupils eat from communal dishes.

Their diet is varied and mainly made up of staples (rice, maize, millet, sorghum or pasta), vegetables and seasoning.

F) EXISTING MONITORING PROCEDURES

The coordinator visits each of the schools once a week. He is also in regular telephone contact with the school principals and animatrices. He gives an account of these visits to Timidria's sub-section in Tchinta as well as to the BEN, and brings any problems to the attention of ASI. Representatives from the sub-section also regularly visit schools, at least six times in every school year. Members of Timidria's national office and ASI representatives visit the schools at least once a year. These visits allow the partners at all levels to monitor and evaluate the project's progress by directly meeting with its beneficiaries and others involved.

The coordinator sends a quarterly report to Timidria's BEN, which is then shared with ASI.

Between 2007 and 2010 most of the communication between ASI and Timidria went through the national office, which remained in contact with the schools coordinator. However, since a personnel change at the BEN, ASI has experienced delays in terms of information requested in relation to the schools and has found that it is often quicker simply to contact the schools coordinator directly. The BEN has suggested that communications and monitoring procedures needs to be strengthened because of the distance between the office and the location of the schools

A copy of all e-mails sent by ASI is also sent to the coordinator and Timidria's national office, but this is problematic as the Internet connection in Tchinta is not reliable and the schools coordinator is often forced to travel to Tahoua to check his e-mail. This means that ASI sometimes deals directly with the coordinator by phone, which does not reflect the communications hierarchy.

I) MANAGING COMPLAINTS IN GENERAL

Complaints relating to the management of the community schools are received and dealt with initially by the school principal and facilitator. Where a solution cannot be found, the schools coordinator is directly asked to intervene. Where he is unable to resolve the problem, he calls on the Timidria sub-section in Tchinta which in turn contacts the BEN if a solution cannot be found. In the early stages of the project, the schools experienced a significant backlash from the former masters who undertook a campaign to convince parents that the schools were against Islam. The coordinator, Timidria's sub section and the local authorities held communities meetings regularly over a period over two years to discuss parents concerns and dispel their fears. The evaluation noted that it is now widely accepted amongst the communities that access to school is a positive vehicle for socio-economic development and empowerment.

VIII. CONSTRAINTS ON SCHOOL OPERATIONS

The main constraints on the way in which the schools are run relate to water problems caused by inadequate wells and the depth of the water table. Of the six community schools, only three have traditional catch basins, of these two dry up towards the end of the dry season.

Because of this difficulty, the coordinator has at times been forced to borrow available vehicles from the technical services and have water delivered from Tchintabaraden. If this is not a viable option, he rents a vehicle privately or borrows the village leader's car in Chinghorane and pays for whatever petrol is used. The water is transported in 20-litre tanks, but despite the coordinator's commendable initiatives the problem of water has not gone away.

This problem led to the closure of the Chinghorane school for a week and the Dalloussaye school for two days in 2010/2011. The parents were forced to take their children and what little livestock they had in search of the water holes on which their survival depends.

The second problem encountered by the community schools is intermittent delays in the receipt of grants and the transfer of funds. This has had a knock-on effect on the payment of certain bills. To deal with this, in late 2011 the coordinator was forced to go into debt in order to resolve the most urgent problems.

ASI has identified several reasons for this crucial challenge: a significant lack of financing to meet the project's needs as costs rise sharply.

1) **Low estimates in initial budget:** the initial costs of the project were projected on the basis of other community school projects implemented in Tillabéry. There was a failure to take into account the additional resources that would be needed to put in place the same activities in Tchinta, which is a much more complex and difficult environment with isolated villages.

2) **The impact of exchange rates and fluctuations on the financial markets:** unfortunately the value of sterling fell significantly prior to year 2. During the first year of the project £1 was worth 960 CFA, but it subsequently fell to 700 CFA. It has now recovered somewhat (£1 = 789 CFA) but the amounts received by Timidria have been significantly reduced.

3) **Additional canteen resources needed:** as early as year 2 there were signs of malnutrition with children falling asleep in class, regularly absent or falling ill. Because of the impact this had on their ability to learn and participate in school activities, Timidria and ASI asked the health authorities to examine the situation. They confirmed that more than 90% of the pupils were suffering from severe malnutrition. ASI and Timidria decided to reduce the associated risks by providing all the children with breakfast. This was initially introduced as a short-term strategy, but a certain number of factors related to weather conditions compelled ASI to continue: a lack of rainfall, water and food shortages, and the fact that a large number of parents were leaving their children with the village leader while they went off to find better pastures for their livestock. Indeed, these factors encouraged ASI and Timidria to provide three meals a day to some children (depending on their needs).

4) **Rising food and fuel costs:** similarly, the food crisis, which was worsened by the return of migrants from Libya and Ivory Coast, has caused food prices to rise sharply. This means that supplying the canteens now represents a financial burden that was not initially factored into the project.

5) The initial budget **did not take account of bonuses** given to teachers working in desert regions.

These factors make it clear that the project finances were placed under ever-increasing pressure. The Timidria members, at its national office in particular, have had to make personal contributions as required. The association has yet to find a second source of financing for the project, which means that ASI has had to take full responsibility in dealing with the recurring crises. It has sought additional financing from Comic Relief but unfortunately nothing was available. Comic Relief did respond positively when ASI proposed that the project should be limited to the six existing schools so that resources could be focused on the facilities already in place, instead of establishing two new schools as originally planned.

ASI's commitment to the project is clear: it has invested significant resources in fundraising for the schools and has managed to deal with the most urgent needs. However, the deficit has at times led to delays in the funds being transferred, which in turn meant that purchases and salaries were not paid on time.

Another constraint on the project is the fact that the schooling being provided is limited to primary education. Because of the distance separating the children from the secondary school in Tchinta, those about to complete their primary studies will be unable to progress any further. This will leave them exposed to practices such as early marriage and child labour.

The final concern is the permanent state of vulnerability in which these communities are trying to develop. Their former masters left them with nothing and the successive food crises and animal feed shortages that have affected Niger in recent years have further worsened the extent of this vulnerability.

IX. HOW THE MICRO-CREDIT SCHEME OPERATES

A micro-credit scheme was launched in the villages in 2007, when the first community schools were established.

The amounts received vary from one group to the next. ASI has raised funds to support the micro-credit scheme increasing the fund from CFA 500,000 to CFA 750,000 in Inazgar and Intatolène and Dalloussaye (the first schools established).

However, the fund was considered too little to distribute to individual women so the groupements decided to open community shops. In the other schools the money is used to finance various activities including fattening goats and small trade. 10% of the profits generated by these activities are put back into running the community schools and are used to purchase sports equipment and other much-needed material. As the fund has grown the credit is awarded to women belonging to the *groupement*. It operates on a rotating basis and must be reimbursed. Each woman receives an amount of between 25,000 and 35,000 CFA. The money is reimbursed over a period of three months, following which the same amount is granted to other women. The number of women concerned in each community varies between 28 and 46. These groups are governed by an internal regulation which must be adhered to by each individual.

Sanatte Alamoune, President of the Chinghorane women's group: "Timidria has taught us to manage our money and now we have the ability to manage larger sums. With the money we get from the group, we now own small ruminants, donkeys and even carts which help us in our daily tasks."

The micro-credit is monitored and supported by the animatrices who also monitors the management of the women's groups. Responsibility for overall supervision falls to the schools coordinator.

Despite the monitoring procedure put in place, the micro-credit scheme is subject to a few restrictions:

- In practice repayment defaults are mostly due to the loss of the animal (illness or escape); in such cases the repayments are covered by a collective guarantee.
- The small amount of the money distributed means that the women are not able to undertake more far-reaching activities that would earn them higher revenue.
- The relatively short repayment period (three months) does not allow the women to make their investment grow.

Agali Waidarane, Schools Coordinator: "We need to increase the grants we give to mothers in order to expand their income-generating activities. They want to set up goat-herding cooperatives for the schools and irrigated farming – gardens at the schools and perhaps even for the wider community. It is also important to extend the grants beyond the pupils' mothers so that we can help the communities as a whole to combat poverty and take charge of the children's schooling going forward."

X. RESPONSES TO EVALUATIVE QUESTIONS

Have there been any changes in attitude and behaviour by dominant groups in the area? How have these changes become apparent?

Yes, there has been a radical change in attitude on the part of some former masters, despite the fact that a very small number send their children to the community school. They have displayed massive support for the fight against slavery by purchasing Timidria membership cards. What is more, they have had the courage to ask for another community school to be opened in the village of Chimbangoran, which is dominated by the "nobility" (former slave-owning classes).

To give a typical example from the village of Chinghorane: three pupils from the once-dominant group (two boys and one girl) attend the community school where they play and eat with children from the former slave caste. In the evenings they study together.

Another example of a change in behaviour: two women from the so-called nobility have married former slaves, something that would have seemed impossible just a few years ago. This is due to the campaigns to increase awareness in the various communities and because of the mass advocacy campaign led by Timidria and ASI (another example of the impact of these campaigns is the successful court case of Hadijatou Mani, a former slave, against the state of Niger at the ECOWAS court, a process initiated by Timidria and ASI, although this was not directly funded by the Comic Relief grant).

Have there been any changes in attitude and behaviour by dominated groups? How have these changes become apparent? (E.g., have occurrences of early marriage or child labour decreased? What changes have been observed in children?)

Prior to the creation of the community schools

Society had no regard for the children, they were exploited with endless chores such as collecting wood, straw and water and taking the animals to pasture, and they were never given any recognition by their masters. Girls were married off by their masters at a young age, often as young as twelve, without the consent of their parents.

Inazgar village leader, Alhad Irkila: "Now we have come back to life and it's all thanks to Timidria. We will never abandon Timidria as long as we live. We don't know how to thank Timidria and its partners."

It is clear that the civic education the children are receiving has helped them to develop their self-esteem. Children interviewed expressed a sense of pride as they learn to read, write, perform basic calculations and express themselves in French. The school libraries give them access to books, further strengthening their understanding of the world around them. They are aware that they are the children of former slaves and are already keen to work hard at school to develop future careers that will allow them to take over from their parents in the daily fight against slavery.

The children we met see the school as a place of unity and solidarity. It encourages interaction with children from the schools in surrounding villages.

Fatouma Weislamane, a pupil at the Chinghorane school: "I'm very happy with the school. I work hard in class and I have many friends. I'm going to be a doctor."

Youssef Oumoudou, a pupil at the Intatolène school: "I like the school, I enjoy learning especially reading and eating rice and macaroni. The food is good."

Hidi Alhad, a pupil at the Intatolène school: "We sing in class with the teacher and we are happy."

The women expressed the following views:

"Before the fight against slavery began we were very poor and unhappy because we were deprived of everything - belongings and dignity.

No one had any regard for us and we worked non-stop day and night following our masters' orders. We and our daughters suffered sexual abuse and our husbands were destroyed as they had no authority over their own families. We had no control over our own children. We had no customary rights (we couldn't pray for the departed or lead prayers or marriage ceremonies). We weren't entitled to any property and we ourselves were the property of others. If we did something wrong, even by accident, we would get severe physical punishments that could result in death, and the person responsible would not be sanctioned. If a so-called "noble" woman had any kind of relationship with a "slave" or consented to a loving relationship with him, she would be persecuted and/or killed if she became pregnant.

We were reduced to objects to be used as our masters saw fit. We were condemned to live and die as slaves under a false religious pretext, in short we were indoctrinated and had no customary or religious responsibilities."

Thanks to the education and awareness campaigns led by Timidria and its partners since 1991 in the fight against slavery, these women say they are now free to manage their own lives and are entitled to own property and have a say in the lives of their spouses and children.

Their husbands now lead the daily prayers and perform funeral and wedding ceremonies. They also have the right to send their children to modern schools and can receive a religious education and take on roles with political, customary and religious responsibilities. In other words, they can move freely and look after their own affairs. Profits generated are equally shared between running the community school and expanding their shop business.

These income-generating activities have further strengthened the unity and solidarity of the women's groups in each village. The school facilitators regularly provide training to help them manage their affairs and offer advice on hygiene and sanitation.

Figures for the registration and attendance levels of boys and girls at the schools currently show an even split: approximately 50% boys and 50% girls. However, the coordinator is very much aware of the risk of early marriage as this is a very widespread practice in Niger. He has already led a campaign in the villages with the animatrices on this issue and hopes to develop gender policies in the way in which the schools are run by running workshops on gender equality within the communities.

To what extent has the introduction of micro-credit ensured the economic independence of beneficiaries (women in charge of the most vulnerable families)? Please provide examples that illustrate how this aspect of the project has been effective or ineffective.

The micro-credit allows women to take care of themselves and engage in activities that generate revenue such as running cooperative shops. This means that certain basic products previously not available in the villages are now accessible to the local community. The shops have already generated significant profits that are equally shared between running the schools and businesses.

Tidina Akawel: "The largest amount of money I ever received was thanks to Timidria."

Ajodate Abankawel, a member of the Changhorane women's group: "The micro-credit scheme has allowed us to settle in the village. It allows us to engage in activities that generate revenue and so that we can support ourselves."

Aldjodate Iltinine, from the Timidria sub-section in Tchinta: "Timidria is our whole world, the association sought cash transfers for the most vulnerable and we have indirectly benefited from this."

However, it is important to expand the micro-credit aspect of the project if it is to truly generate autonomy within the communities. The current available funds are not sufficient to allow the women to engage in activities that generate a lot of revenue (e.g. the purchase of goat herds would allow them to produce and sell goat's cheese at the cooperative). Greater funding would allow the scheme to make these communities economically independent.

Have there been any changes in the policies, practices or attitudes of decision makers which have benefited the communities? If so, how have the communities benefited? And have these changes been useful and favourable for the community?

From top to bottom, the mood throughout Timidria is one of great satisfaction at the extent to which these members have freed themselves from the bonds of slavery.

The former slaves are proud of their new status as free human beings, a status that has made them responsible citizens. They recognise the efforts of the national authorities, who introduced a law abolishing slavery in Niger. The fact that the State supported the creation of these schools has facilitated the establishment of settled communities, which in turn means their citizens can be included in the national census and have community leaders appointed.

These former slaves are now considered as full citizens and say they are proud to pay taxes. They say that their specific needs are communicated as much as possible to the State's technical services.

The authorities say they are satisfied with the community schools put in place and that these provide a high level of education. They also recognise the work of Timidria, which has managed to secure emergency aid during the various successive crises the country has faced. Examples of such aid include: micro-credit given to mothers, cash transfers to the most vulnerable families, the free distribution of food, vaccines against measles and whooping cough, and wells that have been built in the villages.

The fact that these communities are settled facilitates interaction with the State.

The impact of the project's advocacy work was also apparent in 2009, when the communities of slave descent around Tchinta were recognised as an administrative *groupement*. This meant they could elect a leader from the former slave community for the first time in October 2010. Malick represents more than 30,000 people, most of whom are of slave descent. Such representation by a traditional form of authority has allowed the communities to express their needs and assert their rights. They say this would not have been possible without the ongoing advocacy work done by Timidria and ASI. They have also expressed their satisfaction with two tribal leaders and several other village leaders from the former slave caste.

Chairman of Timidria's BEN: "The school plays a central role; it contributes to positive behavioural changes within our community. It provides a framework for equal opportunities among Nigerien citizens."

Since the return to democracy following the coup d'état on 8 February 2010, the local elected representatives of slave descent (Mayor, Deputy Mayor, town hall Secretary General) have been increasingly in contact with the authorities and the administration.

Mayor of Tchinta, Alhousseini Hamodi: "I am from the former slave community and now I am Mayor of Tchinta. To everyone's surprise my deputy and secretary general are from the same group."

Are the positive changes likely to be sustainable in the long term?

The overall strategy of this project in terms of combating slavery forms part of a broader anti-slavery movement involving a range of initiatives developed and implemented by Timidria and its partners.

The neutrality and involvement of the State in handling the slavery phenomenon is a factor that will contribute to the sustainability of the positive changes brought about.

Timidria's strategic plan to decentralise its activities encouraged greater responsibility within the communities at a grassroots level.

The strength of the former slaves is expressed by their increased participation in the life of their communities, the increase in confidence in calling for their rights, their unity and above all the increasing support received from certain dominant groups.

The continuity of the community schools is proof of their sustainability as they have paved the way for reconciliation between the children from both communities.

The increase in purchasing power among members of the former slave community will help consolidate all that they have achieved.

Weiglassane Weisslamane, Intatolène village leader: "It'd be better to end up in the guillotine than back where we once were."

However, parents and village leaders expressed their concerns about the children's education once they have finished their primary studies. There is no doubt that without the possibility of secondary schooling, children leaving primary school will be extremely vulnerable to practices such as early marriage and child labour. If the project is to fully achieve its objectives, measures must be introduced that would allow the pupils to continue their studies until the final year in secondary education (*Terminale*).

It was felt across the communities visited that they can only achieve full autonomy if certain aspects of the project are extended: micro-credit, access to water through the drilling of wells, and the creation of vegetable gardens to provide new sources of food. Several village leaders and women's groups expressed the wish to be supported in establishing goat/cheese cooperatives. These aspects would reduce the community's dependency on the school canteens, their vulnerability to rising food prices, and the need to leave their village to find suitable pastures for their livestock.

XI. RECOMMENDATIONS FOR THE FUTURE OF THE PROGRAMME

Community schools

In the next school year, begin the **creation of pupil councils** for each school, which can gather the views of pupils and represent these to the management committees and to project personnel; and can assist with tasks involved in the running of the schools.

Introduce **practical and vocational training** alongside the current curriculum, to enable pupils to develop skills such as woodwork, mechanics, sewing, dyeing fabrics, and cooking.

In the next project year, initiate dialogue with the Ministry of Education, to agree the most appropriate strategy for providing the pupils with the opportunity to continue their education through to the end of secondary level. The next project should aim to ensure that within five years, the proportion of children progressing through to the end of secondary education at least matches the national figure.

In the interim, the project should introduce procedures for **supporting the costs of pupils** to attend the middle and secondary school in Tchintabaraden, once they have completed their primary education. This will ensure their protection from child labour and early marriage.

Permanent construction materials should replace all existing materials that are vulnerable to destructive weather. Within two years all the existing schools should be safe from the effects of weather. All new schools should employ permanent building materials in their initial construction.

The project should ensure that each school has **one teacher per class**. This ratio should be universal by the end of the next project year.

New classrooms are necessary to meet rising demand within the communities served. The capacity of each existing school should be increased by one class within the next two project years (without affecting the teacher/class ratio).

An **additional vehicle** should be procured in the first year of the next project, to guarantee the project's ability to transport in adequate extra water supplies for any school that is experiencing periodic or chronic water shortages.

Boreholes should be sunk in the locations with most acute water problems; specifically the villages of Inazgar and Chinghorane. This should be accomplished as soon as resources can be secured to enable this.

A programme for general **literacy skills** should be supported within the communities, in order to enable parents to take a direct interest in education and become more involved in the schooling of their children. This should be sustained from the outset, for the full project period

Gender policies should be integrated into the running of the schools by providing training for the teaching staff, facilitators, COGES, APE and AME. One training should be provided for each school in the first year of the new project, repeated bi-annually for new members of these groups.

Micro-credit

The micro-credit scheme should be **enlarged**, to enable more women to be included.

The **size of the loans should be increased** in size, to enable a greater diversity in the range of economic activities that can be pursued, and particularly to enable higher revenue activities such as goats cheese-making.

The **length of the loan repayment periods should be extended** to six months, to enable the women's investments to grow.

Each of these improvements requires an increase in the micro-credit resources, and the next project should **double the funds** available from the outset and sustain this for the project life.

Capacity building training and advice to support the women's capacity for entrepreneurship and financial and business management should be strengthened, (including reading, writing and arithmetic skills), and be made available to all members of the micro-credit groups, new and existing.

This capacity building support should include providing the women with the knowledge, skills and practical assistance that will enable them to access funds from the networks of credit unions in Niger. The project should further support this capacity by engaging in dialogue with credit union networks on behalf of the community; during the first year of the new project, with the aim of ensuring that credit union funds are complementing the project's own micro-credit facilities from the second year onwards. The aim should be to ensure that, within its lifetime, the project achieves a point of sustainability where, should its own micro-credit support be withdrawn, the community would be in a realistic position to replace it with credit drawn from credit unions and other similar facilities.

Dialogue with Government

The role of the statutory authorities in supporting and sustaining the schools and community is critically important, and the project advocacy and engagement with the authorities should prioritise several key messages:

The survival of the community schools depends heavily on the availability of water in the areas where they are located. Government support for **high-capacity wells** (where modern boreholes are not an option) is critical if there is to be a definitive solution to the pressing problem of water resources;

The school canteens should be considered priorities for **emergency aid**, and the authorities should also develop a programme for emergency intervention in the villages where the schools are located in the event of food shortages, with priority given to the parents of pupils so they do not have to travel far away from the schools and their children;

It is preferable for children to have the opportunity to pursue their studies until the end of the secondary cycle (from *6ème* to *Terminale*). The government should therefore support measures which allow pupils who have finished their studies in these community schools to receive **secondary schooling**; either in their own localities or in Tchinta.

The authorities should consider support for **additional construction work in the schools**, and in particular the building of modern latrines to sanitise the premises and improve health and safety for personnel and the pupils. They should also consider constructing storage units to protect canteen food supplies against theft and flooding;

Government support for the construction of **first aid units** and the supply of pharmaceutical products is indispensable in the villages if the basic health needs of the communities as a whole are to be adequately met.

The national decision-makers must become more involved in resolving the critical issue of the state of vulnerability in which the once-dominated slave caste continues to live. They must ensure that the eradication of slavery in Niger becomes a reality.

Achievement of these objectives is outside the ability of the project to deliver, but the advocacy should nevertheless seek to build on the support and goodwill the schools programme has gained from the authorities, in order to secure government action on all these needs within three years.

Project structures and partnerships

Communications between project partners and staff should be strengthened, and project coordination and management systems and project operations in Tahoua would benefit from more direct and regular communications between the staff in Tahoua and ASI; and more reliable communications between Tahoua and Niamey.

The new project should ensure from the outset that the **salaries** (and/or bonuses) of all project related staff at the local level are sufficient to ensure satisfactory conditions in which to carry out their responsibilities and secure their commitment to their work in the long term.

Training should be provided to strengthen the monitoring and evaluation procedures by training the personnel involved (ASI, TIMIDRIA and the schools) in Most Significant Change and related relevant techniques and skills. The progress and impact of the project will be better understood and monitored as a result.

The project should intensify its efforts to **establish collaborative partners** with other relevant organisations, whose involvement would strengthen the impact of the work being achieved (WFP, World Vision, Samaritan's Purse, Oxfam, CARITAS, etc.). These efforts should be ongoing, until the project has been able to attain long-term sustainability for the schools and villages through the level of partnerships it has established.

CONCLUSION

This evaluation report can conclude that the strategy adopted by the project – to help end slavery by educating upcoming generations – was the correct one. The systematic rejection of all forms of slavery and the fight for basic freedoms have encouraged the black Tuareg community to embrace the introduction of community schools in Tchintabaraden. For these various communities, the schools represent a glimmer of hope that the slavery practices from which they suffered for so long can be definitively eradicated, and the continuity of these institutions is a permanent concern shared by the beneficiaries.

The high success rate of the community schools can be explained by the fact that the different stakeholders were able to combine their efforts in putting them in place. The various contributions that helped reach such an outcome can be summarised as follows:

Communities

Construction of classrooms, storage units and housing for teachers and other staff;
Availability of someone to perform chores related to water and firewood;
Designated security guard to protect school premises.

Support/advice from technical services

Periodic classroom visits from Inspector and pedagogic advisers;
Mass vaccinations and health education provided by district sanitation staff;
Women's groups overseen by department responsible for PDDE.

Anti-Slavery International

Provision of teaching materials, stationery and textbooks;
Library facilities;
Electricity for classrooms and courtyard via solar panel (one per school);
Remuneration for more than half of teaching staff;
Motivational bonus for all school staff;
Provision of pharmaceutical products;
Additional first aid training;
3 wells;
Funds for micro-credit.

Timidria is pleased with the various changes that have been brought about in a peaceful and secure manner. It supports the stakeholders' commitment to the fight against slavery and encourages them to work even harder to consolidate all that has been achieved.

The need for parents to leave their village and the crucial problem of water shortages are without a doubt slowing the development of these communities. But by expanding those aspects of the project that have assisted community development, we can help them become more autonomous and less vulnerable to the risks associated with this difficult environment.

XII. APPENDICES

1. Terms of reference
2. List of people we met
3. Data collection tools
4. Mission schedule
5. Sources

SOURCES

Initial report for 2011/2012 by Agali Waidarane

Year-end report for 2010/2011 by Agali Waidarane

International and strategic project grant 2005/2008/Annual Report (Comic Relief)

International and strategic project grant 2009/2010/Annual Report (Comic Relief)

TERMS OF REFERENCE FOR INDEPENDENT EVALUATION

1. BACKGROUND

The overall aim of the programme is to work towards the elimination of slavery in Niger by providing education to the current and future generations of children of slave status. Access to education is a critical component in the fight against slavery and associated discrimination as it helps to erode the traditional barriers that underpin the practice. It provides a platform for the assertion of other basic human rights and aims to improve living conditions and community organisation.

Niger is one of the world's poorest countries, with 60% of the population living on less than a dollar a day. Within Niger, the slave castes are the poorest and most marginalised sector of the population. A study carried out by Timidria in 2002 identified the Tahoua region as that with the highest number of slaves. This region is difficult to access and has little infrastructure. The marginalised, especially those from the slave caste, are profoundly isolated. The lack of social infrastructure for these people means that there is no official assistance to allow them to develop.

The specific objective of this project was to establish six local community schools to provide 400 boys and girls, some of whose parents experienced the conditions of slavery first-hand, with access to primary education in the isolated areas of Tchintabaraden and Abalak (Tahoua region).

These schools provide high-quality primary education, as well as meeting nutritional and medical needs. They also act as community centres for families subjected to slavery, whose lives have focused on duties and who have been deprived of all rights. The schools provide monitoring of child welfare and literacy as well as micro-credit for mothers. Former slaves and their masters are allowed to come together in a shared space. Responsibility for the educational programme falls to the Ministry for Education, although Timidria helps to ensure there is an effective right to education granted to the most marginalised communities. The individuals and families affected by this project are better equipped to experience the means required for self-sufficiency beyond the world of servitude and also to understand and assert their rights.

The children follow the curriculum as defined in the national programme. They also learn about the principles of civil and human rights, especially the notion that the entire population of Niger is free and equal. Within the school, the children of former slaves and masters establish relations based on equality; this will help them to break down the barriers that separate the two communities, which in turn is sure to strengthen the confidence and self-esteem of child slaves.

Children in the schools have their health monitored and receive basic medical assistance and a first aid kit. They are also initiated to some basic principles for a healthy lifestyle. Balanced and nutritious meals are served in the canteen, thereby meeting the children's basic nutritional

needs; this is important in a nomadic region that has been particularly exposed to food shortages.

The objective was to combine this project with other civil society and NGO initiatives. The project is part of a wider strategy to introduce a series of discussion forums at a local, regional and national level involving traditional leaders, religious leaders, human rights organisations, development NGOs, civil society representatives, the media and government officials. These forums aim to identify the necessary measures for the problems and needs of the slave community to become a priority concern. The community schools programme is important for this process in that it shows that the "slave" community is able to organise and care for itself, and does not represent a potential burden on the rest of society. The wider strategy also involves engagement with the judiciary, which includes training for magistrates and dialogue with them on effective implementation of the new slavery law and anti-discrimination measures generally.

2. MISSION OBJECTIVES

To assess the influence of the project on the lives of the communities and schools affected. Specifically:

- ❖ To what degree have project outcomes been achieved?
- ❖ Who has benefited from the project and in what ways?
- ❖ Have there been any unexpected outcomes? Any adverse effects?
- ❖ Have there been any changes in attitude and behaviour by dominant groups in the area? How have these changes become apparent?
- ❖ Have there been any changes in attitude and behaviour by dominated groups? How have these changes become apparent? (E.g., have occurrences of early marriage or child labour decreased? What changes have been observed in children?)
- ❖ To what extent has the introduction of micro-credit ensured the economic independence of beneficiaries (women in charge of the most vulnerable families)? Please provide examples that illustrate how this aspect of the project has been effective or ineffective.
- ❖ To what extent has the project helped target the social injustice suffered by members of the slave caste (for example, have people noticed a fall in discrimination, greater autonomy, children descended from slaves going to the same schools as children from other social groups, thereby promoting social equality)?
- ❖ Have there been any changes in the policies, practices or attitudes of decision makers which have benefited the communities? If so, how have the communities benefited? And have these changes been useful and favourable for the community?
- ❖ Are the positive changes likely to be sustainable in the long term?
- ❖ In what ways has the project contributed to the achievement of broader national goals to reduce slavery and provide services to those leaving or escaping slavery situations?
- ❖ To what extent have outside factors influenced project outcomes?

How has the project made a difference?

- ❖ What was the overall theory of change for this project? Has it been effective in bringing about lasting change in this direction?
- ❖ What were the major challenges and gaps in the planning and implementation of the project?

- ❖ What have been the most effective methodologies and approaches used by Timidria and Anti-Slavery International to bring about changes in people's lives? What has worked and what has not and why?
- ❖ How effective has project management been? (Please address risk management, monitoring, and financial and administrative systems.)
- ❖ Assess the nature of project partner relationships (local and national Timidria offices with each other and with Anti-Slavery). Have these relationships helped or hindered the delivery of lasting changes? For example, would it be better for Anti-Slavery International to work directly with the local Timidria office in order to facilitate project management and financing?
- ❖ Did the children targeted by the project participate in its design, development and implementation beyond their use of the services on offer? Were they given the opportunity to participate (e.g., contribute their ideas, give their impression of the services provided, or ask for changes or additional services so that the project might better meet their needs)? If so, describe the nature and extent of their participation (e.g., in what way did they participate, how many children were involved and how often?).
- ❖ Has the project been cost effective, delivering value for money? What financial problems were encountered?
- ❖ What are the key lessons to be learned from this project? And have they been shared with others?
- ❖ Have Comic Relief grant-making policies and processes helped or hindered the delivery of lasting change?
- ❖ In what way did Comic Relief's approach to grant management help or hinder the delivery of lasting change?
- ❖ Did Comic Relief's deployment of its organisational assets (use of the media, access to political decision-makers) help or hinder the delivery of lasting change? Are there any other ways in which Comic Relief has helped or hindered the delivery of lasting change?

3. Methodology

- ❖ Develop indicators for project evaluation with Timidria and Anti-Slavery International based on outputs developed in the project proposals.
- ❖ Develop questionnaire for data collection.
- ❖ Visit at least 3 communities (out of six) to interview a range of stakeholders including school children, teachers, facilitators, PTA representatives, mothers receiving micro-credit, village and community leaders, school inspectors, local authorities (mayor, prefect and governor), other local authorities responsible for health and water, and the local Timidria personnel. Please provide at least one in-depth case study.
- ❖ Assess the impact of national advocacy relating to the project, interviewing a range of stakeholders including representatives from the Justice and Education ministries, traditional and religious leaders, local human rights organisations, international organisations including Oxfam GB, Oxfam Novib and the World Food Programme.
- ❖ Conduct interviews with Timidria national office staff, Anti-Slavery staff, the Headmaster of Gillespie School, Islington (which is twinned with one of the schools in Niger), and Comic Relief representatives.
- ❖ Facilitate a final evaluation meeting with Timidria.
- ❖ Make recommendations for strengthening the design, implementation and effectiveness of the project with guidance on how changes can be achieved.
- ❖ Prepare a final evaluation report in English and a summary in French

4. Candidate profile

The consultant should be independent (of Timidria and Anti-Slavery International) with experience in undertaking evaluations in the development or human rights sectors, and should speak and write both English and French fluently, preferably speaking one local language (Tamecheq/Hausa) as well. Ideally the consultant would have experience of working with vulnerable communities, should be available throughout June 2011 and willing to travel to harsh and insecure environments.

5. Reporting

Final evaluation report:

Report (of no more than 30 pages) to contain: an Executive Summary; background information on the context and on partners; the purpose of the evaluation and the methods chosen; the outcome of these methods; at least one case study; outcomes and discussion; conclusions; recommendations; and appendices. Report should be consistent with Comic Relief reporting guidelines (attached – Appendices 1 and 2)

The report should be written in English and presented to Anti-Slavery International in hard copy and electronic formats, with the electronic document in a format compatible with MS Word.

The report in draft form will be sent to project partners for comment, and the final version sent to project partners. The final report will also be made available on the Anti-Slavery International website as well as to organisations and individuals working on similar projects and thematic areas that could learn from the experience.

RC April 2011

People we met during the evaluation process

Chinghorane School

Abdoulaye Aghali
Rhissa Douka
Founou Algalass
Mariama Ouhoumoudou
Zeinabou Alhousseini

Inazgar School

Mohamed Ilguilass
Hamidoune Alhad
Mariama Moussa
Aminatou Alhad
Maghnia Alkouboun

Intatolène School

Hamadoulana Akawel
Assitou Ilganiss
Hidi Alhad
Ahmoudou Amoudou
Cheffou Iddine
Youssouf Oumoudour

Village of Intatolène

Almountaha Akadama
Tislah Iddine
Tiddine Akawel
Iguibi Beilazane
Ilgoumat Galissoum, Chair of mothers' association (AME), Intatolène
Abdousallam Birkili, School Principal, Intatolène
Weiglassane Weyslamane, Village Leader, Intatolène
Amoudour Iklass, Chair of COGES, Intatolène
Alhousseini Ibrahim, Imam, Intatolène

Village of Chinghorane

Lahadiyat Alghaniss
Ilmouttaha Idine
Wadadji Mada
Aldjodak Abankawel
Sanat Alamoune, Chair of mothers' association (AME), Chinghorane
Ramatou Mamane, Facilitator, Chinghorane
Amadou Issaka, School Principal, Chinghorane
Tabassounssouk Agouzoum, Village Leader, Chinghorane
Sanate Alamoune, Chair of women's group, Chinghorane
Iddine Alamoune, Imam, Chinghorane

Village of Inazgar

Tawoukhi Zafourou

Laoudat Birghinidji

Algadaout Weighlssane

Djaddatetou Olagha, Chair of mothers' association, Inazgar

Mahaman Laouali Adam, School Principal, Inazgar

El had Irkila, Village Leader, Inazgar

Djeddate Olagha, Chair of women's group, Inazgar

Abdoulahi Achichi, Imam, Inazgar

Authorities and technical supervisors, Tchintabaraden

Mr Hassan Djibo, Prefect, Tchinta

Alhousseini Hamodi, Mayor

Issiakou Issa, Primary Inspector

Seydou Mahamadou, Manager of PDDE

Dr Oumarou Amadou, District Sanitation Director, Tchintabaraden

Alhousseini Taknite, Imam, Tchintabaraden

Agali Waidarane, Schools Coordinator

Focus Groups

Focus group with AMEs from three villages

Focus group with COGES from three villages

Focus group with APEs from three villages

Focus group with village sub-sections

Focus group with Tchinta sub-section

Focus group with Timidria BEN

Meetings in Tahoua

Sidi Ralé Allissbath, President of Timidria Tahoua

Sarah Mathewson, ASI

Romana Cacchioli, ASI

Meetings in Niamey

Ibrahim Habibou, Timidria BEN

Issoufou Hamidou, Oxfam

Weifane Ibrahim, Oxfam

QUESTIONNAIRES GIVEN TO PUPILS AT COMMUNITY SCHOOL

I. IDENTITY

1. Name and surname:
2. Age:
3. Sex:
4. Class:

II. LIVING CONDITIONS

5. Where do you sleep? At home At the school Other (please specify)
6. Do you have a bed and mattress? Yes No
7. Who feeds you? Parents School Project Other (please specify)
8. How many meals to you eat a day? 1 2 3
9. Do you have enough to eat at each meal?
Is the amount of food sufficient? Yes No Don't know
10. Who provides your clothes? Parents School Project Other (please specify)
11. Are you happy with your clothes? Yes No Don't know
12. Who looks after you when you're sick? Parents School Project Other
13. Are you satisfied with the level of care you receive? Yes No Don't know

III. STUDY ENVIRONMENT

14. What type of classroom do you have? Solid structure Straw hut Laterite mud
Other (please specify)
15. What type of seat do you have in class?
Table & bench Straw
Ground
16. If you have a table & bench, how many of you share a table? One (1) Two (2) Three (3) Four (4)
17. Is there lighting in the classroom? Yes No
18. Is their fresh air in the classroom? Yes No
19. How many levels are taught in your class? One (1) Two (2)
20. How many pupils are there in your class?
21. How many boys are there in your class?
22. How many girls are there in your class?
23. Is your teacher a man or a woman? Man Woman
24. Does he/she come to the school regularly? Yes No
25. Do you study in the evening? Yes No
If not, why not?
26. Do you have enough stationery? Yes No
27. Do you have enough textbooks? Yes No
28. Is your school in an enclosure? Yes No
If so, what type of enclosure?
Solid wall Laterite mud wall Fence Seko Branches
29. Is there anything that acts as an obstacle to your studies? Yes No
If so, what?

30. Is there anything that prevents you from going to school? Yes No
If so, what?

PRACTICAL AND PRODUCTIVE ACTIVITIES

37. Apart from what you learn in class, do you do other productive activities?
Animal breeding Gardening Weaving Sewing Art

V. LEISURE ACTIVITIES

38. Do you play any sport?

Football Handball Basketball Volleyball Jogging

39. Do you have the equipment you need for this sport? Yes No

49. Do you have the right facilities for this sport? Yes No

40. Do you do any other productive activities?

Animal breeding Weaving Sewing

VI. HOW PUPILS FEEL ABOUT SCHOOL

31. Are you proud to go to school? Yes No

If so, why?

If not, why not?

32. Has school changed your life?

Yes No

If so, how?

If not, why not?

33. What do you most like about school?

34. What are the advantages of going to school?

35. What do you not like about school? What is your least favourite thing?

36. Would you like to continue your studies further?

Yes No

If so, what profession/job would you like to do when you're older?

QUESTIONNAIRES GIVEN TO MOTHERS WITH CHILDREN IN COMMUNITY SCHOOLS

I. IDENTITY

1. Name and surname:

2. Marital status: Married Divorced Widowed

3. Age:

4. Profession:

5. How many children do you have?

Girls

Boys

6. How many of them go to school?

7. Are they boarded at the school? Yes

No

8. If so, do you visit them? Yes

No

Why?

9. Are you happy to send them to school? Yes

No

If so, why?

10. Do you carry out a revenue-generating activity (AGR)? Yes

No

Please specify.

11. Who provided you with the start-up funds?

State

Project

Credit union

Other (please specify)

12. Are you happy with the support provided?

Yes

No

If not, why not?

13. Has your AGR made you independent and autonomous? Yes

No

If so, how?

If not, why not?

14. Have you ever benefited from free food distribution or any other aid? Yes

No

If so, please specify:

When and from whom?

15. Do you encourage your children to stay in school as long as possible? Yes

No

If so, how?

If not, why not?

16. If the NGOs and other projects stop contributing to your community, will you continue to support your children's education? Yes

No

If so, why?

17. What was your socio-economic status prior to the arrival of the community schools?

18. What is your current relationship with your former masters?

19. How has your situation changed since the schools were set up?
20. What is your role at or relationship with the school?
21. What do you most like about the schools and why?
22. What problems have you experienced with the community school?
23. What are the main challenges you face?
24. When you encounter problems or have questions about life at the community school, whom do you usually contact?
25. Do you prefer your current or previous situation? Previous Current
Please explain your answer:
26. What do you say to others who are still trapped in the bonds of slavery?
27. What impact has this year's agro-pastoral crisis had on you?
29. What action do you propose to take to protect your means of subsistence?

QUESTIONNAIRES GIVEN TO SCHOOL PRINCIPALS

1. Name and surname:
2. Age/Sex:
3. Position:
4. Position held since:
5. Number of teachers:
6. Number of classes:
7. Student numbers:
8. Number of boys:
9. Number of girls:
10. Number of absentees: Girls Boys
11. Type of classrooms: Solid structure Laterite mud Straw Other
12. Is the school in an enclosure? Yes No If so, what type of enclosure? Wall Fence Branches
13. How many school benches do you have?
14. Do you have enough? Yes No
If not, how many more do you need?
15. Do you have enough stationery? Yes No
16. Do you have enough textbooks? Yes No
17. Does your school have a water supply? Yes No
If not, where do you get your water from?
Well Borehole Water hole
18. Does your school have latrines? Yes No
19. Is the children's study environment satisfactory? Yes No
If not, why not?
20. Do you organise meetings with the parents? Yes No
If so, what do you talk about?
If not, why not?
21. Do the parents visit their children? Yes No
If so, why?
If not, why not?
22. Is the teachers' work environment satisfactory? Yes No
If not, why not?
23. Are your pupils given leisure time? Yes No
24. What leisure activities have you chosen for your pupils? Sport TV Games
25. If limited to sport, then which one?
Football Handball Basketball Volleyball Other (please specify)
26. Do the children have the equipment they need for this sport?
27. Do any local NGOs make a contribution to the success of your school? Yes
No
If so, which ones?
28. In what way do they make a contribution?

29. What is the success rate at your school?

30. What are the main problems facing your school?

31. What kind of relationship do you have with the pupils?

Good Bad

Why is this?

32. What kind of relationship do you have with the parents?

Good Bad

Why is this?

33. What kind of relationship do you have with the NGOs that make a contribution to your school?

Good Bad

Why is this?

34. Do the pupils enjoy their new lifestyle?

Yes No

Why?

35. Are the pupils subjected to any conditions which impede or slow learning process?

Yes No

If so, which conditions?

36. Do your pupils engage in any productive activities? Yes No

If so, which activities?

37. What are the main problems you encounter in running the school?

38. What are the main benefits provided by the project to the community of former slaves?

39. If the project is to continue supporting your school, what aspects would you like to see improved?

INTERVIEW GUIDE FOR NGO AND PROJECT MANAGERS

1. Name and surname:
2. NGO:
3. Position held:
4. How long have you been operating in this village?
5. Do you contribute to the community school? If so, what kind of support do you provide?

Financial support Material support Other (please specify)
6. How often does your NGO receive supplies?
Monthly Quarterly Half-yearly Annually
7. Do you have control over the way the school's assets are managed? Yes
No
If so, how?
If not, why not?
8. What measures do you take when these management procedures fail?
9. Have you noticed positive changes in the children's behaviour and if so, what changes?
10. Do you offer assistance to the children's mothers? In what way?
11. Is this support to be repaid?
12. Are you satisfied by the way these women manage the support they receive?
13. Is supervising the children's mother is a concern for your NGO? In what way?
14. Do you organise training sessions for these women to improve their literacy and management skills? What kind of training?
15. Have you noticed changes in the women's behaviour? What changes?
16. Are you satisfied with the amount of assistance that you provide to the mothers and their children? Please explain.
17. Have the project's objectives been achieved? Please explain.
18. Who benefits from the project? How were they targeted?
19. What were the unexpected outcomes of the project?
20. What were the negative effects of the project?
21. What changes in attitude and behaviour did you notice among the dominant groups in the area? How have these changes been apparent in the lives of the mothers and their children?

22. What changes in attitude and behaviour did you notice among the dominated groups in the area? How have these changes been apparent in the lives of the mothers and their children?
23. How has the micro-credit scheme ensured the economic independence of the vulnerable groups (women)?
24. Please provide concrete examples to illustrate how the micro-credit scheme has been effective or ineffective.
25. How has the project helped combat the social injustice suffered by the former slave communities?
26. What policies were put in place by the decision-makers in favour of the former slave communities? Did these communities really benefit from the changes introduced and in what way?
27. Do you think these changes will have a lasting impact?
28. Is the contribution of the project's overall objectives to the reduction of slavery at a national level visible? In what way?
29. Did any external factors influenced the project's outcomes? What are they?
30. The government has declared a deficit in food and animal feed for the year 2011/2012. What strategies do you intend to develop in the Tahoua region – one of the country's most affected – to support its most vulnerable groups?

INTERVIEW GUIDE FOR TIMIDRIA

1. Name and surname:
2. Position held:
3. For how many years have you been operating in this community?
4. How many domains does your work focus on?
5. What are your impressions of the work done?
6. What are the anticipated outcomes?
7. What has been achieved in relation to the expected outcomes?
8. What remains to be done and how will it be achieved?
9. Are the once-dominant groups reacting positively to your work? Why and in what way?
10. Do the once-dominated groups support your efforts to effect change? Why and in what way?
11. What are your strengths and weaknesses?
12. How do you intend to remedy your shortcomings?
13. Do you expect your overall objectives to be achieved in the short, medium or long term? Please explain.
14. In what ways do you facilitate the reintegration of former slaves into the community?
15. Is the former slave community managing to make itself heard in the community's decision-making bodies? In what way?
16. What steps have you taken to secure the support of the once-dominant group for your actions?
17. Is the support of the dominant group essential if you are to achieve your overall objectives? Please explain.
18. What concrete and apparent changes have you noticed within the two communities?
19. How has the practice of early marriage changed within the community?
20. What about the practice of child labour?
21. Has self-esteem improved within the former slave community? In what way?
22. What percentage of boys and girls from both communities attend school?
23. Do the administrative authorities get involved in the implementation of your activities within the community? In what way?

24. If the project's main donor were to withdraw its support, what would be the future prospects for your organisation?
25. In relation to the 2011/2012 agro-pastoral deficit in the Tahoua region, what concrete steps have you planned for the areas in which you work and especially for the community schools?

QUESTIONNAIRES GIVEN TO CUSTOMARY AUTHORITIES

1. Name and surname:
2. Village:
3. Position held:
4. Do any NGOs operate in your village? Yes No
5. Which ones?
6. To which domains do they contribute? Education
Emergency aid Poverty reduction Other (please specify)
7. What impact has the work of these NGOs had on your community?
8. How does your community feel about these NGOs? Satisfied
Disappointed Please explain.
9. Have you noticed any concrete changes in behaviour due to the work of these NGOs in your community? What kind of changes?
10. Does the work of these NGOs meet your expectations?
Yes No Why?
11. In what ways have you helped their work?
12. In what ways has their work contributed to the development of your communities?
13. Do you feel that the micro-credit scheme has provided autonomy for the women concerned? Please explain.
14. As a local authority, what contribution do you make to the smooth running and survival of the school?
15. What added value has the school brought to your community?
16. Have literacy skills helped strengthen the women's ability to manage their affairs?
17. How well do you think the school's affairs are being managed?
18. What contributions have you made to ensure the children attend school regularly?
19. What kind of relationship do you have with those responsible for running the school?
20. What kind of relationship do you have with those responsible for running the project?
21. What suggestions do you have for the project and for your community?
22. How have this year's shortages in animal feed and crops affected the communities for which you are responsible?

INTERVIEW GUIDE FOR ADMINISTRATIVE AUTHORITIES

1. Department:
2. Position held:
3. Do any NGOs operate in your administrative unit as part of the fight against slavery? Which ones?
4. What are their primary activities?
5. What impact does their work have in your administrative unit?
6. How do your citizens feel about these NGOs?

Satisfied Disappointed

Please explain.

7. Have you noticed any changes in your administrative unit as a result of the work of these NGOs?
8. Does the different work done by these NGOs meet your expectations? Please explain.
9. What are the different ways in which you support these NGOs?
10. How has the work of these NGOs contributed to the development of your administrative unit?
11. As an administrative authority, in what ways have you facilitated the work of these NGOs?
12. What suggestions do you have for the project and the community for which you are responsible?
13. What kind of relationship do you have with those responsible for running the project?
14. How have this year's shortages in animal feed and crops affected the communities for which you are responsible?

INTERVIEW GUIDE FOR PARENTS' ASSOCIATION

1. Village:
2. How does your association work?
3. What kind of relationship do you have with those responsible for running the community school?
4. What is your impression of this relationship?
5. Are you involved in running the community school? In what way?
What do you think about the way it is run? What are its strengths and weaknesses?
6. What contributions do you make to the smooth running of the school?
7. What kind of relationship do you have with the projects and NGOs that contribute to the development of the community school?
8. What do you think of their work?
9. What changes in behaviour have you noticed among pupils at the school?
10. What changes in behaviour have you noticed among these pupils' mothers?
11. What are their current living conditions like?
12. What are their current levels of self-esteem?
13. Have the women in the group been made autonomous? Please explain.
14. How would you describe these women's level of satisfaction?
15. Good Medium Poor
16. What suggestions do you have for the members of the school's management committee?
17. How have the 2011/2012 agro-pastoral deficits affected your community?
18. What are your future prospects?

Mission Schedule

Dates	Departure	Arrival	Activities	Duration (days)
20/11	Diffa	Maradi	Travel	1
21/11	Maradi	Tahoua	Meeting with Timidria section Identify NGOs, projects and programmes currently active in Tchintabaraden	1
22/11	Tahoua	Tchintabaraden	Meeting with Timidria sub-section Contact with Prefect and Mayor Contact with Primary Inspector	1
23/11	-	-	Distribute interview guides	1
24/11	Tchintabaraden	Inazgar	Contacts and appointments with the local Timidria office (if there is one), tribal leader, religious leader, school authorities, parents' associations, women's groups, and school management committee	1
25/11	-	-	Distribute questionnaires and guides to target groups	1
26/11	Inazgar	Inatolene	Contacts and appointments with the local Timidria office (if there is one), tribal leader, religious leader, school authorities, parents' associations, women's groups, and school management committee	1
27/11			Distribute questionnaires and guides to target groups	1
28/11	Inatolene	Chinghorane	Contacts and appointments with the local Timidria office (if there is one), tribal leader, religious leader, school authorities, parents' associations, women's groups, and school management committee	1
29/11	-	-	Distribute questionnaires and guides to target groups	1
30/11	Chinghorane	Tahoua	Travel	1
01/12	Tahoua	Niamey	Travel	1

02/12	Niamey	Niamey	Contacts and appointments with Timidria office, Anti-Slavery Int., Oxfam Novib and GB, ANDDH	1
03/12	Niamey	Niamey	Distribute questionnaires and guides to target groups	1
04/12	Niamey	Niamey	Briefing with members of Timidria office	1
05/12	Niamey	Zinder	Travel	1
06/12	Zinder	Diffa	Travel	1
07/12	Diffa	Diffa	Tabulation of results	1
08/12	Diffa	Diffa	Analyse data	1
09/12	Diffa	Diffa	Draft evaluation report	1