

Sharing the Fruits of Experience from Guinea and Mali

Adult Basic Education for Participatory and Sustainable Development

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**Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes
*dvv international***

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The reports, studies and materials published in this series aim to further the development of theory and practice in the work of the Volkshochschulen (VHS) as it relates to international aspects of adult education – and vice versa. We hope that by providing access to information and a channel for communication, the series will serve to increase knowledge, deepen insights and improve cooperation in adult education at an international level.

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Preface

This book consolidates what we have learnt by bringing together a selection of reports and articles reflecting certain key aspects of the development of adult education activities supported by the NGO *dvv international* in French-speaking West Africa over the period 2002 to 2007. It is by no means comprehensive, either in geographical coverage or in terms of the lessons learnt.

From its Regional Office in Conakry – Guinea, *dvv international* manages a support programme to promote adult education in Guinea, a further programme in Mali from 2008, sub-regional activities, and projects in Chad, Mali, Burkina Faso and Benin.

In West Africa, the profile of *dvv international* is determined by reference to the major problem areas addressed by the MDGs, for which adult education tools may provide an effective solution. These tools focus on literacy/non-formal basic education, technical and vocational training, information, advice and support, sharing of experience, the search for synergy between agencies, and capitalization.

The design of the West Africa programme is based around a strategic goal that will remain valid beyond the support stage, which lasts in each case for three years.

“We have made a significant contribution to the institutional strengthening of non-governmental organizations (NGOs), underpinned the quality of adult education and demonstrated results, strengthened the academic structures providing basic and inservice training for adult education staff, and enhanced public interest and government support for adult education in the spirit of the overall goals recognised internationally.”

In West Africa, *dvv international* operates at three levels related to the three intended outcomes.

At the micro level, educational and community projects are supported under the motto of *“adult basic education for sustainable participatory development”*. Projects link major problems at local level such as setting up successful economic initiatives for self-development, protecting natural resources, and supporting savings and loan associations through literacy and activities encouraging the development of a literate environment. The strategic goal is to equip self-development organizations with the skills to devise their own action plans that will be taken into account in local development planning by regional government. One target group is made up of local council members and active citizens, who need to be well-informed and to have a stronger skills base if local government is to function as it should, if the public are to play their part, and if they are to work with community development plans. In the case of Guinea, *dvv international* has a wealth of solid experience in this field. The development of self-development organizations goes hand in

hand with the development of their micro projects, which is a first step towards increasing earnings, especially of women and young people. It remains to be seen how one target group, in this case unemployed young adults, might benefit from support in setting up productive small businesses that could provide more jobs.

The projects share a number of similar features and instruments. These are that:

- Projects last preferably for three years and aim at sustainability;
- Projects are designed using a participatory diagnostic process together with rural, women's and craftworkers' organizations, and with the local authorities;
- Decentralized technical services are involved (literacy, health, agriculture, environment);
- Initial and inservice training are organized internally according to the needs of the project;
- Monitoring is a major element of projects;
- Evaluation of Progress towards Change (EPC) and Project Monitoring and Impact Evaluation (PMIE) are used;
- There is exchange of experience between members of grassroots groups;
- Skills not available internally are sought from experienced NGOs;
- Tools tried and tested in other projects are used in, for example, drawing up plans to protect resources and managing savings and loan associations.

Initial and inservice training, and networking, play an extremely important part (at meso level) in strengthening the capacities of implementing institutions. They make it possible to react to needs for skills and enhanced information in order to make qualitative improvements in grassroots operations, to strengthen the planning and implementation capacities of NGOs, and to provide government services with the skills that will enable them to carry out their responsibilities.

At this level, projects have the following features and instruments:

- All partners are informed about the projects and the approaches used in other projects; synergies between project activities are identified at an annual evaluation and planning workshop;
- The selection of a topic makes it possible to deal flexibly with all partners' further training needs. From one meeting to the next of their interest and coordination circles (ICC), NGOs decide on the theme of the inservice training (examples of topics: designing a training plan for local elected politicians and leaders, outline planning to protect village resources, cultural reasons for low participation by women). Through the ICC, synergy is sought and there is an exchange of experience drawn from practice;
- Cross-cutting activities, one-off training seminars in the field of management and project monitoring, institutional diagnostic sessions and development advice are arranged for NGOs;
- Handbooks disseminate information about successful designs and innovations;

- Publications, exchange forums and network training sessions between NGOs are held at national and sub-regional level, along with study visits;
- The “Train the Trainers” project complements the programme in West Africa through the organization of major regional inservice training seminars, a “*Révue Electronique Adult Education Newsletter*” (REDAFF) in French and English, and bursaries for the study of adult education at the University of Ouagadougou;
- In the field of inservice training and university courses, and networking, we encourage cooperation between adult education institutions in French-speaking and English-speaking countries training. Examples are the networks PAALAE and PAMOJA, and the projects APAL and REDAFF.

Work that aims at results at the macro level must first address the weak points in government action, that is to say, any shortages of staff with responsibility for training and non-formal education/literacy at local and ministerial level, or lack of provision for learning opportunities in national policies and poverty reduction strategies. Secondly, indispensable adult education networks face problems simply in surviving.

In this context, the sharing of functions needs to be encouraged between government agencies and the civil society. Partnerships need to be consolidated or established between *div international* and other international bodies and networks, and between non-governmental agencies and universities in French and English-speaking West Africa.

The features of work at macro level are:

- Policy dialogue and support/advice for national governmental programmes;
- Inservice training for decentralized institutions responsible for monitoring literacy centres, and for national staff;
- Facilitation of interaction between the civil society and government action;
- Support with the drafting of strategy documents and with the content of public relations activities;
- Influence over poverty reduction strategies and NFE policies;
- Lobbying activities for networks such as REGA in Guinea and PAMOJA in Mali;
- Participation in regional and international campaigns and organizations such as UNESCO, ADEA, ICEA, PAALAE, PAMOJA.

As regards development policy, an important part is played in rural development and the development of the civil society on the one hand by cooperation between NGOs and self-development organizations and local government authorities, and on the other, by strengthening the capacities of NGOs. Structures that help disadvantaged groups of the population to organize learning activities contribute to developing the civil society. These activities are to be found in principle in larger-scale social, economic and political devel-

opment plans (rural and community development). The NGOs help the rural population to develop their resources and to play a part in local governance.

In this context, adult education provides relevant, practical and useful learning, training and information that respond to needs. The strength of *dvv international* resides in its participatory method of working and the flexible use of tried and tested new methods of adult education. These, combined with the pursuit of synergy and networking and with testing and applying innovations, help to attain the intended outcomes.

This sharing of learning could not have been achieved without the devotion, enthusiasm and commitment of many collaborators. It is not possible for me to list them all here.

I express my sincere thanks to all of them, and in particular to the literacy teachers, NGO staff and government services, the consultants and the authors of the articles, and the rapporteurs of the various workshops.

I should like to thank especially my colleagues at *dvv International West Africa* for their generous collaboration, their moral support, their professional assistance, and their unstinting advice and encouragement.

Henner Hildebrand

Bernard Hagnonnou

Reference Document Project for Designing Literacy and Non-formal Basic Education Programmes¹

Background

There is a pressing need for governments to address the unmet learning needs of young people. In many sub-Saharan African countries, large numbers of adults, indeed the majority of them, are illiterate, including out-of-school young people who have relapsed into functional illiteracy to differing degrees. Illiteracy rates vary from one context to another but are still high overall in most of these countries; an average of 60% may be regarded as a point of reference.

The populations concerned live in rural and peri-urban areas, in extreme poverty. It is difficult to achieve sustainable development with the full participation of these beneficiaries if they cannot be involved effectively because they lack the skills and the knowledge required for genuine self-development.

This collective discussion facilitated by Bernard HAGNONNOU of the Institut Alphadev in Cotonou, led to the production of a reference document intended to set out the stages needed in designing a basic education programme.

A number of different communications were presented, relating to policy documents and literacy approaches:

1. A draft national Non-Formal Education project in Mali presented by Moussa DIABY of Fondation KARANTA; this NFE Policy Document, which is being finalized, has the following features:
 - a) A participatory process of definition and validation involving agencies of several different types, from government, the civil society and education partners
 - b) A vision of Non-Formal Education relying on the political will to give the same importance to both the formal and non-formal sectors of education in Mali

¹ Synthesis of the work of the sub-regional workshop on basic education organized by IIZ/DVV West Africa Ségou – Mali, February 2006. With contributions by: Henner Hildebrand (*dvv international*), Siley Gorbal Sy (CNOAS – Senegal), Modiere Diakité (World Education – Ségou – Mali), ONG ALPHALOG – Mali, BougounaSogoba (NGO AMEDD – Mali).

- c) A frame of reference for NFE for all NFE agencies in Mali
 - d) An implementation structure drawn up in accordance with the principle of subsidiarity that enables national operators (NRC/NFE, decentralized institutions within the education system, NGOs, projects, etc.) to carry out activities designed as part of the strategic framework, and operational action plans
2. The Support Programme for self-development for rural people's organizations in the context of decentralization in Mali, presented by Idrissa A. GUINDO of the NGO AMEDD in Koutiala/Mali; this programme aims at:
- a) Strengthening the institutional and organizational capacities of community organizations through theoretical and practical training
 - b) Raising the standard of living for members of a producers' association by recognising the benefits of local initiatives
 - c) Diversifying income-generating activities through a series of practical training sessions associated with these activities
3. The development-oriented literacy strategy in Guinea presented by Abdoul Hamid Diallo, of *dvv international* Guinea, which features the following stages:
- a) A preliminary participatory diagnosis from which projects and programmes emerge
 - b) Projects in which literacy is an integral part of a development programme;
 - c) Income-generating activities that are sufficiently cost-effective to cover the expenses associated with literacy activities
 - d) An organization and a structure based on the training of endogenous facilitators and community awareness-raising so as to ensure that activities are truly self-managed
4. The multidimensional community programme focusing on a literate environment of the Tin Tua Association of Fada N'Gourma in Burkina Faso. This programme, presented by Dr Anselme Yaro, has been in existence for 15 years in the east of Burkina Faso, where it provides a framework and training for five hundred village groups. The strategic emphasis of the activities undertaken is on the following aspects of community development:
- a) Basic education
 - b) Food security
 - c) Decentralization

The basic education involves two stages of between 300 and 360 hours, split between basic literacy, functional literacy and then literacy in French. A literate environment is created by means of a printing works and a distribution network for magazines and books. The programme adopts a participatory approach both in man-

agement and at institutional and organizational level, with a strong emphasis on developing endogenous resources.

5. “Socio Literacy” in Senegal, presented by Sileyé Gorbal Sy of the *Coalition Nationale des Opérateurs d’Alphabétisation* (CNOAS) in Senegal. This integrated approach, which is based on learners’ needs and activities, starts from learners’ concerns and builds up projects and programmes in which literacy includes elements of specific training to combat poverty, besides purely instrumental learning. This approach subscribes to the motto put forward by UNESCO:
 - a) Learning for knowledge
 - b) Knowledge for action
 - c) Action for change
6. The WORLD EDUCATION experiment taking place in Ségou, in Mali, presented by Ms Modiéré Diakité. This is a literacy programme specifically aimed at the parents of children to enable them to help improve their children’s schooling by following up the work done in school. The programme has the merit of applying the “*faire faire*” (getting things done) principle by working with a local NGO, and also features the introduction of materials known as KENKAJOU, and the close involvement of decentralized communities and groups.
7. The experience of the NGO FANDEEMA from Kayes in Mali, presented by Cheick Oumar Traoré and Bamba Keita. This is a literacy programme involving 175 villages in the districts of Kayes and Kégneba. The programme has two elements: basic literacy and post-literacy, using topics based on the needs of learners; it aims to establish a literate environment on the basis of village libraries and the promotion of endogenous writers. The programme also encourages the creation of bridging centres that allow children aged from 9 to 12 years to join formal education late.
8. The National Literacy and Adult Education Policy (NLAEP) in Madagascar, presented by Jacqueline Helijaoarisoa Rabemila, of the NGO AFISOD in Madagascar. This is a reference document for literacy and adult education in the country, and comprises:
 - 8.1. The principles of a NLAEP:
 - a) Definition of the general and specific aims of LAE
 - b) Framework and guidelines for poverty reduction and meeting basic educational needs
 - c) Professionalization of activities and those directly involved
 - d) Points of reference and pointers for comparative reading
 - e) Stabilizing learning

- f) Literacy and adult education – national priorities
- g) Decision-making and enlarged partnership bodies at local, regional, national and international level

8.2. Lines of action:

- a. Activities at grassroots level
 - i. Organizing consultation forums
 - ii. Setting up Polyvalent Resource Centres
- b. Technical application and grassroots action level
 - i. Methods of designing, developing, producing, disseminating and maintaining teaching materials and other educational and learning equipment.
- c. Management and pilot level
 - i. Effectiveness of the spread of skills;
 - ii. Clarification of relationships;
 - iii. A Management Information System (MIS);
 - iv. Coordination of geographical distribution.
- d. Research level
 - i. Capitalization of experience, with a view to establishing national expertise;
 - ii. National structures such as an *“Institute of Applied Educational Research”* responsible for research and development in literacy and adult education.

9. The experience of the NGO Potalmen of Natitingou in northern Benin presented by Bio Orou. DJEGA is a programme based on an ideal, POTALMEN meaning *“Our Union”*. This programme results from the wishes of Peul stock-breeders, both men and women, who are literate in Fulfulde, as part of the implementation of a stock-raising promotion project (PPEA/GTZ) in Atacora, in northern Benin. Activities have become diversified since 2001 in accordance with the wishes of the group, thereby enlarging its field of action to cover the following fields:

- a) Strengthening the organizational capacities of grassroots organizations (women’s groups, learners’ groups);
- b) Information, education and communication (e.g. combating female genital mutilation, HIV/AIDS, Peul cheese and milk hygiene);
- c) Protection of the environment (programme to conserve and manage natural resources by setting up botanical gardens).

The current results of this programme include: 90 literacy centres; 7364 participants including 1932 women; 90 trained literacy teachers; five books published in addition to the bi-monthly newsletter; creation of six community schools with 300 pupils

Discussion and Concerns

A number of concerns were expressed in the course of the discussion that followed these various presentations. They can be summarized under the following points:

1. How can a sustainable literate environment be created and expanded in national languages?
2. What is the real cost per learner for literacy that combines instrumental learning, specific training and community development?
3. How can providers and funding bodies disengage so that learners and communities genuinely manage their own development?
4. What partnership is needed between the state and the civil society for effective non-formal education?
5. What contribution can the state make through the national budget to guarantee consistent resources for good-quality non-formal basic education, in the light of the major challenges of Education for All?
6. What is the profile of providers that used merely to provide literacy but must transform themselves into genuine agents of community development?
7. What needs to be done to ensure that a national non-formal basic education policy is adopted in each of the countries in the sub-region and that there are the institutions that will guarantee that this is implemented effectively?

Analysis of the Features of the Approaches Described

- The overall aim of the different approaches described at this workshop is to eradicate illiteracy and to enable communities to develop for themselves by learning to read and acquiring practical skills;
- The teaching processes are usually based on a range of literacy methods that form the basis for different types of learning.

The Learning Content Includes

- An introduction to the instrumental skills of reading/writing and written calculation;
- Post-literacy focusing around general knowledge associated with topics such as health and bodily hygiene, the environment, etc.;
- Specific practical knowledge associated with the beneficiaries' productive activities, and in particular with the management ideas recently introduced in some programmes

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Some Findings

- The approaches described above mark the beginning of a break with the approaches applied in French-speaking Africa, which have for decades been marked by the predominance of literacy consisting essentially in the acquisition of basic reading/writing skills without sufficient stress on the practical skills needed to encourage endogenous development;
- A powerful new trend has emerged in recent years with the introduction of specific training linked to beneficiaries' socio-economic activities, and most of the programmes presented reflect that trend:
 - Five out of seven of the literacy programmes presented focus on the link between knowledge and skills on the one hand, and self-managed advancement and endogenous development on the other;
 - Two of the seven programmes focus principally on literacy and the literate environment; and lastly
 - Two of the presentations relate to policy documents;
- A few programmes are the exception to this approach of literacy pure and simple that has applied generally for a long time; these are notably the Tin Tua programme in Burkina Faso, which chose at the outset (15 years ago) an orientation clearly based on an integrated approach that saw literacy as a tool for the self-development of the beneficiaries for the purpose of sustainable endogenous development;
- However, in general terms, the approaches adopted in most countries in French-speaking Africa do not adopt a holistic perspective of designing and applying an integrated education/training strategy for development, which should include:

- Acquisition of a full range of academic, theoretical and practical knowledge in four fields of knowledge – languages, mathematics, life and earth sciences (LES) and social sciences;
- Mastery of functional skills that can be applied directly (e.g. in managing socio-economic activities) for the purposes of self-advancement and endogenous development conducted by the beneficiaries;
- The training of trainers at various levels (university, training institutes specializing in adult education) to professionalize the practitioners responsible for passing on knowledge and practical skills.

In view of these inadequacies, and with the aim of stimulating the design and implementation of basic education programmes directed at integrated development, the Ségou workshop participants decided to work towards a project to draw up a reference document that would meet the need to standardize approaches and to adopt national non-formal basic education policies reflecting the fundamental concern with adult education as part of the struggle for sustainable development.

Aims of the Reference Document

- To make available a strategic plan by means of a clearly expressed approach to the design of non-formal basic education programmes for young people and adults in the West African sub-region and in Madagascar;
- To foster the creation of a literate cultural environment in the national languages of the countries concerned;
- To help operationalize self-development mechanisms in order to reduce poverty;
- To foster the emergence and adoption of a shared strategy policy in literacy and non-formal basic education.

Methodology

The above-mentioned reference document builds on the work done at the workshop, which resulted in both a draft document and an agreement by participants to carry out additional research after the workshop.

This additional research has made it possible to feed in further high-quality contributions, particularly from the World Education representative in Ségou, Mali, Ms Modière Diakité, from the NGO ALPHALOG in Mali, and from Henner Hildebrand, the resident representative of *dvv international* in West Africa. The provisional versions of the final report have been drawn up by Syleye Sy of Senegal and Bougouna Sogoba of the NGO AMEDD in Mali.

The global synthesis of all these papers has made it possible to finalize this reference document, the content of which should nevertheless not be regarded as immutable in time or space; it is a guide and a starting point, and needs to be placed in context when it is used so that it is constantly improved.

Table of the reference document

1.1 Process of designing a NFE/BE programme

Goals	Reasoning	Quality indicators
<ul style="list-style-type: none"> • Identifying an issue, that is to say, a set of problems related to an aspect of the life of the population; e.g. illiteracy and poverty in a given environment 	<ul style="list-style-type: none"> • Correct appreciation of the issue in the context in question makes it possible to adopt the appropriate research tools and educational approaches 	<ul style="list-style-type: none"> • Use of a specialist in NFE research • Systematic involvement of the beneficiaries in the process of identifying and analysing the issue
<ul style="list-style-type: none"> • Studying the environment by means of exploratory surveys and a feasibility study 	<ul style="list-style-type: none"> • A good knowledge of the situation in the environment is a prerequisite for a good match between training and needs 	<ul style="list-style-type: none"> • Use of participatory research tools (DP, RPRM, other analytical tools) • Systematic involvement of the community (local elected politicians, technical services and resource persons)
<ul style="list-style-type: none"> • Choosing the languages used in learning through negotiation with learners, bearing in mind the language pattern in the environment, and the aims and requirements of local development 	<ul style="list-style-type: none"> • Access to the written word in mother-tongue local languages and making these into effective tools for increased participation by the beneficiaries of development 	<ul style="list-style-type: none"> • Avoiding imposing the language of learning • Using the alphabetic system employed by the relevant national agencies to teach the transcription of national languages
<ul style="list-style-type: none"> • Drawing up an implementation programme for the training programme 	<ul style="list-style-type: none"> • Good planning makes it possible to identify goals correctly in order to implement programmes effectively 	<ul style="list-style-type: none"> • Goals must be • clearly defined • measurable and • achievable in the time set
<ul style="list-style-type: none"> • Selecting an educational approach and strategies that take account of the contexts, needs and aims of the educational projects in question 	<ul style="list-style-type: none"> • A relevant strategy makes it possible to meet beneficiaries' expectations and to provide the best chance of meeting the aims laid down 	<ul style="list-style-type: none"> • The educational approaches and strategies must meet criteria of: <ul style="list-style-type: none"> - a match between content and needs - effective teaching - short and medium term impact on the beneficiaries' living conditions

1.2 Aims

<ul style="list-style-type: none"> • To combat illiteracy and poverty • To foster the acquisition of knowledge, practical skills and “learning to be” • To foster the transfer of life skills to beneficiary communities 	<ul style="list-style-type: none"> • Universal access to good-quality education/training can increase people’s ability to take control of their lives 	<ul style="list-style-type: none"> • Education programmes need to: <ul style="list-style-type: none"> - Meet beneficiaries’ aspirations and preoccupations - Be directly useful thanks to functional skills that can be reinvested - Have a short, medium and long-term impact
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1.3 Objectives

<p>General objective</p> <ul style="list-style-type: none"> • Providing complete basic education in the fundamental areas of knowledge <p>Specific objectives</p> <ul style="list-style-type: none"> • Strengthening beneficiaries’ capacities through the transfer of functional skills • Promoting a literate environment in the national languages 	<ul style="list-style-type: none"> • Theoretical and practical knowledge allows beneficiary communities to take part more effectively in the development process at local, national and even sub-regional level 	<ul style="list-style-type: none"> • The objectives should: <ul style="list-style-type: none"> - Coincide with the vision and directions set out in national policy, if there is one - Meet the needs of high-quality EFA - Be measurable and achievable in the time set
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1.4 Implementation strategy

<ul style="list-style-type: none"> • Negotiation, finalization and release of the programme with the participation of all those involved (communities, government agencies, elected local politicians and other resource persons) • Adoption and implementation of requirements for the effective delivery of programmes, by means of moral and/or contractual commitments made by those concerned • Categories of persons making commitments: the host community, group leaders, supervisors, coordinators, government technical staff, management committees, resource persons, media, etc. • Partnership: creating and maintaining a dynamic partnership between all local agencies able to help achieve the objectives 	<ul style="list-style-type: none"> • Negotiation and the sharing that goes with it make it easier to clarify people’s roles and responsibilities, so that they take ownership of the programme • Commitments, whether contractual or not, are one of the ways of giving people real responsibility, which is a requirement for the success of a programme • Those who have taken on responsibilities can make a valuable contribution to achieving objectives by making their expertise available and giving moral and/or material support • Well-maintained synergy increases the chances of successful programmes 	<ul style="list-style-type: none"> • Involvement of all concerned from the outset (community, resource persons, NFE specialist technical services) • Account taken of participants’ periods of availability • Progressive adoption of the programme by the community • Contractualization of commitments (where applicable) • Creating personal relationships through partnerships
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1.5 Technical preparation

<p>1. Provision of learning materials (learning tools and media) after participatory needs assessment</p> <p>2. Depending on the approach, the teaching material is either designed in advance or developed with the active participation of the learners during learning</p>	<ul style="list-style-type: none"> • Appropriate tools accessible to learners help to create the optimum conditions for high-quality learning 	<ul style="list-style-type: none"> • Involvement of NFE technical services and resource persons • Pre-testing of tools to check their suitability for needs and their linguistic reliability • Existence of centre management tools (attendance register, preparation notes, etc.)
<p>3. Training of trainers using interactive methods</p>	<ul style="list-style-type: none"> • Effective training for trainers is a prerequisite for successful learning 	<ul style="list-style-type: none"> • Existence of recruitment criteria for trainers and group leaders • Content of training of trainers appropriate to the needs identified • Use of interactive methods

1.6 Sustainability strategies

<p>1. Involvement of the whole community (traditional authorities, elected politicians, voluntary associations, target group, resource persons, government, etc.)</p>	<ul style="list-style-type: none"> • Such involvement ensures the allegiance of the various bodies and encourages communities to take ownership of the programme 	<ul style="list-style-type: none"> • Strong involvement of all those concerned and clarification of their roles • Resource mobilization strategies in place • Existence of a management committee at the literacy centre • Cost of literacy activities appropriate to the financial means of the community
<p>2. Transfer of programme management skills to grassroots bodies (e.g. literacy management committees)</p>	<ul style="list-style-type: none"> • One of the surest guarantees of the sustainability of programmes is to equip local bodies better, enabling them to take on the management and monitoring of programmes 	<ul style="list-style-type: none"> • Training reports for members of the management committee and gradual transfer of support and monitoring to local bodies
<p>3. Support for development of community initiatives to be adopted by the beneficiaries</p>	<ul style="list-style-type: none"> • Gradual self-financing is the surest way of guaranteeing that beneficiaries and the host community adopt programmes for the long term 	<ul style="list-style-type: none"> • Adoption criteria: • Increasing contributions from beneficiaries • Membership fees, contributions in kind, etc.

1.7 Training topics

1.7.1 Training of trainers

<ul style="list-style-type: none"> • Language teaching methods (reading, writing, creating text) • Mathematics teaching • Social sciences teaching • Life and earth sciences (LES) teaching • Teaching of specific knowledge related to the needs of target groups • Group leadership techniques • Evaluation techniques and tools • Monitoring, supervision and evaluation methods (supervisors and training managers) 	<ul style="list-style-type: none"> • A good command of subject teaching methods ensures effective transmission of knowledge and skills 	<ul style="list-style-type: none"> • Criteria for selection of trainers (knowledge of adult education, literacy experience) • Existence of a guide for the training of trainers covering all learning content • Length of training varied according to whether initial or continuing: ranging from 2 weeks to 1 month
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1.7.2 Learning content

<ul style="list-style-type: none"> • Theoretical and practical knowledge in the above 4 fundamental knowledge disciplines • Other knowledge, namely: <ul style="list-style-type: none"> - Environmental education - Education for family life - Agriculture and stock-raising - Education for citizenship and local governance - Education for cooperative management, micro project management and promotion of rural organizations - Dyeing, soap-making, market gardening - Management of rural organizations - Conflict management and education for peace - Community participation - Gender and development - Civic and moral education, etc. 	<p>Allowing access to practical knowledge in all fields, and functional use of written communication and of all other new knowledge and skills, are the first stage in the achievement of independence, which must lead to the self-learning and self-development of beneficiaries</p>	<p>Quality criteria:</p> <ul style="list-style-type: none"> • Match between content/expectations and needs of beneficiaries • Balance between theoretical and practical knowledge • Acquisition of functional skills that can be re-used directly in development activities
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1.8 Teaching and learning strategies

<ul style="list-style-type: none"> • Use of interactive methods consisting in placing the learner at the centre of the learning process • Good command of how to teach the subjects on offer • Use of appropriate group leadership techniques and tools • Use of teaching materials that suit needs <p>N.B. Some approaches do not require materials designed in advance</p>	<p>Interactive methods:</p> <ul style="list-style-type: none"> • Aim to create a psychological environment in which learners become self-confident • Recognise learners' endogenous knowledge, leading to rapid, effective learning, learning • Create and maintain active participation by learners • Ensure a good match between the content of programmes and learning needs 	<ul style="list-style-type: none"> • A system for monitoring/ supervision of group leaders, who must systematically: <ul style="list-style-type: none"> - Ensure learners write, read and compose texts in different genres - Ensure learners can observe, describe and rationally explain natural and social phenomena - Use materials designed to suit the needs identified during the participatory diagnosis
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1.8.1 Length of learning

<p>Establishment of a continuum of education comprising:</p> <ul style="list-style-type: none"> • An introductory stage • A reinforcement stage to achieve mastery of skills • A stage of acquiring practical knowledge • A bridge to formal education for children aged 7 to 12 years 	<p>The basic education process must be complete, that is to say, must include the minimum fundamental theoretical knowledge and functional skills for the vital activities of production, communication and exchange</p>	<ul style="list-style-type: none"> • Existence of a description of the full education course, comprising: <ul style="list-style-type: none"> - Stages, levels and qualifications - Course progression in stages - Skills and abilities developed at each level - Length of learning varying according to educational aims (a complete 3-year basic education stage is the minimum)
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1.9 Beneficiaries

<p>All social classes and age groups are involved:</p> <ul style="list-style-type: none"> • Children from 7 to 12 years of age in areas without school infrastructure • Out-of-school young people and drop-outs over 12 years of age • Adults aged 15 years and over (all social and occupational categories) • People in difficult circumstances (disabled, refugees, etc.) • Women and girls, etc. 	<p>Taking all sectors of the target population into account ensures equity through equal access for all to high-quality basic education</p>	<ul style="list-style-type: none"> • Achievement of a gender balance in learner enrolments • Encouragement of positive discrimination in favour of women, linguistic minorities, etc.
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1.10 Expected results

<ul style="list-style-type: none"> • Acquisition of skills in reading/ writing, composition of texts, and written calculation/ management • Knowledge of cross-cutting topics (health, environment, citizenship, voluntary activities, recognition of some socio-cultural practices, etc.) • Specific knowledge (practical skills relating to various activities) • Reinvestment of learning in everyday life for sustainable development 	<p>Access to practical knowledge in all fields and functional use of written communication and of all other new knowledge and skills increase self-development and improve chances of endogenous development</p>	<p>Norms vary from one context to another, but the overall criteria must include essential skills, i.e. the ability to:</p> <ul style="list-style-type: none"> • Read, understand and compose general, technical and functional texts of varying length in different genres • Understand and use mathematical concepts and approach • Understand and scientifically explain natural phenomena (LES) • Understand and rationally explain social circumstances (social sciences) • Have a command of practical skills and be capable of using them in everyday life
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1.11 Monitoring/evaluation

<ul style="list-style-type: none"> • System of close, regular monitoring of educational activities 	<p>Regular monitoring allows checking of effective use of teaching methods and proper functioning of programmes with a view to the best possible achievement of objectives</p>	<ul style="list-style-type: none"> • A regular monitoring system in place • Average frequency of two visits per month
<ul style="list-style-type: none"> • Appropriate evaluation system (methods, tools and indicators) 	<p>Monitoring and evaluation must permit measurement of the effectiveness of approaches and the achievement of the goals set, as well as the impact of programmes</p>	<ul style="list-style-type: none"> • Plan for evaluation by objective (self-evaluation and other forms of evaluation) • Involvement of the NFE technical services trainer

1.12 Capitalization and recognition of learning

<ul style="list-style-type: none"> • Consolidation of knowledge and skills acquired through constant re-use in all spheres of activity (social, economic, cultural, political) 	<p>Greater reinvestment of learning (knowledge and skills) leads to enhanced quality through more rapid endogenous development</p>	<p>Impact indicators specified in the expected results of programmes, i.e.:</p> <ul style="list-style-type: none"> • Written use of national languages in education systems, local government, management of rural organizations, etc • Learning made measurable in the short, medium and long term by means of periodic evaluations (self-evaluation and external evaluations)
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1.13 Innovation

<ul style="list-style-type: none"> • Exploring and promoting innovative approaches 	<p>Innovative approaches make it possible to:</p> <ul style="list-style-type: none"> • Meet challenges arising from emerging needs • Make learning more effective • Free up initiatives and recognise local potential 	<p>Innovations must meet the following criteria:</p> <ul style="list-style-type: none"> • Relevance to new expectations expressed by communities (content) • Effective resolution of new issues facing teaching in terms of teaching methodology
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N.B. The above reference list reflects the concerns arising out the experience of those involved in drawing it up, and is not definitive. Suggestions for widening the educational vision underlying it are invited so as to take into account the concerns experienced in comparable contexts.

Bernard Hagnonnou

Adoption of a Strategy to Create and Strengthen a Literate Environment in African Languages

Context

A sub-regional workshop was held for a month, from 3 to 27 July 2006, in Dabola, a small town situated in the centre of Guinea Conakry, attended by some thirty participants from six West and Central African countries, namely Benin, Cameroon, Guinea, Mali, Senegal and Chad, and from Madagascar.

This workshop was initiated by the West Africa Office of the Institute for International Cooperation of the German Adult Education Association (now: *dvv international* based in Guinea, with the aim of training literacy and adult education practitioners to implement a strategy to develop a sustainable literate environment in African languages of literacy.

The training was led by a number of facilitators. The principal trainer was Mr Bernard Hagnonnou, the consultant who had in 2003 written the baseline study setting out an operational strategy to create and strengthen a literate environment that was commissioned by the UNESCO multi-country office based in Bamako. Two other resource persons also trained participants to adopt information and correspondence tools (especially the written press); they were Mr Passy Bamba, a member of the Guinean Federation of Journalists, and Mr Lamine Bangoura, finance officer of the *dvv international* West Africa Office in Conakry, who gave an explanation of management tools for rural organizations.

The aims of the main study mentioned above, which was carried out in Northern Mali, were to examine the whole issue of the literate environment, and to define an operational strategy for its development. This strategy was broken down into modules intended for training literacy practitioners so that they could use them in order to put in place sustainable mechanisms, tools and practices to develop a literate cultural environment in African languages of literacy and post-literacy.

According to the overall conclusions of the study, which brings together all the mechanisms, tools and other measures needed to put the process into effect, a literate environment should be perceived:

- not merely as a simple stock of written documents in the national languages
- but as a gradual process of moving from oral traditions to written communication practices
- which can only come about through regular use of written communication by newly literate populations re-investing what they have learnt in their everyday lives
- such a process only being possible if a number of preconditions are met

Some Other Main Findings of the Study

Since literacy campaigns and programmes were launched in the French-speaking countries of Africa in the 1960s, critical evaluation has shown that

- the approaches and strategies implemented have achieved appreciable success in terms of introducing the beneficiary populations to reading, writing and written calculation, but
- the skills acquired have remained basic and tenuous, in the sense that neoliterates can neither fluently write nor fluently read texts of any great complexity, and cannot effectively use management tools
- in other words, the skills acquired have not been effectively functional, i.e. applicable in all circumstances and in a range of everyday activities

Furthermore, the literate environment generated by these programmes in African languages has remained embryonic, and has even receded in many countries where it achieved a remarkable rise during periods of intensive post-literacy. The literate environment also appears to act as a barometer of the qualitative changes expected to mark the gradual shift from a traditional African society that is essentially oral, to a society in which people enter into an era of written communication in their own languages, in the same way as the Koreans, Chinese and Japanese.

What remains of the first signs written in African languages that were erected at the entrance to villages and on the fronts of some public buildings in the 1970s and '80s in newly literate areas? Similarly, what has become of the newspapers from village presses that were avidly read by neoliterates in post-literacy languages in Benin, Mali, Niger and other countries such as Burkina Faso or Senegal? What has happened to the village libraries set up in the fervour of post-literacy in Mali and elsewhere? And lastly, what is left of the nascent literature created through post-literacy teaching materials and documents on specific topics?

State of the Literate Environment in African Languages of Literacy

The study mentioned above made it possible to arrive at an overview of the literate environment in Northern Mali, which served as the field for the research, and to reach conclusions that are in large measure applicable to the situation in other countries in the West African sub-region. The main findings are as follows:

- Practices associated with a literate environment are the result of the implementation of post-literacy strategies, the primary purpose of which was to reinforce the reading skills acquired by neoliterates – there was talk at the time of reading centres; a secondary purpose was to create a framework of regular literacy practices for neoliterates
- However, this literate environment was not subjected to in-depth research to establish operational strategies which would, if implemented systematically, have led to clearly planned follow-up actions, such as a publishing policy
- The strategies applied were isolated and did not take into account the full range of measures required to establish literate practices firmly, namely the written use of national languages in formal education, local government and other contexts of everyday life so that such practices become rooted in national culture, etc.

Lastly, the study showed that the reasons for this situation were to be found in the literacy and post-literacy approaches applied in most West African countries. The inadequacies of these approaches are summed up below.

Inadequacies of Literacy Approaches

Among the inadequacies of these literacy approaches may be cited:

- Discontinuity of learning, which can be divided broadly into three stages:
 - basic literacy launched in the 1960s and becoming general in the 1970s
 - post-literacy, which expanded in the 1970s and '80s
 - special training courses, which have developed very recently, since the early 1990s
- Such discontinuity was the result of the delay in introducing post-literacy, which was often launched several months, or even several years, after the end of initial literacy teaching, for reasons of institutional and organizational dysfunction that typified the implementation of literacy campaigns and programmes
- This discontinuity also led to loss of the knowledge and skills acquired through initial literacy, and sometimes to a return to illiteracy
- And lastly, the lack of technical writing skills among neoliterates meant that the literate skills acquired through such learning were poorly established, with the result that neoliterates could not write fluently; the ability to write words and phrases should not be confused with the writing of complex functional texts in a variety of genres for a range of uses.

The Requirements of a Literate Environment

In the light of the above inadequacies, the development of a literate environment remained theoretical since neoliterates had not acquired the ability to write and read fluently. That is to say,

- to take notes as a matter of course on every occasion
- to draft and present reports or the minutes of meetings
- to explain a social or natural phenomenon rationally and to write a commentary on it
- to express opinions in writing through correspondence, articles, etc.
- to work out and draw up basic accounts of activities
- to use management tools, applying them to specific activities (managing cereal banks, keeping daily accounts, etc.)

As can be seen, such **functional literate skills** cannot be acquired from a mere introduction to writing words and phrases, nor even from so-called functional post-literacy, the modules of which did not include the systematic learning of techniques for drafting texts or the scientific knowledge that would have fostered rational thinking and literate practices to support development activities.

It follows from the above findings that one prerequisite for the development of a literate environment is an institutional framework for continuing non-formal basic education, so that neoliterates can acquire rational thinking and functional skills, and can reinvest such learning in their everyday lives.

Have we systematically implemented literacy programmes that allow learners to acquire functional skills? From the various evaluations and critical analyses of the approaches developed over the last two or three decades, is it clear that this objective has not been met. This is demonstrated by the current state of the literate environment after three decades of literacy campaigns.

If there is to be a literate environment, it is therefore crucial that

- neoliterates should have the opportunity to acquire sustainable literate skills, and
- conditions should favour regular demand for these skills so that they become irreversible.¹

This is the precondition for their playing a substantial part in a planned, sustained process of gradually moving from orality to the written word in African societies where the almost exclusive use of foreign languages in formal education and government still predominates, to the detriment of a multitude of national languages.

1 Cf. the definition of a literate environment given by UNESCO.

How to Develop a Literate Environment: An Integrated Continuum

The process to be implemented must be continuous, that is, it must avoid an artificial separation between literacy, post-literacy (which has to be introduced sooner or later and is generally later rather than sooner), and special courses, which some target groups have never experienced. Such a separation has the consequences that are well known: loss of knowledge and skills, and sometimes even a relapse into illiteracy.

The continuum envisaged should have a time span of at least three years. However, every basic programme, ranging from three to six months depending on the context, should comprise a minimum curriculum that includes the following aspects:

- Learning topics chosen to match closely the activities and concerns of the target groups
- Teaching/learning of rational knowledge linked to these topics, and of technical knowledge linked to target groups' productive activities
- The acquisition of instrumental reading, writing and drafting skills, calculation and problem-solving skills, and skills to use management tools
- The whole process should lead, whatever its length, to a minimum of knowledge and skills, namely
 - the acquisition of rational knowledge and technical skills, initially in the field of activities of each target group
 - the ability to draft texts, and to use textual information, correspondence, management tools, etc.
 - the use of these tools as channels for applying knowledge in neoliterates' everyday lives

Such a process would also systematically make it possible at the same time to acquire:

- rational knowledge linked to the principal areas of activity of the target groups
- literacy skills which, in the case of neoliterates, consist of:
 - writing general and functional texts (stories, descriptions, reports, arguments, etc.)
 - reading, understanding and explaining texts dealing with topics associated with their context of life
 - understanding basic mathematical operations and techniques and applying these by using management tools in socio-economic activities

NB: It is important that the acquisition of topic-based knowledge should not be artificially separated from the acquisition of the literacy skills of reading, writing and calculation/problem-solving. The two types of knowledge need to complement each other, literacy skills serving to underpin rational knowledge.

Thus, learning an explanatory text will follow a session of explanation that might aim to demonstrate the causal links between an unhealthy environment (poorly maintained surroundings, polluted water) which encourages mosquito larvae to hatch, and the transmission of malaria to people.

Similarly, a text putting forward an argument will be studied as a means of examining controversial and polemical opinions, and will be structured in the form of thesis, antithesis and synthesis. Learning to set out written arguments is crucial since it firmly anchors learners' capacity for critical thinking on numerous social issues and conflicts, for example; a critical mentality is the foundation for an open mind and a culture of progress.

This process of integrated learning will make it possible to avoid an artificial separation between initial literacy and post-literacy, etc. Above all, it will give learning a sense of purpose and an immediate relevance, instead of the traditional approach of rows of syllables that adults are expected to repeat, and other such practices that treat them like children and reduce the effectiveness of their learning.

The **methodology** that needs to underpin this integrated learning will comprise the following stages:

- Encouraging learners to express their endogenous views on the topic chosen, which will often be empirical
- Encouraging them to subject their own views to critical reflection using MARP cognitive tools of analysis and other problem analysis techniques
- Raising doubts among learners at the end of this cognitive exercise, and encouraging them to reach findings and to make logical deductions
- Encouraging questioning of beliefs and other long-established irrational prejudices through local informal education systems
- Constructing rational knowledge that accords with this rigorous critical approach (hypothesis and deduction)
- Moving on to the stage of learning techniques for writing texts of various kinds, and text management tools
- Taking learners to an adequate level of expertise so that they are capable of using these tools effectively to apply rational knowledge in their lives

We regard this process of learning rational knowledge as crucial since lasting skills and knowledge will be unlikely to develop unless learners have first been enabled to realise

the irrational and often completely false nature of their earlier empirical perceptions.

It is enough, for example, to draw up a list of the words used by people to describe malaria in their national languages. This would reveal that these words embody empirical explanations of the disease which are more often wrong than not, but nonetheless govern the way in which it is seen and how people behave in response.

Given such empirical perceptions, the spread of ideas and the development that goes with it cannot occur without systematically calling into question empirical knowledge that is firmly rooted in centuries-old traditions.

Literate Environment and Sustainable Development

In the wake of such a process, neoliterates will more readily and effectively reinvest the knowledge acquired, by:

- capitalizing on methodical discussion and analysis of local issues
- producing general, technical and specialist documents
- using mathematical skills to resolve their problems
- using management tools in economic activities, and
- using all the everyday literate practices that will give rise to a literate environment which is sustainable because it results from an endogenous process

Such a process will only be possible if neoliterates have mastered the ability to write texts, and not merely the elementary ability to write words and phrases hesitantly and to read without expression.

In this context, the **literate environment**

- will no longer be a mere list of written documents generally produced without the effective involvement of neoliterates
- but will rather be a genuine process of moving from orality to writing, whereby newly literate populations actually use the written form of their languages, through cultural, economic, commercial, social and political activities

Grassroots development will then be able to take off again:

- promoting the national cultural heritage through the written description by people themselves of their religious artefacts, artistic objects, cultural practices, etc.
- ensuring the sustainability of socio-cultural values, and especially local practical knowledge (of medicinal materials) by restoring this knowledge to those who first possessed it, i.e. resource persons from the local environment who now know, for example, how to write explanatory texts
- promoting so-called oral literature, which will now be transcribed by village writers who have learnt and mastered the techniques of writing consecutive text

The literate environment will also become the medium for various forms of knowledge, namely:

- education for citizenship and human rights in the context of a democracy that will be reinvigorated at the grassroots
- education for a culture of peace
- education for people in better local governance
- specialist training courses to develop micro projects, etc.

Mechanisms, Tools and Media

This whole process presupposes the implementation of mechanisms, tools and media that are yet to be developed and must be closely linked to the contexts, situations and needs of target populations. These mechanisms may include:

- A local forum providing a framework for synergy between all those who can act as catalysts for the expansion of the literate environment by helping to train neoliterates to create and use various tools; among these persons may be mentioned:
 - literacy practitioners (literacy teachers, course leaders, trainers from national literacy services, NGOs, etc.)
 - staff of sectoral services supporting local development (health, environment, agriculture, animal husbandry, etc.)
 - resource persons
 - traditional practitioners
 - holders of endogenous knowledge, etc.
- A literate cultural centre that will provide a framework for a variety of activities:
 - courses of integrated non-formal basic education
 - a village library
 - literary competitions, collective listening to audiovisual broadcasts that are then transcribed, etc.

Tools to Develop a Literate Environment

The strategy requires the development of a whole range of tools needed to support a literate environment. However, the creation of tools must be guided by one fundamental principle which no longer means, as in the past, having documents and newspapers produced by a minority of literacy practitioners in national languages, some of whom do not always write accurately, or indeed have the skills to write texts in a variety of genres.

The weaknesses of such an approach have been seen in the unreliable translations of technical documents, the authors of which have found it difficult to reproduce technical concepts in national languages. This raises the whole issue of the creation of scientific vocabulary in national languages.

The new strategy intends that neoliterates should be able from the outset to

- master the techniques required to write texts in different genres (narrative, description, information, explanation, argument and instructions), not only in theory, but also to
- set out functional texts in these different genres (correspondence, reports, note-taking, etc.)
- and be familiar with and apply management tools in the context of the activities of their institutions (stock records in cereal banks, simplified book-keeping for economic and commercial activities, women's groups, etc.)

These skills are a prerequisite for neoliterates to take part in the literate activities for which these various tools will act as media and channels.

They will then be able to play a part in producing tools, e.g.

- village monographs in local languages, the creation of which provides excellent opportunities for participatory diagnosis of local problems and for devising shared local development approaches; participants' ability to write down the findings of these monographs will enhance their capacity to capitalize on technical monograph research techniques, such as
- newspapers and other periodical documents
- technical documents describing procedures useful in agriculture, poultry-keeping and fishery

The Question of Vocabulary

The difficulties associated with translation relate among other things to the creation of vocabulary, including adapting to national languages the new lexical and terminological concepts that accompany the rapid progress of science and technology. A start can be made on solving this problem by building up knowledge together with neoliterates, since they

- are the native speakers of their own languages
- will have acquired not only simple writing skills, but above all a critical mind and rational knowledge, as well as the ability to write complex, particularly discursive, texts (explanation, argument, description) etc.
- and will therefore be best placed to produce a technical discourse in those languages
- having learnt the form of discourse that enables modern knowledge to be constructed

Such an approach will allow neoliterates, as long as all other conditions are met, to produce an endogenous scientific discourse in national languages that fulfils the requirements of syntax, clarity and comprehensibility. One of the preconditions for meeting this goal is rigorous training of trainers.

Profile of Course Leaders

If this process is to be implemented, it presupposes rigorous training for course leaders with specific qualifications, at least four years of secondary education. If they are to pursue training assiduously, a system of motivation will also need to be introduced, depending on the context, to guarantee regular learning. In turn, they must be guaranteed rigorous training.

Training of Course Leaders

Training of course leaders must be:

- based on participatory methods which
- start in every case from the endogenous knowledge of the learners, and then
- encourage these learners to analyse, criticize (using MARP analytical tools) and question the empirical and irrational aspects of this knowledge, before
- constructing rational knowledge with the active participation of learners

The main tool of the course leader will be an adult education teaching sheet. Since the approach does not specify particular teaching materials, course leaders will need to prepare these teaching sheets both in advance and on the spot by

- collecting technical information from various resource persons and technical institutions, namely rural development workers, health workers, education officers, etc.
- consulting technical documentation relating to the various topics to be covered, which will revolve around the following four areas of knowledge:
 - transcription and techniques of written expression to create texts in six genres, and specific texts (story-telling, description and portraits, reports, correspondence, argument, newspaper articles, etc.)
 - the critical learning of rational knowledge dealing with social issues, the rights and duties of the citizen, decentralization, etc. (social sciences)
 - the critical learning of scientific explanations and human biology, animal and vegetable life, and natural phenomena in general (life and earth sciences)
 - the learning of mathematical knowledge applied to solving problems associated with production, marketing and other activities, and learning to use management tools

- devising teaching sheets that describe precisely the stages of each learning session, including:
 - the overall aim
 - specific objectives for acquiring notional or thematic knowledge, and instrumental knowledge that must eventually lead to the creation of a second text and texts in different genres
 - anticipated outcomes, and
 - evaluation

(See forthcoming *dvv international* publication of participants' reports from the Dabola Workshop for full details of teaching sheets.)

NB: Rigorous selection and appropriate training of course leaders of the required level (at least four years of secondary education) is one of the requirements for the project to succeed. To this end, multidisciplinary teams should be set up gradually by NGOs, institutes of applied research, training institutions, support structures for educational programmes, etc. These teams must include experts in languages, social sciences, life and earth sciences, mathematics and management, who are capable of providing training and adult education support for course leaders.

Other General and Specific Requirements

Other requirements must be met to consolidate the process of developing a literate environment in accordance with the approach described above. It is necessary to ensure:

- the adoption of national policies in the various countries, and
- the adoption of publishing policies to promote writing in national languages

This second concern is essential since many of those involved still confuse government action plans and sectoral education strategies with national literacy and adult education policy documents.

N.B. All those involved, including practitioners, need to understand this important institutional issue. It is inconceivable that a national literacy and adult education policy should be drawn up and adopted (within some ministerial cabinet) without the effective involvement of those working in the sector in question, and of the beneficiaries. The main criterion for the validity of a national policy document is that it should relate to the genuine concerns of those working in that field, and of the beneficiaries, and it is impossible to take these concerns into account without involving the latter.

Moreover, **the major purpose of participatory policy definition** is, in addition to this criterion of validity, that it should provide a framework and an opportunity for

- participatory diagnosis of the problems in the sector by all those concerned, including the beneficiaries
- collective definition of a national vision that is shared by those immediately involved and by decision-makers in the non-formal education sector
- formulation of strategic guideline objectives, implementation strategies, and in short
- adoption of the policy by those who will be responsible for putting it into practice

Forthcoming **sub-regional meetings** must methodically discuss this policy issue since it is a precondition for minimal harmonization, if only between the ways in which ministry decision-makers, national literacy directorates, NGOs and support structures need to understand the overall literacy approach, and the development goals that these processes aim to achieve in terms of education for all and the Millennium Development Goals.

In the absence of such a collective approach, the various interest groups within each country will continue to develop approaches in isolation, with the result that considerable resources are wasted on the hypothetical achievement of results that do not meet the expectations of beneficiaries and providers.

Conclusion

Like any innovation, the strategy outlined above needs to be widely disseminated so that it can be tried out in a variety of contexts, and its applicability measured. From this point of view, the initiative of the *dvv international* West Africa Office, which has brought together providers in seven countries, is to be welcomed.

Furthermore, this strategy has already been adopted by many practitioners and is beginning to be implemented in regions of Northern Mali (following training similar to that which took place in Dabola). It has already been tested in Niger, Benin and Burkina Faso (thanks in particular to IDEA, based in Geneva which promotes PDT, one of the components of the strategy) through three-year programmes.

Its gradual spread would at least make it possible to lay the foundations for the gradual process of developing a sustainable literate environment by moving from orality to written communication in rural communities in sub-Saharan Africa that still depend on inadequate oral traditions.

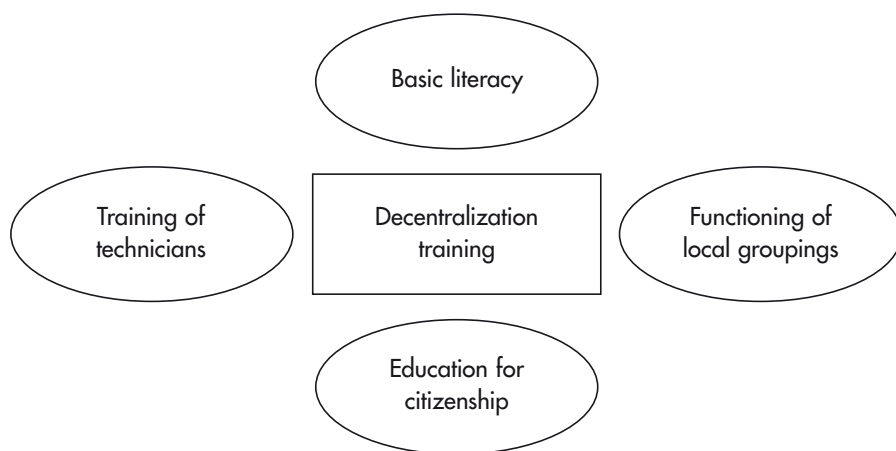
The great Malian writer Amadou Hampate Bah said that *"in Africa, when an old man dies, a library burns."* This is even more true today. There is no longer any need to emphasise the importance of writing in a world in which digitalization is driving the explosion of information and knowledge-based societies.

We know that Microsoft has just developed Windows software in Swahili, and will soon produce versions in Bambara and other major vehicular African languages. It would therefore be a disaster if the African populations speaking those languages were once more handicapped because they could not use the latest tools – computers and above all the Internet, which can truly be likened to a gold mine, given the mass of information that it carries.

A literate environment is therefore the way for our people to access this gold mine of information. And this raises questions for educational decision-makers, for providers of non-formal basic education and all forms of education for children and adults, and for their partners.

Training Practices to Strengthen Decentralization in West Africa: the Cases of Burkina Faso, Guinea, Mali and Senegal¹

Synthesis Report of the Workshop (Extract)



I. Aims of the Workshop

1.1. General Aim

To encourage coordination between support workers training for decentralization in Burkina Faso, Guinea, Mali and Senegal.

1.2. Specific Objectives

The workshop pursued three types of complementary specific objective, namely:

- Sharing approaches, methods and tools of intervention, and the results of activities carried out to promote decentralization;
- Analysing the lessons and limitations of the approaches, methods and tools of intervention used by those involved in decentralization;
- Putting forward ideas for improving the approaches and methods used up to that time.

1 23 to 27 September 2003 at the Centre Djoliba – Bamako.

II. Methodology

The workshop was arranged in the form of exchange visits to administrative institutions (National Directorates of Local Authorities and of the National Coordination Team) in Mali concerned with decentralization, and classroom sessions of exchange and sharing of experience. The latter were organized either as group or individual work, or as plenaries. Plenary sessions were used especially for discussion and approval by all participants of points of view put forward in the groups.

The first day was taken up with the introduction of those involved, and of the aims and objectives, expectations and purpose of the meeting. Participants were then organized in groups according to the country in which they were working, and exchanged and prepared presentations on the decentralization situations in those countries.

The second day was devoted first of all to the presentation of experience by the various persons taking part in the meeting. They were asked to focus on questions relating to the topics addressed in training, and to the teaching approach used with the group of learners. The rest of the day was then devoted to an examination of training practices and approaches, through interest groups formed on a voluntary basis. Each group made its own arrangements to report on its work during the second plenary session at the end of the day.

The work of the third day was carried out in the groups formed the previous day. These drew up recommendations for improving the approaches and topics of training for elected politicians. In the second part of the day, the various recommendations were pooled and submitted to participants. The comments and lessons drawn from the work were recorded, and an electronic copy was sent to the resource person or institution that had taken part in the workshop.

During the fourth day, the four groups identified the strengths and weaknesses of the training practices, and the different strategies to be adopted to ensure sustainability and to identify potential partners.

III. Results of the Workshop

The results are presented in the form of four sections relating to:

- The current state of decentralization in the countries of intervention
- Analysis of the main themes and the content of decentralization training for elected politicians
- Methods of ensuring the sustainability of systems and practices for training elected politicians

3.1. The Current State of Decentralization in the Countries of Intervention

Participants worked by country on the current situation of decentralization, using the following matrix:

- Period when the process began
- Principal reforms and dates
- Structures put in place
- Types of local authorities (characteristics, administrative level, etc.)
- Powers, prerogatives, responsibilities and competences transferred
- Level of education of local elected politicians (training needs)
- Outlook

3.2. Powers and Responsibilities Transferred

Generally, local elected politicians are expected to bring about the social and economic development of the geographical communities which they have been elected to represent.

Local authorities usually have general responsibility for conducting local government business and delivering local public services. This translates into responsibility for:

- Local administration and local public services relating to population records, management of archives, civil security, assistance and emergency aid markets and transport facilities, funerals, cemeteries, etc.
- Financial management and collection of financial resources
- Policing, etc.

Depending on the country, local authorities may be given sole responsibility for carrying out certain tasks. These often relate to:

- Development planning (Burkina Faso, Guinea, Mali, Senegal)
- Water and public hygiene (Burkina Faso, Guinea, Mali, Senegal)
- Natural resources, such as land, management of natural resources and land (Burkina Faso, Senegal), and management of the local heritage and water supply (Guinea, Mali)
- Education and literacy (Burkina Faso, Mali, Senegal), etc.

The case of Mali should be highlighted, where responsibility for health, water and education are only transferred step by step, as and when local politicians and the local authorities are judged capable of providing these services for their populations.

Countries have started out on a process of learning about decentralization characterized by:

- The testing and then the gradual spread of decentralization to all local authorities. Guinea and Senegal, for example, involved the different types of local authority only after a pilot or trial phase carried out in certain defined areas. In

the case of Mali and Burkina Faso, the first stage was carried out in an urban environment, and the process is currently extending into rural areas.

- The devolution of a limited number of areas of responsibility (a maximum of eleven in the case of Burkina), competence in which significantly affects the transfer of further responsibilities, which remain for the time being in the hands of central government agencies.

In the current context of decentralization, local politicians and local authorities must, if they wish to bring about the development of their areas, be:

- Able to handle the areas of responsibility devolved to them;
- Capable of negotiating with central government to ensure that the latter meets its own responsibilities in the local area;
- Familiar with the opportunities and arrangements that exist at international level for devising and implementing development plans suited to the local population, in the context of the political and economic integration of the countries in the sub-region.

3.3. Outlook for Future Developments and Training Needs

All the participants had a vision of the future for their country in which there would be greater decentralization of responsibilities. In order to achieve this, participants identified two areas of intervention to be explored in the short and medium term. These were divided into common issues, shared by various countries, and issues specific to one particular country.

3.3.1. Common issues

- All countries (Burkina Faso, Guinea, Mali, Senegal)
The questions raised related to:
 - Improvement of the information skills of elected politicians, and support and advice activities;
 - Encouragement of the effective transfer of responsibilities and resources to local authorities and local politicians;
 - Fostering of the social adoption of decentralization;
 - A national strategy for mobilizing decentralization resources and funding, including the reform of local taxation.
- Two countries (Guinea, Mali)
 - Strengthening of capacities, management of the conflicts generated by the reorganization of the territory;
 - Strengthening of capacities, and stabilization of human and financial resources;

3.3.2. Specific issues

- In Guinea
 - Launching the activities of the National School of Administration
- In Burkina Faso
 - Strengthening decentralization: increasing devolution
 - Strengthening decentralization: establishment of the institutional pyramid (creation of rural communes and regions)
- In Senegal
 - Strengthening decentralization: increasing the number of responsibilities devolved
 - Strengthening the democratic system: reforming the electoral system and admitting independent candidates
- In Mali
 - Strengthening the ability of local authorities to carry out their responsibilities fully;
 - Creation of consultation forums at central, regional and local level for the implementation of support programmes and the identification and analysis of needs;
 - Creation at national and local level of private provision capable of meeting needs;
 - Clear definition of the role of devolved government services.

In respect of the training needs of elected politicians, an examination of the situation country by country reveals a widely varying level of education. It is not unusual to find politicians in urban areas who have university education, while in rural areas, over 60% of elected politicians are often illiterate.

It is often found that a large part of the population in a country is literate in local languages with different Arab and/or N'Ko characters. However, it can be stated that the need for integrated literacy training is widespread in all countries. Apart from instrumental knowledge, local politicians frequently need to have skills in the fields of infrastructure management, local planning and environmental services, and the handling of decentralization, if local government is to perform its tasks more effectively.

3.4. Topics and Content of Decentralization Training for Local Politicians

From a summary list of the topics presented by the various participants it is possible to identify around eighty subjects covered in training sessions for elected local politicians.

3.4.1. Areas of training

(See Appendix 1: Priority topics and content)

Analysis of the topics made it possible to group them in four areas of training:

- Instrumental knowledge of literacy

- Knowledge and management of socio-economic opportunities
- Support, advocacy and lobbying
- Decentralization

The following three aspects of the specific area of decentralization training were identified:

- Citizenship training
- Training to improve the functioning of local authorities
- Training in local authority works management

What is interesting in participants' approach is the attention given to the training of intermediaries, in particular the staff of devolved agencies, as an integral part of decentralization training.

3.4.1.1. Training for technical staff

(See Appendix 2: Priority topics for the training of technical staff)

This training covers three topics, which are:

- The rights and duties of citizens
- Planning and management of local development
- Conflict management

At the end of the training, technical staff are able to:

- Better facilitate communication between elected politicians and grassroots populations
- Better manage voting operations
- Help to reduce infringements of the rights of citizens
- Better disseminate decentralization training
- Strengthen the involvement of citizens in decision-making
- Promote greater transparency in management
- Monitor the progress of the Local Development Plan
- Handle planning tools effectively
- Clarify the roles and responsibilities of those involved in local development
- Contribute to better understanding between those involved, and to a calmer social climate
- Handle conflict management tools effectively

3.4.1.2. Training to improve the functioning of local authorities

(See Appendix 3: Priority topics for the training of local elected politicians and leaders)

The training covers five topics, which are:

- Training in how local authorities work: roles and responsibilities of elected politicians
- Training in how local authorities work
- Training in works management
- Training in infrastructure management
- Training in management of local populations' development projects

At the end of the training, the local politicians and leaders will have:

- A better understanding of the roles and responsibilities of local elected politicians
- Better information, awareness and command of how local authorities function
- A knowledge of the roles and responsibilities of those involved in works management
- Mastery of market accounting procedures
- Stages of execution and follow-up
- Mastery of the concepts of infrastructure management
- The ability to make operational decisions in infrastructure management
- Mastery of planning methods and project monitoring and evaluation
- A knowledge of the roles and responsibilities of those capable of managing conflicts
- A knowledge of the roles and responsibilities of those involved in projects
- Mastery of the concepts and stages in project design

3.4.1.3. Citizenship training

The training covers three topics, which are:

- The relationship between central and local government
- Good governance
- The decentralization process

At the end of the training, learners will:

- Understand and be familiar with the prerogatives of central and local government
- Exercise their roles and responsibilities better
- Improve the functioning of institutions
- Understand texts governing the relations between central and local government
- Involve the civil society and opinion-makers more closely in the process
- Strengthen grassroots democracy
- Achieve greater transparency in the management of local affairs
- Involve the civil society more in the control of local affairs
- Understand the process better
- Achieve the social adoption of decentralization

In short, decentralization training rests on a training strategy that combines all of the following:

- Literacy, especially grassroots literacy, which must be applied among local elected politicians and leaders;
- Training for the technical staff of devolved services and intermediary organizations, to be delivered using systematic materials and made available to institutions and resource persons;
- Education for citizenship, involving both the local population, leaders and politicians;
- Training in how local authorities work, especially for local elected politicians and leaders.

The implementation of such a strategy would benefit from being part of a national training policy that takes into account the minimum requirements set out earlier in the document.

3.5. The Challenge and Importance of Ensuring the Long-Term Sustainability of Training for Local Politicians

The participants examined the approaches to decentralization training.

It is fortunate that there are at the present time legitimately elected politicians for whom training is relevant. There is no doubt as to the need for training. Clear, well-made training modules are currently available, and there are dedicated resource persons with a command of the topics and the local languages.

However, there are generally also a number of problems associated with:

3.5.1. Content

This refers to conceptual content, which may not be suited to the locality or may not fit linguistically. Moreover, because of the rapid development of the legal framework of decentralization, and of those involved, training materials and content are frequently inappropriate.

3.5.2. Attitudes

This refers above all to the strong resistance shown by some central government staff, and to the “*wait and see*” attitude of local councils, which may not be sufficiently proactive.

3.5.3. Rates of illiteracy

The wide variation between politicians (in education, age, etc.) makes it impossible to form homogeneous training cohorts.

3.5.4. Inadequate financial and human resources

This is seen in the lack of logistical and educational means among support structures, and in the poor funding of local operators. To that must be added the fact that local authorities seldom budget or provide for training posts.

3.5.5. Lack of synergy

This refers to the lack of synergy that exists between the providers of training for local politicians, and to the inadequacy, not to say the absence, of monitoring.

In order to respond to these various challenges, decentralization training has to be conceived as a process of transformation that must also take into account the question of the content and values, attitudes and interests of the different categories of

person and institutions involved in decentralization.

From this it can be deduced that successful, viable decentralization training means addressing a number of factors, including:

- Providing grassroots literacy by promoting and creating a literate environment and translating the legislation governing decentralization;
- Strengthening coordination between the providers of support, and expanding consultation and discussion at regional, national and international level;
- Setting up a system to monitor training, in particular the suitability of content and teaching approaches: this will make it possible to arrange specialist teaching sessions to update trainers;
- Encouraging social dialogue, in order to make decision-makers aware of social obstacles and to facilitate the mobilization of internal and external resources to fund training;
- Improving skills transfer, in order to ensure that the skills learnt are recognised and put to use; the learning process should be part of a knowledge-experience-action process that allows new learners to apply the knowledge they have acquired and to renew their skills.

IV. Recommendations

Decentralization training must take into account certain minimum requirements set out earlier in the document.

Participants agreed:

4.1. That decentralization training must include:

- Literacy, especially grassroots literacy, which must be provided for local elected politicians and leaders;
- Training for the technical staff of devolved services and intermediary organizations, to be delivered using systematic materials and made available to institutions and resource persons;
- Education for citizenship, which will involve both the local population, leaders and local politicians;
- Training in how local authorities work, especially for local elected politicians and leaders.

4.2. That if training is to be sustainable:

- The creation of a literate environment must be successfully fostered, and the legislation governing decentralization must be translated;
- Consultation and discussion between those involved must be expanded at regional, national and international level;

- A system must be put in place to monitor training, in particular the suitability of content and teaching approaches: this will make it possible to arrange specialist teaching sessions to update trainers;
- Social dialogue must be encouraged in order to make decision-makers aware of social obstacles and to facilitate the mobilization of internal and external resources to fund training;
- The skills learnt must be recognised and put to use; the learning process should be part of a knowledge-experience-action process that allows new learners to apply the knowledge they have acquired and to renew their skills.

In order to achieve this, participants put forward the following recommendations:

- A national training policy should be drawn up;
- Mobilization of financial resources should be improved, particularly by making the registration and collection of domestic funds more systematic, so as to cover the training of the target populations;
- Official decentralization legislation should be translated into local languages, publicized and disseminated;
- Adoption of the concepts underlying decentralization should be encouraged;
- Citizenship training should be strengthened, bearing in mind people's everyday lives in their communities;
- Exchange networks should be developed with a view to updating trainers' knowledge.

Appendix 1: Priority topics and content

Topics	Rights and duties of citizens
Target population	Technical staff
Methods and tools	<ul style="list-style-type: none"> ● Seminars ● Role play ● Action and monitoring plan
Results	<ul style="list-style-type: none"> ● Better management of voting operations ● Fewer infringements of citizens' rights ● Better devolution

Topics	Roles of those promoting democracy and local development
Target population	Technical staff
Content	
Tools and methods	<ul style="list-style-type: none"> ● Forums ● Seminars ● Workshops, role play, case studies ● Additional training through the media
Results expected	<ul style="list-style-type: none"> ● Better communication between politicians and grassroots populations ● Greater involvement of citizens in decision-making ● Greater transparency in management

Topics	Planning and management of local development
Target population	Technical staff
Content	<ul style="list-style-type: none"> ● Nature and stages of planned development: historical definition ● Participatory diagnosis by local authority: process, roles and responsibilities ● Drafting of strategic local development plan ● Validation of strategic local development plan ● Operationalization of local development plan (budgeting, annual investment programme) ● Adoption and approval of local development plan ● Management, monitoring-evaluation and updating of development plan

Teaching methods	<ul style="list-style-type: none"> ● Presentations ● Support workshops ● Framework for presentation of LDP ● Simulations ● Process diagram ● Simulation kits ● Field visits
Results expected	<ul style="list-style-type: none"> ● Production of LDP ● Command of planning tools

Topics

Conflict management

Target population	Technical staff
Content	<ul style="list-style-type: none"> ● Notions of conflict ● Causes and consequences in local development ● Parties in conflict and agencies involved ● Making of devolution materials ● Approaches to conflict management (prevention, resolution)
Teaching methods	<ul style="list-style-type: none"> ● Discussion workshops ● Radio broadcast ● Drafting of codes of conduct and local agreements ● Case study ● Support for formation of ad hoc committees ● Preparation of action plan and/or return proposals
Results expected	<ul style="list-style-type: none"> ● Clarification of roles and responsibilities ● Calming of social climate ● Command of conflict management tools ● Better understanding between those involved

Topics

Conflict management

Target population	Local politicians and leaders
Content	<ul style="list-style-type: none"> ● Central government organs ● Local authority organs ● Prerogative powers and roles of each body ● Relationships: autonomy of local authorities and government intervention (assistance, monitoring, contracts) ● Appeals and methods of monitoring

Teaching methods	<ul style="list-style-type: none"> ● Discussion ● Dramatic presentation ● Training workshop ● Exchanges of views ● Citizens' forums ● Visits ● Production of modules ● Radio broadcasts ● Coordination days
Tools	<ul style="list-style-type: none"> ● Case study ● Teaching sheets ● Teaching materials ● Modules in French and national languages ● Plays
Results expected	<ul style="list-style-type: none"> ● Good understanding and internalization of prerogatives of central and local government ● Better exercise of responsibilities ● Better functioning of institutions ● Command of legislation governing relations between central and local government ● Better involvement of civil society and opinion-makers in the process ● Strengthening of grassroots democracy

Topics

Education for citizenship: good governance

Target population	Local politicians and leaders
Content	<ul style="list-style-type: none"> ● Definition of good governance ● Demonstration and characteristics of good governance ● Principles and requirements of good governance ● Advantages
Teaching methods	See Topic 1
Tools	<ul style="list-style-type: none"> ● Budget terminology ● Community development plan ● Rough budget ● Communication plan (for consulting and reporting to the population) ● Teaching sheet ● Financial and administrative management handbooks ● Domestic legislation and regulations

Results expected	<ul style="list-style-type: none"> • Better transparency in management of local affairs • Better involvement of civil society in monitoring of local affairs
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Topics

Decentralization process

Target population	Local politicians and leaders
Content	<ul style="list-style-type: none"> • Definitions and concepts • History and contexts of decentralization • Agencies involved in decentralization • Legal and institutional framework • Financing of the process
Approach	<ul style="list-style-type: none"> • Brainstorming • Presentations • Case study • Role play
Tools	<ul style="list-style-type: none"> • Posters • Box of pictures • Plays, forums • Film • Audio cassette • Media and published booklets
Results expected	<ul style="list-style-type: none"> • Better understanding of the process • Social adoption of decentralization

Topics

Training in how local authorities work

Content	<ul style="list-style-type: none"> • Definition and characteristics • Organs of local government (make-up, areas of competence, methods of working) • Funding sources and instruments • Contractual relationships
Approach	• Idem
Tools	• Idem
Results	<ul style="list-style-type: none"> • Better information, awareness and mastery of how local authorities work

Topics

**Training in how local authorities work:
roles and responsibilities of elected politicians**

Content	<ul style="list-style-type: none"> • Types of elected politicians and the electoral system • Roles of elected politicians (drafting of local development policies. Social communication, negotiation and facilitation, social mobilization, monitoring, decision-making) • Responsibilities of elected politicians (reporting obligation, obligation to act within the law, transparency obligation)
Approach	<ul style="list-style-type: none"> • Idem
Tools	<ul style="list-style-type: none"> • Idem
Results	<ul style="list-style-type: none"> • Better understanding of roles and responsibilities of local elected politicians

Topics

Training in works management

Content	<ul style="list-style-type: none"> • Principles of decentralization in economic development • Definition of works management • Different types of works management (assistant works manager, appointed official) • Roles and responsibilities of those involved in works management • Organization of works management • Identification and prioritization of actions • Feasibility studies • Preparation of funding dossiers • Market accounting procedures • Project implementation • Monitoring and evaluation • Importance of works management in the decentralization process
Method	<ul style="list-style-type: none"> • Brainstorming • Commentary on reading • Presentations and discussions • Case study • Role play • Group work • Practical exercises

Tools	<ul style="list-style-type: none"> ● Legislation, laws and regulations ● Sheets ● Guides ● Visual media
Results expected	<ul style="list-style-type: none"> ● Knowledge of the concepts of works management ● Knowledge of the roles and responsibilities of those involved in works management ● Command of market accounting procedures ● Stages of implementation and monitoring

Topics

Training in infrastructure management

Target population	Local politicians and leaders
Content	<ul style="list-style-type: none"> ● Responsibilities of local authorities in infrastructure management ● Definition of types of infrastructure ● Different categories of market and non-market infrastructure ● Methods of organizing and managing infrastructure ● Direct management ● Delegated management ● Mixed management ● Roles and responsibilities of those involved ● Support measures: infrastructure maintenance and conflict management
Approach	<ul style="list-style-type: none"> ● Question and answer ● Presentations ● Case study ● Texts of laws and regulations ● Charts
Results	<ul style="list-style-type: none"> ● Being capable of making operational infrastructure management decisions ● Knowledge of the roles and responsibilities of those able to manage conflicts ● Knowledge of roles and responsibilities ● Command of the concepts and stages of project design ● Command of project planning and evaluation-monitoring methods

Topics

Training in management of local population's development projects

<p>Content</p>	<ul style="list-style-type: none"> ● Aim of local authority development ● Definition of a project ● Prerequisites for mounting a project ● Preliminary discussion of a project ● Basic principles for developing projects ● Stages in mounting a project ● Identification of infrastructure ● Technical study <ul style="list-style-type: none"> a) Preparing the file b) Carrying out a market study c) Specific studies d) Studying the offer of the competition e) Studying demand and perusal of offers f) Mobilizing resources g) Financial and contractual study h) Project implementation (creating arrangements for coordination, implementation and monitoring; launching project activities)
<p>Method and tools</p>	<ul style="list-style-type: none"> ● Brainstorming ● Presentation and practical exercises ● Case study ● Texts of laws and regulations ● Charts
<p>Results</p>	<ul style="list-style-type: none"> ● Knowledge of roles and responsibilities of those involved in a project ● Command of concepts and stages in project development

Appendix 2: Priority topics for the training of technical staff

Topics	Targets	Content	Results expected
Rights and duties of citizens	Technical staff	<ul style="list-style-type: none"> ● Rights and duties of citizens ● Roles of the various bodies promoting democracy and local development 	<ul style="list-style-type: none"> ● Better management of voting operations ● Fewer infringements of citizens' rights ● Better devolution ● Better communication between elected politicians and grassroots populations ● Greater involvement of citizens in decision-making ● Greater transparency
Planning and management of local development	Technical staff	<ul style="list-style-type: none"> ● Nature and stages of planned development: definition and history ● Participatory diagnosis by the local authority: process, roles and responsibilities ● Drafting of the strategic local development plan ● Validation of the strategic local development plan ● Operationalization of the local development plan (budgeting, annual investment programme) ● Adoption and approval of the local development plan ● Management, monitoring-evaluation and updating of the development plan 	<ul style="list-style-type: none"> ● Production of the LDP ● Command of planning tools achieved
Conflict management	Technical staff	<ul style="list-style-type: none"> ● Notions of conflict ● Nature of conflict ● Causes and consequences in local development ● Parties in conflict and agencies involved ● Making of devolution materials ● Approaches to conflict management (prevention, resolution) 	<ul style="list-style-type: none"> ● Clarification of roles and responsibilities ● Calming of the social climate ● Command of conflict management tools ● Better understanding between those involved

Appendix 3: Priority topics for the training of local elected politicians and leaders

Topics	Targets	Content	Results expected
Training for citizenship: relations between central and local government	Local politicians and leaders	<ul style="list-style-type: none"> ● Organs of central and local government ● Prerogative powers and roles of each body ● Relationships: autonomy of local authorities and central government intervention (assistance, monitoring, contracts) ● Appeals and methods of monitoring 	<ul style="list-style-type: none"> ● Good understanding and internalization of the prerogatives of central and local government ● Better exercise of responsibilities ● Better functioning of institutions ● Command of legislation governing relations between central and local government ● Better involvement of civil society and opinion-makers in the process ● Strengthening of grass-roots democracy
Training for citizenship: good governance	Local politicians and leaders	<ul style="list-style-type: none"> ● Definition of good governance ● Demonstration and characteristics of good governance ● Advantages, principles and requirements of good governance ● Domestic regulations and statutes 	<ul style="list-style-type: none"> ● Better transparency in the management of local affairs ● Better involvement of civil society in the monitoring of local affairs
The decentralization process	Local politicians and leaders	<ul style="list-style-type: none"> ● Definitions and concepts ● History and concepts of decentralization ● Agencies involved in decentralization ● Legal and institutional framework ● Financing of the process 	<ul style="list-style-type: none"> ● Better understanding of the process ● Social adoption of decentralization

<p>Training in how local authorities work: roles and responsibilities of elected politicians</p>	<p>Local politicians and leaders</p>	<ul style="list-style-type: none"> ● Types of elected politicians and the electoral system ● Roles of elected politicians (drafting of local development policies. Social communication, negotiation and facilitation, social mobilization, monitoring, decision-making) ● Responsibilities of elected politicians (reporting obligation, obligation to act within the law, transparency obligation) 	<ul style="list-style-type: none"> ● Better understanding of the roles and responsibilities of elected politicians
<p>Training in how local authorities work</p>	<p>Local politicians and leaders</p>	<ul style="list-style-type: none"> ● Definition and characteristics ● Organs of local government (make-up, areas of competence, methods of working) ● Funding sources and instruments ● Contractual relationships 	<ul style="list-style-type: none"> ● Better information, awareness and command of how local authorities function

Abdoul Hamid Diallo

Non-formal Education in Guinea: Developing Partnerships between Players¹

Introduction

- Non-formal education constitutes a set of educational procedures, teaching methods and materials allowing young people and adults to be informed, trained, educated and communicated with outside the traditional framework, regardless of their age;
- In Guinea, non-formal education (NFE) is the responsibility of the National Literacy Service (NLS);
- NFE essentially comprises three elements, viz:
 - the instrumental learning of reading, writing and mathematics, so that learners can integrate into a literate environment,
 - general education for learners in contemporary cross-disciplinary fields,
 - specific and personalized training to match learners' social positions and occupations, functions and status.

The Arguments for Literacy and NFE

- The population of Guinea was estimated at 8,994,220 in 2004, and may exceed 12,000,000 by 2010 as a result of an annual growth rate of 2.8%. If this trend continues, the pressure on the education system will remain severe, and the number of children of school age, aged 5-14 years, will be between 3.1 and 4 million by 2015.
- The rural population accounted for 70% of the national total, and for 60% of children of school age, in 2005.
- According to the statistics of the LIFE Programme, 5 out of 10 children do not continue to secondary education. They are thus reliant on the non-formal sector.
- The situation report on literacy in Guinea suggested a rate of 72.8% in 2004.
- Every individual playing a part in development needs to be able to read, write and calculate in order to improve his or her performance.
- The secretary of a group must be able at least to keep the minutes of meetings.
- A tailor needs to keep a record of clients' measurements.

¹ Presentation to the REGA Round Table, Conakry, 6 June 2007.

- Factory workers need to be able to read and write, first for their own safety and secondly to improve their performance.
- The ability to read, write and calculate with ease is necessary, and indeed indispensable, for the purposes of adequate learning, understanding and acting for sustainable change.
- One of the consequences of the failure of development projects, and one of the causes of poverty, is without doubt associated with the number of illiterates in the population; this compromises sustainable development, the principles, rules and requirements of which can only be understood, accepted and observed by people who are literate.

The People Affected by Literacy and NFE

- School drop-outs
- People who have never attended school
- People with little or no literacy, and
- People who have relapsed into illiteracy

These people are to be found in all social and occupational groups, all age groups, all religions and both sexes. They are:

- Agriculturalists
- Workers in workshops, mines and factories
- People with little or no literacy running SMEs and SMIs
- Craftworkers in the various trades
- Herders of the various types of livestock
- Local politicians

The People Required to Act

The urgency of the need for literacy and NFE, and their close links with political, economic, social and cultural circumstances, require all sectors to play their part:

1. National institutions
2. The various ministerial departments
3. The political parties
4. Employers
5. Development partners
6. NFE providers
7. The civil society and the trade unions
8. Decentralized local government
9. Local, especially rural, communities

NFE is therefore of concern to everyone.

- Literacy and NFE are a means of speeding up social and economic development. Without them, there is little chance of success for the socio-economic projects that are undertaken, or for harmonious, balanced and sustainable national development.
- All classes and sections of the population not able to read, write and calculate with ease, need to be involved.
- The matter is also of concern to all those who need to learn in order to understand, to understand in order to act, and to act in order to bring about change.
- And the urgency of the need for literacy and NFE, and their close links with political, economic, social and cultural circumstances, requires all sectors to play their part.

The Sustainability Approach

Overall hypotheses

- Every literacy project and programme should lead to improvements in the learners' living conditions.
- The instrumental learning of reading, writing and mathematics cannot therefore be dissociated from continuing education for adults in various fields.
- At the same time, however, learners can only be called literate if they are taught in the language that they already speak. In this way, they can make good use of the visual and audio-visual teaching materials that may be made available to them.
- Literacy only makes sense if continuing education is provided. In the absence of this, adults will easily relapse into illiteracy. For that reason, the sustainability of continuing education needs to be guaranteed through the creation of a literate environment.
- In the light of the foregoing, the goals of a literacy project will depend on the target public and its preoccupations.

Standards

a) For learners

Level 0: cannot read and write any of the letters of the alphabet or the numbers 0 to 9.

Level 1: can read and write all the letters of the alphabet and the numbers 0 to 9.

Level 2: can read and write simple sentences fluently and can perform easily mathematical operations with between 2 and 4 digits.

Level 3: reads, writes and calculates with ease.

Level 4: is capable of making links with understanding between what he/she reads, writes and hears.

b) For facilitators

- Level 1:** speaks fluently, at a level equivalent to school year 10, the local language and the language of literacy.
- Level 2:** fulfils the requirements of Level 1 and has the facilitation skills and techniques required.
- Level 3:** can apply all centre management and monitoring tools to the standards required.
- Level 4:** fulfils the requirements of Levels 1 and 2, can apply all centre management and monitoring tools to the standards required, can lead literacy courses and give the training prescribed, can read, interpret and keep to a teaching plan, and is capable of supporting a management committee.

Indicators

- Able to read half an A4 page of text printed in Times characters, point size 12, within 3 minutes. Able to write a simple half-page text within 12 minutes with fewer than 5 mistakes
- Able to handle the 4 prescribed mathematical operations, with a minimum of 5 digits

Overall strategy

- Self-management of activities (identification of needs, drafting of programmes, design of materials, etc.), of human resources (adequate organization, training of endogenous facilitators, structuring, etc.), and of material and financial resources.
- Self-funding of activities from the results of sufficiently profitable income-generating community activities.

Operational strategy

Everything that has just been said has implications for the operational strategy, and for the duration and cost of literacy and NFE.

These include:

- A systematic diagnostic examination of the real needs of the community. This diagnosis will lead to income-generating activities (IGAs), which will help to fund the activity.
- Systematic profitability and feasibility studies of these IGAs.
- of adequate technical and managerial training, and consistent funding.
- Inclusion of NFE in local authority LDPs.
- Priority given to national languages while encouraging the move to French once learners can read, write and calculate adequately.
- As regards length, the number of hours will vary from 850 to 1600, depending on the population and the aims.

- As for the cost of literacy, the amount currently accepted by Action Aid and shared through the LIFE programme varies from 50 to 100 USD per learner and campaign in order to create a literate environment that will prevent neo-literates relapsing into illiteracy.
- Once again, we are all involved, although the professionals will make technical and financial proposals for meeting objectives so that learners are not abandoned along the way.

The Harmonization and Coordination of Activities

Reasons for harmonization and coordination

- NFE typically involves a wide range of players, special programmes, many different languages, different approaches and methods, costs that vary from neoliterate to neoliterate, varying payment and gratification of teachers, disparities of all kinds, etc.
- This state of affairs creates situations that produce scarcely visible results, duplication and overlapping of activities, and even of funding.
- There is a need to coordinate all activities, agencies and programmes as part of a well-structured network in which everything is planned and everyone occupies a defined place.
- Proper coordination will make it possible to introduce a transparent, rigorous form of management that will have the advantage of achieving greater cohesion between grassroots communities, providers and development partners. It will also avoid duplication of the institutions involved and lack of coherence in activities.

How to achieve harmonization and coordination

- UNESCO maintains a programme called LIFE in Guinea. This programme fully espouses the strategy that has been set out.
- The programme provides for the establishment of a literacy and NFE steering committee. The committee brings together all the agencies mentioned in this presentation.
- We are all urged to make this committee the steering committee for all NFE projects and programmes in Guinea.
- Furthermore, *dvv international* has served to date as the implementing agency for literacy projects within the framework of EFA. This experiment could be continued and supported.
- After the example of Burkina Faso, it would be desirable to establish a national literacy and NFE fund.

General Conclusion

Because of the size of the population that is still illiterate, the low rate of school enrolment, the continuing high drop-out rate, the negative effects of these rates on development activities, and the main requirements of a poverty reduction strategy, viz:

- Faster economic growth, with wide employment and earning opportunities for the poor,
- Expanded and equitable access to basic social services – education, health and drinking water,
- Achievement of the aims set depends on the Introduction of a sustainability strategy.
- Literacy and non-formal education cannot be dissociated from improvements in learners' living conditions.
- Successful and effective literacy therefore has a cost and needs to be of a certain length.
- We therefore need to avoid pretence and empty rhetoric.
- We must also recognise that we never stop learning. We therefore need to improve governance, and to strengthen institutional capacities and human resources.

It is vital to carry out serious work in the field of literacy and non-formal education. We therefore ask you for your help in the following areas in order to benefit the illiterate population of the whole of Guinea:

Systematic literacy and NFE in factories, workshops, SMEs and SMIs to improve performance, citizenship, hygiene and environmental protection

Support for advocacy for the implementation of the strategy outlined, particularly for the harmonization and coordination of activities

Advocacy with Government to increase its contribution to the NFE sector from 0.2% to 3%, as recommended in the latest conference of African Ministers of Education in Libreville

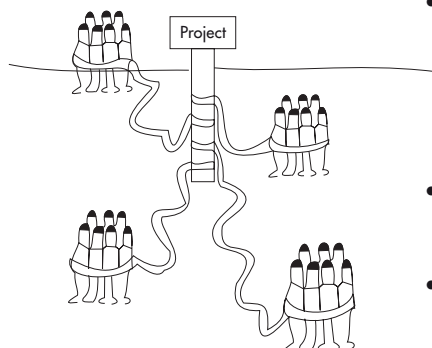
Hawidiatou Keïta/Patricia Meyer

Long-term Sustainability of Rural Organizations in Guinea

Presentation of the Results of Action Research Carried out at the NGO IBGRN – Dabola

Introduction

- Three villages in the commune of Arfamoussaya, Prefecture of Dabola, targeted for the research;
- Support given to rural organizations (ROs) in these villages for the last 15 years (Projects: Hydrographic Basins, AGIR, PEGRN);
- Largely material and organizational support, and training given;
- All projects aimed at improving management of sustainable natural resources;



- Project activities have included:
 - Establishment of community forests and formalization of groups to manage them
 - Introduction of composting (biological fertilizer)
 - Introduction improved bee-keeping
 - Construction of rock and plant cordons
- For the moment the NGO IBGRN is the only organization maintaining 3 ROs out of seven in the three villages;
- Although most projects have ended, the ROs face a number of challenges if they are to become truly autonomous

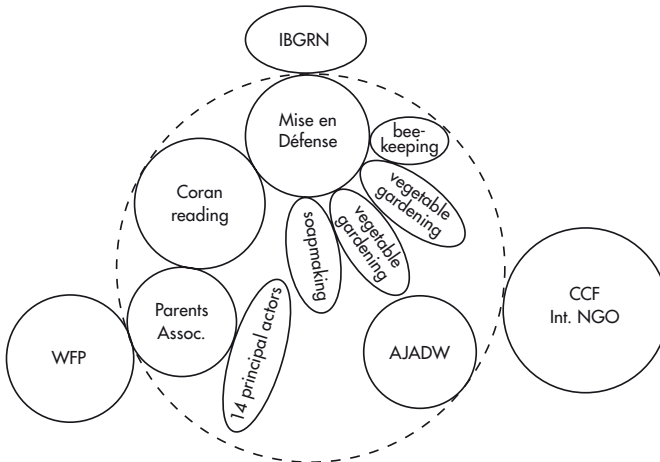
Description of the Methodology Used

- First round objective: getting to know all the village groupings and the bodies with an impact on natural resources in a village;
- Method used: participatory;

- Tools:
 - Venn diagram
 - Analysis of bodies involved

VENN Diagram

- Depiction of village groupings using symbols (to enable illiterates to take part)
- The width of the circle around a symbol indicates relative size of the group, and the points of intersection between the circles show the relationships with other groups.
- The large circle symbolizes the village. All the groups situated within it are village groups.
- The organizations outside the circle symbolize the external support received by the village.



Analysis of persons and groups involved

Person or group	Dependency on natural resources	Positive impact	Neagive impact



- Fill out the table by analysing the groups and independent individuals (e.g. growers, hunters, fishermen, etc.) working with natural resources.
 - Estimate their dependency and impact by allocating a number between 1 and 5.
 - This method above all raised the issue of how to manage those who have an impact on natural resources but are not organized.
 - Aim of the second round: In-depth analysis of all the ROs in the three villages. In total, seven ROs were identified:
 - 3 groups of foresters
 - 2 groups of market gardeners
 - 1 group of beekeepers
 - 1 group of stock-breeders
- Method used:
- Guide to interviews (with the group leaders)
- The questions investigated in the interviews were:
- How the group was organized
 - How the group functioned
 - The ecological aspect of the group.

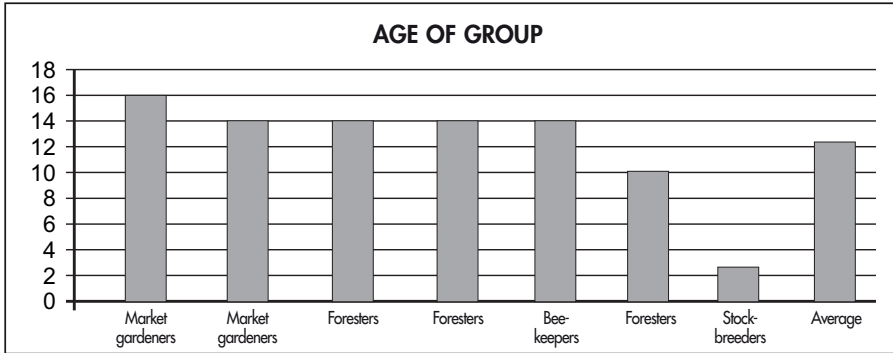
Description of the ROs Analysed

Analysis of 7 groups comprising:

- 3 committed to protecting natural resources and aiming to improve the lives of the entire population. These three groups manage community forests.
- 4 exploiting natural resources to increase the income of group members. The members of these four ROs are organized so that they can better exploit NRs and, more particularly, gain outside support.

The ROs vary widely:

- Groups vary in age from 3 to 17 years.

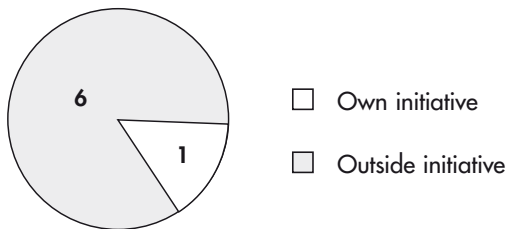


- The size of the group ranges from eight members to the entire population of the village.

Group	Numbers of members
Foresters	47
Foresters	47
Foresters	Entire population
Market Gardeners	46
Market Gardeners	17
Beekeepers	8
Stock-breeders	19

- Most of the groups were set up as a result of an outside initiative.

Formation of the group



- The degree of formality differed widely between groups:
 - Forester groups: Registration document, articles, internal rules, meetings at least once a month (minuted); coordination of activities with groups of foresters in neighbouring villages.

- The other ROs: Only one group had articles and written internal rules and kept minutes of meetings; the others were organized informally (which means that they had oral agreements concerning the organization of the group). Two groups out of four met less than three times a year.

Achievements and Challenges of the ROs

RO achievements

- All the groups have seen a growth in membership since they were set up. This suggests that the ROs have obvious, visible advantages for members, and for the rest of the population.
- The changes made in groups since they were set up are chiefly positive.

	Positive change	Negative change
Improved material and financial resources	• Increase in group income	Outside support terminated
	• Improvement in equipment used (Kenyan hives)	
	• Reduced stock losses	
Improved human resources	• Improved knowledge in certain technical areas (nursery growing, composting, production and marketing of honey)	
	• Less intimidated and less dependent on government technicians (because early burning used correctly)	
Improved natural resources	• Increased area of forest and improved protection of village (against fire and wind)	
	• Improved microclimate and rainfall measurement	

The 5 major challenges facing ROs

1. Need to bring in younger people and have more women in decision-making positions
2. Lack of financial resources
3. Shortage of equipment and difficulty in maintaining it
4. Management of natural resources
5. Literacy

Need to bring in younger people and have more women in decision-making positions:

The facts

- No group has seen a real change in its leaders since it was set up;
- Positions of responsibility are largely occupied by old men and village notables;
- Young people and women are under-represented in the decision-making process;
- Nearly all the people who are literate are already fulfilling a number of roles in various ROs.

The challenge

How can the long-term functioning of the group be guaranteed, even when the older people are no longer there?

Lack of financial resources

The facts

- Group earnings are low.
- Most ROs have no financial strategy.
- Only two groups are investing money, either to increase their income or to renew equipment.

The challenge

What strategy should be adopted to allow mobilization of financial resources and ensure a regular flow of work?

The facts

- All groups complain of lack of equipment.
- Some groups are combating the destruction of equipment (especially attacks by termites on Kenyan hives and hedges).
- Without equipment, activities stagnate or regress.
- There is no strategy for renewing or maintaining equipment.

The challenge

How can ROs put in place sustainable strategies for renewal and maintenance of equipment?



Management of natural resources

The facts

- The three groups of foresters have a long and short-term MNR plan which is followed. In particular, they are planning for the protection and enlargement of the forest.
- The other ROs do not plan for MNR even though they are the groups that exploit natural resources.
- Some activities are carried out to improve NRs, but not in a planned way (composting, replanting, deep ploughing)

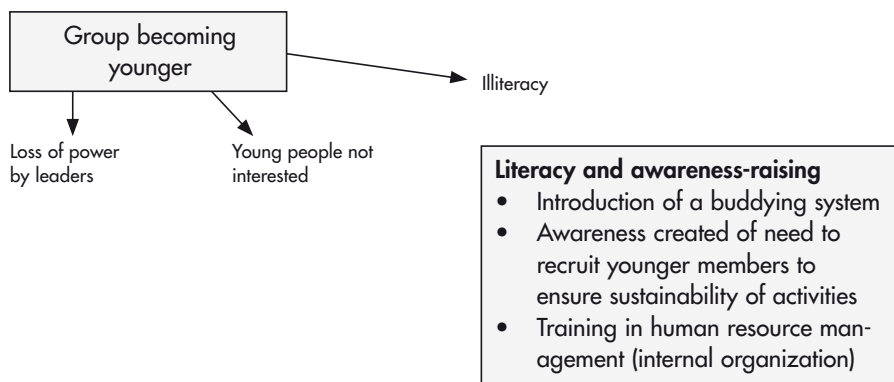
The challenge

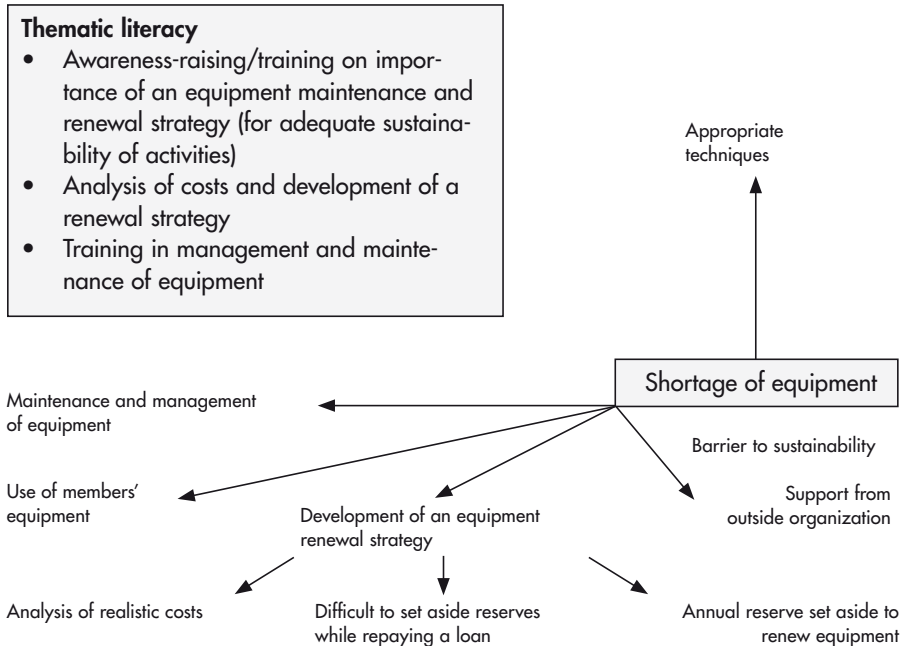
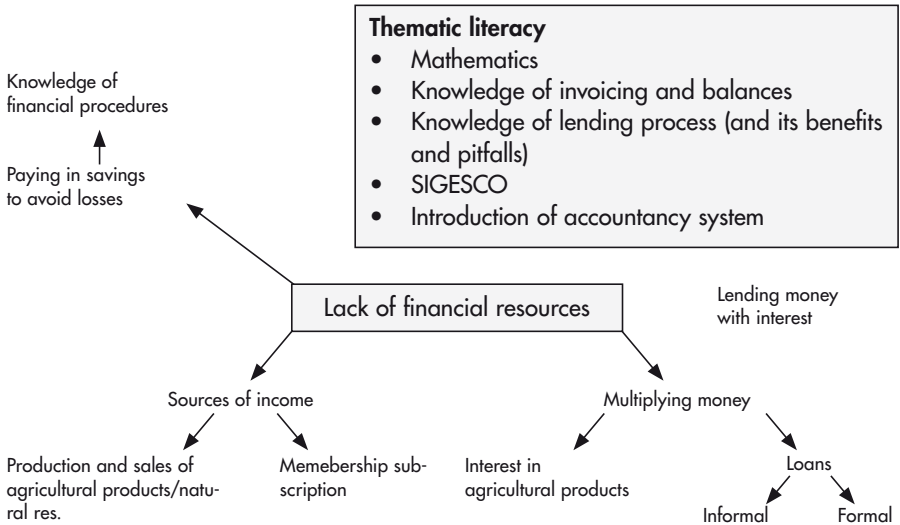
How can the management of natural resources in small and informal ROs be planned and formalized?

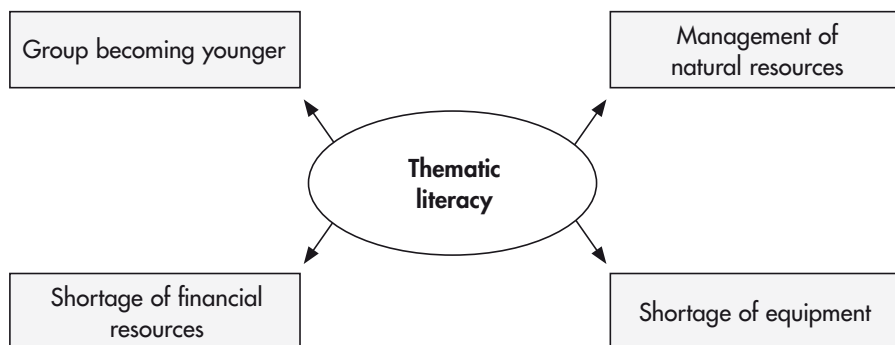
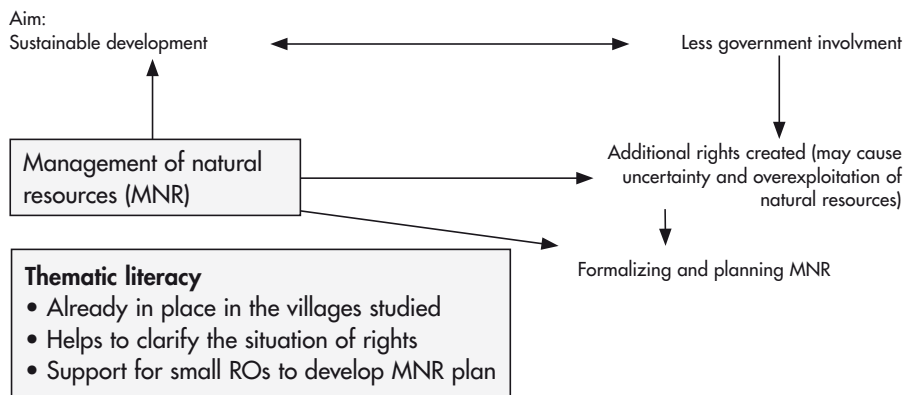
Literacy

- Illiteracy is the main cause of all the problems listed above.
- Literacy teaching and training/awareness-raising are the solution strongly recommended in order to make ROs truly sustainable.

Suggested sustainability strategy







Difficulties Encountered during the Research

It was very complicated to apply the tool employed to analyse groups and individuals. In two out of three villages we could not fill out the columns on dependency and impact completely.

- In some villages, people were more concerned with immediate support than research.
- Participation by women was very low.

Challenges Remaining for the Sustainability of ROs

- How to reach individuals who have an impact on natural resources but are not members of a RO.
- What to do if resource persons (e.g. VFs) quarrel with a section of the community, and if the community is not united.

Executive Secretary of the Guinean Literacy Network (REGA)

Advocacy for Literacy in the Service of Integrated Development

Background

As part of its 2007 operational plan, the Guinean Literacy Network (REGA), in partnership with the National Literacy Service (NLS) and the German NGO *dvv International*, organized a round table on the partnerships to be developed between central government, public and private Institutions and REGA in order to give further encouragement to non-formal education in Guinea. This meeting, which formed part of the advocacy for non-formal education in Guinea, was presided over by His Excellency the Minister of National Education and Scientific Research.

The round table was held on 6 June 2007 at CEDUST, and was moderated by Mr Abdoul Hamid Diallo, Coordinator of the implementing agency (*dvv international*) of the literacy and non-formal education component of Education for All (EFA).

The aims of the round table were:

1. To appeal to the various partners on the importance of literacy for the effective promotion of sustainable socio-economic development;
2. To persuade the various partners to agree on strategies to ensure the sustainability of non-formal education and their implications;
3. To establish a platform for coordination and harmonization of activities and for advocacy.

Participants

Given the importance of the topic, the following bodies took part in the round table:

National institutions

1. National Assembly

Civil society

2. National Council of Civil Society Organizations

Devolved Government Technical Services (DTS)

3. National Literacy Service (NLS)
4. National Commission for Basic Education for All (CONEBAT)

Development partners

5. *dvv international*
6. ActionAid
7. Guinean UNESCO Commission
8. TOSTAN
9. Point Focal UNESCO
10. PAMOJA/Guinea

Projects and programmes

11. Education for All Programme (PEPT)
12. Integrated Rural Development Project Téliimélé (PDRI/Téliimélé)
13. Project to Support the Economic Activities of Women (PAAEF)
14. PADER/Lower Guinée

Private institutions

15. Employers
16. RUSAL Guinea

Providers

17. CENAFOD
18. CAFODEC
19. FRADE
20. INADER
21. AJEC
22. ASED
23. APFE
24. ADJEF

Beneficiaries

25. AJEC: 2 neoliterates

A total of 26 participants

The press was widely represented and provided media coverage of the round table. In addition to RTG, there were the *Indépendant*, *Lynx/Lance*, *Familial FM* and *FM Liberté*.

Content of the Round Table

The opening ceremony of the round table was presided over by the Secretary General representing His Excellency the Minister of National Education and Scientific Research. There were three speeches during this ceremony. The first was by the Executive Secretary of REGA, who thanked the guests for honouring the round table with their presence. He stressed the coordinated action that needed to be taken by REGA, government agencies, the private sector and the technical and financial partners in order to overcome the diffi-

culties facing literacy and non-formal education in Guinea.

The second speech was made by the representative of *dvv international*, who pointed to the fact that his agency had found an absence of a national policy on non-formal education in most French-speaking countries of West Africa, an absence of advocacy for literacy and non-formal education, and a shortage of skills in the NGOs and devolved services responsible for providing literacy and non-formal education.

The third speech was made by the Secretary General of the Ministry of National Education and Scientific Research, who stated that the round table was intended to be the right forum for mobilizing agencies and partners in the field of literacy and non-formal education, so that these might become a means of reducing poverty and hence a factor in the development of Guinea.

After the officials had withdrawn, the moderator reorganized the room in a semi-circle in order to facilitate discussion between participants. With the aid of a back-projector, he set out as follows for participants the sub-themes of the round table:

1. The arguments for literacy and non-formal education
2. The people affected by literacy and non-formal education
3. The people required to act in literacy and non-formal education
4. The sustainability approach
 - Overall hypotheses
 - Standards (learners, facilitators)
 - Indicators
 - Overall strategy
 - Operational strategy
5. The harmonization and coordination of activities
 - Reasons for harmonization and coordination
 - How to achieve harmonization and coordination

The discussion on each topic led to a decision to record the main ideas on which participants had agreed.

Recommendations

At the end of the round table, commitment sheets were distributed to participants to ask for their help in carrying out the following actions:

1. Incorporating the Literacy and Non-Formal Education Steering Committee set up by UNESCO into the LIFE framework (knowledge means power);
2. Taking part in the advocacy for systematic literacy in mining companies, businesses, SMEs and SMIs;

3. Taking part in creating a National Literacy and Non-Formal Education Fund (FONAENF);
4. Contributing to the funding of FONAENF;
5. Helping to bring together all technical departments so that a national strategy can be adopted in literacy and non-formal education;
6. Adopting this approach to literacy and non-formal education;
7. Helping to fund advocacy activities.

It was also recommended that the Executive Secretary of REGA should:

1. Draw up the summary report of the round table and send it to participants;
2. Follow up and collect the commitment sheets;
3. Negotiate with the institutions that had taken part in the round table as to how to implement the actions to which they had committed;
4. Programme another round table to evaluate the level of implementation of the commitments made by partner institutions.

Guinean Literacy Network
(Réseau guinéen pour l'Alphabétisation)

Literacy in the Service of Integrated Development

List of demands addressed to government, development partners, national institutions, employers, the civil society and local authorities¹



I. Findings

a) At Government level

1. Absence of a national literacy and non-formal education (NFE) policy.
2. Shortage of financial resources allocated to literacy and non-formal education in the national budget. Currently, the national literacy and non-formal education budget is 0.02% according to our information.
3. Inability of the National Literacy Service to coordinate and harmonize literacy and non-formal education activities.

b) At development partner level

1. Absence of a strategy to strengthen the institutional capacities and techniques of literacy and non-formal education providers and of the network representing them.
2. Service delivery relationship between development partners and literacy and non-formal education providers. This explains:
 - i. The shortage of funds for literacy and non-formal education projects and programmes
 - ii. Failure to take into account the need to strengthen beneficiaries' capacities in literacy and non-formal education projects and programmes;
 - iii. Overlapping of activities and funding;
 - iv. Short duration of activities on the ground.

c) At literacy and non-formal education provider level (NGOs/voluntary associations)

1. Competitive, survival relationship between providers.
2. Lack of professionalism in literacy and non-formal education.
3. Lack of a strategy to strengthen staff capacities and mobilize resources.
4. Shortage of resources to truly develop the literate environment in order to provide lifelong education for adults.
5. Lack of visibility of the results of literacy and non-formal education because these are not capitalized.

d) At beneficiary level

1. Survival approach to learning and education.
2. Little interest in literacy in national languages because of lack of recognition of our national languages.

II. Demands

1. Transformation of the National Literacy Service into a Directorate of Literacy and Non-Formal Education equipped with the requisite capacities.
2. Adoption of the National Literacy and Non-Formal Education Policy without delay.
3. Progressive increase in the national budget for literacy and non-formal education from 0.02% to 3% a year.
4. Pursuit of EFA activities with the aim of extending them nationwide.
5. Creation in Guinea of a National Literacy and Non-Formal Education Fund (FONAENF). This Fund will have the specific task of collecting contributions from central government, national institutions, development partners, local authorities, employers and civil society organizations.
6. Participation by REGA in the drafting, implementation and monitoring/evaluation of the Literacy and Non-Formal Education Policy.
7. Development of projects and programmes to combat poverty in which literacy is only a supporting measure and not an end in itself.
8. Implementation of a strategy to strengthen the institutional capacities and techniques of literacy and non-formal education providers and of the network that represents them.
9. Systematic capitalization and dissemination of results at all levels in order to increase the visibility of literacy and non-formal education activities. This may have the advantage of encouraging mobilization of resources for this sub-sector of education.

In order to achieve these demands REGA extends its hand to the private sector and to national institutions, so that we can, together with central government, the local authorities and development partners, work in consort for literacy and non-formal education.

We should like to express our sincere thanks to the National Literacy Service and to the German NGO *dvv international* for the continual help they have extended to REGA to support its institutional development.



NGO AMEDD Koutiala Mali



Dissemination of the National Policy on Non-Formal Education in Mali

Extract from the workshop report 12 to 13 February 2007

I. Background and Purpose

On Monday 12 and Tuesday 13 February 2007, a discussion workshop was held at the premises of Fondation Karanta on the implications of non-formal education policy. It was organized by *dvv international* West Africa, Fondation Karanta and the NGOs *Jeunesse et Développement* and AMEDD.

A number of partners took part in this workshop, to consider the policy document on non-formal education in Mali and to share communications on topics relating to the actions undertaken by various bodies through grassroots activities, and discussions during sub-regional and Africa-wide meetings.

The administrator of Fondation Karanta, which hosted the workshop, extended a welcome to all partners on behalf of the Foundation, and stressed the significance of the expected outcomes of the workshop. His remarks were complemented by those of the representative of the National Resource Centre for Non-Formal Education (CNR-ENF), a detached technical adviser of the Ministry of Education, who also greeted participants. He suggested that the initiative to create a framework for consultation between institutions working in the NFE sector would help that sector to move forward, through the policy approved by the Government of Mali. In closing, he expressed the hope that the satisfactory results that would emerge from the workshop would enable the policy document to be disseminated to, and implemented by, all those concerned.



II. Presentation of Papers

The representative of *dvv international* referred to the workshops on non-formal education arranged by his institution in Mali, including that of February 2006, which produced a non-formal education reference document.

The head of programming for *dvv international* presented a short paper on the operational strategies of *dvv international* in West Africa.

The communication by the coordinator of PAMOJA West Africa reported on the international meetings organized by PAALAE and ICAE, and on the sessions of the non-formal education working groups of the Association for the Development of Education in Africa (ADEA) held in Ouagadougou from 6 to 9 February 2007.

The administrator of Fondation Karanta spoke about non-formal education policy in Mali in the context of proposals for the direction of national non-formal education policy. He recalled the context in which RDTs had been developed over a period of 6 months by the working group and its partners. At the same time, there had been 3 workshops and other consultations in the same framework.

In the document, the term non-formal education is defined as a form of education organized and provided for illiterate adults and out-of-school children and school drop-outs outside traditional structures.

Non-formal education takes place largely in three centres. These are: functional literacy centres (CAF), development education centres (CED) and women's learning centres (CAFE).

Another term defined is "*faire-faire*" (getting things done), which is an innovative strategy that gives central government and its partners a functional means of allocating responsibilities in the delivery of non-formal education programmes.

NFE is a component of the Malian education system. The purpose of NFE is set out in Article 11 of the Framework Education Act. The general strategy is that all those involved should adopt the policy document. Thanks to the support of PISA II, there are plans to translate the policy document into the 11 national languages and French, and to disseminate it through appropriate radio and television channels by involving the civil society.

The workshop programme for the second day focused on:

- Identifying relevant types of agency and developing tools and channels of communication for disseminating the policy;
- Discussing all the elements of a future Ministry of Education communication plan for disseminating the policy.

Working Groups and Results

A. Working Group 1

1. Those Involved

- Decentralized groups (community learning groups)
- The local population (village authorities)
- Government community leaders (literacy centres)
- Social development services, etc.
- Social Action directorate and economic solidarity movement
- NGOs
- Chambers of Agriculture and Trades
- Neighbourhood community radio
- GCOs and associations and federations
- Journalists
- Researchers
- Publishing houses
- Technical and financial partners
- Projects for the advancement of women
- Networks
- The Association of Municipal Authorities
- The National Assembly
- Political parties and youth movements
- Trade unions
- Employers (Chamber of Commerce and Industry)
- Religious organizations
- The Presidential Secretariat

2. Channels of Communication

Level	Those involved	Channels of communication	Persons responsible
National	<ul style="list-style-type: none"> • Presidential Secretariat • National Assembly • High Council of Local Authorities • Ministerial departments • Researchers • Trade unions • Publishers • DTF, federations • NGO networks and voluntary associations • Education for All (EFA) movement 	<ul style="list-style-type: none"> • Official journal • Advocacy and lobbying channels • Written press, audiovisual and FOR A • Workshops for discussion and exchange of information • International Literacy Day • EFA movement • Internet • Advocacy and lobbying of: National Assembly, High Council of Local Authorities, ministerial departments, trade unions, researchers, publishers, NGO networks 	<p>Partnership:</p> <p>CNR ENF, DNEB, ILAB, Karanta, CCA/ NGO, SECOONG, PAMOJA</p>
Regional	<ul style="list-style-type: none"> • Decentralized community groups • Directorates of devolved government services • Chamber of Agriculture • Chamber of Trades • Federations • PTF • NGOs • Chamber of Commerce and Industry • Youth movements • Women's advancement 	<ul style="list-style-type: none"> • Regional radio • Neighbourhood radio • Workshops for discussion and exchange of information, etc. • Public meetings and debates • Open days 	<ul style="list-style-type: none"> • NGO regional committees • AE (training center) • Regional directorates of departments responsible for NFE • Regional youth committees
Local	<ul style="list-style-type: none"> • Local councils • Literacy centres • Rural development sectors • Political parties • Community learning groups • APE • School management committees • Village authorities • Local leaders • Elected local politicians • NGOs • Religious organizations • GCOs 	<ul style="list-style-type: none"> • Community newspapers • Village libraries • Listening centres • Local radio • Workshops for discussion and exchange of information • Social mobilization activities (sketching, literary competitions, sport, folk dance, inter-village meetings, town criers and travelling story-tellers) 	<ul style="list-style-type: none"> • NGOs • Literacy centre directors • School heads • Village social workers • Trainers • Local politicians

B. Working Group 2

1. Those Involved

- **Government technical services**
DNEB, CNR-ENF, ILAB, AE, CAP, SLACAER, ACAER, DNAMER, DRAMER,
- **Partners**
NGOs, PTF, voluntary associations, groupings, cooperatives, GIE, local population, mutual societies, consular chambers, FONDATION KARANTA, etc.
- **Government authorities**
National Assembly, High Council of Local Authorities, District Councils, Communes, Communities, etc.

2. Tools of Communication

Talks, workshops, open days, public gatherings, meetings, caravans, productions/populations, posters, tables, hoardings, slogans, banners, etc.

3. Channels of Communication

- Media (radio, TV, audiovisual, written press, etc.)
- Opinion-formers (traditional leaders, religious leaders, etc.)
- Communicators (travelling story-tellers, etc.)
- Production and dissemination of cassettes on key points of the policy in national languages, through radio broadcasts

4. Communication Plan

Activities	Persons responsible	Target groups	Timing
Translation and production of the NFE policy document	<ul style="list-style-type: none"> • DNEB • CNR-ENF • ILAB 	All NFE providers and beneficiaries	May 2007
Distribution of the document translated into national languages	<ul style="list-style-type: none"> • DNEB 	All NFE providers and beneficiaries	From May 2007
National refresher Workshop	<ul style="list-style-type: none"> • DNEB and other agencies • AE, CNR-ENF 	Government technical services, PTF, CCA-ONG, HCCT	June 2007

Regional reporting workshop	AE	<ul style="list-style-type: none">• NGOs• Literacy centres• Regional Assembly / Technical services• Community groups• Communes• Communities	July 2007
Radio debates televised in French and national languages	MEN	All NFE providers and beneficiaries	July 2007

NB: The timings suggested in this plan are purely indicative, bearing in mind that they coincide with the presidential and parliamentary elections to be held in Mali.

Recommendation

Every organization that took part in the workshop should start talking about the non-formal education policy document in the area in which it works.

Conclusion

This workshop provided a huge opportunity for those working in the non-formal education sector because of the quality of the information shared. It offered everyone a means of avoiding the failures that had beset the dissemination of PRODEC in terms of the understanding of the programme and its adoption by those concerned. It marks the beginning of a commitment by all parties to equip themselves with effective dissemination and mobilization strategies so that they can support the actions to be taken to promote NFE in Mali.

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The Role and Significance of Literacy in NGO Projects and the Role of *dvv international* in Strengthening the Institutional Capacities of its Partners

Introduction

From 4 December 2006 to 8 March 2007, *dvv international* organized an evaluation of activities carried out on the ground in collaboration with its partner institutions through community projects to determine the impact of the work of *dvv international* on the institutional development of those support structures and of the grassroots community organizations (GCOs) supported.

The Economic and Social Development Support Centre (CADES) was chosen to carry out the evaluation.

Evaluation Findings

From a documentary review, site visits and interviews with the various persons managing NGOs and the implementation of activities and projects on the ground, which took us to both urban and village communities in Téliimélé, Kindia, Labé, Tougué and Siguiri, where the various projects inspected were being carried out, we found that the partner NGOs working with *dvv international* to deliver community projects integrated into literacy and non-formal education for the benefit of the poorest communities, were using a participatory approach involving everyone in identifying, implementing and evaluating the activities and projects launched.

This approach consists in making a participatory diagnosis within the target community, in order to identify needs and design development projects that can be submitted to *dvv international* for financial and technical support and implementation.

For the purposes of implementation, we noted that a neighbourhood management body has been set up by each partner NGO, independent of its NGO executive committee, in order to coordinate and supervise activities on the ground.

This team is generally made up of:

1. Coordinators, who are responsible for coordinating the activities of supervisors and for facilitating technical and financial support for the delivery of project activities on the ground;
2. Supervisors, who are each responsible in their own geographical area of activity for supervision of the delivery of activities, for providing village workers and facilitators in literacy centres and Reflect circles, and other grassroots beneficiaries, with technical assistance, for proper implementation, and for evaluation of the activities planned and carried out;
3. Village workers and facilitators, based in the various literacy centres and Reflect circles, who are responsible for leading Reflect circles, for basic and post-literacy sessions and for other technical sessions for the target population.

Alongside this decentralized project management structure, NGO executive committees play a part in implementing projects through their executive directors, financial administrators and operations managers or programme directors, by supporting performance quality, and evaluating and reporting on the activities carried out on the ground.

We also found that other bodies, namely beneficiaries (GCOs, local politicians), *dvv international* and the NLS, play a part as follows in identifying, delivering and evaluating project activities:

1. Beneficiaries play a part in identifying, prioritizing and selecting projects, appoint from among themselves village workers and facilitators responsible for leading literacy circles, literacy centres and non-formal education sessions, elect the staff of endogenous management bodies to supervise and manage the activities in which the beneficiaries are actively involved, and benefit from the effects and impact of the projects;
2. Decentralized technical services (DTSs) and the National Literacy Service (NLS) work with partner NGOs to implement and evaluate activities on the ground; DTSs are chosen according to the specific project being carried out (the Forest Department in the case of forestry and environmental issues, the Prefecture Rural Development and Environment Department (DPDRE) in the case of agricultural questions, the Prefecture Literacy Department (DPA) in that of literacy activities, the Prefecture Health Department (DPS) in that of health activities, and so on);
3. *dvv international* provides the financial and technical support needed to implement projects, provides monitoring, identifies support needs and facilitates national and regional responses to the needs of NGOs and the projects being implemented, and periodically follows up and evaluates the results of projects and their impact on beneficiary communities.

Moreover, in the context of the literacy programme, *dvv international* works closely with the National Literacy Service (NLS) in developing the national literacy strategy document, producing literacy materials and strengthening the capacities of NLS executive staff through on-site training and exchange visits within the sub-region.

For the same purpose, *dvv international* helped with analysis of the first Strategy Document on Poverty Reduction in Guinea and with the drafting of the new Strategy Document on Poverty Reduction in Guinea, which takes non-formal education into account.

Furthermore, from analysis of the mechanism for implementation of the *dvv international* programme in Guinea and the various grassroots community projects which it supports, we reached the conclusion that partner NGOs need to harmonize methodological approaches, tools and techniques. In our view, this is justified by the structure of the way in which *dvv international* works.

The Role and Importance of Literacy in Community Development

The literacy work carried out through the *dvv international* programme runs through and is integrated into the projects of its partner NGOs. Each project initiated and supported by *dvv international* is based on literacy, allowing the development of other development activities linked to the needs of the target population.

Two literacy approaches are used to implement these projects, namely:

1. The traditional approach, the literacy method previously used for a long time in Guinea, particularly in the context of EFA. This method uses published teaching materials (reading and mathematics primers) setting out the content of the literacy tuition.
2. The Reflect approach, introduced by *dvv international* as one of its innovations, which does not use ready-written teaching materials but the tools of the Rapid Participatory Research Method (RPRM) to draft the content of literacy, employing local resources and addressing development topics of concern to the beneficiaries of the literacy sessions.

Since the aims of the evaluation were not to compare the performance and effectiveness of the two literacy approaches, we did not make this a priority.

However, we found greater motivation and recognition of local skills where village facilitators carried out a participatory diagnosis using the approach and tools of Reflect methodology.

Hence, the evaluation enabled us to identify a number of effects and changes produced by literacy in terms of both individual development and organizational and community development in the areas covered by the community projects of the NGOs that are partners of *dvv international*. These included the following:

At the individual level

The literacy activities carried out in the areas covered by the community projects of the partner NGOs had increased the number of neoliterates able to read and write.

Further, some beneficiary individuals told us that they were currently able, thanks to literacy, to manage simple book-keeping in their income-generating activities (writing down credit given, writing lists and quantities of items to be bought before going to the market, working out purchase prices in order to set sale prices, etc.).

Some neoliterate women, particularly those in Safatou Group 1 (Labé) and Tougué, told us that they had, thanks to literacy, learnt to read and write figures, and that this made it easier for them to sell what they produced (onions and potatoes), for which the unit of measurement is the kg.

Also, most of the village literacy teachers regarded the literacy teaching and non-formal adult education skills they had acquired through the projects as a new job and expected to make a career out of it. In all the areas covered by the projects, new local associations of village literacy teachers had grown up as a result. Furthermore, some of them had been employed in grassroots development programmes (such as the village worker in Télimélé, who was recruited by OIC).

At the level of GCO organizational development

The strategy adopted for opening Reflect centres and circles encouraged their establishment within grassroots community organization (GCOs), which made these GCOs direct participants and beneficiaries of literacy and non-formal education sessions.

Literacy learning by the leaders and active members of GCOs had encouraged them to read and write, and had helped at a stroke to improve the organization and administration of their GCOs: those responsible could now keep minutes of meetings and could, in the language and alphabet in which they had become literate, write legal documents that could be understood by the neoliterate leaders and members of the GCOs. Moreover, the ability of members and leaders to read and write had promoted transparency in the management of their heritage, through the use of simple management tools, such as a cash book to record GCO receipts and expenditure.

We also noted that GCOs had benefited from a number of specific training courses which had strengthened their capacity, particularly through awareness by their leaders of their responsibilities, through the regular use of financial management tools (cash books) and through the drawing up of action plans.

In addition to this training received, some of the leaders had benefited from exchange visits at local level or between prefectures in order to learn about the conditions under which activities and projects were being run.

At community development level

The literacy activities implemented through the community projects of partner NGOs had made it possible to raise awareness among the beneficiary populations of the role and importance of literacy in social and economic development. In nearly all the areas covered by these projects, we therefore found that additional literacy centres had been set up at the behest of the beneficiaries themselves. This process of multiplication of literacy centres was being managed by the village literacy teachers who had been trained through the projects run by partners and were turning some of their advanced learners into literacy teachers in order to staff the new centres.

In an initial neoliterate environment, the acquisition of literacy and the increased number of people able to read and write had also encouraged greater participation in development, through their involvement as resource persons in all the development programmes launched in the communities affected. This applied to HIV/AIDS awareness programmes run by the National Committee to Combat AIDS, other health projects, and the poverty reduction programme run by PDSH-HMG in Central and Upper Guinea, which involved the neoliterates of the projects supported.

We also found that the associations of village literacy teachers, the establishment of which had been encouraged by projects run by the partners of *dvv international*, were becoming active and were taking on responsibility for endogenous community development initiatives and activities. The most visible example was that of the Association of Literacy Teachers and Workers in Tougué (AAVT), which had been set up in Tougué as a result of the project launched by the NGO Ballal Guinea and supported by *dvv international*. This local association had 36 members who were former project literacy teachers, including 19 women.

When the project closed down in Tougué at the beginning of 2006, AAVT began to organize, finding premises for itself and buying a small amount of office furniture so that it could operate. In terms of actual results, the association had been legally established and approved by the local authority as a community development organization with the following aims: to maintain the literacy centres created by the project, to promote literacy by opening new centres, to protect the environment, and to combat HIV/AIDS.

Through its chairperson, the association had made contact with and been recognised by the development projects and programmes based in Labé.

It had, for example, been involved by PSI in raising awareness of HIV/AIDS and had been mandated by the NGO *Club des Amis du Monde* (CAM) to write a report on the prefecture of Tougué.

From the minutes of meetings, we also noted that AAVT was regularly holding meetings to discuss matters relating to the monitoring and operation of literacy centres, and other development issues of concern to grassroots communities.

These various findings adequately demonstrate the role and importance of literacy in community development, at the individual level, at that of the organization of GCOs, and at that of community development.

However, despite these results, a number of weaknesses persisted in the way in which these centres operated and in the creation of a literate cultural environment (LCE) that could help people who had made some sort of progress. Without this, neoliterates are in danger of relapsing into illiteracy.

We also noted in some places that attendance at the centres was not regular. After discussions with the beneficiaries and examination of the possible reasons for this state of affairs, we concluded that the explanation might lie in:

- The low level of some village literacy teachers and the inadequacy of their training, which affected the leadership and management of the literacy process;
- The poor choice of timing for the literacy work, which might coincide with a time when learners are very busy (agriculturally);
- The lack of progression in the content of literacy courses. (When some learners had learnt to read and write their names, for example, they were not immediately given other, more stimulating topics and were discouraged from attending every day for the sake of knowledge that they had already acquired.)

In our opinion, this last reason is a question of methodology and overlaps with the first, relating to the low level and lack of training of the village teachers.

Further, delays and want of initiative in promoting the literate environment were not likely in the long term to consolidate the impact of literacy work undertaken.

Moreover, the lack of comparative analysis of the differences and the complementarity of the two literacy approaches (the traditional and Reflect) did not provide a choice as to which to use, and how to combine them effectively and efficiently in running centres and circles.

From support to self-development of grassroots community groups (GCOs)

As we indicated earlier, all the activities in the projects run by partners, including literacy, had been developed around GCOs.

According to the specific nature of the project to be carried out (environmental education and management of natural resources, health education, support for promotion of ROs), an implementing GCO was either selected or set up to steer activities on the ground. This had encouraged the establishment of groups and committees for the protection and management of natural resources, etc.

Collaborating GCOs had benefited from a variety of technical and financial support in implementing these community projects, the aims of which were to improve the living conditions of the poorest sections of the population.

This technical support ranged from structuring to legal recognition by the competent authorities and members' and leaders' awareness of their roles and responsibilities. It is this which had resulted in an expansion of the organizational and institutional capacity of the beneficiary GCOs.

Also, the introduction of self-evaluation by certain partners (notably CEGUIFED) in their projects had enabled the partner organizations supported to make a fair assessment of their organizations and to identify priority actions to strengthen the organizational and institutional capacity of their literacy programmes.

Moreover, through the specific activities undertaken by each of the projects, the GCOs supported had each reinforced their operational skills (the ability to mount similar activities in the future). Examples were health education awareness, STD/HIV/AIDS prevention education and restoration of the environment (reafforestation and protection orders), etc.

Furthermore, priority actions to ensure the sustainability of projects on the ground had been directed towards income-generating activities and financial service associations.

As regards income-generating activities, a number of micro projects had been launched (soap-making and dyeing, market-gardening, small retail trading, the creation of cereal banks, etc.) with the financial and technical support of *dvv international* and its partners. This had definitely allowed the beneficiaries to increase their income.

Hence, some micro projects such as the cereal banks that had been set up, were extremely important to the beneficiaries, given the potential for cereal production in the project areas and the bridging urgently needed by communities from time to time. These micro projects may thus allow harvests to be well managed and the periods when bridging is needed by households in the communities supported to be reduced.

In these micro projects, the beneficiaries had also developed technical skills or learnt how to manufacture the products associated with the projects (especially soap-making and dyeing, market gardening, etc.).

However, the weaknesses associated with the lack of feasibility studies in some places (particularly Téliimélé) and the low level of funding allocated to the various micro projects did not guarantee the financial viability that would allow beneficiaries to reinvest their earnings from the micro projects in order to fund new income-generating activities themselves.

To that effect, we found that despite the training received, *dvv international* courses to develop and manage village micro projects (income-generating activities), which should normally have helped with the conduct of feasibility studies (to determine the total cost of each micro project, the amount of funding required and the likely cost-effectiveness), had not been put in place in the implementation and management of some micro projects supported.

Some progress had been made with establishing financial services associations (FSAs) and making loans available credit to the beneficiary communities, particularly through CAFODEC, which is a partner NGO that specializes in this field.

However, despite this progress, weaknesses persisted in the creation of FSAs and in the support given to their operation.

Our finding is that most of the projects run by partners involved establishing FSAs, and few partner NGOs had real skills in setting up, supporting and operating the FSAs created as part of their projects.

This sometimes led to the absence of a feasibility study in setting up a FSA and to a lack of ability and appropriate training among local managers in the area of FSA management recording and accounting; this was not helping the spread of information about FSA operations, automatically limiting transparency in persuading members/beneficiaries to save since all they expected from FSAs was loans.

In our view, this state of affairs will in the long term compromise the expansion of FSAs, which will be dependent on outside funding for the money that they loan.

The Role of Strengthening NGO Capacities in Carrying out Activities on the Ground

In implementing their community projects, partner NGOs had been supported by *dvv international*, which had strengthened them organizationally, institutionally and operationally. Among this support we noted:

Material support

Each partner NGO had received material support in delivering the activities in its community project. This material support, which was included in project budgets, ranged from motor cycles to static and portable computers, depending on the scale and coverage of the project.

The material support not only made it easier to carry out the activities of the contracted projects, but also strengthened the heritage and institutional capacity of the NGOs.

Technical support

dvv international emphasised technical support, training and strengthening of the technical capacity of its partner NGOs.

The **NGO APEK** told us that it had been selected to deliver the Rural Development Project in Northern Lower Guinea (PADER/BGN), on the basis of its proposed method of developing and managing village micro projects, which it learnt from training in designing and managing such projects organized by *dvv international*.

Other sub-regional workshops had also been held in Guinea for direct partner NGOs of *dvv international*, and extended to other NGOs working in the field of literacy and adult education and the National Literacy Service, the government partner of *dvv international*.

These included:

- The national workshop on Reflect in Guinea, held in Dalaba
- The sub-regional workshop on STAR, held in Dalaba
- The sub-regional workshop on the literate and cultural environment, held in Dabola.

dvv international had also enabled some partner NGOs to take part in sub-regional and international meetings, including:

- Sub-regional training course on Reflect methodology in Bamako
- Workshop on monitoring and evaluation in Senegal
- Exchange of information on literacy strategies in Ségou
- Workshop on decentralization in Mali
- Sharing of literacy strategies through RISOA in Morocco
- International Conference on Education in Gabon
- UNESCO international meeting in Hamburg, etc.

Besides organizing training and meetings for its partner NGOs, *dvv international* had fostered the establishment of “*interest and coordination circles*” (ICCs), the aim of which was to promote sharing of experience, methodologies and approaches, in order to reduce the gap in experience and performance between old and new NGOs.

These circles were planned and implemented by the partners themselves, to provide for consultation on matters of general interest. One of the partner NGOs undertook to organize each forum and issued invitations to all the others, with financial support from *dvv international*.

We observed a considerable impact from these circles on the organizational strengthening of the partner NGOs, which had previously worked behind closed doors before the introduction of the circles and regarded their methodology, approaches and tools as closely guarded secrets (no sharing or communication about these matters being tolerated).

Another extremely important aspect of the technical support provided by *dvv international* to strengthen the capacities of NGOs in the Republic of Guinea was the production and distribution of practical guides on how to carry out grassroots development activities. These guides were of two kinds:

1. Documents reporting on approaches and experience in Guinea, namely:
 - The situation of literacy in Guinea
 - Literacy strategy based on development in Guinea
 - Guide to rural organizations in Guinea
 - Guide to support strategy for promoting and consolidating rural organizations in Guinea
 - Practical guide to project monitoring and impact evaluation

2. Documents reporting on sub-regional approaches and experience:
 - Adult training and trainers – situation, problems and prospects in French-speaking West Africa
 - Draft reference list for designing literacy and non-formal education programmes
 - The literate environment, national language initiatives
 - Training module on adult education in Chad
 - Guide to training in entrepreneurial spirit, encouragement of self-development and local development planning

We found that these practical guides had been widely distributed, not only among the immediate partners of *dvv international* in Guinea but also among other institutions, individuals and development practitioners.

The wealth of content, and the importance attached by *dvv international* to this shared reporting of approaches and tools were stimulating and cultivating a culture of written documentation among partner NGOs. By way of example, the following documents had been produced by partner NGOs with the support of *dvv international*:

- Training guide for literacy workers, by the NGO CEGUIFED;
- Promoting basic education and citizenship through decentralization training for local elected politicians and the general population, by the NGO CENAFOD;
- Guide for Reflect circle facilitators (finalized but not distributed), by ONGUGVD.

Further, since the beginning of 2006, *dvv international* had been providing institutional analysis and strengthening for its partner NGOs. This process of supporting the development of stronger institutions relied on expressions of interest by partner NGOs, whose activities *dvv international* then agreed to support technically and financially.

In this context, two partner NGOs (AJP and CEGUIFED) had already benefited from institutional analysis of their structures and from institutional strengthening, which had resulted in the production by each of these NGOs of a manual of administrative management procedures, both material and financial, and a strategic development plan for the next three years (2007-2009). It was expected that the same process of institutional analysis and strengthening would be repeated from April 2007 with two other partner NGOs (IBGRN and APEK).

In our evaluation we noted that all the partner NGOs of *dvv international* in Guinea were operationally competent to run activities on the ground. The reason for this is that all of them were present on the ground before beginning to work with *dvv international*, which had further strengthened their ability to implement activities. In our opinion, therefore, these NGOs have operational capacity, but most of them need support in the area of strategic management in order to strengthen their institutional base.

Hence, we believe that the institutional strengthening of partner NGOs undertaken by *dvv international* will make them more viable and will enable them to mobilize the resources

needed to carry out the activities pursued in partnership with *dvv international* effectively over the longer term.

1. Innovations introduced

A number of innovations were introduced by *dvv international* in delivering its programmes in Guinea, particularly over the period 2004 – 2007.

These innovations reflected the findings on the problems and prospects of implementing the projects of its local partners.

Among these innovations may be mentioned:

- **The integrated approach:** Experience has shown that the primary concerns of the target adults relate to their needs in everyday life, to which they give absolute priority. Any development activities designed for them that do not take account of these concerns are highly likely to be ignored. It is therefore helpful to integrate literacy activities into survival needs and to support the development of the communities supported. In our evaluation we found that by adopting this integrated approach, linking literacy with development activities in partners' projects, *dvv international* had been able to address not only literacy but also certain major community development needs.

The most striking cases were associated with the project PERE Siguiri, which is concerned with environmental education and combating HIV/AIDS alongside literacy, in an area under serious threat from those scourges. The case of the village land management plan (VLMP) in Hafia (Labé) should also be mentioned. This concerns the management of village lands, through participatory community diagnosis and the development of local land management plans that address the whole range of local development issues in the area covered by the project.

We found that all the projects run by partners on the ground were integrated in nature, making them more participatory and beneficial for the grassroots population.

- **Length of projects:** As from 2005, *dvv international* revised the length of the projects of its partner NGOs from one to three years. The reason given was simple. In order to ensure continuity in take-up and learning from projects, *dvv international* and its local partners needed to integrate the implementation of partners' projects into the strategic plan of *dvv international* (which is triennial).

Our finding is that increasing the length of projects to three years was a positive step, in that partner NGOs and the grassroots beneficiary populations can now set development goals for projects that are achievable in the medium term, and can carry projects through from planning to evaluation and capitalization of learning. This makes it possible to follow the normal cycle of development project management and to prepare for the gradual withdrawal of the partner NGOs, so that project activities and learning are transferred to the beneficiary communities.

- **The Reflect approach:** The Reflect approach was introduced in Guinea in 2003, thanks to the support of *dvv international*, through the participation by three Guinean NGOs in the sub-regional workshop held in Bamako (Mali) by the NGO *Jeunesse et Développement*.

The introduction of Reflect as the literacy approach in the Guinean NGOs that are partners of *dvv international* has given them a more complete approach that is suited to conducting participatory development activities based on the principle of “*faire-faire*” (getting things done).

In the course of the evaluation, we were surprised at the high degree of competence with which illiterate populations could manipulate RPRM tools, which had previously been the preserve of those with formal education.

The adoption of Reflect methodology by grassroots populations goes beyond literacy; through the use of endogenous village facilitators it provides a sure guarantee of the grassroots community identifying, analysing and prioritizing local development activities.

- **Exchanges between the grassroots and the NGOs:** When NGOs carry out activities on the ground, in partnership with *dvv international*, a number of consultation frameworks are put in place, firstly to enable the beneficiaries to talk to each other, secondly to enable them to talk to the supporting NGOs, and lastly to enable the partner NGOs to discuss among themselves.

These consultation frameworks range from participatory planning workshops to review workshops organized at grassroots level, and include monitoring and evaluation and reporting of activities by endogenous local committees.

In places, for example, we observed synergy and close collaboration with technical service departments, especially the prefecture literacy departments in Tougué and Téliélé, in the implementation and monitoring and evaluation of literacy activities.

On the other hand, some partner NGOs had little cooperation with technical service departments, particularly the prefecture literacy departments. Furthermore, despite the presence and involvement of some of these departments in grassroots literacy, there was little coordination and support from the NLS for activities and institutions on the ground.

In addition, the ICCs and organized visits mentioned above played a key role in the exchange and sharing of experience, approaches and tools between grassroots workers and NGOs.

Moreover, the review workshops held by partners and *dvv international* at the end of every year enabled both NGOs and *dvv international* to discuss their results, problems and prospects for the year to come, by harmonizing approaches and materials.

However, we do not find the exchange visits arranged for GCOs and the emerging

institutions that will carry the work forward to have been adequate in either their frequency or their destinations. In particular, there was no participation in sub-regional visits and meetings.

In our view, an endogenous institution after the model of AAVT in Tougué should be able to take part in study visits in order to derive inspiration from the experience of similar sub-regional organizations that have travelled the same path.

- **Environmental education:** In some of the projects run by partners, education was being given locally about the environment. These activities aimed to foster practices that respected the environment and its restoration through reforestation, particularly through the VLMP in Labé and in Sébékoro through PERE in Siguiri.

IBGRN was also helping several rural communes to incorporate aspects of natural resource management into their local development plans (LDPs).

In the areas where environmental education was being conducted, we found that the beneficiaries had a grasp of factors affecting the degradation of the environment and drought, and of the appropriate measures to be taken to combat them (among others, they mentioned the reforestation of headwaters and protection orders).

- **Liaison between SDOs and micro projects:** Micro projects funded for SDOs are regarded as a key element in ensuring the sustainability of literacy activities because they generate excess income that can fund literacy centres and training for beneficiary communities.

These micro projects had certainly generated income for the beneficiary SDOs, but at the present stage of their development, there is no guarantee that they will meet the expectation that they can fund literacy activities and other training for beneficiaries once projects end.

In our view, the micro project option, as currently practised, is more effective as an adjunct to the implementation of partners' projects than as a way of ensuring long-term funding for literacy activities.

If action is to be taken to ensure sustainability in this way, serious consideration should be given by partners during the project stage to planning for and actually giving beneficiaries the responsibility and the ability to take on the entire process of designing, implementing, managing and reinvesting the income generated.

2. Adapting the monitoring and evaluation system (EPC and PMIE)

In carrying out its programme, *dvv international* introduced a monitoring and evaluation system in Guinea based on the tools Evaluating Progress towards Change (EPC) and Project Monitoring and Impact Evaluation (PMIE), in combination with the tool Measuring Level of Progress (MLP).

In order to put in place this monitoring and evaluation system, *dvv international* held frequent workshops on the above tools to provide training and to strengthen the capacities of NGO teams on the ground and of grassroots beneficiaries.

These tools were presented to partner NGOs, and each of them chose which it would use. As a result, Ballal, APEK and IGVD used EPC for monitoring and evaluation, while CEGUIFED and AJP used PMIE.

During our evaluation, we found that these different tools were being competently used on the ground, both by NGO staff and beneficiaries.

In literacy centres, learners showed us how to use MLP to explain to us how many of them could neither read nor write to begin with but were now able to read and write their names, and to read and write a letter.

With respect to EPC, we saw evaluation reports produced by the beneficiaries themselves, particularly in Salouma (Tougué), in the language and alphabet in which they had become literate, and they explained to us the process of monitoring, evaluating and interpreting results using EPC.

As for PMIE, in Téliélé we found that there was a local project monitoring and impact evaluation committee, which also showed us an evaluation report based on PMIE.

Our finding is that we were impressed by the adoption of this monitoring and evaluation system introduced by *dvv international* among beneficiaries, and above all by their awareness of the role and importance of monitoring and evaluation in carrying out development activities.

Moreover, the beneficiaries and the partner NGOs are now in possession of a monitoring and evaluation system that they can use in all the development activities and projects that they undertake and are thus able to assess the progress, effects and impacts of their actions.

3. Adaptation and use of external skills and capacities (PAEV from AGIR, PEGRN, ELC from Cotonou, STAR from Uganda) and interaction between partners at national and sub-regional level

The approach adopted by *dvv international* in its work in Guinea relies heavily on recognising local skills through exchanges between domestic and external partners, and by the constant quest for local expertise in the fields in which its partner NGOs operate.

Against this background, *dvv international* works with direct partner NGOs on the basis of partnership agreements (to provide technical and financial support) for the implementation of three-year development projects for the poorest grassroots populations.

Besides these direct partnerships, we found that *dvv international* also supports other NGOs by launching innovative projects lasting no longer than one year.

Through these innovative projects, often initiated on the basis of experience acquired in other development projects and programmes, *dvv international* identifies NGOs with established expertise in fields of relevance to its direct partners, and involves them in its

programme in order to give due recognition to their skills by strengthening less experienced partners.

This is the case with IBGRN, which has established experience in the field of managing natural resources through the projects AGIR and PEGRN. Its contacts with *dvv international* began in 2005, leading to a formal collaboration agreement through a three-year community project in 2006.

In the context of this use of local skills and capacities, and of interaction between partners, we observed for example a number of exchanges between IBGRN and AJP in the areas of environmental education and management of natural resources. These had even led to exchange visits between beneficiaries of the PERE project in Siguiri and those in the IBGRN area of operation in Dabola, followed by the attachment to the PERE project in Siguiri of an IBGRN technician to provide training in natural resource management.

In addition to this direct interaction between partner NGOs and grassroots beneficiaries through exchange visits, *dvv international* had, as mentioned above, promoted the establishment of ICCs with the aim of facilitating exchanges of experience and harmonizing approaches, methodology and working tools (including the recognition of local skills). Another aspect that should be mentioned is the sharing of training materials between partner NGOs, introduced through *dvv international* review workshops, which continues to take place between partner NGOs without the involvement of *dvv international*.

Also, DVV support for strengthening networking between partners has injected greater life into REGA (the Guinean literacy network) and has fostered the establishment of the PAMOJA Guinea network. As a result of these contacts and the support given to the visibility of the partner NGOs in Guinea, some of them have joined national and international professional networks (REGA, PAMOJA Guinea, ROSIGUI at national level, and internationally, PAMOJA West Africa, RISOA, etc.).

In respect of sub-regional and international skills and expertise, the partner NGOs were all agreed that the regional office of *dvv international* in West Africa was constantly looking for new approaches and innovative tools to support partner NGOs in Guinea, to improve not only their performance in grassroots community projects but also their special expertise and professionalism in the fields in which each of them works. This had led to the introduction of the literate cultural environment (LCE) approach in Cotonou, which began with a sub-regional workshop held in Dabola, involving partner NGOs working to consolidate literacy work carried out on the ground.

There is also the STAR approach from Uganda, which was introduced by *dvv international* through a sub-regional workshop held in Dabola to help partner NGOs improve the delivery of their activities to prevent and combat HIV/AIDS, which has become a development issue addressed by all partners in their development activities.

Following the introduction of each sub-regional or international approach, *dvv international* organized training workshops for all practitioners in Guinea (direct partner NGOs and non-

partners of *dvv international*), to enable them to adapt the approach introduced to the Guinean context and situation. This is what happened at the workshop on the Reflect and STAR approach held in Labé in March 2007.

We observed that all the activities to strengthen the skills and capacities of partner NGOs and beneficiaries took account of the specific features of the places where external or domestic skills and capacities were to be adapted and applied. For example, in respect of the choice of the language and alphabet of literacy, the partner NGO Ballal Guinea was using the Arabic and Latin alphabets in Pular in Tougué, and the Latin alphabet in French in Balaki (Mali).

Furthermore, all the tools and approaches were suited to the circumstances of the beneficiaries, as in the case of the seasonal calendar worked out by the NGO UGVD to accommodate meetings of Reflect circles and periods of other activity.

It is this adaptation and use of domestic and external skills and capacities that is now making it possible for neoliterate beneficiaries easily to handle Reflect and EPC-PMIE tools and approaches from the outset.

That leads us to believe that the same results will be achieved with the ELC and STAR approaches recently introduced.

Bureau de Renforcement des Capacités – BRC
(Office for Strengthening Capacities)

Literacy and HIV/AIDS Prevention

Summary of the Report

The caravan organized in association with the Bamako Pan-African Regional Conference, set off on Monday 27 August at 08.00 from outside the offices of the NGO Jeunesse et Développement in the presence of the partner *dvv international*. It lasted 16 days, from 27 August to 11 September 2007.

The Malian participants first travelled to Guinea, where the Guinean participants joined them in Sébéko-ro, in the urban commune of Siguiri; it then proceeded to Mamou and Labé. From Labé, the caravan went on to Kaolack before visiting Tambacounda and Kédougou in Senegal. After passing through Kayes, the last stop was Bamako in Mali, which coincided with the celebration of World Literacy Day on 8 September. The caravan culminated in a march for literacy on 10 September, the day of the official opening of the Bamako African Regional Conference.

Within each country, the PAMOJA network was responsible for organizing the caravan. The national PAMOJA used traditional forms of solidarity such as Terranga in the case of Senegal (Wolof language), Diatiguiya in Mali (Bambara and Mandinko language) and N'djatiguiyako in the case of Guinea (Peul language), placing participants in local families.

List of NGOs taking part in the caravan:
ADAC, J&D, AIDES, AMAS/AFAS in Mali;
UGVD, AJP and Ballal in Guinea;
APROVAG, KEOH, ALPHADEV, Action Aid International, COCOGEP and Foundiougne in Senegal.



Regional Caravan from
27 August to 11 September 2007



Participants



Participants



The caravan on its way

Stages and Activities

The caravan travelled a total of 3467 km, 1063 km of this in Guinea (Siguiiri-Kankan-Kouroussa-Dabola-Mamou-Dalaba-Pita-Labé-Koundara-Linkéré), 1519 km in Senegal (Linkéré-Madina Gounas-Manda-Wélingara-Kolda Crossroads, Sitaba-Boukéré Crossroads – with 50 km in Gambian territory to cross the ferry at Farafini-Keur – Ayib-Kaolack-Diossong-Tambacounda-Kédougou-Kidira), and 700 km in Mali (Diboli-Kayes-Bamako)

Everywhere, the coordinator, together with the rapporteur, explained the aims of the caravan to the authorities and the people it encountered, and told them that it was organized by the *Bureau de Renforcement des Capacités* (Office for Strengthening Capacities, BRC) of *Jeunesse et Développement* in partnership with ActionAid International, *dvv international* and PAMOJA, which were joining their voices to all those of others raised to tell decision-makers that illiteracy and HIV/AIDS were major obstacles to the development of their countries.



Participants from Sébékoro

Stage 1: Sébékoro, Urban Commune of Siguiiri, Kankan Region of Upper Guinea, 27 August 2007

On Monday 27 August 2007, the first activity of the caravan took place in Sébékoro, 8 km from Siguiiri. After the opening remarks, the introduction of the members of the caravan and the usual greetings, the village head, the representative of the Prefect of Siguiiri and the caravaners, accompanied by all the staff of the NGO AJP (*Amicale des Jeunes pour le Progrès*), engaged first of all in a reforestation activity at the entrance to the village, by planting 200 cashews that had come from the community nursery of the Reflect circle, before meeting

the population and visiting the Reflect circle.

This is the place to remark on the presence of the adviser from the UNDP poverty reduction programme, Mr Youssouf Dioubaté, who agreed to travel with the organizers of the caravan in order to work in concert on a regional level on the trilogy of

“Literacy, HIV/AIDS and Development”, before declaring “it is established that we have in Africa the lowest rate of literacy, and that is unacceptable. If we want to

develop and to achieve the Millennium Goals to which we have all made a commitment, we have to become literate, and our governments must allocate more than 3% of their budgets to this sector.”

Visit to an AJP project

Amicale des Jeunes pour le Progrès (Young Friends for Progress, AJP) is a non-governmental organization (NGO) that grew out of the *Association des Jeunes Elèves, Étudiants, Ressortissants et Amis de Siguiiri* (Association of Pupils, Students, Residents and Friends of Siguiiri, AJEERAS), which was set up in 1998 by pupils and students spending their holiday in Siguiiri, with the aim of supporting vulnerable sections of the population in the Prefecture of Siguiiri through micro projects run by aid and development agencies.

In the seven years it has worked at the grassroots, the NGO AJP has succeeded in building up a wealth of experience and in making a significant contribution to the creation of grassroots community organizations (GCOs) and to strengthening their capacities through non-formal education linked to Education for All, health education and the fight against STDs/AIDS, to environmental education and the sustainable management of natural resources, to the exercise of citizens' rights and duties, democracy and good governance.



Description of the Project Visited

The circle visited was a literacy centre set up under the Environmental Education Project (PERE) of the NGO AJP. This circle consists of 21 participants, three of them women.

The project works in the areas of managing natural resources, high illiteracy, environmental degradation, STD and AIDS prevention, and poverty reduction.

Target group: Women and men in the rural organizations.

The purpose of the project is to help improve protection and management of the environment in the Prefecture of Siguiiri. More specifically, it aims to:

- Create and maintain 15 community forests in three years in 15 districts of the Prefecture of Siguiiri;
- Successfully teach literacy to 600 members of 15 rural groups (approx. 250 women and 350 men) over the three years.

The methodology used is Reflect, which is based on involving all those concerned and giving responsibility to the beneficiaries. In the PERE project, the emphasis is on action research, that is, on analysis and implementation of action plans.

Results: Successes and Impact on Community Life

- 15 community forests have been established
- 600 people from 15 rural organizations can read, write and calculate in their local language
- 15 functioning committees to protect and manage the forests have been established
- 15 rural organizations have increased their income
- 17 Reflect circles are open and operational
- 10 village development plans have been drawn up
- 10 village environmental action plans have been created
- 10 community forests totalling 30 ha have been placed under protection orders
- 7 community fields totalling 14 ha have been created
- 561 people have become literate
- 750 households have been improved
- Women are playing an effective part in PERE activities
- The PERE project has achieved social mobilization

Difficulties

Lack of infrastructure and teaching manuals in Nko, facilitators' salaries covered by the community.

Lessons Learnt

In order to respond to recommendations made by the beneficiaries, AJP has experimentally introduced new activities to support neoliterates, such as:

- Organization of cultural meetings
- Organization of writing competitions
- Creation of a community newspaper

Stage 2: Mamou, Labé Region of Central Guinea, 29 August 2007

In Mamou, the main activity on that day was a lecture organized by the coordinator of PAMOJA Guinea in the national language on *"Literacy and Development"*, in the presence of the representative of the Prefect, the Mayor, the coordinator of the Guinean Literacy Network (REGA), and the head of the literacy department of Word.

Stage 3: Hafía, Labé Prefecture of Central Guinea, 30 August 2007

Before travelling to Hafía, a sub-prefecture 30 km from Labé, the caravan paid a courtesy visit to the authorities (the Mayor and the Prefect).

In Hafía, the caravan met the administrative and religious authorities and the leading citizens of Hafía (25 people).

After the opening remarks, the introduction of members of the caravan and greetings, the coordinator of PAMOJA Guinea and the coordinator of the NGO UGVD spoke in Pular, a national language, to explain the aims and objectives of the caravan and the importance of literacy and combating HIV. The caravan then

moved on to the Dambata site for follow-up activities. A lecture was given by the coordinator of PAMOJA Guinea in another national language, Peul, about "*Literacy and Development*" in the presence of the representative of the Prefect, the coordinator and staff of the NGO UGVD and all the other groups in the area that had been invited to the event.

The lecture was followed by a visit to the Reflect circle, where we attended a Reflect session that addressed the subject of young men leaving for the cities in recent years, leaving behind them women who became the heads of households.

The caravan also visited the financial services association (FSA) Pottal de Hafía, which was set up in November 2005 with 113 members, who contributed a capital of 1,400,000 FG. The FSA now has 169 members, who have bought 13,314 shares with a capital of 29,157,000 FG.



Citizens of Hafía

Stage 4: Diossong, 2 September 2007

After 72 hours of travelling, the exhausted caravaners carried out their first activity in Senegal. The population of Diossong extended a warm Teranga welcome to the caravaners. After the usual greetings and introductions, the activity consisted of a lecture given on literacy and development by the Chairman of the Rural Council, Mr Mamary Ly.

Before addressing the substance of the topic, he called attention to the importance of literacy and to some of the results and effects of the Action Aid programme in the locality.



In Diossong

Stage 5: Kédougou, 4 September 2007

On Tuesday 4 September, the caravaners paid a courtesy visit to the Mayor of the commune, before arriving at the lecture hall. On the posters were the words:

- *“Recognising the importance of literacy for improving the lives of rural adults”*
- *“We call on the Ministers of Health, Advancement of Women, Agriculture and Rural Development to allocate 1% of their budgets to reinforce literacy”*
- *“To keep up the pressure to correct the injustice perpetrated against adult literacy.”*
- *“We demand 3% of the education budget for literacy and adult education.”*

In greeting the caravaners, the Mayor said,

“We recognise the true importance of such a significant activity, which we warmly welcome, while congratulating the partners and agencies working in this field to support the efforts of our governments.”

The speech given by the coordinator of KEOH addressed the importance of literacy and HIV/AIDS prevention. All the agencies operating in the sector were present.



Participants of the caravan

Stage 6: Kayes, 6 September 2007

On 6 September in Kayes, the caravaners were able to carry out two activities: an awareness session on HIV/AIDS, and a meeting with the education authorities.

The IEC activity on STDs and HIV/AIDS, which was facilitated by the rural support worker of *Jeunesse et Développement* and the representative of AFAS/AMAS for the Diabougou school education group, attracted a crowd of people.

The meeting with the school authorities was held at the premises of the Teaching Academy, where the heads of the two literacy centres on the left and right banks of Kayes were invited to the event.

After the usual greetings and introductions, the coordinator of the caravan, followed by the rapporteur, explained the aims and objectives of the caravan.

The Director of the Academy, welcoming the caravaners who had defied the weather to criss-cross the country, spreading information and raising awareness, declared:

„We need to have more resources to create literacy centres and not just to restrict ourselves to maintaining those created by NGOs. However, the communities for whom these skills have been transferred do not have the means. If the population is not made literate, it cannot play much part in the development of its community. It is in fact an obligation for our governments to invest in adult education if they are to honour the agreements they have ratified. Literacy cuts across all sectors, and each Ministry needs to have its literacy department.”

Stage 7: Bamako, 10 September 2007

On 10 September, the opening day of the Bamako African Regional Conference, the caravanners and a number of other civil society agencies that were invited to join them, set off from outside ENSUP for the International Conference Centre in Bamako, where the declaration was read by the rapporteur, before Mariam Kolon Diallo of Ballal Guinea presented it to the Director of BREDA in the presence of other education officials from the UNESCO BAD and the national and foreign press.

The participants were invited to take part in the official conference ceremony presided over by President Amadou Toumani Touré of Mali, flanked by the Director General of UNESCO, the Malian Minister of Education and the representative of Laura Bush. Madame Touré Lobo Traoré and a number of other First Ladies were also present.

Conclusion

The main feature of this caravan was the increased awareness that it clearly aroused everywhere. From the various visits, it became apparent to us that poverty means not only low income or lack of funds, but also having no influence over decision-making, being hungry, dying of hunger and/or malnutrition, and suffering from HIV/AIDS; above all, it means lack of educational opportunity.

Frequently, there was also the issue of being able to make sense of and adapt to the new context of globalization, which calls for new skills and abilities if adults are to play a satisfactory part in drawing up and implementing every policy on development, poverty reduction, illiteracy and HIV/AIDS. However, these new skills are technical and can only be acquired by adults living in rural areas with no opportunity of acquiring literacy if training is provided and adult literacy is taught.

Recommendations gathered from local populations

- Set up centres to train facilitators
- Issue training certificates
- Build and equip literacy centres for learners
- Look after facilitators
- Provide literacy centres with teaching materials
- Set up income-generating activities
- Create crèches for children at literacy centres
- Set up specialist centres to train facilitators and literacy teachers



The participants present the declaration

- Institutionalize the system of micro credit through literacy centres to facilitate access to loans for the people
- Honour commitments made, strengthen the capacities of operators of literacy networks, encourage the professionalization of literacy, and provide access to funds to combat HIV/AIDS

Declaration of the Caravan for the Conference

- Whereas there are 774 million illiterates in the world, 63% of them women;
- Whereas education is a right guaranteed to all in the Constitutions of our countries;
- Whereas bilateral and multilateral development partners have given a commitment to assist developing countries to achieve the objectives of Education for All (EFA);
- Whereas there is a shortfall of 13 billion US dollars to achieve the objectives of EFA;
- Whereas the African continent is the part of the world worst affected by the HIV/AIDS pandemic and that the spread of the virus is increasingly linked to poverty and illiteracy;
- Whereas our governments cannot provide universal primary education for all children;
- Whereas Education for All is the key to all other sectors of development;
- Whereas our governments spend less than 1% of the education budget on literacy.

We call on: Governments

- To allocate at least 3% of the education budget to literacy
- To ensure sectoral programmes and plans take the literacy approach into account
- To manage the funds allocated to literacy transparently and effectively
- To incorporate learning values and to involve people living with HIV/AIDS in literacy programmes

Funding bodies

- To honour their commitments. Out of 16 billion US dollars, only 3 billion have been made available, so that there is a huge shortfall of 13 billion, which is urgently needed to achieve EFA
- To ease terms and conditions so that literacy can be addressed

These are, among others, the concerns expressed by the people of the towns and villages of Sébékoro, Siguiri, Mamou and Labé in Guinea, Madina Gounass, Kaolack, Dioussong, Kédougou, Tambacounda and Kidira in Senegal, and Diboli and Kayes in Mali to the Caravan for Literacy and HIV/AIDS Prevention.

Alhassane Souare

Evaluation of Progress towards Change (EPC): Two Self-development Projects in Guinea

Introduction

As part of its programme of support for adult education in the West African sub-region, *dvv international* Guinea assisted the efforts of the NGOs “Association for the Economic Development of Kindia” (APEK) and “Ballal Guinea” by drawing up and managing collaboration agreements to provide technical and financial support to these bodies from 2003.

The aims of these agreements were:

- To develop and manage a programme to strengthen the capacities of members of an association of agricultural producers in Benna Mousaya and Kindia, and of SDOs in Tougué;
- To support the establishment and expansion of village micro credit agencies (financial services associations, FSAs);
- To support improvements to the organizational and institutional development of the agricultural producers’ association and SDOs;
- To support the income-generating activities of grassroots groups;
- To establish and manage a participatory system of planning, monitoring and evaluation of progress towards change and/or project impact evaluation, etc.



In its action research work to support the development of grassroots communities, *dvv international* adapted the EPC methodology to suit functional literacy. Training workshops were held locally, and programmes to test the method were conducted with partners willing to try out innovation and creativity. This report is the fruit of that experience of grassroots collaboration between the NGO APEK, the NGO Ballal Guinea and this institution, *dvv international*.

I. Purpose of this Investigation

The fundamental purpose of this investigation was to carry out a participatory evaluation of the effectiveness, cost-effectiveness and impact of the project between 2003 and 2006 on the target groups, using Evaluation of Progress towards Change (EPC).

II. Intended Results

- The impact of the projects on the target groups identified and known;
- The effects and impacts identified shared between the agencies involved in delivering the projects through reporting and creation of a data base.

III. The Method of Working

The methodology used in the investigation was participatory, alternating documentary review (reading of activity reports), discussions with association leaders and NGO managers, organization and holding of village meetings in the places where basic education and adult education centres are located.

IV. The Foundation and Principles of EPC

EPC is an innovative approach to steering development programmes that differs from traditional methods in its principles and tools. The principles of EPC rest on the need for the development agency or project to justify its actions by the changes that may reasonably be expected rather than the processes that it sets in train. In this case, the changes mean that individuals, groups and communities will have demonstrated a sustained change in their status or behaviour, to which the development agency has made a contribution.

It follows that a development agency cannot claim to bring about change itself, especially where the development situation is complex, since a multitude of factors and forces not controlled by the agency interfere with its initiatives.

Change is brought about by the individual, the group or the community, with a contribution from the development agency. It is therefore the level of its contribution that the agency must be able to define, measure and deliver in order to help its clients to achieve the desired change.

EPC is a method of steering an agency towards change, and of measuring and illustrating its progress in that direction. Its various tools allow the fundamental goals of change that the partners intend to achieve through literacy to be defined. They clarify its role and place within the development initiative of which it forms a part. Among other things, they facilitate:

- Monitoring and measurement of progress of activities associated with the initiative;
- Capture and categorization of the most important performance data underlying those

activities;

- Reflection on and the search for creative solutions aimed at achieving a higher level of performance and activity.

There are three categories of tools in the EPC methodology:

- Tools for formulating intended change: these set out the vision or mission, and identify partners and the challenges of change assigned to them;
- Tools for implementing the change process: identifying makers of progress and organizational strategies and practices; and
- Tools for monitoring and evaluation.

All these tools are preceded by a participatory diagnosis of the community or group that will benefit from literacy.

V. Reasons for Using EPC for Integrated Functional Literacy Activities

Literacy is part of the process of strengthening the capacities of individuals and communities committed to changing their living conditions. Hence, in the context of rural development, it may be thought of as a means of encouraging self-development at grassroots level rather than as an isolated project or as an end in itself. The concept of integrating functional literacy into the local development programme reflects this perception. A group uses literacy to increase its chances of taking the appropriate action to achieve its goals in the various areas of rural life: agricultural and craft activities, health education, income-generating activities, environmental protection, participation in the decentralization process, etc. Teaching someone to read, write and calculate means teaching him or her to think, to decide and to promote his or her own social, economic, political and cultural well-being. We have never seen adult literacy as a thing in itself, as the learning of reading and writing techniques, but as a political act directly linked to production, health, the formal education system and the overall plan that needs to be achieved for society as a whole.

Literacy can only be a genuine factor for change if it goes beyond being merely the outcome of learning and becomes the medium for lasting change in the behaviour of the target population. It is only when they show that they have integrated their new knowledge into their everyday experience and practices, and hence have internalized the ability to read, write and calculate, that we are justified in speaking of real change in their way of life. Unfortunately, for want of an appropriate environment, it is often the case that this change does not come about and that literacy learning is gradually lost, leading to a relapse into illiteracy. Sometimes also, where literacy programmes essentially focus on the quantitative assessment of skills acquired in reading, writing and mathematics, they are unable to capture the changes that have taken place in the relationship between the individual and the environment and in his or her ability to read the world for himself/herself.

This is why many literacy programmes have problems monitoring and evaluating the impact of their activities. In order to give the literacy process a better chance of bringing about the genuine changes intended by the people who are the beneficiaries, the development practitioners decided to employ the EPC approach.

V. The Approach of Integrating EPC into Projects

It should be stressed that the EPC methodology was integral to the delivery of project activities. This integration made it possible to define as follows how it would work in the project of the rural organizations supported by the NGOs APEK and Ballal Guinea.

1. Formulation of the Project Vision

At the various workshops to strengthen the capacities of those involved in the area of evaluating progress towards change, the members of the grassroots groups and the leaders of the agricultural producers' association defined the vision as follows:

"Between now and the end of 2006, the members of the agricultural SDO will become dynamic representatives at the prefecture and regional level, will achieve greater mobilization of producers, will develop a partnership with sponsors to meet the need to strengthen capacities, and will play an active part in the school enrolment of children in their localities, in the setting up and managing of storage facilities and in the marketing of their agricultural products."

2. Formulation of the Project Mission

It should be pointed out, however, that the project mission centred on the following activities:

- Informing and raising the awareness of agricultural producers so that large numbers would join the association;
- Strengthening the capacities of members of the association at all levels;
- Taking part in discussion workshops;
- Searching out partnerships, with NGO support, to build storage facilities for agricultural products and develop village micro projects, etc.

3. The Challenge of Change

The aim of the programme was that the leaders of the association should take part in arranging literacy and training programmes, and that group members should be able to read, write and calculate, should use their knowledge to manage their daily activities and those of their communities, should have access to knowledge about cultural techniques, health and organizational management, and should occupy posts of responsibility so that they could become more involved in carrying out all community development programmes.

4. The Markers of Progress

At the workshops, three types of markers were identified:

- a) **Expected markers:** these related to all the areas of progress that might be recorded in the short term. Among them we may mention:
 - The involvement and integration of women in the conduct of project activities, the involvement of elected local politicians and government staff, the ability of learners at literacy centres to read, write and calculate, etc.
- b) **Desirable markers:** these related to all the areas of progress that might be recorded in the medium term. Among them we may mention:
 - The correct minuting of meetings by neoliterates, the adoption and correct operation of tools for managing group and association accounts, etc.
- c) **Ideal markers:** these related to all the areas of progress that might be recorded in the medium and long term. Among them we may mention:
 - Encouragement of school enrolment by neoliterates, finding of paid jobs by neoliterates and village facilitators, number of neoliterates becoming village midwives, etc.

5. The Partners

The various partners involved in delivering the project can be divided into three groups:

- a) **The ultimate beneficiaries, or target groups of the project:** the people for whom the project was carried out were:
 - The members of the group of agricultural producers
 - The leaders of the association
 - The villagers who were not members, etc.
- b) **The service providers:** those investing their knowledge and skills were:
 - The village facilitators
 - The area supervisors
 - The technicians of APEK and Ballal
 - The consultants
 - The staff of SNPRV
 - The staff of DPA
 - The technicians of *dvv international*, etc.
- c) **Catalysts:** the various sponsors who lent financial support were:
 - *dvv international*
 - FAO through its SPFS
 - PEGRN
 - CLUSA International through its micro credits
 - FOGUIRED, etc.

VI. Evaluating Change and Project Impact Evaluation

From the evaluation on the ground, the results of group meetings showed that there were eight fields in which changes and impact could be observed:

1. Education

Here, two kinds of impact or change could be observed: a rise in the number of neoliterates able to read and write letters correctly, and the acquisition of paid jobs by some facilitators and neoliterates.

2. Organization and Management of Rural Organizations

Generally, the changes centred on the introduction of good governance in grassroots organizations.

3. Health

This referred to involving certain neoliterates and giving them responsibility for managing health posts and centres in their own localities, and to training and involving other women in carrying out community health education activities in the villages.

4. Creation and Management of Village Micro Projects

It can be stated that some neoliterates, especially women, made use of the skills and knowledge they had acquired with the technical support of the NGO APEK to create and properly manage profitable micro projects such as soap-making.

5. Village Management

Thanks to the skills acquired in the education and training centres, neoliterates were occupying posts of responsibility in districts and sectors.

6. Micro Credits

The need for loans suitable for rural agriculturalists encouraged the autonomous creation of two neighbourhood banks (FSAs) in the area, using members' voluntary subscriptions, income from group and association deposits, and other sources of funds. As a result, members benefited from local loans to finance their small projects.

7. Partnerships

Although inadequately, the association expanded its partnerships with other technical and financial support agencies in order to respond to some of its members' need for support.

8. Development of the Association

The SDOs involved were able to strengthen their organizational, institutional and decision-making capacities in order both to improve collaboration and transparency with sponsors, and to respond more effectively to the needs of their members.

9. Support for Sustainable Management of Natural Resources

This factor is of huge importance in people's lives. It specifically concerned the NGO Ballal Guinea. This NGO lent its technical support to the village committees to manage natural resources which it established as part of the wider natural resource management project in Tougué, thereby making them more active on the ground.

The members of these committees contributed effectively to protecting the forest in the project area by:

- Combating brush fires and illegal logging around headwaters and gallery forest;
- Closing off tapades (vegetable gardens) with hedges;
- Replanting fruit trees (cashews, mangoes, etc.)
- Replanting areas destroyed by brush fires with acacia, etc.

VII. Description of the Changes and Impact of the Project

After the evaluation on the ground by means of group meetings, and checking and analysis of information, the results were set out in the following tables.

These different tables cover both the quantitative results obtained in the adult education and training centres, and their interpretation in accordance with the relevance of the changes or impact on the target group or ultimate beneficiaries of the project.

It should also be mentioned that the results demonstrate that most of the neoliterates who were making use of their knowledge and skills occupied one or two posts of responsibility.

Key to Abbreviations

APEK:	<i>Association pour la Promotion Économique de Kindia</i> (Association for the Economic Development of Kindia)
Ballal	Guinea: Sustainable development support agency
EPC:	Evaluation of Progress towards change
FOGUIRED:	<i>Fonds Guinéo-Italien de Reconversion de la Dette</i> (Guinean-Italian Debt Conversion Fund)
ICC:	Interest and Consultation Circle
<i>dvv international:</i>	Institute for International Cooperation of the German Adult Education Association (<i>dvv international</i>)
LDC:	Local Development Committee
MLP:	Measuring the Level of Progress
MNR:	Management of Natural Resources

NGO:	Non-Governmental Organization
PMIE:	Project Monitoring and Impact Evaluation
REGA:	<i>Réseau Guinéen pour l'Alphabétisation (Guinean Literacy Network)</i>
RO:	Rural Organization
RPRM:	Rapid Participatory Research Method
SDO:	Self-Development Organization
SPFS:	Special Programme for Food Security
SSDP:	Sustainable Social Development Project
VF:	Village Facilitator

Summary Sheet Showing Progress of Changes and Project Impact

Partner: APEK

Project area: Benna Moussaya

Population: Union des producteurs agricoles de Benna Moussaya (agricultural producers' association)

Length of project: 2003 – 2006

Centres	No. Inrs		Fields for identification of impact																
	Education			SAO management			Health			Village organization						Other			
	Conres.	Sch.	Enr AC	Legal docs	Mtg mins	Managed savings	Ns HCM	Ns VM	Other	VDM	Ns WVDM	Assoc	Other	Scop	Dyeing	Mkt gain	Small bus	Agric fields	Other
Santiguya	17	8	-	yes	4	4	1	-	-	5	2	-	-	-	-	-	3	-	1
Sineya	12	8	-	yes	5	5	-	-	3	2	1	2	1	-	1	3	-	1	
Konkoya	14	10	2	yes	5	5	-	-	4	2	1	-	-	-	1	2	1	-	
Ganya	10	3		yes	3	6	1	3	1	1	2								
Dougoufou	20	12		yes	4				5	2					1	3			
Bokarya	12	8	3	yes	4	4			5	1						4			
Gobokori	16	14	7	yes	5	5			6	2	-					3		1	
Deguidegui	15	10	6	yes	4	5	3	1	6	3	1					2		1	
Yafodeya	11	7	7	yes	2	2			2	1	1					2			
Kamalaya	20	10	1	yes	8	2					2	1	1						
Djaneya	12			yes		6	2	1	4	1		3				1		1	
Samaya	13	8		yes	6	5			1				1						
Sikhourou	20	3	15	yes		3		4								2		1	
Totals	192	103	47	8	50	52	7	9	4	39	15	11	3	4	3	25	1	3	

Notes: No. HCM=Number of health centre management committees, No. VM=Number of village midwives, VDM=Village decision-makers, No. WVDM=Number of women village decision-makers

Interpretation and Analysis Sheet Showing Some of the Changes and Impacts Recorded

Partner: APEK

Project area: Benna Moussaya

Population: *Union des producteurs agricoles de Benna Moussaya* (agricultural producers' association)

Length of project: 2003 – 2006

Education	RAO management	Health	Village micro projects	Village management
<p>8 neoliterates and village facilitators have found paid jobs in national NGOs and other agencies or projects</p> <p>Of the 192 neoliterates evaluated, 24 (47%) encourage and support their children's progress at school</p>	<p>Transparency in the management of rural agricultural organizations has improved through application of the knowledge and skills of 50 people, so that minutes of meetings are kept regularly and correctly</p> <p>Transparent management of RAO income through introduction and correct use of financial management tools by more of the 52 neoliterates</p>	<p>9 neoliterate women have become village midwives and health workers and are providing information, awareness-raising and leadership on the effects of certain illnesses, supporting the implementation of the community health programme</p> <p>7 neoliterates are taking part in managing income and in drawing up action plans for the health centres in their localities</p>	<p>Thanks to validation of their skills in local soap-making, learners can provide soap to the population of 4 villages at an affordable price</p> <p>The creation and proper management of commercial poultry-breeding activities by women has increased family income</p>	<p>39 neoliterates, 15 of them women, are playing an effective part in decision-making on village development by occupying posts of responsibility</p>

Interpretation and Analysis Sheet Showing Some of the Changes and Impacts Recorded (Continuation)

Partner: APEK

Project area: Benna Moussaya

Population: *Union des producteurs agricoles de Benna Moussaya* (agricultural producers' association)

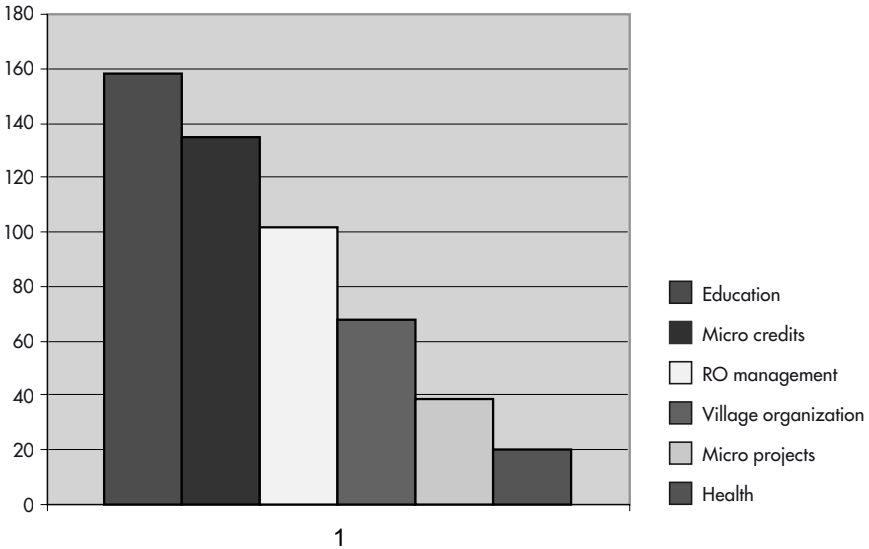
Length of project: 2003 – 2006

Village micro credits (FSAs)		Partnership		Institutional and organizational development of the association Village management				
Financial services associations (FSAs) are managed solely by neoliterates trained at adult education centres	Savings bank income from grassroots groups and members' subscriptions has made it possible to open and manage 2 FSAs, and 135 neoliterates are currently benefiting from small business loans for supplies, equipment, etc.	Validation of skills acquired has enabled association leaders to mobilize funds from the PSSA project with the help of APEK for construction of warehouses to store their agricultural products	Guinea 44 and FOGU- IRED are supporting association efforts in the Prefectures of Kindia and Forékariach	The Benna association is currently managing over 100,000,000 Guinean francs in rolling funds for its members	Association decision-makers have drawn up an effective annual action plan	The association has set up a committee to approve and manage agricultural supplies	With the help of village facilitators, FSA managers and area supervisors, association leaders are organizing their annual general meeting internally	Two village supervisors from the association have been employed by the NGO APEK thanks to recognition of what they have learnt from project training

Table of Impact Using Verifiable Sources

Centres or villages	Village micro credits (FSAs)			
	Micro projects well managed	Jobs obtained	Village midwives working	Properly kept minutes of meetings
Kamalaya				Meetings are minuted
Djaneya	A cereal bank has been created and is well managed by group members	Moussa Chérif has become a trainer of village facilitators		
Ganya			One woman has become a village midwife	
Sikhourou	Mma Soumah is the manager of the poultry farm			
Samaya	Soap-making has been well developed by a neoliterate		One woman has become a village midwife	Meetings are minuted
Laya	Alpha Camara on behalf of FSA			

Graph of the Degree of Progress Towards Change and Project Impact by Field



The graph of the impact demonstrates that the project consistently pursued its original aim of combating illiteracy in villages.

Further, micro credit and the institutional and organizational development of SDOs provided grassroots support that fostered the long-term sustainability of what the village communities had learnt.

However, the other activities carried out were indispensable, even a strategic necessity, in order establish genuine participatory and lasting development in villages and combat poverty.

Summary Sheet Showing Progress of Changes and Project Impact

Partner: Ballal

Project area: Tongué

Population: SAO members

Length of project: 2003 – 2006

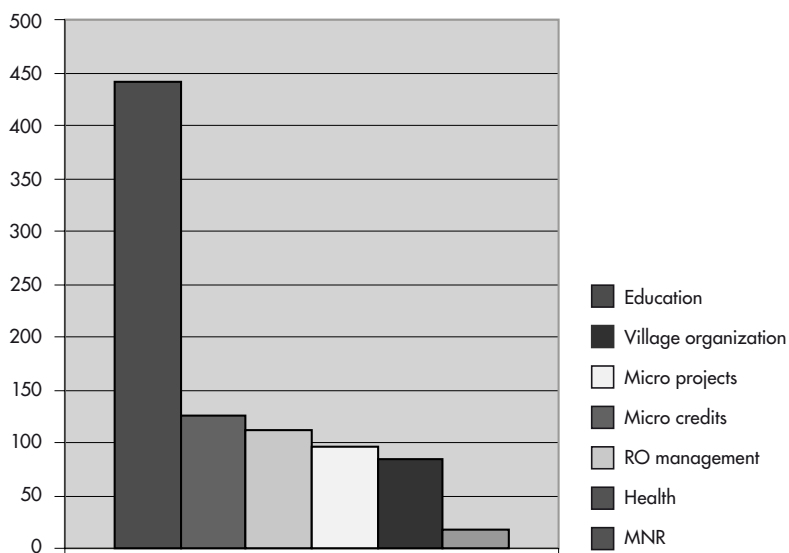
Centres and circles	No. Inrs		Fields for identification of impact																				
	H	F	Education			SAO management			Health			Village organization			Micro projects created and well managed and participation in environmental management								
			Corres.	Sch.	Em. AC	Legal docs	Mtg mins	Managed savings	Nb HOA	No. VH	Other (health and HIV clubs)	VDM	Nb WVDM	Assoc.	Other	Mktg	Small bus	Agric. fields	Other	Environmental protection			
N'déré	11	11	15	6	2	yes	3	2	8	9	4	AIDS 2		0	3	2	1	3			2	ha	
Dioloki circle	0	18	4	10	2	yes	4	2	5	2	Clubs 1		1	5	1	2	1	3					
Nereboun	23	13	19	5	5	yes	5	5	2	2	Vaccin Anim 6		1	6	12	6	1	8					2000 orange & mango seedlings
Dioloki lit	0	27	20	10	1	yes	2	3	1	2	AIDS 2 Clubs 8		2	0	9	4	1	3					
Bole	10	8	7	5	1	yes	2	2	1	1	Clubs 1		4	3		1	1	3					Headwaters
Damby A	3	17	12	6	2	yes	2	2			Health clubs 5		1	1		1	1	2					2000 cocoa seedlings
Sub-total 1	47	94	77	42	11		18	13	17	7	26	9	15	25	16	6	22	8	1			4	ha

Evaluation of Progress towards Change (EPC): Two Self-Development Projects in Guinea

Centres and circles	No. Inrs	Fields for identification of impact																	
		Education			SAO management			Health		Village organization			Micro projects created and well managed and participation in environmental management						
M	F	Conres.	Sch.	Em AC	Legal docs	Mtg mins	Managed savings	No. HCM	No. VM	Other (legal activity clubs)	VDM	No. WVDM	Asocs.	Other	Mkt gain	Small bus	Agric. fields	Other	Environmental protection
Sampin	4	14	7	18	1	yes	2	2	5	3	1	2		2	1	2	2		
Kensouma	20	16	25	36	6	yes	4	4	4	4	2	4	4	2	2	3	3		2 headwaters
Damby B	2	20	10	6		yes	2	2		2	5	3	5	3	2	3	3	2	4 headwaters
Missira	18	12	12	5		yes	2	2		1	3	1	6 ASF		1	5	1		2 ha acacia
Kontifo	17	10	17	5		yes	2	2	2	1	0	0	3	4	1	2	2		
Salouma	8	19	7	1	1	yes	1	2	1	1	1	3	2		1	3	1		
Sub-total 1		69	91	78	71	8	13	15	17	26	12	13	20	11	8	18	12	2	4 ha

Notes: No. HCM=Number of health centre management committees, No. VM=Number of village midwives, VDM=Village decision-makers, No. WVDM=Number of women village decision-makers

Graph of the degree of progress towards change and project impact by field



The graph of the impact demonstrates that the project consistently pursued its original aim of combating illiteracy in villages.

However, the other activities carried out were indispensable, even a strategic necessity, in order to establish genuine participatory and lasting development in villages and combat poverty.

Summary Sheet Showing Progress of Changes and Project Impact

Partner: Ballal Guinea

Project area: Tougué

Population: SAO members

Length of project: 2003 – 2006

Education	Organization and village management	Micro projects	RO organization	Community health	Environmental protection
<ul style="list-style-type: none"> This aspect formed the reference framework for the activities carried out. Thus it helped to some extent to reduce the illiteracy rate within SAOs, validated learning and encouraged the involvement of neoliterate parents in their children's schooling and in creating other education centres in the villages for neoliterates (Association of Village Facilitators) 	<ul style="list-style-type: none"> Thanks to improvements in knowledge and skills, village communities gave posts of responsibility to some neoliterates (district, sector and other village association leaders, etc.) The effective participation by women in decision-making for grassroots community development should be noted with satisfaction 	<ul style="list-style-type: none"> Application of project learning has enabled neoliterates above all to carry out agricultural activities (market gardening, small businesses and collective plots) Sale of these products has increased the income of SAO banks and solved problems of food deficits in homes, especially during periods of scarcity 	<ul style="list-style-type: none"> Transparency has been introduced in most of the SAOs affected through more widespread literacy and application of learning to minuting of meetings, adoption and proper operation of financial management tools and legal recognition of SAOs at prefecture level 	<ul style="list-style-type: none"> Neoliterates have become aware of the existence of HIV/AIDS The establishment and management of health clubs has been a priority in the programme to strengthen SAO capacities 	<ul style="list-style-type: none"> This aspect, introduced by PEGRN, has been pursued by the project in most of the villages concerned. Technical support has enabled neoliterates not only to become aware of the role and importance of environmental protection, but also to carry out activities on the ground Citizens have replanted 17 ha with seedlings, protected a number of water sources and created quickset hedges

Table of Impact Using Verifiable Sources

Centres and circles	Examples of impact in various sources				
	Learners able to minute meetings	Learners supporting school education in villages	Learners having financial management tools	Learners who have become community health workers	Learners and VF in posts of village responsibility
Simitiya	Fatoumata Houdiya Camara M. Aliou Camara	M. Saliou Keita Nene Moyyere	Fatoumata Yaya Diallo Amadou Barry	Fatoumata Sira Keita Soulaya Keita	Fatoumata Sira Keita
Pandje Dow	M. Hadi Baldé M. Saliou Baldé	M. Garanké Baldé Thierno Boubacar Baldé	Oumar Tely Baldé Mariama Baldé	M. Hady Baldé	M. Garanké Baldé
Guemma	Ousmane Bailo Diallo Adama Keita	M. Diouldé Barry Aissata Baldé	Ousmane Bailo Diallo Ramata Camara	Mamadou Baldé	Issiagha Diallo
Waara	M. Hady Diallo Adama Keita	M. Gnama Keita Adama Keita	M. Kindy Diallo Boubacar Camara	M. Hady Diallo	Souleymane Keita M. Hady Diallo
Kouretelin	M. Alpha Sow Souadou Sow	M. Sadio Diallo Thierno Hawaou Sow	Alassane Baldé	M. Alpha Sow	M. Alpha Sow & M. Sadio Diallo
Ndir	Thierno Saikou Baldé Thierno Lamine Baldé	Mamadou Bobo Bah (APAEA)	Abdoulaye Baldé	Ibrahima Baldé M. Bobo Bah	

Evaluation of Progress towards Change (EPC): Two Self-Development Projects in Guinea

Centres and circles	Examples of impact in various sources				
	Learners becoming facilitators	Market gardening developed	Collective plots created	Small businesses developed	Environmental protection
Simitiya		Onions 780 kg @ 1000 FG/kg	Rice Peanuts Fruit Nere grain	Mamadou Aliou Camara	Quickset hedge: rapid growth species
Pandje Dow		Onions @ 1000 FG/kg	Potatoes 2258 kg @ 1000 FG	Peanuts: Mamadou Hady Baldé	Natural resource management committee
Guemma		Onions 1800 kg @ 1000 FG/kg	Peanuts 1000 kg @ 1600 FG/kg	M. Moussa Baldé: peanuts, rice & onions	50 acacia seedlings and 11 ha community forest
Waara		Onions 450 kg @ 1300 FG/kg	Fonio, maize	Nere grain, maize: M. Hady Diallo & Adama Keita	300 acacia seedlings and cashews
Kouretelin		Onions 1015 kg @ 1200 FG/kg	Peanuts, fonio & taro	Thierno M. Alpha Sow Binta Labbo Baldé	9 ha cashews, mangoes and acacia NRMC
Ndir	Abdoulaye Baldé Fatoumata Binta Baldé	Onions 1162 kg @ 1000 FG/kg		Aissatou Baldé Abdoulaye Baldé	2 ha cashews and acacia

Table of Impact Using Verifiable Sources

Centres and circles	Examples of impact in various sources				
	Learners able to minute meetings	Learners supporting school education in villages	Learners having financial management tools	Learners who have become community health workers	Learners and VF in posts of village responsibility
Dioloki circle	Diouma Baldé Idiatou Diallo	Youssef Diallo Galle Camara	Ramatoullaye Baldé Mariam Keita	Mariama Keita Kadiatou Sylla	Mariama Keita (local council)
Nereboun	Ibrahima Sow M. Kanté Sow	M. Saliou Baldé Mamadou Issa Sow	M. Alpha Sow Mamadou Moustapha Sow	Aissata Sow Mamadou Moustapha Sow	Boubacar Sow (district council)
Dioloky	Asmao Camara Kadiatou Loumbouta Diallo	Mariama Kenda Baldé Ciré Baldé	Dialan Touré Mariam Penda Diallo	Ramatoullaye Baldé Mariam Kesso Condé	Aissatou Camara Kadiatou Loumbouta Diallo
Bole	Elhadj Amadou Baldé M. Bhoÿe Sow	Amadou Yero Camara	M. Bhoÿe Sow & Idrissa Sow	Elhadj Amadou Baldé	Elhadj Amadou Baldé & Amaadou Yero Camara
Damby A	Aissatou Diouldé Diallo Abdoulaye Baldé	Mariama Biady & Mariama Tely Diallo	Thierno Ousmane Baldé & Maimouna Baldé	Abdoulaye Baldé & Aissatou Baldé	Abdoulaye Baldé & Aissatou Diouldé Diallo
Sampin	Mamady Camara Ramatoullaye Diallo	Binta Bah & Youssef Baldé	Djenabou Diallo & Mariama Boulou Diallo	Ramatoullaye Diallo & Binta Bah	Laye Diallo
Kensouma	Saikouyaya Baldé & Aminata Baldé	Ibrahima Sory Baldé & M. Saidou Sow	M. Saliou Sow & Mariama Douldé II Diallo	M. Saliou Sow & Mariama Diouldé II Diallo	Ibrahima Sory Baldé

Evaluation of Progress towards Change (EPC): Two Self-Development Projects in Guinea

Centres and circles	Examples of impact in various sources				
	Learners becoming facilitators	Market gardening developed	Collective plots created	Small businesses developed	Environmental protection
Dioloki circle		Onions 750 kg @ 1000 FG/kg	Fonio: 250 kg	Gallé Camara Aminata Keita Onions, nere grain	
Nereboun	Amadou Goulo Sow	Onions 830 kg @ 1000 FG/kg	Rice, peanuts: 635 kg	Nere grain & onions Habayata Baldé Maimouna Sona Baldé	2000 mango, orange & acacia seedlings NRMC
Dioloky	Asmaou Camara	Onions 563 kg @ 1300 FG/kg	Rice, peanuts: 525 kg	Peanuts & rice Kadiatou Loumbouta Diallo & Diallan Touré	
Bole	Mamadou Bhou Sow	Onions 1200 kg @ 1200 FG/kg	Fonio & sweet potato: 345 kg	Onions	Headwaters and mosque
Damby A	Maimouna Baldé & Aissatou Diouldé Diallo	Onions 1425 kg Gombo	Peanuts: 320 kg Fonio: 50 kg Rice: 72 kg	Peanuts, fonio, rice, nere grain Mariama Tely Diallo Thierno Roughui Sow	1 ha acacia
Sampin	Binta Bah	Potatoes 250 kg @1300 FG	Peanuts, rice: 272 kg	Onions & nere grain Aissatou Traouré	1800 acacia seedlings in quickset hedge
Kensouma	Ousmane Diallo & Tenen Diallo	Onions 900 kg @ 1000 FG/kg	Peanuts: 400 kg Fonio: 360 kg Potatoes: 75 kg	Onions & nere grain Aissatou Keita	2 headwaters

Table of Impact Using Verifiable Sources

Centres and circles	Examples of impact in various sources				
	Learners able to minute meetings	Learners supporting school education in villages	Learners having financial management tools	Learners who have become community health workers	Learners and VF in posts of village responsibility
Damby B	Ousmane Camara Diaraye Keita	Saybatou Keita & Tene Kanté	Houssaye Diallo Kadiatou Barry	Kadiatou Barry & Saybatou Keita	Boubacar Keita (APAEA) Saybatou Keita
Missira	M. Saidou Diallo M. Dan Diallo	M. Sallou Diallo Mariama Diallo	M. Saidou Diallo M. Malal Diallo	M. Malal Diallo	Ibrahima Kenda Diallo (sector head)
Kontifo	Thierno Moussa Diop & Halimatou Baldé	Thierno MouminyBaldé & Thierno Moussa Sy	M. Salou Sy & Thierno Moussa Diop	Thierno Mouminy Baldé & Moussa Diop	
Salouma	M. Lamine Baldé	Thierno Amadou Foula & Alpha Oumar Baldé	Thierno Rouguiata Baldé & Mouctar Baldé	Alpha Oumar Baldé	

Evaluation of Progress towards Change (EPC): Two Self-Development Projects in Guinea

Centres and circles	Examples of impact in various sources				
	Learners becoming facilitators	Market gardening developed	Collective plots created	Small businesses developed	Environmental protection
Damby B		Onions 1198 kg @ 1000 FG/kg	Peanuts, rice & fonio	Peanuts & nere grain Diaraye Keita Ramatoullaye Diallo	4 headwaters
Missira		Onions 966 kg @ 1200 FG/kg	Peanuts: 280 kg	Onions & peanuts	2 ha acacia
Kontifo		Onions 1246 kg @ 1000 FG/kg	Fonio & manioc	Fatoumata Kany Sy & Adama Hawa Sy	
Salouma	Thierno Mamoudou Baldé	Onions 834 kg @ 800 FG/kg	Fonio: 85 kg	Kadiatou Baladé & Fatoumata Diaraye	3 headwaters

VIII. Sources of Verification of Changes and Impact

There are a number of reliable sources that can be used to check the various changes and the impact recorded as a result of the services performed by the partners. Among these sources, we may mention:

- Minutes of the meetings held by the grassroots groups and the association;
- Documents concerning management of group and association cash deposits;
- The number of persons in positions of responsibility involved in decision-making in the villages and voluntary associations;
- The health posts and centres in the localities concerned, in the case of village midwives;
- The number of neoliterates having learnt about and properly managed agricultural and other loans;
- The number of village micro projects set up and properly run;
- Observation of the relationship between the leaders of voluntary associations, the NGOs APEK and Ballal Guinea, and other technical and financial partners;
- Sales of certain products in the market by neoliterates, etc.

IX. Observations on the Project

During the various support missions that took place, relevant observations were made in two areas:

- **Strengths**
 - Establishment of a participatory approach to the implementation of the project;
 - Genuine expansion in the skills of members of the groups and the agricultural producers' association;
 - Mastery of EPC methodology among the majority of village facilitators and association leaders;
 - A genuine contribution by the project to changes in the behaviour of the target groups;
 - Observation by the target groups of the impact of the project.
- **Weaknesses**

Among the shortcomings found may be mentioned:

 - Inadequate strategies to ensure the long-term durability of project activities;
 - Poor attention to some training needs, such as how to transform manioc into athiecké, basic hygiene in the SDOs supported by the NGO APEK, etc.
 - Little expansion in SDOs of activities such as soap-making and dyeing, which are a focus of activities for neoliterates, especially women, in the NGO Ballal Guinea.

XI. Recommendations

- Firming-up of strategies to ensure the long-term durability of project activities by creating a budget line in association funds to support action to strengthen the skills of members of SDOs;
- Attention to and pursuit of action to monitor and support SDOs in projects funded by FOGUIRED and PDSD;
- Further search for sponsors to fund grassroots development activities.

XII. Conclusion

In conclusion, it should be stressed that an adult education and training project appears to be an essential component of local development plans in order to ensure integrated, sustainable development.

The results obtained demonstrate satisfactorily, firstly, that the project followed its guidelines and pursued its objectives, and secondly, that the impact in the various areas fitted well with the self-development approach of the grassroots groups and the association of agricultural producers.

Pleasure at seeing more of their children go to school, growth in micro projects and transparent management of grassroots groups were frequent features of the evaluation carried out among the neoliterates, Greater motivation could also be seen on their part to carry out community activities in general.

It can also be said that the management and recognition of these skills by association leaders and local politicians, with the support of NGO technical staff, will result in a more effective contribution to the poverty reduction strategy in the areas where the project operated.

Appendices

1. Model of a change monitoring sheet
2. Interview guide

1. Model of a change monitoring sheet

NGO & SDO

Monitoring sheet No.

Date:

Place:

Name of monitor:.....

Challenge of change:

It is the intention of the programme that between now and the end of 2007, the leaders of the association should take part in arranging literacy and training programmes, and that group members should be able to read, write and calculate, should use their knowledge to manage their daily activities and those of their communities, should have access to knowledge about cultural techniques, health and organizational management, and should occupy posts of responsibility so that they could become more involved in carrying out all community development programmes.

Level of change	Markers of progress	Personal monitored	Indicators of change
FMT ○○○			

2. Interview Guide for EPC Monitoring and Evaluation

Name of support body:

Name of rural organization:

Village/centre:

Year/date when centre opened:

Number of learners: M (), F (), T (),

Levels of learners after final evaluation:

What activities are conducted by the members of the rural organization?

.....

Why did you join a literacy and training programme?

.....

.....

.....

.....

What topics have been discussed during the training?

.....

.....

.....

.....

What have literacy and the training courses you have received done for you?

- At the individual and family level

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.....

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.....

- At the rural organization level

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.....

.....

.....

- At the village or community level

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.....
.....
.....

What difficulties have you encountered in your literacy learning and training?

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.....
.....

What suggestions would you like to make to the support body?

.....
.....
.....
.....

What are your future prospects?

.....
.....
.....
.....

Comments by the monitor/evaluator:

.....
.....
.....
.....

Date of evaluation

Name and forenames

Person(s) responsible for the evaluation

Bougouna Sogoba

Adult Education in the Context of Decentralization in Mali

This article sets out to provide the broader public with information about an adult education project based on the local governance approach of administrative and territorial decentralization. This is intended to serve as a source of inspiration for designing and steering education for local development projects and programmes. It draws on a project run by the NGO AMEDD, “Programme to support the self-development of rural organizations in the context of decentralization in Mali”, a programme that received funding from *dvv international* from 2004 to 2007.

Key words: Adult education, decentralization, rural organizations

“Mali has engaged in a process of decentralization to reorganize both the territory and resources, and the responsibilities of the various bodies concerned. In this context, local authorities are assuming every greater control over local development, while central government has repositioned itself to focus on its regulatory role”. (D. Célestin et al. Importance du complexe coton dans l'économie locale, Koutiala 2005, 33P)

The basic unit of local government in Mali is the commune. In rural areas, this is made up of groups of neighbouring villages and/or hamlets with historic links and shared socio-cultural affinities. The population is organized in community and/or social and occupational associations and cooperatives for people with shared interests. In Mali, decentralization is increasing the independence of these social, economic and geographical units, in which the average adult literacy rate in 2006 was 26% and the net school enrolment rate for the same period was 55%. The national territory covers an area of 1,241 138 km². According to the result of the 2006 integrated household survey, the population is estimated at 12,317,562 inhabitants, 63.3% of whom live in rural areas. Women account for 50.1% of the total population, which is generally youthful, 47.8% of the population being under 21.5 years of age. According to the evaluation report on the implementation of the strategic framework for combating poverty 2001-2006 (CSLP), the incidence of poverty in Mali fell from 68.3% in 2001 to 59.2% in 2006; life expectancy at birth in 2000 was 51.5 years.



This fairly dismal picture of living conditions among the rural population called for the introduction of integrated strategies based on support for local institutional arrangements and the promotion of education and literacy, in combination with activities by community and sociooccupational organizations.

This situation and the response to it led to the design and implementation of the *“Programme to support the self-development of rural organizations in the context of decentralization in Mali”* between 2004 and 2007.



The ultimate goals of the programme were to:

- i) encourage the creation of a literate environment within groups of rural organizations,
- ii) establish opportunities for dialogue between self-development organizations and local elected councils in the partner communes, in order to coordinate community development plans,
- iii) strengthen the aptitudes and capacities of the various institutional, economic and social agencies, including strengthening the local planning skills of commune councils and their ability to respond to the interests and concerns of the grassroots communities and their associations in the area which they govern.

Learning to read, write and calculate in the local language is a gateway to rapid overall advancement and to relaunching the local economy using the rural population’s experience, perception and conception of their living conditions.

The *“Reflect”* participatory analysis approach to local development issues was used. This consists of encouraging a dialogue based around the actual situation, in order to identify possible ways of making improvements at the community or commune level.

In terms of quantitative results, five rural communes (Sincina, M’Pessoba, Zangasso, Sorobasso and Yognogo) and the urban commune of Koutiala took part in the programme between 2004 and 2007. A total of 1076 adults, 483 of them men and 593 women, learnt literacy and can now read, write and calculate in the Bamananko language.

In communal life, the men and women carried out income-generating activities. The resources created by these activities made it possible to meet everyday household needs, and the tax and duties levied and paid to the commune went towards the creation of the shared social infrastructure. As part of the support programme run by the NGO AMEDD, numerous training courses were held on particular topics, benefiting 783 adult men and women.

The approach started by identifying areas for skills and capacity training for members of people's organizations appropriate to the activities they were carrying out: market-gardening, production of seedlings by means of grafting or from seed, extraction of shea butter, dyeing, etc. Another thematic dimension was dialogue within and between communities on matters of public interest.

The environmental aspect was taken into account in the participatory drafting of development and management plans for the forests around the villages of Nampala and Kiko. One hectare of eucalyptus was replanted at Sincina, and 3 hectares at Sinkolo.

In qualitative terms, the contribution of the "Programme to support the self-development of rural organizations in the context of decentralization in Mali" can be seen in the strengthening of collaboration links between communes, rural organizations and services responsible for non-formal education. Dialogue and a culture of citizenship developed in the various partner communes.

Literacy learning enabled learners to play an active part in other activities and events in contexts outside the project programme.

Adult education is not restricted purely to community literacy. It is concerned with a whole range of self-development activities associated with the political and administrative environment established in law by the public authorities. In due course it should therefore become a tool of development that builds on local experience and concepts of governance at the intra-community and inter-community level.



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AMEDD/dv international

Reproduction of Posters

Development of Practices and Strategies to reduce poverty through the Programme to support self-development in rural organizations in the context of decentralization in Mali



Functional Literacy

Opening of Literacy Centres in the rural communes of M'pessoba, Sincina, Zangasso, Sorobasso and Yoyongo.

- Number of centres: 13
- Number of learners: 390



Support for Micro-projects

Strengthening the skills of grassroots self-development organizations through training courses on particular topics associated with everyday activities:

- Market-gardening
- Production and marketing of seedlings
- Fair selling of wood for fuel while protecting forests
- Dyeing, soap-making, extraction of shea butter, etc.
- Finding partners
- Selling market-gardening products



Creating an Institutional Framework

Creating a framework for social discussion and dialogue between the leaders of grassroots rural self-development organizations and local elected politicians through:

- Workshops
- Consultation meetings

Strengthening the Skills of AMEDD Staff

Visits to exchange experience

Training for AMEDD staff

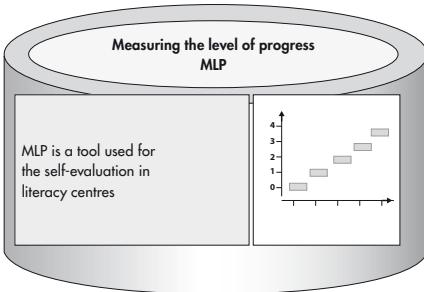


AMEDD and *dvv international*

A combined effort at effective participation in poverty reduction programmes in West Africa

Training Workshop on Self Evaluation Techniques

- Technical staff preparing to teach the Workshop



- Practical application of MLP by the Facilitator at the Literacy Centre in Sorobasso



Union Guinéenne des Volontaires du Développement

Village Land Management Programme of the Rural Commune of Hafía

A Partnership Model for Successful Sustainable Adult Basic Education

Contents of the Paper

I. Description of UGVD

1. Historical background
2. General aim
3. Purpose
4. Vision
5. Areas of operation
6. Approaches



II. Description of the VLMP

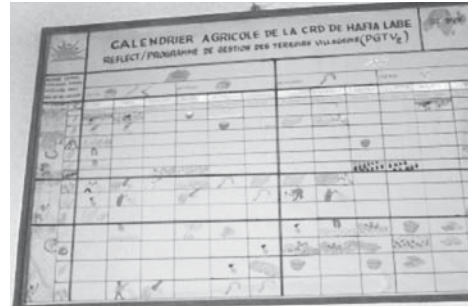
1. Context
2. Overall aim
3. Specific objectives
4. Description of the approach used
5. Historical background to the Reflect approach in Guinea
6. Reflect circles

III. Activities carried out

1. Management of natural resources
2. Income-generating activities
3. Adult basic education
4. Organizational development for ROs
5. Micro finance
6. Health education

IV. Results achieved

1. Management of natural resources
2. Income-generating activities
3. Adult basic education
4. Organizational development for ROs
5. Micro finance
6. Health education



I. Description of UGVD

The Union Guinéenne des Volontaires du Développement (Guinean Union of Development Volunteers, UGVD) is a national NGO supporting sustainable local development which mobilizes domestic and external resources to carry out development activities that comply with its aims. UGVD is composed of a multidisciplinary team that is trying to strengthen its operational and management capacities for the long term; in order to achieve this, it works with various development partners.

1. Historical background

The NGO was set up in March 1986 by six founding members wishing to play a part in the social and economic development of the Guinean population, as proposed by the Government of the Second Republic. UGVD was formally approved in September 1986 under Decree 9395/MID/SED/CAB/86. It is non-profit making, non-party political and non-religious.

2. General aim

The general aim of the NGO is to help improve the living conditions of grassroots sections of the population.

3. Purpose

Promotion of sustainable social and economic development in Guinea using participatory methods and institutional collaboration to foster equity and help strengthen grassroots capacities.

4. Vision

The vision translates into the creation of rural authorities genuinely capable of managing their own affairs at national and sub-regional level.

5. Areas of operation

- Agriculture
- Stock-raising
- Management of natural resources (MNR)
- Village land management (VLM)
- Adult basic education/literacy
- Health (STD/HIV/AIDS, mother and child health)
- Local governance
- Micro finance
- Rural businesses

6. Approaches

It develops participatory approaches in order to carry out various types of activities aimed at improving people's living conditions and responding to the social and economic changes that influence the development of Guinean society.

Among these approaches may be mentioned

- Rapid Participatory Research Method (RPRM)
- Participatory Community Diagnosis (PCD)
- Reflect
- STAR (STD/HIV/AIDS and literacy)
- Local Economic Development (LED)

II. Description of the Village Land Management Programme (VLMP)

2.1. Context

The overexploitation of the soil in the plain, combined with harmful agricultural practices, is resulting in significant and continuing deforestation, leading to a loss of hydrogen. This is reflected in a dramatic decline in soil fertility because substantial sedimentary layers of alluvial clay are being dug up and dragged into the shallows of water courses, which are silting up with sand.

The VLMP faces challenges such as:

- Deforestation
- Loss of soil fertility in the plain
- Silting up of water courses
- Decline in food security
- Migration
- Fall in purchasing power
- Illnesses such as STD/HIV/AIDS
- Increased illiteracy
- Little access to credit

2.2. Overall aim: The overall aim of the VLMP is to: Help improve the capacity of decentralized local authorities and rural organizations to manage village lands for sustainable development.

2.3. Specific objectives:

- To bring into being and promote village land management (VLM) plans and a local development plan (LDP) for the commune;
- To improve the democratic functioning of the personnel of local institutions (land committee, inter-land committee, local groupings and politicians);
- To disseminate and promote effective and sustainable methods of agriculture and management of natural resources (MNR);
- To support the creation of financial services associations (FSAs);
- To combat STD/HIV/AIDS.

2.4. Description of the approach used in the VLMP

The methodology used is participatory, using participatory diagnosis and the Reflect approach, the ultimate aim being internalization of these methods and mastery of literacy. The Reflect approach is based on involving all those concerned and giving responsibilities to the beneficiaries.

2.5. Historical background to the Reflect approach in Guinea:

The Reflect approach was introduced in the Republic of Guinea in March 2003 by *dvv international*, then known as IIZ/DVV, which trained three NGOs, one of them UGVD, at a sub-regional training course held in Bamako. UGVD then acted as a multiplier among its own staff and opened a pilot Reflect circle to test the methodology, the results of which were encouraging. In order to disseminate the approach, a national training course was held for trainers at ENATEF in Mamou in April 2004, and the NGO helped to set up a practitioners' forum in Central Guinea.



Participant in a Reflect circle in Lampy



Discussion in a Reflect circle



Reafforestation campaign August 2006



Training in composting



*Offices of the
FSA Potal Hafía*



*Oath-taking by staff of
the FSA in Safatou*

2.6. Reflect circles

A Reflect circle is a forum for exchange of views among a group of people who have decided to examine a problem that concerns them and to find possible solutions. The circle symbolizes solidarity, sharing and unity among communities:

- The meeting space is circular in shape;
- Different elements of the community are brought together;
- The circle meets around a family meal, which strengthens feelings between the members of a community.

In normal circumstances, a Reflect circle has 30 participants, but under the VLMP, circles may have 40 participants, who meet three or four times a week in a classroom, a private home, under the trees or in the fields.

III. Activities Carried Out

The following activities were carried out over the three years:

1. Management of natural resources (MRN)

- Training for village nursery growers
- Establishment of forest and fruit nurseries
- Organization of reforestation campaigns
- Protection of headwaters
- Restoration of quarries
- Replanting of public places
- Training of local politicians, GCO members and landowners on how to draft tenancy contracts
- Planting of hedges
- Training of group members on composting techniques
- Support for introduction of composting

2. Income-generating activities

- Training for GCO members on how to grow potatoes
- Training for group members on soap-making
- Training for GCO members on how to mount village micro projects
- Support for carrier projects

3. Adult basic education

- Training for village facilitators in the Reflect methodology
- Training for facilitators in STAR methodology
- Training for facilitators in facilitation techniques
- Support for equipping and opening of Reflect circles

4. Organizational development for rural organizations

- Development of signboards for GCOs
- Support for structuring of GCOs
- Help with drawing up statutes for internal management of GCOs
- Training of GCO executive staff on how to use management tools
- Training for GCO members on the principles of voluntary work
- Support for the creation of a producers' association
- Help with organizing exchange visits
- Training in how to draw up annual GCO action plans
- Training for local elected politicians on their roles and responsibilities

5. Micro finance (financial services associations – FSAs)

- Organization of exchange visits
- Establishment of FSAs
- Training of FSA executives in operating management tools
- Training for FSA executive staff in account settlement
- Provision of furniture and management tools for FSAs
- Provision of financial security
- Help with organizing annual general meetings
- Refurbishment of the headquarters of the FSA Pottal Hafía
- Training of peer teachers in STD/HIV/AIDS
- Organization of awareness-raising sessions
- Organization of a football tournament for STD/HIV/AIDS
- Introduction of STAR in Reflect circles



Peer teachers chatting about STD/HIV/AIDS



The winning team in the football tournament (Bagnan)



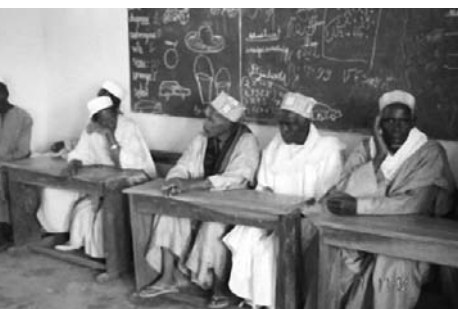
A village nursery in Safatou (Nafi group)



A village nursery in Hafía (Kadan group)



Exhibition of pieces of local kabakoudou soap (Dambata group)



Local elected politicians, sages and opinion-leaders involved in carrying out the programme

IV. Results Achieved

1. Management of natural resources

As part of the soil restoration and rehabilitation on the plain, 26,636 fast-growing forest seedlings were replanted, covering around 11 hectares of the project area. In this way:

- 50 village nursery growers were trained.
- 66 forest and fruit nurseries were established.
- 5 community forests were created.
- 7 headwaters were protected.
- 3 quarries were restored.
- 12 public places (schools, health centres, prayer spaces) were reforested.
- 8 village land management plans (VLMPs) were drawn up.
- 17 compost beds were set up.
- 5 tenancy contracts were drawn up.

2. Income-generating activities

- Some 60 tonnes of potatoes were produced and sold for the benefit of the GCOs.
- 64 GCO staff were trained in how to use management tools.
- 15 groups were equipped with management tools.
- 17 compost beds were set up, five of them individual.
- 15 carrier micro projects were set up and funded at a total cost of 54,831,650 GNF, 25% of which was contributed by the community.
- 15 groups were supported financially, 13 of them in agriculture, one in soap-making and one in dyeing.
- 3015 pieces of local soap were manufactured and sold.
- 570 members of groups, mostly women, were trained in potato-growing.
- 65 members of groups were trained in local kabakoudou soap-making techniques.

- Improved seed was introduced and distributed:
 - 91.5 kg of nerica rice
 - 1.25 kg of tomatoes
 - 22 kg of beans
 - 22.5 kg of maize

The support given to UGVD considerably increased the productivity of potato-growing, from six tonnes per ha at the start in 2005 to 18 tonnes per ha when the programme ended in 2007.

3. Adult Education

- 18 Reflect circles have been opened and equipped.

4. Organizational development for rural organizations

- A local development plan (LDP) for the commune was drawn up and adopted.
- A district development plan (DDP) was drawn up and adopted.
- 17 local elected politicians were trained in their roles and responsibilities.
- 15 groups were structured and received prefecture recognition.
- 15 facilitators and 25 members of groups were trained in facilitation techniques.
- 2 producers' associations were set up and are operational.
- 10 exchange visits were arranged.
- 16 groups were trained in how to draw up an annual action plan.

5. Micro finance (financial services associations – FSAs)

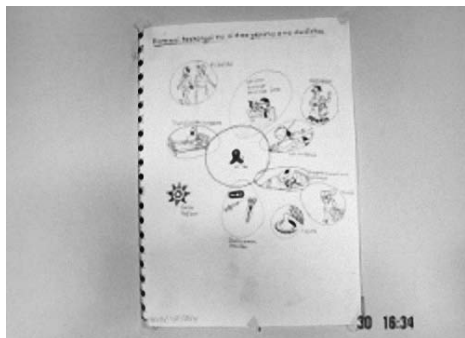
The FSA Pottal Hafía started with a capital of one million seven hundred and seventy-four thousand (1,774,000) GNF in December 2005, and by 31 December 2006, the capital was four million nine hundred and fifty-two thousand (4,952,000) GNF, and currently stands at thirteen million nine hundred and twenty-eight thousand (13,928,000).



Staff of the Bhantal producers' association in Hafía



Sub-regional STDs/HIV/AIDS and literacy caravan



Production of a STAR awareness tool

- 180 members, 44 of them male, 120 female and 16 corporate.
- 101 loans were issued, totalling thirty-seven million eight hundred and sixty-nine thousand (37,869,000) GNF.
- 16 shareholders opened drawing accounts with the FSA Pottal de Hafía, seven of them individuals and nine of them corporate bodies, with a total value of sixteen million one hundred and thirty-four thousand five hundred (16,134,500) GNF.
- The annual results were one million sixty-one thousand two hundred and fifty (1,061,250) GNF for 2006 and four million two hundred and thirty-five thousand (4,235,000) GNF for 2007, an increase of 400%.
- The loan recovery rate was 84%.

6. Health education (STD/HIV/AIDS)

- 24 peer teachers were trained in STD/HIV/AIDS awareness-raising.
- 585 learners, including 553 women and 26 men, were given awareness training about STD/HIV/AIDS.
- Some 5,000 people were given awareness training in STD/HIV/AIDS contamination and methods of preventing it.
- 1,000 fliers were distributed on STD/HIV/AIDS.
- 2,000 condoms were distributed.
- 200 audio cassettes were distributed.
- 7 Reflect circles introduced STAR in modules.

Amicale des Jeunes pour le Progrès (A.J.P)

Environmental Education Project (Projet d'éducation relatif à l'environnement, PERE)

National NGO in the Republic of Guinea – Conakry

History

Date established: 3 March 2000

Place: University of Conakry – Guinea

Date of approval: 29 May 2002

Registration No: 2424 /MATDS/SACCO/2002



Mission

To promote local sustainable development through support for grassroots initiatives, training, research, advice and validation of local knowledge.

Aims

To provide: Education, health, environmental protection and protection of children

To promote: The creation of cooperatives and rural groups, individual rights and freedoms, and sports, artistic and cultural activities

Our values

- Commitment to a move towards excellence, effectiveness and professionalism
- Team spirit, partnership, honesty
- Gender equality

Areas of Work

- Health
- Education

- Environment
- Micro-Finance
- Protection Of Children
- Good Local Governance
- Arts And Culture

Activities Carried Out

Period covered: 2000 – 2006

Location: Siguiri, Kankan (Republic of Guinea)

Projekts: 7 campaigns on:

- HIV/AIDS
- Unwanted pregnancies (UWP)
- Female genital mutilation (FGM)
- Reproductive health (RH)
- Literacy project for 60 girls – P.P.S.G
- Literacy project and support for a group of 600 women from rural organizations – P.E.P.T
- Studies of knowledge of legal rights in Guinea – STORMME FOUNDATION
- Environmental education project – IIZ/DVV
- Studies on how to create bridges to education and increase the rate of school enrolment – STORMME FOUNDATION
- Dietary and educational support for 45 children orphaned by AIDS – CU/CNLS
- Training for members of seven groups in communication techniques, group leadership and general knowledge of STDs/HIV/AIDS – CNLS
- Training for women from 80 women's groups in women's leadership (TTF – gender/PDLG/UNDP)

Description of PERE Project

Title of project

Projet d'Éducation Relative à l'Environnement (Environmental Education Project, PERE)

Funding body

Institute for International Cooperation of the German Adult Education Association (*dvv international*)

Implementing Body

A.J.P

Target Group

Women and men in rural organizations

Context

- Problems with the management of natural resources
- High rate of illiteracy
- Environmental degradation
- Existence of STDs/HIV/AIDS
- Poverty



Overall Objective

Helping to improve environmental protection and management in the Prefecture of Siguiri

Specific Objectives

- Creating and maintaining 15 community forests in three years in 15 districts in the Prefecture of Siguiri
- Successfully teaching literacy to 600 members of 15 rural groups (approx. 250 women and 350 men) over the three years

Expected Results

- Fifteen community forests established
- 600 people from 15 rural organizations able to read, write and calculate
- 15 forest protection and management committees set up and functioning
- Income of the 15 ROs increased

Description of the approach used in PERE

- The methodology used is Reflect, delivered through adult education.

This methodology is based on all those concerned participating and on giving responsibilities to the beneficiaries. In the PERE project, it uses action-research, that is to say, analysis and implementation of action plans.

Reflect in Guinea

Definition

Reflect is an educational approach that enables many illiterate members of communities to become literate, and fosters activities likely to enhance their education.

It prioritizes dialogue and discussion within communities (through Reflect circles), recognises community learning and circumstances, and is a channel for social cohesion.

History of Reflect

In Guinea, it was introduced by *dvv international* through the West African sub-regional training session held in Bamako (Mali) by Jeunesse et Développement in 2003, attended by three national NGOs.

What is a Reflect Circle?

A Reflect circle is a group of people who have decided to pool their skills to discuss problems affecting them and to try to find ways of eventually solving them.

In the PERE project, there are on average 32 participants in a Reflect circle, and the sessions are held three times a week under the trees, in people's houses, or under awnings.



A Reflect circle session at Bougoudakouda

Some Results of PERE

17 Reflect circles open and functioning

15 village development plans (VDPs) drawn up

15 Village Environmental Action Plans (VEAPs) drawn up



The community and the project team drawing up a VDP in Somonobougou – Siguiri



Technical team on site in Sidao – Siguiri

15 community forests set up/protection orders covering 30 ha



Transplantation in Balato – Siguiri



Replanted area in Balato

14 community plots created, 28 ha



Community plot in Bougoudakouda

	M	A	S	P	R	
M	X					
A		X				
S			X			
P				X		
R					X	

LEGENDE

M = Manioc
 A = Anacarde
 S = Soya
 Ma = Manioc
 P = Patate
 R = Riz

• = Nombre de
 les qui l'élément
 est important.

M est le culture
 la plus économique.

Matrix for identifying the most effective income-generating crop, Bougoudakouda

100 Kenyan hives installed and operational

Honey collection is one of the traditional activities carried out in the forest.

Analysis of the traditional method revealed poor returns from traditional hives, and collection is one of the main causes of bush fires.

Installation of Kenyan hives is one of the alternative ways of reducing bush fires and increasing returns from honey collection, thus augmenting community income.

15 community forests set up/protection orders covering 30 ha



Kenyan hive



Traditional hive

A FSA bank open and operational

By setting up a local bank funded and managed by the beneficiaries themselves, the PERE project helps communities to take charge of their own needs.

The FSA has today (27/12/07):

- 246 members with a total of 8,292,000 GNF
- 13 current loans amounting to 6,300,000 GNF
- Funds available totalling 1,992,000 GNF

AJP simply provides technical support with managing the bank (training, monitoring, advice, etc).



Registration of bank shareholders



General meeting to set up the bank

Participation by women in PERE activities



Women replanting in Dalamban –Siguiri

561 people now literate

Reflect literacy learning – Siguiri



Drawing stage



Writing stage

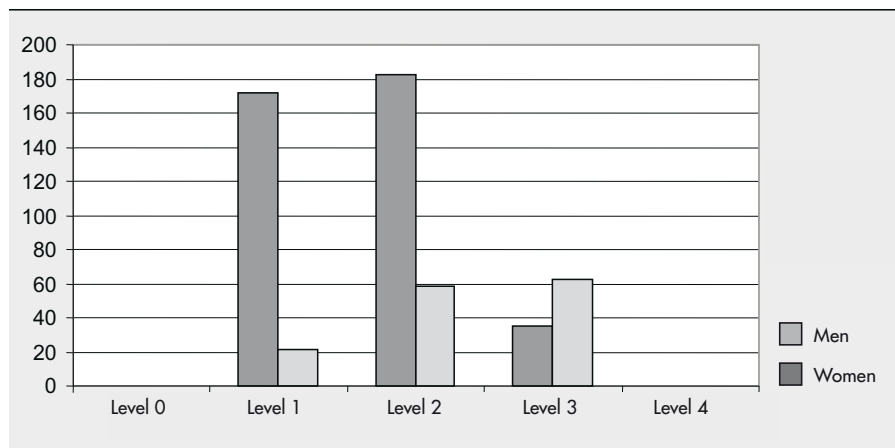


Writing stage

Evaluation of the reading, writing and mathematical ability of circle participants

Level	Number	Men	Women	%
4 (Can report with understanding what s/he has read or heard within its context)	0	0	0	0
3 (Reads, writes and calculates fluently)	193	172	21	34,4
2 (Reads and writes simple sentences and carries out 2 to 3)	241	182	59	42,96
1 (Reads and writes the letters of the alphabet and the numbers 0 to 9)	97	35	62	17,29
0 (Cannot read the letters of the alphabet or the numbers 0 to 9)	0	0	0	0

Reading, writing and mathematical ability of circle participants



Letters written by neoliterates – Sigiri

KOTIP JOTO
 ninaFoli ye bala KOTA YE
 ninaFoli ye ALONA Sani YE
 ninaFoli ye Ra ba YE ninaFoli y
 A SIPE YE ASIPERabana Siyami
 Ye RaSoma Rolo lala anRaalan
 amobe den Rabalon lona
 nRamiin niamamin ninaFoli ye abe
 ninaFoli ye ASIPE belade YE
 ASIPE Rambe na ye waye anRUKO

Keta ye Kafoli alasenu nakadu
 Kafoli abukari Kaba akaFama ke
 nbenba masasuba alakutuku m
 bes ye Foli bila la asiPE ke Kami
 Siddi ka misi di ama KANOKO
 darma Kabalon da ama Kakan
 anmadamewala asiPE bolu
 ana jakaroli fen fen ye Wala
 Siki'in asiPE le ye Wobix Sila
 waFoli ye bala Ye
 Kala ye miFola Camana

25/09/2006

9 village hygiene committees set up and running

During the facilitated sessions, dirty areas (rubbish, waste water, etc.) were identified by some Reflect circles, using a village map, as causes of the proliferation of illnesses such as malaria and diarrhoea, and village committees were set up as a result

1750 houses improved



Pamoja coordinator visiting homes, Nov. 2005



Africa Coordinator and dvv international West Africa Oct. 2005

Social Mobilization through the PERE Project



Cultural events



Football tournament held by PERE

Two STAR Circles Open and Functioning

STAR circles were opened in two stages.

Evaluation of the Need for Introduction

In order to introduce STAR, a small-scale evaluation was carried out in all the Reflect circles to establish the level of knowledge, information, education and communication among the community about reproductive health and HIV/AIDS. On the basis of this evaluation, four Reflect circles opted to introduce STAR.

Training of facilitators

A STAR training session was held over 12 days to initiate the 24 Reflect facilitators, eight of whom were chosen to introduce STAR in two of the four communities identified. The modules were as follows: general knowledge of reproductive health and STDs/HIV/AIDS; marriage and HIV/AIDS; agriculture and HIV/AIDS; environmental protection and HIV/AIDS; rural flight and HIV/AIDS; and literacy and HIV/AIDS.

The PERE Evaluation System: PMIE

The Project Monitoring and Impact Evaluation system (PMIE) introduced by *dvv international* in Guinea was used in PERE and allowed Reflect circles to make their own evaluations.

With the help of PMIE, each participant in the circle used a matrix (an RPRM tool) to assess the attitudes, abilities and skills he/she had learnt in relation to each of the activities carried out.

These assessments enabled the members of the circle and the whole community to make a link between other project activities and literacy, which was seen as a cross-cutting activity enabling PERE project operations to have a lasting impact.

The Evaluation System in Pictures

	Alphabet	Palaisse	Muse des	Hypocrite	Banque	Clamp	Médical	YVESINA
● Nombre de participants	3	5	2	0	0	0	0	0
○ Un de santé	0	0	0	0	0	0	0	0
●	24	41	41	33	31	31	31	43
○	0	0	0	0	0	0	0	0
●	0	0	0	0	0	0	0	0
○	0	0	0	0	0	0	0	0

	Alphabet	Palaisse	Muse des	Hypocrite	Banque	Clamp	Médical	YVESINA
● Nombre de participants	2	0	1	0	0	2	0	0
○ Un de santé	7	7	7	7	7	7	7	7
●	7	7	7	7	7	7	7	7
○	0	0	0	0	0	0	0	0
●	0	0	0	0	0	0	0	0
○	0	0	0	0	0	0	0	0

Evaluation matrix for activities, using symbols (left) and writing (right)

Grassroots partnerships established to ensure project sustainability

In line with the participatory approach used in the project, the following partnerships were established to ensure sustainability:

- Network of facilitators set up
- Forest management committees set up and trained
- Contacts established between the management committees and forest camps
- FSA management committee set up and trained
- Village hygiene committees set up
- Contacts established between nursery growers and private planters
- Two points of sale opened for condoms

Challenges to be Faced

- **Support for IGA: income-generating activities were supported, but on a small scale; other IGAs were identified during discussions but were not given support.**
 - Action to ensure food security
 - Poultry rearing
- **Balance between literacy and other pressing community problems such as:**
 - Health education
 - Civic education
 - Basic education for children working in and outside the home
- **Creation of a literate environment**
- **Rehabilitation of children in difficult circumstances**
- **Easing of women's work load**

Some Pictures



Child brought back into education through the PERE project



Child worker in the gold mines



Women's daily work: finding firewood (left) and pounding cereals (right)

Mobilization and Support for the Reflect Approach in Guinea

The Reflect approach needs further support in Guinea, *dvv international* having been its only backer since 2003.

- Support from financial and technical partners
- Support from the state
- Support from communities

Recommendations

At local level

At the PERE workshop in December 2007, the beneficiaries made the following recommendations:

- Partial support for the ideas proposed during the sessions
- Support for the literate environment through the creation of a community newspaper

At national level

- Greater involvement of devolved government technical services in implementation and monitoring/evaluation of project activities
- Introduction of new environmentally friendly methods of cultivation in community plots
- Inclusion of women in project support staff

Conclusion

The improvement in results demonstrates that the beneficiaries have taken the project to heart. This will contribute to its sustainability, if the challenges and recommendations are taken up by all those involved.

Our thanks

- To *dvv international* for its technical, material and financial support
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Our hopes

- Support for other pressing community needs
- Creation of partnerships with others to support these activities