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THIRD QUARTERLY REPORT

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PROJECT TITLE : TRAINING WOMEN IN THE SAHEL

THIRD QUARTERLY REPORT. OCTOBER 13, 1980

Nancy Wallick Project Anthropologist

TWIS Project

Since it was decided at the end of June that I should not stay in Bouloy, I have not made any systematic effort to do interview-type research here. I don't think that any such effort would have come to anything anyway.

It should have been apparent from the situation I described in my previous quarterly report that this village is highly politicized. How one village could manage to attract seven different development projects, the PMI, and three forages when there were already several open wells is obviously a question of politics. While I'm sure that this will not come as a surprise to anyone else, I was a little surprised to learn that this is not just a question of local-level, traditional politics but rather of party politics. There is a specific, close connection between the chief of Bouloy and the family of the chef de canton, one of whose members is a député. "Modern" party politics in a milieu which is as traditional as this one is often just traditional kinship-based politics dressed up with a modern name and slogans and organized on a broader scale. At the local level, kinship connections are usually more important than the party affiliations. This is not an adequate description of the situation here. There is apparently a more direct political connection between the village and some of the project personnel, who are very political themselves and who are associated with the same party as the village chief. So it seems the project is viewed here as a form of patronage.

Anthropologists are often viewed as either potential political resources or liabilities--mediators or spies--when they move into an area. Unless the aim is to study politics, this politicization of the outsider is an obstacle which is generally overcome with the passage of time. It can be overcome because the outsider really is not political and this gradually becomes obvious. This is not true in my case. I am involved with a project which is viewed as a sort of pay-off, but it hasn't yet been paid off. This failure to pay

off undoubtedly gets blamed on AID, and I am AID's local representative. Undoubtedly, the TWIS project will not finance any water projects in Bouloy because Bouloy doesn't really need them. Given the political connection between Bouloy and the project direction, and given that water is a big issue in Bouloy (in spite of the fact that Bouloy is relatively well-supplied), the lack of water-project pay-offs will continue to be blamed on AID. I would, then, continue to be seen as a liability. And I unwittingly fell into the whole mess even farther when I told the ORD conseiller, in response to a direct question in front of the chief, that there was no water problem here during the hot season. I really am a liability.

On the other hand, I continue to be viewed by other segments of the population as a potential asset. The chief by-passed me in his efforts to get a new pump to replace the one taken out by the German forestry worker. He told the monitrice, who did not mention the matter to me and who was quite defensive when I asked her about it after seeing it written on her weekly report, that the village needs another pump. According to the monitrice, the chief said that neither forage is giving much water and the villagers are forced to drink more water which, as everyone knows, is unhealthy. A few days later, someone who had not gotten his story straight with the chief came to me saying that because all the surface water had dried up, the animals were getting into the fields. The village needed a barrage, he said, and he was sure the project had enough money to buy the machinery needed to do that. Throughout the past 3 months, the adults of the village have had less and less to say to me except to ask for things.

I have described this situation, not because it's anything new or unusual, but because it has implications for the possibility of doing applied research while being involved in implementation. This is probably as bad a situation as one could find--a highly politicized village which, furthermore, is rent by its own internal disputes; a project which is viewed, and I think has been promoted, as a form of political pay-off; and a series of delays and omissions which has meant that the project has not been able to get any

substantial program underway in the villages. What has happened is that the villagers have flexed their political muscle, saying, in effect, pay off or get lost. Although, as I pointed out, Bouloy is probably worse than usual, other villages are different only in degree. The monitrice in another village was told by the village committee that if only the project would put a pump in their village, they were ready to do anything she said.

What I have accomplished in connection with research is the completion of a 1200 Fulfulde entry Fulfulde-English, English-Fulfulde dictionary and a grammatical analysis. These are specific to the local dialect, which is quite different from the better-studied dialects spoken farther west and from the Adamawa dialect, for which there is a series of primers, dictionary, etc. I would be happy to share these materials with anyone who would like to use them.

I have spent most of my time during the last three months doing implementation work, including an analysis of the village enquête which was done last year, completely redesigning the evaluation system, and drawing up an implementation plan which includes an outline of a training program. The implementation plan is attached to this report. Copies of the analysis of the village enquête and the new evaluation/monitoring system are available in the ORD office.

Rather than doing a village-by-village summary of work, which at this point would be rather long, I will just give a general overview. There were collective demonstration fields in Mbanga, Ouro Anidjo and Katchirga. Fertilizer was sold for use in individual fields in all the other villages except Bouloy. In Bouloy the women insisted that they be given everything for the field by the project, and not much of the fertilizer which was available here from the ORD was purchased. There were some problems in getting the women to work together on the collective fields in Katchirga and Ouro Anidjo, but the encadreur managed to keep the groups going. All the fields suffered from the lack of rain in August, but the ones in Mbanga and Ouro Anidjo were the worst. In both these villages, plots of clayey soil, which

dries out faster and gets hard, were given for the collective fields, and the harvests didn't <sup>amount</sup> to much at all. This problem was noted, and an effort will be made to start earlier next year before all the better plots are already planted.

Some of the problems with the lack of understanding of the role of the village committee have been coming up. Some of the older women in Ouro Ah-idjo have decided that the committee is like a youth group and have said that they are too old to participate. The monitrice is re-organizing the committee. Some of the women in Katchirga have said that since they did not want to participate in the collective field they don't want to participate in anything else. They will be replaced. The field agents in Pedfoye have talked to the chief about replacing the women's president, who has not been effective. Nothing has been done about the problems with the village committee in Bouloy, but since the monitrice is under pressure from the chief to come up with a pump, now is probably not the right time to press the matter.

The feasibility studies for the loan groups are nearing completion. There have been problems with the amounts, the number of members of the loan groups, and mode of functioning of the loan groups, but these are getting straightened out. Bouloy may be a special problem. Women of the largest loan group lied about their expenses in order to get more money. The amounts they asked for were ridiculous and were immediately re-done by the field agents. The monitrice says that the women were prompted to do this by their husbands with the idea of getting as much as possible. The loan requests for the group have been submitted for reasonable amounts, but I was told just yesterday that our project was telling the women to ask for the maximum possible, and so we'd better come up with the money. The field agents deny this and insist that the women, at least, understand what the loan system is about now. It appears that there may be something fishy going on, but getting to bottom of it may take some doing.

# PLAN FOR THE IMPLEMENTATION OF THE PROJET FORMATION DES FEMMES DANS LE SAHEL

Nancy Wallick in collaboration with Katny Stack

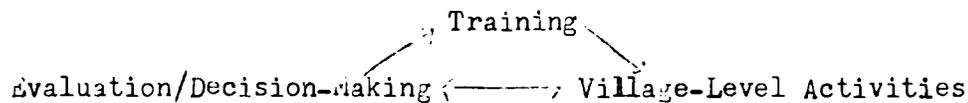
## I. Overview

This implementation plan has three main purposes. By suggesting a sequence for the implementation of different types of project activities, it should serve as an aid to planning. By stressing the interrelationship of training, village-level activities, and decision-making, it should serve as a guide for senior project personnel to the evaluation and progress of the well-informed and well-planned execution of every phase of implementation. Finally, the plan will serve as a guide for the field agents who can determine by referring to it what phase of implementation they are in, what is to be done and what the outcome should be. It should be stressed that this plan is a proposal, a proposal for a guide to the attainment of the project's overall goal, starting from before the selection of project villages and continuing to the completion of all project aspects.

The implementation plan is not meant to standardize or rigidify the sequence of specific project activities. The sequence of the plan comes from a particular implementation strategy which will be explained in detail below, but the overall strategy can not be the sole determinant of the sequence of activities. Village needs, interests, and response to project inputs must be taken into account. Village needs and interests can not be foreseen except in a very general way, and the flexibility to plan specific project activities around them is essential. Village response to project inputs should, in general, be positive if the previous village-level work was well-done, was accurately and thoroughly reported, and the initiation of the following input was well-advised under the circumstances. However, village response to the project is also determined by processes and events totally outside the project's influence. When, in spite of these sources of variation, there is regularity and predictability in sequence this should be used in planning. A number of activities and services must be planned well in advance. For example, training

sessions run by outside organizations like CeSAO must be arranged months in advance. When training sessions are to be given by senior project personnel, the person in charge of the session must have time to prepare. Purchase of materials and the arrangement for other sorts of services, e.g. well-digging, with outside agencies must also be started well in advance. A delay in the progress of village-level activities due to a lack of foresight in the arrangement of necessary inputs may be seen by the villagers as a show of bad faith and thus will have more extensive and more serious consequences than the delay alone. Advance planning is, therefore, very important, and it is hoped that the implementation plan will serve as a planning aid.

The relationship between training, village-level activities and decision-making may be diagrammed as follows:



The diagram shows that this relationship is a processual relationship. The process starts with a decision to begin activities in a certain village. Training is required in order that the field agent have the skills necessary to carry out the activities; the type of training necessary depends on the nature of the activity to be carried out. While the agent is in the process of carrying out the activity, his or her progress will be evaluated and decisions to alter, stop, or continue the activity will be made on the basis of the information reported by the agent. It is also possible that a decision may be made that more training is necessary for the agent to successfully complete the activity. Upon the completion of the activity or of a phase of the activity, a decision should be made on the basis of the agent's reports to repeat the activity, continue to the next activity, or train or re-train the agent. This process is necessary for the assurance of preparedness--of the agent and of the village--and for the assurance of the logical following-through of related sequences of activities.

Two important aspects of good extension work are that field agents be motivated and have a direction for their work. One could say that motivation

come from the same source in the form of assignments. This, however, is not sufficient or entirely appropriate. Another important characteristic of good extension work is that it is based on a comfortable and trusting relationship between the agent and the villagers. It is probably not possible to develop such a relationship if the agent views the extension work process as merely the carrying out of assignments. The development of such a relationship is more likely when the field agent is, to a degree, self-directed and self-motivated. For an agent to be self-directed and self-motivated, the agent must have a good idea of what he or she has accomplished and where that will lead. While agents will still receive guidance from supervisors, it is hoped that the detailed implementation outline will provide them with an independent measure of their progress, accomplishments and objectives.

## II. Heading Outline

This outline was drawn up to give a clearer exposition of the interrelationships between different aspects of project implementation.

The heading Outline is found between pages 3 and 4.

The Training section of the outline is a list of topics in the approximate order that they should be introduced. It is to be expected that reviews of each topic will be necessary from time to time. Such reviews are not planned in the outline but should be held as the need arises. The order of the introduction of topics in the Training section of the outline follows from and is dependant on the order of types of Village-Level Activities.

The Village-Level Activities section is the most important section of the outline. The order and type of Evaluation/Decisions to be made follow from it as do the order and type of Training sessions. It is in the Village-Level Activities section that the strategy to be followed for the attainment of the project goal is apparent.

The goal of the PFFS is to increase the economic and social opportunities of Sahelian women. For the project to attain this goal, it must increase the resources, in the broad sense of the word, which are available to the people who live in project villages. This is what part II of the Village-Level Activities



section, Community Development, refers to. While credit and alphabetisation programs may be viewed as working directly to increase the resources of a community, for the purposes of the PFFS, credit and alphabetisation are a means to that end, rather than programs for the direct attainment of that end. By way of explanation, one could refer to the difference between a credit fund which is viewed as resource in and of itself and one which is viewed as a means to increase resources. In the former case, loans would be made from the fund for any purpose--home improvement, purchase of consumer goods, etc. In the latter case, loans are made only to finance income-generating activities. Thus in the latter case, credit serves to increase income. Its primary purpose is investment, and it therefore promotes development. Alphabetisation can be viewed in the same way. People read and write for simple communication, because they enjoy it, or to learn. Regardless of how an alphabetisation program is run, reading has all those functions, and certainly all should be stressed. For the purposes of a development project, however, the important aspect of alphabetisation is its utility, the fact that it serves as a means to an end.

Given that credit and alphabetisation are seen as primarily means to an end--the increase of resources--and that Community Development projects are defined as those which directly increase resources, the credit and alphabetisation programs are dependant on and revolve around the Community Development program. The credit fund is to be used not only to finance money-making activities which people already know about and practice when they can, e.g. petit commerce, but also to finance new, group-oriented projects which have benefits beyond the income they generate. For example, a charette can be the basis of a money-making enterprise--transport services for a fee. In addition to making money for its owner, the transport service reduces the amount of time and energy that its users would otherwise have to spend in a non-productive activity--carrying things. If the users of the transport system invest the time and energy they have saved in a productive activity that produces more income than they have spent paying for transport, everyone gains financially. Thus the

financial resources of the community have been increased. If the users of the transport system choose to spend the time they have saved in rest or leisure activities, the social resources of the community have been increased. Included, then, under Community Development are all projects which serve to increase the resources available to the community. Ill-health has costs, financial and social, so health projects are a part of Community Development. Projects to reduce necessary labor time and projects designed to increase agricultural production are included in Community Development along with income-generating activities. The credit system provides the means to finance the projects and activities. The alphabetisation program (although it has other benefits, which, as mentioned above, should be stressed) provides the means to self-sufficiency in management of the projects.

The over-all strategy to be followed in the implementation of mini-projects and the establishment of the credit and alphabetisation programs is to start with small, simple efforts, gradually build these through increase in number and complexity, and during this process to provide the means for the attainment of a degree of self-sufficiency. Starting small and growing is a simple practical matter. In general, it is easier to work on a small project and to increase its size or complexity if it works well than to start something larger and more complicated at the outset. In addition to being easier, this kind of progression is necessary in village work for two reasons. First, in order to accomplish anything at the village level one must gain the villagers' confidence. One does this gradually, by showing good faith, by meeting needs, and by showing that new ideas can be successful. Second, since many project activities will involve ideas and practices which are relatively new in rural areas, people must be allowed the time to observe and evaluate them and, through participation, to gain experience with them.

The attainment of a degree of self-sufficiency is a part of all real development. What self-sufficiency means at this level is that the village does not continue to be dependent on outside services for the provision of basic needs. The institutionalization of the village loan fund is meant to give villagers a

degree of self-sufficiency in finance as the alphabetisation program provides the means to self-sufficiency in the management of small, simple enterprises. This does not mean that there is any intent to make independent islands of the project villages. Rather, the intent is to provide them with a basis of self-sufficiency from which they may move on to other things, things which are outside the scope of the PFFS.

The final point which must be made with respect implementation strategy concerns sequence and the planning of specific mini-projects. The sequence of project implementation and the nature of mini-projects to be organized must be based on village needs and interests. For example, in the outline alphabetisation is planned to follow the basic Community Development program and the institutionalization of the credit system. The rationale behind this is that both programs give people a reason to learn to read, i.e. management, and by the introduction of labor-saving devices as an aspect of Community Development will people have been enabled to spend the time necessary to learn to read. However, if villagers express an interest in alphabetisation at an earlier phase of project implementation, there is no reason why they should be made to wait. The use of functional literacy in management could be brought up later. The planning of types of mini-projects must be based on village interests and needs partly for obvious reasons--people will not accept or participate in something they don't want or need and won't benefit from it either. There are also less obvious reasons. For example, a village boutique might very well put individual traders out of business and thereby do almost as much harm as it does good. The same might be true of a cereal bank.

The last section of the Heading Outline is the Evaluation/Decision-Making section. The parts of this section describe the type of decisions to be made. The specific types of information needed to make the decisions are described in the Detail Outline.

### III. Detail Outline

This outline was drawn up to provide a guide to the specifics of training as an input to village-level activities, of implementation work in the village, and of decision-making as an output of village-level work.

The Detail Outline is found between pages 7 and 8.

**Village Selection:** The process of village selection is divided into two parts. First, villages which meet the administrative selection criteria (size, location, and services already available) are to be contacted in order to find out if there is any interest in the project and if the chief will consent to the village's participation in the village survey. This <sup>is</sup> basic. The more important and more difficult part of village selection follows this. This is an assessment of the likelihood that project work in the village will be successful. This assessment is based on the level of interest among the village population, of the willingness to take time and to cooperate with the field agent when she carries out the village survey. This is the primary function of the village survey, and secondarily the survey will provide information necessary for planning and evaluation.

**Community Development:** This aspect of project implementation is planned to start first for four reasons. First, community development is the basis of the other aspects of the project. Second, the intent of the pilot project is to gain the villagers' confidence--to show them that the project means business, that it can help them solve their problems, and to give them an idea of what the project can and cannot do. Third, the pilot project is intended to introduce the villagers to new forms of organization and decision-making which are necessary for village management of the credit system. Finally, the execution of a pilot project will give project personnel more information and experience to assess the likelihood that the project can be successful in the village before starting a lot of mini-projects and committing large sums of money.

Mini-projects in general may concern an individual or one family, e.g. water filtration; they may concern small groups as in the case of skills training, e.g. in sewing; or they may concern the entire village, e.g. wells,

Training

Vill

Project Inputs

I.

I. Basic Preparation for Village-Level Work  
Stage 1

After an introduction to the aims of Community Development, the agents are to be trained in Animation Rurale. This constitutes the basic training necessary for all extension work--aims and the basic method for attaining them. The agents then begin training for their specific roles as extension agents for the PFFS. The first phase of this is to consist of an exposition of all aspects of the PFFS--structure, function, strategy and goals. The Evaluation/Monitoring system is an integral part of PFFS functioning, providing the means to assess the possibilities for action, and once an action is taken to assess its effectiveness and plan for future action. After this is explained, the agents are to receive training in the methodology required to put the system into action. The emphasis at this point will be on the Weekly Report and the Village Survey.

Initial contact with chief/quarter heads/women's president (if any) is made by senior project personnel.

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Agent Training-----  
E

The field agent resides in village for 10 days to 2 weeks to carry out the village survey, she gives assurance of confidentiality of answers to all questions whenever direct questions are asked.

- 1) The agent has meetings with the chief.
- 2) The agent has meetings with the quarter heads.
- 3) The agent has meetings with the women's president and with women from each concession.
- 4) The agent makes informal visits to as many concessions as possible to introduce herself, explain the project and gauge the interest of the population in the project.

At all times the agent answers questions about project to the best of her ability

Senior project personnel check on the agents during the survey to discuss problems and questions.

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DETAIL OUTLINE FOR PFFS IMPLEMENTATION PLAN

Village-Level Activities

Project Inputs	Village Inputs	Info
I. Village Selection		
A. Initial Choice		
Initial contact with chief/quarter heads/women's president (if any) is made by senior project personnel.	Expression of interest in project. Chief consents to village's participation in village survey and to provide temporary lodging for field agent.	Population projection current there
Agent Training →		
B. Village Survey		
The field agent resides in village for 10 days to 2 weeks to carry out the village survey, she gives assurance of confidentiality of answers to all questions whenever direct questions are asked.	1) The chief readily cooperates with the field agent's inquiry and in setting up meetings with the quarter heads and the women's president.	1) village sources
1) The agent has meetings with the chief.	2) The quarter heads cooperate with the agent's inquiry and in arranging meetings with the heads of concessions	2) village sources
2) The agent has meetings with the quarter heads.	(if necessary) and with the women of their quarters. The women's president cooperates in the agent's interview with her and in arranging the meetings with groups of women.	2) village sources
3) The agent has meetings with the women's president and with women from each concession.	3) Women of all concessions attend meetings with the agent, express interest in the project and cooperate with the agent's inquiry.	3) village sources
4) The agent makes informal visits to as many concessions as possible to introduce herself, explain the project, and gauge the interest of the population in the project.	4) Most concessions are open to an informal visit from the field agent.	4) village sources
At all times the agent answers questions about project to the best of her ability		See form
Senior project personnel check on the agents during the survey to discuss problems and questions.		See form

Level Activities

Evaluation/Decision-Making

Village Inputs	Information Needed
Village Selection	
Initial Choice	
Village Survey	

Initial Choice

Expression of interest in project. Chief consents to village's participation in village survey and to provide temporary lodging for field agent.

Population and location of village; projects/services currently working there.

**I. Assessment of Villages**  
 If the village meets the Village Selection criteria concerning population, location, other services, and the consents listed under Village Inputs have been given, a decision to carry out the survey in that village would be appropriate. Agent training is needed before the village survey can be started.

→ Project Decision

Village Survey

1) The chief readily cooperates with the field agent's inquiry and in setting up meetings with the quarter heads and the women's president.

2) The quarter heads cooperate with the agent's inquiry and in arranging meetings with the heads of concessions (if necessary) and with the women of their quarters. The women's president cooperates in the agent's interview with her and in arranging the meetings with groups of women.

3) Women of all concessions attend meetings with the agent, express interest in the project and cooperate with the agent's inquiry.

4) Most concessions are open to an informal visit from the field agent.

1) Outside services working or previously working in the village; village resources and institutions; assessment of village problems; and village history.

2) Degree of population mobility, male occupational structure, assessment of common problems.

3) Resources and institutions used by women; economic activities; infant feeding practices; women's problems.

See Village Survey forms

4) Agent's progress and problems in the Village Survey.

See Weekly Report forms

→ Project Decision

If the cooperation described under Village Inputs has been forthcoming, if PFFS work in the village would not be a duplication of other services already available there, if the agent found the villagers to be generally interested in the project, and if there are no apparent problems among the villagers themselves that would make intra-village cooperation unlikely, a decision to install an agent in the village would be appropriate. If any of these conditions has not been met, an investigation into the reason for or seriousness of the problem is called for, and a decision to drop

## II. Preparation for Community Development Work

Before starting a regular work schedule in their villages, two agents are to be trained in all the topics on which the PFFS places emphasis.

### Stage 2

These Special Topics include: health and nutrition, introduction to modern agriculture, and a basic introduction to credit. This training may be supplemented by a review of Animation Rurale and the aims of Community Development.

### Stage 3

Since the introduction into a village of activities concerning any of the Special Topics is primarily a learning exercise, for both agents and villagers, the agents are to attend a session in Community Learning. This consists of two parts: first, philosophy and methodology of Community Learning to be based on the system developed by Paulo Freire, and second, the use of audio-visual devices such as GRAAP images.

## A. Preparation

### Agent Training

The field agent moves into the village and participates in everyday village life. She continues to talk to villagers about their problems and how they might be solved--what are problems of recent origin and what might be done about them; what new means are available to solve old problems. The agent seeks to work with traditional organizations, both formal and informal, wherever possible.

1) The agent demonstrates solutions to problems through simple, low cost projects such as the foyer améliorée, paille or charcoal filters, etc. Educational efforts necessary to explain such demonstration items may be supplemented by the use of audio-visual devices such as GRAAP images.

2) As she comes to know the people of her village, the field agent in consultation with the supervisor obtains concession for long-term observation of health conditions, work-time, and other generation activities.

The field agent has regular meetings with senior project personnel to discuss problems and progress in the village. Senior project personnel make suggestions and make on-site visits often as necessary.

## B. Organiz

The field agent and senior project personnel work together with the villagers in setting up any organization necessary for the implementation of the pilot project--ad hoc committee if village-wide development project is proposed; women's committee if an activity involving co-ordination by village women is proposed; work group if collective demonstration project is proposed.

Senior project personnel write the necessary project proposals after the agent and the field agent discuss specifics of the proposed pilot project with villagers' committee or work group.

The field agent continues to make weekly reports. Health assessments are made on a weekly basis. If income and work time studies have not already been started and the pilot project affects either one of these variables, the studies

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II. Community Development

## A. Preparation for Organization of Pilot Project

Agent Training

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1) The agent demonstrates solutions to problems through simple, low-cost projects such as the foyer améliorée, pague or charcoal filters, etc. Educational efforts necessary to explain such demonstration items may be supplemented by the use of audio-visual devices such as GRAAP images.

2) As she comes to know the people of her village, the field agent in consultation with the supervisor chooses concession for long-term observation of health conditions, work-time, and income-generation activities.

The field agent has regular meetings with senior project personnel to discuss problems and progress in the village. Senior project personnel make suggestions and make on-site visits as often as necessary.

The chief provides lodging for the field agent. The villagers continue to express interest in the project and in cooperating with the agent. Over a period of time, as a result of the agent's efforts to introduce the notions of cooperation and problem solving, the villagers begin to express an interest in working together on one or more specific problems.

## B. Organization of Pilot Project

The field agent and senior project personnel work together with the villagers in setting up any organization necessary for the implementation of the pilot project--ad hoc committee if village-wide development project is proposed, women's committee if an activity involving co-ordination by village women is proposed, work group if collective demonstration project is proposed.

Senior project personnel write up necessary project proposals after they and the field agent discuss specifics of proposed pilot project with villagers' committee or work group.

The field agent continues to make weekly reports. Health assessments are made on a weekly basis. If income and work-time studies have not already been started and the pilot project affects either one of these variables, the studies

Plans for work on the specific project or problem of interest to the villagers are made with their active participation. The villagers work with the field agent in setting up organization required, and make decisions cooperatively.

1) Agent's activities in areas of introduction of self and project, organization and education. Problems encountered and progress made by the agent. As villagers begin to express interest in particular projects and in working on particular problems, what these are.

See Weekly Report forms.

2) Basic information on socio-economic

characteristics of concessions and individuals suggested by the field agent for inclusion in the health, work-time and income studies.

See Health, Income, and Work-Time Study forms

Project Decision

Details of proposed pilot project.

See Project Request or Loan Request forms, as applicable.

Composition of committee or work-group formed--names, ages, quartier of residence.

No special form required.

Continuing assessment of problems and progress in weekly reports.

Data on health, income and/or work-time.

If a decision has been made to install an agent in the village, the questions on village problems should be carefully reviewed. If the responses to those questions do not appear to be stereotyped, i.e. reasonable explanations as to the nature of the problems were given, a list of Possibilities for Community Development projects based on the villages stated problems may be drawn up. Funding, services etc. may be tentatively arranged for the possible projects, and agent training should be arranged.

II. Evaluation of Community Development

1) If the villagers show a genuine interest in working on a specific mini-project, and if the PFFS is capable of providing assistance for the desired project, a decision to organize the mini-project as a pilot project would be appropriate. If these conditions are not met, an examination of the reasons is called for. Possible decisions, depending on the Assessment of the Problem, may range from agent re-training to concentration of work on only the most interested villagers to termination of services in the village.

2) If the concessions proposed by the agent for inclusion in the Health, Income, and Work-Time Studies are representative of the variation of the village population, a decision to accept the proposed sample would be appropriate. If the proposed concessions are not representative, the agent might be advised to wait until she knows the people of concessions with the characteristics missing in her proposed sample, or to actively seek out the people of such concessions. The data from these studies will be used later to Evaluate Mini-Projects at appropriate intervals. Depending on the results of these studies, decisions may be made to de-emphasize ineffective projects.

If the participation mentioned under Village Inputs has been forthcoming and if the proposed pilot project is feasible from both practical and economic standpoints, a decision to implement the pilot project would be appropriate. If either of these conditions has not been met, an Assessment of the Problem is called for, and a decision to go back

The project provides: loan or grant funds as required, technical expertise as required, training program for villagers if required, and transport if required.

The field agent works with pilot project participants once the project is underway to ensure that they understand all aspects of the project and the project is executed in the best possible fashion.

The field agent also explains organization, functioning and purpose of the pilot project to villagers not actively participating.

The field agent continues to make weekly reports on problems and progress in the village and to make health, income, and work-time studies as scheduled.

Agent Training

D. Continuation

Stage 4  
Individual Specializations for each agent are an integral part of the expansion of the Community Development program. The agents should decide on their areas of specialization during their first few months in their villages. Their choice should be based not only on their own inclinations but also on the interests of the villagers with whom they work. Possible topics for Individual Specializations may include sewing, crafts, dry season gardening, poultry/livestock management, food preservation, etc.

The field agent begins activities to extend village participation in community development. The activities include explanation of the range of technical services that the project has to offer, discussion of mini-projects completed in other areas, and reiteration of the openness of the project to village proposals.

Over a period of time, the agent will seek to expand and solidify village organization, and, within the limits set by village needs, to increase the number and type of mini-projects.

The role of the field agent in the continuation of community development will have three parts: 1) help in the organization of mini-projects, 2) assistance to or training of villagers in skills necessary for the continuation and management of the projects, and 3) assessment of problems and the collection of data for the evaluation of the mini-projects.

Other project inputs to the continuation of community development will be technical expertise, training, transportation and funding as necessary.

C. Implementation/Evaluation of Pilot Project

The project provides: loan or grant funds as required, technical expertise as required, training program for villagers if required, and transport if required.

The field agent works with pilot project participants once the project is underway to ensure that they understand all aspects of the project and that the project is executed in the best possible fashion.

The field agent also explains the organization, functioning and purpose of the pilot project to villagers not directly participating.

The field agent continues to make weekly reports on problems and progress in village and to make health, income and work-time studies as scheduled.

Persons participating in the pilot project give their time, effort and/or funds as agreed upon with the organization of participants--committee or work group--and with the project personnel.

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Agent Training

D. Continuation/Expansion of Community Development

The field agent begins activities to extend village participation in community development. The activities include explanation of the range of technical services that the project has to offer, discussion of mini-projects completed in other areas, and reiteration of the openness of the project to village proposals.

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Other project inputs to the continuation of community development will be technical expertise, training, transportation and funding as necessary.

The villagers take an active roll in proposing, organizing and participation in the implementation and management of mini-projects.

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ion/Evaluation of Pilot Project

Persons participating in the pilot project give their time, effort and/or funds as agreed upon with the organization of participants--committee or work group--and with the project personnel.

Problems and progress in the implementation of the pilot project as reported by the agent and by the senior project personnel working with the pilot project.

See Monthly and Weekly Report forms

Project Decision

Expansion of Community Development

The villagers take an active roll in proposing, organizing and participation in the implementation and management of mini-projects.

Specifics of proposed mini-projects, persons participating, nature of village body to organize and manage projects.

See Project Request or Loan Request forms

Problems and progress in organization and implementation of mini-projects.

See Weekly Report forms

Data on health, income and work-time for the evaluation of mini-projects.

See Health, Income, and Work-Time Study forms

If the participation described under Village Inputs has been forthcoming, if the pilot project is functioning well, and if the pilot project has involved, in any way, a sizeable portion of the village population, three decisions are in order. First, the credit program may be initiated. Secondly, community development mini-projects may be expanded, and third, to prepare for such expansion, further agent training should be arranged. If any of these conditions has not been met, an Assessment of the Problem is called for and a decision to go back to phase II, a or B may be advisable.

The first step in the initiation of the credit program is sensibilisation. The field agent will start by explaining, first to the village officials and to any committees that have been formed for the management of the pilot project and then to the village population in general, that the project can also provide the means for financing money-making activities. She explains that the project only has a certain amount of money for financing village community development, for example well. When that money is used up there is no more, but the projects completed, in the example wells, are permanent. The financing of money-making activities is different. People will always want to start or expand money-making activities, but the fund for this is only given to the project once. So that this fund will not be used up, monies from it will be given on a loan basis. And further, since prices rise every year, people who borrow the money must pay it back with interest. If interest is not paid, the fund will be less and less useful as a source of finance as prices rise every year. The repayment of loans is not for the profit of the project. The funds will be kept to use for giving future loans to the villagers. As in all other project activities, the project provides something--a loan of 95% of the cost of the activity--and the villagers provide something--5% of the cost of the activity. The field agent will explain that as with other project activities, the project would like the active participation of the villagers in the decision making and management of the loan program, and, so that as many people as possible benefit from the program, the loans be given to groups.

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 III. Preparation/Work in Credit

Stage 5  
 The training in Credit consists of three parts: concepts of credit, evaluation of proposed loan-financed activities, and record-keeping.

Agent Training

B. Organiza

If a women's committee has already been formed for the management of the pilot project, this may serve as the basis for the formation of the village committee. Otherwise, the agent will discuss the matter with the village officials and propose that each

A. Initiation

The first step in the initiation of the credit program is sensibilisation. The field agent will start by explaining, first to the village officials and to any committees that have been formed for the management of the pilot project and then to the village population in general, that the project can also provide the means for financing money-making activities. She explains that the project only has a certain amount of money for financing village community development, for example wells. When that money is used up there is no more, but the projects completed, in the example wells, are permanent. The financing of money-making activities is different. People will always want to start or expand money-making activities, but the fund for this is only given to the project once. So that this fund will not be used up, monies from it will be given on a loan basis. And further, since prices rise every year, people who borrow the money must pay it back with interest. If interest is not paid, the fund will be less and less useful as a source of finance since prices rise every year. The repayment of loans is not for the profit of the project. The funds will be kept to use for giving future loans to the villagers. As in all other project activities, the project provides something--a loan of 95% of the cost of the activity--and the villagers provide something--5% of the cost of the activity. The field agent will explain that, as with other project activities, the project would like the active participation of the villagers in the decision-making and management of the loan program, and, so that as many people as possible benefit from the program, the loans be given to groups.

The villagers idea of credit with the agent an interest in program started village. In discussions with they give some a general understanding of the basic idea, as described by the agent. They have a willingness to participate in making the loan program open to the forming loan groups.

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Preparation Work in Credit

Stage 5

The training in Credit consists of three parts: concepts of credit, evaluation of proposed loan-making activities, and recording.

Agent Training

B. Organization of the Village

If a women's committee has already been formed for the management of the pilot project, this may serve as the basis for the formation of the village committee. Otherwise, the agent will discuss the matter with the village officials and propose that each

Each quartier participate in the program chooses representatives who are able to serve the village. The members of

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Village Inputs

Information needed

Credit Program

Initiation

The villagers discuss the idea of credit financing with the agent and express an interest in having the program started in their village. In their discussions with the agent, they give some evidence of a general understanding of the basic idea of credit, as described by the agent. They also express a willingness to participate in management of the loan program and an openness to the idea of forming loan groups.

The field agent's problems and progress in the explanation of the idea and functioning of the credit system at the village level.

See Weekly Report forms

III. Credit Monitoring

If the interest and understanding described under Village Inputs has been expressed, a decision to organize a Village Committee would be appropriate. Prior to or during the organization of the Village Committees, training in credit should be given to the field agents. If the condition for the organization of the Village Committee is not met, an Assessment of the Problem is in order and efforts to explain the credit

Project Decision

Formation of the Village Committee

Each quartier to participate in the loan program chooses representatives who are willing and able to serve as members of the village committee.

The field agent's progress and problems in the organization of the village committee as recorded on the Weekly

program choose representatives to be members of the committee. When the representatives have been chosen, the agent will convene the committee and explain the project's suggestions for the functions of the committee: the committee will review and make recommendations for or against the approval of all loan applications and will oversee the repayment of loans. After some time, if the loan program has been functioning well, a sum will be set aside for the sole use of that village and the committee will have the final authority to approve applications for loans against that sum. The committee will continue to supervise the repayment of loans. For these later, expanded functions, it will be necessary for the committee to choose animatrices who will be trained by the project in skills necessary for the role of credit secretary/repayment monitor. Once the committee's functions are understood, the agent will explain the procedures to be followed in the organization of loan groups, the review of applications, the repayment of loans, and why such procedures are necessary.

with the field agent give evidence that understand the functions of the village committee and are willing to undertake the responsibilities. The committee members agree that, when the time comes for the expansion of their responsibilities, they will choose animatrices who will be able to receive training from Dori and to act as credit secretary/repayment monitor.

C. Granting of First Loans

The procedures necessary prior to the granting of the first loans include the organization of loan groups and the études de factibilité, and the review of the loan applications by the Village Committee.

1) The agent will ask the Village Committee to help with the organization of loan groups by explaining the loan program to the women of their quarters and by telling her of any loan group proposals they receive. The agent herself also explains the loan program to the villagers who are not members of the committee and records proposals for loan groups.

2) When loan groups have been proposed, the agent has meetings with them to: go over the loan program again before the entire group, discuss their proposed money-making activity, discuss any training which might be necessary, and solicit their ideas on how the group might function as a group. The agent discusses the activity and functioning of the loan groups and reaches agreement with them on these matters.

3) The agent then carries out the études de factibilité.

1) The members of Village Committee participate actively in the organization of loan groups.

2) Loan groups are formed, meet with the agent, give evidence of understanding of the loan program, propose easily manageable activities, and arrive at an agreement with the agent as to how the group will function.

3) Members of the loan groups then cooperate with the field agent in the études de factibilité.

4) When the études de factibilité are finished, the Village Committee views the loan applications with the agent and makes recommendations which are based on reasonable criteria.

5) Once loans are granted, the Village Committee participates actively in seeing repayment. Loans

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Project Decision

C. Granting of First Loans

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1) The members of the  
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4) When the études de  
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5) Once loans are made  
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1) Problems and  
 progress of the  
 field agent in  
 the organization  
 of loan groups.

See Weekly Report  
 forms.

2) Loan group mem-  
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See Étude de Facti-  
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3) Recommendations  
 of field agent and  
 Village Committee  
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See Demande de Pret  
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If the participation, understanding and agreements described under Village Inputs has been forthcoming, and if the Village Committee is representative of the village, a decision to prepare for the granting of the first loans would be appropriate. If these conditions are not met, an Assessment of the Problem is called for and a decision to go back over all aspects of the credit program with the villagers may be in order.

Project Decision

- 1) Problems and progress of the field agent in the organization of loan groups.
- 2) Loan group membership, plan for mode of group functioning, and feasibility of proposed money-making activity.
- 3) Recommendations of field agent and Village Committee on each loan application.

See Weekly Report forms.

See Étude de Factibilité forms.

See Demande de Pret forms.

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4) When these are completed, the agent makes a recommendation on each application and reviews each application with the Village Committee

Senior project personnel with the field agent arrange any training necessary for the loan groups whose applications are approved.

5) After the loans are granted, the agent participates in any training previously agreed upon as necessary. The agent also works with both the loan group members and the Village Committee in record keeping and repayment procedures.

group members participate in any necessary training, work as previously agreed on their activities, cooperate with the agent in record keeping, and start meeting the repayment schedule.

D. Expansion of the Loan Program

Two kinds of expansion are envisioned at this stage: expansion of village participation in the monitoring of the credit system and expansion of the loans themselves whether in number of borrowers, size of loans, or scale and complexity of loan-financed activities.

1) As previously organized loan groups successfully carry out their activities, the field agent will be open to any proposals for new loan groups. The agent will inform the Village Committee that, due to the good performance of the loan groups, the loan program may be expanded. The agent may also suggest some possibilities for money-making activities to the Village Committee, especially where such activities provide a community service, e.g. donkey carts or village boutiques. After proposals for loan groups are received, the agent will follow the usual procedures for evaluating them, but with particular attention paid to training and mode of group function in the case of larger, more complex, activities.

2) The agent will ask the Village Committee to choose animatrices to start accompanying her as she organizes and evaluates new loan groups and monitors the activities of the old loan groups.

3) After new loans are made the field agent follows the usual procedures for monitoring the loan groups, but with the village animatrices and with particular attention to training and management.

1) The Village Committee continues to participate actively in the explanation of the progress of the loan system to other villagers in the organization and evaluation of new loan groups, and in the monitoring of the old loan groups.

The villagers express an interest in the expansion of the loan program and present proposals for new loan groups to the Village Committee or to the agent. The activities and functioning of the new loan groups are agreed upon with the field agent,

the feasibility studies done and reviewed by the Village Committee following the previously established procedures.

2) The Village Committee chooses 2 animatrices who then accompany the agent as she carries out her credit monitoring activities. The animatrices are able to spend a reasonable amount of time working with the agent and begin to show a basic understanding of the specific processes involved in the monitoring of the loan program.

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4) Problems and pro-  
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See Monthly and Week-  
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credit repayment  
records.  
- Project Decision

Expansion of the Loan Program

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1) The Village Com-  
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are agreed upon with the  
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See Weekly Report  
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2) Names and ages of  
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agent as she carries out  
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vities. The animatrices  
are able to spend a rea-  
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and begin to show a ba-  
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3) Loan group members

3) Problems and pro-  
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training. Problems  
and progress in the  
work of the loan group;  
and in management, re-  
cord-keeping, and re-  
payment.

4) Problems and progress in training of members of loan groups as reported by the project personnel responsible for such training. Problems and progress in the work of the loan groups and in record-keeping and repayment.

See Monthly and Weekly report forms and credit repayment records.

Project Decision

If loan groups are formed, agree with the agent on their mode of functioning, and propose money-making activities which are found during Loan Evaluation to be feasible and are approved by the agent and the Village Committee, loans will automatically be granted to them. Loan groups which do not meet these criteria are to be re-organized when possible. Once loans have been given, if the conditions listed under Village Inputs part 5 are met, a decision to expand the loan program would be appropriate. If these conditions are not met, an Assessment of the Problem is in order. Until the problems are corrected, a decision to keep loans small and simple would be advisable.

1) Problems and progress of the agent in the organization of loan groups. Loan group membership, plan for mode of group functioning, and feasibility of proposed group activity. Recommendation of agent and Village Committee on each loan application.

See Weekly Report forms; Etude de Facilité forms, and Demande de Pret forms

2) Names and ages of animatrices, extent of work with field agent and performance/understanding of credit monitoring tasks as reported by the field agent on the weekly reports.

3) Problems and progress in training of loan group members as reported by the project personnel responsible for such training. Problems and progress in the work of the loan groups and in management, record-keeping, and repayment.

If the expansion of the loan program proceeds smoothly and all the conditions listed under Village Inputs are met, a decision to institutionalize the village loan fund would be appropriate. If any of the conditions are not met an Assessment of the Problem is called for. Particularly important problems which must be corrected before the institutionalization of the village loan fund include lack of participation by the Village Committee, inadequate participation or performance by the animatrices, and a show of bad faith on the part of loan group members.

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L. Institutionalization of the Village Loan Fund

The two major aspects of this final phase in the evolution of the loan program are the training of the animatrices and the formalization of the village loan fund.

1) Training for the animatrices is to be arranged by the senior project staff and to be held in Dori.

2) The field agent together with senior project personnel inform the Village Committee that the village loan fund has been decided upon, its amount, and the arrangements made for keeping the money safely. They discuss with the village committee the possibility of revising the loan application review procedure, qualifications for loans, and repayment procedures.

The field agent continues to work with the Village committee and animatrices in the administration of the village loan fund.

The project continues to provide training or advice as needed.

1) The animatrices are able to spend the time necessary for their training in Dori. They progress well in the training and are able to take up their loan monitoring activities upon their return to the village.

2) The Village Committee agrees to take on the responsibility for the review and final approval of loan applications and for the collection of payments. The committee comes to an agreement with project personnel on any changes in loan review or repayment procedures.

3) Loan group members, animatrices and the Village Committee agree to continue to work with the agent in the management of the loan fund while giving evidence that they understand that the agent is mainly to provide advice and assistance.

1) Progress of animatrices in training as reported by senior project personnel responsible for the training.

2-3) Continuing records on the number of loans made, type of loan-financed activity, number of loan group members, and record of repayment as reported by the field agent.

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IV. Preparation for Alphabetisation

Stage 6

In addition to the normal training in Alphabetisation given by the appropriate agency, agents participate in training sessions on the involvement of villagers in the planning of literacy classes.

Project Inputs

Agent Training →

IV.

Following upon the implementation of mini-projects and the institutionalization of the village loan fund, both of which require management and record keeping skills at the village level, the field agent will make it known to the project is offering the means to villagers to take over these tasks entirely. Functional literacy and basic numeracy skills are necessary for the villagers to take over all management tasks themselves, and the project is offering training in these skills. The field agent will also explain that training in these skills is open to anyone, and that these skills have other values besides from management. For example, the agent may read news items or folktales written in Fulfulde to groups of people as they work or rest to demonstrate this. As people express interest in the training, regardless of the number, the agent organizes meetings with them to discuss how the training sessions might be organized, what general course they might follow and the amount of time involved in short, how the training might be integrated into their daily schedules and their types of work. When the groups reached an agreement on these matters the training sessions may start.

As the participants in the training progress, the agent makes every effort to stress both the usefulness of the skills and the enjoyment of them by her choice of instructional materials.

Upon completion of the first training session, the agent follows up by helping the participants to obtain materials pertaining to their work or particular interests. She also continues to work with those training participants who are using the skills in management until it is clear that they can continue without help. She makes it known that her advice or assistance is still available whenever it is desired.

Two types of expansion are envisioned here: 1) an increase in the number of people receiving basic literacy or numeracy training, and 2) an in-

Agent Training - - - -

IV. Alphanabetization

A. Initiation

Following upon the implementation of mini-projects and the institutionalization of the village loan fund, both of which require management and record-keeping skills at the village level, the field agent will make it known that the project is offering the means to the villagers to take over these tasks entirely. Functional literacy and basic numeracy skills are necessary for the villagers to take over all management tasks themselves, and the project is offering training in these skills. The field agent will also explain that training in these skills is open to anyone, and that these skills have other values besides from management. For example, the agent may read news items or folktales written in Fulfulde to groups of people as they work or rest to demonstrate this. As people express interest in the training, regardless of the number, the agent organizes meetings with them to discuss how the training sessions might be organized, what general course they might follow and the amount of time involved-- in short, how the training might be integrated into their daily schedules and their types of work. When the group has reached an agreement on these matters the training sessions may start.

As the participants in the training progress, the agent makes every effort to stress both the usefulness of the skills and the enjoyment of them by her choice of instructional materials.

Upon completion of the first training session, the agent follows up by helping the participants to obtain materials pertaining to their work or particular interests. She also continues to work with those training participants who are using the skills in management until it is clear that they can continue without help. She makes it known that her advice or assistance is still available whenever it is desired.

Villagers express interest in having training in functional literacy and/or basic numeracy. Whatever their numbers, some villagers participate in planning their training course and then follow through with the course. At the end of the course, the participants are able to read available materials and/or record amounts and perform simple arithmetical operations.

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B. Expansion

Two types of expansion are envisioned here: 1) an increase in the number of people receiving basic literacy or numeracy training, and 2) an in-

Villagers express interest in the expansion of literacy and/or numeracy skills and participate

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Village Inputs

Information Needed

Alphabetization

Initiation

Villagers express interest in having training in functional literacy and/or basic numeracy. Whatever their numbers, some villagers participate in planning their training course and then follow through with the course. At the end of the course, the participants are able to read available materials and/or record amounts and perform simple arithmetical operations.

The problems and progress of the agent in promoting training as recorded on the Weekly Report forms.

The type of organization of the planned course; the number of participants, their names and ages, and their progress in the course.

IV. Evaluation of Alphabetisation

If the participation and interest described under Village Inputs has been forthcoming and the Progress of Participants has been satisfactory, a decision to expand the alphabetisation program in Number of Participants and in level of skills would be appropriate. If there has been a lack of interest or participation, an examination of the problem and a revision of the procedures followed by the agent in initiating the program are called for.

Project Decision

Expansion

Villagers express interest in the expansion of literacy and/or numeracy skills and participate

The agent's problems and progress in promoting expanded training; the number of

completed the basic course, e.g. writing skills to follow upon reading or an increase in arithmetical skills.

The agent follows the same general procedure for organizing new beginners' classes as she followed during the initiation phase, emphasizing the value of the skills and the flexibility of the organization of the training course in fitting into busy work schedules.

As participants in the first course use their skills, the agent should tell them that training is available for the expansion of their skills and that, should they want additional training, they would again have a role in planning the course to meet their needs. The agent may also suggest that, especially with expanded skills, they would be able to teach these skills to others themselves.

the type of course requested.

self-help, grant, loan, or any combination of these. For the pilot project to serve the functions for which it is intended, it should be a mini-project of concern to a group, or if possible, to the entire village. Ideally, it should be financed at least partly on the basis of self-help. It should be something of obvious value which is not already available. This, however, is a description of a moderately complicated project which it would take some time to organize.

Preparation for the organization of the pilot project should, then, be based on a smaller, less complex focus and on the well-planned introduction of the idea of cooperation for problem-solving. Demonstration devices which are very low in cost, can be reproduced by villagers with their own resources, and which are effective should be installed in the house of every field agent as soon as the agent moves into the village. These items, for example charcoal filters, are to serve as examples of new methods for solving old problems, and the interest expressed in them may be a reasonable indicator of the village's interest in what the project has to offer. Efforts in education and animation are particularly important at this stage. If it is not possible to organize a pilot project of sufficiently wide interest on the basis of the initial demonstration items and animation work, an intermediate step of organizing small group projects may be necessary.

The character and function of the organization set up in the village for the management of the pilot project are particularly important and may be something of a problem. It is not normal to have a group or meeting composed of both sexes. Since the PFFS is primarily a women's project and 75% of the loan/grant funds are reserved for women, the Village Committee, when it is organized, will be a women's committee. If, however, the pilot project is a village-wide project, e.g. a village pharmacy, it will be of concern to the entire community, not just the women, and the management of it will have to include men. It is suggested that an ad hoc committee be organized for such a project, the committee consisting of the village officials including, if at all possible, at least the women's president. The division of management be-

tween the ad hoc committee for large-scale community development projects and the Village Committee for the loan fund may work well. But if women are not particularly involved in the management of the pilot project, the project personnel will have no basis on which to assess the willingness and capacity of women to serve on a management committee before introducing the loan system. Since women have less time and may be more reticent when confronted with a new situation like a management group meeting, it is important that the project have an idea of the likelihood of having a good, active Village Committee before starting the credit program. There may be no basis for making such an assessment if women are not involved, as a group, in the management of the pilot project. There is no set solution to this potential problem. A related problem in management may concern the eventual integration of men in the Village Committee, especially after institutionalization of the village loan fund. And again, there is no set solution.

After the successful execution of the pilot project, the continuation of Community Development will take the following direction: decreasing funding from grant funds; increasing funding from loan funds; greater number, size and complexity of mini-projects; and greater emphasis on training in practical and/or management skills. It must be reiterated that all Community Development depends on village interest.

Credit Program: The parts of the outline section concerning the credit program are fully self-explanatory except for the possible modes of functioning of loan groups. The project is required to favor group loans over individual even though group work is not a traditional practice in the project area. So that loan groups work well, regardless of exactly how they work, it is suggested that the decision on a group's function be left to the members themselves. Normally, when one wants people to do something they are not accustomed to doing, they must get some benefit from doing so. The benefits possible from working together as a group vary according to the nature of the activity of the group. There are no apparent benefits, and there are possible complications from practicing *petit élevage* on a group basis. Therefore *petit*

Élevage loan groups may be groups for administrative purposes only. Limited group work is beneficial in some circumstances. For example, if women involved in petit commerce trust one of their number enough to let her buy all their basic materials, the shared transportation costs will be lower for each group member. Skilled work which includes teaching seems to offer the best possibility for true group work. Although the final decision on group functioning will be left to group members, the field agent may point out the benefits of various forms and levels of cooperative work.

Alphabetisation: The parts of this section of the outline are self-explanatory except the concern with number of participants and the extent of expansion of this program. No group is too small for the first, or any subsequent, sessions in literacy training. The project does, however, have set goals to meet. This means that expansion may take place over a period of time, possibly involving many sessions with small numbers of participants.

#### IV. Summary

The aim of the PFFS is not so much to provide specific services as it is to attain the very general goal of the increase of social and economic opportunities of Sahelian women. This outline plan is to serve as a guide. The key to the progress of project implementation is flexibility--the flexibility to pursue the course that works best based on the analysis of past experience.