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PROJECT EVALUATION SUMMARY (PES) - PART I

1. PROJECT TITLE Functional Literacy in 5th Region of Mali		2. PROJECT NUMBER 698-0410-17	3. MISSION/AID/W OFFICE Mali
		4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 698-80-1	
		<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY. 78	B. Final Obligation Expected FY. 81	C. Final Input Delivery FY 82	A. Total	\$ 437,500	From (month/yr.)	February 1979
			B. U.S.	\$ 269,000	To (month/yr.)	August 1980
					Date of Evaluation Review	April 1980

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOT Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
The project "Functional Literacy in the 5th Region of Mali" is an Accelerated Impact Project (A.I.P.) planned to cover a three-year period at the cost of \$269,000. By nature, it is an experimental project, the continuation of which is dependent upon the findings and recommendations of the final evaluation. In the case of continuation, this program will be formally included within the Operation Mils Mopti Project (688-0202) and will be funded under that project. Detailed financial and implementation plans will then be prepared by USAID/Mali for the new phase.	Abdoul Diallo Project Mgr	Sept. 1981
As some EOPS have already been surpassed and others are nearly accomplished, the Mission should collaborate with OMM and DNAFLA to establish new ones. Likewise, these parties should establish a list of profitable activities that could be progressively assumed by neo-literates.	Abdoul Diallo	June 1981
Results of the final proficiency level tests should be made available and the "Fiche de Village" should be disseminated prior to the final evaluation to insure the usefulness of these two evaluation instruments. Also, the evaluation team should include Health and Community Development specialists to assess the impact of the project on these areas, as well as the Chief of the Extension Division.	Abdoul Diallo	August 1981
Finally, functional literacy centers should keep better records of student attendance and of the yields of all functional literacy fields.	Functional Literacy Coordinator at Mopti	May 1981

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT		
<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input checked="" type="checkbox"/> Other (Specify) EOPS	A.	<input type="checkbox"/> Continue Project Without Change	
<input checked="" type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T		B.	<input type="checkbox"/> Change Project Design and/or	
<input checked="" type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify)		<input checked="" type="checkbox"/> Change Implementation Plan	
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P		C.	<input type="checkbox"/> Discontinue Project	

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)	12. Mission/AID/W Office Director Approval
See Part II attached	Signature
	Typed Name David M. Wilson
	Date 7 May 1981

PART II

13. SUMMARY

Though separately funded, this AIP project is an integral component of Operation Mills Mopti. The project is well administered by the National Office of Functional Literacy and Applied Linguistics (DNAFLA) under the overall management supervision of OMM, the development "operation" responsible for rural development activities in most of the Fifth Region. The project's purpose is to improve the well-being of the local farmers by establishing functional literacy centers in the project area on an experimental basis.

These centers have provided villagers with practical low-cost education, including basic skills in numeracy and in reading in their mother tongue, Dogon or Fulani. Extension brochures written by OMM staff are used in the literacy classes. ~~The project is providing training to farming families in health care and hygiene, marketing functions, and improved agricultural techniques such as line seeding, thinning of fields, application of fertilizers and herbicides, and animal traction. The agricultural notions are taught to them in theory in the centers and in practice through the "functional literacy fields". About 20% of the centers operate their own demonstration fields.~~ Despite the poor rainfall in the region, the yields of these fields were generally 200% higher than those of ordinary fields.

Project outputs have generally far exceeded the goals set forth at the design stage. More than double the number of functional literacy centers envisioned have already been installed. These have been established in a village at the request of the villagers and have been built by the villagers with local materials as their contribution to this project. Enrollments in some centers has been more than three times the number planned for in the PP. Literacy students now represent 4% of the total OMM population. Of these, 14% are women, the highest percentage of female functional literacy attendance in Mali. A full 48% of the students are at post-literacy level after only one year of study.

14. EVALUATION METHODOLOGY

This was an interim evaluation intended to furnish an outsider's view that would assess the proficiency level of the students and make recommendations for better implementation of the program. The evaluation team included the REDSO/WA Human Resources Development Advisor, the USAID/Mali Project Manager, a group of evaluation agents from DNAFLA and OMM staff. The evaluation was based upon a number of documents, including reports from the Project Manager and annual and quarterly reports from OMM staff. Site visits including discussions with OMM key personnel and Functional Literacy Regional staff were made by the evaluation team. Verbal and written tests were given to 36% of the students registered since the project began (1,457).

15. EXTERNAL FACTORS

There were no clear external factors which have affected, positively or negatively, project implementation. Villagers are not obliged to participate in the functional literacy classes; they choose to do so. There may be subtle influences, though, which have encouraged participants and increased participation. The attention given the functional literacy program by high American and Malian officials through periodic visits to the project area may serve to motivate those enrolled in classes. Also, it is felt that opportunities afforded neo-literates finishing the program probably encourages enrollment of other farmers and has resulted in requests from other villages to have their own functional literacy centers.

16. INPUTS

Inputs such as office equipment and supplies (mimeograph machines, paper, stencils), teaching supplies (notebooks, pencils, pens, chalk, blackboards, gas lamps for evening classes), and mobylettes for Chiefs of ZAFs (Zones d'Alphabétisation Fonctionnelle) for supervising literacy centers were all delivered on time. The fact that USAID/Mali requested the printing of post-literacy materials prior to launching the project has proved efficient. However, due to the great enthusiasm of the project people

to press forward with the opening of new centers and the larger numbers enrolled than planned, there has not been enough booklets and pens for all the students.

To ensure effective supervision, chiefs of the Zones d'Alphabétisation Fonctionnelle (ZAFs) are given fuel allocations for their mobylettes. Recently, it was reported that they no longer receive this fuel ^{on a timely basis.} Consequently, they cannot visit all centers regularly. It is recommended that the gasoline for the Chiefs of ZAFs be included in the total quantity of gasoline sent to OMM sector chiefs for remittance to ZAF chiefs as was the case at the beginning of the program.

The initial training and subsequent refresher courses for the Chiefs of the Zones d'Alphabétisation Fonctionnelle (ZAF) and "animateurs" (instructors) has been provided as planned. Instead of courses on pedagogical methods only, it is recommended that their yearly refresher courses include instruction on general education matter such as health and agriculture. This will enable them to answer "curious" questions which are stimulated by the material presented in the functional literacy booklet.

The Coordinators of this project among OMM staff are determined to make the project succeed but need more training so that they can conduct the yearly refresher courses of their Chiefs of ZAF and animateurs on their own. Seminars and study tours to similar projects in Mali and in other African countries are recommended.

In view of the importance of teaching materials for any educational project, steps are being taken so that this program can have its own rudimentary printing equipment for publishing some texts and posters. It is recommended that this capacity be provided. It is essential to the reinforcement of the continuing program already established.

17. OUTPUTS

As shown by the following chart, the project has generally exceeded the

output targets established during project design.

LOG FRAME EXTRACT

<u>Outputs</u>	<u>Magnitude of Outputs</u>			<u>Accomplishments</u>	
	Y1	Y2	Y3	Y1	Y2
Functional literacy curriculum developed and printed in national languages	x	x	x	x	x
Post-literacy materials published/disseminated	-	-	x	x	x
Villagers animateurs trained	30	30	30	51	63
Functional literacy centers built by villagers	15	15	15	32	32
FL zones (ZAFs) established	2	2	2	5	1
ZAF chiefs trained	2	2	2	5	1
Continuing FL program established	-	-	x	-	x

Many more functional literacy centers have been built, village animateurs trained, and farmers alphabetized than had been foreseen. After only one year of implementation, there were 723 neo-literates and 2,535 students in classes, as compared to initial targets of 1,200 and 2,000, respectively; at the end of three years of project implementation. Project administrators have decided to slow the rapid expansion of functional literacy centers in order to concentrate on improving the curriculum and quality of training in existing centers. It is expected, though, that 3,000 students will have been enrolled at the end of three years. It is recommended that the EOPS be increased from 2,000 to reflect the unplanned, initial rapid growth of the program.

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In addition to the targeted population (farming families in the region), the program has alphabetized all OMM personnel in either Dogon or Fulani. A shortened literacy program was given to the Operation headquarter staff and field personnel, such as extension agents, blacksmith and the Road Brigade. This was done because those who can read and write French are often not literate in their mother tongue.

One output has not been met. Despite the availability of sound feasibility studies about the implementation of Community Development (C.D.) as another component of OMM, this activity has not yet started because there are neither C.D. technicians nor agents among OMM staff. For this reason, there has been no integration of F.I. and C.D. as planned for in the project design, but it is assumed that this will be achieved once C.D. activities start.

18. PURPOSE

The project purpose is "to increase the ability of villagers to communicate with and benefit from ~~sources of experience, knowledge and information.~~" Excellent progress has already been made toward the fulfillment of this purpose. As previously indicated, the number of centers installed and people enrolled in the literacy program has far exceeded original expectations. Farm families have received practical, useful training in improved agricultural techniques and health care. The project has strengthened the extension work of OMM by teaching farmers how to read the extension material on agricultural techniques and by subsequently demonstrating and practicing them on the functional literacy fields. Other improved services

are also being provided as a direct result of the project. Some students with high literacy proficiency levels have been selected as Village Health Workers and others as accountants for village cooperatives. Other less advanced students have been able to assist their relatives in computing government taxes as a result of the numeracy training they received.

19. GOAL

The approved goal is "to increase the economic and social well-being of villagers in the Fifth Region of Mali." The fulfillment of the project purpose as described above should lead toward the achievement of this goal. Specifically, it is expected that as the extension techniques learned through the literacy program are practiced by the farm families, there will be direct improvements in agricultural production and health.

20. BENEFICIARIES

The project has been responsive to the elements of Section 102(d) of the FAA concerning the increase in small farm and labor intensive productivity ~~by improving OMM extension system.~~ Because of the experimental nature of the project, it has not targeted all OMM farmers for participation but rather a portion of those living in the project area. This portion mainly consists of the members of the active population, that is, those actually engaged in producing activities, the breadwinners of the farm families. However, 2,535 male and female farmers of OMM are benefiting from the project. Out of these, 75% are members of the active population.

According to a report by the Economic Commission for Africa, 80% of all agricultural produce in sub-Saharan Africa is produced by women. But in

practice, extension workers usually address themselves only to men. Thus, women farmers do not have access to technical packages. Also, as in most LDCs, women are generally kept out of the mainstream of education. To cope with these combined factors that lead to largely neglecting female farmers, the project has insisted on women's attendance and has resulted in a 14% women's enrollment while similar projects in Mali have between 5 to 8% women's participation.

Members of OMM's village associations are benefiting from the project and are able to exercise a more rational management of their village cooperatives. Nonstudent farmers receive spin-off benefits by observing and imitating agricultural practices they see in functional literacy fields. In these fields, student farmers put into practice the recommendations taught to them from the booklets, recommendations such as seeding in line, spacing plants; use of fertilizers and fungicides, etc. These practices are time-saving and they improve yields: in-line seeding facilitates the use of small machinery such as plows; the spacing of plants enable them to get just enough space for a normal development; fungicides protect seeds while fertilizers increase yields. These techniques facilitate the transfer from extensive agriculture to labor intensive productivity.

Inhabitants of villages having both functional literacy centers and Primary Health Care are profiting from the project through the health care provided at low cost by neo-literates. They no longer have to travel over long distances for treatment of wounds and sicknesses such as diarrhea, constipation, conjunctivitis, coughing and malaria. Neo-literates who are Village Health Workers (VHWs) also teach preventive health care, take care

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of village sanitation, and keep records of births and deaths.

21. UNPLANNED EFFECTS

To our knowledge, no unplanned effects have been noticed so far.

22. LESSONS LEARNED

A. To facilitate the final evaluation, all centers should keep good attendance records. OMM's extension agents should also keep records of the yields of all functional literacy fields. The Chief of Extension Division should be a member of the final evaluation team. The Regional Directorate of the Health Service should appoint one agent among the team to assess the impact of the work performed by neo-literates who are VHWs.

B. The "Fiche de Village" (questionnaire about the social and economic life of a village) developed by DNAFLA is an effective instrument to assess the sociological and economic impact of the project. For this reason, it should be translated into the subject languages and disseminated in the project area at least one month before the evaluation so that villagers can familiarize themselves with the questions. The tests to assess students' proficiency level should also take place in advance so that the results can be used by the team of the final evaluation.

C. Using the newly acquired skills of neo-literates has always been a problem for functional literacy projects. At the level of post-literacy, neo-literates can assume some development responsibilities such as (in addition to ones above-mentioned) commercializing local farm products to government agencies instead of letting civil servants do that for them,

keeping farm records for OMM's baseline studies, or taking the position of Chiefs of ZAF. These occupations will not only reinforce their knowledge but it will also improve their economic conditions. They will provide a sound basis for continuing education. The integration of the project to Rural Health and Community Development (C.D.) is also a means of using neo-literates. As aforementioned, some of them are VHWs. Others, after this component starts, could be C.D. agents who will organize their co-villagers so that they can solve some developmental problems of their community without external assistance. OMM Directorate, with help from USAID and DNAFLA, would do well to seek means and develop plans to provide opportunities for employing neo-literates in OMM activities.

D. The staff of the project should not keep the findings of this evaluation for themselves only. They should inform their field people, especially about the results of the tests. It is essential that instructors and their students have an accurate idea of the progress being made.

Evaluation Participants

- Samballa Diallo, Director of Opération Mils Mopti (OMM)
- Coordinators of Functional Literacy in OMM
- Evaluation team of DNAFLA (Mali's National Directorate for Functional Literacy and Applied Linguistics)
- Steve Grant, HRD Advisor, REDSO/WA
- Abdoul Diallo, Project Manager, USAID/Mali

Attachments

- "Evaluation Intérimaire de l'Alphabétisation dans l'OMM,"
DNAFLA, April 1980
- "Mid-Project Evaluation, Functional Literacy Project 688-0410-17,
Fifth Region (Mopti)," Steve Grant, HRD Advisor, REDSO/WA, April 2, 1980.

References

The following reports were used in the evaluation (limited copies are available at USAID/Mali):

- "Field Report on Functional Literacy in the Fifth Region of Mali",
Abdoul Diallo, 1/9/79, English and French.
- "Rapport de Fin de Campagne 1978-1979", Coordination Alphabétisation OMM.
- "Field Report", Abdoul Diallo, 9/7/79.
- "Rapport de Fin de Campagne 1979-1980", Coordination Alphabétisation OMM.