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COVER  
Revised

Interim Evaluation  
of  
CLUSA/The Gambia - (635-0208)  
Cooperative Education

Submitted to OAR/Banjul

by

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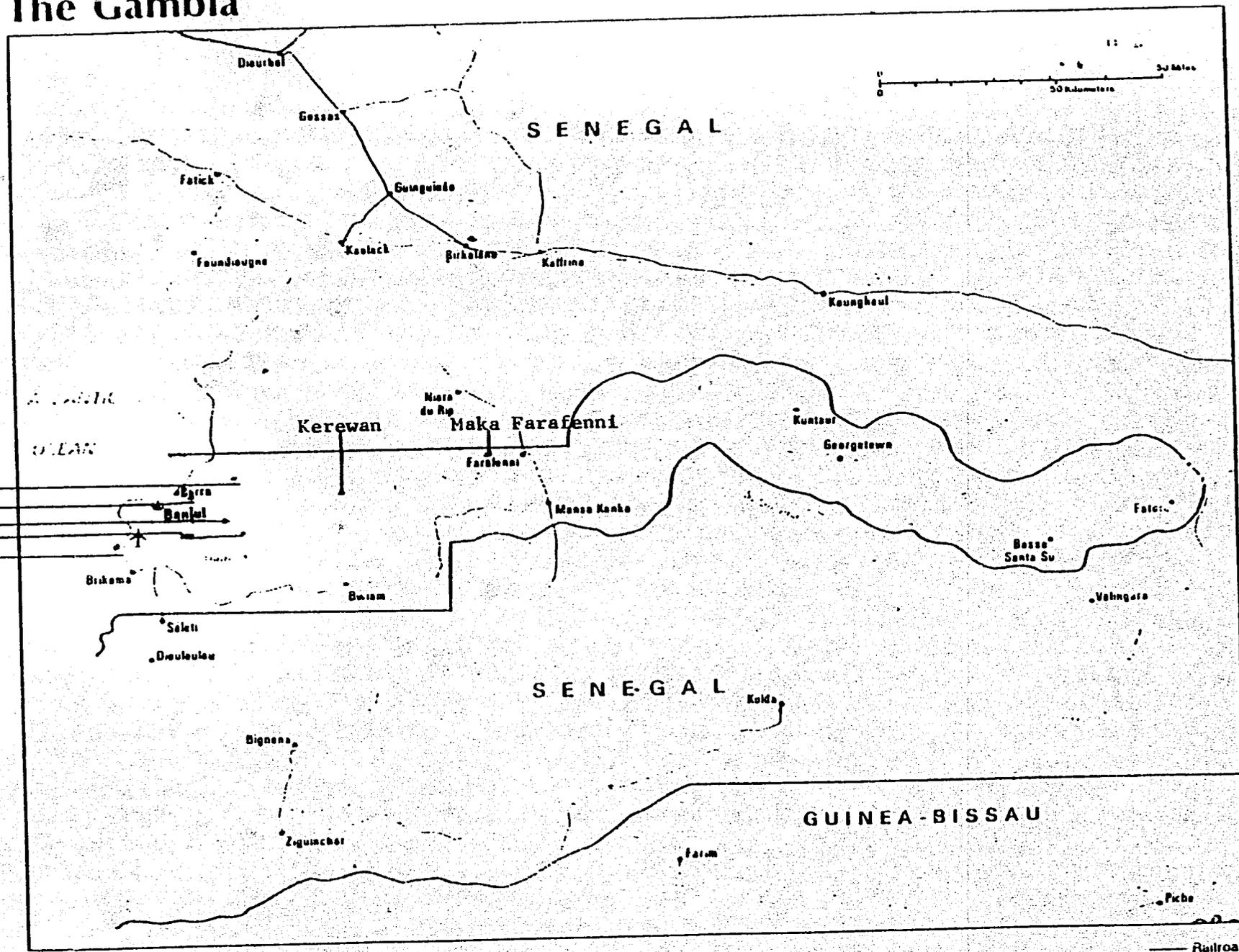
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tion Center,  
Michigan State University

MARCH, 1982

Acronyms

AR	-	Assistant Registrar
BDG	-	Bantaba Discussion Group
CEA	-	Cooperative Education Advisor
CIE	-	Cooperative Inspector-Education
CLUSA	-	Cooperative League of the USA
CTC	-	Cooperative Training Center
CRS	-	Catholic Relief Services
DOC	-	Department of Cooperation
GCU	-	Gambia Cooperative Union
GOIC	-	Gambia Opportunities Industrialization Center
GOTG	-	Government of The Gambia
GPMB	-	Gambia Produce Marketing Board
ILO	-	International Labour Organization
MEP	-	Member Education Program
NFE	-	Non-Formal Education
NGO	-	Non-Governmental Organization
OPG	-	Operational Program Grant
PCV	-	Peace Corps Volunteer
RLG	-	Radio Learning Group
USG	-	United States Government

# The Gambia



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502717 & 77-542121  
Lambert Conformal Projection  
Standard parallels 0° and 32°  
Scale 1:1,000,000

— Railroad  
- - - Road

SITE VISITS OUT OF BANJUL

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1. Friday, 5 February

Barra	Discussions regarding MEP	Alhagy Jeng, Assistant Registrar Dudou Jome, MEP Supervisor Sanna Jammeh, Asst. MEP Supervisor
Sam MBollet	Numeracy Class (men)	Bakary Camara, CIE Farmer participants (male)
Bakalarr	Discussions re MEP	Lamin Sillah, Secco Supervisor
Pakau-Penku	Bantaba Discussion Group	Falai Saidy, CIE Farmer participants (male) Village women
Essau	Numeracy Class	conducted by Sanna Jammeh Members of women's thrift and credit society

2. Saturday, 6 February

Kerewan	Discussions re MEP	M.G. Jallow, Assistant Registrar Carl Bayo, MEP Supervisor
Maka Farafenni	Numeracy Class and village poultry project	Matarr Jallow, CIE Farmer participants (male)

OTHER INDIVIDUALS MET

Mr. Tony Funicello,	USAID/Banjul
Mr. Kebba Jobarteh,	Assistant Registrar, Cooperative Training Centre, Yundum
Mr. Ejvind Mogensen,	Chief of Party, ILO, Yundum
Mr. Tom Moser,	USAID/Banjul
Mr. Dodou N'Yang,	Registrar, Department of Cooperation, Banjul
Mr. Keith Simmons,	USAID/Banjul
Mr. Tayib Thomas,	Assistant Registrar, Brikama

14

## Table of Contents

I.	Executive Summary	
II.	Introduction	8
III.	Purpose of this Evaluation	10
IV.	Project Purpose and Description	11
V.	Outputs Planned and Activities	14
VI.	Lessons Learned	29
VII.	Project Management	33
VIII.	Training	39
IX.	Modification	41
X.	ANNEX	45

## I. EXECUTIVE SUMMARY

### A. Project Findings, Conclusions & Recommendations:

All parties interviewed regarding this Co-operative Member Education project were very positive with its results. Project management has been effective in coordinating and administering of the program.

The original OPG was flexible enough to allow project management to respond to the needs of the farmers. The project which had the purpose of improving the cooperation of local cooperatives through improving the farmers awareness and education is proving to be successful. Original objectives were somewhat high in light of the starting time for the field training and in light of the limited number of staff assigned to the program.

The CIUSA project developed a Master Work Plan that reflected the needs of the farmers and at the same time responded to the OPG.

The Master Work plan, titled "A Comprehensive Plan for Cooperative Education" called for innovative techniques in education and Cooperative awareness for farmers in specific and the public in general.

This projects original objectives and the evaluation teams findings as related to each are as follows:

OBJECTIVE # 1. Fifty percent (50%) of the members of Agriculture Cooperative executive and management committees and twenty-five percent (25%) of the Members

achieve the capability to read scales and entries on personal records and passbooks and perform simple arithmetical calculation.

Presently there are 18 Cooperative Inspectors-Education (CIEs) and 3 CIE supervisors conducting Numeracy classes throughout The Gambia. 40 village level numeracy classes are being conducted with enrollment at 20 per class yielding 800 participants.

Based on new UN data on Numbers of Cooperative farmer members in The Gambia (approx. 69,339) and members of management committee members (900) the objective percentages yield the following numbers:

50% of Executive and management committees	= 450
25% of total membership of Agri. Co-ops	= 17,334

Each village class has at least one management man in it so 40 are being trained in numeracy.

All classes have 100% farmer members as participants so 800 farmer members are presently learning numeracy. The team finds the project well underway regarding this objective but

see a need to modify its percentages. If the project proceeds at the present or even increased rate of teaching farmers it could not reach the object of 25% (17,334) in the next program year. The objective percentage of 50% of management committeeman (450) could possibly be met.

OBJECTIVE # 2. (100% OF THE AGRIC. CO-OPS SHOW MARKED IMPROVEMENT IN BASIC MARKETING AND SECCO ORGANIZATION AND MANAGEMENT.

At the request of the GOTG and with agreement from AID/Banjul, ILO and CLUSA, this objective has been transferred to the ILO Cooperative Management Training project.

OBJECTIVE # 3. 50% OF THE TOTAL FARMER-MEMBERS UNDERSTAND THE FUNCTION AND ROLE OF COOPERATIVES IN THE COUNTRY.

At the present time CIEs have organized and are conducting classes or discussion sessions in 140 villages. There are approximately 4400 farmers or 6% of the total farmer members involved.

As in objective number 1, 50% of total membership would mean 34,669 farmers have to be

reached to attain this unrealistic goal.

OBJECTIVE # 4. 50% OF THE WOMEN'S PRE-COOPERATIVE SOCIETIES HAVE BECOME ORGANIZED AND ARE PERFORMING ECONOMIC ACTIVITIES, AND,

OBJECTIVE # 5. 75% OF THE CTCS ARE ACTIVE MEMBERS OF THE GCU RECEIVING EXTENSION SERVICES AND TRAINING FROM BOTH THE GCU AND THE DOC.

The evaluation team found a high priority placed on these societies by both women and cooperative field staff. Because of the high interest in the field it is felt that once organized these societies may place high demands on the Cooperative Member Education Program.

Although these percentages are high, 50 & 75% respectively, when converted into real numbers of CTCS they are realistic. Some adjusting may be needed to objective number five as CLUSA has little control over the ILO project which is responsible for training GCU staff.

OBJECTIVE # 6. 100% OF THE GCU AND DOC FIELD STAFF UNDERSTAND PRINCIPLES OF AND CAN COORDINATE AND PARTICIPATE IN NUMERACY TRAINING.

Although the evaluation team found many inci-

dents of field staff other than CIEs heavily involved in this project it is unrealistic to believe that 100% of all DOC and GCU field staff will be involved during the life of this project. Again, the ILO project is committed to the training of the GCU staff and CLUSA has little control.

The Department of Cooperation has already committed 22 field staff that have received CLUSA training and work full time on this program and has oriented most of its field staff to it through the CLUSA project. Here again it is unrealistic to think that all of the field auditors will become involved in the program.

Project Management has been effective in collaborating with local government, village groups, national government as well as non-governmental organizations. The CEA is on many and varied local and national boards such as that of Radio Gambia, the Extension Aids Unit of the MANR, as well as being a member of the Essau Womens Thrift and Savings Society.

The Evaluation team sees the necessity of the Gambianization of this project. As pointed out in this paper CLUSA management is well on its way in this area with 18 Cooperative Inspectors assigned to Education, 2 Member Education Supervisors, 1 Assistant Supervisor and 1 Non-Formal Education Coordinator. In addition

the Director (AR-CTC) of the Cooperative Training Centre is the counterpart to the CLUSA CEA.

Six areas were identified by the team that needed modification to better meet the needs of the program. They were:

- 1) Extension of project;
- 2) Projects objectives and means of varification;
- 3) CLUSA's role in Cooperative Thrift & Credit Societies;
- 4) Project Personnel;
- 5) Gambianization of the project;
- and 6) Evaluation.

B. Recommendations:

An amendment to the present OPG should be drawn up that reflects the following modifications:

1. Project Extension - - life of the program should be extended one year to insure the successful attainment of revised goals as well as Gambianization of the project.
2. Project objectives and means of verification - - The OPG objectives should be adjusted to be more realistic and measurable. Rather than 50% of the farmers there should be a definite number of recipients. This in turn will enable use of verification of the objectives.
3. CLUSA's role of CTCS - - specific details of how the project will meet these objectives must be laid out including the use of PCV's.

4. Personnel - - the size of the project management should be increased by one full time advisor in numeracy. This would allow the team leader to concentrate on project management, administration and specific areas of Cooperatives Education.
5. Gambianization of the project - - Project Management must continue to train and utilize Gambian staff in the implementation of the project, including overseas training for select supervisors. A specific take over schedule must be laid out.
6. Evaluation - - In view of this mid-term evaluation following 18 months of operation it is suggested that the "major" evaluation scheduled to take place after two be held at the end of year 3. This would be made in keeping with the spirit of the original agreement which required a comprehensive evaluation a year before project termination.

II. INTRODUCTIONPROJECT BACKGROUND

At the request of the Department of Cooperation, Ministry of Agriculture of the Government of The Gambia, the Cooperative League of the U.S.A. (CLUSA) was contacted to see if it could provide technical assistance in upgrading the present education and training program being conducted by the Department of Cooperation. The necessity for this was underscored by the requirements of the Rural Development Project, which is placing greater responsibility on rural organizations, such as cooperatives, to carry out the goals which have been established.

The Cooperative League sent two staff members to make an initial investigation of the situation. Following up on this initial visit, a two-person team from the University Centre for Cooperatives - University of Wisconsin, went to The Gambia to perform a feasibility study and to prepare necessary project documentation. This five-week study was performed in May and June 1978.

Rather than prepare a formal report, it was felt that the findings and recommendations should first be discussed with the appropriate authorities in the Department of Cooperation, the Ministry of Agriculture, The Gambia Cooperative Union, the Rural Development Project and the UN Development Program, as well as the USAID. Both oral discussions and a series of draft papers

were used as the vehicle for exchanging ideas, determining the best means of augmenting and supplementing the current education and training program, and conceptualizing the basic design and outline of the project described in this proposal.

A draft project proposal was prepared and a two-person team went to The Gambia in October 1978 to review it with the same representatives listed above. Some changes, both in emphasis and in suggested technical inputs, were recommended and these have been incorporated into the present project proposal. The three-year schedule was drawn up with full participation of the DOC Education and Training Unit staff.

Due to funding difficulties, the proposal, while supported by the DOC and the AID Representative Office in Banjul, was not approved. CLUSA was requested to review and revise the proposal and make substantial cuts in the proposed budget.

This review took place in October 1979, when the CLUSA Program Officer spent a week meeting with the appropriate officials in the DOC, MANR and USAID. The revisions were made by the CLUSA Program Officer and the Director of the CTC and received the approval of all concerned parties (Grant No. AID/afr.-G-1677). The present budget reflects a reduction of 42% of the originally proposed budget while the present OPG does not reflect a reduction of program goals and objectives originally proposed.

### III. PURPOSE OF THIS EVALUATION

This report is a mid project evaluation of the CLUSA project funded by USAID from July 10, 1980 - July 10, 1983. The evaluation team members were Norman Rifkin, Human Resources Development Officer, Sahel Development Planning Team (SDPT) Stephen Grant, Human Resources Development Advisor, REDSO/WA, and Mary Joy Pigozzi, NFE Consultant/CLUSA and Assistant Director, Non-formal Education Information Centre, Michigan State University.

The major purposes of the evaluation were to:

- 1) Compare program objectives as laid out in the original OPG with attainments to date;
- 2) Determine if the original objectives are realistic and obtainable; and
- 3) Advise USAID/Gambia as to the appropriateness and adequacy of a possible extension/expansion of the project.

The evaluations findings were obtained from:

- 1) Materials from OAR/Banjul as well as from CLUSA and the DOC;
- 2) Field trips to project pilot program villages and to the Education and Training Unit at Yundum;
- 3) Interview with the Co-operative Educators assigned to the project and with villagers;
- 4) Discussions with field extension workers from other agencies; and
- 5) Discussions with CLUSA and AID/Banjul staffs.

IV. PROJECT PURPOSE AND DESCRIPTION

Project Purpose and Target Group

The purpose of the project is to improve local management of the co-operatives through increased and upgraded training at the village and primary society levels.

The prime target population is the 62 multipurpose marketing cooperatives and their 69,338 members (and potential members), especially their executive and managing committees, as well as the 2,363 members (and potential members) and officers and committees of the 36 thrift and credit societies. (The majority of the members of these societies are women).

The next levels of target population are staff involved directly or indirectly in training and organizing cooperative leaders and members, beginning with secretaries and inspectors through the division and headquarters staffs of the GCU (Gambia Cooperative Union) and the MLGL/DOC (Ministry for Local Government and Lands/Department of Cooperation) and including the staff of other interested or relevant organizations, such as the Department of Agriculture, the Rural Development Project, and the Community Development Department.

For proper implementation of the project the Government of The Gambia (GOTG) and CLUSA called for a master operational work plan, within the framework of the approved project, to be completed within 3 months of agreement signing. This work plan is required to be reviewed at the end of each year or at other

agreeabl

agreeable times and revised as required and agreed upon by both parties.

General Description and Summary of Objectives

The development plans of the GOTG, including projects sponsored by donor agencies, such as the Rural Development Project - - Phase I and II - - and the USAID agriculture projects, will be placing a great deal of emphasis on the small farmer, channeling assistance (technical, production inputs, equipment, credit) to him, in many instances, through the local cooperative. This will place additional responsibilities on the co-operative structure beyond those which it now has. The need for upgrading the quality of management of the cooperatives and the capability of those directly responsible for management is apparent and urgent.

The project is tackling the basic village level problems that currently existing in the cooperatives by providing training directly to the executive and managing committees, as well as the membership.

The intensive training of the committees and of the secretaries and inspectors in turn, will entail additional training and orientation for the Department of Cooperation/Education and Training Unit staff, as well as the division and headquarters staffs of the GCU and the DOC. They are the ones who provide most of the training and, particularly, backstopping to the secretaries, inspectors and committee-member trainers.

The current training program, including scholarships, continues as in the past. This project is meant to enhance, complement and strengthen the training that has been and is being given both in-country as well as outside of The Gambia.

The project is however, introducing innovative methodology (e.g. group and participatory training techniques, role playing, etc.) additional technology (e.g. production of audiovisual materials and use of A/V equipment), and some limited new course material (E.G. group dynamics, rural development, Gambian and West African case studies).

The First Year priorities were on the training of the trainers with maximum utilization of the CTC (Cooperative Training Centre) at Yundum, and on a year-long appraisal related to village-level cooperative training. Prior to the end of the First Year, the results of the continuing appraisal were analyzed.

V. OUTPUTS PLANNED AND ACTIVITIES

To merely measure objective attainment is not enough in this Non-Formal Education Project. The Team thought it important to look into and evaluate the development of the projects infrastructure and to see how it was functioning.

From the beginning the project was seen as being problem centered-serving to enable farmers to solve problems which they themselves had identified. It was also conceived as a project that is flexible enough to undergo changes wherever and how these have been realized. It is divided into four parts:

- (1) Strengthening Project Infrastructure;
- (2) Staff development,
- (3) Member Education, and
- (4) Co-operative Thrift and Credit Societies.

(1) Strengthening Project Infrastructure

Successful project implementation depends on a good infrastructure. Even before this project began there existed a commitment to cooperative member education within the Department of Cooperation (DOC) and an organized cooperative APEX organization the Gambian Co-operative Union (GCU). Both these organizations work closely with The Gambia Produce Marketing Board (GPMB). Working collaboratively with these organizations, the CLUSA project has strengthened the infrastructure so as to facilitate its Member Education Program (MEP). Relevant activities are described

below:

(a) Date Collection

A nation-wide survey (with emphasis on Barra and Kerewan Co-op Circles) was conducted. This identified numeracy as a critical need. Record keeping and reporting are an important part of each fieldworker's or CIE's (Co-operative Inspector-Education) job. Each month they are expected to report on their activities in Bantaba Discussion Groups (BDG), Radio Learning Groups (RLG), numeracy classes, and cooperative committee member training. Sample report forms are contained in the Member Education Handbook. All of the CIE's are turning in reports. Additional data on the cooperative societies are collected by and are available from the DOC. Project staff have begun to collect base line data on existing Co-operative Thrift and Credit Societies (CTCS) and on pre-cooperatives. Verification of the CIE's monthly reports is carried out by the MEP Supervisors. In discussions with the MEP Supervisors in the two project areas it became clear that even though the process is time consuming and transportation is often problematic, it is essential

that they confirm the CIE's reports. Benchmark goals are listed in, and progress on these reported in, Project Quarterly Reports. Data collection on retention levels in the numeracy program are to be connected through the reporting structure - sample reports are contained in Facilitators's Guide:

Cooperative Member Education. Functional Numeracy.

- (b) Establishment of Institutional Linkages. Much of the first year of the CLUSA project was devoted to participation in the DOC's restructuring of the entire cooperative MEP in The Gambia.

This structure is described in the Member Education Handbook. In particular, use was made of the survey of farmer's needs and the Plan of Action developed by the CLUSA Cooperative Education (CEA). This also involved working closely with 1) the DOC's Cooperative Training Centre (CTC) which provides training for cooperative personnel at all levels, 2) the International Labour Organization (ILO) cooperative management training project, and 3) the Gambia Cooperative Union (GCU), all of which provide important, complementary

activities to the CLUSA project.

The CEA also represented project interests in various national organizations such as Radio Gambia and the National Literacy Advisory Committee. Representatives of various change agencies are members of the cooperatives' functional committees (General body Area Education Committees, Action Committees, and Working Committees) which were set up to facilitate the activities of the MEP. And, whenever appropriate, change agents from other agencies are included in cooperative educational activities. For example, an agricultural extension agent was present at the numeracy class the evaluation team visited in Maka Farafenni. Brochures describing the Co-operative Member Education Program have been prepared and distributed to development agencies in The Gambia.

(c) Transportation

During the first year of the project 30 trail bikes and one project vehicle were purchased. As soon as it became evident that a second vehicle was essential, if MEP supervisors were to perform their monitoring and management duties properly, one was purchased. A more

equitable arrangement for CIE's to purchase their vehicles was agreed to by the DOC through the establishment of a revolving fund.

(d) Evaluation

At the request of USAID/Banjul, the first year evaluation team included individuals who are not part of the project staff. A short report, CIUSA/DOC Co-operative Member Education Program Status: February 3, 1982, was prepared for the evaluation team.

2. Staff Development

Essential to any project, and especially to one with dispersed field activities, is a well qualified staff. Staff training used many of the project's resources (time, energy and money) during the first year. This was due partly to the survey of farmer - identified needs. The first year accomplishments relevant to this aspect of the project are here summarized.

(a) CIE Training

In collaboration with the CTC, twenty-two newly-assigned CIE's were trained and integrated into the cooperative MEP. The training included a three day orientation, a four-week course, a one-week in-service numeracy training course, and a 3 week Numeracy Training Course.

(b) Non-Formal Education (NFE) Workshop

The farmer survey identified the need for short-term training in non-formal education. A consultant, Dr. Larry Frankel, trained CIE's in a variety of NFE techniques such as how to conduct Bantaba Discussion Groups and Radio Learning Groups and how to use simple learning aids. Currently CIE's are conducting 90 BDG's and 18 RLGs in selected villages.

Field visits to project activities in Sam MBollet, Pakau Penku, Essau and Maka Farafenni confirmed that the CIE's are able to conduct NFE activities in the field and that they do view themselves as facilitators encouraging participatory learning activities and small group activities. (See Annex A for descriptions of selected field visits).

(c) Numeracy Workshop

Between December 1981 and January 1982 a numeracy consultant, Mr. Frank Dall, trained 25 individuals (CIE's and MEP Supervisors) in offering numeracy classes for farmers. Currently 40 numeracy classes are being conducted in 40 villages. Most of these classes are for members of groundnuts marketing societies; one class is for members of a Women's Cooperative Thrift and Credit Society (CTCS). CIE's follow modules from a manual and an accompanying

workbook produced at the CTC (see f below). One CIE adapted the module structure for the class in Maka Farafenni as a pre-test and has shown that farmers already had skill levels of the first two modules and part of the third.

(d) Improvement of Other DOC Staff

Project staff have made a concerted effort to inform DOC staff about, and involve them in, MEP activities. Assistant Registrars (AR) have been included in training programs and Auditors, the CIE's counterparts, are made aware of activities. For example, an auditor who was new to the Kerewan Co-op Circle visited a numeracy class in Maka Farafenni with the evaluation team and ended up assisting farmers in their small group activities. The importance of the ARs to programme success was stressed by one AR who felt that his colleagues often played too passive a role.

(e) Peace Corps Volunteers (PCVs)

The project agreement called for two PCVs to work with women's group and one to work in the area of audio-visual aids.

Though none was available to work with the women's groups two Materials Development Specialists, Sue and Ed Malcik, have made an extremely important contribution to the progress of the project. (See

f below). The PCVs have been working closely with their counterparts at the CTC.

(f) Materials Development

In addition to developing materials the PCVs and project staff have produced materials for staff development.

Specifically, these are:

- Member Education Handbook
- Facilitator's Guide: Co-operative Member Education. Functional Numeracy
- nga kafu - Cooperative Newsletter (6 times per year)

(g) GCU staff development

Discussions with representatives from the DOC, ILO, and the GCU resulted in the decision to leave training of all GCU staff to the ILO project while giving CLUSA sole responsibility for training field/ Education staff. Several DOC staff members stressed the need for the GCU to be made more aware of the benefits that the Member Education Program can bring to the Union, suggesting that this might encourage the GCU to take a more active role in membership education.

(h) Participant Training Abroad

The CLUSA Cooperative Education Advisor did not travel out of country to identify resources and observe

activities relevant to the Member Education Program. However, five Gambians (two from the GCU and three from the DOC) have received scholarships to participate in training programs. There are:

- Sallah Jagne (GCU) for four months at the University of Wisconsin to study cooperative management.
- D.A.S. Jome (DOC) for one year at a US University to study non-formal education
- O.F. Bayo (DOC) for one year in Tanzania to study cooperative management
- Mamadou Jammeh (DOC) for one year in Tanzania to study cooperative management.
- Chernoballo (GCU) for one year in Kenya to study cooperative management.

PROGRAM OBJECTIVE ATTAINMENT (OBJECTIVE # 6) - ON TARGET, AHEAD OF SCHEDULE-

STAFF DEVELOPMENT, as outlined above, reflects the degree of attainment of objective number six (6) as laid out in this document.

100% of the field education staff have been trained and are implementing numeracy training and other Member Education Program activities at the village level. 100% of the Assistant Registrars, approximately 25% of the society managers have been "... oriented to and are able to coordinate and parti-

cipate in basic arithmetic training".

Project is on target and ahead of schedule, i.e.

"100% of the field staff to be trained".

3. Member Education

(a) Village Level Training

At the village level there are 40 numeracy classes, 90 BDGs and 18 RLGs. During site visits farmers spoke enthusiastically about the numeracy classes and BDGs. In a few cases farmers indicated that they would like to have the entire BDG devoted to numeracy. (Currently the last 15 minutes of every BDG is devoted to numeracy training). Already, a number of village actions have resulted from BDGs. These include:

- digging wells (10 villages)
- erecting meeting places (5 villages)
- showing educational films (8 villages)
- repairing mosques (2 villages)
- forming CTCSS and pre-cooperatives (10 villages)
- widening feeder roads
- organizing a consumer cooperative

- recovering outstanding loans
- starting community farms (4 villages)

There is evidence that the identification of village facilitators who will take on the responsibility of a second numeracy class in the village (after the CIE completes the first one) has begun. When farmers from Sam MBollet were asked about the village facilitator they identified four men whom they felt could play that role. And, in Maka Farafenni one of the learners began the numeracy class before the CIE arrived.

Feedback from the villages to the CTC is occurring. This is most evident in the reporting structure, the production of radio programs, (tape recordings of village discussions are used as part of the radio program scripts and questions posed by farmers are answered on the air) and in testing learning aids.

A system was developed to eliminate duplication of membership within a society and among societies. This relates specifically to cooperative principles regarding voting and participation.

b) Materials Development and Production

Although it was not part of the original scope of work, in addition to developing the learning aids the PCVs and a local carpenter have produced them as well.

These include:

- numeracy workbooks
- slates
- model scales (to demonstrate difference between volume and weight measurements)
- meter sticks (to teach measurement)

PROGRAM OBJECTIVE ATTAINMENT (OBJECTIVE NO 1 & 3) -  
ON TARGET, AHEAD OF SCHEDULE-

MEMBER EDUCATION as itemized above reflects the degree of attainment of objectives No. 1 and 3 as laid out in part III of this document.

At the present time the Co-operative Inspectors Education are conducting the following member education program activities:

Radio Learning Groups	18 groups, 540 farmer participants
Bantaba Discussion Groups	90 groups, 2,700 farmer participants
Committeemen Training Session	32 session, 160 committeemen
Numeracy Classes	40 classes, 800 farmer participants

This gives a total of 180 village groups or classes that meet each month with a total of 4,400 farmer members participating. 4,400 farmers is 6% of the total farmer members in The Gambia. Of these 4,400 farmer participants

250 are committee members yielding 30% of the total number of management and executive committee members.

The measurements of numbers and percentages of farmers reached by the Coop radio program is difficult as it is broadcast nationally. It is estimated that approximately 40% of the farmers listen to the "Co-op Bantaba" radio program on a weekly basis.

Project is on target having already reached 30% of the committeemen and 6 percent of the total membership with Member Education Program activities.

4. Cooperative Thrift and Credit Societies (CTCS and Pre-Cooperatives

These societies have a high priority in the recently developed Second Five-Year Plan (1981-1985). Data have been collected on the purposes of these societies located in the project area and additional information on these groups is being sought. Observations in the field indicate that there is much interest in CTCSs, suggesting that once formed, these societies may be placing high demands on the Cooperative Member Education Program.

PROGRAM OBJECTIVE ATTAINMENT (OBJECTIVE 4 & 5) - ON SCHEDULE -  
Co-operative Thrift & Credit Societies as itemized above reflect the degree of accomplishment of objectives number 4 & 5 as laid out in this document.

The original OPG called for this objective to be addressed

in year 2. This is being done with the initiation of a country survey of CTCSS and pre-cooperatives to collect baseline data. Project is on schedule.

PROGRAM OBJECTIVE ATTAINMENT (OBJECTIVE NO. 2) - No measurement - As mentioned earlier, secco management training has been excluded from the evaluation.

OBJECTIVE ATTAINMENT SUMMARY

NUMERACY OBJECTIVE No. 1

On target with committeemen training but behind on general membership.

OBJECTIVE No. 2 Staff Management Training

At the request of the GOTG and with agreement from AID/Banjul, this objective has been transferred to the ILO management training project.

OBJECTIVE No. 3 Co-operative Education

On target, ahead of schedule as listed:

Radio Learning Groups	18 Groups, 540 farmer participants
Bantaba Discussion Groups	90 Groups, 2,700 farmer participants
Committee Training Sessions	32 Sessions, 160 Committeemen
Numeracy Classes	<u>40 Classes, 800 farmer participants</u>
	180 village 4,400 farmer participant Groups

OBJECTIVE No. 4 & 5 Co-operative Thrift and Credit Societies

On schedule as the project is to begin work on them during year 2 as called for in OPG.

OBJECTIVE No. 6 Field Staff Training

On target, ahead of schedule

100% of field Education Staff and 100% of DOC Assistant Registrars as well as approximately 20 - 25% of GCU field staff have been oriented to and are able to coordinate and participate in basic arithmetic training.

## VI. Lessons Learned

After having reviewed project accomplishments to date, the evaluation team would like to engage in a stock-taking exercise. It is particularly appropriate that AID and CLUSA carefully analyze the lessons that have been learned from 18 months of project activity at a time when CLUSA is proposing to AID a redirection of emphasis. It is also in CLUSA's and AID's interest to contribute to their stores of knowledge and awareness concerning cooperative action in West Africa for possible application elsewhere.

Following a reading of major project documentation, and discussions with project personnel listed in Annex B, the evaluation team identified the following "conclusions" or "lessons learned:"

1. The Bantaba Discussion Group can effectively constitute a forum for cooperative action. The establishment of a poultry farm (visited by the team) in Maka Farafenni is an example.
2. Collaboration with other agencies in the form of receiving advice and/or commodities is most desirable and should be encouraged wherever appropriate. For example GOIC (Gambia Opportunities Industrialization Centers) not only provided chicken feed to the Maka Farafenni cooperative but trained villagers to apply the feed formula using local ingredients.
3. Collaboration between USAID an AID contractor (CLUSA) and the Peace Corps has been very successful. In the present project, Peace Corps contribution has been more in the area of materials development in the training center than it has been field presence and support.
4. In some instances the project has had to rely on itself for support services, although these were anticipated from elsewhere.

Reference is made to the Extension Aids Unit which in principle should provide print and non-print learning aids in support of farmer education programs.

5. As the survey determined in Chapter V a. Data collection, the first learning goal cooperative members want to achieve is to count and perform basic arithmetic (numeracy). This is not the only goal, but it is the farmers' priority. When the CLUSA project began in the Gambia, cooperatives were engaged in literacy - teaching how to read and write - not numeracy. Literacy activities, the evaluation team learned, were more or less imposed "top-down" by the Department of Cooperation. Dropout rates in literacy classes were high, reaching 80-90%. As an alternative to a concentration in literacy, the CLUSA project began by emphasizing cooperative principles. The Cooperative Education Advisor, Tom Winn, was particularly enthused about an education program based on cooperative structure, strategies, organization, etc. It became clear, however, that farmers were more interested in learning numbers than they were in hearing about by-laws and binding contracts.

6. Farmers' motivation to understand and handle numbers does not translate into a vague or lofty aim: farmers feel they are being cheated in everyday transactions - particularly weighing and selling groundnuts - and they believe they can redress this unjust situation with outside help. The specific instances where farmers' numerical acumen is deficient include the following: reading a scale; multiplying number of bags or bushels by unit price; comprehending relationship between volume and weight; weighing bags sepa-

rately or together; attributing weight to an empty bag (tare weight); recognizing whether sacks are for 50 kilo or for 100 kilo loads. The basic research that yielded the above data concerning farmers' perceptions of the circumstances in which they were being cheated is being used as a solid basis on which to develop a numeracy education program based on a felt need.

7. Cooperative education is a long-term enterprise during which project leaders must be attuned to the needs of the target audience and must demonstrate flexibility in dealing with these needs. Current project management is willing to bend to meet the strong desire for numeracy training in the short run - although such was not its original objective - and postpone concentration on some of its more general cooperative education themes (such as cooperative law, principles, auditing, and book-keeping) until some credibility and success have been gained in numeracy instruction.

8. Men are not alone in wanting to become numerate. Women also see the advantage of mastering numbers, in such traditional women's activities as the following: administering prescribed medicine to children (i.e. such and such a number of tablets); selling products from a tie-dye industry, her rice fields, her vegetable garden; or domestic purchases.

9. Women's cooperatives will not just spring up. In the heavily male oriented society some special stimulus is usually required to mobilize women and assure husbands' consent, if not approval, in the creation of recognized women's cooperatives. Spurred on by AID's commitment to increased attention to women's welfare, the project management is in an excellent position to provide such a stimulus.

10. In order to facilitate the development of women's cooperatives, the presence of women in project management and field supervisory positions should increase. Currently no Assistant Registrar is a woman; 3 out of 40 national auditors are women; there are 4 women GCU employees involved in the Thrift and Credit societies; there are no women inspectors in education; only 3 out of 81 Secco Supervisors are women.

11. For several years radio support for the cooperative movement was limited to diffusion of general information. At their worst, the programs developed by DOC personnel harped on the tardy repayment of loans. At their best, programs developed by Cooperative Member Education Supervisors while at the national training center consisted of dramas depicting real village situations. To be used more effectively, radio programs should be developed imaginatively and constructively in support of specific cooperative education objectives.

12. Supervisors are more sympathetic and effective monitors of inspectors' teaching skill because they themselves are asked to teach a numeracy class in addition to their administrative duties. In this fashion they are involved in the "doing" rather than constituting a superior and aloof class of administrators.

13. Cooperative activities in an area are better organized and more productive when area leadership is strong and continuous. In one area visited by the evaluation team the Assistant Registrar had visited all eleven cooperatives in his area, stressing the great importance of the Member Education Program to cooperative development.

14. It is extremely advantageous to have flexibility written into a non-formal education project. It is flexibility that enables all project participants to make the most of continuous feedback and appraisal.

VII. PROJECT MANAGEMENT

CLUSA MANAGEMENT

The CLUSA Cooperative Education Advisor has established an unusually warm and effective relationship with personnel in the project and among associated cooperative entities. His continued presence, and direction, as the team leader, is desirable for future project activity.

The original OPG called for technical assistance in the form of consultants as follows:

1. 2 short term Advisors - two different disciplines for varying periods of time.

Basic Arithmetic for 3 months for first year, 1-2 months the second year.

Multi-Media, for 3 months for first year, 1-2 months for the second year.

2. Peace Corps Volunteers - 3 for 2 years each.

Multi Media, one PCV specializing in preparation and use of types of AV and promotional materials.

Women's Involvement, two PCV's to work in Women's Involvement Programs, one each year beginning with second year.

Because of the structural reorganization of the Department of Cooperation (as mentioned earlier) and of the CEA's one year work/plan this planned technical assistance was adjusted as follows:

1. Two short term advisors -

In addition to the Basic Arithmetic consultant a consul-

tant on Non-Formal Education was brought in. The Multi-Media consultant was not needed because of the expertise and capability of the A/V PCV.

2. Peace Corps Volunteers

Two PCV's were brought into the CTC rather than one to work on A/Vs and Member Education Program Production.

The Women Involvement PCV's are presently being planned and programmed for by the U.S.P.C., the Co-op Union and the Project Management.

Local Staff

The OPG called for CLUSA to hire one driver and one Secretary as local staff. This has been done. In addition the CEA has been successful in requesting that the Department of Cooperation provide local supervision and management. The local professional staff assigned, full time, to this project is as follows:

Eighteen Co-operative Inspectors-Education

One Non-formal Education Coordinator

Two field Supervisors

One Assistant field supervisor

Village level

Project Management has been successful in setting up the following project management committees at the Area and village levels:

1. General Body

The Member Education General Body is responsible for making final decisions on all member education programs and policy recommendations. It meets twice per year to review the recommendations of the Area Education Committee. Below is it's membership composition.

Committee members (2 per society)	22
Co-op Inspectors-Education (all)	5
Area Education Officer	1
Managers and Secco Supervisors (all)	11
Chiefs (1 per district)	3
Assistant Registrar	1
Representatives from Rural Development Programs	4
Non-governmental organizations	4
Total Membership	<u>48</u>

2. The Area Education Committee serves as a steering committee for the General Body. It meets monthly to perform the following duties: assess training needs of the members, recommend educational programs and policy, monitor and evaluate programs, review reports from the field and work closely with the Training Centre Staff. Below is the committees composition.

Committeemen (2/district)	6
Chiefs (1/district)	3
Managers & Secco Supervisors	1
Inspectors-Education	1
Non-governmental organizations	2
Rural development personnel	4
Field Coordinator (Union)	1
Education Officer	1
Assistant Registrar	1
Total Membership	<u>20</u>

3. Action Committee. In addition to the 2 above field level committees an Action Committee was formed by them. This committee makes spot checks on the CIE's and program implementation and reports to the Area Education Committee at monthly meetings.

Staff level

Project Management has organized an M.E.P. Working Committee at Staff level to oversee the program development and operations.

The Committee composition is:

CLUSA/CEA	1
Training Centre Director	1
Assistant Registrars	6
Field Coordinators	6
T.C. Trainer	1
C.I.E.'s (one from each area)	<u>5</u>
Total Membership	20

Most of the above staffing and all of the committees were not part of the OPG and have resulted in additional workload for project management.

Project Development.

Upon arrival into The Gambia the CEA spent the first 3 month in the preparation of "A comprehensive Program for Co-operative Member Education." This document was, in effect, the Master Work Plan from which project management has been operating.

The following seven points were outlined in the comprehensive plan.

1. Bantaba Discussion Groups in selected village. Ninety are functional at present.
2. Weekly Radio program on cooperative education topic to be developed, recorded, and broadcast nationally. Presently in effect nationally.
3. Radio Learning Groups in villages to be organized around the radio program. Eighteen RLG are presently operational.
4. Member Education newsletter containing Co-op information and education. This is presently being published every 2 months.
5. Films of Co-op activities will be written and produced. Two films titled "Abo and His Co-op parts I and II" have been filmed and are awaiting release.
6. Public Relations and Promotion is presently underway with the purchase and distribution of Co-op caps for Government staff and farmers. Press releases are released periodically to keep the general public aware of Co-op activities. 500 Co-op stickers have been produced and distributed.
7. Co-operative calendars have been produced for the past 2 years, 1981-1982 and distributed throughout the country, In 1983 it may be used as an income generating project for the program.

#### Project Reports

The evaluation team reviewed quarterly reports that were required by the project grant.

Quarterly project reports produced to date have been impressive; well structured, clear, and succinct. In future, however, two addi-

tional paragraphs should be added (to the current paragraphs on quarterly objectives, achievements, constraints, future goals and activities). The first is "lessons learned" or the equivalent. Project management must be encouraged to go beyond the statement of achievement to approach the further question of "so what" or of "does this achievement represent a step forward whereby new knowledge or confirmation concerning an element of the cooperative process is achieved?" Such analysis could be directly applicable to future project direction as well as appreciated by CLUSA and AID management. Second, is more attention to current - and evolving - AID priorities in overseas development. For instance, current AID leadership is particularly concerned with influencing national policy, institution building and technology transfer. Project reports should include attempts to illustrate how project progress has contributed to attaining these aims, and how obstacles met in the path of these aims have been confronted.

In addition, the Project Management requires internal reports from the field staff on a monthly basis. Each activity of the member education program is reported on monthly to the area office (Assistant Registrar) who in turn submits a recap form outlining all field activities as well as a cover letter outlining problem areas. All of these forms were developed by project management and are included in the "Member Education Handbook." This handbook along with the "Numeracy Facilitators Guide" contain the Standard Operating Procedures for the program. The Numeracy Facilitators Guide is presently being revised.

VIII. TRAINING

The first training for the Member Education Project began on Feb 16, 1981 and ended on March 12, 1981. This four week training of Trainers course emphasised non-formal education techniques and was aimed at the 24 newly appointed Co-operative inspectors that were to be attached to the CIUSA project. This course was led by the CEA and a consultant from World Education in N.Y., Dr. Larry Frankel. A "workshop" format was developed involving all participants in the design and conduct of the training.

Following this workshop the CIE's went to their assigned village and conducted a society wide survey of farmer members which was to be the basis of the future numeracy program.

In July, 1981, the CIE's were called into a one week In-service workshop to evaluate their progress to date and to plan future training requirements.

At the workshop it was found that CIE's were meeting only about 2/3 of their goals as far as Bantaba Discussion groups, Radio Learning Groups, Committeemen Training and On the Job Training.

Also at this workshop the "Member Education Handbook" was released which laid out the Standard Operating Procedures for the program. This included a new reporting system.

The second major training of Trainers course for CIE's was conducted from Dec. 20 to Jan 14, 1982. The workshop on Teaching Numeracy

was led by Frank Dall of the University of Florida. 24 participants, including 3 village facilitators from Action Aid and 2 former Co-op literacy facilitators attended the workshop. During Mr. Dalls consultancy a Facilitators Guide was begun which was made up of Unit by Unit teaching guide to assist in farmer teaching. A Learners handbook was designed by a Peace Corps Volunteer which consisted of corresponding unit by unit diagrams to match the teachers guide. A variety of visual aids and simple devises were developed and used for teaching.

During the three week workshop a 7 step Adult Training Model was developed as the framework for organizing and managing adult numeracy learning groups. The trainees were introduced to the modular course materials and peer teaching was conducted. By the final week the trainees were ready for field practice and groups of 5 went into villages to practice teach.

A summary of Member Education Staff Development is as follows:

- |                                  |         |
|----------------------------------|---------|
| 1. Program Orientation           | 3 days  |
| 2. Non-Formal Education Workshop | 4 weeks |
| 3. In-service training           | 1 week  |
| 4. Numeracy Training Course      | 3 weeks |

In addition to this in-country staff development, 2 MEP supervisors have each received a one year scholarship for overseas training in Adult Education which begins in September, 1982.

IX. MODIFICATIONS

The evaluation team found very few problems with regard to the implementation of the program but does have concern with the design in six specific areas. It was generally observed that the objectives were overly ambitious and that the life of the project too short.

The following six areas of project modification must be considered as laid out by the team in other parts of this document;

- 1) Extension of project;
- 2) Project objectives and means of verification;
- 3) CLUSA's rôle in Co-operative Thrift and Credit Societies;
- 4) Personnel;
- 5) Gambianization of the project; and
- 6) Evaluation

1) Extension of Project

No project is without constraints; many are common to all development projects. However, the evaluation team felt that some constraints which have had, or may have, significant impact on the life of the CLUSA Member Education Program deserve mention.

With regard to field support for the CIEs, it was found that negotiating such items as allowances for housing, travel, and fuel and maintenance for trail bikes is a difficult process because, as government employees, CIEs working with the project could not be treated any differently than their co-workers. Yet, the lack of such allowances presented very real problems to the CIEs

and served to hamper their job performance in carrying out programs eight (8) villages each.

It was also found that the training and materials development essential to project progress were very expensive. Originally, it had been agreed that the GOTG would take that responsibility. As this did not occur CLUSA had to pay these costs.

Because of the importance of the GCU to the marketing societies, it is important that management training of GCU staff occur so that the GCU is able to handle the expected increase in services demanded by the primary societies. There is confidence in the ILO training project but timing might prove to be a complicating factor.

Additionally it must be recognized that the strong infrastructure throughout The Gambia that supports the operation of the marketing societies does not exist for the Thrift and Credit Societies and so expectations with regard to the performance of these latter societies should not be too high. The ILO Management Training Project is expected to assist in the training of GCU staff involved with CTCS and improve the infrastructure for Thrift and Credit - The ILO training has not began yet nor has specific curriculum been developed in this area.

The revamping of the DOC member education training program arises in a defacto manner from the GOTG decision to have cooperatives play a greater role in rural and agricultural development and the concomitant decision to train a select group of Cooperative Inspectors - Education (CIEs) in non-formal education techniques. Whereas CLUSA originally

by the ILO project. This had previously been agreed upon by the 3 parties involved, D.O.C., ILO, & CLUSA.

3) CLUSA's Role in Co-operative Thrift and Credit Societies

The relationship of the project toward the development of women's pre-cooperatives and thrift and credit societies needs considerable clarification. Although the GOTG places high priority upon rural savings, the evaluation team believes that in the absence of a national plan for thrift and savings cooperatives, and of any infrastructure to date, it is premature for CLUSA to engage in promotional Activities. CLUSA should stimulate the development of a national planned management infrastructure by including provision for the services of a short term (2 month) consultant to collect and validate baseline data, assist in the development of a national plan, and work with ILO toward the development of an appropriate management infrastructure. The team believes that if the DOC engages in thrift and savings promotional activities at the present time, it could seriously jeopardize the credibility of the cooperative movement for all but the marketing of groundnuts.

The team endorses the continued cooperation of Peace Corps particularly with regard to women's involvement programs and encourages OAR/Banjul and Peace Corps to explore whether a significant number of second year PCV's could be trained to offer a moderate level of numeracy training in their villages regardless of their assignment, on a part time basis.

**Annex A: Five Field Observations**

1. Numeracy Class (Sam MBollet)

Outside under a tree 15 adult males are sitting on what may be the village's only chairs and another dozen sit in amongst them. Each has a green "learner's booklet" and is eagerly following Bakary, the young numeracy instructor (Cooperative Inspector - Education) as he points to the figures written on a large blackboard strapped to the tree: " $7 + 2 = \dots\dots$ " The class is on unit 2, or addition of single digit numbers. One by one, Bakary calls members to the board to write the answers to a series of additions. Hands are raised as members find the answers in their heads and volunteer to come forward. Later, individual slates will be used as members copy out workbook exercises. This numeracy class began only a few weeks ago; it grew out of a Bantaba Discussion Group. Bakary runs the class in his language, Mandinka. As members explain their arithmetic solutions at the board, however, they use their own languages which, beside Mandinka, include Wollof and Serere. All understand. Besides the blackboard, a rubber sponge for an eraser and slates, one perceives a clock face and meter stick for subsequent lessons. Bakary's 98cc Suzuki trail bike is parked near the tree. He purchased it out of project funds on a four-year loan, whereby monthly deductions are made from his salary.

"Don't take Bakary away from us," an elder member pleads to the evaluation team, who had threatened nothing of the sort. "We like him too much!" The evaluation team did remind the elder, however, that in six months time Bakary would in fact be leaving in order to lead numeracy classes elsewhere. "We will take over the class then,"

responded the elders. "No problem. We have at least four members who are capable of taking over." It was also pointed out to us that the agricultural advisor for the region, who lived in that village and was present, could assist as well.

2. Numeracy Class Maka Farafenni

A second numeracy class was observed by the evaluation team the following day in Maka Farafenni. The Cooperative Inspector-Education, Matarr, used a different technique (both were recommended during their six-month training program) than that of Bakary: he split the group of 16 men up into 4 sub-groups. Each wrote in his learner's workbook, filling in the blanks of an exercise including numbers in sequence from 1 to 99. This class was more advanced than the first. Matarr walked from one sub-group to another, checking responses and answering questions. Subsequently in a large group session, the learning was reinforced by a number of addition drills, that everyone could observe, with a member selected by Matarr showing his completed answer on his slate to the assembly. Due to the presence of the team, the usual core group of 15-20 members was surrounded by a good hundred villagers of all ages, all male. From the outdoor Bantaba area one could see some women carrying heavy headloads of water from the single village cement-lined well to their compounds.

3. Bantaba Discussion Group (Pakau-Penku)

"Bantaba" in Mandinka means "public place." Each Gambian village has a prominent Bantaba meeting place under a tall shade tree where seats are made out of wood or iron sheeting. Like other modern rural development efforts, the cooperative movement has

51

avored the traditional meeting place as a natural forum for discussions and action decisions.

For an hour, the evaluation team observed a Cooperative Inspector-Education lead a discussion group composed of 32 male cooperative members (estimated average age 43) in Pakau-Penku. The young inspector invited questions or comments from the members who were crowded in their meeting place, this time an unfinished primary school classroom rather than the Bantaba area. The school was usually filled with 143 young pupils, all boys).

A typical question raised in the Mandinka language by a member was the following: "My problem is that I know I should be repaying my loan from the cooperative, but I have taxes to pay, and my budget is tight right now. What should I do?" Rather than answer the member directly with his best response, the inspector fully played his assigned role of facilitator. He invited reactions from members, and then offered his own thoughts.

A second question asked by a member concerned the benefits to be derived from cooperative membership. Responses were heard from three members: ability to obtain loans; dividends or bonuses (although the team was made to understand later that money bonuses have not been granted for several years, not since before the drought); returned profits that can be put into educational materials or agricultural implements such as ox plow or tractor.

A third subject of discussion was actions emanating from cooperative members meetings. First, mention was made of the collective

vegetable garden which had been planted. In this regard, members lamented the difficulty of finding suitable fencing material in that locality and the consequent difficulty in controlling animal movement through the garden. Next, an on-going well digging operation near the vegetable garden was cited. Finally, extreme interest in the numeracy class was expressed, and the purchase of candles for nighttime study was evoked as a recent member action.

4. The "Silent" Women Behind the Wall.

In the village of Pakau Perku over 50 women crowded into the classroom next door to the one in which the Bantaba Discussion Group was held. A member of the evaluation team and an Assistant Supervisor for the Member Education Programme joined the women's group. The women, some rocking babies on their backs or urging youngsters to be quiet, were listening attentively to the men's discussion which carried over the partial wall separating the classrooms. The women were very outspoken about their reason for being there; like the men, they are groundnut farmers, they face the same problems and they need the same skills. The women feel they can learn whatever the men are learning and are particularly interested in numeracy. Although they recognize that numeracy will not assist them in selling their groundnuts (this is a man's responsibility and husbands or brothers sell women's groundnuts) they could use numeracy for such activities as petty trading and ensuring that they administer medications correctly to their children. The women want their daughters to have easier lives than they do. In particular, they would like to see girl children have an opportunity to go to school.

The women identified several ways to address some of the problems they face. They would like to have representatives attend the BDG and then return to the women's group and conduct similar discussions. They would also like the teachers to offer numeracy classes to the women and then they, in turn, would teach their daughters. A major problem faced by the women is that they have to travel some distance to avail themselves of the food and nutrition services offered by Catholic Relief Services (CRS). They decided to form a group, identify some possible solutions to the problem, and select a committee that would take the proposed solution to the BDG and to CRS.

5. Learning with Laughter or Women's Cooperative Thrift and Savings, Essau

On entering the classroom in Essau the evaluation team was immediately struck by the laughter that was a large part of the numeracy class for members of a cooperative thrift and credit society. An energetic CIE, using flashcards and a slate, was showing the participants how to write the numbers one, two and three. Individuals who completed their figures successfully would go to the front of the room and receive applause from their fellow learners for their achievement. Those who were less successful would show their attempts and join in the merriment caused by the unrecognizable lines on their slates.

These women were eager to learn. They had waited a long time for their pre-cooperative to be registered and now they wanted to be numerate so they might run a tie-dying business an income-generating activity. In their discussions with us, they made it clear that they know they were "behind" their

male counterparts and that they needed additional training in skills related to tie-dyeing. As moving as the delight these women took in learning was the spontaneous singing of a farewell to the evaluation team, accompanied by some dancing.

The team also met with the village chief who was extremely supportive of the DOC's numeracy program. He said that he felt education and training that would facilitate a greater involvement of women in economic activities was essential to village development.