

Contract No AID 683-0237-C-002053-00
Project No 683-0237/53
Literacy Service Training Center Project
Institute for Development Anthropology
(Thomas Painter)
Full cost of contract = \$31,267.
Report 1 of 2, 01 December 1982

Report of Activities during the first phase
of contract (o/a October 1, 1982 to o/a
December 1, 1982) with reference to
contract objectives and scope of work.

- A. Objective - Assist USAID and the Government of Niger in the implementation of the USAID Literacy Service Training Center (CFCA) project through the provision of teaching and advisory services.
- B. Scope of work, activities and accomplishments

Part 1 - Scope of work - Offer a course in rural sociology at the Ecole de Pedagogie and at the CFCA.

Part 1 - Activities and accomplishments - During the first phase of the contract I provided four variations of an Introductory course in rural sociology as follows:

A first course was given to the first year of the Superior Cycle training program at the Ecole de Pedagogie. This class contains 32 students and consists of two sections. The first is the Literacy Section which is made up of all first-year students who are within the CFCA's two-year Superior Cycle program. The Literacy Section contains 13 students of whom two are from Niger, five from Mali, five from Togo, and one from Congo. The past professional literacy experience of the Literacy Section students varies from considerable (the Nigeriens and the Maliens) to very little or none (the Congolese and Togolese students).

The second section is composed of 19 students from the Ecole de Pedagogie's Conseiller Pedagogique program, all of whom are Nigerien and have worked relatively long periods as primary school teachers or directors. This first year course, therefore, is one of several core courses offered within the curriculum of the Ecole de Pedagogie.

A second course was given to the second-year class of the CFCA/Ecole de Pedagogie Superior Cycle training program. The second-year class consists of four students, all Nigerien who have had considerable professional experience with the Nigerien National Literacy Service.

A third course was offered to the students within the CFCA's "B professional" upgrading training cycle. The "B" class contains four students, all of whom are Nigerien (of which two men and two women) with moderate to considerable experience with the National Literacy Service.

A fourth course was given to the third-year class of the CFCA's three-year "A direct" training program. The "A" program contains 26 students (of whom 20 are Nigerien) without prior literacy service experience. These A students will be assigned throughout Niger once they have completed their studies. The Togolese students will return to Togo to begin literacy work there.

Finally, a supplementary discussion section was arranged for the students in the Literacy Section of the first-year Superior Cycle program.

The slight variations in course content and emphasis resulted from an effort to tailor and the need to respond in various degrees to: (1) the varied professional backgrounds of the students, (2) large variations in class size (from four to 32) which resulted in different paces for the classes, (3) different starting times (the "A direct" and "B professional" classes began on October 3rd; the Superior Cycle classes began on October 15 due to differences of scheduling within the CFCA and the University of Niamey's Ecole de Pedagogie), and (4) changes in class schedules due to more specialized training activities within the CFCA program (e.g., a two-week long, intensive program in applied linguistics) or special activities planned within my scope of work for the Superior Cycle (the week-long operational seminar; see Scope of work part 2 below).

Variations aside, the rural sociology course consisted of an introduction to agrarian structures and processes of socio-economic change in rural Africa with particular emphasis on rural society in Niger and Sahelian West Africa. Throughout the course (or courses) an effort was made to approach these topics from and introduce the students to an inter-disciplinary perspective of historical development. Through a combination of devices--lectures, critical readings and discussions of selected texts, in-class and at-home work-sheets, and one guest lecturer (the French ethnologist J.-P. Olivier de Sardin who is well-known for his research among populations along the Niger River between Niamey and Tillabery)--the students were provided with an introduction to:

- The sociological perspective
- Basic concepts in sociology of particular relevance to studies of rural society
- Aspects of agrarian structure and change (e.g., the changing structure of subsistence production, observable manifestations of the integration of village life into larger economic and political systems)
- Interpretation of qualitative and quantitative data from village-level studies with particular attention to changes in kinship structures and the implications for production and social reproduction, the significance of seasonal migrations for village/household life, an appreciation of basic demographic concepts, etc.
- Approaches to ^{the study of} social differentiation

Whenever possible these and other discussion themes were related to concrete case study materials. These were drawn from the available literature, my own field research in Niger, and my observations made while studying and evaluating several rural development projects in Niger.

Part 2 - Scope of work - Undertake in collaboration with CFCA personnel and representatives of other development-oriented services an operational seminar lasting approximately one week dealing with training of peasants within rural development projects.

Part 2 - Activities and accomplishments - During the week of 15 to 20 November 1982 an operational seminar of the kind specified above was organized for the students of the CFCA's first and second-year Superior Cycle and B professional programs. Due to material limitations and the large size of the 3rd year "A" cycle class (26 students), it was not possible to include them in the seminar program. In all more than 30 persons

participated at various stages of the week-long seminar. Among them were: 21 CFCA students, four members of the National Literacy Service's evaluation office, five CFCA staff members, two representatives of the AID-funded Projet Productivité de Niamey (PPN), and a staff member from the Niamey department Literacy office.

The seminar was the result of planning over several months in cooperation with personnel from the PPN, particularly the Training Office and the office of the Project Director.

The goals of the seminar were multiple and are best described as task-oriented with reference to development project training programs, and method-oriented with reference to the general orientation of the sociology course within which the seminar was situated.

The "task-oriented" goals of the seminar were to:

a.) Program a direct encounter by CFCA students with training processes and problems within a rural development project. The PPN was selected because of the proximity of the project zone to Niamey, hence ease of access to PPN training centers, my personal acquaintance with several members of the project staff, and verbal and written interest from the PPN in some kind of mutually beneficial link between it and the CFCA.

The encounter was to occur via contacts with PPN staff, documentary research, and visits to four of the PPN's rural training centers (the Centres de Perfectionnement Technique, hence CPT or CPTs).

b.) Promote a critical study (observation, analysis, etc.) of the training processes and problems by the CFCA students in order to produce:

i.) A working document for the PPN (and for the CFCA and the National Literacy Service) in which observations are summarized and recommendations made for improvements in PPN training programs;

ii.) The beginnings of a monograph dealing with literacy and training strategies to be followed in rural development projects;

iii.) The beginnings of post-literacy brochures dealing with technical aspects of a development project.

The "method-oriented" goals of the seminar: Despite the priority given to training issues over potential "sociological" issues per se, the seminar was organized so that progress toward realization of the above-mentioned goals would oblige all participants to undergo a participatory introduction (also known as "plunging in") to the major phases of a research project, namely: preparation, observation, analysis/conclusions/recommendations.

Concretely, seminar participants moved through these major stages as follows (see the attached program).

First phase - Preparation

The first phase consisted of contacts with knowledgeable officials, a brief study of available literature, and formulation of research questions.

Contacts with knowledgeable officials consisted of a PPN staff member who presented an overview of project activities during the morning of the first day of the seminar. A discussion period followed the presentation.

Following the presentation by the PPN representative, the seminar participants were divided into four work groups, each of which would eventually visit a project CPT. The groups were asked to review a series of documents prepared for the seminar. These consisted of selected sections of PPN reports and memos dealing with aspects of training, and literacy training in particular. In addition, a French translation of my evaluation of PPN literacy programs, prepared for USAID in 1980,^a was provided. The PPN documents were furnished to seminar participants two days before the opening of the seminar. My evaluation document was delivered to the participants during the morning of the opening day.

On the basis of the documentary review, participants were asked to note recurrent training problem areas for possible study during the subsequent observation phase of the seminar. The documentary review and analysis continued throughout the morning and the afternoon of the first day.

During the afternoon the work groups presented the various problem areas noted during their readings. Once all noted problem areas had been censused, the different topics were assigned first or second priority in part on the basis of the frequency with which they were noted by the work groups, in part on the basis of their judged importance to literacy activities in general. Finally, several first and second-priority topics were selected by the participants for study during CPT visits.

First priority topics were:

1. Inappropriate teaching materials in general and, more particularly, a lack of specific content for women's training programs.
2. Inadequate follow-up of training activities.
3. Insufficient awareness and motivation among CPT peasant-trainees concerning training programs (particularly literacy).
4. Literacy instructor training.

Secondary topics were:

1. The use of national languages in literacy programs
2. Technical training topics
3. Integration and coordination of training programs
4. Cooperative training

Once the study topics were selected, the work groups continued their examination of the documentation and formulated preliminary questions for use during the CPT visits. These activities continued through the

^aSee "Adult Literacy and Cooperative Training Programs in the Niamey Department Development Project (Niger Republic): Evaluation of Phase I Activities and Recommendations for Phase II," October 23, 1980, under Contract NO AID/afr-C-1686, Project NO 625-0929 for Planning Management and Research, Annex N in "Project Paper Analyses-Niger-Niamey Department Development Project Phase II, 683-0240, USAID/Niger.

morning of the second day.

Second phase - Observation

During the afternoon of the second day the four groups left the CFCA for visits to the CPTs at Boula, Koni Beri, Simiri, and Tondikiwindi. Each group spent two nights and two days at the training centers during which they interviewed CPT trainees and staff members, attended literacy classes, contacted former CPT trainees when possible, and consulted CPT documents. At several points during the CPT visits the trainees were asked to compare notes, reformulate, and sharpen-up their questions in order to insure more effective contacts during the very brief stay. Priority topics were studied by participants at most^b CPTs. Secondary topics were distributed among the groups so that one was studied at each CPT. The groups were well-received by CPT staff and trainees and cooperation and contacts during the visits were quite satisfactory albeit much too brief. The groups returned to the CFCA during the evening of the fourth day.

Third phase - Analysis and formulation of conclusions and recommendations

The fifth and sixth days of the seminar were devoted to analysis and interpretation of the participants' observations and notes. This last phase required a re-organization of the CPT visitation groups into work-groups having a topical focus. Each of the newly constituted work groups concentrated its efforts on the findings concerning one of the priority topics. In addition one or more members of each group was given the responsibility for handling one of the secondary topics. On the basis of these efforts, a series of recommendations were formulated concerning the study topics.

The result during the morning of the last day of the seminar was a series of four longer reports on the priority topics followed by shorter reports on each of the secondary topics. These reports were read in turn by the reporter for each group for the benefit of the other participants and for the information of the PPN training officer who was invited to hear the reports and comment on them. Thus syntheses of collective efforts remained at the topical level. A general discussion followed the reports.

The PPN training officer expressed his satisfaction at the acuity and thoroughness of the seminar participants' observations and went on to consider several of the recommendations made by the work groups. Some had already been considered by the PPN staff; others had not. At the close of the seminar it was decided that in addition to providing a document to the Director's office of the PPN, the seminar reports should be prepared for distribution to all participants as working paper for use during the remainder of the academic year.

^bFirst priority topics NOs 1 and 2 were studied at all CPTs; NOs 3 and 4 were studied at two CPTs.

Part 3 - Scope of work - With the seminar students, initiate a brief report synthesizing the results of the study and begin a monograph dealing with literacy and training strategies to be followed in rural development projects.

Part 3 - Activities and accomplishments - As mentioned above, the results of the study were prepared in report form, duplicated, and distributed to the PPN Director, the Director of the CFCA, and the Director of the National Literacy Service as well as the seminar participants. See the attached report.

Due to time limitations and despite the fact that the beginnings of a literacy and training monograph were included on the provisional seminar program, it was decided to sacrifice work on this second goal for greater thoroughness on the first--the summary report for the PPN. It was nonetheless decided before the close of the seminar that work on the strategies monograph would be undertaken by the CFCA's first and second-year Superior Cycle students within their more specialized course on Literacy Topics and Methods. Work on the strategies monograph will begin in the very near future.

Part 4 - Scope of work - Assist the CFCA students who participated in the seminar in the preparation of a post-literacy brochure dealing with technical aspects of the development project studied.

Part 4 - Activities and accomplishments - Partly on the basis of the CPT visits and partly on the basis of continuing cooperation with the PPN, the first steps in the preparation of a post-literacy brochure are being taken. In this case, the "B professional" students will undertake the post literacy task within their course on Literacy Topics and Methods. Several technical themes have been considered for the brochure. To date the topic of "management" (gestion) appears to be the most promising and will serve as the basis for initial work. More specifically a number of practical accounting/management activities are being considered. Examples are earnings and expenditures connected with the use of PPN techniques by CPT peasant trainees in their everyday lives once having finished the CPT training programs. Costs for maintenance, etc. connected with the ownership of an oxen pair, cultivation equipment, an animal-drawn cart, provide further possible topics.

C. Recommendations

It must be remembered that the present approach to course planning is a provisional one. It was designed to insure courses in rural sociology/sociological research methods (and in the case of Mr. Easton, evaluation methods/educational planning) and related operational programs, particularly for the Superior Cycle program, during a year when full-time faculty are not available.

For the CFCA

Some thought should be given to an re-examination of the current sociology curriculum in relation to areas of knowledge judged to be the most important to literacy workers and to the structural limitations and features of the CFCA. Examples of the latter are limited course contact time, unavailability of textbooks, and frequent changes in course schedules.

Ongoing reflection of this kind, ideally in conjunction with other CFCA staff members, will insure quality instruction in a training institution where flexibility is a day to day necessity.

For the Superior Cycle program, arrangements should be finalized between the CFCA and the Ecole de Pedagogie concerning the sharing of teaching material preparation costs. A satisfactory formula will enhance the possibilities for innovative courses within the Superior Cycle program and reinforce the limited duplicating facilities of the CFCA itself.

REPUBLIQUE DU NIGER
 CONSEIL MILITAIRE SUPREME
 MINISTERE DE L'EDUCATION NATIONALE
 CENTRE DE FORMATION DES CADRES
 DE L'ALPHABETISATION

Seminaire opérationnel sur la formation dans un projet
 de développement (Le Projet Productivité de Niamey)
 du 15 au 21 Novembre 1982

PROGRAMME PROVISOIRE

DATES, ETC.	CONTENU	LIEUX/ PERSONNES
.....PREMIERE PARTIE - PREPARATION; RECHERCHE DOCUMENTAIRE.....		
Lundi le 15 8 ^h à 9 ^h 30	<ul style="list-style-type: none"> - Ouverture du séminaire - Introduction sur les objectifs et l'organi- sation du séminaire - Aperçu sommaire du PPN - Mise en groupe des stagiaires 	CFCA Mr. O. Kané Mr. T. Painter Mr. I. Brah (SPN)
9 ^h 30 à 12 ^h 30	<ul style="list-style-type: none"> - Travaux de groupe: Lecture et analyse de la documentation et choix des thèmes de réflexion 	CFCA
15 ^h 30 à 18 ^h	<ul style="list-style-type: none"> - Synthèse et comparaison des thèmes retenus par chaque groupe - Sélection définitive des thèmes (prioritaires et secondaires) à étudier pendant les visites aux CPT 	
Mardi le 16 8 ^h à 11 ^h	<ul style="list-style-type: none"> - Travaux de groupe: <ul style="list-style-type: none"> •• Complément de recherche sur la documentation en fonction des thèmes retenus •• Préparation du travail d'enquête dans les CPT, à savoir, <u>précision</u> des: <ul style="list-style-type: none"> — questions à poser... — sources possible d'information (observa- tion, entretien, docs, etc.) 	
11 ^h à 12h30	<ul style="list-style-type: none"> - Mise en commun, comparaison des conclusions de travaux de groupe 	
15 ^h env.	<ul style="list-style-type: none"> - Départ 	
.....DEUXIEME PARTIE - VISITES AUX CPT ET ENQUETES.....		
Mardi soir	<ul style="list-style-type: none"> - Arrivée aux CPT - Prise de contact avec les cadres et les stagiaires des CPT - Présentation de l'équipe du CFCA et d'un aperçu des objectifs de la visite - Coucher du soleil - Repas - Cours d'alphabétisation pour les hommes...à observer très soigneusement! 	

Mercredi le

CPT

- 17
7^h env. - Petit déjeuner
- 8^h 30 à 9^h 30 - Contact avec les cadres du CPT afin de déterminer les activités de formation actuellement en cours et de mieux connaître la situation réelle de chaque CPT
- Répartition du travail en mini-équipe par thème et deuxième précision de questions à poser, de personnes à contacter, et de sources d'information à voir (registres, matériel pédagogique, etc.)
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- 9^h 30 à 12^h 30 - Activités d'observation en mini-équipe...à mener avec une efficacité maximum
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- 12^h 30 à 15^h - Repas...repos....
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- 15^h, etc - Travail en commun:
- Première synthèse et comparaison des observations faites pendant la matinée
 - Mise au point des questions à poser, etc.
- Cours d'alphabétisation pour les femmes...à suivre très attentivement
- Suite des activités d'observation (actives et efficaces!)
- Soir - Repas
- Coucher du soleil?
- Cours d'alphabétisation pour les hommes...
-

Après le repas/
cours

- Causerie-débat animé par l'équipe du CPCA avec les membres du CPT sur les différents aspects de la formation au centre--Mise en comparaison des observations des mini-équipe avec les perspectives des membres du CPT...Première précision des solutions possible pour les problèmes soulevés
-

Judi le 18
(Reveil)

- 7^h env. - Petit déjeuner
- 8^h 30 à 9^h 30 - Travail en commun:
- Mise en rapport des différentes perspectives de la veille
- Travail en mini-équipe:
- Mise au point de complément d'information nécessaire pour une compréhension plus satisfaisante des thèmes étudiés
-

Jeudi le 18

9^h/₁₀^h à
12^h30

- Suite des activités d'observation afin de fournir les compléments d'information nécessaire...
Reflexion plus profonde sur les solutions possible et les recommandations à envisager

CPT

12^h30 à
13^h30

- Repas

14^h à
15^h env

- Synthèse de reconstitution avec les cadres du CBT à partir de recherche documentaire et les enquêtes sur place
- Remerciements à tous les membres du CPT....

15^h30

- Départ des équipes de Tondikiwindi et Boula...

Plus tard...

- Départ des équipes de Simiri et KoniBeri...

****RETOUR A NIAMEY****

.....TROISIEME PARTIE - ANALYSE, MISE EN COMMUN, REDACTION DE DOCUMENTS.....

Vendredi 19

8^h à 9^h30

- Mise en forme provisoire des notes par chaque équipe
- Première des observations faites par les différentes équipes

↑ mise en commun

CPCA

9^h30 à 12^h30

- Mise en groupe de travail à partir des thèmes étudiés aux CPT afin d'accomplir deux tâches très très importantes
- Travaux de groupe — première tâche: rédaction d'une note de synthèse destinée à la Direction du PPN, du CPCA et la DAPP:
 - Analyse plus profonde des thèmes de formation étudiés à travers la documentation et les enquêtes
 - Formulation des conclusions et des recommandations
 - Rédaction

15^h à 17^h

- Suite de travaux...rédaction finale

17^h à 18^h

- Travaux de groupe — deuxième tâche: Précision des éléments d'une monographie sur les stratégies d'alphabétisation et de formation dans un projet de développement
- Premières réflexions à partir des observations et de recherche documentaire

Samedi le 20

8^h à 10^h30 - Suite de travaux: Précision des éléments d'une monographie sur les stratégies d'alphabétisation et de formation dans un projet de développement.....

- Réflexion
- Précision
- Rédaction—notes de synthèse autour des éléments retenus comme important pour la monographie

10^h30 à
12^h30

- Synthèse générale (La grande synthèse)
- Prise de contact avec le responsable de formation du PPN

Mr.J.L/
Marolleau

13^h env.

- Clôture