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EVALUATION REPORT

LITERACY SERVICE TRAINING CENTER
[(625-0237)]

AID/Niamey

by

Stephen H. Grant
Victor Barnes
Micheal Keita
Abdou Mijinguini

March, 1983

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PREFACE

The literacy program in Niger is one of the most developed and dynamic in the Sahel. One of its chief strong points is its training capability. Recently, Niamey has been chosen as the site for a regional center for training literacy agents at the superior level.

The present evaluation is an attempt, at a mid-way point in the project, to assess the progress and problems of AID's contribution to Niger's literacy program.

Beyond the specific AID project context, an effort will be made in this evaluation to understand more fully and to describe the institutional base from which the literacy program is directed. Within the framework of the joint evaluation that was carried out by two AID and two Nigerien evaluators concerning Literacy Service Training Center project (683-0237) and INDRAP Maternal Language Texts project (625-0937), a particular emphasis has been placed on studying the programs and their interrelationship as elements of national reform. Given the priority USAID/Niamey accords to the human resources sector, this evaluation is as much a forward-looking evaluation as it is an assessment of the project's past accomplishments.

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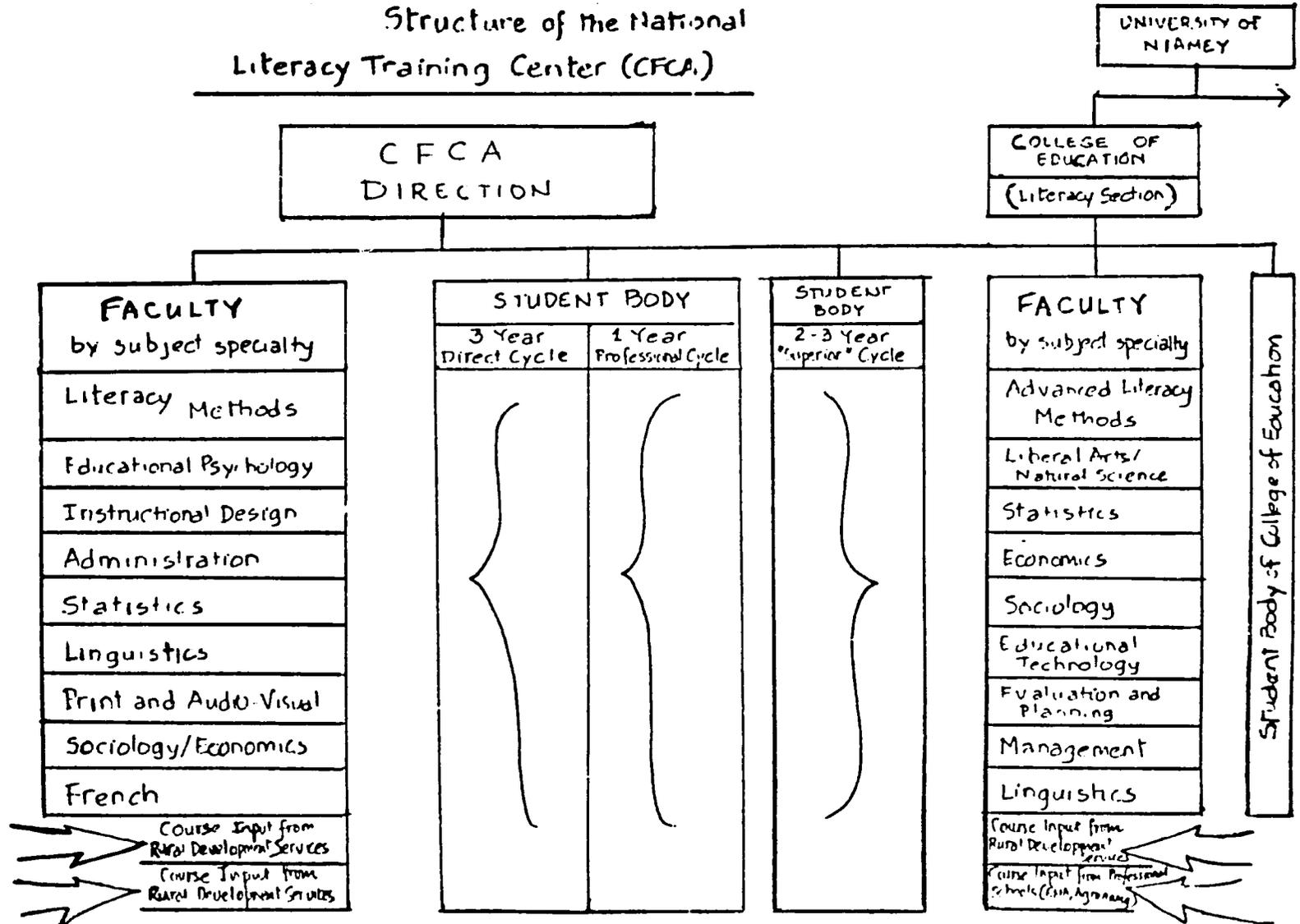
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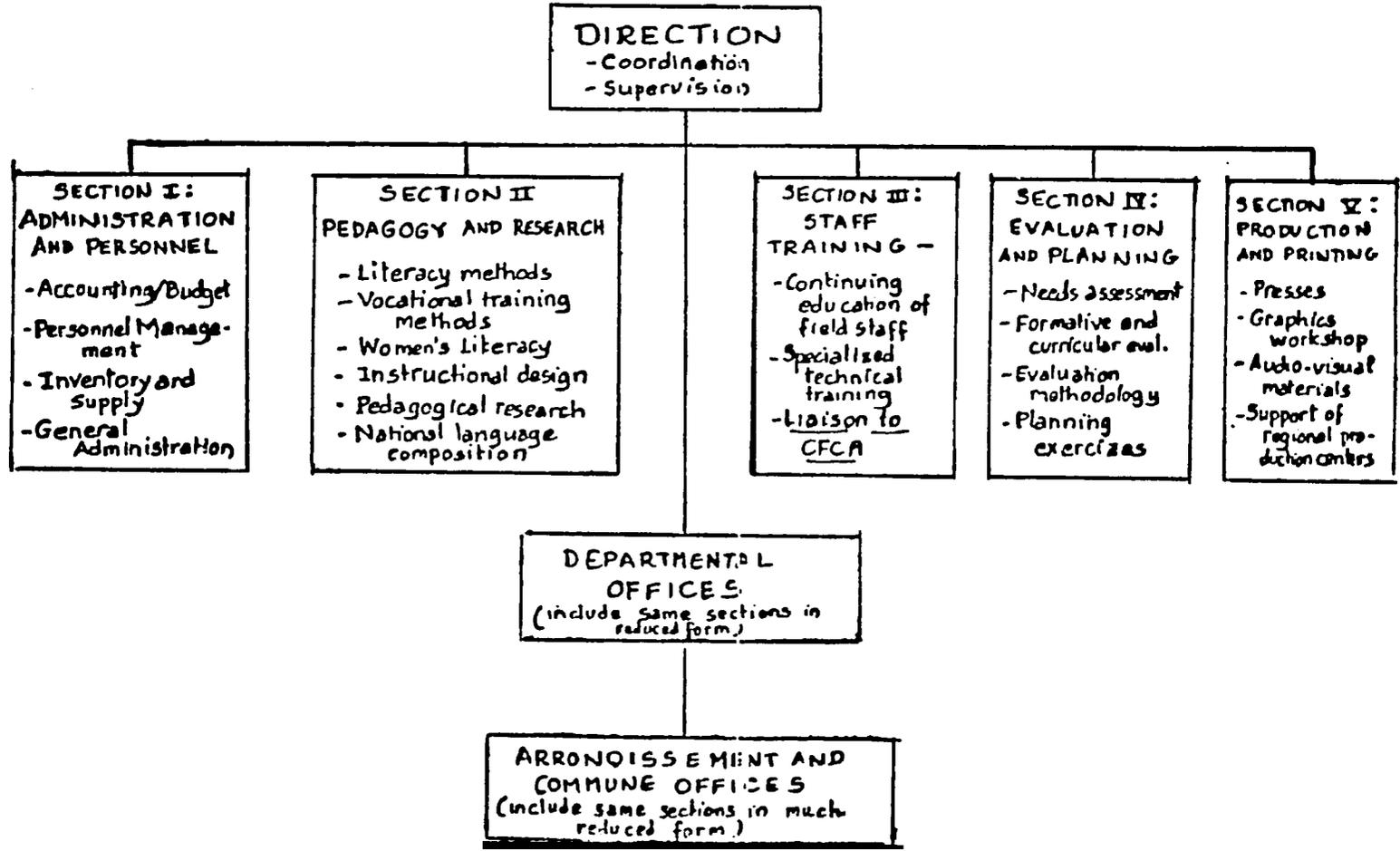
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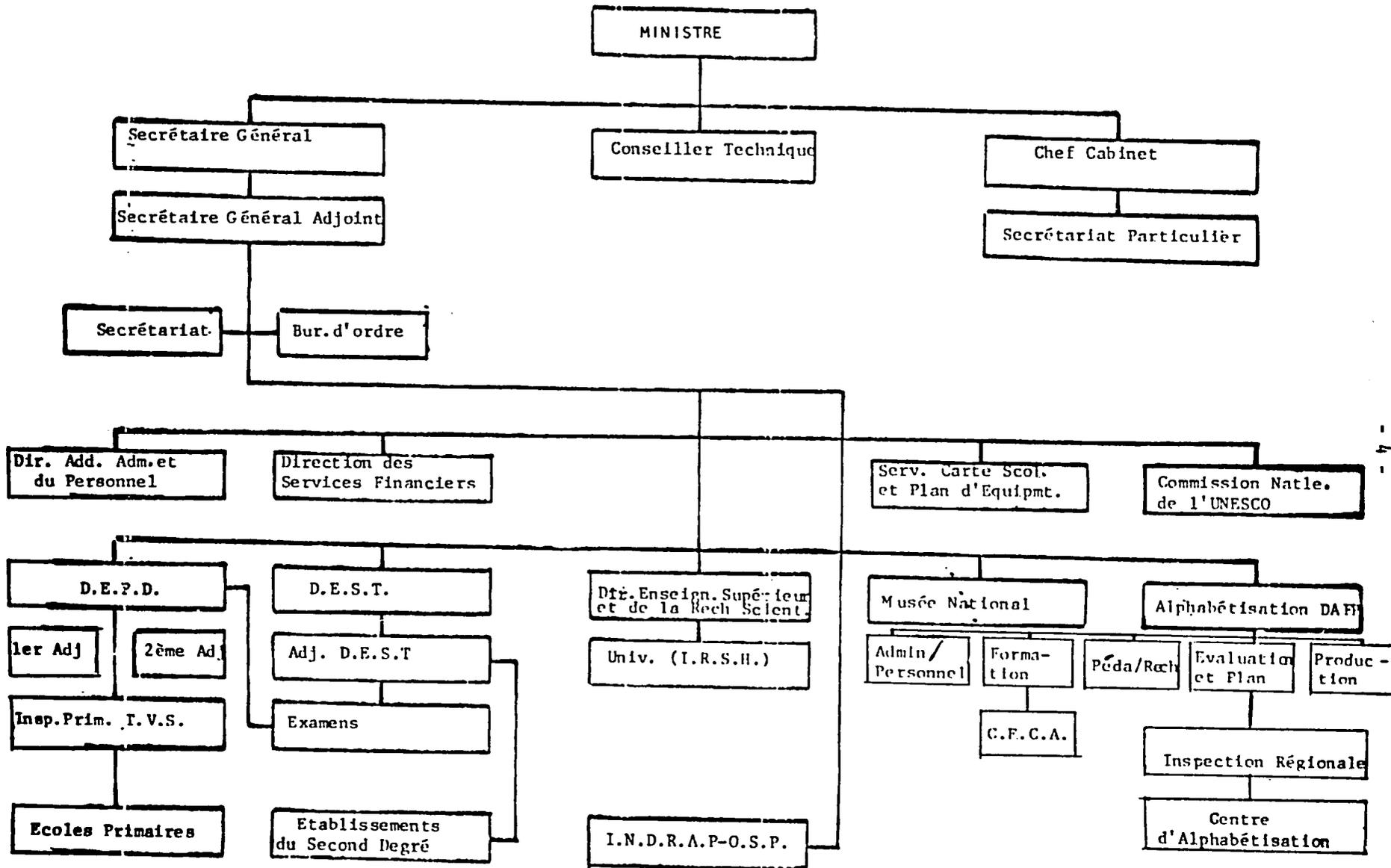
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Structure of the National Literacy Training Center (CFCA)



Administrative Organization of the Niger Literacy Service





SUMMARY

The Literacy Service Training Center Project was signed on July 10, 1981 and is scheduled to terminate on September 30, 1984. As of January 31, 1983, 8% of project funds have been expended, in the following categories:

<u>Category</u>	<u>Total Budget</u>	<u>Expended as of 1.31.83</u>
Technical Assistance	\$390,000	\$44,000
Training	145,000	27,050
Commodities	305,000	55,000
Construction	555,000	- 0 -
Other	97,000	12,700
Contingency	120,000	- 0 -
Inflation	<u>198,000</u>	<u>- 0 -</u>
	<u>\$1,810,000</u>	<u>\$138,750</u>

The purpose of the project is to institutionalize an effective Nigerien-staffed literacy center capable of providing critical training and research support for adult literacy programs actively integrated into the implementation of Niger's rural development projects.

The present evaluation was carried out during the entire month of February 1983 in connection with that of a second and related AID project, the INDRAP Maternal Language Texts AIP (625-0937). The evaluation was conducted by a joint team:

Dr. Stephen H. Grant	Team Leader Human Resources Development Advisor REDSO/WCA
Mr. Victor Barnes	Maternal Language Specialist AFR/TR/EHR AID/Washington
Mr. Michel Keita	Sociologist IRSH, University of Niamey
Mr. Abdou Mijinguini	Head, Maternal Languages Section INDRAP, Ministry of National Education

A debriefing was held in the AID Director's Office on February 24 and with the Secretary of State and Secretary-General of Education on February 25. During the debriefing, before suggesting a few tentative conclusions, the evaluation team reviewed the range of interviews it held in the field and in Niamey:

Field:

Literacy Inspectors	Tahoua, Agadez, Maradi
Primary School Inspectors	Tahoua, Agadez
School principals, teachers	Tahoua, Agadez, Gofat

Experimental

Literacy trainees	Agadez
Former literacy trainees	Tahoua, Agadez, Maradi
Director, Young Farmers Training Center	Maradi

Niamey

Director, Literacy and Lifelong Education Service
Director, Literacy Service Training Center

Director, School of Education, University of Niamey

Director and Deputy, INDRAP

Secretary of Educational Reform Commission

Director OAU Center, CELHTO

Evaluation Office, Literacy Directorate

Researchers, INDRAP

Trainers, Literacy Center

Trainees, School of Education

Trainees, Literacy Center (third year)

Discussions with such a wide variety of officials and trainees led to a particularly rich fund of knowledge concerning first the project, and second the context of educational reform and rural development in which the project takes place.

The project is well managed and is fulfilling an expressed national need. Literacy in maternal languages receives strong support from the GON. The director of the Literacy Service Training Center is a particularly able administrator. Under his guidance, an impressive number of collaborative and service-oriented actions, funded by the project, have been enthusiastically launched. The two project contractors have provided well needed services in literacy training in a most satisfactory manner. There has been a long delay in the construction phase, which is the main reason so few project funds have been expended. Architectural plans have been

agreed to and the building process has begun: so the construction phase is progressing, albeit slowly.

The eight-day trip to Tahoua, Agadez, and Maradi enabled the evaluation team to discuss literacy programs with inspectors, literacy agent trainers, and literacy agent trainees. These discussions as well as a series of interviews held in Niamey with administrators, faculty, and students of the literacy service training center suggested a number of problem areas and indicated several recommendations for future project development. The present project has confirmed that U.S. technical assistance has much to offer in maternal language research, in literacy program management, and in literacy program evaluation techniques that is highly useful to, and appreciated by, the GON.

INSTITUTIONAL OVERVIEW

In Niger, one is at first struck by the plethora of institutions that are involved in maternal language matters. Whereas in Mali and Upper Volta there is one combined service, in Niger there are two major institutions: a semi-autonomous research organization, INDRAP, and a special training service, CFCA, within the Literacy Directorate. There is also a policy-oriented national committee and an administrative line of authority within the Ministry of National Education. In addition, advanced-level literacy agents are being trained at the University, introducing a second Ministry, that of Higher Education and Scientific Research. The result is a certain confusion for persons not familiar with the context and difficulty in coordination and collaboration among all the entities involved. The following section briefly presents each major entity.

1. The Literacy and Lifelong Education Directorate

The DAFP is one of nine directorates within the Ministry of National Education. Created in 1963, the DAFP since 1979 has been composed of six offices:

- Director's Office (Co-ordination and supervision);
- Production and Printing;
- Financial Administration and Personnel Management;
- Training;

- Pedagogy and Research;
- Evaluation and Planning.

Training activities are carried out currently by the CFCA, i.e., the Literacy Service Training Center, attached on the DAFP. DAFP organizes literacy activities within the country through a regional and village-level network. On the regional level, each of the seven departments has its literacy inspector and twenty of the thirty-five arrondissements have literacy inspectors. On the village level, there are currently 909 literacy centers.

2. The Training Center for Literacy Officers

The CFCA was created in 1977 by Decree 77-119. The Center, the Director of which is named by the Minister of National Education, is attached as a special entity to the Literacy Directorate. Its prime tasks are pre-service and in-service training. Students at the CFCA undertake a three-year "direct cycle" after recruitment at the BEPC level or a one-year "professional cycle" after an initial professional experience.

3. The Literacy Section, School of Education, University of Niamey

The "Ecole de Pedagogie" is the principal training center for the Ministry of National Education personnel. As a part of the University, the school itself belongs within the Ministry of Higher Education and Scientific Research. The school contains four streams. It trains (in parenthesis is the student enrollment for 1980-81):

- Primary school pedagogical advisors (38) and higher level literacy agents (7);

- Primary school inspectors (9);
- Secondary school pedagogical advisors (7);
- CEG (general secondary education) teachers (216).

The literacy section of the School of Education was created in an official agreement between the two Education Ministries. The first cohort was recruited in September 1980.

4. The Regional Center for the Training of Literacy Agents

CERFOCA refers to the proposed regional training center for literacy agents that CREEA has chosen to establish in Niamey. Although planning of this center has only begun, it is anticipated that the superior cycle training, currently taking place in the School of Education, will be dispensed from CERFOCA.

5. National Institute for Documentation, Research, and Pedagogy

INDRAP is a semi-autonomous educational research institute under the general direction of the Ministry of National Education. INDRAP has traditionally been involved in developing primary and secondary school curriculum and textbook selection. It has also been active in teacher training; a number of INDRAP staff teach in the teacher training colleges. INDRAP has played a major role in promoting the reform of the public school system.

Organizationally, INDRAP has developed on a piecemeal basis with sections and subdivisions being created as the need arose. In the past, each of these sections has answered directly to the

Director of INDRAP. In 1979, a new organizational plan was developed creating two major divisions answering to the Director's office. One division deals with scientific education (mathematics, physics, natural sciences, etc.) and a second division deals with social, human and literary sciences. This second division contains the maternal language, pedagogical methods, French language, and sociology sections of INDRAP.

INDRAP is responsible for the educational reform aspect of the experimental schools. It trains experimental school teachers and provides field supervision to them. It develops curricular materials for experimental school teachers. It prints and distributes these teaching materials. It will play a role in the evaluation of experimental school teaching and teaching materials, and in the reediting of textbooks in maternal languages.

6. Primary Education Department

The DEPD of the Ministry of National Education is in charge of the administration of all primary schools including experimental schools. The DEPD is responsible for appointing teaching staff to the experimental schools and providing necessary supplies.

7. The Secretariat of the National Commission for Educational Reform

SCNRE is responsible for developing the policy of the National Education Reform. It coordinates the actions of INDRAP and DEPD in regard to the experimental schools.

I. LOGFRAME FEATURES

A. Inputs

1. Technical Assistance

U.S. technical assistance in the form of an educational planner/evaluator engaged to work at the CFCA, the School of Education and DAFP in a three-year contract was modified because of schedule conflicts. The first 15 months of technical assistance were carried out by Peter Easton and Tom Painter in the following manner:

1. Easton's first contract extended from May 11 to June 22, 1982. Tasks accomplished under this contract were: (a) the organization of a two-week training conference on evaluation methods for third-year CFCA students and first-year students of the School of Education; (b) assisting the Evaluation division of DAFP in the definition and development of program activities and the resolution of technical problems related to measurement of levels of literacy and the training of regional literacy agents in evaluation; and (c) assisting CFCA and the School of Education in defining a program of studies for advanced training in literacy planning and management;

2. Easton's second short-term contract extended from November 15, 1982 to January 5, 1983. His completed objectives of this contract were: (a) to organize and give a short-term course in educational evaluation methods at the School of Education and at CFCA; (b) to design a participatory evaluation system in cooperation with DAFP;

(c) to design, in collaboration with CFCA, a system for ongoing evaluation of the training center and its graduates' work; (d) the development of a system for field support in conjunction with DAFP and the establishment of an office of field support and supervision were not accomplished. The office has been created but no staff have been assigned;

3. Tom Painter, a social anthropologist, had two short-term contracts during this period: his first was from October 1, 1982 to December 1, 1982. Under this contract he taught a course in rural sociology to four classes: first-year students of the Superior Cycle at the School of Education, and nineteen students enrolled at the School of Education's primary school pedagogical advisor section; a second course to second-year students of the School of Education enrolled in the literacy section; a third course at CFCA to the B cycle students, and a fourth course to the third-year students of the A cycle at CFCA. His other contractual responsibility was to conduct an operational seminar in collaboration with CFCA staff on the literacy training of participants in rural productivity projects (CPT) in the Niamey environs.

Painter is currently completing his second contract which extends from February 7, 1983 to March 21, 1983. His primary responsibility is to continue his courses in rural sociology.

The remainder of the projected three-year technical assistance program will be fulfilled under a two-year contract to be negotiated with Easton to begin in June of 1983.

The six person-months of short-term technical assistance have not, as yet, been used.

2. Training

(Please refer to training under outputs.)

No short-term guest lectures at the CFCA or the University have taken place. No observation tours to other West African literacy programs have taken place.

3. Local Personnel

The government of Niger is currently contributing to these activities by assigning staff/personnel to CFCA, and to the Directorate of Literacy. The dearth of faculty however is still felt in the Literacy Section of the School of Education. Three new faculty members, all Nigerien, have joined the staff of the CFCA for the academic year 1982-83. A fourth Nigerien staff member has been assigned to the CFCA but as of February 1983 had not arrived in Niamey.

4. Commodities

Commodities purchased by CFCA to date are: (a) a 30-passenger bus; (b) two vehicles; (c) two mobyettes; (d) one photocopying machine; (e) four I.B.M. typewriters; (f) various furniture for the center.

Expenditures as of January 31, 1983 for the above purchase are:

\$51,215	U.S. Government
\$ 35	Government of Niger

5. Construction

Architectural plans have been completed and approved by the Ministry of Public Works, CFCA and USAID/Niger. The process of construction bid submission has begun in February 1983.

6. Other

Total expenditures on vehicle maintenance, seminars, didactic materials development in the field and follow-up/supervisory visits to literacy centers by CFCA staff are:

\$ 0	U.S. Government
\$10,134	Government of Niger

B. Outputs

1. Training

The first level of training envisioned under this project is at the Master's Degree level in an American University. Two Nigeriens have been selected to undergo training in the areas of educational planning/and administration, and in adult non-formal education/literacy evaluation. Lawaly Malam is presently studying English before beginning course work in adult non-formal education at the University of Massachusetts. The other candidate, Tarno Balla, has not as yet begun his U.S. training.

The second level of training involves advanced studies (Cycle Supérieur) at the School of Education of the University of Niamey. Five Nigeriens are currently completing their second and final year of course work at the School of Education. The first year of course work was taught four days a week at the School of Education and one day a week at CFCA. This one day at CFCA consisted of observation of literacy centers in the Niamey environs, study of comparative approaches to literacy training and exposés of these techniques by first and second year students of the A cycle at CFCA. Course work at the University included teaching methodology, educational theory, biology, economics, statistics and philosophy.

During the second year of course work, 1982-83, students spend three days a week at CFCA. The work includes applied linguistics

(emphasis on teaching methodologies in national languages), comparative literacy methodologies (emphasis on post-literacy maintenance), the development of didactic materials in conjunction with INDRAP students and courses taught by the two part-time American technical assistants, one in rural sociology taught by Tom Painter and the other in evaluation methods taught by Peter Easton. Course work at the University includes economics of education, general teaching methods, plus the course load from the first year.

The third level of training, designated the A cycle of the CFCA, is a three-year program with a 45-day period of field work every year. There are currently 21 students in the first year of the A cycle, 29* in the second year and 26 in the final year.

There is also a B cycle at the CFCA which enrolls experienced literacy teachers or primary school teachers in a one-year literacy training course. There are four students in this cycle. Three students graduated in 1982 and are in the field. This is a multi-disciplinary program which includes theoretical and applied coursework in methodology of literacy, administration, pedagogy and linguistics.

2. Production of Instruction Materials

The current status of the materials developed with project financing (paper, ink, stencils) is the following:

* 15 of these 29 students will be literacy agents and under a special program 14 students will be experimental school teachers.

1. Six separate texts on mathematics, geography, health, reading and grammar have been revised and are ready for printing. They have been developed in French for use as post literacy maintenance materials in urban centers;

2. A brochure on auto mechanics intended for workers in urban garages is written in French and includes 46 lessons in reading, writing and mathematics. It is currently being revised for the printer;

3. A text on methods of military instruction in French is intended for use in recruiting personnel for the Nigerian Armed Forces. These brochures have been printed and distributed to the Instruction Center in Tondibia;

4. A brochure on functional methods of construction in French is being ready for distribution to urban construction workers. Printing has been completed and some revision of technical elements is taking place before distribution;

5. Literacy training for women outside of the Women's Maternal and Infant Protection Centers has been printed in French and in national languages to be used in general literacy programs for women. The brochure is currently being tested at Dosso;

6. A booklet on small business management and administration has been produced in French and put at the disposal of the pedagogy section for its use;

7. Literacy in the Oasis of Bilma is a text in Kanuri aimed at teaching, reading and writing, using oasis activities as the basis of the teaching material which includes gardening and salt extraction techniques. This text is being tested at Bilma;

8. Literacy methods for young farmers based on the agricultural calendar in the area of Dosso. This text has been printed in Zarma and is ready for distribution;

9. The Toukounous Method is a text written in Hausa on animal raising. It should be available in April 1983;

10. Literacy in the Samaria is written in Hausa and Zarma and intended for distribution to youth organizations. It should be available in April of 1983;

11. Women's Literacy Training in productivity centers/projects is intended for literacy instruction in health, sanitation and nutrition coupled with training in farming methods. This text should be available in April 1983.

The development of a series of booklets in maternal languages for the four sector areas of cooperatives, agriculture, health and rural development has not, for the most part, been initiated,

3. Integrated Literacy Training Strategies

Outreach in the case of the present project can be defined as the efforts undertaken by the CFCA to offer their services to external groups which have different mandates, other concerns, and normally,

lie within different Ministries. CFCA students and staff, in collaboration with staff of UNCC, the Ministry of Rural Development and the Ministry of Public Health and Social Services have developed and are currently testing training programs to give members of rural cooperatives the skills and knowledge necessary to manage their economic activities and reinvest the proceeds in selected development undertakings. To date, the following programs have been developed:

1. Two groups of students in collaboration with UNCC have developed a program for teaching cooperative administration based on UNCC documents and administrative procedures. This project has been developed in Hausa and Zarma;

2. In conjunction with the Ministry of Rural Development, students from the third year of the A cycle at CFCA have developed, a literacy program/methodology to be used by literacy agents in the CPTs' and CPRS beginning with the Productivity project in Niamey. Students from the B cycle of CFCA have also developed a management methodology for individuals completing training in the CPTs with the objective of standardizing reimbursement methods for agricultural loans;

3. With the Ministry of Public Health and Social Services, the CFCA has begun an experiment with the Women's Pedagogy Office of DAFP and the Administration of PMI in the development of a

literacy methodology which will be used in the 28 Women's Literacy Centers created in 1982-83.

The CFCA continues to maintain its link with the University School of Education specifically in the shared responsibility for the training of the Superior Cycle students.

4. Women's Programs

Beyond the program mentioned above, the CFCA has recruited 19 female students in the A and B cycles who will be at the disposal of the regions to give more support and expertise to women's literacy.

5. Evaluation, Research and Testing

This output consists of one, a short-term course in Educational Evaluation methods taught by Peter Easton at DAFP and at the CFCA; two, an experimental participatory evaluation instrument developed by Easton; and three, the new Office of Evaluation at CFCA.

The course consisted of a two and one-half week period in which Easton taught:

1. Second-year students in the School of Education: four Nigeriens;
2. First-year students in the School of Education including 13 literacy agents of whom two are Nigerien, five Malian, five Togolese and one Congolese; plus 19 future primary school advisors, all Nigerien. The 13 literacy agents had one and one-half hours of practical application in addition to the other course work;

3. Third-year students of the CFCA; 26 of these students were from the A cycle including 20 Nigeriens; four of the above students were Nigeriens from the B cycle.

Because of the very limited time available, instruction was concentrated on two main topics: (a) General introduction to evaluation methodology, and (b) Exercises and discussions focussed on the standardization of literacy tests and the development of a system of participatory evaluation.

The development of the first draft of the different aspects of a participatory evaluation system for the Nigerien literacy campaign was carried out in November and December 1982 by Easton and his colleagues in the Evaluation Office of CFCA: Moussa Boubacar, Emilien Invell and two recent graduates of the CFCA, Amina Owadé and Tidjiani Amadou. The system was based on participatory evaluation systems used in Mali and Upper Volta and upon the results of some preliminary experiments conducted in Niger in 1981 and 1982.

From December 17 to the 31, 1982, a series of three conferences was held to train regional literacy staff in evaluation methods and in organizing with them a trial run in five literacy centers per inspectorate (an inspectorate generally includes between 20 to 60 literacy centers; there are currently 20 regional inspectorates in the country). The conference schedule was: December 17-20: Niamey for literacy agents from the Departments (department is a regional/

administrative unit similar to a county in U.S. terminology) of Niamey and Dosso; December 25-27: Tahoua for literacy agents from the Departments of Tahoua and Agadez; December 29-31: Zinder for literacy agents from the Departments of Maradi, Zinder and Diffa.

Specific objectives of the training conference were to:

1. Make regional staff aware of the importance of a good system of participatory evaluation;
2. Train conference participants in evaluation methods;
3. Present the preliminary participatory evaluation system developed at the CFCA;
4. Produce an evaluation instrument based on the CFCA model following conference participants modifications;
5. Plan the first phase of the implementation of the new evaluation system.

Reading and mathematics tests were produced in Zarma, Hausa, Kanuri and Tamajaq. Because there are so few Fulfulde centers, that language group was not part of the experimental framework. French was also excluded because the conference was concentrating on rural centers.

With regard to an internal evaluation system of CFCA training and its impact on the literacy campaign, two commissions were formed in December to develop an evaluation design. The first was responsible for specifying the objectives of CFCA training and the

second for working out evaluation procedures for gathering and analyzing information. The Evaluation Office of the DAFP will assist CFCA personnel with the development and execution of their plan.

C. Purpose

To institutionalize an effective Nigerien-staffed literacy center capable of providing critical training and research support for adult literacy programs actively integrated into the implementation of Niger's rural development projects.

Some effective working relationships have been established between the literacy service and development agencies as evidenced by literacy components in CPT and CPR projects.

The staff of CFCA has augmented the number of Nigerien members by four. This brings the total number of Nigerien staff to 12 which represents a majority in the 20-member staff.

Evaluation materials are currently being field tested and will undergo further development and testing in the coming year under the guidance of Peter Easton.

Some materials have been developed as detailed under outputs. Materials produced do not, for the most part, comply with project output expectations.

Field activities such as the evaluation of Niamey urban centers May 1982 by CFCA students, a field seminar in the CPTs of the Niamey Productivity Project October 1982 and the Niamey, Tahoua, and Zinder conferences on evaluation methods in December have served to create a more solid link between the training offered by CFCA and the actual conditions and needs of the literacy campaign.

Perhaps the greatest challenge currently facing CFCA and DAFP is to increase the practical forms of integration with other rural

development efforts and to better coordinate its work with formal education in the context of shrinking availability of funds and increasing formal education expansion.

D. Goal

"To increase the access of rural people to government resources through materials written in one of the national languages of Niger and through the increased ability to communicate with administrative and technical agents."

The project has made a contribution to this project goal to the extent that it has:

1. increased horizontal and vertical cooperation between CFCA/DAFP and various Ministries concerned with education, rural development and public health;
2. integrated literacy training with national development projects; and
3. produced some written materials in national languages.

However, critical to the achievement of the project goal is the willingness of administrative and technicians agents to use written communication in Niger's national languages as a medium of communication with the rural population. More important to the achievement of this goal and the real determinant of the projects impact is the ability and effective resolve of the government of Niger to create rural institutions managed by literate peasants which have market entitlements, investment capacities and vital social and economic responsibilities.

E. External Factors

The validity of the original project assumptions remains intact. The one change in socio-economic setting has been the cutbacks in the government of Niger's budget and the substantial restriction of funds and resources available to DAFP. The reduction in funds may call into question the scale of GON support for literacy but has not affected GON support to CFCA so far.

The other factor which will affect the project is the arrival of an HRD officer in Niger by mid-March who will be responsible for the project management. This will not only improve project management but will also facilitate USAID and GON contacts within the two education ministries and other appropriate institutions.

11. OTHER FEATURES

A. Beneficiaries

The first category of beneficiaries consists of the different target groups who took courses from or attended seminars given by the technical assistants Peter Easton and Tom Painter. These groups are as follows:

- | | |
|--|---|
| 1. Seminar in Evaluation Techniques for the Literacy Campaign, 1981 (Easton) | 26 former CFCA trainees |
| 2. Third year CFCA students (Easton, Painter)
A Cycle | 26 students |
| 3. B Cycle (professional) (Easton, Painter)
CFCA students | 4 students |
| 4. School of Education, first year literacy and primary education students (superior cycle) (Easton, Painter) | 30 students |
| 5. School of Education, second year literacy and primary education students (superior cycle) (Easton, Painter) | 4 students |
| 6. Seminar on CPT concerning CFCA training for Niamey Productivity Project (Painter) | 20 students in Nos. 3, 4, 5 above
4 productivity agents
4 CFCA staff
4 evaluation office staff |

20

7. Seminar on Participatory Evaluation, Niamey (1982)
(Easton)
8. Seminar on Participatory Evaluation, Zinder (1982)
(Easton)
9. Seminar on Participatory Evaluation, Tahoua (1982)
(Easton)

Each of these three seminars were attended by the Literacy Inspector, Deputy Inspector, Literacy Service graduates plus a representative from a Productivity Project from seven arrondissements (total 47 persons)

The second category of beneficiaries consists of teachers appointed to two offices created under auspices of the Project:

- | | |
|--|-----------|
| 10. Evaluation Office, Literacy Service | 5 persons |
| 11. Supervision (Suivi) Office, Literacy Service | 3 persons |

The third category of beneficiaries consists of one Nigerien student, Lawaly Mallam Moussa, who is currently in the U.S. undergoing English Language training before attending a Master's Program in Planning and Evaluation of Non-Formal Education at the University of Massachusetts' School of Education.

The fourth category of beneficiaries consists of the hundreds of Nigerien citizens who will participate in literacy courses where the written instructional materials have been financed through the present AID grant. These eight projects have produced the following booklets:

1. Re-editing of six post-literacy readers (in French) for urban zones;
2. Automobile mechanics (in French);
3. Military Instruction (in French);
4. Construction Manual (in French);
5. Literacy for women outside of PMI (French, maternal languages);
6. Post-literacy for traders (in French);
7. Literacy in the Bilma Oasis (in Kanuri);
8. Literacy in the N'Dounga CFCA (in Zarma).

B. Unplanned Effects

The theory-and-practice approach used by Easton and Painter in their CFCA courses has led the CFCA to re-examine some of its current teaching practices. In the area of the social sciences, in particular, a reappraisal of course content and methodology seems imminent.

The participatory evaluation methods under experimentation in 1982-83 under project aegis may prompt similar activities in other rural development endeavors.

One unplanned event, not attributable to the project but nevertheless significant for future project related activities, is the decision of the CREA to select Niamey as the site for its regional superior cycle literacy agent training center, CERFOCA.

C. Problems

1. School of Education, Superior Cycle students

From the point of view of the students:

a) training received at School of Education was too theoretical, especially in linguistics, where emphasis should be placed on field related problems of maternal language instruction;

b) three days a week in practical training at CFCA prevent students from participating adequately in small group work at School of Education which involves other students who are to become Primary School Inspectors;

c) students suffer from lack of a director of studies or of a pedagogical advisor who can assure linkages among courses and the proper dosage of course elements;

d) rural sociology course is good but insufficient time is devoted to subject (two hours a week for five weeks);

e) education course is good but material is presented too rapidly.

2. CFCA, Cycle A third year students

From the point of view of the students:

a) not enough supervision of practical training activities which take place all over the country;

b) the two hours a week devoted to national languages is insufficient given the high priority of the subject;

c) very little documentation on the Kanuri language is presented to the students although several important documents, produced by English and American linguists, are available;

d) the work over the year is poorly distributed, with too little to do the first months and too much the last months;

e) students do not understand why certain methods of literacy instruction have been abandoned;

f) four Togolese students in the class speaking four different languages not covered by GON maternal languages have a much less relevant instruction and no field supervision.

From the point of view of the faculty:

a) the African trainers who are teaching specialized subjects have nevertheless only a very general university training. They require specialized in-service training, even if short-term;

b) the objectives set for the CFCA in 1977, including the description of abilities graduating CFCA trainees should possess, are extremely vast and vague. It would help direct CFCA's future training program if these objectives were now analyzed and reformulated with more specificity after five years of experience;

c) due to a lack of time and personnel, CFCA trainers are currently not able to assure in-service training to their graduates. The few seminars which have occurred (three in 1982) were fortuitous opportunities rather than programmed and periodic components of a

coherent in-service training plan. An idea of a newspaper to exchange experiences of former CFCA trainees has been introduced but again dropped for lack of time and resources. This alternative might provide a worthwhile exchange of information, but would not constitute a substitute for an active re-training program.

3. Graduates of CFCA in the Field

- a. logistical difficulties (lack of vehicles) render it impossible to visit each center once a month;
- b. low percentage of women in literacy programs
- c. graduates recognize their inadequate training in applied linguistics, national languages, and transcription.

4. Literacy Inspectors

- a. logistical problems (penury of vehicles, vast zones to cover;
- b. villagers are not ready to take charge of their own literacy training centers;
- c. mobility of literacy trainees;
- d. villagers live in small scattered "campements" rather than in large villages.

D. Lessons Learned

Although there was no single U.S. contractor in Niger from the project inception to date, as originally planned, the fallback solution of having two U.S. contractors dovetail their visits and technical inputs proved to be a workable alternative;

The traditional "literacy-for-literacy's sake" attitude and applications appear to be disappearing in Niger for lack of success. Literacy programs are instead more and more tied to specific development projects. The visible advantages of this linkage are closer supervision, financial assistance through project funds, fruitful collaboration among institutions, and literacy programs oriented to users needs;

The CFCA director has proven to be a particularly able administrator and has impressed the evaluation team with his general grasp of literacy questions, his "long view" toward future literacy directions, his well written reports on project activities, and his incisiveness regarding project needs.

III. CURRENT PRIORITIES

A. Private Sector

The literacy movement in Niger is basically a nationwide effort initiated and supported by the public sector. Literacy is considered by the government as a basic human need worthy of budgetary support, national and regional offices, training facilities, personnel, equipment, and materials. The extent of private, such as missionary, involvement in literacy is not known at this time, but would be the object of inquiry during an AID education sector assessment.

One clear relationship between the present project and the private sector, however, involves the users of literacy materials produced under project support (see outputs and beneficiaries sections). The audiences which utilize literacy materials reproduced with project funds include urban garage mechanics, urban construction workers, mothers, small traders, market gardeners, and young farmers.

In the future monitoring of the present project, an effort should be made to assess the real and potential impact of literacy programs on the private sector.

B. Policy Questions

The present project addresses AID's Education and Human Resources Policy from several perspectives:

1. Focus upon the involvement of rural populations in development by providing them with literacy and numeracy skills to allow them to properly understand, manage and control their cooperative organizations and to become actively involved in those aspects of other development projects in their villages;
2. Self-help, specifically designed to assist development at the village level and to decentralize control and management responsibilities for development;
3. Regional cooperation through exchange of information and the increased capacity of the literacy training center to function as a regional center;
4. Assistance to women in developing literacy and numeracy skills and their integration (particularly within the CPT and CPR) into development at the village level; and
5. Benefit to adult non-formal education, directly addressing a major policy thrust in basic education.

C. Technology Transfer

There are several examples of technology transfer:

1. The participatory evaluation methodology which is being developed represents a combination of technologies evolving into a country-specific instrument to meet Niger's evaluation needs. The practice of participatory evaluation at the village level is an innovation with potential applications well beyond the domain of literacy alone. At a time when numerous development projects are seeking to encourage local participation and to support village organizations capable of planning and managing their own socio-economic activities, the fact that groups of literate peasants are learning to measure outcomes, analyze results and develop future strategies is a very significant contribution to rural development;

2. Painter's courses in rural sociology have also introduced an applied approach to the social sciences. The use of field data gathered by students in the rural sociology courses, the participatory evaluation methodology developed with Easton, and field observation seminars have contributed to new methodologies of social science research. These new skills are essential to CFCA training as it attempts to more closely align its curriculum to rural needs;

3. Inter-African technology transfer has taken place at CFCA where more than a dozen Togolese, Malian, and Congolese students have been trained in literacy techniques which will benefit those country's literacy programs.

D. Institution Building

The project strengthened the institutional capacity of CFCA and DAFP through improved capabilities in internal and external evaluation. CFCA has further benefited from project input and support through an increased Nigerien staff and its cooperation with the School of Education.

Among other project contributions, the provision of teaching services in rural sociology and evaluation methods has added needed dimensions to the curriculum. The field activities which have taken place over the current project period have served to create a more solid link between the training offered by CFCA and the actual conditions and needs of the literacy campaign. Project support has also led to the recognition of needed institutional development, specifically an evaluation office within CFCA and an office of field support in DAFP.

One other aspect of institutional building is beginning to take place with the development of institutional and program cooperation between DAFP and CFCA, and the Ministries of Education, Higher Education, Rural Development and Health and Social Services. These links, both formal and informal, are important to the institutional development of CFCA and DAFP.

E. Basic Education

The CFCA project has a direct impact on basic education in Niger. Literacy and numeracy are fundamental components of basic education. By training literacy teachers, CFCA expands the potential number of people reached by DAFP. The theoretical foundation of CFCA's approach to literacy training is equally important to basic education. Literacy is viewed functionally, as a tool for development. Literacy and numeracy needs are defined vis-a-vis the social, economic and physical milieu of the village. The content of the literacy program is based on these identified needs. New literacy and numeracy skills are directly applicable to the daily life of the student. When literacy training takes place in the context of a development project, literacy and numeracy skills become integral to project development and success. The recognition, on the part of the rural population, of the relationships between literacy and rural development is crucial. The failure by the rural (and urban) population to understand the importance and the potential of literacy and numeracy has long been an obstacle to rural development in Niger. The CFCA-trained corps of teachers is making inroads. They are helping illiterate villagers recognize the benefits of literacy and in this way contributing to basic education and to national development.

IV. SPECIFIC MISSION CONCERNS

A. Local and Recurrent Costs

1. Definition of Recurrent Costs

Both the Maternal Language Texts Project and the Literacy Service Training Center Project basically involve two general categories of expenditure: investment expenditure and operating and maintenance expenditure. Investment is associated with the cost of installing a unit of capacity to generate socio-economic benefit and is generally defined as the expense incurred in establishing a project. Investment expenditures are non-recurrent while recurrent costs are expenses incurred by the Government to operate and maintain the installed capacity. For the purpose of estimating and analyzing recurrent costs, the definition proposed by CILSS and the Club du Sahel appears to be most appropriate. Recurrent costs are thus defined as "Annual flows of gross expenditure undertaken by the Government in order to generate socio-economic benefits in connection with the operation and maintenance of a unit of installed capacity. The expenditure can be in either local currency or foreign exchange and the source of finance can be domestic or foreign."

The notion of installed capacity in the above definition indicates that recurrent costs occur only after a project has been established and it has entered a normal operational phase. Thus costs are

considered to be recurrent in nature when they are incurred for the day-to-day functioning of a project once it has entered normal operation. Another critical point of this recurrent cost definition and one that has definite direct bearing in both the Maternal Language Texts Project and the Literacy Service Training Center Project is that recurrent costs are to be measured before deducting any public sector receipts to which a project may give rise. Additionally, recurrent costs include expenditures in local currency as well as foreign exchange and are independent of the source of financing.

2. Personnel

With the exception of expatriate technical assistance which is project funded, all local personnel costs are borne by the Literacy Service Training Center through funds allocated by the Ministry of Education. Personnel recurrent costs due to the project therefore are minor, if at all existent, as the individuals working in the context of the project would be receiving salaries from the Government of Niger whether the project existed or not.

3. Training

All students at the CFCA, whether Nigerien or from other countries, receive a monthly stipend from their government for normal living expenses. However, this stipend, for Nigerien students, does not cover costs incurred during practical training exercises in locations outside of Niamey. These costs are presently being funded by USAID under the project and must be shifted to the

CFCA upon the termination of USAID project assistance. These costs are estimated to be approximately \$7,000/yr. currently and in all likelihood will expand to approximately \$15,000 annually by the project assistance completion date. Interservice seminars and conferences presently funded by the project will probably be continued upon project termination at an average annual cost of approximately \$5,000. The total estimated annual recurrent cost for students and interservice conferences and seminars is therefore estimated to be approximately \$20,000.

4. Commodities

Commodities will be a substantial recurrent cost as approximately \$320,000 of the USAID provided input is destined for commodities which must be replaced to some extent at a later date directly by the CFCA. The three vehicles already procured by the project will probably need to be replaced in 2 - 3 years at a cost of roughly \$45,000. Annual operating expenses (including maintenance) will total approximately \$13,000.

To complete furnish all facilities to be constructed under the project an estimated \$150,000 will be required. Commodities for new construction include dormitory furniture, laboratory equipment, office equipment, drafting furniture and supplies, tape recorders, cameras, etc. If all of these commodities are eventually replaced over a period of 5 years, the average annual recurrent cost would be \$30,000.

5. Operating Expenses

Due to slower than anticipated project implementation, average annual operating expenses (maintenance of office equipment, paper/notebooks, miscellaneous office equipment and supplies, etc.) funded by USAID have been fairly modest. However, these expenses could easily run to approximately \$30,000 annually once the CFCA is in full operation and USAID assistance is terminated.

6. Summary of Average Annual Recurrent Costs

Training:	\$20,000
Vehicle Operation:	13,000
Vehicle Purchase:	15,000 (total cost of \$45,000 spread out over 3 years)
Commodities:	30,000 (total cost of \$150,000 spread out over 5 years)
Operating Expenses:	<u>30,000</u>
Total:	\$108,000

7. Conclusion

While the estimated annual recurrent costs of \$108,000 is substantially higher than that of the Maternal Language Texts Project (\$75,000) the costs are in all probability not so great that the CFCA could not obtain the necessary funding from the Ministry of Education. However, this analysis considers only those costs that are directly recurrent to the CFCA. While many of the CFCA students are already employees of the Literacy Service, consideration must also be given to those students recruited by the

CFCA who are not currently employees of the Service but who will be upon the completion of their training. This is a cost that will not be chargeable to the CFCA itself but rather to the Literacy Service. Additionally, CFCA students who are currently employees of the Literacy Service will be receiving higher salaries and benefits upon the completion of their training and these costs will also be the responsibility of the Service. It is not within the realm of this evaluation to explore the ramifications of these additional costs as they are outside the project proper although they will certainly affect the continued operation and management of the CFCA. By the project assistance completion date it is estimated that the increased salaries of current employees and the salaries of new employees to be employed by the Literacy Service will be roughly \$30,000/year.

B. Relationship to CDSS

Except for a few civil servants and private sector employees, Niger's workforce is largely unskilled and insufficiently productive. Critical manpower shortages exist at all levels of skill and responsibility in both the public and private sectors. Public institutions and development projects in Niger are negatively affected by personnel shortages.

Adult literacy training will be emphasized in USAID strategy and future USAID/Niger activities will assist the GON to train the personnel necessary to implement adult literacy programs in rural areas. Modest investments in these continuing projects to promote literacy (such as the Literacy Service Training Center project) are viewed as prerequisite steps to preparing the population for more advanced training and education efforts. Helping to increase Niger's literacy rate by two percent per year is the objective of USAID efforts in literacy training. With the GON's decision to revamp its education system this is a propitious period for USAID to allocate program resources in support of educational reform.

This project is fully consistent with USAID/Niger's human resources thrust for the education sector. By focussing on the needs and inadequacies of the illiterate population in Niger, USAID is helping Niger capitalize on the manpower and economic resources of its non-educated sector within its society.

C. Project Management Efficiency

Both AID's central administration and local missions are increasingly concerned about the manageability of projects. The following conditions might reign under ideal project management: strict financial control is exercised, the mission project officer is not overtaxed in his supervisory role, the host country institution is strengthened through the participation of its personnel in management.

From the information at its disposal the evaluation team believes that the financial control exercised in the mission and by the GON has been competent and adequate. The one area which should be more carefully monitored is the type of literacy materials which are produced in the project (see outputs section). The project paper (pp. 19-20) stipulates that readers will be produced in the four principal rural development services (cooperatives, rural promotion, extension, and health) in each of the five maternal languages, plus teaching guides, elements for the development of a woman's literacy program, and a research guide for field trips. To date, however, most CFCA publications have been in French rather than in maternal languages, and have included a wide array of topics and audiences not originally envisioned. This array has included producing a text on military instruction for recruiting personnel for the Nigerien Armed Forces. It appears to the evaluation team that the numerous

materials produced by project funds are defensible, and constitute a credit to CFCA initiative. In terms of project management, however, the AID mission could play a closer monitoring role (less than 10% of project funds have been expended to date). The project will benefit in the near future from direct technical supervision from the mission due to the arrival in March 1983 of its first human resources development advisor who will take on the task of project officer.

The fact that no one U.S. contractor has worked full-time on the project has removed one usual source of continuity and project monitoring. Contractors Painter and Easton intervened for specific technical inputs and did not involve themselves - nor were they expected to by AID - in overall project supervision for instance of construction aspects, and the like. Fortunately the presence of an especially able administrator in the likes of the CFCA director has resulted in taking up this "slack."

V. RECOMMENDATIONS

1. For anyone familiar with literacy instruction and evaluation in Francophone West Africa, the name of Peter Easton elicits comments of admiration and unqualified praise. The project would benefit greatly from his total availability, in contrast to his several short-term inputs to date. The three courses he is to give are the following: (a) techniques to evaluate literacy campaigns, (b) educational planning, (c) literacy and basic education in the struggle against illiteracy. By June 1983, he will have completed only the first one. It is foreseen that Easton will come to Niamey in October 1983 for two years. Project funds will cover his position for only ten months, however, through July 1984. The CFCA management is concerned that Easton may not be assured funding from July 1984 until the end of his two-year commitment, September 1985. The evaluation team endorses Peter Easton's continual association with the project and draws the attention of the mission and of future design teams to the above situation.

2. The literacy agent training program should continue to employ the services of a rural sociologist.

3. Project management should encourage the formal and informal cooperation between CFCA and INDRAP, particularly in materials production. Both projects suffer from the dearth of didactic materials. Both projects involve the production of these materials in the five national languages. There is a natural link in this aspect of the two

projects which should be better coordinated and exploited. Project management should take the initiative and suggest joint production and distribution ventures of didactic materials for literacy maintenance in the village libraries and for teacher and student use in the experimental schools. In this same capacity, a third resource of maternal languages materials, which should also be exploited, is CELHTO. Dioulde Laya, the Director of CELHTO, informed the evaluation team that the center has materials available and is happy to cooperate with INDRAP and CFCA.

4. In the interests of the institutional development of CFCA, AID should strongly encourage staffing and support for CFCA's evaluation office and its office of supervision. These are two important dimensions of future project success. The ability of CFCA to evaluate its work internally (staff efficiency, relevance of curriculum, etc.) and the work of its graduates is crucial to the success of the literacy service and to the institutional development of CFCA. The consistency of the requests heard in the field with regard to field support and supervision underscores the importance of the establishment of an office of supervision and field support. This office has been designated but no staff has been assigned. AID should strongly encourage the staffing of this office.

5. If CFCA takes on the further responsibility of training experimental school teachers (as is currently proposed), AID should

urge that this additional responsibility not take place unless increased staffing is provided and a distinct curriculum is developed. Currently, half of the second year class of the A cycle are being trained as experimental school teachers. They are taking the same coursework, however, as the adult literacy teachers in their class. This approach neglects some fundamental differences in child versus adult pedagogy. CFCA recognizes this problem and would welcome support from AID in this regard.

6. AID should continue its support and encourage further cooperation between DAFP and rural development projects regarding the integration of literacy training in project development and implementation.

7. The Director of the Literacy Service foresees three areas where USAID could most usefully extend its assistance to the literacy program in Niger:

1. Development of post-literacy materials;
 2. Improved supervision of CFCA graduates in the field;
 3. Support of new regional training center for literacy agents which CREAA has decided to build in Niamey.
- These ideas should be examined in depth in the design phase of any follow-on project.

APPENDICES

A. ACRONYMS

AFN	Association des Femmes du Niger
BEPC	Brevet Elémentaire Premier Cycle (after four years of secondary school)
CE 1	Cours Elémentaire 1 (third grade)
CE 2	Cours Elémentaire 2 (fourth grade)
CELHTO	Centre d'Etude Linguistique et Historique de la Tradition Orale
CEPE	Certificat d'Etudes Primaires Elémentaires (diploma at end of primary school)
CERFOCA	Centre Régional de Formation des Cadres de l'Alphabétisation
CFJA	Centre de Formation de Jeunes Agriculteurs
CI	Cours d'Initiation (first grade)
CP	Cours Préparatoire (second grade)
CPR	Centre de Promotion Rurale
CPT	Centre de Perfectionnement Technique
CREAA	Conseil Régional de l'Education des Adultes en Afrique
CVD	Conseil Villageois de Développement
DAFP	Direction de l'Alphabétisation et de la Formation Permanente
DEPD	Direction de l'Enseignement de Premier Degré
DPECS	Direction de la Planification de l'Education et des Constructions Scolaires

FEP	Foyer d'Education Permanente
IEPD	Inspection de l'Enseignement du Premier Degré
INDRAP	Institut National de Documentation, de Recherche et d'Animation Pédagogique
IRSH	Institut de Recherches en Sciences Humaines
MDR	Ministère du Développement Rural
MEDERSA	Franco-Arab School Administration
MEN	Ministère de l'Education Nationale
PMI	Protection Maternelle Infantile
SCNRE	Secrétariat de la Commission Nationale pour la Réforme de l'Enseignement
SERPA	Service d'Etudes et de Recherches en Pédagogie Appliquée
UNCC	Union Nationale de Crédit et de Coopération

B. FIELD TRIP REPORT

**EVALUATION OF THE IMPACT AND EVOLUTION OF
THE LITERACY SERVICE TRAINING CENTER
(CFCA)**

AND

**THE NATIONAL INSTITUTE FOR DOCUMENTATION,
RESEARCH AND PEDAGOGICAL TRAINING (INDRAP)
COMPONENT: EXPERIMENTAL SCHOOLS AND PRODUCTION OF TEXTS
FOR THE TEACHING OF METERNAL LANGUAGES**

by

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The objectives of the mission, as described by the evaluation team, were on the one hand, to understand and estimate, the extent of the impact of the two projects CFCA and INDRAP on their respective targets (adult literacy training and primary education through national languages) and, on the other hand, to draw lessons from their evolution and make recommendations geared toward their improvement.

To attain these objectives, the mission decided to work in two main areas:

- a visit and meetings in the field (Tahoua, Agadez) to observe operational structures in their realities;
- meetings in Niamey to share with the officials (DAFP, CFCA and INDRAP), teachers and students (CFCA) the field inputs as well as to assess their general opinion on the objectives, results and short-term or long-term future of present programs .

The actual report will present the results as follows:

I. ADULT LITERACY TRAINING AND LITERACY TRAINING CENTER PROGRAM (CFCA)

- 1.1 Visit and field meetings
 - 1.11 Regional literacy training offices in Tahoua and Agadez
 - 1.111 Interview with the regional Inspector of Tahoua and his staff
 - 1.112 Interview with the regional Inspector of Agadez and his staff
 - 1.12 Integration and impact of former trainees under regional office activities
 - 1.121 Group meeting with former CFCA trainees assigned to Tahoua
 - 1.122 Individual interviews with former CFCA trainees assigned to Agadez
 - 1.13 Information concerning the training period of literacy instructors in Agadez
 - 1.14 Essential elements of the visit and field interviews
- 1.2 Meetings in Niamey
 - 1.21 Interview with the Director of CFCA
 - 1.22 Interview with the Director of Literacy Training Service (DAFP)
 - 1.23 Interview with superior level CFCA trainees
 - 1.24 Interview with CFCA trainees of A3 level
 - 1.25 Interview with the Director of the University of Niamey's School of Education

- 1.26 Interview with the CFCA trainers and evaluation team (DAFP)
- 1.27 Essential elements of the series of interviews in Niamey
- 1.3 Situation, Progress and Perspectives

II. INTRODUCTION OF NATIONAL LANGUAGES IN PRIMARY EDUCATION,
EXPERIMENTAL SCHOOLS, PRODUCTION OF TEXTS IN MATERNAL LANGUAGES

- 2.1 Visit and field meetings
 - 2.11 Regional Primary Education offices and experimental schools of Tahoua and Agadez (GOFFAT)
 - 2.111 Interview with the primary education inspector in Tahoua
 - 2.112 Visit of the experimental school of Tahoua: class observations and interviews with the Director and the teachers
 - 2.12 Essential elements of the visit and field interviews
- 2.2 Meetings in Niamey
 - 2.21 Interview with INDRAP research and training team (national languages section)
 - 2.22 Interview with the Director of the School of Education at the University of Niamey
 - 2.23 Interview with the Director of INDRAP, his Deputy-Director, the Director of CFCA and the Permanent Secretary of the National Committee for Educational Reform
 - 2.24 Essential elements of the range of interviews in Niamey
- 2.3 Needs and means

III. CONCLUSION

I. ADULT LITERACY TRAINING AND THE LITERACY TRAINING CENTER PROGRAM (CFCA)

1.1 Visit and field meetings

1.11 The regional literacy training offices in Tahoua and Agadez

1.111 Interview with the regional inspector of Tahoua and his staff

The synthesis of the discussion brings out the present literacy situation in Tahoua Department as follows:

- Objectives: the goal of literacy training is to help adults resolve some of their problems through reading and writing. However, the latter is no longer considered as an end in itself but, rather, as a means for management of villagers' businesses and for the population's participation in development. More precisely, the transition from conventional literacy training to functional literacy training has been achieved. This latter is manifested through the training of members of the Villagers' Council for Development (CVD or Samaria), Pupils' Parents Associations, etc., which are targets for a development approach at the villager-level. The cooperative training is programmed in collaboration with the Literacy Training Service and the Nigerian Union of Credit and Cooperatives (UNCC);

- Structures: The department runs 25 Permanent Education centers (that haven't, however, reached the level of possessing a library and village press), 6 Post-Literacy Training centers and 25 traditional literacy training centers. The literacy training component is integrated into five technical improvement centers of the Niamey Department Project;

- Results: Results can be estimated mainly in terms of regularity in attendance. At the centers with a loss rate estimated at 50%, the literacy rate is 35%. A group of 200 adults is trained per year in the Department. These persons reach a literacy level of 5 to 6 but the problem of falling back into illiteracy as well as pure and simple abandonment of literacy training in certain CPTs remains bothersome (there appear to be recruitment difficulties and poor inter-agency coordination);

- Difficulties and Problems: One must note the persistence of logistical problems (the departmental service possesses only one vehicle which moreover is always under repair) exacerbated by the immensity of the area. The problem of staff shortages, however, is about to be resolved by the arrival of recent CFCA graduates. Finally, the problem of making the villagers responsible for the centers is set in terms of preparation and organization and sensitization from the start of each literacy training operation;

- The Future: One must reinforce and accelerate the abandonment of the conventional literacy system for the benefit of functional literacy based on Development Society orientations and anticipated with the different rural development operations (Range Management Project and establishment of Herders Associations (Italy-Niger Project for Kaita Arrondissement, for example).

1.112 Interview with the regional Inspector of Agadez and his staff.

- Objectives: The established policy is applied at the central level by use of national language and the promotion of "development literacy" training (production, health, sanitation);

- Structures: The service is organized around a departmental inspection office with a district inspection in Bilma (cf project UNEF-OXFAM-USAID for the establishment of cooperative structures). The departmental inspection office covers the Commune and the districts of Agadez and Tchirozerine and has five agents for this purpose. The inspection of the district of Bilma has only one agent. In 1982 a total of 48 literacy training centers were functioning out the 53 initially foreseen. Centers using national languages (60%) are concentrated in the areas of gardening and cooperatives, whereas literacy training is conducted in French in the centers of the mining area (40%) to enhance employment and the improvement of employees' professional level. The national language used most in the centers is Tamajak; only two centers (Egandawel and Agadez) use Arabic. The literacy centers (7 to 8) oriented towards gardening activities are situated around Telwa. Gardening activities benefit from the support of small PVO projects: "for gardening, it is the assistant-field agents that are at the same time responsible for literacy training courses and that achieve the best results, being in permanent contact with those who attend the classes. They receive 10,000 F per month per field-agent, which is not the case for traditional field-agents. The assistant field-agents are villagers whereas conventional literacy training uses school teachers who are not always from the area and are, moreover, busy with their regular primary school classes."

- Results: Results can essentially be seen in the cooperatives which nominate candidates who, after being made literate, become instructors.

Achievement tests are used as the evaluation method: in 1982, 1071 adults were enrolled in the 48 centers out of which 680 adults were present at the end of the campaign. Of these 680 adults, 540 were tested and rated (118 had levels 5 and 6; 235 had levels 3 and 4; 187 had levels 1 and 2). "The literacy training effect is principally felt at the cooperatives level, in bookkeeping".

- Difficulties and Problems: One finds again the logistical difficulties caused by the size of the area and the distance to certain centers, a problem worsened by the population's movements and the lack of means for travel. The problems of participation is the classes exist in this department because there are no real villages but, rather, distant "campements" and, in the garden area, a busy farm calendar makes it difficult to find time to attend classes.

- The future: One should note the recommendation of decentralization towards Arlit (creation of a departmental inspection office), all the personnel being presently concentrated in Agadez. Other perspectives would be to reach the nomadic groups through an intensive literacy training program (cf prior attempts in Tahoua and Diffa in spite of inconclusive results) on the condition that one work through a

literate inhabitant of the campement and establish the rules of contractual literacy training on certain occasions like for example during the "cure salee."

If functional literacy training is concentrated on gardening activities (cf OXFAM) it will be possible to extend it, particularly under livestock projects (Range Management, South Tamesna etc...). Literacy training in this department is geared towards the transition from the old system (general literacy training) to the new system (literacy training oriented towards the objective of self-instruction). The advantages of this new system clearly appear as guarantees by the villagers' financial contributions and by the responsibilities within the collectivity which those who are made literate would bear.

Finally, literacy training activities for women are being studied. Two possibilities are AFN for the commune of Agadez and the group of Missionaries in Azel. However, difficulties are expected because of non-participation of women in gardening cooperatives and mostly because of the religious character of the area which does not encourage joint participation by married men and women in the same class sessions.

1.12 Integration and impact of former trainees in regional literacy activities.

1.21 Group meeting with the former trainees of CFCA assigned to Tahoua.

This group meeting concerned the three agents included in this category with 2 men (22 and 21 years old) and 1 woman (23 years old). They have the BEPC level plus 3 years at the CFCA and their status is that of literacy training assistant counselors. This meeting brought out the following principal points:

- Employment conditions: Former trainees are still determined to work in the literacy sector, "in spite of the insufficiency of logistical arrangements that limits if not blocks direct monitoring of the different centers"... "We would have liked to visit each center at least once every month." A former trainee says that he is not at all discouraged, literacy training being his vocation; the second says he is satisfied since his orientation towards CFCA is in line with his professional aspirations. The third trainee (a woman) regrets, however, the low level of interest (lack of booklets, lack of female staff, discriminatory attitudes) directed at women's literacy training.

- Relations with their predecessors: The former trainees in the service point out "we arrived during a good period: the others didn't have this chance. Before, they were doing literacy training for literacy training's sake. Now there are target groups with themes and objectives. We can benefit from their experience...."

- Post-literacy training: Former trainees raise questions concerning the content and impact of villagers' libraries.

- Training in CFCA: Former trainees would prefer that the students participate in research in national languages and be supported in this

effort by the trainers in order to become more competent in transcription. They also criticize the overloading of programs at the third-year level and in a general manner, the too important concentration on literacy techniques and methods (TMA).

1.122 Individual interviews with former CFCA trainees assigned to Agadez.

The meetings involved two men and one woman.

- Employment conditions: Employment conditions are satisfactory given the staffing possibilities, yet logistic problems (there is not even one vehicle) and material problems subsist. Each former trainee is responsible for monitoring a certain number of centers in Agadez with the following tasks:

- sensitize,
- disseminate the literacy training objectives,
- communicate information about the methods utilized, stimulate the participation of adults in literacy training,
- prepare the opening of the centers (cf training of teachers to be initiated).

- Training and employment: Former trainees are all unanimous in deploring the insufficiency of their training in applied linguistics and transcription, and the serious gap in their training in the second language of their choice. Former trainees are also unanimous in requesting that more time be devoted to the realities and to development operations in Niger in socio-economic and rural sociology classes. They would like to see a better organization of practical fieldwork as well as a greater interest and participation of students.

The preceding points constitute more suggestions for restructuring than criticism; a feeling of satisfaction regarding the training was expressed by all: "I don't see any difference in approach or practice between what we learned at CFCA and that which is being done here.... This explains why we don't have any major difficulties in the performance of these duties."

"The manner of opening the center is the sole difference we noticed in the field and maybe it is a question of means," said one of the trainees.

- Aspirations: The determination of trainees to continue working for literacy training centers is evident along with their desire to pursue their training at a higher level.

1.13 Information concerning the training period of the present literacy training instructors in Agadez. 28 out of the 36 summoned instructors representing 28 centers, participated to this instruction.

- 6 teachers
- 1 agricultural assistant/field agent
- 2 employees of Indoudou project
- 2 male nurses
- 1 adult who had completed literacy training
- 1 radio announcer
- 1 employee of the mayoralty
- 14 former pupils residing in their campement.

The objectives of this instruction period were to prepare the instructors for literacy training methodology (in national languages and French), to sensitize them to the impact of literacy training, to make them aware of the different documents available, such as achievement tests , etc...

The instruction period, which takes one week, begins with discussion of the previous campaign and is continued in working groups on various themes (for example, the instructor's role at the center, role of the Villagers' Development Council, etc.). One of the strong points of the instruction period is the apprenticeship in the teaching method with national languages and French, with educational themes and the language-reading-writing-calculation lesson. Supervision of the instruction period is assured by the agents of literacy training department, and U.N.C.C. and Animation agents.

1.14 The essential elements of the visit and field meetings.

- (1) the reinforcement of the Nigerien option for adult literacy training through national languages,
- (2) the clarification and the accuracy of the objectives toward an operationalization of literacy training,
- (3) the renewal of agents' motivation resulting from the guarantees of their status and their promotion thanks to the creation of CFCA and a higher level at the School of Education,
- (4) agents requesting improvement in their training in order to have a higher mastery of national languages and their transcription,
- (5) the awareness of the needs in supervision and follow-up given the weakness to date of logistical means,
- (6) clear perception of actual lacuna and efforts required to develop the components of women literacy training and post-literacy training, as well as literacy training coordination with rural development projects.

1.2 Meetings in Niamey

1.21 Interview with the Director of CFCA

1.22 Interview with the Director of Literacy Training and In-Service Training (DAFP).

This interview helped to clarify some points and calm certain apprehensions of the evaluation team.

- Integration of the literacy training center with other development actions

The objective of literacy training is to train a group of adults for their self-development and for the improvement of their living conditions. A group of trained adults constitutes one support for development projects. Literacy training takes place within development projects either through functional literacy training-(CPR/CPT etc.) or outside or before the project, (general health themes, etc...)

Nigerien literacy training needs to be a technical means for social change and self-development.

- Liaison between literacy training and experimental schools: is possible, necessary, and desirable. Didactic material from experimental schools is useable and is in fact used by literacy training centers. Assistance from the literacy training center is desirable for the experimental school as well as for the establishment and reinforcement of contacts between literacy training agents and the experimental school teachers. One should try to equip the experimental school with inexpensive and simple copiers ("limographe").

- Literacy training for women: still raises serious problems (lack of women trainers, lack of follow-up, socio-cultural impediments) even though one notes efforts that show at the same time some improvements in awareness and motivation. The theme of the last congress of the Nigerien Women's Association (AFN) was: literacy training and training/employment. Women's literacy training is principally significant in CPR/CPT but numerous initiatives (AFN, Animation, Literacy training, etc.) are underway and tend to generalize women's literacy training. The impact of CFCA, which trains young women as literacy training agents, is important in such endeavors .

- Monitoring of centers and evaluation : One must distinguish, on one hand, the pedagogical evaluation (which unfortunately doesn't take into account socio-economic aspects) for which an office has been established and, on the other hand, the grading by the administration of field agents. A system of villager self-evaluation is also being established.

- The in-service training of former CFCA trainees: is planned and programmed. Its two major elements are institutional training through entrance examinations to higher levels and practical training through seminars and sessions on specific themes.

- CFCA's impact on DAFP is considerable. In fact, CFCA has stabilized literacy training by strengthening its agents' status and advancement, and by guaranteeing their professional future. CFCA has also resolved questions concerning agents' training as well as their availability in sufficient number (97 agents have been trained instead of the 99 scheduled in the Five-Year Plan). The limit to these agents' efficiency is due to the lack of logistical means that could allow continued monitoring.

- Regional initiatives: one must note the relative autonomy of the departments in the programming and organization of activities. Every year a Departmental Seminar develops the Campaign plan.

- Didactic material: the insufficiency of didactic materials is still the weak point of literacy training. A simple and expensive copier (the "limographe") has been adopted in order to promote a village and rural press. In the area of didactic material production, INDRAP's efforts must be encouraged. One must note the autonomy of conception in development of its didactic material for each literacy training office.

- Recurrent costs: The Nigerien government does not prefer transferring literacy training costs to the projects. One should focus on popular participation in development and on the disappearance of "assistance" whether exterior or governmental (cf F.E.P. and possibilities for the self-financing of literacy centers).

- Support to the literacy training service and in-service permanent training: Could be oriented toward assistance for the future regional training center currently planned and support for the monitoring of centers and didactic material production .

1.23 Interview with CFCA trainees of the superior level (School of Education)

This interview with the four concerned individuals revolved around analysis of teaching methods and quality to bring out possible insufficiencies and needs for improvements.

- the system of common subjects for primary education and literacy training agents is not satisfactory. In fact, the specificity of their fields is not sufficiently taken into account. Linguistic classes are too general. The time allowed for practical instruction (1 day/week) is inadequate. On the whole, courses are divided into small portions and not integrated in a continuing, evolutionary process. Possible improvements would include the teaching of linguistics based on national languages and their utilization, an increase of two days in the weekly instruction period, and the reinforcement of seminars such as SERPA (Seminar for Studies and Research in Applied Pedagogy,) under which trainees would develop documents concerning the content of national languages teaching in professional schools (ENA, IPDR, etc...), to concrete proposals on post literacy training, etc...

1.24 Interview with 27 CFCA trainees (A3 level)

Their training includes theoretical classes, field work and exercises for the development of literacy training guides (in national languages and French) for the CPT of the Niamey Productivity Project. Training problems are as follows:

- theoretical classes are different from field realities; the teaching of literacy training is not well mastered; it takes many hours whereas the ultimate goal is not clear; in TMA what one does is exercises for their own sake, without experimentation;

- Teaching linguistics and transcription gives some problems because they are not integrated and because transcription classes leave much to be desired in many languages; there are only two hours per week for classes in national languages! The teaching of the second national language hasn't been introduced;

- The coordination of mathematics, statistics and TMA classes is very bad; these classes are not adapted and are like those of the University

- The rural sociology class (T. Painter) is not well understood (problems of expression and method); the content of this class is too much related to TMA to the detriment of acquiring survey techniques;

- The evaluation class (P. Easton) is too intensive and suffers from the intermittent type of teaching contract: "the essential is not to see everything but to understand a little" specifies a trainee;

- The training is incomplete because it does not sufficiently integrate women's literacy training which would introduce the problem of supervising training in women's centers; in other respects, there is a lack of practical training (how to copy documents);

- There is a lack of program organization which results in the fact that the beginning of the year is a slack period whereas the middle of the year is overloaded;

- Fieldwork is not well organized and does not coincide much with intense activities undertaken in the field;

- Trainee monitoring is not satisfactory in Niger (trainers stop at the arrondissement level and do not reach trainees in villages) as well as out of Niger (monitoring of Togolese trainees). Trainees of A3 level are pleased with their stay at CFCA, yet they consider their training inadequate due to the poor organization of the teaching, and also due to the rejection of an intensive literacy training method (in Tahoua) which gave way to a method that proceeded by trial and error.

1.25 Interview with the Director of the University of Niamey's School of Education.

It appears that the opening of the School of Education to literacy training agents for higher level training constituted an innovation motivated by the will to solve these agents' human and administrative problems. Since literacy training agents are technically trained for their profession, the School of Education has agreed to furnish supplementary training based on the improvement of the general level of knowledge and capacity to understand theories (linguistic theories, for example). In any case, the project for the creation of the Regional Center of Literacy Training Agents (CERFOCA) implies the suppression, at the end of the term, of the literacy training branch of the School of Education. The latter will have fulfilled its mission and will be ready to support CFCA as well as CERFOCA, to the degree possible and on the basis of detailed work programs.

1.26 Interview with the trainees (CFCA) and Evaluation (D.A.F.P.) team.

- insufficiency of definition in programs for certain subjects;
- insufficiency and the lack of improvement in the global objectives and their translation into precise and adapted teaching programs;
- non-functioning of the CFCA Pedagogical Council, even though in principle one exists;
- inadequacy of relations between theory and practice in the fundamental fields of linguistic/transcription and anthropology/rural sociology;
- necessity for trainers' training in T.M.A.;
- necessity of establishing and reinforcing in-service training through the organization of roving topic-specific training sessions such as those initiated in 1982, the creation of a newsletter between trainees and former trainees.

In conclusion, concerning training, it would be better for CFCA to work towards:

- severing ties with customary practice
- promoting polyvalency
- new methods

1.27 Essential elements of the range of interviews in Niamey.

- The vision of Nigerien literacy training as an instrument for villager self-development under the Society of Development philosophy;
- The correct vision of complementarity between literacy training and experimental schools;
- The concern for and research on the monitoring of centers and the perfection of evaluation instruments;
- The need for better organization and improvement in training programs;
- Results and impact of CFCA teaching as well as hopes concerning the future creation of CERFOCA.

1.3 Strengths and Weaknesses

The present situation of Nigerien literacy training is characterized by the progress noted in many domains (maintenance of the principle of literacy training, definition of objectives, agents' training) whereas supervision, monitoring and post-literacy training are always considered weak links in the effort along with limitations of available logistical, material and financial means. However, realistic perspectives appear available to reduce the burden of these handicaps through wide

participation in development as well as scientific and technical cooperation between nations.

II. THE INTRODUCTION OF MATERNAL LANGUAGES IN PRIMARY EDUCATION, EXPERIMENTAL SCHOOLS, PRODUCTION OF TEXTS IN MATERNAL LANGUAGES

2.1 Visit and field interviews.

2.1.1 Primary education offices and experimental schools of Tahoua and Agadez (Goffat).

2.1.1.1 Interview with the primary education inspector in Tahoua

There are 3 towns with experimental schools in the department : Tahoua (4th year), Konni (2nd year), and Bouza (3rd year). The interview brought to light the following elements:

- The context: an experimental school was opened in October 1979 in the town of Tahoua. Initially established in a rural neighborhood, it was later transferred to its present location. This transfer was the reason for many children's dropping out, parents preferring that they attend the nearest school to their home. The lesson learned by the officials of the experimental school is that they should recruit children of local families that live near the school, and avoid recruiting civil servants' children who are subject to frequent transfers;

- Pupil recruitment does not pose any problems because parents have been made aware of the experimental schools, and understand why it is better for the children to begin formal education in the mother tongue;

- the functioning of the experimental school does not present problems because teachers are very experienced;

- one problem is the availability of land for market gardening and fencing fabricated by the pupils themselves for this land. For the future, the mayoralty of Tahoua has granted the experimental school a plot of five hectares for its agro-pastoral activities. However, financial difficulties have arisen in its establishment and in the availability of water;

- responsibility for the experimental school belongs to the primary education officer in addition to his responsibility for traditional schools (teaching in French language) and medersa (teaching in Arabic); the primary education inspector has the same authority but declines any responsibility with respect to the monitoring of experimental schools which he believes fall within the competence of INDRAP;

- However, the primary education inspector thinks that the level (learning and expression) of the experimental schools' pupils is clearly superior to that of the traditional school pupils.

2.1.1.2 Visit to the experimental school of Tahoua, class observation and interviews with the Director and the teachers

The experimental school of Tahoua has 112 pupils (64 boys and 48 girls) distributed among 4 classes: C1, CP, CE1 and CE2. The first two years (C1 and CP) are taught in national languages, in this case Hausa.

In the 3rd year (CE1), the French language is introduced and it is from the 4th year (CE2) that French becomes the principal teaching language. Hausa is reviewed during this fourth year "in order to maintain what has been learned".

The following points deserve to be noted:

- There are no recruitment problems in C1/CP especially since parents are sensitized and since the experimental school has progressively proved itself;
- Where there are problems (pronunciation) during the introduction of French, the previous familiarity with grammar or arithmetic in Hausa facilitates understanding the French;
- Among the advantages of education in maternal languages are the quick mastering of writing and an improved facility for mental arithmetic;
- There is a problem due to the insufficiency of facilities for the opening of CM1 and CM2 years (the last two years of primary education);
- The requirement of a certain profitability of practical activities (production of small items, sewing, etc.) is sometimes at variance with instructional necessities;
- The development of a small school animal husbandry project has met difficulties due to the fact that the school grounds are not fenced in;
- One must note the insufficiency of pedagogical material, that is of the documentation provided by INDRAP;
- There is only one copy of the INDRAP booklet for the whole class. While awaiting for INDRAP productions, it would be desirable to procure books from Nigeria for the pupils, one book for every two pupils;
- The INDRAP booklet BODO-DAN ALLOLO is not well bound and is easily torn;
- Transfers of experimental school's teachers should be avoided;
- The colleagues of the conventional system as well as those of literacy training have little concern for the experimental school; because of this marginalization, the experimental school lives in a very isolated environment;
- Insufficient, or lack of, contact between INDRAP and the experimental school;
- Intervention by the primary education office is limited to distribution of school supplies without a hint of educational guidance or advice;

- Notwithstanding these observations, the Director of the experimental school of Tahoua is convinced that the key to success for the experimental school lies in the teachers' will.

2.1.1.3 Interview with the primary education inspector in Agadez

In the department of Agadez, there are 2 experimental schools, in Agadez commune and in Goffat.

- The primary education office support to experimental schools is principally in supplies (benches, tables, etc.). Agadez has two pedagogical advisors, nominated on the basis of their experience; however, they do not have any qualification in national languages. Consequently, they do not interfere in national language questions, as in Gouffat, for example, where instruction is given in Tamajak. The only help the advisors could offer would be during the third year (CE1) in the transition to French; the general monitoring of experimental schools, however, is performed by these pedagogical advisors once every quarter;

- For the primary education inspector in Agadez "only experimental schools can relieve us of problems existing in our educational system". Field agents like pedagogical advisors must be trained in national languages. The training of literacy training agents (CFCA) and experimental schools' teachers should be coordinated. School teachers must be prepared for constant collaboration with adult/literacy training. Finally, concerning training and refresher courses for teachers, "everything remains to be done; everything is possible".

2.1.1.4 Visit to the Goffat experimental school, class observation and interviews with the Director and the teachers

The experimental school of Goffat offers the image of the new integrated Nigerien school. In this small campement composed of about ten families, there are two classrooms out of cinder block and one round class out of straw. Lack of understanding and of local administration support did not permit the building of simple pupil lodging; during the night they sleep in classrooms. The 71 pupils (50) boys and 21 girls) are distributed among 3 classes - C1, CE1 and CE2. CPs haven't been opened because an assigned teacher did not come. The term began for C1 in January because of recruitment difficulties owing to the characteristics of the demography in the area. In other respects, this recruitment takes place only every 3 years and for the same demographic reasons;

- If there were one conventional school 6 km from Goffat and another at 16 kms (Dabaga), school attendance would increase;

- Of the three teachers in Goffat, the first two, native from the region, are devoted and motivated. The third one speaks Tamajak, but faces acclimatization problems. A native of Bonkoukou (department of Niamey), he chose to be an experimental school teacher (Tamajak language) to serve in his own region (Kochilan/Filingue) "but at the last moment, we were told there would not be any teaching in Tamajak but in Zarma: Because of this situation, his colleague assigned to the CP of Goffat refused to go and returned to the conventional school. "And, moreover,

they want to train new teachers even though among those trained last year, many were sent to conventional schools.

- INDRAP organizes few follow-up visits for the experimental schools in the field;

- INDRAP books contain tales, unfortunately to the detriment of more reliable and utilizable elements capable of broadening one's knowledge about one's environment (for example, texts devoted to the work of gardeners, blacksmiths, craftsmen, etc., related to the pupil's life);

- The result is that the experimental school teacher does everything himself including the research of materials without even a tape recorder;

- Training of the experimental school teachers by INDRAP includes only transcription and even this is not quite satisfactory;

- Agreement upon the transcription of Tamajak has not yet been obtained. Why not transfer the unit of the Tamajak language from INDRAP to Agadez, with branches in the other areas where this language is spoken?

- Even though this same training of INDRAP "trainers" doesn't seem appropriate, who are the thinkers behind the experimentation of maternal languages at school? Why those theoreticians in Niamey and not the teachers who are in the field? INDRAP field agent trainers should have at least one year of direct teaching experience in the field;

- Who is responsible for experimental schools, INDRAP and SPRE (Permanent Secretariat for Education Reform)?

- Finally, why haven't the teacher trainees from experimental schools been paid after the 100 training days in Niamey that exhausted their low salaries?

- Questions such as the above could receive answers only through meetings in Niamey.

2.1.2 The essential elements of the visit and field meetings

Concerning the essential elements of the visit and field interviews, the following stand out:

- The realism, vitality and promise of experimental schools;

- The motivation, devotion and competency of experimental school teachers;

- the weakness of departmental primary education officers in the supervision and monitoring of these schools;

- the necessity of informing the public as widely as possible about the concept and objectives of experimental schools;

- the necessity of reinforcing the moral as well as material support to experimental schools;

- the necessity of promoting applied linguistic research in national languages and the production of didactic material for teaching in these languages; for this, the University of Niamey will have to be motivated and given responsibilities;

- The quality of the performances realized by the experimental schools' pupils.

2.2 Meetings

2.2.1 Interview with the research and training team (National Languages Section) of INDRAP

The balance-sheet of the two years' activities of the program for the production of didactic material in national languages is as follows:

- A big step has been made with the development of documents for levels 1, 2 and 3; the documents of the 1st level are completed and are being published; the documents of the third level are at the development stage. Time was limited, personnel was insufficient, yet the development of these documents permitted one to discover many things concerning data collection as well as follow-up on experimental schools (e.g., lack of grammar teachers); field surveys lead to the consideration of different dialectical varieties, their discovery and their analysis; the sensitizing aspect of the surveys increased the population's consciousness of the importance of national languages and the relevance of their introduction in education;

- The Zinder seminar was short, but it overcame many difficulties; teachers actively learned how to use the textbooks;

- the future of national language use in education will depend on the degree of Government support for the experiment. This support could be translated by:

- the decision to educate the most possible children in maternal languages, given their faculty of assimilating easily;
- the negligence of the School of Education's programs in national languages should now be overcome;
- a solution should be found to the lack of agents for the follow-up of experimental schools; one should also clearly define the responsibilities in the assessment of experimental schools; which institution is responsible for this assessment, the Permanent Secretariat for Education Reform (SPRE)? INDRAP? The last assessment (1977) was carried out by SPRE and INDRAP with the collaboration of some University teachers. SPRE and INDRAP national languages sections carried out an assessment of sorts in 1982;
- communication being a primordial factor in the success of experimental schools, the SPRE project creating school newspapers should be accelerated;

- the quality of the experimental school teacher and his motivation are of prime importance. In fact, teacher assignment must be voluntary; nobody should be obliged to go. Experimental school teachers are chosen from among volunteers on the basis of their capacities. Thus, one of the teachers assigned to Diffa refused to go to his school! He chose to return to the conventional school pending the opening of a school in his area;
- the distrust one can face among populations is associated with the common reticence concerning an innovation, without forgetting the century of colonization;
- the extension of experimental schools will depend on the results. However, teacher training continues at INDRAP (next graduation: 22 teachers) and this year, a few trainees from CFCA will be assigned to experimental schools.

2.2.2 Interview with the Director of the School of Education at the University of Niamey

For the Director of the Education School, his institution could effectively bring to the primary education agents it trains complementary information and knowledge on experimental schools. This could be notably done under the seminar for the Studies and Research in Applied Pedagogy (SCRPA - 3 hours a week). One would integrate into the seminar a planning session on national languages and their use in education, beginning with linguistics classes. However, given the importance of the School of Education enrolment, INDRAP would be responsible for the organization of the transcription classes.

The School of Education pupils could be informed on the concept and functions of experimental schools through reports and discussions given by the school authorities (SPRE, INDRAP, etc.). Finally field work organized by the School of Education could include observational visits to experimental schools. A better coordination between INDRAP and the School of Education should allow the correction of the delays registered by the latter in matters relating to the use of national languages in education.

2.2.3 Interview with the Director of INDRAP, its Deputy Director, the Director of CFCA and the Permanent Secretary of the National Committee for Education Reform (SPRE)

Experimental schools must be considered as one of the project elements of a global reform of the education system at all levels, from pre-education to University. The global reform objectives are:

- adaptation of education;
- integration of the school into the milieu;
- democratization of education;
- valorization of national languages and cultures.

- Two important sub-objectives, of an economic character, are to attain a reduction in the length of studies and to promote practical and

technical training through the adaptation of the school to the environment and to its realities;

- The actual experimental school must be considered, the test of a new pedagogy based on the use of national languages as a means of education;

- The structure of this global reform is the Permanent Secretariat for Education Reform in charge of the conception and coordination of all Nigerien educational institutions and research ;

- INDRAP is responsible for linguistic and didactic research, the recruitment and training of experimental school teachers, pedagogical follow-up and the assessment (teacher training and pupils' achievement) of the experimentation. The INDRAP project for the development of didactic material financed by USAID is included in the efforts made for the success of experimental schools and the beginning of education reform. Although the textbooks or those being developed do not cover all the dialectical varieties, the project will take them into consideration when possible. The production of didactic material project must exceed a narrow framework and take into account complementary needs and means in staff, monitoring and notably follow-up materials. The production of teaching material in languages should have as a complement the production of teaching material of subjects in mother tongues. One must also mention the interest of the reproduction of their own texts by the schools ("limographe");

- CFCA participates in the SPRE and INDRAP programs through its contribution to the training of experimental school teachers in the domain of language, transcription; relations between literacy training and experimental schools are one of complementarity and horizontal collaboration;

- The primary education department is responsible for the overall institutions through its regional offices and is in charge of pedagogical support and monitoring. The putting into practice of this responsibility is limited, however, because of the insufficiency of information and training of its personnel concerning experimental schools.

Because of the creation of experimental schools and the project of education reform, it is the role of the School of Education to train agents of primary education by the updating of its programs;

- Today, the number of experimental schools is 33 for the whole national territory. This number as a planned progression takes into account the requirements of the linguistic balance and sampling (school population testing);

- The difficulties for the establishment of a reform project in education should not be underestimated:

- linguistic research, applied linguistics/transcription are insufficiently developed and poorly mastered; coordination of all skills by the offices and departments concerned is necessary. Notably the University should adopt a

collaborative spirit rather than cultivate the "thesis" mentality;

- the field supervision including that of regional administration must be improved. It can be done by informing everybody about experimental schools, their concept and principles and everybody should be initiated to transcription and to the methodology of practical education in the environment of an experimental school;
- the unofficial status of national languages interferes with the expectations of the reform project in introducing a unitary national language in the third year of instruction. An international communication language should be taught afterwards (according to the experience of many Western countries, such as Italy);
- finally, decisive progress in national language teaching would be constituted by the emergence of a unitary language. Technical propositions exist and have been submitted for Government approval.

2.2.4 The essential elements of the range of interviews in Niamey

Among the essential elements of this series of interviews are the following:

- The satisfactory production of didactic materials and the necessity of project extension overcoming complementary needs already identified;
- the significant role of INDRAP in the global reform of education. It is necessary to increase support of this institution;
- The necessity of generalizing information and training all the teaching agents notably through the School of Education, which is expected to reorganize its programs in consequence;
- Insufficient mastery of linguistics, their applications and transcription. It is necessary to rationally mobilize all the resources, notably those of the University of Niamey;
- Expectation of the official adoption of a status for national languages and the wish for the emergence of a unitary language.

2.3 Needs and Means

The most apparent need is for effective supervision and a permanent follow-up of experimental schools to avoid their marginalization as well as teacher discouragement. A coordination of missions and field visits, increasing the number of visits to experimental schools are some of the means at INDRAP's and SPRE's disposal, in collaboration with CFCA, the School of Education, D.E.P.D.

III. Conclusion

Adult literacy training, on the one hand, and experimental schools, on the other, by the introduction of national languages in education, are two extremities of the same chain. However, one must establish between them the means of communication and exchanges, the terms of an organic complementarity:

When school is experimental, everything lets you suppose that parents would "more easily accept to be made literate in maternal languages" confides to us a literacy training agent.

Literacy training and experimental schools share the objectives of the general raising of instruction level through methods affecting the largest number through the adaptation of training to national realities, and through the integration into national development requirements. It is in this way that no effect, no sacrifice is more important.

C. THESES OF CFCA TRAINEES

One particularly interesting component of the B professional cycle and of the third-year A cycle CFCA literacy agent training is the mandatory thesis (20-30 pages). The objective is for the student to produce an independent piece of writing, for which he is entirely responsible (including typing), which first treats some concrete problems related to literacy or development and then proposes a solution. Topics are proposed both by students and by field inspectors. The topics are investigated during the trainees' field visits. A CFCA faculty member is selected to supervise the thesis. Upon completion, a thesis defense is organized to which not only CFCA personnel but other concerned parties (MRD officials, for instance) are invited. The idea of a mandatory thesis plus the fashion in which the project is organized received general commendation from the evaluation team.

Thesis topics in the last two years include the following:

1. Literacy and integrated rural development: projects in the Department of Tahoua;
2. The role of women in 3M;
3. Women and Literacy;
4. The problem of introducing literacy into the Agadez pastoral zone;

5. What the former CPR trainees have become?;
6. Literacy in the CPT;
7. Literacy in the Ouallam productivity project;
8. Rural press and village libraries;
9. Management of a cooperative;
10. Non-project related problems met by the literacy service
in Tahoua;
11. Utilization of national languages in Niger: the case of
Hausa;
12. Study of dropouts in a literacy inspection office;
13. Launching of post literacy in Tabelot;
14. How to integrate literacy into the AFN in urban areas;
15. The causes of failure in literacy programs;
16. Post-literacy;
17. Literacy, women and the CPR;
18. Integration of neo-literates in rural development in
Madarounfa;
19. Post-literacy in Tessaoua;
20. Experimental schools;
21. Women's literacy in Madoua;
22. Literacy among Touareg nomads;
23. Nomadic women and literacy;
24. The impact of rural exodus on literacy activities;

25. The impact of radio club programs on adults;
26. The problem of multilingualism in the region of Filingué;
27. How to establish new literacy centers.

The first remark one can make concerns the diversity yet the relevance of all the topics selected to the problems of literacy. One notes that the issue of women's literacy is not neglected. During discussions with both INDRAP and CFCA personnel, one particular thesis concerning experimental schools was discussed. First, it became clear that the INDRAP management had not been aware of the report, despite claims that interested parties were included in reviewing the documents. Secondly, a number of statements in the report were judged subjective and lacking in evidence. Despite these shortcomings, however, the thesis idea is sound and efforts should be made to improve their quality and distribution.

D. CFCA STAFF

	<u>Name</u>	<u>Nationality</u>	<u>Course Instruction</u>
1.	Ms. Amadou	Nigerien	Economics
2.	Ms. Coppé	French	Psycho-Pedagogy
3.	Ms. Keita	Nigerien	Anthro-Sociology
4.	Ms. Delaire	French	Sociology
5.	Ms. Ducros	Swiss	Materials Production
6.	Mr. Tarno Balla	Nigerien	French
7.	Mr. Sani Mahamadou	Nigerien	Economics
8.	Mr. Marwa Maman Abdou	Nigerien	Linguistics
9.	Mr. Etienne Keller	French	Literacy Methodology
10.	Mr. Thierry Loustal	French	Sociology
11.	Mr. Joseph Byll	Togolese	French
12.	Mr. Malla Saley	Nigerien	Linguistics
13.	Mr. Hayo	Nigerien	Statistics
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17.	Mr. J. Caffé	French	Graphics
18.	Mr. Seydou Oumarou	Nigerien	Linguistics
19.	Mr. Staph Ag Ghely	Nigerien	Linguistics
20.	Mr. Koussanga Amadou	Nigerien	Linguistics
21.	Mr. Labo Chibkao	Nigerien	Physical Education

* Part-time