



USAID | **BENIN**
FROM THE AMERICAN PEOPLE

**Primary Assessment of Public Awareness about
Elementary Education New Study Curricula
and their Implementation**

FINAL REPORT



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Executive summary

The present document reports the results of the primary assessment of the level of public awareness about the New Program of Study, henceforth the NPE (*Nouveaux programmes d'études*.) and their implementation. Analysis of data collected led to the following results:

- **Public awareness and appreciation of the NPE**

The NPE have been brought to scale and are known by the public at large, though with some variations. The sources of information generally referred to are : conversations with education officials or teachers, the media—radio television newspapers—students, parents, rumors, popular complaints, participation to meetings and colloquiums, personal information through the change in classroom organisation and Parent Teacher Association (PTA) meetings. In general people's information about the NPE derives from their implementation and their impact on the students.

That education is not having expected returns in terms of knowledge and instruction as in the past is causing a pervasive malaise. The main reason for the poor quality of education is that teachers are not trained enough or do not master the NPE. Parents on their side, can unfortunately not make up for teachers' incompetence by helping their children at home.

- **Potential media for the campaign on the NPE**

According to the people surveyed who expressed their will to be more informed on the NPE, meeting is the most widely chosen channel to better communicate with the population. In terms of the most appropriate medium, radio appeared to be the channel to ensure effective communication with the public. In urban and suburban areas, television comes second after radio as medium of communication. Print media was considered as the least appropriate medium to reach the public.

- **Recommandations**

The present evaluation made three types of recommendation:

- Train teachers, with an emphasis on teaching content, training duration, refresher courses, recruitment and monitoring;
- Make textbooks and pedagogical material available to teachers and schools in due time;
- Provide training to parents and opinion leaders on the NPE.

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ABREVIATIONS

AP	Assistant Pédagogique
APE	Association des Parents d'Elèves
APE	Agent Permanent de l'Etat
BAC	Baccalauréat, examen du second degré
BEPC	Brevet Elémentaire du Premier Cycle
BET	Basic Education Team,
CAAP	Centre d'Appui aux Activités Pédagogiques
CCS	Chef de Circonscription Scolaire
CCS/A	Chef de Circonscription Scolaire Adjoint
CD	Centre de Documentation
CDDP	Centre Départemental de Documentation Pédagogique
CEAP	Certificat Elémentaire d'Aptitude Pédagogique
CI	Cours d'Initiation
CM	Cours Moyen
CP	Conseiller Pédagogique
CP	Cours Préparatoire
CS	Circonscription Scolaire
DEP	Direction de l'Enseignement Primaire
DDEPS	Direction Départementale des Enseignements Primaire et Secondaire
DRH	Direction des Ressources Humaines
EA	Education Artistique
ENI	Ecole Normale des Instituteurs
ENS	Ecole Normale Supérieure
EP	Enseignement Primaire
EQF	Ecole de Qualité Fondamentale
ES	Education Sociale
EST	Education Scientifique et Technologique
IFESH	International Foundation for Education and Self-Help (Fondation Internationale pour l' Education et l' Auto Assistance)
INFRE	Institut National de Formation et de Recherche en Education
MEPS	Ministère des Enseignements Primaire et Secondaire
NPE	Nouveaux Programmes d'Etudes
ONG	Organisation Non Gouvernementale
PNUD	Programme des Nations Unies pour le Développement
RUP	Responsable d'Unité Pédagogique
UP	Unité Pédagogique
USAID	United States Agency for International Development

INTRODUCTION

As of January 1991, the Government of Benin launched an educational reform by the adoption of the *Document Cadre de Politique Educative et de Stratégie Sectorielle*. Three forerunning landmark events ushered the reform implementation process :

- The realization of educational policy analytical studies;¹
- The organization in Cotonou in February 1990 of The National Conference that recommended the convention of a National Commission on Education (les Etats Généraux de l'Education);
- The organization in October 1990 of the *Etats Généraux de l'Education* which determined new orientations for Benin educational system, defined the priorities of formal education, and recommended measures to be taken to train a relevant type of citizen needed by the country to take up the development challenges imposed by a world in continuous transition.

As soon as 1992, the reform was launch at primary education level with the support of USAID. Fifteen action plans were designed and divided into three components:

- Institutional Reform;
- Planning;
- Pedagogy.

The NPE, object of the present evaluation, are the curricular component of the reform. After several years of experimentation and extension, the NPE have been brought to scale nationwide in primary schools. Bringing the NPE to scale revealed resistance mainly due to lack of communication. As a prior stage to a campaign of information toward the public commissioned by USAID and in order to make up for the lack of communication the present ‘Primary Assessment on Public Awareness about Elementary Education New Study Curricula and their Implementation’ has been envisaged.

The present report recounts the results of the evaluation and is organized as follows:

INTRODUCTION

- I- TERMS OF REFERENCE
- II- METHODOLOGY
- III- PRESENTATION AND ANALYSIS OF THE RESULTS
- IV- RECOMMENDATIONS

CONCLUSION

¹ Projet PNUD-UNESCO BEN/89/001 : SYNTHESE DES TRAVAUX EFFECTUES. Etudes analytiques de politique éducative et élaboration d'outils de management, Décembre 1991

I- TERMS OF REFERENCE

I.1- BACKGROUND OF THE MISSION

The NPE were designed following a systemic approach and went through experimentation and extension stages. At the beginning of academic year 1999-2000, the new curricula came into use nationwide in first grade and their generalization completed in grade six (CM2) as from the beginning of academic year 2004-2005.

The NPE are facing harsh resistance in the field in spite of the strategic arrangement endeavored to introduce them; one of the reasons for such resistance is, according to converging sources and to the results of various evaluations², the lack of communication with the public about the NPE and their implementation.

USAID is an early supporter of the Benin reform and suggests the design and the implementation of a plan of communication to remedy the issue of lack of communication. The services of a consultant in communication will be requested for that purpose. The present evaluation is part of the process of designing the plan of communication.

I.2- OBJECTIVE OF THE MISSION

The objective of this mission is to assess the current level of public awareness on the NPE and their implementation.

I.3- MISSION OF THE CONSULTANT

- **I.3.1- Scope of Work**

The team of consultants on the present evaluation will have to design the methodology and organize data collection and analysis on the current level of public awareness on the NPE and their implementation. Besides, they will write the evaluation report.

- **I.3.2- Expected results**

- At the end of the present evaluation,

² Etat des lieux des actions de communication au MEPS, Camille AMOURO, *juin 2004* ; Réforme de l'enseignement primaire au Bénin : Evaluation des NPE, Louis Berger, Dev Tech Team, *avril 2003* ; Critiques diverses.

- The current level of awareness of the main target groups on the NPE and their implementation is known as well as their means and sources of information;
- The expectations of the target groups as regards the NPE and their level of satisfaction is known;
- The justifications for the satisfaction—or not—of their expectations is known;
- The perception of the NPE and their implementation by various target groups is known;
- The most appropriate media for each environment are identified;
- The most followed media and their highest listening hours are known.

II- METHODOLOGY

The following methodological approach was adopted to conduct the evaluation:

- An upstream investigation, including an introductory documentary research allowing a better knowledge of the NPE and of their implementation, meeting with some primary education authorities and resource persons involved in the development and implementation of the NPE.
- A field investigation covering the (12) twelve administrative regions of Benin

The data collected during the evaluation are of two types: primary and secondary. There were data collected on the field during the evaluation and data generated by the evaluation. The above-mentioned data collection methods yielded both quantitative and qualitative data.

II.1- LITERATURE REVIEW

The literature review was essentially conducted at the USAID, the Human Resources Directorate at the Ministry of Primary and Secondary Education (MEPS), INFRE and EQUIPE Project. The review produced valuable information on the NPE. The following documents have been mainly consulted:

- Séminaire – Bilan de l’Ecole Nouvelle, Rapport de synthèse, septembre 1981, Comité National de supervision ; Présidence de la République ;
- Séminaire – Bilan de l’Ecole Nouvelle, Rapport des commissions, septembre 1981, Comité National de supervision ; Présidence de la République ;
- Synthèse des travaux effectués : études analytiques de politique éducative et élaboration d’outils de management, décembre 1991. Assistance à la formation d’une politique et d’un programme d’investissement pour le secteur de l’éducation au Bénin ; Projet PNUD/UNESCO BEN/89/001 ;
- Pour une politique de communication pour l’éducation, décembre 2004 Jérôme CARLOS, journaliste communicateur, Consultant indépendant, Projet EQUIPE ;
- Stratégie et Plan de Communication de la CGNPE décembre 2004, Projet EQUIPE, Volet " système pédagogique amélioré" ; CGNPE

- Etat des lieux des actions de communication au MEPS, juin 2004, Camille AMOURO, Spécialiste en communication institutionnelle ;
- Réforme de l'enseignement primaire au Bénin. Evaluation des NPE, Louis Berger Dev-Tech Team, avril 2003 ;
- Bulletin d'échanges pédagogiques n°17, décembre 2004, IFESH-BENIN/USAID

II.2- MEETING WITH RESOURCE PERSONS

Several key resource persons or informants were interviewed in order to define evaluation parameters and guarantee reliability of data to be collected. They include NPE designers and trainers as well as MEPS Human Resources Directorate officials. Such meetings allow the collection of varied and reliable information on the NPE and their implementation.

II.3- FIELDWORK

Fieldwork was carried out May 2 – 9, 2005. Prior to that fieldworkers were trained April 27 and 28, 2005 in Cotonou. The training gathered 18 investigators recruited in Cotonou. Natitingou and Djougou fieldworkers were recruited in their own investigating areas.

• II.3.1- Preparation

Fieldwork preparation consisted in :

- Designing data collection tools (questionnaires for teachers and parents as well as individual and group interview schedules);
- Draw up the fieldworker manual so as to include all the necessary instructions to understand the objectives of the evaluation process and fieldwork strategies for the success of the survey;
- Select and train the fieldworkers on the NPE and on data collection.

Fieldworkers have been recruited on the following criteria : education (minimum bachelor degree), prior work experience and their command of the local languages of the target areas.

- **II.3.2- Organisation**

From May 1st, fieldworkers were off on the field for data collection to start the next day, on May 2nd. The fieldworkers were dispatched on a ratio of one per commune. Whenever the case arose that two communes were selected in one region, the teams assigned to work in the region were instructed to conduct one interview together in one of the selected communes.

- **II.3.3- Evaluation tools**

Two types of tools were utilized for data collecting, questionnaires (teachers and parents) and interview schedules.

II.3.3. 1- Questionnaires

Two questionnaires were prepared, parents' and teachers' questionnaires. Both questionnaires have a similar layout, but their contents vary. They are both designed on the following template:

- I- *Identification*
- II- *Awareness and appreciation of the NPE*
- III- *Potential media for the campaign on the NPE*
- IV- *Suggestions / Observations*

The prime objective of the questionnaire is to measure target groups' level of awareness and appreciation of the NPE. The second objective is to identify potential media (television, radio, newspaper, etc.) through which target groups will be reached efficiently.

The questionnaires were administered to parents and teachers during the survey.

II.3.3. 2- Interview Schedules

Unstructured by nature, interview schedules were designed to collect data from education authorities, opinion leaders and resource persons. As a whole, interview schedules were meant to measure end user target groups appreciation of the NPE and to identify possible communication strategies on the NPE.

The interview schedules are built up in such a way as to make room for the specificity of each target group; however, two main points remain recurrent: target groups appreciation of the NPE and their generalization and possible communication strategies on the NPE.

• **II.3.4- Sampling**

Initially identified for the purpose of the evaluation, the target groups were discriminated and investigated on the basis of selection criteria decided on during fieldworkers' workshop.

II.3.4. 1- Selection of Participating Communes

Communes with higher numbers of teachers and effective evidence of teaching came first in the selection process. On that basis in each of the twelve regions of Benin, one commune was picked out. Then five (05) others followed on the same criterion in order to enable group interview as projected during the survey.

Data collection was conducted altogether in seventeen (17) communes of the twelve (12) regions of Benin as follows:

- Kandi in the ALIBORI Region;
- Natitingou in the ATACORA Region;
- Ouidah and Abomey-Calavi in the ATLANTIQUE Region;
- Parakou and Tchaourou in the BORGOU Region;
- Glazoué in the COLLINES Region;
- Dogbo in the COUFFO Region;
- Djougou in the DONGA Region;
- Cotonou in the LITTORAL Region;
- Lokossa in the MONO Region;
- Porto-Novo and Sèmè-Kpodji in the OUÉMÉ Region;
- Kétou and Ifangni in the PLATEAU Region;
- Abomey and Bohicon in the ZOU REGION.

II.3.4. 2- Target Groups

Several target groups were investigated in the selected communes:

- **Parents and Teachers**

Both target groups were investigated in the selected communes. Thus, 19 – 23 teachers and 25 – 35 parents were randomly designated in the schools of target communes. 545 parents and 363 teachers were investigated altogether.

▪ **MEPS Central Authorities**

- The Director of Primary Education MEPS ;
- The Regional Director of Primary and Secondary Education / Ouémé-Plateau ;
- Four (04) Head of Primary and Pre-School Education Service (Regional Office);
- Two Directorate of Human Resources officials (02) MEPS ;
- The Coordinator of the CGNPE ;
- The FQL School Action Plan Pilot at the CGNPE ;
- The Director of INFRE ;
- One Mono-Couffo Regional Office agent.

A total of twelve MEPS officials were investigated.

▪ **Decentralized School Administration Authorities**

- Ten (10) School District Officers;
- One (01) Deputy School District Officer;
- Twenty-two (22) Pedagogical Units Responsibles;
- Fifteen (15) Pedagogical Advisers;
- Forty-eight (48) School principals.
-

A total of ninety-six (96) decentralized school administration authorities were involved in group interviews.

▪ **NPE Resource Persons**

- Three (03) IFESH Pedagogical Assistants;
- Two (02) NPE missionaries

A total of five (05) NPE resources persons were investigated.

▪ **Opinion leaders**

- Sixteen (16) religious leaders;
- Twenty-one (21) members of APE Bureaux;
- Three (03) members of Parliament;

- Six (06) traditional leaders.

A total of forty-six (46) opinion leaders were interviewed.

▪ **Education Support Institutions**

- CRS Benin Head of Formal Education Section;
- IFESH Assistant Director and the Chief of the Training Division;
- The Chief of Aide et Action Benin Northside Regional Office;
- Aide et Action Benin Evaluation and Subvention Manager;
- Aide et Action Benin Northside Regional Office Coordinator of Partnership and Educational Projects;
- The Director of WORLD EDUCATION BENIN ;
- WORLD EDUCATION BENIN Program and Training Manager;
- One textbook writer at EQUIPE Project.

A total of eight (08) students were investigated in five (05) institutions.

A total of 167 Authorities, NPE Resource persons, Opinion Leaders and Officials working for various institutions were investigated.

Table 1 : Synthesis of the Surveyed Population

Regions Targets	Alibori	Atacora	Atlantique	Borgou	Collines	Couffo	Donga	Litoral	Mono	Ouémé	Plateau	Zou	TOTAL
<i>Parents</i>	25	30	62	60	30	30	30	65	33	58	61	61	545
<i>Teachers</i>	19	20	43	41	20	20	20	33	22	42	42	41	363
<i>Primary Ed Authorities</i>	07	08	12	07	06	07	9	07	07	08	08	10	96
<i>MEPS Authorities</i>	-	01	-	01	-	-	-	02	02	05	-	01	12
<i>Education Support Institutions</i>	-	-	-	02	-	-	-	03	-	02	-	01	08
<i>NPE Resources Persons</i>	-	-	-	-	-	-	-	02	-	02	-	01	05
<i>Opinion leaders</i>	03	05	06	04	03	03	03	04	02	05	04	04	46
TOTAL	54	64	123	115	59	60	62	116	66	122	115	119	1075

II.3.5- Interviews

Two types of interview were conducted during the present evaluation.

II.3.5. 1- Individual Interviews

Individual interviews were conducted based on two distinct tools :

Schedule-Based Interviews

Individual interviews were conducted on the basis of schedules designed for that purpose and directed toward school administration authorities, NPE resource persons, institution officials, and opinion leaders.

Questionnaire-Based Interviews

Teachers' and Parents' questionnaires were administered through interviews. The average duration for the administration of a questionnaire is 45 minutes.

II.3.5. 2- Group Interviews

Five group interviews were organised and conducted by the fieldworkers. C/CS, RUPs, CPs, and principals participated in the group interviews.

II.4- DATA ANALYSIS AND PROCESSING

The collected data was sorted out with counting cards by a team of ten people including four pairs of fieldworkers assisted by two data entry operators. Each questionnaire was treated question after question by the group members.

Primary results were compiled with recapitulative forms. Collected data were treated by counting agents who, through plain triage, classified closed answers and open answers. After counting the responses, they figured out the percentage of each modality in relation to the number of respondents.

For the analysis and interpretation of the findings, the percentage of respondents in relation to their total number was used as the standard measure for the indicators. Qualitative results are used to confirm or infirm quantitative ones.

The analysis of data collected during interviews is essentially descriptive. Notes taken during interviews are processed on the basis of the principles of literature review.

II.5- FIELD HINDRANCES

Fieldwork conflicted with Labor Day and Ascension holidays, which made it hard to respect the field agenda and resulted in longer stays or repeated visits to the same place for data collection. In addition to that hindrance, the delay in issuing the letters of introduction prevents fieldworkers from exchanging with teachers on the first two days. Nevertheless, ways were found to overcome the hindrances and to allow the evaluation to be conducted successfully.

III- PRESENTATION AND ANALYSIS OF THE RESULTS

Following the data collection stage, 363 teacher questionnaires and 545 on parents' side were counted in addition to 69 individual interview reports and five group interview reports. Fieldwork quantitative results are reported in the annexes.

The results are presented in four main points, namely:

- Description of the respondents;
- Awareness and Appreciation of the NPE;
- Potential Media for the Campaign on the NPE;
- Recommendations.

III.1- DESCRIPTION OF THE RESPONDENTS

• III.1.1- Teachers

363 teachers responded to the questionnaires compared to an estimated 340 respondents in the initial forecast. The number of respondents went up because 17 teachers from private schools were added to this target group during the training of the surveyors/field workers. Moreover, after the introduction letter was released, all the teachers volunteered to participate because they all felt concerned by the topic. The 363 teachers are classified by region and by professional category as seen in Table 2.

Tableau 2 : Number of Teachers Interviewed by Region

Regions	Numbers by Regions	Numbers by Professional Category			
		APE	Contract Teachers	Community Teachers	Private School Teachers
Alibori	19	07	11	00	01
Atacora	20	10	05	05	00
Atlantique	43	30	06	07	00
Borgou	41	13	08	16	04
Collines	20	11	02	07	00
Couffo	20	09	06	05	00
Donga	20	05	11	04	00
Littoral	33	20	03	03	07
Mono	22	12	05	05	00
Ouémé	42	09	21	07	05
Plateau	42	23	08	11	00
Zou	41	26	09	06	00
Bénin	363	175	95	76	17

Most of the surveyed population is male; as a matter of fact, only 133 female teachers responded against 230 male teachers. Categorization by gender is shown in Table 3.

Table 3 : Participating Teachers by Gender

Regions	Male	Female	Total
Alibori	15	04	19
Atacora	14	06	20
Atlantique	20	23	43
Borgou	34	07	41
Collines	16	04	20
Couffo	10	10	20
Donga	16	04	20
Littoral	14	19	33
Mono	07	15	22
Ouémé	31	11	42
Plateau	33	09	42
Zou	20	21	41
TOTAL	230	133	363

Participating teachers are classified below by grade in Table 4.

Table 4 : Participating Teachers by Grade

Grades	Numbers	%
CI / CP	104	28,65
CE1 / CE2	130	35,82
CM1 / CM2	129	35,53
TOTAL	363	100

Teachers in charge of all the grades participated. Teachers in charge of grade CE1, CE2, CM1, and CM2 were in greater proportion.

Table 5 accounts for the teachers' classification by length of service.

Table 5: Participating Teachers by Seniority

Length of service	Numbers	%
Less than five years	91	25,06
06 to 15 years	124	34,16
16 to 25 years	131	36,09
More than 25 years	17	04,69
TOTAL	363	100

Participating teachers have a relative seniority; most of them are in the 6 to 25 Years category.

Table 6 presents Participating teachers by professional qualification.

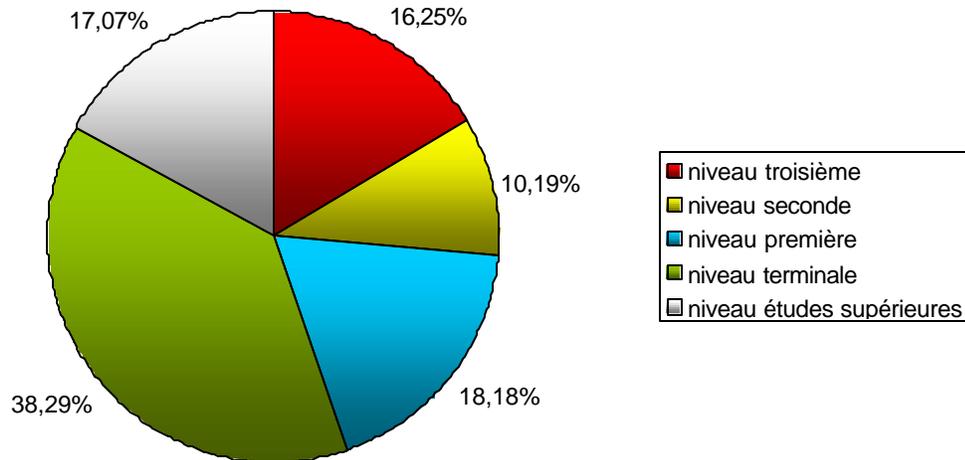
Table 6 : Participating Teachers by Professional Qualification

Qualification	Numbers	%
Teachers	138	38,03
Assistant Teachers	101	27,82
Community and Contract Teachers	124	34,15
TOTAL	363	100

This classification shows that most of the teachers are full time civil servants. Teachers and assistant-teachers (239 in number) represent 65,85% of the total number of teachers.

The teachers' education is presented in Diagram 1 below.

Diagram 1 : Participating Teachers by Education



All the interviewed teachers have at least attended secondary school. 59 of them (16.25%) reported that they have attended the fourth form, 37 others (10.19) the fifth form, and 66 (18.18) the sixth form. Most of the teachers have attended the seventh year or university. In fact, 139 interviewed teachers reported to have attended the sixth form and 62 others university.

In terms of initial training, 27 teachers (7.43%) received initial training at the Comprehensive Teachers' School whereas 147 others (40.49%) were trained at the Teachers' Training School.

SECONDARY EDUCATION	GRADE	NUMBERS	PERCENTAGE
	Fourth Year	59	16.25
	Fifth Year	37	10.19
	Sixth Year	66	18.18
	Seventh Year	139	38.29
	More than Seventh Year	62	17.07

• **III.1.2- Parents**

A total of 545 parents were investigated and classified by region and by gender as seen in Table 6.

Tableau 6 : Participating Parents by Region and by Gender

Regions	Fathers	Mothers	Total
Alibori	20	05	25
Atacora	22	08	30
Atlantique	27	35	62
Borgou	45	15	60
Collines	24	06	30
Couffo	21	09	30
Donga	21	09	30
Littoral	51	14	65
Mono	30	03	33
Ouémé	30	28	58
Plateau	49	12	61
Zou	48	13	61
TOTAL	388	157	545

Fathers are in greater number than mothers; 388 men (71.19%) against 157 women (28.81%) were investigated.

Investigated parents are relatively aged. Only 53 parents (9.72%) are less than 29 years old.

Tableau 7 : Participating Parents by Age

Age group	Numbers	%
20 to 29	53	09,72
30 to 39	225	41,28
40 to 49	169	31,02
Over 50	98	17,98
TOTAL	545	100

Parents' education is presented in Table 8.

Table 8 : Parents' Classification by Education

Education	Numbers	%
No Education	69	12,66
Primary Education	135	24,77
Secondary Education	257	47,16
Higher Education	84	15,41
TOTAL	545	100

Most of the parents are literate. 341 participating parents (62.57%) have a secondary school level. Only 69 parents (12.66%) had no education.

In terms of professional classification, 349 parents (64.03%) work in the private sector, 139 parents (25.50%) are in the public sector and only 57 parents (10.45%) are involved in farming activities.

Nearly all the investigated parents have between one and ten dependents. Indeed, 518 parents (95.05%) mentioned that they have between one and ten dependents against only 27 (04.95%) with more than ten dependents. Among the participating parents, 527 (96.69%) have a least one dependent attending public primary school whereas 229 (42.01) declared at least one dependent in private schools. Thus the parents considered in the survey are undoubtedly those whose children are involved in the NPE.

As for the question to know if the interviewed parents are members of the PTAs of their children's schools, only 169 parents (31.01%) are regular members or PTA, 70 of which are active members of PTAs.

III.2- AWARENESS AND APPRECIATION OF THE NPE

The evaluation mission assessed the public's level of awareness about the NPE and their appreciation of the curricula. The evaluation involved stakeholders including, primary education authorities, NPE resource persons, opinion leaders, parents, and teachers.

III.2.1- Awareness and Appreciation of the NPE by Primary Education Authorities

The primary education authorities we met in the course of the evaluation are well aware of the existence of the NPE. The extent of that awareness depends on the degree of implication of the authority or of the resource person in the design or the implementation

of the reform. Thus, some of the authorities have but a sketchy awareness of the NPE that does not go any further than the genesis, the motivations and the difficulties related to their implementation. Otherwise, authorities who have been involved not only in the design and the implementation of the NPE but also in teacher training have a deeper insight that reaches as far as the content of the curricula.

All the authorities insisted on the necessity to discriminate between the NPE as a curriculum and the process of their implementation to better appreciate them.

The authorities contend that in terms of curricula, *“the NPE are undoubtedly the best ones likely to guarantee a relevant training for the Benin citizen of tomorrow”* in that they work in the long term toward giving students a set of skills for problem solving, self employment, and competition on the labor market even in an international perspective. However, in the lack of adequate material, human and financial resources, the best program in the world will remain without an impact. Without adequate material conditions of implementation, if the school master is not able to teach in a proper way, and if the work environment does not provide conditions for learning to occur, the NPE will fail in producing the new type of citizen they advocate, and as someone contends, *“whatever elaboration is invested into a reform, it will only result in what its implementers make of it.”*

In terms of implementation, authorities also agreed that the NPE are facing some challenges which are mitigating their expected outcomes. Such challenges include:

- Insufficient qualified and trained teachers (general knowledge and pedagogy) capable of conducting an efficient implementation of the NPE. As a matter of fact, the teaching staff in Benin contains:
 - Civil servants, most of whom were trained in teachers’ training schools, and whose number was 9721 in school year 2003-2004³ ;
 - Contract teachers most of whom were recruited without initial teaching qualification and who undergo in-service training. Their number reached 5279 in school year 2003-2004 ;
 - Community teachers were formerly recruited without any required minimum academic level (primary and secondary, with/out BEPC most of the time) and who would just help *“keep/maintain students in classes”*⁴. The recruitment of community teachers is better managed with the BEPC diploma as qualifying condition ; however much is yet to be done in terms of their training for them to become valid substitutes in the absence of qualified teachers. Community teachers numbered 6981 in school year 2003-2004.

³ Statistics provided by the Directorate of Human Resources / MEPS in April 2005.

⁴ Ms. TANKOUANOU Pauline, Principal Ecole Urbaine Centre /D Natitingou, NPE trainer and missionary.

- *Inadequacy of the trainers' training.* Trainers' trainers were trained for only 10 days in the framework of the generalization of the NPE. A ten-day training does not allow the acquisition of the necessary knowledge and know-how for a good teacher trainer;
- *Some teachers are not motivated to implement the NPE properly.* Many reasons explain such a situation among which, their discrimination for exam supervision and grading, the absence of emulation, difficulties in assimilating the teaching/learning/strategy and in lesson planning, and a lethargic monitoring;
- *Political interference in the management of teaching personnel.* Teaching personnel management is awash with nepotism or regionalism. Only in terms of dispatching teachers, three cases can be quoted:
 - Teachers having spent the required number of years at a post and requesting to be moved in accordance with the regulations in force find their request rejected;
 - Some agents are never moved from positions that are deemed beneficial to them;
 - Other agents stay only a few months when they are sent in a place they do not wish to go;
- *The generalization of the NPE was hasty and more political than technical.* Putting the generalization on hold for one or two years would allow straightening up number of issues which are hampering the implementation of the NPE today, among which, the delay in the distribution of textbooks and the inadequacy of teachers' training;
- *Impact of the strikes on the implementation of the NPE.* The teachers' strikes during the last four years represent a serious threat to the implementation of the NPE. Indeed, as a consequence of the repeated strikes, successive school years were curtailed resulting in the incompleteness of pedagogical activities;
- *The inadequacy of teachers' training and the recruitment of non qualified teaching personnel;*
- *Lately distribution of textbooks in school and non observance of FQL standards;*
- *Lack of civil society involvement in the process of generalization.* The unit in charge of the generalization of the NPE (CGNPE) did not enter into collaboration with civil society organizations so as to achieve an easier implementation and an optimum involvement of parents and other members of society's side;
- *Shortened school time.* The international average in terms of the length of the school year is 180 days (180 in France, 200 in Great Britain, and 150 possible days in Benin, 100 of which should be spent without strike;

- *Critical lack of communication.* The NPE lacked the necessary communicational support for their adoption by the parents. Consequently, in the absence of reliable and accurate information, parents had nothing to take but rumors widely spread by NPE detractors.

III.2.2- Awareness and Appreciation of the NPE by Resource Persons

The resource persons encountered in the course of the present evaluation are NPE curriculum designers and trainers and the International Foundation for Education and Self-Help (IFESH) Pedagogical Assistants who assist teachers in the implementation of the NPE. Those resource persons supplement School District Officers in the administrative and pedagogical management of school districts and in teacher training. Such people have a solid knowledge of the NPE, are convinced of the quality of the curriculum, and guarantee teacher training for an appropriate implementation.

According to such resource persons as M. Mevo Timothée, an IFESH Pedagogical Assistant (AP IFESH) in Abomey, “the NPE constitute a set of well-thought curricula that need but an efficient implementation to achieve the goals of bringing up an autonomous citizen who is respectful of the human person, truth, and democracy; a citizen endowed with a sense of method, cooperation, and responsibility, a citizen capable of innovations, self-determination, a life-long learner that can manage himself, the environment, and life situations. Said M. Sossoukpè Goudjo Joseph, AP IFESH in Dogbo, Couffo, “In spite of its many advantages, many difficulties derive from the application of the NPE.” In general, the resource persons consider the NPE are hard to implement for the following reasons:

- It is hard for some teachers to understand the NPE because of their low academic level;
- The lack or shortage of qualified teachers (Community teachers of low level are recruited) ;
- FQL norms are not attained in schools;
- Adequate material for teaching the NPE is insufficient;
- Teachers find it hard to plan lessons;
- Teacher are not motivated are do not invest themselves in adopting the NPE (the career management system is source of frustration and their salaries are still low);
- Monitoring and pedagogical supervision are poor;
- Many teachers never had pre-service training;
- Some teachers’ academic levels are just average (Fourth year secondary school and no pre-service training);

- Some teachers lack professional consciousness (many teachers are accustomed to the old curriculum and do not want to make the effort to switch to the NPE);

Teachers are not properly supervised and professional sanctions are scarce (teachers do not feel any pressure and therefore do not bother to adopt the NPE);

- Some teachers lack civil consciousness (*“let the government and those who benefit from the NPE do it”*);
- Political interference in the management of human resources is pervasive (less qualified teachers are appointed over qualified teachers) ;
- Inadequacy of the enforcement of sanctions on teachers.

III.2.3- Awareness and Appreciation of the NPE by Opinion leaders

Opinion leaders’ awareness of the NPE is rather shallow. When asked if they know the NPE, most of the opinion leaders replied:

- *I do not know much about the NPE but I heard about the generalization;*
- *I was told there was a reform of primary education and that the reform brought along the NPE;*
- *We heard about some new programs in primary school but we did not receive any formal information;*
- *We were given some information on the NP, but they are very limited and do not allow a good awareness on the content of the NPE;*
- *Since the beginning of school year 2002 – 2003, we noticed that there is a reform in primary school that is stirring a lot of reaction from teachers and parents;*
- *The NPE are designed by the Ministry of Education and sponsored by USAID.*

The sources of information given by the leaders are: conversations with authorities in charge of education and teachers, the media (radio, television, and newspaper) students and parents, rumors, popular complaints, participation in meetings and colloquiums, personal remarks on class layout, and PTA meetings. Opinion leaders’ information about the NPE are the following:

- *The NPE are new subjects taught to students with new methods and techniques ;*
- *the NPE are programs that increase students’ capacity of understanding;*

- *The NPE are programs that take into account the level of development and technologies in today's world;*
- *The NPE are programs stemming from a deep change of the old programs, teaching methodologies and textbooks ;*
- *The NPE are programs that make parents spend a lot on textbooks and photocopying;*
- *The NPE are programs that imply the change of learning aids and helps students have a better knowledge of their own culture and environment.*

Based on such information, opinion leaders appreciated the NPE as follows:

III.2.3. 1- Positive Appreciations of the NPE

- *The NPE are not that bad because in Maths from grade three through grade six, students are taught notions of isosceles triangle and symmetry;*
- *The NPE are good ;*
- *The NPE transmit values and develop students' capacities;*
- *The NPE help students get over shyness;*
- *With the NPE, students acquire notions of Physics and geometry from primary school;*
- *The NPE associate theory and practice and develop many aptitudes in students;*
- *The NPE are better as compared to the old programs because they improve and renew students' education;*
- *The NPE put teaching in a dynamic of competence;*
- *The objectives of NPE are good.*

III.2.3.2- Negative appreciations of the NPE

- *The NPE are beyond the students' level mainly in mathematics where you hear things like 'addition à la gauche et à la droite' (right adding and left adding);*
- *With the NPE, poor parents cannot follow the work of their children at home and pay for everything required at school (tutoring, stationeries, books, activity books);*
- *The NPE are beyond the level of the students, especially in rural areas;*
- *The NPE are designed for the children of intellectuals. In fact, when students are requested to survey their parents, the children of intellectuals bring answers while most of the time, children of peasants do not;*

- *The NPE do not foster reading and writing;*
- *The NPE are limited only to the primary school and there are no prospects for secondary and higher education;*
- *With the NPE it is difficult for students to express themselves and to read in French;*
- *The level of the NPE is so high that children are always busy taking remedial classes, which entails additional expenses for parents;*
- *The NPE weaken the level of children in grammar and spelling.*

III.2.3.3- Appreciations of the implementation of the NPE

- *teachers don't make efforts in order to correctly impart knowledge to the students;*
- *the implementation of the NPE lacks teaching aids;*
- *most teachers in charge of implementing the NPE have not received any pre-service training and they are not supervised. In addition, their working and living conditions are precarious;*
- *the implementation of the NPE is bad because the stakeholders are not motivated for many reasons: lack of documentation, trainings are not organized in time to allow teachers to assimilate implementation skills adequately;*
- *the NPE are better implemented in private schools than in public schools; the proof of this is in the results obtained by students at the end of the year;*
- *repeated teachers' strikes in public schools prevent a good implementation of the NPE;*
- *there are not enough qualified teachers to ensure an adequate implementation of the NPE;*
- *the NPE are implemented without the involvement of parents who are key stakeholders of the educational system;*
- *teachers do not master the evaluation methods of the NPE;*
- *the NPE don't include dictation in the first and second years/grades of primary school;*
- *the in-service trainings organized for teachers disturb the implementation of the NPE;*
- *the experimental phase of the NPE has not been assessed before the generalization;*
- *classroom organization does not allow students to follow the teacher when s/he is writing on the board;*
- *FQL standards are not complied with in schools;*
- *professional consciousness has almost disappeared in education;*
- *supervision is no longer adequately ensured;*
- *principals no longer have any authority over the teachers because the latter are protected by their political leaders;*
- *increasing impunity in the educational sector leads to increasing professional unconsciousness on the part of teachers who are not worried.*

III.2.4- Awareness and appreciation of the NPE by teachers

On the whole, over the 360 teachers interviewed, 99.18% reported that Benin educational system has gone through various reforms. Most if them are aware of the following reforms:

- the New Study Curricula (NPE) mentioned by 341 respondents, that is to say 94.72% of the interviewed teachers;
- the *Programme Intermédiaire* (Intermediary Curriculum) mentioned by 331 respondents, that is to say 91.94% ;
- the *Ecole Nouvelle* mentioned by 307 teachers, that is to say 85.27% of the respondents who reported they are aware of the reforms Benin educational system has gone through;
- the GROSSE TETE DOSSOU-YOVO reform mentioned by 23.41% of the respondents, that is to say 85 teachers.

As regards the NPE, 84.84% of the respondents, that is to say 308 teachers reported that they are aware of their implementation while 15.16%, that is to say 55 respondents, reported that they are not informed.

As for the year when each phase of the implementation of the NPE started, the teachers responded as follows:

- 38.63% of the respondents, that is to say 119 teachers, for the **experimental phase** (1994-1995);
- 26.29% of the respondents, that is to say 81 teachers, for the **extension phase** (1996-1997);
- 67.85% of the respondents, that is to say 209 teachers, for the **generalization phase** (1999-2000).

It can be seen that many teachers know when the NPE were generalized.

Among the respondents, 22.86%, that is to say 83 teachers, reported to have taught only the NPE against 77.14% (that is to say 280 teachers) of the respondents who said they had taught other curricula before the NPE. When one considers the declarations of teachers per region, the numbers of teachers who had taught other curricula apart from the NPE are not even.

Both categories of teachers are present in all regions, the highest percentages being in:

- the Borgou Region (53.65% of the respondents, that is to say 22 teachers) for teachers who have taught only the NPE;
- the Atlantique (86.04), Zou (85.36%), Atacora (85%), Littoral (84.84%), Alibori (84.21%), Ouémé (83.33%), Plateau (83.33%) regions for teachers who had taught other curricula before the NPE.

As far as teacher training is concerned, 93.67% of the respondents, that is to say 340 teachers, reported to have been trained at least once in the NPE during their career. Nonetheless, there are disparities from one region to the other. The disparities are as follows:

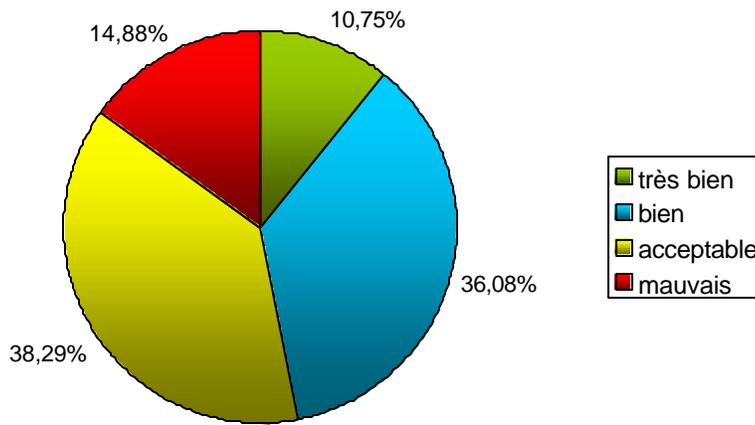
- in the Ouémé, Alibori, and Couffo regions, 100% of the interviewed teachers have attended at least one training on the NPE;

- on the other hand, in the Collines and Atacora regions, the percentage of teachers who have attended at least one training on the NPE is 80%.

Through their appreciations of the NPE, it can be observed that most teachers do not reject the NPE. In fact, on the basis of the findings, we have the following appreciation scales:

- **very good** (10.75% of the respondents, that is to say 39 teachers);
- **good** (36.08% of the respondents, that is to say 131 teachers);
- **fair** (38.29% of the respondents, that is to say 139 teachers);
- **bad** (14.88% of the respondents, that is to say 54 teachers).

Those findings are presented in **diagram N°2**



Translator's note: très bien = very good; bien = good; acceptable = fair; mauvais = bad

Diagram N°2: appreciation of the NPE by teachers

III.2.4.1- Justifications for teachers' positive appreciation of the NPE

- *the NPE are consistent with the evolution of the world;*
- *the NPE meet the requirements and conditions of the millennium;*
- *the NPE enable to train dynamic students adapted to our era;*
- *the NPE enable students to be dynamic, autonomous, and enterprising;*
- *the NPE are well designed when one considers the content of the training;*
- *the NPE enable the students to be creative and to develop team spirit;*
- *the NPE enable children to discover some of the technological aspects of their milieu;*
- *the NPE are good for students who have been studying them since the first form;*
- *the NPE enable to train modern citizens;*
- *the NPE stimulate students;*
- *the NPE enable students to speak French fluently and accurately;*
- *with the NPE, students are initiated to survey techniques;*
- *with the NPE, students are better integrated in the society;*

- *with the NPE, students learn reporting techniques;*
- *with the NPE, students take part in their own training;*
- *the NPE focus on French and mathematics;*
- *the NPE create some kind of familiarity between the students and their teacher;*
- *the NPE lead students to reconstitute facts;*
- *the content and the strategies of the NPE are good;*
- *the NPE reduce teachers' workload;*
- *the strategies used give the students an opportunity to take part in the construction of their knowledge by empowering them;*
- *the NPE stimulate children and foster solidarity among them.*

III.2.4.2- Justifications for teachers' mixed appreciation of the NPE

- *with the NPE, students appreciate everything by themselves. But they have some weaknesses in reading;*
- *the content of the NPE is good but adequate documentation is not available for its implementation;*
- *one has to wait for the results of an evaluation before appraisal;*
- *all conditions are not in place for a good implementation of the NPE in Benin because teachers are not well trained in that respect;*
- *the NPE are not yet entirely mastered;*
- *if documentation is available, it's a good curriculum;*
- *the NPE are acceptable but parents are no longer able to follow their children;*
- *it is a curriculum that stimulates children but its implementation is confronted with problems;*
- *the content of the NPE is very diversified but their implementation require enough time and means;*
- *the NPE are good but students have difficulties understanding their teachers; there are some weaknesses in their implementation;*
- *if teachers are well trained, the NPE are good and can enable to give a good training to students;*
- *the NPE are good if teachers have adequate means to implement them;*
- *the NPE enable to train executives adapted to our era but their implementation require some means;*

III.2.4.3- Justifications for teachers' negative appreciation of the NPE

- *with the NPE, children have problems mainly in French;*
- *there is lack of documentation for the implementation of the NPE;*
- *the implementation of the NPE is difficult because children do not have a background in French from home;*
- *with the NPE, students' performance is poor;*
- *it is difficult for students to adapt to the NPE;*
- *there is lack of documentation for the implementation of the NPE;*
- *in rural areas, children do not understand French to be able to read well;*

- *teachers are not well trained for the implementation of the NPE;*
- *with the NPE the reading strategies for the first year are not likely to develop students' reading skills;*
- *with the NPE, classroom organization prevent individual work;*
- *some principals hinder a good implementation of the NPE;*
- *the NPE are not adapted to the realities of our country;*
- *with the NPE, students do not have a solid background;*
- *with the NPE, it is difficult for students to write well;*
- *with the NPE, overcrowding of classroom prevents the teacher from monitoring individual students;*
- *teachers are not motivated for the NPE.*

Apart from their appreciations, 344 teachers, that is to say 94.76% of the respondents, reported that they have difficulties in implementing the NPE. Such difficulties can be classified in various categories. First of all there is the fact that the NPE are not easily assimilated by the students; in fact, 80.23% of the respondents, that is to say 276 teachers, have mentioned that difficulty related to the students. On the other hand, teachers also have difficulties mastering and efficiently teaching the NPE. This second category of difficulty was mentioned by 67.44% of the respondents, that is to say 232 teachers. In addition to these difficulties, there are other difficulties expressed by the teachers. These include:

- the monitoring of each individual student because of the great number of students in the classroom;
- the lack of activity books;
- the fact that parents do not have means to provide their children with adequate documentation;
- the fact that there are no incentives for teachers;
- lack of adequate documentation for the pedagogical work;
- students have difficulties reading and writing;
- Community teachers are not well trained;
- It is difficult to find documentation for the ES field of training;
- Students have difficulties in reading and writing;
- Teachers are not well trained for the teaching of EA;
- Lack of practice equipment and other documents;
- Method not adapted to learning;
- Students are not able to read and to speak French fluently;
- Lack of time to conduct classes adequately;
- There is a lot to be taught but documentation is limited;
- Students are not accustomed to group work;
- Teachers are not adequately trained in the NPE;
- Parents have difficulties working with their children at home;
- Learning strategies are difficult for the students;
- It is difficult to plan French classes;
- Some of the mathematics lessons are difficult for the students;
- Lesson planning is time consuming;

- Difficulties in ES, mathematics, and French;
- Some of the lessons to be taught are too difficult for the students;
- There are no documents for some fields of training;

Notwithstanding the aforementioned difficulties, 81.81% of the respondents reported to have adopted / appropriated the NPE for various reasons:

III.2.4.4- Justifications for teachers' adoption/appropriation of the NPE

- *I easily teach the NPE to my students;*
- *The NPE are practical;*
- *The curricula are good;*
- *I spare no effort to give a good education to my students;*
- *I am an implementer and I have to appropriate the NPE so as to better master them;*
- *The NPE reduce my workload and bring something to the children;*
- *I master the NPE on the whole;*
- *I have adopted/appropriated the NPE because I am a teacher by career;*
- *I have been teaching the NPE for 4 years;*
- *I succeed in teaching them to my students;*
- *I am paid for that;*
- *I am interested in the curricula;*
- *I am exclusively trained in that. I am convinced that in the long run the NPE will help to solve unemployment problems (the children will be able to fend for themselves);*
- *Students' involvement in the class is motivating;*
- *The adequacy between training and employment is what mainly motivates us;*
- *The teacher is supposed to adapt to any situation;*
- *We can't do what we want; we have to do what the authorities require from us;*
- *The content is very interesting and the implementation strategies are also good;*
- *I am conscious of the task I have to perform;*
- *With the NPE the teacher's guides are well designed and therefore the teacher no longer depend on former lesson books;*
- *I am keen on providing my students with quality education;*
- *I prefer the NPE to the PI;*
- *It is difficult to teach somebody something you don't value;*
- *We are satisfied because students are stimulated;*
- *It's my field and I must accept change;*
- *The NPE are an educational reform and we have to progress;*
- *Because we have all that is necessary for the implementation of the NPE;*
- *The NPE are adapted to the realities of the new century;*
- *I receive assistance from the Educational Adviser and the Principal;*
- *The trainings and the teacher's guides enable me to appropriate the NPE progressively;*

- *I am an NPE trainer;*
- *The NPE are better if all the conditions are in place for their implementation;*
- *I am convinced that the NPE stimulate children and prepare them to fend for themselves in life;*
- *The objectives of the NPE are noble;*

For the 66 teachers who reported that they haven't adopted the NPE, the reasons they put forward are the following:

III.2.4.5- Justifications for teachers' rejection of the NPE

- *I have not been involved in the designing of the NPE so as to appropriate them, the implementers should be involved in the reform;*
- *It is difficult to adapt to the NPE; the implementation is confusing;*
- *I am in primary education on a provisional basis;*
- *I have not been trained and I teach what I master;*
- *I am teaching them but I am confronted with some difficulties;*
- *I have accepted the NPE but there is a lack of follow-up;*
- *I am not yet conversant with the NPE;*
- *The NPE are difficult to master and to teach;*
- *The efforts made do not improve students' performance;*
- *The evaluation items come from elsewhere and are not always consistent with what has been taught;*
- *I haven't entirely adopted the NPE;*
- *The trainings are globalizing instead of focusing on topics or fields of training;*
- *The NPE are difficult to assimilate even by the teachers;*
- *The NPE are beyond the level of the students;*
- *Teachers are overwhelmed by lesson planning;*

III.2.4.6- Teachers' blame on the NPE

- *The lessons are too broad and difficult to assimilate by the students (or the learners);*
- *Teachers are not trained in the curricula of all forms/grades (from the first to the sixth);*
- *The trainings are too short;*
- *Lack of peer teaching sessions;*
- *Lesson planning requires a lot of reading;*
- *Lack of documentation on some fields of training;*
- *There are chances that the students may not have the expected profile at the end of the course of study;*
- *The removal of the syllabic method from the first and second form curricula*

- *The recommended method is not likely to develop reading and writing skills in students;*
- *The workload is important;*
- *Textbooks and activity books are provided very late;*
- *Textbooks are insufficient;*
- *There is a sudden contact of the first form students with the French language;*
- *The trainings are superficial;*
- *The training provided does not enable teachers to design evaluation items;*
- *The sixth form EST and ES guides are confusing;*
- *Concepts are not well defined in mathematics;*
- *The NPE make the students lazy;*
- *Some students are indifferent when there are requested to conduct research;*
- *It's a curriculum that is beyond the intellectual level of the students;*
- *The designers of the NPE do not take the realities on the ground into account, which has a negative impact on the students;*
- *The training and documentation on EA are inadequate;*
- *Students have difficulties working in mere copybooks when they don't have the activity books;*
- *The trainings are not well conducted (we would prefer the designers to be on the ground so as to provide us with quality trainings)*
- *The NPE are difficult to master;*
- *Teachers are not equipped to assess their classes;*
- *The teachers to be trained are not well selected;*
- *Teachers are not supervised;*
- *The NPE do not provide lessons on moral and hygiene;*
- *The trainings are organized in very bad conditions;*
- *Teachers do not receive adequate training on evaluation;*
- *Lack of textbooks and activity books;*
- *Parents are not able to monitor the work of their children;*

III.2.4.7- Teachers' motivation for in the implementation of the NPE

In spite of the various difficulties reported by teachers as regards the implementation of the NPE, many of them are committed to continuing the implementation. That option was clearly expressed by 60.8%, that is to say 221 teachers, as opposed to 36.63%, that is to say 133 respondents, whose appreciations are not clear-cut.

Teachers are committed to the NPE for various reasons:

- *the children have been used to the NPE since the first form. If young teachers can be trained, the NPE will be well implemented on the ground;*
- *the NPE are not too difficult;*
- *the NPE contain many things that foster child development;*
- *lesson plans are well explained in the NPE guides;*

- *I prefer the NPE if the curricula can be maintained;*
- *If the NPE are well implemented, they can enable to prepare the youth to meet the challenges of their era;*
- *The group work fosters solidarity among the students;*
- *I prefer the NPE because I have been trained for all the forms at the teacher training college;*
- *The guides facilitates the teaching of the NPE;*
- *I am already fond of the NPE but it looks like the government has forgotten teachers;*
- *I prefer the NPE because they oblige the teacher to do a lot of research;*
- *The NPE stimulate students by enabling them to be cooperative and by socializing them;*
- *Children are more alert with the NPE as they discover things by themselves;*
- *The NPE are consistent with the current evolution of the world;*
- *I prefer the NPE because they contain the knowledge, the abilities, and the skills;*
- *The content of the NPE is good as well as the implementation strategy;*
- *I don't know anything else apart from the NPE;*
- *Some NPE fields of training (ES for example) increase the civic education of students;*
- *The NPE prepare students to be autonomous in their professional life;*
- *They make students more alert;*
- *I started with the NPE and my desire is to continue with them;*
- *The NPE are more adapted to the realities of our era.*

In spite of their current knowledge of the NPE, 86.77% of the respondents, that is to say 315 teachers, express the need to have more information on the NPE in the following areas:

- Social Education, Artistic Education, Scientific and Technical Education;
- Mathematics;
- Continuing training in the NPE;
- Papers/tests grading;
- Project planning;
- Problem solving;
- Electricity in EST;
- "training in EA, ES, EST";
- Artistic Education (in fine arts and handicrafts);
- French and ES;
- The six fields of training and mainly ES;
- Research in continuing training;
- Information on the implementation of the NPE;
- Information on the improvement of the NPE;
- Continuing training at all levels and retraining;
- Group trainings;
- Teaching methods;

- Strategies to cope with students;
- Objectives of the NPE;
- Information on communication messages;
- Animal locomotion
- Folk tales in EA
- Evaluation of abilities
- Sewing, painting, and modeling;
- Evaluation items designing and grading;
- Printing and cursive
- Grading
- Content of the NPE

III.2.5- Parents' Awareness and Appreciation of the NPE

Almost all the interviewed parents are aware that there are New Study Curricula for primary education in Benin and that such curricula are now generalized.

As for the reforms in the Benin educational system, 88.80% of the respondents, that is to say 484 parents reported that they know Benin has already implemented various reforms in her educational system. The best known reforms are the *école nouvelle* (new school) and the NPE that were mentioned by 68.44% of the respondents, that is to say 373 parents. The PI has also been referred to by 53.57% of the respondents, that is to say 292 parents, as an educational reform that occurred between the *école nouvelle* and the NPE.

Similarly, 93.39% of the respondents, that is to say 509 parents, are aware that the NPE are now generalized. Parents get information from various sources:

- Radio programs mentioned by 279 parents, that is to say 54.81% of the respondents;
- Television programs mentioned by 32.80% of the respondents, that is to say 167 parents;
- PTA meetings mentioned by 26.32% of the respondents, that is to say 134 parents;
- News from the print media;
- Teachers, students, friends, and parents during conversations, children, designers' envoys, mentioned by 50.88% of the respondents, that is to say 259 parents;
- Changes in the teaching methodology mentioned by 06.60% of the respondents, that is to say 36 parents.

III.2.5.1- Parents' declared awareness of the NPE

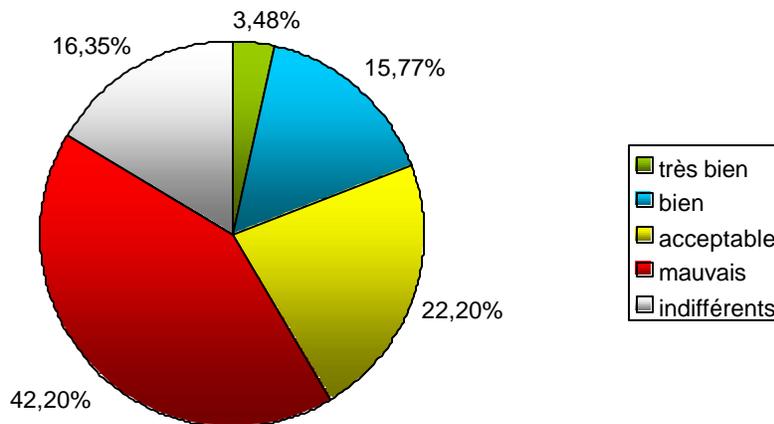
- because of the NPE, children are no longer able to read;
- the NPE stimulate children;
- the NPE have changed classroom organization;

- the NPE have brought about the use of new textbooks that are different from IPAM textbooks;
- the NPE have developed group work in the classroom;
- the NPE are a reform of the former training system;
- the NPE are not good;
- with NPE, practice is encouraged to the detriment of rote learning;
- the NPE enable children to integrate groups, to take care of themselves, to solve their problems by themselves;
- the NPE are programs that call for the purchase of textbooks and other NPE documents;

Apart from those scattered pieces of information expressed by some parents, some respondents reported that they didn't know anything about the NPE.

III.2.5.2- Parents' Appreciation of the NPE

Parents have various appreciations of the NPE, depending on how well they are informed. Thus, 03.48% of the respondents (19 parents) reported that they have a very good appreciation of the NPE. 15.77% of the respondents (86 parents) reported that the NPE are good, and 22.20% (121 parents) said the NPE are fair; 42.20% of the respondents (230 parents) reported that the NPE are bad. The remaining 89 parents (16.35% of the respondents) were indifferent (they have no opinion). Those results are represented in **diagram n°3**



Translator's note: très bien = very good; bien = good; mauvais = bad; Indifférents = indifferent

Diagram n°3: Parents' appreciation of the NPE

Generally speaking, parents' appreciations are as follows:

‡ **Those who think the NPE are acceptable**

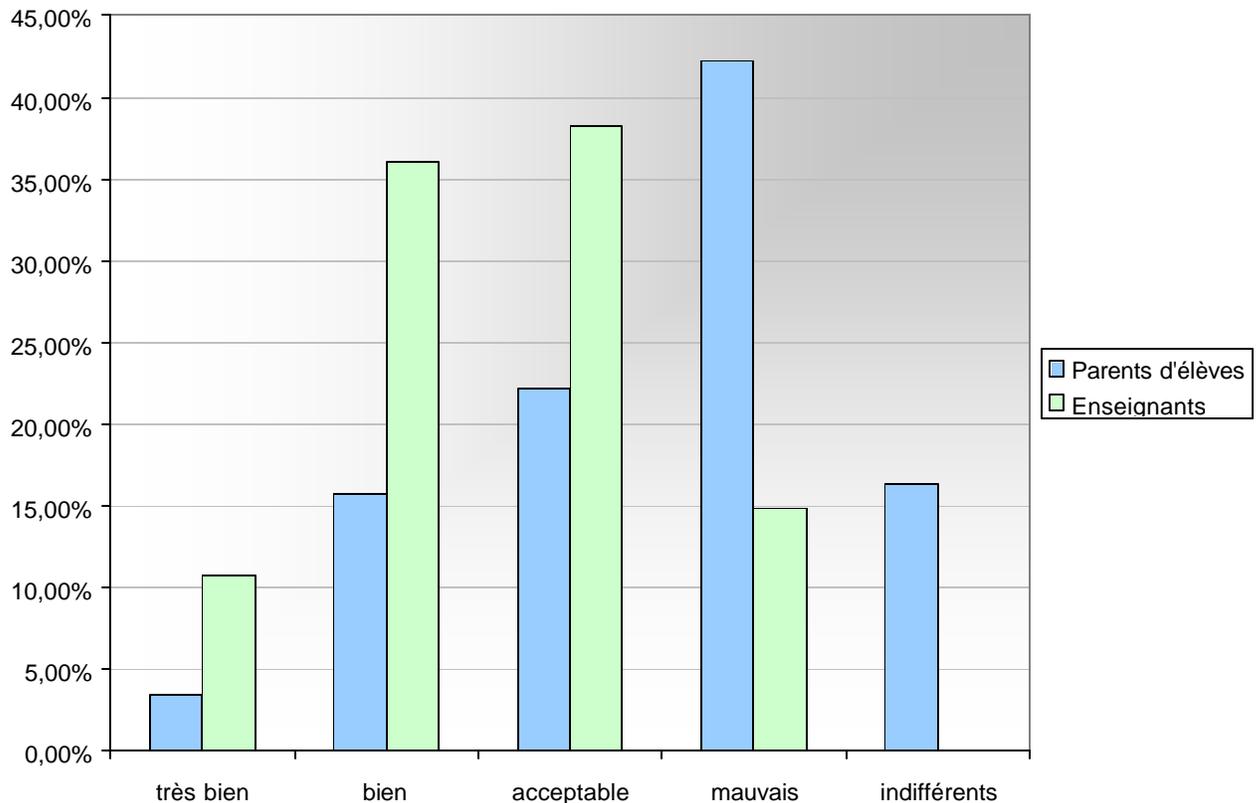
- the NPE are good but their implementation is bad because teachers are not well trained;
- children trained within the framework of the NPE are curious and ask many questions;
- the group work that is organized develops solidarity spirit in children;
- the NPE stimulate children while the PI don't;
- I think that the NPE are interesting but children have to understand French first;
- The NPE are better than the PI.

‡ **Those who think the NPE are bad**

- the NPE are too difficult whereas with the PI, any literate parent can work conveniently with his children at home;
- everybody master the PI but not the NPE;
- with the NPE, the level of the children has decreased because teachers do not master the NPE as they master the PI;
- the NPE exhaust children while with the PI, they are well trained;
- the NPE are not well designed while the PI is;
- I personally think that the PI is better than the NPE because with the PI children are able to read;
- The PI is better than the NPE; with the PI children can read;
- The NPE are bad because in class children work in groups and can cheat while during the examination each of them is alone in front of his paper;
- the PI is good but it needs some reorientation so as to enable children to do certain things;
- the PI develops intellectual skills in children while the NPE develop manual skills;
- with the PI children read well and learn their lessons by heart while with the NPE they can't read;
- there are some weaknesses in the implementation of the NPE whereas with the PI, the teacher does not hesitate because he is conversant with the curriculum;
- the group work encouraged by the NPE does not enable all children to develop their intelligence; it is the one that knows that always gives answers while the others are just there to consume;
- the reform is too hasty;
- with the NPE, children are not well trained;
- the results yielded by the NPE are bad because children are provided with everything;
- the NPE raise the issue of how parents should monitor their children at home;

- children can't read well; with the NPE, there are too many documents to photocopy;
- literate parents are no longer able to work with their children at home;
- the implementation is not well conducted because of lack of textbooks and other documents;
- they are too difficult for the children.

The comparative analysis presented in **diagram n°4** shows that teachers' appreciations of the NPE are better than parents' appreciations.



Translator's note: très bien= very good; bien= good; mauvais = bad; indifférents= indifferent; parents d'élèves= parents enseignants = teachers

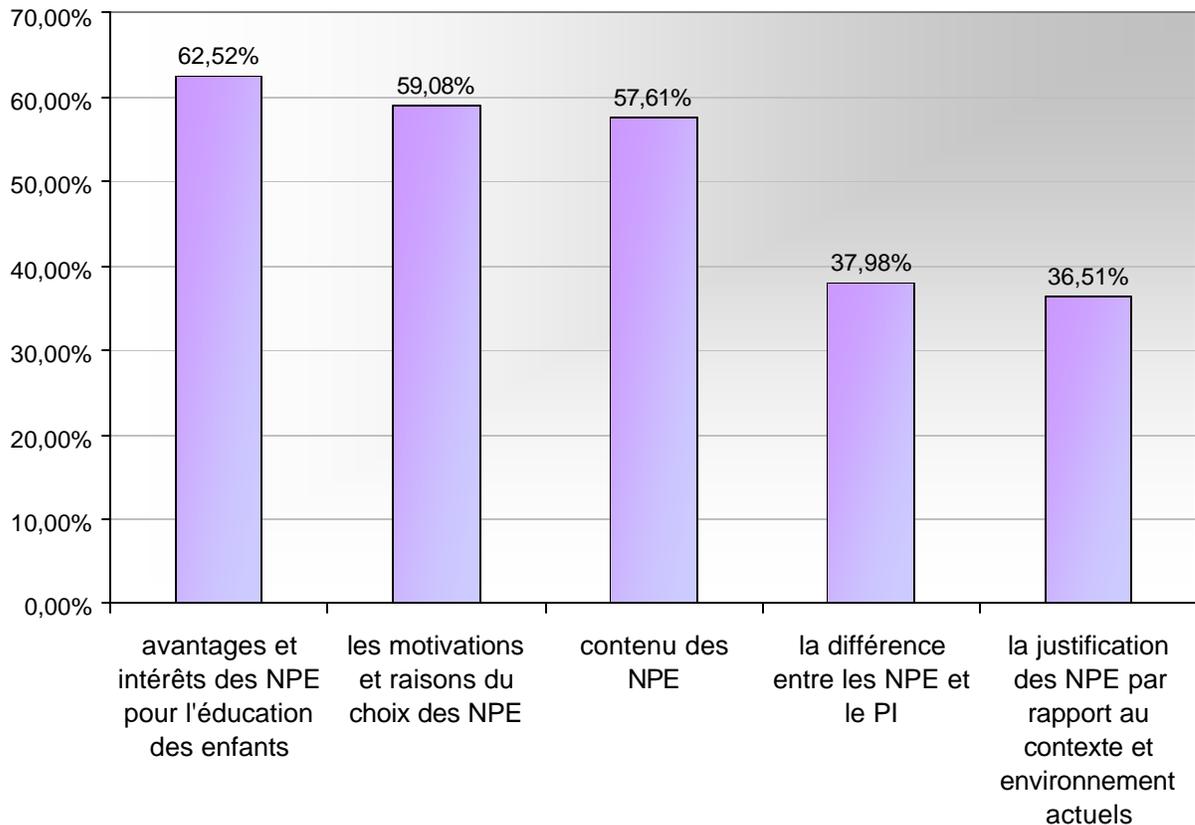
Diagram n°4: Parents' vs. Teachers' Appreciation of the NPE

The survey on the NPE shows that teachers have a better knowledge of the NPE than parents. And in view of the above findings, it appears that teachers have better appreciations of the NPE. *It can therefore be inferred that how well people appreciate the NPE depends on how well they are informed about them.*

Given their current knowledge of the NPE, parents would like to have more information. The issues they are interested in are:

- the advantages and interests of the NPE for children (67.52%, 368 parents);
- the content of the NPE (57.61%, 314 parents);
- the difference between the NPE and the PI (37.98%, 207 parents);
- justification of the NPE in relation to the current context and environment of Benin (36.51%, 199 parents).

Diagram n°5 below shows the issues in which parents are interested.



Translator's note: avantages et interest des NPE pour l'éducation des enfants = advantages and interests of the NPE for children's education

Les motivations et raisons du choix des NPE = justification of the choice of the NPE

Contenu des NPE = Content of the NPE

La différence entre les NPE et le PI = difference between the NPE and the PI

La justification des NPE par rapport au contexte et environnement actuels = justification of the NPE in relation to the current context and environment of Benin

Diagram n°5: NPE issues of interest to parents

III.3- Potential Media for the Campaign on the NPE

III.3.1- Communication activities already engaged by education stakeholders on the NPE

Lack of communication on the primary education NPE has led to a situation where most education stakeholders do not understand what they are really about. It is true that the reform of Benin educational system is justified by the diagnosis that came out of the ‘*Etudes analytiques de la politique éducative [...]*’ (Analytical study of the educational policy), project PNUD/UNESCO BEN/89/001, but the public was not aware that the educational system was subject to “disorganization”. Therefore the reorganization undertaken did not draw much attention. It took the implementation of the NPE and subsequent performance of children in reading for the public to start wondering what was wrong with the New Study Curricula. The pressure from the public led the Ministry and other institutions working in the field of education to initiate communication activities to inform the public on the NPE and their implementation.

Hence, many scattered communication activities have been engaged by various institutions. Such activities include radio shows (in French and in local languages), television shows (four), the creation of a web site (under way) (CGNPE), the drafting of a master communication document by the EQUIPE project, the creation of a strategic watch unit, the organization of contradictory debates in Porto-Novo, Cotonou, Ouidah, and Parakou, training of the missionary and their followers (targets: students, local authorities, traditional leaders, religious authorities, NGOs), the drafting of messages to be published, sensitization of parents during General Assemblies, training of teachers by institutions (Aide and Action, IFESH, CRS), publication of articles and interviews in the “bulletin d’échanges pédagogiques” of IFESH, etc. Most of those isolated actions engaged to address specific challenges confronting Benin educational system have not succeeded in dispelling the reluctance of some people regarding the primary education reform.

Unfortunately, a negative public opinion had emerged against the NPE which even these activities could not reverse. Those who support that negative opinion have been modifying it at will.

To solve the problem, the education stakeholders interviewed during this assessment suggested communication strategies to adopt in order to inform and sensitize the public on the primary education NPE.

III.3.2- Strategies of communication suggested by the respondents to inform the populations on the NPE

All education stakeholders are now expecting a communication that promotes the NPE. However the communication should be conducted in such a way as to reach the targets selected.

The strategies suggested by the respondents include:

- conducting an advocacy targeting opinion leaders (religious authorities, leaders of development organizations, women's associations and other groupings, local authorities, local counselors, etc.);
- conducting the communication campaign in local languages;
- designing specific messages for each group of stakeholders;
- training opinion leaders in NPE communication and insist on key messages to deliver so that they can act as relays to sensitize people in their milieus;
- lobbying authorities for the compliance with FQL standards so that what listeners hear can be consistent with what they see and live;
- avoiding giving the listeners the impression that they have been betrayed once more by keeping close to the reality in the messages delivered on all occasions;
- separating politics from the communication on the NPE;
- finding ways to change the name 'Nouveaux Programmes d'Etudes';
- organizing a sensitization campaign on the NPE using interactive radio/television shows;
- designing documentaries on how a good class should be conducted;
- defining clearly the communication strategies and the target groups, identify the communication means/channels adapted to each target group, and define clearly the message to be delivered;
- maximizing the use of community radios to explain to parents the content of the NPE, the advantages they have for the students, the type of citizen they aim to train;
- seeking the support from Parent-Teacher Associations, women's associations, grassroots organizations, development associations, etc.
- making local counselors key stakeholders in the communication strategies so that populations can stop considering the reform as a concern for teachers, the government, and the Ministry only and understand that it is Benin as a whole that is endeavoring to train a new type of citizen that can contribute to her development;
- explaining to parents how they can monitor their children;
- arousing self-criticism in teachers so that they can adjust to the new teaching methods;
- designing aids and tools to sensitize leaders and their communities.

III.3.3 Themes suggested by the respondents for the debates

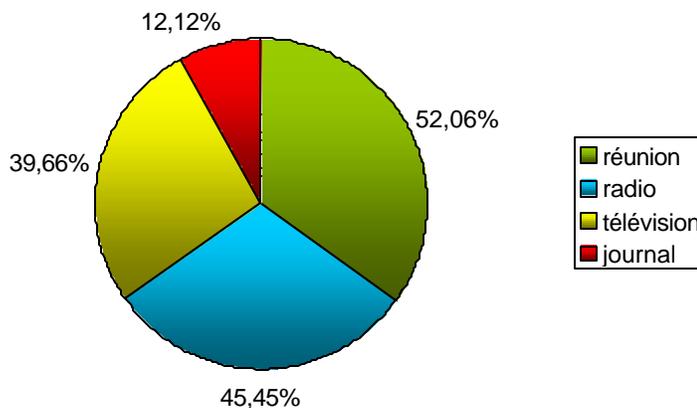
- the objectives of the NPE;
- the advantages of the NPE over the PI;
- the justifications of the reform;
- the new teaching methods;
- the results expected from the reform and the means to achieve such results;
- the profile of the child after he has gone through the NPE;
- the prospects of the NPE;
- the role of parents in the implementation of the NPE;
- the place of moral education in the NPE;

- the advantages and interests of the NPE.

III.3.4- Most appropriate communication channels identified by respondents in the various areas

In order to reach the population targeted by the communication on the NPE, various media can be used. The media vary according to the target groups.

- **For opinion leaders**, meetings and trainings are the main channels to sensitize them on the NPE. In fact, this target group wishes to be trained so that they can act as relays in their communities where they have influence. *‘‘It is an obligation for us to be informed and to sensitize parents who are members of our PTA,’’* declared the chairman of a PTA coordination. This feeling of obligation to the community has also been expressed by the religious, political, and administrative authorities surveyed. As regards mass communication, resource persons and opinion leaders suggested community radios and television;
- **For teachers**, meetings have also been identified as key channel to reach them. That channel was mentioned by 52.06% of the respondents, that is to say 189 teachers. Apart from meetings, the radio is the second channel to communicate with teachers. The radio was mentioned by 45.45% of the respondents, that is to say 164 teachers. The third potential channel mentioned by teachers is television that was mentioned by 39.66% of the respondents, that is to say 144 teachers. Finally, the newspaper was mentioned by 44 teachers, that is to say 12.12% of the respondents, as a means to inform them. Those findings are presented in **diagram n°6**.

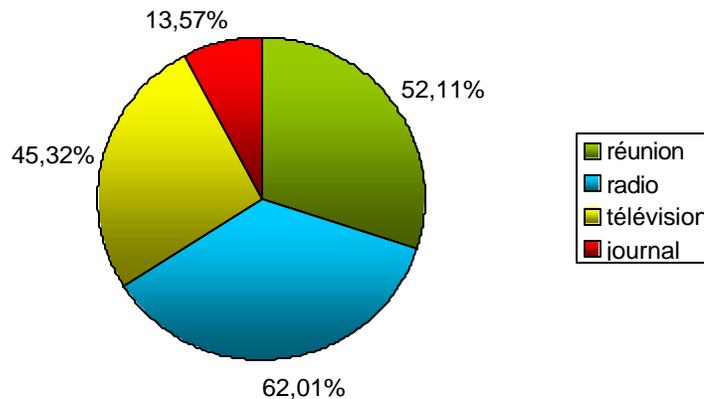


Translator's note: reunion = meeting; journal = newspaper

Diagram n°6: Most appropriate communication channels for teachers

- **Parents** interviewed reported that the radio is the main channel through which it is possible to communicate with them. This channel was mentioned by 338

parents, that is to say 62.01% of the respondents. Apart from the radio, meetings were mentioned by 52.11% of the respondents, that is to say 284 parents. According to 45.32% of the respondents, that is to say 284 parents, television is the third channel through which they can be reached. For 13.57% of parents, the print media is the fourth channel that can be used to reach them. Those findings are presented in **diagram n°7** below.



Translator's note: reunion = meeting; journal = newspaper

Diagram n°7: Most appropriate communication channels for parents

In view of the findings of the assessment, it can be said that meetings are the best channel to communicate with populations within the framework of the popularization of the NPE. In fact, for the majority of the resource persons interviewed, teachers and parents, lack of communication on the NPE before and during generalization is a serious gap. In case there should be an opportunity to advertise the NPE, it would be advisable to contemplate a strategy that is likely to create contact with parents and the civil society. For that contact to be more peaceful, it is recommended to involve leaders so that they can act as mediators to reassure and appease some people and encourage others to communicate. In order to play such an important role, it is essential for opinion leaders and resource persons to be adequately informed so they can be sure of what they will be talking about.

As for the media, the radio is most appropriate for mass communication targeting the population. Through its programs/shows, a great number of people will receive information on selected NPE topics planned to meet information needs. As much as possible, the target public should take part in the campaign either directly or indirectly through a feedback system for the communication to contribute effectively to the understanding of the NPE.

Many local languages should be used to produce various types of shows/programs (magazine, debates, interactive shows, etc.). During the campaign, a particular attention will be paid to the message to be delivered as well as to the information for, by essence, the radio is a kind of “hot media” that requires a certain mastery of the message to get

across. If the animator does not master the message, he may make mistakes that will jeopardize understanding.

Like the radio, television is also a “hot media” that has the same requirements. Therefore, the production of the shows requires the same precautions. Television is more oriented to populations in urban and suburban areas.

Within the framework of this campaign, newspapers will serve as relays for radio and television shows/broadcasts. In fact, each time a radio or television show is produced, an article will be published on it in the newspapers selected within the framework of the campaign to sum it up and outline what can be kept in mind. The advantage of this media is that it allows an in-depth processing of the information (book of press cuttings, etc.) that can be kept for a longer time (a written message can be conserved while a spoken message vanishes in the air). In addition, it allows readers to be informed at the desired time, it makes up for the lack of documentation sources, but it is only those who can read and write that can have access to the information in newspapers. Furthermore, the newspaper has limitations that should be taken into account. It is limited to the literate, people are hardly used to it in Benin, it is not adapted to social mobilization campaigns in rural areas.

III.3.5- Most popular media identified by the respondents

For a better organization of the mass communication, the respondents suggested the most popular media in their regions. They include:

Alibori

- Radio → ORTB ; Régionale Parakou
- Television → ORTB
- Newspapers → Le Matinal and the IFESH magazine

Atacora

- Radio → ORTB ; Régionale Parakou ; NATO FM
- Television → ORTB
- Newspapers → Le Matinal and la Croix

Atlantique

- Radio → ORTB ; Golfe FM
- Television → ORTB ; Golfe TV ; LC2
- Newspapers → Le Matinal and la Nation

Borgou

- Radio → ORTB ; Régionale Parakou ; Fraternité FM

- Television → ORTB
- Newspapers → Le Matinal

Collines

- Radio → ORTB ; ILEMA ; Collines FM
- Television → ORTB

Couffo

- Radio → Couffo FM ; ORTB ; Lokossa FM
- Television → ORTB ; LC2
- Newspapers → Le Matin ; La nation and les Echos du Jour

Donga

- Radio → ORTB Régionale Parakou ; Solidarité FM
- Television → ORTB

Littoral

- Radio → Golfe FM ; Capp FM ; ORTB
- Television → Golfe TV ; LC2 ; ORTB
- Newspapers → Le Matinal and la Nation

Mono

- Radio → ORTB ; Régionale Parakou
- Television → ORTB
- Newspapers → Le Matinal and the IFESH magazine

Ouémé

- Radio → Wèkè ; Afrique espoir ; Golfe FM
- Television → ORTB ; LC2 ; Golfe TV
- Newspapers → Le Matinal ; la Tribune de la Capitale and la Gazette du Golfe

Plateau

- Radio → ORTB ; Adja Ouèrè
- Television → ORTB
- Newspapers → Le Matinal

Zou

- Radio → ORTB ; Radio Carrefour, Radio trait d'union
- Television → TV Carrefour ; ORTB
- Newspapers → Le Matinal ; le Point au quotidien ; Fraternité

An analysis of the suggested media shows that ORTB is most popular all over the country. No matter the order of preference, the ORTB is mentioned as one of the two more popular media. In addition to the news agencies of ORTB, we also have those that are most popular in the regions.

It therefore can be kept in mind that for the sensitization campaign on the elementary education reform in Benin, ORTB will be the priority media.

For the print media "Le Matinal" is the press mentioned by the respondents as the most read.

As for the print media, "Le Matinal" is the press to be most used during the sensitization campaign on the elementary education reform in Benin.

In light of all the aforementioned elements, we notice that much remains to be done as far as communication to promote the NPE is concerned. In order to allow for a wide popularization, which is essential for their awareness and effective implementation in Benin, recommendations have been made and it is important to take them into account in the organization of the sensitization campaign on the elementary education reform in Benin.

IV- Recommendations

The implementation of the communication plan that will be designed following this assessment will be conducted on the basis of a systemic approach. Thus, the elements that have an impact on the understanding and the good implementation of the NPE are equally important because they all contribute to the success of the communication to be undertaken. That is the reason why the success of the sensitization on the elementary education reform depends on how all the weaknesses of the NPE mentioned during this assessment are addressed. In that respect the following recommendations are formulated for the USAID and the MEPS:

| For teachers

- 1- Strengthen teacher training by paying a particular attention to the content of the training, the strategies to be implemented to ensure an efficient training, the reasonable duration of the training and the quality of the trainers.
- 2- Ensure a follow-up of the NPE training;
- 3- Train teachers in evaluation techniques for them to be able to design tests without assistance;
- 4- Make teaching documentation, mainly textbooks and guides available in schools and to teachers in due time so as to encourage their wise use within the framework of the implementation of the NPE;
- 5- Upgrade the instruction level required for the recruitment of teachers. In that respect the Baccalauréat (High School Diploma) should be the smallest degree required for recruitment of teacher in elementary education.
- 6- In the future, offer newly recruited teachers a pre-service training at Teacher Training Colleges before sending them to schools;
- 7- Improve teachers' working conditions;
- 8- See to it that FQL standards are complied with in schools

| For leaders

- 1- Ensure an in-depth training in NPE of all elementary education stakeholders mainly leaders of PTA and local authorities by giving them essential information related to:

- the objectives of the NPE;
- the justifications of the reform;
- the new teaching methods;
- the results expected from the reform and the means to achieve such results;
- the profile of the child after he has gone through the NPE;
- the relationships between the various levels of education;
- the prospects of the NPE;
- the role of parents in the implementation of the NPE;
- the advantages and interests of the NPE;
- the place of moral education in the NPE;

In that respect the support of education partners such as NGOs (World Education, Aide et Action, MCIDI, IFESH) would be necessary.

2- Create the forum of “the friends of the NPE” in order to lobby:

- government authorities so that they can take adequate political decisions for the implementation of the NPE;
- local authorities so that the district councils can get more involved in the organization of elementary education in their districts as provided by decentralization laws in order to bring their input to the improvement of that level of education.

CONCLUSION

Initiated within the framework of the reform of the educational system in Benin, the NPE have given rise to many criticisms and questions. Because of lack of communication to accompany its implementation, parents and opinion leaders are not well informed about the NPE, which is likely to be the cause of the difficulties confronting the implementation of the reform.

It was therefore necessary to have the point of view of the various stakeholders on those issues in order to objectively identify the information needs of each target group and the most appropriate communication channels to be used to reach them during the sensitization campaign planned for them.

On the whole all the respondents have heard about the NPE. Whether it is through the media, at meetings, from third parties and from personal observation of the changes occurring in schools or through trainings. However, the awareness/knowledge is relative and most of the time it is not accurate as it comes from informal sources.

It appears from the analysis of the findings of this assessment that the difficult adoption/appropriation of the NPE by the various education stakeholders is due to a lack of a reliable communication on the advantages and purposes of the NPE. On the other hand, it appears that the lack of training of teachers has been detrimental to the implementation of the NPE.

That is the reason why, in view of the findings of this *initial assessment of the public awareness of the Elementary education New Study Curricula and their implementation*, it is necessary for *the information campaign on Benin elementary education system reform* to bring reliable information and an objective vision on the advantages of the NPE for the education of ‘sons and daughters of Benin’, by focusing on prospects and the necessity to adapt the NPE to the realities of a modern society.

ANNEXES

- | **ANNEXE I Evaluation tools**
- | **ANNEXE II List of authorities, resource persons, and opinion leaders interviewed**

Primary assessment of the public awareness about the elementary educational system reform in Benin April – May 2005

INTERVIEW GUIDE FOR

- Education authorities
- Officials of the CGNPE
- NPE designers

I- JUSTIFICATION OF THE REFORM

- Justification of the reform
- Objectives

II- APPRECIATION OF THE GENERALISATION OF THE NPE

- feelings regarding the generalization of the NPE;
- opinion on issues related to the adoption of the NPE (adoption, rejection, difficulties, impossibility, ...).

III- COMMUNICATION ON THE NPE

- actions engaged to popularize the NPE (teachers, populations,)
- actions to be engaged
- adapted supporting tools (means of communication)
- issues to address
- possible participation in shows (radio, television, ...)

Primary assessment of the public awareness about the elementary educational system reform in Benin April – May 2005

INTERVIEW GUIDE FOR INSTITUTIONS

IDENTITY

I- ROLE IN EDUCATION

- actions in elementary education
- Objectives; beneficiaries; impacts
- Link between actions and the NPE (Curriculum and implementation)

II- APPRECIATION OF THE GENERALISATION OF THE NPE

- feelings regarding the generalization of the NPE;
- opinion on issues related to the adoption of the NPE (teachers, populations: adoption, rejection, difficulties ...).

III- COMMUNICATION ON THE NPE

- actions engaged to popularize the NPE (teachers, populations, ...)
- actions to be engaged
- adapted supporting tools (means of communication)
- issues to address (communication topics ...)
- possible participation in shows (radio, television, ...)

Primary assessment of the public awareness about the elementary educational system reform in Benin April – May 2005

**INTERVIEW GUIDE FOR ELEMENTARY EDUCATION AUTHORITIES
(CCS, CP, RUP, School principals)**

IDENTITY: idem

Note: like District

I- APPRECIATION OF THE IMPLEMENTATION OF THE NPE

- feelings regarding the generalization of the NPE;
- opinion on issues related to the adoption of the NPE (teachers, populations: adoption, rejection).
- Level of commitment of NPE teachers.
- Difficulties related to the implementation of the NPE.
- Weaknesses in the implementation of the NPE

II- COMMUNICATION ON THE IMPLEMENTATION OF THE NPE

- actions engaged to popularize the NPE (teachers, populations)
- actions to be engaged
- supporting tools (means of communication)
- issues to address (communication topics ...)
- possible participation in shows (radio, television, ...)

III- SUPPORT TO THE NPE

- personal commitment to the NPE.
- Participation in shows (radio, television ...)

Primary assessment of the public awareness about the elementary educational system reform in Benin April – May 2005

INTERVIEW GUIDE FOR OPINION LEADERS

I- AWARENESS OF THE NPE

- Information on the last elementary education reform in Benin;
- Sources of information
- Kind of information received

II- APPRECIATION OF THE GENERALISATION OF THE CURRICULUM

- Opinion on the NPE;
- Feelings regarding the generalization of the NPE

III- COMMUNICATION

- Aids and tools to be used to inform the leader and his community
- issues to address (communication topics ...)
- possible participation in shows on the NPE (radio, television)

Primary assessment of the public awareness about the elementary educational system reform in Benin April – May 2005

Questionnaire for Teachers

I- IDENTIFICATION

- I.1- Region
- I.2- District
- I.3- Commune
- I.4- School
- I.5- Form/Grade taught
- I.6- Duration in teaching / / / years
- I.7- Sex F M
- I.8- Status: APE Contractual Community
Private School teacher Other (specify)
- I.9- Level of Education: Secondary Form 4 Form 5 Lower Sixth
Upper Sixth Higher
- I.10- Qualification: teacher, assistant teacher ?
- I.11- Professional training: 1- Ecole Normale Intégrée Ecole Normale des Instituteurs 3- In-service training others (specify)

II- AWARENESS AND APPRECIATION OF THE NPE

II.1- Are you aware that Benin has undertaken various reforms of her educational system since independence?

- 1- YES 2- NO (move on to II.3)

II.2- If yes, which ones are you aware of ?

- 1- Timid reform
- 2- DOSSOU-YOVO / grosse tête reform
- 3- Ecole Nouvelle
- 4- Intermediary Curriculum
- 5- New Study Curriculum
- 6- No idea

II.3 Do you know since when Benin has been implementing the NPE?

- 1- YES 2- NO (move on to II.4) No idea

If yes, since when? Experimental / / / / /; Generalization / / / / /

II.4 Have you ever taught any other curricula than the NPE?

- 1- YES 2- NO (move on to II.6)

II.5- If yes, which ones?

- 1- Ecole Nouvelle 2- Intermediary Curriculum
 3- Others

specify them

II.6- Have you been trained to teach the NPE?

- 1- YES 2- NO

II.7- If not,
why

.....

II.8- If yes, which curricula were you trained in? (mention the number of times)

	CI	CP	CE1	CE2	CM1	CM2
Once						
Twice						
Three times						

II.9- How do you appreciate the NPE?

- 1- Very good 2- Good 3- Fair 4- Bad 5- No idea

Whatever your position, justify it.

.....

II.10- Do you have difficulties teaching the NPE?

- 1- YES 2-NO (move on to II.12)

II.10- If yes, what type of difficulties?

- 1- it is difficult for students to assimilate the NPE
 2- I have difficulties mastering and teaching the curricula
 3- other difficulties,
 specify them

.....

II.12- As a teacher, have you appropriated the NPE?

- 1- YES 2-NO

Whatever your position, justify it

.....

II.13- Do you blame the NPE?

- 1- YES 2- NO (move on to II.15)

II.14- If yes, what do you blame them for?

Justify
.....
.....

Ii.15 If you were to make a choice, which curriculum would you prefer to teach?

Intermediary Curriculum NPE

Justify whichever you choose

.....
.....
.....

II.16- As a teacher, do you think you need additional information on the NPE in order to better master them?

1- YES 2- NO (move on to III)

If yes, what type of information do you need?

- 1-
- 2-
- 3-
- 4- No idea

III- APPRECIATION OF POTENTIAL COMMUNICATION CHANNELS TO BE USED FOR THE INFORMATION CAMPAIGN ON THE NPE

III.1- If it were possible to give you additional information on the NPE, how (channels) would you like to be informed?

- 1- Radio 2- Television 3- Newspaper 4- Meetings
- 5- Others,

specify them

- 6- None

III.2- What are the three radio stations that you follow most, by order of preference?

- 1- a- b- c-
- 2- none

III.3- What are by order of preference the Benin television channels you follow most?

- 1 a- b- c-
- 2 none

III.4- Which newspapers do you read more often?

- 1. a- b- c-
- 2. none

IV-SUGGESTIONS / REMARKS

IV.1- What communication actions do you suggest to allow you to have a better understanding of the NPE?

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IV.2- What other suggestions or remarks do you have for NPE leaders?

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Comments of the Interviewer

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NAME and FORENAMES OF THE INTERVIEWER

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Date of the interview: / / / / / / /

Primary assessment of the public awareness about the elementary educational system reform in Benin April – May 2005

Questionnaire for Parents

I- IDENTIFICATION

- I.1- Region
- I.2- District
- I.3- Commune
- I.3- Sex M F
- I.4- Age / / /years
- I.5- Profession
- I.6- How many children have you got?
- I.7- How many of them are currently attending school?

1- Nursery		Public / / / G / / / B / / /
		Private / / / G / / / B / / /

2- Elementary		Public / / / G / / / B / / /
		Private / / / G / / / B / / /

3- Secondary		Public / / / G / / / B / / /
		Private / / / G / / / B / / /

II- AWARENESS AND APPRECIATION OF THE NEW STUDY CURRICULA (NPE)

II.1- Are you aware that Benin has undertaken various reforms of her educational system since independence?

1- YES 2- NO (move on to II.3)

II.2- If yes, which one are you aware of ?

- 1- Timid reform
- 2- DOSSOU-YOVO / grosse tête reform
- 3- Ecole Nouvelle
- 4- Intermediary Curriculum

II.8- How do you appreciate the NPE in relation to the Intermediary Curriculum?

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II.9- If it were possible to give you further information on the NPE, which information would you like to have?

- 1- justification of the choice of the NPE?
- 2- Advantages and interests of the NPE for children's education
- 3- Justification of the NPE in relation to the current context and environment of Benin
- 4- Content of the NPE
- 5- Difference between the NPE and the Intermediary Curricula
- 6- Others,
specify them
-
-
- 7- No idea

III- APPRECIATION OF POTENTIAL COMMUNICATION CHANNELS TO BE USED FOR THE INFORMATION CAMPAIGN ON THE NPE

III.1- If it were possible to give you additional information on the NPE, how (channels) would you like to be informed?

- 1- Radio 2- Television 3- Newspaper 4- Meetings
- 5- Others,
specify them
- 6- None

III.2- What are the three radio stations that you follow most, by order of preference?

- 3- a- b- c-
- 4- none

III.3- What are, by order of preference, the Benin television channels you follow most?

- 1 a- b- c-
- 2 none

III.4- Which newspapers do you read more often?

- 3. a- b- c-
- 4. none

IV-SUGGESTIONS / REMARKS

IV.1- What communication actions do you suggest to allow you to have a better understanding of the NPE?

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IV.2- What other suggestions or remarks do you have for NPE leaders?

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Comments of the Interviewer

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NAME and FORENAMES OF THE INTERVIEWER

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Date of the interview: / / / / / / /