

**Evaluation Report PROJECT KAUNA
HAUSA-FULANI
ZINDER – NIGER REPUBLIC**

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BY

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List of abbreviations

1. EERN : Eglise Evangélique de la République du Niger
(Evangelical Church of Niger Republic)
2. UEEPEN : Union des Eglises Evangéliques Protestantes du Niger.
(Union of Evangelical and Protestant Churches of Niger Republic)
3. DGENF : Direction Générale de l'Education Non Formelle:
General Head Office for Non Formal Education
(IDAENF on the ministerial level:
IDAENF: Inspection Départementale de l'Alphabétisation
et de l'Education Non Formelle: Regional Inspectorate for
Adult Literacy and Non Formal Education)
4. SIL : Société Internationale de Linguistique
(Summer Institute of Linguistics)
5. COGES : Comité de Gestion: The Project Committee.
6. AGR : Activité Génératrice de Revenus:
Income Generating Activities.

Introduction

KAUNA is a project that derived from the former Hausa literacy in 2006 to continue carrying out its activities in the same zones of interventions. In Hausa language KAUNA means love and fellowship.

The International Society of Linguistics, Niger Branch (SIL Niger) and two local churches namely EERN and UEEPEN signed an agreement which gave birth to the project called KAUNA. It is sponsored by the Norwegian Pentecostal Mission (PYM) and benefits by the technical support of SIL which is the owner of the estates and the equipments of the project.

The two local churches mentioned above are the owners of the project and have established its management committee beside the proper administration staff of the project. The committee is the main element which differentiates Project Kauna from the former Hausa Literacy project.

The committee that was established in 2006 as mentioned above include a coordinator (a woman), an assistant coordinator (a man), a secretary, a treasure and two advisors.

The project intervenes in 3 out of the 5 departments in Zinder namely Magaria, Matamey and Mirriah all of them located next to the other.

The main activity of the project is literacy in Hausa and since 2006 and 2007 in Fulfulde in Magaria and Mirriah respectively.

On the invitation of the local coordinator and the technical assistant of Project Kauna, Mr. Richard ABBA MOUSSA specialist in economics and management and Mrs. Beatrice KONFE/TIENDREBEOGO, specialist in linguistics, have carried out an evaluation of the project from April 8th to April 13th 2008.

The terms of reference (TDR) of the evaluation have been transmitted to the evaluators with activity reports from 2005 to 2007 as well as the report from a previous evaluation carried out in 2005 by a Norwegian team.

The aim of the evaluation

The aim was to evaluate / to determine / to appreciate the process and the execution of the activities of the project as well as the results and impact on the local society. It was also to draw some conclusions about a future probable work.

The domains of the evaluation

The components of the literacy project to evaluate were:

1. Literacy Classes
2. The Production and Sale of Books
3. The administration including the transfer to the local owners and the contribution /the impact of the management committee.

The objectives of the evaluation

For all the components, it was to evaluate:

- The activities and the results of the activities of the project
- The effect of the project on men and women
- The pertinence of the components, the approach and methodology of work
- Management of resources, the rate of salaries, the expenses for the administration in relation to the activities
- Strength and weaknesses in terms of competence and capacity of the staff
- Strength and weaknesses of the three components of the project in relation to sustainability of the administrative, technical and financial capacity according to the context (motivation and resources of the local community and of Niger Republic in general) and the organisation (the capacity of the owner concerning motivation and resources)
- The decision making and the participation in the undertaking of activities and in the management committee as well. Particularly looking at the follow-up of aims and objectives and seeing if there are adjustments to be made
- The extent of collaboration with local partners and authorities
- The pertinence of activities in relation to the national and regional plans of Niger republic and to the priorities of Norway
- Making recommendations about the above points.

Methodology

The evaluation team has made a review documentary by visiting different centres to measure the achievements of the project and by interviewing the learners, the teachers, the supervisors and even some community leaders where the centres are installed.

As for the sustainability of the activities of the project, we have interviewed the beneficiaries, some committee members, and the staff of the project and village leaders.

Strategy of the project

The strategies are the ways and means used to achieve the targeted objectives. In the specific case, we can't dissociate the two since the objective is to educate the target populations by enlightening them through the themes from the primers and other documents at their disposal.

The other way round, we could consider that the objective is to enlighten the target populations through the themes in the documents for literacy and through literacy.

Of course other objectives and strategies may exist in the mind of the authors of this project.

Objectives

See the following developed strategy

Personnel

There are the administration staff and the field employees:

- The administration staff is composed of a local coordinator, a secretary, a driver/guard (at the same time), and a person in charge of Fulfulde language program.
- The field employees include monitors and supervisors.

Monitors:

Most of those we interviewed had one to three years' teaching experience. Even if they were trained elsewhere, the project had trained them according to the approach used in the primers. Everybody felt at ease with the good approach and the learners were able to follow the courses without difficulties despite the differences of their level.

Supervisors:

The numbers of centres they are responsible for vary from one department to another (e.g: 5 in Matameye). They are experienced supervisors (the one in Matameye has 26 years of teaching experience). They visit every centre once a month to follow the work done by the monitors. If need be there can be several supervising missions a month (it's the case of S. Broum in Magaria which had weekly supervising missions) for better results within the limit of the means at our disposal. Much teaching experience is strength because they know well the methodology and can correct the monitors' errors for they know about the teaching methodology.

The Literacy classes

They are 3 types: mixed feminine and masculine classes.

The classes are taught in Hausa and Fulfulde.

Most of the time, the feminine classes are monitored by women. A strength of the literacy class is the low rate of abandonment, especially in Hausa centres (of course because Hausa people are much more settled than the Fulfulde who often emigrate towards Nigeria). The learners have become aware of the importance of education and make efforts to succeed.

To the question "why do you attend literacy classes?" they answered as follows:

- to know how to read and write in their language
- to read instructions (for example when they travel to Nigeria)
- to have a direction in their daily life.
- To be independent
- To get knowledge
- To get out of ignorance (by being enlightened) be it the learners or the monitors
- Be it the learners, the monitors or the chief of the village in Roumji (Matamey) that we met, all of them are unanimous and recognize that literacy has a socio-economic impact on individuals and the community. They believe that literacy has brought about the following changes:
- Acquisition of new knowledge by the learners
- Now they can read, write and calculate

- They can read letters. Some of them try even in French
- They can recognize the number plate in Niger and those from Nigeria
- There is a change of mentality. In previous times the women disliked school but now they register their children in school. They have understood that education is important.
- Women who carry out a small trade can do their accounting correctly. (in the saving group too). They can read numbers (in terms of business this is important) and calculate their benefits.
- They can write their names and those of the others
- Change of mentality: the learners advise the women to give birth in health centres and this happened on April 10th, 2008 in Roumji
- Pregnant women go to the hospital before the birth of their babies for a regular controls/consultations.
- There is a change in their way of life; from the studied topics, they know that there are things they should avoid
- In Roumji the chief said that literacy is interesting in the sense that those who read the letters in the village are the women who have become literate. The learners use their knowledge from literacy for many things
- Those who have become literate are using their phone book themselves now that there are cell phones. Earlier people who could read and write letters, got news from others. This is no longer necessary because people can call easily.
- What women in Rouwan Shabara (a feminine centre in Mirriah) have learnt through literacy classes have helped them to better manage their household. They have also learnt the importance of vaccination
- They know about hygiene and children are sent clean to school

- Women follow the children's note books at school and understand calculation
- Moreover they make other women aware of the benefits of literacy so that the numbers of the learners increases every year
- In Bako Raouni (Matameye) the women have established 2 saving groups and run them using their knowledge from literacy. They have got a recognition certificate from the authorities. They meet every Friday after (Muslim) prayer to collect contributions and give loans. The loans, including interests, are paid back 4 weeks later.
- The project has installed 10 classes in Fulfulde in Magaria in 2006-2007, in 7 villages including Magaria town where there is a mixed class. These classes are supervised by a supervisor living in Magaria and he is assisted by the Pastor of the local EERN church.
- 33 classes, (29 classes in Hausa and 4 in Fulfulde) have been opened by the project in Mirriah, in 2005-2006 for those in Hausa and 2007-2008 for those in Fulfulde. All of the classes are located in 17 places and supervised by 2 supervisors.
- In Matameye 10 classes are opened in 5 villages and supervised by one supervisor. 4 of the classes are masculine. In Roumji there are 2 feminine centres with 39 learners at the end of the 2007-2008 seasons.
- To sum up, the project has established 53 centres located in 29 places. 26 of them are feminine, 25 are masculine and 2 are mixed. The project has about 1,000 learners (944 are from Mirriah, not counting those from the 4 Fulfulde centres). 415 of them are women that represent about 44 per cent (44%).

The documents: Production and sale

- Literacy supposes the use of materials such as blackboards and books. Therefore the project produces books for the learners such as math books and primers and makes them available for the centres (classes) and village libraries. Village libraries are established by the project to sustain literacy activities even beyond the support period given to the centres.
- There are village libraries in all of the 5 centres in Matameye. People are allowed to borrow without any condition except to return them back in 3 or 4 days. There is no loss of books but when people travel, they can often keep books with them for a month.
- For the year 2007 the cost of book production was 22,634 kroner that is about 1,806,539 CFA. The money from the sale of these documents is

10,529 kroner or 840,375 CFA that's used entirely to cover part of project expenses. The project has been audited and details concerning the general accounting are to be found in the audit reports.

Relationship with other organisations

The direct collaborator for the project is the DGRNF which represented in each department by a literacy inspection service. The DGENF is one of the different general head offices of the Ministry of National Education (MEN / MNE), in charge of adult education and supervision of literacy activities carried out by other partners such as Project Kauna, so as to make sure that they conform to the national policy in Education. The project has a good relationship with DGENF (IDAENF in Mirriah, Magaria and Matameye). The project gave in the time of Hausa literacy a motorbike at the disposal of the literacy inspection service in Mirriah in order to assure a good supervision of project activities.

Management of finances

In order to avoid any plagiarism from the conclusions of former audits which aim at testifying the accounts and contains the tables of resource management (TER / TRM), the issue will not be developed here.

Contribution of the local population

It's multiform and we can name the following:

- Building halls to hold literacy classes
- Learners are taken care of by the population where the centre is located. That is the case of a Fulfulde centre in KONKIEL (Magaria) where Elhadji CHAIBOU provides food for all the learners (non resident) and the monitor since this is in a nomadic area.
- Low level learners are helped by their friends and monitors themselves for free.
- Supervisions carried out by the governmental organisation DGENF have always been paid by the project.
- The self-sacrifice from the management committee and all the project staff in order to make the activities successful.

Sustainability:

It seems to be the “talon d’achille” of the project with contradictory considerations. In fact, an enquiry carried out among the beneficiaries (the populations) showed that even without the project some centres will continue to function due to their own motivation to try to pay the monitors themselves. Some former Hausa literacy centres prove this since they are still functioning without any support from the project but with a decrease in numbers of learners compared with the project period.

How long will this last?

Another point (pessimistic and more significant than the sustainability) is that the existence of the project is even affected.

In fact the management committee that is set up to replace the technical assistance does not know what to do since the departure of the technical assistants and the financial promises for the activities to continue for 3 more years seem to have failed. It is to be noticed that there has been a misunderstanding between the committee and the technical assistance; this became clear after discussing with the two parties.

The technical assistance said that there had not been given any promise (written) but rather talks about intentions. The intention in question has not been concrete because our job is not to judge or defend X.

Because of promises the committee has not looked for any financing elsewhere and it is too late now to do so without interruption of activities. Especially for the 2 years and one year old Fulfulde centres in Magaria and Mirriah. It takes 3 years for a literacy program to be considered as achieved.

According to the technical assistance, the committee had been informed in autumn 2007 that the contract might not be renewed and was encouraged to look for other fund donors.

Therefore if the committee has got no financing by June 2008, the 12 Fulfulde centres will fail, all the material and financial means as well as the manpower used there will be a pure loss of resources, even if the technical assistance defends that the centres can function without the project (in that we believe only for some centres). The existence itself of the committee will be affected after that date.

The Meeting with the management committee at EERN

COGES was installed in 2006. It has 6 members:

1. Coordinator (a woman)
2. Assistant coordinator (a man)
3. Secretary
4. Treasurer
5. Advisors (2)

According to the committee, the technical assistance had promised to finance the project for 3 years with support from PYM (2009-2011), something that the technical assistance denies saying it was an intention about a probable financing.

The technical assistance had asked COGES to set up an income generating activities oriented project (AGR/IGA) but when the Norwegians arrived they said they could not finance AGR/IGA. The technical assistance said that the committee was asked to carry out an enquiry about the needs of AGR and it did so. Upon the arrival of the Norwegians there was a diversion of opinions between Norway and the committee in terms of the types of AGR wanted.

COGES has had field visits and a seminar run by PYM concerning the Project Manuel.

We are sorry for the lack of reports from the meetings between the committee and the technical assistance. This situation is the same for the administration of the project but they have made efforts after recommendations from the auditor in relation to the accounts of the project.

If all the meetings had been followed up with reports this situation with lack of understanding between the committee and the technical assistance would not have happened.

How much is COGES involved.

- COGES was involved in programming the activities. It amends the planning made by the staff of the project and the international society of linguistics (SIL/SIL).

- COGES does not intervene in the execution of the project which is the job of the staff assisted by SIL/SIL. The roles of the committee, the administration and the technical assistance are mentioned in the tripartite Project agreement.

According to the agreement, COGES give instructions and controls the administration which is the executer of activities. The technical assistant is there

as advisor. Does every one respect their roles? No, according to the committee the technical assistance played the role supposed to be the administration staffs.

- COGES has been on supervision missions to literacy centres.
- It has been invited to opening ceremonies for teacher trainings.
- It has helped in solving problems faced by the employees (registration at the CNSS, advantages related to missions etc)
- It has been informed that the project will end by June 2008 in order to finalise the required payment for the dismissed employees.

Any heritage from the project for COGES?

- All the materials belonging to the project must be left for an organisation with the same objectives as mentioned in the agreement. But the committee was told that the organisation in question must have existed for 5 years, this duration (5 years) was not written in the agreement. Also the technical assistance said that in respect to the agreement, the fund donor must agree on the sharing of the materials. The fund donor (PYM) asked them to consider the 5 years – existence duration even though it was not part of agreement.
- Books and cupboards will be taken to SIL, however 25 copies of every title and a cupboard have been given to the two churches.
- The parabolic (for internet connexions) can only be given to an NGO/ONG that has at least 4 millions in its account. It has been sold to SIM.
- The tables and chairs will be given to the schools for the 2 churches.
- The car to SIL/IST

Conclusions and recommendations

The literacy work on the field is appreciable. It must be encouraged because of the eagerness that we noticed from the populations, the monitors and the supervisors. It would be a pity for the project to stop mid-way.

We have the following recommendations:

- If possible to find funds to continue the project in order to help Fulfulde literacy centres to achieve the 3 years period.

- Instead of the management committee being dissolved they should have the opportunity to continue the activities for 3 years and even beyond, in order to help the local churches to engage in development activities outside of the “church” concept and through another structure “a project”.
- Learners would take advantage of their experience in adult literacy to undertake some income generating activities (IGA/AGR) with the assistance of a fund donor.
- The local coordinator should continue the training about theories and practice in adult literacy which she started in 2007 in Ouagadougou and will finish in 2009.