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BELOISYA

**“BASIC EDUCATION AND LIVELIHOOD OPPORTUNITIES FOR
ILLITERATE AND SEMILITERATE YOUNG ADULTS
--especially young women --
in countries with low rates of enrolment in primary schools”**

PROCEEDINGS OF A WORKSHOP

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PREFACE

The BELOISYA project examined afresh international evidence about the functioning of adult literacy programs by looking at evaluations and related project documentation from the 1990s. Colleagues in Burkina Faso, Chad, the Gambia and Mozambique conducted evaluative studies of such documentation, using a framework which had been agreed at a planning workshop in Dakar in 1998. They then presented syntheses of their work at a workshop in N'djamena in March 1999, to which colleagues from Cape Verde, Côte d'Ivoire, Ethiopia, Niger, Senegal, Tanzania, and Uganda also were invited to contribute case studies. Moreover, internationally known resource persons in this field were invited to serve as facilitators and rapporteurs. The University of Pennsylvania's International Literacy Institute (ILI, a UNESCO-affiliate) co-sponsored this workshop. UNESCO's Institute for Education (UIE), The International Institute of Educational Planning (IIEP), and ActionAid also took part.

This volume summarizes and interprets the contributions. We would like to greatly acknowledge the work done by John Oxenham, who initiated BELOISYA, led the organizing of the N'djamena workshop, and had in general given valuable leadership to this field at the World Bank.

BELOISYA has been important for renewing the interest in Adult Basic Education in the World Bank's Sub-Saharan Regional Department. It has helped identify the knowledge base for renewed World Bank engagement with adult basic education, has helped build stronger professional networks among officials responsible for such education in African countries, and it has in the countries already led to activity in preparation of new projects, Cote d'Ivoire and Senegal. To major evaluations have been occasioned by this preparation—in Mozambique and Uganda. Other preparatory activity has resulted in Burkina Faso, Chad, the Gambia, Guinea and Niger.

For the Bank itself, the BELOISYA activity provided a first foundation for further re-examination of the knowledge base on adult basic education. Two reports are being published, in addition to the present one: *Engaging with Adults* (Jon Lauglo, 2001), *Including the 900 Million +* (John Oxenham and Aya Aoki, 2001, to be published), and *Adult Literacy Programme in Uganda: An Evaluation* (Carr-Hill, Oketch, et al. 2001). The World Bank's thematic group on Adult Outreach Education team of the Basic Education Cluster, is also developing a web-site on Adult Basic and Continuing Education in English, French, and Portuguese. The site is intended to assist task teams, policy makers, program planners, and practitioners to provide knowledge resource base, and to support opportunities for communication and professional networking.

There has been further capacity building combined with strengthening of professional networks. A two-stage workshop was conducted in Dakar in the summer of 2000 on *Evaluation and monitoring of adult basic education*. This was hosted by the Government of Senegal. The workshop used as 'a case' the workings of *faire-faire*'—the outsourcing of provisions relied upon by the government of Senegal for adult basic education. This workshop was conducted in French. It included some countries which had been to the N'djamena workshop in 1999 (Cape Verde, Chad, Burkina Faso, Côte d'Ivoire, the Gambia, Niger and Senegal), and added others from West Africa: Benin, Guinea, Mali, Mauritania, Togo. A distance learning course is

planned in May 2001, focusing on the *fair-fair* mechanism, for six French speaking African countries (Burkina Faso, Chad, Côte d'Ivoire, Guinea, Niger, and Senegal).

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I. INTRODUCTION TO BELOISYA AND THE WORKSHOP

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“BELOISYA” AND THE WORKSHOP: “Basic Education and Livelihood Opportunities for Illiterate and Semiliterate Young Adults -especially Young Women- in countries with low rates of enrolment in primary schools”.

BACKGROUND

In 1997, the Norwegian Agency for Development (NORAD) encouraged and funded the World Bank and the Human Development Sector of its Africa Region to take stronger initiatives to help governments in Africa deal with the consequences of a long-standing and very well known problem of several dimensions. Many primary school systems continue to suffer from issues including:

- (a) Access - they could not accommodate all the children who needed primary schooling;
- (b) Equity - they tended to accommodate more children of better off and urban people than of poorer and rural people, and more boys than girls;
- (c) Efficiency - large proportions of pupils repeated classes and dropped out from school, before they had completed the full primary course; and
- (d) Quality - equally large proportions of pupils failed to master the basic skills of reading, writing and calculation and the basic knowledge necessary to participate in modernizing societies, politics and economies.

The consequences were, first, ever increasing numbers of young men and even larger numbers of young women emerging illiterate or semiliterate into modernizing societies and economies. By the mid-1990s, many countries still had literacy rates below 50 per cent, while the literacy rates among their young women were even lower. The young people were unequipped to grasp the opportunities for more productive livelihoods in wage or family employment, healthier family lives and more active participation as citizens. In effect, they were doomed to perpetuate the poverty in which all but a few of them grew up.

The second consequence was the inability of economies to grow rapidly, partly because of the lack of capable human resources. In societies where three-quarters and more of the labor force are in family and self-employment (the subsistence and informal sectors), potential entrepreneurs can generate more employment at better levels of remuneration, when they can deal with modernizing economies –that is, when they are sufficiently literate and numerate to deal with the complexities of laws, regulations, negotiations and contracts. In the small but growing ‘modern’ (formal) sectors, governments and other employers have been unable to locate personnel capable of being trained to undertake ‘modern’ jobs that were necessary to realize

national plans for modernization, growth and betterment. In effect, the illiterate poor were impeding their own development.

Many organizations¹, international, bilateral and voluntary, had long been working with governments on the issues of training unschooled youth of both sexes for better lives and livelihoods. However, success had not come on a sufficiently large scale or sufficiently reliably to prevent the problems from worsening. For its part, the World Bank had been lending for similar purposes, but to relatively few countries in relatively small ways. In 1997, with NORAD's encouragement, the World Bank decided to formulate a fresh -but initially modest- initiative.

STARTING BELOISYA

The initial principles were simple and few:

- (a) The effort would focus on younger adults who had had either no schooling or insufficient schooling to have mastered the basic skills of reading, writing and calculation, i.e. those who were illiterate or semiliterate.
- (b) As, in most countries, illiterate young women markedly outnumbered illiterate young men, the effort would pay special attention to them.
- (c) The term 'young adults' would remain imprecise to allow flexibility in responding to particular situations².
- (d) The effort would start with countries, which in 1997 still had adult female literacy rates below 35 per cent, i.e. where the problem was most severe.
- (e) Central to the effort would be concerns for both basic education and improving incomes to reduce poverty.
- (f) Initially, invitations would go to only four countries from among those poorest in terms of *per capita* incomes: their illiterate young people would be mostly among their poorest and most isolated communities.
- (g) The World Bank would have no preconceived proposals to offer: it would work with the countries, first, to learn from experience and then to build appropriately from there.

To reflect these principles, a long title was created: "*Basic Education and Livelihood Opportunities for Illiterate and Semiliterate Young Adults –especially Young Women- in countries with low rates of enrolment in primary schools*". The acronym derived from the first 11 words of the title, **BELOISYA**.

¹ Among the better known are the International Labour Office with its Jobs and Skills Programme for Africa, the Swedish International Development Agency, the United States Agency for International Development and Opportunities Industrial Inc.

² It was envisaged, for example, that poor, working 12-year-olds might seek training to earn better incomes for themselves and their families. At the other end of the spectrum, mothers in their early 30s, who had enrolled their children in school, might want to learn enough, not only to improve their incomes, but also to monitor and encourage their children's scholastic progress.

By December, 1997, the governments of Burkina Faso, Chad, the Gambia and Mozambique –all with substantial previous experience in adult basic education and skills training- had expressed interest in participating in a fresh effort. Teams from the four countries³, together with a representative of the UNESCO Institute of Education in Hamburg, Germany, met after the Africa Regional Forum on Literacy⁴ in Dakar, Senegal, in March, 1998, to decide on a strategy. A 5-step process was agreed:

- (a) To avoid repeating mistakes and reinventing wheels, the four teams would undertake a systematic comparative analysis of previous experiences both in their own countries and more widely in the world.
- (b) A second workshop would [a] consider the conclusions of the analysis, [b] identify efforts that would repay intensive field study on the spot, and [c] plan a set of intensive field studies. At the invitation of the BELOISYA team in Chad, the venue would be N'djamena.
- (c) The field studies would take place.
- (d) A third workshop, using the signals from the comparative analysis and from the field studies, would design for each country either a pilot project for possible funding through a 'Learning and Innovation Loan' or a larger and longer term program for possible funding through an 'Adjustable Program Loan', both from the World Bank.
- (e) Each country would negotiate its loan with the World Bank and implement its own program, but maintain communications with the others to benefit from each other's progress.

For Step 1, the teams agreed to search for appropriate documentation on their own countries' experiences, while the World Bank would identify other documentation from around the world and distribute the material to the teams for analysis. To achieve easily comparable findings, a common framework of analysis and reporting was agreed – it can be seen here as Annex D to the synthesis of the findings of the comparative analysis.

IMPLEMENTING STEP 1

The original time-table called for the period of comparative analysis to last from April through September, 1998, with the findings circulated between all the teams in time for the second workshop to take place during December, 1998. However, as often happens, there were slippages. Although the World Bank spent several months contacting several organizations concerned with adult education and training and the teams searched their own countries' documentation, between them they were able to locate only 33 studies that looked as though they might fit at least a good portion of the agreed framework. Further slippages in communication and implementation meant that only 27 of the studies were in fact analyzed by December, 1998.

³ Their names and affiliations are given in Section 6 ____.

⁴ Organized by the International Institute for Literacy with UNESCO-BREDA.

Further, the teams and World Bank had hoped to be able to share the outcomes of each analysis amongst themselves, as each analysis was completed. That would ensure that every member would have a good sense of how the findings and signals were evolving. The medium for the continuous exchange was to have been e-mail, but difficulties with the technology meant that the flow of exchange was not achieved.

However, the World Bank attempted to synthesize the 27 reports that the four teams were able to produce: the result is in Section 2 following this introduction.

IMPLEMENTING STEP 2

It finally proved possible to implement Step 2 –a workshop to review conclusions, identify outstanding programs and plan a set of field studies- in March, 1999. By this time, however, interest in the initiative had spread, and more countries wished to take part: Cape Verde, Cote d'Ivoire, Ethiopia, Niger, Senegal, Tanzania, Togo and Uganda, all with long standing relevant experiences, sent representatives, while six of them contributed papers. The government of Norway, without whose encouragement and financial support the World Bank would not have been able to initiate the effort, was represented by two specialists. Also, the World Bank had been contacting agencies and people who specialized in adult education and training to invite their advice. As a result, the International Literacy Institute at the University of Pennsylvania undertook to co-sponsor the workshop, while two other organizations affiliated to UNESCO, the Institute of Education in Hamburg and the International Institute for Education Planning in Paris, sent representatives. In addition, the workshop was fortunate in attracting participation from very well known specialists at the universities of Harvard, Ibadan and Indiana. Because governments and international agencies are not alone in their concern for the poor and illiterate, non-governmental organizations prominently active in adult education and training, ActionAid and SIL, sent representatives to contribute to the discussions⁵.

The next two sections offer the syntheses of experience, which formed the basis of the discussions. The first deals with the signals from the 27 evaluative analyses that the four BELOISYA teams undertook between April and December, 1998. The second derives from six papers that were shared by the representatives from Cape Verde, Ethiopia, Niger, Senegal, Tanzania and Uganda.

Section 4 gives an overview of the workshop's discussions and its outcomes, while Section 5 contains the comments and suggestions of four of the participating specialists.

Sections 6 and 7 list the members of the four BELOISYA teams and the participants of the workshop at N'djamena, and the final section sets out the program of the workshop.

⁵ A full list of participating organizations and persons appears in Section 7.

II. SYNTHESIS OF THE EVALUATIONS OF 27 PROGRAMS IN ADULT BASIC EDUCATION

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INTRODUCTION

This paper is an attempt to (1) synthesize 27 schematic analyses⁶ of 33 evaluations of adult basic education programs with a core element of literacy and numeracy, and (2) summarize the lessons that the analyses suggest.

The 27 evaluations are later than 1989 and thus no more than 10 years old. They were identified between January and July, 1998, from a search of libraries and the Internet, and from consultations with practitioners in UNESCO, the UNESCO Institute of Education, the International Council for Adult Education, the International Literacy Institute and other organizations. They and many others were rapidly appraised at the World Bank for their potential to answer the range of questions that political, economic and educational planners need to ask. They then went out to the four BELOISYA teams in Burkina Faso, Chad, the Gambia and Mozambique for closer analysis. That so few apparently good evaluations proved available and readily accessible is a reflection of the continuing failure of the adult education profession to muster an abundance and continuing stream of validated facts and assessments for use in forming policy and plans for adult basic education. There is no lack of descriptions of new initiatives, approaches and projects. What is missing is a sufficiency of thorough evaluations of their short and long term effects on the learning and lives of their participants and analyses of the factors behind their successes and weaknesses.

The four BELOISYA teams first analyzed the 27 evaluations according to a framework or scheme of 137 questions. They had examined, tested, modified and approved this framework at a workshop held in Dakar in March, 1998, after participating in the UNESCO/ILI Africa Regional Literacy Forum (see Annex D for the framework). Each team determined its own pattern of working and sent its

⁶ Six other evaluative studies could not be analyzed in the time available. They concern: from Bangladesh, "A Concept on Adolescent Development" and "Nijera Shiki—Let's Teach Ourselves: The operational effect iveness of a people's literacy movement"; from Chad, "Projet d'Alphabétisation"; from India, "Training of Rural Youth for Self Employment (TRYSEM)"; from Niger, "Projet de Soutien au Programme National d'Alphabétisation du Niger"; and from Tanzania, "The Functioning and Effects of Tanzanian Literacy Programme and Tanzanian Literacy Programme: a view from below".

analyses and conclusions to the World Bank, which then worked at synthesizing the analyses into this paper.⁷ Their reports followed a commonly agreed structure that is followed by this paper also.

The 27 evaluative reviews are drawn from *Burkina Faso (8), Cambodia, Cameroon, Ecuador, El-Salvador, Gambia, India, Indonesia (3), Kenya, Nigeria, United Kingdom—England/Wales, Senegal (5), Tanzania, Tanzania/Malawi.*⁸ A classification of the reviews is in annex A. As they are relatively few and drawn from less than 10 per cent of the countries of the world, these studies can lay no claim to providing a basis from which broad generalizations might be drawn. Nonetheless, they can support, confirm or question what has been found elsewhere. Where several of the evaluations arrive at a common observation, of course, the possibility of its being generally valid is stronger.

STRUCTURE OF THE PAPER

To facilitate comparisons and synthesis, the country teams followed a common sequence of topics and issues in their reports. This paper will similarly follow that sequence, which begins with enquiring about the source of initiative, then moves to 'demand' and from there to the learners/beneficiaries, instructors, supporters, strategies, contents, materials, costs, and arrangements for continuing, possibly lifelong, learning.

WHO INITIATES ADULT BASIC EDUCATION PROJECTS ?

In the past, it was governments, which initiated most projects and programs, especially those on a large scale, even though religious organizations and other non-governmental agencies were also conspicuous and numerous. Table 1 in annex B suggests that that balance still continues, for 15 (56 percent) of these projects were government initiated. This is all to the good, as governmental participation is arguably a necessary condition for country-wide coverage and for the attainment of Education for All. However, international organizations and NGOs are by no means minor players, for they initiated 11 (41 per cent) of the projects, which is indeed a large proportion. [One project does not provide information as to its source of initiative.] In fact, the data probably understates the role of the international and bilateral agencies, as most of the government programs did attract substantial international support.

DEMAND FOR ADULT BASIC EDUCATION

A common observation in adult education is that the people, who appear to need education programs the most, are those who demand and use opportunities for it the least. On the other hand, another common observation is that adult literacy programs tend to be heavily oversubscribed, when they open, but then tend to experience

⁷ The data used in this synthesis are second hand data drawn from the reports on the 27 evaluative studies submitted by the BELOISYA teams. Therefore, the data reflect what has been reported and not necessarily what is contained in the original evaluative studies.

⁸ Readers will note the unfortunate absence of evaluations from the National Literacy Programme in Namibia, e.g. "Free to Speak Up" (1996), and from Latin America. The BELOISYA teams were unable to examine them in the time available.

relatively low and irregular attendance rates and sometimes disappointing completion rates. This suggests that demand indeed exists, but that other factors intervene to diminish its effectiveness.

The 27 projects examined here tend to support the latter observation, at least in so far as most of them attracted more than their target numbers of participants. However, the majority – 19 or 70 per cent –⁹ having learned from history, clearly anticipated the possibility of a decline in effective demand, for their designers deliberately worked to avoid it. They devoted considerable efforts to assessing the needs and interests of the learners or beneficiaries in view: they used field studies, needs assessments and observations of the beneficiaries and their environments, then applied the information to derive programs from the beneficiaries' goals, aspirations and environmental circumstances. In three cases, the documentation showed that the projects had indeed drawn their program objectives from a close respect for the learning needs that they had identified.

In addition to such careful client orientation, these 19 projects supplemented their efforts with campaigns to raise awareness, stimulate more demand and mobilize wide support.

The “REFLECT Literacy Pilot Project” in El-Salvador will serve as an illustrative example. Its sponsoring agency, the NGO ActionAid, first undertook a needs assessment with the beneficiaries in view, their prospective facilitators and their communities. Then in close consultation with the same parties, it worked out what the objectives should be and what indicators should be used to assess progress and attainments. This kind of client orientation is thought to have helped the project to exceed its targets. In the light of earlier experiences in adult basic education, the project decided on relatively modest indicators of success. In the event, it maintained an average attendance rate of 55 per cent and attained a completion rate of 75 per cent. Among the 75 per cent who managed to complete the course, the successful graduation rate was 86 per cent (which constituted 67 per cent of all who had enrolled initially).

A second example comes from Burkina Faso. The project “Femmes et Formation en Gestion Appliquée”¹⁰ first consulted the potential participants, poor women who were running small businesses, on their needs and priorities. It then used the data to set objectives that reflected the women's demand to learn how to manage their businesses better and more productively. The program originally aimed to train 1,100 women, but actually enrolled 1,211 women, 10% more than targeted. The organizers hypothesize that their conforming the program to fit demand had the effect of expanding demand.

The “Kenyan Literacy Programme: A view from below” cites a counter-example. The evaluation showed that there had been a gap between what the participants had hoped to learn and what the program had aimed to teach. Possibly because of the gap, instead of enrolling its target of 6,000 participants, the program actually enrolled

⁹ The reviews of the remaining 8 projects do not provide enough information on whether these projects conducted needs assessments or not.

¹⁰ “Women and Training in Applied Management”

3,096, just over half its target, retained only 48 per cent of its learners to completion and experienced disappointing levels of achievement (see below).

These experiences suggest that

- (a) in countries where large proportions of adults have not been educated through the school system, the demand for adult basic education probably does exist and is strong, even if not all adults share it; and
- (b) education planners and designers should identify the nature of the demand, preferably in consultation with the learners in view, and ensure that it drives their programs.

LEARNERS'/BENEFICIARIES' MOTIVATION

While demand on the part of the learners might be real, their motivation to satisfy it can range from weak and wavering to strong and steady. Experience around the world has suggested that the stronger and steadier the motivation is, the more likely a program is to be successful. Indeed, strong motivation is critical for success. However, motivation is not just "given". It can to a degree be created and/or reinforced by the way a program is implemented and managed. Of the 27 projects reviewed, 19 (70 per cent) recognized this and used a number of methods to reinforce or create learners' motivation.

The methods can be grouped in three categories: 'Pull', 'Push' and 'Clear the Path'. Ten of the projects used 'Pull' methods to attract and draw participants. Examples are arranging for credit facilities, organizing activities to generate incomes for the learners, offering official certificates of achievement, graduation and equivalence with school diplomas, and contributing to community investments for higher incomes or better amenities.

Four of the projects employed 'Push' methods, like public campaigns to sensitize people to the disadvantages of remaining without basic skills and to the benefits of acquiring them, and like visiting learners in their homes to urge them to persevere. The remaining five projects 'Cleared the Path' by scheduling classes to fit the daily commitments of different groups of learners, and by reducing the direct, transaction and opportunity costs through, for example, making the texts and manuals available free of charge, siting the learning centers close to the learners' homes and in the case of "Opération Bantaaré d'Alphabétisation de 10,000 Femmes" of Burkina Faso, offering free food to offset the time lost for cooking for families.

Unfortunately, the evidence available is insufficient to infer confidently that these measures affected the learners' motivation positively, neutrally or negatively. However, if the Nigerian "Women's Management Training and Outreach Program" and the Burkinabe "Opération Bantaaré d'Alphabétisation de 10,000 Femmes" can be taken as possibly typical examples, their 100 and 94 per cent completion rates would suggest that deliberate and careful steps to sustain and heighten motivation are likely to lead to better outcomes in attendance, completion and graduation.

CONSTRAINTS THAT LEARNERS FACE

Learners may demand education and have strong motivation to use opportunities for it, but, as adults with responsibilities for their families, communities and livelihoods, they often face constraints or obstacles that prevent their enrolling or attending regularly. Were the 27 projects able to offer any insights on the matter? It appears that, while many did address issues of demand and motivation, none directly addressed the issue of constraints or considered it a matter for discussion.

TIME-ON-TASK

One of the questions that persist about programs of adult basic education is 'Time on Task', that is: how much time do average learners need to master the basic skills of reading, writing and calculating sufficiently to sustain and use them helpfully in their lives? How many of the 27 project evaluations addressed this question? Only 9 did and among their answers there is much variation.

Six of the projects cited their times in hours: they ranged from as many as 720 hours for "Les Ecoles Communautaires de Base au Sénégal" down to as few as 120 for the "Femme et Gestion Appliquée" program in Burkina Faso, which focused on management skills and introduced skills in reading, writing and calculating as supports to the main curriculum.

Two projects, both in Burkina Faso, specified the time they deemed necessary in days: 48 for the "Programme National d'Alphabétisation au Burkina Faso" and 75 for the project "L'Alphabétisation des Femmes au Burkina Faso". Finally, one project specified its time in months, 4 months for the project "1,000 Classes d'Alphabétisation" in Senegal.

The next question would of course ask which of these periods of instruction proved sufficient for their adults to learn and maintain their skills. Disappointingly, only two of the evaluations attempted to relate time on task to attainments and even they are inconsistent with each other. The Kenya program, which offered 300 hours of instruction, reported that fewer than a third of the graduates achieved satisfactory attainments: 29 per cent in reading, 28 per cent in calculating and 21 per cent in writing. In comparison, the "Projet d'Alphabétisation Intensive du Sénégal 2 (PAIS 2)" offered 20 per cent fewer hours of instruction –240 hours- but achieved a 68 per cent rate of successful graduation in the three sets of skills, more than double the report from Kenya. The comparison raises many questions, but the data available unfortunately cannot answer them.

LEARNERS 'BENEFICIARIES' MASTERY OF SKILLS¹¹

Fourteen of the evaluations –fully half- did not report what the learners had actually learned, let alone the degree to which they had mastered the different skills and knowledge. The remaining 13 evaluations used different methods to assess what the learners had learned. These included interviews, tests, questionnaires, self-

¹¹ All 27 evaluations dealt with immediate learning outcomes. None examined the longer term uses of reading, writing, calculating and other knowledge gained from the projects.

evaluations, discussions, and observations. Unfortunately, the varying forms of the reports disallow any comparison of standards and attainments or any reliable inferences. All that can be said is that there seem to be wide differences both between and within the programs. The range between the programs evaluated goes from a low of around 20 per cent successful graduation in a Gambian effort to 68 per cent reported from El Salvador and Senegal. Within programs, average attainments reflect ranges from almost no apparent attainments by a small minority of learners to almost complete attainments by another small minority.

Two inferences might be ventured hesitantly to reinforce what is already more than well known. First, low rates of completion and graduation could well arise from poor design and even more from poor implementation. Second, adult learners vary so widely in their capacities, that helping them all to learn effectively probably requires very skilful teaching and strong support.

LEARNERS'/BENEFICIARIES' PRACTICES, ATTITUDES, SOCIAL AND POLITICAL PARTICIPATION

Programs of adult basic education usually do not confine themselves to helping people simply to read, write and calculate. They also offer knowledge in the areas of health, hygiene, nutrition, child care, handicrafts, crops, poultry and animal husbandry, livelihoods, civics, to name the most common. Have the 27 evaluations observed any effects from these kinds of educational components? As noted earlier, most of the evaluations did not look into longer term effects. However, three of them did.

The program in Kenya had given special emphasis to political participation and had lectured its learners heavily on the logic of political elections and on the importance of taking part in them. Its evaluation therefore did examine the political awareness and activity of its learners: happily, it found that those who had participated in the program were indeed more aware and more active than those who had not.

Similarly, the "Women's Enterprise Management Training" in India had aimed to build up the self-confidence of its participants, to enable them to work more productively in group enterprises and to develop their skills in marketing. Through careful interviews and observations, the evaluation found that many of the participants did indeed become more self-confident, more involved in-group decision-making, less hesitant about using credit facilities to invest in improving their incomes and more proactive in marketing their products. Further, they increased their intervention in community associations.

The third program, "L'Alphabétisation des Femmes au Burkina Faso", had as one of its aims the amelioration of the relationships between women and men, in the sense of moving husbands to give their wives a greater voice in family decisions. The evaluation found that the majority of participants felt that they had indeed learned how persuade their husbands to listen to them more and had gained confidence in steering family affairs.

Although such evidence comes from only three evaluations and can only be called very slender, it does reinforce the view that adult basic education programs can and do achieve objectives beyond the basic skills of literacy and numeracy.

INSTRUCTORS OR FACILITATORS

The findings of the 27 evaluations about the learners offered no surprises or new signals. On the contrary, they tended to confirm current views on how best to support adult learners. However, they shed no new light on strategies, processes or methods that might be more effective than others; and were unable to offer further guidance about the time on task needed by 'average' adults to master basic skills and knowledge. Now it is time to examine whether the 27 studies revealed anything new about the instructors and facilitators, who are perhaps the most crucial actors in helping adults to learn.

Overall, no new insights emerged on what kinds of personal, social and educational characteristics make for the most effective facilitators. Nor were there fresh suggestions on how best to recruit, train, support and reward them. None of the evaluations attempted to draw out profiles that discriminated between the more and the less successful facilitators.

Fifteen evaluations noted that the facilitators had been recruited locally, but did not specify whether the recruiters had been program personnel, local leaders or the learners themselves.

Twenty-one of the programs recognized two facts: first, most facilitators acknowledged a social obligation to help their relatives, friends and neighbors gain a basic education and were willing to give time and effort to provide that help. However, second, most facilitators did need some material recompense in the form of money, food or other contributions. None of the programs relied on wholly voluntary facilitators. Where the facilitators had full time employment, as primary school teachers, for example, the recompense could be simply token. But where the facilitators had either no employment or were themselves poor, the recompense needed to be more substantial.

A comparison of two evaluations appears to raise the possibility that the quality of the curriculum content and instructional process may be a more powerful determinant of completion and graduation rates than the quality, preparation and recompense of the facilitators. In the Kenya program, two-thirds of the facilitators had 4 years of secondary education, were full-time employees on salaries of 700-800 Kenya shillings (then US\$35-40) per month, had a 2-week induction course, supplemented by a 2-year correspondence course and enjoyed periodic refresher training courses. Yet, as reported earlier, only 29 per cent of their learners achieved satisfactory levels of reading skills. By contrast, the facilitators of the REFLECT programs, with relatively similar backgrounds, recompense and support, saw more than double the proportions of their learners achieve good reading skills. Could it be that the Kenya curriculum, which did not match the expectations of its learners, and its teaching methods, which were more traditionally didactic than participatory, discouraged many of its learners; whereas the REFLECT curriculum, built out of consultations with its learners and highly dependent on interactivity, held their interest more strongly?

The evidence is of course too slight to attempt to answer the question. But it does suggest that adult educators ought to investigate more thoroughly the interdependence between facilitators and the curricula they are asked to teach.

COMMUNITY PARTICIPATION

Learners and facilitators are obviously the chief and central actors in education programs. However, many efforts in adult basic education have found that support from community leaders, community groups, families, neighbors, local and national politicians has been helpful in raising enrolments, sustaining attendance and completion and in mobilizing the resources to pay for class premises, materials, training and even rewards for the facilitators. Do the 27 evaluations have anything to add on this issue?

Indeed, 21 of them –just over three quarters- reported forms of local support: village committees, village chiefs and administrators, district government officials, voluntary associations and other literacy sponsors, education officers, even managers of private enterprises, all helped to organize sensitization campaigns, drives to recruit both learners and facilitators, follow-up visits, support structures, as well as to provide material and moral support. Although local unofficial and voluntary support was without doubt valuable, 15 evaluations suggest that the crucial element was support from public officials: these 15 projects might not have even begun, had they not been backed by local officialdom, who helped make technical expertise available and lent moral support in the form, for example, of agreeing to award certificates to successful learners.

Two projects, one in Kenya, the other in Burkina Faso, also suggest that, by itself, even strong local support may not be sufficient to overcome factors that lead to poor attendance and completion rates. Both projects reported very strong initial and continuing support from the local communities and officials, but both also reported disappointing enrolment and graduation rates. The inference might be that effective supporters can help enhance and reinforce the reach and success of well designed and implemented education programs, but cannot save poorly designed and implemented ones from their own flaws.

CONTENTS, METHODS AND MATERIALS

We turn now from the people involved in adult basic education to the contents, methods and materials they use. The 27 evaluations serve to confirm that the long term trend continues towards [a] combining what the learners seem to want to learn with what program sponsors believe they should be learning; i.e. client orientation has always to be balanced with funding orientation; [b] perfecting methods that promote activity by the learners and interaction between them, as well as between them and their facilitators; and [c] diversifying the materials, aids, activities and media that the facilitators can deploy to promote learning. However, none of the evaluations was able to assess systematically the extent to which the ideals were being approached by actual content in texts and supplementary materials, actual facilitation by individual facilitators and actual use of media and activities by individual classes or learning

groups. Neither has it been possible to correlate systematically the content, methods and materials of the various programs with their outcomes.

The most that can be said on the basis of the 27 reviews is that, even if they do not furnish direct and incontrovertible substantiation of the currently dominant paradigm of sound adult basic education, neither do they call it into question. More positively, the experiences suggest that adult educators should continue to press the trends mentioned above towards more perfect realization.

COSTS OF PROGRAMS?

We turn now to the costs of adult basic education programs. Despite the importance of costs to those who plan and finance adult basic education, only a minority of the 27 evaluations offered much detail on them, while 8 evaluations did not consider them at all. A further 10 simply mentioned the costs, but did not analyze them. The 9, which attempted some analysis, are summarily listed in Table 4 of Annex B. In brief, the 8, which calculated costs per initial enrollee, give figures ranging between US\$1,246.00¹² down to US\$12.00. Five evaluations calculated the cost per completer: that ranges between US\$984.00 (again including development costs) down to US\$35.00. Only four calculated the cost per successful graduate: that ranges from US\$984.00 (including development costs) down to US\$61.00. If the substantial development costs are excluded, the average cost per successful graduate is likely to be in the region of US\$60-80.

This figure is roughly in line with data from other programs and suggests that adult basic education programs do not demand exorbitant investments to achieve worthwhile human development.

SIGNALS FROM THE PROGRAMS REVIEWED

The reviewers of the 27 evaluations were asked to identify the major pieces of advice that each evaluation offered to adult educators. A summary of the 6 findings that are common to at least 5 evaluations appears in Table 5 below. The order of appearance follows the frequency with which each piece of advice was identified. Strikingly, no advice comes from all 27 reviews. In fact, only one piece is common to as many as 16 of them.

¹² This sum includes the development costs of international consultants and travel.

**Table 5: Recapitulative Table of Advice Culled from the BELOISYA
Evaluative Reviews**

Advice	Number of reviews citing this advice
Communities, as well as administrative and political authorities, should always be involved in basic education programs and their participation encouraged. Their sensitization and mobilization should be an ongoing and continuous process.	16
To succeed, a project must be demand driven. The content should strongly reflect the problems, needs, interests and aspirations articulated by the direct beneficiaries themselves.	9
Allow experiments in adult basic education to reach completion, before generalizing them and assure good coordination when there are several workers in the field.	6
To avoid disappointment and demobilization, make sure that the materials for learners are ready in sufficient quantity and distributed, before classes begin.	6
Design continuing and permanent education programs, before starting one in adult basic education with literacy.	6
In adult basic education, literacy should be integrated with survival and income generating skills to emphasize more directly and sharply its relevance and uses.	5

These pieces of advice certainly reinforce current views on good practice in adult basic education –indeed, it is surprising that some of them arise from experiences that, even in the 1990s, seem not to have observed their common sense.

PROJECTS ESSENTIAL TO STUDY IN MORE DEPTH

In addition to identifying major advice, each reviewer was asked to assess whether the project reviewed should be ‘essential study’ for planners and practitioners of adult basic education. Of the 27 projects reviewed, only 7 were deemed to be essential. They are:

- “*Women In Development Project—Skills Development Component*” in The Gambia,;
- “*Les Ecoles Communautaires de Base*” in Senegal;
- “*Expérimentations Educatives Non-formelles*” in Burkina Faso;
- “*Alphabétisation des Femmes*” also in Burkina Faso;
- “*REFLECT Literacy Pilot Project*.” in El-Salvador;
- “*Family Literacy Works*” in England and Wales.

One review concludes that it is desirable—but not essential—for any team planning adult basic education programs with literacy to study “The Women’s Entrepreneurship Development Project” in Tanzania/Malawi.

A further 18 projects were deemed to be interesting references for any team planning education-training programs for young men and women who have had little or no schooling.

The review offered no opinion on the value of the program it examined.

CONCLUSION

Given the small sample of reviews (27) used for this synthesis, one must be careful about attempting to draw any causal relationship between the variables involved. However, the analytic summary table in annex C provides a map, which may allow one to observe conditions that warrant attention. Despite the limited amount of information provided by the reviews, it can be noted that:

- (a) Programs that incorporate (i) income generating activities, (ii) credit facilities, (iii) contributions to financing community investments and (iv) strong local support, as means of creating, reinforcing and sustaining learners’ motivation, tend to report relatively good rates (more than 50 per cent) of enrolment, attendance, completion and graduation.
- (b) Programs where facilitators receive some payment and are well trained tend to be associated with large changes in participants’ levels of skills, attitudes, practices and social and political participation.
- (c) Programs that reported relatively high attendance, completion and graduation rates and large changes in participants’ levels of skills, attitudes and practices claim to have used participatory approaches to learning.

III. SIGNALS FROM SIX COUNTRIES

Cape Verde, Ethiopia, Niger, Senegal, Tanzania, Uganda

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AIM

In addition to three of the original BELOISYA countries, representatives from 8 other countries in Africa participated in the N'djamena workshop. Six of these - Cape Verde, Ethiopia, Niger, Senegal, Tanzania, Uganda- not only presented their countries' experiences, but also shared papers with the other participants. This section aims to identify from those papers common points of value for adult educators, trainers and education planners. These points should influence the design of fresh programs for poor people, especially poor women, in marginalized and isolated communities. They follow approximately the order of the previous section, dealing first with initiatives and organization, then moving to the learners and time-on-task, the facilitators and methods, and ending with costs.

INITIATIVE

All six papers came from government departments and reflect two facts. The first is the earlier custom of governments not only to lead efforts to educate and train adults who had not benefited from schooling under the colonial powers or traditional elites, but also to control the field. The second fact is the later acceptance that governments would do better to develop partnerships with voluntary and community organizations and to encourage local initiatives. In the case of Senegal, the government actually stimulates local effort by offering contracts to qualified organizations and helping organizations to qualify themselves.

ORGANIZATION

Decentralization and partnership are now fashionable terms and concepts. However, both are not automatically guaranteed to deliver successful programs. *Decentralization* can work, only if the requisite capacities and resources are on the ground and can be mobilized or developed. It should not be used as a cover to excuse the central authorities from their obligations to guide, support, even finance, local bodies. *Partnership* often has to contend with previous histories of rivalry, competition, mutual distrust and contempt –between state and voluntary organizations

and between voluntary organizations themselves. Senegal has found that partnership has to be learned and requires struggle first to create it and then to keep it going.

THE LONG HAUL

The experiences of all 6 countries confirm that planners should take the long view in adult basic education. For example, despite relatively generous allocations of approximately 10 per cent of the national education budget, both Tanzania and Cape Verde needed about 25 years –1961 to 1986 and 1975 to 1999 respectively- to raise their adult literacy rates to nearly 90 per cent. Dramatic campaigns such as those in Cuba and Nicaragua, or even in certain districts of India, are perhaps possible only when literacy rates are already relatively high and relatively large numbers of already literate people are available to help with instruction.

The long view is necessary also to provide a safety net for the shortfall of the primary schools. Although Tanzania succeeded in raising its literacy rate to 90 per cent by 1986, economic reverses and the consequent under-funding of schools and adult education caused the literacy rate to fall back to 75 per cent by 1997.

The long view should include a framework for continuous or permanent education, so that learners have an avenue of advancement open to them. Cape Verde for instance has constructed three phases, which unfold over three to four years and enable interested learners to attain equivalence with primary Grades 4 and Grade 6.

However, the risk with the long view is that, as activities become routine, commitment and energy can sag among all the parties concerned. Education planners need to create devices that will continuously revive enthusiasm.

DEMAND AND MOTIVATION

The data provided by Cape Verde, Ethiopia, Niger and Tanzania show that the demand for adult basic education is real and widespread, even if not all adults share it. The data from Niger also showed that between 65 and 75 per cent of those who enroll in education programs tend to complete their courses. That suggests that, for most adults, the motivation behind the demand is likely to be strong and durable. It is of course possible that the quality of the organization, reliability, content and facilitation of a program will influence the level and steadiness of motivation, but the information to support that was not given in these brief reports.

The report from Uganda stressed the importance of keeping in the forefront of planning the fact that most learners are not just poor, they tend to be very poor; and, being mostly women, struggle to maintain their families. Therefore, coupling adult basic education with livelihood training and access to credit through revolving funds or community savings and credit groups can be very powerful in sustaining interest, motivation and perseverance –and effective learning.

EXPECTATIONS, TIME ON TASK, MASTERY OF SKILLS

The reports from Ethiopia, Niger and Senegal state that planners tend to expect learners to learn too much within too short a space of time. Programs tend to expect adult learners to become fully literate and numerate within four to six months of part-time and often necessarily irregular participation in classes. Such unrealism leads to inadequate attainments by unsatisfactory proportions of learners and disappointment on all sides. More realistic is the minimum suggested by Senegal of at least 300 hours of good attendance and instruction or the approach exemplified by Cape Verde, where adults are expected to progress through three phases over three years.

FACILITATORS

The six reports are unanimous that facilitators are best selected by their learners or by their communities. They are similarly unanimous that, while such selection may ensure that the facilitators serve very effectively as volunteers for a short period, it cannot substitute fully for proper material or financial recompense. The facilitators tend themselves to be poor people, often without wage employment or adequate incomes from their self-employment, who need to have their time and trouble rewarded. In Senegal, the cash honoraria for facilitators are in fact built into the contracts with voluntary and community organizations. Making proper provision for facilitators is especially important for the long haul.

METHODS

All the reports accept that participatory, active and interactive instructional approaches are likely to be more effective with adult learners than the old styles of teaching. However, the reports from Niger, Senegal and Uganda note that, within the broad approach, several methods of instruction in reading, writing and calculation are feasible. Their governments therefore do not prescribe methods or materials in detail, although they may lay down only broad guidelines to assure quality.

COSTS

Only two of the 6 reports touch the issue of costs. In Ethiopia, between 1979 and 1990, the average annual cost per learner appears to have been in the region of US\$1.00. In Niger, between 1993 and 1997, the cost per learner was approximately US\$18.00, while a completer, who could pass the relatively exacting test and earn a certificate within the specified time, was estimated at approximately US\$55.00. While the figure from Ethiopia is certainly on the low side and reflects a program dependent on volunteer facilitators, the figures for Niger are within the range of costs found elsewhere. The cost of a successful graduate would appear to be reasonable and low.

In relation to costs, only Cape Verde and Tanzania seem to have allocated around 10 per cent of their education budgets to adult basic education and training. The other country reports mention figures closer to one per cent of the education budget and also note the heavy dependence on funds from external donors.

IV. OBSERVATION, CHALLENGES AND RECOMMENDATIONS

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BELOISYA PREMISES

The premises of the BELOISYA project are that:

- ?? unschooled illiterate people are unable to participate adequately in advancing the social, economic and political development of themselves, their families and their societies;
- ?? unschooled illiterate women are also unable to use available knowledge to care better for their children's health, well-being and education; and
- ?? sound basic education programs can enable young illiterates to educate themselves and achieve levels of knowledge, skills and social effectiveness that are comparable to those of properly schooled children in significantly less time than schoolchildren need and at a lower cost.

BELOISYA BACKGROUND NOTES

In late 1997, at the initiative of the Sub-Saharan Africa Region of the World Bank with the support of EDI, four countries (Burkina Faso, Chad, the Gambia, and Mozambique) with low primary school enrollments, particularly among girls, agreed to collaborate on developing fresh approaches to solve the various difficulties associated with adult education programs. In March 1998, at the ILI Africa Regional Literacy Forum in Dakar, Senegal, teams from the four countries decided as a first step to assess relatively recent experiences worldwide in the field. The aim was to use those assessments as a foundation for designing future work of higher efficiency and effectiveness. With the support of trust funds from the Government of Norway, the teams used a common framework to assess the findings of 32 programs that had produced sufficient documentation to warrant study and analysis. The second step was to meet in N'djamena, Chad, to compare findings and to develop proposals for new work on education/training programs for illiterate young adults. At the initiative of the Africa Region, eight more countries were invited to take part in the Chad workshop.

BELOISYA WORKSHOP OBJECTIVES

The review and design workshop of the BELOISYA project took place in N'djamena, Chad, on March 15-19, 1999, with the participation of seven additional countries: Cap Verde, Cote d'Ivoire, Ethiopia, Niger, Senegal, Tanzania and Uganda (Ghana could not attend). The workshop was sponsored jointly by the World Bank (through the Africa Region, HDNED, WBI) and by the International Literacy Institute (ILI). The workshop had two aims:

- ?? to develop embryonic proposals for improving on the work that was already taking place in the participating countries and
- ?? to establish a mechanism to sustain communication and exchange between all the participating country teams, so that advances or failures in particular countries could be rapidly studied by all the rest for possible adaptation or circumvention.

INITIAL OBSERVATIONS

The aim of this report is to draw from the collected documents (country reports and experts comments): (a) an interpretation of some of the key perspectives of participants at the Chad workshop; (b) illustrate some of the key challenges facing improved literacy work in Africa; and (c) provide recommendations for the future of the field. The primary focus will be on the two workshop objectives (stated earlier), and on the degree to which the findings, recommendations and potential outcomes of the workshop may address them now and in the future.

First, some general notes and thoughts must be added about the conceptual framework of the workshop and the way it impacted the workings of the meeting discussions and debates. The four initial Project BELOISYA teams from Burkina Faso, Chad, the Gambia, and Mozambique were asked to assess 32 literacy and NFE programs from all over the world. These teams received from the World Bank organizers a detailed questionnaire which mapped the targeted areas of evaluation and covered the following issues: (a) learners/beneficiaries; (b) instructors/facilitators; (c) supporters; (d) strategies; (e) content; (f) methods; (f) materials and equipment; (g) costs; (h) post basic education and post literacy; and (i) various other issues. The Chad workshop organizers prepared and distributed a synthesis of project evaluation reviews. The response to these materials was revealing. Although one finds the global information referred to in several of the country teams reviews, the participants overall seemed to show more concern in their evaluations with their own countries and the other African countries.

The Chad workshop was very encouraging in that the African participants seemed realistic about their adult literacy/NFE objectives and goals, confident about their assessment of needs, and more open to exchange and dialogue with their African neighbors. Many of the African teams had significant experience derived from their own past failures and problems, and contributed assertively to the general debate (Senegal, Niger, Gambia). The other participating African country teams came with their own agendas and seemed ready to build successful adult programs. The World Bank, the ILI and their other institutional partners should capitalize on this readiness and play a crucial role in helping refine the dialogue among the African partners and move it to the realm of action by creating a network of shared expertise and knowledge directly related to literacy and adult basic education work.

PARTICIPANTS ' VIEWS AND CONCEPTS

Following are 14 central points of consideration that surfaced during the workshop discussions as the most essential ideas, concepts and issues impacting the development of adult literacy and non-formal basic education (AL/NFBE) in Africa. These points should form the basis of further discussions in the future.

Participants agreed that the educational situation of most African countries was in crisis. They also seemed to accept the assertion that formal education (the school system) could not, by itself, address the needs of poorly educated people. Furthermore, the workshop reports seemed to indicate that inequities in education appeared to be increasing in the developing countries of Africa. Participants showed awareness of the fact that many diverse groups remained significantly excluded from the formal schooling process, especially girls and women, ethnic and linguistic minority groups, and poor populations, particularly those in rural areas. To these unreached and disadvantaged groups, the workshop participants added the children and youth who were facing or were coming out of situations of war, political conflict and crises, and other handicapped groups for whom reconstruction and rehabilitation programs would be needed.

Poverty was singled out by many participants as being a significant issue where education could make a difference. Poverty alleviation was reaffirmed as a development objective in the agenda and strategies of many African countries. Participants also stressed the fact that education must ensure that the basic learning needs (knowledge and basic skills, life skills, attitudes and values) of poor people were met. The Chad workshop participants kept in mind one of the focal points of the BELOISYA Project, namely, "livelihood opportunities".

After about a half-century of serious international/local attention and investment, the adult illiteracy rates of the BELOISYA countries still remain around an estimated 25-55% (and probably even higher percentages if proper assessments were undertaken), with substantially higher levels of illiteracy among women and minority groups. Demographic growth meant that the actual number of illiterates has dramatically increased in recent years in most BELOISYA countries and elsewhere in the developing countries of Africa and Asia.

The literacy efforts of the past fifty years have not led to sustainable results. Little insight has been gained from past experiences and projects and the knowledge base is inadequate for providing credibility. What constitutes "success" and an understanding of a learner's motivation is lacking. The field of AL/NFBE is in dire need of an increased professionalized base similar to that of formal education.

In spite of point 4 above, the workshop participants expressed the feeling that there was a growing interest in AL/NFBE in their countries. It was noted that demands for literacy were originating not only from individuals but also from NGOs, government extension institutions, rural communities, village associations and other forms of local social groups. The workshop participants agreed that the needs for AL/NFBE programs in their countries were likely to increase in the coming decades since all these countries seemed to be faced with the need for a multiple and diverse set of alternative channels of education provision both formal and non-formal.

Non-formal education was seen by most participants as an important complementary answer to the educational crisis in Africa, along with the much needed reform of the African school systems. Participants reaffirmed the need to bridge the gap between formal and NFE and to adopt a "dual strategy" that breaks the barrier between these two forms of education delivery. They highlighted the necessity to "customize"

programs so as to answer the priority demands and urgent needs of drop-out African youth for second-chance educational opportunities. The danger of the growing numbers of out-of-school adolescents in Africa was highlighted, since some of them could not still read or write after completing several years of very low quality primary schooling. Participants also reaffirmed the necessity of giving priority to illiterate adults, especially women and younger girls (9-55 years of age) who have never received any formal education.

There was little or no discussion of the conceptual framework that would help define the range of skills, attitudes and values implied by the terms used in most of the BELOISYA country documents. Participants used in a very loose manner the terms *literacy*, *literate*, *illiterate*, *semiliterate*, *adult literacy*, *functional literacy*, *basic education*, *adult basic education (ABE)*, and *post-literacy*. Apart from the common literacy skills of reading, writing and basic numeracy, participants also referred to *basic skills*, *learning skills*, *livelihood skills*, and *lifelong learning*. Participants did not feel the need to debate and come to agreement on what the terms really meant, however. The only important distinctions which were explicitly made were: (a) *formal* versus *non-formal*: NFE was used as a cover term for most other alternative forms of education delivery outside of the school setting; and (b) the distinction between *literacy* and *functional literacy* which relates to linking the educational programs to economic activities and other needs of the disadvantaged groups. Because of this terminological fuzziness, the acronym AL/NFBE will be used in this report, to refer to the general conceptual framework of the Chad workshop. However, defining these terms within the activities of the BELOISYA network will be necessary not only in cross-national comparability, but also for operational and programmatic activities.

Participants felt that globalization was unlikely to result in new productive models or to open new employment opportunities in Africa. The rural economy, along with the informal private sector, will most probably continue to play a major role in the social integration of the fast growing, economically active (and young) populations in the developing countries of Africa. It was felt that AL/NFBE should be almost systematically linked to local development initiatives and the socioeconomic needs of the rural and semi-urban disadvantaged groups.

Participants asserted the necessity of connecting AL/NFBE work to functional and post-literacy activities such as income-generation, health, or citizenship. Some participants felt that there was a need to expand the workshop participants' understanding of AL/NFBE program impact goals by going beyond the basic literacy skills of reading, writing, and numeracy to concrete improvements in the ability to perform some of the vital primary (adult) roles which relate to income generation, the work environment, parenthood and intergenerational activities, health and nutrition, and participation in community development and the civil society.

The most prevalent impact goal of AL/NFBE programs was seen to be the need for a link between literacy skills and income-generating activities. Income-generating activities and other work-related educational skills were viewed by the workshop participants as a way to insure the retention of the skills learned and the sustainability of the literacy programs. Many of the programs evaluated by the BELOISYA teams clearly indicated that there usually was a strong demand for these skills which represented in fact real "livelihood opportunities". African parents expected

educational programs to have a direct impact upon the economic and living conditions of individuals and families.

Participants agreed that using work-related impact goals in AL/NFBE programs was very important in most African countries where unemployment rates among the younger generations argued against the socioeconomic benefits of education. Adult learners viewed AL/NFBE as different from formal schooling, since the skills acquired seemed to be more relevant, more concretely related to the work environment and leading directly to increased power in community life.

Some of the participants expressed the need to connect AL/NFBE with their countries' human development strategy. However, this important policy consideration was not prominent in the workshop debate. Some noted that what was missing from the workshop debate was a vision of AL/NFBE as a catalyst for empowerment and a tool to achieve the wider goals of African development including the economic, social and political aspects of the society. The "political dimension" of AL/NFBE and its potential role as a vehicle for achieving national unity and cohesion in most African countries should attract governments towards greater investments in AL/NFBE.

The tone of the country presentations and workshop debate included almost no references to political considerations or limitations. However, the workshop dialogue was characterized by the openness of the country delegates who expressed themselves candidly and in a critical fashion and did not shy away from discussing issues that might have been considered extremely sensitive. A decade ago, government participants would not have freely talked about decentralization, local control, community participation, collaboration with NGOs, incentives, local language instruction, and the need of accountability, evaluation, and monitoring as important AL/NFBE national program goals.

The BELOISYA Network focus on gender and the priority it gives to younger women seemed to be in slight contradiction with the limited participation of African women in the Chad workshop. More African women should participate in AL/NFBE networking and training activities to allow African women to become more "professional". Only increased women's involvement in design, planning and management activities can contribute in a convincing way to the spread and success of AL/NFBE programs.

KEY ISSUES AND CHALLENGES

Though the discussions held in the Chad workshop focused on a wide range of AL/NFBE issues and confirmed several lessons drawn from previous experiences and important guiding principles, the present report will only mention the following six key issues and challenges:

1. Localization versus Centralization

AL/NFBE programs and projects, like most other development programs, seem to progressively reflect the principles and gains of democratic institutions in Africa as well as transformations in African civil society structures and in features of

accountability and transparency in actions, attitudes and behaviors. From this perspective, the responsibility of AL/NFBE programs should not be placed entirely in the hands of national governments. While States and government agencies should be the main sponsors of AL/NFBE activities, the civil society and regional and local community and village groups should take ownership and control of the monies that are allocated to their programs by the State or bilateral donors and manage the operational program activities. The growing decentralization movement in Africa requires the urgent creation of an adequate legislative framework to organize and advise those who work in AL/NFBE work.

As a result of decentralization efforts, NGOs have assumed a key role in providing NFE in several African countries. Countries such as Senegal have clearly decided to encourage this pivotal role. Other countries, such as Ethiopia, seem to be somewhat hesitant about decentralization and would like to keep the NFE effort under State control. NGOs often lack institutional capabilities and increased attention needs to be paid to the modalities of providing them with adequate institutional support for better and more transparent accountability. Decentralization without strong central coordination and technical leadership by the State, and without provision of adequate regional/local capacity building could mean the fragmentation and demise of the AL/NFBE programs. The role of the State should be to set up clear guiding principles and program standardization norms which must be followed by all community groups involved in program design and planning with the financial support of specialized State authorities.

2. Formal versus Non-formal

Breaking the barriers between formal education and AL/NFBE and establishing bridges to allow the transition of out-of-school children into the formal school system is an essential though difficult issue. It gives AL/NFBE programs an added motivational value and increases access to formal education in countries with low rates of primary schooling enrollment. The only concern raised by this approach is that the flexibility and diversity of NFBE should not be reduced or limited by Ministries' officials who want to have out-of-school children and youth acquire an education which is equivalent to formal schooling. Equivalencies between the levels and grades of the formal system of delivery and AL/NFBE levels and grades within and across cultural contexts need to be carefully studied and given careful consideration. There seems to be a disparity between the trend towards expansion of the role of NFBE programs and the need for good management and the type of accountability that is usually associated with formal education. Government agencies seem to find it difficult to embrace the non-formal nature of NFBE programs which seem to work best when they have multiple modes of delivery, several and diverse curricula and materials, and numerous types of implementing agencies and groups. However, these programs need an efficient mechanism for accountability if they want to be more effective and more credible. Finally, AL/NFBE programs should not mean "development on the cheap". If these programs become more like the formal system programs, then they should not be treated differently in terms of costs, teacher training, and definition of the skills and knowledge that the targeted learners should acquire. AL/NFBE programs should be gradually included within the spectrum of education systems in Africa, in complementarity and harmony with the other more recognized forms of education delivery.

3. Language of Instruction

The issue of language of instruction -- which had been, for many decades, the preoccupation of the education officials and specialists in African countries -- generated a lively debate among the Chad workshop participants. The importance of first language (L1) reading instruction for beginning AL/NFBE skills is highlighted by existing research which demonstrates that the use of the mother-tongue (L1) helps facilitate reading achievement in a subsequently acquired second language and in later school success for young learners. Though the much needed knowledge base to better understand the issue of L1 literacy acquisition for out-of-school youth and illiterate adults is lacking, the issue of L1/mother-tongue instruction needs to be revisited and reinvigorated. The use of L1 as the language of instruction in AL/NFBE is especially relevant to meeting the vital needs of linguistic minority groups who, unlike the dominant language groups, usually find themselves at a great disadvantage in matters relating to literacy and education.

Though the provision of L1 instruction in AL/NFBE programs is not always possible or easy, there is an urgent need to promote the use of local and regional indigenous languages in Africa. The choice of which particular language should be given preference in a continent where multilingualism is by far the prevailing norm, should be based on the language(s) spoken by the community and used in the market place. L1 literacy should be used as a bridge to literacy in official languages at more advanced levels of learning as this can be used to support the development of national cohesion. Even transnational and international languages (languages of wider communications or LWCs) could be included for possible consideration in post-literacy programs as a means of integrating the newly literate into the wider regional and international communities.

The utilization of indigenous languages in African education is a hotly debated and sensitive issue. African countries seem to be more open to the use of L1 instruction in AL/NFBE programs than in the formal schooling system. This situation is detrimental to AL/NFBE programs because their learners feel the disparity which exists between the language of literacy instruction and the language used in formal schooling which happens to be, more often than not, the language of socioeconomic opportunity and social mobility. African countries should cope with this serious sociopolitical challenge because of its negative impact on the relevance and quality of formal and non-formal education. In order to achieve this objective, African governments must first establish clear language policy principles and language planning guidelines to be used for the various functions and needs of their changing societies.

4. Quality AL/NFBE Instruction

The need to improve the quality of AL/NFBE provision must be discussed in connection to instructors' qualifications, selection, training, supervision, and, last but not least, remuneration. All these questions seem to represent difficult issues and remain among the most important concerns in the BELOISYA countries since they constrain efficient and sustainable implementation of AL/NFBE programs.

5. Teacher costs and remuneration

AL/NFBE faces two obstacles in recruiting good personnel: the limits of teacher volunteerism on the one hand, and the cost of providing quality non-formal instruction on the other. Hiring practices need to strike a balance between consideration of material realities and recognition of the "moral" benefits of altruism and volunteerism that can lead to enhanced community participation.

The necessity to give AL/NFBE field workers (instructors, teachers, facilitators) their due place in the fiscal structure of AL/NFBE program activities needs to be reaffirmed. The only way to improve teacher availability and motivation is to provide some form of teacher stipend or compensation. The most important part of a program is a good instructor, best defined as one who shows up to teach, since volunteer instructors are not always available and could not therefore, alone bear the responsibility of program sustainability forever. Though the initial participation of local communities and the civil society in AL/NFBE instruction costs is highly desirable and even necessary, these communities cannot sustain the program costs by themselves without the strong support of the government coordinating structures. This is clearly the case when programs become too large and need to go to scale.

Finally, one could express the fear that the professionalization of NFBE instructors and the institutionalization of AL/NFBE through formal delivery modes and roles, performed by salaried "functionaries", would inevitably lead to a lack of flexibility in implementation.

6. Teacher availability, selection and training

Four main issues remain closely connected to quality implementation and delivery of AL/NFBE programs. These are the following:

- ?? the common disparity between high levels of learning targeted in program materials and instruction design and the low levels of experience of recruited teachers;
- ?? the absence of women teachers in programs because of low or non-existing levels of required education in available women;
- ?? the use of male teachers – because of the above, but also because of a bias against the ability of women to perform such tasks -- in environments where women's participation is very high and in cases where communities only allow women to attend classes when they are taught by other women; and
- ?? the use of young untrained school graduates who have little or no knowledge of the specific needs of adult learners.

The Chad workshop discussions of the above issues led to some innovative new approaches.

- ?? Participants drew attention to the practice of allowing the local communities and the learners themselves to select, recruit and pay their instructors who then become accountable to those who have hired them.
- ?? The program content should be discussed and negotiated with the learners and participatory methodologies used in classroom instruction. This practice could

help build trust and self-confidence, especially among adolescent out-of-school learners who had become suspicious of the classroom environment.

- ?? The instructional design approach should take into account the environmental constraints on successful implementation. Class schedules should be determined in an appropriate manner. In most rural areas, seasonal and/or cultural events and traditions impose constraints on instruction time and calendar. Assuming that an average of 250 to 300 hours of instruction over a 12 month period is possible and advisable, planning the instruction spread and intensity needs to vary from group to group and across cultural and linguistic contexts.
- ?? Teacher training and in-service training should be built into AL/NFBE programs as in formal schooling. One initial training session should be followed by several shorter on-the-job training periods. These training sessions should focus on adult learning theories and on more specific instructional content. One of the training objectives should aim at how to make the instructional content meaningful to the learner. Teacher training must also include evaluation components focused on key indicators of good teacher behavior and acceptable and efficient classroom processes. Teacher supervision and an evaluation and monitoring component which includes the learner(s), should be added to the program design and should take into account the actual experience acquired in areas of learning which go beyond basic literacy skills.

7. Capacity-Building

Most traditional mass campaigns failed because of lack of structural support. Many of the shortcomings of AL/NFBE programs often result from the weak institutional capacities of government agencies or NGOs at the implementation level. In order to increase the success of AL/NFBE policy and planning, there should be a significant and consistent investment in the "professionalization" of AL/NFBE providers such as program planners, managers, teachers, facilitators and instruction supervisors. Special efforts and measures should be taken to empower women to lead other women and prepare them to assume policy and planning responsibilities. Technical assistance should be mainly if not exclusively targeted on project implementation. This can be done in two ways:

- ?? most capacity-building efforts should go to the expansion of the provision of consultation and advice to country-team participants in the areas of planning, delivery and assessment of AL/NFBE programs; and
- ?? capacity-building efforts should also aim at reinforcing and harmonizing the NGO operating network by training NGO operators in the areas of planning and management (including an accountability mechanism) for better coordination and communication.

8. The Use of Information Technology in AL/NFBE

Although the use of advanced technologies clearly raises unprecedented opportunities for achieving greater educational access and achievement in the developing countries of the world, African countries show sometimes great resistance to using the scarce available resources for educational applications of technology to the sole benefit of

out-of-school youths and disadvantaged adults. Scarce resources should not be spent on technologies that could only be used by the very few.

There was, however, the feeling that the advance and spread of modern technology was inevitable and that its differentiated use was already creating a growing disparity between the "haves" and the "have-nots" in African education. One also feels that the lack of availability of an environment that could facilitate the use of modern information technologies to help answer the diverse needs of the disadvantaged and unreached youths and adults (mostly women) in the remote rural areas should be a great concern for African nations that could probably be exploring and advocating the use of solar energy to allow the use and functioning of appropriate advanced technological equipment.

New technologies, such as the Internet, e-mail, and other related information technologies seem to clearly open new opportunities to collect and share accumulated experience and relevant information on national and international experiences and on research findings. These technologies can help create and develop regional and national networks for AL/NFBE policy review, program planning, and teacher training. Training in the use of modern information technologies would have to be introduced to greater numbers of AL/NFBE providers, planners and instructors to increase access and user-friendliness and help generate interest in computer-related technologies. Such training should encourage AL/NFBE field workers to examine the uses of appropriate distance education modes of delivery (such as videoconferences, listserv networks, online courses, and web chat rooms) with greater confidence and openness.

The sharing of accumulated experience, knowledge and information through the use of modern technology requires a network of partnerships. The World Bank and its organizing partners should help establish with the BELOISYA participating countries a mechanism to sustain communication and the exchange of information among AL/NFBE professionals. This concerted effort would allow African AL/NFBE specialists to share knowledge about innovative initiatives, cost-effective approaches, research findings, and training programs in order to strengthen institutional networks and build sustainable synergies.

RECOMMENDATIONS FOR FOLLOW-UP AND FUTURE ACTIVITIES :

The Chad workshop participants were in agreement that the issues and findings identified above should continue to be addressed as a group so that solutions to the many challenges facing AL/NFBE in Africa could be effectively met. The following recommendations were drawn from the various workshop discussions and are presented as an "integrated training and communications scheme" in which BELOISYA countries could participate with the help of the World Bank's Learning and Innovation Loans (LIL) program. This scheme is based on the following set of near-term and mid-term initiatives.

1. Near-Term Initiatives

Some immediate steps can be taken in order to ensure that workshop participants maintain contact with one another.

- ?? The BELOISYA Project should encourage the creation of an Africa AL/NFBE network which will aim at the development and dissemination of innovative and imaginative approaches and pilot projects. Being part of such a network will help alleviate the feeling that literacy professionals are working in isolation from one another and will allow participants to benefit from the varied experiences of their peers.
- ?? Because it functions as a community of shared expertise in AL/NFBE, the BELOISYA Africa Network should be connected via a listserve. Ways of concretizing this project for the 11 BELOISYA countries should be explored and other interested African countries should be invited to join. An easy first step to online communication is to have country team members establish free e-mail addresses for themselves. For those who have access to the Internet, free e-mailing capabilities can be easily provided on Hotmail or Excite and maybe other local servers. (Suggested addresses could be: < LAST_NAME_BELOISYA @ hotmail.com > or < LAST_NAME_BELOISYA @ excite.com >.)
- ?? The task of facilitating this listserv by archiving exchanges and directing occasional queries on particular issues in AL/NFBE to the created BELOISYA online community could be a role that a specialized R & D institution would serve (the ILI would consider playing such a role).
- ?? Videoconferencing might also be used to sustain communication among BELOISYA country participants and institutional partners. The *Adult Outreach Education Thematic Group* of the World Bank, with the help and participation of other partner institutions, could set up and plan frequent events to discuss problems and progress.

2. Mid-Term Initiatives

Mid-term activities could help meet the objectives of the Chad workshop over the longer haul. These objectives could be met through a series of activities that integrate training for AL/NFBE professionals with the establishment among them of regular and substantive interaction using advanced information/communication technologies. Some proposed activities are outlined below.

3. Training

Over a period of several years, participating BELOISYA countries will send 2-3 young AL/NFBE professionals, practitioners, policymakers, research specialists each year to participate in an intensive training program such as the ILI-UNESCO Summer Literacy Training Program (SLTP) which is a one-month long program held annually. The SLTP program includes the following training objectives:

- ?? Theoretical advances in the field of AL/NFBE as well as new and effective practical approaches to teaching literacy.
- ?? Hands-on training in the use of new multimedia and information technologies. These include videoconferencing, the development of video-based distance education courses, e-mail and listservs, and web page creation.

- ?? Assessment of basic learning competencies of adults and out-of-school youth, in order to design appropriate curricula and instructional materials for these targeted populations.
- ?? Evaluation methods of existing literacy programs so that their effectiveness and outcomes may be gauged.

The SLTP takes place at the ILI in Philadelphia, with instruction in English. Subsequent regional training programs could be held on-site in chosen participating countries in either English or French, and could even be customized to fit specific cultural and local/regional needs and contexts. The aim of this multi-year and multi-country training program is to create a cohort of adult literacy professionals in each BELOISYA country that has a solid working knowledge of the latest AL/NFBE developments - theoretical, practical, and technological. The influence that these cohorts could exert in the development of AL/NFBE projects in their respective countries is potentially enormous.

Communications: BELOISYA countries and others in Africa (and worldwide) need much improved communications strategies for information exchange. These may, in part, be addressed by the following activities:

Listserv linkages

In addition to participating in the BELOISYA listserv, participants will also have access to other AL/NFBE-related listservs such as the listserv of the ILI-UNESCO Summer Literacy Training Program Alumni. This is a dynamic group of mid-career professionals who are eager to make use of the technological training that they received and who represent more than 50 countries from all over the world. Providing BELOISYA participants with a network to communicate with their counterparts in Asia, the Middle East, Latin America, and other African countries through this listserv will expand their knowledge of how AL/NFBE needs are addressed in different cultural, linguistic, and political contexts.

The African Literacy Explorer (ALE)

At the Chad workshop, the ILI demonstrated a CD-ROM, entitled *International Literacy Explorer (ILE)*, which is a multimedia teacher training tool for basic education designed to give the user an overview of literacy issues and practices in an international context. The Explorer offers ideas, discussions, and activities to enrich the AL/NFBE thinking of teachers, practitioners, policymakers, or researchers. This tool also focuses on 13 case studies of innovative and effective literacy and basic education projects and programs across the globe and includes supplementary sections on general literacy concepts and statistics to help the user to better understand the consequences of widespread illiteracy, the need for and importance of literacy education, and the achievements of the specific literacy projects.

The ILE is a hybrid multimedia teacher training tool which is both CD-ROM and Web-based to allow access to a wider range of Africa's unreached and technologically disadvantaged users.

The BELOISYA Network needs a similar tool to document, support and enhance its AL/NFBE capacity-building and networking activities in Africa. The creation of an *Africa Literacy Explorer (ALE)* could be conceptualized to fit the contextual needs of African professionals with the help of the World Bank and its partner institutions. The *ALE* would also be available as a CD-ROM and on the Web, to increase its regional access on the continent and give it an added worldwide dissemination. Three components of this *Africa Literacy Explorer* would need to be developed:

Case studies: The *ALE* section on AL/NFBE case studies would include numerous and diverse African examples selected from existing projects in all the participating BELOISYA countries. After completion of their training, BELOISYA country members will have the know-how to create their own web pages and update them as necessary. This will allow them to raise the profile of their own literacy work and of work that promotes the concerns raised at the Chad workshop. The writing of case studies about literacy programs that focus on women and work toward the transformation of their status in Africa should be particularly encouraged .

Online assessment training modules: Online training modules need to be developed with a focus on learning competency assessment, literacy program evaluation, and program monitoring methodologies. These modules will be based on the rich experience of the World Bank and on the existing work of other institutional partners such as UNESCO, Unicef, Statistics-Canada, the ILI and others from around the world. This online training component will also give examples of how assessment and evaluation projects were carried out in the BELOISYA countries.

Post-literacy materials development: Post-literacy activities are extremely important for the sustainability of AL/NFBE activities. Literacy trainers have long recognized that reading skills must be practiced if they are to be maintained. Yet too often, newly literate adults have difficulty in finding reading materials that are both geared to their reading level and useful in content. "The Promotion of a Literate Environment in Africa" is therefore a vital initiative which aims at reinforcing reading skills and disseminating useful information among the newly literate, especially women, by making available regular and high-quality sources of post-literacy materials in indigenous African languages. These materials will focus on many issues of particular importance to newly literate women and youth, including health and nutrition, rural development, civic education and the role of women in contemporary public life, income-generating activities, and the importance of formal education for girls.

The proposed *Africa Literacy Explorer (ALE)* will be also involved in this initiative as it could become the clearinghouse of already existing post-literacy materials which will be indexed electronically and can be downloaded by users. These materials will become the model for the development of new post-literacy materials. It is hoped that those BELOISYA trainees who have learned new information technologies will take the lead in the collection, creation, and posting of such materials on the proposed website.

The complex set of activities described above has been designed to institute a cycle of training and tool development activities for the BELOISYA Network. Over time, the

multiple effects of this approach will translate into substantial gains for AL/NFBE in the Africa region.

CONCLUSIONS

The following points need to be emphasized as conclusions to the workshop:

- ?? Increasing demands exist for AL/NFBE in a "dual educational strategy" based on complementarity of each approach
- ?? Wider participation of community groups and the civil society needs to be involved in AL/NFBE work
- ?? Need for better AL/NFBE teacher preparation and professionalization
- ?? Need for the promotion and use of local/indigenous languages and the use of the mother-tongue as language of instruction
- ?? Need for capacity-building and improved evaluation techniques for AL/NFBE providers
- ?? Need for using information technologies for teacher training and communication of research and best practices
- ?? Need for the creation of technological tools and products geared to specific AL/NFBE demands

Much can be done in the field of AL/NFBE in Africa but the required infrastructure is yet to be built adequately for sustainable quality of delivery. The good news is that we now know enough from existing international experience to make a substantive difference in this relatively neglected and still marginalized area of education. The World Bank and its partners can play a significant role in this important area of education and development.

V. CONFIRMING SIGNALS FROM THE N'DJAMENA WORKSHOP ON BELOYSIA

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CONTEXTUAL FACTORS

The educational situation of most African countries shows that the school system cannot, by itself, address the needs of poorly educated people. Reaching poor populations, which are mainly located in rural areas, requires a diversified approach.

In this context, non-formal education has a great role to play besides the much needed reform of school systems.

In situations of poverty, education must ensure that people's basic learning needs are met, including knowledge, skills, attitudes and values for economic survival and social participation.

In the present economic conditions, it is expected that the rural economy and the informal sector will continue to play a key role in absorbing a major share of the fast growing economically active population. Therefore, adult education needs to be related to the poverty issue and educational programs must be linked to economic activities and other needs of disadvantaged groups, including health, housing, citizenship.

FINDINGS OF THE WORKSHOP AND ARTICULATION WITH PREVIOUS WORK

The discussions held in Chad have confirmed several lessons drawn from previous experience:

- (a) Statements made on the much debated language issue reaffirmed the need to give preference to the language spoken in the community as a medium of instruction;
- (b) The need to improve instructors' qualifications and supervision seems to remain in most countries;

- (c) Instructors' remuneration still represents a difficult issue. It seems clear that, in most cases, quality education and motivation have a cost. Furthermore, it also appears that community participation is not a panacea to find alternative sources of financing. The work currently conducted by IIEP in Burkina Faso, Guinea and Mali, suggests that, while communities can make a strong investment at the initial stage, providing a sustained effort is for them much more difficult;
- (d) Workshop discussions also confirmed the high social demand for adult education. Again, recent work conducted by IIEP indicates that communities very much welcome alternative programs for the young people who did not go to school or dropped out. It also indicated that this strong demand is work-related. In poverty areas, parents expect educational programs to be relevant and directly impact upon the economic and living conditions of individuals and families.
- (e) The statements made in Chad on work-related adult education were very much in line with some of those of the Hamburg Conference on adult education (COFINTEA) such as:
 - (f) ensuring that work-related adult education provides the specific abilities and skills for entry into the labor market,
 - (g) ensuring that work-related adult education addresses the needs of self-employed workers and workers in the informal economy;
 - (h) ensuring that adult education addresses key issues related to agricultural extension, natural resources management, food security, and health, including AIDS education;
 - (i) stimulating entrepreneurship.

CONSIDERATIONS FOR FUTURE WORK

The Chad workshop has contributed to the highlighting of a number of important topics for future work, some of which have already been indicated by other resources persons. In view of further reflecting on possible directions to be followed, a few elements are worth mentioning:

1. Adult Education Provision

The mass campaign approach is no longer an adequate formula to address the adult education issue. In many poor African countries, with low primary education enrolment rates, the out-of-school population is growing at a very fast rate, posing burning educational and social problems. In such contexts, increased attention is required for non-formal education aimed at disadvantaged youth.

2. Targeting

Providing adult education to disadvantaged groups requires the developing of targeted actions. Variables such as gender, ethnicity, age, language and place of residence (rural/urban) are key considerations to design effective programs.

3. The Local Dimension

For most poorly educated people in Africa, globalization is unlikely to result in new productive models or to open new employment opportunities. Therefore, adult education must be linked to local development initiatives and to the informal and the rural economies.

4. Working with NGOs

NGOs often play a key role in providing non-formal education. Some countries have clearly decided to encourage such a pivotal role (e.g. the “faire-faire” approach in Senegal). However, NGOs often lack institutional capabilities, especially in the context of scaling-up. Increasing attention needs to be paid to the modalities of providing adequate institutional support to NGOs. Studying and sharing country experiences in this respect should constitute a useful exercise.

5. Capacity-building

Many of the shortcomings experienced by innovative non-formal education programs are due to mismanagement and weak institutional capacities in government agencies. Often, the conditions required for the successful implementation of alternative programs are simply beyond the capacity of government bureaucracies. In fact, in many countries, the managerial capacity seems to have deteriorated. The success of adult education policy would require significant investment in capacity-building.

6. Building Synergies

While the Chad workshop acknowledged the fact that adult education initiatives need to be related, at the local level, to other development initiatives, in reality few linkages exist between sectors and institutions. Even in the education field, there is, for instance, often no communication between adult literacy and training for the informal sector (Côte d’Ivoire, Chad, Burkina Faso, for instance). Renewed efforts are required to establish bridges across sectors and institutions.

7. Monitoring and Evaluation

The lack of reliable data on non-formal education is nothing new (see for instance Carron and Carr-Hill, *Non-formal education: information and planning issues*, Paris, IIEP/UNESCO, 1991). Effective adult education policies require the establishment of proper information systems, allowing public agencies to perform monitoring and evaluation functions. It is also a prerequisite to attract donors’ attention.

8. A Clearing-house Function

In spite of much accumulated experience, knowledge and information, lessons learned are not easily accessible. Such lack of capitalization of prior learning very much hampers progress in the field of adult education. The use of new technologies, along the lines discussed in Chad, may open new opportunities to collect and share relevant information on national experiences and on research findings.

VI. THOUGHTS ON DESIGNING AND IMPLEMENTING BELOISYA

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SUBSTANTIVE ISSUES

The "Dual Strategy" involving both school systems and nonformal education was affirmed at the Workshop. The necessity of joining literacy work with post-literacy was reasserted. Taking affirmative development actions in behalf of women was repeatedly underlined. All of the preceding so far had had justifications of ideology and theory. Now there were empirical confirmations available from the social world of practice.

Learner motivations remain the bedrock of literacy work. It is being realized, however, that motivation for literacy may not always be spontaneous, but may have to be mobilized through acts of leadership. Income generation and acquisition of positions of power in communities have both come to be important individual motivations for literacy. We must be doing something right in literacy work, because learner achievement scores and success rates among learner groups seem to have been rising over the years. Significantly, demands for literacy are now originating not only from individuals but also from social formations such as NGOs, government institutions of extension, rural communities, village associations and local groups -- in settings both urban and rural, and irrespective of the present richness or poverty of the literacy environment.

Literacy is essential for individual independence in information generation, information access and information utilization. Literacy is not substituted by the new electronic technology but is made even more salient by it. Educational radio, for example, is better understood by new literates -- understandably because it uses the "grammar of print" in its spoken messages.

The mother tongue of the learner group should continue to serve as the language of first literacy and as the instrument of transition to literacies in the national and/or official language(s). Mother tongue literacy should also be a linkage with the language of instruction in formal basic education (and, at some stage to the language of word processing by computers). We need to keep in mind that government language policies are not always accepted by all stakeholders.

Centralization and decentralization should not be seen as an either/or issue. Various combinations and patterns of centralization, decentralization and devolution of authority may be developed as appropriate in different contexts. Decentralization without strong central coordination and technical leadership, and without adequate regional capacity building could mean fragmentation and even the demise of the program.

Related to the above is the question of standardization and customization. This again is not an either/or question. Standardized packages of content and process could be combined with differentiated complements of content and processes of relevance to communities.

Altruism cannot survive for ever, by feeding on itself. On the other hand, cash cannot buy commitment. Institutionalization of nonformal education delivered through formal roles performed by salaried functionaries will be inherently limiting. combinations of the moral and the material must be built without destroying voluntarism and philanthropy. Community organization for community action, and the right and the opportunity to transform own reality must be possible for all citizens. This would, of course, mean that incentives both tangible and intangible are provided to field level workers in literacy and adult education programs.

If BELOISYA is to pay special attention to the needs of women, it must make special efforts to capacitate women to lead, and train women to teach other women. Special measures should be taken to prepare women policy makers and planners, administrators, supervisors, and participants. At the level of learner participation we should be aware of the opposite problem of low participation of male learners.

In going up to scale from pilot programs, the model of Thousand Learning Units (TLUs) as used in South Africa or the 1000 Literacy Classes Project in Senegal could be tried. A pilot may consist of a cluster of one thousand classes of 15-25 learners each. Additional clusters may be added, in a modular fashion, at appropriate intervals of time, depending on the availability of resources.

The utilization of the new internet and e-mail technologies during the next few years may be focused on developing national/subnational networks for policy review, planning, orientation and training. Scarce resources should not be spent on technologies that can be used only by the very few.

Literate environments are not built alone by literacy workers and providers. Reading materials and mobile libraries are necessary but not sufficient for creating literate environments. Agents of the state as well as of the civil society must create expectations for the use of literacy skills in social transactions among their constituents and must saturate the physical environment with sign-posts for display of useful information in print. Municipal offices, places of worship and other public places should use bulletin boards and wall newspapers updated on a regular basis to create a literate environment.

Sustainability is part politics, part moral and part material. It is not amenable to a formula. Different mixes of donor and state support, of activist bureaucrats,

philanthropists, community leaders, self-help groups, and volunteers will have to be developed for sustainability of projects in the area of nonformal basic education.

ACTION ORIENTATIONS REGARDING PROCESS AND METHODOLOGY

Field actions within the BELOISYA project seem to involve the paradigm of innovation development, diffusion and adoption. Development of proposals by country teams for Adjustable Program Loans or Learning and Innovation Loans will, in addition, require orientation to a special process of planning that is, by turns, generative, experimental, multi-focal, cyclical, and spiraling, with a multiplicity of feedback loops from and into the program system.

Technical assistance from now on should be targeted to project implementation. All efforts should be addressed to country teams (with balanced participation of women professionals) in individual countries. Consultation and advice should be delivered on site, paying special attention to capacity building on planning, implementation and assessment.

In conceptualizing basic education for livelihood a systemic approach is needed; and in actualizing basic education for livelihood a pragmatic and incremental approach is needed. Waiting for the total system to come into being would be counter-productive: building and improving on the way is the strategy to adopt. As innovations are invented and adopted, they need to be 'contextualized' to the realities of the local system

In program development, the core objective of "Livelihood Opportunities" needs to be fully articulated. Economic data from both macro and micro levels need to be applied in developing literacy and adult education programs. Partnerships need to be developed for synergetic interventions to utilize basic education skills and to make livelihood opportunities both available and accessible to illiterate and semiliterate young adults, particularly women.

Policy proposals must include information on size (number of clients), scope (literacy, functional literacy, livelihood skills, formal qualifications), and schedule of delivery. Commonsense PERT charts should be used for developing schedules for implementation. Structural interventions must be introduced in synergy with literacy interventions.

In measuring returns and in capturing consequences, all three types of impact should be used: impact by design, impact by interaction, and impact by emergence. Interactive and emergent impact resulting from programs should not be neglected simply because these are not amenable to quick and easy quantitative measurements. Economic and social analysis should be used to capture these significant consequences of literacy.

The most important consequences of literacy work seem to appear in the lives of women. As new social-secular formations within communities, literacy centers are serving as sites for gender solidarity and freedom.

There are a whole range of consequences from increased income to change in identities, to use of services of education and extension available in the community but never before accessed. Literacy is connecting women (and all other learners) to the print culture, contributing to adoption of new practices and new behaviors necessary for reconciling tradition with modernity.

A model of in-built evaluation (for example, Bhola's stream of information model) should be applied, that includes a management information system as well as episodic evaluation studies, both quantitative and qualitative.

VII. HINTS TO KEEP “BELOISYA” ON THE RIGHT TRACK

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The N’djamena meeting was quite encouraging. Ten years ago, government participants would not have talked about collaboration with NGOs, incentives, local language instruction, and Management Information Systems. The countries participating in the workshop are probably ready to build successful programs, and BELOIYSA could play a role in helping to refine the dialogue among them and move it into action.

The suggestion of an e-mail listserv to keep the participants in touch with each other is a good one, but some countries might need technical assistance or training along with hardware and a connection. Videoconferences could work immediately, though probably the BELOIYSA participants would prefer two groups, one French and one English. Some people may not be able to make the connection with either the listserv or the videoconference, at least in the beginning, but printouts and videocassettes might help bridge that gap.

No matter which technology is used, a well-defined agenda of topics and short memos that provide some detail for each topic would help make the discussion more productive. I would state the overall theme as: *How can these programs be nonformal and well-managed at the same time?* Government agencies have always found it difficult to embrace the nonformal nature of Non-Formal Education. NFE programs work best when they have multiple modes of delivery, several different curricula and materials, many types of implementing agencies, and so on. At the same time, they are more effective when they have an efficient mechanism for accountability, benefit from the economies of scale that national government implementation brings, and are coordinated by a central agency that moves resources to where they can be best used. I would list the agenda topics as the following.

WHAT SHOULD BE THE GOALS OF THESE PROGRAMS?

Participants should be encouraged to expand their understanding of possible program goals (both instructional and impact goals). A good first step might be to ask them to brainstorm goals and then to refine their definitions of them. I like an approach that crosses the academic goals of reading, writing, and math with improvements in the

ability to perform the three primary adult roles of worker/income generation, parent/family member, and citizen/community member. Limiting these to worker, parent, and citizen has some value as long as everyone agrees that there is more to these roles.

During the meeting, the goal of transition into the formal school system was considered important, but I assumed this was for out-of-school children. I worry about this because I've seen NFE programs become formal because the Ministry wanted the participants to have an education that was equivalent to formal school. The first question to ask is: *How many of these youth/adults will actually enter formal school?* If it is very few, why bother? If it is important, then BELOIYSA participants should define the actual skills and knowledge that children in the target grade acquire. Most programs shoot for entry into 4th grade. In poor rural schools, third grade completers usually gain very low literacy and math skills and very little knowledge. The NFE students should be prepared to compete with those poorly educated new 4th graders, rather than be subjected to a grade 1-3 curriculum that is rarely taught, anyway.

Most of the discussion at the N'djamena meeting focused on income generation, which I agree is important to most adult students. The role of parent, though, is just as important, and helping mothers support their children's education, health, and nutrition might be easier to do than help someone succeed in a new micro-enterprise. The citizenship role has not been given much emphasis in NFE, but most development programs now see democratic institutions, local control, decentralization, and community participation as contributing to their goals. The BELOIYSA participants should be encouraged to think about incorporating all three of these adult roles in their curriculum. At the post-literacy phase, adult students could choose to focus on only one role.

Participants might be encouraged to take a look at both the academic and impact goals and list specific objectives for each. Those objectives might be grouped into ones that could be covered in the initial literacy instruction and those that would be the focus of post-literacy programs. This process should involve members of the target group at some point.

HOW TO DESIGN AN INSTRUCTIONAL APPROACH THAT TAKES INTO ACCOUNT THE ENVIRONMENTAL CONSTRAINTS ON IMPLEMENTATION?

Participants should be encouraged to do an assessment of constraints on implementation, which can be different for each population and for each geographic region. Two primary concerns are the availability of free time and of qualified teachers.

Most rural people have a period of at least three months during the year when they are too busy with the demands of agriculture to participate in a literacy class. Other constraints on time might include festival seasons, marriage seasons, rainy seasons, and migratory work seasons. In addition, most people cannot commit to seven days a week because of religious reasons or just because they want a break. I have found that 250 hours in a 12 month period is usually possible and a good mark to shoot for, but this is really something that varies from group to group.

Most programs try to accomplish this task by running classes for 2 hours per day in six-day weeks. However, I have seen an evaluation of an intensive, residential program that ran all day for six weeks in Zimbabwe. BELOIYSA participants should be encouraged to think creatively. Instruction could alternate between days where instruction lasts for four hours followed by two weeks of one hour a day. Many cultures have a coming of age ceremony that lasts for several days. This could be preceded by a 12-week intensive literacy program. Out-of-school children are usually free in the morning and adults are usually free in the evening, and in Nepal this allowed one teacher to teach two classes, doubling his or her compensation and offering the possibility of child/parent reinforcement.

Some countries, Ghana for example, run their programs for two years. Nepal tries to do 250 hours in the time between the end of the post-harvest festival seasons and the beginning of monsoon (about 8 months) and then follows that up with a three-month "post-literacy" class. The extra three months was associated with much higher reading scores. There was a built in selection bias, but matched pairs did show increases in test scores. The added cost appeared to be worth the investment, and the teacher could usually begin the post-literacy class early and still be able to start a new literacy class during that second year.

These time constraints are important, because they set limits on objectives of the instructional program and the design of materials.

The other major constraint is availability of someone to teach. Most programs set a minimum level of education for teachers, design their materials and training program assuming that level, and then recruit teachers whose education is much less. Even when potential teachers with sufficient education are available, they may not be appropriate or willing. For example, some communities may only allow women to attend classes taught by women, and there may be no women with an education in that village. The program may have to develop new teachers out of the pool of poorly educated women. A women's NGO in Nepal tried using two women who had just completed the literacy course as co-teachers in one class, but they were the two best students and may have had some previous education. The co-teachers split the teacher stipend. Also in Nepal, the Ministry tried taking the teacher stipend, which was for teaching 25 students, and dividing it among five high school girls and having them each teach all of the women and girls in their family.

BELOIYSA might consider posing this question (via listserv or teleconference) and ask the participants to discuss it. Then they could each implement a village-level assessment and come back and share their findings. Experts could come in at this point and talk about all the ways they have seen these constraints addressed in other countries, and then help participants think about multiple approaches and define what each will require in the way of instructional design.

HOW TO RECRUIT AND TRAIN TEACHERS?

The most important part of the program is a teacher who shows up to teach. If that teacher also treats the students like adults and follows the instructional approach, the

program will be a success. Selection and training of teachers is one tool for accomplishing this task, supervision is the other.

I have had people tell me that women cannot teach classes that have men in them and visa versa and then seen such classes in their countries. I have been told that younger teachers cannot teach older adults, but I've seen such classes, as well. BELOIYSA could help the participants to take their blinders off, look for unforeseen opportunities and experiment with new approaches to teacher selection.

The best criterion for selection is that a teacher has been successful in the past. Some programs suffer from trying to recruit new teachers every cycle in an attempt to share the wealth of the stipend. Good teachers should always be retained and poor teachers should always be let go as soon as possible. As we all know, once someone is given the job of teacher, it is very difficult to stop paying the stipend even if they never show up for class. At least, the program should not rehire them for the next cycle and definitely rehire the teachers who did show up and teach. Other criteria for selection are always poor predictors of success. Selection processes are a better way to address the problem. Participation of potential students in the selection of teachers offers a way to improve the selection process and can lead to community supervision of the teacher. BELOIYSA participants might be encouraged to experiment with this approach and then discuss their experience.

Training is usually done in one initial program. Supervisors are supposed to do follow up on-the-job training, but that does not appear to work well. The supervisors do not really know more than the teachers. The participants should be encouraged to think about ways to break up the training into several small segments. An initial short training could get the teachers started and then follow up one-day training programs could be done as often as possible, usually just a few times in the year.

Training usually focuses generally on adult learning theory and then specifically on the lessons that will be taught. The general training is better targeted to literacy education, particularly the educational approach that underlies the materials design. Most materials now employ a version of Freire's "key word approach" that begins with a discussion of a whole word. That word is then broken into its parts or syllables, and those syllables are practiced orally and through writing. The method should complete the "whole-part-whole" loop by returning to the whole word. Eventually the process should move to sentence-word-sentence. This approach is meant to build the two types of skills required for literacy: using letters to make words and using written words to make meaningful communication.

The emphasis should be on "make meaningful communications." Most teachers in NFE and in formal school in Africa probably do not understand this. Meaning making can be a very simple exercise. Even with the first word, the teacher can ask the students to make a sentence with that word and then write down the full sentence for all to see, while he or she reads it for them. The students can then talk about why they made that sentence. Eventually the class will have several words that can be written down on pieces of paper and the students can arrange them in a sentence. Eventually students should be asked to use the words they know to make a meaningful phrase or sentence. In these exercises the meaning is important, not the

spelling or sentence structure. Other methods, like REFLECT, focus much more on meaning making but may be more ambitious than is possible in a large-scale program.

Teaching the mechanics of reading is not simple either. I have seen lots of teachers endlessly drill students with syllables, using a consonant and then running the students through the vowel combinations. This is not an inherently bad thing, but the teacher should spend most of his/her time going from words to syllables and back to words. Once the decoding is learned, the emphasis should move to use of words in meaningful ways.

Unless the program has significant training resources and is going to commit to teachers for several years, training should focus on a limited set of objectives that it hopes to impart to the teachers. The teachers will probably follow the school model that they and their adult students are used to, but training can add a few very important changes like the two above.

The BELOIYSA participants might discuss “key indicators of good teacher behavior” that they are looking for rather than engaging in a broader discussion of what ideal teachers should look like. A good way to frame this might be to ask participants to come up with what a model (but not ideal) class looks like. For example, each class session could:

- (a) Review what has been taught by asking each person to read or write a word or sentence, or do a math problem from the previous work.
- (b) Introduce the day’s lesson through discussion or statements made by students in response to questions by the facilitator.
- (c) Drill with word/syllables/word or sentence/words/sentence, using all material introduced so far or help the students work through several math problems.
- (d) Test students by asking them to read, write, or do math as a group or individually.
- (e) Ask if there are any questions.
- (f) Summarize what has been learned to date with an emphasis on the day’s material and then ask the students to do something with what they have learned before the next class.

Countries could then develop training that reinforce these behaviors, and training can include supervisors, so that teachers and supervisors form a relationship around the class design.

HOW SHOULD TEACHERS BE SUPERVISED ?

The model class gives a good basis for supervision. Most supervision systems leave out indicators of classroom process. I have come to believe that supervision should focus on whether or not the teachers are showing up, whether or not they treat the students like adults, and whether or not they are exhibiting a specific set of behaviors. Most supervisors can handle these tasks. The participants should be encouraged to

think about what supervisors would do when they visit a class with specific details of what that person would be looking for and why.

HOW TO DEVELOP EFFECTIVE MATERIALS ?

The literacy class is supported by three pillars: teacher selection and training, supervision, and materials. Programs like REFLECT work well because they put a lot of resources into the first two pillars, and, therefore, materials are not so important. Most of these countries will not put the kind of resources they need into these two pillars and so the materials should be very strong so that they can provide a foundation for less well trained and supported teachers. Making good materials is not rocket science but it does take some expertise and field-testing. I have seen many materials that have flaws that causes specific problems, and I have seen materials that were completely inadequate. An initial investment in the materials will pay off over the long run. USAID invested in the development of the literacy materials in Nepal, and the quality of the materials caused international NGOs to support literacy classes. These NGOs paid the Ministry for the materials. This opened the Ministry's eyes to the value of government-NGO collaboration. The BELOIYSA participants should discuss how to develop or improve their materials and might critique each other's materials.

RESEARCH AND EVALUATION

Many countries give a literacy test at the end of the classes. This can be good for many reasons, but I do not think it is effective for evaluation. If countries are really interested in using research and evaluation to help them improve their programs and measure their impact, then small sample studies are better. These studies should use both quantitative and qualitative methods, since ethnographic approaches will give the Ministry much more useful information on how to improve and will identify types of impact that are unforeseen.

My experience is that impact is small but on a range of different factors. Over many years, these small but multiple positive changes can lead to significant positive changes. A longitudinal aspect to the evaluation, therefore, is essential to get at impact. Random assignment at the individual level is not possible, but at the community level it is and is ethical, since the Ministry cannot serve all communities. Still, I think the construction of a comparison group might be sufficient for this task and much easier. Some comparison group is essential for the impact analysis.

In this area, BELOIYSA needs to think of ways to educate the participants as to what constitutes good research and evaluation. Then they could be helped to think of questions that they would want answered and to prioritize those questions. Experts could then enter the dialogue and help them make informed choices.

POST-LITERACY

The focus of the International Literacy Institute on building the literate environment is timely. Everyone now understands that this is necessary but are unsure how to proceed. I have seen almost everything work a bit, but nothing work really well. I

think this is an area where a multiplicity of channels is important. Many of the countries are interested in radio and there is some indication from a dissertation done in Tanzania and from general literacy acquisition theory that radio could play a role in building vocabulary and conceptual understanding and that this would support improvements in literacy skills, if it was combined with the provision of interesting, simple but challenging reading materials. Some formal post-literacy “classes” can also be helpful. Locally developed materials appear to be helpful. This might be a long term effort where the participants all start with different approaches and share what they are learning so that they can make changes based on the combined experience. BELOIYSA participants might be encouraged to study the international experience on post-literacy programs and build approaches to it together.

CONTINUING THE PROCESS

I asked several participants about what happened to the African affiliate of the International Council on Adult Education (ICAE), the African Association for Literacy and Adult Education (AALAE). Although it is now defunct, but it used to be a very good forum for discussion and sharing around Africa and it included both government and NGO members. BELOIYSA participants might be encouraged to contact ICAE, and AALAE’s previous funders, which I think were DVV and GTZ. This might allow them to take on the management of this discussion process. Michael Omolewa might be a good person to head up a new AALAE.

These countries, and others like Ghana, are facing the same problems and the solutions are common. There might be a bilateral donor or donors who would be willing to take on the establishment of an African NFE center that could build the TA and training capacity to serve the continent. Some of the participants mentioned that an earlier effort to do this was focused on establishing a Center in Niger. Obviously, two centers, one English and one French speaking, would be helpful as would a northern and a southern center. The BELOIYSA participants might be encouraged to discuss what such a Center or Centers might do, what types of expertise might they need, and how they would connect to individual country programs.

VIII. GUIDE POINTS FOR BELOISYA

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The meeting in Chad was useful in many ways, as it highlighted contemporary issues in promoting literacy, functional literacy and other skills in the poorest countries of Africa, which are in urgent need of interventions of the nature discussed at the meeting.

This paper offers six sections on issues, which I believe were critical during the discussions and field visits.

NEW INFORMATION TECHNOLOGY

Mohamed Maamouri of the International Literacy Institute (ILI) and Ms. Aya Aoki of the World Bank addressed the issue of modern technology and challenged the listeners about its use. Information was provided on the web site supported by the (ILI). Mr. Maamouri also reported on the ILI initiative to create a literate environment in African countries and to make literacy provision relevant for a new millennium. ILI has shown through its summer training programs in the United States that it is possible to promote the use of modern technology. The concern is really with the availability of an environment, especially in the rural and remote areas, for the use of modern technology where amenities such the telephone, electricity supply and even clean, pipe-borne water are usually absent. Poor roads and dilapidated classrooms may pose further threats to the use of the modern technology.

Yet, as Mr. Maamouri aptly put it, technology will not wait for anyone: it is desirable then that we all join the stream or be left behind. The suggestion at the Workshop that solar energy be explored in Africa is worth pursuing. Yet there are basic practical questions to answer. About 40 per cent of the African countries represented at the Workshop reported difficulty in having access in the internet, and about 20 per cent did not in fact own individual computers. The subject of the cost of technology should be addressed. Where for example will funds be generated for the purchase of modern technology. How will the equipment be maintained? If for example there is an absence of air conditioners in the ministry or the unit, where it is housed, what happens to the equipment? Training will have to be introduced to offer access to users. Who does the training, where is the training to be done? It may be helpful for BELOIYSA to insist that multipliers be built in to training programs, so that training is replicated and spread by those who take the initial courses.

One of the areas of interest in the training programs is the generation of interest for the computer and the establishment of the value of modern technology. This will assist in making people accept the machine as a friend that has to be cultivated and promoted.

Partnership building becomes important here, as government is enjoined to make telephone facilities available to the people, and facilitators are encouraged to examine the possibilities of the use of the teleconference or any other appropriate distance education delivery mode, which involves the use of modern technology.

SKILL ACQUISITION AND VOCATIONAL DEVELOPMENT

From 1965 UNESCO promoted the idea of “functional literacy” to ensure that investment in literacy is justified by returns in economic terms. Today the continued relevance of vocationally oriented programs is clear. I see the BELOISYA project as most important, because it appropriately promises to enhance livelihood opportunities for beneficiaries. Skill acquisition remains important, especially for young people, who face the temptations arising from unemployment, underemployment, neglect, and the consequent hunger and deprivation.

BELOISYA should encourage discussion by present and future participants of the types of skills that will be required by the various country programs. The training activities mounted to provide these skills must include both theory and practicals. BELOISYA can also support this initiative by providing information on the various possible vocations that are readily available in each of the project countries. Such information must include levels of competencies, investment opportunities and networkings to promote and enhance excellence and profit. We should, however, observe that the people themselves should be encouraged to identify the causes of their poverty and to share their perceptions of how the problem can be solved. The people may be encouraged to examine how literacy can be used as vehicle to reduce or, even more ambitiously, eliminate poverty and squalor. Related to this issue is the question of small scale industries and credit systems.

The experiences with micro credit in Mali and Bangladesh are often quoted. Our experience in Chad shows the difficulties, which may face learners who take loans. BELOISYA may facilitate training in marketing to assist those who take loans, but then have difficulty in repaying them.

SELECTION OF PARTICIPANTS

Field visits showed the fewness of learners in a country where exposure to learning has the potential to provide social, political and economic mobility. It should be assumed that the bulk of the people present in the classes, where Arabic was used as a vehicle of instruction, would be Muslim. Similarly, one should assume that those present in the classrooms located in a church would be Christian. In a period when all efforts are made in national policy for integration, BELOISYA may wish to encourage some dialogue on strategies to use classrooms to achieve national cohesion and integration by establishing classes for mixed groups, Christian and Muslim, male and female. The workshop drew attention to the need for some consideration of innovative methods of reaching the learners, especially those who had become suspicious of the classrooms, the cane-waving, poorly paid, and insensitive instructors, the high fees, the unimaginative facilitators, and the dilapidated classrooms.

Our field visits demonstrated the value of the practice of allowing the learners themselves and their communities to recruit and pay the instructors, who then become accountable to those who have hired them. We agreed that volunteers have volunteered their time, not

their purse; and we agreed that training and retraining should be built into the programs. This is the aspect that should require monitoring and evaluation. It should be noted that monitoring and evaluation also carry some cultural undertones, which should be carefully studied. It will therefore be useful, for example, to see the impact on the adult learner of being trained by a young school graduate. It is also desirable to see the extent to which the evaluation of the learner takes into account the experience acquired in other areas of learning other than the acquisition of literacy and numeracy skills.

One of the subjects of interest expressed by some participants is the time for training and teaching. It is clear that most classes are usually held in the evenings, when people return from the farm or workplace. Our urban field visit demonstrated the possibility of having morning and afternoon classes, when women can assemble for training, when their husbands are at work. This is an important lesson for those planning new classes and BELOIYSA may wish to disseminate information about this initiative.

CHOICE OF LANGUAGE

Discussion on the subject of choice of language for instruction in the classroom was frank and illuminating. One was surprised that this issue, which has been the preoccupation of the Ministers of Education in African countries for many years, has continued to generate lively debate. To make learning permanent and to acquire a mastery, which can be helpful to the post-literacy level, the issue of the language of instruction is basic. Our tour of some of the centers in Chad showed that learning was conducted in the indigenous language and in Arabic. A few of us spent some time asking the people their language preferences. There was no agreement among the population who were asked, but I believe that there is a strong argument for the use of the local language as the language of instruction.

The language need not necessarily be the mother tongue. There are too many such tongues in Africa. In Nigeria alone there are over four hundred of them. Rather the language of the community, which is used in the markets, may be adopted at the initial phase of learning. Thereafter, the official language of the country could be used at least to support moves in developing some national cohesion. International languages should by no means be ignored at the post-literacy level as a means of integrating the new literate to the international community on the eve of a sustainable global village. I would still recommend that some further work be done on this subject to accommodate the genuine wishes of all shades of opinion across social, language, cultural, religious, professional and political groups in all the countries, where some work is to begin or extended.

SELECTING FACILITATORS /INSTRUCTORS , ISSUES OF VOLUNTARIS M AND PAYMENT FOR SERVICE

It was not clear how instructors are recruited for the classes we visited. It is imperative that instructors are recruited in cooperation with the stakeholders in the communities. These stakeholders are often women and men of proven integrity, who are deeply committed to the success of programs and projects in the communities. The interest of the instructor and that of the stakeholder is to transform the society through the adoption of various measures, of which basic education is the most important. Our field visits revealed the sensitivity of the people towards the gender of the instructors, especially in the Islamic tradition which seemed to discourage male teachers from teaching female

learners. When asked if a modification of this arrangement could disrupt classes, we were told that it would not. Beyond the cultural issue, it will be helpful if the communities were encouraged to examine the value of having well-trained, competent instructors, possibly young graduates, rather than insufficiently literate instructors, who have skills in the selected vocations. We are familiar in some African countries with the experience of roadside mechanics, who serve as instructors in some vocational centers. The people themselves, through focus group discussions, should decide and make a choice, which they can review from time to time.

The teacher and facilitator have acquired an important position in the community in Africa. Women should be encouraged to occupy many of these positions now as part of the process of training them for leadership and empowerment.

The instructors should be regularly monitored, formative and summative evaluation reports should be prepared for discussion at scheduled meetings of stakeholders to guide the performance of the instructors. It may be useful to provide an incentive, possibly in the form of the award of certificates of merit/competence/excellence to outstanding instructors.

On the question of payment of instructors, there was a general agreement during discussion in plenary session that instructors ought to be paid, and that what they have volunteered is their time and not their purse. There was of course also an agreement that the community and not the donor should pay the instructors as part of their contribution to the programs.

GENERAL: ISSUES OF EFFECTIVENESS, STANDARDIZATION, ETC.

All the presentations from the countries assumed that there is a common yardstick for determining who is literate. Yet we know that there are levels of literacies. Each country should be requested to determine what constitutes literacy and basic education. At the plenary session there was a heated argument about the need for standardization. This argument can be further explored by BELOIYSA, which should ensure that people think locally but act globally. It should be possible for someone in Chad to know what it means, when one is declared literate in Senegal. There is of course a general suspicion about control and imposition of standards. The balance can also be discussed. Adequate and relevant materials ought to be made available to assist participants reach their goal. There will be an input from government with respect to the determination of the policy. The quality of the instructors will contribute to determining the quality of the training given. The motivation of the learners will contribute to issues of attendance and attrition. During the field visit we asked what could be the most important reason for attending the classes. We were told that meeting the need of the people was perhaps the most important. It was noted that some parents were reluctant to send their children to school because of the poor returns from the investment in education. It was observed that the returns must be demonstrated in concrete terms such as improved quality of earning by participants.

Some suggestion was made about the adoption of innovative methodologies such as REFLECT. This is an aspect that should also require monitoring and evaluation, and further examination. Much of the complaint about the quality of education in African countries is that learners are not sufficiently critical. Some variants of the teaching of

Paolo Freire have been used in some African countries with profit. BELOIYSA may wish to join in this debate on how to enhance the quality of learning. The people themselves should be encouraged to offer their opinions on the number of hours that would be adequate to meet the identified training needs.

ANNEX I
CLASSIFICATION OF 27 PROGRAMS EVALUATED

Country	Name of Program or Project	Initiator	Main Executing Agency in the Country	Supporters (Bilateral, National and/or International Agencies and/or NGOs)
<u>Burkina Faso</u>	L'Alphabétisation des Femmes au Burkina Faso	Ministère de l'Enseignement de Base et de l'Alphabétisation	Ministère de l'Enseignement de Base et de l'Alphabétisation (MEBA)/Institut National d'Alphabétisation (INA)	Ambassade Royal des Pays Bas/Association Privée pour la Solidarité et l'Entreaide – AFSEN/Direction Provinciale de l'Enseignement de Base—DPEBA du Sanguié
	Expérimentations Educatives Non Formelles au Burkina Faso	Ministère de l'Education de Base et de l'Alphabétisation/NGO	Ministère de l'Enseignement de Base et de l'Alphabétisation (MEBA)/ Institut National d'Alphabétisation (INA)	UNICEF/Fonds de Développement Communautaire—Save the Children (FDC/SC)/Aide Directe/Aide à l'Enfant-Canada (AEC)
	Programmes d'Alphabétisation au Kouritenga	Etat/Ministère de l'Enseignement de Base et de l'Alphabétisation	Ministère de l'Enseignement de Base et de l'Alphabétisation (MEBA)/ Institut National d'Alphabétisation (INA)/Direction Provincial de l'Enseignement de Base et de l'Alphabétisation (DPEBA)	Plan de Parrainage International—Kouritenga (PPI—K)/Association pour le Développement Agro-Industriel du Sahel (ADAIS)/Association Namalg Yaooba/Association Songtaaba de Tensobentenga/Diocèse de Koupèla (DK)
	Programme National d'Alphabétisation au Burkina Faso/Alphabétisation dans Quatre Province du Burkina Faso	Ministère de l'Enseignement de Base et de l'Alphabétisation (MEBA)/Institut National d'Alphabétisation (INA)	Direction Générale de l'Institut d'Alphabétisation (DGINA)/Direction Provinciale de l'Enseignement de Base et de l'Alphabétisation (DPEBA)/Ministère de l'Enseignement de Base et de l'Alphabétisation (MEBA)	N/A

Country	Name of Program or Project	Initiator	Main Executing Agency in the Country	Supporters (Bilateral, National and/or International Agencies and/or NGOs)
<u>Burkina Faso</u>	Opération Bantaaré d'Alphabétisation de 10 000 Femmes	Etat/Ministère de la Question Paysanne	Etat/Ministère de la Question Paysanne	Projet Italien/Coopération Suisse/Coopération Canadienne/Pays Bas/France/Projet Autrichien/UNICEF/FAO/Banque mondiale/Plan de Parrainage International/6S/OXFAM/CNCA/CGP/ONEA/FEER/Caisse de Stabilisation des Prix des Produits Agricoles/Missions Protestante et Catholique
	Projet NOMGANA	Oeuvre Suisse d'Entraide Ouvrière (OSEO)	Institut National d'Alphabétisation	Oeuvre Suisse d'Entraide Ouvrière (OSEO)
	Opération Zanu	Chef de l'Etat—President	Institut National d'Alphabétisation/ Ministère de l'Enseignement de Base et de l'Alphabétisation	UNICEF/UNESCO/FNUAP/PNUD/UNION EUROPEENNE/Présidence du Faso/CNCA
	Femmes et Formation en Gestion Appliquée	Institut de Développement Economique (EDI)/Banque mondiale	Fonds d'Appui aux Activités Rémunératrices des Femmes (FAARF)	Institut de Développement Economique (EDI)/Banque mondiale/Institut Panafricain pour le Développement
<u>Cambodge</u>	Education Non Formelle en Santé Maternelle et Infantile (Education Mondiale/Section du Cambodge, WE/C)	USAID	World Education/Cambodia	USAID
<u>Cameroun</u>	Micro-Projets Productifs en Faveur des Femmes au Cameroun, Phase 2 (MPPF—2)	OXFAM—Organization Canadienne pour la Solidarité et le Développement (CSD)	AXFAM-OCSD	Cameroon Cooperative Credit Union League Limited (CACCUL)/Agence Canadienne pour le Développement International

Country	Name of Program or Project	Initiator	Main Executing Agency in the Country	Supporters (Bilateral, National and/or International Agencies and/or NGOs)
<u>Ecuador</u>	Campagne Nationale	President Redrigo Borja	Gouvernement/Responsable Pédagogiques et administratives de la Campagne	DINEIIB/AECI/UNDP/ UNESCO/UNICEF
<u>El-Salvador</u>	REFLECT Literacy Pilot Project	Action Aid/COMUS	COAZO (Inter Agency Committee for Literacy)	Action Aid/United Kingdom
<u>England/Wales</u>	Family Literacy Works	The Basic Skills Agency	The Basic Skills Agency	Department of Education and the Wales Office
<u>Gambia, The</u>	Women In Development—Skills Development Component	The Women’s Bureau	The Department of Community Development and Adult and Non-Formal Education Directorate	African Development Bank (ADB)/UNDP/ADF/Gambia Government/The World Bank
<u>India</u>	Women’s Enterprise Management Training	Economic Development Institute (EDI) ¹³	UDYOGIN and Partner Training Institutions (PTIs) “Executive Committee Members”	EDI’s Lead Partner NGO/Voluntary Organization/NIESBUD/CSR/DWCRA/INDO-DUTCH project/Government of Japan/OXFAM American-VO/NORAD (Norway)
<u>Indonesia</u>	First Nonformal Education Project	World Bank	Dikmas (Governmental Agency in Charge of nonformal education)/Direction de l’Education Communautaire/Ministère de l’Education et de la Culture	World Bank
	Second Nonformal Education Project	Dikmas/World Bank	Dikmas	IBRD (International Bank for Reconstruction and Development)/World Bank

¹³ Beginning 1999, EDI has become the World Bank Institute.

Country	Name of Program or Project	Initiator	Main Executing Agency in the Country	Supporters (Bilateral, National and/or International Agencies and/or NGOs)
<u>Indonesia</u>	Third Nonformal Education Project	Indonesian Government/World Bank	Dikmas	IBRD/World Bank
<u>Kenya</u>	The Kenyan Literacy Programme: A View from Below	President of Kenya	Central Department of Adult Education/The Kenyan Institute of Adult Education and Churches	UNESCO
<u>Nigeria</u>	Women's Management Training and Outreach Program	EDI/World Bank	PAID—WA and Shasha Social Development Training Center	EDI/Shasha Social Development Training Center
<u>Senegal</u>	Projet d'Alphabétisation Intensive du Sénégal 2 (PAIS 2)	Etat/MDCEBLA (Ministère Délégué Chargé de l'Education de Base et des Langues Nationales) /Direction de l'Alphabétisation et de l'Education de Base (DAEB)	MDCEBLA/DAEB	Coopération Canadienne (ACDI et CECI)/Fondation International pour le Développement (FID)/Maison Familiale Rural (MFR)/Association pour l'Eradication de l'Analphabétisme à Bakel (AERAB)/Association pour la Renaissance du Pulaar (ARP)/Association pour la Renaissance de la Culture Joola (ARCJ)/Centre de Perfectionnement Agricole (CPA)

Country	Name of Program or Project	Initiator	Main Executing Agency in the Country	Supporters (Bilateral, National and/or International Agencies and/or NGOs)
<u>Senegal</u>	Femmes et Formation en Gestion Appliquée (FEFGA)	World Bank/EDI/Institut Panafricain pour le Développement (IPD)	IPD	World Bank/EDI/OXFAM/AFRICAINRE/Plan International Thiès (PIT)/Femmes Développement et Entreprises en Afrique (FDEA)/Organisation Locales Feminines (OLF)/Maisons Familiales Rurales (MFR)/Association Conseil pour l'Action (ACA)/Ecole Nationale Supérieure d'Agriculture (ENSA)/Projet de Gestion de l'Eau dans la Zone Sud (PROGES)/Les Services de Vulgarization Agricoles
	Projet 1 000 Classes d'Alphabétisation	Ministère Chargé de l'Alphabétisation et de la Promotion des Langues Nationales (MCAPLN)/DAEB	Ministère Chargé de l'Alphabétisation et de la Promotion des Langues Nationales (MCAPLN)/DAEB	N/A
	Les Ecoles Communautaires de Base	ADEF Afrique	Ministère de l'Education de Base et des Langues Nationales	Plan International/Aide et Action/ADEF Afrique/Projet d'Appui au Plan d'Action (PAPA)

Country	Name of Program or Project	Initiator	Main Executing Agency in the Country	Supporters (Bilateral, National and/or International Agencies and/or NGOs)
<u>Senegal</u>	Education Nonformelle pour le Développement	N/A	TOSTAN	UNICEF/ACDI
<u>Tanzania</u>	Literacy for Women	State	Tanzanian Government	UMOSA/WA/WANAWAKE/WAT TANZANIA (UWT)
<u>Tanzania/Malawi</u>	Women's Entrepreneurship Development Project	World Bank/EDI	Community Development Training Institute under the Ministry of Community Development/Women's Affairs and Children (Tanzania) and Community Development Training College of the Ministry of Community Development, Women's and Children (Malawi)	EDI/Government of Italy/GTZ/ODA/PHN (Malawi)/Dev. Lalawian Traders Trust/Malawi MUDZI Fund/POET/SEDOM/MUSCCO/DECOTRA

Annex II

MEMBERS OF THE ORIGINAL FOUR BELOISYA TEAMS

BELOISYA Workshop
N'Djamena, Chad
March 15-19, 1999

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ANNEX III

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BELOISYA Workshop
N'Djamena, Chad
March 15-19, 1999

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ANNEX IV

WORKSHOP OBJECTIVES AND SCHEDULE

Objectives: By the end of the workshop,

[1] in the light of both the evaluative reviews presented by the four BELOISYA countries and the World Bank and the experiences of the 7 other participating countries, country teams –where appropriate- will present at least embryo proposals for upgrading the efforts of their societies to provide usable opportunities for unschooled young adults to equip themselves with skills with which they can access useful information and raise the quality of their lives and the productivity of their livelihoods.

[2] the participants will have worked out a mechanism by which they can stay in continuous touch with each other and draw on each other’s expertise to advance their work in their own countries.

Date/Time	Activity	Actors
Monday, March 15, 8.00-9.00.	Welcomes and Introductions Aims and expected products of the workshop	Messrs. Oxenham, Maamouri, Lauglo, Diagne
9.00-10.00	Official Opening	H.E. the Minister of Basic Education and Literacy, Government of the Republic of Chad
10.00-10.30	Refreshment break	Novotel
10.30-12.30	Statements from the Guest Countries on their experiences and issues that they hope the reviews done by the BELOISYA countries and the workshop will help illuminate	Representatives from the Guest Countries Moderator: Mr. J. Lauglo
12.30-14.00	Break for buffet lunch	Novotel
14.00-14.45	Panel discussion of the synthesis paper from the Chad Country Team	Panelists ¹⁴ : Mme. Kielwasser, Messrs. Baldeh, Wade Diagne, Hazoume Moderator: Mr. M. Maamouri
14.45-15.30	Panel discussion of the synthesis paper from the Burkina Faso Country Team	Panelists: Mme. Nandago, Messrs. Saultidigue, Luis, Bholo Moderator: Mr. M-L. Hazoume
15.30-15.45	Refreshment break	Novotel

¹⁴ The panels to discuss the BELOISYA synthesis papers comprise four commentators: one each from two BELOISYA countries, one from a guest country and one international resource person. The commentators will begin the proceedings with comments on the synthesis papers. Then the participants in general will offer comments or questions. Finally, the authors of the synthesis will respond to the panel and participants.

Date/Time	Activity	Actors
15.45-16.30	Panel discussion of the synthesis paper from the Gambia Country team	Panelists: Mme. Sanou, Messrs. Tra Bi, Uamusse, Omolewa Moderator: Mr. D. Atchoarena
16.30-17.15	Panel discussion of the synthesis paper from the Mozambique Country team	Panelists: Mme. Jobe, Messrs. Djarangar, Maiga, Comings Moderator: Mr. M. Omolewa
17.15-19.00	Rest	
19.00	Reception with buffet supper and fair of literacy/vocational materials from the 11 countries, display of IIEP's publications on current research, plus –if available- latest products in the emerging ICTs.	Host: Ms. Mary A. Barton-Dock, Resident Representative of the World Bank Guest of Honor: H.E. The Minister of Basic Education and Literacy.
Tuesday, March 16, 8.00-8.45.	Panel discussion of the synthesis of the BELOISYA syntheses by Mr. Mactar Diagne	Panelists: Mme. Bayate, Messrs. Kinda, Moadjidibaye, Dem, Bhola Moderator: Ms. L. Swigart
8.45-9.30	IIEP Research on BELOISYA themes in Burkina Faso, Guinea, Mali and Togo	Mr. D. Atchoarena, IIEP Discussant: Mr. I. Djarangar Moderator: Mme. C.Kielwasser
9.30-10.30	Towards a synthesis of the syntheses: Reflecting on cross national issues (commonalities, divergences and missing elements) of the five synthesis papers and IIEP research	Mixed groups of country teams and resource persons
10.30-10.45	Refreshment break	Novotel
10.45-12.30	Towards a synthesis of the syntheses: Reflecting on cross-national issues, divergences and missing elements of the five synthesis papers and IIEP research, such as gender, language, assessment, technology and other factors.	Plenary Moderator: J. Oxenham
12.30-14.00	Lunch break: buffet lunch	Novotel
14.00-15.30	Possible resources and their requirements for fresh efforts to improve the reach, scope, effectiveness and efficiency of programs of basic for young and older adults (especially young women)	Mr. J. Lauglo: Introduction. Then mixed group study World Bank CAS, LILs, APLs and Trust Funds followed by plenary questions and discussion
15.30-15.45	Refreshment break	Novotel
15.45-17.15	Case study of a Learning and Innovation Loan: Cote D'Ivoire	Mixed groups, followed by discussion with Michael J. Wilson and Ernest Tra Bi Moderator: H. Bhola

<u>Date/Time</u>	<u>Activity</u>	<u>Actors</u>
17.15-19.00	Rest	
19.00	Buffet supper and fair of literacy/vocational materials and methods used by DAPLAN and other agencies in Chad.	DAPLAN with Messrs. Dock and Tokindang
Wednesday, March 17, 8.00-9.00	The potential and limitations of the emerging electronic technologies in information and communication for supporting and reinforcing adult basic education and training, particularly among rural, scattered and isolated communities. This session will include a presentation and discussion of the ILI International Literacy Explorer (a multimedia teacher training tool)	Mr. Mohammed Maamouri Mr. Alan Dock Moderator: Dr. D.I. Djarangar
9.00-10.30	The Next Steps: Country teams brainstorm on potentials for improvement, innovation and experiment in their own countries' efforts in basic education and training for young adults (especially young women)	Country teams with resource persons
10.30-10.45	Refreshment break	Novotel
10.45-12.00	The Next Steps: Country teams brainstorm on potentials for improvement, innovation and experiment in their own countries' efforts in basic education and training for young adults (especially young women)	Country teams with resource persons
12.00-	Depart with picnic lunch for field excursion	DAPLAN in consultation with other agencies and Messrs. Dock and Tokindang Novotel to provide lunch-boxes
Thursday, March 18, 8.00-12.30	The Next Steps: Sounding out Ideas: Country teams discuss their 'brainstorm' ideas with visiting teams of 'consultants', then draft proposals to attract resources for innovative efforts in adult basic education and training. Each team will target a selected source of resources and frame its proposal accordingly.	'Visiting Consultant' teams to be formed as follows: Two participants and one resource person

Date/Time	Activity	Actors
12.30-14.00	Lunch break	Novotel
14.00-15.30	At least three country teams present their proposals for discussion in plenary	Moderator: J. Comings
15.30-15.45	Refreshment break	Novotel
15.45-17.15	At least three country teams present their proposals for discussion in plenary	Moderator: D. Atchoarena
17.15-19.00	Rest	Novotel
19.00	Closing Dinner	
Friday, March 19, 8.00-9.30	At least three country teams present proposals for discussion in plenary	Moderator: Mr. M. Omolewa
9.30-10.30	Consideration of requirements and time-tables for advancing and implementing proposals	Moderator: Mr. H. Bhola
10.30-10.45	Refreshment break	Novotel
10.45-12.30	Planning a mechanism to keep participants in easy and frequent touch with each other and identifying actors to be responsible for implementation	Plenary Moderator: J. Oxenham
12.30-14.00	Lunch break: buffet lunch	Novotel
14.00-15.00	Brief statements by the guest countries Brief statement by Task Manager for BELOISYA Brief Statements by UNESCO UIE, IIEP and ILI and UNICEF Rapporteur's summary	J. Lauglo M-L. Hazoume, D. Atchoarena, M. Maamouri Ms. L. Swigart Moderator: A. Dock
15.00-15.30	Closing	H.E. The Minister of Basic Education and Literacy, Government of the Republic of Chad
15.30	Refreshments and dispersal	

ANNEX V

INVITATION FROM THE GOVERNMENT OF CHAD

REPUBLIQUE DU TCHAD
UNITE – TRAVAIL – PROGRES
MINISTERE DES ENSEIGNEMENTS DE BASE ,
SECONDAIRES ET DE L'ALPHABETISATION
DIRECTION GENERALE
DIRECTION DE L'ALPHABETISATION ET DE LA PROMOTION DES LANGUES
NATIONALES

N'Djaména

N° _____ /MEBSA/DG/DAPLAN/99

LE MINISTRE DES ENSEIGNEMENTS DE BASE , SECONDAIRES ET DE
L'ALPHABETISATION

A MONSIEUR LE MINISTRE DU PLAN ET DE L'AMENAGEMENT DU
TERRITOIRE

N'DJAMENA

Objet : **Conférence Internationale sur l'Alphabétisation (N'Djaména,15-20 Mars
1999).**

A l'occasion de la Conférence Internationale sur l'Alphabétisation des Adultes qui se tient à N'Djaména en collaboration avec la Banque Mondiale, je vous prie de bien vouloir honorer de votre présence les cérémonies d'ouverture et de clôture prévues respectivement pour le lundi 15 Mars à 9 heures et le vendredi 19 Mars à 15 heures au NOVOTEL LA TCHADIENNE.

ABDERAHIM BIREME HAMID

PROGRAMME DE LA CEREMONIE D'OUVERTURE

(15 Mars 1999)

- 8 heures 30 Mise en place terminée.
- 8 heures 35 Arrivée des invités;
- 8 heures 45 Arrivée des membres du Gouvernement et des Représentants des Organismes Internationaux;
- 8 heures 55 Arrivée de son Excellence Monsieur le Ministre des Enseignements de Base, Secondaires et des l'Alphabétisation;
- 9 heures 00 Début de la cérémonie; Mots d'introduction des organisateurs; Présentation des buts de la conférence; Discours d'ouverture du Ministre des Enseignements de Base, Secondaires et de l'Alphabétisation; Suspension de la séance.

PROGRAMME DE LA CEREMONIE DE CLOTURE

(19 Mars 1999)

- 14 heures 30 Mise en place terminée.
- 14 heures 35 Arrivée des invités;
- 14 heures 45 Arrivée des membres du Gouvernement et des Représentants des Organismes Internationaux;
- 14 heures 55 Arrivée de son Excellence Monsieur le Ministre des Enseignements de Base, Secondaires et des l'Alphabétisation;
- 15 heures 00 Début de la cérémonie; Synthèse des travaux; Recommandations de la Conférence; Discours de clôture du Ministre des Enseignements de Base, Secondaires et de l'Alphabétisation; Fin de la cérémonie.

LISTE DES INVITES DU MINISTRE

1. MONSIEUR LE MINISTRE DU PLAN ET DE L'AMENAGEMENT DU TERRITOIRE
2. MONSIEUR LE MINISTRE DE LA COMMUNICATION, DELEGUE AUPRES DU PARLEMENT PORTE PAROLE DU GOUVERNEMENT
3. MONSIEUR LE MINISTRE DE L'AGRICULTURE
4. MONSIEUR LE MINISTRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE
5. MONSIEUR LE MINISTRE DE L'ELEVAGE
6. MADAME LE MINISTRE DE L'ACTION SOCIALE ET DE LA FAMILLE
7. MONSIEUR LE MINISTRE DE LA CULTURE, DE LA JEUNESSE ET DE LA PROMOTION DES SPORTS
8. MONSIEUR LE MINISTRE DE LA DEFENSE NATIONALE ET DE LA REINSERTION
9. MONSIEUR LE MINISTRE DE LA JUSTICE, GARDE DES SCEAUX
10. MONSIEUR LE MINISTRE DE L'ENVIRONNEMENT ET DE L'EAU
11. MONSIEUR LE PRESIDENT DE LA COMMISSION EDUCATION DE L'ASSEMBLEE NATIONALE
12. MONSIEUR LE CONSEILLER DU PRESIDENT DE LA REPUBLIQUE CHARGE DE L'EDUCATION NATIONAL, DE LA CULTURE, DE LA JEUNESSE ET DE LA PROMOTION DES SPORTS
13. MONSIEUR LE CONSEILLER DU PREMIER MINISTRE CHARGE DE L'EDUCATION NATIONAL, DE LA CULTURE, DE LA JEUNESSE ET DE LA PROMOTION DES SPORTS
14. MADAME LA REPRESENTANTE RESIDENTE DE LA BANQUE MONDIALE
15. MADAME LA REPRESENTANTE RESIDENTE DE L'UNICEF
16. MONSIEUR LE REPRESENTANT RESIDENT DU PROGRAMME DES NATION UNIS POUR LE DEVELOPPEMENT -PNUD -