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**BAMAKO – MALI**

*EVALUATION OF THE LITERACY  
PROGRAMME FOR THE RURAL  
DEVELOPMENT OF KAYES  
2001 – 2005 PERIOD*

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## **List of initials, abbreviations and acronyms**

**AIDEB** : Action of Support to Development Initiatives at Bafoulabe

**PIDEB** : Bafoulabe Integrated Development Program

**CAF** : Functional Literacy Centre

**ONG** : Non Governmental Organization

**DCAP** : Director of Pedagogic Animation Centre (School Inspector)

**CAP** : Pedagogic Animation Centre

**EPC** : Savings for Change ( Self Help Women's Saving Groups)

**AG**: General Assembly

**BE**: Executive Bureau

**BTS**: Advanced Vocational Training Certificate

**AGR** : Income Generating Activity (IGA)

**Passerelle** : (Speed School)

**CED** : Education Development Center

**CGA**: Literacy Management Committee (LMC)

**CGS**: School Management Committee (SMC)

## PART ONE

### Introduction

The Literacy Program for the Rural Development of Kayes (PDRK) is the first program implemented by the Fandeema NGO since its formal establishment as an NGO.

This program is essentially based on literacy training which was a five-year program running from January 2001 through December 2005.

The mission Fandeema had assigned itself was the promotion, through functional literacy, of the integrated development of newly decentralized communities in the Districts of Kayes and Kenieba, in Kayes Region. The goal of the program was poverty alleviation through the fight against illiteracy and the marginalization of women, the contribution to the growth of formal and non-formal education in the project area, the promotion of social well being through increased income for communities.

The activities planned were adult and women's literacy and post literacy training leading to women's promotion through IGAs and supporting formal education through ECOM teacher training.

It must be pointed out that children's schooling has been given a major role in the program from 2005 onwards.

A new program phase has started since January 2006. Program evaluation turns out to be important in order to integrate the recommendations into the new phase.

### 1. Presentation of the Fandeema NGO

FANDEEMA, which means « self help in English » became an NGO on October 23, 2000 after the signing of the Framework Agreement with the Government of the Republic of Mali. The FANDEEMA NGO was established at the time when the Stromme Foundation left the logic of integrated development to move toward a sector strategic choice based on Micro-finance and education. Former workers of the Kornerston NGO through the PIDEB and AIDEB programs formed the NGO. From its creation on to this day, the NGO has implemented two programs with the PDRK as major program funded by the Stromme Foundation. The NGO is composed of thirteen members, **at least six of whom are currently wage earners.**

The NGO assigned itself the mission of promoting, through functional literacy, the integrated development of newly decentralized communities in Kayes and Kenieba Districts, in Kayes Region. Fandeema therefore intervenes in Kayes region, which includes Kenieba.

The initial goal is poverty alleviation through the fight against illiteracy and the marginalization of women, the contribution to the growth of formal and non-formal education in the project area, the promotion of social well being through increased community income.

## **2. Presentation of the goals and expected results of the evaluation**

The goals and expected results of the present evaluation are as follows:

- 1) Determine the impact of the program, including its impact on incomes, the management of daily life and schooling.
- 2) Determine the efficiency of the NGO's actions.
- 3) Determine the efficiency of the use of human and financial resources available for the program. Determine the organisation and structuring of the NGO over its objectives.
- 4) Determine the relevance of the NGO's interventions and the process of planning and identification of activities.
- 5) Assess the sustainability of interventions, including the level of participation of populations and the degree of ownership.

The components to be considered in the course of the evaluation were literacy, libraries (post literacy training), support to community schools and the speed school.

The evaluation should take into account the following criteria: effectiveness, efficiency, relevance, impact and sustainability, and particularly:

- The effectiveness of technical advice from the regional office,
- The documentary and budgetary monitoring,
- Eventually, the management of Fandeema in the Stromme portfolio, and the effectiveness of its activities against alternatives,
- The nature of the partnership between Stromme and Fandeema.

The lack of time, as it took six days to carry out the field evaluation, including the surveys, did not make it possible to go further in depth on all issues planned in the evaluation; thus the evaluation focused more on qualitative than quantitative analysis.

## **3. Area, actors involved, and survey methodology**

The FANDEEMA area of intervention is a rural area where the living conditions are very precarious. This is an area characterized by poverty. This poverty is much more noticeable with women even though the latter are the main pillars of the rural economy. The Kayes region is one of the regions with the lowest rates of schooling and literacy in the country.

The individuals and groups concerned by the present evaluation are as follows:

- The management committees,

- The animators of CAF centres and speed school centres,
- The neo literates
- The workers involved in the NGO support arrangement: supervisors, managing team.

After a reading of the maps of the different areas of activity in the Districts of Kayes and Kenieba, 25 villages were selected based on the following criteria:

- Length of time/youthfulness of the village in the activity,
- Concentration of activities carried out per village,
- Distance/accessibility of the village,
- Ethnic group/language,
- Village commitment.

Thus the two districts were subdivided into four zones:

- Northern Kayes: 7 villages,
- Central Kayes: 7 villages
- Kenieba plain area: 6 villages,
- Kenieba mountain area: 5 villages

The number of villages surveyed was 25 out of the 85 villages covered by Fandeema since the beginning of the activity.

There was one interviewer assigned per zone. Each interviewer was assisted by a supervisor to help him identify the villages. The supervisor did not participate in the survey; he was bringing technical support in case of difficulty. His role was limited to the introduction of the interviewer to the village. The NGO coordinator helped the main interviewer in the Kenieba mountain area.

Twelve questionnaires were designed for the following actors: Fandeema managing team, supervisor, mayor and municipal council men of Djalafara, CAF and speed school animators, school directors and teachers, villages sensitized about schooling and other villages, literacy management committees, male and female neo literates, school management committees, the Kayes and Kenieba School Inspector, the Deputy Director of the Education Academy at Kayes.

The questionnaires were scanned and explained in the interviewer's survey language; these questionnaires were field tested over a half-day period.

Each interviewer received a written field program with a clear route. A total of 85 survey forms were filled during the current evaluation survey.

#### **4. Logic of intervention planned under the program**

The project's initial target was mostly composed of women and children. The NGO's logic of intervention at the onset of the program was as follows:

- From the 3<sup>rd</sup> year on, the project will recruit and train volunteer animators in each village; the latter will start teaching younger generations.
- From the 4<sup>th</sup> year on, the volunteer literacy animators will receive thematic retraining and will continue teaching. Their number will be constantly increased until the end of the project, so that each village will have its own Animator
- The partnership agreement will be modified or the literacy activity would be sponsored up to 75% (from the 4th year on) by the communal authorities of the villages involved.
- Volunteer village animators will handle teaching in the literacy centres over the six months of the campaign (January – June).
- The local officials will be gradually involved in the management and handling of the literacy activity in the partner rural communes.
- The auditors will gradually acquire their literacy material up to 100%.
- Accompaniment measures will be taken in order to ensure the support of local Animators by the communities themselves.



## PART TWO

### Reviews and analysis of activities implemented by the NGO

#### 1) Literacy

There is a literacy tradition in several villages of Kayes and Kenieba districts. From 2001 to 2006, the program sponsored made it possible to give literacy training to 4,404 adults, including 1956 women (44%) and 2,448 men (56%). Since its onset, the program has covered about thirty communes divided over three districts, which are: the district of Kayes, the district of Kenieba, and the district of Yelimane.

The program, which was covering **23** villages in January 2001, covers **61 villages** in 2006 which are divided into **21** communes of the districts of Kayes and Kenieba, namely: Kayes, Somankidi, Sadiola, Liberté Dembaya, Hawa Dembaya, Samé Djongoma, Kéméné Tambo, Bangassi, Gory Gopéla, Karakoro, Sahel, Djélébou, Djombougou Maréna, Ségala, Logo, Diamou, Dialafara, Kassama, Dombia, Bayé, Sitakily, and Kéniéba. From 2001 to 2006, the literacy component reached **76** villages of the districts of Kayes, Kéniéba, and Yélimané; this literacy program is conducted in **4 national languages** of Mali : **Bambara, Khassonké, Soninké, and Fulfulde**.

The literacy centres conduct their activities over an average period of 1 to 5 years. Women are most interested in literacy training and most stable in terms of attendance rates.

The total annual cost of a literacy participant is in the order of 30,000 FCFA. Attendance at literacy centres varies according to village and multiple causes: seasonal out-migration towards gold mines, farming activities, harvest period and sale of certain seasonal fruits; however, there is a problem which cuts across all centres, which is the progressive reduction in time of the attendance rate; this is all the more disturbing that there has not been any sustainable quest for a solution to this type of problem at Fandema.

One of the major problems encountered in the field of literacy training is the case of children of school going age, i.e., 6 to 7 years old, enrolled in literacy centres. These children of school going age keep on going to literacy centres in some villages.

On the other hand, certain literacy centres have now operated for over three years with the same students. Their curriculum does not evolve in substance and quality: it is always intensive traditional literacy training. The provisions about literacy centres which consisted in sponsorship of 75% literacy training activities (from the 4<sup>th</sup> year on) by the communal authorities of the villages involved and support to animators by beneficiary communities, are neither sought nor applied in the NGO's support strategy.

The training acquired by women creates a desire for better quality of life strongly expressed by the demand for communal loans of the Savings for Change type. In order to promote synergy, it is imperative to promote the concentration of education activities and community micro-finance activities in the same zones: communes and villages.

## 2. The neo-literates

A neo-literate costs 90 000 F CFA after three years of training.

The general assessment that can be made is that there is a multitude of neo-literates in those villages that have received program support; certain neo-literates have had this status prior to the program; however neo-literates as a result of the program remain the majority. There is real satisfaction with individuals who know how to read, write, and compute; the majority of neo-literates use their skills in the management of their daily individual and family activities:

**Economic Activities:** many women use writing and arithmetic in selling fruits, vegetables, condiments, and others.

**Social activities:** parents who receive medical products get to read the mode of use of products and administer them according to the medical prescriptions, which was not the case in the past. Unfortunate cases of overdoses with children have occurred several times because parents did not know how to read medical prescriptions. Kayes is a well-known migrant region in Mali, several families receive mail and manage to read it on their own; thus, secret information is kept within the family; in the past one needed to find an external member to the family read a simple letter with the risk that the entire content of the letter must be disclosed in town.

**Spiritual activities:** many neo-literates have testified that they learn to do their daily prayers by rereading them at home after the literacy course, which was not the case in the past.

The major difficulties that those neo literates have experienced are as follows:

- ✓ Their precise number per village is not known;
- ✓ Their communes are not formally informed of their existence,
- ✓ They still have general knowledge that can hardly be used locally;
- ✓ They lack true initiative,
- ✓ Nothing is planned strategically in the program for their accompaniment,
- ✓ Few neo literates, particularly women, are given an increased standing in their villages.

On the other hand, in spite of the important financial means invested in literacy training over many years, the value added of this activity in the development of individuals and their villages remains low.

The literacy centres are not sustainable and viable in their content and their coverage; the centre animators are continually sponsored by the project.

The animators themselves are limited in knowledge, capacity, and initiative; they consider themselves as « Fandeema civil servants », a fact which biases their mission in the villages.

The difficulties thus presented must be addressed in the future through concrete proposals from Fandeema in order to improve the structure's operational performance.

### **3. The management committees of the literacy and the speed school centers**

The management committees are not operational. They hold meetings very rarely, to the point that a few members of these committees do not even know their role or their tasks in the committee. In some cases, the plurality of functions by a single person in several other local committees of other projects, which are not functional either, is the cause of such an organizational lethargy.

### **4. The animators**

The animators of literacy centres do their best to keep their literacy centres operating. Their level of education is relatively acceptable to handle the CAF (7<sup>th</sup>-8<sup>th</sup> grade level); this remains a relatively low level to handle speed schools centres; their level of education and pedagogic level remains inadequate, in spite of all the training they have received: at Monea, Bourdala, Dialafara, and Netekoto 4/11 animators have a relatively low level, 3/11 animators have serious pedagogic problems. The monitoring of these instructors by supervisors remains inadequate in pedagogic terms and in terms of content as well as time spent by supervisors with each animator; in general, the supervisors do not cover full subject matter, so their pedagogic input remains low.

An important problem to be raised with animators for both speed schools and CAFs is the fact that the supervisors pay the wages to the animators; if such practice should continue, the relationship with communities would be biased; besides, centre animators nowadays consider themselves as Fandeema agents.

As centre animators often are neo-literates with limited pedagogic training, it would be appropriate to do some in-service training for them every year or every two years in the area of pedagogy, the handling of monitoring tools. At the speed schools centre, it would be sensible to provide more pedagogic guides and to ensure adequate regular refresher training.

### **5. Speed schools**

The cost of a speed school child at Fandeema is in the order of 40,000 FCFA, all charges included.

The experience with speed schools started only at the beginning of the program in 2001. However, children who had successfully completed literacy courses and who had been tested by the schools could receive a transfer. Thus, 82 children were transferred from the CAFs during the 2003-4 academic year. During the start-up of the speed school, a total of **1168** children were transferred to schools between 2001 and 2005 : **535** girls (**46 %**) **and 633** boys ( **54%**). The schools receiving speed school students are quite satisfied with the children's level of education.

Up until 2003-2004, literacy was the Fandeema NGO's main activity; literacy was more or less the special activity of Fandeema and was carried out by the NGO Kornerstone totally free of charge (charity); under the impetus of Stromme who had noted the failure of literacy on one hand and a strong educational demand on the part of parents for the

schooling of their children, Fandeema changed its focus towards the speed school; it must be recognized that this change of focus towards the speed school on a large scale took place in a more or less abrupt and rapid manner, which led at least in part to:

- ✓ Rehiring certain CAF animators as speed school animators,
- ✓ Inadequate training of the animators,
- ✓ An insufficient number of books,
- ✓ The turning of classical CAFs into speed school CAFs,
- ✓ The actors directly involved being little prepared: parents, CGA, CGS, schools, supervisors, animators, and this situation accounting for the entire difficulty in achieving ownership of the system by these elements.

In spite of this situation of a difficult launch, the level of replication of speed school centres has been acceptable given a relatively strong demand on the part of parents.

## **PART THREE**

### **1. The Fandeema structure**

With thirteen members since its creation, Fandeema seems to have a relatively fragile social base given its vision, mission, and goals.

The reactive capacity of the NGO is very slow if not totally nonexistent; several recommendations stemming from missions carried out by the Foundation, are not implemented: for example the enrolment of children of school going age, the recruitment of competent supervisors, the training of workers on the REFLECT method. Fandeema has had difficulties integrating any innovations.

The structure continues the same practices without hindsight, without internal reflection and without introducing innovations into its methodologies; the structure must develop a capacity to make its field results better known.

### **2. Organisation and operation**

The structure includes thirteen members and has no decision-making or managerial bodies: General Assembly, Management Committee. It has only operated for a period of no less than three years in this situation. This means that it is the wage earners who commit the structure to any institution or external partner. This is all the more confusing that the President of the NGO is at the same time a wage earner and a member of the management team. This is an advantage and a drawback at the same time: the President gives an impulse to the structure through his enthusiasm, his knowledge of the field and of the teaching of languages.

The NGOs legislation must be treated and adapted to the realities of the structure in the field.

### **3. The management team**

The project management team has not succeeded in imposing any strictness or discipline on the supervisors; this situation seriously jeopardizes the quality of the work and the results in the field. The temptation is great to claim benefits in lieu of expected results in the field.

The method of organization of the structure partly explains this situation: as a matter of fact, certain supervisors are signatory parties of disbursements for the NGO, while they are members of the management team somehow; because of that they have a certain influence on decision making and control over the structure.

### **4. The supervisors**

The steering group is composed of 9 members including three officials who make up the management team and 6 supervisors the majority of whom are based in the field.

There are three supervisors for the literacy centres and the other three supervise the speed schools. At Guindissou, a sub-animator covers 9 villages with literacy centres and speed

schools. Fandeema currently covers a total of 58 villages, i.e., an average of 8 villages per animator if one takes into account this latter sub-animator; this is a relatively low average in light of the other programs which have an average of 10 villages per animator. However, the number of villages per animator is unevenly distributed; while certain animators have 10 centres, others have 10, 13, or 16 villages.

The educational level of literacy centre supervisors varies from 9th grade to senior high school and some of them have over 10 years of experience.

As far as speed schools supervisors are concerned, it must be noted that one supervisor out of the three is a trained teacher, while the other two, who have been hired lately, have certainly received technical diplomas (BTS in accounting and BTS in agricultural sciences) but their basic training does not guarantee the necessary prerequisites to assure valid quality supervision.

Supervision is generally assured on a regular basis but such supervision remains a routine matter overall because it is formal and very theoretical; the case of the gradual drop of the attendance rate of literacy trainees is evidence of this; everywhere, the logbooks point out this problem which was not addressed in any way either by the team of supervisors or the NGO management; to-date, this problem remains unresolved.

The structure lacks vision, mission, and clear objectives; this explains the entire requirement for the structure to have a strategic plan, an operational guide and a procedures manual, which currently exists in a simple stage. In addition, the structure builds little on good practices; the risks that it runs through such a situation is the loss of capitalized knowledge in case of severance of qualified wage earners. There is a necessity for the structure to promote written capitalization.

## **PART FOUR**

The current evaluation will present recommendations based on the 25 villages surveyed; the time allotted to the evaluation being quite limited, a single day for preparation, and 3 days for the survey did not make it possible to carry out a quantitative analysis of interventions. However, the sample of villages being quite representative, the analysis and the recommendations that will be made will be credible enough to be used for the pursuit of the program.

### **Recommendations on activities**

#### **1. Literacy**

An analysis turns out to be necessary to study alternatives of an accompaniment, an insertion, a promotion of neo-literates, both male and female, living in villages.

The villages must imperatively position themselves as to whether or not they want to pursue literacy training; those villages which wish to continue this activity must organize themselves to sponsor it; the Stromme Foundation will not continue investing funds in the operation of centers; however, refresher training for animators is possible in order to equip them with new knowledge in civic education, citizens' rights and obligations, decentralization, good governance, children's, and particularly girls' schooling, Income Generation Activities (IGAs), agricultural production, important fields for the promotion of local development. Once retrained, these animators will be able to transmit new knowledge to participants. In this prospect, the literacy centers may have a lifespan resting on the desire of communities, which are decision makers, beneficiaries and main contractors. It would be appropriate for these orientations to be enacted by involving the commune in order to get to mobilize its support but also to enable it to exploit those human resources ultimately trained in the centres

New literacy centres can be created in potential areas, which could benefit from the Self Help Women saving Groups program planned by the Foundation in the area in 2007. The structures, NGOs, which will be selected, could carry out joint programming work on villages to be covered with Fandeema and the communes involved.

#### **2. CAF Management Committees**

In the medium term, the management committees need to be structured: for example, a village management committee could be set up per village to address all development issues in the village; in that case all other useless committees will disappear; there will only be those management committees of existing organisations and groups in the villages. Such a committee could include on male or female literacy officer in the village, a boys' and girls' schooling officer, a social affairs officer (for naming ceremonies and weddings), a 'tontines' (EPC) officer. These committees will receive appropriate training from this perspective. There will be regular monitoring of such a committee in order to help it carry out its tasks and obligations and operate in a sustainable manner. The existing functions in the committee will be useful and operational and will not be fictitious ones. In such dynamics, the village could adopt a simple annual action plan

which could be the basis of the intervention of the commune in the village and any external actor; in this case, the commune also knows the priorities of the village concerned and could mobilize its modest input for the strategic actions programmed. In such a situation, the commune also has a valid partner in each village for development matters.

In the shorter term, it would be convenient to have systematic training for the CAF's or speed school's management committee as soon as it is set up; such training will deal with its mission, its activities, the monitoring tools it must use; a small action plan could be prepared with the committee, and such plan would be translated into national languages and given over as working tool to be assessed at the end of the year.

Thus, in order to make management committees more enthusiastic about their work, it would be convenient to empower the committee members on specific important tasks: girls' schooling, small teaching materials and tools, resource mobilization, etc. Women must be adequately represented in these committees.

### **3. CAF and speed school's Animators**

Their level of education is relatively acceptable in order to take care of CFAs (7th-8th grade); however, the level is relatively low when it comes to taking care of speed school's centres.

In some cases, the CAF animators do not succeed in managing CAF and speed school centres at the same time: a solution must necessarily be found to this situation.

For the existing cases, it would be more advisable to separate the CAF animator function from that of speed school animator; the goals and ends being different, it is quite inadvisable to keep these functions together in the area.

An annual refresher training of CAF animators is certainly necessary. The educational levels of speed school animators being particularly limited, some stress must be placed on a more efficient monitoring method. The arrangement followed must be improved particularly with the supervisors.

In any case, Fandeema must henceforth recruit professionals into the speed school arrangement.

### **4. Speed school**

The speed school started in the Fandeema area of activity a long time ago. Fandeema is in that respect the pioneer NGO together with Stromme in the area of speed schooling. The growing number of children in literacy centres and the various discussions held with adults attending literacy centres, brought Fandeema and Stromme to redirect their actions towards intensification of the speed school in the area. Such redirecting is a true response to parents' expectations; it must be noted that the demand for speed schools remains very strong in villages; there are multiple reasons for such demand:

- Teaching quality,
- Proximity,



- Quality access cost,
- Parental involvement in the management of centers and the transfer of children
- The relatively high level of children's education.

The major difficulty in the speed school approach at Fandeema is that the centres remain over an academic year, a situation that distorts the strategy. If the speed school centre remains over a year, one is often tempted to enrol children under the age of eight or for certain parents, they might refuse to take their children to formal schools in a normal year in order to save the cost of three academic years; the speed school having the advantage of enrolling the child in 4<sup>th</sup> year of the formal school system after only eight months training.

For the enrolment, the enrolment of children « Friendly Hearts » who are no less than eight years old will be preferred.

## 5. Supervisors

Only one supervisor out of three for the speed school is a professional trained teacher. The last two supervisors hired are not trained teachers; they remain limited in their mission. Two possible solutions are, either to hire new competent individuals or to provide them with continuing education and special monitoring.

The supervision visits are carried out twice a month on the average; however, they do not bring real solutions to the problems encountered by the animators of CAF centres and speed school centres; these problems are as follows:

- ✓ Progressive absenteeism by the students,
- ✓ Pedagogic deficiency,
- ✓ Lack of balance in the level and age of the students.

In addition, these visits are limited in time: the supervisor stays an average of two hours and does not cover the subject matter taught; as a result, he cannot perceive the true difficulties that the animator is facing. Fandeema must reflect and find alternative solutions to these situations.

Animators are paid monthly salaries by their supervisors, and this creates a power relation between them, and not a technical support relation. Fandeema must avoid supervisors paying the benefits to animators in the field by using other alternative solutions: monthly meeting of supervisors and animators, for example.

## 6. Child transfer

The child transfer channel is poorly organized and poorly managed; the management committee is little involved if at all, and the transfer often takes place late. The transfer is an activity that must start at the beginning of the year and not towards the end of the year; all actors involved must be identified and prepared for this transfer; once the placement

test is done by the schools and the selected children have been identified, preparations must set on to welcome them to the schools involved. The children of speed school centre who cannot be transferred to the basic school can eventually be directed towards CEDs if there are any in the region or they may be assisted in local level trades. This possibility must be studied according to the geographic map of the CEDs and the conditions of access to these centers.

## **7. Opening of speed school centers**

The speed school centers were often opened belatedly, and this has had a relatively negative impact on the success rates of children at the completion of the speed school cycle; Fandeema must necessarily plan the timely opening of centers as well as timely preparation of the transfer process with the various stakeholders: management committees, school directors, teachers, CAPs. Their endorsement, involvement, ownership of the process by these different actors is crucial for system success.

## **8. Equipment of speed school centers**

Unlike other centers supported by Stromme funded NGOs, the speed school centers at Fandeema are not equipped with student benches, a real weakness in the work conditions and an obstacle to the children's success; it would be convenient to equip these centers with student benches as well.

## **9. School fees**

There are difficulties with certain student parents who cannot afford the fees for their children who are transferred to basic school for economic reasons: would it be possible to consider the support to the speed school through the Friend At Heart program? Would it possible to support certain children from poor parents under this program? What are the possibilities for supporting these children for the primary cycle as well? If this approach can be adopted, it would be convenient to concentrate speed school centers in disadvantaged communes/villages, which are poor and where indicators in the field of education are relatively low. One other alternative is to achieve this concentration in villages of communes already receiving the Friend At Heart program.

## **10. Communal level schooling**

In order to be recognized as an efficient schooling method at the regional and/or national level, the speed school must supply evidence of a critical mass of transferred children the number of whom in several communes would considerably influence the schooling rate. Some work could be done with communes, educational authorities (CAP) for the quest of real change of education indicators in the region. Communal plans and frameworks for

education must then be considered; the plans will help establish the initial reference situation, the needs, resources and contributions of parties; the consultation frameworks will help monitor and evaluate these plans on a yearly basis and program activities; under the plans, the contribution of the parties could be well defined: Stromme, commune, CAP, communities, Fandeema, community members, gold mining companies, etc. These communal consultation frameworks will be advocacy bodies for the speed school at the regional or even national level.

This overall approach, which will be materialized by a convention, is an approach to commitment in the area of schooling.

## **11. Libraries**

Attendance rates at libraries have gradually dropped because the persons interested in reading in the villages read all existing documents. There is an interest in reading documents that bring practical knowledge on agriculture, animal husbandry, nutrition, hygiene, health, etc. There is also an interest in practicing and conducting activities from reading documents.

In addition to libraries, the promotion of a literate environment in this area which is full of neoliterates everywhere, necessarily requires the setting up of more adequate tools in the area of civil education and appropriate technology aimed at sustaining development initiatives, notably in the area of health and income generating activities.

## **Recommendations at the Fandeema structure level**

### **12. Institutional and organizational level**

The NGOs legislation must be adapted to the realities of the structure and the field. The structure does not have any decision-making or management bodies: AG, BE. The structure has operated for over two years in this situation. This means that it is the wage earners who commit the structure towards any external institution or partner. Such confusion is all the more strong that the President of the NGO is both paid worker and member of the managing team. The wage earners are judge and party.

The major difficulty which cannot remain without consequences is that Fandeema cannot claim to teach and transfer values and capacities of organizational management, transparency, and participation that Fandeema itself does not have in its internal structure; one of the formal missions of the NGO is to practice and teach transparency and good cooperative governance; as a result, Stromme will require in its next partnership agreement with Fandeema, results including the setting up and effective operation of decision making bodies, strategic plan, management and control such as AG, BE, and accounts commissioners.

The NGOs employees must choose between the decision function (member of the BE) and the paid worker function; both functions are statutorily incompatible with the rules of orthodoxy of NGO management in general and good corporate governance in particular.

Fandeema is a structure, which is presently flying by sight; it does not know where it is going; it has no true vision. It would be difficult for the structure to claim real development as a structure without any strategic plan; likewise, Fandeema could not really play a development NGO role without guidelines, without strategic orientation. It would be convenient that Fandeema make, albeit internally, its institutional and organizational diagnosis from which it must develop a strategic plan, a communication plan and a resource mobilization and self-funding plan. Such perspective will make Fandeema more credible and more efficient in its actions.

### **13. Operational level**

There must be better concentration in terms of intervention in order to create visible and measurable impact in Fandeema's interventions.

Fandeema certainly has existing operational know-how but which is not built on formally at all in terms of costs, arrangement and tools. It would be interesting for the structure to formalise this know-how on the speed school, the literacy training, the literate environment, etc.

In the perspective of decentralization and given the availability of neo-literates in villages as available human resources, it would be convenient to gradually move towards simple village development plans corresponding to strategic actions at the village level. The funding of such plans will be concerted between the commune, the community, Fandeema and other local and external actors: mining companies, community members, and other stakeholders.

### **14. Partnership Level**

#### **New actions**

The relevance of promoting the Self Help Women Savings Groups system becomes more and more evident in the area, particularly in the area of support to education and girls schooling in general and the speed school in particular. Fandeema does not have any experience in the area of micro-credit; the partnership envisaged with the NGOs ADIES and Stop SAHEL must necessarily be confirmed next year.

#### **Technical services**

For real impact owned in advance by the CAP and the communes, the choice of villages of activity, particularly for the speed school, could be done with the latter in light of the communal education plans proposed above.

## **Stromme and Fandeema Partnership**

Fandeema voiced the following recommendations:

- Getting to know the goals of the monitoring missions and advance knowledge of the dates of the missions,
- Getting the possibility to express difficulties and needs for support in the course of monitoring missions,
- Having additional trainings in the area of computer science, organizational management and monitoring and evaluation,
- Having a progression in the budget based on the results of activities programmed and not a fixed budget unilaterally decided by Stromme.

## **15. CONCLUSION**

The Fandeema NGO is the only one specializing in adult literacy and speed schooling in Kayes region. It is very credible to regional and communal technical services as well as communities it is accompanying in the region. In order to collect annual data on literacy in the region, the Government currently uses data from Fandeema. Such credibility was acquired through the funding by the Stromme Foundation, its principal partner. Such funding by the Foundation opens more and more other funding avenues to the structure with major donors such as UNICEF which is funding a project underway and the African Development Bank which is currently studying a funding file for Fandeema with the Ministry of Education.

It is convenient to pursue the partnership with Fandeema for the know-how that it has built upon even if such know-how must be improved and strengthened. The necessity of such strengthening will be expressed in action notably in the following aspects:

Project cycle management: identification, planning, monitoring and evaluation and impact;  
Results based management,  
Institutional and organizational strengthening,  
Strengthening of the expertise and professionalism in the area of speed schooling, literacy training;  
Resource mobilization,  
Partnership.