

**EVALUATION OF THE ALPHA ACTIVE CENTERS IN  
OUELESSEBOUGOU AND KLELA  
(CIRCLES OF KATI AND SIKASSO)**



**FINAL REPORT**

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## **Contents**

Introduction.....	5
Context.....	6
Methodology used.....	7
Acknowledgements .....	8
Summary.....	9

### **CHAPTER I**

#### **Information on the alpha active women and the developed skills**

1. The status of woman learners.....	12
2. Skills developed by woman learners.....	13
3. Utilization of skills developed by learners.....	14
4. Les suggestions from learners.....	14
5. Adaptation of meetings to the needs of learners.....	15
6. Suggestions for better adaptation of sessions.....	15
7. Situation of the numbers of learners.....	16
8. Application of knowledge in instruments.....	17

### **CHAPTER II**

#### **Apprehensions of the alpha active women**

1. Ownership of mobile phone by learners.....	21
2. Apprehension of learners for the utilization of mobile phone.....	22
3. Use of calculator by learners.....	23
4. Use of scales by learners .....	25
5. Capacities of learners to convert le kilogram into gram.....	26
6. Attitudes and apprehensions of learners concerning the importance of civil status documents.....	27
7. Attitudes and apprehensions of learners concerning the possession of civil status documents.....	27
8. Attitudes and apprehensions of learners on the establishment of death certificates.....	29
9. Attitudes and apprehensions of learners applying one of the hygiene rules to protect themselves from diseases.....	30
10. Knowledge on the advantages of family planning by learners.....	32
11. Attitudes and apprehensions of learners for the use of a family planning method.....	33
12. Learners who practice IGAs.....	34
13. Learners investing skills in daily activities.....	35
14. Attitudes and apprehension of learners regarding an independent source of incomes.....	36

15. Attitudes and apprehensions of husbands of learners regarding IGAs of women.....	37
16. Sources of funding for the incomes of learners.....	37
17. Increase of the incomes of learners in OXOF in 2014.....	38
18. Contribution of the project to the incomes of the SFC women.....	39
19. Contribution of the profits of learners to the improvement of living conditions in family.....	40
20. Increase the attendance of school by the children of learners .....	41
21. Learners using their skills in education.....	41
22. Appreciation of the quality of didactic materials by learners .....	43
23. Appreciations of learners on the pedagogic contents of handbooks.....	43
24. Perception of the radio broadcastings on the training program by the listeners.....	44
25. Difficulties and other constraints related to the implementation of the project.....	46
26. Recommendations (or proposals) from learners to improve the project's strategy.....	46
27. Recommendations of learners on the project duration.....	47
28. Skills developed in the project by learners.....	47
29. Changes made by learners and their appropriate expectations in the area....	48

### **CHAPTER III**

#### **Apprehensions of other actors on the alpha active program**

I. Apprehensions of husbands of learners .....	49
II. Attitudes and apprehensions of persons who are not members of SFC groups .....	52
III. Attitudes and apprehensions of organization leaders in villages (tons « associations » and other forms of organizations).....	54
IV. Attitudes and apprehensions of chiefs of villages.....	55
V. Attitudes and apprehension of mayors of communes.....	58

### **CHAPTER IV**

#### **Stromme Foundation and NGO partners, vision and respect of terms and conditions of partnership.....**

**62**

### **CHAPTER**

#### **Analysis of the outcome of active literacy project in villages, constraints and suggestions of actors**

I. Outcome of active literacy project in villages.....	69
1. According to husbands of learners.....	69
2. According to chiefs of villages.....	69
3. According to NGOs.....	70
4. According to mayors in the communes of Ouéléssébougou And Kléla.....	70
II. The perception of weaknesses and difficulties.....	71

III.	Suggestion for a larger involvement of SFC women In local development.....	71
	1. According to chiefs of villages.....	71
	2. According to mayors.....	72
IV.	Constraints and difficulties related to the implementation of the alpha active project.....	72

## **CHAPTER VI**

### **Analysis from pedagogic point of view of the Curriculum, booklets and modules of the active literacy**

1.	Analysis of the Curriculum.....	74
2.	Analysis of the manual of calculation of the animator in French.....	74
3.	Analysis of the manual of French language of the animator, 2 <sup>nd</sup> year.....	74
4.	Analysis of learner's booklet, level 2, French.....	75
5.	Analysis of modules on citizenship.....	76.
6.	Analysis of unified syllabus in Bambara.....	76
7.	Analysis of manuals of calculation in Bambara.....	77

## **CHAPTER VII : Recommendations**

1.	Recommendations to Stromme Foundation.....	79
2.	Recommendations to NGO partners.....	80
3.	Recommendations to village communities.....	81
4.	Recommendations to mayors .....	81

<b>GENERALE CONCLUSION.....</b>	<b>82</b>
---------------------------------	-----------

<b>DOCUMENTS IN ANNEXES.....</b>	<b>83</b>
----------------------------------	-----------

- ANNEXES I : TOR OF THE EVALUATION OF THE ALPHA ACTIVE.....	83
- ANNEXES II : DOCUMENTS ON THE ALPHA ACTIVE CONSULTED.....	92
- ANNEXES III : LIST OF PERSONS SURVEYED.....	94

## **Introduction**

The evaluation of the centers of active literacy in the circles of Kati and Sikasso proceeded respectively in the communes of Ouéléssébougou and Kléla from June 21 to July 31 2014, in the framed villages and by NGO ACEF and GRAADECOR.

The mission was made up of five people (including the consultant and four investigators) went in 12 villages covered by these NGOs, i.e. in six villages per intervention zones.

The tools (questionnaires and guides of interviews) prepared in advance were subjected to the various targets, of which SFC women in priority, their husbands, the chiefs of villages, the non members of SFC groups, the mayors of the various localities, NGO partners and STROMME Foundation.

In each village, the women having followed the alpha active and members of the groups of Saving For Change were touched by the present study.

A contract of provision of services on June 26, 2014 gives mandate to the consultant to complete this work.

In all the visited centers, the mobilization of women was remarkable and everywhere, the reception was enthusiastic.

### **Context of the study**

It is necessary to underline on the one hand that this evaluation is carried out at a time when centers are closed, where the groups of saving for change continue to only operate in spite of the stop of the courses since December 31, 2013 and where the rain season has just settled.

The populations being very occupied by the agricultural work, this situation weighed much on the participation of the husbands in particular in the area of Kléla where, apart from the heads of village, it was practically difficult to have men to be subjected to the questions.

In the two areas, the dryness was a hard reality before the arrival of the mission. The recent rains which had just sprinkled the ground were awaited then with much impatience in these rural zones.

The mission also noted that the animators were not any more in the villages, all had returned homes at the end of training.

## **Methodology used**

As of reception and analysis of terms of reference of the study, a first draft of the tools of investigation was prepared in connection with the specific objectives and the awaited results of the mission.

The following tools were prepared within this framework:

- A questionnaire addressed to the women members of SFC groups,
- A guide of interview addressed to the husbands of the women members of SFC groups;
- A guide of interview addressed to the heads of the surveyed villages;
- A guide of interview addressed to the non-members of SFC groups;
- A guide of interview addressed to the persons in charge for the Community organizations;
- A guide of interview addressed to the animators;
- A guide of interview addressed to NGO partners;
- A guide of interview addressed to the persons in charge for active literacy of Strømme Foundation.

This project was subjected to the analysis of the regional office of Strømme Foundation which, within a framework of dialogue made observations which were transmitted to the consultant. The formulated remarks or suggestions made it possible to improve the tools.

Six centers were retained per area, that is to say twelve on the whole on the whole of the centers of Ouéléssébougou and Kléla, respectively in the circles of Kati and Sikasso.

The tools were managed by four investigators and the consultant. The place of regrouping in the villages selected was the literacy center. The administration of questionnaires and guides was individual.

The results obtained are presented in analyses which follow in tables.

## **Acknowledgements**

All the team of the evaluation sincerely thanks the village communities for their very cordial reception and congratulates in particular SFC women for their availability and their enthusiasm to answer the multiple questions.

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3. Mr. Issa DIARRA, Master in sciences of education;
4. Mr. Salif BOUARE, graduate young person, Master in English.

## **Summary**

The concept of the alpha active developed by Strømme Foundation was implemented during two campaigns (or sessions of literacy) by NGOs ACEF and GRAADECOS in two culturally different zones. They are the Baémbara areas in the rural district of Ouéléssébougou, in the region of Koulikoro, and sénoufo in the rural district of Kléla, in the region of Sikasso.

The training courses were managed by the supervisors of the NGO partners of Strømme Foundation according to well defined specifications between the parties: NGOs take care of recruitment, training of animators who are shortlisted according to their level of literacy in national languages. These centers are followed periodically by the supervisors in the villages according to a periodicity varying from once per week to once every two weeks.

The training aims at acquiring competences in reading, writing and calculation, bases on which the other lessons will be made, like the training of oral and written French, the training with the various modules like the citizenship, the democracy, the environmental protection, etc.

This training is addressed to the non-educated or school dropout women in the villages of these two communes.

Further to these two campaigns, time has come for the assessment of the realizations. Indeed, women developed competences in reading, writing, and calculation allowing them to be able to use the mobile telephone, the calculator, and scales for the various weighing of products.

Women trained within the framework of the alpha active express today enough interest to speak and write French, to hold in an autonomous way their account, to freely speak in the families and during village assemblies.

Thanks to the alpha active in villages, the change is perceptible today in each village, because the acquired competences are invested in other useful ends like the follow-up of the school attendance, the improvement of the family living conditions (thanks to the support to the alpha active women). A positive change of behavior is also visible through a good practice of the rules of hygiene and cleansing of the environment.

Community life in these villages covered within the framework of the project even is reinforced, because the literate women are also members of the groups of saving for change.

**Strengths and weaknesses are noted.**

**As regards to strengths, we must underline:**

- the mobilization of women around the program, the adhesion of women and the communities to the alpha active strategy, the quality of the didactic materials, the availability of supervisors.
- strength is the introduction of French like essential component of the training.

**Weaknesses also exist like:**

- cases of abandonment, of irregularity of the learners, low level of the animators of the centers, insufficiency of the consumable didactic materials (especially pens), which are often of bad quality

What is especially necessary to improve is in particular:

- the level of animators which remains currently low.
- to re-examine the duration of the training by organizing re-training sessions in order to avoid a return of newly literates back to illiteracy;
- to improve the ratio of distribution of the booklets of literacy to the learners;
- to negotiate the hours of course in order to allow to better reconciling domestic activities and training.
- to provide a financial support to the learners of the active literacy within the framework of the financing of the incomes generating activities, this would be still a stimulating factor for those ones and a good impression on the project.

## **Chapter I**

**Information on the alpha active women and the skills developed**

## 1. Le statute of the participants

**Table 1**

Areas	Centers	School dropouts	Non-educate d	Médersa (coranic school)	Total learners
Ouéléssé-bougou	Dongorona 1	2	7	1	10
	Dongorona 2	3	7	0	10
	Tamala 1	2	8	0	10
	Tamala 2	2	7	1	10
	Simidji	6	4	0	10
	Mana	3	7	0	10
	Sous total Ouéléés.	18	40	2	60
Kléla	Nantoumana	0	9	1	10
	Dougoumouso	1	9	0	10
	Zérelani 1	1	8	1	10
	Zérelani 2	4	6	0	10
	Kléla 1	5	4	1	10
	Kléla 2	4	6	0	10
	Sous total Kléla	15	44	3	60
<b>Total</b>		<b>33</b>	<b>82</b>	<b>5</b>	<b>120</b>

The table above gives the situation of respondents according to their statute.

Thus, we can observe:

In Ouéléssabougou, on a number of 60 surveyed women:

- 18 women have abandoned, (i.e. were excluded from the traditional school system) i.e. 30%;
- 40 women are not educated, (i.e. not having never been at the traditional school), that is to say 66.66 %;
- 2 women made the medersa, that is to say 3.33 %

In Kléla, on a number of 60 surveyed women:

- 15 women have abandoned, i.e. 25%;
- 44 are not educated, i.e. 73.33%;
- 3 made the Medersa, i.e. 5%

The overall situation is as follows:

On a number of 120 women:

- ✓ Drop out: 33 women, i.e. 27.5%;
- ✓ Not having been provided with education, 82 women, or 68.33 %;

✓ Those who attended the Medersa, 5 women, or 4.16 %.  
 The strongest tendency is consisted of women not provided with education, (68.33% of the total number)

## 2. Skills developed by the alpha active women (number : 60 women per area)

**Table 2**

Skills developed	Number of women		Total /120	%
	Ouélessébougou Nbr of women /60	Kléla Nbr of women /60		
Reading	58	60	118	98.33
Writing	57	60	117	97.5
Calculation	57	60	117	97.5
Management	57	55	112	93.33
Saving	58	52	110	91.66

On the whole of the surveyed villages, compared to developed competences, the situation arises as it follows:

- 98.33% of women can read text written in national language;
- 97.5 % can write;
- 97.5% can calculate;
- 93.33% can use instrumental competences in the current businesses and community life (management);
- 91.66% can in general, use their competences within the framework the saving and in the saving for change in particular.

The strongest tendency is that the project allowed 98.33 % women to read in national language and 97.5 % to be able to make the four operations. One notes however that the percentages noted on this level are raised enough, from 91.33% to 98.33%.

## **1. Use of the skills developed by the alpha women**

In Kléla: The developed knowledge and competences are used in the following fields:

Reading of text in national language, figures on a telephone, reading of various information, the writing of personal information, the use of the artificial fertilizers in the farms, the holding of the accounts or the minutes of meetings within their associations. They can read the documents of marital status, to observe the elementary rules of hygiene and cleansing, to carry out a small trade. Competences are also used in the education of the children, in the oral and written communication in French.

In Ouéléssébougou, developed competences are used in the following fields: As in the villages of Ouéléssébougou, these competences are used to read a personal document, to write private information, to calculate benefit and losses, to hold the documents of management in associations, in particular within the framework of the saving for change, to use a mobile telephone, to read documents of marital status. Developed competences are also used within the framework of the schooling of the children and in the application of the rules of the family planning.

## **2. Suggestions from the alpha active women**

In Kléla:

Suggestions were made by the learners of literacy. According to answers' obtained, so that the project meets better the aspirations of the recipients and the communities, it is necessary to undertake a certain number of actions of which:

- Reinforcement of the realizations in literacy. It is about the organization of new sessions of which the goal is in particular to consolidate the realizations in reading, writing, calculation and more exactly in oral and written French;
- The construction of rooms for literacy in addition to the equipment currently placed in each center;
- The consideration of bovine fattening in the project;
- The financial support to the SFC women (within the framework of the SFC) in each village;
- The taking into account of other IGA (gardening and supply of seeds);
- The creation of a local union of women (reinforcement of community life);

- To fight against female illiteracy in the villages;
- To train, if possible, the animators originally from villages who will ensure the relay of the external animators recruited by the project;
- To continue sensitizing on literacy;
- To reinforce the training of French,
- To extend the period of training in order to consolidate the achievements.

In Ouéléssébougou:

The suggestions made within the framework of a better adaptation of the project to the aspirations in the villages of Ouéléssébougou are as follows:

- To initiate other IGAs in order to be able to motivate the learners for the literacy. This will make it possible to attract other women to take part in the alpha active;
- To build the capacities of women through the organization of new sessions of literacy;
- To build and equip the rooms of literacy,
- The assiduity of learning is suggested like condition of success of the project;
- The mobilization, the sensitizing of SFC women around the objectives of the project;
- The continuous training of learners;
- The rise of the duration of the training in order to be able to integrate other IGAs;
- The installation of starting funds in support to the literate women member of the groups of saving for change in the villages.

### 3. Adaptation of sessions to the concerns of the learners

**Table 3**

Adaptation of sessions	Nbr of women		Total /120	%
	Ouéléssébougou	Kléla		
Yes	52	59	111	92.5%
No	8	0	8	6.66%
No idea	0	1	1	0.83%
Total	60	60	120	100

With the question of knowing if the training courses are really adapted to their concerns, 52 women in the villages of Ouéléddébougou answered “yes”, which

makes 86.66% and 59 women of Kléla also answered in the affirmative, that is to say 98.33%.

On the whole of the villages of the two zones, very few learners say that the sessions are unsuited to their daily calendar.

#### 4. Suggestions for a better adaptation of the sessions

With regard to the suggestions made by the learners for a better adaptation of the sessions, those of Kléla did not make any proposal. According to them, the current calendar of the courses (5 days per week, 3 hours per day) is well adapted.

In Ouéléssébougou, 66.6% of the women affirm the opposite, it is to say that it is necessary to re-examine the organization of the sessions for a better flexibility, according to them, it is necessary to reduce the number of days to 4 per week and time for 2 hours. This flexibility is wished by the women to enable them to face daily activities others than literacy.

#### 5. Situation of the number of learners (source: evaluation reports of the alpha centers of Ouéléssébougou and Kléla)

**Table 4 : Number in 2013**

AREAS	Learners enrolled	Regular learners	dropouts	% drop
Ouéléssébougou	289	241	48	17
Kléla	302	281	4	1.32
Total	<b>591</b>	<b>522</b>	<b>52</b>	<b>9</b>

In 2013, 591 learners were registered in the alpha active centers in the areas of Kléla and Ouéléssébougou. Those who attended the centers regularly were 522, that is to say a rate of frequentation of 88.32%.

On the whole number, 52 women gave up, that is to say a total rate of abandonment of 9%.

**Table 5 : Number in 2014**

AREAS	Learners enrolled	Regular learners	Dropouts	% drop
Ouéléssébougou	221	195	26	12
Kléla	231	210	2	1
Total	<b>452</b>	<b>405</b>	<b>28</b>	<b>6.19</b>

In 214, registered number knew a fall. On all two areas, 452 learners were registered among whom 405 followed the courses of literacy regularly, which represents 89.60 % of rate of frequentation. The rate of dropout is 6.19%.

In spite of the fall of the number of registration during the session of 2014, one however notes an improvement of the rates of frequentation (89.60% against 88.32%) and of dropout (6.19% against 9%)

The reasons which explain this abandonment, according to the questioned women are especially the absence of personal motivation of the participant. With regard to the irregularity in the course, the reasons advanced by the questioned women are as follows: participation in marriages in the village or in other villages, case of disease, voyages for various reasons, or day of fair.

## 6. Application of instrumental knowledge

**Table 6**

Competences	Number de responses/60		Total/120	%
	Ouélessébougou	Kléla		
To read and understand a text in national language	56	54	110	91.66%
To write a tale in national language	39	36	75	62.25%
To read and understand a simple text in French	29	39	68	56.66%
To write a text of your choice in French	24	33	57	47.5%
To make usual greeting in French	49	54	103	85.83%
To discuss with someone about his/her health status	27	36	63	52.5%
To discuss with someone within the framework of trade	28	37	65	54.16%
To indicate a place to someone in French	32	38	70	58.33%

A battery of eight competences was proposed to the women learners of the literacy of Ouélessébougou and Kléla, being about the application of

instrumental knowledge in reading and writing in particular, (table above confers)

The general tendencies are as follows:

In Ouéléssébougou:

- 56 answers out of 60 obtained can read and understand a text in national language, or 93.33 %; (an exercise was made in this direction to check this allegation)
- 49 answers out of 60 obtained support that they can make the usual greetings in French, i.e. 81.66% (this proof was given in all the visited centers, where the learners answer the French greetings and can also greet)
- 39 answers out of 60 also support that they can write a tale in national language, i.e. 65%.

In Kléla, the situation of the use of instrumental knowledge is as follows:

- 54 answers out of 60 obtained say that they can read and understand a text in national language and make the greetings in French, i.e. 90%; (this proof was established by also subjecting the women to an exercise of reading of text in the Bambara language);
- 39 out of 60 obtained say that they can read and understand a simple text in French, 65%; (the words drawn from the booklet of training of French were submitted to the women to judge this assertion);
- 38 out of 60 obtained say that they can indicate a place to somebody in French, i.e. 63.33%.

On the whole of the villages of Ouéléssébougou and Kléla, one notes that the learners can read and understand more a text in national language (91.66%) and make the greetings in French (85.83%)

***Today, in comparison with the preparatory project, the women can read and understand a text in the national language (9.66% in both communes), they can produce in national language a short text on a tale. Previously, only 6.6% of the women had such competence.***

***On the other hand, 56.66% of learners can read today and understand a simple text in French in the two communes.***



Overview of the recipients of Kléla with the surveyors

**Chapter II**  
**Apprehension of the alpha active women**

## 1. Possession of mobile phone by the learners

**Table 7**

Areas	Centers	Number of women/10 having mobile phones	%
Ouéléssébougou	Dongorona 1	7	70
	Dongorona 2	9	90
	Tamala 1	10	100
	Tamala 2	9	90
	Simidji	6	60
	Mana	5	50
	<b>Sub total Ouéléssébougou</b>	<b>46/60</b>	<b>76.66</b>
Kléla	Nantoumana	7	70
	Dougoumousso	3	30
	Zérelani 1	5	50
	Zérelani 2	4	40
	Kléla 1	9	90
	Kléla 2	8	80
	<b>Sub total Kléla</b>	<b>36/60</b>	<b>60</b>
<b>TOTAL</b>		<b>82/120</b>	<b>68.33</b>

On the whole of the women surveyed in the six centers of Ouéléssébougou, 46 women learners out of 60 have a personal mobile phone, i.e. 76.66%. The women in the centers of Tamala 1, Tamala 2 and Dongorona 2 record the strongest rates of possession of telephone, that is to say respectively 100%, 90% and 70 %.

The situation of possession of mobile telephone by the women learners is 68.33%, that is to say 82 women out of 120 today.

## 2. Apprehensions of learners for the use of mobile phone

**Table 8**

Competences	Ouélessébougou (Number of learners/60)	Kléla (number of learners/60)	Total/120	%
To enter a telephone number and communicate	54	45	99	82.5%
To write a phone text message	13	21	34	28.33
To send a phone text message	11	21	32	26.66
To register a text message	8	19	27	22.5
To consult a phone text message	20	21	41	34.16
To calculate with a phone	21	28	49	40.83
To consult a calendar on the phone	22	21	43	35.83
Multimedia (to register a song, play music and use the camera of the phone.)	2	6	8	6.66

A thing is to have the mobile telephone; another is to know how to use it. On the whole of the answers from the women surveyed in Ouélessébougou (having or not the telephone), 54 recorded answers out of 60 say they can enter a telephone number (that is to say 90 %), as one can see dispersion of the answers in the table above.

In Kléla, on 60 women questioned starting from the multiple-choice questionnaire, 45 affirm they can enter a telephone number and communicate, or 75%.

The tendency which follows is occupied by the capacity to carry out an arithmetic operation with a telephone (28 out of 60, or 46.66%), followed by the capacities to consult a text message in a telephone and a calendar on telephone, which respectively makes 21 women out of 60, or 35% for each quoted competence.

On the whole commune, 82.5 % of SFC women can compose in an autonomous way a telephone number and communicate freely.

***In comparison with the data of the basic study carried out in September 2012 before the installation of the project, the data for the use of new technologies was as follows:***

***In Kléla, 14% of the surveyed people could correctly use the mobile phone, 7.3% could use the scales, and 6.7% could use the calculator.***

***In Ouéléssébougou, only 7.1% of the women were able to correctly use the telephone, 15.3% to use the scales, and 4.1 to use the calculator.***

***This tendency is now largely reversed; more women in 2014 have mobile phones (76.66% in Ouéléssébougou and 68.33% in Kléla).***

***Those who can use a mobile phone correctly today, i.e. to enter a number and communicate, constitute 82.5% in both communes, i.e. 90% of the SFC women in Ouéléssébougou and 75% in Kléla.***

### 3. Use of the calculator by the learners

The current signs on a calculating machine were presented to the alpha learners in order to know whether they know their significance. The results of this exercise are presented in the table below.

**Table 9**

Knowledge of signs	Ouéléssébougou Number of learners / 60	Kléla (number of learners/60	Total /120
ON (start)	36	33	69
OFF (close)	32	32	64
CE (remove a figure and	17	12	29

re-start calculation)			
% (percentage)	21	10	31
+ (addition)	52	55	107
-(subtraction)	49	54	103
= (equal)	47	50	97
X (multiply)	45	51	96
/ (division)	43	46	89

Competences for the use of the calculating machine were evaluated through the knowledge of the operational signs which are reproduced on a calculating machine. This step was taken, because with this stage of end of the first phase of the project, the learners should have more knowledge about these signs.

Thus, in the centers of Ouéléssébougou, we record a strong proportion of women who know the significance of the sign “+”, they represent 52 women out of 60, those who know the sign “-” constitute 49 women out of 60; those also who know on a calculating machine the sign “= “ are 47 out of 60. This gives respectively: 86.66%, 81.66% and 78.33%.

***The data of the basic study were as follows in 2012:***

***In Kléla, only 6.7% of the women could use a calculating machine correctly and only 4. 1% could do it in Ouéléssébougou. Today, the situation improved much with regard to competences for the use of the calculating machine in its multiple functions like showed in table 8 above. However, there remains efforts be made so that the whole of the alpha women can better understand all the usual functions on a calculating machine.***

#### 4. Use of the scales by alpha women

**Table 10**

Competences	Ouéléssébougou (Number of learners/60)	Kléla (number of learners/60)	Total /120	% Total
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To know whether the weight of the millet to be ground is correct	56	59	115	95.83
To set the scales until to get the net weight	51	53	104	86.66
Purchase and buying of different produces in the market	53	51	104	86.66
To use different weights (kilo, half-kilo, gram)	52	48	100	83.33
To immediately indicate the price to the client based up on the weight	54	47	101	84.16

In Ouéléssébougou, 56 women out of 60 know whether the weight of their millet to be ground is right, i.e. 93.33%.

This tendency is even stronger in Kléla, 59 women out of 60, that is to say 98.33%. (See dispersion of the results on the table)

***As regards to the correct use of the scales by the women, one noted in 2012 in Kléla that only 7.3% against 15.3% in Ouéléssébougou had such competences.***

***Today, thanks to the contribution of the literacy, 86.66 % of the learners can regulate scales until obtaining the net weight of the object to be weighed, i.e. 85% in the centers of Ouéléssébougou and 88.33% in those of Kléla. However, efforts must be made to lead SFC women to be able to convert the kilogram into gram, because the gram as a measuring unit is also used in the weighing. We also need centigrams, milligrams, and multiples of the gram in the weighing.***

## 5. Capacities of alpha women to convert kilogram into gram

**Table 11**

Areas	Centers	Number of women/20 able to convert kilogram into gram	%
Ouéléssébougou	Dongorona 1	2	20
	Dongorona 2	4	40
	Tamala 1	1	10
	Tamala 2	3	30
	Simidji	4	40
	Mana	2	20
	Sub total Ouélésséb.	16/60	26.66
Kléla	Nantoumana	0	0
	Dougoumosso	0	0
	Zérelani 1	2	20
	Zérelani 2	3	30
	Kléla 1	1	10
	Kléla 2	4	40
	Sous total Kléla	10/60	16.66
Total		26/120	21.66

If the women affirm on both sides in Ouéléssébougou and in Kléla that they can use the scales in an autonomous way at the weighing, we found that they have difficulties in converting the kilogram into gram. However, at the market, the kilogram is not the only measuring unit of weight, there are also sales in grams and others.

Thus, in the alpha active centers of Ouéléssébougou, 26.66% only can convert the kilogram into gram against only 16.66% in those of Kléla.

On the whole two commune, 21.66% of women can convert the kilogram into grams.

## 6. Attitudes and apprehensions of alpha women on civil status documents

With the question of knowing about the importance of the documents of marital status, the synthesis of the answers gives the following information in the table below:

**Table 12**

Civil status documents	Ouéléssébougou (synthesis of answers)	Kléla (synthesis of answers)
Marriage certificate	The marriage certificate makes it possible to the woman to enjoy her rights in the event of divorce, repudiation. It is also useful in the case of a heritage or a succession	The marriage certificate supports the legitimacy of the children. It ensures the harmony within the couple, facilitates the constitution of administrative files. In case of divorce, it protects the interests of the woman.
Birth certificate	Facilitates the inscription of the children at the school and obtaining the administrative documents, fixes the real age of the person who holds it.	Allows knowing the real age, to acquire documents of marital status, to facilitate the schooling of the children, to ensure the legitimacy of the children. It is useful for the center of health within the framework of vaccinations; it fixes the nationality of the person.
Death certificate	Allows profiting from the assets of the late, It is an exhibit for relieving the late from tax, is useful within the framework of a heritage-succession	It is an exhibit for the reduction of the list of taxable (radiation of this list), it is useful for the management of a heritage-succession, makes it possible to perpetuate the name of late on a certificate.
Identity card	Allows to travelling freely, facilitates the recognition of the body in the event of an accident, ensures nationality, useful in the	Allows to travelling freely, useful in the event of an accident, allows to locating the person, facilitates the financial withdrawals in an

	financial transactions, testimonies, the celebration of marriages	institution of finance, ensures the citizenship, allows to identifying the person, useful in voting.
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## 7. Attitude and apprehensions of alpha active women on the possession of civil status documents

**Table 13**

Civil status documents	Ouélessébougou (number of learners /60)	Kléla (number of learners /60)	Total /120	% TOTAL
Women who are ready to establish marriage certificates	6	55	61	50.83
Birth certificate	43	59	102	85
Identity card	21	44	65	54.16

In Ouélessébougou, only 6 alpha active women on 60 surveyed have a marriage certificate, or 10%, 43/60 has a birth certificate, or 71.66% and 21 out of 60 has an identity card, or 35%.

In Kléla, the situation is as follows:

- 55/60 has a marriage certificate, that is to say 91.66%;
- 59/60 has a birth certificate, that is to say 98.33%;
- 44/60 has an identity card, that is to say 73.33%.

On the whole of the communes, 54.16% of SFC women have a national identity card.

***The situation was different before the starting of the project:***

*In Kléla, 86% against 6.5% of the women in Ouéléssébougou had marriage certificate. As regards to the identity card, 10.7% of SFC women of Kléla against 12.4% in Ouéléssébougou had some.*

*In 2014, the situation positively developed; for Kléla, 55 women out of 60, or 91,66%; and in Ouéléssébougou, 6 women out of 60, or 10% who have a marriage certificate. The situation has slightly advanced for Ouéléssébougou, from 6.5% we got to 10% of women who have a marriage certificate.*

*For the possession of the identity card, 21 women out of 60 in Ouéléssébougou, or 35% and 44 out of 60 in Kléla, or 73.33% of the SFC women have an identity card today.*

#### 8. Attitudes and apprehensions of women on the establishment of death certificate if necessary

Table 14

Areas	Centers	Number of women/ 10, ready to establish death certificate	%
Ouéléssébougou	Dongorona 1	10	100
	Dongorona 2	10	100
	Tamala 1	9	90
	Tamala 2	10	100
	Simidji	9	90
	Mana	10	100
	<b>Sub total Ouélés.</b>	<b>58 /60</b>	<b>96.66</b>
Kléla	Nantoumana	9	90
	Dougoumousso	9	90
	Zérelani 1	9	90
	Zérelani 2	10	100
	Kléla 1	10	100
	Kléla 2	10	100
	<b>Sub total Kléla</b>	<b>57/60</b>	<b>95</b>
<b>General Total</b>		<b>115/120</b>	<b>95.83</b>

In the centers of Dongorona 1, Dongorona 2, Tamala and Mana (Ouéléssébougou), all the women want to establish a certificate of death where necessary.

In Kléla, this availability of women willing to establish a certificate of death has even increased, 100% in the centers of Zérélani 2, Kléla 1 and 2. In the other centers, the tendency is 90%.

On the whole two zones, we have recorded 95.83% women willing to establish a death certificate, where necessary.

**The situation of 2012 was as follows before the alpha project:**

***In Kléla, 92.0% of the women were willing to establish a death certificate against 90.6% in Ouléssébougou.***

***The situation developed today: in Ouélssébougou, 96.66% of the women learners are willing to do it against 95% in Kléla. We note a positive variation in the two communes.***

### 9. Attitudes and apprehension of alpha active women applying the rules of hygiene to protect themselves against diseases

**Table 15**

Rules of hygiene	Ouléssébougou Nbr of women /60, applying those rules of health	Kléla Nbr of women /60, applying the rules of health	Total	%
Sweeping of the compound to avoid diseases	60	60	120	100
Hygiene of water and food to avoid diseases	60	60	120	100
The sanitation of the environment	60	59	119	99.16
The cleansing of toilets	60	60	120	100
The fight against mosquitoes and flies	59	60	119	99.16
The hygiene of body and house	58	59	117	97.5
Utilization of bins	0	12	12	10

for household wastes				
Utilization of the impregnated mosquito net	58	59	117	48.33
To go to health center in case of disease in order to get treatment	58	57	115	95.83

In all the centers of Ouéléssébougou, SFC women apply the sweeping of the compound, apply the hygiene of water and food, ensure the cleansing of the environment and the cleanliness of the toilets in order to protect themselves from a disease, or 100% of the women in the surveyed villages of Ouéléssébougou.

In Ouéléssébougou, the women rather prefer to pour the household wastes in the pits of compost to prepare mineral manures for the farms. For this reason, the use of bins in the families is not part of the practices of hygiene and cleansing.

The fight against mosquitoes and flies occupies the second place in protection against the diseases.

The same high tendencies are also noted in Kléla compared to the application of measurements of hygiene and cleansing in order to protect from a disease. However, some women use the bins in the households to gather the household wastes before emptying them in the pit of compost, that is to say 12 women out of 60 (20%)

***The situation of the application of the rules of hygiene by the alpha active women is as follows:***

***Before the project, 34.1% of the women in Ouéléssébougou applied a rule of hygiene to avoid diseases, today, almost all the women can do it in the villages framed by the project: the fight against mosquitoes and flies (one of measurements to prevent diseases) is applied by 99.16% of the women in the two communes (see dispersion of the indicators on table n°14 above).***

## 10. Knowledge on the advantages of family planning by the alpha active women

**Table 16**

Advantages of family planning	Ouéléssébougou (Nbr of women/ 60)	Kléla (Nbr of women/ 60)	Total /120	%
Spacing of birth	60	59	119	99.16
Health of the mother	60	60	120	100
Health of the children	60	60	120	100
Social and economic development of the family	60	58	118	98.33

All the questioned SFC women in Ouéléssébougou know the advantages of the family planning on the health of the mother, and the child and its impact on the blossoming of the family in general. These advantages are given by 100% of the questioned women.

In the alpha centers of Kléla, the situation is slightly below that of Ouéléssébougou, 98.33% know that the spacing of the births is an unquestionable advantage of planning and 96.66% recognize that the social and economic blossoming of the family is a benefit of the family planning.

## 11. Attitudes and apprehensions of alpha active women on the application of a method of family planning

**Table 17**

Areas	Centers	Number of women /10 Applying a method of family planning	%
Ouéléssébougou	Dongorona 1	5	50
	Dongorona 2	6	60
	Tamala 1	5	50
	Tamala 2	6	60
	Simidji	3	30

	Mana	6	60
	Sub total Ouéléssébougou	31/60	51.66
Kléla	Nantoumana	2	20
	Dougoumousso	5	50
	Zérelani 1	9	90
	Zérelani 2	7	70
	Kléla 1	3	30
	Kléla 2	7	70
	Sub total Kléla	33/60	55

In ouéléssébougou, in the surveyed centers, 51.66% of the alpha active women apply a method of planning to preserve the health of mother and the child in particular.



In Kléla, the tendency is a little higher, 55% of SFC women apply at least a method of family planning. These answers are supported by the knowledge the alpha active women on the advantages the family planning consigned in table 15.

***Before the project, 2.9% of the women in Ouéléssébougou practiced the family planning against 24.3% in Kléla.***

***Today, the situation of the adoption of a measurement of planning has changed much in the villages: 51.66% in Ouéléssébougou and 55% in Kléla. The explanation for the change of behavior is given in table 15 above, because the very large majority of the SFC women know today about the advantages of the family planning.***

## 12. The alpha active women practicing incomes generating activities (IGAs)

**Table 18**

Activities	Ouélessébougou (nbr of women /60 concerned)	Kléla (nbr of women /60 concerned)	Total /120	%
Small trade	36	53	89	74.16
Cultivation of cereals	40	50	90	75
Saving for change	60	60	120	100
Ovine fattening	2	5	7	5.83
Poultry farming	5	1	6	5
Sewing	1	0	1	0.83
picking	3	0	3	2.5
Gardening	7	0	7	5.83

In the centers of Ouélessébougou as in Kléla, the IGAs which generally occupy the women are:

- The cultivation of cereals as source of income is practiced by 90 women out of 120, that is to say, 75%;
- Small trade: 36 women out of 60 in Ouélessébougou, or 60% and 53 women out of 60 in Kléla, or 88.33%.
- On the whole of two zones, the small trade and the saving for change occupy especially the women for respectively 74.16% and 100%.

## 13. The alpha active women using their skills in daily activities

**Table 19**

Activities	Ouélessébougou Nbr of women /20	Kléla Nbr of women /20	Total/120	%
The holding of management	39	44	83	69.16

documents of the SFC groups				
Calculation of profits and losses of the activities	48	54	102	85
Foreseeing and planning for future activities	43	45	88	73.33
Ensure the secretariat of the SFC groups	31	38	69	57.5

In Ouéléssébougou, 48 alpha learners out of 60 surveyed affirm that they use their competences acquired in the calculation of the benefit and the losses of their activities, i.e. 80%, then, 43/60 say that they use the competences acquired to envisage and plan activities in time (by indicating the dates, the costs and the resources), i.e. 71.66%.

In the centers of Kléla, one also notes that 45 women out of 60 foresee and plan for the daily activities starting from the outcomes of the literacy, that is to say 75 %.

But, acquired competences are especially developed in the calculation of the benefit and the losses of the activity by 54 surveyed women out of 60, that is to say 90%.

However, on the whole two communes, 73.33% of the women foresee and plan for the future actions using the skills from their training.

#### **14. Attitudes and apprehensions of the alpha active women regarding the existence of independent sources of incomes**

Questioned on the existence of IGAs (or the appropriateness) for the women, those of Kléla delivered the following opinions:

The existence of an IGA for the women allows their regrouping within the framework of the saving-credit and thus consolidates community life, to support the financial and material autonomy, to support the blossoming of the woman at the same time.

Moreover, the diversification of the IGA makes it possible to multiply the sources of income.

Since the installation of group “saving for change”, there is more understanding and solidarity between the women, who support the husbands financially. Better, the IGA makes it possible for the women to contribute to the daily expenditure. For these reasons it is necessary to encourage and support the alpha active women and members of the groupings in practice of certain activities like the cultivation of groundnut, millet and rice. The generated benefit is shared between the members of the SFC.

For the learners of Ouéléssébougou, IGAs are profitable, because they help the women to open out and become independent on the financial level. They give them autonomy in management, which allows them to support their husbands and children. However, it is necessary to undertake actions to support the IGAs so that they are even more profitable.

***An open question was asked on this level and all the women support the idea according to which “it is good that a woman has her own incomes, that she manages her resources freely”: today, the alpha active has brought all the questioned women (120) to become very active in the practice of the IGA. It should be stressed that it was possible with the installation of the groups of saving for change. The reasons of the valorization of this indicator are consigned in table 19 above***

## **15. Attitudes and apprehensions of husbands on the IGAs of women**

Generally, the husbands adhere to the practice of the IGAs by their wives.

In Kléla, one observes 5 cases of refusal from the husbands to allow the women to practice IGA by simple pride.

In Ouéléssébougou, certain husbands express their jealousy compared to the practice of IGA by their wives, because, they affirm that there is a great risk that the woman is in liaison with other men. However, they are not opposed to it.

## 16. Sources of incomes for the alpha active women

**Table 20**

Sources of incomes	Ouélessébougou : Nbr of women/60	Kléla : Nbr of women /60	Total/120	%
Sales of cereals in the market	10	35	45	37.5
Poultry farming	20	23	43	35.83
Gardening	22	23	45	37.5
Sales of fire woods or charcoals	30	6	36	30
Cultivation of cereals	40	50	90	75
Ovine fattening (goats and sheeps)	27	34	61	50.83
Sales of condiments	22	34	56	46.66
Dyeing	0	5	5	4.16
Saponification	0	5	5	4.16
Sales of flat cake	10	11	21	17.5
Cattle breeding	0	1	1	0.83
Rabbit farming	0	1	1	0.83

Among the most developed sources of incomes, it's been found in Ouélessabougou that the private farms (40/60 women) and the coal or wood sale (30/60) constitute the principal sources of income, that is to say respectively 66.66 % and 50% of the women.

In Kléla, it's been found just as the private farms (50/60) and the sale of cereals at the market (35/60) is the principal sources of income which respectively occupy 83% and 58.33% of the women.

On the whole two communes, the most developed source of incomes is the private farming which occupies 90 women out of 120, or 75% and fattening of the small ruminants (61 surveyed women out of 120, or 50.83%)

*The current situation is extremely different from the one before the project. Today, we note more diversification of the IGAs than before. Each learner performs at least an incomes generating activity. Many were those who “folded the arms”, while waiting for something from the husband or from a relative. Today, personal devotion to auto promotion is the motto of each alpha woman*

## 17. Increase of the incomes of the alpha active women in OXOF in 2014

Table 21

Capital estimated	Learners of Ouéléssébougou	Learners of Kléla	Total
Start in January 2014	837 500	900 000	1 737 500
Current in June 2014	1 010 000	1 800 000	2 810 000
Difference	172 500	900 000	1 072 500
Growth	21%	100%	61.17%

The alpha active women affirm that it is difficult for them to preserve a capital for a long time. Expenditure related to the various supports within the families and their own needs makes that it is difficult for them to have fixed assets. Nevertheless, one relatively short period was appointed to make an overall estimate of the starting capital and what they currently have to undertake an activity.

Thus, a synthesis of the starting capital for the alpha women members of the groups of saving for change made it possible to have an idea of the total amount of the capital per commune. In the centers of the commune of Ouéléssébougou in January 2014, the total starting capital was **837 500 CFA**, the current capital is estimated at **1 010 000 CFA**, which makes a difference of **172 500**, that is to say a growth rate of **21 %** of the start-up capital over a period of 7 months.

In Kléla, at the same date, the starting capital was estimated at 1 737 500 CFA for a current capital of 1 072 500 CFA, the difference being 900 000 CFA, the growth rate of the capital is 100% over a period of 7 months. The total situation of the growth of the incomes of women in the two communes is 61%.

### **18. Contribution of the project to the increase of the incomes of the alpha active women**

In the villages of Kléla, the project contributed to largely improve the incomes of the alpha learners through the following:

- the advise and training in management;
- the installation of the groups of saving for change in the villages;
- the control of the knowledge to use in small trades, in agriculture (use of manures);
- the development of a female entrepreneurship;
- the best planning of the activities;
- the fattening of small ruminants;
- the consolidation of the relations between the women having caused an alleviated social climate and without conflict was also a factor supporting the promotion of the activities of women in the villages of Kléla.

In the villages of Ouéléssébougou, the improvement of the incomes of women is also explained by the installation of the groups of saving for change which enabled them to gather initially and to then initiate the saving for change.

It should especially be underlined in these villages that the products of active literacy were invested in the activities of small trade, which, according to them, allowed carrying benefit on their activities

### **19. Contribution of the profits in the improvement of the living condition in the family**

**Table 22**

Contribution of the profits to the improvement of the living conditions in the family	Ouéléssébougou (Nbr of women /60)	Kléla ((Nbr of women /60)	Total/120	%
Contribution to the education of children	44	50	94	78.33
Improvement of the food	53	58	111	92.5

quality				
Purchase of medicines for the health of the family	49	55	104	86.66
Personal needs, clothing of children and support to the husband	11	17	28	23.33

On the whole of the women surveyed in Ouéléssébougou, 53 women from the alpha active centers out of 60 contribute to improve quality of the food in their families, or 88.33 % and 49 out of 60 contribute to the purchase of medicines to ensure the health of the family, or 81.66%.

In Kléla, the SFC women contribute also largely to the improvement of the food quality, 58 women out of 60, or 96.66 % and 55 of them contribute to the purchase of medicines (on medical prescription), or 91.66%.

In both areas, the women contribute firstly to the improvement of the quality of the food, (111 women out of 120), i.e. 92.5%.

***Today, 78.33% of the alpha active women in the whole two communes contribute to the expenses of schooling of the children against 55% of women who did it before the project.***

## 20. Improvement of the school attendance

**Table 23**

<b>Number of children</b>	<b>Ouéléssébougou</b>	<b>Kléla</b>	<b>Total</b>	<b>%</b>
Boys	90	70	160	50.48
Girls	76	81	157	49.52
<b>Total</b>	<b>166</b>	<b>151</b>	<b>317</b>	<b>100%</b>

In the centers of Ouéléssébougou, children of the alpha women registered at the school and who currently continue their schooling are 166, including 90 boys, or 54.21% and 76 girls, or 45.78 %.

In the centers of Kléla, the number of the educated children of the alpha women and who are maintained in the system are 151, including 70 boys, or 46.35% and 81 girls, or 53.64 %.

In both areas, the boys are slightly more numerous than the girls, 160 against 157, or respectively 50.48% and 49.52 %.

***The alpha active women affirm that some of their children left school for other reasons, but as a whole those who are currently in the system are maintained because they are followed by the moms. The registered girls who are maintained at the school account for 49.52% against 50.48% of registered boys***

### **21.The alpha active women using their competences in education (schooling of children)**

**Table 24**

Use of the competences in literacy	Ouéléssébougou (Nbr of women /60)	Kléla (Nbr of women/60)	Total/120	%
Follow-up of the attendance of children (good)	48	52	100	83.33
Follow-up of the understanding of children (good as a whole)	43	51	94	78.33
Reading of the bulletins of marks (has got mark and occupy a rank)	44	44	88	73.33
Sensitizing for the schooling of children	42	47	89	74.16
The holding of minutes and the documents for the management of SFC groups	45	50	96	79.16%

On 60 women questioned in Ouéléssébougou on the use of their competences, the highest tendencies are as follows:

- 48 women use competences in the follow-up of the school attendance by children (examination of the books, the annotations, controls of regularity of the child at the school, reading of the scores...), that is to say 80%;
- 44 of them ensure the reading of the report cards to know if the child obtained the mark in class, or if he occupies good rank, that is to say 73.33%.
- 45 women out of 60 invest their competences in the holding of the documents of management of the groups, that is to say 75%.

In Kléla, 52 women of the centers visited out of 60 ensure also the follow-up of the attendance of their children, or 86.66% and 51 ensures the follow-up of acquisitions of the children, or 85 %, 83.33% invest competences in the tasks of secretariat of the SFC groups.

In both areas, out of the 120 women learners, 100 ensure the follow-up of the attendance of their children starting from the outcomes of the alpha active.

***Before the project, only 14% women could hold the minutes of meetings, close the account or make minutes of meeting. Today, with the alpha active project, the situation is as follows: 79.16 % of the same women can today assume the tasks of secretariat of their association!***

***Within the framework of the follow-up of the school children, the women have technical skills to evaluate their school attendance, to follow acquisitions starting from the annotations in the books of the pupils, to read the bulletins to have an idea of the notes on 10, note 10 being the ceiling of the scale of notation in fundamental education.***

## 22. Appreciation of the quality of the didactic materials by women

### 23. Table 25

Appreciation of the quality	Ouélessébougou (Nbr of women/ 60)	Kléla (Nbr of women/ 60)	Total/120	%
Good	59	59	118	98.33
Fairly good	1	1	2	1.64
Passable	0	0	0	0

Bad	0	0	0	0
Total	60	60	120	100

In connection with the quality of the didactic materials that they use, the learners of villages in the two areas do not think that the didactic material provided to them is of good quality, 59 out of 60 women in one area or other, is 98.33%.

## 24. Apprehensions of the content of the literacy handbooks by the learners

### a) The educational contents

**Table 26**

Appreciation of the content of the manual	Ouélessébougou (Nbr of women /60)	Kléla (Nbr of women /60)	Total/120	%
Take into account the environment	59	60	119	99.16
Adapted to the understanding of the learners	59	60	119	99.16
Are relevant and useful	59	60	119	99.16

Concerning the contents presented in the handbooks, there still the learners give very positive appreciations. According to 99.16% on the whole of the villages of the two areas (Ouélessébougou and Kléla), the contents take into account the educational needs and the development of the environment, they moreover are adapted to their comprehension and are at the same time relevant and useful.

**b) The appreciations of learners compared to the illustrations in the handbook**

**Table 27**

Illustrations in the handbooks	Ouélessébougou (number of responses)	Kléla (number of responses)	Total	%
Comply with the contents of the text	59	60	119	
Adapted from cultural point of view	59	60	119	
Clearly present the necessary	59	60	119	
Create interest and motivation	59	60	119	

It clearly appears in the villages of the two areas that the illustrations proposed in the handbooks and cards of training are favorably perceived by learners of the alpha active centers.

Thus, in Ouélessébougou, 59 learners out of 60 in the villages concerned think that the illustrations are in conformity with the contents of the texts of reading, they are culturally adapted, they present essence without useless detail clearly and cause in more their interest and their motivation; that is to say 98.33%.

Sixty SFC women questioned in the centers of Kléla think all above that the illustrations presented in the handbooks take into account all the aspects stated in table 26.

**c) Other suggestions to improve the handbooks**

In Kléla, the learners of the centers think, in spite of the very good quality of the handbooks, which one could integrate, if it were the case, other lessons on the tales accompanied by lessons of morals.

In the centers of Ouélessabougou, the learners think that it is necessary to reinforce (to make more solid) the cover of the handbooks so that they resist more to handling, to enrich their contents by other topics related to the activities of the environment.

They also suggest that there is a need of one booklet per learner in the campaigns to come.

## 25. Perception of radio broadcasting by learners for the support of the project

**Table 28**

Importance of broadcasting by local radios	Ouélessébougou Nbr of women/ 60	Kléla Nbr of women/ 60	Total /120	%
Development of courses	56	42	98	81.66
Better understanding	56	41	97	80.83
The selected language is relevant	54	40	94	78.33
Clarity of the information	53	40	93	77.5
The period of broadcast was convenient	54	41	95	79.16

With regard to the broadcasts on the local radios within the framework of the accompaniment of the project, the opinions of the learners are as follows:

- In the centers of Ouélessébougou, these broadcasts are favorably received, in particular because they make it possible to reinforce the courses while helping to better understand, they are 93.33 % to make such statements.
- In Kléla, the learners questioned in the villages of the project do not give also negative appreciations on these broadcasts. They are 42 out of 60 to support that these broadcasts really contribute to reinforce the courses, i.e. 70% and 41 out of 60 with the saying that the period of diffusion as of these broadcasts was appropriate to them, which accounts for 68.33%.

They all agree in the two areas that these broadcasts support the courses while reinforcing them: 81.66 % of the women.

## 26. Difficulties and other constraints related to the implementation of the project

The learners of the surveyed villages of Kléla however underlined a certain number of difficulties in the implementation of the project, they are:

- the Insufficiency of the didactic materials;
- the bad quality of pen;

- the refusal of certain husbands for the participation of their wives in the project;
- financial problems within the families which lead to the irregularity of the learners (this one being obliged to seek another thing to help her husband).

Those of Ouélessébougou underlined the following difficulties:

- The activities of the learners are not accompanied financially, which constitutes an insufficiency and a difficulty for the woman to attend the courses everyday;
- voyages for various reasons often disturb the participation;
- the time of the trainings is insufficient;
- the hours of the course coincide with the search for wood in bush for the kitchen;
- among certain women, there are some difficulties related to the comprehension of the courses.

## **27. Recommendations (or proposals) aiming at improving the alpha active strategy**

The learners of the villages of Kléla made proposals which lie within the scope of the improvement of the project, they are:

1. To reinforce the realizations of alpha active in all the villages;
2. To take into account in the next programs of the different IGAs like the ovine fattening;
3. To seek sources of financing for the IGAs of the women: they need this support within the framework of their small trade;
4. To build classrooms (as at the formal school, the literacy also needs infrastructures);
5. To recruit new troops of learners and to re-train the current ones;
6. To build a storeroom for the conservation of the agricultural produce;
7. To re-examine the duration of the training to the rise;
8. To introduce into the project, the activities related to the dyeing and soap factory.

Ouélessébougou, the listeners of the visited centers also made suggestions:

1. Like their colleagues of Kléla, they need a financial support (starting funds to undertake IGAs which methods will be defined with the contracting parties);

2. It is necessary to ensure the re-training of learners through the organization of a new training course;
3. It would be permissible to allot symbolic motivations to the learners as it is the case in certain projects;
4. The diversification of the activities to the profit of the groups of saving for change and the implication of other women of the village in these groups;
5. The initiation of the women to the manufacture of the soap and dyeing;

#### **9. Les recommandations of learners on the project duration**

The surveyed learners of the villages of Kléla made recommendations on the duration of the project. According to them, this duration is considered to be insufficient. It is necessary to consolidate the realizations by extending from one to two years. This will make it possible to consolidate the French acquisition especially.

The learners of the villages of Ouéléssébougou also agree on the same recommendation which is to consolidate the acquisitions. According to them, the duration of the project could be still extended to two years. With the resumption of the new training courses, it would be permissible to take into account the practical training with the small profitable trades in the environment.

#### **10. Competences developed in the project**

The learners of Kléla have, during this phase of the project, developed knowledge and competences which are as follows: acquisition of instrumental knowledge, know-how related to the small trade, hygiene and the cleansing, the knowledge of the humans right in general, control of the Bambara language which is not to neglect in a sénoufo area, the use of the calculating machine, the autonomous handling of the telephone, the drafting of a correspondence, the control of farming techniques, the maintenance of the household, the planning of the daily activities, written and basic oral French concepts.

Those of the villages of Ouéléssébougou can read, write and calculate, have know-how in management. They can ensure the follow-up of schooling, they know better the currency, they can make the weighing of their products, they handle with more facility the telephone, they manage to identify places through the boards of orientation; they know the advantages of the antenatal consultations and this is why they attend better the health centers

## **11. Changes made in the environment by the learners and their adaptability regarding the expectations of the area**

According to the learners of Kléla questioned, the changes are perceived today through behaviors.

Today, the organization of the activities of cleansing is part of the daily life of the women of Kléla. For that, it is necessary to add the practice of collective work to the profit of the community, the autonomy of the women in the field of the management of their incomes, their implication in the decision-makings, a greater understanding between the women (sign of a social cohesion essential to the social climate). Here, are inter alia, the notorious changes which can be observed in all the centers of the villages of Kléla.

In addition, the women are now opened out than in the past, they follow the family planning to ensure their health. A great union of the women exists today in Kléla. The women of Kléla take an active part in the environmental protection; they are not willing for the moment to cut wood to sell it.

Ultimately, the alpha active is perceived like a social integration and mean of communication in the centers of Kléla.

In Ouéléssébougou, the perceptible changes start from the broadmindedness of the women in the external world to the practices of measurements of hygiene in the families, assiduity in the follow-up of the antenatal consultations, the mutual aid through the saving for change, the knowledge of the importance of the documents of marital status, the use of the mobile telephone, the good management of the incomes generating activities, the consolidation of the spirit of patriotism through the respect of the public thing, the change of behavior concerning the early marriage, the application of the methods of family planning to avoid the non-desired pregnancies.

## **Chapter III**

### **The apprehensions of other actors on the alpha active program**

## **I. Apprehensions from the husbands of the learners**

### **1. The availability of their wives for the project**

In the areas of Ouéléssébougou and Kléla, the learners, in spite of certain constraints managed to reconcile the family occupations to the training. They managed to do it thanks to their personal motivation and especially because of the availability of their husbands who, as a whole remain favorable to the participation of their wives in the activities of the project.

Concerning the state of mind of the husbands, a whole satisfaction here is noted, because they affirm that this training made it possible to their wives to leave from the status literacy to the status of illiteracy: there is no doubt about their know-how and competences in many fields, which was not the case before the project.

### **2. The outcome of the training on the quality of the family life**

In the two areas, there are the following immediate effects:

- The application of the good practices of hygiene in the households and cleansing of the immediate environment;
- The follow-up of the schooling of their children;
- Good management of the family resources according to purchasing powers;
- An easier use of the mobile telephone is perceived by all the questioned husbands as a strongly developed advantage (this is perceptible through the reading and the writing of a message);
- The autonomous use of the scales during the weighing.

### **3. The contribution of learners to the family affairs**

In the two areas, the learners take an active part in the life of the household always through the know-how acquired thanks to this training.

The financial and material support to the family is mentioned in all the cases by the husbands of the learners. At this level, there is the support of the school fees for the children, the purchase of the didactic material for school children, the clothes, the shoes for children, and the contribution to the expenses of medical prescriptions.

The learners who are also members of the SFC groups play determining roles in Ouéléssébougou and Kléla as regards to the blossoming of their families.

#### **4. Opportunities of communication for the learners within the family**

Today, more than in the past, the project made it possible to offer to the alpha active women of Ouéléssébougou and Kléla an immense communication opportunity.

***Indeed, they take part in the village assemblies and they can ask to express freely on questions of public interest. This statement is supported by the questioned chiefs of villages***

However, in the area of Kléla, there are some reserves from the women as regards free communication, expression of ideas. It seems that in these villages, socio-cultural gravities to the detriment of the women are much stronger.

#### **5. Satisfaction of the husbands of the learners**

According to their husbands, the learners of Ouéléssébougou and Kléla have developed with no doubt competences according to their husbands. Competences in reading, writing and calculation are in particular mentioned by the husbands as being the appreciation of the project.

Moreover, the use of the mobile telephone by the women also constitutes a point of satisfaction for their husbands.

## **II. Attitudes and apprehensions from the non members of alpha active**

### **1. Opinion about the participation to the AA project**

In Ouéléssébougou, the opinions of the people non members of the alpha active are divided: with regard to their vision of the project. Some wish to take part in the literacy training because they envy those who take part in it. The advanced reason is that they also want to be able to read, write and calculate, weigh and control the calculating machine.

Others on the contrary, prefer to deal with their traditional activities rather than taking part in training, because not having any interest there. In Kléla, those who did not take part in the literacy sessions affirm the opposite supporting that they want to take part, because this alpha active contributes much to the blossoming of the woman.

### **2. Opinions on the competences developed in literacy**

In Ouéléssébougou as in Kléla, women not members, even if they took part in the project affirm nevertheless that only those who took part in it have developed during their training unquestionable competences enabling them to manage with autonomy the current businesses like calculating, reading and writing.

### **3. Difference between the alpha project and other project implemented in the villages**

In Ouéléssébougou as in Kléla, the originality of the alpha active project making it possible to SFC women to better manage themselves lies in the introduction of the French module into the training and the opinion of the different people.

(This point of view is justified in the villages by the very perceptible motivation of the women to speak French, to greet the mission in French, to answer questions " test " asked in French like: "what is your name? "; "yes, I am fine and you? "

Another difference with other alpha projects is the introduction of the activities of saving for change as an essential component of literacy. No other project carries out for the moment such strategies as regards literacy in these villages.

#### **4. Competences desired by the non members**

The non participants in the project questioned in the villages of the areas of Ouéléssébougou and Kléla on the competences which they would wish to have underlined three essential competences: reading, writing and calculating.

### III. Attitudes and apprehensions of the leaders of village organizations

#### 1. The alpha active women having senior positions in village organizations

Table 29

Areas	Literate women having responsibilities
Ouélessébougou	20
Kléla	12
Total	32

In Ouélessébougou, from the point of view of the persons in charge for the village organizations questioned on the opportunity to use of the new literates (i.e. the women with ability to read, write and calculate) at the positions in the organizations which they direct, it appears that 2 women out of 20 having positions are auditors, and 2 others are advisers in charge for the education and sensitizing of women, that is to say respectively 10% for each position. The position of treasurer is held by a woman in Dongorona, that is to say 1 woman out of 10 surveyed, which also accounts for 10%.

In Kléla, on the 6 visited centers, it arises that 12 women occupy the positions of responsibility within the village like relay for health and pay mistress in the groups of saving for change in particular.

In the two communes, 32 literate women have responsibilities in their villages.

#### 2. Service of the literate women nominated in the associations

In the opinion of the persons in charge of village organizations, the new literates who occupy these positions work with many methods and techniques. They fully play roles which are assigned to them within the framework of the exercise of their functions: they hold regularly the accountancy and management documents; they take part in the sensitizing of the other women on the interest of schooling, to regularly make the follow-up of planning, the antenatal visits, etc

### 3. Roles played by the literate women in the presidential and communal elections

In Ouéléssébougou, these women took part fully in the activities of sensitizing and mobilization of the voters. Some became assessors in the polling stations because they can read on a ballot paper.

## IV. Attitudes and apprehensions of the chiefs of villages

### 1. Opinions regarding the topics addressed in the alpha active centers

#### o The citizenship

In Ouéléssébougou, certain heads of village affirm to have had useful information on the topic of the citizenship like the importance of the possession of the documents of marital status, the participation in the elections.

Others on the contrary say not to have understood anything of these broadcasts, because not having even a radio.

However in Kléla, the questioned heads of village say to have listened to certain

broadcasts on this topic and they affirm to have learned many lessons.

This comforts especially the heads of village of Kléla; it is the fact that the new literates have played a remarkable role in the elections.

#### o Decentralization

Among the heads of village questioned in Ouéléssébougou, only one support to have had a better comprehension of decentralization through the emissions diffused in direction to the women of the literacy centers and the whole community.

The perception of this set of themes is different in the area of Kléla because all the touched heads of village affirm much to have heard and have understood certain information on this topic of decentralization, like the communes, the circles and the regions.



### **O Governance**

With regard to the area of Ouéléssébougou, among the chiefs of villages questioned, a few of them have followed the broadcasts on decentralization, because, they say, they do not have a radio and do not have any more time to concentrate on radio broadcasts, considering their advanced age.

Some of them affirm to have understood concepts on the governance, like the types of powers and their exercise.

In the area of Kléla, chiefs of villages questioned (including a war veteran) support that this module made it possible for them to better understand the prerogatives of the mayor of the rural district.

### **O Environment**

This module is ignored by the whole of the chiefs of villages in the area of Ouéléssébougou except the one of Mana who says to have had a better understanding of the environment: i.e. to avoid the abusive wood cut.

In the area of Kléla, according to the chiefs of villages questioned, the lesson learned from these broadcasts on the environment is to avoid the bush fires. Questions about the environmental protection were developed, but, according to them, the change of behavior remains still timid because the abusive wood cut and the coal sale are realities in the area.

### **O Health**

In Ouéléssébougou, only the heads of the villages of Mana and Tamala had, (according to their answers) information on health in general.

In the area of Kléla, according to the opinion of the chiefs of villages concerned, this set of themes is as well understood, because “we know that health is related to hygiene”, “our wives go in antenatal consultation and they will vaccinate their children periodically”

### **O The early marriage**

In Ouéléssébougou, still, only the heads of the villages of Mana and Tamala affirm being sensitized about the early marriage which, in their opinion, is an old practice that should “be reviewed” today.

In Kléla, the set of themes on the early marriage is well perceived and the families are taking account of this fact by rejecting the early age of the marriage.

## **2. Importance of radio broadcasting in the accompaniment of the alpha active project in the villages**

In the areas of Ouéléssébougou as in Kléla, the chiefs of villages favorably support these radio broadcasts in the accompaniment of the project, because they make it possible to consolidate the understanding. However on this level, the chiefs of villages evoked as difficulty the diversity of the free radio stations and the diversity of televisions which constitute a “headache”: people change the radio operator according to their personal interests of listening.

## **3. Perception of broadcasts**

In the two areas of Ouéléssébougou and Kléla, these broadcasts are well perceived: the moments of diffusion are adapted, the language of diffusion is well appropriate, the radio speakers communicate in a rather clear language.

## **4. Level of satisfaction of the chiefs of villages compared to the services provided by the new literates having job positions**

**Table 30**

Level of satisfaction	Ouéléssébougou (Nbr of responses/4)	Kléla (Nbr of responses/4)	Total/8	%
Satisfying	4	3	7	87.5%
Not satisfying	0	1	1	12.5
Total	4	4	8	100

On the whole of the chiefs of villages questioned about their level of satisfaction with regard to the services given by the women when they are nominated at positions, it arises that on the whole of the 8 chiefs of villages, 7 approve the performances carried out by the new literate women.

## **5. Participation of women to the village assemblies and free expression according to the chiefs of villages**

In the area of Ouéléssébougou, the literate women take an active part in the assemblies and express themselves freely without any pressure from the men, according to the opinion of the chiefs of villages.

In the area of Kléla, the literate women also take part in the meetings of the village, especially if they are meetings which relate to them directly. It should be noted that in Kléla, the women do not have yet this courage to express themselves in front of the men although the men seem to accept to grant this privilege to them.

## **V. Attitudes and apprehensions of the mayors in the communes of Ouéléssébougou and Kléla.**

### **1. Opinion about the set of themes developed according to the mayors and councilors questioned**

#### **○ Citizenship**

In Kléla, the module on the citizenship was welcome; it made it possible to the women to better know their citizenship, they know how and where to obtain the documents of marital status.

In Ouéléssébougou, this module made it possible to wake up the feeling of patriotism

#### **○ Decentralization**

In Kléla, the set of themes on decentralization made it possible to the women to better determine the role and the responsibility for the various actors in the local development.

In Ouéléssébougou, it made it possible to better understand decentralization, to show the young people and the women their responsibilities in the development for the commune.

#### **○ The governance**

In Kléla, it's been noted with satisfaction the presence of two literate women in the town hall.

In Ouéléssébougou, the topic on the governance is understood better, it made it possible to establish the bases of the transparency in management within our commune.

#### **○ Environment**

In Kléla, this set of themes made it possible to the women to be periodically organized for activities of cleansing in the village.

In Ouéléssébougou, this module made it possible to the women to better deal with their environment.

### **○ Health**

In Kléla, this module made it possible to the women to regularly take part in the antenatal consultations, in vaccinations and others.

In Ouéléssébougou, the health of the mother and the child is protected still better, the spacing of the births is perceived better by the couples.

### **○ Human rights**

In Kléla as in Ouéléssébougou, this module allowed the women and citizens of the communes to better act, know their rights, but also their duties and to achieve their duties with respect to the communes like the payment of taxes and other dues.

### **○ The early marriage**

In Kléla, this module comes at the right time, because the early marriage is still in practice in this area, it is thus favorably perceived like a powerful means of sensitizing.

In Ouéléssébougou, the early marriage is fought and made it possible for the communal authorities to better continue sensitizing.

## **2. Attitudes and apprehensions of the mayors on the radio broadcasting in the accompaniment of the project**

In Kléla, the radio broadcasts made it possible not only to consolidate the understanding but more especially to better understand the alpha active project.

At the town hall of Ouéléssébougou, we think that these broadcasts were beneficial for the smooth progress of the project; they allowed moreover many learners to take part even more in the project.

At the town hall of Kléla as in Ouéléssébougou, the broadcasts were perceived as being clear enough, the language of diffusion is well chosen and the message gets through very quickly.

## **3. The alpha active women presented during the elections**

**Table 31**

Elections	Ouéléssébougou (Nbr of wome/ 60)	Kléla (Nbr of women/60)	Total /120
Last communal elections	None	4	4
Candidates at the communal on October 2014	None	6	6
Total	-	10	10

At the town hall of Ouéléssébougou, the situation of the alpha active women candidates at the local elections is not available. According to the persons in charge for the town hall, the past local elections were held before the arrival of the project, and as of today, in comparison with the postponement of the local elections, the list of the candidates at the coming local elections is not available yet.

In Kléla however, the situation is different, 4 literate women are on the list of the last communal elections although the project was not set up in 2009 yet. For the communal elections of October 2014 to come, already, 6 literate women are on the list of candidates.

#### 4. Current positions held by the new literate women in town halls

**Table 32**

Positions	Ouéléssébougou (number of women)	Kléla (number of women)	Total
Recent communal elections	Not available	2 (3 <sup>rd</sup> deputy, councilor)	2
Candidates at the coming election of October 2014	Not available	Not available	
Total	-	-	

In Ouéléssébougou, the situation of the literate women in the elections is not available for the reason mentioned above.

In Kléla, currently, two women are in office at the town hall (elections of 2009 before the project but members of the SFC groups are today). She is a municipal councilor and the other one is the 3<sup>rd</sup> deputy mayor.

#### 5. Attitudes and apprehensions of the mayors on the competences developed within the project

In Kléla, the developed competences and the perceptible ones, according to the town hall, are as follows:

- Reading,
- Writing;
- Calculating;
- Know how in small trade and agriculture (pits of “composts”, maintenance of seeds, farming techniques)

In Ouélessébougou, the perceptible competences according to the town hall are:

- To compose a telephone number;
- To carry out daily purchases through writing;
- To hold the minutes of meeting of their groups;
- To ensure the follow-up of the treatments in the family (posology of the drugs according to a doctor's prescription)

## **Chapter IV**

### **Strømme Foundation and NGO partners, vision and respect of the terms and conditions of partnership**

## **A. The perceptions of the alpha strategy according to NGOs**

The persons in charge for the NGOs were questioned on their perception for the alpha strategy in their intervention zone. It arises the following:

### **1. Assigned objectives**

In Kléla, the alpha project is seen by GRAADECOS as a means of fight against illiteracy and to ensure the emancipation of the rural woman.

In Ouéléssébougou, ACEF NGO, the objectives of the project are perceived within the framework of the development of competences of life for the women in rural area.

### **2. Means and / or resources transferred to the partner:**

In Kléla as in Ouéléssébougou, Strømme Foundation granted the partners the following resources to ensure the operation of the centers:

- The equipment in furniture (table-benches, chairs, offices of the animators, trestle boards);
- Didactic materials for the learners (books, pens, booklets, calculators, chalk boxes);
- The logistics (motor bikes for the follow-up of the centers including 2 motor bikes APSONIC in Kléla and 3 Sanili motor bikes in Ouéléssébougou);
- Fuel for the follow-up of the operation of the centers;
- Salaries of the animators,
- Bonus of the follow-up granted to the supervisors of the alpha centers and to the coordinators of the NGO partners.

### **3. Contents of the program:**

The NGO partners also have common perception about the contents of the alpha programs, namely: reading, writing, calculating in national language, learning French orally or through writing, developing sets of themes on the decentralization, the citizenship, the governance and health, developing at the same time female leadership in each village of the project allowing the women to fully play roles and take responsibilities.

### **4. Duration:**

The NGO partners recognize with the project women that it is necessary to undertake the activities of consolidation of the acquisitions of the alpha active. The proposals made on this level start from 10 months according to ACEF to 2 years according to GRAADECOS.

### 5. Relevance of the contents of the booklets and the developed modules:

Each partner also thinks that the contents of the booklets of literacy and the handbooks in general are relevant and adapted to the level of the target public, the beneficiary group of actions.

### 6. Radio broadcasts:

The NGO partners are also unanimous on the relevance of the radio broadcasts on the topics developed within the framework of the project. Those are presented in the form of documents essential to the training in the centers.

### 7. The periodicity of the follow-up of the centers by the NGOs

Periodicity	Ouélessébougou	Kléla
Once a week		x
Once every two weeks	x	
Everyday		

According to the supervisors of the NGOs, the active literacy is the subject of follow-up; the internal evaluation reports were made. It appears however that this periodicity of the follow-up varies from one NGO to another: it is once per week in the centers of Kléla and once in the fortnight in the centers Ouélessébougou. Each supervisor of the NGO supports the method of follow-up adopted; because they take time on the ground to give a support council necessary to the animators; this makes it possible to improve their practice of the courses.

### 8. Work reports (collaboration) with the Academy of Education or the CAP

In Ouélessébougou as in Kléla, the decentralized structures of education, i.e. the Academies of Education (CAP) which are structures of the State, were not involved in the follow-up of the alpha active centers. So, there is no collaboration between the NGO partners of Strømme Foundation and the structures of the State within the framework of this project.

The internal evaluations made by the NGOs did not imply the technical structures of the State.

## **9. The competences developed by the alpha women according to the persons in charge for the project**

In Kléla, as in Ouéléssébougou, the learners have acquired competences in reading, writing and calculation which enable them to manage in an autonomous way their activities in associations or in the framework of the saving for change.

### **B. The perception of the alpha active project according to the person in charge the alpha at Strømme Foundation**

#### **1. Motivations of the Foundation**

This new concept of the alpha active was conceived by Stromme Foundation to make it possible to consolidate the knowledge obtained during literacy campaigns. Due to the lack of re-investment, the new literates lose their consciousness and inevitably get back to illiteracy.

The choice of the foundation went first to the women in the two zones different in terms of their culture in order to have a diversity of results in the implementation of the concept.

The alpha active targets firstly the women members within the groups of saving for change, in order to materialize on the one hand the vision of the Foundation relating to synergy and the concentration of the concepts on the other hand. In addition, the Foundation trusts the women, because, they are more receptive and assiduous at the courses.

#### **2. Objectives of the alpha active**

The alpha active in the villages aims at:

- developing skills of the adults (women in particular) for an improvement of their living conditions;
- turning the women into the " engine " of the local development through a good comprehension of the process of decentralization, giving them capacities to control the actions of the local authorities, to follow-up and assume responsibility and education of the children, to participate in the decision-makings, etc.)
- supporting the emergence of a female leadership.

#### **3. The concept of alpha active**

This concept is a formula known as active to the extent it aims at leading the women to learn how to act; they must reinvest daily the outcomes of the literacy, such as for example using mobile phones, carrying out operations of

weighing of fruits or vegetables, taking notes in a notebook about the amounts of contributions in the groups.

#### **4. Points of satisfaction of the Foundation within the framework of the project**

The Foundation underlines here a certain number of aspects which it considers positive, of which:

- the maintenance of the project during two years (approximately 80% of rate of retention of the women in literacy);
- the success rate in the training which reaches 75%;
- many testimonies of satisfaction from the women themselves who always evoked opportunity having been offered to them for the knowledge of their rights, the importance of certain administrative documents (certificates of marriage, death certificates, identity cards), the participation in the votes, the possibility for them of following or of measuring progress of their children at the classical school, etc.

#### **5. Dissatisfactions of the Foundation within the framework of the project**

The Foundation points out certain dissatisfactions related to the losses noted during the second year on the level of the second promotion (2012-2014) in the zone of Ouéléssébougou. These insufficiencies are, according to the Foundation, related to a bad approach of ACEF NGO.

#### **6. Prospects for STROMME Foundation**

In the future of the project, it is wished:

- a strong participation of the Ministry for the certification of learners;
- a participation even stronger from the project's beneficiary communities;
- an awakening for a better adhesion of the final recipients who are the women members of the groups of saving for change;
- a real investment of acquisitions.

Strømme Foundation is decided to accompany the village communities in order to make effective the right to education of many women excluded from the traditional systems of education.

For these reasons, Strømme Foundation will continue to support its ideal for a better anchoring and a good visibility of the alpha active in the villages of intervention.

## **Chapter V**

### **Analysis of the outcome of the alpha active project in the villages, constraints and suggestions**

## **I. The outcomes of the alpha active project in the villages**

At the end of this phase of the project, notorious changes in terms of impact are visible today in each village having profited from the active literacy. These changes are perceived differently by the various actors.

### **1. According to the husbands of the women in the SFC groups**

In each groups of the SFC, there is at least one person able to read, write, to do arithmetic operations, to read written information, to compose a telephone number.

Moreover the training received by the women had an effect “snow boal” because they could train other women who adhered to the project of the alpha active project, according to the opinion of their husbands.

More objectively, these changes brought are perceptible through the application of practices of personal hygiene, clothing, and the adoption of measurements in order to protect themselves from the diseases, which seem to satisfy their husbands.

According to husbands, these changes brought by their wives because of competences developed at the end of this training meet perfectly the expectations of the families and the communities. The training is perceived as being in phase with the needs for development and endogenous blossoming.

### **2. According to the chiefs of villages**

According to the chiefs of villages in the areas of Ouéléssébougou and Kléla, thanks to the alpha active, the perceptible changes in the area were brought by women and who deserve to be developed.

Indeed, starting from the alpha active in the villages, where internal conflicts had divided the communities, the solidarity was restored thanks to the regrouping of the women within the framework of the training and in particular within the framework of the saving for change. As an example, we can mention the village of Zérélani in the commune of Kléla, where before the project; an internal conflict in the village had taken unexpected proportions. Today, cohesion is observable between the inhabitants and this conflict is solved.

The satisfaction of the questioned chiefs of villages finds another explanation in the installation of community life which is getting more and more developed.

According to chiefs of villages, the alpha active women practice even more the rules of hygiene and cleansing than in the past. Another illustrative fact within

this framework is that the village of Mana in Ouéléssébougou has just won the FAO award for salubrity.

Mentalities of the women start to change because of the broadmindedness in general.

In the two areas, Ouéléssébougou and Kléla, according to the chiefs of villages, the women can now read, write, make calculations and they are autonomous in the use of these competences.

### **3. According to the NGOs**

The opinions of the persons in charge of NGOs questioned on the impact of the project have given more confirmation about what have been said previously by the chiefs of villages and the mayors of the two communes.

Thus, in Kléla, the notorious changes are observed within the framework of the application of the elementary rules of hygiene and cleansing in the families and immediate environment.

With the modules developed within the framework of the training, many women have certain knowledge on the human rights: right to health, right to protection, right of the children etc.

A strong motivation for speaking French is perceived like a need today in the villages covered by the project. This will is even more strongly expressed by the learners of the centers in Kléla.

In the centers of Ouéléssébougou, the notorious changes are perceived by ACEF through an application of the rules of hygiene as in Kléla. The alpha active women use the knowledge acquired for the school follow-up of children. Moreover, the women in the centers of Ouéléssébougou take an active part in the political activities in the villages. They constitute “spearheads” of the mobilization and participation in the elections.

### **4. According to the mayors**

The local authorities affirm that the alpha active in the villages of their communes made it possible today to obtain changes in Kléla going in the direction of the promotion and the blossoming of the women in general. They are visible through a current practice of measurements of hygiene and cleansing, especially an assiduous attendance of the health centers by women.

In Ouéléssébougou, among the active alpha women, there is also a visible autonomy in the current businesses. Today, many of women have mobile telephones, the team spirit and mutual aid is today a reality in community life of the women of Ouéléssébougou,

## **II. The perception of the weaknesses and difficulties**

If in Kléla as in Ouéléssébougou, the persons in charge for the NGO partners do not underline particular difficulties in the implementation of the project, because according to them, everything went well as planned, GRAADECOS however suggests planning a support to the women to carry out IGAs.

In Ouéléssébougou, in particular, ACEF suggests planning a re-training program to consolidate the realizations as regards to the learning of French. ACEF also suggests planning a financial motivation for women.

No failure compared to the partnership with the Foundation was underlined by the NGOs.

## **III. Suggestions for a greater involvement of the SFC women in the local development**

### **1. According to the chiefs of villages**

At the end of these two active literacy campaigns, considering the motivation of the same women to learn and considering the interest of the communities in this project, the new literate women deserve, according to the answers of the heads of village, to have more responsibilities in the development actions undertaken in the communes. They should be nominated at the positions in the villages like animators of literacy centers, agents relay of health. In associations, they can hold the documents of management.

This is why, in the areas of Ouéléssébougou and Kléla, the chiefs of villages approve the continuity of the training for the women members of the groups of saving for change, which will make it possible to develop their competences. This reinforcement must be accompanied by the initiation of micro projects financed. This constitutes in their opinion a key factor to ensure the involvement of the women in the activities of local development.

## **2. According to the mayors**

In Kléla, opinion of questioned town councilors, the best involvement of the women in the activities of development at the local level starts initially with the organization of activities for the consolidation of the achievements of the first phase of the project following which, other sets of themes relating to the development will be then developed. The consolidation supposes the organization of new literacy sessions to revise the already learned concepts. On this basis, the new program can be installed with certainty.

It is suggested by the mayor of Ouéléssébougou, to extend the project to other localities of his commune and periodically to organize between them a healthy emulation through contests organized to distribute prizes to the best prizes winner within the framework of the training and the good practice of the IGAs).

### **IV. Constraints and difficulties related to the implementation of the alpha active project according to chiefs of villages**

In the areas of Ouéléssébougou and Kléla, according to the heads of village, the principal constraining difficulty being able to prevent the women from regularly taking part in the courses, is explained by their household work.

More specifically, there are the following difficulties in the centers of the Commune of Ouéléssébougou:

- according to the councilor in charge of education at the town hall, an effective lack of training with regard to the animators of the centers who need to have better teaching levels;
- the non availability of certain learners who do not take part regularly in the courses.

The opinions of the education adviser at the town hall of Kléla still come to confirm the deficit of level of the animators recruited to ensure the training of the learners in the villages. In the commune of Kléla, according to the education adviser of the town hall, it is necessary to increase the level of recruitment of the animators, or to carry out a systematic re-training in order to build their capacities in teaching.

## **Chapter VI**

### **Educational analysis of the Curriculum, literacy booklets and training modules**

## **1. Critical analysis of the Curriculum**

The presentation of the logical framework of the Curriculum can be improved by respecting the same plan of presentation as that of fundamental teaching in Mali, while defining the objectives which make it possible to reach competence. The general and specific objectives are defined, but they are out of the logical framework. A well organized logical framework allows an easier reading of the sequence of the various lesson and trainings; this order is as follows:

1. Basic competence (or macro competence)
2. Objectives of training
3. Contents of training
4. Strategies to be used
5. Activities of the animator
6. Activities of the learner
7. The evaluation

As key point of the curriculum, we note that competences to be acquired are formulated through verbs of action which allow their evaluation.

## **2. Analysis of the guide of calculation of the animator in French**

The guide of calculation of the animator in French is methodically structured and it takes into account the whole of the concepts which must appear in a guide of this kind.

The numeration of the numbers from 1 to 0 was made according to an extremely interesting strategy which makes it possible to put forward the figure "0" with the arrival of the snake which swallows hen and its eggs.

Concerning the learning of the four operations that are the addition, the subtraction, the multiplication, and the division, the progress selected makes it possible for the learners to do these operations; they start from simple operations to the complex ones with exercises of application towards the end. From the pedagogical point of view, this guide of calculation is good.

## **3. Analysis of the guide of language of the animator in French (2nd year)**

The sort of thing that especially attracts the attention of a reader is the quality of the illustrations: they are simple, attractive and colored; such characteristics cause the interest and the motivation of learners.

The dialogues suggested are also adapted because the texts are drawn from the situation of real life of the learners: usual greetings, relationship in the family, citizenship, the spirit of the nation, etc.

A phonetic correction is started at the end of each dialogue, which makes it possible to make the difference between the sounds known in the national language and the new sounds specific to French.

However, it appears that the new words or concepts in the vocabulary **are slightly re-used** in other contexts, which does not allow a real autonomy in the writing as in the oral examination of the language.

#### **4. Analysis of the booklet of the learner, level 2, French**

The methodology of the training of oral and written French on the basis of acquisitions in national language is respected strictly, which constitutes a first strength of this booklet.

Indeed, everything starts with the identification of the sounds common to both languages, then exposes in the second time the sounds specific to each language, which shows the learners how to make a positive discrimination of the various sounds.

The illustrations are strictly made and respect the standards of quality: simple, attractive and still colored!

The topics developed towards the end of the booklet are relevant for two fundamental reasons:

- They inform the reader on the concepts of democracy, citizenship and others;
- They consolidate the acquisitions, because they are presented in the form of a general revision.

However, the teaching of the phonetic difficulties does not fit in an ascending order. If at the beginning, the animator must make a total presentation of the sounds common and clean to each language, the layout of texts does not emphasize them in a methodical way, with the result that in the same lesson, several phonetic difficulties can appear at the same time. Each lesson must in fact minimize these difficulties.

On the level of the lesson 6, it is registered on the image the word “boutiki”, initially, this spelling does not exist in the Bambara language (one writes rather: butiki). The question is still elsewhere, in a booklet of learning of the French,

the letter must also be presented in French, one should write «Boutique (shop)» and not «boutiki»

In the tables of reading, the words are following each other without any punctuation, there is a need of comma between each word.

#### **5. Analysis of the modules on the citizenship**

In their technical design, these modules present information essential to be given to a learner of this level.

They would gain however with being illustrated, for better attract the attention of the learner. We can for example illustrate the topic on the rights of the child through a relative taking along a child to the school, or the forced marriage through suitable illustrations like a girl in wedding dress fleeing to avoid an old man dressed in his beautiful clothes, for example; this scene having occurred in front of a town hall.

#### **6. Analysis of the Bambara syllabus unified**

Like positive aspect, it should be underlined there too that the illustrations are very well made according to teaching standards.

However, many of the observations are to be made on this level. As in any spelling-book, the instructions must be scrupulously respected, of which:

- The size of the font, which is not the case here, in the same word, there are at least two different sizes of font, this remark is general with all the spelling-book;
- The principle of the productivity of the letters is not respected at all, i.e. in the language, certain letters have more frequency than others, they must be taught in this order by respecting the frequency of their productivity, which is hardly the case;
- The principle of the increasing difficulty, i.e. the letters not yet seen in the preceding lessons should not appear in the lesson of the day; this raises another difficulty of reading;
- The correct spelling of certain words does not comply with the rules of transcription in force in the Bambara language in Mali such as for example the choice to be made between "nk" and "ng" in initial position in a word, the rule requires to retain the word with "nk" as in "nkalon" which means "lie" and not "ngalon"; "nkusun" and not "ngusun", etc...
- The writing is always associated to the reading; such a principle is not respected in all the lessons;
- Certain letters as the "gn" in national language are not well written, it is necessary to adopt the special characters into force.

This spelling-book can be revised and improved; certain sentences are not at all relevant like "munumunusaalo ka kè". In a spelling-book, it is not a question of aligning sounds or words randomly, although those have a relation with the daily activities or have meaning or importance as we use to say. This remark led the Malian State to revise the literacy booklets according to the approach "CVC ", i.e. competences of everyday life, further to a proposal of the UNICEF.

#### **7. Analysis of the guide of calculation in the Bambara language**

Still a well illustrated guide, however there too, here are some observations:

- The title of the guide means nothing in the bambara language " **walekalan kaleden gafe** ", it is rather necessary to say " **jatekalan, kalanden ka gafe** ", it is even necessary to specify the year, i.e. the level to which this booklet is addressed, which is not the case;
- The total diagram of calculation however is respected; the numeration, followed by the four operations and progressive introduction of the table of numeration however, the operational mechanisms according to which learners can better understand the mathematical concepts or notions are not presented, which causes a teaching problem;
- Too many spelling mistakes in the words; such as for example on page 19; to write "kunna" and not "kuna", page 33, to write "seegin" which means "eight" and not "segin" which means "come back".

***In conclusion, efforts must be made for a second review of the booklets in the Bambara language to comply with the rules of transcription in force and to correct certain basic insufficiencies***

## **Chapter VII**

### **Recommendations**

## **1. Recommendations to Stromme Foundation:**

- **One the project life**

According to the women questioned in Ouéléssébougou and Kléla, the duration of the training must be extended. It is necessary with this intention, to consolidate the initial acquisitions which will enable them to speak French fluently. Another fundamental motivation of the women within the framework of this project is to develop the IGAs. In order to achieve this goal, there will be a need of another two weeks; this would lead the project to 4 years.

According to the husbands of the learners of Ouéléssébougou and Kléla, their opinions come to confirm those of the wives. There too, the duration of the project is estimated to be insufficient by the husbands, although those did not take part in the project, they benefit indirectly. It is necessary to increase the duration of training in order to continue and to consolidate all the acquisitions of the project.

The opinions on the increase of the duration of the project in the villages are also clearly expressed by the mayors of Kléla, and Ouéléssébougou, who think that it is necessary to increase the duration of the number of year of training: an average of 2 to 3 years of the extension is wished. This opinion on the increase in the duration of the training is largely agreed by all the questioned heads of village.

The NGO partners in Kléla and Ouéléssébougou also estimate that the project can continue, so the proposals made here are about 2 years for the duration, as two campaigns of 6 months per year.

It will then be the responsibility of the persons in charge of the project of Stromme Foundation to see to what extent this extension could be undertaken in dialogue with the actors of literacy in the communes and in the village communities concerned.

- **On the involvement of the decentralized structures of education**

On both sides, it appears that the decentralized structures of education, i.e. the Centers of Pedagogic Animation (CAP) are in the margin of this project.

Their involvement in the follow-up and the evaluation of the centers is also recommended by the town halls. This involvement cost money to follow-up the activities on the ground.

## **2. Recommendations to the NGO partners**

- **On the recruitment of the animators**

In the commune of Ouéléssébougou, the education adviser supports that it is necessary to organize with the support of the technical departments (Center of Pedagogic Animation or CAP) a test of recruitment of these animators. This test will not only take account of the academic training level (9 years and more at the classical school, but also the basic training with the rules of transcription of the Bambara language, and finally the competences in animation of the literacy centers for adults.

In the commune of Kléla the recommendations come to support those made in Ouéléssébougou, i.e. it is necessary to recruit qualified animators having the teacher's training required to animate the centers.

- **On the close follow-up of the centers**

With this intention, it is necessary to set up literacy committees in each center, composed of women and men (5 people at least and 7 in maximum), for the regular follow-up of the training at the local level. This follow-up, if it is well carried out makes it possible to reduce the dropouts and the irregularities compared to the school attendance.

- **On the extension of the project**

The Community leaders propose an extension of the project to other localities during the phase to come.

- **On the training courses of the women and the re-training of the animators**

In the centers of the communes of Ouéléssébougou and Kléla the following recommendations are made:

- to initiate thorough re-training for the trainers of the centers, considering the low level of many of them;
- to imply the town hall in the follow-up of the centers starting from specifications.

The implication of the town hall is highly recommended in the follow-up of the future actions of the project.

### **3. Recommendations to the village communities**

- To continue the sensitizing of the women for a more regular participation in the courses of literacy;
- To contribute to the construction or the rehabilitation of the literacy centers according to the available resources.

### **4. Recommendations to the mayors**

- To consider literacy as a priority in the commune in order to touch the greatest number of illiterate adult women;
- To envisage in the plan of development of the commune a budget for the construction of centers in the villages or to give a financial support to the rehabilitation of the existing centers in the villages. This support can be done through a contribution of sheets, cement bags, drink, remuneration of the mason or others according to possibilities of financing of each town hall;
- To propose a uniform plan of construction of the alpha active centers in the villages of the commune meeting the basic technical standards of construction: ventilation, space and if possible, rough-casting of the walls and the floor of the centers with durable materials;
- To initiate partnerships with other interveners or actors to satisfy the various needs for development of the villages like the creation of drinking water points, the construction of the literacy centers in partnership with the villages concerned, the creation of rural roads to ensure the opening-up, etc.

## **General conclusion of the survey**

The alpha active seems here as a major innovation in the training and the development of the capacities of the women as regards acquisition of knowledge, the know-how and the well-being related to the daily activities.

This is a reality in the centers covered by this project, because thanks to these forms of knowledge acquired by the learners of the alpha active centers, they are equipped better today to achieve tasks which are theirs. Nowadays in these villages, there are several women who can read, write, calculate, manage their own businesses in the families, hold accountancy within their association, apply the current practices of hygiene, and take measures in planning or in health to ensure their health and that of their children. The alpha active women are more receptive to the change...

The development necessarily passes by this change at the local level. The alpha active women can contribute to thus take up the challenges of the Community development starting from the developed competences.

## DOCUMENTS IN ANNEXES

### Annex I



#### STROMME FOUNDATION WEST AFRICA

### TOR FOR THE EVALUATION OF THE ALPHA ACTIVE PROJECT

May 2014

#### **I. PRESENTATION OF STROMME FOUNDATION :**

##### **I.1. Introduction:**

Strømme Foundation is a Norwegian NGO based on Christian values. Created in 1976, it intervenes in four regions of the world which are: West Africa, the East Africa, Asia and South America.

The Regional office of West Africa, located in Bamako, began its activities in Mali in 1984 and covers today Burkina Faso and Niger.

STRØMME Foundation works mainly in the fields of Education and the Micro-finance of which the key concepts are the Saving For the Change (SFC) program and the Speed School. With these programs today, new concepts such as the Alpha Active (A A), the Speed School 2 is added, the Speed School for teenagers and the Center of Community Resources.

##### **I.2. Strategy of concentration:**

The strategy of concentration/synergy is the geographical approach of cover adopted by Strømme Foundation West Africa. This approach consists in implementing in the same geographical area and in the interest of the same population, the three programs of Strømme Foundation West Africa which are the Speed School, the Saving for Change (SFC) and the Alpha Active (A A) to have more impact. These three programs are complementary and are reinforced mutually in a process of synergy of actions. Together, they effectively contribute to the fight against poverty.

### **I.3. Strategy of intervention:**

Strømme Foundation does not work directly on the ground, but rather through local NGOs and associations. Its approach is thus based on the "Self-Help" strategy.

In addition to the partners of implementation, Strømme Foundation develops relations between strategic partners and other international NGOs and the States. These partnerships aim at diversifying the sources of financing of the activities in order to reach the maximum of possible recipients.

Strømme Foundation West Africa has just closed its plan at 5 years (2009-2013) through an evaluation of the activities undertaken during this time in the three countries of intervention which are Mali, Burkina Faso and Niger. The satisfactory results of this evaluation encouraged the Foundation to be planned for better action. It completed the drafting of its strategic plan 2014-2018 which has undergone a slight change as well on the level of the approach as on the level of its strategy in general. It directed its interventions under the Approach Based on Rights in a communal dimension, the whole in the Results Based Management. It also carried out a very significant reduction of its partners in order to concentrate for a greater impact of its activities but also for a more significant and durable support from the beneficiary communities.

## **II. PRESENTATION OF THE ALPHA ACTIVE PROGRAM:**

The Alpha Active is an initiative of Strømme Foundation West Africa. It is being experimented since 2008. After the first three (3) years of experimentation, an external evaluation was made and led to some significant recommendations of which the duration of the program that was corrected by extending over 2 years (as of 5 months of activities of training per annum).

The Alpha Active targets firstly the women of groups of SFC and aims at learning reading and writing and at equipping them to reinvest the acquisitions of literacy in their everyday life in order to improve their socio-economic conditions in a sustainable way. In the margin of the training aiming at developing basic competences (reading, writing and calculating), the sets of themes developed throughout the training are articulated around the good comprehension of the process of decentralization, the knowledge of the physical, social environment, the capacity of follow-up of the education of the children, the participation in the decision-makings at the local level in the prospect of development. Other sets of themes related to the citizenship, management and animal and human health. The Training of the elementary notions of the French language is a fundamental element in the training program.

The program is implemented with the active participation of the beneficiary communities, which must provide the rooms for training, housing for the animators and constitute a Management Committee of the center. This management committee of the Center is in charge of the follow-up of the activities of the center.

The courses take place 3 hours per day and during 5 days of the week. The choices of the days and hours of meeting belong to the learners. The program recommends however to avoid the weekly days of fairs, which generally are very attended by the communities and which constitute the opportunities to promote the IGAs.

It should be noted that this Alpha Active program is supported by a radio program which consists in diffusing the literacy courses through radios of proximity in order to reinforce the training of the learners but also to educate the whole communities covered by these radios partners.

In 2012, in total 20 centers were opened by two different partners of implementation and have dealt with 528 listeners in the circles of Kati (Ouéléssébougou) and Sikasso.

## **I. PRESENTATION OF THE NGO IMPLEMENTING THE ALPHA ACTIVE PROGRAM IN 2013:**

### **III.1. ACEF**

ACEF/MALI has been authorized by the Government of Mali with which it signed a Master Agreement conferring the statute of NGO under the number 000855 as of the 07th of Mars 1997. This master agreement was renewed on the 17th of Mars 2008 and carries from now on number 0345/000855.

ACEF/MALI has fixed the objectives of contributing to the socio-economic development of the poor populations in the rural and urban zones by fighting against certain factors like poverty, the environmental pollution, illiteracy, the diseases, exclusion in all its forms, through the implementation of incomes generating activities, actions of catering, protection and conservation of the resources of the environment, the promotion of the rights of the child and the woman in particular.

With this intention, ACEF/MALI takes actions for the IEC and the development of the capacities of the communities. The NGO intervenes on the whole national territory.

ACEF/MALI is composed of:

- a General Assembly of 20 members which is the supreme authority of the Association
- ACEF/Mali committee made up of 07 members who meet once each 3 months.
- a technical team, of three people, in charge of the design and execution of the projects.

### **III.2. GRAADECOS:**

GRAADECOS is national nonprofit NGO created on the 1<sup>st</sup> of august 1997 under the number N° 0502 MATS DNAT in the form of Association with a head office in Bamako.

This Association was set up as NGO by the master agreement N° 01078 of the 16/12/1998 revised on the 26/12/2007 by that of N° 0095/001078. Since 2000, the head office of the NGO was transferred to Sikasso (Regional capital).

According to the master agreement established with the Government of the Republic of Mali, the zone of intervention of GRAADECOS extends to the regions of the South and the center of the Country. They are the regions of Kayes, Koulikoro, Sikasso, Mopti, and the district of Bamako. However, since the effective starting of the activities of the structure in 2000, the experiments undertaken until there related to only the region of Sikasso and particularly the circle of Sikasso, in the context of decentralization.

The NGO aims at contributing to the socio-economic and cultural development of the country through education, training, the accompaniment of the communities) and the joint implementation of the projects of development meeting their priority needs.

According to various areas of intervention, the following results were obtained:

- ❖ Area of health: the development of the capacities of the organizations of Community health (ASACO), supply of gifts to the patients suffering from the HIV/AIDS in Sikasso.
- ❖ Area of education: the improvement of the access and quality of education (construction and equipment, supply, recruitment and training of the teachers, the training of the school authorities, the support in management) in Sikasso
- ❖ Environment and hydraulics: the development of conventions on natural resources management, the development of a convention on installments of the water resources under the basin of Lotio in Sikasso
- ❖ Micro finance: the facilitation of the access to the ownership through the institutional support and the training of the groups of women for the saving and credit in Sikasso
- ❖ Agriculture: the creation and popularization of varieties improved of sorghum and millet and the agro-sylvo-pastoral innovations.

## **II. CONTEXT AND JUSTIFICATION OF THE EVALUATION:**

Strømme Foundation, faithful to its mission of eradication of poverty has supported the implementation of the literacy programs for a long time. However in 2008, in order to meet a need expressed by the populations, it financed the experimentation of a new formula of literacy called the Alpha Active.

Two NGOs (CAEB and FANDEEMA) were set up for the implementation of the pilot phase of this experimentation in the circles of Kayes and Kolokani taking into consideration their experiment in the field of literacy. Various tools for literacy were designed and tested. Trainings of the trainers and meetings of literacy were carried out in nearly 60 villages, at a rate of 20 centers per annum. In 2012, further to the recommendations of evaluation made in August 2011, two new zones of implementation were selected: the Circle of Sikasso and the Commune of Ouéléssébougou (Circle of Kati). The first implementation campaign of the program in these zones was evaluated in July of the same year to ensure the taking into account of the recommendations of the evaluation.

It is as significant to note as Strømme Foundation, as an initiator of the concept, was the only one to finance the experimentation until now. However, further to the evaluation programs of Geneva Global into 2010 by Robert Smith Langley, the relations were tied with Waterloo Foundation –a British NGO. A document of project was presented for the financing of the Alpha Active in the circles of Kati and Sikasso for twenty (20) centers over two years (2013 and 2014). The execution of the project was entrusted to ACEF and GRAADECOM respectively in the zone of Kati (Ouéléssébougou) and Sikasso.

Each NGO should open ten centers in its zone of intervention. In accordance with the principles of implementation of the AA, the same centers should be renewed in the second year of the project. The same principles would require that there are at least 25 learners per center of which each one equipped with a kit necessary to the acquisition of the desired competences.

This evaluation relates to the twenty centers financed by Waterloo Foundation. Before the start of the activities of the project, a basic survey was carried out to raise the situation of reference of the indicators to develop the implementation of the activities of the project. The evaluation must emphasize clearly the results reached by the project while putting forward the current level of the indicators.

I. **GENERAL OBJECTIVE** *Analysis of the implementation of the project in order to draw the let us lessons learned and the outcomes one the containers.*

II. **SPECIFIC OBJECTIVE:**

This evaluation has the following specific goals:

- ✓ To appreciate:
  - the respect of the commitments made by the stakeholders;
  - the performance of the NGOs of implementation;
  - the opinion of the beneficiary communities of the project (contents of the modules - duration of program (2 years) - radio broadcasting - encountered constraints and difficulties
- ✓ To evaluate the strengths and the points to be improved for the implementation of the project and to make recommendations to different stakeholders;
- ✓ To analyze the outcomes of the Alpha Active on the promotion of the incomes generating activities of the women in the project zones;

- ✓ To analyze the outcome of the alpha active on the participation of the women in the socio-economic, political and educational activities in the project zones.
- ✓ To inform, analyze and appreciate the indicators of the changes aimed by the alpha active and of which the situations of reference that were made by the basic survey before the implementation of the project. They are the:
  - Use of new technologies (mobile telephone, the calculating machine and the scales);
  - Attitudes and apprehension of the women of the AA program concerning the documents of marital status;
  - Attitudes and apprehension of the women of the AA program concerning the death and marriage certificates;
  - Attitudes and apprehension of the women of the program concerning health (health of the household, health of the child)
  - Apprehension and attitudes of the women of the SFC groups concerning the importance of an independent source of incomes (IGAs) for the woman;
  - Indicators of growth of the incomes for the women of the AA program
  - Capacity of the women to assume the secretariat of the SFC groups
  - Implication of the SFC women in the political activities and the processes of decision-making (in their households and the community)
  - Communicative capacities of the women of the AA program (in local languages, French)
  - Free expression of the woman of the AA program as well on the level of their household as in the community;
  - The support of the costs of schooling of the children by the SFC women
  - Schooling of the children in the households of the SFC women carrying out the IGAs;
  - Appreciation of the attendance of the school and the levels of the pupils by the SFC women;
- ✓ To make recommendations
- ✓ To collect the opinion of learners on the duration of the program (two campaigns of 5 months each);
- ✓ To collect the opinion of learners on the duration of the courses (3 hours per day);

- ✓ To appreciate the relevance and the quality of the didactic materials of the AA compared to the objectives aimed by the AA

## **I. THE RESULTS EXPECTED FROM THE CONSULTING:**

The results hereafter are awaited from the evaluation:

- ✓The implementation of the project is appreciated through:
  - the respect of the commitments made by the stakeholders;
  - the performance of the NGOs of implementation;
  - the opinion of the beneficiary communities on the project (contents of the modules - duration of program (2 years) - radio broadcasting - encountered constraints and difficulties);
- ✓The strengths and the points to be improved for the implementation of the project are elucidated and the recommendations are made to different stakeholders;
- ✓The outcome of the Alpha Active on the promotion of the Incomes Generating Activities of the women in the project zones is analyzed;
- ✓The outcome of the Alpha Active on the participation of the women in the socio-economic, political and educational activities of the project zones is analyzed.
- ✓The indicators of the changes aimed by the Alpha Active and of which the situations of reference that were made by the basic Survey before the implementation of the project have been well informed, analyzed and appreciated.
- ✓Recommendations were made
- ✓The opinion of learners on the duration of the program and the courses was collected; the relevance and the quality of the didactic materials of the AA is appreciated

## **II. METHODOLOGY OF THE SURVEY:**

### **VIII.1. Mission of the evaluation:**

The ground phase is the most significant one of this survey. A mission, which logistics will be provided by Strømme Foundation West Africa, will lead the Consultant in the zones of the project. The choice of the methodological approach to reach the results of the study depends on the Consultant; in the same way for the targets. At the end of this mission, a temporary report will be written by the Consultant. The aforementioned report will be presented at a meeting organized by Strømme Foundation West Africa.

### **VIII.2. Framework Meeting:**

To have the same level of understanding about the TOR, a framework meeting will be held. It will join together the Consultant and Strømme Foundation West Africa. Strømme Foundation West Africa will call for the aforementioned meeting. Therefore the Foundation will provide the Consultant with any document likely to contribute to the realization of the results of the survey.

### **VIII.3. Deliverables waited:**

- A temporary report in French, will be submitted to Strømme Foundation West Africa in electronic version under Word format within 4 reasonable calendar days after the ground mission,
- A final report in French integrating the emitted remarks will be produced in 4 copies and will be sent in electronic version under Word format. It will be the property of Strømme Foundation West Africa.

### **III. CRITERIA OF SELECTION OF THE CONSULTANT/EVALUATOR:**

The Consultant is invited, by taking note of these terms of reference, to make technical and financial proposals for the realization of the activity. The selection of Consultant/Evaluator will be carried out by a jury made up only of staff of Strømme Foundation West Africa on the basis of following criteria:

- The comprehension of the subject;
- The methodological step suggested;
- Qualifications and competences of the Consultant;
- The experiences and the knowledge about the project intervention zones;
- The experiment of the problems of the project to be evaluated;
- The budget of the service;
- The chronogram of realization of the service.

### **Annex II: Documents of the alpha active consulted**

- Evaluation reports of the literacy centers of Ouéléssébougou (year 2013 and 2014);
- Evaluation reports of the literacy centers of Kléla (year 2013 and 2014);
- Curriculum of the Alpha Active of Mali, October 2013;
- Guide of calculation, French 2<sup>nd</sup> year AA Mali, March 2013, French and calculation
- Booklet of French reading AA 2nd year learning - Mali, May 2014;
- Booklet of French reading AA 2nd year learning - Mali, May 2014;

- Modules CVC AA, April 2014-Mali;
- Spelling-book of unified Bambara corrected, February 2014;
- Handbook of calculation AA- Bamanakan-Mali - May 2014.

## Annex III: List of persons touched by the survey

### A. Ouélessébougou area

#### o List of the AA women

N°	FIRST NAMES	FAMILY NAMES	AGE	VILLAGE
1	Fatoumata	DOUMBIA	40	Simidji
2	Mariam	DOUMBIA	25	
3	Sira	DOUMBIA	39	
4	Koura	DOUMBIA	30	
5	Rokia	DOUMBIA	38	
6	Kadia	SAMAKE	37	
7	Fatoumata	SAMAKE	52	
8	Aïssata	COULIBALY	30	
9	Salimata	TRAORE	25	
10	Aoua	COULIBALY	24	
11	Minata	DIAKITE	40	Mana
12	Tenimba	SAMAKE	43	
13	Sétou	DOUMBIA	43	
14	Niangaly	DOUMBIA	34	
15	Safiatou	SACKO	48	
16	Maïmouna	DABAYOGO N°1	42	
17	Sira	SAMAKE	43	
18	Ami	SAMAKE	35	
19	Fatoumata	SAMAKE	32	
20	Aminata	DOUMBIA	50	

21	Maïmouna Adama	SAMAKE	27	Tamala I
22	Awa	DAOU	32	
23	Sali A.	SAMAKE	25	
24	Fatoumata	SAMAKE	28	
25	Sétou	CAMARA	25	
26	Mariam	SAMAKE	35	
27	Sétou	SAMAKE	57	
28	Djénèbou	SAMAKE	23	
29	Sali	SAMAKE	25	
30	Sétou	SAMAKE	45	
31	Konimba	BAGAYOGO	40	Tamala II

32	Awa	DIABATE	25	
33	Sali	TRAORE	39	
34	Kamissa	SACKO	36	
35	Nina	SAMAKE	38	
36	Aminata	SAMAKE	25	
37	Korotoumou	KONE	18	
38	Mamou	BAGAYOGO	23	
39	Sétou	TOGOLA	33	
40	Mariam	DOUMBIA	45	

41	Mariam	SAMAKE	22	Dongorona I
42	Sanamba	TRAORE	20	
43	Séba	DOUMIBA	50	
44	Maïmouna	TRAORE	18	
45	Assitan	GAKOU	31	
46	Salimata	COULIBALY	32	
47	Aminata	SAMAKE	24	
48	Oumou	SAMAKE	35	
49	Mariam Aoua	SAMAKE	38	
50	Sitan B.	COULIBALY	39	
51	Doussouba	DOUMBIA		Dongorona II
52	Kafené	TRAORE	25	
53	Massitan	DOUMBIYA	25	
54	N Dia	DOUMBIYA	40	
55	Djènèba	COULIBALY	24	
56	Maïmouna	SAMAKE	40	
57	Aminata	DOUMBIA	30	
58	Kadiatou	DOUMBIA	29	
59	Seba	BAGAYOGO	35	
60	Fatoumata	DIARRA	26	

o **List of the husbands of the learners and persons non members of the SFC groups**

- |               |        |            |
|---------------|--------|------------|
| 1. Fah        | MARICO | Tamala     |
| 2. Moussa     | SAMAKE | Tamala (2) |
| 3. Sékou      | SAMAKE | Tamala (2) |
| 4. Lassine    | SAMAKE | Tamala     |
| 5. Fousseyni  | SAMAKE | Dogorona   |
| 6. Nianankoro | DOMBIA | Sinidji    |

7. Tiècoura	DOUMBIA	Mana
8. Dethieba	DOUMBIA	Mana
9. Adama	SAMAKE	Dongorona
10. Bakary	SAMAKE	Dongorona
11. Badrissa	DIALLO	Dongorona
12. Oumar	SAMAKE	Dongorona (2)
13. Abdoulaye	SAMAKE	Dongorona (2)
14. Sékou	TOGOLA	Tamala (2)
15. Fousseini	KONE	Tamala (1)
16. Nkoh	BAGAYOGO	Tamala (2)
17. Clé	DOUMBIA	Simidji
18. Molobaly	SAMAKE	Tamala (2)
19. Seydou	BAGAYOGO	Tamala (2)
20. Siaka	SAMAKE	Tamala (1)
21. Kériba	SAMAKE	Tamala (1)
22. Fousseyni	BAGAYOFO	Tamala (1)

23.Arouna	SAMAKE	Dongorona
24.Koumassé	SAMAKE	Dongorona
25.Alima	SAMAKE	Tamala
26.NFamousa	BAGAYOGO	Tamala

o **List of the chiefs of villages**

1. Madou	SAMAKE	Tamala (councilor)
2. Konimba	DOUMBIA	Simidji (head of village)
3. Tiécoura	DOUMBIA	Mana (3 <sup>rd</sup> Councilor)
4. Mamoutou	SAMAKE	Dongorona (Councilor)

o **List of village organization leaders**

1. Bakary	MARICO	Tamala
2. Massama	DOUMBIA	Dongorona
3. Ousmane	SAMAKE	Dongorona

o **Supervisors of the alpha centers**

1. Karim	KEITA	
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o **List of town hall councilors**

1. Sylvain Sissoko, education adviser at the town hall

**B. Kléla area**

**List of the AA women**

N°	FIRST NAMES AND FAMILY NAMES	Age	VILLAGES
1	Fatoumata BERTHE	29	Zerelani I
2	Waraba BERTHE	45	
3	Abi BERTHE	33	
4	Habi BERTHE	29	
5	Kadiata BERTHE	40	
6	Farma BERTHE	27	
7	Nakon BENGALY	15	
8	Masseni BERTHE	42	
9	Bayonmeri BERTHE	19	
10	Animata BERTHE	28	
11	Bintou DIABATE	18	Zerelani II
12	Alimata BERTHE	38	
13	Kadiatou BERTHE	31	
14	Massara BERTHE	22	
15	Ramatou BERTHE	30	
16	Korotoumou BERTHE	26	
17	Fatoumata DEMBELE	25	
18	Maimouna BERTHE	35	
19	Bintou SOGO	38	
20	Assétou DIABATE	45	

21	Assétou SYLLA	47	Kléla I
22	Djara BENGALY	47	
23	Chatta DEMBELE	42	
24	Sanata BERTHE	50	
25	Korotoumou SANGARE	43	
26	Mariam DIARRA	45	
27	Sitan GNISSAMA	58	
28	Aminata TRAORE	48	
29	Assétou BERTHE	45	
30	Waraba BOLEZOGOLA	46	

31	Nabintou	BENGALY	30	Kléla II
32	Kadia	CISSE	40	
33	Rokia	DEMBELE	35	
34	Kadia	BENGALY	47	
35	Aïssata	BERTHE	29	
36	Djara	BENGALY	36	
37	Safoura	BENGALY	48	
38	Mariam	TRAORE	35	
39	Maïmouna	SANOGO	28	
40	Maria	TRAORE	32	

41	Safi	DEMBELE	45	Nantoumana
42	Rokia	DISSA	35	
43	Mariam	BOUGOUDOOGO	50	
44	Sitan	BERTHE	50	
45	Moussokoro	DOUGOUDOOGO	49	
46	Assanatou	BENGALY	29	
47	Dialiya	DOUGOUDOOGO	36	
48	Orokiya	DIARRA	39	
49	Mariam	BENGALY	45	
50	Sali	BENGALY	45	
51	Djénèbou	BENGALY	40	Dougoumousso
52	Klemogon	BOLEZOGOLA	55	
53	Adiara	BENGALY	34	
54	Sali	DOUGOUDOOGO	32	
55	Barakissa	DIABATE	60	
56	Mariam	TRAORE	38	
57	Awa	BALLO	48	
58	Kadia	BENGALY	50	
59	Awa	DOUGOUDOOGO	50	
60	Massaran	SOGODOGO	59	

○ **List of the husbands of the learners of Kléla**

- |             |          |              |
|-------------|----------|--------------|
| 1. Siaka    | DIAKITE  | Kléla        |
| 2. Boubacar | BERTHE   | Zerelani (1) |
| 3. Daouda   | SOGODOGO | Dougoumousso |
| 4. Adama    | BERTHE   | Zerelani (2) |

- |                  |        |              |
|------------------|--------|--------------|
| 5. Ngolo Hamidou | BERTHE | Zerelani (1) |
| 6. Alou          | BERTHE | Zerelani (1) |

○ **List of the non members of the SFC groups in Kléla**

- |           |            |              |
|-----------|------------|--------------|
| 1. Binta  | BERTHE     | Zerelani (2) |
| 2. Kandia | BOUGOUDOGO | Zerelani (2) |

○ **List of the chiefs of villages in Kléla**

- |                 |            |              |
|-----------------|------------|--------------|
| 1. Oumar        | BENGALY    | Kléla        |
| 2. Yacouba      | BERTHE     | Zerelani     |
| 3. Kouloussanga | BOUGOUDOGO | Nantoumana   |
| 4. Zié          | SANOGO     | Dougoumousso |

○ **List of town councilors in SFC of Kléla**

- |            |         |       |
|------------|---------|-------|
| 1. Hamidou | DEMBELE | Kléla |
|------------|---------|-------|

○ **Supervisor of the AA center**

- |            |          |                   |
|------------|----------|-------------------|
| 1. Mohamed | BAGAYOGO | Coord. AA project |
|------------|----------|-------------------|