

Capacity building for adult literacy and communication

Ngorongoro District

Project completion report Nov 2003

For the Royal Danish Embassy

Dar es Salaam

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# Capacity building for adult literacy and communication in Ngorongoro District

## Project completion report Nov 2003

### 1 Introduction

This project completion report is prepared by Jonas Olsen, the process catalyst and financially responsible. It starts by setting out the background and the objectives, which are critically assessed for whether or not they are still relevant. Then the projected outputs, actual achievements and issues arising are outlined. The original activity schedule is given and the completion of each activity is explained with a critical assessment (*in italics*) of the relevance in relation to achieving the objectives is given. Finally lessons learned and the need for further support is outlined.

### 2 Background

A consultative process with District personnel, NGO projects and individuals in Ngorongoro district was pursued in preparation for this project. One major constraint to development among the Maasai citizens in Ngorongoro was identified as low levels of education, including low level of basic literacy skills. There was a general concern expressed for the need to improve education for children and for adults. It was agreed that this initiative should focus on adult education, as there were few organisations supporting adult education. The capacity of the district authorities to tackle adult education was limited by few resources for covering a huge area with low literacy levels.

The following problems were identified in relation to adult education:

- Attempts at tackling literacy problems have not been well funded and co-ordinated
- Problems are:
  - lack of skilled literacy teachers
  - lack of training opportunities for literacy teachers
  - appropriate approach not regularly applied

Therefore it was generally agreed that there was a need to:

- Improve skills of literacy teachers/facilitators, by providing appropriate training, follow up training and monitoring and increase numbers of teachers/facilitators.
- Involve communities in the learning process in a genuine participatory way

Relevant district authorities, NGOs and other organisations committed their support to the initiative, which was to train trainers who then improved skills of village level literacy facilitators, identified by the communities. The training uses the REFLECT approach, which is adopted for adult education by Ministry of Education in Tanzania.

## THE REFLECT APPROACH:

The declining interest in literacy classes experienced in the past called for a new approach. Action Aid Tanzania introduced the REFLECT approach which combines adult literacy and social change.

REFLECT is a participatory learning process, which starts with people questioning and reflecting upon their socio-economic, cultural and political environment. As people analyse their social realities, they are prompted to make decisions that will improve their lives. This empowering process gives people an opportunity to freely discuss any issue, including sensitive cultural traditions. REFLECT builds people's confidence enabling them to make decisions and act upon them.

Source: Action Aid, Tanzania: REFLECT An innovation in adult education and social change 2002

## 3 Objectives

The purpose of the training for literacy and communication is to support a process, which will increase men and women's ability to read, write and communicate and contribute to empowering individuals, groups and society to become increasingly self-managing

Overall objective:

Enable women and men to acquire basic literacy and communication skills, and put to immediate use the learning about issues of concern identified by the learners themselves

Immediate objectives:

1. Trainers trained to regularly update facilitators in order to assure maintenance of quality learning
2. Continued empowerment of people to improve their livelihood thereby contributing to improved welfare
3. Synergy developed in co-ordination of activities between District Adult Education office and NGOs with common interests in adult literacy and communication learning

*Objective one, although ambitious remained relevant and achievable but need continuous attention as the task of providing support to both trainers and facilitators is demanding and should be seen in a long term perspective. As we shall see below there are a number of real constraints facing communities, pastoralists in particular, when it comes to education including adult education*

*The second objective is difficult to assess, however the facilitators and communities do see this initiative as a means to improve welfare. Many people are keen and see the initiative as relevant.*

*The third objective is clearly relevant and synergy has been developed between different actors in the district as both OXFAM and the Pastoralist Council in NCAA (PC/NCAA) have allocated funds for adult education through NLI.*

*Another example of good will generated is that a Literacy Festival was organised as a one day event in Endulen by the District Adult Education Office, where NLI featured strongly. In addition NLI facilitators were given a honorarium by the District. The DAEO and one NLI trainer attended the regional REFLECT forum 'Ten years experience and the way forward' in DSM.*

## 4 Output

The expected outcome is that men and women will be better able to read, write, communicate and learn about relevant issues identified according to their own needs. It is envisaged that learning about income generating activities, HIV AIDS, health issues, education and other identified issues will become part of the learning as these issues are of priority to people. However the programme of study will vary from one village to the next as it is important learners themselves identify and learn about issues of concern as this will be the driving force in maintaining a high level of motivation.

The projected output, actual achievements and issues arising:

<b>Projected outputs</b>	<b>Actual achievements</b>	<b>Issues arising</b>
3 trainers trained, 'literacy and communication team' formed	Done, but team is constrained by other commitments	Need to identify more trainers cum co-ordinators and organise training
75 facilitators trained, follow up training and monitoring procedures in place	68 facilitators trained, follow up and monitoring partially fulfilled	Need to improve structure for follow up and monitoring
Increased number of literate and numerate adults	401 males and 431 females attend literacy circles regularly	Need to accommodate seasonal peak labour demands in planning
Capacity for adults to learn & communicate & encourage children improved	Capacity is gradually improving, however not systematically verified	Planned to collect statements from learners for verification
Adults better informed about issues of concern	I.e. Facts about HIV/AIDS/STI was shared and some action was agreed	Planned to produce a tape recording with HIV/AIDS facts in Kimaasai
Increased capacity at community level to plan and initiate own development	Some literacy circles have built classrooms and facilitators meet to share experiences	Worthwhile looking at the opportunities for building multipurpose 'village halls'
Increased parents influence on childrens schooling	Difficult to verify but agreed as important	Planned to collect statements from learners for verification
Improved capacity of District Council and NGOs in Ngorongoro to co-ordinate and plan literacy and communication activities	OXFAM & PC provide funds in support of literacy activities. NLI sent the DAEO to the regional REFLECT forum in DSM	Institutional relation between actors in the district can be outlined in the process of setting up an organisational structure for NLI
	Newsletter produced, providing reading materials for literate adults	To find out how readers receive it, readers will be encouraged to write
	Every facilitator has produced a training manual at initial training	Is the training manual still useful? Are there need for improvements?

In order to achieve this the following activities were carried out:

### Activity schedule

Activity	Date	Who
Selection of three trainers	21.- 30. June	Oxfam, PINGOS, Community Resource Team, Ereto etc.
Training of a team of trainers in Malindi KENYA	3.-14. July 2002	Action Aid REFLECT Kenya
Work out organisational structure for the project	18. July	NGOs in Ngorongoro and District adult education office
PLA sessions in villages and selection of facilitators	29 July. August – 9. August	Trainers, Oxfam, CRT, Ereto, LADO, PWC etc.
Training of facilitators	12. August – 23. August	NLI
Training of facilitators	2. – 13. September	NLI
Training of facilitators	23. September – 4. October	NLI
Literacy and communication learning	26. August – continues weekly	Facilitators
Visit to facilitators at work	As appropriate	Trainers
Exchange workshop for facilitators and trainers	First time 1. October then once per month	Trainers & facilitators
Monitor progress	Once per month	Learners, facilitators & trainers
Refresher workshops	25/26 Oct. 7/8 Nov. 5/6 Dec.	Trainers & facilitators
Lessons learned and unresolved issues	12. December	Selected facilitators, trainers and NGO Network

*On the whole activities took place as planned but timing had to be adjusted to fit in with a number of external factors as well as individuals other commitments.*

### 4.1 Selection and training of literacy team

The team of organisers cum trainers was selected following recommendations from various professionals, NGO's and individuals in Ngorongoro District. The criteria used was that candidates should be dynamic and outgoing, have integrity, hold authority, have knowledge of participatory learning, master three languages: kimaasai, kiswahili and English and be resident of Ngorongoro District. The members of the team are:  
 -Parmitoro Kasiaro, Public Relations Officer, Malanja Cultural Boma, Ngorongoro  
 -Susanna Koillah, District community health worker, Wasso Hospital, Loliondo  
 -Joyce Nasieku, Community Development Officer, Pastoralist Women Council.

The Training of Trainers (TOT) took place in Malindi, Kenya from 3<sup>rd</sup> to 13<sup>th</sup> July organised by Action Aid REFLECT team in Kenya. The focus of the training was to introduce the REFLECT approach to trainers to enable them organise the process of learning and train facilitators to work at subvillage level. The team summarise the training they received:

**Topics covered:**

Participatory tools	A range of participatory tools were introduced, such as village resource maps, showing resource distribution in the village. Chapati diagrammes, showing village institutions and organisations and their different influence/impact on the village. Women and mens daily time use diagram. Income and expenditure tree, where the roots show different incomes and the branches different expenditures. These tools are used in subvillages by participants, who draw the images in the soil using sticks, seeds, animal feaces, grass etc. This allow a collective participation by all in discussions although they are illiterate. It restores confidence and break the culture of silence. Generative words are drawn from the images and discussions and used for learning to read, write and numeracy.
Psychology of adult learning	Adult learners are not like children, they understand a lot of things, which they have studied or experienced in life. Adults also have other commitments and want to be listened to, respected and admired and want to study things, relevant to their life.
Monitoring & evaluation	Monitoring and evaluation is important for following the direction we are going. It can help us correct mistakes so we can advance and improve our development.
Reflect research	Reflect research can be used to gain an insight to how people go about their daily life and be used to discover important issues.
Development of facilitators guide	The guide is to be used in the learning process at subvillage levels and should contain the topics a particular group of participants have agreed to study, i.e. health, human and animal diseases, HIV/AIDS, participatory tools etc.
Sustaining a literate environment	A literate environment is needed to ensure good participatory learning
Analytical view on literacy & HIV/AIDS	To know the cause and prevention of HIV/AIDS and other sexually transmitted infections (STI). To understand how the community view the sick person and how to take care of them. To understand the long term effects of HIV/AIDS in a community

*The training was comprehensive and reported to be very demanding and it was probably ambitious to expect the three trainers to become fully fledged REFLECT experts. Trainers understand the issues well and produce the training material used for training facilitators based on the manual developed at the TOT. They continuously reflect on own performance as a peer group as part of the learning process and continuously improve performance. However, because trainers also have other commitments to attend to there is need to train other trainers cum coordinators preferably more rooted in the communities. Trained facilitators might be suitable candidates for TOT.*

## **4.2 Involvement of District authorities and NGOs in NLI**

The initiative was introduced to the District Commisioner, the District Executive Director, the District Council Chairman, District Adult Education Officer, the District Education Officer, Ward Education Officers, PC/NCAA, Member of Parliament, OXFAM, LADO, Community Resource Team, the Austro project and Ereto.

*All gave the initiative their full support and the District authority provided an official letter of support. The support is still coming forth and the District Literacy Festival had the district function in Endulen where the facilitators had recently received REFLECT training. OXFAM and PC are funding NLI activities and Ereto support with transport*

*and Ereto field officers assist in training sessions. The village support by providing training venues i.e. schools, office or community centres.*

### **4.3 Organisational structure of the initiative**

It was agreed that the initiative could operate within the administrative structure of Ngorongoro District reporting to village governments and traditional leaders, the Pastoralist Council in NCAA, Ward Education Officers, District Adult Education Officer, the District Council through the District Council Chairman and the District Executive Director and the Chairman for the Adult Education Committee in the District; the District Commissioner. This would save time and money, avoiding the long and cumbersome process of registering as an NGO.

*Later it was realised that a formal structure and legal registration is needed. For the initiative to receive funds from donors and support from the Tanzanian Government it is required to be registered as a legal entity. Furthermore the process of establishing an organisational structure will prove useful in defining roles and responsibilities for people involved. The process of setting up an organisational structure will be a valuable learning process. (See also lessons learned below).*

### **4.4 Introduction of NLI and selection and training of facilitators in communities**

Preparation meetings were held with government representatives in Oloirobi, Mokilal and Ilmisigio villages in Ngorongoro ward and with government representatives from Esere, Olpiro and Endulen in Endulen ward followed by subvillage meetings where the subvillage representatives introduced the Literacy and Communication Initiative. Members of the meetings appreciated the initiative and many people expressed interest in learning through the literacy and communication initiative.

In collaboration with the village leaders and the village meeting criteria for proposing facilitators were developed. The criteria agreed upon were as follows:

- be able to speak, read and write Kiswahili easily and speak Kimaasai
- have the will to assist others and be available
- be selfmotivated and systematic
- respect people and not be arrogant
- not be nepotism, harsh, angry or moody
- be sensitive to gender and value & respect all peoples ideas
- be a natural facilitator

*In the first round of selection the criteria 'be a natural facilitator' was not spelled out and a colleague commented about the first progress report that this should be a fundamental*

*prerequisite. It was discussed with various people involved in the initiative and agreed that it is an important quality and difficult to learn if it does not come naturally.*

Panels for selection were established in each ward, 26 facilitators were selected in Ngorongoro ward and 26 in Endulen ward. The selection was based on a written test in reading, writing and numeracy and an oral interview.

In Soit Sambu a different approach was used as the Pastoral Women Council already had their facilitators operating in subvillages and these were simply called for the training.

At the subvillage meetings where the literacy initiative was discussed and facilitators were proposed, the importance of adult education was also discussed. The main points raised are summarised in the box below.

### **Reasons why Maasai want to learn as articulated at subvillage meetings:**

- Both children and adults accuse their parents for hating them by not sending them to school (reversal of the myth that Maasai only sent the unloved children to school).
- When going to the hospital or when they have to deal with revenue collection, people face problems as they cannot explain issues or communicate properly in the national language, Kiswahili.
- People believe that the eviction from Serengeti would not have happened if their leaders had been literate.
- In the early seventies, when the eviction of people from the crater took place, Maasai who understood the issues manipulated the situation at the expense of their people in order not to jeopardise their own employment.
- It was pointed out that if more people can read and write it will be difficult for a few 'wasomi' (educated people) to betray their own people. People see an urgent need for learning in order to avoid being cheated.
- Men are encouraging their wife's to attend the learning. Women are not only caretakers, they are teachers and need more knowledge and understanding.
- People find it important to link up to other organisations and be able to articulate their concerns better, both in a court situation and in relation to the wider society. Including to be better able to address livelihood issues, rather than having a few people talking on their behalf.

*The selection process involves communities all along and ensures that the initiative is 'owned' by the communities, which is essential for achieving long-term sustainability.*

## 4.5 Training of failitators

- 26 facilitators, 17 men and 9 women, were trained at Maasai park in October 2002.
- 16 facilitators, 4 men and 12 women, were trained in Soit Sambu, in february 2003.
- 26 facilitators, 18 men and 8 women, were trained in Endulen, June 2003.

The attendance and participation was good and people enjoyed the training.

A training manual is developed by the trainers, which is adjusted and updated to accommodate new issues and topics relevant in specific areas. Facilitators produce their own training manual based on the information provided by the trainers. Basically the topics covered replicate the Training of Trainers (see page 3). However, for very good reasons the HIV/AIDS/STI issues are given special attention in the training and applied to the specific local context.

### **Summary of HIV/AIDS/STI training:**

First the known facts on HIV/AIDS and STI are presented including, how the HIV virus affects the blood cells, the symptoms and how it is transmitted. How to prevent infection is explained and how to care for people, who are infected, is elaborated. Other sexually transmitted infections are also explained. The use of condom for prevention is explained. The patterns of how the diseases are transmitted in the home areas are discussed.

When all the issues are well understood the whole group is split into three: young men, elder men and women. Each of the groups discusses and works out how different social behaviour and events increase the risk of infection. It was discussed what can be done to reduce the risk of infection in relation to the known social behaviour and suggestions of who should take action was given.

The three groups together with the trainers then developed a plan of action for changing specific social behaviour aimed at reducing the risk of infection. For instance one suggestion was concerned with a number of social situations where warriors and girls practice sex and how this should be discussed in the communities with the aim of finding ways of discouraging these practices. It is suggested that first the issues should be discussed in separate groups of warriors with their leaders and groups of girls with their mothers. Qualified facilitators should guide the discussion as well as clearly explain the risks of HIV infection and its consequences. Then the groups should meet together and changes in social behaviour that can minimise infection risk should be resolved and agreed. Another example of a more practical suggestion was to build a separate house in each settlement for guests and elder men so that having sex with visitors would be discouraged. The approach developed by the NLI team could prove useful to other initiatives in the area when working with HIV/AIDS on a district wide level.

*It was discussed whether the learning language should be Kiswahili or Kimaasai and it was agreed to learn Kiswahili, but Kimaasai should be used for instruction and to explain issues. It is claimed that when Kiswahili has been learned it is easy to read and write Kimaasai as well. In Endulen ward training was conducted using Kiswahili as the common language as the group was one third Datoka and two thirds Maasai. However the issue remains that: People learn better in their own language; The Tanzanian state do not encourage learning in local languages; The Maasai want to communicate with the outside world.*

*The REFLECT method sets a fairly ambitious level, considering the general low level of education and exposure of the facilitators. However we believe that the training will expose facilitators further and help boost the level of proficiency. In order to make the learning more appropriate there is need to formalise a “curriculum”, which takes into account specific issues related to the pastoral way of life.*

#### **4.6 Learning circles at sub-village level**

The learning circles at subvillage level are operating on a regular basis. The attendance from 42 circles amounts to approximately 832 people, 401 males and 431 females. Some groups are using basic learning methods such as counting and arithmetic, learning the alphabet and putting simple words and sentences together. Most groups use PLA methods in the learning exercises. (See appendix one for a list of learning circles in Ngorongoro and Endulen wards).

#### **Exchange workshops**

The main objective for exchange workshops is for the facilitators to exchange experiences and to get feedback on progress or constraints in the literacy circles as well as making follow up where needed. Joint discussions where problems are shared can help solve the problems and lessons learned can be useful from one literacy circle to the next.

It was agreed that the exchange workshops should be institutionalised and each village group of facilitators in Endulen have selected a man and a women to be responsible for calling and reporting on the meetings. The exchange workshops can be held as a one day event every one, two or three months at the village level as agreed by the facilitators. The facilitators meet as a village team of seven to nine facilitators and discuss and resolve relevant issues.

Generally people have a keen interest in learning, however a number of constraints need addressing. The issues raised in Ngorongoro ward 12/12/02 at the exchange workshop and their resolutions were as follows:

### **Constraints to learning & action to be taken**

Issue	Text	Action
<i>Occasional time constraints</i>	Movement of people and herds to pasture at certain specific times, seasonal water shortage and extra labour demands for crop cultivation, use up all available free time in certain periods or people are away herding cattle on distant pastures and therefore not available for learning.	These constraints should be 'discussed' through a sub-village PLA using seasonal calendars etc. and possible solutions should be found.
<i>Permanent time constraint</i>	A few communities face permanent time constraints, as firewood collection uses up a lot of women time.	A village PLA on firewood might be helpful.
<i>Meeting places</i>	All groups have to borrow venues for learning. One group uses a shop, 2 use churches, 2 use a school, 6 use the kindergarten building and 2 groups are in the process of building their own meeting place.  To build own meeting places the following external support was requested: roofing sheets, nails, timber for windows and timber for chairs or benches.	The issue should be raised with the sub-village and the possibility for a multi purpose sub-village building should be explored. Cost sharing could be an option. Applications with a plan and agreement with the village for additional support should be made.
<i>Materials</i>	All groups are in need of blackboards, chalk, marker pens and big sheets of paper.	NLI will provide blackboards, chalk, marker pens and big sheets of paper.
<i>Payment of facilitators</i>	Payment from learners to facilitators was raised as a problem. Learners do not pay up.	Methods of remunerating facilitators should be discussed with the learning circles and the sub-village.

### **Refresher workshops**

A Refresher Workshop is a forum where trainers and other invited resource people can provide training or facilitate a process of discussing issues, which was not easy to resolve in the exchange workshop at village level. Refresher workshops should be held two or three times per year as a three day event. It depends on the need of facilitators and number of issues to be addressed.

At the refresher workshop in Endulen 30/09/03 the following main problems were identified, which have impacts on the learning circles performance. How to address these issues was then suggested:

## PROPOSED SOLUTIONS TO MAIN PROBLEMS

PROBLEM	MEANS OF SOLUTION	RESPONSIBLE	WHEN
Hunger	<ol style="list-style-type: none"> <li>1. Rain</li> <li>2. Selling livestock and buy food</li> </ol>	<ol style="list-style-type: none"> <li>1. God</li> <li>2. Community</li> </ol>	<ol style="list-style-type: none"> <li>1. Rainy season</li> <li>2. Any time</li> </ol>
Lack of Motivation for attending literacy circles	<ol style="list-style-type: none"> <li>1. Conduct meeting</li> <li>2. Involve Ward Education Coordinator</li> <li>3. Involve NGO's</li> </ol>	<ol style="list-style-type: none"> <li>1. Facilitator and leaders</li> <li>2. Facilitators</li> <li>3. Oxfam, Ereto, PC</li> </ol>	<ol style="list-style-type: none"> <li>1. Anytime</li> <li>2. Every mid of each month</li> <li>3. Anytime from now</li> </ol>
Payment for facilitators	<ol style="list-style-type: none"> <li>1. Literacy groups to be given loans</li> <li>2. To get relief food (maize)</li> <li>3. Teachers to be given honorary</li> </ol>	<ol style="list-style-type: none"> <li>1. Government, NDC</li> <li>2. Oxfam</li> <li>3. Ereto</li> <li>4. PC</li> </ol>	Anytime
Problems related to Literacy circles	To be submitted to the relevant levels, NDC and NLI Literacy Department	Ngorongoro Literacy Initiative	Every 15 <sup>th</sup> of each month
Lack of classrooms for literacy classes	<ol style="list-style-type: none"> <li>1. Build classrooms</li> <li>3. Call meetings for citizens</li> </ol>	<ol style="list-style-type: none"> <li>1. Community</li> <li>2. Facilitator</li> <li>3. Traditional leaders</li> <li>4. Ward Education Coordinator</li> <li>5. Head teacher</li> </ol>	Anytime

*The low attendance is clearly linked to drought and hunger, which force people to move long distances with their herds to where water and pasture is available. People will also find employment far from home or go to family and friends to get food. Facilitators agreed to consult with their learning circles to determine when the right time to close the class is and when to open, in relation to peak labour demand in the communities.*

*Learning at sub-village level is constrained by particularly two things. The issue of payment of facilitators has not been resolved in all places. People don't feel they can attend the learning sessions without paying if payment was agreed. Therefore in some places facilitators have agreed with the learners that they will continue the work on a voluntary basis. The other constraint is seasonal peak labour demands, such as water collection in the dry season and periods of drought, movements with the herds to areas with good pasture and water availability, agricultural activities and periods with big ceremonies. Some facilitators and their learners have decided to close classes temporarily while such seasonal peak labour demands are present, but some seem not to have grasped the problem and the way out of it. However it was agreed that they should try and find ways of resolving the issues in their local area.*

*Concerning the issue of shelters for the learning circles it was agreed that facilitators should consult with the learning circle and the sub-village government and find ways of collaborating in solving the problem.*

## **4.7 Other events**

The Regional REFLECT Forum in Dar es Salaam 23<sup>rd</sup> – 28<sup>th</sup> June 2003 was attended by one trainer and the District Adult Education Officer. It was a good opportunity to learn from other REFLECT practitioners in Africa and to present the Ngorongoro Literacy Initiative to a wider audience.

The Process Catalyst attended a training course on Institutional Development and Organisational Strengthening at TCDC 17<sup>th</sup> – 28<sup>th</sup> February 2003 in order to increase the capacity for setting up an organisational structure for NLI. The course was given as a prize by Management for Development Foundation (MDF) Eastern and Southern Africa, Arusha, in a competition where the participants/competitors had to produce the best formulated argument for why they should be given a course free of charge.

The Process Catalyst also participated in IIED/Reconcile workshops: 'Reinforcement of Pastoral Civil Society in East Africa' in order to become familiarised with the programme, learn about pastoralist issues and to identify areas for future collaboration.

A newsletter has been produced giving a brief background to the NLI activities and facilitators profiles in Endulen. The purpose is to provide information and reading material for literate and new literate learners. A second newsletter is in preparation focusing on the progress made in literacy learning in Ngorongoro ward.

## **5 Lessons learned and the need for further support**

The learning activities have proved to be highly relevant and taken up actively by NGOs, local government and PC/NCAA. However there is need to further consolidate the initiative by:

- Training more trainers cum co-ordinators
- Setting up an organisational structure
- Developing appropriate curriculum and reading materials
- Build capacity for responding to needs arising in order to develop the initiative appropriately.

### **5.1 Training of more trainers cum co-ordinators**

It was learned that trainers were not able to follow up and monitor activities sufficiently due to logistical problems (long distances to cover in the 14,000 km<sup>2</sup> Ngorongoro District) as well as lack of time to spare on a personal level. Trainers engaged in NLI on a part time basis, selected for their resourceful qualities, commitment and vision, are also committed with other work. They have showed the way forward and that the NLI was possible. Now it is time to train new trainers to complement or take over from the original ones. In order to have a geographical coverage that better match distribution of activities, it is envisaged that the new trainers can be identified among the facilitators trained so far and appointed to take on roles as contact people and co-ordinators at the village level.

We have learned that it will be useful to integrate the follow up work and monitoring in the groups of facilitators in every ward using the village as a unit. In the next section we explain a bit more about how this is envisaged.

## **5.2 Registering as a legal entity**

It has become clear that the initiative would benefit from a more formal organisational structure legally recognised by national law. There are four good reasons for this:

- First of all, if facilitators are involved in setting up such a structure it gives an opportunity to spell out roles and responsibilities for various actors involved. Facilitators will in the process of building an organisation, learn how this can be done and at the same time clear roles and responsibilities can be agreed among facilitators.
- This would to some extent take care of allocating responsibilities related to monitoring and follow up activities as it has been agreed that each village facilitator group of seven to nine people will meet monthly or bimonthly to address relevant issues experienced in the village and to co-ordinate reporting.
- The identification of new potential trainers to be trained to train facilitators and take on co-ordinating responsibilities in the initiative may be taken care of in the process of setting up an organisational structure. While drawing up an overall organisational structure for the initiative, it is likely that capable and trusted individuals will be put forward and be proposed and selected for trainer cum co-ordinator roles.
- Finally there is need for the initiative to be formally recognised by government and be legally, financially accountable in order for it to be eligible for receiving funds from various donors.

## **5.3 Developing an appropriate curriculum for pastoralists**

It has been learned that there is a need to support the development of an appropriate curriculum for pastoralists to guide the facilitators in their daily work process. Although the facilitators are committed they have relatively low levels of exposure and education. There is a common tendency for most people to fall back on something they already know. In this case the way facilitators were taught in primary school easily becomes where they revert to if they run out of inspiration using the REFLECT approach, including PLA methods and other participatory methodologies. It takes a concerted effort to maintain a good practice of participatory methodologies, although it is well known that the way children learn (in primary school) is not suited to adult learning. Therefore it would be of benefit to spell out and formulate a curriculum with facilitators, learners and traditional leaders, which take into account specific community and pastoralist issues of relevance for locally appropriate development. However it is important to keep such a curriculum flexible and responsive so appropriate adjustments can be made.

We have been in contact with an adult learning initiative for pastoralists in Senegal, implemented by Associates in Research & Education for Development Inc. (ARED). It

has been operating for a number of years seeking to address the specific problems related to teaching pastoralists to read and write as well as to address myths and misconceptions about the pastoralist livelihood system. These misunderstandings otherwise easily become a threat to the pastoral livelihood system, as issues are not properly understood by governing and implementing agencies. Even among pastoralist the issues are not always clearly understood, certainly the ability to articulate and analyse pastoralist issues is a problem for many pastoralists. Yet, in order to reduce vulnerability the livelihood system has to be secured.

Therefore if people in the process of becoming literate can become aware and articulate important features of pastoralist production systems it will be of great benefit to the process of addressing the problems of ignorance and misconceptions threatening pastoralist livelihoods as a whole.

#### **5.4 Sustainability of Ngorongoro Literacy Initiative**

Sustaining the effort has not yet been achieved during the one and a half year period, hence a need for continued support in order for the initiative to become sustainable. The proposed activities have funds partially available from OXFAM and Ngorongoro Pastoralist Council. In addition funds are needed for training more trainers, setting up an organisational structure for NLI and develop a curriculum and reading material in close collaboration with communities, facilitators and learners.

The initiative clearly responds to a real need among the Maasai. The time is ripe to make an impact with the momentum and strong support from individuals and communities and good political will towards improving literacy and communication skills and ultimately the Maasai livelihoods and general welfare.

## APPENDIX 1

### List of learning circles in Ngorongoro and Endulen Wards.

#### Ngorongoro Ward 16. 12. 2002

Village	No of circles	Times of learning	Registered		Attendance	
			Men	Women	Men	Women
Irmisigiyo	1	Mon. to Fri. 13.00-16.30	21	18	18	8
Mokilal 'A'	1	Mon. Wed. Fri. 12.00-15.30	13	31	13	31
Longoiwoo	2	Mon to Fri 13.00-15.30	11	14	9	6
			13	4	17	8
Mokilal 'B'	1	Mon. Wed. Fri. 12.30-15.30	8	18	8	18
Ndoroso 'A'	1	Mon. Wed. Fri. 10.00-13.00	8	10	17	17
Ndorosi 'B'	1	Mon. Wed. Fri. 13.00-16.00	10	7	15	12
Oloirobi	1	Tue. Thu. Sat 12.00-15.00	13	10	7	9
Emotony	2	Mon. Wed. Fri. 11.00-15.30	6	10	6	10
			7	20	7	18
Endarakwai	1	Mon. Tue. Wed 13.00-15.30	18	13	14	10
Olekike	1	Building the classroom	10	15	10	15
<b>Total</b>	<b>12</b>		<b>138</b>	<b>170</b>	<b>141</b>	<b>162</b>

#### Endulen Ward 30. 09. 2003

Village	No of circles	Times of learning	Registered		Attendance	
			Men	Women	Men	Women
Nasipa	1	Mon. Wed. Fri.	17	13	5	10
Nasipa	1	Mon. Wed. Fri.	4	15	4	15
Nasipa	1	Mon. Wed. Fri. 5:00 – 6:00	8	5	5	3
Ormoti	1	Mon. Wed. Fri.	10	8	10	8
Ormoti A	1	Mon. Wed. Fri.	12	20	7	14
Ormoti B	1	Mon. Wed. Fri.	0	6	0	5
Engeshei	1	Mon. Wed. Fri. 11.00-2.00 pm	5	15	5	15
Moshorijo	1	Mon. Wed. Fri.	26	13	10	2
Losilaie B	1	Tue. Thu. Sat.	0	4	3	10
Olpiro Kati	1	Wed. Sat. Sun.	9	6	52	22
Langay	1		15	5	8	1
Esirwa	1	Mon. Wed. Fri. 7:00 – 9:00 am	7	1	5	5
Aldarpoi B	1	Mon. Wed. Fri.	6	9	6	9
Ormekeke	1	Mon. Wed. Fri. 8:00 – 10:00	3	6	6	8
Mungororuni	1	Mon. Wed. Fri.	5	6	5	6
Indian	1	Mon. Wed. Fri.	13	10	5	2
Mungororuni	1		5	0	5	5
Engidingaa	1	Mon. Wed. Fri.	5	5	3	5
<b>Total</b>	<b>18</b>		<b>150</b>	<b>147</b>	<b>144</b>	<b>145</b>

Details from Soit Sambu was not available, but it was said that 12 learning circles are operating with an average of 24 women and youth attending each.