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THE TRAINING OF YOUNG FARMERS IN UPPER VOLTA

by

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TRAINING OF YOUNG FARMERS IN UPPER VOLTA

INTRODUCTION

Non-formal education: The term "non-formal education" is used to describe education for persons who are no longer of school age, namely, young people and adults. In Upper Volta, education for these groups takes several forms, namely, functional literacy, introduction to a trade and continuing training.

Functional literacy is taught in institutions involved, for instance, in the UNESCO-Upper Volta project concerning equal access for women and girls to education and the Association des Frères des Hommes project for the training of young farmers.

This study is going to concentrate on the latter. Since 1961, rural education courses have been organized for young people who are too old for school, the aim being to teach them to read, write and do arithmetic and also to give them some technical training in agriculture. Until 1975, the reading and writing part of the course was in French, however, as the years went by it was realized that the expected results were not being achieved. Accordingly, the rural education project was changed and subsequently renamed Formation des Jeunes Agriculteurs (project for the training of young framers) (FJA). The latter started an experiment in functional literacy in the national languages, particularly in Mooré and in Dioula, and the results have been promising. Accordingly, this experiment is being extended to all training centres of young farmers, provided that the national language spoken by the users has a written form.

SOCIO-ECONOMIC CONDITIONS

The socio-economic structure in Upper Volta comprises two sectors:

- a traditional sector with low productivity that accounts for 76 per cent of production;
- a highly productive modern sector which is technically and commercially integrated in the international economy, accounting for 24 per cent of production.

The traditional sector includes agriculture, livestock raising and crafts which are very important in this region (peasants derive 70 per cent of their income from these activities which include basketwork, shoemaking and dyeing).

Between 90 and 95 per cent of the active population in Upper Volta is employed in the traditional sector.

The modern sector consists, inter-alia, of industry, transport and services.

(a) General situation with regard to the supply of skilled labour in the main sectors

As of the start of 1976, the private so-called modern sector and the public enterprises assimilated to it employed 41,600 wage earners, that is, 1.4 per cent of the active population, broken down as follows: 19,200 in the private sector and 22,400 in the public sector.

In 1975, there were 5,329 vacancies registered with the placements centres at Ouaga and Bobo. In 1976, the figure was 5,183 based on to the national survey on employment and training situation in 1975.

(b) Situation with regard to the demand for skilled manpower in the main sectors

In 1975, 9,797 job seekers had registered at the placement centres and in 1976, the number had increased to 13,875. In 1975, 1,639 wage earners were dismissed and in 1976 the number was 1,502.

(c) General policy with regard to the development of human resources

Until recently, Upper Volta did not have a system for planning human resources. It was not until the Office National de la Promotion de l'Emploi (national bureau for the advancement of employment) (ONPE) was established that such a system came into being. Article 3 of decree 75/432/PRES/FPT, dated 21 November 1974, assigned ONPE the task of planning human resources. Accordingly, ONPE decided what the content and goals of such planning are to be. It deals simultaneously with all three sectors of employment:

- paid employment;
- non-structured employment;
- rural employment.

So far as paid employment is concerned, training must be geared, as far as possible, to the available jobs. This can be achieved by:

- having a clear picture of all individuals graduating from the school system;
- evaluating manpower needs in the public and private sectors;
- identifying what kind of training is needed and inviting training institutions to provide it.

ONPE therefore established a central roster containing the names of persons currently undergoing training. The purpose is to enable the users to know what the educational system is turning out and also to let students know about job opportunities.

ONPE has also devised various systems of nomenclature and classification in order to process all data relating to training and employment, in this case, the nomenclature of trades or type of training according to level of qualification and the International Standard Industrial Classification (ISIC).

So far as rural employment is concerned, it is necessary to start from scratch.

First, it is essential to have all the necessary data on:

- the breakdown of the rural active population as between men and women;
- the various aspects of rural employment and under-employment with particular reference to the activities and rate of activity of the rural family: men, women and children;
- migratory movements (both internal and external).

Promotion of rural employment will be achieved by training and improving the working conditions of rural families.

EDUCATION

Back in May 1974, the decision was taken to "... establish a complete educational system that would enable the greatest numbers to acquire the knowledge and training necessary for the education of the people of Upper Volta". This would be achieved by means of:

"- mass education;
- an educational system designed to restore the African personality;
- an educational approach that would combine learning with production;
- an educational system geared towards community rural development".

Accordingly, a document entitled "Educational Reform: A Preliminary Outline" was prepared. The purpose of this document was to facilitate consultation during the period preceeding the preparation of a new plan.

School enrollment rates at all levels. Currently education is focused on three age groups which correspond to primary, secondary and higher education.

1. Primary Education

Primary education is spread out over six years and consists of an introductory course followed by a preparatory course, an elementary course (2 years) and, finally, a middle-level course (2 years). Pupils usually enter primary school at the age of seven.

In 1975, there were 133,660 primary school pupils, of whom 37.5 per cent were girls. This represents a gross school enrollment rate of 12 per cent.

2. Secondary Education

Upon completion of primary school pupils are awarded the Certificat d'Etudes Primaires Elémentaires (certificate of primary elementary studies) (CEPE), but the brightest go on to secondary school after passing the entrance exam to the lowest form. Each year, there are 1,500 places, on average, open to competition. The number of applicants is rising constantly; in 1975, there were more than 9,000 applicants.

Secondary school consists of two cycles: the first cycle covers four years and leads to the Brevet d'Etudes du Premier Cycle (BEPC); the second cycle covers three years and leads to the Baccalauréat (school-leaving certificate). Entrance to the second cycle is also by competitive exam and there are approximately 500 places.

In 1975, there were 13,064 pupils in secondary school, 29 per cent of whom were girls. Nearly half the students attend private schools; these schools are on the increase because of the great social demand for secondary education.

3. Technical Education

Upper Volta has 12 establishments which provide technical education and vocational training; they have a total of 2,699 students. It should be pointed out that the majority of these students are in private establishments which give preference to commercial education. The State alone is in a position to diversify technical education and it is concentrating on a single establishment, Ouaga Technical School.

4. Teacher Training

This is provided in teacher training courses. The purpose is to train assistant schoolteachers. Persons holding the BEPC may sit for the competitive entrance examination. The training takes two years and it is geared essentially towards teaching and consolidating what the students already know.

5. Higher Education

The University of Ouagadougou was established on 1 April 1974. It replaced the former Centre for Higher Education.

Unemployment among educated young people in urban and rural areas: The number of trained persons on the job market in the period 1977-1981 will be fairly large. There will be 3,211 senior management cadres, 1,988 semi-skilled and skilled workers, 1,081 technicians and 373 middle management cadres and skilled technicians.

In addition to the above, a number of young people will not complete their secondary education and will enter the job market with varying amounts of education but without any specific qualification and most often without even a diploma /BEPC, CAP (certificate of vocational training) or baccalauréat/.

It is estimated that, even if there was an appreciable increase in the number of children entering the penultimate year of school, approximately 9,500 young people without qualifications will enter the job market between 1977 and 1981; 7,000 of them will leave during the first cycle and 2,500 during the second cycle.

While it is true that some 2,500 will be recovered by means of various competitive examinations for specialized training geared to the ministries, that will still leave at least 7,000 who, although they will have received a certain general education, have no qualifications.

There will also be 19,000 pupils who will have obtained CEPE during that period but who will have been unable to enter secondary school or any training institution. Another 10,000 will leave the senior class of primary school during that period without CEPE.

Finally, we must not forget that some young people who have not been to school will appear on the labour market seeking unskilled labour. This situation is a direct consequence of the existing training system.

Secondary education, being a selective system rather than one designed to guide students towards specific occupations, results in a large number of young dropouts lacking professional qualifications and with small means of acquiring them in any of the specialized streams catering to their situation.

Secondary education is geared entirely towards the baccalauréat which, once obtained, necessarily leads those who have it on to higher education. A majority of students who have completed their secondary education are swept on almost irresistibly on to higher education and overlook the possibility of training for positions as senior technicians.

Finally, the existing system leaves very few places and resources for training young people who have CEPE but who are unable to enter secondary school.

Opportunities in the area of education and continuing training

There are a number of vocational training centres. The main ones are:

- The Austria-Upper Volta Technical and Vocational Training Centre which trains skilled workers in such fields as general mechanics and electromechanics.
- The Fada-N'Gourma Vocational Training Centre which trains workers in automechanics, building, masonry, carpentry, electrical assembly and design.
- The Ouaga Technical School (trains automechanics)
- The Handicrafts Training Centre for Women (teaches carpet weaving and embroidery)
- The Lavigerie Technical College (teaches dressmaking)
- The Nouna Vocational Training Centre (trains masons and electricians).

There are also various training centres that specialize in certain trades most of which are under the ministries concerned. There are a few training centres for rural leaders. Opportunities for on-the-job training are limited.

BACKGROUND AND PURPOSE

Rural education and its objectives

Right from the early years of its independence, Upper Volta had a very low school enrollment rate (approximately 6 per cent). However, since education is important as a driving force for development, it was realized that the people must become literate.

In spite of this, it was beyond the State's ability to enrol all children of school age immediately for, even if it had allocated all its resources for that objective only half of all the children could have entered school.

Since it was impossible to increase the amount of the appropriation for national education in the budget, the Government decided to launch a vast campaign against illiteracy and asked the Société d'Etudes pour le Développement Economique et Social (SEDES) and the Institut Pédagogique National (IPN) of Paris to assist it in studying this thorny problem.

The experts after:

- examining the problems of employment and vocational guidance;
- analysing the over-all economic aspects of school enrollment;
- analysing the technical resources that would be needed;
- examining the country's financial resources;

recommended "the introduction of a shortened primary education system in rural areas for those children who had not found a place in the traditional educational system. The purpose of establishing such a system would in no way be to do away with the existing primary schools but would complement them and be temporary in nature. It would be designed to develop gradually and to provide education of an increasingly higher standard as the country's needs and financial position changed. This school system is designed to teach young people who are about to engage in agricultural production to read and write, and to give them vocational training in order to increase rural productivity by teaching and disseminating new techniques and behaviours that take account of the realities of the natural and human environment.

Once all of those in this age-group are enrolled, the system could evolve and draw progressively closer to the classical primary education system by admitting younger students and correspondingly lengthening the duration of studies."

These then were the objectives of the system:

- The rural education centres programme was designed to give children, on the one hand, the basic intellectual tools needed for reading, arithmetic, writing, expression and analysis and, on the other hand, to prepare them for agricultural life.

- The method of teaching French was the same as that in use in traditional schools. General and technical subjects were taught exclusively in French.

The school year ran from May to February inclusive so as to be in line with the agricultural calendar.

Results:

During the 10 years from 1961 to 1971:

- approximately 47,455 pupils were trained;
- by 845 school teachers and instructors;
- in 786 Rural Education Centres;
- guided by 9 advisors;
- under three successive directors;
- with the aid of the heads of the administrative districts, certain employees in the public and private sector and concerned villagers.

This brief overview demonstrates that there was some confusion between the traditional primary school and the rural education centre owing:

- to the lack of information prior to and during the establishment of the centres the latter were viewed as ordinary schools of a somewhat lower level dispensing inferior education;
- to the fact that the technical agricultural level was not high enough (the Centres did not play any role in regard to technical promotion in the rural areas);
- to the fact that the purpose of the training was not achieved since there was no structure where graduates of the Centres could go (and they soon forgot what they had learnt);
- above all, to the non-participation of the villagers who had been kept from participating in the Centre's activities;
- in addition, a good many young people, out off from their former habits, did not remain in the village but left for the towns in search of a job, thus depriving their parents of their services.

It is obvious from the above that the problems of vocational training and integration in the village had not been studied sufficiently. Uncertain as to what to do, the Government asked for an assessment of the system which had been established 10 years earlier. This evaluation showed that: the school enrollment rate had remained more or less the same, the rural exodus had continued unabated and rural education, while tolerated in certain regions in the absence of anything better (such as a traditional school), was almost entirely rejected in others.

Something had to be done. In 1974, the rural education system which had existed since 1961 was changed in order to take account of the Government's new option regarding community development. This, then, gave rise to the training of young farmers (FJA) project. Its purpose is to train young farmers who will be integrated in their surroundings in order better to satisfy the aspirations of the village communities.

The underlying philosophy of the system is to train young farmers who will be open to and responsible for change in their communities, in other words, farmers capable of adopting an active rather than a passive approach to farming.

The main goals of this training are:

- to provide practical and vocational training as part of the development programmes of the Organismes Régionaux de Développement (regional development bodies) (ORD) based on their economic potential.

- to provide the functional education that is essential in order to develop local resources;

- to ensure participation in the community development of the village.

In order to achieve these objectives, the project is using the following aids:

- village participation in the life of the Centre by giving the village responsibilities;

- training that combines action with thought in other words, teaching young people to adopt a critical and experimental approach;

- provision of sufficient equipment; provision of refresher courses for instructors; utilization of the regional language for training purposes; provision of certain basic knowledge (language, how to read, arithmetic, management and so forth). To encourage these groups to be active and to take initiatives at the technical, economic and cultural levels.

These guidelines have been chosen because they are more in keeping with farm activities and with the training of modern farmers (see tables 1, 2 and 3 attached hereto). The detailed programme is as follows:

Village participation

It was necessary to know how the villagers would react to this new project and to obtain their whole-hearted co-operation and make them feel responsible for the project; accordingly, villagers will participate in the management of the training centre for young farmers through a village council attached to the Centre (CVC) consisting, as a rule, of 12 to 15 members.

The councils will operate in the following areas:

- recruitment of and association with young people;
- allocation of land (land ownership has not been codified and the problem is very complex and differs from one region to another);
- construction of buildings (the Centre and accommodation for the instructor);
- placement of young people upon graduation from the training centres;
- participation in the training activities.

Agricultural training

The main purpose of this training is to have the students actually manage a farm.

In order to do so, they must learn a number of cultivation techniques and as well as learning how to organize their time. They are divided into work teams according to the tasks that need doing. They do what are called permanent tasks (for example, looking after the animals) from 7 to 8 a.m. and then they go on to do seasonal work from 8 to 11.15 a.m.

Permanent and seasonal work

The approach chosen is to establish a real farm combining both stock raising and agriculture and thus obliging the farmer to work throughout the year.

Permanent work is work that must be done daily (maintenance of draught animals, cleaning the farm, feeding the animals).

Seasonal work is work that varies according to the season - there is a time for ploughing, for sowing, for hoeing and for harvesting.

Before, during and after each of these activities, the instructor seeks to make his students reflect on the why and the wherefore of what they are doing and to contribute knowledge related to the subject.

At the end of the morning, approximately one hour is set aside for discussing the work done that morning, allocating work for the following day and examining in greater detail a specific point raised during an earlier reflexion session.

Training in functional arithmetic

In order to manage their farm, the students must be able to measure their land, calculate the time needed to perform various tasks and be familiar with basic management theories. Arithmetic and management theories are taught in the course of the different operations carried out at the farm.

However, a young person upon entering the course is uneducated and must be taught the basics of ordinary arithmetic which is essential if he is to be able to measure and manage the farm. This arithmetic is taught in evenings classes according to a specific programme:

1st year

- he is taught to count;
- he is given exercises for practice;
- he is taught to write the numbers down and how to do mental arithmetic;
- he is taught to add several numbers on paper;
- he is taught to multiply on paper by a one-digit figure.

2nd year

- subtraction;
- division;
- written enumeration of decimals.

3rd year

- how to deal with fractions, which are useful proportions in farming. The basic notions of arithmetic are applied in daily farming activities as they are learnt;
- the young people learn to count in their regional language and then how to write the figures; this knowledge is immediately applied by numbering the work teams and the plots of land.

Measurements such as the meter and decimeter are taught practically, in the field (functional arithmetic), according to the following programme:

1st year

- principal measurements: meter, acre, kilo, centimeter;
- notions of geometry: straight line and right angle;
- speed of work: how many areas have been worked in a morning.

2nd year

Millimeters, square meters and hectares. Diagrams and plans are drawn, and calculations involving density and the rule three are carried out.

The meter is the constant unit of measurement and is valid in any region. Each student cuts his own measuring rod which he will use throughout the course.

A decameter is measured by marking off 10 separate 1-meter lengths on a cord. The young people measure the land, the belonging to the Centre by counting how many times they must stretch out their 10-meter cord (which they align with stakes planted every 10 meters) to encircle the property.

They learn to draw a right angle by the mid-perpendicular method or with a set square made out of a tin split along four lines at right angles to one another. Since there are stakes every 10 meters around all four sides of the rectangular plots, the instructor introduces the notion of an acre by making the students stand at 1-meter intervals within a square measuring 10 meters by 10 meters, the corners of which are marked by four rods. The area of the centre plots can be determined by counting the number of students standing within that square. Thus it is possible to measure areas without having to multiply length by the width.

During the planting season the decimeter and the centimeter are seen by the students to be elementary units of measurement necessary to such operations.

Weights, the quantities necessary per acre, are taught in the course of practical work.

During the dry season, students learn about square meters and perimeters, by measuring these out in the garden or on construction sites.

In the second and third years, students go on to draw up graphs of farm operations; this enables them to integrate the notions millimeter, density, conversion into square meters, acre and hectare to scale and to utilize centimeters and the rule of three.

MANAGEMENT

However, an understanding of agricultural techniques is not all that is required to manage a farm. Accordingly, students must be given a grounding in management theory.

In the first year, they are made aware of management operations by being taught to think about each task they perform on the farm. They learn to calculate the cost of and return on each economic operation and then to draw up a balance sheeet and to see the difference between cost and return.

The analysis enables them, at the end of the year, to compare the results obtained for each crop grown at the farm as these are recorded on the information sheets relating to each plot, and to understand the need for changing the system of farming according to the various calculations regarding profitability. At the end of the year, the students attend the discussions of the Centre's Village Councils (CVC).

In the second and third years, the young people help to keep the various documents:

- brief information sheets relating to each plot;
- accounts;
- stock records.

They help to calculate the produce and earnings and to allocate the income of the farm.

READING, WRITING AND THE TEACHING OF FRENCH

Reading and writing

In response to the decision to use national languages for functional purposes, the instructor talks to the students all day in their mother tongue. They are taught to read and write in the common language of the region (either Mooré or Jula).

Method of teaching French

French has been replaced almost completely by the regional languages for everyday purpose. It is used to communicate with persons from outside the village. To that end, a method of teaching French has been developed by the teaching service. Its originality lies in the fact that it teaches the bare essentials for a basic understanding of the French language. The method is taught by means of pamphlets:

- numbers 1 to 8 are covered in the first year;
- pamphlets 8 to 12 are covered in the second year; and
- pamphlets 13 to 16 are covered in the third year.

The pamphlets contain situational dialogues which illustrate all the elements of French that must be learned, and they are always repeated according to the same ritual. The training takes 3 years. The academic year at the centre lasts 10 months, generally from the beginning of May to the end of February. The students, at the suggestion of the instructor, draw up a duty roster for themselves so that the essential tasks on the farm (care of livestock and crops) can continue without interuption throughout all holidays. The work week so far as the training is concerned is a 5-day week for both instructor and students. In addition to their week-end duty, the students are at the Centre four days each week, while on the fifth they are officially assigned to work in the village. On this day, the students help their parents. They may enquire into certain aspects and, if their parents so request, with the aid of the instructor, introduce improved techniques (provided they have sufficient knowledge). By trial and error it has been determined that it is best to set aside the mornings (5 hours) for vocational training and all that is related thereto. The afternoons (3 hours) are devoted to basic instruction. This principle is applied flexibly; the weather (the rains) and certain vocational activities (pricking out of seedlings and watering) may necessitate seasonal changes. Students are trained by being made to perform the tasks and reflect on what they have done. The training is both practical and theoretical and includes instruction on behaviour and corresponds to each element of the programme content.

In order to facilitate his task the instructor divides his class into teams (6 teams with 7 students, 5 teams with 6 students, and 6 teams with 5 students). Since the programme for the training of young farmers professes to be entirely divorced from ordinary school, traditional teaching methods (particularly the one-way approach in which the teacher lectures and the students listen passively), is replaced by a new strategy based large y on active methods. I: this new system, importance is attached not so much to the quantity and quality of the "knowledge" imparted by the teacher but, rather, to the equality of the human relationships established and developed between instructors and students and among the students themselves. Through his actions the instructor imparts practical and theoretical knowledge and teached aspects of behaviour. His first task when greeting a new class is to establish communication, to open a dialogue with the students; partly, so that he can find out about the students' needs, aspiration and capacities and, partly in order to break the ice among the young people, the initial step towards the formation of the group.

RELATIONSHIP TO THE TRADITIONAL TEACHING METHOD

For technical reasons, rural education has been taken away from the Ministry of Education, and the Rural Education Centres (CER) have been renamed Training Centres for Young Farmers. These now come under the Ministry of Rural Development. Relations with the traditional educational system are practically non existent. They consist simply of informal exchanges and contacts within the framework of pedagogical research. The FJA has a certain head start in the utilization of the national languages and the national education system is seeking to take this into account.

Data on financial resources and the financ g of the programme

From the time it was established until 1971, rural education was financed by UNICEF which was responsible for building the premises providing the centres with gardening tools and agricultural equipment and providing the centres for women with sewing and cooking equipme t.

Since 1974, UNICEF's task has been taken over by the World Bank (IBRD/AID), the European Development Fund (EDF) project and the Fonds d'Aide et de Coopération (FAC) project. Now IBRD/AID covers the ORD in the west central (Koudougou) and north central (Kaya) regions, and the Black Volta region (Dédougou), and has been doing so since 1975. It provides the training centres with ploughing material (cattle and ploughs), equipment for raising sheep and goats and poultry, garden tools and equipment for the female equivalent to the young farmers training centres, builds training centres for young framers and trains the instructors. It also deals with the young farmers (GJA), providing the material needed for such groups.

The European Development Fund deals with the ORD in Yatenga (Ouahigouya) and Comoé (Banfora). It plans to build centres, to sink wells for the young farmers training centres, to organize some kind of infrastructure for supplementary training in the field and to assist the young farmers groups.

The Fonds d'Aide et de Coopération assists the ORD in the central region (Ouagadougou). This assistance is limited to a few centres which it supplies with all agricultural equipment, draught animals and school furniture. It focuses, above all, on the teaching aspects of the training of young farmers providing the equipment and defraying almost all the operating costs of those centres.

The Government of Upper Volta

- It deals with the operation of the service, providing the staff, senior management and leaders;
- It pays their salaries and sees to the operation of the administrative districts (provides office furniture and fuel).

EVALUATION AND OUTLOOK

All in all, 26 Training Centres for Young Farmers were in operation during the first year of the new method (1976 to 1977). The instructors had previously been given a 9-month refresher course in the training centres for instructors in rural education at Kamboinsé and Farako-Bâ.

It is difficult to say after only one year, whether all the goals have been attained and whether all projects have proved successful. For the moment, we must confine ourselves to giving general impressions.

A. So far as the vocational training and general education of the young is concerned, much has been learned on both sides;

- Draught animals, including training of such animals, consideration for the animals and their maintenance;
- Rational farming: the students now know why certain actions and technical theories are advocated; they understand the need for ploughing, sorting and protecting the seed, for sowing seed in drills, for using insecticide, for frequent hoeing, for planting trees and for market gardening;
- Introduction of new and modern techniques such as gelding of oxen, stocking of fodder, rational raising of one-day-old chicks, calculating areas and the time needed to do the work;
- Use of certain handicraft techniques: introduction of techniques, building, pottery, carpentry, etc.;
- The introduction of functional arithmetic has made it possible to teach such concepts as: a straight line, length, width, a square, right angle, sale and purchase price;

- The education programme has taught young people to count in their own language and to do sums correctly. In 10 months, they have learned how to read and write common words and short sentences in their own language. They have learned to understand and to express in French a few simple ideas based on everyday actions;

- They have made progress with regard to personal cleanliness, and with regard to the cleaning and tidying up of the places they live and work in.

B. Impact of the experiment on the village and region: Traditional family constraints are sometimes very strong and the influence of the young is as yet minimal; however, certain positive signs have already been noted:

- Parents are pleased to see their children work on the family farm for two days each week;

- Many innovations have been introduced in the homes of various adult villagers following experiments carried out in the Centre. These include the digging of manure trenches, re-introduction of cotton - a crop that had not been grown for years - introduction of the use of draught animals, tree planting and gardens.

PROSPECTS

Establishment of a welcome structure for young farmers: the young farmers group (GJA). Upon leaving the Centre after a stay of three years, a young person must find his feet or have a certain amount of self-confidence in order to be able freely to carry out his profession as a farmer. However, in peasant circles, a young person aged 17 or 18 is of invaluable assistance to his parents. It takes a long time before he can be in charge of a farm. Pending the time when he will be able to make the decisions and in order to prevent his forgetting what he has learnt or becoming discouraged, a welcome structure has been established in which former students of the centre and all other villagers can meet. This is the young farmers group (GJA). It is the perfect framework, for it is a continuation of the training centre. Members are responsible for their activities and an attempt is made to instill in them an understanding of the co-operative movement.

Once it has been organized, the GJA receives help from the technical services of ORD; the central administration is also concerned about its well-being because the group is a nucleus for development.

The group engages, inter-alia, in the following activities:

Winter activities: grain and cash crops (millet, sorghum, peanuts, cotton and rice) reforestation, provisions of service (mutual self-help) and so forth.

Dry season activities: handicrafts (weaving, making of silos, iron work, basket work, pottery, millinery) marketing of products, market gardening (availability of water), cultural activities (theater and folk dances).

Following is a comparative table of the principles governing rural education (ER) and the training of young farmers project in an attempt to highlight further the spirit of the renovation. Later, we will talk about the means that have been used to achieve the objectives of the project.

COMPARISON OF THE PRINCIPLES GOVERNING ER/FJA

Principles	E R	FJA
RECRUITMENT	Children aged 12-14 years recruited by force	Children aged 14-17 years who plan to work later in their home surroundings. Recruited freely
RELATIONSHIP WITH THE VILLAGE	None Funds managed by the school master	C.V.C. (Management, Participation in teaching, Participation in recruitment) Funds and equipment managed by the C.V.C.
TRAINING	-Emphasis on reading and writing in French	Emphasis on vocational training
	-Goal: the completion of primary education within 3 years; it should enable students to acquire further vocational training later on.	Goal: to teach students what they need in order to live in their local areas.
	Students will eventually be channelled back to the traditional educational system by lowering the entrance age to the rural education establishments.	Agricultural technique, management, good citizenship so that the students become village farmers G.J.A.
	-Teaching method: as in ordinary schools	Teaching method: teaching by doing. No break between theory and practice
	-Language used in education: French	Language in which courses given: Regional or local language Second language: French: Programmed and functional
	- French: DAVESME CREDIF Crash Course	
POSITION VIS-A-VIS THE ADMINISTRATION	Integrated with national education	Integration with ORD Mutual aid. Account is taken of the region covered by the centres for the training of young farmers

Principles	ER	FJA
PERSONNEL	School teachers and advisors are under the Ministry of National Education	Instructors and advisors are under the Ministry for Rural Development
	-Status of School teachers and advisors remains the same	-The status of school teachers and advisors has been upgraded
	-Director = Inspector	-Director of FJA: Agronomist
	-Personnel: level of training remains static	-Personnel: continuous training

CHANGES IN THE NUMBER OF PERSONS ATTENDING RURAL EDUCATION CENTRES

YEAR	Number of Rural Education Centres			Number of Students		
	Boys	Girls	Total	Boys	Girls	Total
1962 - 1963 - 1964	180		180	8,100		8,100
1964 - 1965	196		196	11,920		11,920
1965 - 1966	364	9	373	17,046	315	17,361
1966 - 1967	438	19	457	20,169	622	20,791
1967 - 1968	512	30	542	21,802	1,044	22,846
1968 - 1969	590	48	638	22,817	1,693	24,510
1969 - 1970	637	63	700	24,187	2,177	26,364
1970 - 1971	680	79	759	27,240	2,765	30,005
1971 - 1972	706	87	793	24,048	2,944	26,992
1972 - 1973	653	84	737	21,679	2,485	24,164
1973 - 1974	581	94	975	17,640	2,547	20,187
1974 - 1975	656	84	740	20,054	1,875	21,932

RURAL EDUCATION

Number of children attending according to year as at 1 January 1975

Administrative District	1st year		2nd year		3rd year		Total	Total	Combined
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Banfora	684	26	185	60	119	-	988	86	1,074
Bobo-Dioulasso	567	46	352	-	89	-	1,008	46	1,054
Dédougou	1,615	60	236		54	35	1,905	95	2,000
Fada N'Gourma	1,989	120	264	69	390	21	1,743	210	1,953
Kaya	1,541	235	526	60	333	32	2,373	327	2,700
Koudougou (*)							3,624	1,128	4,752
Ouagadougou	1,343	63	717	137	582	32	2,642	232	2,874
Ouahigouya (*)							3,706	193	3,899
Tougan	1,159	134	98	52	137	36	1,394	222	1,616
All districts	8,871	684	2,478	378	1,704	156	19,383	2,539	21,932

(-) Approximate figures.