

499 pupils enrolled at the start of the school year

High School news



The second Grade 3 classroom

Disappointing BEPC results for 2021

Of the 34 pupils in TANAT's class 3, only 13 passed the BEPC exam.

This 38% pass rate, however, is far above the national average of 20% and / or the regional average of 17%.

Mixed results in the 2021 Baccalaureate exam

For option A (litterary studies) 15 out of 22 students were successful (68%).

For option D (Sciences) 5 out of 19 students were successful (26%) compared to 12% at the national level.

Overall, TANAT achieved a success rate of 48% compared to 32% nationally.

Once again, it is the scientific subjects (Maths, P&C) which are the main cause of these disappointing results. Discussions are underway to strengthen the teaching of these subjects from middle school.



"It has become a tradition at the start of the new school year for us to give you an update on developments. The return to school was without our Headmaster Hasane who is attending a training course at the École Normale Supérieure of Abdou Moumouni University in Niamey. So I am standing in as acting Headmaster.

Although scheduled for September 15, the start of the high school year actually took place on the same date as primary schools everywhere else in Niger, on October 4th. The government had decided this date and TANAT, as a good student of Niger's education system, did not deviate from the ruling.

One of the peculiarities of this new school year was the very large number of new registration requests. Tests were organised so as to admit only pupils who were at the appropriate level. This resulted in the admission of 60 new students from a total of 118 applicants, pushing the numbers in some of our classes to the limit of our standard practice. But it was impossible to resist the pressure of the parents

and especially of the local authorities who have always supported us.

To avoid overfilled classes of 57 students in 3rd year as the result of 19 newcomers and the disappointing BEPC results, we had to open a second Grade 3 class.

We held a meeting with the students registered in Grade 3 and Final Year 12, together with their parents, in order for them to sign a commitment of good behaviour and good work, as we are in the habit of doing. The difference this year is that parents are directly involved and empowered. In so doing, we hope to encourage parents to help or continue to help their children at home in order to reduce remedial classes. Because, if a child is helped at home with classroom lessons and work, results will follow."

Billou Mohamed Moctar, Acting Headmaster



Billou Mohamed Moctar
provisseur par interim

Primary School : a new Head



Mouhamadoune Ahmoudou
Nouveau directeur du primaire

Mouhamadoune Abdousamed has broadened his duties at TANAT and is replaced as the Primary School Head by Mouhamadoune Ahmoudou who has been teaching at TANAT Primary School for 8 years.

"It's a great pleasure for me to speak to you as the new Head of TANAT Primary School, which I now have the honour

and privilege of leading.

This primary school grows more and more each year, as evidenced by its current enrolment of 233 students, including 99 girls.

The school year began on October 4th 2021. Early in the morning, the Head and his staff welcomed the pupils who found all the necessary learning materials already waiting for

them. So we wasted no time getting started. Immediately after the bell, we distributed school supplies to the pupils and wrote the timetable on the board. The pupils seemed motivated and concerned about the work ahead.

Thanks to the efforts of the staff and partners of TANAT, the Government of Niger has seen fit to support us by sending us a qualified teacher in the name of Mrs. Hamid Mariama Jaques who has 14 years experience in the field of education.

During September we attended a five-day training course in Tahoua on the revised curriculum that was put into effect by the Niger government. This training is provided by inspectors and educational advisers, a very rewarding training programme which gathered together all School Heads who are then responsible for sharing it with their colleagues."

Mouhamadoune Ahmoudou , Primary School Head

Sponsor a class or a pupil of TANAT school

Sponsorships are essential to offer schooling to underprivileged children (pupil sponsorship) or to balance the running costs of the school (class sponsorship). TANAT School needs you and your friends to give even more children the opportunity to take charge of their future.

The state of the education system in Niger and TANAT school



Feux de brousse à proximité d'Abalak

News

"We have recently seen outbreaks of bush fires. This is a calamity that is devastating plant resources that are an essential food reserve for livestock and the great wealth of this area. These fires started in several places and ravaged large areas, burning significant grass resources and decimating some herds.

With the support of able-bodied men of the department, the defence and security forces, the authorities and certain politicians we were able to contain the fires and take measures to prevent them.

We have also experienced an outbreak of malaria which has affected almost all families, some of whom have been bereaved by the death of their children or loved ones."

Mouhamadoune Ahmoudou, Primary School Head

Zahra graduated in July 2017 from TANAT and has since taught at TANAT primary school while studying for a bachelor's degree in Maths through the Digital Academy; she is spending this year as a maths teacher at the High School.

"The education system in Niger is made up of primary education (classical and Franco-Arab), secondary education made up of secondary and high school (classical and Franco-Arab), vocational education and higher education (public and private universities and institutes).

This system is essentially dominated by the public sector while the private sector, which is beginning to develop, occupies a tiny part. In these public establishments, it is not uncommon (or surprising) to see a class of more than 120 students, or 3 or 4 per table, for those who have had this privilege! Many of these classes do not have desks: pupils sit on the floor, some on pieces of brick or cans. How can a pupil study under these conditions? How can the teacher assess them properly, objectively? It's difficult, if not impossible! Suddenly, exam results are catastrophic, 30 to 33% in secondary and between 20 to 30% in high school.

There is also the teaching staff. A body mainly dominated by contract workers (up to 80%) and Regulars (registered state teachers who have teaching as a permanent job). They represent around 20% of the workforce. The vast majority of these contract workers do not have the required diploma for the subject taught nor do they have the necessary skills or vocation. This is how we can see a law graduate teaching Philosophy, French or History-Geography; or worse still, teaching English. Graduates in Sociology or Psychology form the bulk of Maths, P&C or SVT (Earth and Life Sciences) teachers, etc.

What is more striking is that 98% are in education just to earn a living, waiting to join the Police, the National Guard, the Gendarmerie, etc. Once successful, these teachers abandon students in the middle of the year with the risk that these children will have no other teacher before the next school year.

In order to recruit a teacher (graduate) in the public service, one proceeds either by competition (the most deserving is selected within the limit of available places) or by mass recruitment (based on a shortlist). Since 2014 the government has not recruited; suddenly the demand for teachers only increases because each year the number of students increases.

It was in this context that the TANAT school was born, to provide a solution to the difficulties of providing education in a nomadic region, an area which has not always been able to access schooling.

In 2009 at Billou's initiative, the ONODEP Association opened a primary school in Abalak. A school that must deliver quality education; a school that strives for excellence by trying to correct and avoid the mistakes of the public school system; a school that seeks to turn the young people entrusted to it into responsible people capable of self-determination.

With this same vision, the secondary school or CSP (Private School Complex) was born. To fully fulfil its mission of empowering its learners, the CSP TANAT also provides computer courses at all levels; electricity lessons in 4th and 3rd year classes; sewing and hand-embroidery lessons for all the girls.

This means that any student who has been through TANAT will come out with something that can help them in their lives: this is why we say that "WE ENTER TANAT EMPTY-HANDED, BUT WE LEAVE WITH OUR ARMS FULL".

All this has earned TANAT the place of leader in Abalak, regionally and nationally. TANAT students are cited as an example in many schools. Examination results have always been well above the national average. These good results have earned TANAT an official recognition of satisfaction from the Ministry of Secondary Education.

TANAT's faculty is made up of permanent teachers (recruited from a shortlist and interview), teachers made available by the government and temporary staff (public service teachers paid by the hour for the lessons they give). All are subject to the same rules and work in harmony with one another. "

Hassane Moumouni
former Head
of TANAT
secondary
school



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TANAT School

Given the state of the education system in the Abalak region of Niger, residents banded together in 2008, within the ONODEP association chaired by Mayor Billou Mohamed Moctar, to create and run a school that would cater for pupils from nursery school to final year graduation, in partnership with the French TANAT association.

The educational aim of Tanat School is to:

- Welcome boys and girls regardless of social, cultural or religious background.
- Give young people entrusted to them not only a solid school education but relevant training to prepare them for life as responsible men and women.
- Maintain a family atmosphere that allows young people to feel loved, recognised, supported and listened to.