

PD-AAI-390-B1

6830226 (2)

PROJECT PAPER

4/13/79

NIGER - RURAL SECTOR

HUMAN RESOURCES DEVELOPMENT

PROJECT (NO. 583-0226)

**BEST AVAILABLE DOCUMENT**

USAID/NIGER

Agency for International Development

Unclassified

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR FOR AFRICA

FROM: AFR/DR, <sup>J.W. Koehring</sup> John W. Koehring

SUBJECT: Niger Rural Sector Human Resources Development Project  
(683-0226)

I. Problem: Your approval is required to authorize a grant of two million dollars (\$2,000,000) from the Sahel Development appropriation (SH) during FY 1979 to the Government of Niger for execution of the Rural Sector Human Resources Development Project (683-0226). Your approval is also required for the proposed life of project funding of five million thirty thousand dollars (\$5,030,000) as well as the procurement waiver and IEE described below.

II. Discussion:

A. The purpose of this project is to expand and improve the capacity of Niger to produce competently trained middle-level rural development agents who will direct field activities of the Ministry of Rural Development (MRD). The purpose is to be achieved by restructuring the MRD's Institut Pratique de Developpement Rural (IPDR) and (1) expanding the physical facilities to increase training capacity from 250 to 450 students, (2) changing and strengthening the curriculum to make it more relevant to Niger's rural development needs, and (3) providing enough training abroad to enable IPDR to be fully staffed by Nigeriens by 1984. The new IPDR curriculum provides for a general knowledge base and then for a specialization in one of six areas of rural development--agricultural extension; agricultural research; fish wildlife and forestry; rural engineering; cooperative extension; or community development. The emphasis of the new curriculum is on practical training through a system of workshops associated with each specialization and through student involvement in development work in villages near IPDR under the Village Operations Program (VOP).

This project fully conforms to the AID country development strategy and objectives; it reinforces the long-term goals of the GON within the parameters of AID development policy and the broad strategy statements of CILSS/ Club du Sahel. The project utilizes a multidonor activity coordinated by UNDP/FAO to address a major Nigerien development constraint--the lack of trained manpower. Trained government personnel are needed to design, implement and evaluate rural development activities which are planned to increase rural productivity and well-being. The plan for restructuring IPDR was established by UNDP/FAO following recommendations of an International Technical Consultative Committee; the MRD reviewed and published the plan in February, 1979. The reform plan is to be implemented by the GON with technical direction and funding from seven donors: UNDP/FAO, AID, IBRD, FAC, FED, Belgium, and Switzerland.

The ultimate beneficiaries of the project will be the rural population of Niger who will gain from the intensified rural development which will result from the activities of IPDR-trained rural development agents. The more immediate and direct beneficiaries will be approximately 700 rural development agents who will be trained at IPDR during the life of the project and the villagers near IPDR who will participate in the approximately 600 production improvement projects to be designed, implemented, and evaluated as part of the practical field training aspects of the curriculum.

B. The AID financial requirements for the project are \$5,030,000 over the five year life of the project. All funds are to come from the Sahel Development appropriation.

AID project funding requested for the first year and the life of the project is as follows:

	FY 1979	Life of Project
Tech. Assistance	68,000	1,640,000
Par. Training	9,000	374,000
Construction	1,700,000	1,700,000
Commodities	73,000	177,000
Operating Costs	55,000	376,000
Evaluation	---	40,000
Inflation & Contingency	95,000	723,000
<b>Total - AID Financed</b>	<b>2,000,000</b>	<b>5,030,000</b>
<b>Host Country Financed</b>		<b>4,020,000</b>
<b>Other Donor Financed</b>		<b>10,109,000</b>
<b>Total, Multidonor Project</b>		<b>19,159,000</b>

AID will be funding 26 percent of the estimated \$19.1 million total cost for the multidonor activity. In addition to AID, other donors supporting the project are: IBRD (\$4.6 million), FAC (\$1.8 million), UNDP (\$1.6 million), Belgium (\$1.2 million), FED (\$.5 million) and Switzerland (\$.4 million). The GON will contribute \$4.0 million, or approximately 21 percent, of the total cost of the multidonor activity. The 25 percent host country contribution required under Section 110(a) of the Foreign Assistance Act is not applicable to projects funded under the Sahel Development Program.

C. The project is socially and economically acceptable. From a sociological perspective, the project will help improve the basic quality of life standards of the target population and promote local participation in development activities. From an economic perspective, the project will address three major human resources constraints to rural development-- (1) lack of extension/instruction cadres, (2) lack of regional testing and adaptation of available technical packages, and, ultimately, (3) low levels of farm productivity. Since the project outputs of improved and expanded institutional capabilities impact indirectly upon agricultural productivity, the net benefits of the IPDR expansion program on income and employment are difficult to calculate. However, quantitative data from several regional productivity projects indicate that increases in the number and quality of field staff will increase farm production and have derived income distribution and employment generating effects which are certain to exceed total costs considerably.

The project has no negative implications with respect to human rights. It will contribute to the basic human right to freedom from hunger and is based on non-discriminatory, competitive entrance and promotion within IPDR and the MRD. There are no issues in Niger with respect to U.S. concerns for human rights.

The project is technically feasible. Multi-donor support and timely availability of the planned inputs are important for successful project implementation.

Negative Determination is recommended by the Initial Environmental Examination since the expansion and improvement of Niger's capacity to train rural development personnel will have no significant impact on the natural and physical environment. No future environmental analyses are necessary. The construction activity consists of the renovation and expansion facilities on the site of the existing school and will not affect the environment nor displace any established population. The ecological and social aspects

of the IPDR curriculum should increase the ability of rural development agents to design and implement environmentally sound projects. Positive indirect environmental consequences are therefore to be expected from this training project.

D. Conditions precedent to disbursement of funds or issuance of documentation under the project will be limited to standard action requirements for the nomination of a GON project representative responsible for the project and standard conditions precedent prior to disbursement of funds for construction. The Project Review meeting of April 30 recommended the inclusion of covenants with respect to the GON's acceptance and implementation of the IPDR reform plan and the GON's commitment to cover recurrent costs for the project.

A waiver from Code 941 to Code 935 is recommended for host country construction contracting on the basis of the justification provided on page 45 of the Project Paper.

The expansion and reform of IPDR is being implemented by the MRD in collaboration with UNDP/FAO and the recommendations of the Technical Consultative Committee. The Technical Consultative Committee comprises the directors of several MRD divisions for which IPDR trains personnel and of several international experts in agricultural and rural development. AID project assistance will be coordinated by a Human Resources Officer. This officer will function as project manager and, with the assistance of USAID's Project Management Support Unit, will provide advisory assistance to the MRD with respect to project implementation. Project evaluation will be undertaken within the established UNDP evaluation procedures and AID will participate in the evaluation through representation by persons selected by USAID/Niger and AID/W from agency staff and/or consultants.

E. The Project Review, which was held for the subject project on Monday, April 30, approved the project pending the validation of construction and commodity costs. The Review concluded that, since there are no major project issues, approval should be recommended to the AA/AFR without holding an ECPR meeting. In response to the request of the Project Review, USAID/Niger has confirmed the validity of construction cost estimates, and commodity costs have been revised to include costs for transportation, packing and insurance.

The project requires an authorization of \$2,000,000 for FY 1979. Although the life of project funding has been reduced from \$16 million in the FY 1979 Congressional Presentation to \$5 million, it is the opinion of GC/LPC that

the change is a reduction in an activity of essentially the same nature and does not require a Congressional Notification. AFR/DR concurs with this opinion. Therefore, a CN is not being sent to Congress.

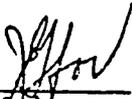
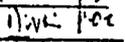
F. USAID/Niger is recruiting a Project Manager. The responsible officer in AFR/DR is Ben Stoner.

Recommendation:

That you sign the attached PAF, Part II, and the IEE and thereby authorize the proposed project and the requested waiver.

Drafted by: AFR/DR/SFWAP: B<sup>31</sup>stoner:fn

Clearances:

AFR/DR/SFWAP: J.R. McCabe   
AFR/DR/EHR: F. Moore (draft)  
AFR/DR/ARD: N. Ulsaker (draft)  
AFR/DR/ENGR: D. Davies (draft)  
AFR/DR/SDP: J. Nixon (draft)  
AFR/SFWA: R. Landgren (draft)  
AFR/SFWA: G. MacArthur (draft)  
GC/AFR: A. Williams (draft)  
AFR/DP: J. Govan (draft)  
AFR/DR: N. Cohen 

U.S. W. Haven Norton 

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

PART II

COUNTRY: Niger

Project: Rural Sector Human Resources Develop

Project No.: 683-0226

Pursuant to Part I, Chapter 1, Section 121 of the Foreign Assistance Act 1961, as amended, I hereby authorize a Grant to the Government of the Republic of Niger, the "Cooperating Country," not to exceed Two Million United States Dollars (\$2,000,000) to assist in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The project consists of providing technical assistance, goods and other services to support the program of the Cooperating Country to reform the Institut Pratique de Developpement Rural (IPDR) and thereby to expand and improve its capacity to train middle-level rural development personnel, by (a) providing long and short-term technical assistance as interim IPDR staff to implement curriculum reform and practical field training programs; (b) providing U.S. masters-level training for Nigerien participants who will fill teaching positions at IPDR; (c) establishing study tours for familiarizing senior Nigerien officials with rural development training in the U.S. and other LDC's; (d) supporting phase II of the IPDR construction effort which will renovate existing classroom facilities and dormitories, and construct new classrooms, laboratories, workshops, kitchen and dining facilities, and dormitories; (e) providing equipment, including office and workshop furniture, general supplies, four vehicles, and training aids, and operating costs for applied training activities; and (f) providing project evaluation assistance for A.I.D. participation, through consultants or AID/Washington staff, in regular project reviews (hereinafter referred to as the "Project").

I approve the total level of A.I.D. appropriated funding planned for the Project of not to exceed Five Million Thirty Thousand United States Dollars (\$5,030,000) (Grant) during the period FY 1979 through FY 1983, including the amount authorized above and additional increments of grant funding during such period subject to the availability of funds and in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority subject to the following essential terms and covenants and major conditions as A.I.D. may deem appropriate:

a. Source and Origin of Goods and Services

Except for ocean shipping, goods and services financed by A.I.D. under the Project shall have their source and origin in the Cooperating Country or in countries included in A.I.D. Geographic Code 941 except as A.I.D. may otherwise agree in writing. Ocean shipping financed under the Grant shall be procured in the United States and the Cooperating Country, except as A.I.D. may otherwise agree in writing.

b. Conditions Precedent

(1) Prior to the first disbursement of funds under the Project, or to the issuance of any disbursement documents with respect thereto, the Cooperating Country shall furnish in form and substance satisfactory to A.I.D. documentary evidence of the selection and assignment of a Nigerian project representative responsible for the management of the project.

(2) Prior to the first disbursement of funds with respect to each construction activity financed under the grant, or to the issuance of commitment documents with respect thereto, the Cooperating Country shall furnish to A.I.D. the following, with respect to such construction activity, in form and substance satisfactory to A.I.D.:

1. Plans, specifications, bid documents and time schedules for such construction activity;

2. A description of the arrangements made for providing construction services for such activity, including an executed contract for construction services with a firm acceptable to A.I.D. unless such services are being provided by force account; and

3. A description of the arrangements made for providing engineering supervisory services for such construction activity, including an executed contract with a firm satisfactory to A.I.D. unless such services are being provided by agencies of the Cooperating Country.

C. Coventants

The Grant Agreement shall contain the following covenants providing in substance as follows:

1. The Cooperating Country will insure the speedy adoption and implementation of the plan for the restructuring of the IPDR as published by it in February, 1979.

2. The Cooperating Country has committed itself to provide for the recurrent costs of this Project. Prior to the termination of the project the Cooperating Country will present to A.I.D. its plan to provide for those costs.

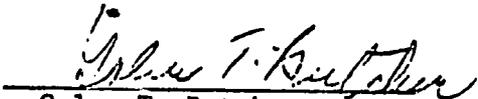
D. Waiver

Notwithstanding paragraph a above and based upon the justification set forth on page 45 of the project paper, I hereby:

1. Approve a procurement source waiver from A.I.D. Geographic Code 941 and the Cooperating Country to A.I.D. Geographic Code 935 for procurement of construction services under a host country contract.

2. Certify that the interests of the United States are best served by permitting the procurement of construction services from Free World countries other than the Cooperating Country and countries included in Code 941.

Date: 6/7/79

  
Goler T. Butcher  
Assistant Administrator  
for Africa

AGENCY FOR INTERNATIONAL DEVELOPMENT  <b>PROJECT PAPER FACESHEET</b>		1. TRANSACTION CODE <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 5px;">A</div> <div style="font-size: small;">                     A ADD                      C CHANGE                      D DELETE                 </div> </div>		PP  2. DOCUMENT CODE <b>3</b>
3. COUNTRY/ENTITY  NIGER		4. DOCUMENT REVISION NUMBER  <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto;"></div>		
5. PROJECT NUMBER (7 digits)  <div style="border: 1px solid black; padding: 2px; display: inline-block;">683-0226</div>	6. BUREAU/OFFICE A. SYMBOL AFR	B. CODE <div style="border: 1px solid black; padding: 2px; display: inline-block;">06</div>	7. PROJECT TITLE (Maximum 40 characters)  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Rural Sector Human Resources Development</div>	
8. ESTIMATED FY OF PROJECT COMPLETION  FY <div style="border: 1px solid black; padding: 2px; display: inline-block;">84</div>		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY <div style="border: 1px solid black; padding: 2px; display: inline-block;">79</div> B. QUARTER <div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div> C. FINAL FY <div style="border: 1px solid black; padding: 2px; display: inline-block;">83</div> (Enter 1, 2, 3 or 4)		

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -						
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL						
(GRANT)	( 141 )	( 1859 )	( 2000 )	( 2284 )	( 2746 )	( 5030 )
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S.	1.					
	2.					
HOST COUNTRY		455	455		4020	4020
OTHER D.C. (OR IS)	877	578	1455	3878	6231	10109
<b>TOTALS</b>	<b>1018</b>	<b>2892</b>	<b>3910</b>	<b>6162</b>	<b>12997</b>	<b>19159</b>

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY <u>80</u>		K. 3RD FY <u>81</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) SH	623	700		2000		1052		860	
(2)									
(3)									
(4)									
<b>TOTALS</b>									

A. APPROPRIATION	N. 4TH FY <u>82</u>		O. 5TH FY <u>83</u>		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED  MM YY <div style="border: 1px solid black; padding: 2px; display: inline-block;">06 80</div>
	D. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1)	734		384		5030		
(2)							
(3)							
(4)							
<b>TOTALS</b>							

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1

 1 = NO  
 2 = YES

14. ORIGINATING OFFICE CLEARANCE		15. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION	
SIGNATURE	Jay P. Johnson <i>Jay P. Johnson</i>		
TITLE	Mission Director USAID/Niger	DATE SIGNED	
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">04 13 79</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">04 16 79</div>

GLOSSARY

and

ABBREVIATIONS

- Aide Encadreur: Assistant encadreur - village level technical assistant under contract to a specific project
- Aménagement Rural: Activities of Service des Eaux et Forêts and Génie Rural
- Animation: Community Mobilization for Development. This function is exercised by a Service of the Ministry of Planning.
- Arrondissement: One of 37 administrative sub-divisions of Departments in Niger
- A.T.: Agent Technique
- Agent Technique: A technician with a BEPC and 2 years of supplemental training. (C grade of the Civil Service)
- BEPC: Brevet d'Etudes de fin du Premier Cycle - certification of completion of 4 years post primary education
- Canton: Administrative sub-division of arrondissement
- CEP: Certificat d'Etudes Primaires - Primary School Certificate
- CNCA: Caisse Nationale de Crédit Agricole - National Agricultural Bank
- Conducteur: A technician with BEPC and 3 years of supplemental training (B<sub>2</sub> grade of Civil Service)
- Conseiller: A technician with BEPC and 4 years of supplemental training (B<sub>1</sub> grade of Civil Service)
- COTEAR: Technical committee at level of arrondissement
- COTEDEP: Technical committee at level of department
- Cycle Technicien: Technician cycle - course of instruction leading to the diploma of Conducteur or Conseiller
- Département: Largest administrative sub-division of which there are a total of 7 in Niger

Eaux et Forêts: Fish, wildlife and forestry service of M.R.D., including conservation, soil protection and environment

Encadreur: Generic term for low level technical assistant typically recruited on contract for a project

Génie Rural: Rural works service of M.R.D. - physical infrastructure for rural development

Ingénieur: Highest rank of technician at grade of A<sub>2</sub> with bachelor degree or equivalent and A<sub>1</sub>, at Master or higher degree level

INRAN: Institut National des Recherches Agronomiques au Niger

I.P.D.R.: Institut Pratique du Développement Rural

M.R.D.: Ministry of Rural Development

Moniteur: Lowest level extension worker at D grade of Civil Service now being phased out by attrition or upgrading

Paysan Démonstrateur or

Paysan Vulgarisateur: Farmer trained by A.T.s or higher level Ministry technicians to introduce and demonstrate new practices in their villages

Service: A functional division of a ministry

Technician: Person who completed the cycle technicien

TMU: Teaching Methodology Unit

U.N.C.C.: Union Nigérienne de Crédit et de Coopération - Nigerien Credit and Cooperative Union, a parastatal organization responsible for all cooperative organization supervised by M.R.D.

VOP: Village Operation Program or Project

Vulgarisateur: See Paysan

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RURAL SECTOR HUMAN RESOURCES DEVELOPMENT PROJECT PAPER

I. SUMMARY AND RECOMMENDATIONS

A. FACE SHEET DATA

Data are provided on cover sheet.

B. RECOMMENDATIONS

The following AID funding for strengthening and developing the Institut Pratique de Developpement Rural (IPDR) at Kolo is recommended by the Project Paper team:

<u>Grant Year</u>	<u>Amount</u>
FY 1979	\$ 2,000,000
FY 1980	\$ 1,052,000
FY 1981	\$ 860,000
FY 1982	\$ 734,000
FY 1983	\$ 384,000
Total	\$ 5,030,000

AID will be funding 26 percent of the estimated \$19.2 million total cost for the multi-donor project. In addition to AID, other donors that are expected to support the project are: IBRD (\$4.6 million), FAC (\$1.8 million), UNDP (\$1.6 million), Belgium (\$1.2 million), FED (\$.5 million), and Switzerland (\$.4 million). The Government of Niger (GON) will contribute \$4.0 million or approximately 21 percent of the total project costs.

Source Code 941 shall be used for procurement of all commodities except vehicles in accordance with Handbook 15, Chapter 2A4, since Niger is registered by the United Nations as a "relatively least developed country"(RLDC).

AID shall contract for technical assistance since the Mission Director has determined that the GON request for AID contracting is justified.

A waiver from Code 941 to Code 935 is recommended for host country construction contracting on the basis of the justification provided on page 45.

## C. SUMMARY DESCRIPTION

### 1. Summary

This project is designed to expand and improve the capacity of Niger to train rural development personnel with emphasis on professional mid-level training. To support the project AID will provide interim technical assistance, training for Nigerien instructors, and renovation and construction of facilities. This combination of project inputs will assist the GON in increasing the output of badly needed trained personnel, yet the expected increased output should not exceed the utilization and administrative support capacities of the GON.

The UNDP/FAO plan (May 1976) for restructuring IPDR included proposals for (1) expanding the physical facilities to increase the training capacity from 250 to 450 students, (2) changing and strengthening the curriculum to make it more relevant to Niger's rural development needs, and (3) providing enough training abroad to enable IPDR to be fully staffed by Nigeriens by 1984. Following the recommendations of an International Technical Consultative Committee (October 1978), the Ministry of Rural Development (MDR) refined the planned IPDR program (February 1979). The plan has reshaped the IPDR program into units which correspond to the skills required by rural development agents and which collectively form a multi-disciplinary, generalist instructional program. The new curriculum provides for a general knowledge base and then for a specialization in one of six areas of rural development activity-agricultural extension; agricultural research; fish, wildlife and forestry; rural engineering; cooperative extension; and community development. The emphasis of the new curriculum is on practical training through a system of workshops associated with each specialization and through student involvement in development work in villages near Kolo under the Village Operations Program (VOP).

### 2. Inputs

AID financial inputs will support:

a. Five technician/trainers to staff positions in the Socio-economic and Production Units so that the IPDR program will be operating fully while Nigerien instructors are being trained. The US technicians will span a four-year period, with the last technician departing in 1983. The technicians within the Socio-economic Unit will also have the primary responsibility for directing the VOP component of the IPDR curriculum reform.

b. Graduate level training in the US for eight Nigerien instructors. The first two participants will, within the first year of the project, undergo 2 to 3 months of language training and then enter U.S. academic programs. Three additional participants will follow this same

pattern in each of the two succeeding years. The participants will be accepting this opportunity for masters-degree-level training in exchange for a long-term commitment to teach at IPDR. The training of eight instructors for six staff positions is planned so that attrition or reassignment by the GON does not deplete staffing below the planned level.

c. Phase II of the construction effort to expand and upgrade IPDR. Phase II includes (1) renovation of the Socio-economic Unit facilities and of dormitories accommodating 250 students and (2) construction of new classroom facilities, laboratories, workshops, kitchen and dining facilities, and of a dormitory accommodating 50 students. Switzerland has underwritten Phase I of the construction effort which includes a workshop and three staff houses; Belgium is financing classrooms and a workshop under Phase II; and the World Bank is expected to finance the remaining construction of dormitories, farm facilities, and staff housing during Phase III.

d. Equipment, including office and workshop furniture, general supplies, four vehicles, and training aids. These items will enable IPDR to operate effectively during the project and until the GON assumes continuing operational costs.

e. Study tours of one month duration in FY 1980 and FY 1982, each to allow 5 senior officials to visit the United States and LDC's in Africa and elsewhere for familiarization with training and field work in rural development.

f. Evaluation assistance to provide for the cost of AID participation, through consultants or AID/W staff, in the regular project reviews coordinated by UNDP/FAO.

### 3. Outputs

Over the life of the project, IPDR will substantially increase its output of trained mid-level personnel who are expected to help accelerate Nigerien rural development. While it will not be possible to meet the entire estimated need of Niger for trained rural development personnel nor to measure the contribution of the trained personnel to increased rural production, certain measurable changes in personnel members and qualifications will occur.

a. General outputs from the multi-donor IPDR project are:

(1) an increase by 80 percent, from 250 to 450 students, in the training capacity of IPDR;

(2) Curriculum reform and a Village Operations Program established and IPDR teaching positions staffed by Nigeriens.

b. Outputs specifically attributable to AID inputs are:

(1) renovated dormitories for 250 students; renovated Socio-economic Unit facilities; new facilities constructed for classrooms, workshops, offices, kitchen, dining room, and dormitory for 50 students;

(2) fully operational Socio-economic Unit including trained Nigerien staff;

(3) productivity improvement projects designed, implemented and evaluated for over 600 village farm plots.

#### 4. Administration and Evaluation

General coordination of inputs of different types and magnitudes from six technical assistance agencies is important for the success of this project. Such coordination as well as general administration of the IPDR program will be provided by an FAO team. The FAO team manages the quality and timing of project inputs and their integration with instruction activities. The team also operates the Teaching Methodology Unit to assure that all teaching is consistent with the Kolo reform directives.

The FAO team has been and will continue to work closely with the Nigerien director of IPDR. By the end of this project in 1983 the Director will have a staff of Nigerien teachers to assist in the operations and management of IPDR. At least half of these 30 plus teachers will have worked with expatriate technical assistance personnel during the life of the project.

Overall evaluation of the IPDR reform will be conducted under the UNDP/FAO review system. This system requires the FAO project coordinator to prepare a progress report every six months. Next, the system calls for regular reviews (normally one a year) which, on request, will include AID and other project donors. There is also an in-depth review by outside evaluators, including an AID representative, about midway in the life of the project. Near the end of the project, the system requires a final evaluation report with recommendations for the continuing operation of the program and/or the project.

## II. PROJECT DESCRIPTION

### A. BACKGROUND

The IPDR traces its origin to a training farm established in 1933 to turn primary school students and young farmers into certified Master Farmers and Extension Service Auxiliaries after, respectively, 1 and 2 years of training. That program closed in 1942 because of the war. It reopened in 1951 as the Center for Agricultural Apprenticeships with a 3 year program and changed to the School of Practical Agriculture offering a 2-year course from 1961 to 1967.

During the 1951 to 1967 period, only primary school graduates were allowed to compete for admission to programs of study leading to a Certificate of Professional Aptitude for Agriculture.

A reorganization in 1967 established the IPDR offering a 3-year program of study to students admitted by examination from the 2nd and 3rd year of secondary school and leading to a Certificate of Rural Studies.

Without going into further detail of year to year changes, this background information illustrates a consistent effort to create an institution providing relevant practical training to meet the needs of rural development.

Beginning in 1976/77 UNDP/FAO coordinated a multi-donor effort to assist the GON in expanding IPDR and reforming its program of instruction. As part of this effort, UNDP/FAO also sponsored a Technical Consultative Committee which consists of selected foreign consultants in addition to the Directors of the Services using the IPDR for training their mid-level staff.

The recommendations, which are now under consideration by the MRD, provide for:

1. Distinctly separate 2-year and 4-year cycles of instruction, each with a core program (of 1 and 2 years respectively) and leading to positions as Agents Techniques and Techniciens in one of three program areas: agriculture, aménagement rural and socio-economics. Within each of these program areas, there are two fields of specialization, corresponding to the functional Services for which the IPDR trains mid-level staff: Agriculture and Research (INRAN<sup>1</sup>, Eaux et Forêts and Genie Rural, and Cooperatives (UNCC) and Animation Rurale.

2. Heavy emphasis on a practical orientation through extensive supervised field work in the VOP which is linked to ongoing Productivity Projects for which the Technical Services are responsible.

3. Stress on developing a thorough understanding of the socio-economic milieu and on the ability to train contract workers and selected farmers to organize communities for cooperative effort and to demonstrate improved farm practices.

4. Inter-disciplinary training in the core program and inter-disciplinary experience in field work to provide mutual reinforcement. This may, in fact, set the stage for multipurpose interventions by personnel of the distinct Technical Services.

Given the endorsement by the Directors of all the Services concerned, it is virtually certain that the recommendations will be accepted by the MDR and form the basis of the project described in detail in the following section.

## B. DETAILED DESCRIPTION OF IPDR KOLO PROJECT

### 1. IPDR Reform Objectives

The GON is firmly committed to increasing the agricultural and livestock productivity of rural populations. In order to achieve the sector goal, the GON has identified an array of rural sector projects. If these projects were implemented effectively, barring unforeseen climatic or environmental disasters, the increased agricultural and livestock output would contribute significantly to Niger's avowed goal of food self-sufficiency. One of the major constraints to goal achievement, however, is the lack of capable, trained rural development staff who can adequately support and manage rural projects. Manpower estimates conclude that the required number of field management and support staff cannot be met by existing institutional training arrangements. In order to meet this critical manpower shortage, the GON has requested substantial assistance from the donor community to reform the IPDR at Kolo. The reform has two general objectives:

- To increase significantly the capacity of the IPDR for Training Agents (AT) and Technicians.
- To improve significantly the quality of the training and to make it more relevant.

In addition to these general objectives, the reform of the IPDR has the following specific objectives:

(1) To create an internal teaching methodology unit responsible for overseeing the quality of instruction and the training of Nigerien instructors.

(2) To implement curriculum reforms.

- (3) To replace expatriate trainers by Nigerian trainers.
- (4) To create an internal planning unit to program for and meeting the needs of user agencies.
- (5) To establish a curriculum which specifies objectives at every level, the content of each learning unit, and the learning activities associated with each unit.
- (6) To establish a system of professional development activities for RD cadres who are already in the field.
- (7) To integrate training and development needs through small rural development project interventions (VOP) in the field.
- (8) To create a documentation center for rural development activities in Niger.

To the extent these objectives are fulfilled, IPDR at Kolo will make a significant contribution to the GON capacity for increased agricultural and livestock productivity and food self-sufficiency.

## 2. Curriculum Reform

The curriculum and organization of the Kolo school suffered from various defects:

- heavy theoretical emphasis on technical details
- emphasis on distinctiveness of MRD functions, such as agriculture, cooperation, husbandry, forestry and water management, rural engineering, and research
- reinforcement of academic distinctions
- instructional formats which were unsuited to new GON orientations
- little student involvement in field activities
- little or no evaluation of teaching effectiveness
- imprecise formulation of teaching objectives
- poorly sequenced learning units
- little or no research in the creation of new teaching materials

The curriculum reform was designed by FAO experts to overcome these shortcomings. (Réforme de l'I.P.D.R., Projet PNUD/FAO NER/77/003, Janvier 1979.) The program has been reorganized into units which correspond to the skills required by rural development agents in order to perform effectively. Collectively, these units deliver multi-disciplinary, generalist instructional programs which are directly relevant to the tasks with which field agents may be confronted. The structure consists of a General Knowledge Unit and three areas of specialization, each with two sub-specializations corresponding to divisions of the GON: Agricultural Production Unit (Agriculture and Recherche Agronomique), Technology and Land Utilization Unit (Génie Rural and Eaux et Forêts), and Socio-economic Unit (Cooperation and Animation Rurale).

These units should not be confused with the American equivalent of departments which imply disciplinary purity. With the exception of the General Knowledge Unit which provides instruction in French, Math, Physics, Chemistry, and National Languages, each unit combines the elements of knowledge which are strictly relevant to the extension, organizational and training functions of rural development cadres.

In order to assure a practical emphasis for the Kolo training, two mechanisms have been created. The first is a system of workshops associated with each functional unit. The workshops have been designed to provide the students actual practice with techniques introduced in classroom discussions. For example, in the Agricultural Production Unit, students will have access to a soils laboratory and a bio-ecology laboratory and will work on a model farm. The second mechanism of practical application is the VOP. In the VOP, students will work in villages with local residents to identify, design, implement, and evaluate rural development activities. To make the village activities more relevant, the traditional academic calendar has been modified. Instead of scheduling vacation during July and August, one of the most intensive periods of village agricultural activity, the FAO team recommended a six weeks vacation period during April and May, the peak of the dry season.

The instructional program for each unit has been carefully worked out so that concepts introduced in one unit reinforce and extend concepts introduced in other units. The instructional units are based on clearly stated objectives which express in behavioral terms what the trainee is expected to do. In the curriculum reform, every effort has been made to provide trainees with solid generalist backgrounds and with skills which allow them to adapt to new situations. Emphasis is placed on the integration of extension efforts at the village level rather than the creation of inter-service rivalries. Students learn to adopt global rather than segmented approaches, to work in multi-disciplinary teams, to document, and to communicate effectively up, down and laterally along bureaucratic channels.

### 3. The Training Programs

The reform of IPDR establishes two training cycles: one of two years designed to produce Agents, the other of four years designed for Technicians. In both cycles, students will be exposed to a core curriculum followed by increasing specialization. The objective of this type of programming is to create a common basis for rural development staff who will eventually work in different MRD services. Following the core program, students concentrate in a specialized area relating to their assigned division within the GON: Agriculture, Research, Eaux et Forêts, Génie Rural, Coopération, Animation Rurale.

The general training calendar is laid out as follows for all years:

1st trimester	September - December (15 weeks)
New Year's Vacation	One week
2nd trimester	January - March (12 weeks)
Annual Vacation	April - May (six weeks)
3rd trimester	May - August (12 weeks)

During the third trimester, most students participate in the VOP or in field activities away from Kolo. At this time, students who have been selected to enter Kolo the next academic year but who do not have formal academic qualifications, participate in a remedial trimester designed to bring them up to the level necessary for the academic work at Kolo. A listing of courses by areas of specialization and trimester is presented in Annex 5A for Agents and Annex 5B for Technicians.

### 4. Staffing Plan

The implementation of the Kolo reform will require substantial assistance in the recruitment of qualified expatriate professors. The GON has asked donor organizations to take responsibility for the personnel associated with entire specializations rather than individual posts. Overall coordination will be assured by the FAO. Donor organization commitments have generally followed this model. The FAO is providing teaching methodology specialists; FAC, the production specialists; Belgium, the land utilization specialists; FED, technology specialists; and USAID, socio-economic and soils science specialists. The General Knowledge Unit will be staffed by voluntary agencies, indirect hires (e.g., experts placed at the disposition of the GON by donor organizations), and by local hires.

## 5. Replacement Plan

The UNDP/FAO project includes a plan whereby all expatriate personnel are replaced by Nigerien trainers during the eight-year period 1977-1984. The plan makes provisions for the general and specialized training of 28 Nigerien trainers. UNDP is committed to financing of any Nigeriens who are not funded by other donor organizations. In some cases (the rural economist and the rural sociologist), UNDP is already underwriting the general training (university-level costs), while the advanced specialized training will be picked up by the donor organizations responsible for the units in which these trainers will ultimately work.

In order to achieve replacement level goals, it is imperative that university students (who may be sent for specialized training to the University of Niamey, ESAE, ENA or abroad) be identified in their third or fourth year of university studies. In the case of the rural sociologist and economist, the opportunity for masters-level training requires a ten-year teaching commitment to Kolo. In the AID-sponsored training, funds for eight candidates will be made available for the staffing of six positions to allow for attrition or assignment of a prospective trainer to a different post by the GON.

## 6. Construction

Increasing the capacity of Kolo from 250 to 450 students will require substantial assistance from donor organizations. The planned expansion will also provide students with more meaningful learning opportunities (model farm and system of practical workshops). The construction has been planned in three phases. The Swiss are underwriting costs of Phase I; AID proposes to fund most of Phase II; and the World Bank is seriously considering financing the construction of Phase III. Table 1 describes the phasing of new or renovated facilities at Kolo.

Table 1  
CONSTRUCTION PHASES

<u>Phase</u>	<u>Source</u>	<u>Facilities</u>	<u>Amount</u>	
I (1977-79)	Switzerland	- Technology Workshop, 3 staff houses	330	
II (1979-81)	USAID	- Renovation of Socio-economic Unit	92	
		- Renovation of dorms and bath-rooms (250 places)	245	
		- Construction of Environment Unit	225	
		- Teaching Methodology Unit	543	
		- Kitchen and Dining Room	225	
		- Farm Facilities	110	
		- New Dorms (50 places)	<u>260</u>	
		USAID, sub-total	1700	
		Belgium	- Land Utilization Unit	<u>240</u>
			Phase II, Sub-total	1940
III (1981-84)	IBRD	- Remaining facilities: dormitories for 150 places, farm facilities, staff lodgings, technology block, warehouse, remaining dining hall and guesthouse	4000	
			<u>6270<sup>1</sup></u>	

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<sup>1</sup>Does not include inflation or contingency.

## 7. Selection of Students

Admission to both the 2-year and the 4-year program can be by selection or by competitive examination. Admission to the 2-year program is based on:

- a. Selection among those who have completed 4 years of secondary school without obtaining the BEPC.
- b. Competitive examination among MRD officials with the required experience at the next lower level.
- c. School record of those who have completed the BEPC, especially those who have failed the examination for admission to the 4-year program.

There are also three ways to enter the 4-year program:

- a. Selection among holders of the BEPC or equivalent diploma.
- b. Those who obtain the highest marks in the entrance examination for the 2-year program, provided that they have an adequate general education.
- c. On the basis of school records of those who have completed high school (without passing the final examination) no more than three years prior to seeking admission.

In addition, following a refresher course, Agents with the required field experience can take an examination for admission to the 3rd year of the technical cycle. Until these regular training cycles can be fully established during the next 4 years, there will be some special cycles to meet the immediate needs for Technicians. Thus an ongoing program to train Conducteurs which was started in 1976 will be continued until 1981-82. In order to allow Conducteurs to become Conseillers, there will be a special 4th year cycle of specialization for them for a number of years.

Furthermore, candidates who fail by a margin of less than 20% to meet the requirements for qualifying for appointment as Conseillers after 4 years of study will be employed as Technicians with the rank of Conducteur.

The planned increase in students and their respective training cycles are shown in Table 2. This schedule has been developed by FAO to correspond to the planned expansion of IPDR facilities outlined in Table 1. The distribution of students by class assumes a dropout rate of 10 percent over a training cycle with negligible dropout during years 3 and 4 of the 4-year cycle, and the current admission of 10 to 15 Agent Techniques into the third year of the 4-year cycle.

Table 2

Number of IPDR Students by Cycle and Academic Year

Cycle \ Academic year	73	74	75	76	77	78	79	80	81	82	83	84	85 and
	74	75	76	77	78	79	80	81	82	83	84	85	following
2-year Cycle (Agent Technique)	61	100	154	163	163	182	200	200	200	200	200	200	200
4-Year Cycle (Technicien)							35	67	102	172	204	239	274
Temporary Cycle (Conducteurs)				35	40	40	35	35	35				
Temporary Cycle (Conseillers)								18	18	18	18	18	
Total	67	100	154	198	203	222	270	320	355	390	422	457	474

Source: UNDP/FAO - 1979, p. 9.

This training plan will produce an annual output of 95 Agents and 53 Conducteurs and Conseillers by 1982. The planned output of students per year is shown in Table 3.

Table 3

IPDR Output of Trained Cadre by Level and Year

Category/Year	1977	1978	1979	1980	1981	1982	1983	1984	Total 8 yrs
Agent technique (C-level)	56	58	64	80	80	95	95	95	623
Conducteur (B <sub>2</sub> -level)	35	40	40	35	35	35	10	10	240
Conseillers (B <sub>1</sub> -level)					18	18	43	43	122
Total	91	98	104	115	133	148	148	148	985

As IPDR is expanded it will increase the cadre of rural development Technicians of the GON from 160 in 1978 to 451 in 1984, an increase of 180 percent. The total number of Agents will increase from 290 in 1978 to 799 in 1984 also an increase of about 180 percent. According to a GON study of the need for rural development cadre during this 1977-84 period (GON, Ministere du Plan, "Programmation des Besoins et Prevision des Ressources, Cadres de Developpement Rural," April 1976), full staffing of all rural development positions would require a total of 1,437 Agents and 1,546 Technicians in 1984. These are planning figures which may be somewhat unrealistic in terms of the GON utilization capacity, but they do indicate that the GON feels a strong need for rural development cadres and that it has plans for utilizing all IPDR graduates in efforts to intensify rural development.

### 8. Other Donors

One of the critical assumptions related to the successful implementation of this project is that donor organizations will make available the necessary resources to the GON. The UNDP/FAO, Belgium, Switzerland, FED, and FAC have made funding commitments. The World Bank has indicated its desire to support the project but has not yet executed an agreement with the GON.

Discussions with FAO and representatives of several other donor organizations have provided the information contained in Table 4. Because funding cycles of each donor organization differ, the periods over which the resources are expended is indicated. In cases where funding cycles end before 1981, the contribution probably represents a minimum estimate given the willingness of participating donors to continue their involvement until project completion.

Table 4  
Donor Organization Contributions  
(dollars in thousands)

Donor Organization	Funding Cycle	Personnel	Construction	Commodities	Scholarship	Other Costs	Total
UNDP/FAO	1979-81	753		140	265	200	1358 <sup>1</sup>
Belgium	1979-82	675	240	50	20	70	1055
Switzerland	1977-79		330				330
FAC	1979-82	1500					1500
FED	1978-81	304			126		430
USAID	1979-83	1640	1700	177	374	416	4307
World Bank	1981-83		4000 <sup>1</sup>				4000
TOTALS		4872	6270	367	785	686	12980 <sup>2</sup>

<sup>1</sup>Anticipated

<sup>2</sup>Unadjusted for inflation and contingency

### C. AID PROJECT ASSISTANCE

#### 1. Nature of AID Assistance

Although AID project assistance will generally reinforce and advance the overall program of IPDR reform, the primary AID input will be in two areas, the Socio-economic Unit and the applied training of the Village Operations Program.

##### (a) Socio-economic Unit Support

The socio-economic feature of the revised IPDR program resulted from an increased interest in agricultural extension as a mechanism for increasing productivity and a realization of the important influence of socio-economic factors on agricultural production. Under the socio-economic unit, students will acquire skills in sociological inquiry, socio-economic analysis, and the structures and processes of rural development organizations including cooperatives, project services and donor agencies. The socio-economic unit will be directly in charge of the specializations for two GON divisions - cooperation (UNCC) and animation rurale (Service de l'Animation). A list of courses under the socio-economic unit and a diagram of the unit's relationship to the rest of the IPDR academic program is presented in Annex 5.

##### (b) Applied Training: Field Work and the Village Operations Program.

One of the most innovative aspects of the IPDR reform is the important emphasis given to student participation in applied field activities. The purpose of these activities is to maintain a tight relationship between the IPDR curriculum and the realities experienced by villagers in Niger. A second purpose of these activities, especially the VOP, is to give students a better familiarity and understanding of working conditions and practical problems of project planning and implementation at the village level.

Four kinds of basic applied training are included in the Kolo curriculum reform:

- Initiation and Awareness Field Trip
- Work on the School Farm
- Village Operations Program
- Service Apprenticeship

The details of each have been developed by the FAO staff of IPDR (T. DelFolie, "La Formation Pratique et les Stages de Cadres du Ministere du Developpement Rural," January 1979).

The initiation and awareness field trip takes place almost immediately after new students arrive at the school in early September. Students spend one week in a village in order to become familiar with the problems of village development with which their training will prepare them to deal. This field trip should be particularly valuable for BEPC graduates who may have had little village experience.

Work on the school farm includes field work which is conducted either at the Kolo model farm or in agricultural settings which are managed primarily by professional technicians. These settings differ from the village milieu in that many things which frequently disrupt the production process are largely controlled by technical expertise. The advantage of this approach is that it shows clearly the value of using the best available techniques. In addition to the Kolo model farm, students will participate in irrigation, forestry and engineering projects in the Kolo district.

The VOP is designed to provide students with actual field experience in the planning, conduct and evaluation of a rural development activity at the village level. Students will work in multidisciplinary teams of 3 to 5 in the villages surrounding Kolo to apply proven new and improved techniques. Project ideas will be developed in close collaboration with villagers. Students will submit projects which rate high on the basis of criteria such as positive cost-benefit ratios, rapid pay back, attractive rate of return, etc., through local financing institutions for possible support. Approved projects are then implemented by students and villagers with credit usually obtained through UNCC. Finally, students and villagers participate in regular evaluations, both during the course of the project and on its completion. While students may not necessarily participate in all phases of the design and implementation on the same project, they will be exposed to both design and implementation phases during a two-year period. Students in both training cycles will be expected to perform activities consistent with their assignments after graduation. Students in the 2-year cycle will have greater involvement in extension while 4-year students will concentrate more on formal evaluation and management.

The service apprenticeships are scheduled at the end of the second year of the 2-year cycle for the entire twelve-week trimester from mid-May until mid-August. In these apprenticeships, the students have the opportunity to apply what they have learned to situations they will soon meet as full-fledged professionals. Although the students work under the direct supervision of MRD personnel assigned to the Kolo district, they will have frequent opportunities to discuss their experiences with IFDR staff.

These practical, applied training activities constitute a significant component of the Kolo reform. In the 2-year cycle, students spend over half of their time in these activities. Students in the 4-year cycle spend only about two-fifths of their time in these activities because of their need to develop greater technical expertise.

## 2. Components of AID Assistance

### a. Technical Assistance

(1) 12 person years of long-term technical assistance will be provided over a four-year period to staff soil scientist and socio-economic positions and to supply the primary direction for the VOP component of the curriculum reform. The 12 person years of long-term technical assistance will involve 5 technicians.

Three technicians will provide the interim staff for the Socio-economic Unit of IPDR: a rural sociologist, an economist, and a project management/rural development specialist. These technicians will carry out the instructional program of the Socio-economic Unit which is responsible for professional specializations in cooperative extension and animation. In addition, they will have a primary role in coordinating student activities under the VOP. The rural sociologist and economist will be recruited and placed during the first year of the project for 30 month assignments at IPDR. The project management/rural development specialist will be assigned during the second year of the project and also be at IPDR for 30 months.

Of the two soil scientists on the IPDR staff, the first will arrive in the first year of the project for a 30 month assignment. The second will come in the third year in time to overlap the first soils scientist by 2 months.

(2) 14 person months of short-term technical assistance will be provided over the life of the project. This assistance will include two rural development specialists each making four trips of 1 month duration during the life of the project and two environmentalists each making three trips of 1 month duration. They will provide specialized technical services as needed during project implementation.

### b. Participant Training

(1) Eight Nigerien participants will receive 2-year masters level training, including 2-3 months of intensive English training. These participants will fill 6 teaching positions at IPDR. AID is providing funds for the training of two additional instructors to ensure that attrition or reassignment by the GON does not deplete

staffing below the required level. A schema for the proposed AID participant training is provided in Table 5. As indicated by the table, possible candidates have already been identified by the GON for three of the positions.

Table 5. AID-Sponsored Participant Training

<u>Socioeconomic Unit</u>	<u>Graduating From</u>	<u>Education Background</u>	<u>Available for Specialized Training In</u>
Rural Sociologist*	ESAE	Agronomy	September 1979
Economist*	ESAE	Agronomy	September 1979
Project Management	ENA or ESAE	Agronomy Mgmt.	September 1980
<u>Other positions</u>			
Ecologist*	ESAE	Ecology	September 1980
Soil Specialist	ESAE/Science Faculty	Geology	September 1980
Biologist	ESAE/Science Faculty	Biology	September 1981

The two participants for the rural sociologist and economist positions will begin language training during the first year of the project and then enter U.S. academic programs. Three additional participants will begin the training cycle in each of the two following years.

(2) Ten senior Nigerian officials will visit the United States and LDC's in Africa and elsewhere for familiarization with training and field work in rural development. Study tours of 5 officials each are planned for 1 month in both FY 1980 and FY 1982.

c. Construction

Given the present complete utilization of IPDR facilities, the increase of student capacity from 250 to 450 requires an across-the-board expansion of facilities. Older existing buildings like the socio-economic unit and the dormitories for 250 students need to be renovated, and new facilities must be constructed for classrooms, laboratories, workshops, offices, dormitories, kitchen, dining room, farm facilities and staff housing. Table 1 shows the estimated time schedule, sources of funding, and cost of the IPDR construction program. More detailed construction plans are provided in Annex 7B.

\* Already identified

AID will also fund participant training for two additional persons in specializations not yet determined.

d. Commodities and Other Costs

AID will provide IPDR with office and workshop furniture, equipment, supplies, and training aids to equip fully the Socio-economic Unit. Another laboratory, office and workshop building will be similarly equipped. (A detailed equipment list is given in Annex 7A.) Four vehicles will also be provided. Two at the beginning of the project and two as replacements near the end of the project.

AID funding of other costs will cover some general operating expenses, like the maintenance of facilities and vehicles and some general staff support, as well as support for field training activities including the VOP.

e. Evaluation

Since AID project assistance is part of the overall IPDR program reform being coordinated by UNDP/FAO, the PP team proposes that AID project evaluation be conducted as part of the overall evaluation within the UNDP review system. To assist in the preparation of evaluation and review materials on AID project components and to support the evaluations coordinated by UNDP, this project includes a budget item for evaluation. The project manager of USAID/Niamey will coordinate the use of AID/W staff and/or consultants for support of the evaluation activities as outlined in Part VI, the Evaluation Plan.

D. PROJECT ISSUES

AID support for this project is based on assessments of Niger's rural development program which indicate that the lack of trained mid-level personnel is a major constraint to accelerated rural development. During the AID/Washington review of the Project Identification Document (PID) in July 1977 and of the original Human Resources Development Project Paper (of which the current project was one component) in January 1979, several major issues were raised. In this PP an effort has been made to deal with these issues.

1. Justification of General Project Design:

The PP team feels that ample justification exists for assisting the IPDR in its expansion of facilities and implementation of the planned program of reforms. The planned IPDR training strategy appears responsive to the needs of the Services established by the GON to further rural development in Niger. The work of the Technical Consultative Committee for Kolo appears already to have been effective in guiding the IPDR reform program. Furthermore, the knowledge and motivation of GON officials concerned with the activities of the IPDR has favorably impressed the PP team during discussions of issues concerning the planning and administration of rural development activities.

2. The Contribution of IPDR to Rural Productivity:

A careful examination of the linkages between the IPDR training program and the long-term goal of increasing agricultural productivity has convinced the PP team that the IPDR-trained personnel are needed to promote rural development throughout the country. The GON envisages that the IPDR graduates will be responsible for training field workers and demonstration farmers for the Regional Productivity Projects. This approach appears to engage the mid-level staff effectively in work focusing on the improvement of small holder agriculture. Available technology and the rate at which it is being developed by the GON with donor assistance also appear adequate to justify the IPDR program.

3. Requirements for Complementary Expenditures Necessary to Achieve Project Goals:

Since the training program at Kolo is a support function for development activities of various divisions of the Ministry of Rural Development and Ministry of Planning, funds for expenditures complementary to the training program and necessary for achievement of project goals are provided in the budget approved in the National Plan. Officials of both the GON and donor agencies have stated that the expansion of the IPDR and the resultant staff increase have been anticipated in the budgets projected over the 5-year period of the Development Plan. As a result, the IPDR expansion will not lead to unexpected and difficult-to-meet expenditures, but, on the contrary, should improve the efficiency with which currently available funds are spent.

The achievement of project goals is dependent on the execution of the entire IPDR reform plan and thus on the participation of the other donors. An IERD team has visited Niger several times with regard to IPDR, but has yet to make a commitment to support the project. If for any reason, the IERD contribution were not forthcoming as now expected alternate financing would have to be sought or the quantitative plans for the project would have to be substantially modified.

4. Recurrent Cost Implications:

The GON appears to be fully conscious of the recurrent cost implications of the project, especially with regard to the employment of IPDR graduates. Each division of the GON to which new graduates are being assigned establishes provisions for salary payments in its budget for the year following graduation. In addition, persons

already employed by the GON are carried on full salaries by their respective division throughout their IPDR training cycles. They also receive scholarships for all costs directly associated with their training in addition to salaries or other income.

5. Utilization of IPDR Facilities and Outputs:

The IPDR facilities are being used at the highest possible rate for the regular programs and for short-courses and other in-service training during breaks in the training cycles, such as vacations and extended periods of field work. The student output of IPDR has been established to meet staffing requirements of planned development efforts, as determined in a number of GON and UNDP studies. IPDR training objectives are defined in terms of clearly identified rural needs; and the specific instructional cycles to achieve the training objectives have been carefully considered. Both the training objectives and instructional cycles are described in detail in a January 1979 publication "Reforme de l'I.P.D.R.", prepared by the Pedagogic Unit of UNDR/FAO Project NER 77/003 and published by the Ministry of Rural Development.

Another report of the UNDP/FAO Pedagogic Unit of February 1979 describes the proposed methods for the selection of students. The selection process is designed to encourage the professional upgrading of GON rural development personnel. This is considered highly desirable by the PP team.

### III. Project Analyses

#### A. Economic Feasibility

##### 1. Background

The economy in which the IPDR project is set is predominantly agricultural: 90% of the people of Niger earn their livelihood by crop cultivation or animal husbandry. Therefore, any development programs designed to include the majority of Nigeriens must focus on the rural sector.

Despite this predominance of agricultural activity, Niger suffers from chronic food deficits. Most rural production is at the subsistence level, and is characterized by extremely low levels of productivity. Per capita GDP in Niger has been estimated at \$130, although the cash income of the average farmer is considerably lower. Given the susceptibility of the region to periodic droughts, achievement of self-sufficiency in staple food production has become an overriding concern.

In order to increase agricultural productivity, Niger is prepared to commit and develop its financial, physical, and human resources. Uranium mining has become the greatest single source of revenue for the GON and the source of most of Niger's domestic investment financing. It is the continuing policy of the GON to place all of these mining revenues in a National Investment Fund, which is used exclusively to finance development activities identified in the National Development Plan. In FY 1979, the Fund's contribution is expected to constitute 40% of Niger's development expenditures. The Government mining industry will allow the GON flexibility in mounting its rural development effort. Mining income will help finance the recurrent costs of development projects. It will enable Niger to absorb greater amounts of foreign aid and allow the government to continue its conservative fiscal policies. The GON has consistently kept the growth of current expenditures below current revenues in order to increase investment financing. Debt service comprises only 10% of total current expenditures so that financial constraints may not be the greatest obstacle to mounting a rural development effort, as long as the international donor community continues to provide development resources.

The most critical (and interrelated) constraints to rural development are rooted in the human resources sector.

(a) Low levels of farm productivity: This is the core of Niger's development problem. The rural population cannot regularly produce enough to feed the country. Low health standards, undependable rainfall, and the marginal quality of much of the cultivated land account for some of this low productivity, although there is potentially enough fertile land in Niger to produce the food needed for domestic consumption.

Average grain output per hectare farmed ranges from 325-400 kilograms but FAO officials in Niger have estimated that the introduction of improved seeds and fertilizers alone could significantly increase present production levels.

(b) Lack of extension/instruction cadres: To raise small farm productivity, the GON must train sufficient agricultural personnel at all levels necessary to transmit improved farm technology to the farmer.

(c) Lack of regional testing and adaptation of available technical packages: Material inputs, and techniques for their appropriate utilization, are critical for achieving increased productivity and must be locally developed through research.

The IPDR expansion program is designed to provide middle level manpower for agricultural development in order to bridge the gap between farmers and sources of government expertise and supplies. There is no institution in Niger other than Kolo with a comparable training mission. Total enrollment will be expanded from 250 to 450. The annual graduation of Agents Techniques will increase from 58 to 95 and of Conducteurs and Conseillers from a total of 40 per year in 1978 (Conducteurs only) to a combined annual total of 53 with emphasis shifting to the higher level (43 Conseillers compared to 10 Conducteurs by 1984); see Table 3.

Depending upon the region, GON is at present able to provide only 1 extension worker for every 2,500 to 10,000 families. The goal is to increase that ratio to 1 extension worker for every 500 families. From 1970 to 1977, IPDR graduated 341. Given the proposed institutional expansion, it is anticipated that between 1978 and 1988 IPDR will graduate 1,338. This is still only half of the 3,378 required by the Ministry of Rural Development to meet their long-term staffing targets and reflects the healthy conservatism of GON planners.

The costs of sustaining this carefully planned expansion of services required to increase agricultural production is well within the capacity of the national budget. Provisions have, in fact, been made for including these costs in the recurrent budget projections during the implementation period of the present National Development Plan (1979-1983).

## 2. Economic Impact of the Project

The outputs of this project relate to building institutional capabilities which in turn impact upon agricultural productivity. Because the impact on intended beneficiaries is indirect, it is difficult to calculate net benefits of the IPDR expansion program or to determine with any accuracy its effect on income and employment. Nevertheless, the indirect benefits are considerable and can at least be discussed in qualitative terms.

The increase in the number and quality of field staff available to the several productivity projects will enable them to attain their output targets. This increase in farm production, in turn, will have derived income distribution and employment generating effects. These are wholly consistent with the overall goals of AID's Congressional mandate of focusing on the basic human needs of the most deprived. At the same time, increasing Niger's institutional capability to develop staff for the implementation of projects in the rural sector is likely to increase significantly GON capacity to utilize donor assistance in its rural development program.

While total costs of the Kolo program funded by donors and the GON can be estimated at \$37 million on the basis of an assumed annual inflation rate of 15% compounded through 1988, there is no meaningful way of quantifying benefits and no useful purpose would be served by attempting to do so. It is, however, evident that by their effect on village grain production in specific productivity projects alone, total benefits are certain to exceed total costs considerably.

#### B. Social Soundness

The issues which must be addressed in this section include: (1) how the project will improve the basic quality of life standards of the target population; (2) how the target population will participate in the development process, including the compatibility of the process with existing social structures; and (3) how the project may spread to other areas.

##### 1. Improvement of the basic quality of life standards of the target population:

The Kolo program seeks to approximately double the number of middle level extension staff available for Nigerien rural development programs. Their functions will be to channel the government's human and material resources to farmers at the village level throughout the country. Since those being trained at IPDR will specialize in six different areas, graduates will be assigned as extension agents in Cooperatives (UNCC), Eaux et Forêts, Genie Rural, Animation, Agriculture, and Research (INRAN). While graduates will specialize in one of these areas, the reformed IPDR program will ensure that they also have broad enough training to permit each to serve as a generalist as well as a specialist.

These graduates will be responsible for the training of the encadreurs and the aide-encadreurs who work under contract directly with the farmers. Therefore, the scope and impact of IPDR graduates upon the rural population is both broad and significant; it is also unique, since no other institution in Niger prepares cadre at this level for governmental and parastatal organizations. Kolo will train personnel in areas critical to Niger's development--areas in which progress must occur if there is to be meaningful improvement in the standard of living especially of the rural Nigerien.

2. Participation of the target population in the development process:

The Nigerian development plan has stated unequivocally that one of the four major priorities is to achieve "greater participation of the population in the national development effort." Nigerian officials as well as those from donor agencies have repeatedly reiterated that decisions on many proposed rural development projects must ultimately be made by the people themselves. The commitment to achieving greater participation through decentralization is reinforced by the Kolo program's expansion of middle level cadre. Rather than being trained to direct rural development activities, the students learn both in classes and in practice how to work with the people, helping them to improve their organizational, planning and implementation capabilities. In fact elements of the Kolo program require participation by farmers as an integral part of the training.

An example of the effort being made to promote local participation is illustrated by UNCC, which is allotted 25% of Kolo graduates for 1979/80 and which by 1978 had active cooperative programs in 40 to 45% of the villages in Niger. Under the UNCC structure, the basic unit of the cooperative movement is made up of a cluster of heads of families who organize themselves into a unit and elect a president, a secretary and a treasurer on a one man one vote basis. All members of the cluster then join a given number of neighboring clusters to form a group which in turn is guided by an administrative council made up of an executive bureau elected by the group members, the presidents of the cluster units, the village chief, and a representative of the traditional village youth organization (sarkin samaria). Representatives chosen by the group form a cooperative and participate in shaping its plans and implementing its programs. It is at this level that aide-encadreurs and encadreurs work with and assist the cooperative members. These aide-encadreurs and encadreurs are in turn trained and assisted by the graduates of Kolo who work at the arrondissement level providing information, skills and materials to support cooperative activities and at the same time serving as a feedback channel to the department level and subsequently to the national level. Those constituting this middle level government cadre obviously form a critical link in determining not only the measures but also the modes of development.

The UNCC model thus provides for participation from those representing traditional institutions (village chiefs and sarkin samaria) while at the same time allowing for the democratic selection and the recognition of new leaders engaging in activities not historically found within the purview of traditional leaders. Consequently, there appears to be a collaborative rather than a competitive mode between existing structures and leaders in rural development.

Although other government services receiving Kolo graduates generally function within a French-influenced bureaucratic structure, they appear to be equally concerned with adhering to governmental directives to encourage and solicit local participation. It is perhaps through extensive and frequent nationwide tours that the President and his Ministers most dramatically demonstrate their support of a "bottom up" as well as a "top down" communications pattern and their commitment to making certain that the national government is aware of and responds to the concerns of the people and of the local and middle level cadres.

The evolving relationships which have been described above between rural and urban, between government, parastatal and private, between official and farmer, between central, regional and local governments, between traditional, transitional and modern, bear on the second component of this segment of the social soundness analysis; they are indicative of the compatibility between social structures which the government is promoting and, in fact, achieving.

### 3. Project spread to other areas:

There is a distinct possibility that the Kolo program will have a spread effect vertically as well as horizontally. The horizontal multiplier effect is self-evident. As the number of trained extension personnel increases and they are assigned to positions throughout the country, they will have an increasing impact on agriculture and on development. The insights and experience they gain on-the-job will be shared in short-term seminars, workshops and training sessions to be held at IPDR during school vacations and practical field training sessions. In addition, the various Services employing Kolo graduates also hold periodic workshops which promote the exchange of ideas and practices.

There is in addition an important vertical field orientation built into the Kolo program. Of those admitted to the 4-year programs, approximately one fourth have already served in the field and therefore carry with them in their professional advancement substantial field experience gained as extension agents. The spread of a profound field and practical orientation into the more advanced grades would, it is argued, assure that the extension program in Niger is much less likely to become detached, unresponsive and basically ignorant of the real problems of rural life. This orientation should also help to assure that extension personnel continue to identify with the villagers, when subsequent career advancements move them to senior levels of government service.

### C. Technical Feasibility

1. Engineering: A French architectural firm (Kalt-Pouradier Duteil -Vignal Architectes D.P.L.G. - 17 bis, Quai Voltaire, 75007 Paris) with offices in Niamey prepared the original plan for the Kolo construction

on November 15, 1977. The cost estimates for these plans were updated in June, 1978. It is these figures which have been used in calculating the project's construction costs. On June 29, 1978, the Engineering Advisor/REDSO, L. A. Weiss, reviewed the plans and facilities to be constructed, remodeled and/or rehabilitated for IPDR/Kolo, and wrote: "I verify that substantive technical planning necessary for carrying out this project assistance meets the requirements of the 611a and that a reasonably firm estimate of cost exists, I therefore recommend that a 611a certification be issued by you." Based on the project design analyses and the GON record of project performance, Jay Johnson, Mission Director, USAID/Niger, has issued the necessary 611 (e) certification (Annex 6).

2. Programming: In conjunction with other donors, AID's complementary provision of inputs, including approximately 13 person years of long and short term technical advisory services, 16 person years of participant training (8 Nigeriens) and required construction facilities, are considered technically adequate to assist in training competent mid-level rural development staff at IPDR. These components will ensure, by the end of the project, a sufficient teaching staff of academically trained and experienced Nigeriens. Students graduated from Kolo will satisfy approximately one-half of the projected middle level rural development manpower needs. The six GON Services which will employ them have already included the increased annual costs in their five year budget projections. Furthermore, detailed descriptions and plans for the extensive field-oriented components of the Kolo curriculum have been prepared and coordinated with the employing Services which will participate in the design and direction of these practical activities.

#### D. Administrative Feasibility

##### 1. Organizations responsible for project implementation:

Because this is part of a multi-donor project which includes different types and levels of inputs from several foreign technical assistance agencies, coordination of donor activities is critical. The coordination function includes scheduling and appropriateness of inputs as well as the integration of instructional activities. Coordination is assured by the FAO team acting under the auspices of UNDP. These officials are already at Kolo and are fulfilling the coordination function well. They also operate the Teaching Methodology Unit which provides integration and quality control of teaching inputs. The TMU assures that the teaching orientation of each teaching and training unit of IPDR is consistent with the Kolo reform directives and provides technical assistance in materials development and teaching techniques to the training units.

The current Nigerian Director of IPDR has been working closely with the FAO team and foreign donor representatives in almost all phases of this program. By the end of this project element in 1983, the Director will have gained sufficient control over the operation of the institution

to provide competent continuing management. He will have a generation of Nigerien teachers as support in managing and administering the IPDR. At least half of these more than 30 teachers will have had an opportunity to work with expatriate personnel during the course of the project.

## 2. AID limitations:

Assuming thorough and selective recruitment, there appears to be no reason why personnel with the required skills can not be successfully attracted to work on the project. Within USAID/Niger, efforts are now underway to request and recruit a project manager for the Kolo program who will be added to the mission's staff. The mission's existing Project Management Support Unit which gives guidance and service to all mission project managers in procurement, contracting, PIO documentation, etc., presently has the capacity necessary to support the Kolo Project Manager.

## E. Environmental Concerns

A negative determination is recommended in the Initial Environmental Examination (IEE), Annex 3, because very little direct environmental impact results from a training and human resources development project, such as the one described in this paper.

There will be some longer term positive environmental effects from this project, however, as its objectives are realized in rural areas. Based on IPDR's program, it is anticipated that graduates, most of whom will work in rural areas, will create an awareness of the growing importance of the interplay between man and his environment. This subject is germane particularly in Niger where obvious environmental deterioration is taking place, partly caused by natural phenomena, but principally caused by man himself.

The Government of Niger's concern with environmental matters is reflected in the establishment of an environmental curriculum within the course of studies at IPDR, Kolo. Agricultural agents will be in positions subsequently to spread this new knowledge along the lines of extension services to rural dwellers. Work by IPDR trainees under the VOP will give them first hand views of man/environment relationships at the most basic level.

## F. Women in Development

Certainly the farming women, as members of the ultimate beneficiaries, will participate in and receive advantages from the activities generated through the effective implementation of the GON's rural development projects. Women are already served by special programs of animation, staffed by women.

In addition, and more directly an output of the project, is that the enrollment at Kolo, which in 1979 included only 4 women, will be increased to 40 during the life of the project as a result of the construction of a dormitory for women under the expansion program.

It should also be added that the Government of Niger endorses and supports efforts to increase programs for women; there is no desire to restrict women to traditional roles.

#### IV. Financial Analysis and Plan

##### A. Introduction

This analysis consists of:

1. An estimate of the GON's ability to finance the recurrent costs generated by the project.
2. A summary cost estimate of project outputs/inputs by donor.
3. A projection of AID obligations by fiscal year.

This section is supplemented by further information in the project Economic Analysis and by a breakdown of commodity and construction costs in Annex 7A and Annex 7B, respectively.

##### B. Recurrent Cost Analysis

Because this is a non-revenue producing activity, the most critical financial issue for the project is how the GON will continue to fund the recurrent costs generated by the expansion of IPDR. The GON has exhibited an awareness of and a concern for recurrent costs. In April 1978, the Ministry of Finance was given authority to examine the activities of all external assistance donors to assure that proper budgetary planning is undertaken to provide for the eventual replacement of large numbers of expatriate personnel as well as general growth in GON personnel.

The GON has heretofore been able to finance recurrent costs resulting from external donor projects out of current revenues. From 1971-1977, government revenues increased from just over 13 billion CFA to over 40 billion, an average annual increase of about 20%. During the same period, central government current expenditures rose at 16% per annum. Maintaining a rate of growth of current expenditure below that of current revenue has allowed the GON to increase investment financing. At the same time, debt servicing comprises only 10% of total current expenditures, a figure much lower than that of many developing countries. Niger has clearly adopted conservative fiscal policies and has not heretofore assumed unmanageable recurrent project costs.

This analysis is based on ordinary recurrent income, excluding revenues from uranium. Government receipts from uranium mining are channeled into the National Investment Fund and used to finance development projects. These uranium receipts have grown rapidly from 1.1 billion CFA in 1974 to over 13 billion in 1978. 1979 uranium revenues are expected to approximate 22 billion CFA. Although these funds are designated for investment rather than for current expenditures, they do give the GON

considerable financial flexibility and increase its absorptive capacity for externally funded assistance projects. Although not presently used to fund recurrent costs of completed assistance projects, these funds do free for that purpose current revenues that would otherwise have been designated for national investment.

The reform and expansion of IPDR will result in incremental and recurrent costs to include general operating costs, salaries of Nigerian trainers, and maintenance of facilities and vehicles provided during the course of the project. The GON is prepared to assume these costs gradually during the life of the project. The VOP program will generate few additional costs since most of the funds for VOP field projects are to come from loans. Loans made to farmers under the VOP will be reimbursed over a one-to-three year period at established cooperative rates.

The reform and expansion of IPDR will also result in expanded mid-level personnel for several divisions of the GON and thus generate recurring administrative costs of salaries and support. The GON appears to have considered these adequately. The students who are already GON employees continue as full salaried employees with their respective divisions throughout the IPDR training cycles. Other students are assigned during their final year to the relevant GON division relating to their specialization and that division establishes provisions for salary payment in its budget.

#### C. Summary Cost Estimate

A summary cost estimate and financial plan for the expansion of IPDR is provided in Table 6. The IPDR reform is supported by seven donors. AID is the largest single donor, funding 26 percent of the total project cost. A projection of obligations by fiscal year for all project donors is shown on Table 7.

#### D. AID Project Support

Under conditions of rapid worldwide inflation and of unpredictable fluctuations in exchange rates, long-term cost projections are uncertain at best. They can be adjusted, but only notionally, by modifying costs on the basis of adjustment factors for inflation and contingencies extrapolating from past experience. In this project, the single largest cost element is construction. This includes a substantial element of transport, the cost of which is certain to increase, perhaps very drastically, with increases in the cost of fuel. The total AID funding of this project, detailed in Table 8, is therefore no more than a best estimate that can be given on the basis of reasonable assumptions.

1. Technical Assistance: The budget assumes present unit costs of \$100,000/PY for long-term contracts and of \$8,000/PM for short-term assignments and for consultants, plus 100% of average base salary of \$25,000 for institutional overhead.

2. Participant Training: Costs shown and based on current unit costs of \$18,000/FM. This budget item also includes provisions for 1 month study tours in FY 1980 and FY 1982 of 5 senior officials to visit the United States and LDCs in Africa and elsewhere for familiarization with training and field work in rural development.

3. Construction: The cost data are based on estimates prepared by a French consultant firm commissioned by the UNDP. The detailed breakdown is given in Annex 7B. It is dated November 15, 1977 and was confirmed as still valid, in June 1978. Dollar figures have been calculated at a current exchange rate of not less than \$1 = CFA 200.

4. Commodities: This budget item covers the cost of the imported equipment for the socio-economic and environment components of the revised program of instruction. The itemized list is given in Annex 7A.

5. Other Costs: These cover some general operating expenses, such as maintenance of facilities and vehicles, as well as \$50,000 per year for the support of field training in the VOP.

6. Evaluation: The provision of \$10,000 annually after the 1st year provides for the cost of AID's participation, through consultants or AID/W staff, in the regular reviews coordinated by UNDP.

7. Inflation: Beginning in FY 1980, calculated at 10% compounded for foreign exchange and 15% simple interest on local costs.

8. Contingency: 5% each year.

Table 6

## Summary Cost Estimate and Financial Plan

Source	AID		Host Country		IBRD		FAC		UNDP		Belgium		Switzerland		FED		Total	
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC
Personnel	1246	394	-	608	-	-	1125	375	753	-	472	203	-	-	304	-	3900	1580
P. Training	374	-	-	-	-	-	-	-	265	-	20	-	-	-	126	-	785	-
Construction	-	1700	-	-	-	4000	-	-	-	-	-	240	-	330	-	-	-	6270
Commodities	177	-	-	302	-	-	-	-	140	-	50	-	-	-	-	-	317	302
Other Costs	-	416	-	2585	-	-	-	-	-	200	-	70	-	-	-	-	-	3271
Sub-totals	1797	2510	-	3495	-	4000	1125	375	1158	200	542	513	-	330	430	-	5052	11423
Inflation <sup>1</sup>	392	111	-	350	-	400	202	37	131	20	54	52	-	33	73	-	857	1003
Contingency <sup>2</sup>	90	125	-	175	-	200	56	19	58	10	27	26	-	16	22	-	253	571
Totals	2284	2746	-	4020	-	4600	1383	431	1347	230	623	591	-	379	525	-	6162	12997
Total FX & LC	5030		4020		4600		1814		1577		1214		379	525			19,159	

<sup>1</sup>Inflation is calculated at FX 10% compounded beginning with FY80; LC 15% simple beginning with FY80

<sup>2</sup>Contingency is 5% all years

Table 7

Projection of Donor Contributions by Fiscal Year

<u>Year</u>	<u>Donor</u>	<u>AID</u>	<u>GON</u>	<u>UNDP</u>	<u>FAC</u>	<u>FED</u>	<u>IBRD</u>	<u>Belgium</u>	<u>Swiss</u>	
FY 1979		1905	433	433	500	91	-		330	
FY 1980		902	575	575	400	178	-		-	
FY 1981		693	703	350	300	87	-		-	
FY 1982		549	817	-	300	39	4000		-	
FY 1983		258	967	-	-	35	-		-	
Sub-totals		4307	3495	1358	1500	430	4000	1055	330	
Inflation		508	350	151	239	73	400	106	33	
Contingency		215	175	68	75	22	200	53	16	
Total		5030	4020	1577	1814	525	4600	1214	379	19,157

Table 8

AID Project Obligations by Fiscal Year

<u>Output/Input</u>	<u>FY 1979</u>		<u>FY 1980</u>		<u>FY 1981</u>		<u>FY 1982</u>		<u>FY 1983</u>		<u>Totals</u>	
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC
Personnel	52	16	462	179	362	129	262	51	108	19	1246	394
Part. Training <sup>1</sup>	9	-	82	-	100	-	130	-	53	-	374	-
Construction	-	1700	-	-	-	-	-	-	-	-	-	1700
Commodities	73	-	60	-	16	-	28	-	-	-	177	-
Other Costs	-	55	-	109	-	76	-	68	-	68	-	376
Evaluation	-	-	-	10	-	10	-	10	-	10	-	40
Sub-totals	134	1771	604	298	478	215	420	129	161	97	1797	2510
Inflation <sup>2</sup>	-	-	60	45	100	32	139	19	98	15	397	111
Contingency <sup>3</sup>	7	88	30	15	24	11	21	6	8	5	90	125
Totals	141	1859	694	358	602	258	580	154	267	117	2284	2746
Total FX & LC	2000		1052		860		734		384		5030	

<sup>1</sup>Includes \$25,000 in FY80 and FY82 for study tours.

<sup>2</sup>No inflation shown for FY79 because pricing of items took inflation into account for first project year. Beginning in FY80, FX inflation at 10% compounded; LC inflation at 15% simple.

<sup>3</sup>Contingency at 5%, all years.

V. IMPLEMENTATION

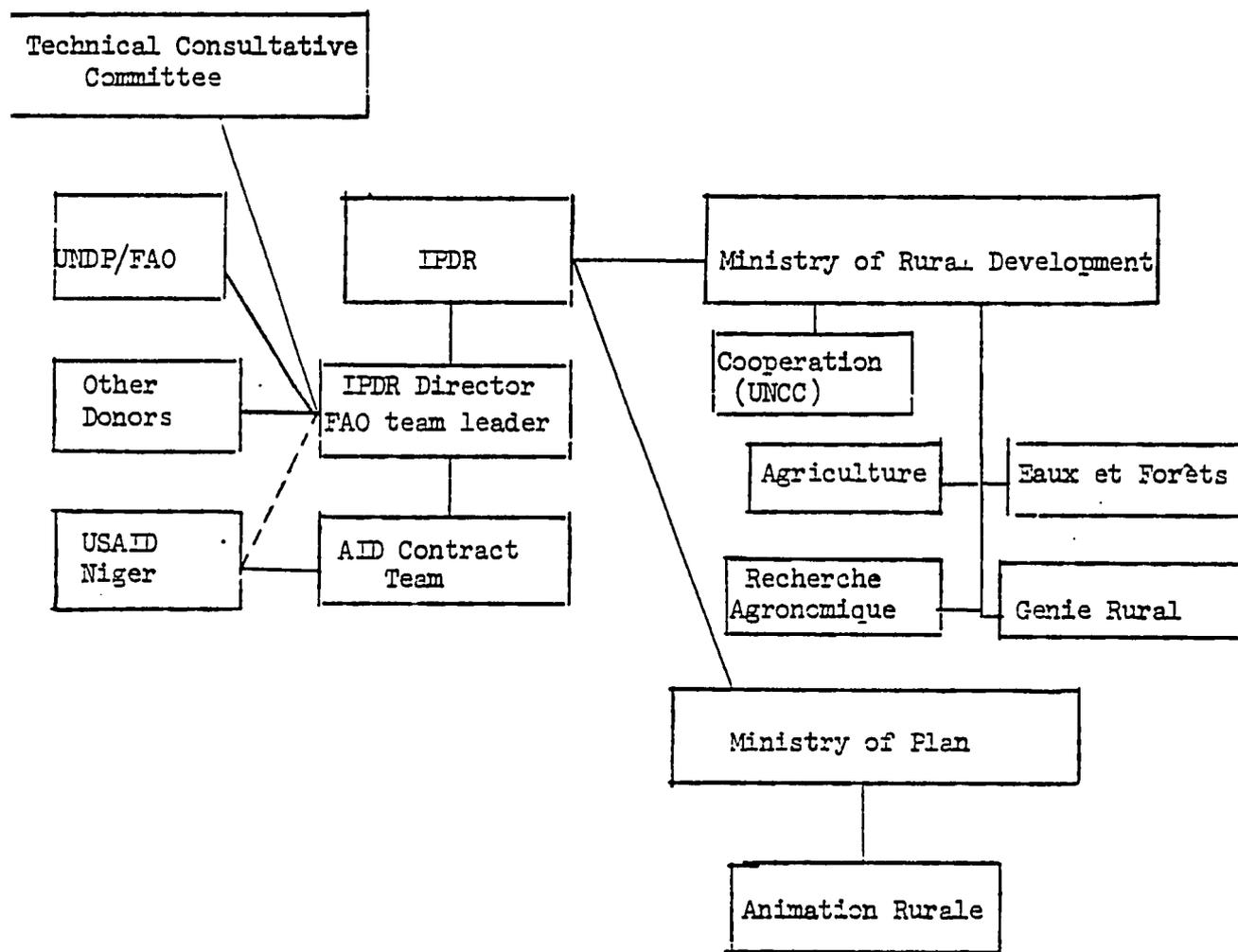
A. ADMINISTRATIVE STRUCTURE

The expansion and reform of IPDR is being implemented by the MRD in collaboration with UNDP/FAO and the recommendations of the Technical Consultative Committee. The GON, with UNDP support, has sought and coordinated donor financial support for the project, and FAO is coordinating the implementation of the reform program. The Technical Consultative Committee is comprised of the directors of several GON divisions for which IPDR trains personnel and of several international experts in agricultural and rural development training. The Committee periodically reviews the IPDR reform program and recommends possible modifications. So far, the MRD has been receptive to these recommendations and has followed them closely.

AID project assistance will be coordinated by a Human Resources Officer who is now being recruited by USAID/Niger. This Officer will function as project manager and, with the assistance of USAID's Project Management Support Unit, will provide advisory assistance to the MRD with respect to project implementation. USAID/Niger will assist the MRD in obtaining commodities, technical services, and other services. A diagram of the implementing agency structure is presented in Table 9.

Table 9

Diagram of Agencies Involved in the IPDR Project



**B. AID PROJECT PROCUREMENT**

**1. Technical Services**

The Ministries of Plan, Rural Development and Education recognize that it is not realistically possible for them to carry out effectively all of the contracting, procurement and logistic support

activities which encompass this project. The GON has therefore requested that AID contract the long and short-term consultants required to implement the project in accordance with the mutually accepted project design. Thus, the necessary PIC/T's will be issued immediately after the signing of the Grant Agreement and forwarded to AID/W for contracting. In view of this planned procedure, a waiver of the AID host country contracting policy preference is being requested for the procurement of technical assistance personnel. The Mission Director has determined that ample justification exists to allow AID contracting for technical services.

## 2. Commodities

a. Practical experience gained through the last several years of project implementation in Niger has shown that the most efficient method for procurement of U.S. origin project commodities is through the utilization of a GON designated procurement agent based in the U.S. This proven method will be followed for the implementation of this project. The USAID project manager and USAID/Niger's Project Management Support Unit will assist the GON in the preparation and issuance of PIO/C's and other necessary documentation as well as any required follow-up action.

### b. Source and Origin

The authorized source and origin for commodities financed by AID under this project is to be Code 941. Maximum efforts will be made to buy all suitable materials and equipment in the United States.

### c. Method of Procurement

Procurement of U.S. source equipment will be conducted according to AID Handbook 15. Procurement of non-major equipment and materials undertaken in this project, when the estimated landed cost requirements are less than \$50,000, is exempt from IFB requirements. In such cases, purchases may be conducted on the basis of good commercial practices. Local or third country purchases, when authorized, will be conducted in accordance with good commercial practices and GON procedures, and, as far as practicable, on the basis of competitive solicitation of offers.

d. Shelf Item Procurements

Local-cost shelf item procurement shall be in accordance with AID Handbook 15, Sections 11B3 and 11B4. Such items are normally imported into Niger; kept in stock in the form in which they are imported; and are for sale locally. Shelf items Code 899 origin, but not of U.S. origin, are eligible for financing, provided the total cost of these purchases does not exceed ten percent of the total costs financed by AID, or \$10,000, whichever is higher, and the unit price of goods procured as shelf items does not exceed \$2,500.

3. Construction

The construction proposed under this project shall be awarded through host country contracting in accordance with Handbook 11, Chapter 2. A waiver is requested from Code 941 to Code 935.

WAIVER JUSTIFICATION

A waiver is requested from Code 941 to Code 935 for host country construction contracting. The construction proposed under this project consists of the renovation and construction of a variety of buildings and requires no specialized technical expertise. It is expected that the construction may be insufficient to interest U.S. firms, since mobilization costs for a U.S. based firm would make the ultimate cost for the construction prohibitive.

Timely completion of the renovation and the new construction is considered by the PP team to be essential to the success of the project. Several Nigerien construction firms exist, but none have demonstrated a capacity to undertake construction of this magnitude. USAID/Niger has found from experience that there are several foreign firms (Code 935) resident in Niger capable of handling construction like that required for IPDR with considerable savings in time and cost over construction by a U.S. based firm. As a result, the PP team feels that a waiver to Code 935 is required to assure the success of the project.

Contract bidding for the construction component will follow normal GON procedures. These procedures have been utilized by other AID projects in Niger and have been thoroughly reviewed and approved by REDSO/WA Contract, Legal and Engineering Advisors.

Total cost of the construction component will be approximately \$1,700,000. This cost estimate includes 5.5% of the actual construction costs for contract services with local architectural firm for the preparation of the final design sketches and supervision of the construction contractor's performance and adherence to contract specifications.

D. Implementation Plan

<u>Date</u>	<u>Action</u>	<u>Responsible Agency</u>
Month 1	Commodities ordered: office and workshop equipment for socioeconomic unit and 2 project vehicles	USAID
Month 1	PIO/T's for technical services completed and sent to AID/W	USAID
Month 1	PIO/P's for first 2 participants prepared and sent to AID/W	USAID
Month 2	RFP for long-term technical services prepared and distributed	AID/W
Month 5	Arrival of 3 long-term staff for Kolo: Rural Sociologist, Economist and Soils Scientist (30 p.m. each)	Contractor
Month 6	Construction begins at Kolo for workshops, laboratories, renovated and new dormitories, kitchen and classrooms	IFDR/UNDP/FAO
Month 6	2 participants leave for U. S. English language training and academic studies	IFDR/USAID/AID/W
Month 9	Short-term Rural Development Specialist (1 p.m.)	USAID/AID/W
Month 9	Short-term Development Project Mgt. Specialist (1 p.m.)	USAID/AID/W
Month 11	Short-term Environmentalist (1 p.m.)	USAID/AID/W
Month 12	Delivery of vehicles, equipment for socioeconomic unit, soils laboratory and workshop	USAID
Month 12	FAO coordinated evaluation (Tripartite Review)	FAO
Month 13	PIO/P's for 3 participants prepared and sent to AID/W	USAID
Month 14	Arrival of long-term Rural Development Mgt. Specialist	USAID/AID/W
Month 15	Short-term Environmentalists (1 p.m.)	USAID/AID/W

<u>Date</u>	<u>Action</u>	<u>Responsible Agency</u>
Month 16	Study tour for 5 Nigerian officials	USAID
Month 18	Construction completed	IFDR/UNDP/FAO
Month 18	3 participants leave for U. S. English language and academic training	IFDR/USAID/AID/W
Month 20	Evaluation report on VOP by Socio-economic Unit Coordinator	Contractor
Month 24	PIO/P's for 3 participants prepared and sent to AID/W	USAID
Month 25	Commodities ordered from U. S.: supplementary equipment and supplies	USAID
Month 26	Special in-depth project review	IFDR/FAO/Other Donors/USAID
Month 29	Short-term Rural Development Specialist (1 p.m.)	USAID/AID/W
Month 29	3 participants leave for U. S. English language and academic training	IFDR/USAID/AID/W
Month 30	2 participants return from U. S. training	AID/W
Month 30	Replacement for long-term soils scientist position arrives	Contractor
Month 32	Evaluation report by Socioeconomic Unit Coordinator	Contractor
Month 32	Short-term Project Mgt. Specialist (1 p.m.)	USAID/AID/W
Month 35	Short-term Environmentalist (1 p.m.)	USAID/AID/W
Month 36	FAO coordinated evaluation (Tripartite Review)	FAO
Month 39	Short-term Environmentalist (1 p.m.)	USAID/AID/W
Month 40	Study tour for 5 Nigerian officials	USAID
Month 41	Short-term Rural Development Specialist (1 p.m.)	USAID/AID/W

<u>Date</u>	<u>Action</u>	<u>Responsible Agency</u>
Month 41	Replacement vehicles ordered	USAID/Contractor
Month 42	3 participants return from U. S. training	AID/W
Month 44	Short-term Project Mgt. Specialist (1 p.m.)	USAID/AID/W
Month 45	Short-term Rural Development Specialist (1 p.m.)	USAID/AID/W
Month 47	Short-term Environmentalist (1 p.m.)	USAID/AID/W
Month 51	Short-term Environmentalist (1 p.m.)	USAID/AID/W
Month 51	Replacement vehicle arrives	USAID/Contractor
Month 53	Short-term Project Mgt. Specialist (1 p.m.)	USAID/AID/W
Month 53	3 participants return from U. S. training	AID/W
Month 56	Final Evaluation	UNDP/FAC

IMPLEMENTATION CHART

INSTITUTE OF APPLIED RURAL DEVELOPMENT - IPDR - KOLO

FY 1979 - FY 1983

(Also see Implementation Plan)

	Months starting from signing of Project Agreement					
	0	12	24	36	48	60
<u>Socio-Economic Unit:</u>						
<u>Rural Sociologist</u> (30 p.m.)	_____					
Participant	-.-.-.-.-					
<u>Socio-Economist</u> (30 p.m.)	_____					
Participant	-.-.-.-.-					
Participant	-.-.-.-.-					
<u>Rural Development Specialist</u> (30 p.m.)	_____					
Participant	-.-.-.-.-					
Short-Term Rural Devl. Spec. (4 p.m.)	^		^	^	^	^
Short-Term Project Mgmt. Spec. (4 p.m.)	^		^	^	^	^
<u>Other Units:</u>						
<u>Soil Scientist</u> (30 p.m.)	_____					
<u>Soil Scientist Replacement</u> (24 p.m.)	_____					
Participant	-.-.-.-.-					
Participant	-.-.-.-.-					
Participant	-.-.-.-.-					
Participant	-.-.-.-.-					
Short-Term Environmentalist (3 p.m.)	^		^	^	^	^
Short-Term Environmentalist (3 p.m.)	^		^	^	^	^
<u>Construction</u>						
<u>Kolo - IPDR</u>						
Teaching methodology unit	--x--x--x--					
Socio-economic unit	--x--x--x--					
Farm facilities	--x--x--x--					
Renovation of dorms	--x--x--x--					
New dormitories	--x--x--x--					
Kitchen unit	--x--x--x--					
Other instructional unit	--x--x--x--					
<u>Commodities</u>						
<u>Socio-economic unit</u>						
Office equipment	.....		.....			
Workshop equipment	.....		.....			
Vehicles	.....		.....			
<u>Other unit</u>						
Office equipment	.....		.....			
Laboratory equipment	.....		.....			
Workshop equipment	.....		.....			
Vehicles	.....		.....			
<u>Project Evaluations</u>						
FAO Evaluations		X		X		
In-Depth Project Evaluation			X			
Evaluation Reports by Socio-Economic Unit Coordinator		X		X		
Final Evaluation Report						X
<u>Personnel</u>						
Construction	--x--x--x--					
Participants	-.-.-.-.-					
Commodities ordered/delivered	.....					
Evaluations	X					

## VI. Evaluation Plan

The Kolo project involves a number of new initiatives that warrant close and careful monitoring in order to provide a maximum of effective feedback to the training program during the project period and information useful to project development elsewhere. In this respect, the elements that a priori appear especially significant are:

1. The newly revised curriculum, providing for a core program prior to a period of professional specialization in both the 2-year and the 4-year programs.
2. The field training in the VOP by interprofessional groups of students in both cycles throughout the period of their training.
3. The phasing-out of technicians at lower levels associated with the assignment of responsibility to Kolo graduates for on-the-job training of encadreurs and vulgarisateurs.
4. The systematic enrollment of women upon the completion of a dormitory unit for them under Phase III of the expansion program.

The first three of these training approaches lead towards the development of multi-purpose competence which may eventually lead to new structures for the provision of rural services.

Each of the principal donor agencies in this project has its own evaluation requirements and procedures. If each were to follow them separately, there would be a risk of defeating their purposes by overloading the project with formal reporting requirements. It is, therefore, proposed that AID follow the established UNDP evaluation procedures and participate in them through representation by persons selected by USAID/Niger and AID/W from agency staff and/or consultants.

The UNDP evaluation model is as follows:

1. Six-Month Reviews: Every six months there is a project review based on the Project Coordinator's report. This review covers all aspects of the project and the review report is sent to the GON, FAO and UNDP. AID should request a copy of this report.

2. Tripartite Review: Once a year, at a time requested by the GON and donors, a review is carried out by a GON representative, the FAO Project Coordinator, the FAO Representative and a representative from UNDP/Niger. Other project donors may request representation on the Tripartite Review Committee and during discussions with the UNDP Resident Representative in Niamey he actively encouraged and welcomed active participation by AID. This evaluation tends to focus heavily upon technical and administrative elements of the project with special attention being paid to project finances.

3. Mid-term of the Project Evaluation: At a mutually agreed upon time near the middle of the life of the project, an in-depth evaluation is carried out which, with the exception of the GON member, is accomplished completely by evaluators from outside of Niger. The evaluation leader is either from UNDP Headquarters, or is a person contracted by UNDP for the evaluation, while the FAO representative would, in all probability, be sent from Rome. In this evaluation, it is also recommended that AID request representation and that the evaluator selected be either from AID/W or a contract employee selected for the purpose. The review and analysis of the project normally last for at least one week and result in a major report with action recommendations for the remaining life of the project.

4. Final Report: Toward the end of the project the Project Coordinator prepares a final report draft which is sent to UNDP/Niger. UNDP/Niger and the GON review the draft together and agree on a final version including any follow-up project activities or reports. Once agreement on the final draft of the Final Report is reached, the Administrator of UNDP submits it to the GON and asks for agreement to publish and distribute it. It is recommended that USAID/Niger review the draft of the final report which has been prepared by the Project Coordinator prior to its being submitted to GON. In addition, the Project Manager of USAID/Niger will report periodically on the activities of U.S. funded staff assigned to the project and on their impressions of the effectiveness of the IPDR program. Guidelines for this internal USAID evaluation will be developed in consultation with AFR/DP/E and relevant DR technicians.

## VII. SPECIAL CONDITIONS COVENANTS AND NEGOTIATION STATUS

### A. GENERAL

The project has been designed and elaborated in close collaboration with the MRD and the GON services involved in IPDR as well as with other project donors. During the preparation of the PP, close discussions were held between the project design team and the full range of Nigerien officials, expatriate advisors to the GON and other donor experts who have varying degrees of association with the project.

### B. CONDITIONS PRECEDENT

Most of the government actions required for successful project implementation can be best met once project activities have commenced and technical assistance is underway. Therefore, conditions precedent to disbursement of funds or issuance of documentation under the project will be limited to standard action requirements for the nomination of a government project representative responsible for the project as well as the standard conditions precedent prior to the disbursement of funds for construction activities.

UNCLASSIFIED - 54 -  
Department of State

OUTGOING  
TELEGRAM

PAGE 01 STATE 228217  
ORIGIN AID-52

1234

STATE 228217

INFO OCT-88 AF-18 /DML R

LSAP:

DRAFTED BY AFR/SFMA: JEROME/SNEAL JB

APPROVED BY AFR/AFR: JACOBITE

AFR/SFMA: GONZALEZ/AM

AFR/SFMA: HANSEN/AM

AFR/DR: L.C. THOMAS DRAFT

AFR/DR: J. KELLY

AFR/DR: COLLIER

AFR/DR: D'ERMOND DRAFT

AFR/DP: WATKINS

AFR/SFMA: OSBORN

DESIRED DISTRIBUTION

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FM SECSTATE WASHDC

TO AMEMBASSY NIAMEY PRIORITY

INFO AMEMBASSY OUAGADOUGOU PRIORITY

AMEMBASSY ABIDJAN

UNCLAS STATE 228217

AIDAC, OUAGADOUGOU PASS RIFKIM

E.O. 11652: N/A

TAGS:

SUBJECT: RURAL SECTOR HRD (683-8228)

1. PID COMMITTEE WHICH REVIEWED FY 1979 PID ON JULY 11 APPROVED PROJECT IN PRINCIPLE AND RECOMMENDED THAT PROJECT MOVE FORWARD TO PP DESIGN. HOWEVER, COMMITTEE REQUESTS FIRST THAT RDO HAVE MORE THOROUGH EXAMINATION MADE OF ALTERNATIVE WAYS OF TRAINING RURAL DEVELOPMENT WORKERS WITHOUT COSSETLY CREATION OF NEW INSTITUTIONS.
2. A STRONGER CASE FOR CONSTRUCTION NEW FACILITIES MUST BE MADE IN TERMS OF:
  - A. ADDITIONAL REQUIREMENTS FOR TRAINED PEOPLE AND AVAILABILITY OF QUALIFIED CANDIDATES. AID-FUNDED ILD TRAINING ASSESSMENT SCHEDULED FOR OCTOBER SHOULD PROVIDE USEFUL DATA;
  - B. RELATIONSHIP OF FIRM OTHER-DONOR INPUTS TO PROPOSED AID CONTRIBUTION;
  - C. PRESENT STATUS OF NIGER'S CURRENT TRAINING INSTITUTIONS AND SUSCEPTIBILITY TO EXPANSION; AND
  - D. MERITS OF OUT OF COUNTRY TRAINING (INCLUDING U.S. AND THIRD COUNTRY) FOR LOW VOLUME SPECIALTIES.
3. COMMITTEE ASSURES PP TEAM WILL EVALUATE CURRICULA TO ENSURE APPLICABILITY TO ON-THE-JOB REQUIREMENTS IN RURAL SECTOR, ALONG WITH LIST OF PROJECT ISSUES GIVEN PAGE 129 OF PID.
4. REQUEST INFO REQUIRED PARA 2 ABOVE BE SUBMITTED AID/V BEFORE END OF CY 1977 TO ALLOW DRAFTING TOR FOR PP TEAM ENVISAGED FEBRUARY-MARCH, 1978. PLEASE ADVISE IF RDO WISHES ASSISTANCE CONTACTING LOWENTHAL OR OTHER CONTRACTOR, PROVIDED THAT RDO AND REDSO RESOURCES NOT AVAILABLE IN TIME PERMITTED.
5. RDO SHOULD ALSO SUPPLY AID/V WITH FOLLOWING INFORMATION

- A. NAME OF OFFICER AND PROJECT COMMITTEE MEMBERS RESPONSIBLE FOR PROJECT DESIGN AND MANAGEMENT;
- B. SCHEDULE OF DESIGN ACTIVITIES; AND
- C. ESTIMATED SUBMISSION DATE FOR PP. YANCE

UNCLASSIFIED

### Logical Framework

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Sector Goal:</u></p> <p>Increased productivity of the rural sector so as to enable Niger to</p> <ul style="list-style-type: none"> <li>- achieve self-sufficiency in basic food production</li> <li>- improve the basic well being and standard of living of the population</li> </ul>	<p><u>Measures of Goal Achievement</u></p> <ul style="list-style-type: none"> <li>- Increased agricultural output</li> <li>- Reduced basic food imports</li> <li>- Increased exports of cash crops</li> <li>- Less reliance on food assistance programs</li> </ul>	<ul style="list-style-type: none"> <li>- Statistics on agricultural production and marketing</li> <li>- Import/export statistics</li> <li>- Food assistance requests</li> </ul>	<ul style="list-style-type: none"> <li>- That self-sufficiency in basic foods production is possible within the bounds of Niger's resources and cultural framework</li> <li>- That the GON will be able to translate its national goals into effective rural development programs, including the willingness to make difficult decisions regarding allocations of resources</li> <li>- That adequate funds will be available as required</li> <li>- That increasing manpower and financial commitments to rural development activities will lead to increased agricultural outputs</li> </ul>

Project Purpose:

To increase the capacity of the IPDR at Kolo for producing competently trained middle-level rural development agents to staff Ministry of Rural Development field activities

End of Project Status:

- The IPDR at Kolo functions as an integral part of the MRD at a rate producing no less than 140 graduates annually at mid-level grades (C through B<sub>1</sub>) of the Civil Service, of whom an increasing number are women
- IPDR-trained MRD staff perform competently
- All IPDR reforms including VOP are successfully implemented
- IPDR faculty and administration completely staffed with Nigerian personnel

- MRD staffing reports

- Evaluation of IPDR

- Evaluation of MRD personnel field effectiveness

- Interviews with villagers

- Roster of IPDR faculty

- All donor assistance required to implement the planned expansion and reform programs for the IPDR is received, as now expected and on schedule

- Needed managerial and professional technical manpower to staff the expanded training system is either available or obtainable through external assistance programs

- Nigeriens will be motivated to pursue careers in MRD

- The existing, institutional agricultural training infrastructure can be expanded without undue stresses on the fiscal and human management elements of GON

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Outputs:

1. Programs established in socio-economic and environmental studies
2. Outreach practical training procedures tested and incorporated into both the A.T. and conducteur/consellier training cycles
3. Construction and equipment completed of AID-funded components of multi-donor plan for IPDR (Kolo)
4. Instructors for IPDR trained to level of masters degree
5. Evaluations completed in association with UNDP
6. Productivity improvement projects designed, implemented and evaluated in villages surrounding Kolo

Magnitude of Outputs:

1. Curricula reform for socio-economic and environmental studies
2. All students successfully involved in VOP and other applied training programs
3. (a) Renovation of Socio-economic Bloc and dormitory facilities for 250 students  
(b) Construction of Environment Bloc facilities administration and training complex, kitchen and dining room facilities, fifty student dormitory unit and farm production facilities
4. 8 instructors with Masters degrees in technical field and at least 6 teaching at IPDR
5. A minimum of 4 evaluations completed
6. Projects covering at least 600 village farm plots

1. Published official curricula of IPDR and project evaluations
2. (a) Students' field reports on the completion of their village and other field assignments  
(b) Reports of IPDR director and of the FAO project coordinator and the AID project coordinator
3. Official inspection reports and visual inspection
4. Participant training program reports
5. Official reports
6. MRD and IPDR records and visual inspection

1. Acceptance by GON of recommendations prepared by the Technical Consultative Committee
2. Cooperation in villages selected for the development of the outreach training program
3. No major delays in deliveries or unanticipated difficulties in arranging contract and procedures
4. Students capable of meeting academic requirements
5. US commitment to purposes of (and participations in) evaluations staffed outside local USAID
6. Cooperation of villages and farms, and availability of loans

Inputs:

	<u>Budget Provisions</u>
1. Technical Assistance	
a. Long-term (12 PY)	1. a. \$ 1,500,000
b. Short-term (14 M)	b. 140,000
2. Participant Training	
a. Long-term (16 PY)	2. a. 324,000
b. Study tours (10 M)	b. 50,000
3. Construction	3. \$ 1,700,000
4. Commodities	4. \$ 377,000
5. Other costs (incl. VOP)	5. \$ 327,000 (incl 200,000 for VOP)
6. Evaluation	6. \$ 40,000

1. Contract documents

2. a. Letter of appointment and university acceptance
- b. Acknowledgement of official invitational travel vouchers
3. Contracts, disbursement, records, progress reports, visual inspection
4. Purchase orders, shipping documents, delivery records
5. Disbursement vouchers, receipts, completion of field reports
6. Periodic reports

1. Qualified candidates with the required S-h/R-h proficiency in French can be recruited on a timely basis
2. Qualified candidates are available
3. a) Construction plans remain essentially as specified in PP
- b) Exchange rate will not fall below recent minimum of \$1 = CFA 200
- c) Necessary disbursement procedures can be arranged between AID-GON
4. Final selection can be made on the basis of detailed specifications
5. a) A detailed work schedule has been determined by IMR
- b) Suitable village sites have been identified
6. AID/W will participate in evaluations through IMR staff or consultants

ANNEX 3

INITIAL ENVIRONMENTAL EXAMINATION

Project Country: Niger  
Project Title: Rural Sector Human Resources Development (683-0226)  
Funding: FY (s) 1979-1983 \$5.030 million

Period of Project:  
Beginning FY 1979 Ending FY 1983

IEE Prepared by: Roy A. Harrell, Jr.

Environmental Action Recommended: Negative Determination

Concurrence: *J. P. Johnson 11/15/79*

Assistant Administrator Decision:

APPROVED \_\_\_\_\_

DISAPPROVED \_\_\_\_\_

DATE \_\_\_\_\_

*JRH*

*6/4/79*

I. Description of Project: This project is designed to expand and improve the capacity of Niger to train rural development personnel with emphasis on professional mid-level training. Under a FAO coordinated multi-donor activity the Ministry of Rural Development's Institut Pratique de Developpement Rural (IPDR) is being restructured by (1) expanding the physical facilities to increase the training capacity from 250 to 450 students, (2) changing and strengthening the curriculum to make it more relevant to Niger's rural development needs, and (3) providing enough training abroad to enable IPDR to be fully staffed by Nigeriens by 1984. To support the multi-donor activity the AID project will provide interim technical assistance, training for Nigerien instructors, and renovation and construction of facilities. AID funding will comprise about 26 percent of the total cost of the multi-donor activity.

II. Summary of Nature, Scope and Magnitude of Environmental Examination: The expansion and improvement of Niger's capacity to train rural development personnel will have no significant impact on the natural and physical environment. The construction activities consist of the renovation and expansion of facilities on the site of the existing school. They will not adversely affect the environment nor displace any established population. Rural development agents trained at IPDR will be instructed in environmental, ecological, and social considerations of development. Their practical training activities and general development efforts after graduation in rural development (agricultural production; agricultural research; fish, wildlife and forestry; rural engineering; cooperative extension; and community development) should help to improve environmental awareness, practices and monitoring. Positive indirect environmental consequences are therefore to be expected from this training project.

III. Recommended Environmental Action: Based on the rationale given above, a Negative Determination should be made.

I. Direct Changes Within the Project Area

A. Natural Resources

Would the implementation of the Rural Sector Human Resources Development Project require or eventually cause. . .

1. Reduction to the standing mass of vegetation, including associated animal populations? No, it should ultimately contribute to the standing mass of vegetation due to improvement in the effective work of the extension and cooperative agents.
2. Significant changes to either the rates of use or the stocks of non-renewable natural resources? No.
3. Significant alteration or periodicity of flow, storage, location or quality of water? No.
4. Significant modification of capacity to buffer short-term climatic variations? No.
- 5. Extensive alteration of surfaces, including soil character? No. Soil depletion, especially erosion, should be reduced as an ultimate result of the project's training interventions.
6. Changes in air quality? No.
7. Modification of traditionally significant micro-climates? No.
8. Alteration of soil susceptibility to accelerated erosion? No. Soil erosion should be reduced through improved land-use practices.
9. Modifications of locally significant nutrient cycling flows? No.
10. Interruption or destruction of specific places or routes which are of strategic biologic significance? No.
11. Intervention in the function, extent, or continuing of unique local ecosystems, whether wild or domestic? No.

B. Socio-economic Conditions Immediately Linked to Potential Environmental Changes

Would the implementation of the Rural Sector Human Resources Development project require or eventually cause significant. . .

1. Replacement of local land use systems of proven sustainability? No.
2. Changes in the number and/or distribution of the population? No.

3. Changes in the source and composition of food supply such as would alter the nutritional status of the local population? No.

4. Changes in physical conditions which might affect the transmission of diseases of man, animal, or plants? No.

5. Changes which alter either the potential of environmental hazards or the social ability to cope with them? No, the environmental hazards should be reduced as a long-term result of the training provided, and the social ability to cope with them should be improved.

6. Transformation of uses of land which may be of ethnic or of cultural significance? No.

7. Modification of resident capacity to utilize and distribute locally available skills, information and materials? There will be long-term improvement in such capacity.

8. Changes in the rates and quantities of concentrated energy usage? No.

9. Probability that wastes from the proposed activities will be fully used, contained, or properly managed? Sanitation facilities have been adequately planned and included within the construction designs for IPDR.

10. Adoption of technology which would alter the scale and the intensity of agricultural land use? In the long-term, land use (practices), particularly in the southern part of the country, should be improved. High population densities have contributed to soil erosion, thereby impeding the growth in agricultural productivity. Another land pressure results from the grazing of livestock. In some areas, high density of animal populations has led to overgrazing and erosion has resulted. IPDR will have a newly-designed environment/ecology curriculum which should increase the sensitivity of rural development personnel to these matters and help the Government of Niger deal with the problem of intensity of agricultural land use.

## II. Indirect Consequences

A. For areas and sectors outside the immediate concern of the Rural Sector Human Resources Development project are there significant probabilities that . . .

1. Within the region it will be perceived that the resources or long-term options of one ethnic group or national class are being traded off for the benefit of another? No.

2. Changes to habitats will affect their capacity to maintain a reasonably diverse and self-regulating population of plants and animals? Yes; in a positive manner.

3. Alteration of lands heretofore considered of marginal productivity will have their capacity to provide a broad array of ecosystem services such as watershed, nutrient cycling, water quality, or aesthetic sites, substantially improved? This is one of the long-range goals of the GON which should be complemented by the training assistance provided under this project.
4. That there will be changes in the availability, qualities, flows and consumptions of water? Ultimately, in a positive fashion. See 3 above.
5. Change to the nature, quantities, containment and cycling routes of waste products, including agricultural by-products, will occur? Ultimately, in a positive fashion. See 3 above.
6. There will be changes in the capabilities of people to protect themselves from regional environmental hazards such as diseases? People should have an enhanced capability to so protect themselves from diseases as a result of the additional education and training especially in the sciences.
7. The locations chosen for infrastructure development will alter values of lands or places so as to cause changes in intensities of use which in turn alter ecological viability (such as a road may stimulate settlement near the borders of a previously protected forest, thus leading to unintentional destruction)? No.
8. Change to regional relationships of resource allocation will require either changes to or coordination with another project or country? No.
9. Changes in food supply and distribution patterns would create new meanings for nutrition, health and/or poverty levels? Food supply should be ultimately enhanced as a result of the activities of extension and cooperative agents.
10. Given the circumstances of technology and regional social conditions, this project will be perceived as using the natural resources in a conservative and efficient manner? While the project itself will make no use of natural resources, one of the main objectives is to teach the proper use of these resources.
11. Alterations of landscape will affect the character of places which have significance to the history, ethnic identity, aesthetic well-being or cultural continuing of the people(s) involved? No.
12. Commitment to commercial energy-content inputs will alter social structures, marketing connections, political dependencies and resource availabilities? No.

13. This project will assist people to organize sustainable health services and technology in relation to changes in environmental conditions (such as diet, disease vectors, sanitation, shelter)? No. Not applicable.

14. The institutions developing from this proposal will have a continued environmentally aware participant involvement in supervision and monitoring? This is one of the primary objectives which the GON hopes to achieve through inclusion of environment/ecology curriculum within the structure of the Institute for Practical Rural Development at Kolo.

15. The project will create changes which may become national or international controversies? No.

16. The developments sought will contribute to the establishment of incentives to conservation of natural resources? This is one of the primary objectives of the project.

IMPACT IDENTIFICATION AND EVALUATION FORM

Impact Areas and Sub-areas

Impact  
Identification  
and Evaluation 1/

A. LAND USE

- 1. Changing the character of the land through
  - a. Increasing the population----- L
  - b. Extracting natural resources----- N
  - c. Land clearing----- M
  - d. Changing soil character----- L
- 2. Altering natural defenses----- N
- 3. Foreclosing important uses----- N
- 4. Jeopardizing man or his works----- N

B. WATER QUALITY

- 1. Physical state of water----- N
- 2. Chemical and biological states----- N
- 3. Ecological balance----- N

C. ATMOSPHERIC

- 1. Air additives----- N
- 2. Air pollution----- N
- 3. Noise pollution----- N

D. NATURAL RESOURCES

- 1. Diversion, altered use of water----- N
- 2. Irreversible, inefficient commitments----- N

1/ Use of the following symbols:

- N - No environmental impact
- L - Little environmental impact
- M - Moderate environmental impact
- H - High environmental impact
- U - Unknown environmental impact

IMPACT IDENTIFICATION AND EVALUATION FORM

E. CULTURAL

- 1. Altering physical symbols-----           N
- 2. Dilution of cultural traditions-----           N

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns-----     Potential M
- 2. Changes in population-----           L
- 3. Changes in cultural patterns-----           L-M

G. HEALTH

- 1. Changing a natural environment-----           N
- 2. Eliminating an ecosystem element-----           N
- 3. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

H. GENERAL

- 1. International impacts-----           N
- 2. Controversial impacts-----           N
- 3. Larger program impacts-----           N
- 4. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

REPUBLIQUE DU NIGER  
 MINISTÈRE  
 DU DEVELOPPEMENT RURAL

Niamey, le 17 MARS 1978

LE MINISTRE DU DEVELOPPEMENT RURAL

N° DR/CAB

795

A Monsieur le Ministre des Affaires Etrangères  
 et de la Coopération

- / / / NIAMEY

Référence: Votre R.E n° 1450 du 22/2/78  
 transmettant la lettre n° 19 en date du  
 13/2/78 de l'AID.

O b j e t: Projet de Développement des  
 Ressources Humaines pour le Secteur  
 Rural.

MINISTÈRE DES  
 AFFAIRES ÉTRANGÈRES

Courrier n° 300.8

17-3-78

J'ai l'honneur de vous informer que j'ai pris connaissance de la note préparée par l'AID relativement au Projet de Développement des Ressources Humaines pour le Secteur Rural. Il me plaît de constater que l'AID partage notre souci de parfaire la formation des cadres appelés à exécuter nos programmes de développement rural. Le projet proposé par l'AID répond certes à des besoins précis du secteur rural mais compte tenu de nos ressources limitées, il m'apparaît important de dégager d'ores et déjà certaines priorités au niveau des composantes du projet.

En vue d'assurer la bonne exécution de nos projets et programmes de développement rural, il est nécessaire d'accorder la première priorité au Projet d'Extension de l'IPDR de KOLO. Comme le souligne en effet la note de l'AID, cet Institut n'a formé que 250 agents techniques de 1970 à 1976 et il est impératif de tout mettre en oeuvre afin d'assurer un rythme de formation annuel d'environ 75 cadres de niveau B et 75 cadres de niveau C. Cet objectif ne pourra être atteint que si nous arrivons à mobiliser les ressources financières nécessaires à la réalisation du projet. Les engagements faits jusqu'à maintenant par les sources de financement incluant l'AID, s'élevaient à environ 7,170 millions de dollars US sur des besoins globaux estimés à 14 millions de dollars US.

Dans ces circonstances, il serait souhaitable que l'AID accorde à ce projet toute l'importance que nous lui réservons, et, envisage une augmentation de sa contribution, même s'il fallait, pour ce faire, reporter à plus tard les autres composantes du Projet " Développement des Ressources Humaines ".

La deuxième composante du projet qui retient mon attention est la Création d'un Centre de Formation en Gestion de Coopératives. Avec l'aide de la DANIDA et du BIT, nous venons de démarrer un programme de formation coopérative qui poursuit les principaux objectifs suivants:

- définir une politique de formation coopérative après évaluation des besoins dans ce domaine
- préparer et mettre en oeuvre des programmes de recyclage et de perfectionnement à la coopération pour le personnel de l'UNCC et les responsables de coopératives
- participer à la formation sur le terrain des responsables élus des CMV, des coopératives et des ALC.
- concevoir, tester et réaliser des cours et du matériel pédagogique pour ces programmes de formation.

Ce projet, d'une durée de 27 mois, ne prévoit pas pour le moment la mise en place des infrastructures nécessaires à un Centre de Formation Coopérative. Toutefois nous envisageons l'implantation d'un tel Centre à Tahoua, Centre qui serait équiné pour la production de documents destinés aux cadres de l'UNCC et aux coopérateurs ainsi que de moyens audio-visuels pour l'organisation des stages de recyclage des agents. Il y aurait donc possibilité de compléter le programme déjà en marche et d'envisager la création d'un Centre National de Formation Coopérative pour 1980.

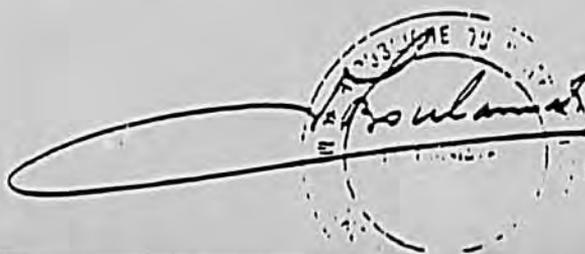
Quant aux autres composantes du projet à savoir:

- Système de Planification de l'Encadrement
- Création d'un Centre de Formation en Gestion de Projets
- Création d'un Fonds pour les stages et bourses d'Etudes
- Soutien au Programme d'Alphabétisation

elles devront d'abord faire l'objet d'études et de négociations au niveau du Ministère du Plan qui est responsable de la coordination nationale de ces différentes activités. De plus, la composante "Soutien au Programme d'Alphabétisation" relève des attributions du Ministre de l'Éducation Nationale.

Recommandations:

M.P.  
M.T.  
M. UNCC



REPUBLIQUE DU NIGER  
CONSEIL MILITAIRE SUPREME  
MINISTERE DE L'EDUCATION NATIONALE

Niamey, le

72 AVR. 1978

Le Ministre de l'Education Nationale

à Monsieur le Ministre des Affaires Sociales  
et de la Coopération

- 71143

~~1337~~ / HEN/ALPHA

V.R.: 02277/113/C/2APC.

OBJET: Projet de Développement des  
Ressources humaines pour le  
secteur rural

MINISTRE DE L'EDUCATION NATIONALE  
AFFAIRES SOCIALES ET DE LA COOPERATION  
13-4-78 4082

En réponse à votre lettre ci-dessus référencée,  
j'ai l'honneur de vous confirmer que mon département souhaite  
vivement la réalisation de ce projet d'autant plus qu'il ré-  
pond à deux (2) des objectifs principaux évoqués dans la pro-  
grammation triennale :

- a/ L'extension des centres dans certaines zones défavorisées.  
(Zones hors projet)
- b/ La mise en place d'un réseau de Foyer d'Education Permanente  
pour permettre aux adultes nouvellement alphabétisés de  
consolider leurs acquis et d'élargir leur savoir. Dans ce  
cadre l'appui à la presse villageoise serait indispensable.

L'aide envisagée pourrait se situer au niveau d'un  
ou de plusieurs départements et les projets ci-joints rédigés  
le 7 à une année et soumis au Club des amis de Sanel pourraient  
servir de base pour l'établissement en commun du projet.

AGENTS

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 9 - TRONC COMMUN -

Enseignements	1ère Année			2 <sup>e</sup> Année		
	1 <sup>er</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.	1 <sup>er</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.
1 Mathématiques		.....		.....		
2 Physique		.....				
3 Chimie		.....				
4 Techniques d'expression						
5 Langues nationales						
6 Sciences naturelles						
7 Géologie et pédologie						
8 Climatologie						
9 Topographie et cartographie						
10 Dessin						
11 Démographie						
12 Agriculture générale						
13 Ecologie appliquée						
14 Agriculture spéciale						
15 Zootechnie						
16 Irrigation						
17 Foresterie						
18 Culture attelée - Machinisme						
19 Sociologie rurale						
20 Economie rurale						
21 Coopération						
22 Travaux pratiques d'exploitation et atelier						
23 Stage technique et connaissance du milieu						

..... Cours facultatifs pour accès au niveau supérieur

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 10

Option : Production agricole  
Spécialité : Agriculture

Enseignements	1ère Année			2 <sup>e</sup> Année		
	1er Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.	1 <sup>e</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.
24 Agriculture générale (II)				_____		
25 Agriculture spéciale (II)					_____	
26 Zootechnie spéciale					_____	
27 Horticulture et Arboriculture					_____	
28 Economie des productions				_____		
29 Méthodes de développement rural *				_____		
30 Vulgarisation et Pédagogie appliquée				_____		
31 Sélection et production des semences					_____	
32 Défense des végétaux					_____	
33 Conditionnement et conservation					_____	
34 Administration et organisation					_____	
35 Enquêtes et Statistiques					_____	
36 Travaux pratiques, Spécialité et visites dirigées				_____	_____	
37 Stage en situation professionnelle						_____

Spécialité : Recherche Agronomique

24 Agriculture générale (II)				_____		
25 Agriculture spéciale (II)					_____	
26 Zootechnie spéciale					_____	
27 Horticulture et Arboriculture					_____	
28 Economie des productions				_____		
29 Sélection et production semences					_____	
30 Défense des végétaux					_____	
31 Expérimentation agricole				_____		
32 Laboratoire chimie agricole				_____		
33 Laboratoire biologique					_____	
34 Initiation à la photographie					_____	
35 Administration et organisation					_____	
36 Travaux pratiques, Spécialité et visites dirigées				_____	_____	
37 Stage en situation professionnelle						_____

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 11      Option : Aménagement rural  
                     Spécialité : Eaux et Forêts

Enseignements	1ère Année			2 <sup>e</sup> Année		
	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.
24 Foresterie générale (II)				_____		
25 Dendrologie				_____		
26 Agrostologie générale					_____	
27 Cynogétiave					_____	
28 Pêche et Pisciculture					_____	
29 Conservation du sol et des eaux					_____	
30 Sylviculture				_____	_____	
31 Dendrométrie et Exploitation					_____	
32 Politique et Législation forestière					_____	
33 Méthodes de développement rural				_____	_____	
34 Vulgarisation et Pédagogie				_____	_____	
35 Administration et organisation					_____	
36 Travaux pratiques forestiers et visites dirigées				_____	_____	
37 Stages en situation professionnelle						_____

Spécialité : Génie Rural

24 Topographie (II)				_____		
25 Hydrologie				_____		
26 Dessin (II)				_____	_____	
27 Métré					_____	
28 Irrigation (II)					_____	
29 Constructions rurales					_____	
30 Conservation des eaux et du sol					_____	
31 Machinisme - Mécanisation					_____	
32 Vulgarisation et Pédagogie appliquée				_____	_____	
33 Méthodes de développement rural				_____	_____	
34 Financement équipements ruraux					_____	
35 Administration et organisation					_____	
36 Travaux pratiques et visites dirigées				_____	_____	
37 Stages en situation professionnelle						_____

# BEST AVAILABLE DOCUMENT

D.R. 1010

IR 77/01

Tableau 11- ORGANISATION DES ENSEIGNEMENTS DANS LES SPECIALITES (Récapitulatif)

## - AGENTS TECHNIQUES -

Spécialité :	PRODUCTION AGRICOLE		ENCADREMENT SOCIO-ECONOMIQUE		AMENAGEMENT RURAL.	
	RECHERCHE	AGRICULTURE	ANIMATION	COOPERATION	GENIE RURAL.	EAUX ET FORETS
	↑	↑	↑	↑	↑	↑
	Laboratoire II Laboratoire I	Conditionnement Méthodes d'enquête - Statistiques	Animation	Approvisionnement Commercialisation	Financement des équipements Constructions rurales	Législation forestière Dendrométrie et Exploitation
	Sélection et production des semences		Educ. on populaire	Mécanisation		Pêche et Pisciculture
	Protection des végétaux		Crédit agricole	Métré		Cynégétique
	Horticulture - Arboriculture		Coopération (II)	Hydrologie		Sylviculture
	Zootéchnie spéciale		Comptabilité	Irrigation (II)		Agrostologie
	Agriculture spéciale (II)		Economie régionale et Planification	Dessin (II)		Dendrologie
	Agriculture générale (II)		Sociologie (II)	Topographie (II)		Foresterie (II)
	Economie des productions				Conservation du sol et des eaux	
	Photographie	Méthodes de développement rural				
	Expérimentation	Vulgarisation et Pédagogie appliquée				
	Administration et Organisation du travail					

TRONC COMMUN

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 12 Option : Encadrement socio-économique  
Spécialité : Coopération

Enseignements	1ère Année			2 <sup>e</sup> Année		
	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.
24 Economie régionale et Planification				_____		
25 Economie des productions				_____		
26 Comptabilité agricole et coopérative					_____	
27 Méthodes de développement rural				_____		
28 Sociologie rurale (niv. II)				_____		
29 Vulgarisation et Pédagogie appliquée				_____		
30 Coopération (niv. II)				_____	_____	
31 Crédit agricole					_____	
32 Commercialisation et conservation					_____	
33 Machinisme agricole - Mécanisation					_____	
34 Approvisionnement et gestion de magasin					_____	
35 Organisation et Administration					_____	
36 Travaux pratiques et visites dirigées Coopération				_____		
37 Stage en situation professionnelle						_____

Spécialité : Animation

24 Economie régionale et Planification				_____		
25 Economie des productions				_____		
26 Comptabilité agricole et coopérative					_____	
27 Méthodes de développement rural				_____		
28 Sociologie rurale (niv. II)				_____		
29 Vulgarisation et Pédagogie appliquée				_____		
30 Coopération (niv. II)				_____	_____	
31 Crédit agricole					_____	
32 Techniques et méthodes d'animation					_____	
33 Méthodes d'enquête et Statistiques					_____	
34 Education populaire					_____	
35 Administration et organisation					_____	
36 Travaux pratiques et visites dirigées Animation				_____		
37 Stage en situation professionnelle						_____

TECHNICIENS

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 22 - TRONC COMMUN -

Enseignements	1ère Année			2 <sup>e</sup> Année		
	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.
1 Mathématiques						
2 Physique						
3 Chimie						
4 Français						
5 Techniques d'expression E. et O.						
6 Langues nationales						
7 Biologie végétale - Botanique						
8 Biologie animale - Zoologie						
9 Ecologie appliquée						
10 Géologie						
11 Pédologie						
12 Climatologie						
13 Démographie						
14 Géographie - Cartographie						
15 Dessin						
16 Topographie						
17 Sociologie rurale						
18 Economie générale						
19 Agronomie						
20 Zootechnie générale						
21 Agriculture spéciale						
22 Foresterie						
23 Irrigation						
24 Machinisme agricole						
25 Economie rurale - Gestion exploit.						
26 Coopération						
27 T.P. de laboratoire Physique-Chimie						
28 T.P. exploitation/Atelier Biologie						
29 T.P. Topographie Foresterie						
30 Stage exploitation agricole Irrigation						
31 Stage étude du milieu						

**MISSING PAGE**

**NO.** 74 and 76

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 23

Option : Production agricole  
Spécialité : Agriculture

Enseignements	3 <sup>e</sup> Année			4 <sup>e</sup> Année		
	1 <sup>er</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.	1 <sup>er</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.
32 Agriculture spéciale						
33 Zootechnie spéciale						
34 Horticulture - Arboriculture						
35 Protection des végétaux						
36 Sélection et production des semences						
37 Récolte et conservation *						
38 Economie des productions						
39 Economie régionale et planification						
40 Aménagement et protection du milieu						
41 Méthodes de Développement rural						
42 Vulgarisation et pédagogie						
43 Administration						
44 Organisation du travail						
45 Enquêtes et statistiques						
46 Travaux pratiques - Spécialité						
47 Visites - Travaux dirigés						
48 Stage spécialité						
49 Stage en situation professionnelle, Mémoire, Examen						

\* Les enseignements inscrits dans ce caractère sont spécifiques à la spécialité.

N ER 77/003

## CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 24

Option : Production agricole  
Spécialité : Recherche Agronomique

Enseignements	3 <sup>e</sup> Année			4 <sup>e</sup> Année		
	1 <sup>e</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.	1 <sup>e</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.
32 Agriculture spéciale						
33 Zootechnie spéciale						
34 Horticulture - Arboriculture						
35 Protection des végétaux						
36 Sélection et production de semences						
37 Mathématiques statistiques						
38 Expérimentation						
39 Economie des productions						
40 Aménagement et protection du milieu						
41 Laboratoire de chimie agricole						
42 Laboratoire biologique						
43 Organisation du travail						
44 Administration						
45 Photographie						
46 Travaux pratiques - Spécialité						
47 Visites - Travaux dirigés						
48 Stage spécialité						
49 Stage en situation professionnelle						
Mémoire et examen						

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 25

Option : Aménagement rural

Spécialité : Eaux et Forêts

Enseignements	3 <sup>e</sup> Année			4 <sup>e</sup> Année		
	1 <sup>e</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.	1 <sup>e</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.
32 Foresterie générale						
33 Dendrologie						
34 Agrostologie						
35 Sylviculture						
36 Dendrométrie et exploitation						
37 Cynégétique						
38 Pêche et Pisciculture						
39 Conservation du sol et des eaux						
40 Méthodes de développement						
41 Vulgarisation et pédagogie						
42 Administration						
43 Organisation du travail						
44 Politique et législation forestière						
45 Economie régionale et planification						
46 Travaux pratiques - Spécialité						
47 Visites et travaux dirigés						
48 Stage spécialité						
49 Stage en situation professionnelle Mémoire et examen						

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 26

Option : Aménagement rural  
 Spécialité : Génie Rural

Enseignements	3 <sup>e</sup> Année			4 <sup>e</sup> Année		
	1 <sup>er</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.	1 <sup>er</sup> Trim.	2 <sup>e</sup> Trim.	3 <sup>e</sup> Trim.
32 Mathématiques appliquées						
33 Dessin						
34 Topographie						
35 Hydrologie						
36 Hydraulique agricole						
37 Métré						
38 Constructions rurales						
39 Machinisme - Mécanisation						
40 Conservation des eaux du sol						
41 Méthodes de développement rural						
42 Vulgarisation et pédagogie appliquée						
43 Administration						
44 Organisation du travail						
45 Financement des équipements ruraux						
46 Travaux pratiques - Spécialité						
47 Visites et travaux dirigés (études de projets)						
48 Stage spécialité						
49 Stage en situation professionnelle, Mémoire, examen						

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 27 Option : Encadrement socio-économique  
 Spécialité : Coopération

Enseignements	3 <sup>e</sup> Année			4 <sup>e</sup> Année		
	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.
32 Economie régionale et planification	_____	_____				
33 Economie des productions	_____					
34 Comptabilité agricole et coopérative		_____				
35 Méthodes de développement rural	_____	_____				
36 Sociologie rurale (II)	_____					
37 Vulgarisation et pédagogie appliquée	_____	_____				
38 Coopération (II)	_____	_____		_____		
39 Crédit agricole		_____		_____		
40 Commercialisation et stockage				_____		
41 Machinisme agricole		_____		_____		
42 Approvisionnement				_____		
43 Administration				_____		
44 Organisation du travail				_____		
45 Aménagement et protection du milieu	_____	_____				
46 Travaux pratiques - Spécialité	_____	_____		_____		
47 Visites - Travaux de groupe	_____	_____		_____		
48 Stage spécialité			_____			
49 Stage en situation professionnelle Mémoire et examen					_____	_____

CHRONOLOGIE DES ENSEIGNEMENTS

Tableau 28

Option : Encadrement socio-économique  
Spécialité : Animation

Enseignements	3 <sup>e</sup> Année			4 <sup>e</sup> Année		
	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.	1 <sup>er</sup> Tris.	2 <sup>e</sup> Tris.	3 <sup>e</sup> Tris.
32 Economie régionale et planification	_____	_____				
33 Economie des productions	_____					
34 Comptabilité agricole et coopérative		_____				
35 Méthodes de développement rural	_____	_____				
36 Sociologie rurale (II)	_____					
37 Vulgarisation et pédagogie appliquée	_____	_____				
38 Coopération (II)	_____	_____				
39 Crédit agricole		_____		_____		
40 Animation		_____		_____		
41 Méthodes d'enquêtes		_____		_____		
42 Education populaire		_____		_____		
43 Administration				_____		
44 Organisation du travail				_____		
45 Aménagement et protection du milieu	_____	_____				
46 Travaux pratiques - Spécialité	_____	_____		_____		
47 Visites - Enquêtes	_____	_____		_____		
48 Stage spécialité			_____			
49 Stage en situation professionnelle, mémoire et examen					_____	_____

Tableau 29 - ORGANISATION DES ENSEIGNEMENTS DANS LES SPECIALITES - (Récapitulatif)

- TECHNICIENS -

de RECHERCHE	d'AGRICULTURE	d'ANIMATION	de COOPERATION	FORESTIER	du GENE RURAL
Laboratoire II Laboratoire I	Enquêtes Statistiques Récolte et conservation	Education populaire Méthodes d'enquêtes Animation	Machinisme agricole Approvisionnement Commercialisation	Polit. et légis-lation forestière Pêche et Pisciculture Cynégétique	Financement des équipements Mécanisation Constructions rurales
Sélection et production des semences Protection des végétaux Horticulture - Arboriculture Zootechnie spéciale Agriculture spéciale	Comptabilité agricole et coopérative Crédit agricole Coopération (II) Sociologie (II)		Dendrométrie et Exploitation Sylviculture Agrostologie Dendrologie		Hydraulique Hydrologie Métré Topographie (II)
Photographie	Economie régionale et Planification				Dessin (II)
Aménagement et protection du milieu			Foresterie générale		Maths appliquées
Economie des productions			Conservation du sol et des eaux		
Expérimentation Maths statistiques	Méthodes de développement au Niger - Gestion de projets Vulgarisation et Pédagogie appliquée				
Organisation du travail					
Administration					

TRONC COMMUN

# 2-Way Memo

Subject: 611(A) Certification for Cooperative Training Center  
Basic Human Resources Development Project (683-0226)

L.A. Weiss, Engineering Advisor/BEDSO  
U.S. Embassy

From : Abidjan, Ivory Coast

INSTRUCTIONS	
Use routing symbols whenever possible.	
SENDER: Use brief, informal language. Conserve space. Forward original and one copy.	
RECEIVER: Reply below the message. Keep one copy, return one copy.	

DATE OF MESSAGE	Routing Symbols
September 14, 1978	
SIGNATURE OF ORIGINATOR	
<i>[Handwritten Signature]</i>	
TITLE OF ORIGINATOR	
Assistant Program Officer	

INITIAL MESSAGE

Enclosed please find the final set of plans for subject project. The enclosed plans, cost estimates, etc are for a sub-project component, that of the Union for Cooperatives Training Center.

Please advise the director of USAID/Niger (Jay P. Johnson) of your recommendation vis a vis 611(A) requirements after reviewing these plans. I would also appreciate receiving a copy of your recommendation to the Director. If additional information is needed concerning the plans, please advise me and I will try to supply it to you. We are most anxious to get this project approved ASIP for FY 1979 funding. We are putting the final touches on the Project Paper but have been waiting to get the entire 611(A) Certification for this sub-component. Perhaps a cable summary of your recommendation to us would be helpful.

Thank you for your assistance in this matter.

One further note during your TDY in Niamey, I took you to see the site where the proposed construction would take place. You advised that these plans would be all that would be needed for 611(A) Certification.

REPLY MESSAGE

*As per request attached to copy  
611 A re certification*

To : Roy A. Harrell, Jr  
United States AID Mission to Niger  
U.S. Embassy  
Niamey, Niger

DATE OF REPLY	Routing Symbols
10 2 3 78	
SIGNATURE OF REPLIER	
<i>[Handwritten Signature]</i>	
TITLE OF REPLIER	
Eng. L.A. Weiss	

OPTIONAL FORM NO. 10  
JULY 1973 EDITION  
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

MINISTRY OF EDUCATION

TO : USAID/Wiamey  
Mr. Jay P. Johnson, Director

DATE: September 13, 1978

FROM : L. A. Weiss, Engineering Advisor  
REDSO/WA Abidjan

SUBJECT: Rural Human Resources Development Project 633-0226

Have reviewed the plans of the facilities to be constructed for Centre National de Formation Cooperative (C.N.F.C.) at Wiamey as a sub-component of subject project and I verify that substantive technical planning necessary for carrying out this project assistance meets the requirements of 611(A) and that a reasonably firm estimate of cost exist, I therefore recommend that a 611(A) certification can be issued by you for the above sub-component of this project.

UNITED STATES GOVERNMENT

# Memorandum

TO : Walter Sherwin, A/DIR

FROM : L.A. Weiss, Engineering Advisor/REDSO 

SUBJECT: Rural Sector Human Resources Development

DATE: June 29, 1978

Have reviewed the plans and facilities to be constructed, remodeled and/or rehabilitated for subject project, namely:

1. LPDR/Kolo
2. Literacy Training Center
3. Project Management Training Center

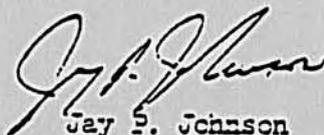
And I verify that substantive technical planning necessary for carrying out this project assistance meets the requirements of Gila and that a reasonably firm estimate of cost exist, I therefore recommend that a Gila certification can be issued by you for the above phases of the project.



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

Certification of Section  
611(e) of the FAA of 1961  
as amended

Based on a thorough review of the Rural Sector Human Resources Development Project by qualified technicians, the Government of Niger's past fulfillment of its obligations under the bilateral assistance program, its commitment and support to this project provides adequate assurance that the GCN has and will provide the necessary financial and human resources required to execute and maintain the Rural Sector Human Resources Development Project.



Jay P. Johnson  
Mission Director  
USAID/Niger

TECHNICAL DETAILS

Itemized Equipment Lists

IPDR-KOLO

Itemized Equipment List for Socioeconomic and Environment Units

<u>Description</u>	<u>Quantity</u>	<u>Cost</u>
<u>Socioeconomic Unit</u>		
A. <u>Office</u> (3 offices to equip)		
Desk 30" x 60" plastic top, 4 box drawers and file drawer	1	300
Desk chair, arm swivel	1	150
Work table, 30" x 60", folding legs	1	100
Visitors' chairs	3	150
Cabinet 72 x 36 x 18, adjustable shelves	1	125
Bulletin board 48 x 96	1	100
Bookshelf, 3 or 4 shelf	1	125
Air conditioner	1	500
Manual Typewriter	1	250
Miscellaneous		700
	Sub-total	<u>2500</u> x 3 = 7500
B. <u>Meeting/Workshop</u> (2 areas to equip)		
Bookshelves, 5 shelf	3	540
Individual work tables 40 x 25	15	2250
Meeting room chairs, plastic stack	15	375
Remarkable board 4' x 6'	1	150
Bulletin board 48 x 96	1	100
Cabinets 72 x 36 x 18, adjustable shelves	3	375
Easel and pointer for 27" x 34" pads	1	150
Ceiling fans, 220 volt	2	500
Floor fans, 220 volt	2	300
Miscellaneous		760
		<u>5500</u> x 2 = 11000
C. <u>Vehicles</u>		
Four wheel drive 6 cylinder, 9 seat	2	28000
D. <u>General</u>		
Hand calculators, 4 function, memory, sq. root	15	450
Desk top calculator	1	150
Cassette tape recorder	5	375
60 minute cassette tapes	100	200
35 mm cameras with 50 mm, 35mm, and 135 mm lens	3	1500
Electric typewriter	1	800
Overhead projector, portable	1	200

Transformers	8	200
Portable Screen	1	75
Carousel slide projector with 10 80-slide trays	1	400
Miscellaneous		<u>1350</u>
Sub-total		5500

Total Socioeconomic Unit

52000

Environment Unit

A. Office (3 offices to equip) <sup>1</sup>

Desk	1	300
Desk chair	1	150
Work table	1	100
Visitors' chairs	3	150
5-drawer lateral file	1	500
Cabinet	1	125
Bulletin board	1	100
Air conditioner	1	500
Bookshelf	1	125
Manual typewriter	1	250
Miscellaneous		<u>200</u>
Sub-total		<u>2500</u> x 3 = 7500

B. Ecology Lab Furniture

4' x 6' Remarkable board	1	150
Bulletin board	1	100
Cabinets	3	375
Bookshelves	3	540
Easel and Pointer	1	150
Air conditioners	2	1000
Mobid, reversible, erasable, 4' x 12' white, non-glare surface	1	250
Miscellaneous		<u>435</u>
		3000

C. Laboratory Equipment

Animal Cell Model - illustrates 21 different organites and cell inclusions with scientific accuracy	2	270
Plant Cells - 25 cell organites and including nuclear membrane, chromosomes, endoplasmic reticulum, chloroplast, large central vascul, subtochondria, and ribosomes.	2	292
Animal and Plant Cell plaques-plastic relief plaques which incorporate the most recent data on cell structure	2	88

Wood stem A generalized two-year old stem enlarged 300 times	2	150
Stem Sections - Model showing a single open collateral vascular bundle of an herbaceous dicot stem in both cross and longitudinal sections	2	160
Herbaceous Monocot Stem - A model of corn (zea Mays) enlarged 300 times	2	140
Flower-A model illustrating the mechanics of fertilization in the angiosperms	2	180
Fruit and Seed - A model illustrative of wheat grain in longitudinal section	2	450
Basic Systematic Minerals Collections	2	350
Universal rock collections	2	450
Stream tables - 60" long, 20" wide, 6" deep, made of molded plastic	2	550
Complete land-form simulation systems	2	120
Overhead projectors - 220 volts, 50 cycle	2	557
With 12 replacement lamps	12	265
Autogram 1000 Balance - Total capacity 100 grams, tare capacity at 200 grams	2	800
Wall cases 36" x 30" x 8"	2	230
Wall cases 36" x 30" x 15"	4	440
Wall cases 36" x 6" x 8", o birch	4	100
Herbarium Cabinet - with adjustable shelves, 12 compartments (14" x 6" x 15")	4	800
Map and Chart Cabinets - outside dimensions: 41" x 17" x 29"	4	1100
Polyethylene Stock Tanks - two of 10 gallons, 2 of 30 gallons	4	208
Cabinets - door features chrome backing handle, pestproof seal, compartments for insect collections	2	270
Elementary Laborator outfits - for soil analysis for pH nitrates - with tests for each analysis including phosphates and potassium	4	300
Soil Systems Demonstration Science Kits	4	240
Soil Texture Classification and Sedimentation Units	4	240
Psychrometer - in Centigrade	5	425
Piche evaporimeters	20	400
Education Furnaces - 240 volts, 50/60Hz	3	270
Stainless Steel Service Carts	4	400
Thelco Gravity Convection Ovens, 240v, 750 w	3	1000
Biological Refrigerators, 220 v, 50 Ez	2	900
Lab Stools, adjustable	15	675
Automatic Water Still - 1 gallon/hr, 110/220 v	15	7500
Volumeter with three test tubes	2	
Soil Formation kits	2	
Kits illustrative soils by classification	2	
Plastic relief globes	2	
Maps of Africa - scale 1:3,000,000 (1"=25miles)	2	
Evaporation kits	2	
Plastic column kits - for investigating porosity, permanency, capillarity (including 7 mm beads, 12 mm beads)	2	

Radiation kits - used for experiments of heat absorption of light	2
Soil Profile kits - used to exhibit natural soil layers-of the earth	2
Basic Aquaria - strong crystal glass sides, 6 gallon - 18" long x 10" wide x 10" high complete with accessories	2
Slide projectors, with six sets of trays; 220 v 50 cycle	2
Folding projection screens	2
School Balance Model 1200-2000 grams, 0.5 grams	2
Dial-O-Gram Balance Model 310 - capacity 310 grams, sensitivity 0.01 gram	2
Elementary sets of dissection equipment, for beginning biology students	2
General dissecting kits	2
Botanical dissecting kits	2
Advanced comparative anatomy dissecting kits	2
Basic micro dissecting kits - for study for tissue culture, embryology, histology, and cytology	2
Dissecting pans	4
Crystal on Pocket Stones	
Insect nets (with replacement net bags)	2
Insect sieve	2
Heating Sheets	2
Adjustable Spreading boards - 5 of 3"W; 5 of 8" width	10
Mounting Point Punches	2
Cardboard glass-capped exhibition case, 16x12x3	2
Aquatic nets - 12" diameter	15
pH Module - includes pH meter, electrode guard, standardized buffer solutions - Range 0 - 14 pH units in 0.1 increments - furnished with 9v battery	1
Hygrometers	2
Large classroom thermometers	3
Maximum/minimum thermometers	3
Pocket hand tally counters	2
Basic Aquaria - 10 gallon with glass cover 20" long x 12" wide x 12" high, complete with accessories	2
220 v, 50 cycle Angle Head Centrifuge, variable speeds, 1000-2000 rpms with sumumicro tubes	1
Sub-total	23142

D. Geology Equipment

Geology hammers with polished heads	12
Leather sheaths	12

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Field Collecting bags	12	
Soil Sampler, interchangeable auger and sampling tube	1	
Paleontology Slide Drawers - accommodates 150 micropaleontology slides in slide mounts	2	
Sub-total		<u>338</u>
E. <u>Other Equipment</u> (spares, etc.)		3520
F. <u>Soil Workshop</u>		
Large tables, 30 x 60, folding lets	10	1000
Chairs	45	1125
Ceiling fans	4	1000
Floor fans	4	600
4' x 6' remarkable non-glare white surface	1	150
Bulletin Board	1	100
Easel and Pointer	1	150
Cabinets	1	375
Bookshelves	3	525
Miscellaneous		<u>475</u>
Sub-total		5500
G. <u>Vehicles</u>		
Four wheel drive, 6 cylinder, 9-seat	2	28000
H. <u>General</u>		
Hand Calculators	15	450
Desk top calculator	1	150
Electric typewriter	1	800
Portable screen	1	100
Carousel Slide Projector w/10 80-slide trays	1	400
Transformers	8	200
Miscellaneous		<u>1900</u>
Sub-total		4000
Total Environment Unit		<u>75000</u>
<hr/>		
Total		<u>127000</u>
Transportation, packing and insurance @ 70% commodity costs excluding vehicles		50000
Grand Total		<u>177000</u>

Construction: Phase II - AID

	<u>M<sup>2</sup></u>	<u>Cost</u> <u>M<sup>2</sup></u>	<u>Total</u>
<b>1. <u>Environment Bloc:</u></b>			
Classroom	90 x	\$600	(\$ 54,000)
Map Library	24 x	480	( 11,520)
Laboratory	160 x	840	(134,400)
			Sub-total <u>\$199,920</u>
<b>2. <u>Socio-Economic Bloc</u></b>			
Classroom (3)	105 x	\$600	(\$ 63,000)
Library	18 x	480	( 8,640)
Office	18 x	720	( 12,960)
			Sub-total <u>\$84,600</u>
<b>3. <u>Dormitory (New)</u></b>			
50 bed (1)	438 x	\$540	<u>\$236,520</u>
<b>4. <u>Dormitory/250 beds (Renovation)</u></b>			
			<u>\$141,280</u>
<b>5. <u>Shower/Latrine (Renovation)</u></b>			
			<u>\$72,750</u>
<b>6. <u>Agriculture Laboratory</u></b>			
	120 x	\$840	<u>\$100,800</u>
<b>7. <u>Kitchen/Dining</u></b>			
Demolition			(\$ 2,700)
Kitchen/Cold Storage	130 x	\$840	( 109,200)
Dining Hall (1)	122 x	600	( 73,200)
Dining Hall (2)(Renovation)			( 46,200)
Service Galley			( 7,500)
			Sub-total <u>\$238,800</u>
<b>8. <u>Administration/Teaching Methodology</u></b>			
Offices (12)	244 x	\$720	(\$175,680)
Passageways	66 x	480	( 31,680)
Restrooms	20 x	840	( 16,800)
Library/Office/Reading Room	220 x	720	( 158,400)
Reproduction	125 x	720	( 90,000)
Storage	55 x	480	( 26,400)
			Sub-total <u>\$408,960</u>
			Total \$1,573,630
Architectural Design/Supervision - 5.5%			<u>86,550</u>
			Grand Total <u>\$1,660,180</u>

Source: USAID/Niamey

Estimation prévisionnelle du coût des constructions\*

a) Base d'établissement de l'estimation

- i) Le prix de base a été établi pour 1m<sup>2</sup> H.O. de salle banalisée et est fixé à 120.000 F CFA/m<sup>2</sup> H.O.  
Valeur Novembre 1977, compte tenu des coûts en vigueur au Niger.
- ii) Ce prix devra être réactualisé suivant les indices en vigueur à chaque stade du projet.
- iii) Coefficient correcteur : il vise à tenir compte des équipements fixes plus ou moins complexes que peuvent nécessiter certains locaux (revêtements de sol, murs et plafonds, réseaux de fluides, occultation, isolation thermique etc...).
- iv) Tous les locaux ne correspondant pas au modèle du coefficient 1 sont diminués ou majorés d'un coefficient correcteur suivant le tableau ci-après :
  - coefficient 0,4 : surface couverte (circulation extérieure)
  - coefficient 0,5 : hangar
  - coefficient 0,8 : dépôt, magasin, circulation des bâtiments
  - coefficient 0,9 : chambre d'étudiant
  - coefficient 1 : salle de cours
  - coefficient 1,2 : bureau de bon standing  
salle de documentation, bibliothèque
  - coefficient 1,4 : cuisine et chambre froide  
laboratoires, sanitaires
  - coefficient 2 : amphithéâtre
- v) L'estimation tient compte de la mise au point du programme réalisée en octobre 1977 et actualise l'estimation du 18 mai 1977.

\* Kalt-Pouradier Duteil-Vignat  
Architectes D.P.S.G.  
17 bis Quai Voltaire 75007 PARIS

b) Estimation du coût des constructions

I - ATELIER DE PRODUCTION AGRICOLE (la Ferme)

1. <u>Production Végétale</u>	m2 HO	Coef.	Surf. cor. m2	Estima- tion CFA
- hangar pour les récoltes	220	0,5	110	13.200.000
- hangar stockage des entrants	110	0,5	55	6.600.000
- hangar matériel	400	0,5	200	24.000.000
				<b>43.800.000</b>

2. Production Animale

- centre de dressage pour la culture attelée	170	0,5	85	10.200.000
- parc à boeufs aire clôturée	-	-	-	2.950.000
- station d'embouche bovine	-	-	-	-
hangar	90	0,5	45	5.400.000
+ aire clôturée 220 m2	-	-	-	6.300.000
- stockage et préparation des aliments	80	0,5	40	4.800.000
- aviculture (poulaillers)	-	-	-	963.000
				<b>30.613.000</b>

I bis - ATELIER AGRONOMIE

- Laboratoire chimie agricole (avec 1 bureau et 1 dépôt)	160	1,4	224	26.880.000
- Laboratoire agronomie	120	1,4	168	20.160.000
				<b>47.040.000</b>

II - ATELIER DE TECHNOLOGIE

x- atelier Fer (mécanique, ajustage et bois)	200			12.000.000
- atelier Fer (forge soudure)	90	0,8	72	8.640.000
- aire de montage (couverte)	40	0,4	16	1.920.000
- magasin de stockage	35	0,8	28	3.360.000
- 2 salles de dessin	135	1	135	16.200.000
				<b>42.120.000</b>

III - ATELIER D'AMENAGEMENT DU MILIEU RURAL

x- 1 salle spécialisée : conservation du milieu	110	1	110	13.200.000
- 1 bureau de professeur	18	1,2	21,6	2.592.000
- 1 magasin de topographie	18	0,8	14,4	1.728.000
- 1 salle spécialisée hydraulique	90	1	90	10.800.000
				<b>28.320.000</b>

NOTA : Les locaux marqués d'un x seront aménagés dans des bâtiments existants.

IV - ATELIER ENVIRONNEMENT

	m2 HO	Coef.	Surf.cor. m2	Estimation F CFA
- 1 salle spécialisée (science du sol cartographie)	90	1	90	10.800.000
- 1 local rangement des cartes	24	0,8	19,2	2.304.000
- 1 laboratoire de sciences naturelles avec 1 bureau de professeur 1 dépôt	160	1,4	224	26.880.000
				39.984.000

V - ATELIER SOCIO-ECONOMIQUE \*

- 3 salles spécialisées (15 élèves)	105	1	105	12.600.000
- 1 local Archives	18	0,8	14,4	1.728.000
- 1 bureau de professeur	18	1,2	21,6	2.592.000
				16.910.000

VI - STRUCTURES D'ACCUEIL

- dortoirs - 5 groupes de 40 lits (350 X5)	1750	0,9	1575	189.000.000
. aménagement des dortoirs existants				28.256.000
. réfection et extension des sanitaires				14.550.000
- infirmerie avec 1 bureau et 2 chambres	45	1,2	54	6.480.000
- cuisine et réfectoire				
. démolition de la cuisine actuelle				540.000
. construction d'une cuisine avec chambre froide	130	1,4	182	21.840.000
. réfection des 2 réfectoires existants				9.240.000
. construction d'un 3ème réfectoire	122	1	122	14.640.000
. cour de service				1.500.000
- magasin de vivres	200	0,8	160	19.200.000
- magasin mobilier & aménagement dans bâtiment existant				5.000.000
				310.246.000

VII - LOGEMENTS DES PROFESSEURS

- logements de professeurs				
. 3 pièces (10x10cm2 HO)	1000	1,2	1200	144.000.000
. 4 pièces (15x15m2 HO)	1725	1,2	2070	248.400.000
- logements de passage				
. 4 studios	110	1,2	132	15.840.000
				408.240.000

RECAPITULATIF - DOCUMENTATION

<u>Administration</u>	m2 HO	Coef.	Surf. Cor.	Estima-FCFA
- 12 bureaux, salle de réunion	244	1,2	292,8	35.136.000
- circulations	46	0,8	36,8	4.416.000
- sanitaires	20	1,4	28	3.360.000
<u>Documentation</u>				
- Bibliothèque, bureau, atelier	220	1,2	264	31.680.000
- circulations	20	0,8	16	1.920.000
<u>Reproduction</u>	125	1,2	150	18.000.000
<u>Magasin Général</u>	55	0,8	44	5.280.000
				99.792.000

IX - ACTIVITES SOCIO-CULTURELLES ET SPORTIVES

- amphithéâtre 400 places compris sanitaires et dépôts	400	2	800	96.000.000
- centre socio-culturel réaménagement du foyer, petit amphithéâtre de plein air cafeteria	40	0,8	32	3.787.000
- équipement sportif				2.200.000
• terrain de foot-ball				3.840.000
• combiné basket/volley ball				4.870.000
• piscine				2.350.000
• piste d'athlétisme				15.600.000
				2.400.000
				131.047.000

RECAPITULATIF

I - Atelier de Production Agricole (la Ferme)				74.413.000
Production végétale				43.800.000
Production animale				30.613.000
II - Atelier Agronomie				47.040.000
III - Atelier de Technologie				42.120.000
IV - Atelier d'Aménagement du Milieu Rural				28.320.000
V - Atelier d'Environnement				39.984.000
VI - Atelier Socio-Economique				16.910.000
VII - Structures d'Accueil				310.246.000
VIII - Logements des Professeurs				408.240.000

VIII - Administration Documentation	99.792.000
IX - Activités Socio-Culturelles et sportives	131.047.000

TOTAL CONSTRUCTION SEULE

1.198.112.800

- Incidence V.R.D + 10%
- Incidence éloignement+ 3%
- Divers et imprévus + 5%
- Honoraires Architecte+ 5,5%
- Bureau de contrôle + 2,2%
- Coefficient multiplicateur :

$$1 \times 1,10 \times 1,03 \times 1,05 \times (1 + 0,05475 + 0,022) = 1,28$$

Le montant prévisionnel pour le financement de la réalisation complète de l'ensemble des constructions est donc :

$$1.198.112.800 \times 1,28 = \underline{1.533.584.384 \text{ F. CFA}}$$

Valeur novembre 1977

non compris les révisions de prix qui pourront être estimées lors du commencement des travaux.

TABLEAU RECAPITULATIF DES COÛTS DE CONSTRUCTION PAR BLOCS ET SECTEURS D'ACTIVITES - en \$ US

Fiches Annexes	Blocs et Secteurs	Coût prévisionnel des constructions	Coût total y compris Incidences diverses (x 1,28)
N° 1	Cellule pédagogique	399.168	510.935
N° 2/1	Enseignement général	p.m	p.m
N° 2/2	Environnement	159.936	204.718
N° 2/3	Production agricole	188.160	240.845
N° 2/4	Aménagement	113.280	144.998
N° 2/5	Socio-économie	67.640	86.580
N° 2/6	Technologie	168.480	215.654
N° 3	Structure Accueil et logements	1.240.984	1.588.460
N° 4	Socio-culturel et sportif	1.632.960	2.090.189
N° 5	Exploitation agricole	524.188	670.960
N° 6	Opération village	297.652	380.995
		p.m	p.m
	<b>TOTAL GENERAL</b>	<b>4.792.448</b>	<b>6.134.334</b>

## Description of AID-Technical Assistance

### General Responsibilities

From among the team, either the rural sociologist or the rural economist will be selected as the team leader. The team leader will serve as Department Head and as team coordinator with USAID/Niger.

Team members will teach in both the core program and in the specialization program. In the core program, classes will have enrollments of 25 to 30 students, while in the specialized program enrollments will run between 10-15 per class. Each teacher will be expected to teach between 12 to 18 hours of class each week, but every effort will be made not to exceed 15 hours of classroom teaching per week. This teaching load will apply to the first (15 weeks from September to December) and second (12 weeks from January to April) trimesters. During the third trimester (May 15 to August 15), the program will be devoted to field work, some of which will be at a considerable distance from the school. During the 15 weeks of field work, teachers will visit students, help to supervise their activities, advise them on the actual accomplishment of field research, assist them in writing up their research findings and in completing a final evaluation of that trimester's activities. It is proposed that teachers arrange their vacations some time during the period from mid-March to mid-May which is the school vacation period.

Teachers will be expected to coordinate their courses with those offered by other departments in the school; they will also be asked to work closely with the Nigerien Government Services to which their respective departments are most closely related. For the Socioeconomic Department, these are Cooperatives and Animation.

IPDR plans to provide teachers with at least one day per week for research. Under the project, it will also be possible for teachers to acquire limited funds in support of their research activities.

Title of position: Rural Sociologist/Instructor

Location: Socioeconomic Unit/IFDR-Kolo

Duties and Responsibilities:

- To design, develop and/or upgrade teaching materials/curriculum in rural sociology for an African Rural Development technical training school at the secondary level.
- To teach said materials in a classroom setting.
- Assist in the design, implementation, monitoring and evaluation of students' practical training at the village level.

Requirements:

- MA in Rural Sociology with a minimum of 2 years of previous work experience in Africa.
- Applicant should have a strong command of written and spoken French.
- Previous administrative or managerial experience in rural oriented development tasks is desirable.
- The applicant should be well versed in skills and capabilities trainees should acquire in order to make an optimum impact on sectoral and/or regional living conditions.

Title of Position: Instructor in Agricultural Economics (Socioeconomic Unit)

The instructor will:

- Design, develop, and/or upgrade teaching materials/curriculum in the agriculture economics of small farm production and marketing for an African Technical Agricultural school at the secondary level.
- Teach said materials in a classroom setting.
- Conduct and coordinate individual student's work assignments related to issues and topics taught.
- Assist in the design, implementation, monitoring and evaluation of students' practical training at the village level.

Curriculum will stress:

- Basic principles of economics
- Rural subsistence economy
- Factors of production
- Labor
- Capital
- Credit, and
- Marketing  
with emphasis on local conditions in Niger.

Qualifications:

- MA or MS (Agricultural Economics), emphasis on small farm production
- Previous work experience in Francophone Africa
- Fluency in spoken and written French
- Flexibility to overseas living conditions.

Title of Position: Project Management Specialist

Location: Socioeconomic Unit/IFDR-Kolo

Description of duties:

- To design, develop and teach courses in management for an African Rural Development training school at the secondary level. The courses will cover basic principles of management, strategies, project identification, project analysis, project implementation, project evaluation.
- To conduct and monitor students' assignments in selection and management of rural development oriented projects.

Qualifications:

- MA with strong academic background in extension methods and farm management.
- 2 years' practical experience in Francophone Africa.
- Interest in government-sponsored rural development tasks.
- Strong command of the French language (written and spoken).

Title of Position: Instructor in Soil Sciences (Environment element of IPDR core curriculum)

The instructor will:

- Assist in the development of an adequate environmental curriculum.
- Develop teaching materials for students of a technical agricultural oriented school geared towards rural development manpower training in the Republic of Niger.
- In addition to teaching duties, conduct and coordinate students' work assignments.

The courses taught by this instructor will stress:

- Both general and specifically Sahelian soil characteristics.
- soils and land use.
- soil conservation.

Students' assignments will focus on applied principles covered in classrooms as related to immediate environmental geology.

Qualifications:

- MA or MS Degree in Soils.
- 2 years teaching experience.
- Fluency in French.

Statutory Checklist

Listed below are the statutory criteria applicable generally to FAA funds, followed by those criteria applicable to individual fund sources.

General Criteria for COUNTRY

1. FAA Section 116 - Can it be demonstrated that the assistance contemplated will directly benefit the most needy people? If not, has the Department of State determined that the Government of Niger has engaged in consistent patterns of gross violations of nationally recognized human rights?  
Yes. The aid proposed will reach the most needy. There is no evidence to suggest that the Nigerian Government has violated nationally recognized human rights on a consistent basis.
2. FAA Section 481 - Has it been determined that the government of the recipient country has failed to take adequate steps to prevent drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents from entering the U.S. unlawfully?  
No
3. FAA Section 620(b) - If assistance is to a government, has the Secretary of State determined that it is not controlled by the international communist movement?  
Yes
4. FAA Section 620 (c) - If assistance is to a government, is that government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such a citizen has exhausted available legal remedies and (b) the debt is not denied or contested by such government?  
No
5. FAA Section 620 (e) (1) - If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nation-  
No. The Government of Niger has taken no such actions.

alizing, expropriating or otherwise seizing ownership or control of U.S. citizens' property or entities beneficially owned by them without taking the steps necessary to discharge its obligations towards such citizens or entities?

6. FAA Section 620 (f); App. Section 108 -

No

Is recipient country a communist country: Will assistance be provided to the Democratic Republic of Vietnam (North Vietnam), South Vietnam, Cambodia, or Laos.

7. FAA Section 620 (i) - Is recipient

No

country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) planning such subversion or aggression against the United States?

8. FAA Section 620 (j) - Has the recipient country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property?

No. The Government of Niger has consistently take those steps necessary to insure the protection of U.S. property.

9. FAA Section 620 (l) - If the country has failed to institute the investment guaranty program for the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such a government for this reason?

The investment guarantee program exists for all three categories. There are no outstanding disputes

10. FAA Section 620 (o); Fishermen's Protective Act, Section b - Has country seized, or induced any actions against any U.S. fishing activities taking place in international waters.

This section is not applicable.

a. Has any deduction required by the Fisherman's Protective Act been made?

b. Has a complete denial of assistance been contemplated by the AID Administrator?

11. FAA Section 620 (g); App. Section 504 -, Is the Government of the recipient country in default on interest or principal of any AID loan to that country? (b) Is the country in default exceeding one year on interest or principal of any U.S. loan under a program for which the Appropriations Act appropriates funds, unless debt was earlier disputed or appropriate steps taken to cure the default?

No

12. FAA Section 620 (s) - What percentage of the country budget is for military expenditures? How much of foreign exchange resources are spent on military equipment? How much has been spent on the purchase of sophisticated weapons systems?

The total GON operating and capital budget for FY 1978 is projected to be 44,000,000,000 CFA francs (\$187,235,000) of which 4,118,915,000 will be spent on defense. Of the total amount spent on defense, 4,000,000,000 or 97% will be spent for salaries of military personnel. Section 620(s) is not applicable to development assistance grants.

13. FAA Sec. 620 (c) - Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resummptions?

No

14. FAA Sec. 620 (u) - What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget?

The Government of Niger is not in arrears.

15. FAA Sec. 620A. Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism?

No

16. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA?

No

17. FAA Sec. 669. Has the country delivered or received nuclear reprocessing or enrichment equipment, materials or technology, without specified arrangements on safeguards, etc.? No
18. FAA Sec. 901. Has the country denied its citizens the right or opportunity to migrate? No

FUNDING CRITERIA FOR COUNTRY

1. Development Assistance Country Criteria

a. FAA Sec. 102 (c), (d). Have criteria been established, and taken into account, to assess commitment and progress of country in effectively involving the poor in development, on such indexes as: (1) small-farm labor intensive agriculture, (2) reduced infant mortality, (3) population growth, (4) equality of income distribution, and (5) unemployment.

Yes. The Country Development Assistance Program (DAP) written in FY 1975 together with the updated Health Sector Assessment written in FY 1977 is certified as remaining valid for FY 76, FY 77, FY 78 and FY 79.

b. FAA Sec. 201 (b) (5), (7) & (8); Sec. 208; 211 (a) (4), (7). Describe extent to which country is:

See DAP as cited above.

(1) Making appropriate efforts to increase food production and improve means for food storage and distribution.

The country actively attempts to promote domestic and foreign investment but with only limited success due to the small domestic market and limited local capital.

(2) Creating a favorable climate for foreign and domestic private enterprise and investment.

(3) Increasing the public's role in the developmental process.

(3) The Government of Niger has created a system of administrative organization which decentralizes the decision-making process and gives the rural people an active part in matters pertaining to rural development.

(4) (a) Allocating available budgetary resources to development.

(4) Niger allocates the majority its budgetary resources (particularly that derived from uranium) to development purposes. (b) Only a minimal amount of the country's resources are used for military expenditures.

(b) Diverting such resources for unnecessary military expenditure and intervention in affairs of other free and independent nations.

(5) Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangements, and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom, initiative, and private enterprise.

(5) Niger is reforming its current laws so as to meet the basic needs of the people. These revisions of the laws will be made an integral part of the Five Year Development Plan which will be inaugurated in October 1979.

(6) Otherwise responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.

(6) Within the constraints of its resource base, the Government of Niger has made a determined effort to implement effective self-help measures.

c. FAA Sec. 201 (b), 211 (a). Is the country among the 20 countries in which development assistance loans may be made in this fiscal year, or among the 40 in which development assistance grants (other than for self-help projects) may be made?

Yes.

d. FAA Sec. 115. Will country be furnished, in same fiscal year, either security supporting assistance, or Middle East peace funds? If so, is assistance for population programs, humanitarian aid through international organizations, or regional programs?

No.

2. Security Supporting Assistance Country Criteria

a. FAA Sec. 5023. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights? Is program in accordance with policy of this Section?

N/A

b. FAA Sec. 531. Is the Assistance to be furnished to a friendly country, organization, or body eligible to receive assistance?

N/A

c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

N/A

5C (2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with FAA funds, and then project criteria applicable to individual fund sources: Development Assistance (with a subcategory for criteria applicable only to loans): and Security Supporting Assistance funds.

A. GENERAL CRITERIA FOR PROJECT

1. App. Unnumbered; FAA Sec. 653(b)

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;

(a) Through the FY 79 Annual Budget Submission, which will form the basis of the FY 79 Congressional Presentation.

(b) Is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure plus 10%)?

(b) Yes.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

(a) Yes.

(b) Yes

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

N/A

4. FAA Sec. 611(b); App. Sec 101. If for water or water-related land resource construction, has project met the standards and criteria as per Memorandum of the President dated Sept. 5, 1973 (replaces Memorandum of May 15, 1962; see Fed. Register, Vol 38, No. 174, Part III, Sept. 10, 1973)?

N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?

Yes.  
The project is a grant project, and has a construction element.

6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multilateral organizations or plans to the maximum extent appropriate?

Yes, this is basically a multilateral project.

7. FAA Sec. 601(a); (and Sec. 201 (f) for development loans). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

The project is specifically designed to improve the technical efficiency of agriculture through improved training of larger numbers of agricultural technicians.

8. FAA Sec. 601 (b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

U.S. suppliers will supply lab equipment and some machinery and other commodities as well as spare parts. Project will finance technical assistance from the U.S.

9. FAA Sec. 612 (b); Sec. 636 (H). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

Niger is acknowledged as one of the world's poorest LDCs. The Government of Niger has some difficulty meeting its recurrent budget, but as revenues from uranium increase and are programmed to form a great part of development and quasi-development efforts, this situation will not be as acute. The Government of Niger is contributing about 2% of the project total, an indication

of the importance which it attaches to this project.

10. FAA Sec. 612 (d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?

10. The U.S. has no excess local currency.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102 (c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

The project is designed to assist the rural population to help themselves towards a better way of life by presenting them with more and better agricultural information in the form of development alternatives. A sub-component of the project will be to instill a modicum of functional literacy to the part of the population which is currently illiterate. With the information available, the farmers and herdsmen can decide how they will participate in the Five Year Development Plan which is currently under preparation by the Government of Niger and which will be inaugurated in October 79.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: /include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source./

Project is funded under Sahel Development Program.

(2) /103/ for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; /103A/ if for agricultural research, is full account taken of needs of small farmers;

N/A

- (2) 104 for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor; N/A
- (3) 105 for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development; N/A
- (4) 106 for technical assistance, energy, energy, research, reconstruction, and selected development problems; if so, extent activity is: N/A
- (a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations; N/A
- (b) to help alleviate energy problem; N/A
- (c) research into, and evaluation of, economic development processes and techniques; N/A
- (d) reconstruction after natural or manmade disaster; N/A
- (e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;
- (f) for programs of urban development, especially small labor-intensive enterprises, marketing system, and financial or other institutions to help urban poor participate in economic and social development. N/A

(5) 107 by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

N/A

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

N/A

The Government of Niger is contributing \$ 4.0 million equivalent or 21 % of the total cost of the program. The cost-sharing requirement is not applicable since this project is to be financed by the Sahel Development Program.

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing?

N/A

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

With improved information in the hands of the farmer, the food needs of the country will be met through increased production.

f. FAA Sec. 291(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills

The project proposes to provide the institutional self-sufficiency for Niger by training of personnel and to accelerate the supply of trained manpower sufficient to meet the minimum needs for rural development activities for Niger over the next decade.

required for effective participation in governmental and political processes essential to self-government.

g. FAA Sec. 201 (b) (2)-(4) and - (8); Sec. 201 (e); Sec. 211 (a) (1)-(3) and - (8). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Yes

Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusions on an activity's economic and technical soundness? Yes

h. FAA Sec. 201(b)(6); Sec. 211(a) (5), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position. No negative effect on the U.S. economy anticipated as a result of this project.

2. Development Assistance Project Criteria (Loans only)

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S. N/A

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of relending terms of the loan. N/A

- c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner? N/A
- d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development? N/A
- e. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources? N/A
- f. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan? N/A
3. Project Criteria Solely for Security Supporting Assistance
- FAA Sec. 531. How will this assistance support promote economic or political stability? N/A
4. Additional Criteria for Alliance for Progress
- Note: Alliance for Progress projects should add the following two items to project checklist./ N/A

a. FAA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America? N/A

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities? N/A

5. Project Criteris Solely for Sahel Development Program.

FAA Sec. 121. How will this assistance contribute to the long-term development of the Sahel in accordance with the long-term multi-donor development plan for that purpose?

This project will respond to the specific Club de Sahel goal of improved training of mid-level technicians in addition to the training of extension agents who serve the rural population.

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by exclusion (as where certain uses of funds are permitted, but other uses not).

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? Yes
2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him? Procurement will be in accord with AID regulations
3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? The grant agreement will stipulate.
4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? N/A
5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? Yes
6. VMA Sec. 901(b). (a) Compliance with requirement that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. Yes

7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

Technical assistance will be provided by a U.S. contractor or through direct hire if contractor technicians are not available.

8. International Air Transport. Fair Competitive Practices Act, 1974

If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?

Yes

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest?

Engineering supervision and design will be done by the Government of Niger. All construction will be done by local construction firms following the approval of construction plans by an AID engineer, who will be supplied by REDSO/W in Abidjan.

2. FAA sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

Yes

3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million?

N/A

C. Other Restrictions

1. FAA Sec. 201(d). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?

N/A

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? N/A
3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.? Yes
4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction? Yes
5. Will arrangements preclude use of financing:
- a. FAA Sec. 114. to pay for performance of abortions or to motivate or coerce persons to practice abortions? Yes
- b. FAA Sec. 620(g). to compensate owners for expropriated nationalized property? Yes
- c. FAA Sec. 660. to finance police training or other law enforcement assistance, except for narcotics programs? Yes
- d. FAA Sec. 662. for CIA activities? Yes
- e. App. Sec. 103. to pay pensions, etc., for military personnel? Yes
- f. App. Sec. 106. to pay U.N. assessments? Yes
- g. App. Sec. 107. to carry out provisions of FAA Sections 209(d) and 251(h)? (transfer to multilateral organization for lending). Yes
- h. App. Sec. 501. to be used for publicity or propaganda purposes within U.S. not authorized by Congress? Yes

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PEOPLE

1. USAID/Niger

Jay Johnson, Director  
Herb Miller, Deputy Program Officer  
Patrick McDuffie, Training Officer  
Harold Dickherber, Program Office (Niger Cereals)  
George Coleman, Consultant, Niger Cereals Project Evaluation

a. Niamey Productivity Project

Mark Wentling, Project Manager

b. Niger Cereals Project

William Hall, CID, Team Leader (Agronomist)  
John Harvey, CID, Extension Specialist

2. F.A.C.

M. Martres, Director

3. Ministère du Plan

Garba Hima, Director, Service de l'Animation

4. Ministère du Développement Rural (MRD)

Moussa Saley, Director, Service Agricole  
Allasane Miyaki, Director of Training  
M. Durand, CIDA, Technical Advisor

a. I.P.D.R. (Kolo)

Moussa Abdouramane, Director  
Robert Manchon, UNDP/FAO Team Leader  
T. Delfolie, UNDP/FAO, Deputy Team Leader

b. UNCC

Halya Salidou, Director  
Valère Gilles, Danida/ILO  
Cao Quan, Coop. Advisor, Niger Cereals Project

5. UNDP

Michael Challons, Resident Representative

AGENCY FOR INTERNATIONAL DEVELOPMENT  
PROJECT IDENTIFICATION DOCUMENT FACESHEET

To Be Completed By Originating Office

1. TRANSACTION CODE

A = Add  
 C = Change  
 D = Delete

PID

2. DOCUMENT CODE  
1

3. COUNTRY/ENTITY  
Niger

4. DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 digits)

683-0226

6. BUREAU/OFFICE

A. Symbol: AFR

B. Code: 01

7. PROJECT TITLE (maximum 40 characters)

Rural Sector Human Resources Development

8. PROPOSED NEXT DOCUMENT

A.  2 = PRP  
 3 = PP

B. DATE MM YY  
04 78

10. ESTIMATED COSTS

(\$000 or equivalent, \$1 = )

FUNDING SOURCE

Life of Project

a. AID Appropriated

16.10

b. OTHER  
1. U.S.  
2.

c. Host Country

5.00

d. Other Donor(s)

17.28

TOTAL 38.48

9. ESTIMATED FY OF AUTHORIZATION/OBLIGATION

a. INITIAL FY 79

b. FINAL FY 83

II. PROPOSED BUDGET AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH CODE		E. FIRST FY		LIFE OF PROJECT	
		C. Grant	D. Loan	F. Grant	G. Loan	H. Grant	I. Loan
(1) SDP	623	700		5,041		16,109	
(2)							
(3)							
(4)							
		TOTAL		5,041		16,109	

12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each)

639 660 740 721

13. SPECIAL CONCERNS CODES (maximum six codes of four positions each)

R/ED BR DEL INTR TRG

14. SECONDARY PURPOSE CODE  
283

15. PROJECT GOAL (maximum 240 characters)

Increase the capability of Niger in planning and implementing activities designed to improve the quality of life for rural populations.

16. PROJECT PURPOSE (maximum 480 characters)

Provide institutional self-sufficiency of Niger in the training of adequate numbers of competent personnel at all levels in the rural sector.

17. PLANNING RESOURCE REQUIREMENTS (staff/funds) University contract of the following manpower for six weeks: a) manpower development specialist; b) rural sociologist; c) curriculum development specialist; PAID (project evaluation consultant); REDSO/WA (Engineer); ADO/Niamey (Design Officer, staff assistance). \$35,000

18. ORIGINATING OFFICE CLEARANCE

Signature

Albert R. Baron

19. Date Document Received in AID/W, or for AID/W Documents, Date of Distribution

Title Albert R. Baron

Regional Development Officer/Niamey

Date Signed

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## RURAL SECTOR HUMAN RESOURCES DEVELOPMENT (PID)

### I. Summary of the Problem and Proposed Response

#### A. Director's Overview

The Government of Niger is undertaking major programs for rural development. These include integrated rural development projects in various regions of the country, and programs of national scope. Programs underway and in planning include:

The RD Program in Maradi Department (IBRD)

The RD Program in Zinder Department (FED)

The RD Program in Badeguichiri Valley (FED)

The RD Program in Dosso Department (FAC)

The RD Program in Niamey Department (USAID)

The RD Program in Tahoua (FRG)

The RD Program in Diffa

RD Projects in Agadez Department (USAID/CWS, FED)

The Say Arrondissement Program (UNDP, USAID, Netherlands)

The National Cereals Program (USAID)

The On-farm Animal Feeding Program (FED)

The Niger Range & Livestock Program (USAID)

The National UNCC Cooperative and Credit Program (GON/donor)

A dozen irrigation projects.

Funding now in place or reserved for these programs currently involves \$50-75 million. Total investments in rural development over the next decade can be expected to be a multiple of this figure. The

major problem in the implementation of this rural development effort is the lack of trained manpower at all levels and the Ministry of Rural Development has accorded its highest priority to measures to increase the supply of trained people. What is needed is an overall approach to the problem over an extended period of time. Improved planning for manpower development in the RD sector is a basic need. Very substantial foreign resources will be needed. The Club du Sahel has recognized the gravity and urgency of this problem.

This identification document proposes a major project for human resource development in the rural sector under the Sahel Development Program. It envisages a major US contribution to a comprehensive program involving support from a number of donors, and a major planning and manpower mobilization and development effort by Niger. Funding is programmed over a five-year interval 1979-84, the same period as the five-year plan which the GON intends to formulate over the next 18 months. US participation in this project will provide an important contribution to the formulation of Niger's strategy, planning and programming for rural, agriculture manpower development over the next decade beginning with the next plan.

The PID envisages a comprehensive \$38 million program, with a US contribution of \$16 million. The principal components of the project are: the expansion of the Kolo Practical Institute for Rural Development, the establishment of a new training institute for field and extension personnel near Maradi, a RD manpower training system, the creation of a development project management training center, the establishment of a cooperative training center, support for the Literacy Training Center, and a participant training fund. The program is to be designed to accelerate the supply of trained manpower sufficient to meet minimum needs for rural development in Niger over the next decade.

## B. The Problem

1. Lack of trained manpower. Various surveys have predicted that the GON will require some 3,500 high, mid and low-level trained personnel to design, administer, and execute rural sector activities consistent with the GON national development policies over the next decade. The current level of trained manpower means that development agents in direct contact with rural populations are responsible for anywhere between 25,000 to 60,000 hectares comprising 2,500 to 10,000 families. Previous research indicates effective saturation will require these averages to drop to 3,000 hectares and 500 families per agent.

2. Lack of Training Capacity. While there will be a great expansion in the number of required personnel, the existing institutions within Niger are presently incapable of producing the required levels of personnel for rural sector development activities. For example, the Institut Pratique du Developpement Rural (IPDR) at Kolo, has produced only 250 low-level agents in the last seven years. If these rates are

maintained, demands for trained manpower will overwhelm current capacity and projects will either go unstaffed or woefully understaffed. Reliance on external training institutions is unsatisfactory because of the expense, the relatively few numbers of places reserved for Nigeriens, and the lack of program adaptation to specific Nigerien needs.

3. Lack of Systematic Manpower Planning. There is presently no sophisticated mechanism for systematically planning training activities and allocating manpower resources for the variety of rural development activities which will require trained manpower. Current planning is often ad hoc, short-term, or otherwise inadequate for the complex programming and distribution task concomitant with an expansion of training activities.

4. Lack of Management Skills. Most of the current or anticipated rural sector training institutions both at low/mid-levels and senior levels specialize largely in technical training and do not provide students with basic management or project management skills which almost all development agents must possess to effectively carry out their tasks. The IPDR, EEATE (mid-level animal husbandry training school), the anticipated Cooperative Training Center, and the Literacy Training Center have little or no management content in their curricula while the ENA (School of Administration) and the ESAE (senior level agricultural training school) have either marginal or poorly adapted management curricula.

5. Lack of Functional Literacy. The present national policy of the GON calls for a dramatic increase in local village-level participation in all rural sector development activities. This local level participation has been deemed essential in the realization of rural development plans. Village residents will be responsible for cooperative management, literacy training and agricultural extension activities. To a great extent, then, success of GON rural development efforts depends on its ability to greatly augment the level of functional literacy in rural areas. By the end of the five-year plan in 1984 the GON hopes to achieve a literacy rate of 30%. In order to accomplish this, broad support for literacy training activities will be required.

### C. Response

1. Purpose. Given the magnitude of these constraints, combined with USAID's desire to coordinate and integrate its activities with those of the other donors, a multi-component project is being proposed. The specific purposes are:

(a) To expand the Nigerien institutional capability for the production of skilled personnel, who can perform the technical functions required to implement the GON rural development policies.

(b) To establish a Rural Development Manpower Planning System, capable of providing rapidly up-dated information on both the short and long-term needs of trained personnel in the rural sector.

(c) To significantly increase the competence of development agents at all levels in project management, planning, and resource mobilization.

(d) To provide broad support for the development of village-level literacy skills.

## 2. Outputs.

\* (a) Extension of the Institut Pratique du Developpement Rural (IPDR) at Kolo. The expansion of the IPDR at Kolo is currently viewed as the number one priority in the field of human resources development in Niger. Detailed plans have been drafted by a team of FAO/UNDP consultants in collaboration with GON officials, to increase the annual capacity of the IPDR-Kolo from 150 to 400 students. The plans include curriculum reform, construction, staffing requirements, equipment needs, and the development of a village-level program to serve as a practical laboratory. This project will benefit from broad support from external donors. The UNDP, FAO, FAC, IBRD, Belgian Technical Assistance, CIDA, as well as AID, have all indicated interest in contributing both financial aid and technical assistance.

~~(b) Creation of an Additional IPDR Facility at or near Maradi. The production of technicians achieved by an expanded IPDR-Kolo will not be sufficient to meet Niger's projected rural sector mid-level manpower needs by 1980, the target goal of current manpower plans. In order to avoid an additional five to ten-year lag in responding to needs, the creation of a second IPDR will be required. The establishment of a second IPDR assumes that the expansion of the IPDR-Kolo proceeds successfully (i.e., within time, resource and quality constraints). In addition to increasing capacity, the second IPDR would provide an opportunity to exploit the IIRAN research facilities located in Maradi, to expose students to farming methods and cultural patterns not experienced in Western Niger, and to promote the regionalization/decentralization of rural development training institutions.~~

(c) Rural Development Manpower Planning System. Given the great increase in training activity which will be occurring during the next ten years, it is imperative that Niger possess a mechanism for both guiding and controlling this growth. The design of a simple, computer-based planning system will permit planners in the Ministry of Rural Development to adopt a comprehensive, long-term approach to manpower needs rather than the fragmented, ad hoc system which currently exists. Although the system will be based in the Ministry of Rural Development, it will also provide valuable information to the Ministries of Planning

and National Education. The design and implementation of the system should occur within the first 18 months of the project.

*Necessary*

(d) Creation of a Development Project Management Center (DPMC).

Rather than attempting to establish separate management programs in each of the intermediate level training institutions (EEATE, IPDR-Kolo, IPDR-Maradi, the Cooperative Training Center and the Literacy Training Center), the project will create one center to serve directly all of the institutions. The DPMC will have several functions:

- design and conduct seminars in the client institutions;
- conduct professional development seminars for government personnel from various interested agencies;
- provide technical assistance to ENA and ESAE in developing their own project management training components;
- train management personnel from on-going, intact project teams.

A valuable resource in establishing and perhaps even running this training center will be the Pan African Institute for Development (PAID) located in Douala, Cameroon. PAID, which has already had considerable experience in training mid-level personnel for Nigerien institutions such as the Nigerien Cooperative and Credit Union, and the Literacy Service, is setting up a regional school in Ouagadougou, Upper Volta. One of the primary functions of the new PAID regional institute is to provide assistance to national training institutions in designing project management and regional planning programs. PAID/Douala is currently setting up a similar training center in N'Djamena, Chad. The DPMC should probably be located in the Ministry of Rural Development, since the majority of its clients depend directly on this ministry.

*CSOCC  
UNCC*

(e) The Cooperative Training Center. The creation of a Cooperative Training Center is a response to a strongly felt need of the Niger Credit and Cooperative Union (UNCC) to provide specialized training for its lower-level personnel who are directly responsible for organizing cooperative activities. While there are presently 447 cooperatives established in Niger, there are only 243 cooperative agents - far less than the one-per-cooperative average deemed necessary by UNCC. With the increase in new cooperatives anticipated in the next ten years (266 during the three-year plan alone), the UNCC has an urgent need to expand its capacity for training to upgrade the quality of agents at low and middle levels for both existing and future personnel.

(f) The Literacy Training Center and Support for the Literacy Program. The rapid expansion of the literacy program will require increased mid-level and low-level staff to direct and coordinate the

activities of village and cooperative level literacy centers. For example, in the departments of Zinder and Maradi, current plans anticipate the creation of over 2,500 new village centers. Low-level administrative personnel are being trained in a special program at the ENA, but the funding provided by Belgian technical assistance is limited to two classes and will only graduate 15 people by 1978. The Literacy Training Center will assume full responsibility for training its mid and low-level personnel, develop training materials for use in regional literacy centers (department or arrondissement level) and organize short-term professional development activities for the complete range of its personnel.

In addition, there will be some material support provided for local and regional level national language printing facilities and for the operation of radio clubs. The printing capability is designed to support both UNCC and agricultural extension efforts at the local level. The radio clubs, now largely limited to the Department of Niamey, should play a significantly more important role in literacy and extension due to the widespread impact of radio listening at the local level.

(g) Participant Training Fund. The participant training fund will be established to provide scholarship support for students either destined to work directly in the rural sector or currently employed in the rural sector. The scholarships may be for long-term academic training or short-term professional development training, either in Niger, elsewhere in Africa, or in the United States.

#### D. Major Assumptions

1. That the GON will continue to fund national aspects of this project as USAID and other donors withdraw their inputs.

2. That the GON will identify participants to take part in professional development and scholarship programs.

3. That UNDP and other donors will continue their planned support of the IPDR (Kolo) through to the completion of the project.

4. That PAID will be able to provide technical assistance and staff for the Development Project Management Center.

E. Donor Activities in the Host Country. In Niger, the UNDP and the FED have long supported both the agricultural and livestock sectors through a wide variety of sectoral programs. FAC has also developed a series of agricultural and livestock projects in Niger, most of which are ongoing, with others projected. USAID is now implementing a comprehensive national cereals production program, is commencing a

To be incorporated  
into various compo-  
nents. 5/78

major departmental agricultural development project, and is developing a livestock project - a major segment of which will be the establishment of a national livestock extension service resource information center. All of these projects will be carefully documented in the PP, but the significant issue to be raised here is that the donor projects have been largely uncoordinated within the Government and have therefore begun to place excessive demands upon the GON's ability to train rural development technicians in an effective and timely manner. There is an immediate need to collaborate with the GON and other donors in the planned expansion of IPDR-Kolo.

#### F. Beneficiaries

The direct beneficiaries will be the individuals who acquire additional skills and competencies by means of their participation in the training programs supported by this project. In most cases, the direct beneficiaries will be mid and low-level rural development cadres and, to a lesser degree, senior-level personnel who participate in scholarship programs or training of trainer programs (ie., Nigerienization of training staffs). With the exception of the support for village-based literacy training, the farmer will be an indirect beneficiary of all training activities designed for rural development agents. In the case of literacy training, farmers will be direct beneficiaries.

### II. Financial, Physical and Technical Requirements and Plans

A. In consideration of the other donor inputs to the Kolo : component this multi-donor activity spans a time frame from 1976 through 1985 with a total estimated cost of \$38,481,000. The AID contribution of \$16,109,000 in grant funds would be provided over the five-year period 1979-1983. The AID financial requirements and other donor contributions are outlined on the following table.

FINANCIAL, TECHNICAL AND PHYSICAL RESOURCES REQUIRED, FY 79-83 (\$000)

<u>Project Component</u>	<u>US Inputs</u>			<u>GON</u>	<u>Other Donors</u>
	<u>FY 79</u>	<u>FY 80-83</u>	<u>TOTAL</u>		
1. <u>IPDR (Kolo)</u>	<u>2,231</u>	<u>3,074</u>	<u>5,305</u>	<u>2,946</u>	<u>6,000</u>
US Teaching Staff (15 py)	285	1,140	1,425	(For period 1976-1985)	UNDP FAC IBRD FAO Netherlands Others (For period 1976-1985)
Consultants (60 pm)	96	384	480		
Construction	1,250	1,250	2,500		
Equipment/Vehicles/Logistics	600	300	900		
2. <u>Rural Development</u>					
<u>Manpower Planning System</u>	<u>154</u>	<u>175</u>	<u>329</u>	<u>40</u>	
US Tech. Assistance (2 py)	95	95	190		
Short Term Consultants (7 pm)	24	32	56		
Equipment/Vehicles/Logistics	35	48	83		
3. <u>IPDR (Maradi)</u>		<u>3,090</u>	<u>3,090</u>	<u>772</u>	<u>4,000</u>
US Tech. Assistance (10 py)		950	950		Canada
Short Term Consultants (30 pm)		240	240		
Construction		1,300	1,300		
Equipment/Vehicles/Logistics		600	600		

<u>Project Component</u>	<u>US Inputs</u>			<u>GON</u>	<u>Other Donors</u>
	<u>FY 79</u>	<u>FY 80-83</u>	<u>Total</u>		
4. <u>Development Project Management Center</u>	<u>766</u>	<u>1,019</u>	<u>1,785</u>	<u>80</u>	
US Tech. Assistance (4 py)	95	285	380		
Institutional Contract (PAID)	50	150	200		
Short-Term Consultants (60 pm)	96	384	480		
Equipment/Vehicles/Logistics	525	200	725		
5. <u>Cooperative Training Center</u>	<u>669</u>	<u>341</u>	<u>1,010</u>	<u>65</u>	<u>400</u>
US Tech Assistance (2 py)	95	95	190		Denmark
Short-Term Consultants (15 pm)	24	96	120		
Construction	300	100	400		
Equipment/Vehicles/Logistics	250	50	300		
6. <u>Literacy Training Center and Related Support</u>	<u>149</u>	<u>596</u>	<u>745</u>	<u>50</u>	
Short-Term Consultants (15 pm)	24	96	120		
Equipment/Vehicles/Logistics	125	500	625		
7. <u>Participant Training</u>	<u>232</u>	<u>928</u>	<u>1,160</u>	<u>290</u>	<u>4,000</u>
In-Country (125 py)	100	400	500		Other Donors
Third-Country/African (60 py)	72	288	360		
US Academic (25 py)	60	240	300		
Sub-Total	<u>4,201</u>	<u>9,223</u>	<u>13,424</u>	<u>4,243</u>	<u>14,400</u>
Contingency/Inflation	840	1,845	2,685	849	2,880
Grand Total	<u>5,041</u>	<u>11,068</u>	<u>16,109</u>	<u>5,092</u>	<u>17,280</u>

## B. Start-up Costs

1. Kolo: Despite the fact that the AID portion of this project is not expected to begin until FY 79, there is a pressing need to make funds available for the expansion of the Kolo school as early as FY 78. The expansion program began in 1976, with \$850,000 budgeted for the preparatory phase. Of that amount, \$395,000 was contributed by UNDP and \$285,000 by FAO. There will be a potential deficit, therefore, of \$170,000 by the end of FY 77 unless other financing is identified.

The estimated costs for FY 78 amount to \$2,222,000 of which \$850,000 is slated for construction and \$720,000 for equipment and materials. Some of this money will be made available from the \$1,950,000 UNDP financing for the first phase of the project (FY 78-81) whose costs total \$8,311,000. It is apparent, however, that in FY 78 a very serious deficit will exist which will almost certainly set back project progress and the consequent capacity of the school. Secretary of State for the Ministry of Rural Development Mahamane Brah voiced an urgent plea to the ADO/Niamey for funds in FY 78 and plans to follow up in AID/W with an official request from the Nigerien Ambassador in Washington, D.C. It is the recommendation of the ADO/Niamey that \$800,000 of the identified budget requirements be made available to the GON from Sahel Development Funds in FY 78. These start-up funds would be used primarily for equipment and construction.

2. Training: It will be extremely beneficial to the project if one or more Nigeriens were able to begin training prior to project implementation. For example, the Development Project Management Center will require at least two Nigeriens the first year. One or both would acquire valuable experience by participating in the training-of trainers program at PAID's new school in Douala. The amount requested for participant training start-up funds is \$48,000 (4 py).

## III. Development of the Project

A. Design Teams This project is being submitted for inclusion in the FY 79 cycle. The PP is planned for submission in Spring 1978.

The ADO believes that this project lends itself extremely well to partial participation by a U.S. university under the Title XII concept. It is therefore recommended that a collaborative contract be sought with a major university for participation in the design of the PP and to play a major role in the ultimate implementation. It is proposed that the university concentrate on those components dealing with IPDR-Kolo, IPDR-Maradi and the Rural Development Manpower Planning System. A planning consultant from the Pan African Institute for Development (PAID) in Douala should be contracted for the design of the Development Project Management Center component.

Given the present involvement of the Niger Cereals Project and the CID team with cooperative training, the component for the Cooperative Training Center will be designed by the ADO/Niamey staff with assistance from members of the CID team. The Literacy Training Center and the Participant Training components will be designed by ADO/Niamey staff.

The collaborative contract with a U.S. university should include a manpower development specialist, a rural sociologist and a curriculum development specialist with experience in developing countries in the field of socio-economics. The consultant from PAID should be a program evaluation specialist with experience in management training. In addition, REDSO/WA will be requested to furnish an engineer to evaluate the capital construction aspects across the board. All PF design team members should have fluency in French.

The PF design team should arrive in Niamey in early Spring 1978 for a period of six weeks. Contract costs for the preparation of the PF are estimated not to exceed \$35,000.

#### B. AID Management Personnel.

It is anticipated that this project will require the services of a direct-hire project manager as early as FY 78. This slot has already received mode clearance and recruitment is presently underway.

#### IV. Project Issues.

The following issues should be explored and analysed by the design team during PP preparation:

- Management capability of IPDR-Kolo, both FAO and Nigerien;
- Capability of GON to provide qualified or near-qualified personnel to program components;
- Determination of form and placement of the Development Project Management Center (i.e., a separate entity or attached to an existing training institution; if separate, which ministry or department);
- The range of training services provided by each training institution (what level personnel, what scope at each level);
- Coordination of project component activities and integration of those activities with GON rural development policies;
- Coordination of project activities with the anticipated establishment of the National Livestock Extension Resource Information Center;

- Possible contribution of the Commission on National Languages to the literacy training component;

- The capability of the GON to fund recurrent costs following the phase-out of AID and other donor funding;

- The capability of the GON to provide candidates in sufficient quantities for training activities;

- Readiness of other donors to support the integrated concept of this project, and to contribute to those components not already included in their assistance plans.

- Desirability of support for additional Young Farmer Training Centers, e.g., at Tahoua - under this project or others.