

CLASSIFICATION  
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE  Maternal Language Texts	2. PROJECT NUMBER 625-0937.06	3. MISSION/AID/W OFFICE USAID/Nigeria
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <span style="float:right">683-83-02</span>		
<input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION		

5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY _____ B. Final Obligation Expected FY _____ C. Final Input Delivery FY _____	6. ESTIMATED PROJECT FUNDING A. Total \$ 679,000 B. U.S. \$ 400,000	7. PERIOD COVERED BY EVALUATION From (month/yr.) February 1, 1983 To (month/yr.) February 28, 1983 Date of Evaluation Review _____
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8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR		
A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Extend PACD to June 1984 as first phase of dovetailing this activity with World Bank intervention by September 1985.	HRDO: George Corinaldi	Jan. 31, 1984
2. Amend host country contract of U.S. technician to February 29, 1984.	MO: D.K. Gopal	Jan. 31, 1984
3. Prepare PID-like cable to AID/W justifying new activity to assist INDRAP to produce math textbooks for grades 1-3.	HRDO: George Corinaldi	Jan. 31, 1984

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <input type="checkbox"/> Project Paper <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Financial Plan <input type="checkbox"/> PIO/T <input checked="" type="checkbox"/> Logical Framework <input type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Project Agreement <input type="checkbox"/> PIO/P	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input checked="" type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) George V. Corinaldi, USAID Education and Human Resources Officer <i>Cor</i> Abaché Chaibou, Director-General, INDRAP Clinton L. Doggett, Jr. - USAID Assistant Project Development Officer	12. Mission/AID/W Office Director Approval Signature _____ Typed Name Jesse L. Snyder Mission Director, a.i. Date 1/16/84
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PES Part II  
INDRAP Maternal Language Texts

13. Summary

The Maternal Language Texts Project (625-0937) represents part of a multi-faceted effort on the part of the Government of Niger (GON) to increase the access of rural populations to economic and social benefits through primary education. In 1976 the GON promulgated an education sector reform which included, among other things, an emphasis on increased use of maternal languages (as opposed to French) in primary schools. A series of "experimental schools" was established in which testing of the maternal language curricula would be carried out. The five maternal languages are Hausa, Fulfulde, Tamajak, Zarma and Kanuri. The Maternal Language Texts Project has as its focus the collection and transcription of oral traditions and the preparation and subsequent distribution of primary school texts in these languages. The Institut Nationale de Documentation, de Recherche et d'Animation Pedagogique (INDRAP) is the implementing GON agency for the project.

The evaluation, which took place in February 1983, found the project to be sound, well-managed and of continuing relevance to both GON and AID development objectives. The evaluation had been intended as a final evaluation; a subsequent extension of the PACD to December 1983, however, and delays experienced by the project in final production and distribution of the texts, led to the evaluation taking on more of an interim nature. Despite the delays noted immediately above, the evaluation judged that, with the extension, the project would easily fulfill all of its objectives by the PACD. A further extension, however, to June 1984 is now contemplated by the Mission to allow for a dove-tailing between it and a World Bank project scheduled to come on stream at that time.

14. Evaluation Methodology

The evaluation was carried out simultaneously with an evaluation of a second, bilateral project (Literacy Services Training Center). Discussions were held with a wide variety of officials and trainees in the field and in Niamey and included a series of field trips to observe experimental schools in action.

The team consisted of REDSO/WCA Human Resources Development Officer Stephen Grant (Team Leader), AFR/TR/EHR Maternal Languages Specialist Victor Barnes, Sociologist Michel Keita from the Institut de Recherche en Sciences Humanes (IRSH) in Niamey and Abdou Mijinguini, Head of the Maternal Languages Section at INDRAP.

## 15. External Factors

The evaluation team judged that there had been no changes in project setting or in the validity of the original project assumptions. Host government policies continued to place priority on reform of the education system and its curriculum content. The project was credited with improving coordination between various Nigerien educational institutions such as INDRAP, IRSH, the University of Niamey and the Centre d'Etude Linguistique et Historique de la Tradition Orale (CELHTO).

## 16. Inputs

Planned project inputs included (a) the training and equipping of 21 oral tradition collection and transcription teams, (b) creation in INDRAP of a textbook development staff, and (c) provision of a two-person project management team, including an AID-supplied linguist, and an administrative assistant to monitor, supervise and assist in all project activities.

### A. Collection and Transcription Teams

Collection teams were recruited in April-May 1981 among primary education teachers representing all five maternal language groups. Seventy participants took part in the collection of materials. Activities included establishment of two training-supervision centers and implementation of a two-week training session covering language transcription, field research methods and equipment maintenance. Researchers were then sent to their home villages for the summer to proceed with collection of materials. Two subsequent visits to these villages were made by INDRAP personnel to collect recorded materials and their transcriptions. In this way, sufficient materials were collected to initiate the process of textbook production.

### B. Textbook Development Staff

The textbook development team was comprised of the entire staff of INDRAP's National Language Section. The lack of trained linguists in Tamajek, Fulfulde and Kanuri, however, posed some obstacles to development of textbooks in these languages.

The INDRAP team supervised the collection and transcription of materials and, with the assistance of the Direction de l'Alphabetisation et de la Formation Permanente (DAFP), prepared texts submitted to a national level workshop-seminar held in Zinder in August 1982. Further text revision and addition of pedagogical questions were carried out at the workshop by INDRAP, DAFP, the University of Niamey, CELHTO, IRSH, the Permanent Secretariate for the Reform of Education and teachers from the experimental schools.

The National Languages Section of INDRAP has, since October 1982, supervised final typing, proof-reading and illustration of the texts. Members of the Permanent Secretariate for the Reform of Education, DAFP and CELHTD have assisted the team in preparation of the Fulfulde, Tamajek and Kanuri texts. Illustrations for the texts were produced by a team of professional illustrators.

### C. Project Management Staff

The two-person management team described in the Project Paper consists of the General Director of INDRAP and the project technical advisor provided by USAID. Both the technical advisor, a Ph.D. in African languages and literacy with experience and field work in Nigerien languages, and the General Director meet the Project Paper expertise requirements for personnel. The duties of Administrative Assistant have been shared by the Head of INDRAP's National Language Section and the Institute's personnel and materials accountant-manager. Several of the responsibilities envisioned for the Nigerien Project Director (preparation of reports and work plans, coordination with other institutions and establishment of working groups) have been delegated to the Head of the National Language Section in collaboration with the project technical advisor.

The project has been managed and executed as part of INDRAP's overall calendar of activities, with staff members performing their customary institutional functions vis-a-vis project activities. This has proved to be an effective policy, both for the project (particularly in the absence of a USAID Human Resources Officer at the time of the evaluation) and for INDRAP's long-term institutional development. At the close of the project, a staff now more experienced in all aspects of materials collection and production will be in place. As the management of the project has been incorporated into the internal workings of INDRAP, all office space, secretarial and vehicular support have been furnished by the Institute as foreseen in the Project Paper.

## 17. Outputs

The outputs of the project resulting from the above inputs consist either of tangible products or of institutional procedures and operations useful to the educational and research efforts of the GON.

### A. Collection of Recorded and Transcribed Oral Traditions

This collection now exists in the five maternal languages. Of the 891 recorded cassettes, 328 have been transcribed, as follows:

Hausa	213
Zarma	55
Tamajek	25
Fulfulde	23
Kanuri	12

In addition, dialectical variations of the major languages are represented in the recorded materials.

Cataloguing of the collected materials has been carried out by INDRAP's National Languages staff. Sufficient materials exist for later production of history books based on oral histories in the collection as well as of more advanced readers derived from the lengthier tales and legends.

#### B. A Set of Two Graded Readers in Each of the Five Maternal Languages

The Project Paper stipulated that two graded readers would be produced. The first elementary text was to be used for the first and second grades, while the second would be more advanced, appropriate for the third grade. In the process of text development, however, INDRAP decided that three graded readers, one for each grade, would be pedagogically more sound. Consequently, three graded readers for each of the five maternal languages have been or are being produced.

The fifteen books now in production are texts adapted from tales, riddles, songs, games, proverbs and histories recorded and transcribed during the earlier transcription period. The Project Paper calls for the printing of 2,000 copies of each text but this has been revised to 3,000 in Hausa, 2,000 in Zarma, and 1,000 each in Tamajek, Fulfulde and Kanuri.

#### C. Development of Lesson Plans and Teaching Techniques

A general guide to the development of lesson plans was distributed to teachers using the experimental textbooks in December 1981 with questions on comprehension, vocabulary and grammar in each of the maternal languages text. Experimental school teachers undergo pre-service training in teaching methodologies designed specifically for the experimental schools in addition to their usual training in pedagogy. Presently training takes place during a three-month training session at INDRAP.

#### D. Definition of Evaluation Methodology

Methodologies for evaluating the use of maternal languages in primary schools curricula will be defined by INDRAP with the evaluation plan being developed as part of INDRAP's ongoing

educational research. The revised calendar of project activities calls for a preliminary evaluation of the first grade textbooks at the end of the 1982-83 school year, with evaluation of the remaining texts taking place between September-December 1983. While these evaluations will be only tentative at best in terms of conclusions, they will provide useful feedback as to use and appropriateness of the texts and yield insight which will aid in further development of texts and grammars. INDRAP must first, however, define and develop the evaluation instrument. This may possibly be done in collaboration with CFCA, which is developing its own evaluation methodology for its program of adult literacy.

#### E. More Experienced INDRAP Staff

Under the project the INDRAP staff has acquired significant experience in multiple aspects of oral tradition collection and textbook production; transcribers and typists have been trained; and a process for drafting, revising, illustrating and printing has been established. The evaluation itself has provided INDRAP staff with valuable exposure to evaluation processes.

#### 18. Purpose

The purpose of the project, as stated in the Project Paper, is "to develop and test primary school texts written in maternal languages which are based on the cultural heritage of the country." End of Project Status (EOPS) is listed as "approximately 25 experimental primary schools using primary school texts developed and partially tested by the project."

Ten of the planned fifteen texts have been completed and were, at the time of the evaluation, either at the printers or in the final stage of typing before going to print. The final set of three readers was in various stages of completion and was expected to be printed and distributed by June 1983. As the texts had not yet been distributed, field testing had not taken place.

#### 19. Goal/Subgoal

The goal of the project is "to increase the access of the rural population to government resources through written materials in indigenous languages and through the increased ability to communicate with administrative and technical agents." The project sub-goal is "to reduce the cultural dissonance of children entering the primary school system and render the subject matter learned during the initial several years of primary school more relevant to the long-term needs of primary school children."

The evaluation team felt that both the goal and sub-goal were too broad to be achieved in a two-year pilot text development project. This sentiment was based on the judgement that in-

creased access of rural people to government resources and administrative and technical agents would not result from maternal language readers alone. The team felt that, while the project represented an essential step in the direction of attaining the goal, the scope of the project is more limited than the broader issue of government access.

The team felt, on the other hand, that the sub-goal, reduction of cultural dissonance at the primary school level, was more closely related to the project purpose. Use of maternal language texts does in fact avoid the cultural dissonance that often results when foreign ideas in a foreign language (French) are presented in traditional instruction.

Maternal language texts are, moreover, a part of a larger Nigerien effort to make primary school curricula more reflective of rural development needs and national education goals. The reformed teaching methods which accompany maternal language instruction are designed to introduce applied as well as theoretical knowledge into schools. An interdisciplinary approach based on the school/village environment is the foundation of the experimental school curriculum, and the maternal language texts derived from local oral tradition are an integral part of this educational approach.

## 20. Beneficiaries

The evaluation divided beneficiaries into five groups:

A. The first class of beneficiaries is the corps of experimental school teachers (42) who teach in the 20 experimental schools throughout Niger. Under project auspices, these teachers have increased their knowledge, have demonstrated their enthusiasm in being involved directly in all stages of development of the maternal language texts, and have contributed in significant ways to the advancement of the maternal language education reform in Niger.

B. The second category of beneficiaries is a group of approximately 30 individuals who joined the experimental school teachers in assembling and transcribing oral materials, editing material to conform to elementary textbook norms, devising questions related to the texts for teachers' use, developing appropriate illustrations, and developing a glossary of definitions for clearly dialectical expressions.

C. The third category of beneficiaries includes 30 teachers from traditional (non-experimental) primary schools who also participated in some of the activities noted above.

D. The fourth category encompasses the 12 Nigeriens (including one woman) who form the staff of the INDRAP Maternal Language Section.

E. Finally, the fifth and ultimate target group is composed of the pupils of the experimental schools themselves. Their number is estimated at 1,200. Currently all of these pupils have been exposed to maternal language experimental readers produced under the project.

## 21. Unplanned Effects

The evaluation found that the project had had no unexpected results or impact.

## 22. Lessons Learned

The evaluation team either observed or were convinced of several problem areas. The problems listed below are related either to the project or to the general INDRAP endeavor. All of the problem areas are especially meaningful for future project design.

A. The advancement of research and documentation in the five national languages is uneven due to the paucity of linguists in Kanuri, Fulfulde and Tamajeq. There is still no one accepted orthography for these three languages.

B. Although some primary school inspectors have become keen advocates of the experimental schools, others appear neither knowledgeable about nor devoted to INDRAP's objectives.

C. There is currently no evaluation service within INDRAP, nor individuals trained in evaluation methodologies.

D. Visits to the more remote experimental schools, however excusable in terms of budgetary reasons, are perceived by teachers in the field as a lack of interest on the part of INDRAP authorities. As more is demanded of experimental school teachers than is of their counterparts in the traditional school system, the former group expressed some frustration due to the lack of supervision and encouragement received from central and regional authorities. Another source of frustration for experimental school teachers lies in the delays that have been experienced in the printing and distribution of texts.

In terms of a possible follow-on project, the team pointed to three areas where USAID could most usefully extend its assistance to the literacy program in Niger: (1) Development of post-literacy materials; (2) Improved supervision of CFCA graduates in the field; and (3) Support for the new regional training center for literacy agents which CREA (Conseil Regional de l'Education des Adultes en Afrique) has decided to build in Niamey.

In terms of lessons learned which may be applicable to similar undertakings in other developing countries, the following observations are offered:

A. Publishing timetables fall behind schedule more often than not even in the U.S., and all the more so in the developing world where delivery of materials is erratic and trained manpower insufficient. Thus, when publishing is involved, project timetables should involve a good measure of flexibility, i.e. slack time. Establishing an unrealistically tight schedule creates unnecessary stress for the donor institution and USAID to justify "late" implementation that has been virtually designed into the project.

B. Textbook project schedules should also include a year in which to test sample books in target classrooms. New textbooks are written and published much less often in developing countries than in the developed world and their authors are far less experienced. The testing period would offer a chance to make revisions before books are printed in mass quantities. Thus, revisions would not have to wait until additional textbooks are published at a later date.

C. Incorporating working seminars for teachers and potential contributors (university professors, school inspectors) is a very useful measure for a textbook development project. It provides a forum for in-service training of the teachers for whom the books are destined. It also establishes a vehicle for the collaboration of various specialists not necessarily employed at the responsible institution but whose participation is vital given the shortage of personnel trained to develop national language and other texts.

### 23. Special Comments or Remarks

The following recommendations were made by the evaluation team:

A. Seminar: INDRAP should hold a seminar where experimental school teachers who have been developing curricular materials have an opportunity to share them with each other and with the INDRAP staff.

B. Local Printing of Curricular Materials: Much as literacy centers in Niamey received simple mimeograph equipment, experimental schools should develop the same capacity in order to produce their own material in multiple copies.

C. Experimental School Teacher Training in the Normal School: Teacher training for all primary schools should take place in teacher training schools unless there is a compelling reason not to do so. (The experimental nature of the maternal language schools has resulted in the temporary training of experimental school teachers by INDRAP. This means that when the teacher trainees arrive at INDRAP the staff must put everything else aside for three months while training is carried out.)

D. Future Project Evaluation: The present evaluation should be updated and the degree to which the project has attained its final objectives through calendar year 1983 assessed at the end of 1983.

E. Institutional Collaboration: INDRAP should be encouraged to strengthen institutional liaisons, both formal and informal, with CFCA and CELHTO in the joint pursuit of didactic materials development in national (maternal) languages.

F. Evaluation Instrument and Methodology: Potential textbook evaluation instrument models (such as that used by Stanford's School of Education) should be considered for adaptation in the development of INDRAP's textbook evaluation procedures.

## Information Appendix for Executive Level Personnel

### I. What constraints does this project attempt to overcome and who does it constrain? Does the project attack labor, policy or other constraints?

The essential problem being addressed by the project is a perceived lack of relevance in the Nigerien primary education system. The perception is that the present educational system, inherited from the French, is almost purely theoretical and not oriented to applied skills, e.g. it trains bureaucrats, not rural farmers.

The project was designed to assist the GON in implementing an educational reform which sought to make the Nigerien educational system more responsive to the basic needs of the Nigeriens and less imitative of the French educational system. Part of this reform involved the introduction of use of Niger's maternal languages (Hausa, Fulani, Tamajek, Zarma and Kanuri) in the first three grades of primary school.

### II. What technology does the project promote to relieve these constraints?

The project involves the collection and transcription of oral materials in the maternal languages for compilation into primary school textbooks and so has been instrumental in transferring research and transcription skills, including a methodology for oral history and folklore collection and cataloguing. The project has also strengthened textbook development skills on the part of the INDRAP staff. Further technology transfer will take place during the articulation and initial implementation of an evaluation methodology for evaluating the project textbooks and maternal language instruction.

### III. What technology does the project attempt to replace?

The project attempts to replace the present French education model, aspects of which are deemed to be overly theoretical, and insufficiently skills-oriented, for the Nigerien people. The technology to be employed is the use of maternal languages in primary school instruction through the establishment for this

purpose of experimental schools.

IV. Why do the project planners believe that the intended beneficiaries will adopt the proposed technology?

The project planners believe that the intended beneficiaries will adopt the proposed technology because the project takes place within an widely-accepted overall GON mandate to carry out the reforms being implemented by the project. In addition, INDRAP had, before the project start date, already begun on its own with establishing experimental schools using maternal language instructional methods.

V. What characteristics do the intended beneficiaries exhibit that have relevance to their adopting the proposed technology?

The major beneficiaries of the project are the 42 school teachers who teach in the 25 experimental schools throughout Niger, and the students themselves. The teachers have demonstrated their commitment to the project's objectives (1) by volunteering for their rather difficult assignments in the first place and (2) by increasing their knowledge and demonstrating their enthusiasm in being directly involved in all stages of maternal language textbook development. The students, 1400 in number, have all been exposed to maternal language experimental readers and have accepted them with little or no problem.

VI. What adoption rate has this project or previous projects achieved in transferring the proposed technology? Why have or have not the intended beneficiaries adopted this technology?

The adoption rate is a one hundred percent increase in the number of experimental schools using the maternal languages model. Only 12 schools were involved in this project activity when the project began in FY 1981. In Fy 1984, 25 experimental schools are now using the maternal language readers developed under the project.

VII. Will the project set in motion forces that will induce further exploration of the constraints and improvements to the technological package proposed to overcome them?

Yes. The project is part of a clearly experi-

mental reform aimed at introducing textbooks written in the maternal languages of Niger. This process will be closely and continuously monitored and evaluated by INDRAP with an eye to developing a primary education system that is truly relevant to the needs of Niger's primary school age population.

VIII. Do private input suppliers have incentives to examine the constraints addressed by the project and come up with solutions?

The potential for involvement of the private sector in the project lies in two major areas, textbook production and private sector employment generation. In the area of textbook production, INDRAP has already made use of the private sector by contracting with several private illustrators to design illustrations for the textbooks. An additional, potential, future involvement of the private sector lies in actual printing of the textbooks. This participation is for the moment only hypothetical, however, as it has proved far less expensive to do the printing in-house at INDRAP than to contract with private printing houses.

The second linkage with the private sector concerns the graduates of Nigerien schools that are reached under the project. The realization on the part of the GON that public agencies cannot continue indefinitely to absorb as employees the ever-increasing population of graduates led to the 1982 Zinder Declaration concerning the need for Nigerien schools to deliver a more practical, skill-oriented education. Inasmuch as INDRAP helps develop a curriculum which is skills-related, the institution will perform a much needed service, helping to develop the private sector and directing school graduates to opportunities for productive private employment.

IX. What delivery system does the project employ to transfer the new technology to intended beneficiaries?

The new technology is delivered by primary school teachers who teach the materials from project produced readers. Seminar sessions are also held to train the trainers extending the new technology.

X. What training techniques does the project use to develop the delivery system?

- A. Training/supervision centers were set up in Niamey and Zinder for the collection of oral materials. A two-week training session included courses in transcription for all five languages; field research methods, including data collection and cataloguing methodology; and equipment maintenance. Researchers were then sent to their home villages to proceed with data collection. The teams were subsequently visited by staff members from the INDRAP headquarters in Niamey.
- B. A Workshop/Seminar was held at Zinder to bring INDRAP staff together with personnel from other educational institutions in Niger and review project approaches to primary education and obtain feedback on the textbooks that had been produced to date.
- C. Experimental school teachers undergo pre-service training in teaching methodology designed for experimental schools in addition to the traditional training in pedagogy.