

625-0937-06

PD-AAJ-450

ISN 953

UNCLASSIFIED

PROJECT PAPER

NIGER

INDRAP MATERNAL LANGUAGE TEXTS AIP

(625-0937.06)

APPROVED 9/3/80

BY

USAID/NIGER

UNDER D.O.A. NO. 141

AGENCY FOR INTERNATIONAL DEVELOPMENT

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT DATA SHEET		1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete AIP Project Paper	DOCUMENT CODE 3
2. COUNTRY/ENTITY Niger		3. PROJECT NUMBER 625-0937.06 <input type="checkbox"/> Accelerated Impact Project (80-1)	
4. BUREAU/OFFICE USAID/Niger		5. PROJECT TITLE (maximum 40 characters) INDRAP Maternal Language Texts AIP	
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 1 2 3 1 8 2		7. ESTIMATED DATE OF OBLIGATION (Under "B" below, enter 1, 2, 3, or 4) A. Initial FY 8 0 B. Quarter 4 C. Final FY 8 0	

8. COSTS (\$000 OR EQUIVALENT \$1 =)						
A. FUNDING SOURCE	FIRST FY 80			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(142)	(258)	(400)	(142)	(258)	(400)
(Loan)	()	()	()	()	()	()
Other U.S.						
1.						
2.						
Host Country	12	267	279	12	267	279
Other Donor(s)						
TOTALS	154	525	679	154	525	679

9. SCHEDULE OF AID FUNDING (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) SH	622	620		0		400		400	
(2)									
(3)									
(4)									
TOTALS				0		400		400	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each) 670	11. SECONDARY PURPOSE CODE 621						
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)							
A. Code	BR	R/ED					
B. Amount	400	185					

13. PROJECT PURPOSE (maximum 480 characters).
 To develop and test primary school texts written in maternal languages which are based on the cultural heritage of the country.

14. SCHEDULED EVALUATIONS	15. SOURCE/ORIGIN OF GOODS AND SERVICES
Interim MM YY MM YY Final MM YY 0 6 8 1 1 1 8 2	<input type="checkbox"/> 000 <input checked="" type="checkbox"/> 941 <input type="checkbox"/> Local <input type="checkbox"/> Other (Specify) Host Country

16. AMENDMENTS/NATURE OF CHANGE PROPOSED
 The attached Project Paper is for an Accelerated Impact Project approved by the USAID/Niger Mission Director.

17. APPROVED BY	Signature Jay P. Johnson	18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION MM DD YY
	Title USAID/Niger, Mission Director	
Date Signed MM DD YY 0 9 0 3 8 0		

INSTRUCTIONS

The approved Project Data Sheet summarizes basic data on the project and must provide reliable data for entry into the Country Program Data Bank (CPDB). As a general rule blocks 1 thru 16 are to be completed by the originating office or bureau. It is the responsibility of the reviewing bureau to assume that whenever the original Project Data Sheet is revised, the Project Data Sheet conforms to the revision.

Block 1 - Enter the appropriate letter code in the box, if a change, indicate the Amendment Number.

Block 2 - Enter the name of the Country, Regional or other Entity.

Block 3 - Enter the Project Number assigned by the field mission or an AID/W bureau.

Block 4 - Enter the sponsoring Bureau/Office Symbol and Code. (See Handbook 3, Appendix 5A, Table 1, Page 1 for guidance.)

Block 5 - Enter the Project Title (stay within brackets; limit to 40 characters).

Block 6 - Enter the Estimated Project Assistance Completion Date. (See AIDTO Circular A-24 dated 1/26/78, paragraph C, Page 2.)

Block 7A. - Enter the FY for the first obligation of AID funds for the project.

Block 7B. - Enter the quarter of FY for the first AID funds obligation.

Block 7C. - Enter the FY for the last AID funds obligations.

Block 8 - Enter the amounts from the 'Summary Cost Estimates' and 'Financial Table' of the Project Data Sheet.

NOTE: The L/C column must show the estimated U.S. dollars to be used for the financing of local costs by AID on the lines corresponding to AID.

Block 9 - Enter the amounts and details from the Project Data Sheet section reflecting the estimated rate of use of AID funds.

Block 9A. - Use the Alpha Code. (See Handbook 3, Appendix 5A, Table 2, Page 2 for guidance.)

Blocks 9B., C1. & C2. - See Handbook 3, Appendix 5B for guidance. The total of columns 1 and 2 of F must equal the AID appropriated funds total of 8G.

Blocks 10 and 11 - See Handbook 3, Appendix 5B for guidance.

Block 12 - Enter the codes and amounts attributable to each concern for Life of Project. (See Handbook 3, Appendix 5B, Attachment C for coding.)

Block 13 - Enter the Project Purpose as it appears in the approved PID Facesheet, or as modified during the project development and reflected in the Project Data Sheet.

Block 14 - Enter the evaluation(s) scheduled in this section.

Block 15 - Enter the information related to the procurement taken from the appropriate section of the Project Data Sheet.

Block 16 - This block is to be used with requests for the amendment of a project.

Block 17 - This block is to be signed and dated by the Authorizing Official of the originating office. The Project Data Sheet will not be reviewed if this Data Sheet is not signed and dated. Do not initial.

Block 18 - This date is to be provided by the office or bureau responsible for the processing of the document covered by this Data Sheet.

APPENDIX 2

Initial Environmental Examination

(IEE)

Project Country: Republic of Niger

Project Title: Textbooks in Maternal Languages (INDRAP)

Funding: FY 1980 - Accelerated Impact Project \$300,000

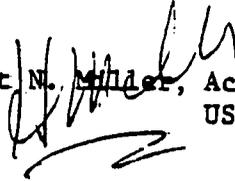
Period of Project: Twenty-four months - April 1980 - April 1982

IEE Prepared by: Murl Baker



Environmental Action Recommended: Negative Determination

Concurrence: Herbert N. Milder, Acting Mission Director
USAID/Niger



Assistant Administrator's Decision: See PID Approval cable (STATE I05718)

Approved _____

Disapproved _____

Date _____

memorandum

DATE: August 27, 1980

REPLY TO
ATTN OF: M. Baker, PDE M. Golden, Prog
H. Shropshire, Cont

SUBJECT: INDRAP Maternal Languages Texts AIP 625-0937.06 (80-1)

TO: Jay P. Johnson, Mission Director, USAID/Niger *J.P.J.*

The purpose of this memorandum is to provide the following certifications preparatory to the approval of the subject project and entering into a project agreement with the cooperating country.

A) The Mission Director was delegated authority to approve the Project Paper. (Redelegation of Authority of No. 141 of February 2, 1979, as amended) (State 105718) (State 223582)

B) Funds in the amount of \$400,000 are available within the current allotment level under appropriation 72-11X1012, allotment 812-60-683-00-69-01. (State 216562)

C) The required Congressional Notification expired August 26, 1980, without objection (State 227529).

This memorandum is to be retained as a permanent record in the official project file.

Clearances: Project Committee:

PDE:MBaker *MB*
 PROG:MGolden *MG*
 CONT:HShropshire *HS*
 HRD:PMcDuffie *PM*



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

**PROJECT AUTHORIZATION AND REQUEST FOR
ALLOTMENT OF FUNDS**

PART II

Name of Country: Niger

Name of Project: INDRAP Maternal Languages Texts AIP

Number of Project: 625-0937.06 (80-1)

Pursuant to Part I, Chapter I, Section 104 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to the Government of Niger of not to exceed Four Hundred Thousand U.S. Dollars (\$400,000.00) to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described below.

The project will assist INDRAP, a pedological research institution of the Government of Niger, to develop and test primary school textbooks written in Niger's five principle national languages and which are based on the cultural heritage of the cooperating country. A.I.D. assistance will be provided for financing technical assistance, commodity and equipment procurement and certain other costs, specified in the attached Project Paper and its annexs.

The initiation of negotiations 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 whereby authorized subject to expiration of the Congressional Notification waiting period and subject to the following essential terms and covenants and major conditions; together with such other terms and conditions as A.I.D. may deem appropriate:

a. Source and Origin of Goods and Services:

The authorized source and origin for services and goods financed by AID funds under this project is AID Geographical Code 941 plus the cooperating country, except as A.I.D. may agree in writing.

b. Condition Precedent to the Initial Disbursement of Funds:

Prior to the first disbursement of funds under this grant, or to the issuance of AID documentation pursuant to which disbursement will be made, the Government of Niger shall designate an INDRAP official as GON project manager for the implementation of this project.

c. Conditions Precedent to the disbursement of funds for printing services:

Prior to the first disbursement of funds for printing services; the Government of Niger will inform AID in writing of how such printing services will be procured and provide evidence that adequate funding is available to cover such costs.

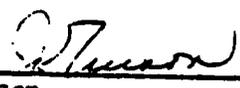
d. Covenants:

The cooperating country will covenant as follows:

1. To make available sufficient technical and administrative personnel to ensure the successful execution of the project.
2. To provide all funds, in addition to those provided here under, to ensure successful completion of the project, including but not limited to funds required to complete printing of texts developed under this project.
3. To implement the evaluation plan to determine the technical effectiveness of the maternal language texts in INDRAP's experimental schools.

e. Waivers:

A waiver to permit the noncompetitive procurement of ten typewriters from Geographic Code 935 is hereby authorized.



 Jay P. Johnson
 Mission Director

 Date

Clearance: Project Committee:

PDE:MBaker MB
 PROG:MGolden MG
 CONT:BSHropshire BS
 HRD:PMcDuffie PM

August 27, 1980

ACTION MEMORANDUM FOR THE DIRECTOR

FROM: *[Signature]* Baker, Project Design and Evaluation Officer, USAID/Niger

SUBJECT: INDRAP Maternal Languages Texts Accelerated Impact Project,
(625-0937.06 (80-1))

PROBLEM: In accordance with the guidelines on Delegation of Authority to USAID to approve and amend projects, contained in Section 3A of African Delegation of Authority No. 141, February 2, 1979, and as amended, the USAID/Niger Mission Director is authorized to approve projects where the life of project funding does not exceed \$5,000,000 provided that the Assistant Administrator of the African Bureau has approved the PID. A PID for the INDRAP Maternal Languages Texts AIP was submitted to AID/Washington in February 1980, requesting approval and authority to fund the resulting project under the authority cited above. The subject PID was reviewed and approved by the AID/Washington Project Committee on March 28, 1980. State 105718 authorized the mission to prepare the project paper for approval and authorization by the field in accordance with the above cited Redellegation of Authority for project approval.

DISCUSSION: The proposed INDRAP Maternal Language Texts AIP project will be part of a multifaceted effort by the Government of Niger to increase the access of the rural population to economic and social benefits through materials written in their mother languages and through their increased ability to communicate with administrative and technical services. The purpose of the project is to produce primary school textbooks written in the maternal languages of Niger and which are based on indigenous cultural traditions. With such textbooks available, school children will have the opportunity to learn literacy skills in their maternal languages. Strengthening the educational process of primary school age children and providing communication skills when school children become of age, could permit them to make a greater contribution to the development of their respective communities and the country. The project will also contribute to the documentation and diffusion of the cultural heritage of Niger.

The proposed AID assistance for this project is \$400,000 and will provide commodities, equipment, temporary personnel costs and technical assistance for the collection and transcribing of oral traditions and developing and testing of teaching materials and textbooks.

The proposed Government of Niger contribution toward this project is estimated to be \$279,000 for permanent project staff and a portion of operating costs and costs of printing the experimental texts in large quantities (several hundred copies of each of the five major language texts).

No adverse environmental consequences are foreseen as a result of this project. The PID contained a recommendation for a negative determination. AID/W approval of the PID included the approval of the environmental recommendation as well.

While this project is USAID/Niger's first endeavor in the formal education sector of Niger, the mission believes that the project is complete and consistent with the USAID/Niger assistance strategy as outlined in the FY 1982 CDSS. The project is also contained in the Nigerien Five Year Plan. All outstanding issues have been reviewed and resolved. A mission project review committee has considered the project and recommended its approval.

RECOMMENDATION: It is recommended that the Mission Director of USAID/Niger authorize the subject project by signing the attached PAF and approve the project by signing the project paper facesheet.

Approved: *[Signature]*

Disapproved: _____

Date: _____

Clearances: Project Committee:
PDE:MBaker *[Signature]*
PROG:MGolden *[Signature]*
CONT:HShropshire *[Signature]*
HRD:PMcDuffie *[Signature]*

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ACCELERATED IMPACT PROJECT--PROJECT DOCUMENT

Project Title: INDRAP Textbooks in Maternal Languages

Project Number: 625 - 0937 (80.1)

I. Project Summary

In 1976, the Government of Niger instituted an educational reform, which includes learning to read and write national languages as well as French during the first three years of primary school. Since then, the National Institute for Pedagogical and Applied Research (Institut National pour Recherches de l'Animation et Pedagogie, or INDRAP) has been assigned the responsibility of developing and testing primary school texts in the five major maternal languages of Niger. The Section of Maternal Languages of INDRAP has asked USAID for assistance in gathering oral traditional materials, transcribing them and adapting them for use in the primary school syllabus. In addition, the project will encourage INDRAP to develop an ongoing evaluation system of these pedagogical materials to determine their effect on primary school age children and possible improvement of the texts.

The project will provide assistance to INDRAP for these tasks in the form of technical expertise, facilities and equipment needed to produce primary school readers in maternal languages. The total project cost is estimated to be \$679,000 of which AID will contribute \$400,000.

II. Background of Project

When Niger became independent in 1960, it had fewer trained human resources than most other newly

independent Francophone African countries. For economic and political reasons, the government at that time continued to rely heavily on French financial and technical assistance. This entailed the prolonged presence of French personnel in key bureaucratic and commercial posts, and the continued use of French as the official language. When the present government came to power in 1974, it began to enforce policies that would diminish Niger's reliance on French economic and social resources. Increased revenue from uranium mines that were beginning to be exploited enabled Niger to work toward realistic goals of more economic and social independence.

In 1975, the government turned to the question of educational reform, and in a national seminar on educational reform, it was decided to make the education system more responsive to the basic needs of Nigeriens and less imitative of the French educational system. In the following year, 1976, a national commission met on instructional reform and revision of the school system. During these two meetings, resolutions were adopted to reflect the national policy of using national maternal languages. The Service of Literacy and Permanent Education (for adults) was to strengthen its campaigns to teach adults reading and writing in maternal languages. The primary school system was to introduce maternal languages in the first three grades.

French language training will not be dropped from the school curriculum. Literacy, however, will be taught initially in the student's maternal language. Teaching literacy in maternal languages will not deter rural students from learning French. It will, however, give those who do not continue beyond the first few grades of school essential reading and writing skills in a language they use. The acquisition of literacy skills in a familiar language is also believed to facilitate literacy/language skills in a second language (in this case French).

The Ministry of National Education's research unit, the National Institute of Pedagogical and Applied Research (INDRAP), was given the responsibility to develop and diffuse primary school materials in maternal languages. Since there are five major language groups.

in Niger (Hausa, Zarma, Kanuri, Tamasheq, Fulfulde), this educational reform entails the preparation of texts and their adaptation and transcription into at least five languages. An important consideration taken into account in developing such school texts is the preservation of the cultural heritage of Niger. Thus the subject matter to be used in these texts will be drawn primarily from the oral traditions and histories in Niger.

INDRAP has already begun to work on this task. Two experimental schools (one in the predominantly Zarma-speaking area of Tillaberi and the other in the predominantly Hausa-speaking area of Zinder) have introduced reading and writing skills to primary school students in their maternal languages during their first three years of school. Although other factors may have also contributed to the results, the use of maternal languages appears to have helped students in these experimental schools achieve relatively high scores on their primary school certificate exams.

The INDRAP staff has already begun preparations to expand the use of texts written in maternal languages throughout the country and is now seeking financial and technical assistance. INDRAP plans to collect traditional material that has been passed on orally from each of the cultural groups in each of the five maternal language groups, to transcribe these, and to adapt them to the primary school syllabus in all five national languages. In other words, students will use readers based on traditional materials from their own language group.

The transcription alone of folk wisdom and history that have been passed on orally will be a major contribution to the educational resources of Niger. The written collection of this material would have many uses, such as in adult literacy programs and other endeavors where people would benefit by a broader knowledge of their own cultural heritage. This project will complete the transcription process and then go one step further in applying it to the objectives of the primary school reform.

This project is part of a larger multi-faceted effort in Niger to increase the use of national languages in communications between communities and between the Government of Niger and the people. The government estimates that ninety percent of its population can neither read nor write and that such a high percentage of illiteracy constitutes a major constraint for the introduction of new ideas and technologies. To overcome this constraint, basic literacy training is being promoted both through the public school system and adult literacy programs. Literacy programs for adults are conducted by the National Literacy Service in conjunction with the concerned technical services, namely, the services within the Ministry of Rural Development, Health and National Cooperative Union. To assist villagers to acquire and retain literacy skills, the literacy service has been instrumental in setting up post-training centers, village libraries and publication facilities for simple village newsletters.¹ Several of the GON technical services also offer an array of literature in the national languages. Regional presses, adult education programs, village libraries and print shops are the major elements of the government's program of promoting literacy: to these elements will eventually be joined the use of national languages in the public schools.

Education has and will continue to receive high priority from the Government of Niger. Niger's current five year plan notes that education currently receives more than twenty-five percent of the country's general budget. Yet in spite of the allocation of considerable resources to this sector, the age structure of the population, the rapid population growth rate, difficulties in finding adequately qualified teachers and qualitative problems in educational methodologies are factors which in effect have kept the illiteracy rate at about ninety percent. Niger recognizes that illiteracy is a long-term problem and will not be resolved within the next five or ten years. The plan does stress the need to define programs and policies which can be put in place in the next several years and will eventually enable Niger to overcome one of its major constraints to

¹There are, in existence, 105 post-literacy training centers, 45 village libraries, and 37 village newsletter printing shops.

development.² A part of the general reform of the educational system that is being undertaken to resolve some of the critical qualitative problems of the system is the use of national languages in primary schools.

In the Education Sector strategy paper drafted in 1979 by the Africa Bureau, primary school education is given top priority, along with leadership and practical skills training. The contribution of this project to an educational reform in Niger, whereby primary school activities will relate to the needs of rural as well as urban students, puts it directly in line with the education sector strategy of the Africa Bureau projects.

USAID/Niger's CDSS has consistently noted that a major constraint braking Niger's development is the low level of human resources. The objectives sought by this project are consistent with the priorities accorded to the development of rural sector human resources by Niger's CDSS. While it should be noted that the strategy defined by USAID/Niger does not place high priority on assistance to the formal education system or assisting in educational reform, the mission fully supports this small project because of its long-term potential for upgrading literacy and communication skills of Niger's rural population and the shorter-term benefits that may be gained by the utilization of educational materials developed by the project in other human resource development programs such as the GON's adult literacy program.

III. Project Description

The goal of this and other literacy projects in Niger is to increase the access of rural people to government resources through materials written in one of the national languages of Niger and through their increased ability to communicate with administrative and technical agents. Local populations having basic literacy skills are considered by the Nigerien government as a necessary pre-condition for continued and

²For additional information concerning the relationship of educational policies and programs to Niger's Development Plans, see Niger's Five Year Plan (pages 64-65, 90, 353-368, 381-389).

sustainable economic and social development especially if local participation and initiatives are to become realities. This project will encourage the development of literacy skills in national languages through the public school system while other projects will continue more immediate literacy training efforts among adults. The two approaches, when combined, create a balanced strategy for developing the literacy skills of Niger's population. A major assumption in achieving this goal is that local population will be motivated to learn and utilize national languages. To date there is some preference to learn French over the national languages as the knowledge of written and spoken French increases non-rural employment possibilities. On several occasions communications between rural people now literate in a local language and government agents have been hampered by the government agents' inability to write and read the local languages. Such difficulties are to be expected in the course of implementing a major reform in the national education system. The popular acceptance of national languages will, to a large extent, depend on GON efforts to promote the use of these languages. Currently the GON is promoting the use of national languages in numerous ways and it is anticipated that such levels of support for literacy programs will continue.

A subgoal of the project is to lessen the cultural dissonance which children, especially from rural areas, experience upon entering the school system. Bringing closer together the environment in which a pupil is formally educated and the environment of his home life should also render the subject matter learned in school more applicable to his long-term needs. The existing educational system uses French exclusively in the classroom which often results in pupils developing dualistic mental processes: one thought process developing from "modern" experiences encountered in the classroom and the "traditional" process developing from experiences of the home and community outside of the classroom. For pupils from isolated rural areas, these two worlds can be widely separated with very little interaction between the two. Often this results in pupils not applying skills learned in school to problems and situations they face outside the classroom. Reconciling

these two environments will result in long-term benefits to the pupil which, however real, would be difficult to measure. However, using traditional languages in the early years of primary school should lessen to some degree, pupils' resistance to schooling which occasionally results in discipline problems and/or the pupils abandoning school. This project will not, however, resolve all the child psychology problems evident in Niger's school system. Greater use of maternal languages in primary schools must also be accompanied by efforts to upgrade teachers' skills of dealing with these problems. The Ministry of Education is pursuing such efforts to upgrade teachers' skills in their teacher training program.

To assist in the achievement of the above mentioned goals, this project will provide primary school level educational materials to help teachers introduce educational concepts (reading, writing and basic mathematics) to school children in their maternal language. In addition to being in the pupils' mother tongue, the learning aids will themselves be adapted from Niger's cultural traditions as expressed in children's fables, folk tales, songs, simple rhymes and proverbs. The decision to base primary school level educational material on cultural traditions rather than, for example, contemporary topics, follows the belief that "the school's recovery of its cultural foundation is fundamental to re-establishing the validity of, and the promotion of Niger's national languages." (INDRAP report on using national languages issued in 1979.)

The decision to use national languages in public schools raises other concerns in respect to which national language or languages will be used. For this project, it has been decided to develop textbooks in the five major linguistic groups of Niger (Zarma-Sonrai, Hausa, Kanuri, Fulfulde, and Tamasheq). In making this decision several other alternative courses of action were considered and were eventually rejected at least momentarily in favor of focusing primarily on the five above mentioned languages. The rejected alternatives are noted below with a summary description of their "pros" and "cons."

Alternative 1. The use of one single national language. While this alternative would greatly facilitate the publishing of texts, using only one language would not permit a majority of school children to begin the formal education process in their maternal language.

Alternative 2. The use of the major dialects of each of the five major languages depending on the specific location of the experimental school. This alternative planned to use regional dialects and oral traditions from each of the regions where the experimental schools were located which would ensure that the maternal languages used in the classroom corresponded closely to that of the child's home life. The disadvantage is that it would be extremely difficult to develop and publish texts in so many different dialects.

Thus, based on the political considerations which must be taken into account in promoting national languages, the experimental nature of this project, the institutional capacity of INDRAP to develop and monitor the use of national language texts and lastly, the stated objective to use a language familiar to the beginning student, it has been agreed upon to develop texts in each of the five major languages. The texts for each language group will be developed using materials from several of the sub linguistical groups and thus will reflect some of the diversity of the dialects and the differences in the cultural traditions of these sub linguistic groups. The project must however remain flexible in respect to the final number of national languages to be used in order to account for technical linguistical problems which may be encountered in the transcription and publication of the materials collected. Specifically, it is not certain whether the Zarma-Sonrai family of languages can be adequately treated in a single text or whether two texts will eventually be required.

Within each of the five major language groupings, the project will develop two texts for use by primary school children. One text will be at the introductory level, for use in the first year of primary school, and will follow the educational concepts that are normally introduced during the first year of school. The second

The planned outputs of the project are either tangible products or institutional procedures and operations that after the project will continue to be of service to the educational and research efforts of the GON.

Output No. 1: A collection of recorded and transcribed oral cultural traditions of interest specifically to school age children. The materials will be recorded and transcribed in the language of their origin. The collection will include materials in most or all of the major dialects of the five indigenous languages of Niger. A part of this collection will be used in preparing the school texts by this project. The collection will remain available for future use in educational or cultural programs and as such represents a significant contribution to the preservation of Niger's cultural heritage.

Output No. 2: A set of two graded school readers in each of the five major national language groups will be prepared for use on an experimental basis. Approximately 2,000 copies will be made of each text developed. The subject matter contained in these readers will be drawn largely from cultural traditions of the language group for which the text was written.

Output No. 3: Lesson plans and teaching techniques will be developed with the teaching staff of the experimental schools for using national language textbooks in the early grades of the experimental schools.

Output No. 4: The educational research methodologies for evaluating the use of maternal languages in primary schools will be defined by this project. An evaluation plan based on preliminary evaluation experience will be part of INDRAP on-going educational research program.

Output No. 5: INDRAP will have more experienced professional and auxiliary personnel and have better defined methodologies of conducting applied linguistical research. Linguists will be available for future work on educational materials for use in primary schools as well as for adult education programs.

text will be for more advanced pupils and will cover subjects normally introduced in the second and third years of school. Again, a certain amount of flexibility must be retained, especially in respect to the more advanced book. It is generally accepted that at the primary school level, the pupil's learning rate may be accelerated by using maternal languages. Thus while the more advanced book is primarily geared toward the second year of primary school, it is anticipated to cover some material normally covered in the third year of primary school.

Much of this project is of an experimental nature. INDRAP's program of providing instruction in national languages has been limited to date to several experimental schools. Developing texts based on oral traditions is a new venture which certainly will require some experimentation before an appropriate mix is achieved between presenting cultural traditions in a written form and presenting educational concepts. As an experimental project, the institutional capability of INDRAP will be tested as well as a partial evaluation of the appropriateness and effectiveness of the texts actually developed by the project. The first test of the institutional capability of INDRAP will come in the early months of the project when INDRAP, relying primarily on already collected oral traditions, will develop five short preliminary texts to be used in experimental schools during the second year of the project. This first exercise, in addition to providing badly needed pedagogical materials, will give INDRAP, as an institution, experience in drawing together the resources needed to develop school texts. Based on this experience, the project will develop two more complete texts in each of the five major languages for wider usage and more detailed testing. These later texts will be developed from newly collected oral traditions specifically oriented towards children.

Thus, succinctly stated, the purpose of this project is to develop and test primary school texts written in maternal languages which are based on the cultural heritage of Niger. An estimated twenty-five experimental primary schools will be using and further testing and adapting these texts for an eventual national program.

The planned inputs of the project are:

Input No. 1: Collection/transcription teams:

21 trained and equipped oral tradition collection and transcription teams whose responsibility it will be to tape record suitable oral traditions and transcribe the collected material in Niger's national languages. The collection teams will be composed of primary school teachers in an effort to integrate the eventual users of the school texts in the development of these texts. The collection teams will be composed of individuals originating from the language family to which the team is assigned and must be capable of writing the national language in which they are to work. The teams will be supervised by the primary school inspectors in the area where they are working and the project managers.

Input No. 2: Textbook development staff: The collected and transcribed oral traditions will be adapted for use in textbooks by INDRAP staff with the occasional assistance of other Nigerien institutions such as IRSH, the national university, and the national literacy service. Core staff for the preparation of the texts include:

linguists (2)
educational specialists (5)
education psychologist (1)
illustrator (1)

The core staff will use office space and facilities of INDRAP's headquarters in Niamey. Available facilities include the use of INDRAP's offset press for the final publication of the textbooks.

Input No. 3: Project management staff: To assist, supervise and monitor all the project activities, the project will provide a two individual management team and an administrative assistant. The INDRAP-provided manager will be an educational specialist experienced in developing educational materials for primary schools. The AID-provided management input will be a linguist experienced in the collection and adaption of oral tradition materials into educational materials. The project management team will have offices at INDRAP headquarters in Niamey, vehicles to supervise field

activities and secretarial support staff to process and store the collected oral traditions and to assist in the preparation of the school texts.

The project's beneficiaries³ are school children in the initial several years of primary school. At the start of the current five year plan (1979) about 40,000 children entered the primary school system each year. As the plan accurately notes, the primary school drop-out rate is high. For every hundred children entering the primary school, 46 abandon school during the first five years. Of the 54 who complete the sixth and final year of primary school, only 19 are expected to go on to secondary school. Of the remaining 35 children, 27 receive certificates which will permit some of them to find additional training. Thus about 54% of enrolled primary school pupils leave school with no diploma or certificate and very few useful skills learned which will help them to be more productive members of a developing society.

This project addresses itself primarily to this fifty-four percent of Niger's school children. It will try to provide these children with the basic literacy skills that will permit them to play a more active role in the nation's development. Moreover by using elements of the students' own cultural heritage in the educational process, the project will promote an important cultural identity which presently risks being lost through efforts to modernize rapidly.

IV. Project Analysis

A. Technical Analysis

It is generally accepted that the use of maternal languages in primary schools is advantageous for the pupils mastering the subject matter taught. Studies conducted in West Africa (most notably Nigeria) indicate

³The actual number of pupils provided texts in maternal languages during this experimental project is estimated to be about 5,000 pupils.

that the use of national languages in primary schools can increase both the student's comprehension of the subject matter taught and the quantity of subject matter learned. The preliminary results of the use of maternal languages in two experimental schools in Niger tend to support such conclusions, although it must be noted that other factors such as the quality of the teaching staff and the community from which the pupils are drawn may also exert a considerable influence on children's educational performance. The pedagogical issue of whether one should first become literate in one's mother tongue before learning additional languages is not expected to be definitively resolved in the near future. Educators within the Ministry of Education in Niger do believe that becoming literate in one's maternal language will not have a detrimental effect on students' learning additional languages (primarily French) and will offer substantial benefits to pupils who only complete their primary education.

The evaluation methodology developed by the project should, in the future, provide additional empirical evidence and insight into the appropriateness and benefits of providing primary school instruction in the pupil's maternal language and the effect of such instruction on the student's educational performance. Unfortunately the planned evaluations during the life of the project will not measure the effect of teaching maternal languages to pupils who drop out of the educational process before or after terminating primary school. The long term effects of using maternal languages in primary schools is an interesting question which will not be determined by this project. Such a subject should however be of interest to educational researchers. It is recommended that AID try to interest educational researchers or research institutions to assist INDRAP in a medium to long term research effort to determine the effect of this project and the texts which it develops.

Any attempt to make major reforms in the educational system can be disruptive if such reforms are made hastily and without adequate preparation. This experimental project attests to the GON's balanced approach to implementing major reforms in its educational system and reflects the incremental nature of such planned reforms required by the limited human and financial resources available to effect such reforms.

As discussed earlier, the selection of the national languages to be used in the primary school system does raise certain technical questions which cannot be fully answered at present. It should be understood that Niger does not have five standardized national languages. Rather there exist five major language groups and each such grouping consists of several regional dialects. Consequently, some trade-off between using the regional dialects of the major linguistical groups and attempting to standardize on national languages is essential. On one hand, the objective of the project is to introduce concepts to pupils in a familiar context (oral traditions) and language (their mother tongue). However the number of regional dialects in Niger makes it impossible to develop readers for each spoken dialect. Secondly, the proliferation of linguistical dialects may further ethnical fractionalism. In seeking some compromise among these concerns, it has been decided to develop texts for each of the five major languages. These texts, reflecting the actual situation, will not be in standardized languages but rather, will be composites of the dialects of each of the major national language groups. As such, the texts will contain at least some material from each major dialect and regional ethnic subgroup. The texts containing materials from the major dialects of a language group will also introduce to the pupil the concept of heterogeneous cultures and languages which if properly presented in the classroom may thus be influential in reducing cultural ethnocentrism. This concept of including, in one single volume, short stories from related dialects rather than fusing the dialects into a common orthography has been successfully tried in publishing texts for adults in Niger and is felt to be appropriate for children's literature as well. The question of choosing materials for inclusion in the readers which are applicable to a substantial segment of any one of the major language groups will, however, require the skills of a professional linguist well acquainted with the major language groups in Niger. The testing of the texts in the twenty-five experimental schools will verify or disprove assumptions that have been made concerning the similarities of the dialects constituting the five major language groups.

The procedures of collecting oral traditional materials have been well defined by past experience in Niger. Niger is an acknowledged West African center of activity of this nature; housing both the Center for Linguistic and Historical Studies of Oral Tradition (CELHTO), a unit of the OAU, and the Institute for Social Science Research (IRSH). Both of these institutions have researched aspects of oral traditions and have limited but trained and experienced staff which can assist in the project implementation. INDRAP itself has some experience in working with local languages gained primarily through the collection of vocabularies and publishing two dictionaries in maternal languages.

The collection of oral traditions planned under the project differs from other collection efforts in essentially two aspects. Firstly, to collect the volume of materials needed and in the different dialects and to give primary school teachers an opportunity to participate in the development of the texts, primary school teachers will be used instead of persons hired as full time data/information collectors. Short training courses will be given to the selected teachers to explain appropriate types of oral traditions to be collected, collection and transcription methodologies and how to use and care for the recording equipment. The training and supervision of the teacher-collectors will require assistance from professionals detached from IRSH, CELHTO and possibly the University of Niamey as well as the linguistical technical assistance provided by the project. The assisting institutions have been contacted and have indicated a willingness to provide periodical short-term consultations and advisory services in connection with the collection and transcription of oral traditions.

The second major difference in collecting procedures is that past efforts in collecting oral traditions have normally been for use by adult audiences whereas for this project the target population will be pre-adolescent school children. This particular orientation will also modify somewhat the sources used to collect oral traditions. As mothers and other female family members exert considerable influence on child development, it is anticipated that the collection activity will use these women as a source of information much more frequently than is normally the case in collecting oral traditions.

The adaptation of selected materials for use in the primary school readers will be done by the project staff and the maternal languages section of INDRAP. INDRAP staff, in collaboration with their colleagues at the university and other educational related Nigerien institutions, have already done significant work in preparing and testing primary school pedagogical materials in maternal languages. They have prepared the syllabus into which the readers will be incorporated and have developed methodologies for teaching the writing and reading in national languages. Thus much of the educational and pedagogical aspects of the overall program is well developed. The major tasks remaining are collecting and transcribing materials from the cultural heritage specifically appropriate for school children and adapting simple texts which conform to the educational approach and methodologies which largely are already defined.

B. Social Analysis

Niger was a former French colony and consequently French is used in the urban areas by the government, business and in communication with international parties. In rural areas, the use of French is extremely limited. The GON has realized that the use of the French language is largely limited to Niger's small educated elite and not commensurate with broad-based development strategies nor useful in mobilizing rural populations for their own development. Hence, the efforts of the government to teach literacy skills in indigenous languages to adults and to introduce the use of maternal languages in primary schools.

There is an immediate need for better communication between villagers and the technical agents that are supposed to serve them. The distribution of printed materials will, in the future, be an important way to make communications more efficient. Approximately eighty percent of Nigerien primary school children do not now have the opportunity to continue their formal education beyond the primary school level, because of the lack of secondary schools. Unfortunately, the primary school curriculum is geared toward beginning the educational process that culminates at the secondary

or more advanced levels of education rather than providing the basic educational skills needed by the massive majority of the Nigerien population. For pupils terminating before or at the primary school level, it is difficult for them to maintain the level of French with which they graduate. This eventually poses a problem for the dissemination of written materials concerning development because the relevant French vocabulary often has never been introduced in the primary school or is forgotten. The maternal language orthographies are sufficiently phonetic that pertinent vocabulary can be taken from the spoken language and transcribed. Thus, this generation of school children should be learning literacy skills in their maternal languages in order to contribute to the development of their communities when they become adults.

A predominant social concern in this literacy program, as in most such projects in Africa where languages are so diverse and their use so laden with political significance, is in which language should people be taught literacy skills. Niger has no single indigenous national language and for political reasons probably will not in the near future. There are five major language groups: Hausa, Zarma/Sonrai, Kanuri, Fulfulde and Tamasheq. Each of these language groups is made up of several related dialects which, over time, have evolved from a common language. Crude estimates of the percentage of the total population (approximately 5 million in 1977) using each of these major languages as mother tongue are as follows:

Hausa 45%
Zarma/Sonrai 15-17%
Fulfulde 12-15%
Tamasheq 10-12%
Kanuri 5-7%

As noted above in the technical analysis of this project, this experimental activity will strike a judicious balance between developing teaching materials in each dialect and standardizing on the five major language groups. Arriving at such a balance without introducing a great deal of confusion among the intended readers of the texts to be developed will require the services of a professional linguist in the preparation of the texts.

A second major social concern of the project is the usage of cultural traditions as a medium of conveying educational concepts to pupils. One of the unfortunate but well known effects of colonization is a certain disrespect of the indigenous culture institutionalized by the colonial education system because it dealt with formative aged children. The result of this prevalent attitude is often an alarming lack of knowledge of one's own culture or even worse, a lack of appreciation or disrespect of one's own heritage which often is carried over into the individual's perspective of himself. To reverse this process and instill some degree of self-awareness and self-respect, INDRAP, as part of its educational reform, is introducing elements of the nation's cultural heritage in primary schools. As oral traditions in Africa have historically been used to mold character and establish behavior patterns, it seems perfectly natural to use such traditions, when appropriate and congruent with the desired societal norms, to influence attitudes needed for a more developmental oriented society.

C. Anticipated Environmental Impact of the Project

The environmental impacts resulting from the introduction of maternal language textbooks into the primary school system are few in number and minute in magnitude. The project is not anticipated to have any direct impact on the physical environment of Niger nor its natural resource base. The only anticipated environmental influence of any consequence may be indirect impacts on the social environment and these impacts are anticipated to be beneficial. School texts to be developed will cover the major ethnic groups and a large number of the ethnic sub-groups in Niger. Most importantly, the project will have a limited impact in reducing the degree of alienation commonly exhibited by students attending schools especially in their very formative years. School children will continue learning basic educational tools such as reading and writing, but they will be able to learn these skills using familiar subject matter related to oral traditions.

An IEE has been submitted and approved recommending that a negative determination be made for this project.

D. Economic Analysis

A rate-of-return analysis is not meaningful for this project since it does not generate new income flows, is experimental in scope and has only an indirect economic impact. However, development of maternal language primary school readers using culturally familiar materials can be broadly justified in terms of cost-effectiveness.

The project has as its major output the production of textbooks on an experimental scale in support of instruction in maternal languages in the first years of primary education. Studies in several countries have contributed to general acceptance of the proposition that literacy skills are more readily acquired in the spoken maternal languages, that acquisition of a second language is assisted by literacy in one's mother tongue and that the availability of textbooks has a positive effect on educational achievement. In Niger, itself, preliminary evaluations of instruction in maternal languages indicate a positive effect on literacy achievement and on comprehension and learning of other subjects. The project can therefore be economically justified as supporting a reform that will improve the internal efficiency of primary education by increasing learning in the initial years of primary schooling and lowering the number of years required for the acquisition of literacy and numeracy.

In the longer term, the project will contribute to an improved literacy profile of primary school dropouts. In addition, the oral tradition materials collected by the project will contribute indirectly to the national literacy program. The project will therefore contribute to human resource development generally and through increased literacy to improved productivity and to greater popular participation in the development process. These external benefits, it must be stressed, are long term, indirect and difficult to quantify.

Given the lack of a written literary tradition and of written materials in local languages in Niger, there is no culturally relevant alternative to the collection of oral traditions for the primary school readers. It should also be noted that the number of languages in

which the texts will be developed, five, is the minimum compatible with both cost considerations and with equitable access to education for Niger's major ethnic groups.

The costs for development of the texts are a one-time expense, but the major recurrent costs generated will be printing of texts for nationwide use upon completion of this experimental stage. These costs are expected to be within Government resources and will be borne by the Ministry of National Education. Recurrent costs incurred for additional support staff at INDRAP will be negligible.

TABLE I. Summary Cost Estimate and Financial Plan
(in U.S. Dollars)

SOURCE USE	A.I.D.		GON		Total
	\$	LC	FX	LC	
1. Personnel	100,000	95,700	-0-	133,500	\$ 329,200
2. Equipment	11,000	42,000	10,000	-0-	63,000
3. Supplies and Operations	11,900	87,200	-0-	50,000	150,000
4. Facilities/ Offices	-0-	-0-	-0-	48,500	48,500
5. Inflation and Contingency*	19,000	33,200	2,000	35,000	88,300
Total	141,900 (35%)	258,100 (65%)	12,000 (05%)	267,000 (95%)	679,000
Total Project Funds per Financial Source	\$ 400,000 (60%)		\$ 279,000 (40%)		\$ 679,000

*± 15%

TABLE II. Estimated Source and Use
of Project Funds According to Project Activity
(in U.S. Dollars)

USE \ SOURCE	A.I.D.	GON	Total
Collection and Transcription of Oral Traditions	158,000	99,000	\$ 257,000
Textbook Development	59,000	125,500	184,500
Project Management and Supervision	183,000	54,500	237,500
TOTAL	\$ 400,000	\$ 279,000	\$ 679,000

TABLE III. Summary of Expected Expenditures
According to Budget Line Item and Source of Funding
(in U.S. Dollars)

INPUT CATEGORY	FY 81		FY 82		FY 83		TOTAL	
	AID	GON	AID	GON	AID	GON	AID	GON
Personnel	106 700	42 500	63 000	55 000	26 000	36 000	195 700	133 500
Equipment	53 000	10 000	-0-	-0-	-0-	-0-	53 000	10 000
Supplies/Operations	50 000	8 000	48 000	41 000	2 000	1 000	100 000	50 000
Facilities/Offices	-0-	22 000	-0-	22 000	-0-	4 500	-0-	48 500
Inflation/Contingency	30 800	13 000	15 500	18 500	5 000	5 500	51 300	37 000
Total	240 500	95 500	126 500	136 500	33 000	47 000	400 000	279 000
GRAND TOTAL	\$ 336 000		\$ 263 000		\$ 80 000		\$ 679 000	

E. Financial Analysis

The preceding financial tables show that a large portion (approximately 50% of the total project budget) will be used to cover project personnel costs. Most of the personnel costs will be for people hired on a temporary basis to collect and transcribe oral traditions. As indicated earlier in the paper, most of the temporarily hired persons will be teachers on vacation and thus the project will be assured of an adequate pool of prospective employees.

The financial tables and Annex B indicate a substantial contribution being made to the project by the Government of Niger. In-kind contributions which require minimal cash outlay by the GON which are included in the financial tables are primarily the use of existing office space and facilities. Such in-kind contributions have an estimated value of about \$35,000. Of the remaining GON contribution approximately \$120,000 represents costs that the government would pay regardless of whether this project was implemented or not. These costs primarily represent permanent employees of INDRAP and affiliated institutions which will be assigned to work on the project either on a full time or part time basis. Lastly, approximately \$130,000 of the GON contribution to this project is for new expenditures directly caused by the initiation of this project. A large portion of this latter category of expenditures is primarily for temporary personnel (\$35,000), publication costs (\$40,000) and cash outlays for inflation/contingency (\$30,000).

Concerning AID's input into the project, it should be noted that a large percentage of AID's contribution goes toward funding local cost items of the project budget. This is to be expected as a considerable part of the entire project budget goes for local project personnel costs. Secondly, by their very nature, AID projects normally have a rather large percentage of the budget for local cost items.

As noted before in the Technical Analysis of this paper, the most immediate constraint to the development of readers in the major national languages is that

cultural materials are not readily available for use in the development of such texts. The collection of these materials will not be a long term responsibility of INDRAP and as such the project is not attempting to institutionalize this function within INDRAP. Consequently, the funding of the collection of the materials is largely AID funded and represents costs of an activity not to be assumed by the GON after the project. Textbook development, on the other hand, is definitely a long term responsibility of INDRAP and, accordingly, GON resources are concentrated on this activity to assist in institutionalizing this capability.

Input categories or activities of the project which will generate recurring costs are: a modest increase in the support staff of INDRAP (several drivers and secretaries); two vehicles; and the publication costs of the National Language Texts. The first two factors may cause annual recurrent costs which at a maximum may require increases of INDRAP's budget of 3%. Publishing maternal language texts especially for a national program will, however, require considerable resources. These costs will be borne by the Ministry of Education once the experimental texts are adequately tested and declared acceptable for usage in a national program. Textbook publication costs for such a national program have not been examined in the design of this project but it is noteworthy that the National Five Year Plan places high emphasis on education in general and specifically on the eventual usage of national languages in the public school system.

V. Project Implementation Plan

A. Administrative and Management Plan

INDRAP is a semi-autonomous educational research institute under the general direction of the Ministry of Education. INDRAP has traditionally been involved in developing primary and secondary school curriculum and textbook selection. INDRAP has also been active in teacher training and a number of INDRAP staff double as teaching staff in the teacher's training colleges. INDRAP has also played a major role in promoting the reform of the public school system.

Organizationally, INDRAP has developed on a piecemeal basis with new internal sections and subdivisions being created as the need became apparent. In the past, each of these sections has answered directly to the Director of INDRAP. In 1979, a new organizational plan was developed creating two major divisions answering to the Director's office. One division deals with scientific education (math, physics, natural sciences, etc.) and a second division deals with social, human and literary sciences. This second division contains the maternal language, pedagogical methods, French language, and sociology sections of INDRAP. Much of the work routinely accomplished by INDRAP requires interaction of several sections and INDRAP has developed numerous small multi-disciplinary working groups to complete various tasks. In keeping with this tradition, much of the implementation of this project will be the responsibility of three working groups established for at least the duration of the project.

For the purposes of this project, the key organizational entity within INDRAP is the Maternal Languages Section. This unit will be in charge of the project implementation. The head of this section presently reports directly to the Director of INDRAP and will act as project manager for the activity. The Maternal Language Section has a professional staff of eight persons and presently is receiving some technical assistance from UNESCO. The AID-funded technical assistance will share management and implementation responsibilities with the head of the Maternal Language Section and will work under the supervision of the INDRAP Director. The implementation of this project will be monitored and backstopped by the USAID/Niger Program Office with assistance from the Human Resources Development Officer of the mission. Technical input into the project is also anticipated periodically from the Human Resources Development Officer of REDSO/WA and the AID/Washington Office of Development Services/Education Division. All of these offices have assisted in the formulation and design of this project.

B. Implementation Plan

Project implementation will entail essentially three steps:

- (1) the collection and transcription of folk wisdom and cultural traditions in approximately twenty-one dialects;
- (2) the development of primary school readers from the collected oral traditions and the integration of such readers in the curriculum and teaching material used in INDRAP's experimental schools; and
- (3) the development of an evaluation system and subsequent testing of the primary school texts in these experimental schools.

(1) Collection and transcription of oral traditions. The decision to include primary school texts in the national languages and based on Niger's cultural heritage rather than relying solely on contemporary topics follows the belief that "the school's recovery of its cultural foundation is fundamental to the revalidation and promotion of national languages."* Instruction in maternal languages thus necessitates the collection of materials suitable to convey these languages in their cultural context.

In a preliminary effort designed to test implementation procedures and expected rate of output and provide suitable materials for use in the experimental schools during the 1981-82 school year, the project will undertake a limited collection activity in three or four preselected areas during the first several months of the project. The initial collection/transcription activity will be completed using a working group constituted of INDRAP staff and possibly other professional linguistic researchers. Additional oral tradition materials will be selected from the existing collections at IRSH and the Radio Club. Thus, by March 1981, 4 - 5 short passages of oral traditions materials and selected proverbs will be collected and transcribed in each of the five major languages.

*INDRAP report on the use of national languages in the public school system issued in 1979.

After having completed this preliminary activity, the collection/transcription working group will form teams to acquire the larger quantity of oral traditions needed to develop the major texts. A total of twenty-one teams will be formed, one team working in each dialect. Each team will consist of four members working in pairs. The team members will be drawn primarily from primary school teachers who are on break between academic years supplemented as needed by linguistical research assistants. Insofar as possible, teams will be constituted by individuals having origins in the region of assignment. Also when possible, women will be selected as team members to facilitate collecting oral traditions known by Nigerien women. Department level primary school inspectors will also be selected to assist and supervise the collection/transcription teams.

These collection/transcription teams will be responsible for tape recording oral traditions, selecting the most appropriate materials collected and transcribing the selected materials. Before beginning their field work, the teams will be given at least two weeks of orientation and training by the project's collection/transcription working group. The training sessions will cover a basic description of the project's objectives, collection and transcription methodologies, criteria for the selection of the appropriate materials, and proper usage and maintenance of recording equipment. The Department level school inspectors will also assist in the training session with several special sessions oriented toward their expected role as supervisors of the collection/transcription activity. The training sessions for the teachers working as collectors/transcribers are scheduled to take place during the semester break in April 1981 with the possibility of holding additional sessions at the outset of the summer break just before the field work begins if such additional training is deemed necessary.

The training program of the collectors/transcribers will be planned and implemented by the INDRAP working group formed for this activity. As mentioned above, this working group will consist of INDRAP staff and staff from other Nigerien institutions (IRSH and CELHTO) seconded on a short term basis to this project.

The field work of the collection/transcription activity will take place during July, August and September 1981. The teams will develop a work schedule with their immediate supervisors and begin by conducting a general survey of the area and then begin to record oral traditions including songs, tales, descriptive passages, proverbs and legends indigenous to the region. Work schedules will be planned to permit the collectors to alternate between collecting and transcribing the collected materials. The project managers will be circulating throughout the zones covered monitoring and supervising the field work.

In late September 1981, the collected materials (both recorded and transcribed) will be gathered and reviewed by the collection/transcription working group. Permanent transcribers (1) of INDRAP will first review and verify the recorded and transcribed materials and have the finalized transcriptions typed in proper orthographies. The permanent transcribers will then review the remaining recorded materials which are not yet transcribed and with the collection/transcription working group develop a priority listing for the transcription of the remaining materials. The target date for completing the transcription of the oral tradition material from which the texts will be prepared is December 1981.

(2) Preparation of the primary school readers in maternal languages. A second working group within INDRAP will be formed to prepare the primary school texts. This working group will select and modify the transcribed oral traditions for the texts, prepare supporting educational contents and teaching aids to accompany the texts and prepare the texts in a form suitable for printing.

As with the collection/transcription activity, the preparation of the school texts will have two phases. The first phase will test working methodologies while preparing one small booklet in each of the five major languages. These booklets will use the oral tradition material prepared in the experimental collection/transcription effort. The preliminary booklets will be prepared during March through July 1981 and will be

used in the experimental schools during the 1981-82 school year. During August, September and October, the use of the preliminary texts will be explained to the teaching staff of INDRAP's experimental schools during their annual teachers' conference/training sessions.

The major work plan for preparing school texts in maternal languages will begin in December 1981. The textbook preparation working group will at that time receive the transcribed oral tradition materials and, following procedures and work methodologies tested during the initial text preparation exercise, begin preparation of the texts. The preparation of the texts in final form suitable for printing (including graphics) is expected to take approximately six months. Once in final form, the texts will be printed and made available to the twenty-five experimental schools by October 1982. Again the usage of the text will be discussed at the annual meeting of INDRAP experimental school staff.

The INDRAP textbook preparation working group will be composed of five pedagogical counselors (one for each language), two linguists, an educational psychologist, one or two illustrators, an educational sociologist and the project management staff. The working group will meet frequently as a group at the beginning of the textbook preparation exercises in order to determine the desired content of the texts, the complexity of the content and means of introducing the materials into the defined curriculum. Working group members will then work individually or in small groups to prepare the two desired texts in each of the five major languages. The working group acting as a group will review each of the texts before their submission for final approval to the Direction of INDRAP and the Ministry of Education prior to the printing of the texts.

(3) Preparation of evaluation plan for testing textbooks developed by the project. A third working group will be established to prepare and begin implementing an evaluation plan to determine the technical suitability of the prepared texts and the effect of

the maternal language program on primary school children attending INDRAP's experimental schools. The working group will be composed of the project management staff, the chief of INDRAP's maternal languages section and the chief of INDRAP's pedagogy section. Additional individuals may be requested to participate in preparing the evaluation; such assistance may include evaluation and sampling specialists, educational psychologists, and human resources development specialists.

As the preliminary texts are being prepared the evaluation working group will define the specific objectives to be evaluated, evaluation methodologies that are well within the means of INDRAP and prepare questionnaires and tests as needed for the evaluation plan. Implementing the testing and data collection aspects of the evaluation plan will be the responsibility of the primary school inspectors of the experimental schools with assistance and supervision of the project management staff. The implementation of the evaluation plan will commence simultaneously with the introduction of the preliminary texts in the experimental schools in October 1981. Final testing and analysis will be completed in April-May 1982. The results of the first year's experience will be used to make minor modifications in the principal texts prior to their printing. The evaluation system will be put into effect again at the beginning of the 1982-83 school year with the assistance of the project management team as the newly printed textbooks are introduced on a larger scale in the experimental schools. Following the departure of the project funded technical assistance, INDRAP and the Ministry of Education will be responsible for continuing the testing, data collection and analysis of the textbooks developed by the project.

C. Implementation Schedule

1. Collection and transcription of oral traditions
 - a) Working group organized January 1981
 - b) Collection/transcription of existing materials from various libraries March 1981
 - c) Training collection/transcription teams April 1981
 - d) Collection/transcription fieldwork June-Sept. 1981
 - 3) Submission of collected and transcribed materials to INDRAP October 1981
2. Preparation of school texts
 - a) Working group organized March 1981
 - b) Preliminary texts completed July 1981
 - c) Major texts finalized for printing July 1982
 - d) Texts introduced in experimental schools October 1982
3. Preparation of evaluation plan
 - a) Working group formed June 1981
 - b) Evaluation begins on preliminary texts October 1981
 - c) Review of evaluation results and methodologies July 1982
 - d) Evaluation begins on major texts October 1982
4. Reporting schedule
 - a) 1st Quarterly Report December 1980
 - b) 2nd Quarterly Report March 1981
 - c) 3rd Quarterly Report June 1981
 - d) First Annual Report September 1981
 - e) 5th Quarterly Report December 1981
 - f) 6th Quarterly Report March 1982
 - g) 7th Quarterly Report June 1982
 - h) 8th Quarterly Report September 1982
 - i) End of Project Report December 1982

D. Procurement Arrangements

1. Technical Services

AID project funds will finance a host country contract for the provision of technical assistance to INDRAP. A description of the services to be performed by the contractor are contained in Annex B of this document. Concerning the contractor selection process, individuals interested in the contract have been instructed to send CVs and records of past earnings to the Ministry of Education. In October 1980, the Ministry of Education, INDRAP and AID will evaluate prospective candidates. After receiving assurances that the selected candidate is still interested in the contract, USAID/Niger will issue project funded Invitational Travel Orders for the prospective contractor to come to Niger to negotiate the contract with the Ministry of Education.

In the event that short term consultants are needed for the implementation or evaluation of this project, USAID/Niger will, after receiving a written request for specific services from INDRAP, attempt to procure such services for INDRAP using appropriate contracting instruments (i.e., Personnel Services Contract, IQC, End-Product Contract or AID Direct Hire individuals on TDY).

Contracts with individuals for collecting and transcribing are a standardized format and have been approved by the Ministry of Education and other concerned Nigerien offices. A sample contract is contained in Annex B. The contracts will be established between the concerned individuals and the Ministry of Education/ INDRAP and approved by the GON designated project manager.

All contractual arrangements used for the implementation or evaluation of this project must be duly approved by appropriate officials of the USAID/Niger.

2. Project Commodities

Given the limited commodity procurement planned under this project and the fact that much of the procurement will take place locally, the project will take responsibility for procuring the necessary commodities itself with the assistance of the Project Management Support Unit (PMSU) of the USAID/Niger or delegating the responsibility for such procurement to that office.

The authorized source and origin for commodities financed under this project is AID Geographic Code 941 plus the host country. A waiver is attached to this project paper (Annex B) requesting authorization for noncompetitive procurement from Geographic Code 935, source of ten typewriters.

As is shown in the project commodity procurement listing, most of the supplies and equipment procured with local currency represent purchases which are exempt from IFB requirements. These items will be procured by project management in accordance with the normal commercial practices used by the GON and INDRAP. For the printing of the maternal language texts, the project management team in consultation with the procurement advisor of USAID/Niger will negotiate a contract for printing with the National Printing Press, which has the necessary equipment for printing materials in local language orthographies. USAID/Niger will contribute a maximum amount of thirty thousand dollars to this contract; the remaining balance of the contract will be funded by INDRAP.

A shelf-item procurement will be conducted in accordance with AID Handbook 15, Sections 11.B.3 and 11.B.4, and is not expected to exceed ten percent of the total local costs financed by AID.

E. Evaluation Plan

To monitor the project implementation, the project management team with the USAID/Niger officer responsible for backstopping the project will prepare quarterly progress reports. These quarterly reports will summarize major accomplishments achieved during the completed

quarter and indicate major activities to be undertaken during the forthcoming quarter. An annual project report will be completed at the end of the first year's operations (September 1981) and a second annual project report will be prepared at the end of the project (December 1982). If, during the course of project implementation, it becomes apparent that implementation problems are jeopardizing the attainment of the project's objectives, an evaluation will be organized in order to rectify the project implementation plan or project strategy.

In order to determine the effect of using maternal language textbooks in the experimental schools, INDRAP with the assistance of USAID/Niger's evaluation officer and Human Resources Officer (and/or other AID resources available) will develop an evaluation system to be used in subsequent project evaluations. A description of the evaluation methodologies and procedures will form an appendix to the first annual project report. The evaluation will have two objectives: (a) the suitability of the pedagogical materials prepared for use by the project for inclusion in INDRAP's program for using maternal languages in primary schools (and will note any eventual desired modifications thereof); and (b) the effect of using maternal languages in the primary school on the comportment of the elementary school children and their learning capacity and progress. As the preliminary maternal language readers are introduced into the experimental schools' teaching materials the evaluation system will be introduced simultaneously. At the end of the first year of use in the experimental schools, INDRAP and USAID/Niger review the results obtained by the evaluation system, and accordingly make revisions if necessary in the evaluation methodologies and procedures and in the textbooks. The results of the review of the evaluation methodology and preliminary findings will be summarized and included as an appendix of the End of Project Report.

It is anticipated that the evaluation system will require simple standardized tests administered during the first year under the supervision of the project management team. The AID project budget has included \$4,000 to defray costs for preparing testing materials and the supervision of giving the tests in the experimental

schools. It is assumed (based on a review of INDRAP's pedagogical research) that INDRAP with the project's technical assistance is capable of developing an appropriate low-cost evaluation system which will provide statistically sound analysis of the effect of the maternal language program. If this assumption does not prove valid, USAID/Niger is advised to request PM and R funding for acquiring the needed assistance to help INDRAP prepare such an evaluation system.

Finally, it should be clearly understood that during the implementation of this project, the full effect of the use of maternal languages on children's learning progress cannot be determined. Realistically one can only expect that some indications may be observed of what this effect may be. The evaluation system, if properly developed within INDRAP which is a pedagogical research institution, will over time (3-5 years) provide this information.

VI. Conditions, Covenants and Negotiating Status

This project has been designed with the active collaboration of the direction of INDRAP and its Maternal Language Section. A request and summary description of the project has been officially received by USAID/Niger and is contained in Annex C of this project paper. This request for the project indicates the approval of INDRAP, the Ministry of Education and the Ministry of Plan. The project is also contained in the GON Five Year Plan.

The project as it is described herein differs from the request for project in one major aspect. The request called for developing texts in each of the major dialects of the five principal national languages. Such a proposal would (a) exceed the AID funds available for this project, and (b) could possibly exceed the staff capabilities of INDRAP. Thus by mutual agreement it was decided to limit the number of texts, at least for the duration of this project, to one set of texts (two volumes) for each of the five major languages.

A. Conditions Precedent to be Contained in the Grant Agreement

To insure sound management for all project inputs, the Grant Agreement between the Government of Niger and AID will stipulate that before the first disbursement of funds from the grant can be made, the GON shall designate an INDRAP official as GON project manager for the implementation of this project.

B. Covenants

1. The Government of Niger agrees to provide the personnel (as described in the project description contained as an annex to the project Grant Agreement) to ensure the successful execution of the project.

2. The Government of Niger agrees to provide additional funds for the printing of the texts developed by this project if the cost for such printing services is greater than the amount of funding provided by AID through this project. Prior to the use of project funds for printing services, the Government of Niger will inform AID of how such printing services will be procured and provide evidence that adequate funding is available to cover such costs.

3. The Government of Niger agrees to implement the evaluation plan for the testing of maternal language texts developed by the project in INDRAP's experimental schools for at least the time that texts developed and printed by this project are in use.

ANNEX A

Administrative and Statutory Requirements

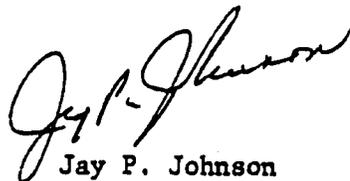
I. 611(e) Certification

**II. Country, Project and Statutory
Checklists**

III. Logical Framework Matrix

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

Based on a thorough review of the Maternal Language Texts 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 GON has and will provide the necessary financial and human resources required to execute and maintain this project.



Jay P. Johnson
Mission Director
USAID/Niger

memorandum

DATE: July 14, 1980

REPLY TO
ATTN OF: MBaker, PDE

SUBJECT: Statutory Check List Requirements for AIP Documents

TO: Herbert Miller, Acting Mission Director, USAID/Niger

Ref: State 070354 (March 1977)

The relevant portions of the referenced telegram are quoted below for your information:

"The AID project statutory check list, issued as Appendix 6C of Handbook 3 will be applicable to AIP activities. . . . Missions should consult the handbook checklist to assure compliance with statutory requirements. It will not, however be necessary to attach a completed statutory check list to the AAP (Project Paper equivalent) submission"

Accordingly in the mission review of this project, the review committee was requested to consider the Statutory checklist and note any areas where the project may not comply fully with the check list. No areas of non compliance were noted during the mission review process.

This memo is attached to the PP in lieu of the Statutory check list.

Clearances: Project Committee

PDE: MBaker MB
 PROG: MGolden MG
 CONT: HShropshire HS
 HRD: PMcDuffie PM



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

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 80 to FY 83
Total U. S. Funding \$400,000
Date Prepared: 08/13/80

Project Title & Number: INDRAP Maternal Languages Texts 625-0937,06

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>Goal: Increase the access of rural people to Gov't resources through written materials in indigenous languages and through the increased ability to communicate with administrative and technical agents.</p> <p>Sub-Goal: 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 Project Purpose: the long-term needs of the majority of primary school children</p> <p>To develop and test primary school texts written in maternal languages which are based on the cultural heritage of the country</p>	<p>Measures of Goal Achievement: 1. Increase in the flow of written communications between local village institutions and gov't technical service.</p> <p>1. Decrease in the number of beginning pupils abandoning classes.</p> <p>2. Increased desire of rural population to send children to school.</p> <p>3. Increase in number of young people who are considered functionally literate.</p> <p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>Approximately twenty-five experimental primary schools using primary school texts developed and partially tested by the project.</p>	<p>1. Discussion with district level technical personnel</p> <p>1. Discussions with primary school personnel</p> <p>2. Higher rate of children in school in area of experimental rural schools than in similar areas where experimental schools are not available.</p> <p>3. Village surveys around experimental schools with control group.</p> <p>1. Site Visits</p> <p>2. Annual Report of the Ministry of Education.</p> <p>3. USAID/Niger files</p>	<p>Assumptions for achieving goal targets:</p> <p>1. GON will continue efforts to make written materials concerning social and economic development available and will encourage written communications with rural populations.</p> <p>2. Villagers will accept the use of national languages in written form as a valid means of communication.</p> <p>Assumptions for achieving purpose:</p> <p>1. Competency of experimental school teachers adequate to make proper use of texts.</p> <p>2. The dialects which form the major language groups are sufficiently similar in form and vocabulary to permit the development of texts usable for the language group.</p>
<p>Outputs: Collection of recorded and/or transcribed oral traditions of primary interest to pre-adolescent age children.</p> <p>- A preliminary school text developed and tested; two graded (beginning and intermediate) school texts developed in the five major national languages.</p> <p>- Educational plans developed using national languages texts in early grades of experimental schools.</p> <p>- Educational research methodologies defined to evaluate use of maternal languages in primary school.</p>	<p>Magnitude of Outputs:</p>	<p>Project Records</p>	<p>Assumptions for achieving outputs:</p> <p>1. GON continue to open approximately 3.5 experimental schools per year.</p>
<p>Inputs:</p> <p>- Oral tradition collection/transcribing teams</p> <p>- Textbook development team</p> <p>Textbook/program evaluation team</p> <p>- Project supervisory team</p>	<p>Implementation Target (Type and Quantity)</p> <p>2.1 teams</p> <p>linguist (2)</p> <p>Educational specialist (5)</p> <p>Educational psychologist (1)</p> <p>Illustrator (1)</p> <p>staff (3)</p> <p>4 persons</p> <p>3 persons</p>	<p>Project Records</p>	<p>Assumptions for providing inputs:</p> <p>Adequate institutional cooperation can be established between INDRAP, IRSH, CELTO and the University of Niamey.</p>

ANNEX B

Project Procurement

- I. Procurement Lists**
- II. Procurement Specifications**
- III. Sample Contracts**
- IV. Waivers**
- V. C.V.s of Prospective Contractors**

I. PROCUREMENT LIST

	Quantity	Duration	AID	GON
A. Project Personnel				
Temporary collector/transcribers	84	90 days	\$60,000	\$
Supervisors (collector/transcriber)	7	90 days	3,700	
Permanent collectors/transcribers	10	24 mos.	26,000	(26,000)
Secretary/Typists	10	24 mos.		36,000
Drivers	2	24 mos.		8,500
Pedogogical counselors	5	24 mos.		(36,000)
Illustrations draftsman	1	24 mos.	6,000	
Linguists	2	Part-time		(8,000)
Educational psychologist	1	Part-time		(5,000)
AID Co-Project Manager	1	24 mos.	100,000	
INDRAP Co-Project Manager	1	24 mos.		(8,000)
Administrative Assistant	1	24 mos.		(6,000)
Subtotal for Personnel			\$195,700	\$133,500

PROCUREMENT LIST

	Unit Price	Quantity	Procurement Source Code	AID	GON
B. Equipment					
Cassette Tape Recorders	\$90	50	941	4500	
Shipping	\$5/lb	420 lbs		2500	
Cassette Recorders/Transcribers	\$250	10	941	2500	
Shipping	\$5/lb	250 lbs		1500	
Typewriters w/national language characters	\$1200	10	899	12000	
Shipping	\$4/lb	500 lbs		2000	
Heavy-Duty, Jeep-type, 4 x 4 station wagon	\$12,500	2	000	25,000	
Misc camping equipment				3000	
Subtotal for Equipment				53,000	
C. Supplies and Operation					
Cassettes	\$2	2500	941	5000	
Shipping	\$6/lb	415 lbs		2500	
Batteries	\$0.50	4000	Local	2000	
	\$6/lb	330 lbs		2000	
Notebooks/pencils		x	Local	1500	
Paper (white bond)		x	Local	2600	
Stencils		x	Local	5000	
Office supplies		x	Local	1000	2000
Vehicle Maintenance/repair			Local	8000	
Gas (collection supervisor)		6500 lts.	Local	5000	
Gas (management)		10000 lts.	Local	7500	
Travel costs/per diem mgmt		6 trips	Local	5000	3000
Printing costs			Local	30000	40000
Seminars		2	Local	18000	5000
Evaluation			Local	4000	5000
Subtotal for Supplies and Operation				99100	50000

PROCUREMENT LIST

	Quantity	Duration	AID	GON
D. Facilities and Office Space				
Department Offices	7	3 mos. (inkind)		(10,500)
INDRAP Offices (Niamey)	3	24 mos. (inkind)		(24,000)
INDRAP Offices (Zinder)	1	17 mos. (inkind)		(4,000)
Office equipment/facilities	Misc.			10,000
Subtotal for Facilities and Office Space				48,500

II. Procurement Specifications

A. Responsibilities and Qualifications of Key Project Personnel

1. Project Manager

A) Under the general direction of the Director of INDRAP, the project manager would be responsible for both the technical and administrative aspects of project implementation. To assist in the execution of these responsibilities. The project manager will have three individuals attached to his office:

- (i) Project Technical Advisor
- (ii) Administrative Assistant
- (iii) Secretary/Typist

B) The project manager will be appointed by the Government of Niger for the duration of the project and would specifically be responsible for:

- (1) Planning, managing and supervising all project activities.
- (2) Preparing trimestrial and annual work plans and progress reports.
- (3) Ensuring adherence to the defined project objectives, implementation plan, procurement and contracting procedures and covenants specified in the grant agreement.
- (4) Coordinating the project activity with other activities of INDRAP and other concerned Nigerien institutions (IRSH, CELHTO, Radio Club, Animation Service, Literacy Service and the University of Niamey).
- (5) Establishing and supervising working groups within INDRAP to implement:
 - (a) The collection and transcription of Nigerien oral traditions for use by the project.
 - (b) The development of the national language textbooks.
 - (c) The evaluation and testing system for the national language textbook program.

C) The qualifications and experience of the project manager would be:

- (1) Holder of a degree in educational sciences or public administration,
- (2) A minimum of two years of experience in a supervisory position dealing with educational research related functions and responsibilities,
- (3) Possess leadership capabilities and a proven ability to collaborate with other Nigerian institutions.

2. Project Technical Advisor

A) Under the direction of the Project Manager, the technical advisor would assist the project manager in carrying out both the technical and administrative functions of his office. The technical advisor will be contracted for a minimum of eighteen months or a maximum of twenty-four months and will specifically be responsible for the following:

- (1) Planning and supervising the collection and transcription of the oral traditions as needed for the preparation of the national language texts. In addition to defining the general implementation plan for this activity, the advisor will:
 - (a) Plan and supervise the training of teachers contracted to collect and transcribe oral traditions,
 - (b) Supervise the collection and transcription activities as they are implemented in the field,
 - (c) Organize and assist in the preparation of oral traditions material to be submitted to the working group responsible for textbook development to insure a high quality of input into that activity.
- (2) Review and analyze the criteria for the selection and adaptation of oral tradition materials to be incorporated into the national language texts to insure an appropriate mixture of presenting materials sociologically congruent with the background of primary school children and addressing the educational concepts to be introduced as specified in the primary school curriculum.
- (3) Review and analyze materials selected and adapted for inclusion in each of the textbooks developed to insure that the linguistic aspects of the texts are adequately treated and that the text as a whole should be comprehensible to its intended users.

- (4) Assisting in the development of an evaluation system to test adequacy of the text books developed by the project and the effect of maternal language program on the learning progress of schoolchildren in INDRAP's experimental schools.

B) The qualifications and experience of Project Technical Advisory would be:

- (1) A post graduate degree in Linguistics (African Languages) with research completed on one of the major languages used in Niger,
- (2) A minimum of one year field experience which covered the collection and transcription of oral traditions and/or adapting African language materials for use as educational materials,
- (3) The proven ability to work within a African public institution,
 - (a) A working knowledge (reading, writing and speaking FSI 3 equivalent) of French and one of the principle African languages of Niger.

3. Project Administrative Assistant

A) Under the direction of the Project Manager, the Administrative Assistant would assist the project manager in carrying out the administrative functions and responsibilities of his office. The Administrative Assistant will be contracted or assigned to the project for 12-18 months and would specifically be responsible for the following:

- (1) Assist the project manager in establishing project accounting and bookkeeping procedures, and following such procedures in project procurement activities,
- (2) Assist in establishing proper procurement documentation for the project,
- (3) Assist in procuring locally purchased commodities and supplies and proper documenting of such expenditures,
- (4) Assist in paying temporarily hired project personnel,
- (5) Monitoring use and repair of project funded commodities and supplies.

B) The qualifications and experience of the Administrative Assistant would be:

B. Equipment Specification:

1. Cassette Tape recorders.

Quantity: 50

Power Source: 110/220 volts 50/60 cycles and batteries

Output: 1.5 watts

Other: Mono with built-in microphone and attachable microphone. Tape counter, automatic stop, pause, fast forward and rewind and record/battery strength indicator. Dust cover. Utilize standard size cassettes.

Shipping: Must be packed for air freight to INDRAP, Niamey, Niger.

Estimated Price: \$75 per unit, shipping weight - 7 lbs.

2. Cassette Tape Recorder/Transcribers.

Quantity: 10

Power Source: 220 volts 50/60 cycles

Features: Machines should be comparable to Craig 2706A, Sanyo 7000 or Sanyo 8000. Use standard size cassettes with full control microphone, variable speed play back, recording level control, quick erase during rewind and including headset and footswitch. Tape counter and end of tape warning.

Shipping: Air freight to INDRAP Niamey, Niger

Estimate Unit Price: \$250 , shipping weight - 10 lbs.

- (1) Secondary school education or specialized training in basic administrative procedures,
- (2) Experience of at least one year in an administrative position,
- (3) A proven ability to conduct administrative affairs in a sound manner and having a honest character.

4. Selection Criteria for Oral Tradition-Collection Transcribers.

(a) Presently active in primary school educational activities and in good standing with the institution with which he/she is associated professionally.

(b) Available for approximately three months to conduct interviews in villages and camps to collect and transcribe oral traditions.

(c) Capable of reading, writing and speaking one fo the five major national languages of Niger and having documented proof of being able to write such a local language in an acceptable orthography.

(d) Having documented proof of having a character facilitating and an interest in the collecting oral traditional material at times in rural and/or isolated conditions.

(e) Being of good health and moral character.

SAMPLE
CONTRACT .

BETWEEN
THE MINISTRY OF RURAL DEVELOPMENT
OF THE
GOVERNMENT OF THE REPUBLIC OF NIGER

AND

FOR THE PURPOSE OF
OBTAINING THE SERVICES OF A
STAFF ASSISTANT

FOR A
U.S.A.I.D. DEVELOPMENT PROJECT

CONTRACT NO.

USAID Project Grant Agreement No.

DATE:

U.S.A.I.D. DEVELOPMENT PROJECT

CONTRACT NO. _____

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ANNEX B - STATEMENT OF SERVICES

ANNEX B - STATEMENT OF SERVICES

The MINISTRY OF RURAL DEVELOPMENT of the Government of the Republic of Niger (hereinafter referred to as the "Ministry") whose address is B.P. 241 Niamey, Niger and _____ whose address is B.P. 10231, Niamey, Niger (hereinafter referred to as the "Contractor") desiring to enter into a contract for the purpose of providing services to the U.S.A.I.D. Development Project (Hereinafter referred to as the "Project") do hereby agree as follows:

I. Description of the Contract and Statement of Work

- A) The two annexes named below are attached to and form part of this contract.
1. Annex A. General Provisions
 2. Annex B. Statement of Services
- B) The Ministry assigns the contractor as Staff Assistant to the Project as described in Annex B. The Contractor accepts such assignment and agrees to carry out the services as described with due diligence in accordance with the criteria established by the Project Director and the terms and conditions hereinafter set forth.

II. Payments to the Contractor

A) Total contract amount

The full and complete compensation for services rendered under this contract, including all costs, fees and expenses whatsoever incurred by the Contractor, cannot exceed the total value of this contract which is \$ _____ without amending this contract.

B) Method of Payment

1. Payments to the Contractor of amounts due him/her under this contract shall be made in accordance with Article II of Annex A.
2. Payments to the contractor shall be made in accordance with the following budget. The contractor may not exceed the individual cost of any of the line items without prior written approval of the Ministry and, in no event, shall the total estimated cost of this contract be exceeded.

Estimated Budget

<u>Item</u>	<u>Amount</u>
Base Salary:	\$
FICA	
Reimbursement for insurance (Annex A, IV A&C)	
Travel for official business within Niger	
Other expenses: medical exams, passport, visas, etc.	
TOTAL	\$

III. Effective Date and Term of Contract

This contract will become effective on _____ and shall continue in effect until _____.

IV. Official Notices

Any notice, communication or given document, made or sent by the Ministry of the Contractor, pursuant to this contract shall be deemed to have been duly given, made or sent to the party to which it is addressed when it shall be delivered by hand, mail or cable to such party at the following address:

To the Ministry: Ministry of Rural Development
B.P. 241
Niamey, Niger.

To the Contractor:

V. Communication

The kind and frequency of all correspondence, documents, reports and other written information shall be determined by the Project Director and no information written or verbal, acquired by the Contractor through his/her work with the Project will be communicated to a third party without the concurrence of the Project Director. All written communications requested by the Project Director will be in French and also in English if it is so requested by the Project Director.

VI. Language of the Contract

This contract is prepared in both French and English. In the event of ambiguity or conflict between the two versions, the French language version will control.

IN WITNESS WHEREOF, the Ministry of Rural Development of the Government of the Republic of Niger, and the Contractor hereto have executed this contract as of the date of the last signature hereto.

MINISTER OF RURAL DEVELOPMENT

THE CONTRACTOR

BY: _____

BY: _____

TITLE: _____

TITLE: _____

DATE: _____

DATE: _____

Clearances: Prefet of Niamey

Project Director

USAID/Niamey

NIAMEY DEPARTMENT DEVELOPMENT PROJECT (683-0205)

ANNEX A

GENERAL PROVISIONS

I. Taxation

- A. In accordance with Section B. 4 of Annex II of the project agreement, the contractor shall be exempt from payment of all taxes and duties imposed under the laws in effect in Niger for the importing of personnel effects, equipment necessary to execute project work and one personal automobile and on all compensation received under this contract. If there is a case where the Government of Niger requires of the contractor the payment of duties or taxes, the Government will be responsible for their payment. All items imported duty free may be exported duty free.
- B. If the contractor sells articles that were imported without payment of taxes or duties, he/she shall be responsible for assuring that all taxes and duties imposed by Niger at the time of the sale are paid.
- C. FICA contributions and US Federal Income Tax withholdings shall be deducted in accordance with regulations and rulings of the U.S. Social Security Administration and the US Internal Revenue Service, respectively.

II. Method of Payment to the Contractor

- A. Once each month the contractor shall submit to the Project Director for approval a voucher, original plus three copies, which shall indicate the amounts claimed by the contractor and whether or not payment is requested in U.S. dollars or local currency. This voucher shall include salary payments for a specified period of time, allowances and all expenses incurred by the contractor which he/she considers reimbursable under the terms of this contract.
- B. The project director will forward the original approved copy of the contractor's monthly voucher to USAID/Niamey with a request that payment be made to the contractor as specified on the voucher.
- C. The final monthly payment due the contractor shall be withheld until the Project Director has certified that the contractor has fulfilled the duties assigned him/her under this contract and that all claims against him/her have been settled, except as the project director and the contractor may agree otherwise.

III. Compliance with local laws

The contractor agrees that he/she will abide by all applicable local laws.

IV. Insurance

- A. The contractor shall secure and maintain for the duration of this contract insurance policies with a reputable insurance company which will cover payment of work accidents, medical treatment and hospitalisation and for the payment for claims for damages even if groundless. Before signing this contract the Project Director will request the contractor to certify that the insurance obtained will cover all risks which may be encountered. The cost of this insurance coverage is reimbursable by the Project.
- B. If the contractor drives a personal vehicle, he/she shall obtain the motor vehicle insurance required by the laws of Niger and he/she shall possess a driving license which is valid in Niger. The cost of this insurance is not reimbursable by the Project.
- C. Upon presentation of paid invoices, the Ministry is agreed that the project reimburse the contractor for the costs of acquiring those insurance policies for which the project director has previously certified as necessary. However, in no case will this reimbursement exceed \$ _____ dol. U.S.

V. Physical Fitness of the Contractor

The contractor shall be examined by a licensed doctor of medicine and the contractor shall obtain from the doctor a certificate that, in the doctor's opinion, the contractor is physically qualified to undertake the activities required under this contract and to reside in Niger. Two copies of this certificate shall be provided to the project director. The contractor will be reimbursed by the project for the cost of this medical examination. However, in no case will this reimbursement exceed \$ _____ dol. U.S.

VI. Working hours

The contractor shall work 40 hours each week according to the hours of work currently established by the Government of Niger. Overtime compensation will not be paid under this contract, but the contractor can receive compensatory time.

VII. Leaves and Holidays

- A. The contractor shall have the right to thirty calendar days of vacation each year prorated for a period of less than a year. Payments for days of vacation not taken shall be made at the end of this contract.

- B. The contractor will be granted thirteen (13) work days of sick leave per annum prorated for a period of less than a year. All absences due to illness will be attested to by a medical doctor's or clinic's report. The contractor will not receive compensation for absences due to illness that exceed the number of sick leave days accumulated under this contract.
- C. The contractor will be entitled to all holidays observed by the Government of Niger.

VIII. Disputes and Appeals

All disputes arising between the contractor and the Project which cannot be resolved by mutual agreement with the Project Director shall be submitted to the Ministry who will notify in writing the contractor of its final decision. If the contractor is not in agreement with the decision of the Ministry, he may enter complaint in any Court having jurisdiction.

IX. Transport

- A. International air and ocean transportation will not be authorized under this contract.
- B. All official trips made by the contractor outside of Niamey must be approved by the project director. The project will provide all logistic support necessary for all official trips. Per diem will be paid for all trips according to the Government of Niger's standard per diem rates.

X. Source and Origin

Except as the project and USAID may decide otherwise in writing all goods and services acquired by or for the contractor in U.S. dollars shall have their source and origin in Niger or the United States. This rule applies to all funds provided by USAID for the Project except those goods defined by USAID as imported shelf items and those goods the contractor purchases with his/her salary and allowances.

XI. Ownership

Except for those goods the contractor purchases with his/her salary and allowances, all goods acquired with funds from this project will remain the property of the project.

XII. Termination

- A. This contract may be terminated for the convenience of the Ministry by giving written advance notice of 30 days or in the case of misconduct by giving advance notice of not less than 10 days and

a statement of reasons to contractor in the event (1) of a breach or violation of any of the contractor's obligations herein contained, (2) a fraud was committed in obtaining this contract, or (3) the contractor is guilty (as determined by the Ministry) of misconduct.

- B. All entitlements to the contractor will end on the date given as the end of contract in the advance notice of termination. If any costs relating to the period subsequent to this date have been prepaid, the contractor shall promptly refund to the Project any such prepayment as directed by the Ministry.

XIII. Modifications

No modification of this contract shall be made except in writing signed by the Ministry and the Contractor. The parties recognize that USAID reserves the right to refuse financing of any modification of, or amendment to this contract, if such amendment or modification is made without the written approval by USAID.

XIV. Allowances

- A. No cost of living, differential housing, or any other such allowances, except travel allowances, will be provided under this contract.

XV. Force Majeure

1. The term "force majeure" means any cause beyond the control of the contractor, which the contractor could not foresee and/or reasonably provide against and which prevents the contractor from wholly or partly performing any duties under the contract. Force majeure includes, but is not limited to, any of the following:

War, revolution, insurrection or hostilities (whether declared or not);

Riot, civil commotion or civil uprising;

Earthquake, flood, tempest, hurricane, lightning, or other natural disaster;

Any fire of major proportions, or explosion;

Epidemic;

Strike or lockout; or

Act of the Government.

2. If any event occurs constituting force majeure, the contractor shall give written notice to the Ministry as soon as possible after the occurrence but within 15 days, including a statement describing the force majeure and its effect upon the performance of this contract. The parties shall, within 10 days after such notice, consult regarding action to be taken.
3. In the event of a force majeure, the contractor, unless otherwise directed by the Ministry in writing, shall continue to undertake and perform the duties set forth in this contract as far as is reasonably practicable.
4. In the event of a force majeure resulting in a suspension of work, this contract shall be extended by a period equal to that for which the contractor was prevented from performing.
5. The contractor shall be entitled to reasonable costs incurred as a consequence of a force majeure.
6. If the contractor's inability to perform by reason of the force majeure lasts for more than 45 days after notice has been given to the Ministry, either party may terminate this contract and the contractor shall be entitled to any sums which would be payable in case of termination of this contract for convenience of the Ministry.

XVI. Subcontracts

The contractor shall not subcontract any part of the work included under this contract.

XVII. Contingent fees

The contractor warrants that no person or selling agency has been employed or retained to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the contractor for the purpose of securing business. For breach or violation of this warranty, the Ministry shall have the right to annul this contract without liability or in its discretion to deduct from the contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or contingent fee.

XVIII. Legal effect of certain USAID approvals and decisions

- A. The parties hereto understand that USAID has reserved certain approval rights including, but not limited to, the right to approve the terms of this contract, the contractor and any or all plans, reports, specifications, subcontracts, bid documents, drawings, or other documents related to this contract and the project of which it is part. The parties hereto further understand and agree that USAID, in reserving any or all of the

foregoing approval rights, has acted solely as a Grantor to assure the proper use of United States Government Funds, and that any decision by USAID to exercise or refrain from exercising these approval rights shall be made as a Grantor in the course of financing this project and shall not be construed as making USAID a party to the contract. The parties hereto understand and agree that USAID may, from time to time, exercise the foregoing approval rights, or discuss matters related to these rights and the project of which this contract is part, with the parties jointly or separately, without thereby incurring any responsibility or liability to the parties jointly or to any of them.

- B. Any approval (or failure to disapprove) by USAID of any plan, report, specification, contract, bid document, drawing or other documents shall not bar the Ministry or USAID from asserting any right, or relieve the contractor of any liability which the contractor might otherwise have with the Ministry or USAID because of such plan, specification, contract, bid document, drawing or other documents, or any performance or failure of performance thereunder, or any AID contractor's or supplier's certificate.

A N N E X BSTATEMENT OF SERVICESPOSITION TITLE: STUDIES AND INFORMATION COORDINATOR

The studies and information (S plus I) coordinator will have primary responsibility for overseeing the daily activities of the S and I section of the project management unit office in Niamey. This section is responsible for monitoring and evaluating project activities, the design and implementation of the project's studies program and the collection of all information required for the formulation of project policy and planning.

The S and I coordinator will have the following functions:

1. Responsible for the establishment of an S and I section within the project office which will efficiently and adequately collect and evaluate all information required to properly monitor project inputs and outputs, evaluate the results and effects of project interventions and diagnose why various activities have or have not been successful.
2. Ensures that all project data, information records and studies are collected according to approved professional standards and that they are kept available for reference by project consultants, planning group members and project implementation personnel.
3. Coordinates work closely with Agricultural Statistics Office and the Niamey Department Planning Service, and maintains a liaison with Niger's National Institute for Agricultural Research (INRAN), National Social Science Research Institute (IRSH), the appropriate sections of the Ministry of Plan, the Ministry of Rural Development and the higher educational institutions in Niamey, and with the S and I sections of the other Productivity Projects in Niger.
4. Trains and supervises all project data collectors and provides instruction to all GON personnel who have project information collection and analysis responsibilities.
5. Oversees the work of the S and I section office personnel.
6. Makes periodic reports to the GON project director and his advisors in French and English on S and I section activities with recommendations for actions needed to resolve problems, if any, which are impeding the progress of the project and/or its S and I section.

7. Assists the project management team with the identification of specific project problems and their solutions by providing relevant data concerning on going project activities or alternate project activities.
8. Works with all the Nigerien agencies involved with the project to ensure that required project data and information are being efficiently obtained and that time and effort are not being wasted in the collection of data which is not essential.
9. Develops a project library by obtaining copies of existing documents, information, studies and all relevant literature on the project zone and project activities.
10. Provides additional assistance to the project management team as requested by the GON project director.

The S and I coordinator reports directly to the GON project director. With the concurrence of the GON project director and the AID project liaison officer he/she can draw support from other USAID Niamey elements, AID regional offices (e.g. REDSO/Abidjan), short term consultants and AID Washington, and he/she will work closely with the Project's technical and agricultural advisors.

IV - Waivers

Action Memorandum for the Mission Director, USAID/Niger

From: M. Baker, PDE, USAID/Niger

Problem: Request for Procurement Source Waiver from Geographic Code 000 to Geographic Code 935

- a) Cooperating Country: Sahel Regional (Niger)
- b) Nature of Funding: Grant 625-0937.06
- c) Name of Project: INDRAP Maternal Language Texts AIP
- d) Description of Goods: 10 typewriters equipped with specialized keyboards
- e) Approximate Value: \$12,000
- f) Probable Source: France, Switzerland

Discussion: AID is assisting the Government of Niger (GON) to produce primary school textbooks written in the maternal languages of Niger and which are based on indigenous cultural traditions. A considerable part of the planned project assistance will be for the collection and transcribing of oral traditions specifically suitable for pre-adolescent age school-children. This effort will require transcribing and typing the collected oral traditions in the orthographies of the five major languages of Niger. The typed transcriptions will be edited for use in primary school readers, and then retyped on stencils or in a format suitable for printing. To assist in the preparation of the transcripts and the textbooks, the project will purchase approximately 10 typewriters (2 machines per major national language). The orthographies of Niger's national languages require keyboard modifications of the standard French or English keys and characters. INDRAP has a regular supplier of office equipment and machines, who has on hand the dies necessary to cast characters as needed and can mount the specialized characters on a modified keyboard. The present supplier is a reliable dealer and has served INDRAP's needs well. The dealer can supply either French (Japy) or Swiss (Hermes) manufactured machines with the desired key board modifications. In addition, to simplify the maintenance and repair of INDRAP's equipment, INDRAP is trying to standardize their specialized typewriters. Thus in order to avoid the costs of fabricating new dies to cast special characters for a limited order of typewriters, reduce the delivery time required for procurement and adaption of the typewriters, and to assist INDRAP standardize on specialized office equipment to reduce maintenance and repair costs, it is recommended that a waiver be granted for the purchase of non-American manufactured typewriters for this project.

Recommendation: In view of the above discussion, I recommend that you conclude that special circumstances exist justifying the procurement of non-U.S. manufactured typewriters. I further recommend that you certify that exclusion of procurement of the above stated typewriters from Code 935 countries would seriously impede attainment of U.S. foreign policy objectives and the objectives of the foreign assistance program.

CURRICULUM VITAE

NAME: CONNIE L. STEPHENS

PHONE:

608 262-2487 (office)

ADDRESS:

AGE: 29 years

MAJOR:

AFRICAN LANGUAGES AND LITERATURE

(Ph.D. Anticipated May, 1980;

M.A., 1977

B.A., 1972

COMPARATIVE CULTURE

(African, American and
British Studies)

MINOR:

LINGUISTICS: (Completed for the Ph.D., December, 1977)

PROFESSIONAL
EXPERIENCE:

May-Aug,
1974

TEAM LEADER, AID NUTRITION SURVEY

AID Mission, Niamey, Niger

Assigned as a Peace Corps Volunteer to conduct a survey team through eleven villages in connection with U.S. drought relief efforts. Administered a questionnaire in Hausa to village authorities and heads of households. Weighted and measured randomly selected children in each village.

1972-74

PEACE CORPS HEALTH EDUCATOR

Birni n'Konni; Filingué, Niger

Worked at a Departmental Medical Center promoting use of well baby, prenatal curative clinics.

Taught nutrition and hygiene lessons in Hausa at the medical center and in French at the primary school. Assisted in T.B. vaccination, diagnosis, and treatment.

EDUCATION:

1975-80

University of Wisconsin, Madison, Wisconsin

Ph.D. 5/80 (Anticipated)

M.A. 12/77

1968-72

University of California, Irvine, California

B.A. 6/72

1970-71

University of Stirling, Stirling, Scotland

(Education Abroad Program)

GRADUATE INFORMATION:

My preliminary examinations were completed in September, 1977, and my foreign language requirement was passed in French. Harold Scheub is my advisor for my thesis focusing on the relationship of cultural symbols to narrative metaphor in the Hausa tatsumiya, an imaginative oral narrative tradition. Research for the thesis was conducted in the Republic of Niger and Nigeria from January, 1978 to August, 1979. The research methodology involved living with a Hausa family and investigation into various aspects of community life in addition to the collection and transcription of oral tradition.

STEPHESN, CONNIE L.

ACADEMIC SERVICE: 1975-77 Business Manager and Co-editor of BA SHIRU, a departmental journal of African Languages and Literature
1975-76 Co-president of the Student Association of the Department of African Languages and Literature
1969-70 Student Representative to the Faculty, Program in Comparative Culture

MEMBERSHIPS AND CONFERENCE PARTICIPATION: 1976-79 Member of the African Literature Association
1979-80 Chairperson, Hausa Subcommittee of the Teaching and Research Committee, African Literature Association
1978 Presentation of a paper at the First International Conference on Hausa Language and Literature, Kano, Nigeria, "The Hausa Tale of Ta-Kitse, Oral Narrative as Artistic and Educational Experience"
1977 Presentation of a paper at the African Studies Association on "The Current Status of Hausa Literature"

FELLOWSHIPS: 1979-80 Dean's Fellowship, College of Letters and Science, University of Wisconsin
1977-79 International Doctoral Research Fellowship, The Social Science Research Council
1977-78 Doctoral Dissertation Research Abroad Grant, Authorized by the Fulbright-Hays Act, NEW
1977 Warf Fellow, University of Wisconsin Graduate School
1976-77; NDEA Title VI Fellowship in Hausa, African Studies Program, University of Wisconsin
1975-76
1976 Tunisian Summer Program in Arabic Studies, U.S. Office of Education Grant, University of Utah
1975 Knapp Fellow, University of Wisconsin Graduate School

PUBLICATIONS AND TEACHING MATERIALS: 1979 Teaching Text of Hausa Tales, Adult Literacy Department, National Press, Government of Niger, Tillaberi, Niger (forthcoming)
1979 English translation of Hausa tales prepared for the English secondary school curriculum, INDRAF, Zinder, Niger

REFERENCES: Professor A. Neil Skinner, Chairperson, The African Studies Program, 1456 Van Hise Hall, University of Wisconsin, Madison, Wisconsin 53706
Professor Harold Scheub, Chairperson, The Department of African Languages and Literature, 866 Van Hise Hall, Madison, Wisconsin 53706
Mr. Jay P. Johnson, Director, USAID/Niger, Niamey (ID) Department of State, Washington D.C. 20520

Mr. Sidney Bliss, Programming, USAID/Niger, Niamey, Department
of State, Washington, D.C. 20520

Mr. John Macgregor, the World Bank, 1818 H Street N.W.,
Washington, D.C.

Ms. Meri Ames, Asst. Peace Corps Director/Health/Gambia,
ACTION, Attn: The Gambia Desk Officer, Washington, D.C.
20525

CURRICULUM VITAE

Name: John Priestley Hutchison Phone: 608 263-5919 (office)
Address:

EDUCATION

Ph.D., Linguistics (African Studies), December 1976
Indian University, Bloomington, Indiana

M.A., Linguistics (African Studies), February 1971
Indiana University, Bloomington, Indiana

B.A., Economics (French), June 1966
Pomona College, Claremont, California

PROFESSIONAL EXPERIENCE

September 1979 - Present PROJECT ASSOCIATE
University of Wisconsin, African Studies Program
Madison, Wisconsin
Researching and writing comprehensive pedagogically-oriented Kanuri language reference grammar; teaching of spoken Bambara.

July - August 1979 FRENCH/SPANISH TUTOR
Portland School of Tutoring, Portland, Oregon

March-June 1979 ESL TEACHER
Portland Community College, Portland, Oregon
Teaching of English as a second language to migrant Mexican communities in the Portland area.

January-February 1979 SPANISH INTERPRETER/TRANSLATOR
Employed by business representative on 7 week buying tour of Mexico.

February 1977-
August 1979 UNIVERSITY LECTURER/RESEARCH FELLOW
University of Maiduguri, Department of Languages and Linguistics, Maiduguri, Nigeria
Lectured in French and Kanuri, helped develop university curriculum in linguistics and Kanuri language studies, helped develop primary school language arts curriculum for local languages, established curriculum and Certificate Course in Teaching of Kanuri, edited Kanuri publications, advised and encouraged local authors, developed Kanuri language grammar terms, taught spoken Kanuri.

- April 1974-February 1977 UNIVERSITY RESEARCH FELLOW
 Bayero University Kano, Centre for the Study of Nigerian Languages, Kano, Nigeria
 Assigned to Kanuri language research and helped develop Standard Kanuri Orthography, research Kanuri-English dictionary; developed and published primary and adult education materials based on traditional Kanuri literature, carried out Kanuri dialect research in Niger, Nigeria and Chad, prepared thesis on Kanuri syntax.
- January-April 1974 FRENCH INTERPRETER/TRANSLATOR
 AFRICARE, Washington, D.C.
 Assisted AFRICARE team of drought relief experts during tour of Chad, Niger, Mali and Upper Volta.
- April October 1973 LANGUAGE TRAINING COORDINATOR AND RESEARCH LINGUIST
 Peace Corps, Kinshasa, Zaire
 Researched Zaire's four major vehicular languages, prepared vehicular languages informant guides and texts, trained French and vehicular language teachers, coordinated five-language training program.
- June 1972-April 1973 LANGUAGE TRAINING COORDINATOR AND RESEARCH LINGUIST
 Peace Corps, Bamako, Mali
 Language coordinator of all in-country training program of Mali III/AG/Poultry, trained French and Bambara teachers, wrote French materials and taught French, prepared Introductory Bambara course for publication.
- July-November 1971 TRAINING COORDINATOR AND LINGUIST
 Peace Corps, Ndjaména, Chad
 Coordinated in-country language, cross-cultural and technical training for Lake Chad Ag/Irrig/Forestry program, developed Kanembu language teaching materials, taught French and Kanembu.
- June-September 1970 and June-September 1969 LANGUAGE TRAINING COORDINATOR AND LINGUIST
 Peace Corps, Virgin Islands Training Center
 St. Croix and St. Thomas, U.S. Virgin Islands
 Taught French using intensive immersion techniques, developed Kanembu lexicon and teaching materials, taught Kanembu and coordinated Kanembu language training program.
- January-June 1969 LANGUAGE RESEARCH
 Intensive Language Training Center, Indiana University, Bloomington, Indiana
 Reviewed language teaching materials, researched and produced language teaching materials.
- June 1966-May 1968 PEACE CORPS VOLUNTEER
 Peace Corps, Ndjaména, Chad
 Volunteer in Lake Chad Rural and Community Development Program; worked in agriculture, well-digging, and language research.

- June-September 1965 CROSSROADER
Operation Crossroads Africe, Niamey, Niger
Participated in construction work/cross-cultural
program in Niger.
- June-September 1963 EXPERIMENTER
Experiment in International Living
Bordeaux, France
Participated in cross-cultural/living experience in
France.

PUBLICATIONS AND AFRICAN LANGUAGE MATERIALS PRODUCED

- 198? A Dictionary of the Kanuri Language, with Norbert Cyffer, Norther Nigerian Publishing Company (Macmillans), Zaria, Nigeria.
- 1979 "The Associative Postposition in Kanuri: A Case for Subordination", submitted for publication to Studies in African Linguistics, U.C.L.A.
- 1978 (ed.) Nyariwa Kanuribe (Kanuri Folktales), with Shettima Bukar, Norther Nigerian Publishing Company, Zaria, Nigeria.
- 1978 (ed.) Hawarwa Kanuribe (Kanuri Stories), with Shettima Bukar, Northern Nigerian Publishing Company, Zaria, Nigeria.
- 1978 (ed.) Titimi ... Kude! (Kanuri Children's Riddles), with author Wakkil Modu, Nelson's Nigeria Limited.
- 1978 The Standard Kanuri Orthography, with Norbert Cyffer et al, Nelson's Nigeria Limited.
- 1977 "The History and Present Status of Kanuri Lexicography", Harsunan Nijeriya, Bayero University Kano, Centre for the Study of Nigerian Languages, Kano, Nigeria, Volume 7.
- 1976 Aspects of Kanuri Syntax, Indiana University Doctoral Dissertation, University Microfilms, Copyright No. A 868661, Ann Arbor, Michigan.
- 1976 (ed.) Kaiwar Mai Kalebe (oral religious history), with the writer Alhaji Mustafa Mohammed, Ahmadu Bello University, Centre for the Study of Nigerian Languages, Maiduguri, Nigeria.
- 1976 (ed.) Kaiyawa-a Biskewa-a Kanuribe (1,2), (Kanuri songs and games), with Tijani El-Miskin and Agnes Wedderburn, Ahmadu Bello University, Centre for the Study of Nigerian Languages, Maiduguri Branch.
- 1976 "Syntactic Similarities Across Language Families: A Case from Hausa and Kanuri", Harsunan Nijeriya, Ahmadu Bello Universtiy, Centre for the Study of Nigerian Languages, Kano, Nigeria, Volume 7.
- 1975 Introductory Bambara: an ka bamanankan kalan, with Mamadou Kanté and Charles Bird, Indiana University African Studies Center, Bloomington, Indiana. (Published with permission of the Peace Corps).

- 1973 Guide Grammatical Destiné à la Rédaction des Cours de Langues Véhiculaires au Zaïre, Peace Corps, Kinshasa, Zaïre.
- 1971 "Coreferent Pronominalization in Diré Songhai", Studies in African Linguistics, U.C.L.A., Volume 2, July 1971.
- 1971 "A Composite English-French Research Guide for Vocabulary Elicitation in Africa", Indiana University Linguistics Club, Bloomington, Indiana.
- 1970 Lexique Kanembu, with Mamadou Kourtou, Peace Corps, Virgin Islands.
- 1970 Kanembu (Introductory Course), with Mamadou Kourtou, Peace Corps, Virgin Islands.
- 1969 Kanembu: Cycles and Dialogues, with Mamadou Kourtou, Peace Corps, Virgin Islands.

FELLOWSHIPS AND ASSISTANTSHIPS

- Fall 1976 Associate Instructor in Hausa, Indiana University
- Spring 1972 Associate Instructor in Hausa, Indiana University
- 1970-1971 National Defense Foreign Language Fellowship in Hausa, Indiana University African Studies Center
- 1969-1970 National Defense Foreign Language Fellowship in Hausa, Indiana University African Studies Center

LECTURES GIVEN

- July 1979 "Kanuri Customs and Ceremonies"
African Studies Program and the Department of Anthropology
University of Washington, Seattle, Washington
- October 1979 "The Kanuri of Borno"
African Studies Program, University of Wisconsin, Madison, Wisconsin

LANGUAGES STUDIED

Arabic, Babur/Bura, Bambara, Buduma, Chadian Arabic, Chibok, French, German, Hausa, Kannada, Kanuri/Kanembu, Songhai/Djerma, Spanish, Tubu, Wolof

LANGUAGES SPOKEN

Bambara, French, Hausa, Kanuri/Kanembu, Basic Spanish

RESEARCH IN PROGRESS

Article on Morphology of Derived Nouns in Kanuri

Series of articles re-examining the Kanuri verb system

A complete pedagogically-oriented reference grammar of Kanuri
Comparative syntax and verb morphology of the Saharan languages
Graded series of Kanuri grammar texts for primary and adult education
A children's dictionary of Kanuri
A glossary of Kanuri grammar terms

REFERENCES

1. Dr. Charles S. Bird
Department of Linguistics
Indiana University
401 Lindley Hall
Bloomington, Indiana 47401
2. Dr. Carleton Hodge
Department of Linguistics
Indiana University
401 Lindley Hall
Bloomington, Indiana 47401
3. Dr. Timothy Shopen
Department of Linguistics, S.G.S.
Australian National University
Box 4, P.O.
Canberra, A.C.T.
Australia 2600
4. Dr. John A. Works, Jr.
University of Missouri
History Department
8001 Natural Bridge
St. Louis, Missouri 63121
5. Dr. Russell G. Schuh
University of California
Department of Linguistics
Los Angeles, California 90024
6. Prof. Paul Newman
Afrikaanse Taalkunde
Stationsplein 10
Leiden, Holland

ANNEX C

Request for Project

- I. Transmittal letter from the Ministry of Foreign Affairs and Cooperation Requesting Project.
- II. Initial Project Proposal drafted by INDRAP
- III. PID Approval Cable from AID/W

RL/RV

REPUBLIQUE DU NIGER

Niamey, le 197.....

MINISTERE DES AFFAIRES ETRANGERES
ET DE LA COOPERATION

Recu 22-Feb 80
CRS
FEB 22 1980

ACTION TO	AMB	CS
(ORIGINAL)	DCM	MB
INFO TO	ECW	==
(COPIES)	JCA	

DIRECTION DES AFFAIRES POLITIQUES
ET DE LA COOPERATION INTERNATIONALE

N°:...../MAE/C/DAPCI /5h

Le Ministère des Affaires Etrangères et de la Coopération de la République du Niger présente ses compliments à l'Ambassade des Etats-Unis d'Amérique et a l'honneur de lui faire parvenir sous pli le projet de requête formulée par l'Institut National de Documentation, de Recherche et d'Animation Pédagogique (INDRAP) en vue d'une aide pour obtenir la production de textes de lecture en langues nationales à l'intention des écoles expérimentales et des populations rurales alphabétisées.

Le Ministère des Affaires Etrangères et de la Coopération saisit cette occasion pour renouveler à l'Ambassade des Etats-Unis d'Amérique, les assurances de sa haute considération. /.



AMBASSADE DES ETATS-UNIS
D'AMERIQUE
N I A M E Y

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

I.N.D.R.A.P.

PROJET DE REQUETE AUPRES DE L'AID POUR LA
PRODUCTION DE TEXTES DE LECTURE EN LANGUES
NATIONALES A L'INTENTION DES ECOLES EXPERIMENTALES
ET DES FORMATIONS RURALES ALPHABETISEES

Le colloque sur la réforme de l'Enseignement qui s'est tenu en Mars 1973 à Niamey, les débats et conférences qui l'ont suivi dans toutes les grandes villes du pays, les exigences historiques des conditions de réalisation d'une réforme de l'enseignement au Niger qui ont été définies plus tard au cours du séminaire national de réflexion sur la réforme de l'enseignement (septembre 1975) avaient conduit le Ministère de l'Education Nationale à mettre en place un certain nombre de structures de recherche et d'expérimentation sur les Langues Nationales : créations d'écoles expérimentales, ouverture d'une section "Langues" à l'Institut National de Recherche et d'Animation Pédagogique, publication sur les langues etc... Ce premier travail a permis à l'INDRAP d'évaluer les avantages qu'offre l'enseignement en langue maternelle et le gigantesque effort que nécessite cet enseignement avec l'extension de l'expérience. C'est dans le cadre de cet important projet pédagogique que nous soumettons à l'A.I.D. une partie du volet "production du matériel pédagogique".

A - Description du projet

L'Objet du Projet :

Le projet comporte 2 volets :

- 1) Collecte de textes de la littérature orale populaire.
- 2) Publication de ces textes.

1er volet : la collecte des textes

Comme nous avons eu l'occasion de le dire, "La récupération du fond culturel par l'école est un acte fondamental pour la révalorisation et la promotion des Langues Nationales". C'est pourquoi toute politique d'enseignement en Langues maternelles nécessite la collecte des éléments de culture que véhiculent ces langues.

Il s'agit donc pour ce volet d'engager des équipes de recherche sur l'ensemble du territoire national, de doter ces équipes du matériel nécessaire pour la collecte de documents sonores. Une fois la collecte terminée, les éléments enregistrés seront transcrits en vue de leur publication (2e volet). Cependant nous n'excluons pas la possibilité de compléter ces éléments recueillis par ceux de la radio nationale.

Phase A : enquête - enregistrement et matériel

Nous envisageons mettre en place 21 équipes réparties à titre indicatif sur les zones dialectales suivantes : (voir tableau I ci-joint).

Tableau I

hawsa	Zarma	Kanuri
1. Filingué (kurfayanci)	1. Méhanna (songay)	1. Goure - Mainé (manga)
2. Keita (Adaranci)	2. Tillabéry (zarma)	2. Tchad (N'guigmi) (boudouma - kanembou)
3. Matankari (Aranci)	3. Dosso (zarma)	3. Tanout (dagra)
4. Chadakori (Gobiranci)	4. Gaya Dendi	
5. Madarunfa (Katsinanci)	Tamajeq	Fulfulde
6. Zinder (Damagaranci)	1. Téra-Tillabéry Bonkougou (Ménaka)	1. Téra - Say - Lamordé Birni (Feul de l'Ouest)
7. Kance (Dawranci)	2. Tintabaraden (kel kinnik)	2. Dakoro (Feul du centre)
8. Tanout (marganci)	3. Agadez (Kel oui)	3. Gouré (Feul de l'Est)

Chaque équipe sera constituée de 4 personnes du niveau BEPC en principe originaires des localités indiquées, par conséquent mieux imprégnées des réalités culturelles de ces milieux. Vue la structure spatiale de chaque zone à investiguer, ces équipes seront scindées en 2. Ainsi chaque zone sera investiguée par 2 groupes de 2 personnes, chacun de ces groupes sera doté du matériel suivant : 1 magnétophone, des piles et un fonds nécessaire à la gratification d'informations sérieuses ou des personnes enquêtées. La tâche précise de ces équipes est de sillonner la zone délimitée au préalable par une mission de prospection, de récolter le maximum d'éléments sonores sur les différents genres littéraires de la région (chants, contes, nouvelles, légendes, etc...) Ces équipes suivront d'abord un stage d'initiation à l'enquête qui durera 2 semaines à Niamey et à Zinder.

- 5 magnétophones UHER (1 par groupe de langue) $300\ 000\ F \times 5 =$
1 500 000
 - 100 bandes à 3750 F la Bande (Niger Radio) soit 375 000 F
 - 200 rames de papier à 1500 F la rame : $1500\ F \times 200 =$ 300 000 F
 - 5 bics par mois x 3 mois x 84 personnes x 25 F le bic:
 $25\ F \times 5 \times 84 \times 3 =$ 31 500 F
 - le contrôle, la sélection et la mise en ordre des textes par genre littéraire seront parallèlement effectués par l'équipe d'encadrement et cautionné au cours d'un séminaire organisé à cet effet le coût de ce séminaire d'évaluation des éléments collectés et du choix des textes à publier sera de 1.000 000 F
- Coût total de la phase B = 12 026 500 F

Remarques : Le volet collecte et transcription de textes doit en principe s'étendre sur 7 mois. Si des difficultés se posent au niveau de l'encadrement il serait prévisible que les travaux soient effectués en 2 tranches : Dans un 1er temps le projet s'occupera d'une partie de la zone haoussa, du zarma et du kanuri, dans un 2e temps l'autre partie de la zone hawsa, le fulfulde et le Tamajaq ; ce qui donnera plus de temps de suivi aux responsables et encadreurs du projet. Ce qui porte la durée du 1er volet à 14 mois. Ce scindage qui porte la durée du 1er volet à 14 mois ne change en rien les calculs, ou si cela arrive, l'INDRAP comblera les marges intervenues.

Volet 1 total : 39 140 000 F

2e volet publication :

La publication sera entièrement locale avec un tirage sur OMBET. Là aussi, il y a lieu de distinguer 2 phases :

1ère phase : la dactylographie des textes :

- 5 machines avec les caractères spéciaux des Langues du Niger seront mises à la disposition de 5 secrétaires dactylographes pour la frappe des textes à soumettre à l'imprimerie. Ces dactylographes (7e catégorie) seront engagées pendant 2 mois :
soit les dépenses évaluées suivantes :

- 5 machines x 300 000 F = 1 500 000 F
- 5 dactylographes x 35 000 F par mois x 2 mois = 350 000 F
- 100 rames de papier à 1500 F la rame = 150 000 F
- matériel d'entretien, correcteurs, blanco, agrafeuses
etc... 10.000 F

- stencyls = 100 paquets de stencyls à 12 000 F le paquet
de 125 = 1 200 000 F

total : 3 210 000 F

Should be changed to later time in the report.
2e phase: l'impression

Le coût moyen d'impression d'un livre de 100 pages (format 21 x 15) varie (pour 3000 exemplaires) entre 1 500 000 F à l'OFSET (INDRAP) et 2 000 000 (Imprimerie du Niger) dépendamment de l'illustration, de la qualité du papier.

Nous arrêtons à 3000 exemplaires la quantité à publier par volume, par groupe de langue nous envisageons la publication

- de 6 volumes de 100 pages en moyenne pour le hawsa.
- 4 volumes de 100 pages en moyenne pour le zarma
- 3 volumes de 100 pages en moyenne pour le kanuri
- 3 volumes de 100 pages en moyenne pour le fulfulde
- 3 volumes de 100 pages en moyenne pour le tamajaq

soit au total 21 volumes du coût estimatif de 1 500 000 F le volume à l'impression OFSET.

Coût total d'impression: 1 500 000 X 21 = 31 500 000 F
pour 3000 exemplaires x 21 = 63 000 exemplaires de tirage OFSET.
Coût total du volet publication 34 710 000 F

3 - Suivi - administration du projet

L'INDRAP fournira 2 techniciens et l'AID un assistant. Ces 3 cadres superviseront le déroulement de tous les travaux, s'occuperont de la diffusion du matériel, de la formation des enquêteurs et de leur assistance sur le terrain. En plus de ces 3 techniciens 5 encadreurs sont à former et à engager pendant la durée du travail de collecte et transcription des textes. Chacun de ces encadreurs (1 par langue) aura pour tâche de suivre le travail sur le terrain des groupes de sa langue et de contrôler chaque fois la transcription des textes. Les cinq encadreurs et les trois techniciens évalueront ensemble la qualité et la quantité des travaux. Cette évaluation tiendra compte des besoins immédiats des écoles expérimentales en matériel de lecture. Ainsi le choix final portera sur des textes adaptés aux CI, CF, CE etc en tant que classes prioritaires. Chaque encadreur sera engagé pour 7 mois, durée fixe de la collecte et de la transcription des textes. Les trois (3) techniciens continueront leurs activités jusqu'à la publication totale des ouvrages, donc à la fin du projet (2 ans au maximum. Pour que

l'encadrement soit effectué dans les meilleures conditions les besoins suivants doivent être satisfaits.

1) engagement de 5 encadreurs catégorie B₁ salariés de l'Etat, à former pendant un mois avec indemnités de stage et d'encadrement = 15 000 F par mois x 7 mois x 5 personnes = 630 000 F.

2) Cadre de supervision :

- 2 techniciens de l'INDRAF (salariés de l'Etat)

- 1 assistant AID (salaire AID)

3) 2 véhicules tout terrain (un pour la base de Niamey, l'autre pour celle de Zinder) Ces véhicules permettront un suivi permanent des travaux sur le terrain.

2 véhicules x 3 500 000 CFA = 7 000 000 F.

4) Essence : - 3 sorties de 7 jours de prospection par véhicule au début du projet

- 2 sorties de 7 jours par mois et par véhicule pendant 3 mois de collectes (sorties nécessaires à la supervision des collectes).

3 voy x 2 véh .. en 2 temps = 12 voyages

2 voy de supervision x 2 véh x 3 mois en 2 temps = 24 voyages

Total : 36 voyages.

La distance moyenne de sortie pour couvrir toutes les zones étant de 2018 Km par voyage, la consommation en carburant sur la base de 25 l aux 100 km serait =

25 litres x 2018 km
100 = 504, 5 litres par voyage.

soit pour les 36 voyages le coût total de :

125 F le litre x 504, 5 litres x 36 voy = 2.270 250 CFA

Le déplacement en ville pour les courses de services =

20 km en moyenne par jour et par véhicule sur la base de

25 litres au 100 et de 300 jours l'an =

25 litres x 20 km x 300 jours x 2 ans x 2 véhicules = 6 000 litres
100km

coût de l'essence pour le déplacement en ville : 125 F x 6000 l
= 750 000 F.

coût total de l'essence : 2 270 250 + 750 000 = 3 020 250 F

2) 2 chauffeurs pour la durée du projet (2 ans)

30 000 F X 24 mois x 2 chauffeurs = 1 440 000 F

6) Coût de certaines nécessités matérielles au cours des sorties :
Au cours des 36 sorties (252 jours) les 2 équipes porteront avec elles :

A - - les fonds nécessaires à leur alimentation, soit
1500 F par personne et par jour x 6 personnes x 252 jours =
2 268 000 F

B - - 5 lits picots à 15 000 F le lit, soit 75 000 F

C - - les frais divers = pharmacie + imprévus = 500 000 F

Coût total du suivi et de l'administration du projet :

14 933 250.

COÛT TOTAL DU PROJET : 88 783 250 F

+ Salaire 7 encadreurs Nigériens

1 technicien AID.

B - DISPOSITION FINANCIERES = PARTICIPATIONS

I - CONTRIBUTION DU NIGER

- 2 salles de travail	6 000 000 F
- 2 linguistes A ₂ , A ₃ = 867 000 x 2 x 2 ans	3 468 000 F
- 5 encadreurs B ₁ 843 000 x 5 x 2 ans	8 430 000 F
- indemnités de formation et d'encadrement	630 000 F
- gratification aux personnes enquêtées	500 000 F
- séminaires d'évaluation et de choix de textes à publier	1 000 000 F

TOTAL PARTICIPATION DU NIGER : 20 028 000 F

II - PARTICIPATION DE L'AID

1ère partie : collecte et transcription des textes :

- 84 enquêteurs 35 000 F X 84 X 3 mois $\frac{1}{2}$	10 290 000 F
- 50 magnétophone x 35 000 F l'unité :	1 750 000 F
- Coût total des piles pour alimenter les magnétophones 60 F x 5 piles x 50mx100 jours:	1 500 000 F
- Coût total des cassettes 60 mn : 700 F X 2c x 50m x 100 j =	7 000 000 F
- 2 x 84 carnets de 400 F :	67 200 F
- 3 X 84 bics de 25 F :	8 820 000 F
- 5 magnétophones UHER X 300 000 F :	1 500 000 F
- 100 bandes x 3750 F :	375 000 F
- 200 rames de papier x 1500 :	300 000 F
- 5 bics x 84 personnes x 3 mois :	31 000 F

2e partie : publication

- 5 machines x 300 000 F	1 500 000 F
- 5 dactylographes x 35 000 F x 2 mois :	350 000 F
- 100 rames de papier x 1500 F	150 000 F
- matériel d'entretien-machines :	10 000 F
- stencyls : 100 paquets x 12 000 F :	1.200 000 F
- coût d'impression : 1 500 000 F x 21 volumes :	31 500 000 F

3e partie : suivi et administration

- 2 véhicules x 3 500 000 F :	7 000 000 F
- essence	3 020 250 F
- 2 chauffeurs x 24 mois x 30 000 F	1 440 000 F
- alimentation : 1500 F X 252 jours x 6 personnes	2 268 000 F
- 5 lits x 15 000 F	75 000 F
- pharmacie et divers	500 000 F

TOTAL PARTICIPATION AID 60 652 750

+ 1 salaire technicien

Coût total du projet : 100 680 750

+ 1 salaire AID

ACTION COPY

Action taken: *[initials]*

NAN:

Date *May 9, 1980*

Initials *WRD*

698-0410

22 APR 80
 TOR: 3846
 CN: 05133
 ACTION: AID
 INFO: AMB DCM
 CERON

ACTION: PDE
 DIR
 CONT
 PMSU
 PROG-HM
 PROG-CS
 CERON
 RF

ANSWER DUE 4-25-80

Mike,
 Comments contained in this cable will be included in Project Paper which we are preparing now. Assumption made by AID/W correct in mechanisms exist for diffusion of material - thus no comment required on that point. Valuers will be needed but that info will be contained in Pp. Thus *Answer* No Action Needed.

VV FGN260ER577
 PP RUEHYC
 DE RUEFC #5718 1130624
 ZNR UUUUU ZZE
 P 220526Z APR 80
 FM SECSTATE WASHDC
 TO AMEMBASSY NIAMEY PRIORITY 3715
 BT
 UNCLAS STATE 125718

AIDAC

E.O. 12065: N/A

TAGS:

SUBJECT: MATERNAL LANGUAGE TEXT (698-0410)

1. SUBJECT PID REVIEW HELD MARCH 23, 1980 AND RESULTED IN APP. OVAL BY AAA/APR TO PROCEED TO PP DESIGN SUBJECT TO RESOLUTION OF ISSUES RAISED PARA 2A BELOW. THE MEETING INCLUDED A LIVELY DISCUSSION OF: (A) THE IMPLICATIONS, IF ANY, THIS ACTIVITY COULD HAVE ON FURTHERING REGIONALISM (ETHNIC DIVISION) RATHER THAN NATIONALISM AND, (B) WHETHER EMPHASIS SHOULD BE PLACED ON TEACHING ONLY ONE LANGUAGE TO FACILITATE COMMUNICATION BETWEEN NIGER'S DIVERSE ETHNIC GROUPS. IT WAS CONCLUDED THAT THESE QUESTIONS COULD NOT BE ANSWERED AT THIS TIME AND THAT FOR THE TIME BEING THE CON PREFERENCE FOR MATERNAL LANGUAGE EDUCATION WOULD BE FOLLOWED. HOWEVER, THE COMMITTEE EXPECTS THAT THIS PILOT PROJECT WILL PROVIDE SOME EVIDENCE ON THE CENTRAL QUESTION OF WHETHER BEING LITERATE IN THE MOTHER TONGUE FACILITATES LEARNING A SECOND LANGUAGE. THIS POINT SHOULD BE ADDRESSED IN THE END OF PROJECT EVALUATION.

2. IN PREPARATION OF PP, MISSION SHOULD FOLLOW GUIDANCE PROVIDED BELOW.

(A) PAGE 11 OF THE PID STATES THAT QUOTE THE CON HAS REALIZED THAT... FRENCH LANGUAGE IS LARGELY LIMITED TO NIGER'S SMALL EDUCATED ELITE AND NOT COMMENSURATE WITH BROAD BASED DEVELOPMENT STRATEGIES NOR USEFUL IN MOBILIZING RURAL POPULATIONS FOR THEIR OWN DEVELOPMENT UNQUOTE. PAGE 12 OF THE PID FURTHER STATES QUOTE... THERE IS AN IMMEDIATE NEED FOR BETTER COMMUNICATION BETWEEN VILLAGERS AND THE TECHNICAL AGENTS THAT ARE SUPPOSED TO SERVE THEM. PRINTED MATERIAL IS IN SOME CASES THE ONLY AND OFTEN THE BEST WAY TO MAKE COMMUNICATION MORE EFFICIENT UNQUOTE. THE PID DOES NOT, HOWEVER, INDICATE: (1) WHETHER MATERIAL DISTRIBUTED BY THE TECHNICAL AGENTS WILL BE IN THE LOCAL LANGUAGE; (2) THE INSTITUTION/MECHANISM WHICH WILL INSURE THAT PRINTED MATERIAL BECOMES AVAILABLE AND (3) WHETHER OR NOT THIS INSTITUTION/MECHANISM IS ENVISIONED UNDER THIS PROJECT OR SOME OTHER PLANNED OR OUTGOING ACTIVITY E.G., ADULT LITERACY SERVICE. THIS PID APPROVAL IS BASED ON THE ASSUMPTION THAT SUCH A MECHANISM EXISTS OR IS PLANNED. IF THIS ASSUMPTION IS NOT CORRECT, PLEASE ADVISE AID/W PRIOR TO PROCEEDING TO THE PP STAGE.

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(B) THE IEE NEGATIVE DETERMINATION IS ACCEPTED. THE LAST SENTENCE ON PAGE 24 SHOULD READ QUOTE BASED ON DEFINITIONS IN THE A.I.D. HANDBOOK 3 APPENDIX 4B SECTION 215.2 (A AND C) OF 1975 AS AMENDED 1973, IT IS HEREBY RECOMMENDED THAT A NEGATIVE DETERMINATION BE MADE FOR THIS PROJECT UNQUOTE.

(C) THE COST OF T.A. (24 PERSON MONTHS) AT DOLS 90,000 APPEARS TO BE INSUFFICIENT IN VIEW OF PAST EXPERIENCE IN THE SAHEL. PLEASE ADVISE HOW MISSION PLANS TO STAFF THIS POSITION AND WHAT PROVISIONS ARE ANTICIPATED IF FUNDING IS INSUFFICIENT.

(D) WILL WAIVERS BE REQUIRED FOR ANY OF THE EQUIPMENT I.E., VEHICLES, RECORDERS, TYPEWRITERS? ADVISE. VANCE

BT
#5713

NNNN

ANNEX D

Miscellaneous Project Information

NIGERIEAN MAJOR LANGUAGE DIALECTS

and their principle locales

<u>Hausa dialects</u>	<u>Region</u>
Kurfayanci	(Filingue)
Adaranci	(Keita)
Aranci	(Matankari)
Gobiranci	(Chadakori)
Katsinanci	(Madarumfa)
Damagaranci	(Zinder)
Dawranci	(Kance)
Marganci	(Tanout)
<u>Zarma dialects</u>	
Songay	(Mehanna)
Zarma	(Tillabéri)
Zarma	(Dosso)
Dendi	(Gaya)
<u>Kanuri dialects</u>	
Manga	(Goure, Maine)
Boudouma and Kanimbou	(Tchad-Nguigni)
Dagza	(Tanout)
<u>Tamasheq dialects</u>	
Menaka	(Tera, Tillabéri, Bonkougou)
Kel Kinnik	(Tintabaraden)
Kel Oui	(Agadez)
<u>Fulfulde dialects</u>	
Western Fulfulde	(Tera, Say, Lamorde, Birni)
Central Fulfulde	(Dakoro)
Eastern Fulfulde	(Goure)