

Initial research into the process involved
in integrating a language development programme
into a wider development programme of a community

M. Annett

S.I.L. Cameroon
July 1990

Initial research into the process involved
in integrating a language development programme
into a wider development programme of a community.

M. Annett
S.I.L. Cameroon
July 1990

1.0 Introduction

1.1 Goal

The goal of the operation was to conduct research based on the initial steps taken towards the integration of two Mundani language development bodies into the major Mundani development association, the Mundani Elite Development Association (MEDA).

2.0 Background

In order to orient the reader regarding the parties involved in Mundani development, it is relevant to review both the Mundani socio-economic situation and the perspective and activities of MEDA and SIL.

2.1 Mundani physical and socio-economic situation

2.1.1 Geography

The Mundani language area is situated in the northern part of the Fontem Sub-Division, Many Division, SW Province.

The area comprises two regions: the precipitous mountains and valleys of Upper Mundani, and the low-lying, level rain-forest of Lower Mundani. The upper area suffers from poor soil, lack of infrastructures and geographical isolation. The lower area is more fertile and potentially more open to the outside world, although still inaccessible by road for much of the year. Travel throughout the area is on foot, and transportation of goods is by portage. Almost all Mundani settlements are within a four-hour hike from the Fon's palace in the centre of the language area.

2.1.2 Population

The latest estimates (1989) place the population of the home area at 34,000, with 10-15,000 Mundani living outside the area, making a total of around 45-50,000. The rural exodus, whose beginnings may be traced back to early colonial days, has been particularly extensive over the past 10 years.

The major population distribution is now between those who live in the language area and those who live outside it. Those who live outside are further divided into urban dwellers and those who have settled on plantations or in rural areas. They

are scattered widely over NW, SW and Western Provinces and elsewhere. It has not been possible so far to obtain reliable estimates of the population in each centre. There is a lot of respect in the home area for those who have been successful 'outside'.

2.1.3 Education and literacy

In a general sense, parents want education for their children, but they resist paying the fees for books, etc. Most children of school age attend school for at least a couple of years. About 20% complete Class 7, but only a few go on to secondary school. The latter have to leave the home area and board in town.

Regarding literacy rates, there may be between 20-35% semi-literacy in the home area, and at least 50% outside the home area. The overall literacy rate is probably low in comparison with neighbouring groups. Most of those who are literate or semi-literate in English are men.

2.1.4 Economy

The main economic activities are farming and other forms of manual labour, and trading. Women are responsible for subsistence farming, while men control the cash crops (coffee, kolanuts, palm oil, garlic, potatoes). Men also control the income from livestock and the complex system of bride-prices.

In the home area, people work very hard in the main planting season (June-Sept.) and women have less leisure than men. Outside the area, patterns of work and leisure depend on the type of employment available. Typically, men are in paid jobs or building their own businesses, and have less leisure than women. Those with education invariably seek employment outside the home area.

Urgent physical needs persist in the area: no motorable roads, inadequate health care and schooling and few (if any) assisted agricultural projects. MEDA expects to stimulate development projects, both by urging people to self-help and by seeking aid from outside (government) agencies. Such projects are hard to initiate because of the remoteness of the area and the difficult terrain.

2.2 SIL and MEDA: their perspectives and activities

This section presents the perspectives and activities of SIL and MEDA, the two development 'agencies' which are the subject of this paper. It aims to provide the necessary background information for situating the SIL team's eventual moves towards integrating the language programme into MEDA's overall development undertaking.

2.2.1 SIL and the Mundani language development programme:
1978-1990

2.2.1.1 SIL perspective

The SIL team arrived in the area in 1978. Initial goals were primarily linguistic research and the development of a Mundani language programme. However, it was clear that this should not be an end in itself, but rather serve as an effective element in the overall development of the area - social, economic, cultural and spiritual.

In recent years, particularly in developing countries, much thought has been given to elaborating strategies permitting rural populations to become masters of their own development. It has been recognised that communication is a key to this: interaction, feedback and dialogue within the group and between the group and outsiders (change agents, etc.) must characterise strategies aimed at people-centred development. At village level, these requirements can only be effectively met by the use of local languages.

As Ngijol (1978:3) stated (translation mine): 'Development in our country can take place only through our national (local) languages, the only effective channel for setting free the national genius and allowing it to blossom.'

The SIL team supported this view, and actively sought development 'avenues' in which to apply the fruits of its research. Development agents were extremely rare on the Mundani scene, however; those prepared to give time and effort to communicating in Mundani were even scarcer. Over the years, for example, the local health centre, virtually the only other functioning development 'agent' in the area, made only spasmodic use of health materials in Mundani.

For lack of agents, the SIL team featured health, hygiene, child-care and nutrition topics in several of its locally-produced Mundani pamphlets and posters. These were used effectively in local women's reading-classes.

It was in preparation for embarking on a literacy programme that the team discovered that the response of Mundani 'outside' communities to mother-tongue literacy was much more positive than that which had been encountered in the home area. The team also discovered, at that point, the vital ties that linked these communities and the home-dwellers. The former were expected to participate in Mundani 'family meetings' in their various centres. These meetings provided regular opportunities for them to contribute to the development of the home area, amongst other things. Virtually all MEDA members are also active members of these 'family meetings'.

The 'Mundani-area only' perspective of the team broadened, therefore, to absorb the widely-dispersed outside communities:

these still held the life-line to the enclaved home area, and to attain any measure of success they needed to be included in planning and activities.

2.2.1.2 Activities of SIL team

The SIL team's activities fall into into three basic phases:

- 1978-80 linguistic research, culminating in a tentative Mundani orthography
- 1982-84 motivational activities, including the production of experimental literature and primer material (for test purposes), reading-classes for semi-literates and preparation of more definitive pedagogical materials.
- 1986-90 implementation phase, comprising teacher training, reading-classes, further literature and primer production

Activities during the last phase (1986-90) focussed on the Mundani area and Bamenda, centre for a large Mundani community. Progress was also made towards establishing local supervision of the programme in both these locations.

The training of a Literacy Coordinator for the Mundani area began in April '88. His activities now comprise the following:

- teaching and supervision of reading-classes
- two women's classes conducted on a weekly basis
- regular classes in two local primary-schools
- occasional intensive, 7-10 day courses for semi-literates
- literature production, including locally-produced booklets and charts, some on development themes
- motivational and promotional activities

In Bamenda, a Mundani Language Committee (L.C.) was set up in Jan. 1987. Chosen by the Mundani community, it comprised 11 members. These represented all the Mundani villages and dialects, and a cross-section of social categories and occupations. Their meetings have been two-weekly, and about half of the members have been active. Steps are currently being taken by the community to replace the non-active members.

Responsibilities and activities of the L.C. have included:

- organising teacher training and remuneration
- organising reading-classes
- production and distribution of Mundani newsletter
- checking Mundani dictionary entries
- assisting with translation checking
- general promotion of language development programme

2.2.2 MEDA and Mundani development: 1987-90

The Mundani Elite Development Association (MEDA) was formed in April 1987. The group is made up of educated elite, residing outside the Mundani area, who are committed to the development of the home area. It has an executive committee for administrative purposes, and sub-committees which are responsible for specific development activities. There is an annual general business meeting for all the elite.

Since its formation MEDA has shown itself capable of organising and influencing a wide segment of the Mundani population, and of generating funds to support the activities under its sponsorship.

2.2.2.1 MEDA perspective on the Mundani situation

At its inaugural conference (Apr.87), MEDA presented its diagnosis of the Mundani situation, in a paper entitled 'Major handicaps to development'. These handicaps comprised the following:

- non-recognition of the Mundani
- lack of infrastructures
- lack of a single Mundani representative in the CPDM
- disunity between Upper and Lower Mundani, as well as internally in the Upper
- illiteracy
- the lack of status afforded the Mundani woman

All told, these handicaps presented an extremely daunting picture to the infant MEDA; the same realism, however, that underlay their diagnosis of the situation has guided their plan of campaign.

2.2.2.2 MEDA development activities

MEDA promptly set about tackling a number of the above major obstacles which barred the way to development. Its activities to date have targetted such problems as Mundani non-recognition, internal disunity, and the lack of CPDM representation. Good progress has been made on all these fronts.

This is not to say that MEDA has in the meantime neglected all other facets of development. From the outset, it adopted

the Mundani language programme as one of its interests, and to some extent its responsibility. A reporting relationship was immediately established between MEDA and the SIL team.

2.2.3 MEDA - SIL cooperation: 1987-89

At MEDA's invitation, the SIL team presented a report of its activities at the MEDA annual business meetings of Apr.87, Feb.88 and Dec.88. While the full agenda of these meetings did not permit in-depth interaction with MEDA members, the meetings did provide a regular platform for informing the wider Mundani public of programme developments, for some discussion, and provided an occasion for MEDA to recognise and encourage the work. As a result of this association with MEDA, the language programme and its workers began to enjoy a greater acceptance by the Mundani community as a whole.

It was also MEDA who took the initiative in organising a launching ceremony for the translated Luke's Gospel in Mar.89. They did this with the collaboration of the Mundani L.C. and SIL. The resulting occasion gave a significant boost to the language programme, and to the Mundani area in general.

3.0 Integration of the two language programme coordinating bodies into MEDA

3.1 SIL initiatives towards the integration

It was at this point that the SIL team felt prompted to reinforce the very supportive relationship that had developed somewhat spontaneously between MEDA and the language programme. Given the high level of interest on MEDA's part and SIL's policy of encouraging language communities to appropriate and manage their own language development programmes, it seemed opportune to take steps to formalise and give structure to the relationship.

The researcher envisaged a two-step process: first, approaching MEDA to serve as advisory council for the two existing Mundani language development bodies, the Mundani area Literacy Coordinator and the Bamenda Mundani Language Committee; second, to facilitate integration of these two coordinating bodies into MEDA.

In connection with the integration process, the researcher aimed to explore such factors as the differing expectations of the two parties with regard to the language programme, and the effects of the gradual change in sponsorship on the language programme coordinators.

So, in Aug. 89, the team moved towards setting up a more formal, systematic reporting relationship between the two Mundani language-programme coordinating bodies and MEDA, with a view to MEDA's acting as advisory council to them. Two factors primarily influenced this decision and its timing:

- MEDA's sustained support of the language programme since its formation
- the need for supervision of the two coordinating bodies during the SIL team's absence on leave, due to begin in less than a year's time.

While both the Mundani area Literacy Coordinator and the Bamenda Mundani Language Committee had gained adequate experience in their roles over their past two and three respective years of operation, MEDA supervision during the SIL team's absence should prove an invaluable asset.

A letter (Appendix A) was accordingly sent to the MEDA Executive Committee in Aug. 89, expressing the SIL team's general intent. It also included :

- an outline of the literacy activities envisaged by each of the two Mundani coordinating bodies for the next 10 months, for the committee's consideration
- a request for a letter of recommendation for the Mundani area Coordinator, to be used as he implemented the programme

Receipt of this letter was verbally acknowledged by the MEDA President, and support expressed; no further action was taken, however. Given the tentative, experimental nature of the integration process, the team did not feel it advisable to press MEDA for a definite reply; rather, a 'wait and see' attitude was adopted.

The Mundani area Coordinator submitted a further detailed report of his activities to the Executive Committee in Dec. 89 (Appendix B). Receipt of this report was also verbally acknowledged by the President. Final reports from both the Bamenda Language Committee and the Area Coordinator followed at the annual MEDA business meeting in Apr. 90 (Appendix C).

3.2 MEDA's steps towards integration

3.2.1 MEDA's increasing input, direct and indirect, into the language programme

The reports from the Language Committee and the Area Coordinator, presented at the April '90 MEDA meeting stimulated much discussion, particularly concerning the topic of the Mundani classes in the two local primary-schools. As a result, the meeting recommended that the Mundani classes be extended to as many primary-schools as possible.

No definite steps were taken at the meeting as to how this should be effected. It was only afterwards that both MEDA and the Mundani area Coordinator took action, independently of, and unknown to, each other.

The Coordinator, fortified with the backing of the MEDA meeting recommendation, and with the assistance of the Headmaster of the main primary-school, laid plans for two local training-courses for the prospective teachers of the Mundani classes.

Meanwhile, the MEDA President was putting MEDA's strategy into action. He contacted the various Parent-Teacher Associations of the Mundani schools, inviting them to select a candidate each for training at a course in Bamenda. He also contacted several individuals and groups from among the MEDA membership, requesting them to sponsor the training of specific teachers.

The MEDA meeting recommendation resulted, therefore, in a 'double initiative' being taken, on separate fronts. The MEDA President exercised his influence and authority to produce trainee teachers and their sponsors, while the Coordinator, backed by the recommendation, set about organising training at the local level.

It is worth noting here the boost that direct association with MEDA gave to the Area Coordinator's morale. The SIL team had not fully appreciated the degree to which the local population regarded the Coordinator as an 'outsider', occupied though he was with the Mundani language. His activities were often termed 'that business of yours'; now, thanks to the platform afforded by MEDA, they were becoming accredited Mundani business, on a par with other Mundani concerns.

It must also be noted that, in its initiatives regarding the Mundani trainee-teacher selection and sponsorship, MEDA gave the clearest demonstration yet of its commitment to, and support of, the language programme and its aims. It thereby showed itself capable of moving beyond the level of advisor and supporter to that of effective implementer.

3.2.2 Local language and development: MEDA's perspective in the making

In view of the preceding developments and of the role envisaged by the SIL team for MEDA, it is of interest to inquire what link, if any, MEDA perceives between the Mundani language and development in general.

It would seem that, at the outset, MEDA, consciously or unconsciously, viewed the language programme as simply one among many facets of development - one which would contribute, per se, in its own way, to the overall improvement of the Mundani lot. Perhaps its most obvious contribution, for them, would lie in tackling illiteracy, which featured among the major Mundani handicaps.

At the inaugural meeting in Apr. 87, the MEDA President remarked: 'The SIL researchers ...have successfully inscribed Mundani on the national list of written languages. Mundani is thus counted among the first thirty written Cameroon languages.' For MEDA, at that point, the main value of the SIL team's work lay in helping to bring much-needed recognition to the Mundani.

This perspective was still at some remove from the SIL view that the local language could potentially provide much dynamic for authentic overall local development. However, as MEDA-language programme collaboration has progressed, it would appear that MEDA has begun to modify its view, albeit unconsciously. At the last MEDA meeting (Apr.90), the positive effects of the use of the local language in initial primary-school education were recognised, and on that basis the resulting recommendation was made. The President noted: 'Experience has proved that children who start off learning in their mother tongue do better later in primary-school. The lack of teaching on our local languages may be responsible for the fallen standards at this level.' Here is some recognition, though guarded, of the potential of the local language as an instrument in the development of the cognitive processes.

MEDA's 'limited' view has not posed a serious obstacle to collaboration to date; it is to be expected that further exposure to the SIL team's aims and the activities of the language development bodies will increasingly convince MEDA of the potentially dynamic results that could be facilitated through closer collaboration. As a result, the fruits of the language development programme could be better exploited and MEDA's development efforts enhanced.

4.0 Summary

4.1 Assessment of the SIL team's efforts towards integration

It is difficult, even impossible, at this point to assess the impact of the SIL team's initial steps towards integration; at best, impressions may be stated.

It would appear, on the surface, that the letter of request to the MEDA Executive Committee (Aug.89) and the Mundani area Coordinator's report of Dec. 89 brought no increased commitment from MEDA; no direct response resulted by way of advice or action. This lack of response, however, may well have been due to the infrequency of its Executive Committee meetings and to its current preoccupation with more pressing concerns, rather than to its reluctance to become more committed to the language programme.

In contrast to what happened in '89, the serious consideration given to the Mundani area Coordinator's report at

the Apr. 90 MEDA meeting, together with the prompt and effective measures taken afterwards by the MEDA President and membership indicate an increasing commitment to the programme. There might be some grounds for attributing this high level of response to the SIL team's request; it could also just as well have taken place without it.

It may only be reasonably stated that, while MEDA neither rejected nor accepted the SIL team's '89 request orally or in writing, for whatever reasons, it demonstrated its continuing commitment to the programme in action, when the occasion arose in '90. Supportive action without an accompanying document tends to be more convincing than a supporting document without action. To have both, though, would be ideal.

4.2 The way ahead

On the strength of:

- MEDA's continuing commitment to the language programme
- its growing awareness of the programme's aims and scope
- the beneficial effects of its collaboration on the programme in general

the SIL team will request the language programme coordinating bodies to continue submitting regular reports to the MEDA executive. It is the SIL team's expectation that, particularly during its envisaged absence, MEDA will take note of these reports and respond in word or action. Whether MEDA acts in the formal capacity of 'advisory council' at that point or not is largely irrelevant; it has adequately demonstrated to the bodies concerned, and to the Mundani community as a whole, its trustworthiness and its ability to respond. The SIL team's absence may provide a natural arena for determining what the essential nature of the relationship between MEDA and the language programme coordinating bodies could and should be.

REFERENCES

Ngijol Ngijol, P. 1978 Etude sur l'Enseignement des Langues et Cultures Nationales. Yaoundé: Centre National d'Education

SIL Mundani team,
B.P. 1299,
Yaoundé.

18th August, 1989

President of MEDA,
c/o Mr. Jacob Taku,
Yaoundé.

Re. Development of MEDA
as advisory council
for the Mundani language programme

Dear Mr. Taku,

Knowing MEDA's objective of overall development for the Mundani Area and having noted the active interest and support it has given to the Mundani language programme to date, we, the SIL team, feel it is right at this point to take definite steps towards developing MEDA as advisory council for the language programme.

Literacy and a sense of group identity are vital elements in any community development strategy - the local language has a key rôle to play in both of them. We feel that the MEDA leadership is aware of the important part the Mundani language programme can play in the overall development of the Mundani Area, and that it would therefore continue to promote the language programme wholeheartedly.

As a step towards giving MEDA a more active rôle in advising those who are implementing the different language projects, we here submit, for your consideration, the proposed activities for the Mundani Area for the 10-month period, July '89 - April '90. (The Bamenda Mundani Language Committee will be submitting a separate outline of their proposed activities.) Henry Lekunze has been employed by the SIL team since April '88 and has been working himself into the rôle of Literacy Co-ordinator for the Mundani Area.

Literacy activities in the Mundani Area: July '89 - Apr. '90

Adult reading-classes: Nchingang Women's class - Sept. '89
(Mr. H. Lekunze) (twice weekly) onwards
(Mixed class, Mbechoh - July 19-29, '89
2nd session planned for - Dec. '89

Mundani in schools: G.S. Bamumbu Cl. 1 - Mr. E.K. Lekunze
Sept. '89 onwards: Cl. 3, 4, 5,
1 hrs/class/week - Mr. H. Lekunze

G.S. Bamumbu Annexe
(Agong) Cl. 3 & 4 - Mr. D. Tamonda (?)
(supervised by H. Lekunze)

Like cassette No. 2: Organise local singing groups in readiness
for recording their contributions, Nov. '89
Rehearse reading of Scripture passages

Literacy activities in the Mundani Area: July '89 - Apr. '90 (Cont)

Literature production:

(H. Lekunse)

vocabulary booklets - a series on
(picture + word) varied topics
+ sentence)

simple Bible stories - translated from
English

visual aids, charts, - for use with
etc. school classes

study booklets on Luke - series of 3

Lord's Prayer: Mundani - prayer card
+ English

Translation reviewing:

checking first drafts of N.T. portions
as they are produced

Trainings:

Language Pedagogy Course, Bamenda

July 3-15, '89

(teaching of local languages in schools)

Literacy Organisers' Course, Yaoundé

Aug.28 - Sept.16.'89

Other activities may be added to those listed above, as opportunity permits, e.g. adult reading-classes in other Mundani quarters (as in Mbechoh above), during holiday periods. We would like to see local teachers emerge from such classes, as the teaching load for the whole area is too great for one person.

The SIL team would welcome any comments, suggestions or queries from the MEDA leadership regarding the above activities. This with a view to requesting that the MEDA Executive provide the Mundani Area Literacy Co-ordinator with a letter of recommendation which he can use in making and in continuing contacts in the home area as he implements the programme.

We thank you, in anticipation, for your consideration of all the above matters:

- that MEDA move in the direction of advisory council
- the Mundani Area literacy programme
- the provision of a letter of recommendation,

and for a favourable response.

Yours sincerely,

M. Annett

(for SIL team)

BAMENDA MUNDANI LANGUAGE COMMITTEE and MUNDANI LINGUISTIC TEAM

Proposed priorities for the next 10 months:

July '89 - April, '90

Literacy classesBamenda

The Language Committee will continue to organize and supervise reading classes and sponsor teachers, as previously arranged. The Linguistic Team will continue to provide teacher-training and other technical help/advice as required.

Other urban Mundani groups

Teacher-training is also offered at Courses organized in Bamenda by the Language Committee for Mundani groups elsewhere.

Mundani Newsletter

Production of the Newsletter should be resumed, with continuing efforts to improve the distribution system. It is proposed that we produce 2-3 issues in the next 10 months - Sept. '89 and Dec. '89, Mar. '90. It is hoped that John Lekunze will eventually be able to help with the typing of the stencils.

Scripture translation: comprehension/naturalness testing

At each fortnightly meeting of the Language Committee half an hour (approx.) will be given to considering a passage of translated Scripture. It will be read by Ketu Sampson and members will decide whether the language is clear and natural. Their suggestions for improvement will be noted.

Dictionary

The Linguistic Team will continue bringing to the Language Committee any dictionary entries that are causing problems. Members will discuss these, and their comments/conclusions will be given further consideration by the Linguistic Team. It is planned to print the dictionary (lexicon) next year.

Cassette

It is planned to produce a second cassette on Luke's Gospel within the next 10 mths. (The first cassette covered Chs.1-8). It is proposed that passages be selected (say from Ch.9-16/17), together with Mundani songs which would suitably accompany these passages. These would mainly be Mundani songs already in existence, with a possible one or two specifically composed for the cassette. Nine or ten songs should be sufficient.

It would be the Language Committee's initial responsibility (in consultation with the Linguistic Team) to investigate whether a few Mundani choirs/singing groups (Presbyterian, Full Gospel, other..) could be found/formed among the Bamenda community, to play their part in singing a number of the songs on the cassette. The participation of these choirs/groups - i.e. invitations, organization and supervision of rehearsals, etc.- would also be the Committee's responsibility.

It is noted that the whole timing of this project would depend on the availability of SIL's recording studio manager.

Report

It is proposed that the Language Committee submit a report of their activities at the annual general meeting of MEDA.

L.C. Seminar: Vol: Oct 23-27. The L.C. should sponsor a representative to attend this seminar, where a report of activities should be presented.

REPORT ON LITERACY ACTIVITIES IN THE MUNDANI AREA, JULY - DEC. 1989.

Introduction

We are presenting this report on literacy activities in the Mundani Area, to MEDA Exco, as proposed in our letter of July '89. The report covers the period July - December, 1989.

1. Reading Classes

Classes started this year on Monday, September 26th, 1989. They have been continuing now since January, 1987. Teachers have been Mr. Lekunze Emmanuel Ketu-Amah teaching Class 1 and Lekunze Henry Ketu teaching Classes 3, 4 and 5.

Time has been as follows:-

<u>Cl.</u>	<u>Mondays</u>	<u>Wednesdays</u>	<u>Fridays</u>
1			
1	9.30 - 10.00am.	9.30 - 10.00am.	9.30 - 10.00am.
3	9.30 - 10.00am.	12.00 - 12.30p.m.	9.30 - 10.00am.
4	10.00 - 10.30am.	12.30 - 1.00p.m.	10. - 10.30 am.
5	10.30 - 11.00am.	1.00 - 1.30p.m.	10. - 11.00 am.

Primer Lessons Covered:

<u>Cl.</u>	<u>Lessons</u>	<u>Cl.</u>	<u>Lessons</u>
1	Preprimer	4	7
3	6	5	8

Performance

The classes have been going well. There are more than 60 children in each class. The children who speak other dialects are really performing well. This makes the children like the learning in their mother tongue well. There are times that the time-table changes because of other school activities.

Primer Sales

The former Headmaster was helping in the sales. The books were sold by the Headmaster. He gave out the books and children paid the money, though not all have paid. As we can see, this is the only method that will work here, since the children don't even have other books.

The primer price was reduced to 350frs for school children.

The new Headmaster has been permitting the classes to continue as previously arranged.

(b) Agong Classes

Classes were held in Agong last academic year and these classes went very well. Classes involved were classes 2, 3 and 4. They were all learning in the same class. There were 36 children altogether. This year since work has increased I have only been there once, and that was Thursday 12th October, 1989. I arranged with the Headmaster of the school, Mr. Tamonda Dickson to continue with the classes, but I have not heard from him since. The book sales there are done by him. I am still hoping to follow him up to see what he is doing.

(c) Nchingang

Women's classes are going on now in Nchingang. The classes are divided into two groups. Group one for women who have never been to school and women who left school in very early classes. Their classes started on Tuesday 21st November, 89. This group meets every Tuesdays The average attendance is 7 in this group.

The other group is for women who have been to school and who can read and write English. Their class started on Thursday 23rd Nov.89. This group meets every Thursday. The number of participants in this group is 16, with an average attendance of 7.

This group moves faster than the other group because they can already read the English alphabet. Book sales are very slow in these groups for most of the women are poor. I give them the books and tell them to bring the money when they have it, or pay at least 25 frs each class, but this does not make much change.

(d) Mbecho

In July there was a men's class in Mbecho Bamumbu. The learners were all people who have been to school. The class ran from Wednesday 19th July to Saturday 29th July, 1989. The classes went well and we finished Primer 1, since these people saw that it is good to learn to read and write their language. The attendance was 7. This very group was hoping to start meeting again on 27th December, 1989. to start using Primer 2. This second class is still to be arranged. These people have discovered the importance of the Mundani language to the Mundani people.

2. Translation

I have been translating Bible story books for children's use in the school. The children see very clearly that they understand, and that learning to read in their language is very good. There are not many books, so I read them to the children and show them the pictures that go with them. These Bible stories help the children to relax, and to vary the programme.

3. Luke Cassette 2

The Presbyterian Church Nchingang started practising songs for the Luke cassette on 1st October, 1989. Practice days were Sundays, Tuesdays and Thursdays. The practices went well because the women liked using their own language to praise God. Mr. Lekunze Hans of Nchingang helped much in this work. Practice time was 4 p.m. to 6 p.m. The recording was done on Sunday 5th November 89, by the SIL recording technician.

As the singing practice was going on I took an hour every day to practise reading the passages that were to go with the songs, This also went well.

The cassette has been prepared and is being sold. The people are pleased with the results, but sales have been very limited in the village so far.

4. Translating for the Government Department.

I have been translating some information from 2 Government Departments. The first was from the Ministry of Agriculture and they wanted information on the use of pesticides to be translated. They had ten Dos and ten Don'ts. The 20 rules on how to use pesticides has been well translated in the Mundani language.

The second was from the Ministry of Health, who wanted some information on health translated. They gave a leaflet on Diarrhea - how to treat it at home. All this information was carefully translated into the Mundani language since it will be the first time for Government information to appear in the Mundani language.

Posters

I have also done posters for the Full Gospel Health Centre Banteng. The illustrated posters, on malaria, are written both in English and Mundani. These posters are already being used for teaching patients. I think they will help the Mundani people to understand the information better since they are written in Mundani. The English text will help the people attending the Health Centre who are not Mundani. More posters are being prepared.

5. Other activities

(a) I attended the PROPELCA course in Bamenda from 3rd to 15th July 89. I learned principles of teaching languages to school children, and different ways of applying them.

I also attended the Literacy Organisers' Course in Yaoundé from 28th August to September 16th 1989. This also was a very good course for I learned much about collaborating with other development agencies.

(b) I have been helping to check the translation of the book of Acts into the Mundani language. I also helped to revise the Mundani Primer 1 and 2. I have worked in the composition of Luke cassette 2, selected the songs and the passages that went with it. I have given a short time when I have been in Bamenda to checking the Mundani Dictionary.

(c) I have been using Luke's Gospel in the Presbyterian Church Nchingang from time to time, and the people like to hear the Word of God in their own language. I think all other groups of Mundani people would like to hear the Word of God in the Mundani language too, if they had somebody to read to them. If everybody joined in reading of the Word of God in the Mundani language it would be a good thing.

The Headmaster of G.S. Magha would like to have Mundani classes in his school. This would be difficult to arrange because teachers are few, and the Mundani teachers themselves are not willing to learn and teach.

Conclusion

The programme has been going well, but not very well. Many people still need to learn about the importance of the literacy programme. If many of the Mundani people in the home area were learning to read and write, they would bring in very good ideas that would help in developing the Mundani Area. There are number of things that have been written in the Mundani language about development but since people are not trying to read well, it is hard to use them.

It would be very good if you put the Mundani Literacy Programme in all your plans. This would help to educate the people about the importance of learning to read their own mother tongue.

They are about two people who would like to join in the programme if little money was available. It would be good if these people joined in since the work is becoming too much for one person. These people would help to teach others who would like to learn. Classes really need to be held in every part of Mundani if there were teachers.

I am hoping to bring in Home Economics in the women's classes since that will help much in the development of the area. We all know one hand cannot tie a bundle, so we should all join hands and develop Mundani.

Lekunze Henry Ketu



A MUNDANI ARBA LITERACY PROGRAMME REPORT TO NEDA MEETING, WABANE

April, 13 - 15, 1990

We are thankful for the privilege of presenting a short report, on our activities these recent months. We would like to express our gratitude to NEDA, as well as others who have joined hands to promote this programme.

One of the greatest achievements of a people is the ability to develop and preserve their culture in written form. This can not be possible, if we, the Mundani people, do not join hands to develop our own Mother Tongue.

We would like to take some of our progress made as headings:

1) Reading Classes

In G.S. Bamumbu, Mr. Lekunze Samuel K., still teaches class 1, and Lekunze Henry Ketu teaching class 3,4 and 5. We give Mundani lesson three times a week, Mondays, Wednesdays and Fridays. Many Primer lessons were covered during the last two terms.

We are also very grateful, that the children like learning in their Mother Tongue, just as the Official language. The performance is very encouraging, as the children can really read fluently in Mundani.

The new Headmaster of the school has been permitting, encouraging and facilitating the programme.

b) Mchingang Women Classes

Two groups of women classes are going on in Mchingang, Bamumbu. Group one that meets on Tuesday is for women who have never been to school, or who left school in very early classes. This group is taught how to read and write Mundani, English and Arithmetic.

The second group, is for women who have been to school, and who can already read the English alphabet. This group meets on Thursday. This group is mainly taught how to read and write Mundani. This group is finishing Primer one.

In both groups, I teach Hygiene, simple Health charts and how to use soya beans.

These women are performing very well, as many of those in group one can read simple sentences and can add and subtract in both languages. Those of group two can already read primer one and other Mundani books. These women are really seeing the importance of Mother Tongue in development.

The average attendance of each group is 7. I am hoping to stop the classes for a while since we are already in the farming-season.

c) Mbecho Class

I held a reading class in Mbecho this year. The course that ran from 4th to 8th, February was attended by one person. Though our time was short we were able to go through Primer two.

Although the class was attended by only one person, the time was not wasted. The learner is a Pastor and is now using the already-translated Scriptures to spread the Gospel to the Mundani people. We hope many Mundani Pastors will copy his example.

d) Agong Classes

I am sorry to say that classes have stopped in G.S. Annere Agong - Bamumbu. I had arranged with the Headmaster of the school, that he will carry on the teaching this year, since I am so much occupied with other activities, but nothing has been done since then.

I think if he was interested he could have been carrying on as arranged.

2) Mundani-English Health Posters

I have done Health posters for the Full Gospel Health Centre Banteng. The malaria and worm posters are written in both English and Mundani. The posters are used to educate patients on how to prevent these sicknesses.

The patients will understand the information well since they are written in Mundani. The English will help those attending the Health Centre who are not Mundani.

The Health Centre also uses the Mundani Luke cassette and the Luke translation to educate their patients Spiritually.

The Health Officer for this Health Centre, though not Mundani, has been putting a lot to the programme.

3) Other Activities

I have been translating simple Bible story books, for learners to improve their vocabulary. This also helps them to understand the word of God. I do charts and write short stories to also help learners.

I also help to check the translation of Acts in the Mundani language. I do small drawings for the Mundani Dictionary.

Conclusion

May God grant ^{each} one of you the privilege, that one day you bear witness, to the helping hand we are giving Mundani. Before then, it may be gratifying for you to know that a woman who has never been to school can read a posters like this one. This is so because of the labour we are putting in.

We all know that majority of the Mundani women are illiterates, but if they can read and write Mundani, they are no more illiterates.

We would like that same classes be organised in other parts of Mundani.

At this point we would like to make a plea to MEDA:

1. We would be very grateful if MEDA will help with two literacy teachers. One of these teachers should be a woman, or both, so as to be trained to teach Home Economics. This job, though I manage, is not the job of a man.

To those who still regard the development of Mother Tongue as a waste of time, we would like to inform them that their Mother Tongue is just as important as the National Identity Card is to a loyal Cameroonian.

God is our shelter and strength, always ready to help in times of trouble. (Psalms. 46:1)

Respectfully presented by,

Lekunze Henry Ketu-Maku 

(for Mundani Area Literacy Programme)