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Project Title: "INTEGRATED SERVICES FOR YOUTH JOB DEVELOPMENT"

Total OPG Request: $1,758,427

Project Location: Dakar, Senegal.

PVO Name and Location: International Division, National Board of YMCAs of the U.S.A.
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Introduction

On April 21, 1975 an agreement was signed between the Government of Senegal (GOS) and the International Division of the National Board of YMCAs of the U.S.A.. The agreement stated that the GOS in partnership with the U.S. YMCA, would collaborate in the development of an ongoing vocational training program for both rural an urban youth. Activities have been developed simultaneously in several urban neighborhoods and the rural village of "Deni Malick Gueye", approximately forty-five kilometers (thirty miles) from Dakar

The overall program goal is to develop an extended system of vocational training, and post-training job-placement services which will allow school leavers to participate in a combined technical training, job preparation, and job insertion program in turn contributing to national economic growth.

Surveys of the employment market in Dakar show that existing formal training institutions can accomodate only a fraction of those wishing vocational training, and market demands for skilled workers in several categories are inadequately or not at all served by current training programs. This verifys the need for the program offered by the YMCA in collaboration with GOS, ORT and AID, and points to the specializations which most need to be addressed. The considerations are detailed eleswhere in this proposal.

This project would expand the existing YMCA activities in Senegal within the context of the long-term agreement between GOS and the YMCA. The project directors are Mr. Cupidon Sy, Director of Service Formation Projets et Programmes of the Ministry of Community Development, and Mr. Steve La Vake, U.S. International Division of YMCAs.

Program planning is based on a seven year period which began in 1975. The expanded portion, including AID assistance, would be for the concluding five years. ORT will provide technical assistance to the expanded program in a contractual agreement with the YMCA.

A. Purpose and Description of Project

(1) Purpose

The project purpose is to build an extended system of vocational training services enabling unemployed Senegalese urban youth to acquire marketable technical skills and assistance in job placement and adjustment.

The direct beneficiaries of the project will be young city dwellers, men and women between eighteen and thirty years of age, who have left school, (at or before fourth year of secondary school), and find themselves jobless and without vocational skills. This category of young people, estimated at 5,000 annually, is a serious concern to the Government of Senegal. *

The overall "Integrated Services for Youth Job Development" project was established for ongoing non-conventional vocational training programs for "Senegalese youth, and for their insertion into production and commercial circuits."

This project will, over the next five-year period, complete training for 280 young people in four main skill areas. (Twenty students per class - see Annex 3 Planning and Training schedules.) During this five year period 850 students will be found in varying stages or phases of training. When in full operation the center will graduate 90 students per year. Fourteen Senegalese will also be trained or upgraded as upper echelon technical and administrative counterparts of the project in order to assure the center's continuation after the project ends. An experimental loan fund for small business start-ups will be established as part of the post-training job-placement program.

(2) Description

Over a five-year period the project will concentrate on establishing administrative and training structures; will continue analyzing employment market trends, identifying products appropriate for local manufacture; and training Senegalese counterparts.

The project will take an important step toward solving the problem of unemployed school leavers, offering them training programs in the following fields:

a. Construction - plumbing and masonery;

b. Electricity;

c. General Mechanics;

d. Textile skills

* Between 1968 and 1975, 36,100 students dropped out of secondary school. (Source: Ministry of Education.)

Once the trainees have finished their coursework and apprenticeship, they will be assisted in finding jobs in local industry. The project will provide technical back-up and counseling. As indicated in (1) A above, the project contains a small experimental element to assist selected trainees who demonstrate the desire, qualifications, and special aptitude to start small enterprises of their own. (See Annex 11.)

(3) Operation

A main element of the training stradegy will be to establish direct relations between the project teaching programs and industrial employers in Dakar. This will pave the way for the success of the apprenticeship, and later job-placement components of the project. The project design calls for a first year of basic skills instruction, offering a curriculum which will move steadily toward specialization, followed by a second year of "sandwich" training, alternating between the training center and practical apprenticeship in local industry.

In addition to continuing technical-administrative support and counsel, the placement service by maintaining close relationship with local industries, will seek jobs for graduated trainees. Furthermore, a modest loan fund will be set up to assist capable graduates in the start-up of small businesses. This might later be supplemented through a GOS program. *

To carry out the continuing need for market analyses mentioned above, a research and development service will be created at the center. It will survey the Dakar market for the purpose of identifying areas of growing skill demand toward which the trainees can aim their specialization.

(4) Specific Training Fields

A YMCA/Senegal analysis of training needs as related to existing employment opportunities in Dakar, has led to the selection of the following main instructional areas and skill specialties: (See Annex 7 - Manpower Surveys.)

a. Construction. Specialization available in:
   1. plumbing and pipe-fitting;
   2. masonery.

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* The Interministerial Council meeting, (GOPEC), of GOS, of 25 March 1977 agreed to establish "a business start-up credit fund of $420,000 over next several years." (See Annex 8 - Community Resource Contacts.)

b. Electricity. Specialization available in:
1. electrical installations,
2. electromechanics motors;
3. refrigeration, air conditioning, and industrial freezing techniques.

c. General Mechanics. Specialization available in:
1. fitting, machine tools;
2. metal working;
3. coppersmithing, locksmithing, soldering, welding.

d. Textile Skills. Specialization available in:
1. cutting and sewing for custom made trade;
2. cutting and sewing for industry;
3. cloth printing and dying.

Other specializations may be introduced as opportunities emerge in the employment market.

(5) Personnel Needed

The YMCA will be responsible for the management of the project, as well as acquiring the necessary technical assistance. (See Annex 2 - Job Descriptions.)

The five managerial and technical personnel will include:

a. The Project Director, who will be responsible for overall organization and administration of the project, including supervision, implementation, financial control and evaluation.

b. The Administrative Assistant, who will assist the director in the organization and financial aspects of the project.

c. A Specialist in Business Administration, will organize the placement service for graduated trainees. Other duties will include administration of the experimental loan fund; organization of an ongoing counseling service; and auxiliary courses in entrepreneurship, business management, bookeeping, etc.

d. The Project Training Coordinator, will be responsible for the programming, planning, execution, research development, evaluation of training, and supervision of the technical staff.

e. Three Instructors, responsible for coursework with trainees and staff training of Senegalese counterparts. Among the three will be a master mechanic specialized in general mechanics and metal working; a master construction engineer; and a master electrician specialized in industrial freezing techniques.

The specialists will be chosen from among professional candidates with solid experience in the managerial/ business/ industrial field and in vocational training.

The Senegalese counterpart administrators and instructors will work alongside the specialists and be given increasing responsibility for the project's activities. These seven counterparts, (plus two instructrices), funded by the Government of Senegal, should have academic and/or work backgrounds consonant with the positions they will be trained to fill. Recruitment of Senegalese personnel will be the responsibility of the "Secretary of State for Community Development".

The counterpart requirements by position are as follows:

a. counterpart to the project director;
b. " " " administrative assistant;
c. " " " training coordinator;
d. " " " instructor in general mechanics;
e. " " " " " construction;
f. " " " " " electricity;
g. " " " specialist in business administration;
h. two instructrices in textile skills.

In addition to the above nine technical personnel, nine Senegalese auxiliary and clerical personnel will be required as follows:

a. French speaking secretary (1);
b. bilingual secretary (1);
c. two chauffers (2);
d. two "gardians" (watcmen/custodian) (2);
e. three "animateurs" (counselors/ outreach workers) (3).

All but one of these, a bilingual secretary, will be provided by the GOS.

(6) Site Requirements

The project will require [redacted]. One of these will be a workshop area, consisting of seven specialization workshops and a storeroom. The second will be the classroom area, made up of three classrooms, a meeting hall, and a library. The third will be a six office administrative area. These premises, comprising a total floor space of 1,700 square meters, will be put at the disposal of the project by the GOS. (See Annex 15 - Letter from Secretary of State for Community Development: re: GOS inputs - training facilities and personnel.) [redacted]. Funds will become available in July 1977. [redacted]

Can we expect that acceptable site will be found?

(7) Other Inputs

Other resource requirements of the project will include training and testing tools and equipment, training supplies, project vehicles, support requirements for project technicians, funding for the experimental credit program, etc.. (See details under F. Financial Plan.)

B. Project Background

(1) School Failure and Employment

Fewer than two percent of the Senegalese population in the thirteen to eighteen age bracket attend secondary school. Only a small fraction of these continue to the baccaluareate examiniation and go on to higher education. Those who fail during the school term or who do not pass the final examination quit their studies and find themselves without any technical or professional qualifications whatsoever. Approximately five thousand students at the secondary level abandon school each year. The country wide total of young Senegalese in this category is forty-five thousand. Roughly seventy percent of these young people live in rural zones. Of the remaining thirty percent in the countries urban areas, the greatest concentration is in Dakar. This unskilled population competes with the large and growing number of illiterate workers for occassional common labor jobs which offer no advancement or security. This is a waste of human resources which a developing country cannot afford. Having basic literacy and primary schooling, these youth have special potential to contribute and advance as skilled technical workers and managers, if given the opportunity to obtain technical skills.

The YMCA project staff has conducted a background survey of existing training centers and institutes in the Dakar area. (See Annex 6.) It was found that existing training programs could accomodate no more than 22% of those students who leave school in the tenth year. This illustrates an unmet need of 78%, or approximately 3,500 people annually, who lack any opportunity for further education or skill training. The survey also indicated that none of the existing training centers at sub-university level offer a post-training follow-up program(s), nor have a structure to assist graduates with finding employment. The YMCA project will include an apprenticeship program which in addition to assisting with training will also enable the project to maintain close contact with the job needs of local industries.

(2) Government Programs

The problem of unemployed school leavers has produced several remedial measures by the Secretariat for Community

Development (SEPH). The Prime Minister himself underlined the gravity of the situation in May, 1976 when he proposed the creation of a permanent government taskforce on youth unemployment under the aegis of the SEPH. By establishing a program of practical middle school level of studies, ("Enseignement Moyen Practique"), the SEPH would become responsible for secondary school dropouts.

The Prime Minister once again underscored the gravity of this situation in his opening of the "Interministerial Council" meeting of 25 March 1977:

> "... I ask you all to seriously reflect on the impending necessity to rapidly find practical and non-classical solutions to the problems of youth who have dropped out of school, (ie. formal educational system), and are now without skills or employment possibilities. This is our primary problem."

Although several SEPH field programs have already been initiated in rural areas, practically nothing has been done to date in urban centers. The aim of the project will be to close this gap.

(3) Origin of the Project

The agreement signed between the Government of Senegal, acting through the Secretariat for Community Development, and the United States International Division of YMCA states that the Government of Senegal, in cooperation with the YMCA, wishes to develop ongoing training programs for "Senegalese youth, and for their insertion into production and commercial circuits." (See YMCA/GOS Agreement Annex 8; and chart demonstrating YMCA project relationship to SEPH structure Annex 10.)

The expansion of the YMCA urban vocational training program was discussed during an ORT project identification mission in November of 1975. Soon after the mission, the Secretariat for Community Development asked the YMCA, together with ORT, to further analyze the youth unemployment situation and propose measures that would provide practical vocational training for young school leavers. Preliminary discussions held in Geneva with Mr. John O'Melia of the International Division of YMCA, centered on ways in which ORT and the YMCA could coordinate their assistance, and on ORT bringing its technical and teaching expertise to bear on the design of a project for vocational training in the urban milieu. The result was an agreement, supported by AID/Dakar, that the YMCA and ORT join efforts in a common project.

With AID funding, ORT organized a return mission for project design in June 1976. ORT training specialist Isaac Nahmias arrived in Dakar on June 14 for field study, data collection, and consultation with the SEPH and the YMCA, which had preceeded with planning and small scale implementation of a youth training program in Dakar.

ORT has a background of African training experience covering sixteen years. Similar ORT skill-training projects have been carried out in Guinea, Mali, Kenya, Ivory Coast, and other countries.

Likewise, YMCA vocational training centers in Ghana, Uganda, Nigeria, Kenya, and other countries will provide background experience and support. The YMCA is an indigenous organization located in twenty-two African countries. Its experience in human resource development in Africa dates back to the 1800's and is presently focused on social and economic needs in both rural and urban areas. (See Annex I0 - Working Relationship be- YMCA/ORT.)

C. Project Analysis

(1) Training Program Overview

Each trainee will go through an eighteen month course composed of two main cycles -- the first devoted to skill training courses presented at the center, and the second to a "sandwich method" division of time between industrial apprenticeship and continued instruction at the center.

First Cycle: The basic curriculum at the center during the first cycle will be broad gauged at the start. It will consist of an orientation and training in the specific fields within each of the four main training areas -- construction, general mechanics, electricity, and textile skills. Subsequent to the orientation period and through the end of the training cycle, each trainee will concentrate of the skill area where he has demonstrated a singular ability. The designation of individual specializations will give the project staff a margin of lead-time for the arrangement of apprenticeship assignments with local industry.

Second Cycle: During the nine month second cycle, trainees will spend alternating periods on the job in industry and in classes at the center. In this "sandwich" approach, each class of twenty will be devided into two groups, one of which will have apprenticeship assignments while the other is in class. Industries employing apprentis will provide a small or nominal salary so as to increase motivation (ie) encourage a serious effort by both apprentice and employer. The contacts made through this approach will help establish good working ties between the project and potential future employers. The apprenticeship program will prepare the way for the job placement of trainees after

graduation. Inquires in the Dakar industrial sector have revealed a strong interest in the project.

(2) Post Training Assistance

An assistance and placement service, directed by the Specialist in Business Administration, will function permanently at the center in:

a. seeking jobs in local industry for the graduates;

b. coordinating the center's industry apprenticeship program;

c. offering aid, through the business start-up assistance fund, on an experimental basis, to apprentices who demonstrate the ability for managing independent businesses;

d. auxiliary courses and counseling as needed in business organization and management, bookeeping, marketing, etc.;

e. follow-up counseling of employed trainees to assist in work adjustment and to identify needs for improvements in the training program.

(3) Counterpart Preparation

During the eighteen month training courses, the Senegalese counterparts will take active part in drawing up programs and following the progress of the apprentices, and participate in all project staff meetings. From the latter part of the first course, they will begin part-time teaching duties. Their full-time responsibilities as instructors and administrators will begin with the second course, at which time two classes in each area will be in session at the center.

The counterparts will be the main participants in a series of three seminars given on leadership techniques and applied pedagogy. These staff training seminars will begin at mid-term with one of each being held during the third, fourth, and fifth year of the project. The seminars will serve to consolidate the counterparts experience gained on the job and will allow the specialists to appraise their qualifications as instructors.

(4) Economic Effects

The economic effects of this program will be quantitatively estimated using the technique of present value calculation. Other economic benefits of the program, less amenable to empirical calculation, will also be discussed.

(A) Internal Rate of Return

Calculation of the internal rate of return for the project necessitates comparing the expected earnings of graduates of the training program with the expected earnings of unskilled laborers. This procedure is of course only indicative, as wage and inflation changes during the next forty years are unknown. It is estimated that successful graduates of the program will earn about double their pre-program income. The expected income of an unskilled laborer is estimated as 14,000 CFA francs per month. When the program is fully operational, 10 masons, 10 plumbers, 20 mechanics, 20 electricians, and 20 textile workers per year will graduate on average. The weighted average of monthly earnings for these professions is approximately 28,000 CFA. (See Annex 14 for details and explanation.)

In calculating the internal rate of return for the project, two hypotheses concerning employment placement are used. Hypotheses A is that 90% of the graduates obtain the position for which they are trained, and the remaining 10% have the same average earnings as their untrained peers. Hypotheses B is that 50% of the graduates secure the position for which they are trained, and 50% remain in the unskilled sector. In view of the market survey (Annex 7) which shows unmet demand for these skilled professions, hypotheses B is quite conservative.

It is assumed that on average the trainee will work for forty years after his graduation; he has foregone earnings during the 18 months of training. Omiting start-up costs, the recurring costs of the project are $122,500 per year or 337,500 CFA per graduating student per year. The net present value per student from attending the training program, after subtracting the cash cost of the program and the trainees foregone earnings during 18 months of training, is shown in the table below. The internal rates of return, under hypothesis A and B, are also shown.

Hypothesis	Present value of Program per student (in CFA)			Internal rate of return
	r=5%	r=10%	r=15%	
A: 90% placement	1,825,000 = $7,606	702,000 = $2,926	242,000 =$1,008	21%
B: 50% placement	756,000 = $3,148	135,000 = $ 561	-118,000 = -$492	12½

The calculations shown in the table above consider the training program as a viable on-going concern, with start-up costs being ignored. Estimation of the present value and internal

rate of return of the entire project requires additional assumptions concerning the lifetime of the program and the annual number of graduates in the future. Purely by way of illustration, an internal rate of return was calculated assuming (1) that the costs of the program during each of its first five years would be $350,000 and that the annual cost in subsequent years would fall to $112,500 per year, (2) that the program would graduate 80 students per year, starting in year three, and (3) that the program would continue for twenty-one years including the five year start-up period. (This simplification of the start-up schedule proposed eleswhere in this proposal was made to facilitate calculations.) Under the above assumptions, the internal rate of return is 12% with hypotheses A and 8% with hypotheses B.

Saying that the social benefit of the project equals its private benefit, (ie. the higher earnings of the trainees), impliciltly entails the assumption that a person's earnings reflect his contribution to society. It can be argued that modern sector wages received by skilled workers are artificially high because of minimum wage legislation. But one can make a still stronger case that it is the traditional sector earnings which are higher than the worker's additional contribution to GNP. Workers in the traditional (or "informal") sector often share among themselves the work (and the earnings) associated with a fixed amount of total production. In an urban setting characterized by a high degree of unemployment and underemployment, the opportunity cost to society of transfering a person from unskilled work to skilled labor may be considerably below the 14,000 CFA/month which he would earn on average as an unskilled worker. To the extent that this is true, the present values and internal rates of return listed above understate the project's social benefits.

(B) Additional Benefits

While the internal rate of return calculation can be used to justify the project's economic soundness, certain benefits, less conducive to quantification, are ignored. These can be devided into the following categories:

1. A general reduction of delinquency by the trainees, stimulated by a more secure financial situation and a greater sense of social responsibility, should entail lower costs to both individuals and society collectively.

2. Quality improvement in techniques and products produced by program graduates should be recognized. The graduates will be primarily involved with construction trades, causing an upgrading of housing for the Dakar population.

3. Not only employment but significant training will be provided for Senegalese staff counterparts in both technical and management positions.

The project is supported by a combination of a satisfactory internal rate of return plus substantial non-quantifiable benefits.

(5) Social Soundness Analyses

Youth recruited to the project will have a minimum six years or primary education, and maximum of nine years or completion of their first cycle secondary education. A minimum of six years will be required so as to assure functional literacy and ability to do simple calculations needed at the outset in training for a discipline such as electricity. A maximum of nine years education, (ie. not having obtained first cycle BEPC degree), will be enforced as experience indicates a lack of motivation in students with a further education to pursue a career as skilled laborer. Furthermore, opportunities are available in several existing training centers for those who have completed their first cycle of secondary education. Such opportunities are severely limited for those who have not. With involvement of local industries in the recruitment process, and following additional recruitment criteria and testing, this group of participants -- with a six to nine year educational level -- is most in line with project objectives. (See Recruitment Criteria and Process - Annex 11.)

The social group from which youth recruited to the project will belong are the urban poor with characteristic problems of inadequate skills, unemployment, problems of adjusting to the modern industrial and commercial sector, and the increasing frustration of youth with resultant effects on community order, increased juvenile deliquency, and crime. The project will provide these youth with skills and economic security as well as a sense of role and purpose, self confidence, and a sense of useful contribution to community affairs.

Initial contact has been made with several youth associations in the Dakar area to both explain the project objectives, enlist support, and note suggestions made by the youth association members. Liaison will be maintained with these assocoations to encourage their involvement with the project.

Primary socio-economic effects will also extend to the families of trainees who will benefit from the better life that increased income can make possible. Furthermore, social benefits will be extended to local industries whose specific needs can now be met by employees trained in specialized skills. Perhaps most importantly will be the project's effect in enhancing the capacity of the Government of Senegal to meet it's responsibilities for vocational training; to serve youth; and to also meet needs of local industry.

The project is committed to the equal participation of women in all facets of training and job placement. Activities have begun on a small scale which include the recruitment of thirty women for a three year course in sewing and embroidery, (ie.) industrial and professional tailoring skills. This will soon be integrated with a cloth printing and dying course for which fifteen additional students will be recruited. Emphasis will continue to be given to the recruitment of women trainees, as well as instructors and administrative staff. It is the intent of the project to seek practical ways to include women as participants in skills training and thus direct project beneficiaries.

There is no forseen negative social impact as a result of the project. Changes will certainly be required in some traditional values, (eg.) in adjusting to industrial activities and work disciplines. The project will ease this adjustment through training and counseling services offered and thus seek to sustain the motivation derived from the training experience.

(6) Technology

The technology of the project will be adaptive. It will be designed to fit the conditions of the Dakar job market at the basic skills level. The workshop tools and machines at the center will be those common to shops and factories in Dakar.

(7) Environmental Assesment

Both the GOS and YMCA are committed to minimizing potential negative environmental effects of the project. To this end the location of the training center will be in a non-residential zone. Health and safety standards and surveillance measures will be strictly enforced to assure maximum safety of students in the workshops.

Following from "community resource contacts" a "Friends of the Y Committee" or citizens advisory council will be formed. The council will consist of volunteer representatives from various government ministries such as education, labor, industry and finance, as well as the Chamber of Commerce, labor unions, etc.. A primary purpose of this group will be to establish standards which will measure the quality and extent of both environmental protection and efficient resource utilization. "Development of criteria is best approached through advisory committees composed of people with a wide range of expertise, interest, and influence." (From Report of the Second YMCA/CIMS Environmental Conference, Bled Yogoslavia, June 8-12, 1975.)

Furthermore, through emphasis on adaptive technologies, maximum use will be made of local materials better suited to the African environment. The project will also create wage earners which will lead to improvement of conditions in urban slums and the general standard of living among the urban poor.

(8) Institutionalization

The projects training of counterparts will in itself be an important step toward institutionalization. A total of fourteen Senegalese teachers and administrators will be trained during the five year period thereby insuring effective internal capability within Senegal for continuation of the technical and administrative areas covered in this proposal.

The Secretary of State for Community Development has stated that the YMCA vocational training project should, "more and more be placed in a position to contribute to the employment of youth.... In this capacity the YMCA will maintain liaison with the Department of Middle Practical Education, the Department of Literacy Training, and other development projects of national scope."

The industry-linked, community-oriented nature of the project should allow it to be easily integrated into the national economic development context. Once again, the citizens advisory council will assist with attainment of this objective.

It is expected that the project will prove it's value during the project time frame so as to guarantee full continuation by the government. Accordingly, emphasis is given to full participation of the government in project evaluations. (See section E Project Evaluations.)

D. Project Administration and Implementation

The YMCA will be responsible for the management, administration and technical aspects of the project. This will be under the direction and leadership of the YMCA project director. Subgrants or contracts will be made with ORT for technical assistance. This will be for a training coordinator and three vocational instructors. (See YMCA/ORT Working Rel-tionship - Annex 10.)

The project will be devided into three phases covering a sixty month period.

In order to permit effective operations, a waiver is requested from AID regulations on U.S. procurement. American-made machinery, workshop furnishings, equipment and other commodities will be purchased whenever possible, but this will not be uniformly feasible because of problems of delivery, servicing and spare parts availability. It should also be noted that many machines and tools currently used in Senegal are calibrated differently than similar American-made equipment. Equipment using local specifications will be needed as trainees must learn on the machines and tools which they will be using.

Similarly, it is unlikely that all non-Senegalese project staff members will be U.S. citizens. Qualified francophone American personnel will be sought for each position, but it is probable that the final staffing pattern will be a combination of U.S. and third country nationals.

The time segments of the project will be a start-up phase, an operational phase and a phase-out. The activity pattern for each will be as follows:

(1) Start-up Phase

Six months prior to the start of training operations, the YMCA and the SEPH in consultation with ORT will assure that appropriate financial and administrative structures are in place, and that details for training program plans are finalized. In this capacity, a technical advisor will arrive for a two week period in order to detail training site requirements and arrangements; and to make final determination of equipment ~~of equipment~~ and supplies needed for start-up. The YMCA will be responsible for the purchasing and delivery of equipment and supplies. The technical advisor will then return to Geneva to make the selection of a project training coordinator and instructors. Three months prior to the start of training operations, the ORT training coordinator will arrive at post in Dakar for work with the YMCA project director and Senegal authorities in final project preparation. His priorities will be to:

a. review surveys undertaken and make additional contacts with local industry;

b. further analyze the Dakar employment market with regard to the four skill areas to be covered by the training program;

c. carry out baseline studies of worker production norms in the four areas;

d. recruit and select Senegalese staff counterparts, in cooperation with SEPH and YMCA;

e. draw up an operational plan for the project's research and development service;

f. design general curricula for each of the training courses.

The first technical instructor for "construction", will arrive two months before the start of training. (According to the gradual phase-in plan a second instructor will arrive the following year. All three instructors will be in place by the third year of project operation.) The first instructor will assist the training coordinator, project director, and staff in fitting out the center to make it operationally ready. Each of the three instructors will:

a. assist in the recruitment and selection of trainees;

b. refine details of the curriculum and instructional schedule;

c. establish a control calendar for the checking of expected trainee performance levels.

Senegalese counterparts will be brought immediately into these processes.

(2) Operational Phase

The fifty-two month long operational phase will see the graduation of 280 students, with 850 students in varying phases (first and second year) of training over the same period. When fully operational 90 students will graduate every nine months from the training center. (See Planning and Training Schedules - Annex 3 and 4.)

~~A course in textile skills with forty students is currently operational and will continue.~~ Training activities in construction trades will begin in the fifth month of the project, or beginning of the "operational phase". The course in general mechanics will be added in month fourteen, and the electricity course will begin in month twenty-three.

The training period for each discipline will last eighteen months and be devided into two nine-month cycles:

a. Training activities at the center.

b. Apprenticeship cycle.

Project staff activities will be intense during the first nine month start-up of each training discipline. During this period the staff will:

a. give Senegalese counterparts maximum exposure to the lesson planning and teaching processes;

b. carry out a weekly revision of teaching plans, to adapt to trainee capabilities;

c. guide each trainee from general course work toward specialization;

d. make advance arrangements for the placement of trainees in the apprenticeship cycle to follow.

The "sandwich" or revolving apprenticeship cycle will follow initial training activities at the center. The primary staff activities during this cycle will be:

a. observation and support of group one trainees at their apprenticeship assignments;

b. guidance of group one trainees in minor production work at the center;

c. a sharing of course planning and classroom work for groups one and two with Senegalese counterparts;

d. an evaluation of group one trainee performance against project expectations;

e. the identification of specific job placement possibilities for each group one trainee;

f. the identification of individual group one trainees who qualify for business start-up loans, and who may require post-training technical and administrative assistant;

g. the arrangements of apprenticeship assignments for group two trainees.

The end of each apprenticeship cycle will coincide with the recruitment of a new group of trainees who will immediately begin work at the center.

The graduation of the first trainee group of forty in "textile skills" will take place nine months into the operational phase; the overlapping group, beginning in construction skills will graduate nine months later. At this time the first group of general mechanics students will have finished it's initial nine month cycle of training and begin the apprenticeship cycle; and the first group of students in electricity will begin training at the center.

The specialist in business administration will arrive at the beginning of the second year of training. In collaboration with a Senegalese counterpart the specialist will:

a. pursue contacts with local development banks, the Small Business Administration (SONEPI), the Chamber of Commerce, etc.;

b. pursue contacts with local industry for further development of apprenticeship programs and later job placement possibilities;

c. design curriculum for small-business management courses;

d. detail plans for administration of revolving credit fund for start-up of small businesses;

e. pursue initial community resource contacts with a view toward formation of a citizens advisory committee;

f. detail plans for periodic staff training and coordination seminars to be organized beginning in the third year.

(3) Phase-Out

Phase-out of expatriate personnel, as with phase-in, will be a gradual process. Two months before completion of their respective term the foriegn technical specialist will step back from their operational roles in order to officially transfer training activities to Senegalese staff counterparts. This transfer will be facilitated by periodic staff seminars on leadership techniques and applied pedogogy. These seminars will serve to tie together the counterparts knowledge and experience gained on the job, as well as allowing the specialist to appraise their qualifications as instructors. Stagering the phase-out of foriegn personnel over a three year period will help to assure the flow and continuity of the project, and will allow for a closer examination and careful measure of the Senegalization process.

E. Project Evaluation

Checks on trainee progress and assessments of the training program will be a continuous process at the center. "Evaluation" will be viewed as an integral management process. In addition, three separate and distinct evaluation exercises will be carried out during the life of the project: one during project start-up; one at mid-term; and one at phase-out or end of project.

(1) Start-Up Evaluation

The start-up evaluation, conducted during the fourth month of "phase-in" period, will further analyze employment market surveys in order to specify and update relative needs for trained people in local industries; and to engage or insure functional contact with specific industries participating in the program.

The start-up evaluation will also insure that administrative and training structures are firmly in place, and that all necessary liguistical arrangements have been made for program operation.

(2) Mid-Term Evaluation

This evaluation will be conducted during the later six months of the second year of project operation, (ie. months 30 to 36). The mid-term evaluation will be a comprehensive evaluation exercise. The following elements will be measured:

a. project administration and management systems;

b. training course design and teaching methods;

c. training progress and performance in all aspects of training;

d. employer satisfaction with apprentices;

e. on the job performance of group one graduates;

f. design of auxiliary management courses and follow-up systems for counseling and job placement.

The mid-term evaluation will also bear on the future outlook of the center by examining:

a. the centers capacities for self-sufficiency -- economically, technically, and pedagogically;

b. the ability of Senegalese project counterparts to plan, organize and carry out training and administrative functions;

c. Financial and administrative plans by the Government of Senegal for institutionalization of the project.

Mid-term evaluations will be carried out by the YMCA project director, ORT specialists, and related Senegalese counterpart staff. However, due to the scope of these evaluations assistance will be requested from external short-term consultants.

(3) End Project - Phase-Out Evaluations

Four months at the end of the five-year project period will be devoted to evaluating the degree to which the project has realized its stated objectives and goals. (See Logical Framework Matrix - Annex 5.)

The scope of the evaluation will follow from mid-term evaluations and include: output; adequacy of physical facilities; training course design and teaching methods; interdisciplinary relationships; apprenticeship and post-training job insertion programs; the degree to which the project is integrated with the employment market; and as a model project, the degree to which it has stimulated similar training initiatives in other regions of Senegal.

The relationship of the center to the U.S. YMCA's long-range program in Senegal will be determined at this time, as well as the YMCA's role in further training initiatives throughout the country.

INTEGRATED SERVICES FOR YOUTH JOB DEVELOPMENT

F. Financial Plan (US Dollars)

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	Subtotal	Total
A. Personnel Costs							
US & Third Country Nationals							
1. Project Director (YMCA)							
a. base salary	$ 18,000	$ 19,800	$ 21,800	$ 23,760	$ 25,720		
b. cost of living adj.	1,950	2,110	2,270	2,450	2,630		
c. fringe benefits	2,600	2,756	2,925	3,105	3,285		
	$ 22,550	$ 24,666	$ 26,995	$ 29,315	$ 31,635	$135,161	
2. Specialist in Business Administration (YMCA)							
a. base slary		$ 14,000	$ 15,400	$ 16,940			
b. cost of living adj.		1,760	2,060	2,360			
c. fringe benefits		2,400	2,580	2,760			
		$ 18,160	$ 20,040	$ 22,060		$ 60,260	
3. Administrative Assistant (YMCA)							
a. base salary	$ 10,000	$ 11,000	$ 12,100	$ 13,200	$ 14,400		
b. cost of living adj.	1,050	1,150	1,250	1,375	1,575		
c. fringe benefits	1,620	1,750	1,900	2,070	2,260		
	$ 12,670	$ 13,900	$ 15,250	$ 16,645	$ 18,235	$ 76,700	
4. External Consultants (YMCA) (8000 per yr/ 3mo. yr.)	$ 8,000		$ 16,000		$ 8,000	$ 32,000	

F. Financial Plan.

ITEM	Year 1	Year 2	Year 3	Year 4	Year 5	Subtotal	Total
5. Training Coordinator (ORT)							
a. base salary	$ 20,167	$ 23,100	$ 24,255	$ 25,410			
b. hardship/col adj.	8,067	9,240	9,702	10,164			
c. family allowance	1,010	1,100	1,100	1,100			
d. education allowance	1,010	1,100	1,100	1,100			
e. fringe benefits	5,042	5,775	6,064	6,380			
	$ 35,296	$ 40,315	$ 42,221	$ 44,154		$ 161,986	
6. Instructor-Plumbing (ORT)							
a. base salary	$ 13,330	$ 16,800	$ 17,640				
b. hardship/col adj.	5,330	6,720	7,056				
c. family allowance	917	1,100	1,100				
d. education allowance	917	1,100	1,100				
e. fringe benefits	3,340	4,200	4,410				
	$ 23,834	$ 29,920	$ 31,306			$ 85,060	
7. Instructor- General Mechanics (ORT)							
a. base salary		$ 13,330	$ 16,800	$ 17,640			
b. hardship/col adj.		5,330	6,720	7,056			
c. family allowance		917	1,100	1,100			
d. education allowance		917	1,100	1,100			
e. fringe benefits		3,340	4,200	4,410			
		$ 23,834	$ 29,920	$ 31,306		$ 85,060	
8. Instructor-Electricity (ORT)							
a. base salary			$ 13,330	$ 16,800	$ 17,640		
b. hardship/col adj.			5,330	6,720	7,056		
c. family allowance			917	1,100	1,100		
d. education allowance			917	1,100	1,100		
e. fringe benefits			3,340	4,200	4,410		
			$ 23,834	$ 29,920	$ 31,306	$ 85,060	

F. Financial Plan.

ITEM	Year 1	Year 2	Year 3	Year 4	Year 5	Subtotal	Total
9. Local Personnel							
a. Instructor-Masonery	$ 9,000	$ 9,180	$ 9,380	$ 9,600	$ 9,860	$ 47,020	
b. Bilingual Secretary	7,000	7,180	7,380	7,600	7,860	37,020	
c. Staff Allowances	6,500	8,250	12,250	12,250	8,750	48,000	
	$ 22,000	$ 24,610	$ 29,010	$ 29,450	$ 26,470	$131,540	
PERSONNEL COSTS-Subtotals:	$124,350	$175,405	$234,576	$202,850	$115,646		$ 852,827
B. Commodities Costs							
1. Training Material & Eq.							
a. US & 3rd Country Procured.	$ 18,000	$ 42,000	$ 48,000	$ 6,000	$ 6,000		
b. Locally Procured.	10,000	14,000	16,000	4,000	4,000		
	$ 28,000	$ 56,000	$ 64,000	$ 10,000	$ 10,000	$168,000	
2. Administration/ Office Eq.	$ 8,000	$ 6,000	$ 6,000	$ 2,000	$ 2,000	$ 24,000	
3. Staff Vehicles.	$ 15,000	5,000	$ 5,000			$ 25,000	
COMMODITIES COSTS-Subtotals:	$ 51,000	$ 67,000	$ 75,000	12,000	$ 12,000		$ 217,000
C. Training Costs							
1. In US & 3rd Country.			$ 9,000			$ 9,000	
2. Local Staff Training Seminars.	$ 1,000	$ 2,000	$ 3,000	$ 2,000	$ 1,000	$ 9,000	
TRAINING COSTS-Subtotals:	$ 1,000	$ 2,000	$ 12,000	$ 2,000	$ 1,000		$ 18,000

F. Financial Plan

ITEM	Year 1	Year 2	Year 3	Year 4	Year 5	Subtotal	Total
D. Other Costs							
1. Center Renovation	$ 34,000	$ 10,000	$ 10,000	$ 4,000	$ 2,000	$ 60,000	
2. Operation of Project	18,000	24,000	28,000	28,000	28,000	126,000	
3. Fuel & Vehicle Maintenance	8,000	10,000	12,000	15,000	18,000	63,000	
4. Revolving Loan Fund - Experimental Basis			20,000			20,000	
5. Travel ORT Specialists (4,600 per person/ per yr)	9,200	13,800	18,400	13,800	4,600	59,800	
6. Travel YMCA Specialists (4,600 per person/ per yr)	13,800	13,800	23,000	13,800	13,800	78,200	
7. ORT Support Costs	17,082	26,967	36,420	29,795	8,977	119,241	
8. YMCA Support Costs	25,152	28,754	39,689	26,749	24,015	144,359	
OTHER COSTS-Subtotals:	$125,234	$127,321	$187,509	$131,144	$ 99,392	$670,600	
TOTALS:	$301,584	$371,726	$509,085	$347,994	$228,038		$1,758,427

F. Financial Plan.

COMPARATIVE BUDGET (1975 to 1982)

Agency/ Year	1975	1976	1977	1978	1979	1980	1981	1982	Total
(1) YMCA	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000				$ 125,000
(2) GOS	30,000	28,250	331,850	66,900	89,500	$ 98,000	$ 94,700	$ 88,800	828,000
(3) Peace Corps		10,000	10,000	10,000	10,000	10,000	10,000	6,000	66,000
(4) U.S. AID			301,584	371,726	509,085	347,994	228,038		1,758,427
Totals:	$ 55,000	$ 63,250	$668,434	$473,626	$633,585	$455,994	$332,738	$ 94,800	$2,777,427

AID = 63%
Non-AID = 37%

Detail - Government of Senegal Inputs

Item/ Year	1975	1976	1977	1978	1979	1980	1981	1982	Total
(1) Personnel:	$ 12,500	$ 19,250	$ 29,250	$ 51,600	$ 70,800	$ 78,500	$ 78,500	$ 78,500	$ 418,900
(2) Housing for Expatraite Personnel	1,500	3,000	5,000	9,300	12,700	13,500	10,200	4,300	59,500
(3) Training Facilities (Offices, classrooms, workshops.)	16,000	6,000	297,600	6,000	6,000	6,000	6,000	6,000	349,600
Totals:	$ 30,000	$ 28,250	$331,850	$ 66,900	$ 89,500	$ 98,000	$ 94,700	$ 88,800	$ 828,000

YMCA SENEGAL PROJECT: TABLE OF ANNEXS:

(1) Project Staff Structure.

(2) Job Descriptions for YMCA and ORT Personnel.

(3) Planning Schedule (Calendar of Operational Objectives).

(4) Training Schedule.

(5) Logical Framework Matrix.

(6) Tabulation of Background Survey Results for Technical Training Centers and Institutes in the Dakar Area.

(7) Tabulation of Manpower Survey Results for Construction Trades: Plumbing, Masonery, Electricity, General Mechanics.

(8) Community Resource Contacts and Supportive Statements.

(9) YMCA/GOS Agreement.

(10) YMCA/ORT Working Relationship.

(11) Recruitment Process and Criteria.

(12) Chart Demonstrating YMCA Project Relationship to GOS.

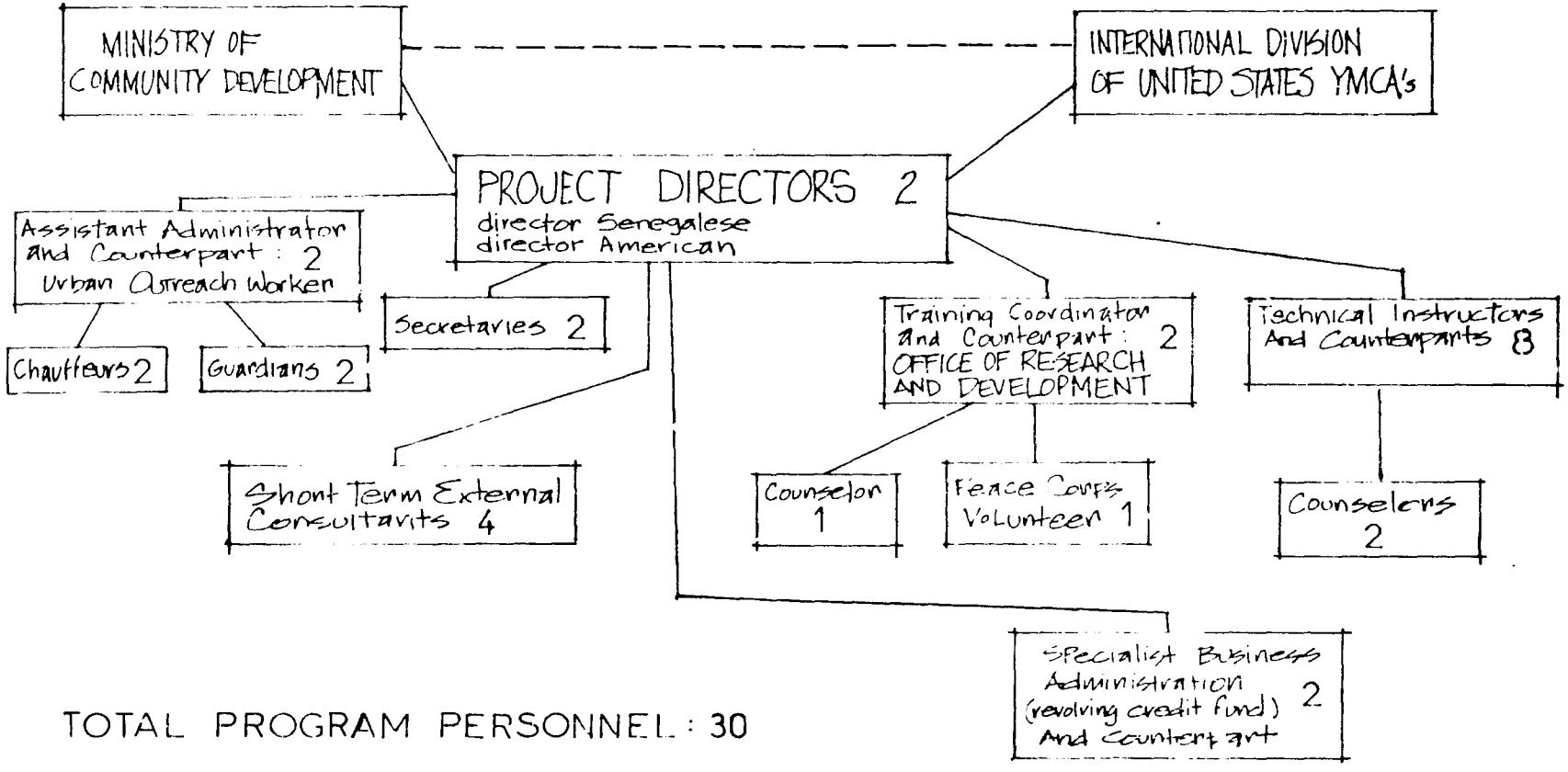
(13) Experimental Basis for Revolving Credit Fund.

(14) Economic Effects Detail: Calculations of Present Value and Internal Rates of Return.

(15) Letter from the Secretary of State, Ministry of Community Development, regarding committment of GOS inputs, (training facilities and personnel).

ANNEX 1.

YMCA SENENEGAL PROJECT
staff structure



TOTAL PROGRAM PERSONNEL : 30

ANNEX 2.

The following annex includes job descriptions for professional personnel assigned to the project.

I. YMCA Personnel:

A. Project Director.

B. Specialist in Business Administration.

C. Administrator for Finance and Special Programs.

II. ORT Personnel:

A. Training Coordinator.

B. Instructors (3).

JOB DESCRIPTION - PROJECT DIRECTOR

I. Capacity: The project director will supervise, direct and be responsible for all administrative and programmatic aspects of the project. The project director will be the representative of the U.S. International Division of YMCAs, National Council of YMCA.

II. Qualifications:

A. Bilingual (French/English), with aptitude for learning native African languages.

B. Field experience in Africa, and preferably Senegal.

C. Experience with field surveys, collection of base-line data and adaptive research techniques.

D. Executive administration and organizational management skills, accounting and budget formation and control.

E. Experience in urban vocational training program research, planning, and implementation.

F. Experience in negotiating with international private and governmental service agencies.

III. Specific Functions:

A. To maintain official liaison with the Government of Senegal, and insure mutual understanding and continuing cooperation with appropriate host government representatives and agencies.

1. To meet regularly with the Secretary of State for the Ministry of Community Development.

2. To meet with other ministers and government officials as is from time to time necessary.

3. To maintain liaison with related government programs.

B. To prepare and dispatch periodic reports, and any other correspondence that may be required.

1. Quarterly and Annual Reports.

2. Photos and interpretive materials.

C. To supervise daily accounting and bookeeping systems, as well as all financial planning and reporting. To develop and control project budgets.

D. To negotiate and maintain official liaison with participating funding agencies. To raise supplementary project funds whenever possible.

E. To be responsible for all banking transactions including transfer of foreign currencies.

F. To develop and revise project proposals. To prepare program proposals in harmony with funding agency guidelines.

G. To plan, administer and direct urban vocational training programs.

H. To act as staff supervisor.

1. To convene and preside over staff meetings.

2. To elaborate work schedules, assignments and job descriptions.

3. To assist in establishing staff training procedures.

4. To place and remove project personnel as necessary.

I. To supervise project publicity and act as chief public relations officer.

1. To write and deliver press releases.

2. To maintain contact with civic clubs and community agencies.

3. To host visitors to the project.

J. To elaborate and administer systems for project evaluation and development planning.

1. To elaborate and administer long-range calendars of operational objectives.

2. To elaborate and administer: start-up evaluations; mid-term or operational phase evaluations; and phase-out evaluations.

K. To promote auxiliary YMCA activities and volunteer community participation, (eg) a "Friends of the Y Committee.

L. To supervise and coordinate the gathering and documentation of all research or data collection conducted by the project.

1. To prepare and supervise surveys, (eg) manpower surveys; background surveys; etc..

2. To supervise market research, product testing, etc..

3. To prepare and supervise candidate questionnaires.

M. To maintain liaison with the World ORT Union and American ORT Federation, and an effective working relationship with ORT personnel assigned to the project.

N. To develop plans for the extension or replication of "model" vocational training programs to other regions of Senegal.

JOB DESCRIPTION - SPECIALIST IN BUSINESS ADMINISTRATION

I. Capacity: To direct the office of job placement, credit, and business counseling. Responsible to the project director.

II. Qualifications:

A. Fluency in French with aptitude to learn the local language, (ie) Wolof.

B. Training and experience in credit management, (ie) banking or credit institution.

C. Training and experience in business financial organization and administration. (Advanced degree in Business Administration.)

D. Work experience in Africa or developing country desired.

E. Work experience in vocational/ industrial counseling desired.

III. Specific Functions:

A. To organize and direct the credit fund for post-training assistance.

1. To maintain liaison with local banking and credit institutes and with SONEPI, (The National Society for Studies and Industrial Promotion; ie. Small and Middle Business Administration).

2. To structure and implement screening procedures for perspective loan candidates.

3. To coordinate technical and managerial support for newly established enterprises.

B. To administer and direct post-training job placement programs with existing local industries. To direct job counseling and guidance programs.

C. To be responsible for planning and implementation of the Center's training program in business administration.

D. To be responsible for coordination of the Center's in-training apprenticeship programs.

Note: Effort will be made to recruit indigenous personnel for this position.

JOB DESCRIPTION - ADMINISTRATOR FOR FINANCE AND SPECIAL PROGRAMS

I. Capacity: The Administrator for Finance and Special Programs will work with and be responsible to the Project Co-Directors on all phases of program planning and project administration.

II. Qualifications:

A. Bilingual (French/English) with aptitude for learning native African languages.

B. Field experience in Africa.

C. Training and experience in bookeeping, accounting, and budget planning and control.

D. Training and experience in administrative, organizational, and management techniques.

III. Specific Functions:

A. Daily administration of bookeeping and accounting systems. With project director, to be responsible for financial reporting.

B. Preparation and administration of all budgets related to YMCA program services in Senegal, and long range financial planning for the project.

C. Assist project director with funding agency reporting and negotiation.

D. In collaboration with the urban program staff to develop programs for women, (eg) textile skills, cloth printing and dying, home economics, and new program development.

E. To administer activities auxiliary to the vocational training project.

1. To promote the formation of a "Friends of the Y Committee".

2. To arrange and coordinate individual and group visitations to the project.

F. To develop and administer monthly work schedules for the staff, and "calendars of operational objectives" for the project.

G. To assist with the preparation of project publicity, (eg. brochures, handouts, press releases, photos, etc.).

H. To supervise and evaluate office procedures; traffic and information dissemination, (eg. notifications, agendas, reporting); and to act as direct supervisor for administrative support staff, (ie) secretaries custodians, chauffers, etc..

I. To act as the responsible agent for purchase of materials and equipment for the project.

J. To work with and train a Senegalese staff counterpart in all job functions.

JOB DESCRIPTION - TRAINING COORDINATOR

I. Capacity: The Training Coordinator will be responsible to the Project Director for the technical implementation of the project. As the representative of the American ORT Federation he will be responsible for ORT project personnel. Finally he will direct the office of research and development.

II. Qualifications:

A. Electromechanic engineer with applied pedogogic training and animation experience.

B. Ten years of practical industrial experience including five years of integrated training and conception of didactic materials.

C. Fluency in French.

III. Specific Functions:

A. To direct technical-pedogogic aspects of the project including elaboration of training programs and internal evaluations.

B. To design, with assistance from the instructors, workshop activities which include the use of appropriate technologies suited to rural as well as urban markets.

C. To review and adapt training programs to available markets in Dakar.

D. To select and plan apprenticeship programs with local industries identified by the Business Specialist.

E. To coordinate contacts with ORT central offices in obtaining technical, pedogogic and administrative assistance.

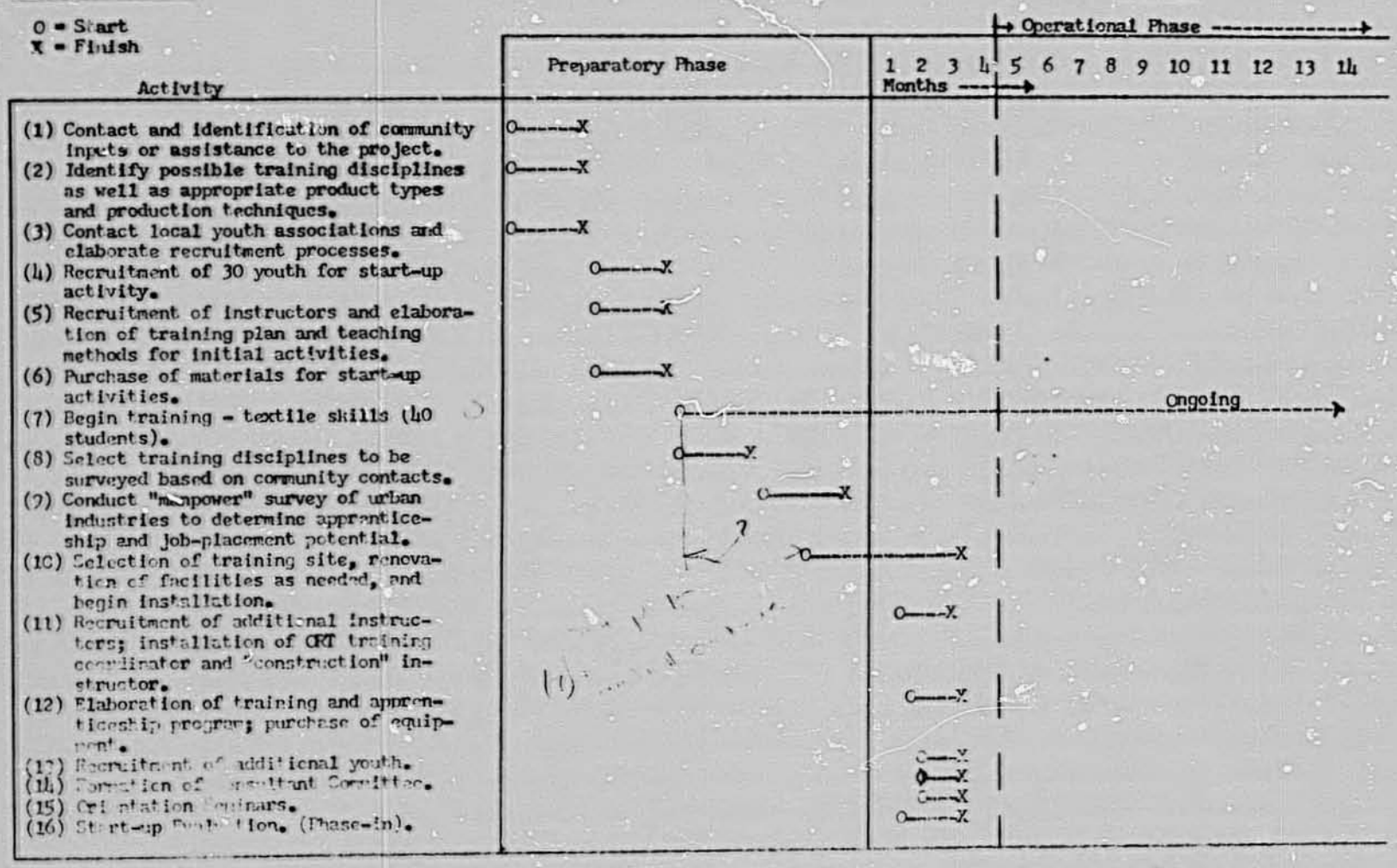
F. To provide counsel and technical assistance to graduate trainees.

G. To train a Senegalese staff counterpart.

PLANNING SCHEDULE

ANNEX B.

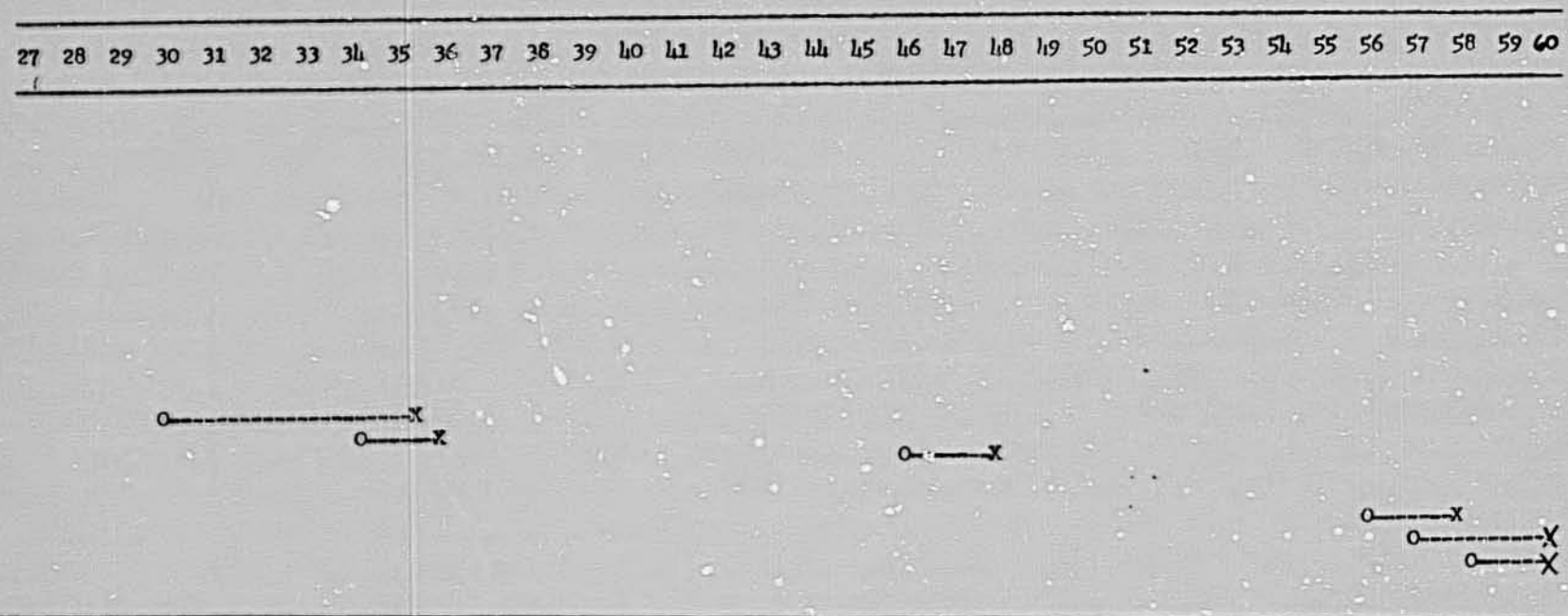
O = Start
X = Finish



PLANNING SCHEDULE (Annex C).

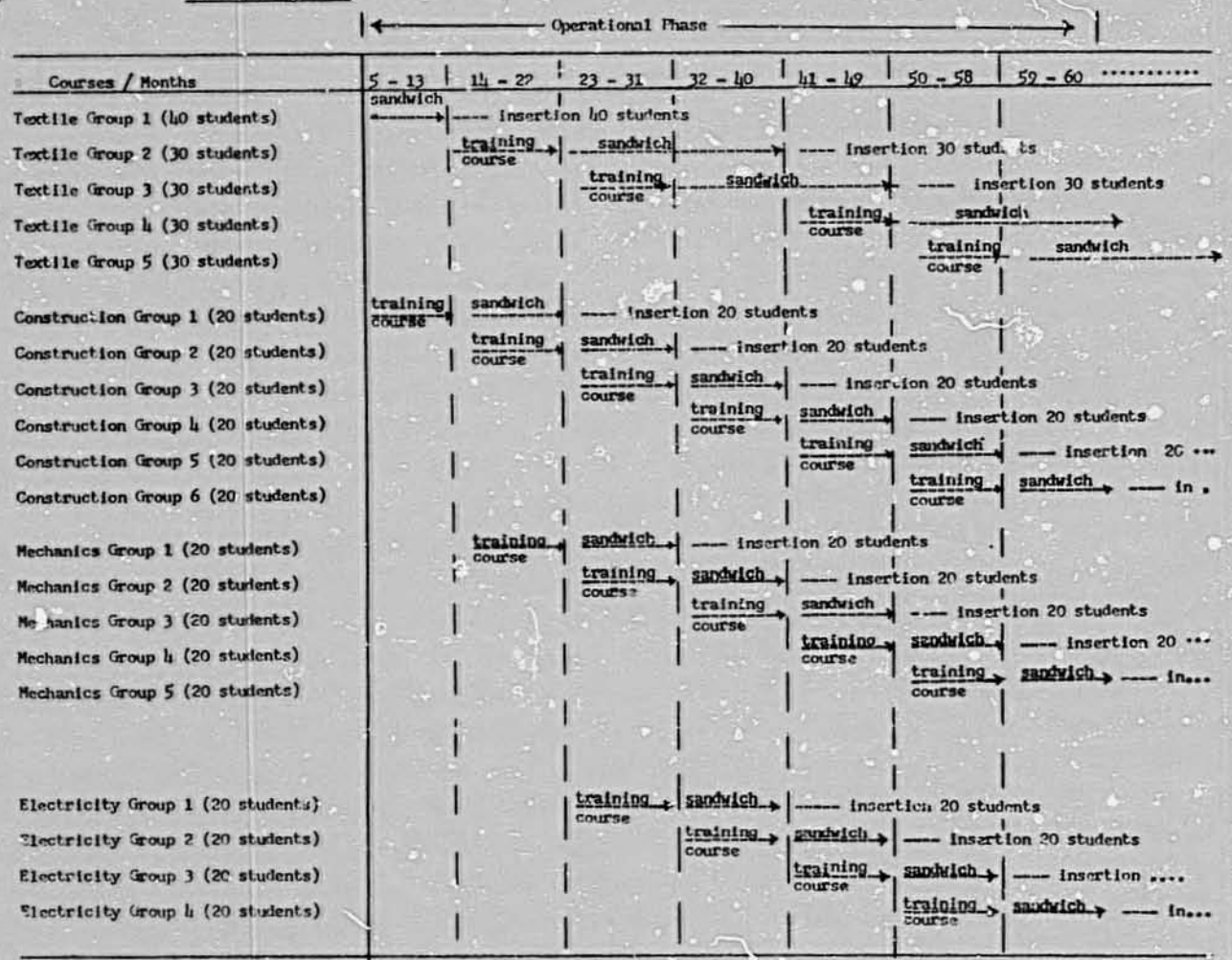
Activity	Operational Phase																							
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
(17) Begin training in "construction".	O								X													
(18) Further study of job-placement, market and credit structures.						O											Ongoing					
(19) Installation of YMCA Business Specialist and ORT General Mechanics Instructor.								O	X													
(20) Begin general mechanics training.									O								Ongoing					
(21) Begin job insertion and follow-up procedures.									O								Ongoing					
(22) Operationalize job counseling service and credit structure.									O								Ongoing					
(23) Installation of ORT Electricity Instructor.																	O	X				
(24) Begin Electricity training.																			O	Ongoing		
(25) Mid-Term Evaluations.																						
(26) Phase out ORT Construction Instructor.																						
(27) Phase out of ORT General Mechanics instructor, YMCA Specialist, and ORT Training Coordinator.																						
(28) Phase out of ORT Electricity Instructor.																						
(29) End project or Phase-out Evaluation.																						
(30) Phase-out Project Director and Administrator.																						

PLANNING SCHEDULE (Annex C).



ANNEX 4.

TRAINING SCHEDULE:



Number of Students in Training (850)	80	90	160	180	180	180
Number of Students Inserted (280)	0	40	20	40	90	90

ANNEX E.

LOGICAL FRAMEWORK

Narrative Summary	Objectively Identifiable Indicators	Means of Verification	Important Assumptions
A1 Program or Sector Goal Augment urban sector productivity through increased use of non-formal vocational education techniques and job insertion programs.	A2 1) Increase technical skills of youth in urban sector. 2) Increase indisposable income and improved conditions of indebtedness. 3) Increase of net production in designated sectors.	A3 1) Field studies. 2) Periodic surveys. 3) Periodic surveys of local enterprises.	A4 1) The program thrust is in accordance with the 4th and 5th National Development plan of Senegal. 2) There is a sufficient employment market for people with technical skills.
B1 Project Purpose Establish an integrated and decentralized system of non-formal vocational training services enabling youth (men and women/18-30) to acquire marketable technical skills and to follow training with job placement or participation in job creating activity.	B2 (End of Project Status) 1) Number of people trained in project. 2) Number of trainees placed in jobs or new jobs created. 3) Increased average income of trainee graduates. 4) Increase in technical skills of trainees. 5) Origin and nature of employment and self employment activities after training.	B3 1) Program statistics. 2) Follow-up studies. 3) Periodic surveys, questionnaires. 4) Trained observation. 5) Follow-up studies with youth and employers.	B4 1) There exists in Dakar a large number of youth without marketable skills. 2) Existing technical training institutes are unable to solve employment problems because they lack a post-training job placement structure. Therefore insertion of youth into production necessitates the creation of a job placement structure. 3) Recognition of growth potential of urban industry and demand for skilled workers; also adaptability to working with non-formal training system.

LOGICAL FRAMEWORK (Annex 5)

Narrative Summary	Objectively Identifiable Indicators	Means of Verification	Important Assumptions
C1 Outputs	C2	C3	C4
1) Trained youth	1) Ninety (90) youth graduated annually.	1) Program records and statistics.	1) Enough youth are available for training. Approximately 5,000 youth leave secondary level education annually without technical qualifications and means to secure employment in Senegal.
2) Creation of job placement structures and creation of new enterprises.	2) Number of students employed or self-employed after training.	2) Follow-up surveys.	2) There exist a sufficient job market for those technically trained in the projects designated training fields.
3) Creation of job counseling service.	3) Number of youth counseled in employment opportunities.	3) Follow-up surveys.	3) The insertion of youth into productive economic circuits neccessitates assistance from competent counselors.
4) Creation of revolving credit system.	4) Initial project investment loan to new enterprises established by youth.	4) Project accounts and budget.	4) Availability of credit.
5) Trained teaching and administrative support staff.	5) Orientation seminars. Technical levels and abilities of: 5 counselors; 6 administrative; 8 support staff; 9 teaching staff.	5) Trained observation.	5) Resources exist for staff training. GOS will provide necessary teaching and administrative staff.
6) Training activities and sites.	6) Minimum of 4 training activities with workshop and classroom facilities.	6) Program records.	6) GOS will provide the necessary facilities.
7) Voluntary citizens consulting committee.	7) Number of consulting committee members.	7) Interviews and committee records.	7) Committee members will be competent non-paid volunteers from areas of industry, commerce, professional training and finance, and will provide contacts and liaison with the economic community.

LOGICAL FRAMEWORK (Annex 5)

Narrative Summary	Objectively Identifiable Indicators	Means of Verification	Important Assumptions
D1 Inputs 1) 2 Project co-directors, (GOS/YMCA). 2) 2 Administrators/ bookeepers, (GOS/YMCA). 3) 2 Secretaries, (GOS/YMCA). 4) 2 Business specialists, (GOS/YMCA). 5) 5 Agents for counseling/ follow-up, (GOS). 6) 2 Training coordinators, (GOS/ORT). 7) 12 Technical Instructors, (9 GOS/ 3 ORT). 8) 4 Short term specialists (YMCA/ORT). 9) 4 Gaurdian (watchman) (GOS). 10) 2 Chauffers (GOS/YMCA) 11) 1 Peace Corps Volunteer. 12) Training Costs. 13) Commodities, training equipment & material. Vehicles. 14) Training facility repair & installation. 15) Experimental credit fund. 16) Operating Costs.	D2 1) Budget.	D3 1) Budget support.	D4 1) Recruitment of appropriate personnel. 2) Equipment purchased will arrive on schedule. 3) Existance of local training facilities.

ANNEX 6

Tabulation of Background Survey Results

For Technical Training Centers and

Institutes in the Dakar Area.

Survey Conducted in March and April of 1977.

The following training centers and institutes were surveyed:

A - Lycee de la Foss (Public Technical High School).

B - C.P.P./ Centre de Perfectionnement Professionel. (Center for Professional skills upgrading.)

C - C.F.A./ Centre de Formation Artisanal. (Artisan Training Center.)

D - C.E.P./ Centre d'Etudes Professionel. (Center for Professional Studies.)

E - C.P.V.A./ Cours d'Initiation pour la Vie Active. (Practical Course for an Active Life -- Bopp Center.)

F - I.C.C.M./ Institute de Coupe, Couture, et de Monde. (Institute for Sewing, Cutting, and Fashion.)

G - I.U.T./ Institute Universiteire de Technologie. (University Institute of Technology.)

Question no. 2-a: "Composition of students".

A - Secondary school students - boys and girls.
B - Workers from a variety of businesses.
C - Secondary school students.
D - " " " .
E - Boys, girls and married women.
F - Secondary school students - boys and girls.
G - Baccalaureate level students - boys and girls.

Question 2-b: "Age limits".

A - 12 to 16 years of age with Industry and Commerce section 18 to 21 yrs.
B - no limits.
C - 17 to 19 yrs.
D - 12 to 20 yrs.
E - 14 to 18 yrs. (Evening courses - no limit)
F - 18 to 19 yrs.
G - no answer (University level).

Question 2-c: "Total Number of Students".

A - 2,500
B - Depends on the specific program.
C - 1973: 108
1974: 111
1975: 62
1977: 77
D - 137
E - 420 (Social Center = 45/ C.E.V.A. 45/ night courses = 300)
F - 56
G - 480

Question no. 3-a: "Training disciplines/ specialities".

A - Commerce and Industry; welding; chemistry; civil engineering; biology; auto-mechanics; electricity; and electronics.

B - Re-training and skill upgrading in various industries, (eg) mechanics; electricity; refrigeration; construction; etc..

C - Artisan skills: sculpture; basket weaving; leather work; pottery; and watch repair.

D - General mechanics; electricity; metal work; motor mechanics; electronics; refrigeration.

E - Program flexibility depending "on the needs of the students". Courses currently include: audio-visual; book binding; electricity; sewing and home economics.

F - Sewing.

G - Bookkeeping and accounting; commerce; transportation; electrical engineering; civil engineering; chemical engineering; meteorology; and biology.

Question 3-b: "Length of training".

A - 3 years.
B - Depends on the program.
C - 2 years.
D - 2 years.
E - 2 years.
F - 3 years.
G - 2 to 4 years.

Question 3-c: "Pedagogic method".

A - Conventional.
B - Non-formal. Depends on the program, population served and circumstances.
C - Conventional.
D - Conventional.
E - Non-conventional - "adapted to needs".
F - Non-conventional - "adapted to local realities".
G - Conventional.

Question no. 4-a: "Description of grounds and physical plant".

A - Very large and old.
B - Modern.
C - Large and old.
D - Old and well equiped.
E - Old classrooms; some new buildings.
F - Second floor facilities of very old building.
G - Model school; modern and very well equiped.

Question 4-b: "Number of classrooms".

A - Many
B - 11
C - 5
D - 6
E - 5
F - 2
G - 15 to 20.

Question 4-c "Number of workshops"

A - 8
B - 7
C - 7
D - 6
E - 5
F - 3
G - 8

Question 4-d "What other facilities are available"

A - Auditorium; offices; dormitories; and cafeteria.
B - Offices.
C - Four staff offices.
D - Cafeteria; directors office; storeroom.
E - Staff quarters and offices.
F - Directors office and cafeteria.
G - Auditirium; dormitories; cafeteria; and restaurant.

Question 5-a to e: "Number of Personnel".

Number of Personnel:	Expatriat technical Asst.:	Senegalese:	Administrative:
A - 300	the majority	minority	130
B - Depends on Prog.	depends...	depends...	not yet determined
C - 29	no answer	no answer	14
D - 41	5	18	18
E - 35	0	30	10
F - 16	4	3	9
G - 200	60	15	50

Number of teachers:

A - 170
B - Depends on program.
C - 15
D - 23
E - 30
F - 7
G - 75

Question no. 6-a: "What is the recruitment process".

A - BEPC/ DFEM degree and orientation.
B - Contact with industry.
C - Examination given in secondary schools.
D - Examination at the 3rd. level, (4th. year, 1st cycle of secondary school).
E - Selection tests.
F - BEPC/ DFEM degree and examination at 3rd level, (see above "D").
G - Baccalaureat degree and examination.

Question no. 7: " Origin of students".

A - Senegal.
B - Recruited from different business enterprises.
C - Secondary schools throughout Senegal.
D - From High Schools and C.E.G's (Centres d'enseignement General) throughout Senegal.
E - Anywhere in Senegal and occassionally from other African countries.
G - Senegal, and international students.

Question 7-b: "What is the level of training at the center".

A - 1st and 2nd. cycle - secondary school culminating in baccalaureate (BAC) or "Brevet" (BEPC) degrees.
B - All levels - retraining and upgrading.
C - B.E.P.C.
D - "
E - " plus two years.
F - "
G - Superior technicien; technical engineers.

Question no. 8: "What degrees or trade categories are given".

A - BAC (baccalaureate), BEPC (brevet).
B - No degrees - retraining and upgrading.
C - "Metier d'Equis".
D - BEPC
E - No degree. Trade category depends upon the employer.
F - Masters category.
G - Technical engineer and Superior technician.

Question no. 9: "What is the schools source of financing".

A - Government of Senegal (GOS).
B - GOS; participating industries; and international aid organizations.
C - GOS
D - GOS
E - GOS; students; and international aid organizations.
F - GOS
G - GOS; Government of France.

Question 9-b: "What is the contribution of students".

A - None.
B - "
C - "
D - "
E - Inscription Fees: 3.500 cfa. for boys/ 2.500 cfa. for girls.
F - Inscription Fees: 300 cfa. per student.
G - None.

Question no. 10-a: "Do you have a post-training follow-up program".

A - No.
B - Post-training performance is evaluated in the participating industries.
C - No, however I.L.O. has done a single follow-up study on 52 out of 98 graduates during years of 1972, 73, and 74.
D - No.
E - No. It is previewed in the school program, but presently center lacks means for such a post-training program.
F - No, but students are always welcome to come back for advise and to use the workshops.
G - Yes.

Question 10-b: "Do you assist graduates in finding jobs"

A - Yes, contact with business enterprises.
B - No, students already employed when they come for training.
C - Yes, the professors provide counseling.
D - Yes, have relationship with different business enterprises.
E - " " " " " " " .
F - Yes, assist in creation of cooperatives and help with initiative and motivational problems.
G - Yes.

Question 10-c: "What percentage of graduates find employment in their field of study".

A - Doesn't know.
B - Already employed.
C - For three year period; 20 out Of 52 students surveyed, (ie) 38%.
D - All are placed within one year after graduation.
E - Electricity has the highest rate of placement at 85%. Photography, (audio-visual), has the lowest rate - percentage not given.
F - Doesn't know.
G - 100%.

Question 10-d: "What percentage of graduates must change their field in order to find jobs".

A - "Many given the orientation of the system".
B - Not applicable.
C - 2 out of 52 students surveyed by I.L.O. (ie) 4%.
D - Very low.
E - "Many" - no statistics.
F - A significant number due to finanancial difficulties.
G - None.

Question 10-e: "What percentage of graduates continue their education".

A - The maximum possible.
B - Not applicable.
C - Some, but no statistics available.
D - None in Senegal.
E - To his knowledge, 2 graduates.
F - Possibly skills upgrading.
G - None.

Question 10-f: "What percentage of graduates do not find employment".

A -"Those that fail" (ie. Do not pass the exam).
B - Not applicable.
C - For three year period, 18 out of 52 surveyed or 35%
D - Without diplomas 40%. With diplomas 0.
E - "Many" no statistics available.
F - Unknown.
G - None.

Question no. 11-a: "What special trades that are not currently available in Senegal could have a sizable economic effect on the country."

A - Operational research; computer programming; data processing; statistics; fishing animal husbandry; and tourism.

B - "I couldn't say".
C - Electricians, physics and applied chemistry, management for artisans.
D - Construction, masons, and plumbers.
E - Audio-visual; bookbinding; electricity; and construction.
F - Artisanal crafts; maintenance and repair services.
G - Difficult to determine without further study.

Question 11-b: "Do you plan to program for the above mentioned trades in your school".

A - Yes, statistics.
B - "There is a large need for skills upgrading".
C - No.
D - No, but plans have existed for ten years to begin a construction program.
E - Yes, electricity and audio-visual.
F - Yes, small artisan training.
G - No.

Question no. 12-a: "Have you done research or conducted any studies to determine which trades or occupations there is the highest employment demand for".

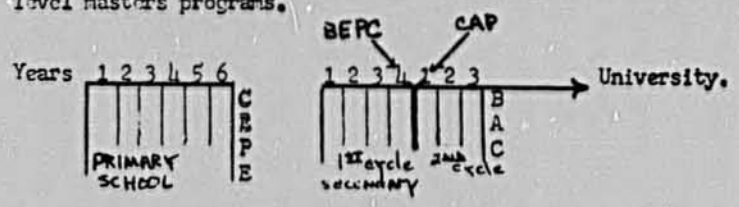
A - No research, but suggests commerce.
B - No.
C - No research, but as far as his school is concerned, jewelry making and basket weaving.
D - Yes, electricity; electronics; general mechanics. "There are no problems finding jobs in these areas."
E - Yes, electricity and construction. No statistics.
F - Professional tailoring and sewing skills. No statistics.
G - Yes, electrical and mechanical maintenance and installation. No statistics.

Question 12-b: "Can you give any suggestions on the trades you think we should teach".

A - Construction; tourism; fishing; vegetable raising; animal husbandry. "Chose students who do not have the chance to finish their formal studies".
B - Skills upgrading.
C - Do not teach French. Concentrate on practical courses. Add some management, applied mathematics, and experimental physics and chemistry.
D - Construction, masonery, and plumbing. Make training applicable to the needs of the employment market. Consider skill upgrading in small enterprises.

E - Train workers who can begin their own business. Consider the employment market. Don't just give technical training, but ask the youth what they want to do. Bookkeeping is a good training supplement.
F - Start out small. Consider auto-mechanics, metal work, painting, and repair and maintenance services.
G - Chose students at the first cycle of secondary school. Structure the training program in the same way that I.U.T. trains advanced technicians, (ie. including apprenticeship element), and then insert graduates into production circuits. The YMCA project could train basic skilled laborers. As large enterprises do much of their own training, job-placement should include small and middle sized industry. The repair and maintenance sector is very important.

Note: The Senegalese school system like the French system consists of six years of primary school education at the end of which time students are given an examination to continue studies. Those who pass the exam are given a primary school certificate - CEPE. Secondary school is devided into two cycles. The duration of the first cycle is four years at the end of which students who pass an examination receive either the "brevet" degree (BEPC) in general education, or they receive the C.A.P. degree in technical secondary education. The three year long second cycle awards the "baccalaureate" (BAC) to those students passing the final exams. With a "baccalaureate" degree students may go on to university level masters programs.



Analyses:

The "background" survey was conducted with all the major vocational training centers and institutes in the Dakar area. To a large degree this explains the wide variety of answers, as well as differences in scope, number of students trained, and quality of training.

It should be noted that the CPP, (Center for Professional Skill Upgrading), indicated by letter "B", works directly at request of local industries to upgrade or improve skill levels of those already employed, and does not provide basic skill training. This center was just established in 1976 and at the time of this survey was not yet fully operationalized.

The purpose of the background survey was: (1) to illustrate that existing training centers lack sufficient capacity to meet the existing demand for vocational training as demonstrated by the significant and growing number of school leavers; (2) to avoid duplication of efforts between the YMCA project and other training programs; (3) and to identify technical disciplines or trades which were either not offered by existing institutes, and/or for which there was a growing market demand.

Special attention was given to the population served by technical schools; the training fields and levels of training currently offered; and the training program's relationship to job insertion or employment.

Central to the background survey is a clear definition of "unmet need". Question 2-c lists the total number of students in each individual center for a combined total of 3,640. When the figure representing "total number of students" for each center is divided by the number of years duration of training program we arrive at the number of students per year. The total number of students annually is 1,306. The four schools which do not require the BEPC degree, (Lycee de la Foss/ CFA/ CEP/ CEVA), or the completion of the first cycle of secondary school, recruit a total of 996 students per year. This figure represents only 22% of the total number of youth leaving their fourth year of secondary school without having obtained the BEPC degree. (Note: 4,500 youth leave their fourth year of secondary school annually. Source: "GOPEC" - Interministerial Council Meeting minutes of 21 March 1977. Verified by statistics from "Ministry of National Education".) The remaining 78% school leavers, or approximately 3,504 people a year lack any opportunity for further educational training. This 78% is defined as the "unmet need". All indications are that the number of school leavers are increasing at a more rapid rate than is the capacity of the vocational training institutes to offer them an alternative to classical education, or a skill by which to gain their livelyhood. The YMCA project will address itself to this growing population who, because they lack a BEPC degree, can not enter many of the existing technical schools.

The background survey also revealed that although a wide variety of training disciplines are offered, (from chemical engineering to basket weaving), none of the existing technical schools offer training in the construction field, (including plumbing and masonery). Furthermore, three of the seven schools interviewed thought there was a need for training in this field and/or suggested that the YMCA project have construction as one of it's training disciplines. (See questions 11 &12.)

Although some form of training in electricity is offered at four of the schools interviewed, the electricity field was sited as an expanding and needed area of training particularly in terms of job availability. (See related survey of local industries.) The University Institute of Technology (I.U.T.), as well as two additional institutes pointed out the need for metal work or general mechanics, particularly in terms of repair and maintenance services.

When questioned about post-training follow-up program or structure it was found that only two of the seven centers offered a regular counseling service; that 50% had no idea of what happened to graduates after training; and that only one - I.U.T. had an ongoing post-training job placement structure. (Here it is interesting to note that only I.U.T. had an apprenticeship program which in addition to assisting with training also enabled them to maintain close contact with the needs of local industries.)

This is a primary reason why graduates are often unable to find employment in their field of training, and accordingly must seek less attractive employment in fields that do not correspond to their technical training.

The survey also indicated the significant degree of financial responsibility assumed by the Government of Senegal in the operation of existing centers. The Government completely finances four of the seven institutes with partial financing of the remaining three. This illustrates the importance of such vocational training programs to national planning, and the Government of Senegal's commitment in this area of urban development.

ENQUETE DES CENTRES DE FORMATION

1) - Nom du Centre ou de l'Institut _____
Adresse : ..... B.P. .....N° Tél. .....
Nom du Directeur .....

2) - Composition des élèves ou des étudiants .....
Quelles sont les limites d'âge des élèves ou des étudiants ?.....
Quel est l'effectif total des élèves ? .....

3) - Quelle est la spécialité de votre centre ? .....

Quelle est la durée de la formation ? .....

Quelle est la méthode pédagogique employée ?

4) - Quelle sorte de locaux ? .....
Combien de salles de classe ? .....

Combien d'ateliers ? .....

Quels sont les autres locaux ? .....

5) - Nombre du personnel .....

.../...

2-

Professeurs .....

Nombre d'Assistants Techniques .....

Nombre de Sénégalais .....

Nombre des employés faisant partie de l'Administration du Centre

6) - Quel est le processus de recrutement ? .....

7) - Quel est l'origine des candidats ? .....

Quel est le niveau de la formation du centre ? .....

8) - Quelles sont les catégories - les degrés ? .....

9) - Quelles sont les sources de financement ? .....

9b Quelle est la contribution des élèves ? .....

10a) - Y a t-il suivi après la formation ? .....

10b) Y a t-il une aide pour insérrer les élèves ? .....

10c) - Quel est le pourcentage des élèves qui trouvent un emploi, dans leur branche d'étude ? .....

10d) Quel est le pourcentage des élèves qui sont obligés de changer de branche pour trouver un emploi ? .....

10e) Quel est le pourcentage des élèves qui contenuent leurs études à la sortie du Centre ? .....

10f) Quel est le pourcentage des élèves qui ne parviennent pas à trouver un emploi après la formation ? .....

3-

11) - Pensez-vous qu'il y a des disciplines spéciales (en général) qui ne sont pas enseignées au Sénégal et qui ont une grande utilité pour l'économie du pays ? .....

11a) Si oui lesquelles ? .....

11b) Parmi ces dernières, lesquelles sont prévues dans votre programme ? .....

12). - Est-ce que vous faites des recherches dans les domaines suivants : .....

12a) Dans quelle branche d'emploi, les débouchés sont plus nombreux ?

12b) Est-ce que vous avez les statistiques ? .....

12c) Pouvez-vous nous faire quelques suggestions sur les disciplines à choisir ? .....

Tabulation of Manpower Survey Results for Construction Industry

Survey Conducted in March and April of 1977. (Plumbing and Masonery)

The survey consisted of ten central questions each of which was subdevided into more specific questions making a total of twenty eight questions on the survey form. The survey form was completed by project staff immediately following each interview.

The sample consisted of seven local industries ranging from small or informally structured workshops to relatively large scale enterprises. This sample size is considered valid as it easily represents over 10% of total number of construction firms in the Dakar area. The industries surveyed will be keyed as follows:

A - C.D.E. (Consortium des Entreprise); Enterprise Consortium.
B - C.S.E. (Co. Senegalese d'Entreprise); Senegalese Enterprise Company.
C - S.P.E. (Society Senegalaise de Plomberie et d'Equipement); Senegalese Plumbing and Equipment Firm.
D - EBES (Entreprise Batiment et Electricite Senegal); Construction and Electrical firm of Senegal.
E - Entreprise de Batiment et de Genie Civil; Construction and Civil Engineering Firm.
F - SAGECOME (Batiment) et SACOME (Charpente Metallique); SAGECOME (Construction) and SACOME (scafolding).
G - SCHOTEC - Entreprise Technique de Construction Generale; Technical and General Construction firm.

Question no.2.0: "What is the surface area of your firm?"

A - 3,400 square meters.
B - "several hectares"
C - 2,500 square meters.
D - Main floor of apartment building.
E - 300 square meters.
F - 600 square meters.
G - 24 square meters.

Question no. 3.0: "Number of qualified workers?"

A - 60 skilled technicians. (10 apprentices)
B - 20 administrative/ 1000+ part-time throughout the year.
C - 60 workers + 50 aides + 30 unskilled laborers. (aides = apprentices)
D - 7 skilled technicians/ 5 administrative. (15 apprentices)
E - 16 permanent technicians. (2 apprentices)
F - 164 skilled technicians. (5 apprentices)
G - 4 skilled masons/ 2 administration. (4 apprentices)

Question no. 4.0 to 4.4: "Training source distribution for current personnel"

A - Most trained by firm itself with 2 employees from technical school.
B - Almost all personnel trained by technical school. Part time personnel hired from other firms on short term bases.

C - All personnel are recruited and trained by the firm.
D - 70% " " " " " " " " . 20% from the military. 10% from technical schools.
E - All personnel are recruited and trained by the firm.
F - " " " " " " " " " .
G - " " " " " " " " " .

Question no. 5.1: "How many new employees do you hire each year?"

A - 400 part time "depending on the site".
B - More than 1000 part time during course of the year.
C - Average of about 50 new employees per year.
D - Number fluctuates according to available contracts or work.
E - " " " " " " " " .
F - " " " " " " " " .
G - " " " " " " " " .

Question no. 6.0.: "In what technical skill area do you need new employees?"

A - Foremen or on-site supervisors with high level technical training.
B - Material and equipment maintenance. (Inventory.)
C - Plumbers and pipe fitters.
D - Building foundations - masons.
E - None. "This firm is currently well balanced".
F - Appropriate construction techniques. "Depends on construction needs of Senegal."
G - Construction - masons.

Question no. 7.0.: " The acquisition of what technical knowledge or skill would contribute the most to the growth of your firm?"

A - Remodeling, interior finishing work, and plastering.
B - Movable concrete forms.
C - Prefabricated building techniques.
D - Landscaping, industrial installations, maps and surveying, bridges, and public utilities.
E - Engine and machine motors repair and maintenance.
F - Scaffolding.
G - Tiling and paving.

Question no. 8.0: "Would you be willing to hire graduates from our program having the technical knowledge and skills that you need"

A - Possibly.
B - Yes, but it would depend on the level of their competence, enthusiasm, and aptitude for the job.
C - Yes, with the number depending on the extent of work available to the firm.
D - Yes, certainly.
E - Yes, provided there was an apprenticeship program. "The best training takes place in the enterprise itself".
F - Yes, to the extent to which there is work.
G - Yes.

Question no. 9.0: "Would you participate and assist with the YMCA technical training program?"

A - Yes, our firm would help with the apprenticeship program.
B - Possibly.
C - Yes, our firm would help with recruitment and on-site practical test, plus with the apprenticeship program.
D - Yes, with the apprenticeship program.
E - Yes, particularly with the apprenticeship program.
F - Yes, both with aptitude test for recruitment and the apprenticeship program.
G - Yes, our firm would supply technical specialists for seminars; assist with recruitment and on-site aptitude tests; and participate in apprenticeship program.

Question no. 10.0: "How many apprentices could your firm take at one time?"

A - Perhaps ten (10).
B - Would depend on quality of program and availability of work.
C - Probably for on-site apprentice work depending on extent of work.
D - ~~Very~~ Three (3) electricians and several masons.
E - Six (6) masons (construction)/ three (3) plumbers/ two (2) laborers or general construction workers/ for total of eleven (11).
F - Would depend on amount of work available.
G - Three depending on the importance of the work.

Analyses:

Although of the seven industries interviewed there were a total of 1,454 current employees, (77 administrative/ 1,311 technicians/ 66 apprentices), many of these were part time or seasonal. The length of time for employment varied greatly depending on the availability of work or number of specific contracts secured by the construction firm. Nevertheless, 1,454 is a significant number employed for the size and variety of the sample.

For the most part the firms themselves did the recruiting and training of personnel, yet were willing to participate in an apprenticeship program and to assist with a more structured technical training program. (See questions 9.0 & 10.

A viable existing employment market or manpower need for skilled employees in the construction trade is most evident by response to questions 5.1 and 8.0. Although question 5.1 illustrates high demand for new employees, (total of about 1,500 annually), it should be noted that many new hirings are due to turnover or employee termination. Still, given this fluidity, and once again given the fluctuation according to the amount of work available, the demand for new employees is evident. Six of the seven industries surveyed said that they would be willing to hire graduates from our technical training program. Specific needs or fields of technical specialization can be witnessed by response to questions 6.0 and 7.0. and include: finishing work, remodeling, prefabrication, landscaping, machine repair, tiling, plastering, etc..

Many of the directors and managers interviewed were resistant to specify the number of graduates "from our program" that they would employ. Many were afraid of making such an early committment in this regard. Nevertheless, most gave positive responses indicating that they would employ graduates from our program providing they were competent, had an apprenticeship training experience, were enthusiastic, etc..

The managers and directors interviewed found the [redacted] of the YMCA training program to be the [redacted]. It is in this way that most entrepreneurs were eager to participate, (see questions 9.0 & 10.0). It was important to them that technical training be tied as closely as possible to the realistic and practical needs of their enterprises, and in this way could see the training program being most in their interest. Many entreprenours were favorably impressed by the fact that they were being interviewed and consulted in the planning stages of such a program, and found this to be a different approach and philosophy than many existing training centers employ. The YMCA project will maintain strong liaison with existing industry as an integral feature of it's post-training job placement objective.

/7-ENQUETES DES ENTREPRISES DE DAKAR

1.0) - Nom du l'Entreprise ; _____

1.1) - Adresse : _____ B.P. _____ N° Tél. _____

1.2) - Nom du Gérant : _____ N° Tél. _____

1.3) - Les autres gérants (et leurs fonctions)_

2.0) - Quelle est la superficie de l'Entreprise : _____

2.1) - Nombre de hangars : _____

2.2) - Nombre de bureaux et de magasins : _____

3.0) - Nombre d'ouvriers qualifiés : _____

3.1) - Nombre d'apprentis : _____

3.2) - Nombre d'encadreurs au bureau : _____

4.0) - Quelle est la répartition du personnel (en pourcentage)? _____

4.1) - Personnel formé dans cette Entreprise _____%

4.2) - Personnel formé dans une école technique _____%

4.3) - Personnel formé dans l'armée : _____%

4.4) - D'où vient le reste du personnel ? _____%

5.0) - Où recrutez-vous vos nouveaux employés ?

5.1) - Combien de nouveaux employés engagez-vous par an ?

5.2) - Dans quelle branche de votre Entreprise vous avez le plus de besoins ?

6.0) - Dans quels domaines de connaissance technique spéciale voulez-vous les nouveaux employés ?

6.1) - Est-ce que ces besoins d'emplois sont temporaires ou chroniques ?

7.0) - Quelles acquisition nouvelle en matière de connaissance techni spéciale vous permettrait d'avoir le plus grand potentiel pour une croissance effective ?

7.1) - Est-ce que cela est général pour toutes les Entreprises ?

8.0) - Voudriez-vous bien employer nos formés qualifiés ayant les connaissances techniques dont vous aurez besoin ?

9.0) - Vous voudriez participer à la formation professionnelle Y.M.C.A. Dans quelle mesure ?

9.1) - Fournir les ouvriers de temps en temps pour expliquer les techniques spéciales -

9.2) - Nous aider à donner les tests d'aptitude

9.3) - Prendre les stagiaires comme apprentis durant leur deuxième cycle de formation

10.0)- Combien de stagiaires pouvez-vous prendre à la fois ?

ANNEX 7.

TABULATION OF MANPOWER SURVEY RESULTS FOR ELECTRICAL FIRMS. (Survey conducted in March-April 1977.)

Firm

LO) #1: Senegalaise Electrique
#2: Senegal Electrique
#3: Trenchant
#4: Sorafel
#5: Foreeleo
#6: Frigelec

address

1.1) #1: rue Blanchot en face du Building
#2: rue 57 x 62 derriere Gueule Tapee
#3: rue de l'Est, Point E
#4: rue 3, Point E
#5: rue md V entr Jules Ferry et Felix Fauve
#6: Allees marinas x Sicili

director

1.2) #1 MME Fresneau; Mon Monoret #2 El Hadj Mamadou N'Diaye
#2: Trenchant
#3: Rapp
#4: Napoli
#5: Laumondais

other management

1.3) #1: nant none
#2: Mon. Diatta (contact w/ director) Private secret. & acont.
#3: nene
#4: "
#5: "
#6: Admin Dir of co.: Mon. Boutin

2.0) What is the surface/ size of the Firm?
#1: office: 600m^2; storerooms and workshops: 2000m^2
uncovered space: 9000m^2
#2: n/a
#3: 600m^2
#4: 2000m^2
#5: 150m^2
#6: 2000m^2

2.1) How many workshops?
#1: including storage: 3
#2: 2
#3: 0
#4: 2
#5: 0
#6: 5

2.2) Number of offices and magasines(storage)
#1: 3
#2: 2 offices, 3 mag.
#3: one building houses all
#4: 4 offices, 2 mag.
#5: 1
#6: 4 offices and a hardware retail in town (Dakar)

3.0) Number of qualified workers?
#1: 50
#2: 6
#3: 12
#4: 20
#5: 1977—4; 1976—15; 1975—25
#6: 30 (plus 17 more in the hardware store)

3.1) Number of apprentices?
#1: 3 trainees
#2: 4
#3: 1
#4: 5
#5: 1
#6: 1

3.2) Number of office staff?
#1: management & secretaries
#2: 4 (plus staff in tambacounda & Ziguinchor offices)
#3: 3
#4: 4
#5: 1
#6:3

4.0) What is the distribution of your personnel in percentages according to their training?

4.1) Trained in this particular firm?
#1: 80%
#2: 50%
#3: 100%
#4: 100% of workers
#5: 100%
#6: 50%+ (the majority)

4.2) Personnel trained in a trade school?
#1: 5%
#2: 0%
#3: 0%
#4: directeur and his assistant
#5: 0%
#6: Director

4.3) Trained in the army (military)?
#1: 0%
#2: 0%
#3: 0%
#4: 0%
#5: 0%
#6: 0%

4.4) Where are the rest of the personnel trained?
#1: elsewhere
#2: 50% in other firms
#3: 0%
#4: 0%
#5: 0%
#6: 0%

5.0) Where do you recruit your new employees?
#1: the government Labor Services Office (SMO)
#2: they come to the firm, take tests, show credentials (certification)
#3: SMO
#4: families of workers with the Firm
#5: They present themselves at the firm
#6: SMO

5.1) How many new employees do you hire each year?
#1: about 50 revolving besides permanent ones depending on work sites
#2: 1976: 3 workers (they always keep a set number of 6 workers and 4 apprentices)
#3: for 2 years they have had a stable workforce w/ few changes
#4: except for the permanent workforce the hiring is a fonction of the number of worksites.
#5: 1976: 20 new ones. It depends of the amount of worksites
#6: the least number possible; he prefers to have permanent employees

5.2) In which sector of your business do you have the most needs (in regard to personnel & manpower)?
#1: installation et lignes ("les grosses affaires") heavy lines, high tension
#2: electricity: industrial et building construction
#3: electricity: construction
#4: electricity: construction
#5: interior installations. High tension stations.
#6: engineering; highly technical work

6.0) In what areas of knowledge/skills do you want new employees?
#1: inventory specialists to work with stock; cost accountants; workers with safe, precautionary practices
#2: 3 workers in electricity; 1 foreman at worksite
#3: workers who understand theory
#4: electricity construction installation
#5: repairing machines, wiring & installation; simple activities that must be done well. Needs workers who can get the job done even if it requires great effort.
#6: technicians

6.1) Are your employment needs temporary or chronic?
#1: temp.; ½ chronic (the "revolving workers")
#2: keeps a staff permanent at 6 workers and 4 apprentices; but it is always difficult to find competent workers
#3: chronic since 1964
#4: Chronique all the time
#5: chronic
#6: chronique because good workers are hard to find.

7.0) What acquisitions of knowledge/skill would most aid your economic growth as a firm?
#1: inventory specialists, cost accountants
#2: workers who can apply theory
#3: repair worker; electronics, maintenance service workers
#4: there's no room for new techniques here in electricity (quote)
#5: you risk overwhelming certain workers who have not been retrained, they can keep up. Its better to proceed slowly and use normal techniques that all the workers can use.

#6: there are no technicians capable of using new techniques. That's why we have evolved so little in refridgeration and air conditioning. The need is trained technicians in turbines and compressors.

7.1) Is this true for the other firms in your field?
#1: yes
#2: I don't know
#3: yes, I think so...
#4: I don't know
#5: each firm has its own problems and its own ideas of solution
#6: Yes, except the international firms who can transfer people for certain personnel problems.

8.0) Would you be willing to hire our graduates having the knowledge/skills you will need?
#1: yes
#2: yes, it depends on the work but you can count on 3 or4
#3: yes, but I only hire after a test
#4: yes, its evident.
#5: yes, if they can work
#6: Yes, if they are valuable. We will test them first. Employment is a function or the interest and the needs of the firm.

9.0)
In what way would you like to participate in Project YMCA vocational training

9.1) Send workers from time to time to explain techniques and working conditions to the trainees:
#1: yes
#2: no
#3: yes
#4: no
#5: no
#6: no

9.2) Help us to give tests of qualification:
#1: yes this necessitates a conference among the firms to determine the standards
#2: yes
#3: no, except in the line of work
#4: yes
#5: no
#6: personnally, I'd like to do it, but I have little free time.

9.3) Take the trainees as apprentices during their second cycle of training:
#1: yes . . . . . 2 trainees
#2: yes . . . . . up to 4 depending on the worksites
#3: yes . . . . . 1 or 2
#4: only need now is upgrading . . .0
#5: it depends on the market at that time . . .n/a
#6: yes under conditions (see survey Frigelec) . . 2 trainees

TABULATION OF MANPOWER SURVEY RESULTS FOR FIRMS IN GENERAL MECHANICS. (Survey conducted in May 1977.)

(1.0) Name of firm:	(1.1) Address:
1. Daouda Sow	Rt. de Rufisque/ BP 6694.
2. SODACOM	" " / BP 565
3. S.A.I.B.	" " / BP 2036
4. MANUTENTION AFRICAINE	Rue Barachoix / BP 173
5. GARAGE DE LA GRAND MOSQUEE	Allees Coursin / BP 7128

(1.2) Name and telephone of manager:
1. Daouda Sow (327.44)
2. M. Rack (500.26)
3. Scheffer (501.21)
4. Jean Forestier (220.01)
5. Dia (362.67)

(2.0) What is the surface area of the firm in square meters:
1. 1000
2. 2500
3. 22500
4. Five large buildings in naval yard port of Dakar.
5. 1500

(2.1) Number of covered shops:
1. 1.
2. One large building 1500 sq. m.
3. Six buildings - 11000 sq. m.
4. One
5. One large and one small building.

(2.2) Number of offices; storeroom and warehouse facilities:
1. One.
2. One storeroom and four offices.
3. Twelve rooms and five storerooms.
4. One large office; one building; one storeroom.
5. Administration and one storeroom.

(3.0) Number of qualified workers (ie) skilled laborers:
1. seven.
2. forty.
3. 550 to 600 (180 women)
4. 195 in general mechanics work.
5. eighteen.

(3.1) Number of apprentices currently employed:
1. ten.
2. five.
3. twenty
4. relatives (sons) of the workers - number fluctuates.
5. ten.

(3.2) Number of office staff:
1. one secretary.
2. three.
3. thirty.
4. eleven.
5. four.

(4.0 to 4.1) Where have your current personnel been trained:

In this firm:	In a technical school:	In the Army:	Other:
1. 25%	0	0	75% other firms.
2. 100%	0	0	0
3. 100%	0	0	0
4. about 90%	several from old CQID.	0	10% other firms.
5. 10%	0	0	90% " " .

(5.0) From where do you recruit your new employees:
1. From other enterprises and friends.
2. From parents of the workers.
3. From the firm itself.
4. From relatives of workers families.
5. Apprentices are presented by their parents who are workers. All applicants passthrough the bureau of labor.

(5.2) In what branch(s) of your firm do you have the greatest need for skilled employees:
1. Automobile body work and coach building are very profitable.
2. Lock smiths; draftsmen and measurers.
3. Joinery; cabinet making; power saw operators.
4. Shipbuilding. [illegible].
5. Management. [illegible]

(5.1) How many new employees do you engage per year:
1. fluctuates.
2. between three and four annually.
3. ten on average per year.
4. one person each year for each department (minimum of 5).
5. about 5 or 6 annually.

(6.0) In what specialized skill areas would you want new employees:
1. soldering and welding; body work; "chardonnerie".
2. staircases and staircase raillings.
3. disciplined employees with a good professional conscience.
4. planners and draftsmen who can read blueprints.
5. receptionist with knowledge of mechanical terms; master coach builder for body work and good technical assistant.

(6.1) Are your employment needs temporary or chronic:
1. Chronic - very difficult to find good skilled workers.
2. Chronic - we train workers here but it's very difficult.
3. Chronic need for skilled employees.
4. Chronic.
5. Temporary - once they are hired they stay with the firm.

(7.0) Acquisition of what new technical skill would be a factor in the growth of your firm:
1. More knowledge of the new techniques used in Europe that could be adapted here.
2. Work with aluminum is becomming more and more important.
3. There are not many new effective techniques in metal work.
4. No new techniques, but better application of old ones.
5. The machines. Youth should be taught how to operate the new machines.

(7.1) Is this true for other firms in your field:
1. Don't know.
2. In the same branch of work - yea.
3. yes.
4. the methods differ from one enterprise to the other.
5. yes, generally.

(8.0) Would you be willing to hire our trainees if they had the technical skills which you need:
1. That depends on how well qualified they are.
2. Yes.
3. Yes.
4. Yes but we would need to maintain an equalibrium in hiring according to the amount of work, and number of older workers leaving.
5. Yes.

(9.0) (9.1) Would you like to participate in the YMCA technical training program. (Training is at a worker level.) Would you send workers on occassion to help with training at the center: (eg. explain special techniques.)
1. Yes.
2. Yes, could also get help from labor unions.
3. yes.
4. yes, on short term basis.
5. yes.

(9.2) Will you help the project with aptitude testing and recruitment:
1. Yes.
2. Yes.
3. Yes, professional testing is important.
4. Yes.
5. Yes.

(9.3) Will you take our apprentices as trainees during second cycle of their training:
1. yes, but we cannot pay them.
2. yes.
3. yes, if there is work. We would assign each apprentice to a full time worker to make individual teams.
4. Yes.
5. Yes.

(10.0) How many trainee apprentices can you take at one time:
1. two or three.
2. two maximum.
3. eight to ten.
4. eight to twelve.
5. total of eleven.

COMMUNITY RESOURCE CONTACTS.

Approximately sixty individuals representing both public and private sectors were interviewed by the YMCA Project as part of a background study identifying the need and support for a vocational training — job insertion program. A reference or classification form was completed for each person contacted which in effect summarized his opinions and suggestions on the structure, objectives, specific (ie) marketable skill areas, etc., which should constitute such a training program. Community inputs, or "areas of collaboration", were also identified, (eg) research information, data, statistics; special materials and equipment; qualified personnel on short term, (lectures, seminar) bases; etc.. Following is a list of names representing community contacts with whom the project maintains a liaison, as well as several quotes from interviews and from official project correspondence.

Name:	Position:
Mr. Paul Inskeep.	Regional Labor Attache. U.S. Embassy.
Mr. Baudert.	President. UNISYNDI. (Manufacturers Association.)
Mr. Ravarit.	Director - Electrical Section. UNISYNDI.
Mr. Dembele.	Assistant Resident Representative. International Labor Organization. (ILO)
Mr. Pieter Van Dijk.	Research Bureau. ILO.
Mr. Braja.	Director of Instruction. "Lycee de la Fosse". (Technical School.)
Mr. El Jack.	Director of Educational Facilities Section. UNESCO.
Mr. Chris Posma.	Architect. UNESCO.
Mr. Lo.	Assistant Director. National Employment Bureau.
Mr. Wade.	Assistant Director. SONEPI (Small and middle business administration.)
Mr. Norbert Clement.	Director. Catholic Relief Services.
Mr. Rudolf Aggrey.	Ambassador. United States of America.
Mr. Jack Shaeffer.	Director. United States Peace Corps.
Mr. Langley.	Assistant Director for Research. United Nations Environment Program.

Name:	Position:
Mr. Kane.	Director. "Centre de Bopp". (Bopp Training Center.)
Mr. Fofana.	Vice President. Chamber of Commerce.
Mr. La Font.	Vice President. Union Banque Senegal.
Mr. Youm.	Director. Dakar Youth House. (Community Center.)
Mr. Kergreis.	Director. University Institute of Technology.
Mr. Sene.	Co-Director. Center for Industrial Training.
Mr. Ajavon.	Co-Director. Center for Sewing, Cutting and Fashion.

"Following my letter of October 1976, no. 6520, concerning the (YMCA) vocational training project, with support from U.S. AID, I am pleased to give all parties concerned the confirmation of agreement from the Government of Senegal for approval of this project."

Mr. Abdou Diouf. Prime Minister of Senegal. October 19, 1976.

"The vocational training program which you propose to implement with assistance from the YMCA enters perfectly into the objectives of the social and economic development plan of Senegal."

"We will charge all regional and local authorities related to the work of this project to render the assistance necessary for its success."

Mr. Ousman Seck. Minister of Plan and Cooperation. October 28, 1976.

"The YMCA training project can count on my full support as well as support and assistance from the offices of the Dakar Chamber of Commerce."

Mr. Abdoulaye Fofana. Vice President. Dakar Chamber of Commerce.

"The prime minister asks that you make available to this important project, (YMCA Vocational Training), the facilities conforming to the specifications outlined by the Secretary of State for Community Development."

From the office of the Prime Minister to Mr. Babacar Ba, Minister of Finance and Economic Affairs. November 19, 1976.

Community Resource Contacts

UNESCO: Mr. El Jack - Director of Educational Facilities Section.
Mr. Chris Posma - Archetect.

— Suggestions: "Training should cover all aspects of construction .... It should try to use and improve existing local materials. This will help limit costs and increase the number of jobs.. .. Teach the trainees how to use local materials. Recruit masonery instructors who are flexible and who are interested in new techniques .... Note our report, 'Definition d'un Approche Archetecturale' (Definition of an Archetectural Approach), and our book, 'Construction Portees Courtes' (Arch Construction)."

— Areas of Collaboration:

Could assist with design techniques and cost estimates for training facilities. Counsel and advise instructors.

UNISVNDI: Mr. Baudert - President.
Mr. Raverit - Director of Electrical Section.

(Manufacturers Association.)

— Suggestions: Recommends construction as an industry needing skilled employees.

— Areas of Collaboration:

Provide information on private sector enterprises in Dakar.

Service de la Main D'Oeuvre: Mr. Lo - Assistant Director.

(National Employment Bureau.)

— Suggestions: Recommends construction as a viable job outlet. He believes there would be little success with auto-mechanics or secretarial skills.

— Areas of Collaboration:

Research.

SOMEPI: Mr. Wade - Assistant Director.
Mr. Seck - Director of Training.

(Small and Middle Business Administration.)

— Suggestions: Expressed concern for the need to provide work for the large number of youth leaving secondary school, (level 3).

— Areas of Collaboration: Will assist in contacting businesses to participate in the program, (apprenticeship and insertion). Can assist with creation of cooperatives and post-training job placement.

EMDA: Mr. Langley - Assistant Director for Research.

(United Nations Environmental Program)

— Suggestions: Believes there exists a good model in DEPA - "Direction de Formation Professionelle Rural" (Direction of Rural Vocational Training), particularly in area of re-training craftsmen. Sees greatest need in research and development around existing models.

— Areas of Collaboration:

Research.

006806 PN/306/ED.1

Suite à ma lettre n° 6520 du 1er octobre 1976 relative à un projet de formation de la jeunesse avec le soutien du U.N.S.A.I.D., je vous prie de donner aux organisations concernées la confirmation de l'accord du Gouvernement sénégalais pour l'approbation de ce projet.

AMPLIATION

Mme Dem Mady CISSE, Secrétaire d'Etat à la Promotion Humaine

Aliou DIOUF

A Monsieur Ousmane SECK
Ministre du Plan et de la Coopération
DAKAR

SECRETARIAT D'ETAT CHARGE DE LA PROMOTION HUMAINE
Arrivée [illegible]
Expédition
N° [illegible]

MAD/LF

REPUBLIQUE DU SENEGAL
UN PEUPLE UN BUT UNE FOI

LE PREMIER MINISTRE

DAKAR, LE

N° _____/PM/SGG/ED1

J'accuse réception du rapport annuel du projet Y.M.C.A que vous m'avez transmis par votre lettre n°569 du 28 février 1977.

Je vous remercie de me tenir informé de l'évolution de ce projet auquel j'attache une grande importance.

C'est, en effet, une expérience intéressante dans la recherche de solutions au problème de la jeunesse inactive.

Je vous prie de veiller à ce qu'elle soit poursuivie avec toute la vigueur souhaitable.

Monsieur Ben Mady CISSE,
Secrétaire Général à la
Promotion Humaine

- D A K A R -

Abdou DIOUF

460/SP

Cuf. dossier

ANNEX 8. -72-

N° [illegible]

Dakar, le - [illegible]

[illegible]
[illegible]

SECRETARIAT D'ETAT
A LA PROMOTION HUMAINE
AUPRES
DU MINISTRE D'ETAT
CHARGE DE L'EDUCATION
NATIONALE

A

Monsieur Cupidon SY
YMCA

OBJET / - Rapport annuel de l'YMCA

A la suite de la lettre du Premier Ministre (N° 1871 du 16 mars 1977) dont je vous ai déjà fait parvenir une amplification, je vous demande de bien vouloir en informer les responsables de l'YMCA en leur communiquant une photocopie du rapport en cours interministériel sur le GOPEC.

En effet, l'action de l'YMCA doit de plus en plus se situer dans la perspective de contribuer à l'insertion des jeunes en liaison avec l'EMP, l'Alphabétisation et les projets de développement qui encadrent les régions de notre pays.

Ben Mady CISS

TRANSLATION

REPUBLIC OF SENEGAL

Secretary of State for
Community Development.
(La Promotion Humaine.)

Ministry of Education.

No. 77-187/ S.E.P.H./ SP

Dakar, 5 April 1977.

To: Mr. Cupidon Sy
YMCA

RE: 1976 YMCA Annual Report

Following my letter to the Prime Minister, (No. 1871 of 16 March 1977), I request that you send to YMCA representatives a copy of the report from the "Interministerial Council — CCPEC".

In effect, the action of the YMCA should more and more be placed in a position to contribute to the employment of youth. In this capacity the YMCA will maintain liaison with "The Department of Middle Practical Education", "The Department of Literacy Training", and with other development projects of national scope.

Ram Mady GUEYE

Secretary of State
for Community Development.

TRANSLATION: ANNEX 8.

YMCA SENEGAL PROJECT:

Following are selected quotes from the minutes of the Interministerial Council meeting, ("GOPEC"), of 25 March 1977.

Present: Mr. Abdou Diouf. The Prime Minister of Senegal.

The Minister of Rural Development.
The Minister of Labor and Employment.
The Minister of Youth and Sports.
The Secretary of State for Community Development.
The Secretary General to The President of The Republic.
The Minister of Finance and Economic Affairs.
The Minister of the Interior.
The Minister of Plan and Cooperation.
The Minister of Education.
The Minister of the Armed Forces.
The Minister of Industrial Development and the Environment

Guest: Director of SOMIPI. (Small and Middle Business Administration.)

The Prime Minister opened the council meeting by asking each Ministry to, "seriously reflect on the impending necessity to rapidly find practical and non-classical solutions to the problems of youth who have dropped out of school, (formal educational system), and are know without skills or employment possibilities. This is our primary problem."

"As a first step to respond to this problem .... GOPEC has requested that the state create a fund," (to provide credit for enterprise development — job creation programs), "which is not to exceed 100 million CFA, ($400,000) over a period of several years."

"It is further recommended to develop a more extensive diversification of programs in both urban and rural areas."

AGREEMENT BETWEEN THE GOVERNMENT OF THE REPUBLIC OF SENEGAL AND THE INTERNATIONAL DIVISION OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION, DESIGNATED YMCA.

A - Declaration of Principle:

Article 1: The International Division of the Young Men's Christian Association (YMCA), a private philanthropic association, offers to the Government of the Republic of Senegal a direct aid in the form of financial and human resources for the vocational training of youth.

Article 2: The Government of Senegal with the participation of the YMCA wish to engage in a project of vocational training services for Senegalese youth and for their insertion into production and commercial circuits.

B - Commitments:

Article 3: The YMCA will make available to the Government of Senegal:

a) the experts needed to implement the project.

b) the financial and material means needed to implement programs agreed upon by the parties to this agreement.

Article 4: The Government of Senegal:

a) will authorize the entry into Senegal, free from any tax or customs obligation placed on imports, vehicles, gasoline, office supplies and equipment, teaching materials and all other materials and equipment imported by the YMCA or acquired within the national territory of Senegal, for the operation of its training programs.

b) will not impose any tax on salaries, benefits, or other remunerations paid by YMCA to its non Senegalese personnel.

c) the Government commits itself, within the framework of its legislation and for the needs of YMCA activities in the territory of Senegal, to facilitate for the YMCA the conversion of foriegn currency into local money at the legal rate.

d) does make available to the YMCA the offices necessary for the installation of its services.

e) grants to non Senegalese personnel, and to their families, exemption from all restrictions or obligations concerning the registration of foreigners, entry visas, working permits, visitors permit, and formalities of that order.

f) grants to non Senegalese personnel, their spouses and family members living with them, the right to import with exemption their furniture and other personal effects within six months of their installation in Senegal. Nevertheless, movable property can not be given away or sold in Senegal without government authorization. Finally, they may import their automobile with exemption and within the limit of one vehicle per agent or per household.

g) provides the non Senegalese personnel of the YMCA with furnished housing.

C - Litigation:

Article 5: Any disagreement between the Government of Senegal and the YMCA concerning the interpretation or the application of the present agreement, if not resolved informally or through other modes of resolution agreed to by the parties, is to be submitted for final decision to a court of arbitration.

D - Renunciation:

Article 6: Either of the parties may terminate the present agreement by giving six months notice followed followed by confirmation of receipt thereof. In addition, each party retains the possiblity to terminate immediately and unilaterally the execution of its commitments, after having duly informed the other party of its intention, whenever it judges its security, or that of its personnel, to be endangered by serious troubles of any nature.

E - Entry into Effect:

Article 7: The present agreement will take effect as soon as it is signed. With this understanding, the duly authorized representatives of the contracting parties have signed the present agreement.

At Dakar, the 21 day of April 1975.

For the Government of Senegal:

Name: Mr. Babacar Ba.

Title: Minister of Finance.

For the International Division of Young Men's Christian Association, (YMCA).

Name: Mr. Melwood Davis.

Title: Director - Urban/African Affairs.

PROTOCOLE D' ACCORD
ENTRE LE GOUVERNEMENT DE LA REPUBLIQUE DU
SENEGAL ET L'INTERNATIONAL DIVISION
OF THE YOUNG MEN' S CHRISTIAN ASSOCIATION
DESIGNE SOUS LE SIGLE Y. M. C. A.

A - DECLARATION DE PRINCIPE

Article 1 : L'International Division of The Young Men's Christian Association YMCA, association philanthropique privée, offre au Gouvernement de la République du Sénégal, une aide directe sous forme de moyens financiers et humains pour la formation professionnelle de sa jeunesse.

Article 2 : Le Gouvernement du Sénégal et YMCA souhaitent que YMCA oeuvre au Sénégal en participant à la formation de sa jeunesse et à l'insertion de celle-ci dans les circuits de production et de commercialisation.

B - ENGAGEMENT

Article 3 : Y. M. C. A.

YMCA mettra à la disposition du Gouvernement du Sénégal :

a - les experts nécessaires à la réalisation du projet ;

b - les moyens financiers et matériels pour la réalisation des programmes convenus entre parties.

Article 4 : Gouvernement du Sénégal

a - autorisera l'entrée au Sénégal, exonérés de toute taxe ou de tout droit de douane perçu sur les importations, les véhicules, le carburant, le matériel de bureau, le matériel pédagogique et tout autre matériel et équipement importés par YMCA ou acquis dans le territoire national pour l'exécution de son programme de formation.

b - ne percevra aucun impôt sur les salaires, indemnités ou autres avantages matériels versés par YMCA à ses agents non Sénégalais à l'occasion de l'exercice de leur fonction ;

../..

c - le Gouvernement s'engage à faciliter [illegible], dans le cadre de sa législation et pour les [illegible] des activités de YMCA, dans le territoire [illegible]nal, la conversion en monnaie locale et au taux légal de devises étrangères utiles à son fonctionnement.

d - Met à la disposition de YMCA des locaux à usage bureau pour l'installation de ses services.

e - accorde au personnel non Sénégalais de YMCA, ainsi qu'à leurs familles, l'exemption de toutes restrictions ou droits concernant l'enregistrement des étrangers, les visas d'entrée, le permis de travail, les permis de séjour et formalités du même ordre.

f - accorde au personnel non Sénégalais, à leur conjoint et aux membres de leur famille mis à leur charge, le droit d'importer en franchise leurs effets personnels dans les six (6) mois de leur établissement au Sénégal. Ils peuvent enfin importer temporairement leur véhicule, automobile en franchise, dans les limites d'un véhicule par agent ou par ménage.

g - met à la disposition du personnel non Sénégalais de YMCA des logements meublés.

C - LITIGE

Article 5 : Tout différend entre le Gouvernement du Sénégal et YMCA, relatif à l'interprétation ou à l'application du présent accord et de tout accord additionnel est, s'il n'est pas réglé par voie amiable ou par tout autre mode de règlement agréé par les parties, soumis, pour décision définitive, au Tribunal de première instance de Dakar.

D - DENONCIATION

Article [illegible] : Chacune des parties peut mettre fin au présent accord au terme d'un préavis de six (6) mois adressé à l'autre avec avis de réception. En outre, chaque partie a la faculté, après en avoir dûment averti l'autre, de mettre immédiatement et unilatéralement fin à l'exécution de ses engagements lorsqu'elle juge sa sécurité ou celle de son personnel menacée par les troubles graves de quelque nature qu'il puisse s'agir.

../..

ANNEX 9.

E - ENTREE EN VIGUEUR

Article 7 : Le présent accord entrera en vigueur dès le moment de sa signature. En foi de quoi les représentants dûment autorisés des parties contractantes ont signé le présent accord.

FAIT A DAKAR, le 21 AVRIL 1975

Pour le Gouvernement du Sénégal

NOM-

TITRE

Pour l'International Division of the Young Men's Christian Association YMCA

NOM- Mahmoud

TITRE Director

WORKING RELATIONSHIP BETWEEN THE INTERNATIONAL DIVISION OF YMCAS AND THE WORLD ORT UNION.

RE: Project Title: "Integrated Services for Youth Job Development.

The Government of Senegal ("La Promotion Humaine") and the U.S. International Division of YMCAs are collaborating on designing and implementing a long range vocational training program for Senegalese youth in urban and rural sectors. The YMCA is providing counterpart staff as well as supplementary operating budgets of $50,000 annually (over a five year period), of which $25,000 annually is being invested in the urban youth program.

The YMCA is responsible for the management, administration and financial aspects of this project. The YMCA will sign the project agreement with AID/Washington. In addition to the project director, YMCA staff will include an administrative assistant and a specialist in business administration. The YMCA will cooperate with the GOS ("La Promotion Humaine") in recruiting counterparts for each of the positions, as well as thirteen Senegalese auxiliary and clerical personnel.

The YMCA will arrange a subgrant or contract with World ORT Union to provide technical assistance for the project over a five year period. This will include expenses for a training coordinator and three technical instructors. The YMCA will reimburse or advance ORT funds for personnel costs and travel, as well as support costs, including overhead and backstopping as detailed in the project budget.

Over a five year period, World ORT Union will provide technical assistance and help the YMCA in setting up administrative and training structures, analyze employment and market possibilities, identify products appropriate for local manufacture, and train the Senegalese counterparts.

The training coordinator will be responsible to the YMCA project director in Dakar. The training coordinator will be expected to assist the project director in periodic evaluation and help in other relevant project matters. The job description of the training coordinator will also include the programming and planning of training, the projects research and development service, and technical research relating to training. The three instructors will be under the supervision of the training coordinator. Their specific responsibilities are defined in the grant proposal.

Recruitment Criteria and Process

The trainee recruitment process will follow four consecutive phases:

(1) Application and initial interview. (See "Candidate Questionnaire" form following.)

(2) Educational testing or written exam to determine level of basic mathematics and literacy skills.

(3) Technical aptitude testing to determine practical, on-the-job, performance of manual functions and technical ability in area of specific training discipline. This will be a two to four week probation apprenticeship period in an actual workshop setting. The candidates ability and aptitude will be measured by both the shop manager or employer, and by trained project staff.

(4) Final interview with project staff -- approval or rejection.

The following criteria will be considered in the selection of trainees during the recruitment process:

(1) Age:
a. 18 to 24 years for women.
b. 18 to 30 years for men.

(2) Educational Level:
a. Minimum of six years formal schooling.
(Primary school certificate CM-II)
b. Maximum of ten years formal schooling.
(First Cycle of Secondary School degree - B.E.P.C. or C.A.P.)

(3) Technical Aptitude and Work/Study Attitude:
a. Realistic work and job aspirations.
b. Interest and seriousness in learning his/her selected trade.
c. Manual and technical experience and abilities.
d. Willingness to relocate outside of Dakar after training, (eg. rejoin village family; job placement flexibility).
e. Willingness to conform to rules and regulations of the training center.

CANDIDATE QUESTIONNAIRE

ANNEX II.
Application form.

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REPUBLIQUE DU SENEGAL
REGION DU CAP-VERT
PROJET Y.M.C.A.

N° _____/RCV/YMCA

FICHE DE RENSEIGNEMENTS

Prénoms .....

Nom .....

Date et lieu de Naissance .....

Adresse .....

.....

Ethnie .....

Dialectes parlés .....

ETUDES

Ecoles Primaires fréquentées .....

.....

Diplômes obtenus .....

Ecoles Secondaires Privées fréquentées .....

.....

Diplômes obtenus .....

Ecoles secondaires publiques .....

Diplômes obtenus .....

Formation Technique .....

Centre de Formation technique suivi .....

.....

Stages techniques suivis .....

.....

Certificat ou attestations obtenus .....

.....

ACTIVITES FUTURES :

Quel métier préférez-vous ? .....

Pourquoi ce choix ? .....

.....

./...

Etes-vous prêt à suivre une formation de plusieurs années ?

Si oui pendant combien de temps .....

Le projet YMCA tel qu'il vous a été expliqué, vous intéresse t-il ?

.....

Pourquoi ? .....

Qu'attendez-vous du projet après votre formation ? .....

.....

Comment voyez-vous le problème de votre insertion professionnelle dans votre milieu ? .....

.....

Etes-vous disponible à vous réinstaller dans une autre région, village ou ville ? .....

Où préférez-vous vous réinstaller ? .....

.....

Dans quelles conditions ? .....

.....

Etes-vous d'accord de travailler en coopération avec vos camarades après la formation ? .....

Pourquoi ? .....

.....

Où préférez-vous travailler seul ? .....

Pourquoi ? .....

Serez-vous en mesure d'être régulier au lieu de travail ? .....

Si non quelles difficultés s'opposant à cette régularité ? .....

.....

Etes-vous prêt à respecter les règles de discipline de l'Etablissement?

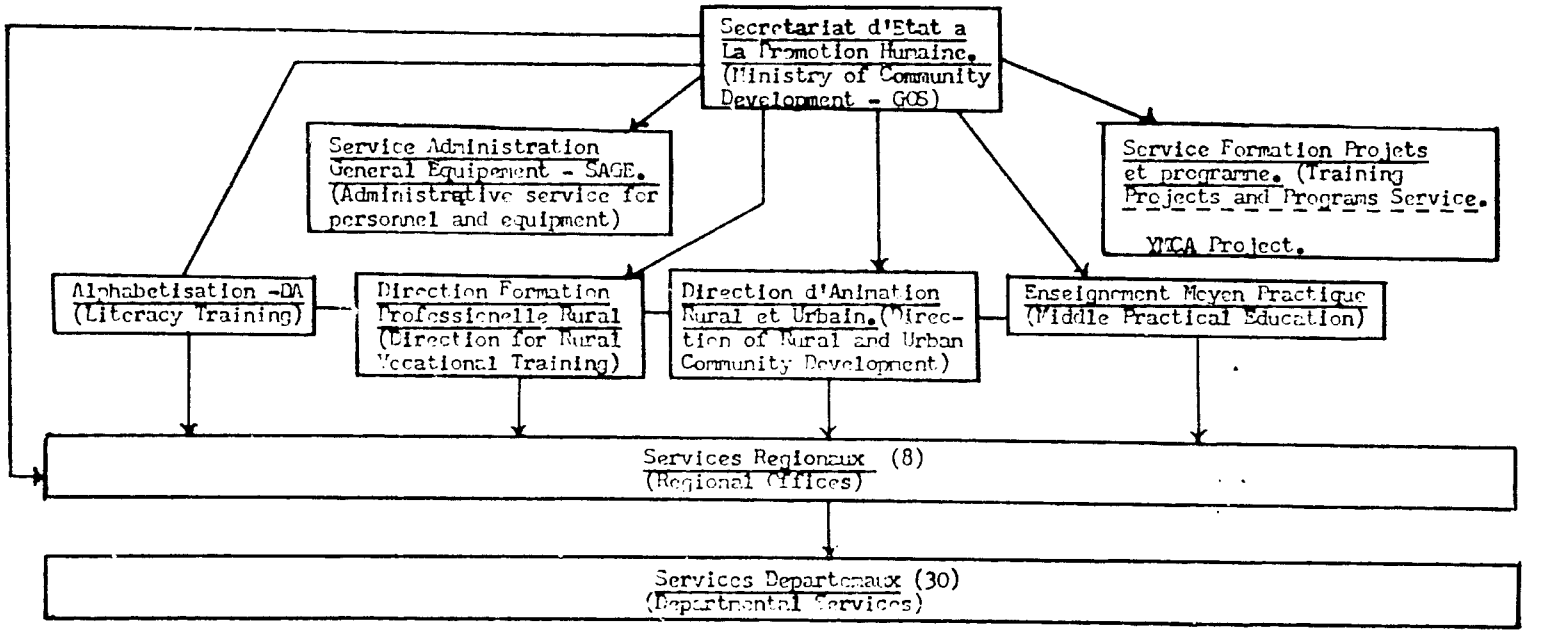
.....

Signature des parents

Signature du Candidat

ANNEX 12

Chart Demonstrating Relationship of YMCA Project to Government — Ministry of Community Development.



EXPERIMENTAL CREDIT FUND

The purpose of the $20,000 experimental credit fund is to provide financial assistance in the form of low interest loans to promising and capable graduate trainees wishing to begin their own cooperative enterprises. The credit fund will finance up to 75% of initial investment costs for materials and equipment for at least two pilot enterprises. (The remaining 25% will be sought from other sources such as The Small and Middle Business Association, local banks, GOS credit fund, or the loan recepient himself.) These new businesses could provide employment for AS MANY AS forty (40) graduates. A minimal interest rate of 3% will be charged with the schedule of loan repayment varying from three to seven years.

Details for the credit structure including criteria for loan recipients will be the responsibility of the YMCA Specialist in Business Administration. Follow-up technical and administrative assistance will be provided by the project staff under the supervision of the Business Specialist.

Results of the experimental loan fund will be carefully measured with a view toward expanding this service if it proves successful. If the new enterprises succeed, (ie) remain financially solvent, and the experimental credit fund proves to be a viable model, then a permanent credit structure may be established for which non-AID funds will be sought.

The underlying assumption for the loan fund is that start-up capital for small industries will create jobs or new employment opportunities which will in turn stimulate national economic growth.

CALCULATION OF PRESENT VALUES AND INTERNAL RATES OF RETURN.

To have a basis of comparison, one must first estimate the average income of an unskilled worker in Dakar. We assumed that such a person has a 40% probability of being employed in the "informal" or "traditional" sector, and a 20% probability of being unemployed. (These figures are approximately those reported for the Cap Vert region by Meine Pieter van Dijk, I.L.O. researcher, in "Developing the Informal Sector in Senegal: A Study of it's Context and Potential", Chapter I.) We estimate average earnings of an unskilled laborer in the modern sector at 20.000 CFA francs per month, slightly above the minimum wage of 18.550 CFA. A survey of casual laborers conducted in 1974 indicated a median income of 11.000 and a mean income of 13.000 per month. Because highschool dropouts are more educated than the average casual laborer, and to reflect the effects of inflation and increase in the legal minimum wage since 1974, the current average income of an unskilled laborer was calculated as:

$$40\% \times 20.000 + 40\% \times 15.000 + 20\% \times 0 = 14.000$$

The proposed program once fully operational would graduate each year on average 10 masons, 10 plumbers, 20 mechanics, 20 electricians, and 20 textile workers. On the basis of surveys conducted in 1975-76 and sited by van Dijk (op. cit, page 11), and on the basis of interviews with employers, the following typical salaries were determined: mason - 28.000; plumber - 28.000; mechanic - 30.000; electrician-28.000; tailor - 26.000; for a weighted average of 28.000 CFA/month.

It was assumed that two nine-month periods of training would take place over a two year period, (this is a slight simplification of the structure for the proposed program made to facilitate calculations). The recurring annual costs of the program ($78,500 for personnel + $28,000 for operating costs + $6,000 for buildings = $112,500 = 27 million CFA) were prorated among the 80 graduating students per year (337,500 CFA/student). It was assumed that if he were not in the program, a trainee would earn as much on average as an unskilled worker (14,000 CFA/month). The benefits of the program were calculated as the difference in expected earnings between graduates and their untrained peers. Under hypothesis A (90% placement of graduates in skilled jobs), the expected income differential was:

$$(90\% \times 28,000 + 10\% \times 14,000 = 12,600 \text{ per month.}$$

The present value of the training program for one student was calculated as:

$$-(\tfrac{1}{2}) \times 337,500 - 9 \times 14,000 - \frac{(\tfrac{1}{2}) \times 337,500 + 9 \times 14,000}{(1 + r)} + \sum_{n=2}^{42} 12xD/(1+r)^n$$

where "r" is the discount rate and "D" is the expected difference in monthly wages under hypothesis A or B. (A small statistical adjustment was made to the formula to take into account that wages are paid monthly, not yearly.) The internal rate of return is defined as the rate of "r" which yields a present value of zero. The same reasoning was applied in the calculation of

the internal rate of return for the project as a whole which includes start-up costs. (The assumptions are given in the text of the proposal.) These calculations implicitly assume that wage increases will just keep up with inflation, (real wages remaining constant), and that wage differentials between skilled and unskilled jobs will not increase. This seemed the most reasonable assumption in the absence of knowledge regarding such changes during the next 40 to 50 years. It should be noted that the present value and internal rate of return for the job training program would be augmented by an increase in the real wage level for all occupations, or by an enlarged wage gap between skilled and unskilled work.

JUN 07 1977

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REPUBLIQUE DU SENEGAL
UN PEUPLE - UNE FOI

SECRETARIAT D'ETAT
A L'ACTION HUMAINE
ET AUX ARTS
MINISTERE D'ETAT
CHARGE DE L'EDUCATION
NATIONALE

Dakar, le 07 JUIN 1977 19

Le Secrétaire d'Etat

A

Monsieur le Directeur régional de
l'US.AID

DAKAR

Attachments

OBJET / - Contre-partie projet Y.M.C.A.

Monsieur le Directeur,

J'ai l'honneur de vous informer que le Gouvernement du Sénégal a inscrit à son budget d'investissements, chapitre 2.854, la somme de 50.000.000 de francs CFA destinée à la fourniture de locaux nécessaires au programme urbain de Y.M.C.A. Ce budget sera opérationnel à compter du 1er juillet 1977.

Le personnel compétent y sera affecté le moment venu pour l'exécution du programme.

Veuillez agréer, Monsieur le Directeur, l'assurance de ma considération distinguée.

Ben Mady CISSE

TRANSIATION OF PRECEEDING LETTER FROM: BEN MADY CISSE
Secretary of State
Community Development
Ministry (SEPH).

TO: The Regional Director for U.S. AID.
Dakar, Senegal.

June 7, 1977.

Object: Cooperative Project with YMCA.

Dear Mr. Director:

I have the honor of informing you that the Government of Senegal has inscribed in it's budget of investments, chapter 2.854, the sum of 50,000,000 francs CFA for the purpose of providing the necessary facilities for the YMCA urban vocational training program. This budget will be operational for disbursement on July 1, 1977.

Competent personnel will also be assigned to the program at the appropriate time to insure it's execution.

Please be assured, Mr. Director, of my very highest consideration.

SEAL

Ben Mady CISSE