

685-0241 PD-AMG-827-B1
685024100-1201

NATIONAL AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS PART I

TRANSACTION FILE
DOCUMENT REVISION NUMBER
DOCUMENT DATE
5
(2)

Country: Senegal
 Project Title: Support to ENEA
 Action Number: APR
 Action Type: A
 Estimated Period of Implementation: 0 0
 Months: 1

A. AGENCY ORIGINATOR	B. PRIMARY PURPOSE CODE	C. ESTIMATED FUNDS (USD)					
		1. GRANT	2. LOAN	3. GRANT	4. LOAN	5. GRANT	6. LOAN
SH	613	720		50			
TOTALS				50			

A. AGENCY ORIGINATOR	B. AGENCY	LIFE OF PROJECT				C. PROJECT FUNDING AUTHORIZED THRU
		1. GRANT	2. LOAN	3. GRANT	4. LOAN	
						80
TOTALS						

12. FUNDS RESERVED FOR ALLOTMENT

13. INITIAL PROJECT DESCRIPTION

14. APPROXIMATE COST

15. TYPE OF NAME (Check, SHRIEMFSD)

SIGNATURE

DATE

16. CHECK ONE (Check only one box)

003 041 LOCAL OTHER 915

BEST AVAILABLE DOCUMENT

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS PART 1.

Country: Senegal
Project: Support to ENEA
Project No. 685-0241

Pursuant to Part 1, Chapter I, Section 121 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a grant to the Government of Senegal, the "Cooperating Country" of not to exceed Fifty Thousand United States Dollars (\$50,000), (the "Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project, as described in the following paragraph. The project consists of providing assistance to the Ecole Nationale d'Economie Appliquée (ENEA - National School for Applied Economics) in support of the practical field training which is being given to the students at the school. ENEA is one of the principal professional training institutions in Senegal for field technicians. Graduates of ENEA's long-term training course work virtually exclusively in the rural areas. They are key personnel in the organization, formation, administration of cooperatives, in statistics gathering, community development and middle level practical training given to villagers. Project inputs include one Land-Rover type vehicle, one station wagon, field equipment and office supplies. These inputs will be used to transport students and staff to practical training sites, support of students doing field work and reducing the result of the field research once it has been collected.

The entire amount of the AID financing herein authorized for the project will be obligated when the Project Agreement is executed.

I hereby authorize the initiation of negotiation and execution of the Project Agreement in accordance with A.I.D. regulations and pursuant to Authority delegated to me in Section 3 of Africa Delegation of Authority No. 140, dated October 18, 1973, together with such other terms and conditions as A.I.D. may deem appropriate:

Notwithstanding the general source and origin rule, the following waiver will be required:

a. Source and Origin of Goods and Services

Except for Ocean Shipping, goods and services financed by A.I.D. under the project shall have their source and origin in Senegal or in the United States except as A.I.D. may otherwise agree in writing. Ocean Shipping financed under the grant shall be procured in any eligible source country except the Cooperating Country.

b. Notwithstanding Paragraph a., above, and based upon the justification set forth in Attachment A to the Action Memorandum, I hereby:

(1) approve a procedure of source waiver from Code 000 (U.S. only) to Code 945 (other Free World) of the AID Geographic Code Book for the procurement of two motor vehicles, provided the amount of such waiver shall not exceed \$22,000.

(2) certify pursuant to the Africa Delegation of Authority No. 140 that the exclusion of procurement from free world countries other than the cooperating country and countries included in Code 941 would seriously impede attainment of U.S. foreign policy objectives and objectives of the foreign assistance program.

(3) certify that special circumstances exist to waive and do hereby waive, the requirements of Section 630 (i) of the Act.

Clearances:

Date

Initials

A. PRM: Eugene Chivveroff
 B. PRM: Donald Brown
 C. RCON: Raymond King

8/14

Signature

Norman Schoonover
 Director USAID/Senegal

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1 TRANSACTION CODE

A ADD
 C CHANGE
 D DELETE

PP

2. DOCUMENT CODE
3

3. COUNTRY/ENTITY

Senegal

4 DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 digits)

[685-0241]

6. BUREAU/OFFICE

A. SYMBOL
AFR

B. CODE
[06]

7 PROJECT TITLE (Maximum 40 characters)

[Support to ENEA]

8. ESTIMATED FY OF PROJECT COMPLETION

FY [8 | 1]

9. ESTIMATED DATE OF OBLIGATION

A. INITIAL FY [7 | 9]

B. QUARTER [4]

C. FINAL FY [79]

(Enter 1, 2, 3, or 4)

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	32	18	50	32	18	50
(GRANT)	(32)	(18)	(50)	(32)	(18)	(50)
(LOAN)	()	()	()	()	()	()
OTHER U.S. 1. USICA		35	35		18	35
OTHER U.S. 2.						
HOST COUNTRY		215	215		215	215
OTHER DONOR(S)						
TOTALS		290				290

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH CODE		E. 1ST FY 79		H. 2ND FY		K. 3RD FY	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) SH	613 B.	720		65					
(2)									
(3)									
(4)									
TOTALS				65					

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED
	D. GRANT	E. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1)					65		MM YY [1 2 8 1]
(2)							
(3)							
(4)							
TOTALS						65	

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

NO
 YES

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE

[Handwritten Signature]

TITLE

Director, USAID/Senegal

DATE SIGNED

MM | DD | YY
08 | 20 | 79

15. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM | DD | YY

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PROJECT PAPER

SUPPORT TO ENEA (ECOLE NATIONALE D'ECONOMIE APPLIQUEE)

PROJECT No. 685-0241

The project will provide essential assistance to the Ecole Nationale d'Economie Appliquée (ENEA - National School for Applied Economics) in support of the practical field training which is being given to Senegalese students at the school. The assistance to be provided is of an immediate nature and will form the basis for additional and more substantial assistance being proposed for ENEA over the long-term, either under the PL-480, Title III program which is being discussed with the Government of Senegal or under a bilateral program to be proposed by the USAID mission.

Support to ENEA is a CILSS, "first generation" project (SEN/RH-1); AID assistance to ENEA was affirmed in principle, at the CILSS donor meeting on Human Resource Development held in Niamey in December 1978. Although not established as a "regional" training institution, ENEA has opened its program to other African countries and currently has students enrolled from Chad, Mali and Cameroon.

1. Background and Project Description

As recognized in the Senegal CDSS, one of the primary constraints to more effective rural development programs in Senegal is the lack of qualified field technicians to staff the rural develop-

ment agencies and the traditional technical services which operate in the rural milieu.

The rural development agencies, including SAED, SODEVA, SODEFITEX, SOMIVAC, SODESP, ONCAD and ISRA, are the primary personnel and equipment pool for providing extension services, research, marketing, agricultural credit, and other support services to the agricultural development programs funded by the Government and/or by the donors. The manpower constraint is evident throughout the system, from the highest levels, where trained agronomists, economists, etc., are required, to the lower levels of technical field agents.

ENEA is one of the principal professional training institutions in Senegal for field technicians. (See Annex for detailed description of ENEA). Graduates of ENEA's long-term training course work virtually exclusively in the rural milieu. They are key personnel in the organization, formation and administration of cooperatives, in statistics gathering, in community development and in middle level practical training given to villagers. ENEA graduates can be found working for all the regional development/extension agencies, at ONCAD, at the level of the rural communities (CER's), and with traditional technical services.

Graduates and Fields of Professional Activity

Since ENEA was created on October 19, 1963, 631 development agents

have been trained, including 544 engineers and inspectors and 87 technical agents. The distribution of the areas of training is as follows:

Animation.....	114 inspectors
Land-use Planning.....	97 senior technicians
Cooperation.....	182 including 129 inspectors and 53 technical agents
Planning.....	153 inspectors
Statistics.....	85 including 51 engineers and 34 technical agents

Of the foregoing agents trained, 531 have stayed in the Government services for which they were trained: Human Promotion, Land-use Planning, ONCAD, Direction of Statistics, Ministry of Rural Development, Ministry of Plan and Cooperation, SAED, SODEVA, SODEFITEX, SOMIVAC, SODEP (the latter abbreviations stand for GOS "societes d'intervention" which are responsible for specific areas of rural development).

Thirty-two of ENEA's graduates have left the GOS administration for other employment, forty-one work for the Ministry of the Interior, 6 for the Ministry of Foreign Affairs, and one for the OMVS.

With the primary objectives of producing capable development agents, ENEA places considerable emphasis on the practical, in-the-field aspect of its training program. The training strategy is based on the need to produce skilled development agents who have a concrete understanding of the rural milieu, its systems of production, and its ecological and socio-cultural foundations.

ENEA students, as part of their field training, are sent to villages and rural communities to analyze and research the problems found there. They gather information on the history of the community, its social, economic and territorial organization, methods of cultivation, material and equipment, and the financial situation of the community. They also draw up a statistical profile of the "arrondissement" in which the community is located to put it into its proper setting.

The results of the field exercise are contained in monographs for use by the communities themselves, and by the development agencies, in defining and promoting projects.

Impact on Rural Poor

The positive impact of the close contact of ENEA interns with the rural poor is frequently overlooked or underestimated. A total of 102 villages throughout Senegal have been reached by ENEA's training program to date. The distribution of villages is as follows:

- 2 in the Cap Vert Region .
- 20 in the Casamance Region
- 4 in the Diourbel Region (before Louga became a Region)
- 18 in the Fleuve Region
- 16 in the Senegal Oriental Region
- 22 in the Sine Saloum Region
- 20 in the Thies Region

During the field training program, groups of 5 - 7

ENEA students live in the villages, integrating themselves into the local families, in order to have a more accurate idea of village realities. This approach enables them to:

- 1) analyze all of the problems of the concession in which they live , the village and the area in which it is located;
- 2) criticize and evaluate the various projects and programs of development underway in the area of their training,
- 3) seek solutions to problems raised and propose improvements based on the means and potential available to the rural populations. Through their frequent discussions with the villagers and the advice they give, the students contribute to improvements in such areas as:

- sanitation, health, hygiene;
- methods of agricultural cultivation and equipment;
- local development projects (gardening, poultry raising, breeding of small ruminants, collective fields for groundnuts, rice or millet);
- organization and management of groups/associations.

The quality of an ENEA graduate is consistently high. AID has had direct contact with many of the cooperative administration field workers who have been graduated from ENEA and finds that they are well motivated, well trained, and, most important, appear to have been largely accepted by the rural population with whom they work.

ENEA staff consists of 18 full-time professors, 80% of whom have university or post graduate qualifications. Fifty percent of the permanent staff is Senegalese. ENEA also calls on a number of part-time instructors and consultants for special courses and seminars.

ENEA receives an annual working budget of approximately \$215,000 only \$20,000 of which is allotted for field training. The remainder is used for student lodging, for teacher salaries, for special professional short-term training seminars and for maintenance and operation of their facilities.

Project Inputs

Funds provided by this project will increase ENEA's capacity to conduct, supervise and evaluate the field training component of its curricula. At present ENEA has only one vehicle to transport 160 students to the field and to provide a means for the instructors and school staff to regularly visit the training sites. The project will augment the motor pool through the purchase of one landrover-type vehicle, and one station wagon capable of hauling a sizeable load and traveling the unpaved roads of rural Senegal.

Similarly, ENEA does not have necessary camping and field equipment to support its students when they are doing field work. As a consequence they must often find housing some distance from the field study site, further complicating the transportation problem, or try to set up living arrangements with local residents. Since the students are in the field for three to four months, this arrangement imposes on the good will of the vil-

lagers and also reduces the effectiveness of the field work exercise. The project proposes to purchase needed camping equipment (tents, portable stoves, sleeping bags, etc.) to permit the trainees to live adequately and self-sufficiently.

Third, once the field work is completed and the results tabulated and analyzed they should be typed and reproduced for distribution to governmental agencies concerned with the area studied. A collection of the results of the field work is valuable to other students and policy makers, giving them insight into specific local conditions. ENEA does not have adequate office equipment to perform basic reproduction of the results of the field work. Thus, much valuable information is lost and redundancy in research occurs as other students and agencies repeat field research efforts already undertaken. The project will provide necessary office equipment to reproduce and store results of the field research.

II. Project Specific Analysis

1 - Economic and Financial

This project is a \$50,000 grant to provide the support necessary to maximize the field training and research being conducted at ENEA. It is assumed that direct financial benefit will accrue to ENEA from this grant from the savings in expenses now incurred to provide alternate transportation, logistics and reproduction services. Operational and maintenance cost for the first 18 months of operation of the equipment is provided in the project. It is not expected that the AID project will generate recurrent costs to ENEA. Funds presently used for commercial transportation, copying, reproduction, etc., will be available for the repair and maintenance of the vehicles and equipment which AID will provide. Economic benefits of the project can be judged to be considerable. The present bottlenecks have greatly curtailed the field training and

research aspects of ENEA's program. As already noted, ENEA places a high priority and importance on the practical, in-field aspect of its training. Field training and research provides the necessary grass root reality that makes ENEA's training particularly relevant to Senegal's developmental needs.

It is evident that the higher the qualification of the technicians Senegal can put into its development effort, the greater the chances of success of that effort. The role of schools like ENEA thus become critical to the development effort of Senegal. Under these circumstances, maximizing the benefits to be received from training of technicians at ENEA will result in major economic benefits to the country as a whole.

2 - Administrative arrangements

Funds made available to ENEA by the project will be put at the disposition of the Director of ENEA, to be utilized in accordance with authority granted him by the Minister of Higher Education. ENEA already manages an annual budget of approximately \$200,000 and adequate accounting and reporting procedures are in place. The Director of ENEA is Dr. Cheick Tidiane Sy, a former professor at the ENEA who has studied in the U.S. and has served as a consultant to AID/W on human resource problems in Sahelian West Africa. He is assisted by a Director of Studies and Training.

Procurement Plan - Two of the vehicles to be purchased under the project will be of Code 935 source and origin. In view of the fact that the vehicles will be used primarily in remote areas of Senegal, where repair facilities and spare parts are scarce, it has been determined advisable to purchase vehicles which are most in use in Senegal, vehicles with which mechanics

in remote areas are likely to be familiar and for which spare parts are likely to be found. To require field vehicles of U.S. source and origin, for which repair facilities are not available, even in Dakar, would require that ENEA gain the capability of vehicle repair itself, which would be costly and counter-productive. A Landrover type vehicle and a station wagon (Peugeot 504-familiale, for example) are being considered.

The office equipment will be purchased locally to assure that there is after sales service capability. The photo-copy machine will be of U.S. manufacture but purchased from a local dealer. Typewriters, calculator and office supplies will be bought under shelf item procurement provisions. Camping equipment will be purchased from the U.S.

3 - Environmental Statement

An initial Environmental Examination was included in the PID and a negative determination was made. The project provides support to a training institution. No construction will be financed nor will agricultural or other activities of a nature which could effect the environment be funded. The project will have no harmful effects on the environment.

III. All project funding will be by FY 79 obligation. The following items constitute the projected project expenditures.

Item	Total cost (\$)	Local (\$)	US(\$)
1. <u>Vehicles</u>			
2, 4WD vehicles	22,000		22,000
2. <u>Commodities</u>			
a) camping equipment (tents, portable stoves, sleeping bags, etc)	10,000		10,000
b) Office equipment Duplicating machine photocopier typewriter file cabinet (2) storage cabinet	13,000	13,000	
3. <u>Other Cost</u>			
Office supplies and vehicle maintenance and operation	<u>5,000</u>	<u>5,000</u>	<u> </u>
Total	50,000	18,000	32,000

IV. Implementation Plan

The project, under delegation of authority to the Mission Direction, will be reviewed and approved in the field. The proposed schedule for project implementation is as follows:

PP prepared and reviewed by USAID/Senegal	August 30, 1979
Notification to Congress of Program change sent	August 30, 1979
Obligation	September 30, 1979
Ordering of equipment	September 30, 1979
Receipt of locally purchased equipment	October 30, 1979
Receipt of US purchased equipment	December-June 1980

V. Evaluation

Approximately eighteen months after the start of the project a team from USAID/Senegal will evaluate the project. This evaluation will consist of an inventory of the equipment, an evaluation of its use and upkeep and an evaluation on the increase in effectiveness and amount of field training and research resulting from the purchase of the equipment.

ANNEX I DESCRIPTION OF ENEA

Definition:

ENEA is officially defined as being an establishment for advanced professional education. Its role is to train middle level cadres in the fields of land-use planning, rural animation, cooperation, planning, statistics, and practical intermediate education. ENEA also provides training for State functionaries through the organization of internships, seminars, refresher courses, colloquia, and exchange programs,

Organization:

The Director of ENEA is Dr. Cheick Tidiane Sy. He is assisted by a Director of Studies and Intern-ships (Directeur d'Etudes et des Stages).

The school is governed by a 'Conseil de Perfectionnement' whose President is the Minister of Higher Education. Among the members of this Board of Directors are representatives of the President of Senegal, the Prime Minister, and the Ministers of Finance, Rural Development, Human Promotion, as well as the Directors of various ministerial departments directly concerned with the subjects taught by the school (Planning, Statistics, Land-use planning etc.)

This body should meet annually according to its statutes. (Its most recent meeting was the week of March 5, 1979). It is responsible for all matters concerning the life of the school, the budget and its management, pedagogical methods used and organization of the teaching and studies program, and exams. It also

oversees the undertakings of the Director of Studies with interested government bodies to place the students in appropriate jobs on the completion of their training program.

There are two other Councils responsible for specific aspects of the school's daily activity. The Council of Professors is presided over by the school's Director and made up of all of the teaching staff and the "intendant". Its role is one of proposing to the Board of Directors any changes or improvements to be made in the teaching organization, programs, and facilities. This Council also determines the grading and promotion of students to advanced classes and their orientation.

The Council of Discipline, also headed by the school's Director and including representatives of the teaching staff and the present and former (alumnae) student body, as well as the "intendant", handles any disciplinary problems which may arise.

Recruitment and Admission of Students

The number and type of openings available for recruitment are determined by the specific requests made by the Ministries and development agencies which are considered to be partners of ENEA: Rural Development, Plan and Cooperation (for training Planning Engineers), Finances (Statistics), Human Promotion, Housing and Urban Planning, ONCAD, SODEVA, SAED, and SOMIVAC.

RECRUITMENT:

Recruitment takes place every three years for inspectors, statistics engineers and pedagogical mediators, and every two years for

technical agents. The Director of ENEA proposed an extension of the training for technical agents to three years to the Board of Directors in their recent meeting, but this was turned down because of the pressing need for technical agents to be trained in as short a period as feasible.

Eighty percent of the students are recruited directly by the school from candidates of BEPC level (17-26 years old) for technical agent studies and Baccalaureat level (18-26 years old) for engineer and inspector studies. The candidates must pass an examination given by ENEA and be selected by the National Orientation Commission.

Twenty percent of the students are recruited among mid-level civil servants. The professional examination is open to agents of the State with at least 4 years of on-the-job experience who are no more than 50 years old. Hierarchy B and C (the latter having assumed B level responsibilities for at least 4 years) civil servants may apply to take the professional admissions examination for inspector level studies. Hierarchy D civil servants are eligible to take the professional examination for technical agent studies.

The students who are directly recruited (80% of the student body) are provided scholarships. Those studying to be statistics engineers, inspectors, and pedagogical mediators of practical Intermediate Education also receive room (school dormitory) and board plus 15,000 CFA pocket money per month. They sign an agreement to work for the Government for 15 years after their studies

are completed and cannot change their orientation without the specific authorization of the Minister of Higher Education. The civil servants (20% of the students body) continue to draw their salaries, although they are required to stay at the school's dormitory where they receive room and board free of charge until they graduate.

Training Strategy

ENEA's strategy of training its students in each of the six colleges is based on alternating theoretical background in the classroom and practical work in rural areas, in addition to internships, to provide pre-professional training.

The objective of this strategy is threefold:

- 1) to confront the theory provided in the classroom with the socio-economic, ecological, educational, and cultural realities of Senegal in order to understand and record the manner in which rural populations perceive the different development programs underway in their areas;

- 2) to develop a spirit of cooperation among the various specialized agents and the many organizations providing training (encadrement), all with the same objectives for promoting efficient action for integrated development;

- 3) to draw up local development projects with the rural populations in light of their aspirations and the necessity of satisfying their basic human needs.

Beyond the concrete and immediate results obtained in the field, this strategy also enables the COS to utilize more objective and

realistic elements of analysis for conceiving a global policy of development. The training provided is interdisciplinary with an emphasis on rural development. A considerable amount of the work is carried out by groups in seminars and interdisciplinary survey teams. The entire training strategy is based on the need to produce skilled development agents, for participant government bodies, who have a concrete understanding of the rural milieu, its systems of production, and its ecological and socio-cultural foundations.

Given its major concern of producing able development agents, ENEA places considerable emphasis on the practical, in-the-field aspect of its training program. In the villages and rural communities, the ENEA interns analyze and do research on the various problems of the areas in question, This is always carried out in cooperation with the Government body which has requested the intern. They seek information on the history; social, economic and territorial organization; methods of cultivation, material and equipment; budget and financial situation of the villages, as well as drawing up a statistical picture of the "arrondissements" in which the villages are located.

The results of the interns analysis and research are set out in monographs or developed into local projects whose methodology assists the GOS in defining and promoting development projects in line with the desires and needs of the rural populations. The monographs prepared by the interns are available in the ENEA library.

The students are trained by a staff of 18 full-time professors,

80% of whom have university or post-graduate qualifications. Half of the professors are Senegalese and half are expatriates. ENEA also calls on a varying number of part-time teachers (15 to 30, according to need) who are high level functionaries paid on an hourly basis for the courses taught.

Refresher Courses:

Another aspect of ENEA's training strategy, in as much as its means allow, is a continuous improvement of the professors' own training through special seminars, and scholarships for advanced courses abroad.

ENEA provides refresher courses for its former students who occupy various positions in GOS partner ministries and their field offices.

This program is based on:

- 1) the motivation of former students to periodically improve their professional capacity;
- 2) ENEA's concern about promoting actions which are in line with the aspirations of the rural communities.

The refresher program consists most frequently of 2 week seminars on practical subjects. Each college holds refresher seminars and calls on technical specialists from outside institutions, organizations, and the various ministries. In the past, refresher courses have been held on the following subjects: accounting and financial reporting of cooperatives; preparation of the agricultural campaign; introduction to statistical analysis of cooperatives; functions of Rural Expansion Centers in rural communities; hygiene of housing and construction of latrines, etc. There have already

been 222 agents working in rural development structures who have participated in these refresher seminars.

Field Training Budget:

From the 45.490.000 CFA provided ENEA by the Ministry of Higher Education, only 5.000.000 CFA are allotted to field training. This considerable budgetary limitation is the source of ENFA's great difficulty in continuing its training strategy. The high cost of field training (stages) is due to ENEA's lack of means of transportation to the frequently remote rural areas, the travel and subsistence indemnities for trainees and professors who supervise the fieldwork, and the expense of printing in monograph form the results of the trainees' research.

College System:

There are six colleges within the ENEA educational system, each with a specific professional training role to fulfill. All students spend their first year taking the general development orientated study program (called Tronc Commun), and then they are directed to one of ENEA's colleges. The Tronc Commun consists of courses in: economics, sociology, planning, agriculture, accounting, statistics, mathematics, demography, methodology, topography, cartography, geography, and concrete studies.

The educational program during the three years is distributed as follows:

Year 1 - Tronc Commun, a) first period: General courses and introduction to area of specialization;
(6 months) preparation for "stage d'analyse"

- b) second period: "Stage d'analyse" -
(6 months) indepth study of a
Senegalese village
- Year 2 - Tronc Commun, c) third period: Analysis of stage and
additional classwork
- College - d) 3 months: Preparation of pre-
professional stage and
professional training
- Inter-College e) 1 month: Only concerns colleges
of Cooperation, Animation
and Planning which have an
inter-college interdisci-
plinary program.
- Stage - f) 6 months: 1st practical stage - pre-
professional
- Year 3 - College g) 4 months: Analysis of pre-professional
stage and professional
training
- Inter-college h) 2 weeks: Same as e) above
- College i) 3 months: Preparation of professional
stage and professional
training
- Stage j) 3 months: Professional stage - second
practical stage
- College k) 1 week: Analysis of professional
stage and professional
training
- Inter-college l) 1 month: Same as e) above

Following the Tronc Commun period of training, the colleges prepare their students to deal with the real problems and situations they will be encountering in their professional specialization.

Land-use Planning College (College d'Aménagement du Territoire)

The graduates of this college are employed in various local and national offices of the Direction de l'Aménagement du Territoire of the GOS, as well as in other technical or para-statal bodies whose work is related to land-use planning.

The training received by the students of this college consists of:

- spatial appreciation and representation, i.e., aerial photography, topography, cartography, and design;
- acquisition of basic elements of various techniques involved in land-use planning work;
- acquisition of global conception of the development, integration and spatial coordination of different techniques in the fields of land-use planning, geography and topography, cartography, rural works and housing, pedology, hydraulics, forestry, and sociology, for example.

Animation College (College d'Animation)

The graduates of the Animation College generally assume the direction of an Animation Center in an administrative Department or an urban district. They organize stages at various levels of activity and participate in all programs of training and "vulgarisation", in cooperation with the technicians and other cadres working in the same area.

They are required to have a solid basic understanding of the human needs and of the entire range of problems existing in their particular area of assignment.

Their training consists of courses in civics and government, child and adolescent psychology, how to lead and organize youth groups; Senegalese youth in rural and urban milieu, social dynamics in Senegal, sociological research and methodology, pedagogy, materials for animation work, and professional training. By graduation, all of the students have worked in animation centers and have had first

hand experience with the specific type of functions they will be carrying out professionally.

Cooperative College (College de Cooperation)

This was the first college created at ENEA. It's role is to provide professional training for inspectors and technical agents of cooperatives to enable them to undertake their tasks of cooperative management and education.

The objectives of the training they receive are as follows:

- 1) assimilation of all of the technical mechanisms of the organization of present-day cooperatives in Senegal, based on the analysis and practical experience of the functions of commercialization, equipment, and financing which are part of the role of the Senegalese cooperatives - this includes a study of the legal texts and principles underlying the creation and functioning of local cooperatives;
- 2) provision of general training applied to the principles of cooperatives, management and organization.

The graduates of this college are mainly employed as inspectors and technical agents for the "Direction de la Cooperation" at ONCAD which describes their functions as being those of an educator, a manager, an organizer, and a promoter. Prior to leaving school, the students spend part of their stage period in the actual jobs they are engaged to fill after graduation.

Some of the subjects taught at the Cooperative College are: account-

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ing and financial analysis; economic analysis; sociology of rural development; planning and methodology of local projects; administrative law; introduction to marketing; history, organization, doctrine, law, procedures, education, and management of Senegalese cooperatives.

Planning College (College de Planification)

This College trains planning inspectors who, after graduation, hold such positions as heads of rural expansion centers (Chef de CER), departmental planning agents (assistants to the Préfets), regional assistants in the CER, and national supervisors within the Executive Secretariat of the CER.

The College's training program aims at:

- completing the general economics education provided in the Tronc Commun to provide more information on planning and the organization of local projects;

- providing the future cadres with the practical technical and administrative training which is essential for fulfilling their new responsibilities.

The coursework covered in the Planning College includes: the role of the CER in development, its functions and methodology; sociological analysis of rural development; initiation to planning; and the techniques of communication.

Statistics College (College de Statistique)

The Statistics College is responsible for training technical assistants and technical agents of statistics. Once their training is completed, these cadres work in nearly all of the administrative services.

Some of the subjects included in their training are: mathematics; statistics; economics of business and geography; sociology; demography; applied statistics; planning; accounting and administrative organization.

College of Practical Intermediate Education (College de l'Enseignement Moyen Pratique)

This College is the most recently created. Owing to its newness, its role is not yet completely defined.

The objective of the College of Practical Intermediate Education is to train pedagogical mediators (médiateurs pédagogiques) who will be responsible for: the general and technical training of young primary school dropouts, who do not have access to secondary school education, in order to integrate them into the circuits of production; the training and informing of adults to enable them to apprehend the changes which must take place to support the training received by the youth; the preparation and establishment of various structures or local projects in which the youth will be integrated once their training program is completed. The pedagogical mediators assist the village adults in conceiving and implementing their projects.

The pedagogical mediator in fact does not have most of the technical know-how necessary to provide all of the training required for the village youth. He serves, however, as a liaison between the youth participating in the practical intermediate education centers and the specialists who have the technical knowledge needed for the training programs.

The various subjects which make up the study program followed by the students at the College include sociology, psychology:

economic pedagogy; agronomy; ecology; technology; animation; training of youth; training of adults; leadership of meetings; organization of centers; transcription of national languages; village transformations; technical training of peasants; and all the aspects of problems involved in practical intermediate education in urban areas.

The entire study program should enable the pedagogical mediators to gain awareness and understanding of the various sociological, psychological and economic factors which determine the unstable situation of young primary school dropouts from rural areas who flee to urban centers. The mediators are expected to be capable of defining a strategy which will change that unstable situation into one of concertation and joint creation of a "social" project which will meet the needs and aspirations of the different age groups in the village. The strategy defined should give the social group the means to utilize the social, economic, psychological, and cultural resources it has in order to regenerate those resources through the desire to create a better future its society.