

File Copy H. North
D. DiAllo
Pls return to ADO

PD-AMV 021 17
ISN = 48745

ENEAL RURAL MANAGEMENT TRAINING (685-0256)
MID-TERM EVALUATION REPORT

Contract PDC-1096-I-00-4165-00
Work Order No. 1



DEVELOPMENT ASSISTANCE CORPORATION

ENEAL RURAL MANAGEMENT TRAINING (685-0256)
MID-TERM EVALUATION REPORT

Contract PDC-1096-I-00-4165-00
Work Order No. 1

Prepared for

Agricultural Development Office
United States Agency for International Development
Dakar, Senegal

Prepared by

Development Assistance Corporation
1415 11th Street, N.W.
Washington, D.C. 20001
Telephone: (202) 234-8842
Telex: 292027 DACUR

April 1986

PREFACE

The evaluation of the ENEA Rural Management Training Project was undertaken by Development Assistance Corporation (DAC) for the USAID Agricultural Development Office (ADO) in Dakar, Senegal. The DAC evaluation team consisted of two individuals: Dr. Stephen P. Jones, rural development specialist and team leader, and Emily N. Stuman, assistant rural development specialist. The evaluation took place from March 20, 1986 through April 19, 1986.

DAC wishes to express its gratitude to the USAID Mission in Dakar, as well as to the Texas Tech University project team, for their collaboration and support. A special word of thanks goes to Mr. Daby Diallo, Assistant Project Manager at USAID, and to Dr. Dorothy D. Wills, Texas Tech team leader, for their special efforts to provide the evaluation team with technical and logistical support. We also appreciate the warm reception extended to the team by the director and faculty at the Ecole Nationale d'Economie Applique (ENEA) as well as by representatives of the various user agencies both in Dakar and in the field.

The views and interpretations expressed are those of the authors and do not reflect the official position of the Agency for International Development.

TABLE OF CONTENTS

	<u>Page</u>
PREFACE.....	i
TABLE OF CONTENTS.....	ii
EXECUTIVE SUMMARY.....	iii
PART I THE EVALUATION METHODOLOGY.....	1
PART II AN EVALUATION OF THE PROJECT'S PROGRESS IN ACHIEVING ITS OBJECTIVES.....	5
A. Training of ENEA Faculty and Development of a Project Management Curriculum.....	5
B. In-Service Training Workshops.....	9
C. Long-Term Training at Texas Tech University.....	13
D. Short-Term Training at Texas Tech University.....	15
E. The Women in Development Component.....	16
F. Improving Library Operations.....	17
PART III AN EVALUATION OF THE EFFECTIVENESS OF TEXAS TECH UNIVERSITY IN IMPLEMENTING THE PROJECT.....	19
PART IV AN ANALYSIS OF THE MONITORING AND EVALUATION SYSTEM.....	22
A. The Monitoring and Evaluation System.....	22
B. Computer Usage.....	24
PART V AN ANALYSIS OF THE IMPLICATIONS OF THE NEW AGRICULTURAL POLICY.....	26
A. The New Agricultural Policy.....	26
B. The Non-Formal Rural Education Project.....	27
PART VI AN ASSESSMENT OF THE WORKING RELATIONSHIPS, COMMUNICATIONS, AND MANAGEMENT PRACTICES AT ENEA.....	33
PART VII CONCLUSIONS AND RECOMMENDATIONS.....	37
FOOTNOTES	
LIST OF ABBREVIATIONS USED IN THIS REPORT	
ANNEXES	
A. Questionnaires Used During this Evaluation	
B. Persons Interviewed During this Evaluation	
C. Materials Developed by the ENEA Rural Management Project	
D. Regional In-Service Workshops	
E. Women in Development Questionnaire	
F. Materials Developed by the Non-Formal Rural Education Project	

EXECUTIVE SUMMARY

ENEA Rural Management Training, Project No. 685-0256

The ENEA Rural Management Training Project was designed to assist ENEA (the National School of Applied Economics) in redirecting its training program for lower- and middle-level rural development cadres by including management skills in project design, implementation, and evaluation in its curriculum. Building on an established training system which combines classroom teaching with extensive field training, the project will enable ENEA to better respond to the needs of the Government of Senegal (GOS) user agencies by developing and institutionalizing a program of in-service training for agents in the field, most of whom are ENEA graduates. The project will bring to ENEA strong expertise in the area of project management, design, implementation, monitoring and evaluation. These are skill areas which have been identified by ENEA and its user agencies as needing improvement. The project will address these concerns by developing and institutionalizing within ENEA such capabilities. This will be accomplished by a comprehensive program of curriculum development, staff development, enhanced research capabilities, and the establishment within the ENEA library of a project management/rural development section.

The purpose of this mid-project evaluation is to ensure the continued relationship of the project to USAID's goals by:

- a) evaluating the progress made to date by the project in achieving the objectives as presented in the project paper;
- b) evaluating the effectiveness of the technical assistance (TA) and home office support of the contractor in implementing the project;
- c) analyzing and assessing the monitoring and evaluation system established by the team and its utilization, and making any recommendations indicated by the assessment for its improvement;
- d) analyzing the implications of the GOS New Agricultural Policy for the course content, curriculum, and staffing at ENEA, and for the technical support offered by the Rural Management Training Project;
- e) assessing in detail the working relationships, communications, and management practices in operation at ENEA as they apply to the functioning of the Rural Management Project, and making any recommendations appropriate to the improvement of those relationships.

The evaluation methodology incorporated a six-step approach in analyzing the project's context, inputs, process, and outputs.

The project has made significant progress in achieving this purpose of establishing within ENEA a continuing capability to provide management training. This progress has been accomplished through:

- 1) the development and implementation of courses for ENEA staff and students in the areas of project management, marketing, teacher training and research;
- 2) the long-term training of ten ENEA assistant professors at Texas Tech;
- 3) the design and implementation of an in-service training program for user agency officials and field agents;
- 4) pilot project efforts in the area of non-formal education; and
- 5) applied research projects as part of an overall evaluation and monitoring system.

Each of the technical assistance team members has made valuable contributions in his or her respective areas of expertise. Overall, the team has accomplished a great deal during the first half of this project.

The evaluation team feels, however, that the project is at a critical point in several areas. Although much has been done in developing the core management courses and training materials, the evaluation team did not find evidence of a pulling together of these pieces of information in the form of a curriculum in the proper sense. Secondly, the project has not been able to involve ENEA staff to a necessary degree in the course development process. This may make it more difficult to institutionalize the project during the next two years. A third point is that the in-service training component has been delayed due to the question of who should provide per diem to the participants. In addition, the project has not been able to systematically follow-up the in-service training program. Fourthly, the non-formal education efforts have been discordant. A fifth finding questions the cost-effectiveness of the three-week summer training program offered at Texas Tech. It is believed that these weaknesses in the project effort can be corrected. Part of the problem appears to be simply one of trying to do too much with too few human and financial resources. This is not a problem with implementation but rather with project design.

What lessons can be learned from this project that can be applied to future project designs? The evaluation team feels that the education/training emphasis of this project is appropriate. The non-formal education and in-service training programs offer an approach that can reach the local people who are at the base of any development effort. A second lesson to be learned from this project is the need to link together all of the project activities. For example, this project had a non-formal education aspect that operated as a separate entity from the technical assistance team. The third lesson which can be learned from the project is the value of providing a thorough briefing and orientation to the people who will be directly affected. Expectations of the project's objectives are often unrealistic unless there is active participation from the beginning by all involved parties. Overall, however, the evaluation team felt that the project was correctly designed.

What recommendations can be made to improve the remaining two years of the project? The evaluation team feels that the project should focus its efforts in a few areas. It is believed that the implementation of the following recommendations will assist the project in meeting its purpose. More detailed recommendations are included in the body of this report.

RECOMMENDATIONS:

- I. The project requires additional specific manpower assistance to achieve its objectives in the area of curriculum development, in-service training, and non-formal education.
 - A. A curriculum specialist should be hired as a short-term consultant to assist the project in developing the core curriculum. Ideally, this person should also have a strong training and materials development background.
 - B. Lapodini Atouga's contract should be extended six-months. As agricultural economist, he has been an integral part of the in-service training program and needs to be included in the institutionalization of this part of the project.
 - C. The non-formal rural education component should be extended. If not, Molly Melching should be hired as a short-term consultant for a long enough period to allow her to complete her work in integrating ENEA staff into non-formal education, materials development, and non-formal training methodology. Pedagogy for non-formal education should be emphasized.
- II. The summer training program at Texas Tech University should be cancelled and replaced by a longer in-country workshop based on needs identified by the ENEA faculty. The value gained from the summer program does not justify its expense.
- III. Although a research component has been integrated into the program of study for the long-term training participants at Texas Tech, more advantage should be taken of this opportunity to provide training and experience in scientific research methods. This knowledge can be applied during the internship programs of the ENEA staff in Dakar, and further refined by their faculty committees upon their return to Texas Tech.
- IV. The project should emphasize its non-formal and in-service training components through the development of pilot projects in each of the ten regions. The concentration of effort in these pilot projects will provide a structured learning experience for ENEA staff, students, and user agency personnel. This participation in non-formal education and in-service training can be closely supervised and monitored by the Texas Tech team as part of the project's institutionalization process.

- V. The monitoring and evaluation system used for the in-service training program needs to be strengthened. Field agents are frustrated by the lack of follow-up assistance after the workshops have been completed. The focused pilot project approach would allow for more systematic monitoring and evaluation.
- VI. If there is a Phase II of this project, or any consideration given to enhancing the institutional capability of ENEA beyond the objectives of the project, the evaluation team feels that more long-term participant training for several members of the ENEA staff should be considered. This training would provide advanced graduate study leading to doctoral degrees in specific programs which ENEA and its user agencies have deemed especially necessary. Due to the Senegalese Government's austerity program, enrollment at ENEA has been steadily decreasing and will continue to decrease. If the institution is to have a role in the future, it will most likely be a more research-oriented one, which would require a corps of highly trained professors.
- VII. Juxtaposed to the decreasing enrollment figures for Senegalese students at ENEA, the enrollment figures for foreign students have been increasing, particularly in the Colleges of Planning and Statistics. Although creation of regional training institutes in West Africa has not been an easy goal to achieve, this team feels that the quality and applicability of the training program at ENEA is of such a high calibre that efforts should be made to attract more students and mid-career professionals from other African nations. This might be accomplished by using ENEA as a third country training institution for the Sahel Manpower Development Program's participant training strategy.

PART I - THE EVALUATION METHODOLOGY

Six specific steps were used in our formative evaluation of the ENEA Rural Management Project. These six steps provided a basis for the discussion of the project's context, inputs, process and outputs. The first step in our evaluation methodology was to determine the project's objectives. As stated within the Project Paper, the purpose is to "establish within ENEA a continuing capability to provide management training for middle and lower level rural cadres, supporting user agency mandates to decentralize rural development" (p.6). Specific objectives included improving the management curriculum and applied research capabilities of ENEA and providing assistance to the rural population and field agents in project management. The end goal is to improve GOS institutions at the local level.

Secondly, it is necessary to state the objectives of the evaluation. As stated in the PIO/T, these were to:

- 1) Evaluate the progress made to date by the project in achieving the objectives as presented in the Project Paper;
- 2) Evaluate the effectiveness of the technical assistance team and the home office support of the contractor in implementing the project;
- 3) Analyze and assess the monitoring/evaluation system established by the team and its utilization, and make any recommendations indicated by the assessment for its improvement;
- 4) Analyze the implications of the GOS New Agricultural Policy for the course content, curriculum, and staffing at ENEA, and for the technical support offered by the Rural Management Training Project. As part of this analysis, assess ENEA and the technical assistance team's adjustments to date to these external factors and make recommendations as required for further changes in program emphasis over the next two years;
- 5) Assess in detail the working relationships, communications, and management practices in operation at ENEA as they apply to the functioning of the Rural Management Project and make any recommendations appropriate to the improvement of those relationships.

The third step in the methodology was to design criterion questions. Based primarily on project documents and discussions with persons associated with the project, questions were generated to determine how the project's context, inputs, process, and outputs affected each other. Seven key question areas were identified by the stated project outputs. Criterion questions resulted from the key question areas. Instrument items, or the actual questions asked during the interviews, resulted from the criterion questions. Figure I-1 presents a diagram of this process.

The fourth step in our evaluation methodology was to collect data on acceptable evidence. An extensive schedule of interviews with ENEA

staff, the technical assistance team, AID personnel, user agency officials, former ENEA students, field agents, and people from the rural community provided most of our data. A careful review of project documents also contributed to this collection of data. The evaluation team was unable to visit the Texas Tech site to interview the project director, Texas Tech faculty members, and long term trainees. (See Annex A for the questionnaires used, Annex B for a list of persons interviewed, Annex C for a list of project documents, and Annex D for a list of sites visited as part of this evaluation.)

The fifth step in our evaluation methodology has been to analyze and interpret the data. A comparative rather than a statistical analysis was used to aid in our interpretation of the data.

Based on an objective judgment of the analysis and interpretation of the data, recommendations were made. These recommendations were the final step in the evaluation methodology. (Figure I-2 shows a matrix which presents the evaluation methodology.)

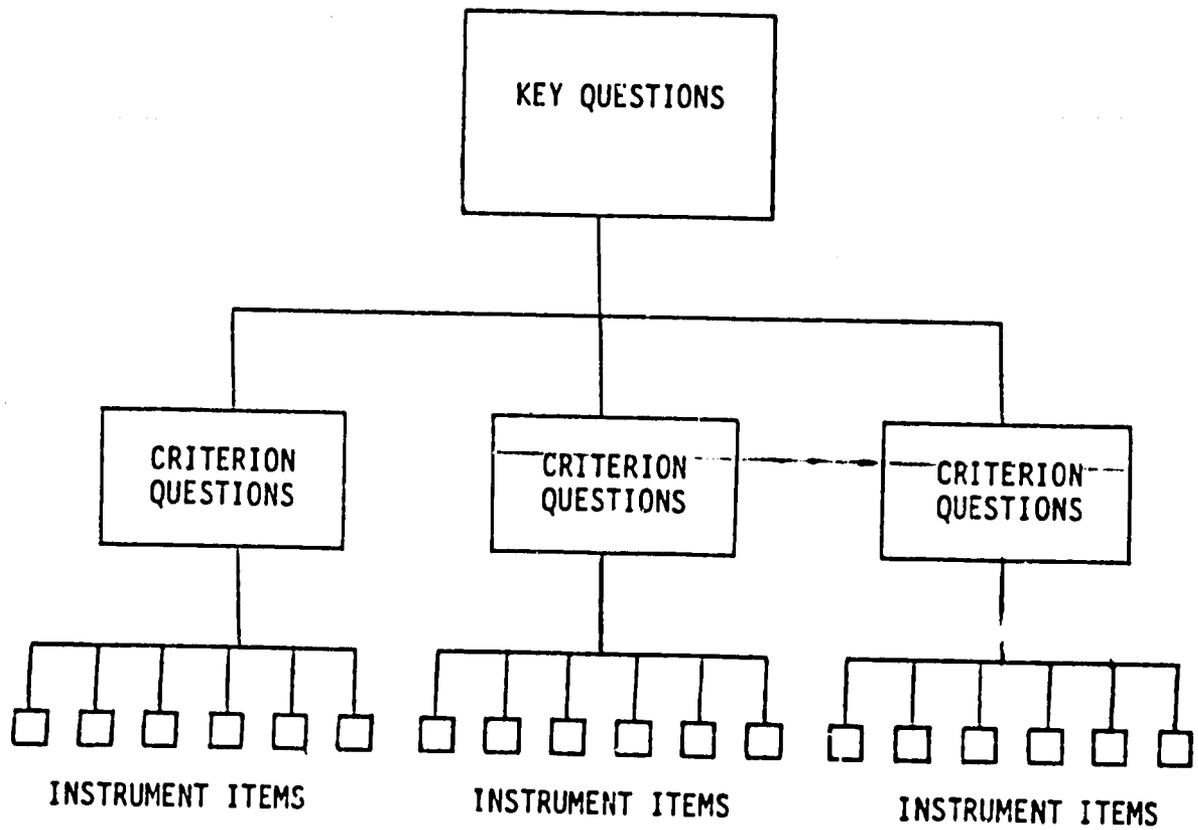


Figure I-1

THE EVALUATION METHODOLOGY

Curriculum in Project Management	Short-Term Project Management Workshops for ENEA Shops for ENEA	Development of Training Materials	Training of Core ENEA staff to develop, teach, & refine the management curriculum	In-Service training Program	Monitoring and Information System	Library Resources
1. Project Management for the franc commun	11. Marketing for college of cooperation	11. Project Management I, II, & III	11. Long-term Texas Tech. training for	11. Chefs de CER training	11. Research studies in: - Training needs. - Rural councils.	11. Adding reference materials
2. Project Management for the colleges of cooperation, planning, land close planning, management, ENR, applied research.	12. Research methods for selected teaching staff & the college of animation.	12. Marketing I and II.	12. Research assistants assigned to the team.	12. Summer training of ENEA staff at Texas Tech.	- Sourcebook of financial assistance. - Women in development. - Non-formal education.	12. Computerizing library material.
3. Staffs of all six colleges have been exposed to Project Management Curriculum.	13. Seminar in Land-Use.	13. Research Methods.	13. Participation in training of trainers.	13. Retraining in marketing		13. Developing extreme bibliography on project management.
4. Marketing.	14. Stage in information systems.	14. Training of trainers.	14. Training in action methods of teaching methodology.			
5. Commercialization	15. Summer Training at Texas Tech.	15. Management and communication.				
6. Inter's output in curriculum	16. Action training workshop.	16. Training of women.				
	17. Communication.	17. Non-formal education materials - translation into local languages.				

Figure I-2

PART II - AN EVALUATION OF THE PROJECT'S PROGRESS IN ACHIEVING ITS OBJECTIVES

A. Training of ENEA Faculty and Development of a Project Management Curriculum

According to the Project Paper, the goal of the ENEA Rural Management Project is to increase "the capacity of rural communities to initiate and manage productive development activities using the technical services provided by government and para-public agencies" (Project Paper), by helping to improve the performance of these technical assistance agents. One method of achieving this goal is by establishing within ENEA the capability to teach and train in the field of rural development management and gradually institutionalizing a project management component which all students will have to master. This was to be achieved by:

1. upgrading the level of management expertise of the teaching staff at ENEA;
2. introducing training elements into those sequences of curriculum at ENEA felt to be deficient in management-related content;
3. enhancing the applied research capability of ENEA as an institution and as a body of individual agents through the establishment of a management information system and workshops;
4. providing project management skills and understanding through a program of training and retraining of trainers for development agents and leaders of rural communities;
5. broadening and deepening the nature of contacts and interaction between ENEA and its user agencies.

In order to assist in upgrading the level of management expertise at ENEA, the Texas Tech team was to develop a series of faculty workshops in project management and management training, thereby presenting to all of the faculty a unified set of themes and concepts which, taken together, embody project management. According to the project implementation schedule, the first of these workshops was to have taken place at the end of the activation phase of the project, and it was to serve as a point of departure for all subsequent project activity by assuring a unified conception of project management. Because these workshops either did not take place or were combined with other workshop and training sessions oriented toward participants from user agencies, the essential link between the project team and the ENEA faculty, the directors of the six colleges in particular, was never made in a structured and continuous way.

A flaw in the design and implementation of the project is the tendency to rely on members of the ENEA teaching staff currently undergoing long-term training at Texas Tech to gradually replace the members of the Texas Tech team in their roles as teachers at ENEA, trainers at in-service workshops, researchers, and, essentially, project

management specialists. Although the two members of the ENEA staff who have recently returned have been involved in some of the project's activities, the resources which should have been developed and exploited throughout the life of the project are the faculty members who remained at ENEA and who have either been involved with the project in varying degrees, or at least watched its progress and elaboration first-hand and are able to gauge the extent to which it has succeeded or failed. The institutionalization of project management expertise and capability relies as much on those ENEA staff who remained at the school throughout the life of the project as it does on those who received advanced training overseas. More attempts should be made to include various faculty members in teaching, training and research roles. At present, an assistant professor from the College of Cooperatives has been assigned full-time to the Texas Tech team (to the dismay of the director, who had already "lost" the Cooperative College faculty member trained at Texas Tech when the latter became director of the Department of Applied Research). Other faculty members should be encouraged to participate actively in the many activities carried out by the Rural Management Project, and a strategy should be developed by the project team which would allow for the maximization of this participation.

A particular effort should be made to involve professors from the Colleges of Non-Formal and Vocational Education (Enseignement Moyen Pratique) and Rural Development (Animation) in the work of the project. These two colleges train agents who will have the most direct and sustained contact with the rural communities. Staff interviewed from these two colleges, all of whom had participated in the short-term summer workshop at Texas Tech, had an excellent grasp of project management as it is conceived by the Texas Tech team. In addition, they are aware of the fundamentals of education in a non-formal setting. To develop these capabilities, a training workshop in teaching methods, with an emphasis on non-formal education, should be designed in order to enhance these skills. Then, these faculty members could, in turn, teach workshops on training and teaching methods to other ENEA faculty and staff and to user agency personnel who participate in the in-service training workshops. Most of the faculty and field agents we interviewed expressed a need for such training.

Judging from interviews with directors, professors and assistant professors from the various colleges, there was not enough interaction between the Texas Tech team and ENEA faculty to lead to a clear understanding of the objectives of the project. Faculty members interviewed, for the most part, have a good understanding of project management and its various components; indeed, most of them insisted they had been incorporating these notions into their courses before the arrival of the Texas Tech team. But the participation of the ENEA staff in the elaboration of the project management curriculum does not appear to have been very active. And the level of integration of the project management component into the rest of the curriculum at the colleges is extremely low. At present, the project management course is a separate, two-week session which is taught by the Texas Tech team to first year students as part of the Tronc Commun, the series of courses all first year students at ENEA take.

The basic curriculum in project management (Gestion de Projet I) has been designed and is being used, with few alterations, as an introduction to project management for students, faculty, and in-service training workshop participants. It addresses such concepts as the project cycle, project management in the context of development, and the logical framework, using a teaching method referred to as "action training" which involves the students directly in the learning process through case-studies, role-playing and simulations, thereby maximizing the students' participation. There is very little use of audio-visual aids or equipment, something which should be developed as a means of enhancing and diversifying the curriculum. There are also no indications as to teaching goals and objectives, which contributes to a lack of cohesion, and ultimately to a failure to develop a curriculum in the true sense of the term. What the Texas Tech team has done is to develop a set of teaching materials which can, with the help of a specialist trained in the area of curriculum development, be used as a basis on which to build a curriculum in project management.

The evaluation component of the curriculum, a questionnaire filled out by participants at the end of the instruction, points to a high degree of interest and acceptance of the teaching materials and strategy on the part of the students, so there is little need to change what has already been produced. Separate components (case-studies, etc.) are tested, insofar as they are tried again and again, and they appear to be successful and, based on our interviews with persons who have been exposed to this training, very much in line with the realities of the day to day problems the students will encounter after graduating. The evaluation does not, however, assess the degree to which students have understood and assimilated the concepts. This is due, in part, to the lack of clearly stated program goals and objectives. It is difficult to assess achievement of objectives if there are no clear objectives. The best way to assess this is to monitor the degree to which the student is able to apply these project management tools in the field. (The period of this evaluation fell during school holidays, and this evaluation team was unable to interview current students; these observations are based on interviews conducted with ENEA graduates.)

Unlike most other institutions, ENEA is structured so that students take part in a program of practical application in the field for five months a year during each year of study. The Texas Tech team and instructors from the colleges can play an active evaluation and monitoring role by visiting the various field sites (terrains d'application) throughout the course of the practical "hands on" training component, and evaluating the extent to which project management concepts are being applied in the field. There has not yet been an attempt at formal integration of the project management curriculum into the program at the field sites, but this element is absolutely essential in order to assure the transfer of knowledge from teacher to student.

In addition to the project management core curriculum, the Texas Tech team has developed several other teaching modules, both independently and in collaboration with ENEA faculty, or as a response to needs identified by ENEA faculty. These modules are: 1) Project

Management II, an extension of Project Management I with a focus on financial and market analysis of development projects; 2) Research Methods, a seminar in techniques of applied research developed in response to a request for such training from the director of the College of Rural Development; 3) Marketing I, a seminar in the commercialization of agricultural products; 4) Marketing II, an extension of Marketing I, developed with faculty from the Cooperative College; and 5) The Spatial Aspects of Projects, a seminar developed by the faculty of the College of Land Use Planning (Amenagement du Territoire), with some input from the Texas Tech team. This last module has not yet been taught to ENEA students but it is expected that it will soon be integrated into the curriculum of that college. All of these modules make a valuable contribution to the program at ENEA, and to the course offerings at the individual colleges; however, there has not yet been an attempt to develop a project management curriculum within each college oriented toward the special needs and job expectations of its students as was called for in the Project Paper.

In summary, the objective of upgrading the level of expertise in project management of the teaching staff at ENEA, as regards actual workshops and seminars, has been achieved but not in as structured and in-depth a fashion as was called for in the Project Paper. Members of the teaching staff who have not had the opportunity to participate in long- or short-term training at Texas Tech have been exposed to the concepts of project management through their participation in training workshops aimed at a much wider audience. The objective of introducing a core curriculum in project management at ENEA has been addressed and needs only the additional expertise of a curriculum development specialist to be realized. At this stage, it would not be possible to develop a separate project management curriculum within each college before the end of the project without sacrificing quality, but the various modules already developed can be expanded upon and more can be developed, ideally by the members of the ENEA faculty themselves with technical assistance from the Texas Tech team and the curriculum development specialist.

RECOMMENDATIONS:

- 1) Rapid integration of ENEA faculty into all aspects of the development and teaching of the project management curriculum at ENEA. Faculty members should be encouraged to participate in all of the project's activities, and a strategy for maximizing such participation must be developed by the Texas Tech team.
- 2) Conduct a training workshop in teaching methods for the ENEA faculty. This workshop should have an emphasis on non-formal education methodology. There is no reason to hire a consultant from the U.S. to achieve this purpose, as several members of the ENEA faculty and some of the people from the Department of Social Development, in particular the Regional Assistant to the Director in Ziguinchor, have the necessary background to put together such a workshop.

- 3) Given the lack of expertise in education and curriculum development among members of the long-term technical assistance team, a short-term consultant, ideally a curriculum development specialist, should be engaged as soon as possible. This person's role would be to take the materials developed so far for incorporation into the ENEA curriculum, and to expand and develop these materials into a true curriculum, with the following components: Problem Identification, Identification of Goals and Objectives, Learning Opportunities and Instructional Strategies, Scheduling of Learning Events, and Evaluation and Appraisal.
- 4) The curriculum development specialist can work with materials developers identified from among the ENEA staff and Texas Tech team members, to produce a set of audio-visual aids which will be incorporated into the teaching strategy. These materials should be produced to take advantage of the facilities (videotape machines, slide projectors, overhead projectors, and auditorium) available at ENEA.
- 5) To "reinforce the application of management concepts to the students' technical work in the field" (Project Paper, p. 8), Texas Tech team members working closely with ENEA faculty must expand their monitoring and evaluation system to include on-site monitoring at the field sites.

B. In-Service Training Workshops

The in-service training workshop component of the project is meant to provide refresher modules for personnel in ENEA's various user agencies. It was expected that these workshops would "speed the process of establishing a pool of trained manpower with a common conception of project management, basic skills in management techniques and pedagogical techniques for transferring those skills to others" (Project Paper, p. 10). As a major output category of the project, the evaluation team placed an important emphasis on in-service training.

The purpose of any in-service program should be to increase competencies in knowledge, skills, and attitudes needed by personnel in the performance of their assigned responsibilities. Guidelines needed for the design of an in-service training program include:

- 1) Problem Identification: Has a problem or need been identified which can be changed by a training program? Are the resources available to resolve the problem through training?
- 2) Learner Identification: Who are the target groups of learners? Do the learners perceive that a problem exists?
- 3) Goal and Objective Identification: What should be the overall purpose of the in-service program? Are the intended learner objectives realistic?
- 4) Learning Opportunities and Selection of Instructional Strategies: What will be the subject content of each session? To

what extent are the instructional strategies compatible with the stated objectives and learner characteristics?

5) Format and Scheduling of Learning Events: Where will the training take place? What will be the scope and sequence of the overall program and of the individual sessions?

6) Evaluation and Appraisal: How can the value of the learning experience be measured? What can be done to monitor how the training has helped to improve on-the-job performance?¹

These six steps provide a systematic format to analyze the project's efforts in the area of in-service training. Have the steps been followed? Have the project's efforts had any impact? What is the future role of the project's in-service training activities? This section of the report will evaluate and make recommendations on the in-service training component of the project.

First, how was the need for in-service training identified? The project team correctly understood the value of first assessing the training needs of rural development agents working in all of the regions of Senegal. This major research effort resulted in a document that outlines the training needs and problems of these field agents (see section on applied research). The report, Decentralization, Rural Development, and Mid-Level Development Agents in Senegal: A Report on Training Needs, makes a strong case for in-service training. It was discovered that many field agents had not been exposed to new ideas on training for twenty years. One conclusion in the report states that "...the main thrust of training efforts should be directed toward those agents already in the field" (p. 99). This report and later studies identified specific in-service training needs and the evaluation team believes that the need for in-service training is still valid.

One cautionary note, however, is raised in the training needs report and still deserves attention. It involves the role of decentralization. As stated in the report "...if the government is either unwilling or unable to cede some of its authority to the local levels, the...retraining of agents can be expected to have very little in the way of a positive impact" (p. 97). The integrity of the in-service training rests on the assumption that the agents will be given the means allowing them to use their training.

Were adequate resources available to provide the in-service training program? The project team was able to provide adequate human resources from the team personnel. The team's human resources were supplemented by ENEA staff. Physical resources were also deemed adequate. It is, however, in the area of financial resources that serious problems have arisen. After a number of successful sessions, the in-service training program has been cancelled due to a failure to resolve the question of who should provide per diem to the participants. The State Secretariat for Decentralization has apparently failed to provide the financial resources needed to provide per diem. Thus, as of the date of this evaluation, the in-service training program is no longer a functional part of the project.

The second area to be discussed is how the target groups of learners were identified and who they are. Again, the training needs report played a major role in determining which groups needed in-service training. The report identified personnel working on rural development projects in ENEA's various user agencies as needing training. The list included personnel from the CER (Rural Expansion Centers) Division of Decentralization, personnel from the Cooperative Service, and various other user agency personnel (see Annex D for a complete list). In each case, the target groups of learners perceived a need for in-service training that would improve their competency in project management or in marketing. The evaluation team believes that these target groups of learners were correctly identified.

The third aspect of designing an in-service training program is that of identifying goals and objectives. While the general purpose of each session is explained, the in-service training materials failed to address specific learner objectives. Thus it is not clear what the intended learner outcomes were. It is not known, as a result, which specific job performances were to be improved through the in-service training.

The fourth step finds that an action training methodology was used to provide the instructional strategy in each of the workshops. Methods such as case-studies, role-playing, small group work, discussion, etc., were used. These methods were compatible with the material being presented and with the learner characteristics. The content was appropriate and applicable to the local situation. The action training methodology was well received and understood by the participants.

The fifth step in the design involved the format and scheduling aspects of in-service training. Most of the training took place in the various regional capitals and each session usually lasted five days. Evidence collected in the evaluation interviews clearly supports the desire for in-service training to take place in the local areas. It is consistent with the government policy of decentralization and is supported by the field agents. For example, when asked about training in the regions, responses varied from "finally, someone has come to help" to "because training was held in the local area we were able to try our new information on an onion marketing plan right here". A packet of information was also provided to the participants for them to take and to use as reference material. The evaluation team feels that these methods used in scheduling and in format were correct.

The final step in the in-service program is the design of an evaluation and appraisal system. Each workshop included an evaluation form to be completed by the participants. Follow up survey questionnaires have also been sent to all the participants to monitor how the workshop information has been used. It is planned to conduct interviews with a random sample of the participants to obtain more feedback on the impact of the in-service training workshops. These plans do allow the project to measure the worth of the learning experience for the planners, the learners, and others involved in the in-service training program. Several of the people we interviewed, however, were discouraged by the lack of follow-up efforts. Comments

from these people suggest that the evaluation and appraisal system needs some adjustment.

In summary, the project team has successfully designed and implemented an in-service training component. The identification of needs, work with the target learning groups, content, methodology, and evaluation system are appropriate. Weaknesses in the design center on the planned financial resources committed to the project and on clarifying the learning objectives; however, the contributions made by the project in the area of in-service training are valuable and should be continued.

In making the following recommendations, the evaluation team must assume that the per diem issue will be resolved and that the in-service training will again be a major project activity.

RECOMMENDATIONS:

- 1) The in-service training function of the project should be continued. The project team has provided an important service to user field agents and has gained valuable experience in the design and implementation of an in-service training program. This type of training is consistent with the government's decentralization plan and should be an important part of the project's efforts.
- 2) ENEA staff should become more involved in every step of the in-service training program. Specific individuals should be identified as in-service training specialists. These individuals will need hands-on training from the project team and other specialists in: a) the identification of learner needs, b) how target learning groups can be identified, c) objective writing, d) instructional methodology, e) scheduling, and f) evaluation and monitoring methods.

It is understood that these people were to have been selected from among the long-term participant trainees attending Texas Tech. The value of learning from and working with the project will be lost, however, unless the in-service training specialists are not soon identified.

- 3) Lapodini Atouga, with his expertise in project management, agricultural economics, and marketing and commercialization, has played an important role in the design and implementation of the in-service training component. His contract should be extended for six months to allow for the needed continuity in training the identified in-service training specialists.
- 4) The project should not attempt to provide in-service training to all of the field agents located throughout Senegal. Rather, pilot zones in each of the regions should be selected in which to concentrate the training. This strategy will allow the project personnel to work closely in integrating ENEA staff into all phases of the in-service training process. Concentrating on pilot zones

should allow the in-service training personnel to more effectively monitor, evaluate and adjust the training in the areas of: a) selection of participants to ensure that they all have the same entering level of experience; b) content of material being presented, so it is at a level which can be understood in the allowed time frame, and is not repeated in other seminars attended by the same participants; and c) information and resource use, these should be tested and revised, if necessary, in order to be accepted and understood at a local level.

- 5) Pedagogical training in non-formal education needs to play a more important role in the in-service training program. The purpose of training field agents is so that they can, in turn, teach the local population project management or marketing skills. These agents, therefore, need training in both technical content and teaching methodology.
- 6) Although the action training methodology has proven to be successful, other teaching strategies should also be used. For example, the use of a formalized problem-solving approach could be tried. Steps involved in problem-solving include: a) identification of a problem situation through joint teacher-student planning; b) definition of a problem through analysis of the situation; c) an attempt by the class to solve the problem by pooling experiences and ideas; d) validation or rejection of the hypothesis suggested by the class; e) discussion for the purpose of reporting the results and emphasizing key points; and f) arriving at a conclusion which the entire group is willing to accept.
- 7) Specific learning objectives need to become an integral part of the in-service training materials development. The purpose of a learning objective is to describe an intended outcome that indicates what the learner will be doing when demonstrating his/her achievement of the objective. Objectives provide direction to the learning process and make evaluation of the learning activity possible.

C. Long-Term Training at Texas Tech University

The purpose of the long-term training at Texas Tech is to provide ENEA with a core staff who have been trained to carry on the work of the technical assistance team in developing, teaching, and refining the management curriculum. Ten ENEA staff members have been identified to participate in an inter-disciplinary program of study that will lead to a Master's degree: one from the Cooperative College (who has returned to become director of the Applied Research Department), three from the Planning College (one of whom returned home without completing his course of study), one from the College of Land Use Planning (who has also returned and is now a professor in that college), two from the College of Non-Formal and Vocational Education, one from the Statistics College, and two women from user agencies who will return to teach in the College of Rural Development. An internship component has been built into the design of the long-term training program. This

internship allows the participants to return to Senegal during their training for special project work in developing teaching modules. The progress of these participants is closely monitored by project staff at Texas Tech who are familiar with Senegal and the training needs of the participants.

The evaluation team has interviewed the two participants who have completed their degree programs and the two who were doing their internships in Senegal during our visit. Questions were also addressed to the technical assistance team, the ENEA staff, and to Dr. Tidiane Sy, the Director of ENEA, concerning the long-term training program. Initial evidence from the long-term training participants indicates that their experience, for the most part, has been extremely positive. The large investment by the project in long-term participant training appears to have been justified. It would be necessary to talk with all of the long-term participants, the faculty at Texas Tech, and the project director who has assumed the position of campus coordinator, in order to comment on the achievements of the long-term training program in total. The following recommendations, therefore, are based only on information collected in Senegal.

RECOMMENDATIONS:

- 1) The participants' program of study should include coursework in curriculum development and in teaching methodology. Skill development in these areas will provide the needed expertise to help the participants achieve the purpose of developing, teaching, and refining the management curriculum.
- 2) The participants' internship program should be geared toward doing research that can be applied to a thesis. Although the participants take research methodology courses at Texas Tech, they have an excellent opportunity to conduct field research in Senegal under the supervision of the Texas Tech technical assistance team, and to write a thesis under the supervision of their committees at Texas Tech. The evaluation team feels the returned participants would greatly benefit from the chance to acquire valuable research experience. The results of this research would add to needed baseline data.
- 3) ENEA staff from each of the colleges need to have (a) a better idea of the reason for long-term training, (b) more involvement in choosing the program of study for the long-term participants, (c) and an understanding of how that training is to be integrated into their college upon the return of the participant. A pre-departure orientation for both the participant and the college staff would help clarify the training experience.
- 4) The interdisciplinary degree program at Texas Tech appears to provide the needed flexibility for the participants. The project director's previous experience in Senegal should provide a realistic base for advising the students, and for choosing professors who have African experience and an understanding of

development. The intensive English program however, needs to provide adequate preparation for the participants in using English. One way of improving the participants English is to assign American roommates to the Senegalese.

- 5) Most of the participants leave families in Senegal to do their long-term training. Continued sensitivity to these situations is necessary for the well-being of the participants and for their families.

D. Short Term Training At Texas Tech University

The stated purpose of the summer training program at Texas Tech is to help develop a core ENEA staff capable of developing, teaching and refining the management curriculum. It is expected that the summer training will provide a team building experience among ENEA faculty in terms of providing a common understanding of the project's emphasis on project management. Two of these summer programs have been held at Texas Tech. Thus far fifteen ENEA faculty have participated in the summer programs in addition to another fourteen from ENEA's user services. All of the summer courses are held in French and include management topics, action training seminars, and field trips to various locations in Texas and the surrounding states. The summer program lasts for three weeks.

The evaluation team interviewed several of the ENEA staff members and user agency personnel who had participated in one of the summer programs, members of the Texas Tech team who had helped develop the program, and the director of ENEA to determine the value of the summer program. Comments from the people interviewed provide a mixed reaction to the question of the importance of the summer training program. Three areas were identified which can be used to summarize the evaluation of the summer training program. The first is simply that of working out the logistics and details for housing, food, transportation, etc., for the short term participants. Texas Tech personnel appeared to have made every possible effort to make the short term training a comfortable and satisfying experience for the participants. However, the inherent difficulty of successfully implementing a three week training program for people from another culture is reflected in participants' complaints about food, lodging, and excessive contributions for coffee breaks and personal transportation needs. Although these complaints appear trivial, they were very real concerns for several of the participants.

A second area of concern was in the design of the actual training programs. Participants felt that they were required to cover too much material in too short a time. There was simply not enough time to understand the material or to ask questions. Field trips, often to locations a several hours' drive from Lubbock, left the participants exhausted. A common conclusion from the participants was to either make the training longer or cover less material.

The third area of concern was about the faculty presenting the material. A review of the faculty contracted by Texas Tech to conduct

the training is very impressive. All of these people had French language capability and many had either African or Senegalese specific development experience, however, comments from participating ENEA faculty suggest that a true exchange of information was not encouraged. ENEA faculty were frustrated by not being able to contribute to the information base. Perhaps too much emphasis was placed on trying to cover all of the material in a short time frame.

Overall, the Texas Tech personnel tried very hard to make the short term training program successful, however, the short time frame, the difficulty of coordinating program content and delivery, and the varying expectations of the ENEA faculty hampered the Texas Tech efforts. The conclusion of the evaluation team is that the manpower and financial costs of sponsoring the short term training was not justified.

RECOMMENDATION:

- 1) The summer training program at Texas Tech should be dropped from the project and replaced by an in-country program geared toward meeting specific training needs of ENEA faculty and user agency personnel. Consultants familiar with Senegalese-specific situations could be identified and contracted to work with the ENEA staff in field situations.

E. The Women in Development Component

There was no attempt in the project paper to single out the problem of women in development and address it as a separate issue because, as designed, the project will have a direct or indirect impact on women simply because there are women on the ENEA faculty and in the student body who will benefit from the teaching and workshop sessions. There are also many female development agents, animatrices and monitrices, who will participate in the in-service workshops, and women's groups and cooperatives in the rural communities will also be affected by the outreach activities of the project. The participation is no way equal, nor is it in proportion to the number of women in the population, so an attempt has been made by the Texas Tech team, with collaboration of ENEA faculty, to redress these particular problems. There are two facets to this strategy. First, additional funding was requested and approved to allow for two more long-term training participants who must be female. Secondly, a major research effort on training needs of female development agents has been launched by the Texas Tech team. A research assistant from Texas Tech, supported by Women in Development (WID) funds, is currently in Senegal conducting a survey of women involved in rural development as animatrices or monitrices. Another research assistant from Texas Tech was due to arrive in March. (See Annex E for the questionnaire used in this WID survey.) The results of this survey will be incorporated into a report on training needs of women in development, which will then be used to develop a training strategy and in-service training workshops geared toward the needs of women. It is hoped that the Director of the College of Rural Development, who is a

woman, will play a large role in the elaboration and development of this training component.

As there are only two women on the faculty at ENEA, one of whom is the director of a college, as previously mentioned, and the other a foreign national, there were no female candidates for long-term training available within ENEA. As a result, two women from the Department of Social Development were selected to undergo long-term training. When they return, which will probably not occur before the project has ended, they will be integrated into the ENEA teaching staff as professors in the College of Rural Development. Both of these women have families whom they were reluctant to leave, and will be under additional strain while at Texas Tech. In the event that one or both of them is unable to finish her course work, preparations should be made to increase the participation of women in the short-term summer workshops in order to ensure that men are not the sole beneficiaries of the short-term training component.

RECOMMENDATIONS:

The recommendations in this section are few. They are not so much active strategies which can be implemented as cautions and ideas for future implementation.

- 1) A special effort to monitor the level of adjustment of the women in long-term training at Texas Tech must be made in order to anticipate and respond to problems before they occur. Due to the Senegalese government's austerity policy, it is highly unlikely that the faculty of ENEA will be increased. Thus every effort must be made to assure the success of those female faculty members already engaged in advanced training.
- 2) Given the low degree of representation of women on the faculty of institutions such as ENEA, USAID's participant training strategy should advocate the increased involvement of women in higher education programs (graduate programs).

F. Improving Library Operations

One of the expected outputs of the Rural Management Projects is the creation of a project management component within the library at ENEA by assisting ENEA's library staff to identify and obtain materials in French relevant to rural development project management. The project team has worked with the ENEA librarian and a library consultant to achieve this end. Currently, a computerized document classification system has been established and data-entry of acquisitions is taking place. Meanwhile, an effort to identify and acquire new library materials is underway but proceeding slowly.

The computerized document classification system development for the library at ENEA is to be implemented using one of the Apple IIe computers the project has brought to ENEA. Simple database management

and classification software (in French) was selected and the process of data-entry begun. During this computerization process several set-backs occurred, prolonging the time required to set up an information retrieval system within the library. This effort, however, should be accomplished before the end of the institution-building phase of the project.

The second aspect of the library improvement scheme has been progressing even more slowly. In order to respond as much as possible to the expressed needs of ENEA faculty regarding library acquisitions, directors of the six colleges, the Tronc Commun and the Applied Research department have been encouraged to submit lists of materials they would like to have and most of these lists have been submitted to the ENEA director. There seem to be no established selection criteria and, given budgetary constraints, the eventual selection of documents will be left to the discretion of the ENEA director. The Texas Tech team has made similar efforts to acquire documents in English through the home office support team. Little progress has been made to date on such acquisitions but, as the library improvement component is acknowledged as an important aspect of the Rural Management Project by both ENEA faculty and the project team, this will be one of the activities given high priority during the final phase of the project. The evaluation team's only recommendations is that this process of acquisition and classification be speeded up.

PART III - AN EVALUATION OF THE EFFECTIVENESS OF TEXAS TECH UNIVERSITY IN IMPLEMENTING THE PROJECT

The selection of Texas Tech as the implementing agency for the Rural Management Project has several advantages, the most important of which is the existence within the institution of CAIDS, the Center for Applied International Development Studies. Through the Center, Texas Tech is able to provide both long-term technical assistance and active home office support without having to engage outside consultants. They were able to meet the FSI 3+ French level required (indeed, to more than match it); the failure to have done so would have been a quite serious setback to the project, as almost all activities are conducted in French and there is such a large teaching and training component. The third and final long-term technical specialist speaks Wolof fluently, adding an extra dimension to the project's activities. As Wolof is the lingua franca of Senegal, and is often the primary language of communication outside Dakar between people of different backgrounds, the current team leader's command of the language will facilitate much more and smoother communication between the project and the rural communities it impacts on.

In addition to the quality of the long-term technical assistance team Texas Tech was able to field, there is also a home office support staff capable of understanding and responding rapidly to requests or problems as they arise. The team leader who was in the field during the first half of the Rural Management Project retains his role as Project Director/Campus Coordinator now that he has returned to Texas Tech. He also supervises the studies of the long-term participant trainees from ENEA, and acts as their advisor. Since he has had the advantage of long-term exposure to ENEA faculty and students, understands the relation between ENEA and its user agencies, and has an excellent grasp of the situation of agents in rural areas as well as of their training needs, he is able to coordinate the studies of the long-term participants at Texas Tech to a very satisfactory degree. The current team leader in Dakar has the advantage of knowing the situation and problems trainees are likely to encounter while at Texas Tech because she played the reverse role. For the first two years of the project she held the position of Campus Coordinator/Project Administrator at Texas Tech. This programmed exchange of positions and responsibilities contributes to the continuity of project activities, obviating the need for an adjustment period after the arrival of a new technical assistance team member during which activities would normally slow down.

As would be the case with most universities, there has been a heavy accent on research during the implementation of this project. The quality of the research methods, analyses and results has been assured by the high calibre of the Texas Tech team, those in Dakar as well as those in the home office. During the first two years of implementation of the Rural Management Project, three major research efforts have been successfully completed, all of which have been produced at and are owned by ENEA:

- Decentralization, Rural Development and Mid-Level Development Agents in Senegal: A Report on Training Needs;
- Senegal's Rural Councils: Decentralization and the Implementation of Rural Development;
- Guide to Sources of Financing for Projects.

Although it is easy to understand the value of these documents to Texas Tech, all three of these research efforts would not be of much value to ENEA itself nor to its user agencies and the rural populations unless they were used and applied in the development of the outreach, i.e., the teaching and training activities of the project. The students and faculty at ENEA were involved to a small degree in the elaboration of these research efforts. That involvement, however, should have been much more highly stressed from the beginning, which might have led to the formation of closer links between the ENEA-staff and the Texas Tech team. Such collaboration would also have served as practical training in research methodology: the development of a hypothesis, collection, analysis and presentation of data, and the determination of the viability of the hypothesis. Such a scientific approach to research is a major contribution of American universities. The French approach to research, which has become institutionalized in many francophone schools and universities, needs to be revised and perfected. The integration of ENEA staff and students into all aspects of the Texas Tech team's future research efforts must be accomplished to a much greater degree than has previously been done.

While these research activities were taking place, the Rural Management Project, according to the implementation schedule, was to have designed and produced the core curriculum in project management and conducted the training workshops for ENEA faculty. As has been previously mentioned, these latter activities did not take place according to schedule and have not yet been successfully achieved. If the Texas Tech team had fielded a curriculum development specialist during the early stages of this project this problem might have been solved. One remedy might have been to use the services of a development agency more strictly oriented toward educational development. The CAIDS staff does not appear to have a strong capability in this area, and this has hampered the successful completion of a few of the project objectives.

Another problem in the implementation of the Rural Management Project, which is not necessarily directly related to the selection of Texas Tech as the implementing agency but may be more a problem in the design of the project, is the lack of follow-up of these research efforts. Once the monographs have been published and presented, they should then be used as a basis on which to measure project progress and accomplishment, and evaluate the appropriateness of its efforts to the changing needs of ENEA and its user agencies. These activities should have all been part of the ongoing monitoring and evaluation system called for in the Project Paper: "a system for monitoring the effectiveness of the project...built into the project outputs through regular surveying of both user agencies and ENEA graduates to determine

the utility of the training and the need for specific critical skills." (Project Paper, p. 46.) These efforts would have required, and indeed still require, more technical assistance than was called for in the Project Paper, and skills and expertise in areas not directly mentioned in the scope of work. Texas Tech has provided a solution to some of these problems in the person of the project's Administrative Assistant. Belying his job title, his function is also that of trainer, researcher, and computer applications specialist. Without the services of this member of the Texas Tech team much of the research and development undertaken by the project would not have been possible.

Texas Tech seems to have been a good choice in that it is able to provide the long- and short-term overseas training of ENCA faculty which will help in the institutionalization of the project management capability and expertise within that institution. Through its interdisciplinary masters program, and expertise in the particular problems associated with rural development in the Sahel (ICASALS, the International Center for Arid and Semi-arid Land Studies), it is able to provide the appropriate program of instruction to each of the long-term participants. It is also able, through the services of its home office and its experience in addressing the needs and concerns of a large foreign student body, to provide much more personal logistical and emotional support to the long-term training participants. This necessary support function of the university should not be undervalued.

RECOMMENDATIONS:

- 1) The documents produced as a result of the research efforts undertaken by the Texas Tech team and ENEA faculty should be put to more practical use. They should serve, not merely as summaries, but as points of departure for development activities. In particular, the Guide to Sources of Financing for Projects (which none of the field agents interviewed had heard of or seen) should be widely distributed, with at least one copy in the office of each Regional Assistant to the CER.
- 2) There should be a formal upgrading of the job-title of the project's Administrative Assistant to more closely reflect his involvement in the research, teaching and training (in particular, the computer training) components of this project.

PART IV - AN ANALYSIS OF THE MONITORING AND EVALUATION SYSTEM

A. The Monitoring and Evaluation System

The ENEA Rural Management Project has made major efforts in the design of a monitoring and evaluation system to provide ENEA with information to evaluate and modify its management training program. Four applied research studies have added and continue to add to the information base needed to determine project management training strategies. The first of these efforts, January - June, 1984, was to conduct a nation-wide training needs survey. The purpose of this research was to provide baseline data to assess how ENEA should address its project management training program. The resulting document Decentralization, Rural Development and Mid-Level Development Agents in Senegal: A Report on Training Needs systematically analyzed the problems of mid-level development agents and their training needs. Conclusions from the report indicated the need for project management in-service training of field agents (many of whom are former ENEA students). The report, however, quickly pointed out that such training could only be successful if the government's decentralization policy was implemented. Recommendations from this report have consequently provided the basis for the project's in-service training component.

A second major effort in applied research studying the rural councils was conducted from July, 1985 - January, 1986. Entitled Senegal's Rural Councils: Decentralization and the Implementation of Rural Development, this work detailed "...the administrative functioning of this new governmental development entity..." (Wills, Fourth Six Month Report, p. 7). The applied research nature of this report is evident in its utility to rural field agents.

A third research effort, conducted from July, 1985 to January, 1986, resulted in the Guide to Sources of Financing for Projects which provided information on the various non-governmental organizations operating in Senegal which can offer funding, materials, and assistance for local projects.

The fourth research effort focuses on the role of female development agents in Senegal. This on-going research is attempting to determine if the training needs of women are different from those of men. It is anticipated that this survey will provide valuable information in modifying ENEA's management training program.

Each of these research activities has yielded or will yield important baseline information affecting the ENEA management training program. In each case, a sound research methodology was used to identify a need which required further study, the purpose and objectives of the study were stated, desired information was gathered and analyzed, and recommendations were made based on the study. This approach is certainly the correct one, particularly for a rural management project.

It is not the intent of this evaluation to do a technical critique of the research methodology, interviewing techniques, statistical analysis, etc. of these research projects. It is our intent, however, to make recommendations which would affect the research portion of the project. The monitoring and evaluation system appears to be working but could be improved by:

a) varying the evaluation methodology used to elicit the participants' responses. The standard evaluation form being used is easy to administer and analyze but does not provide a forum for in-depth responses. Such methods as pre-test/post-testing could lead to important information on course content. An experimental design using a control and an experimental group could be used to determine whether the teaching methodology utilized is really making a difference;

b) following up on a random sample of participants who have participated in the classes or seminars. This activity is being planned by the project and is emphasized in this recommendation. Has the training made any difference in how the agents do their work? Again, a pre-test/post-test design could be used to determine if differences do exist; and,

c) using the results of the monitoring and evaluation system to make adjustments in ENEA curriculum and in the in-service training programs. The monitoring and evaluation system has been designed to assist in keeping a constant check on all aspects of the project's performance and effectiveness in order to identify ways to improve the project. While an obvious point, results from monitoring and evaluation systems are often overlooked. Results need to be used.

RECOMMENDATIONS:

- 1) Applied research should continue to be a part of the project focus. Reliable baseline data in any developing country is difficult to find. It is equally important to be able to determine research areas which are directly applicable in assisting the functioning of the project. The project and ENEA appear to have the capability and the mandate to do both.
- 2) The ENEA staff should be more involved in working through every step of the research process with the technical assistance team. These steps include identifying the research topic, stating the study's objectives, reviewing the literature, stating the hypothesis, statistical analysis, instrument preparation, testing the hypothesis, etc. The research process is a skill that needs to be developed through both training and practice. If a phase II does develop, some of the long-term training should focus on scientific research procedures through participation in doctoral programs. In the meantime, ENEA staff can learn much from working directly with the technical assistance team.
- 3) It does little good to conduct these research studies if the results are not used. The systematic follow up, called for in the

project paper, of how these results are integrated into the actual training being conducted at ENEA should be emphasized more. For example, who is using the Guide to Sources of Financing for Projects? How is the study on rural councils being integrated into the ENEA training program? Have results from the training needs report been implemented? A tracking system should be devised to answer these and many other questions concerning the use of research results.

- 4) As indicated in the Fourth Six Month Report, non-formal training research studies should be conducted. Building on work in non-formal education already done as part of the project by Molly Melching (see Part V of this report for a more thorough examination of the non-formal education component of this project), research can better define non-formal needs and methodology. Research planning should begin by identifying "...some important educational needs—that cannot be met by conventional means, then clearly defining the learning objectives to be sought, the characteristics of the audiences to be served, and the built-in constraints that must be taken into account in designing a solution".² Participation in non-formal education is a potential area of active involvement by ENEA and by the project. Applied research activities need to be a part of that involvement.
- 5) The monitoring and evaluation feedback system also provides a means of modifying the project's management training program. All of the seminars and courses implemented by the project have included an evaluation component. The evaluation methodology has been to ask participants to complete an evaluation of courses or seminars they have attended. Questions concerning course content, the methodology used, teachers knowledge, usefulness of the course, etc. are asked. The responses to these questions are analyzed and provide the feedback needed to monitor the effectiveness of the training programs. The results are used to make adjustments in ENEA's curriculum and in the content of the in-service training program.

B. Computer Usage

The final component in the monitoring and evaluation system is that of the computer's role in the management information system. The project has acquired three Apple IIe computers to assist in information management. The computers have been used to systematize the data-base generated from the research studies, to establish a library information system, to facilitate financial management, to aid in word processing, and to work with a statistical package. The package implemented a workshop for eight ENEA staff in training staff members in financial and accounting applications of the computer.

The use of the computers has caught the interest of ENEA faculty. Evidence collected from faculty interviews suggests a strong desire to integrate the computer into each of the college's curriculum offerings,

however, questions remain as to the applicability and feasibility of computer use in actual field work situations.

RECOMMENDATIONS:

- 1) Training in computer use should continue for ENEA faculty, as the computer is an integral part of the research, data bases, and planning actions of the various colleges. Staff training programs should continue providing hands-on experience for the faculty.
- 2) One of the computers should be made available on a systematic schedule for faculty use. They need to maintain and improve their computer skills through regular work on the computers.
- 3) As planned, an additional computer needs to be assigned to the library and a program developed to assist in library research.
- 4) The actual expansion of computer use beyond ENEA faculty and staff should be limited. Students should be made aware of the computer's capability; however, training all ENEA students in computer is questionable given the resource limitations at ENEA. There is no effective way of providing students with hands-on computer experience. There is also concern about the extent to which the students could use computer knowledge in their field assignments.

PART V - ANALYSIS OF THE IMPLICATIONS OF THE NEW AGRICULTURE POLICY

A. The New Agricultural Policy

The Government of Senegal's New Agricultural Policy provides the impetus for a decentralized, private sector emphasis approach to promoting increased agricultural production and rural development in Senegal. The purpose of the New Agricultural Policy statement is to stimulate agricultural production among the small farmers by having less government involvement and encouraging the private sector. The major points of the New Agricultural Policy, taken from ADO officer, John Balis' summary are:

- 1) A major reduction in the public sector role with increased responsibility given to the farmers and to the private sector;
- 2) An improvement in the quantity and quality of inputs and services;
- 3) A revision of the prices, reduction in subsidies, and general improvement of the viability of the rural sector;
- 4) Emphasis on a diversification of agriculture including the development of irrigation projects;
- 5) An increased attention to environmental production and sound resource management.

Interviews by the evaluation team indicate that there may be a revised New Agricultural Policy. The revised policy would place more emphasis on livestock, forestry and extension, and would discuss in more detail how the rural development service would be dismantled, how the pricing system could be adjusted, and how inputs would be provided. Thus, it is not exactly clear which agricultural policy will be implemented.

It is clear, however, that the government wants to encourage the local people to manage their own development activities. The local people do not have the project management skills necessary to plan, finance, implement, and evaluate their own development activities. A training program is needed that can provide the content, materials, and methodology appropriate for reaching people at a local level. ENEA, through its tradition as a practical, development-oriented institution, has the experience and capability to provide this kind of training. Thus, the New Agricultural Policy does have certain implications for the course content, curriculum, and staff of ENEA as well as for the kind of support that can be provided by the technical assistance team.

There appear to be two ways in which ENEA can take the leadership in providing project management skills to the local people. The first is the recyclage or in-service training program in which ENEA, with assistance from the project team, has gained valuable experience.

Already, over 300 people, including all of the Chefs de CER in Senegal, have received project management training. ENEA and the project are planning to provide similar training to the teams of field agents who serve under the Chefs de CER. It is precisely these field agents who deal directly with the local population and who can provide the needed assistance.

The second way in which ENEA and the project can assist in the implementation of the New Agricultural Policy is through an increased emphasis on non-formal training. The project has made two pilot efforts in the area of non-formal education. One of these pilot projects was conducted by the project team in the village of Keur Serigne Bassirou using a budget board, designed and introduced by the project team, to manage a cattle feedlot project. A second pilot project in non-formal education was established in the village of Saam Njaay. Emphasis on the second project was in the area of literacy training which, in turn, has led to a number of income-generating projects for the village.

Both of these efforts in non-formal education have proven to be very successful. A non-formal education component should be an integral part of any new project conceived for rural communities. Literacy and numeracy rates are surprisingly low in Senegal, and new projects should be sensitive to this situation while at the same time attempting to improve it. Valuable experience has been gained on how to identify local village needs, methodologies which are appropriate, constraints encountered, testing of materials, and what it takes to train local people in project management techniques. The lessons learned from the projects need to be incorporated into ENEA course content, curriculum, and into the training of ENEA staff in the area of non-formal education.

Involvement of ENEA staff and resources in in-service training and non-formal education is consistent with the current budget limitations on user agencies and resulting reductions in ENEA's enrollment. ENEA and the project team have correctly adjusted to the hiring freeze and to the austerity program by shifting resources and manpower to provide project management training that can help the local population. The evaluation teams feels that ENEA and the project can and should continue to be active in the areas of in-service training and non-formal education. We do recommend, however, that this involvement should first be done on pilot zones in each of the regions, and care must be taken not to overextend their capabilities and resources. One of the most important contributions that the project team can make is to institutionalize the lessons they have learned by assisting ENEA staff to develop their skills in the areas of in-service training and non-formal education. (See recommendations on In-Service Training.)

B. Non-formal Rural Education Project

The history of the non-formal education component of this project is a powerful example of how lack of foresight, misunderstandings and unclear lines of communication, bad management practices, and the seemingly inevitable conflict of personalities, can negatively affect an inherently well-designed and successfully implemented project. A

proposal for a non-formal education project geared toward rural populations was submitted to USAID/Senegal in 1982, the same year that the Project Paper for the Rural Management Project was being elaborated and approved. Molly Melching, the proposed manager of this non-formal education component and Bolle Mbaye, the project assistant, were given the go-ahead to start on this project, and preliminary work began under the auspices of the Applied Research Department of ENEA. After an initial six-month contract, the project was extended and included within the ENEA Rural Management Project, and an amendment was signed authorizing an increase of \$200,000.00 in the project budget for this non-formal education component. The manager of this component of the ENEA Rural Management Project was required to submit quarterly progress reports and six-month implementation plans to ENEA, and to have annual workplans approved by ENEA and USAID before undertaking field work. These workplans included spending four days a week in the project test village of Sann Njaay (Thies Region) and three days a week in Dakar meeting with the ENEA directorate, Applied Research and College of Non-Formal and Vocational Education staff, as well as with USAID, UNESCO, Senegalese user agencies and other non-governmental organizations.

Although the non-formal education component had been revised to orient itself towards improving project management techniques at the village level, outputs included: development of training workshops for ENEA staff and user agencies; elaboration of field-site activities for students in the Tronc Commun; development of non-formal educational curricula and appropriate teaching materials and audio-visual aids in such areas as literacy and numeracy, health, appropriate technology and environmental awareness; and elaboration and implementation of specific projects, with a heavy emphasis on internal monitoring and evaluation of the project activities and progress and intermittent evaluations by ENEA faculty of specific project accomplishments -- in short, a design strikingly similar to the Texas Tech component. Efforts to incorporate either the personnel, process or the outputs of this component into the operations of the Texas Tech team were unsuccessful. The non-formal education project manager was not required to report to the Texas Tech team, which led to misunderstandings and misperceptions of the role of the non-formal component and its relation to the rest of the project.

This unfortunate blurring of the lines of communication occurred during a period when the two components, the Texas Tech project management component and the non-formal education component, would have greatly benefited from a sharing of ideas, experiences and materials developed. And this process of integration and collaboration, had it taken place, would have strengthened the staff training, user agency in-service training materials development and the overall institutionalization of the rural management capability of ENEA and its user agencies, and perhaps contributed to a lessening of the tension among the various actors in the ENEA Rural Management Project. As it actually happened, the separate components developed independently resulting in, on the Texas Tech side, a lack of tested and successful curricula and teaching materials appropriate for the use at the village level, while such materials had been developed and printed by the non-formal education team and were accumulating unused in a backroom on

the ENEA campus; and, on the non-formal education side, a failure to successfully design and execute workshops for ENEA faculty to assure the institutionalization of the non-formal education component within the school itself, something which had been an on-going and gradually refined activity of the Texas Tech team. In addition a third, autonomous, literacy and numeracy project, funded by the PL 480 office (i.e., USAID monitors the project but the funds are considered to be provided by GOS), administered by the Department of Cooperative Development and designed and implemented by the Applied Research Department of ENEA was undertaken. Training seminars for cooperative agents under this project have already begun. There will not necessarily be a coordination of these three efforts.

The Texas Tech team is preparing to undertake research on literacy with a view towards providing training documents in local languages which can be used at a village level. As of the writing of this evaluation report, the two-year non-formal rural education component of the ENEA Rural Management Project has ended (in November 1985). A request for an extension of the component was submitted, in order to accomplish: 1) training of ENEA staff in the use of materials developed, 2) design and further evaluation of curriculum and materials useful for training at the village level, and 3) development of courses for students of various colleges at ENEA to evaluate and implement literacy, health, environment, and appropriate technology projects, using the village of Saam Njaay as a terrain d'application (field training site). This request was not approved.

The non-formal rural education component of the ENEA Rural Management Project has achieved the following objectives in the fields of literacy, health, environment, and appropriate technology.

1) A literacy program in Wolof was implemented and tested which trained fifty villagers of mixed age and gender, at the end of which twenty three participants were judged to be reading and writing very well, nine to be reading and writing well, twelve to be reading and writing fairly well, and six to have difficulty reading and writing, according to an evaluation of forty one participants conducted by Daour Cisse, Director of the College of Non-Formal and Vocational Education. The evaluation took place five months after the project had begun. As a result of this alphabetization program, villagers have begun to understand the necessity and importance of being able to read and write in their national language (Wolof).

They also established a literacy center in their village which serves both as a classroom for ongoing literacy training and as a library for materials (some of them written by the program participants) in Wolof. This has also led to the use and maintenance of a notebook of visits and treatments kept by the village health worker which has enabled the Saam Njaay health hut to operate smoothly, due to improved administration and financial management. An information pamphlet on malaria, written in Wolof, is one of the reading materials developed; this pamphlet has been translated into some of the other national languages. Young people in the village wrote a play about the necessity for environmental protection based on the usefulness of trees. They

also wrote a book about the activities of their own village health worker written from the point of view of a young person in the village telling why he wants to become a village health worker. These materials were presented to the evaluation team by one of the villagers who has been trained to conduct workshops on health problems in this and the surrounding villages. (See Annex F for a list of materials developed by the Non-Formal Rural Education Project team.)

The non-formal education team worked closely with the government representative for literacy in the region. In addition, fifty literacy trainers came to the village to study the materials and methods used there, and the Department of Literacy held its National Literacy Day in Saam Njaay in 1984. UNESCO sent a representative to the village to film the literacy training methods, and villagers were interviewed on the radio program DIISO about their literacy experience. Although the literacy center was destroyed in a rainstorm, there have been so many requests for literacy courses from the people—in—the surrounding villages that a proposal was written to finance the construction of a more permanent facility. When interviewed by these evaluators about the need for literacy, the villagers emphasized its necessity and explained that they themselves were teaching their children how to read and write, and some were involved in writing projects to increase the store of reading materials in Wolof.

2) Environmental problems, particularly the desertification of the area surrounding Saam Njaay resulting from the drought, led to a shortage of wood for cooking. This was identified as a significant problem area by village women. Villagers learned about the uses of trees, and a group of young people from the village went to discuss possible solutions to the environmental problems with the Regional Director of Eaux et Forêts (Department of Water and Forests) in Thies. They wrote a play to warn villages of the dangers of deforestation and of the need to plant village woodlots and use the ban ak suuf woodstoves designed to decrease wood use in cooking. The play was performed in the village and broadcast in Wolof on the radio program DIISO. Books on the use of trees and the protection of animals were written and produced in Wolof by the non-formal education project and financed by Eaux et Forêts. Other activities included the planting of a village woodlot and a seminar for five surrounding villages on the construction of the ban ak suuf.

3) Health was identified as another problem area by villagers and materials on malaria prevention and treatment were developed by the project team, used both in the literacy training and in the health education component. Villagers established a health committee, contributed toward a fund to buy medicines to treat common illnesses, one villager volunteered to provide basic health care and was later trained as a Community Health Agent, and another underwent midwife training, both in Thies. Several surrounding villages asked to be allowed to participate in the health program, and as the program developed further, villagers wrote a proposal in Wolof to fund a health hut. The non-formal rural education team developed and tested a number of teaching aids in Wolof to educate the villagers in basic health care and oral rehydration therapy, and these materials were later produced in

other national languages. A village health educator was trained who now goes from village to village teaching health care, using materials developed, and training other villagers in the use of the materials. He presented these materials to us in the village health hut. A management system developed to help villagers manage their health hut funds has been adapted for use in other income-generating projects.

4) In order to prevent the yearly migration of young people to find work in town during the dry season, income generating projects were developed to seek a possible solution to the problem. Village gardening projects were implemented, to provide both improved nutrition and income-generating activities to keep the young people from leaving the village. When the evaluation team interviewed the village chief he said that the most important benefit of the Saam Njaay non-formal rural education project was the fact that no more young people found it necessary to leave the village. Other projects, such as a tie-dyeing project, failed; but such failures taught the villagers the need for doing feasibility studies, another aspect of project management. Materials were developed, based on this tie-dyeing project failure, on the need for doing feasibility studies prior to investing in small project development. This has led to proposals for soap-making and animal fattening projects. The goal of eliminating the necessity for the rural exodus was achieved.

An evaluation team from ENEA with no one representing the Texas Tech Rural Management team studied the experience of Saam Njaay and made the following proposals. This evaluation team wholeheartedly supports these recommendations.

RECOMMENDATIONS:

- 1) Making Saam Njaay a pilot village to test new pedagogical materials and techniques;
- 2) allowing the non-formal education team to spend more time at ENEA in research, development and training activities;
- 3) expanding the work of Saam Njaay to other villages in the Rural Community and collaborating with the Literacy Department of Thies;
- 4) conducting training seminars for user agencies such as Health and Eaux et Forets;
- 5) publishing materials developed and tested;
- 6) contributing to ENEA's terrains d'application in the areas of literacy health education, environmental education, and training needs and materials development;
- 7) working with Village Development Associations during seminars planned by ENEA on human health, animal health, and project management;

8) training ENEA students in the pedagogical methods used in Saam Njaay.

None of these proposals was implemented before the end of the project, so a proposal was submitted to extend the project for a year. As previously mentioned, the extension was not approved, thus halting the project just as it was about to enter the phase of institutionalization of its activities within the ENEA faculty and curriculum, and providing outreach in the form of in-service training for ENEA user agencies. This evaluation team recommends that the project be extended for another year, allowing the non-formal education team, ENEA staff, and the Texas Tech Rural Management Project team time to consolidate and institutionalize this extremely valuable project component.

PART VI - AN ASSESSMENT OF THE WORKING RELATIONSHIPS, COMMUNICATIONS, AND MANAGEMENT PRACTICES IN OPERATION AT ENEA

We erroneously assume that all professionals have developed effective communication skills; communication, however, is a very complex process involving verbal skills, listening skills, and comprehension skills. Communication can be defined as "the process by which interactions, attitudes, ideas, and emotions are transmitted and by which knowledge and attitudes are formalized and modified through interaction".

Communication in the rural management project involves linkages between and among the following actors:

- 1) members of the technical assistance team;
- 2) members of the technical assistance team and their home office at Texas Tech;
- 3) members of the technical assistance team and USAID;
- 4) members of the technical assistance team and ENEA staff;
- 5) ENEA staff and USAID;
- 6) USAID and the Texas Tech office;
- 7) other persons affected by the project.

Communication linkages between individuals within each system and between systems makes the process that much more complex. Thus, problems in communication will result unless there is a very systematic effort to keep the lines of communication open between the different systems and between individuals within each system. Failure to keep communication going will result in management problems which affect good working relationships.

Several specific incidents in the Rural Management Project's conduct of communication have caused concern about effective communication patterns. The first involved the actual project start-up phase. The Texas Tech team does not appear to have a complete grasp of USAID's complex rules and regulations, especially as relates to procurement, use of the pouch, use of gas vouchers, etc. More positive communication between USAID and Texas Tech might have prevented some of the communication blockages.

Regarding the ENEA staff, there evidently was not a systematic orientation provided to them about the project's purpose and objectives. Some of the college directors are still confused about what the Rural Management Project is trying to accomplish and whether or not the project involves them.

A second area of confusion has been in the project design. A non-formal education component was added on to the project but was not put under the auspices of the Texas Tech team. Thus, an additional system of reporting was established which bypassed the Texas Tech

system. As a result, an excellent opportunity for collaborating on non-formal education was lost.

A lack of communication may have been the cause for the cancellation of the in-service training program, over the issue of per diem. Perhaps this difficulty could have been avoided had the ramifications of project payment of per diem been carefully explained and listened to.

Selection of long- and short-term participants was to have involved consultation among the ENEA staff, technical advisors, and the director of ENEA. Had this communication taken place effectively, confusion over the selection process could have been avoided.

Another communication problem may have resulted in confusion over access to project vehicles.

Other examples exist that indicate concern over the need for improved communication systems. Improving the communication patterns between major actors in this project -- the technical assistance team, USAID, ENEA staff, and the director of ENEA -- should be a goal of everyone involved. Our analysis of the communication patterns indicates that at one time or another in the life of the project, each of the primary actors has assumed a controlling approach; however, a controlling approach is not an appropriate communication pattern for this project. What is needed is a developmental approach where:

- 1) maximum, two-way communication is desired;
- 2) it is understood that no one individual has all of the facts, experience and knowledge involved;
- 3) joint commitment is important;
- 4) resistance or differences of opinion between the people concerned is allowed;
- 5) there is a need or an opportunity for creativity or innovation -- new ideas are needed.

Effective communication patterns are essential if the project is to accomplish its objectives. Steps have been made to improve the communication patterns but more actions must be taken.

Management styles affect everyone involved in the project. It has been difficult for the technical assistance team to accept and adapt to changes in management style from the ENEA management. Apparently, the change from an authoritative management style to a more participatory style and then back to an authoritative style has left the technical assistance team confused and discouraged. The managerial grid in Figure VI-1 may help to explain how these different management styles work.

The evaluation team feels that a growth and development oriented management style is needed in this project. The management style at ENEA should move from having the director make and announce most decisions to delegating certain tasks to the technical assistance team. Effective delegation implies that all of the necessary information and authority are provided to allow the task to be completed. Everyone should recognize that personalities are relatively fixed at the adult stage and that it is necessary to work with people rather than on them.

Management styles and communication patterns affect working relationships. According to various reports the technical assistance team has not been permitted open communication or business as usual with ENEA staff members. All business must be directed through the management and then referred back to the team. Such a working relationship is detrimental to the ability of the team to reach its objectives. The team has recognized these problems and has attempted to re-establish good working relationships. Results of these attempts are not conclusive at this time.

RECOMMENDATIONS:

Recommendations for establishing and maintaining good communication patterns and working relationships, and appropriate management styles include:

- 1) Continuing to exchange information on problem areas in communication, working relationships, and management styles, to discuss exactly how it hinders project activities, and to look for possible solutions.
- 2) Setting up a delegation system from the management to the team on a pilot basis in one or two areas, which allows the team to complete a task without interference, then analyzing what happens and how delegation can continue in other aspects of the project.
- 3) It may be necessary to bring in an outside consultant to hold a seminar/workshop on understanding the various dynamics which exist on this project. An objective, outside opinion may prove to be an effective intermediary in helping to resolve communications, working relationships, and management problems found in this project.

PART VII - CONCLUSIONS AND RECOMMENDATIONS

The ENEA Rural Management Project, having accomplished several of the preliminary activities required by the Project Paper, has now reached a critical stage. There are five areas which the evaluation team believes must be addressed with all promptness if the project is to achieve its objectives before its completion. Weaknesses in these areas are due to problems in the design and/or implementation of project activities, or simply a lack of appropriate manpower. The evaluation team feels that if the recommended changes and reorientations are implemented, these weaknesses can be corrected.

The first area in which adjustments need to be made is in the development of a project management curriculum which can be integrated into the courses of study at ENEA. Significant progress has been made in the development of training materials but more work remains to be done. In addition, more-focused and structured integration of the ENEA faculty into this course development work should be undertaken; otherwise, the desired institutionalization of project management capability will not take place before the end of the project. Another problem which should be resolved immediately is the issue of who will provide per diem for the participants of the in-service training workshops. This component of the project has been extremely successful, and, at the present stage, a systematic follow-up should be undertaken. The fourth area of concern is that of non-formal education, which appears to be an activity directly in line with the GOS New Agricultural Policy, and one which should be promoted by the school. The last area of concern is the short-term summer workshop at Texas Tech. The evaluation team feels that the resources committed to this component would be better spent on organizing and conducting a longer workshop to take place in Senegal.

Overall, given the constraints and limited resources referred to earlier in this report, the ENEA Rural Management Project has been successful. The lessons learned, which can be applied both to the second half of this project as well as to future project designs, are the following:

- 1) the education/training emphasis of the project has been entirely appropriate. The project was designed primarily as a human resources development effort, with a large portion of the resources going to in-country training and participant training overseas. Educational institutions or firms with a strong education/training capability are best suited to this kind of work;
- 2) many of the implementation problems encountered during the first phase of the project were due to a lack of communication and a failure to link together all of the separate project components. If these deficiencies are not corrected, the project cannot expect to achieve all of its objectives; and, finally,
- 3) all of the persons and institutions who will be involved in the project or directly affected by the project must have a thorough understanding of its objectives, and this might be

achieved by providing an in-depth briefing/orientation to these people. Expectations of the project's objectives are often unrealistic when there is not active participation from the beginning by all involved parties.

For the remaining two years, the project must focus its efforts in the previously mentioned areas. We believe that the implementation of the following recommendations will enable the project to meet its purpose.

RECOMMENDATIONS:

I. The project requires additional specific manpower assistance to achieve its objectives in the area of curriculum development, in-service training, and non-formal education.

A. A curriculum specialist should be hired as a short-term consultant to assist the project in developing the core curriculum. Ideally, this person should also have a strong training and materials development background.

B. Lapodini Atouga's contract should be extended six-months. As agricultural economist, he has been an integral part of the in-service training program and needs to be included in the institutionalization of this part of the project.

C. The non-formal rural education component should be extended. If not, Molly Melching should be hired as a short-term consultant for a long enough period to allow her to complete her work in integrating ENEA staff into non-formal education, materials development, and non-formal training methodology. Pedagogy for non-formal education should be emphasized.

II. The summer training program at Texas Tech University should be cancelled and replaced by a longer in-country workshop based on needs identified by the ENEA faculty. The value gained from the summer program does not justify its expense.

III. Although a research component has been integrated into the program of study for the long-term training participants at Texas Tech, more advantage should be taken of this opportunity to provide training and experience in scientific research methods. This knowledge can be applied during the internship programs of the ENEA staff in Dakar, and further refined by their faculty committees upon their return to Texas Tech.

IV. The project should emphasize its non-formal and in-service training components through the development of pilot projects in each of the ten regions. The concentration of effort in these pilot projects will provide a structured learning experience for ENEA staff, students, and user agency personnel. This participation in non-formal education and in-service training can be closely supervised and monitored by the Texas Tech team as part of the project's institutionalization process.

V. The monitoring and evaluation system used for the in-service training program needs to be strengthened. Field agents are frustrated by the lack of follow-up assistance after the workshops have been completed. The focused pilot project approach would allow for more systematic monitoring and evaluation.

VI. If there is a Phase II of this project, or any consideration given to enhancing the institutional capability of ENEA beyond the objectives of the project, the evaluation team feels that more long-term participant training for several members of the ENEA staff should be considered. This training would provide advanced graduate study leading to doctoral degrees in specific programs which ENEA and its user agencies have deemed especially necessary. Due to the Senegalese Government's austerity program, enrollment at ENEA has been steadily decreasing and will continue to decrease. If the institution is to have a role in the future, it will most likely be a more research-oriented one, which would require a corps of highly trained professors.

VII. Juxtaposed to the decreasing enrollment figures for Senegalese students at ENEA, the enrollment figures for foreign students have been increasing, particularly in the Colleges of Planning and Statistics. (See Figure VII-1.) Although creation of regional training institutes in West Africa has not been an easy goal to achieve, this team feels that the quality and applicability of the training program at ENEA is of such a high calibre that efforts should be made to attract more students and mid-career professionals from other African nations. This might be accomplished by using ENEA as a third country training institution for the Sahel Manpower Development Program's participant training strategy.

NUMBERS OF STUDENTS ENROLLED IN 3-YEAR PROGRAM AT ENEA BY CLASS (PROMOTION)

CLASS OF '78 (9^{eme} PROMOTION) TO CLASS OF '88 (15^{eme} PROMOTION)

COLLEGE	76-78 9 ^{eme}	79-81 10 ^{eme}	82-84 11 ^{eme}	83-85 12 ^{eme}	84-86 13 ^{eme}	85-86 14 ^{eme}	86-88 15 ^{eme}
Planning	15	14	20 (5)	21 (1)	--	12 (6)	10 (10)
Rural Development	22	--	--	--	--	--	--
Non-Formal Education	--	--	29	--	17		
Land Use Planning	22 (1)	7	--	15	--	11 (1)	
Statistics	15	14	12 (13)	--	--	8 (16)	
Cooperatives	19 (1)	12	--	--	--	--	10
TOTAL	93 (2)	47	61 (18)	36 (1)	17	31 (23)	20 (10)

NOTE: Numbers in parentheses represent foreign student enrollment.

Figure VII-1

FOOTNOTES

1. Violet M. Malone, "In Service Training and Staff Development", in Burton Swanson (ed.), Agricultural Extension: A Reference Manual, pp. 206 - 217. Rome: Food and Agriculture Organization, 1984.
2. Phillip H. Coombs, Attacking Rural Poverty: How Non-Formal Education Can Help. Baltimore: Johns Hopkins University Press, 1974.

LIST OF ABBREVIATIONS USED IN THIS REPORT

ADO	Agricultural Development Office
CAIDS	Center for Applied International Development Studies (Texas Tech University)
CER	Rural Expansion Center (Centre d'Expansion Rurale)
DAC	Development Assistance Corporation
ENEA	National School of Applied Economics (Ecole Nationale d'Economie Appliquee)
GOS	Government of Senegal
ICASALS	International Center for Arid and Semi-Arid Land Studies (Texas Tech University)
ORT	Oral Rehydration Therapy
PIO/T	Project Implementation Order/Technical Assistance
SE/CER	State Secretariat for Rural Expansion Centers (Secretariat d'Etat aux Actions de CER)
USAID	United States Agency for International Development

QUESTIONNAIRES USED DURING THIS EVALUATION

1. Est-ce que vous êtes a) étudiant à l'ENEA? b) membre de corps enseignant à l'ENEA? c) diplômé de l'ENEA? d) agent d'un service utilisateur? e) autres?
2. Quel âge avez-vous?
3. De quelle région du pays êtes vous?
4. Quel est le niveau d'instruction le plus élevé que vous avez atteint?
5. Pendant combien d'années est-ce que vous êtes associé avec, ou vous travaillez avec, l'ENEA?
6. ~~Est-ce que vous avez eu des rapports avec le projet Gestion Rurale?~~
De quelle grandeur?
7. D'après vous, que signifie le terme "gestion de projet?"
8. Est-ce que vous avez fait vos études à l'ENEA? Si oui, dans quel collège?

Professeurs

9. Avec quel collège êtes-vous associé?
10. Depuis quand est-ce que vous enseignez à l'ENEA?
11. Quels sont les séminaires du Projet Gestion Rurale auxquels vous avez participé? Gestion de Projet I Gestion de Projet II Gestion Financière Marketing Marketing II Formation des Formateurs Systèmes d'Information Techniques de Recherche
 - a) Avez-vous l'intention de participer aux séminaires futurs du projet?
 - b) Est-ce que vous avez planifié des séminaires à venir avec le projet?
12. Avez-vous participé à la formation à long-terme à Texas Tech University dans le programme de Développement International?
13. Avez-vous assisté au programme de formation à court-terme en gestion de projet qui a lieu en été (1984, ou 1985) à Lubbock, Texas?
14. D'après vous, pourquoi est-il important de former vos étudiants en matière de gestion de projet?

15. Comment est-ce qu'une bonne compréhension de gestion de projet aidera vos étudiants à mieux accomplir leurs tâches sur le terrain de travail?
16. Quel était le processus de "prise de décision" utilisé pour choisir le contenu du curriculum en gestion de projet?
 - a) Est-ce que vous avez pu participer dans ce processus?
 - b) Comment s'integre le contenu du curriculum en gestion de projet dans le reste du curriculum de votre collège?
17. A quel degré est-ce que le contenu du curriculum en gestion de projet offre une méthodologie commune applicable à travers plusieurs disciplines?
18. A quel degré est-ce que le contenu du curriculum en gestion de projet met au point la discipline particulière à votre collège?
19. Est-ce que le contenu du curriculum en gestion de projet s'accorde avec la réalité locale comme vous la percevez?
20. Comment est-ce que vous feriez une estimation de l'efficacité des matériaux de formation en gestion de projet qui ont été développés pour être utilisés dans le cadre du projet Gestion Rurale?
21. Est-ce que vous-même, vous avez enseigné la gestion de projet dans les ateliers ou les séminaires en tant que formateur dans ce projet Gestion Rurale?
22. Quelles sont les méthodes pédagogiques que vous utilisez dans vos cours?
23. Si vous avez été formé dans des méthodes pédagogiques utilisées par l'équipe de Texas Tech, comment est-ce que cette formation a influencé ou changé les méthodes que vous utilisez?
24. Est-ce que vous-même, vous avez développé des matériaux de formation en gestion de projet afin de pouvoir les utiliser en classe?
25. Est-ce que vous profitez des ressources disponibles dans la bibliothèque pour préparer vos cours ou mener vos recherches?
26. Est-ce que vos étudiants profitent des ressources disponibles dans la bibliothèque?
27. Est-ce que vous estimez que la technologie informatique introduite au cours de ce projet Gestion Rurale est appropriée?
28. Comment est-ce que cette technologie informatique peut être utilisée sur le terrain de travail?
29. Est-ce que l'introduction de ce curriculum supplémentaire de gestion de projet a fait accroître vos responsabilités en ce qui concerne la mise à exécution de vos charges à l'ENEA?

0. Est-ce que vous estimez que vous êtes maintenant trop chargé?

ENS

1. Quels genres de cours est-ce que vous suivez à Texas Tech University?

2. Est-ce que vous pouvez choisir, vous même , quels genres de cours vous allez suivre?

3. Quel est l'aspect le plus important de votre formation à Texas Tech University?

a) Qu'est-ce qui vous plaît le plus à l'égard de votre formation?

b) Qu'est-ce qui vous plaît le moins à l'égard de votre formation?

4. Comment est-ce que vous allez utiliser ce que vous apprenez dans le programme de Texas Tech-University dans vos cours de retour à l'ENEA?

5. Comment est-ce que le programme d'études à Texas Tech University peut être amélioré?

6. Qu'est-ce que vous voudriez faire dans la vie?

KEY QUESTION AREA

1. WHAT IMPACT HAS THE PROJECT'S IN-SERVICE TRAINING WORKSHOPS HAD FOR GOVERNMENT PERSONNEL?

Criterion Questions

1. How have refresher courses been designed - based on needs?
2. How is coordination of material done to integrate the management segment with the technical material? (pg. 10 of Project Paper)
3. Has training of trainees affected local organizations?
4. How was it decided what a "common perception" of project management is?
5. What other government groups have been targeted for in-service training?
6. Does this in-service component also include the non-formal education segment of the project?
7. More emphasis on in-service for ENEA staff and students than outside institutions? training of trainers - can courses such as these be replicated?
8. Would like to see more ideas on the visual financial management system as used in Keur Serigne Bassirou? Who thought of using the board system?
9. Vis-a-vis the training - how to differentiate the in-service part from the non-formal part? Is it necessary to include as a major output in terms of the logframe?
10. What evidence exists that these in-service workshops have helped the user agencies?
11. Note the possible discrepancy between what the logframe states and what is stated in project?

4/5

KEY QUESTION AREA

II. WHAT EFFECT HAS THE PROJECT HAD IN TERMS OF THE IMPLEMENTATION OF THE SHORT-TERM TRAINING WORKSHOPS FOR ENEA STAFF IN PROJECT MANAGEMENT?

Criterion Questions

1. Have common definitions of such concepts as project management, planning, implementation, monitoring, and evaluation been reached?
2. Is there a common understanding of how various management elements are initiated?
3. Have these project management concepts been incorporated into the teacher's curriculum?
4. If so, how are they being used?
5. Have more specific, in-depth workshops been planned? for the ENEA staff: were ENEA staff included in the marketing, research methods, and pedagogical seminars? information systems? computer?

11

KEY QUESTION AREA

III. WHAT TRAINING MATERIALS HAVE BEEN PREPARED AND USED IN THE PROJECT?

Criterion Questions

1. Specific examples of case studies?
2. Audio-visual methods as a support to teaching?
3. Specific pedagogical skills? action training?
4. Cooperation in providing these training materials from ENEA staff --did-ENEA-staff-help-in this?
5. Have ENEA staff been trained specifically in how to incorporate these training materials into their classes?
6. Has the project prepared videotapes? flip charts?
7. Why/how did project choose marketing and commercialization as needs for project training?

113

KEY QUESTION AREA

IV. HOW HAS THE PROJECT AFFECTED THE CAPACITY OF ENEA CORE STAFF TO DEVELOP, TEACH, AND REFINE THE MANAGEMENT CURRICULUM?

Criterion Questions

1. Relevance of long-term training at Texas Tech? What courses are they taking? practical? theoretical? applicable to Senegalese situation?
2. Relevance of short-term training at Texas Tech? ~~i.e., all-in-French?~~ able to visit agricultural sites? able to bring material back to Senegal?
3. How were participants selected for short- and long-term training?
4. Are ENEA faculty assuming role of leaders in the management training?
5. Relevance of research of long-term participant training -- does their program require thesis?
6. Any method of monitoring the impact of these long-term participant trainees after their return to Senegal?

KEY QUESTION AREA

V. IS THERE AN INCORPORATION OF BASIC PROJECT PROJECT MANAGEMENT IDEAS INTO THE CURRICULUM?

Criterion Questions

1. Has curriculum development process used any particular model?
2. Has project pulled together various parts of project management?
3. How were curriculum parts identified? for each major part/section of project management?
4. How have women, youth, illiterate farmers been targeted?
5. Have individual colleges at ENEA developed curricula specific to their needs?
6. Has the curriculum development really been incorporated into the context of student field assignments? ask students, ask those supervising students.
7. Need to take each major curriculum component and analyze it for project identification, project formulation and design, project implementation, project monitoring, and evaluation.

Annex B

PERSONS INTERVIEWED DURING THIS EVALUATION

Rural Management Project Personnel and ENEA Staff

Texas Tech CAIDS Team

Dr. Dorothy D. Wills, Team Leader/Rural Management Specialist
Lapodini Atouga, Agricultural Economist
Alan Johnston, Administrative Assistant

ENEA Staff and Faculty

Dr. Tidiane Sy, Director of ENEA

College of Cooperatives -

Rene Basse, Director

Abdouraman Cisse, Assistant Professor

Cire Diallo, Assistant Professor/Assistant to Rural
Management Project

College of Planning -

Michel Degoix, Director

Jacques Ripoché, Professor

Aboubacar Sow, Long Term Training Participant at Texas Tech
(will complete Masters Program in December 1986)

College of Non-Formal and Vocational Education

Waly Diouf, Assistant Professor

Cheikh Ba, Assistant Professor

Bara Goudiaby, Assistant Professor

College of Rural Development -

Mariam Diop, Director

College of Statistics -

Ndiappe Ndiaye, Director

Momar Ndiaye, Long Term Training Participant at Texas Tech
(will complete Masters Program in early 1987)

Department of Tronc Commun (1st year Core Curriculum) -

Oumar Ba, Director

Department of Applied Research -

Mamadou Bara Gueye, Director (completed Masters Program at
Texas Tech in December 1985)

United States Agency for International Development/Dakar:

Agricultural Development Office (ADO)

Ronald Harvey, Deputy (ADO)
Daby Diallo, Project Manager

51

Food for Peace Office (PL 480)

Don Rassekh, Coordinator, Local Currency Division
Mamadou Traore, Assistant Manager, Local Currency Division
Cindy Robinson, Program Manager

Other Project Personnel

Non-Formal Education Component

Molly Melching, Project Manager
Rolle Mbaye, Project Assistant

User Agency Representatives Interviewed

State Secretariat for Decentralization/CER

M. Fall, Directeur

Direction de la Statistique

M. Faye (interim director)

Direction de Developpement Communautaire

M. Sall, Directeur
M. Carvalho, Chef de Division de l'Animation Urbaine et Rurale
M. Babacar Ciss, Chef de Division d'Evaluation et de Suivi
M. Ibrahima Seck, Chef de Division d'Etudes et de la Planification
des Projets
M. Cheikh Amar, Chef de Division des Relations avec les ONG

Direction de la Cooperation

M. Mansour Seck, Directeur

Direction de la Planification

M. Sow, Directeur

Persons Interviewed During Field Visits

Louga Region

Papa Fode Diallo, AR/CER
Tafsir Malick Diop, Chef CER
Babacar Sarr, Cooperation

St. Louis Region

Amath Thiam, Cooperation

Thies Region

Village of Saam Ndiaye and Non-formal Education Project

Kaolack Region

Moctar Seck, Chef CER

Village of Keur Serigne Bassirou and Non-formal Education Project
El Hadj Seck, Cooperation

Ziguinchor Region

Matoure Dioum, Assistant Regional/CER

Ousseine Diedhiou, Assistant Departmental/CER (Bignona)

Seynebou Camara, Monitrice (Tangouri)

Mamadou Coly, Assistant au Chef de Service Regional du Ministere du
Developpement Social

Abdoulaye Diop, Contrôleur Regional de la Cooperation

Laurie Brush, WID Research Assistant

Annex C

MATERIALS DEVELOPED BY THE ENEA RURAL MANAGEMENT PROJECT

Gestion de Projet I - A Core Course in Project Management

Gestion de Projet II - Financial Analysis of Development Projects

Marketing I

Marketing II

Techniques de Recherche - A general introductory course in Research Methodology

Formation de Formateurs - A Training Course in "Action Training Techniques

Decentralization, Rural Development and Mid-Level Development Agents in Senegal: A Report on Training Needs.

Senegal's Rural Councils" Decentralization and the Implementation of Rural Development

A Guide to Sources of Financing for Projects

REGIONAL IN-SERVICE WORKSHOPS

<u>Date</u>	<u>Training</u>	<u>Location</u>	<u>Participants</u>	
			<u>ENEA</u>	<u>User Agencies</u>
Sept. 84	Training of Trainers (Action Training Methods)	ENEA	11	9
	Project Management 1 for Chefs de CER and agents from related services:			
Feb. 85	Kaolack/Fatick	Kaolack	0	26
Apr. 85	Ziguinchor/Kolda	Ziguinchor	0	34
May 85	Tambacounda	Tamba	0	30
July 85	St. Louis/Louga	St. Louis	0	35
Oct. 85	Thies/Diourbel	Thies	0	38
	Marketing Training for ENEA Faculty and User Services:			
Mar. 85	Marketing I	ENEA	12	10
July 85	Marketing I	Thies	0	25
	Summer Management Workshop (3 graduate credits in Political Science at Texas Tech):			
Jul/Aug 84	Project Management	Lubbock	8	3
Jul/Aug 85	Project Management	Lubbock	14	10

53

WOMEN IN DEVELOPMENT QUESTIONNAIRE

Enquete Milieu Feminin

Date de l'enquete _____

Numéro de l'interviewée _____

Durée de l'interview _____

1. Lieu de travail: Ardt _____; Dpt _____;
Rg _____2. Lieu de naissance: Ardt _____; Dpt _____;
Rg _____

3. Année de naissance (estimez si nécessaire); 19 _____

4. Ethnie d'origine? (cocher la réponse appropriée)

_____ Wolof _____ Sérère _____ Toucouleur _____ Peul _____
 Diola
 _____ Mandingue _____ Bambara _____ Sarrakhole _____ Lébu _____
 Balante
 _____ Malinké _____ Manjaac _____ Maure _____ Diakhangke
 _____ Autre _____

5. Religion: a. _____ Musulman : sectes _____ Mouride , _____ Tidiane
 _____ Khadir,
 _____ Autres _____

b. _____ Chrétien: _____ Catholique . _____ Protestant,

c. _____ Autres _____

6 .a. Langue maternelle _____

b. Autre(s) langue(s) parlée(s)
 _____7. Quelle(s) langue(s) nationale(s) utilisez-vous plus fréquemment dans
 votre
 travail?

Langues parlées activement

Langues parlées passivement:

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

8. Situation Matrimoniale:

a. _____ Célibataire

b. _____ Veuve

c. _____ Mariée (_____ co-épouse)

d. _____ Divorcée

9. Poste et lieu de travail de l'époux:

a. Poste _____

b. Ardt _____

Dpt _____, Rg _____

10. Est-ce que vous avez des enfants? _____ oui, _____ non; Combien? _____

L'âge du plus jeune _____

11. Est-ce que vos enfants habitent avec vous ou ailleurs? _____

(Selon le cas) Qui s'occupe de vos enfants lorsque vous êtes au travail?

12. Êtes-vous satisfait des possibilités qui existent pour vos enfants dans votre lieu d'affectation, en matière d'école? ____oui, ____non

Expliquer _____

13. Niveau d'études:

- 1. a. Etudes Primaires nonterminés
- b. Etudes Primaires avec CEPE
- 2. Etudes Secondaires a. sans diplome;
- avec: b. BEPC c. DEFM d. BEFM,
- Baccalaureat
- 3. Etudes Professionnelles:
 - a. Ecole de monitrices rurales,
 - b. ENEA; Agent Technique, Inspecteur
 - c. Ecole de Maisons Familiales
 - d. Ecole de Maitresse d'Economie Familiale
 - e. Autres, à précisez _____

14. Quel est le titre de votre fonction? _____

15. Depuis combien de temps remplissez-vous votre travail à ce lieu d'affectation? _____

- moins d'un an, 1-2 ans, 2-3 ans, 3-4 ans,
- 4-5 ans, 5 ans ou plus

16. a. Quelques agents femmes de vulgarisation préfèrent être affectées dans des centre urbains. D'autres préfèrent être affectées dans des zones rurales. Que préférez-vous? Urbain, Rural

b. Pourquoi préférez-vous une telle affectation? _____

17. Est-ce que vous partagez le meme bureau que votre superviseur immédiat? oui, non

18. Voyez-vous fréquemment votre chef immédiat?
 chaque jour deux fois par mois
 tous les deux jours une fois par mois
 une fois par semaine moins d'une fois par mois

19. Combien d'heures passez-vous dans votre bureau chaque semaine? (cocher un)
 0-5, 5-10, 10-15, 15-20, 20-25,
 25-30, 30-35, 35 ou plus

20. Combien de fois travaillez-vous avec les autres membres de l'équipe?
 Jamais deux fois par mois
 moins d'une fois par mois une fois par semaine
 une fois par mois deux fois par semaine ou plus

21. Combien de villages sont à votre portée? _____

22. Quelle est la fréquence moyenne de vos visites par village? _____

23. Y a t-il des villages que vous visitez plus que d'autres? ____ oui,
____ non
Si oui,
pourquoi? _____

24. A environ quelle distance se trouve le village le plus éloigné dont
vous
etes responsable? _____ km.

25. Les agents de vulgarisation rencontrent souvent des obstacles dans les efforts qu'ils font pour visiter un village. Je vous propose une liste de facteurs qui pourraient créer de tels obstacles. Je vous

prierai de me dire l'importance du facteur en ce qui concerne la réalisation de vos visites à un village.

- | | |
|-------------------|--------------------|
| (0) non important | (2) important |
| (1) peu important | (3) très important |

<u>Obstacles possibles</u>	<u>Degré d'importance</u>
a. Aucun moyen de transport	a. 0 1 2 3
b. Pas de carburant pour le véhicule	b. 0 1 2 3
c. Pas assez de temps	c. 0 1 2 3
d. Difficultés administratives	d. 0 1 2 3
e. Mauvais temps	e. 0 1 2 3
f. Autre _____	f. 0 1 2 3

26. S'il vous plaît essayez de vous rappeler vos activités de travail d'hier

avec autant de détails que possible, suivant la séquence de la journée, c'est à dire du début des activités du jour jusqu'à la fin de cette même journée.

Période de temps	Emplacement	Activité
------------------	-------------	----------

27. Lors de votre précédente journée de travail y a-t-il eu une activité que vous n'avez pas pu remplir? ____oui, ____non

28. Si oui, laquelle? _____
 Pour quelle(s) _____

29. Importance accordée à vos diverses activités de travail

Est-ce que cette activité est;

(0) pas importante

(1) peu importante

(2) importante

(3) très importante

Activités	Importance			
a. Préparation des rapports	a. 0	1	2	3
b. Planification	b. 0	1	2	3
c. Organisation des groupements	c. 0	1	2	3
d. Initiation des nouveaux projets	d. 0	1	2	3
e. Surveillance des projets en cours	e. 0	1	2	3
f. Formation éducationnelle (santé, nutrition, alphabétisation)	f. 0	1	2	3
g. Formation technique (teinture, couture, crochetage)	g. 0	1	2	3
h. Collaboration avec les membres de l'équipe	h. 0	1	2	3
i. Réunion avec votre superviseur	i. 0	1	2	3
j. Collecte des données ou recherche	j. 0	1	2	3
k. Evaluation	k. 0	1	2	3
l. Obtention des ressources (transport, carburant, finance)	l. 0	1	2	3
m. Obtention des matériels de projets	m. 0	1	2	3
n. Autres _____	n. 0	1	2	3

30. Quels sont les groupes ethniques avec lesquels vous travaillez?

- | | |
|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Wolof | <input type="checkbox"/> Sérère |
| <input type="checkbox"/> Toucouleur | <input type="checkbox"/> Peul |
| <input type="checkbox"/> Diola | <input type="checkbox"/> Mandingue |
| <input type="checkbox"/> Bambara | <input type="checkbox"/> Sarakholé |
| <input type="checkbox"/> Lébu | <input type="checkbox"/> Balante |
| <input type="checkbox"/> Malinké | <input type="checkbox"/> Mandiack |
| <input type="checkbox"/> Maure | <input type="checkbox"/> Diakhangke |
| <input type="checkbox"/> Autres _____ | |

31. a. Parmi ces groupes ethniques, quel est le groupe avec lequel vous avez le plus de difficulté à communiquer?

_____ Expliquer pourquoi. _____

b. Quel est le groupe qui possède les meilleures infrastructures d'organisation en vue d'un encadrement?

_____ Expliquer. _____

c. Quel est le groupe qui gère le mieux ses ressources?

_____ Expliquer _____

32. Quels sont les associations, groupements, ou autres groupes des femmes avec lesquels vous travaillez?

Associations villageoises

Associations des jeunes

Les tontines

Groupements locaux de femmes

Associations ethniques

Autres

62

33. Y a - t - il des femmes qui n'appartiennent à aucun de ces groupes et qui auraient besoin d'encadrement?
Si oui, comment les contacteriez-vous? _____
-
34. Qui est-ce que vous contactez lors de votre visite initiale dans un village? _____
35. Est-ce que vous travaillez aussi bien avec les hommes du village qu'avec les femmes? _____
36. a. Etes-vous assistée par un autre agent d'encadrement, lors de votre visite initiale dans un village? oui, non
b. Et lors de visites ultérieures? oui, non
37. Temps accordé à vos diverses activités de travail
Dans votre travail est-ce que vous consacrez;
~~(0) pas du tout de temps~~
(1) peu de temps
(2) quelque temps
(3) beaucoup de temps
à chacune des activités énumérées
- | Activités | Temp | | | |
|--|------|---|---|---|
| a. Préparation des rapports | a. 0 | 1 | 2 | 3 |
| b. Planification | b. 0 | 1 | 2 | 3 |
| c. Organisation des groupements | c. 0 | 1 | 2 | 3 |
| d. Initiation des nouveaux projets | d. 0 | 1 | 2 | 3 |
| e. Surveillance des projets en cours | e. 0 | 1 | 2 | 3 |
| f. Formation éducative (santé, nutrition, alphabétisation) | f. 0 | 1 | 2 | 3 |
| g. Formation technique (teinture, couture, crochetage) | g. 0 | 1 | 2 | 3 |
| h. Collaboration avec les membres de l'équipe | h. 0 | 1 | 2 | 3 |
| i. Réunion avec votre superviseur | i. 0 | 1 | 2 | 3 |
| j. Collecte des données ou recherche | j. 0 | 1 | 2 | 3 |
| k. Evaluation | k. 0 | 1 | 2 | 3 |
| l. Obtention des ressources (transport carburant, finance) | l. 0 | 1 | 2 | 3 |
| m. Obtention des matériels du projet | m. 0 | 1 | 2 | 3 |
| n. Autres _____ | n. 0 | 1 | 2 | 3 |
38. Y-a t-il un village particulier où vous préférez travailler, plutôt que d'autres? oui, non
39. Combien de femmes habitent dans le plus petit village sous votre contrôle?
 Moins que 50 50-100 100-150 150-200 200-250
 250-300 300-350 350-400 400-450 450 ou plus
40. Combien de femmes habitent dans le plus petit village sous votre contrôle?
 0-20 20-40 40-60 60-80 80-100

41. Besoins exprimés par les villageoises. Dites-moi si chaque besoin est;
- | | |
|-------------------|--------------------|
| (0) non important | (2) important |
| (1) peu important | (3) très important |

<u>Besoins</u>	<u>Importance</u>
a. denrées alimentaires	a. 0 1 2 3
b. approvisionnement en eau	b. 0 1 2 3
c. formation en techniques de maraichage, fabrication de produits, couture, etc.	c. 0 1 2 3
d. formation en gestion de projets	d. 0 1 2 3
e. alphabétisation	e. 0 1 2 3
f. encadrement	f. 0 1 2 3
g. renseignements et supports en santé et hygiène	g. 0 1 2 3
h. autres, précisez _____	h. 0 1 2 3

42. Y a-t-il des besoins exprimés par les villageoises et non satisfait par les services d'encadrement? oui, non
Par votre service en particulier? oui, non
Lesquels? _____

43. Parmi ces activités y'en a-t-il qui sont en dehors de vos compétences? oui, non
Lesquelles? (exemple, santé, management, gestion de ressources d'eau, etc.) _____

44. Est-ce qu'il existe des problèmes pour la collecte de fonds en faveur des activités des projets pour les femmes? oui, non
Si oui, quels sont-ils? _____

45. Y a-t-il des activités pour lesquelles vous aimeriez consacrer beaucoup plus de temps? oui, non
Si oui, lesquelles? _____

46. Quelquefois les ressources dont a besoin une animatrice font défaut. Je vais vous donner une liste de ressources. Je vous prie de me dire si ces

ressources vous sont disponibles;

- | | |
|-------------------------|-----------------|
| (0) tout le temps | (2) quelquefois |
| (1) la plupart de temps | (3) jamais |

<u>Disponibilités du matériel de travail</u>	<u>Degré de disponibilité</u>
a. Accès au matériel de bureau	a. 0 1 2 3
b. Accès au matériel du projet	b. 0 1 2 3
c. Accès à l'administration	c. 0 1 2 3
d. Accès au moyen de transport	d. 0 1 2 3
e. Accès au crédit pour les groupes de femmes	e. 0 1 2 3
f. Autres _____	f. 0 1 2 3

47. Quel est votre mode de transport le plus courant?
 ___véhicule de gouvernement ___transport public ___charrette
 ___bicyclette ___mobylette ___à pied
 ___autres_____

48. Qu'est-ce que vous faites si vous n'avez aucun moyen de transport approprié? _____

49. Parmi les activités suivantes, qu'elles sont celles que vous jugez importantes pour que les femmes y participent? Dites-moi si chaque activité est;

(0) non important

(2) important

(1) peu important

(3) très important

Activité

Degré d'importance

<u>Activité</u>	<u>Degré d'importance</u>
a. Artisanat_____	a. 0 1 2 3
b. Education nutritionnelle	b. 0 1 2 3
c. Education sanitaire	c. 0 1 2 3
d. Agriculture	d. 0 1 2 3
e. Marketing/Commercialisation	e. 0 1 2 3
f. Alphabétisation	f. 0 1 2 3
g. Autres_____	g. 0 1 2 3

50. Est-ce que les femmes ont de la mauvaise volonté à participer à l'une ou l'autre de ces activités? ___oui, ___non
 Si oui,
 expliquer:_____

51. D'habitude, comment les femmes collectent-elles ces fonds en vue de financer leurs activités? _____

52. Quand vous avez commencé votre travail, est-ce que vous avez rencontré des problèmes pour lesquels vous n'aviez pas reçu de préparation?
 ___oui, ___non
 Si oui, énumérez-les:_____

53. Dans quel(s) domaine(s), s'il y en a, pensez-vous que votre formation a été incomplète? _____

54. Est-ce que vous aimeriez suivre un recyclage? oui, non
Si oui, dans quel(s) domaine(s)?

55. Est-ce que vous-avez assisté aux stages ou séminaires? oui, non
Lesquels?

56. Est-ce qu'ils ont été bien utiles?
Expliquer

57. A votre avis, quels intrants et méthodes peuvent améliorer la formation
que reçoivent la plupart des femmes agents?

Annex F

MATERIALS DEVELOPED BY THE NON-FORMAL RURAL EDUCATION PROJECT

The following is a list of materials printed by the Non-Formal Education Rural Management Training Program.

I. BROCHURES

- 1) Garab, Sunu Yaakaaru Reew (Trees, Hope for Our Country) - A brochure on trees. It includes the uses of trees; the environmental importance of trees; how trees are planted and grow; different varieties of trees in Senegal; and the friends and enemies of trees. For use in literacy classes and to use with village groups to encourage reforestation. Printed in 1984 in WOLOF by Eaux et Forets.
- 2) Mala, Bare te Bokkunu (Animals Are Many and Different) - A brochure of poems on animals found in Senegal to encourage the protection of nature. Printed in November 1984 in WOLOF by Eaux et Forets.
- 3) Sunu Caabi Mbeqte (The Key to Happiness) - A brochure on the life-saving solution, the Oral Rehydration Therapy. It explains why we get diarrhea and how diarrhea leads to dehydration. For use by health agents, in literacy classes and in schools. Printed in DIOLA by the PIDAC-SOMIVAC project in the Casamance. Financed in WOLOF by the ENEA project. Funding for printing in SERER, MANDINKA, PULAAR.
- 4) Jangoroy Sibburu (Malaria) - A brochure on the causes, symptoms, treatment, and prevention of malaria. Adapted from flip charts on malaria printed in Zaire. For use by development agents, health workers, in literacy classes, and in schools. Printed in 1984 in DIOLA by the PIDAC-SOMIVAC project in Casamance. Financed by the ENEA project in WOLOF in 1985.
- 5) Sama Begg-begg (My Wish) - A brochure written by the children of Saam Njaay on the importance of the village health agent. Printed in 1985 in WOLOF by the ENEA project.

II. OTHER PEDAGOGICAL SUPPORTS FOR LITERACY AND HEALTH

- 6) A flip-chart on malaria similar to the brochure but without a text. There is a guide for the group leader in several languages. Printing financed by the PIDAC-SOMIVAC
- 7) A flip chart on Oral Rehydration Therapy similar to the brochure but without a text. The guide is available in several languages. Printing financed by the PIDAC - SOMIVAC.

8) The Game of Health is a board game similar to Monopoly. This game was adapted from the materials developed by the Center for International Education.

Printing financed by PIDAC-SOMIVAC.

9) The ORT card game was compiled by the Non-Formal Education team to teach the recipe for the ORT and to encourage good hygienic practices.

10) The CONCENTRATION card game for literacy, "UBBI GIS," was adapted from non-formal education materials used at the Center for International Education.

11) The BINGO literacy game was also adapted from materials used at the Center for International Education.