

1

6850256

PD-AAW-053

51538

TEXAS TECH UNIVERSITY
==+==+==+==+==+==+==+==+==

ENEA Project
Second Six-Month Report

ENEA RURAL MANAGEMENT PROJECT
U.S.A.I.D. PROJECT 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)
SECOND SIX MONTH REPORT
1 JULY 1984 - 31 DECEMBER 1984

ENEA RURAL MANAGEMENT PROJECT
 USAID PROJECT 685-0256
 ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY
 CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES (CAIDS)

Six Month Report for the Period 1 July - 31 December 1984

I. Introduction

The CAIDS (Texas Tech University) team continued during the second six month period to make progress toward the achievement of the project goals as specified in the project paper and project agreements. There has been an increasing level of integration of the project staff and its activities into the regular operations of ENEA and a growing positive relationship between the project and the user services. Recent administrative reforms instituted at ENEA by the interim director, Samba Dione, have made an extremely positive contribution to the morale and commitment of ENEA staff and thus to the possibility for the achievement of the goals of the project.

This report provides a brief synthesis of the work accomplished by the project team, both successes and problems encountered since the last six month report (1 January - 30 June 1984). Both the on-going work in the field and the activities underway in support of the project at Texas Tech are discussed.

II. Training

A. Training of Trainers

The training of trainers at Texas Tech continued with the addition of four more long term trainees, bringing to eight the number of ENEA assistants currently working toward interdisciplinary masters degrees in international development. Two additional candidates, both females, have been identified and processed for long term training. They are scheduled to leave for Lubbock in early January. Currently all of ENEA's six colleges are represented among the long term participants (Planning 3, Cooperatives 1, Land Use Planning 1, Statistics 1, Animation 2, and Non formal Education 2).

Short term training in the U.S. is well underway with the organization and implementation of a one month seminar in project management for rural development projects. This seminar, offered completely in French during July and August at Texas Tech, brought together seven staff members from ENEA, plus three staff members from SODEVA, one from PIDAC and several additional Francophone students. This seminar will be offered again in the summer of 1985 for a second group of ENEA staff plus representatives of several of the user services and other agencies.

Short term training of trainers in Senegal included a seminar on action oriented training techniques, especially the design, production and use of simulations and case studies (held from the 10th to the

thirteenth of September at ENEA). Participants in the seminar were drawn from ENEA staff, the Direction d'Aménagement du Territoire, Décentralisation (CERs), Développement Social and the Cooperative Service. The program was highly successful from the perspective of both the training team and the participants (see Annex I).

B. Training of Students

The training of ENEA students included the core course in project management offered for all first year students (see report below). In addition courses have been designed for the "agents technique" in the second year program of the Cooperative college (March 1-15, 1985). The course for the next set of first year students is tentatively scheduled for June 1985. More advanced courses for the second year students in the Animation and Non formal Education Colleges are in the planning stages.

REPORT ON THE SEMINAR ON PROJECT MANAGEMENT "COLLEGE DU TRONC COMMUN" (13th PROMOTION) 23 JULY TO 30 JULY 1984

Training Team: Richard Vengroff and Alan Johnston, assisted by Oumar Ba

Introduction:

The Center for Applied International Development Studies (CAIDS) of Texas Tech University planned and executed this workshop as part of the activities it is undertaking in the context of the USAID-financed ENEA Rural Management Project. The seminar was designed to provide students in ENEA's "College du Tronc Commun" (13th promotion) with an introduction to project management and to serve as a base for more advanced management-related courses which the project will introduce into ENEA's other colleges during the life of the project.

This workshop was the second testing of the pedagogical materials involved. The simulations and case studies utilized, as well as being used in future workshops for ENEA students, will also be at the base of series of in-service training programs in project management now in the planning stages for ENEA graduates and others working in the field of rural development in Senegal.

Purpose:

In the context of ENEA's philosophy of "development at the base," the ENEA Rural Management Project is developing courses and training materials which will train future Senegalese government agents to identify and oversee locally initiated development projects. The basic purpose of this course, therefore, was to provide these future project managers with an understanding of the project cycle, with a particular emphasis on the role of the project manager in a developing country. In addition, participants were provided with a set of analytical tools useful in the project management process.

Pedagogical Methods:

The workshop was organized around a program of "action training." That is, participants were called upon to do during training those tasks which they will be called upon to do in the course of their future jobs. Lecturing was kept to the barest minimum. The training team believes that each participant should contribute his ideas and experiences to his colleagues in the course of the training, not only to involve each trainee intimately in the learning process, but to help instill the ideas of improved communication and collaboration in project management. In order to accomplish this objective of individual involvement, participation by trainees was maximized at every step in the process. To further simulate a true project management environment, most work was done either individually or in small groups, especially the latter. Members of the groups were rotated regularly so as to prevent the emergence of a few dominant personalities, thereby maximizing the interchange among participants. The types of exercises employed in the seminar included simulations, case studies, in-basket activities and other management training techniques.

Training Materials:

The materials employed in the course were specially designed for use in Senegal by the Texas Tech/CAIDS team. Prior to creating the materials used in this seminar, the training team visited every region of Senegal during the implementation of its training needs survey of ENEA graduates. Based on survey interviews with more than 110 local officials in several government services, the modules reflect actual problems encountered in local project management. The experiences of the training team in similar training programs in a variety of other African countries also contributed to the training design. The cases are not "case studies" in the classical sense of the term. While based on real problems observed during the preparatory phase mentioned above, the studies have been modified to maximize their utility as learning tools. Emphasis was placed on facts essential to transmitting the lesson to be drawn from the study, not on minute details. The materials produced, along with the accompanying trainers instructions and notes, constitute a basic training manual which, with some modifications, will be used in the future.

Participants:

The participants in the course were the 41 first year students in the "College du Tronc Commun" of ENEA. (40 students actually participated in the workshop. One foreign student was granted an excused leave at the time for personal reasons.) The normal classroom schedule at ENEA starts at 8:30 a.m. and ends at 11:30 a.m. However, because of the heavy workload and bulk of material to cover, sessions during this workshop started at 8:00 and usually ran well past 12:30 (one session lasted until almost 1:30 p.m.) Despite the long hours, the level of participation was invariably high and attendance throughout the course

ranged from 95% to 100%. There were neither complaints about the workload nor requests for breaks; on the contrary, the students became highly involved in the training activities and made excellent contributions to the success of the course.

Evaluation:

The trainers (animators) feel that the workshop was successful in attaining its goal of giving these first year students a solid base in the subject of project management. However, the single course offered for this college is only a beginning. It is hoped that these students will benefit from other more specialized management courses the project will be designing for the colleges into which they will transfer after completing the "trunc commun." (College d'Animation; College EMP)

In addition, during the final session the students were called upon to evaluate the course using an anonymous questionnaire with both open and closed questions. The response was highly favorable. By overwhelming margins they found the training techniques to be excellent and the course to be superior to what they are used to receiving at ENEA (see annex for the distribution of responses). In addition, their written comments indicated a high degree of satisfaction with virtually all aspects of the course.

Experiment in Project Management

During the course of this seminar, the training team decided to try to use this particular group of students to test a new dimension in project management training at ENEA. In an effort to create a situation in which these students could really try out the management techniques they had learned and to give the management theory they studied a practical application, the animators made a proposition. If the students, using the skills and knowledge acquired during the seminar, came up with a sound proposition for a local level project, the project would finance the idea and help them to carry it through. The goal in mind is to allow the students to learn in the context of a real project the difficulties peasants encounter in initiating local level projects and in making them profitable. In this experiment, the students are the "peasants." And to make the idea more manageable in a pedagogical sense, several conditions were imposed: 1) the project has to be executed on the grounds of ENEA (the Director of Studies and Training was consulted and he accorded an available plot of land), 2) the students must do all the work themselves; no hiring of outside labor allowed, 3) the goal is to recoup the original investment so as to create a rotating fund from which future similar projects might be created, 4) the students themselves will be responsible for managing the project, and 5) funding is limited to 1,000,000 CFA per project.

This challenge was given with several ideas in mind:

First, these students in the course of their future jobs may be

called upon to organize and advise the population in carrying out and managing local level development projects. An experiment like this one would give them hands on experience with the types of problems encountered in "real" project management and would thus make them better able to guide the local population through the management of their own efforts.

Second, having a functioning development project on its grounds would give ENEA a veritable "laboratory" in project management in which to demonstrate the effectiveness of tested management techniques while experimenting with and perfecting new ones.

Third, in the course of the above-mentioned training needs survey, the team found an extremely high percentage of ENEA graduates who are either completely idle or seriously underutilized in their present positions. One of the reasons they cited the most often to explain this situation was the "lack of ressources" they face. "Lack of ressources" tends to be a euphemism for "no gas and vehicles," but the interviewers noted that development agents rarely initiated activities even in the villages where they were posted, that is, where the lack of gas and vehicles is much less of a handicap. Therefore, this experiment could also help to determine whether there is, in addition to a "lack of ressources," also a lack of motivation that might manifest itself (and could therefore be corrected) at the level of ENEA itself.

The project staff is now waiting to see if any project ideas will be forthcoming from the "tronc commun." If so, the team will act as advisors to the project initiators and will push for the institutionalization of this experiment as a regular part of ENEA project management training. While limited in the beginning to the "tronc commun," the program could be expanded in the future to include other colleges or the school as a whole.
(This is the questionnaire used for evaluation purposes in the course.)

FICHE D'ÉVALUATION DU STAGE EN GESTION DE PROJET
TRONC COMMUN DE L'E.N.E.A.
23 JUILLET 1984

Instructions: N'écrivez pas votre nom sur la fiche d'évaluation. Le but principal de cette fiche est de nous aider à perfectionner le cours dans l'avenir. Donc, vos avis sont très importants. Il n'existe aucune réponse correcte ou incorrecte à n'importe quelle question. Nous sommes intéressés par vos propres opinions et vos propres idées.

Encerclez la réponse qui correspond à votre évaluation de ce stage (une réponse par question). Ensuite, précisez vos opinions au bas de chaque section si vous voulez.

I. Matériaux écrits

A. les études de cas et les simulations

1. en général
 1. inutiles 2. peu intéressantes 3. intéressantes 4. très intéressant
36% 64%
 2. Simulation...Le Cas du budget de la Communauté Rurale de Dimbele (identification d'un programme de développement)
 1. inutile 2. peu intéressante 3. intéressante 4. très intéressante
49% 51%
 3. Etude de Cas...Le Projet Maraicher de Soré (perspective économique, financière et sociale)
 1. inutile 2. peu intéressant 3. intéressant 4. très intéressant
5% 57% 38%
 4. Etude de Cas...Le Projet Rizière de la Communauté Rurale de Xiif (le cadre logique)
 1. inutile 2. peu intéressant 3. intéressant 4. très intéressant
2,7% 35% 62%
 5. Simulation...Projet d'Élevage de Vollaile de Keur Free (le rôle du manager)
 1. inutile 2. peu intéressante 3. intéressante 4. très intéressante
3% 33% 64%
 6. Corbeille des Affaires à Examiner...Le Projet d'Aménagement du Ranch Communautaire de Leegi Leegi (la prise de décision)
 1. inutile 2. peu intéressante 3. intéressante 4. très intéressante
5% 38% 57%
 7. Etude de Cas...Évaluation du Projet de Développement Rural Intégré de Bé Sube (évaluation d'un projet)
 1. inutile 2. peu intéressante 3. intéressante 4. très intéressante
3% 39% 58%
- B. Les Autres Documents
1. Comprendre les Projets et le Cycle d'un Projet
 1. inutile 2. peu intéressant 3. intéressant 4. très intéressant
3% 26% 71%

2. Outil des Trois Premières Etapes: Le Cadre Logique

1. inutile 2. peu intéressant 3. intéressant 4. très intéressant
 3% 24% 73%

3. Une Introduction à la Gestion de Projets (le rôle du manager)

1. inutile 2. peu intéressante 3. intéressante 4. très intéressante
 39% 61%

C. Si vous voulez, précisez vos opinions du point de vue matériaux écrits.
 Faites-le dans l'espace suivant ou au verso de cette feuille.

II. Les Méthodes Pédagogiques Utilisées

1. inutiles 2. peu intéressantes 3. intéressantes 4. très intéressantes
 19% 81%

A. Précisez si vous voulez...

III. Le Travail de l'Equipe des Animateurs

1. inutile 2. peu intéressant 3. intéressant 4. très intéressant
 34% 66%

A. Précisez si vous voulez...

IV. Le Contenu du Cours

1. inutile 2. peu intéressant 3. intéressant 4. très intéressant
 32% 68%

A. Précisez si vous voulez...

VI. Votre Evaluation Globale de ce Cours

1. inutile 2. peu intéressante 3. intéressante 4. très intéressante
28% 72%

A. Précisez si vous voulez...

VII. En comparaison des autres cours que vous avez suivis à l'E.N.E.A. ce cours est (encerclez)

1. moins intéressant 2. moyen 3. plus intéressant 4. Neutre
81% 19%

A. Précisez si vous voulez...

MERCI POUR VOTRE ASSIÉTANCE

C. In-service Training

The in-service training program for the coming year has been organized and planned in conjunction with the colleges of ENEA and the various user services. The first of these programs to be launched is a program in project management for the Secretariat D'Etat pour la Décentralisation, more particularly for the Secretariat Executive des CERS. In the course of this program all the Chefs de CER in all of Senegal's ten regions plus the central staff of the Secretariat in Dakar will be trained in the fundamentals of project management. In future years this program will be expanded to provide more in depth courses on various aspects of project management.

The courses for the CERS, which are at the base of the implementation hierarchy in Senegal and thus at the heart of the program of decentralized rural development, will be offered at the regional level. The program will proceed as follows:

| <u>Regions</u> | <u>Dates</u> |
|--------------------------|---------------------|
| Kaolack, Fatick | 11-16 February 1985 |
| Ziguinchor, Kolda | 15-20 April 1985 |
| National Staff (Dakar) | 13-18 May 1985 |
| Saint Louis, Tambacounda | 15-20 July 1985 |
| Louga, Diourbel | 9-14 September 1985 |
| Thies, Dakar | 9-14 December 1985 |

In addition, several members of the national staff of Decentralisation and perhaps several Chefs de CER will participate in the training course in project management to be offered at Texas Tech during the month of August 1985.

In-service training courses are also planned for the Cooperative Service. The first of these courses will emphasize commercialization and marketing and will be offered for the staff of the Cooperatives College and other participants at ENEA in March 1985. This will be followed by courses for the Cooperative Service in June and again in November 1985. These courses will be directed by the third long-term member of the CAIDS staff Dr. Lapodini Atouga, an agricultural economist, Dr. James McCullough a marketing specialist from Washington State University and Bara Gueye, a long term participant who will be doing his internship in Senegal this Spring.

Additional in-service training courses are in the discussion stages with the Ministries of Rural Development and Social Development.

III. Computer Usage

Computer usage at ENEA has increased dramatically over the last six months to the point where all three Apple //e computers purchased by the project are in almost constant use. Word processing, data storage and statistical analysis, budgetary management, personnel administration and library archives are the major types of work being done. Alan Johnston of the CAIDS staff has organized a course for the librarian so that bibliographic references can be easily obtained from the library by key words. In addition he is training ENEA's comptroller in a system of personnel administration. Several students have recently undergone training by Dr. Vengroff in statistical analysis for their

"memoires". Since it will be necessary to shift one of the computers to the new ENEA library in January, we are searching for a way to purchase at least one additional computer for regular use.

IV. Applied Research

The nation-wide training needs survey conducted by the project staff has now been completed, the data analyzed and the research report put in final form. This document which systematically analyzes the problems of mid-level development agents and their training needs is currently being printed and will be available for general distribution in both French and English versions in January 1985. These findings are being input into the training of both ENEA students and in-service development agents.

The project staff is currently involved in the planning of a study in cooperation with the department of applied research on the "communauté rurales" as an organization for promoting economic development.

V. Organization

In the last six month report and in a subsequent paper which recommended a series of administrative reforms, several problems associated with the administration of ENEA were noted. The most important among these was the over centralization of all aspects of ENEA's day to day operations. This centralized style of administration was useful during the building stage of the institution. The director of ENEA did an excellent job in establishing the institution on a firm footing. However, a continuation of this highly centralized administration is dysfunctional in the current consolidation phase. We are pleased to note that significant changes in this aspect of ENEA have been implemented in the last four months. Weekly meetings of the directors of all the colleges and the director of ENEA have greatly facilitated the flow of communication and cooperation and improved staff morale. The prospect that the institution will successfully absorb and retain the long-term participants now in training at Texas Tech seems quite good.

In addition to these administrative changes the project has benefited from the assignment of a new ENEA assistant, Abdoulaye Diop, to the project staff on a full-time basis.

APPENDIX I

REPORT ON THE TRAINING OF TRAINERS SEMINAR.
10-14 SEPTEMBER 1984ENEAL RURAL MANAGEMENT PROJECT
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITYObjective

The ENEA Rural Management Project has used action training techniques with a great deal of success during its project management seminars in ENEA's College of Planning and "College du Tronc Commun." After both of those courses, participatory techniques and the resulting high level of student involvement became active topics of discussion among ENEA students and faculty. As a result, the director of ENEA asked the CAIDS team to organize a seminar to introduce participatory learning methods to ENEA faculty members. Participation was subsequently expanded to include representatives of several of ENEA's user services.

This workshop tried to go beyond a simple introduction to the methods involved. One of its primary objectives was to try to give trainees the skills and experience necessary to use participatory training techniques in their own classrooms or training programs. Instead of simply explaining these methods and discussing their advantages, the animators used action training to teach action training skills so that the participants would come out of the workshop with something more than just a vague theoretical notion of a new idea. Further, the participants actually produced materials that they could later put to use to meet their own training objectives.

Approach

In reaching the stated objectives of the workshop, the training team took a three-pronged approach. First, the animators felt strongly that it would be extremely hard for anyone to successfully use these methods without ever having experienced them themselves as trainees. Using exercises and activities developed for earlier ENEA management training seminars, the animators initiated the trainees as participants in the action training process. The trainees played roles, performed analyses, prepared documents, and did all other required tasks in several project management training simulations, case studies, and role-playing exercises. They were thus given a taste of how these methods work from the participants point of view.

Second, a presentation of the theory behind each particular exercise gave trainees a deeper understanding of the methods. The CAIDS team prepared several documents especially for this seminar which dealt with both theoretical and practical aspects of role-playing, simulations, working in

small groups, case studies, and variations on these methods. Group discussions of the documents elicited questions and feedback from the participants about theoretical aspects of the techniques as well as their strengths, weaknesses and applicability.

Third, a practical component rounded out the training process. Armed with their experience as participants as well as some basic theory, the trainees were divided into small groups and asked to actually produce action training materials they could use in their own training programs or classrooms. The groups were asked to identify a specific training need, choose an appropriate action training tool (simulation, case study, etc.), define the objective of the activity, and design and produce all necessary documentation. Each group was then required to present its work to the workshop as a whole for comment and constructive criticism.

The animators attempted to group together trainees with similar functions and interests so that their work might progress in a common direction. For example, agents from the Cooperative Service were placed with professors from the "College de la Cooperation," an assistant from the College of Planning was grouped with two functionaries from "Décentralisation," the agency that oversees the "Centres d'Expansion Rurale," and so on.

Participation

As mentioned earlier, ENEA's user services were also invited to participate in the seminar. Three agents from the Cooperative Service, two from Rural Animation, two from Decentralization, and two from the "Direction de l'Aménagement du Territoire" participated in the workshop along with 11 members of the faculty of ENEA -- a total of 20 trainees. Except for the Monday morning session when there were questions about location and starting time, attendance was uniformly high. All participants attended virtually every subsequent session.

A lot of material was covered in the four two-a-day sessions, resulting in much hard work and long hours. As has been noted in previous courses of this kind, the trainees never hesitated to stay past the allotted time to finish a particular work session or activity in progress. Even the coffee breaks that were held each morning and afternoon tended to be short, many times with trainees simply returning to their working groups coffee cup in hand.

The level of participation in the simulations and case studies during the "participatory phase" was also high. Though this was not the primary nor even a secondary goal, afterward many trainees confessed to having learned a good deal about project management during the demonstration activities themselves. Discussions resulting from the exercises were highly animated, sometimes to excess.

Evaluation

Overall, the animators feel that the seminar succeeded in reaching its goals. The trainees demonstrated good comprehension of the objectives and uses of participatory learning tools, and in most cases seemed highly

motivated to adopt and put these methods to use. Even one or two ENEA faculty members who entered the seminar with obvious scepticism about the value of these techniques were apparently "converted" in the end, at least to the extent that they participated actively in both the exercises themselves and in the production of materials in their small groups.

The trainees as well expressed positive feelings about the goals, contents, and usefulness of the seminar. In an evaluation questionnaire distributed at the end of the workshop, nearly 60% responded that the techniques demonstrated would be "very useful" in their future work, while 37% deemed them "useful." (see Annex I) In addition, many trainees supplied specific comments about ways they might employ the techniques in the future.

Participants also favorably evaluated the documents and materials prepared for the seminar. (see Annex I) In addition, one hundred percent of the trainees evaluated as either "very interesting" or "interesting" the practical phase in which they prepared their own materials and documents. Further, although the trainees were forced to fill out the evaluation quickly due to the time constraints at the end of the last session, they provided many useful comments, criticisms, and ideas that will help to improve similar workshops in the future. Finally, the overall evaluation was extremely favorable. Seventy-five percent said the seminar as a whole was "very interesting."

Comments and criticism were encouraged by the animators during all phases of the workshop. One question posed by participants was whether participatory methods are as widely applicable as is the traditional lecture that most participants are used to. While the animators tried in the course of the workshop to make clear exactly what action training is, they also tried to be very specific about what it is not; that is, a method intended to replace all existing approaches. It was stressed that while the tools in question are applicable in a wide variety of training goals and objectives, they are most effective when mixed with other pedagogical tools and approaches.

Logistics

The administrative staff of ENEA gave extremely good logistical support to the seminar. In addition to providing coffee, tea, and snacks during breaks in both the morning and afternoon, ENEA also served lunch and opened its dormitories to the trainees during the siesta period. The latter service greatly facilitated making use of all available time, especially in the afternoon session. Trainees were able to eat lunch and rest right at the school, thus eliminating the need for trips either downtown or to their homes during rush hour periods. ENEA also paid each trainee 1500 francs per day for transportation and provided dormitory rooms to those who came from outside Dakar.