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ENEA RURAL MANAGEMENT PROJECT
U.S.A.I.D. PROJECT 685-0256
FINAL 6 MONTH REPORT
AND FINAL REPORT
CONTRACT AFR-0256-C-00-4003-00

ECOLE NATIONALE D'ECONOMIE APPLIQUEE

CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C.A.I.D.S.)

NOVEMBER 1987

CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES

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I. EXECUTIVE SUMMARY

E.N.E.A. RURAL MANAGEMENT SENEGAL

A. Progress toward Achievement of Project Objectives

The fundamental objective of the Rural Management project was to **strengthen the capacity of the Ecole Nationale d'Economie Appliquée (E.N.E.A.) in training and research connected with project management, design, implementation and evaluation.** The following conditions exist to affirm accomplishment of this basic purpose:

1. **Introductory project management training is offered annually as a module in the core curriculum,** and more advanced courses in management, financial management, communication, marketing, and research methods, are regularly given in the six specialized colleges, appropriate to the future job requirements of their students. Training teams are constituted of both former long- and short-term project trainees among ENEA's permanent staff.
2. The **Department of Applied Research,** headed by a graduate of the project's long-term training program at Texas Tech, has **contributed to the preparation and execution of research activities conducted by the project** and has plans underway to solicit involvement in basic and applied development research with various international and national agencies. Members of ENEA's staff were involved in most phases of all the major research activities connected with the Rural Management project (the training needs survey, the rural councillors study, the WID research, the budget board experiment, the 'magasin de consommation', the local language research, and the preparation of the Guide to Project Financing).
3. The **demand from ENEA's user services for management training remains high,** despite the interruption in in-service training created by the "per diem problem". ENEA will be unable to supply this kind of training in the future unless a resolution of this problem is brought about by the Government of Senegal.
4. Former long-term (and a few short-term) **participants are engaged in adapting existing management curriculum elements and**

generating new curriculum to meet the training needs of their respective colleges.

The **ultimate goal of support to the Senegalese strategy of decentralization**, associated with the project's major objective, can also be said to have been achieved to the degree that the following conditions are in effect.

1. **Local management tools, such as the budget board have been made available to several generations of ENEA students (now rural development cadres), ENEA staff, development agents in the field, and private workers in voluntary organizations.** Other interventions in the area of non-formal education, along with the general thrust of involving local people in project planning and implementation, have effectively oriented ENEA participants toward a more 'decentralized' approach to development.
2. **The Guide to Project Financing, with its message of community independence, has been and continues to be widely disseminated among local leaders, non-governmental organizations, development workers, and interested citizens through ENEA.**
3. **The largest number of in-service trainees participating in project management interventions have been drawn from the Decentralization Service;** many of ENEA's graduates are also destined to assignments in Decentralization. The Cooperative Service, an important organ in the rural areas, has also been a major beneficiary of management and marketing training oriented to local development self-management.
4. **A skeleton of training material exists in Wolof suitable for use with rural villagers.** The process of its invention was devised jointly by a CAIDS team member, an ENEA faculty member, and representatives of the Cooperative Service. ENEA or Cooperation could begin using and adding to these materials at any time.
5. **The training of trainers emphasis of the project should have the effect of transmitting the content and process of management training offered at ENEA to an ever-growing number of receivers within and outside of government cadres.**

The identity and occupation of all persons who have been trained in any capacity through Rural Management may be found in Annex A. They total over 500, a third having attended more than one seminar or course. Annex

B contains the outlines of all major course components of the project management curriculum developed through the project.

B. Overview of Problems and Prospects at ENEA

The two elements of project infra-structure of which Texas Tech University is most proud are:

- (a) the graduate school performance and resultant abilities of the long-term participants (some more than others), and
- (b) the quality of the training materials produced by CAIDS/ENEA.

These two successes should provide a solid base upon which ENEA can continue to build its project management program. CAIDS has also been encouraged to see an **increase in interest in use of computers as management tools** on the part of certain individuals. The resounding **success of the training methods used** will also leave a lasting impact on ENEA's program.

Among other positive aspects of ENEA's functioning are her close ties with the rural milieu, her apparent ability to attract funds and cooperative actions with certain Non-Governmental Organizations, and the inter-disciplinary nature of her curriculum. AID/Dakar has of course contributed immensely to the growth of the institution by providing buildings, a fleet of vehicles, items for the library and audio-visual unit, financing for operating expenses, and other equipment, such as computers.

Negative conditions at ENEA that the technical assistance component was unable to affect include:

- (a) a feudal authority structure unsuited to an academic institution,
- (b) lack of regular communication between the institution, her user services, and other training institutions, governmental or private,
- (c) a profound disorganization that vitiates the planning and execution of the most routine tasks,
- (d) lack of reliable financial support from the Government of Senegal, which renders problematical every acquisition or expenditure, and

(e) a hiring, work assignment, and promotion policy regarding staff that does not consistently reflect the capabilities or contributions of individuals.

Due to the above conditions, the staff appears on the whole to be poorly motivated, or motivated by monetary considerations alone. Many are dissatisfied by working conditions and wish to leave. This includes several graduates of Texas Tech, who have not been given teaching assignments since their return to ENEA or who have had disputes with the Director. If these individuals leave, or are encouraged to do so, the long-term efficacy of project intervention will be doubtful.

C. Specific Training Needs Addressed by the Project

Curriculum for use by ENEA and her user services has been produced on the following themes, as dictated by studies of the job requirements and training needs of rural development agents.

1. Project management
2. Financial management
3. Marketing
4. Communication
5. Information systems
6. Research methods
7. Teaching methods
8. Local language materials
9. Special conferences (Management of space; Management of Rural Development)

The nature and status of the associated training materials are discussed in detail in Section IIIc of this report.

D. Recommendations in Brief

1. **Reform of ENEA.** AID/Dakar, the Ministry of Education, ENEA's user services, and the Council for the Improvement of ENEA should continue to push for administrative changes within the School. The authority structure, internal organization, staffing policy, budgeting procedures, and communication pattern work against the goals of the project. (Refer to the "Recommendations for the reform of ENEA," prepared by the Rural Management team; to the recommendations of the Mid-Project Evaluation team; or to previous Six-Month Reports.)

2. **Regional growth.** ENEA now has a capability in training and research of a relatively high caliber, which could be of value in cooperative programs with other institutions in Senegal and francophone Africa. AID/Dakar and the Government of Senegal should do whatever they can to bring research contracts, training contracts, and foreign students to ENEA.

3. **Specialties.** Certain skills at ENEA are currently more advanced than others, due to the uneven distribution of talent among faculty and the political nature of some selections for long-term training. The non-formal education and computer capabilities are not as well developed as might be expected. **Project evaluation, quantitative methods, marketing, financial analysis and accounting, basic management theory, land-use planning, and women's studies are all well-developed specialties.**

4. **Additional training of trainers.** The Director of ENEA is eager to upgrade further the credentials of the staff by sending individuals for higher degrees overseas. Among the long-term participants, Messrs Momar Ndiaye, Bara Guèye, Moussa Diop and Madame Yacine Diop are doctoral material. CAIDS sees little potential advantage in greatly increasing the number of advanced degree holders when there are already so many in Senegal without work.

II. BACKGROUND OF THE PROJECT

Begun in August, 1983, ENEA Rural Management has seen four years of activity in Senegal and Lubbock, Texas. The contractor, the Center for Applied International Development Studies (CAIDS), was responsible for administering the budget, directing the long- and short-term training in both locations, providing technical assistance and support staff in both locations, procuring materiel as listed in the contract or required by the project, and participating in evaluations as needed. Apart from training materials, the contractor has produced a number of documents and publications in connection with the project, which are listed in the bibliography following this report. AID/Dakar is in possession of all six-month reports written by the two Chiefs of Party, beginning in June, 1984, the report submitted at the time of change in Chief of Party, the above-mentioned documents, papers connected with the mid-project evaluation, and a variety of other reports and correspondence.

Currently directing the project at Texas Tech is Dr. Gary S. Elbow, Project Administrator and Campus Coordinator. The team leader and Organization and Training Specialist in Dakar was Dr. Dorothy D. Wills, who was seconded by the Agricultural Economist, Mr. Lapodini Atouga. The team was completed by Mr. Alan Johnston, Administrative and Training Specialist. The first Chief of Party in Dakar was Dr. Richard Vengroff; following his tour of duty, he replaced Wills as campus coordinator, and the latter replaced him in Dakar. Vengroff subsequently left Texas Tech, and was replaced by Elbow.

The Director of ENEA is Mr. Cheikh Tidiane Sy, who served as counterpart to the Chief of Party. He was replaced in both of these functions during one year (1984-1985) by Mr. Samba Dione. The ENEA assistant assigned to the project was Mr. Abdoulaye Diop, who was dismissed by Sy shortly after the change of Chief of Party, and replaced by Mr. Ciré Diallo.

III. TRAINING ELEMENTS

A. Long-term Participant Training

Of ten ENEA assistant professors sent to Texas Tech for graduate work, **nine successfully completed their Master's degrees** (M.S. in Inter-Disciplinary Studies, concentration International Development/Arid Lands Studies). With the exception of the one failure, the nine participants earned at least 36 hours of graduate credit, executed a research internship in Senegal during their second year of studies, and wrote a Master's Report based on this research. They also passed oral and written comprehensive exams based on their course work and research project.

The distribution of the students among ENEA's Colleges was as follows: Cooperation: 1; Land Use Planning: 1; Non-Formal Education: 2; Planning: 2; Rural Development: 2; Statistics: 1. The individual whose course work was unsatisfactory was from the College of Planning. Only the two candidates from Rural Development and the statistician were not actively teaching at ENEA prior to coming to Texas Tech. All have returned to ENEA following completion of their degrees, but not all have received teaching posts. Two of the long-term participants were women.

The two professors at ENEA who assisted the project team can also be considered long-term trainees of a sort, as they were associated with all the training and research activities of the project and made a substantial contribution to them, particularly in the case of Mr. Abdoulaye Diop. Their input to the management and program of ENEA can be expected to reflect this association, as with the Texas Tech graduates.

B. Short-term Training

1. **ENEA staff and students.** As a result of the training of trainers thrust of the Rural Management project, ENEA teaching staff were the beneficiaries of by far the largest number of training interventions. Members of the faculty were exposed at least once to all of the units of curriculum discussed in the following section. Individual faculty were also offered the opportunity of taking courses at the Centre des Etudes Supérieures Africain de Gestion (African Center for Advanced Studies in Management) to supplement project training.

Four generations of students at ENEA, from all six Colleges, have taken one or more seminars in project management with the CAIDS team and their ENEA support staff. Since the departure in May of the Texas Tech party, all training has been in the hands of ENEA personnel.

2. In-Service training. The only in-service program currently on-going at ENEA is that involving the Cooperative Service and the College of Cooperation. The understanding that made the program possible is that no per diem is to be paid the agents, but that they would be reimbursed at a standard rate for their transport to ENEA, where the training would take place, and that their food and lodging would be provided. The subject area is to be marketing: Marketing I for the remaining agents who have not had occasion to take any course in project management, and Marketing II for those who have had Marketing I. The few who have had both units will be programmed for Marketing III at some time in the future. Due to the demands of seed and fertilizer distribution involving field agents of Cooperation, ENEA was unable to begin the re-training on schedule during the spring of 1987.

The Decentralization Agency, Social Development Service, and Rural Development have all expressed interest in enrolling various cadres of their personnel in project management courses. In the case of Decentralization, this would be a second phase of re-training, as 110 of their agents have already taken GPI. However, no agreements regarding the financial responsibilities of the partners have been reached at this date.

The 'per diem problem' could have been solved, or at least fruitfully discussed, during a general meeting of ENEA directors, project team leaders, and representatives of ENEA's user services early in the life of the project. Such a convocation was unacceptable to ENEA's Director, however, though repeatedly recommended by the Chief of Party and Director of the Cooperative Service.

C. Curriculum and Course Materials Developed

1. Project Management. The basic course in project management (Gestion de Projet I: Introduction à la Gestion des Projets) focuses on the fundamental issues of problem identification, the project cycle, the logical framework, the role of the manager, the use of the in-basket to order priorities, and the nature of social, economic and financial evaluation. These topics were identified by the initial needs assessment survey as of greatest importance to the largest percentage of development workers. The module

has been presented most often as a five- or six-day workshop, with the option of a following week of fieldwork for the preparation of pilot projects. It is offered as a regular segment of the core curriculum at ENEA, and is generally considered the introductory unit in the in-service training sequence.

The document has been modified through time by succeeding generations of users, in response to classroom experiences and new input from participants and users. The basic learning objectives, drawn up through training of trainers sessions and other discussions prior to the presentation of the module, have remained more or less the same for each group of students. As with all project materials, the GPI document is intended to be employed within an action-training format, the approach that has been found to be most effective for short-term contacts.

ENEA is currently in possession of at least 300 copies of this training manual, which were provided during the life of the project by CAIDS. When these are finished, it may be asked how the School will be able to continue offering project management, considering the usual paucity of paper, ink, and xerox service.

2. Financial Management. GPII (La Gestion Financière) was created as a logical sequel to GPI, in response to explicit demand and need perceived by the survey. It addresses such questions as calculations of net value, actualization, cost-benefit analysis, other aspects of financial analysis, basic principles of accounting, the break-even point, and cost effectiveness. As is the case with GPI and the other documents, these concepts are presented within the framework of case studies, simulations and exercises intended to reflect Senegalese realities (and indeed based on them).

This module has undergone some changes since its origin, introduced by long-term participants specializing in this field. (Refer to Annex C for fuller information on this point.) At the present time, the module is available for use with any colleges or external services which request it, and can be used separately from GPI if need be. Because of the various changes suggested by new training personnel, a final manuscript has not been forthcoming until recently, so Texas Tech was not able to reproduce it before the close-out of the project.

3. Marketing. The three-module sequence in marketing (I: Les Concepts de Base; II: Les Stratégies; III: Méthodes de Recherche en Marketing) arose in response to needs identified by the original survey and in connection with

the education of the long-term participant from the College of Cooperation, whose internship resulted in the writing of several case studies. The Cooperative Service and the College have been the heaviest users of the material, although all ENEA staff have been given the opportunity to attend all three seminars. (Annex D reports on the history and status of in-service training of Cooperative agents.) Other Colleges have recently expressed interest in exposing their students to marketing science, either through the modules or a longer course given by the above-mentioned participant.

The reaction to the training in marketing, especially the introductory module, has uniformly been warm. The single most outstanding problem with the material is its intrinsic orientation to private sector approaches. That is to say, the role of the government cooperative agent is unclear to most participants. The interest and utility of the material to Senegalese citizenry in general, however, is quite obvious to the agents trained. Those who are in positions to pass it on to farmers or to work toward change within the system will be the vehicle by which the value of marketing science is realized.

ENEA is in possession of at least 200 copies of Marketing I, in the usual bound form. Marketing II and III await further editing before they can be reproduced in volume. As is the case with all courses, outside reading has often been recommended, sometimes made available in the form of working papers, or even acquired for the library. However, the modules can all be used independently of other materials if necessary. A recurrent problem with ENEA and outside participants has been that they are not accustomed to doing reading outside class.

4. **Communication.** GP111: La Communication was presented for the first time in 1986, and was subsequently overhauled in consideration of the evaluation conducted at that time. The ENEA team placed in charge of the module was re-trained in the use of the new version during April and May, 1987, and their reactions then included in the final manuscript, currently in production at Texas Tech. (See Annex E for further discussion of the history of this course.) Training in communication was a frequently requested item in the needs survey and in later discussions with ENEA staff, but the diversity of the subject matter and the lack of consensus regarding its exact definition or priorities within it made the preparation of a coherent module difficult.

5. Information Systems. As related in previous reports, the training program in computer use has been beset by problems of attendance, seriousness of effort, agreement as to what was to be learned/taught, and the identity of the target population. (These and other details of the program are analyzed in Annex F.) The course in its final reincarnation took the form of a start-from-zero, hands-on, training of trainers introduction to computers and certain software, relying on the Apple IIe and IIc machines acquired for ENEA.

Perhaps the most enduring benefits of information systems training will be accrued by the secretarial and directorial units of the School. The secretarial staff and Director of Studies may be able to place daily operations on a more modern footing than they have been in the past. CAIDS fears that this may not be a lasting improvement, however, since ENEA cannot pay her secretaries without outside assistance, nor maintain her computers. CAIDS would not wish to claim that a comprehensive (development) management information system had been instituted at the School by the time of the departure of the Tech team, though some members of staff are certainly conversant with what this entails and are trained in appropriate techniques of evaluation, data analysis, and monitoring.

The classification system designed by the CAIDS team for the library should prove to be an extremely valuable tool in the management of her collection, providing the library staff promulgates its use and updates the information on a regular basis. Since participation in computer training by library staff members was erratic to say the least, there is no guarantee that this will be the case.

6. Research Methods. Identified as a training need by the original survey and expressly demanded by ENEA, methods in applied research have been taught in two modules to selected groups. Techniques de Recherches I was offered at ENEA in 1985 in the form of a week-long seminar. TRII was given at Texas Tech from July 6 - 25, 1987, preceded by a week of introduction at ENEA in early June. (The Texas Tech workshop is discussed in Annex G.) The training covered sampling techniques, basic statistical methods, questionnaire design, the use of the survey in applied research, and other quantified approaches.

TRI has not been "perfected" at this date for reproduction in quantity: this awaits modification by the appropriate ENEA team members. TRII as a document is ready for copying, and CAIDS sent a large shipment to ENEA for her future use in courses of this kind.

Since ENEA is by definition devoted to applied sciences, and boasts a research department, research must occupy a prominent place in her activities. In fact, fieldwork of some sort is engaged in by students on a frequent basis and by most faculty as part of their teaching work or in connection with projects or seminars in which ENEA is engaged. Until recently, these fieldwork stints were dominated by the 'étude du milieu' approach, which implies a very basic ethnography of a community. Such studies can be useful fact-finding enterprises, and are eye-opening for the students, but usually have not produced much more than the raw information, which ends up stockpiled in the library or Director's office in student theses. It is hoped that the advanced training in more sophisticated research methods will enhance the repertoire of ENEA's faculty and permit her to enter into research projects with AID or other partners to which she can contribute usefully.

7. Teaching Methods. Another area recognized as a deficiency early on in the project was pedagogy. This is not to say that ENEA does not possess some talented teachers, but rather that their experience was limited to the didactic style associated with the colonial period. Consequently, a workshop in action training methods was presented in 1985 to the faculty, and a seminar in non-formal education in 1987. (For a report on the latter, see Annex H.) Of course, the exposure to American classroom styles, use of library and other resources, and professor-student relations, made a powerful impression on the long-term, participants.

Further training in this field was planned, but could not be carried out due to scheduling difficulties. ENEA is in possession of a large number of non-formal training materials in Wolof and other local languages, acquired through the Rural Management project in association with the Saam Njaay project. These address various issues in health and hygiene, conduct of a feasibility study, budgeting and finance, conservation, and literacy. ENEA staff who attended the seminar in non-formal education are versed in their use. The CAIDS team was astonished to find a near-absence of faculty able to read and write Senegalese languages and proficient in non-formal methods, especially considering the existence of a College of Non-Formal Education and the avowed mandate of the School to train rural pre-literates. Therefore, it would be highly desirable for ENEA to continue her long-standing relationship with the Saam Njaay team.

The pilot project at Keur Serigne Bassirou involving the use of a non-numeric accounting system, the budget board, has also contributed to ENEA's

capability in non-formal training, to the extent that faculty members participated in the experiment. (A description of the project is contained in Annex I, along with discussion of other attempts to demonstrate practical applications of project management techniques.)

8. **Local language materials.** A component in the project's design related to the previous topic was the need to transform management training materials for use by the populace at large. This implied the adaptation of documents written for the consumption of government agents or agents-to-be so that they would be relevant and comprehensible to villagers, followed by their translation from French into Wolof (or ultimately into Serer, Diola, Pulaar, Mandingue).

Two training sessions were actually conducted in Wolof during the life of the project, one at Keur Serigne Bassirou and the other during the non-formal education seminar at ENEA. Unfortunately, no manuscript in Wolof was ever produced for either occasion, though they were tape recorded. In her work with the AVDs (Associations Villageoises de Développement), the School undoubtedly does some training or at least communication in local languages, but so far has not developed a high order capability in this area nor produced very much documentation in the languages.

Despite efforts by the CAIDS team to collaborate, the Functional Alphabetization project being implemented by ENEA and Cooperation kept itself determinedly isolated, so that neither could benefit from the other's expertise. Rural Management thus was unable to go beyond the groundwork toward establishing a bank of training materials in Wolof or any other language. Nonetheless, the ENEA and Cooperation personnel who participated in the process of translation and adaptation of documents should be able to duplicate it in the future, if they are so motivated.

9. **Special Conferences.** Two special conferences were held at ENEA during the life of the project. In 1986, the College of Land-Use Planning hosted a professional conference on the management of space, under project auspices. Teaching staff of the College were joined by colleagues from the appropriate services to present current research findings to a large group of interested professionals and students. The case study/small work group approach promoted by Rural Management was effectively used to enhance participation.

In April, 1987, the Rural Development Management Conference called for in the Project Paper took place. (Refer to Annex J.) The centerpiece of the

affair was the research conducted by five of the former long-term participants in the project during their internships in Senegal. Such topics as statistical techniques in project evaluation, marketing and the cooperative movement, structural constraints on the efficacy of the CER, communication between local associations, government functionaries and funding organs, were addressed in the individual papers, and then discussed in plenary and small groups. Some nine countries were represented among the participants, plus a large contingent of mid- and upper-level Senegalese development professionals.

D. Non-Formal Education

Though the Rural Management project was not primarily concerned with direct training of villagers, its local management emphasis and the needs of the development agents' client population (villagers) dictated a certain interest in non-formal education. Furthermore, the project team wanted to demonstrate the applicability of certain management principles to their colleagues at ENEA. Thus were conceived two exercises in project management, the budget board/cattle fattening project located at Keur Serigne Bassirou and the student store at ENEA.

Other pilot projects were suggested and/or researched by the CAIDS team at various times during their tour of duty. The possibility of a seed bank system was examined in late 1986 (reported in the Sixth Six-Month Report). Pilot projects with ENEA students doing fieldwork and with in-service training classes were proposed and rejected by ENEA's Director.

1. **Keur Serigne Bassirou.** Fully analyzed in Annex I, this pilot project addressed a basic local management problem common in Senegal: the innumeracy of the majority of rural dwellers. In the context of a feedlot project in the district of Ndoffane, Kaolack State, a village association of herders were instructed in the use of a non-numeric accounting system, the budget board, to keep track of their expenditures, earnings, and debts while running the project.

The device worked extremely well on the whole. The feeding and sales aspect of the project also appeared to be going well at the time of the departure of the CAIDS team, who followed it closely through regular visits. The budget board itself has attracted the interest of a large number of voluntary organizations, rural development workers, and interested private citizens. CAIDS has encouraged ENEA to demonstrate its use to any group in a position to employ it, not only because it has been shown to be valuable

2. **Magasin de consommation.** The student store at ENEA, also a kind of pilot project financed by Rural Management, was inaugurated in early 1985 as a pedagogical tool. It also fulfilled a need of the school population - to have ready access to simple consumer items. The difficulties and successes attached to the exercise are discussed in Annex I.

Little or no support for the store was forthcoming from the Direction of the School. In fact, the Director threatened on several occasions to close it, and may in fact have done so in the absence of the technical assistants. The reasons for this attitude remain obscure. Since control over the store was entirely in the hands of students, it is doubtful it can be maintained against the objections of the Director.

3. **Seminar in NFE.** As related in Annex H, the one training intervention sponsored by the project in non-formal education was very well received. Scheduling problems prevented the planned follow-up seminars from taking place. These were to have focused on development of non-formal training materials.

This is an area in which ENEA could heighten her profile to her advantage and that of the user services. Alphabetization and non-formal education are if anything more important than technical training to the government agents who are expected to work with rural populations. The communication skills involved are not necessarily obvious to these agents, however sincere, even though they may not be native speakers of Wolof or the other national languages. The gulf between bourgeois and rural Senegalese is so vast that only new approaches and attitudes can bridge it. If ENEA can develop a greater capacity in such training, perhaps through continued association with the Saam Njaay team or AID experts in this field, she can make a major contribution to Senegal's development.

IV. APPLIED RESEARCH

The documents that have resulted from the project's research studies are all listed in the Bibliography following this report. Other research connected to such efforts as the student store, Keur Serigne Bassirou, a proposed project with selected AVDs or the seed bank proposal, has not been written up in final form. The nine long-term participants trained at Texas Tech produced long, formal reports that examined topics related to project management themes and to the training needs of the colleges involved. Copies of these reports are available through ENEA or CAIDS.

A. Adaptation of Training Materials in Wolof

The CAIDS team member responsible for this component of the project was able to **develop a glossary of management terms in Wolof, translated from the French**. This was done through discussions of the interpretations of the terms deemed most critical, first with French speakers, then Wolof monolinguals. The resulting glosses were then checked with a second group of Wolof monolinguals to verify their comprehensibility and fidelity to the desired meaning.

The above-mentioned glossary was presented in the previous Six-Month Report.

A preliminary adaptation of selected simulations from the GPI manual was then done in French by the same team member. The latter was unable to complete the translation into Wolof, since ENEA staff members with the appropriate skills were unavailable. Time and funds were inadequate for a repetition of the original translation process with outside informants.

The most serious problem attached to this component of the project was the dismissal of Mr. Samba Dione, a linguist who had been Director of Studies at ENEA, and the uncooperativeness of Mr. Amadou Diack, another linguist at ENEA. It should be pointed out that Diack was in charge of the functional literacy project with Cooperation, and consequently was often absent or busy, despite having no other teaching or research responsibilities. The third linguist at the School, and the one with an international reputation, Mr. Bara Goudiably, is primarily a Diola expert and was involved at nearly all times with projects in the Casamance. It is not considered good practice in general for non-native speakers (such as the CAIDS person in charge of this activity) to do translations, however great their proficiency in a language or

their knowledge of applied linguistics. Therefore, since there was no one available for her to supervise or collaborate with in carrying out the translations, they await a future occasion.

The project assistant, Mr. Ciré Diallo, was of great help in the development of the glossary and adaptations, but has had no training in the Wolof alphabet or translation.

B. Training Needs Survey

Conducted early in 1984 by the CAIDS team with some assistance from ENEA, the survey of 'chefs de CER' and other rural development agents produced the guidelines for all project training interventions and some other recommendations. The survey utilized questionnaires and interviews at the respondents' place of work.

The volume published by CAIDS containing the survey results has been used in training (with GPIII and by the College of Planning) on several instances, and is an excellent model for applied research projects. ENEA is in possession of some 100 copies of the document, in English and French.

Some of the important findings of the study are as follows. The 'chefs de CER', who occupy a critical position in the development bureaucracy, are almost invariably underfinanced and ill-equipped. Their authority vis-à-vis agents placed under them is attenuated by their lack of any material control of the latter (whose salaries and promotions come from elsewhere). The ambiguity of the administrative structure further complicates communication and evaluation activities within it. Transfers and promotions of 'chef de CER' and other agents appear not to reflect actual performance or experience.

Many of these field workers are discouraged and unmotivated. They claim to have been poorly prepared for the realities of their jobs. Often they have been placed in charge of a large territory, which is impossible for them to monitor or serve effectively. Even if they understood and supported the concept of decentralization (not always the case), these agents are not in a good position to implement it, because of hierarchical power exercised by agents of the state, such as the sous-prefets.

Despite lack of resources, logistics support, and rewards for work done, agents are still trying to execute development activities. However, they are often given very little to do, another source of frustration. The under-utilization of workers also obviously frustrates development itself.

C. Survey of Rural Councillors

A companion survey was carried out by ENEA staff, field agents of Cooperation and other agencies, and project team members, of the locally-elected rural councillors. The latter work directly with government officials and development agents. **The resultant findings in book form have been used in training and research actions.**

As with the CERs, the rural councils were found to be underfinanced and understaffed. Their budget-making powers and revenue were strictly limited, and placed under the control of the sous-prefet. While horizontal communication among council members and between council officers and 'chefs de CER' was found to be in general good, vertical communication with the local bureaucracy was less than adequate.

Training in such areas as financial management and budgeting would be of great value to rural councillors, whose educational background is for the most part insufficient to the tasks they are called on to execute. The action method rather than the classical training approach is advocated by the CAIDS team.

Problems associated with land allocation, an important function of the rural councils, reflect political pressure exerted on councillors by government functionaires. The local populations suffer as a result. The survey concluded that the process could benefit from greater collaboration between rural councils and land-use planners, most of whom are uselessly posted to Dakar at present. The electoral system (winner take all) was found by the project to be non-representative and thus less responsive to local needs.

Despite their diminishing function in many localities, cooperatives have continued to maintain a powerful representation on rural councils. This irrational distribution of power was not found to have any but symbolic benefits for either the government cooperative system or the rural people with whom they are supposed to work.

D. Guide to Non-Governmental Organizations

Produced by Rural Management in collaboration with Africa Consultants, the Guide des Sources de Financement des Projets Locaux de Développement au Sénégal is a compendium of information on NGOs based in Senegal. Seventy-

six groups are represented. **The Guide has been the single most demanded document developed by the project.** It is used in connection with the GPIII module and by all the Colleges.

E. Women in Development Research

The WID component of the project was directed by the Organization and Training Specialist (second Chief of Party), and consisted of special concentrations for two of the long-term participants (including WID research during their internships), participation by three fellows sponsored by WID/AID in research inquiries associated with project interests, and additional surveys of women development agents conducted by the Chief of Party and assistants.

One of the principal findings of the research was that women government workers are even less well prepared for their roles than their male counterparts. The rural women they work with are overwhelmingly involved in agriculture and attempts to commercialize their produce, but the agents receive training mainly in tie-dying, embroidery, cooking, home economics, and similar pursuits, which have limited utility. In addition to agriculture, compelling training needs for these agents include health, hygiene and family planning, alphabetization, and marketing.

Women agents naturally suffer from the same problems as men; a few respondents believed they were systematically discriminated against because of their sex, but most felt that the additional handicaps they bore derived from social structural inequities (e.g., unequal household responsibilities) rather than discrimination as such. Women agents seem to be more prone to morale problems than men, and to respond by doing little or no work.

Placement and advancement for the women functionaries depend on husbands' assignments, superiors' determinations, or influence, not the needs of localities or the performance of the agents. Communication problems for women development workers appear to lie more between them and their clients (i.e., rural women) than between them and their colleagues, subordinates or superiors. The contrary is the case for men studied. There is evidence of occasional sexual harrassment of the women, however.

A forthcoming review of the project's findings on the subject of women in development will present results of the survey of rural 'animatrices', 'monitrices' and other cadres. A preliminary report was annexed to the Sixth

Six-Month Report. The two interns who conducted research on women's development problems in Senegal wrote their Master's reports on these subjects, and the three WID fellows also produced final reports. The specific topics were maternal and child health projects; land allocation patterns to women producers' associations; marketing problems of women's associations; background and work habits of monitrices in the Casamance; and management of water resources by women involved in the irrigated perimeters program in the Fleuve. These are available from CAIDS or ENEA (or the WID office in the case of the fellows).

V. EQUIPMENT AND ACQUISITIONS

A. Management Information System

A good deal of space was devoted to the establishment of a (development) management information system at ENEA in the early project documents. This has proved more easily said than done. However, the elements of such a system are in place.

As discussed in Annex F, CAIDS purchased six Apple IIe computers and associated hardware, plus a quantity of software deemed necessary for ENEA's purposes. The Apple was chosen because it was in use at CAIDS at the time, was among the most user-friendly and inexpensive of models, and was compatible with a wide range of software. The project has not suffered from this decision, though the College of Statistics has expressed the desire to acquire IBM equipment.

There should be sufficient numbers of faculty and staff at ENEA now to maintain a semblance of an information system, to carry out word processing tasks, do statistical analysis, make and modify data bases, and perform accounting functions. Specific operations connected with project management such as monitoring and evaluation should benefit from this capability. Routine teaching, budgeting, secretarial and management tasks should also become more efficient with the use of the system.

These improvements are dependent on the degree of access to and actual use of the equipment, and on its maintenance in good working order. ENEA has a poor track record with equipment, having in the past acquired apparatus or facilities which rapidly fell into dysfunction, were restricted from general use, or became merely decorative. CAIDS recommends continued surveillance on the part of AID over the materials it has purchased, from vehicles to buildings to computers.

B. Library

Over one hundred volumes and five subscriptions have been acquired for ENEA's library through Rural Management. The Director of the School chose to divide the labor of supplying the library such that he (his budget) would be responsible for local and French-language acquisitions and CAIDS for English and a few foreign press purchases. CAIDS selected its acquisitions from lists submitted by the Colleges, requests of the long-term participants,

and from a massive bibliography of works on Senegal and rural development management compiled by the first campus coordinator/project administrator. The original training needs study also indicated areas of weakness.

The project office maintained a classification of in-coming works, which it shared with the library and Director's Office. As the systematization of the library's holdings was carried out, the new acquisitions were integrated into it.

ENEA's library is still badly understocked. This may not be as serious as it would be for an American undergraduate library, however, as the non-use habits of students and faculty are deeply ingrained.

C. Pedagogical Equipment

Although not a major component of the materiel called for in the project paper, Rural Management considered the acquisition of a few items of audio-visual equipment important to the instructional function of the School. Among these were a video camera, television and video-cassette recorder, tripod, lighting system, microphone, 35 mm. still camera, six months' supply of film and blank cassettes, five mini-tape recorders, and blank audio cassettes. Only one of the latter has survived four years' use by students and staff. Otherwise, the equipment is in good condition.

The Director of ENEA submitted to CAIDS in April, 1987, a list of additional requirements for the new audio-visual facility under construction at the School. The Rural Management project was unable to provide any but the smallest of these items, as funds were insufficient. Some of the requests, such as the editing system, CAIDS felt to be beyond the training or research purview of ENEA. If ENEA believes her future lies in making films of professional quality, CAIDS would recommend an initial collaboration with CESTI, the School of Journalism, or one of the private media shops in Dakar, before acquiring a lot of costly high technology the use of which is complex and very limited.

VI. PHASE-OUT PERIOD OF TECHNICAL ASSISTANCE

The overseas contracts of all three key personnel of the project were extended so as to facilitate the transition from CAIDS- to ENEA-run seminars and projects. The Agricultural Economist departed in January, 1987, after supervising the seed bank survey and putting in place elements of the new phase of in-service training with Cooperation. His final report on the marketing program was annexed to the previous Six-Month Report. The Administration and Training Specialist remained an additional month at ENEA to complete training in information systems and to oversee the teaching of GPI and GPII by all-ENEA teams. The Chief of Party likewise added two months to her original tour of duty. Her specific duties were to promote aggressive in-service training and research programs at the School, oversee the teaching of GPIII by the team (see Annex E), and generally to transfer project activities to the hands of their new managers. Mr. Bara Guèye and Mr. Momar Ndiaye were named co-leaders of the Rural Management unit.

A. Management Training Capability at ENEA

Meetings with full faculty and project staff produced specific training teams for each of the modules developed by CAIDS. In all cases, the team leaders had been associated on several occasions with the CAIDS training team during the presentation of that particular module. Most members of the teams have participated in their presentation, as well, or at least attended the specific seminar on more than one occasion. Furthermore, the assignments fall within the areas of specialization of the designated faculty members. In most cases, the team leaders are former long-term participants.

Following the establishment of the training teams, training of trainers sessions were organized by the CAIDS personnel most involved with the particular modules. The ENEA personnel worked closely with the training materials and working papers, and in some instances added further to them or modified them slightly.

The new project leaders are responsible for organizing teams for in-service training programs, depending on the source of the demand and the subject matter. The general idea is that such in service teams be composed of specialists in the appropriate module plus members of the College whose

user service has inaugurated the program. The module can then be tailored to suit the immediate needs of the agency.

Several of the Tech trainees are engaged in formulating course curricula in their domains of interest and expertise. These will reflect the goals of the project and utilize the new teaching methods introduced, as well. There is reason to believe the new courses will begin to transcend the boundaries between Colleges and disciplines that have been traditional.

B. Applied Research Capability

A strong capability in applied research, especially survey research, now exists at ENEA, in the person of the majority of the long-term participants and many of the short-term ones, particularly those who attended the recent Research Methods Seminar at Texas Tech.

This remains an individual capability, not an institutionalized one. Until the Research Department has a clearly defined function, budget, relations with other departments, and permission to seek outside contracts, the capability cannot be considered institutionalized. The experience of the aforementioned faculty members in research can be of value to other organizations and ENEA's user services, even if the Research Department continues to have a nebulous role and little or no independence, as long as any agreements with the School are carefully drawn up and qualified individuals are selected for the work.

VII. RECOMMENDATIONS FOR FUTURE DEVELOPMENT OF THE INSTITUTION

1. CAIDS feels that specialized conferences of the type organized by the project do much to increase ENEA's regional visibility as a research and training center. As long as they are well-organized and serious in intent, such activities should be supported as much as possible by AID. Perhaps a **regular applied research seminar could be established.**
2. **ENEA could benefit from further cooperation with the Saam Njaay group or other experts in non-formal education, to fulfill her mission to offer training in the rural areas.**
3. The Rural Management project received repeated demands for **training/research input in the fields of credit and project/enterprise financing; pilot projects for student fieldworkers; and further training in curriculum development and pedagogy.** CAIDS fully acknowledged these needs at the time, but was unable to provide adequate resources to act on them.
4. **Communications and the dissemination of information** at ENEA were improved by the appointment of Mr. Amadou Hadj as Director of Studies. These functions of the School still **need attention**, however.
5. **Communications and organization could both be improved by demystification of the budget, decentralization of some of the planning, acquisition and allocation functions of the administration, institution of regular meetings within and between colleges, creation of a newsletter or bulletin, and rationalization of the staffing process.**
6. **Individual and team consulting contracts should be encouraged, with the approval of the Director.**
7. The **Applied Research unit**, though more active since it has been placed under the control of Mr. Bara Guèye, continues to be a branch of the Direction of the School, responsive principally to the desires of the latter. **The unit should be more accessible to the whole School and maintain links with each College. It should function as an organizational, supervisory and procurement entity for research projects within ENEA or contracts obtained from outside. It could be a useful editorial and publishing organ for results.**

8. ENEA has recently invested large sums of project money in the establishment of an **audio-visual facility** on campus and appropriate equipment. CAIDS was unable, through her budget, to acquire all the items requested by the Director. If AID in the future wishes to assist ENEA in this effort, it is **recommended that an expert in the field be involved to assess the nature and extent of ENEA's audio-visual needs and that a detailed justification for each requested item be furnished by the School.** At present, the facility is under the control of a newly-appointed faculty member who is not fully qualified to provide either assessment or justification.

9. **ENEA can become a useful source of research and training personnel for development projects. AID should work closely with the Applied Research Department and the Director's office to identify competent individuals.** CAIDS will be pleased at any time in the future to offer input in this regard.

10. **In-service training is a vital means of upgrading the skills of rural development cadres. AID and ENEA should work together with her user services to design programs similar to that in project management created for Decentralization, but which avoid the pitfall of costly travel and expense payments.** Either the Government of Senegal must decide to absorb these, or the trainees must agree to cover their own costs. Another possibility would be on-site (i.e., regional or district-level) training, which would require an additional budget for the trainers from ENEA. This possibility has been vetoed by ENEA's Director on various occasions.

Without certain reforms on the part of the Government of Senegal, the growth of ENEA will have no impact on the national scene.

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Second Six-Month Report, January, 1985.

Third Six-Month Report, July 1985.

Report on the State of the Project at the Time of Amusing Team Leadership, October, 1985.

Fourth Six-Month Report, January, 1986.

Fifth Six-Month Report, July, 1986.

Sixth Six-Month Report, January, 1987.

Final Report and Seventh Six-Month Report, July, 1987.

Mid-Term Evaluation Report, April, 1986.

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Training Manuals

"Gestion de Projet I: Introduction à la Gestion des Projects"

"Gestion de Project II: La Gestion Financière"

"Gestion de Project III: La Communication"

"Marketing I: Les Concepts de Base"

"Marketing II: Les Stratégies de Marketing"

"Marketing III: Méthodes de Recherche en Marketing"

"Séminaire sur la Formation des Formateurs"

"Techniques de Recherche I"

"Méthodes de Recherche II"

"Formation en Gestion Budgetaire"

"Formation Informatique"

TEXAS TECH UNIVERSITY
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ANNEX A

LIST OF PARTICIPANTS IN SEMINARS

ENEAL RURAL MANAGEMENT PROJECT
USAID PROJECT 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C.A.I.D.S)

NAME	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
UEYE	Bara	ENEA	COOP	MS	Aug 83	TTU	29 mois
DOUR	Koumakh	ENEA	AMEN	MS	Aug 83	TTU	29 mois
IOP	Moussa	ENEA	FLAN	MS	Jan 84	TTU	31 mois
DIAYE	Amadou	ENEA	FLAN	**	Jan 84	TTU	24 mois
ANE	Papa Mamadou	ENEA	EMP	MS	May 84	TTU	29 mois
DIAYE	Momar	ENEA	STAT	MS	May 84	TTU	29 mois
OW	Aboubacar	ENEA	FLAN	MS	Aug 84	TTU	26 mois
ADIANE	Alioune	ENEA	EMP	MS	Aug 84	TTU	26 mois
IOP	Yacine		ANIM	MS	Jan 85	TTU	22 mois
DIAYE	Marie Anne		ANIM	MS	Jan 85	TTU	22 mois
*	Failed to complete program						

file: S.T.PARTICIPANT

Page 1a

Report: Jul 1987

11/5/87

selection: THEME equals TRII

and DATE equals Jul 87

DOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
ASSE	Rene	ENEA	Professeur	TRII	Jul 87	TTU	22 jours
EYE	Papa	ENEA	Assistant	TRII	Jul 87	TTU	22 jours
IAYE	Mady	ENEA	Assistant	TRII	Jul 87	TTU	22 jours
IALLO	Cire	ENEA	Asst Professeur	TRII	Jul 87	TTU	22 jours
IOUF	Waly	ENEA	Assistant	TRII	Jul 87	TTU	22 jours
AYE	Ibrahima	ENEA	Asst Professeur	TRII	Jul 87	TTU	22 jours
OW	Adama	ENEA	Assistant	TRII	Jul 87	TTU	22 jours

Report: Jun 1987

11/5/87

election: THEME equals GPI

and DATE equals Jun 87

DOM	FRENOM	SERVIC	POSTE	THEME	DATE	LIEU	DUREE
ALDE	Fatoumata	TC		GPI	Jun 87	ENEA	5 jours
EYE	Abdoulaye	TC		GPI	Jun 87	ENEA	5 jours
OLY	Reine Marie	TC		GPI	Jun 87	ENEA	5 jours
IALLO	Mamadou Seydou	TC		GPI	Jun 87	ENEA	5 jours
IOP	Ahmadou Bamba	TC		GPI	Jun 87	ENEA	5 jours
IOUF	Amadou	TC		GPI	Jun 87	ENEA	5 jours
ALL	Mamoud	TC		GPI	Jun 87	ENEA	5 jours
OFANA	Cheickh	TC		GPI	Jun 87	ENEA	5 jours
OFANA	Issa	TC		GPI	Jun 87	ENEA	5 jours
OUDIABY	Ismaila	TC		GPI	Jun 87	ENEA	5 jours
UEYE	Oumar Ben Khatabe	TC		GPI	Jun 87	ENEA	5 jours
ANE	Rouguiyatou	TC		GPI	Jun 87	ENEA	5 jours
ANE	Ousmane	TC		GPI	Jun 87	ENEA	5 jours
BAYE	Babacar	TC		GPI	Jun 87	ENEA	5 jours
BAYE	El.Malick	TC		GPI	Jun 87	ENEA	5 jours
BAYE	Raymond Théophile	TC		GPI	Jun 87	ENEA	5 jours
ISHIMA	Teiko	TC		GPI	Jun 87	ENEA	5 jours
DIAYE	Ahmed Tidiane	TC		GPI	Jun 87	ENEA	5 jours
DIAYE	Waldiodio	TC		GPI	Jun 87	ENEA	5 jours
DIANG	Awa	TC		GPI	Jun 87	ENEA	5 jours
DAMB	Fatou	TC		GPI	Jun 87	ENEA	5 jours
DENE	Animata	TC		GPI	Jun 87	ENEA	5 jours
DENE	Amdy	TC		GPI	Jun 87	ENEA	5 jours
DONKO	Boubacar	TC		GPI	Jun 87	ENEA	5 jours
DY	Cheickh Matidjaine	TC		GPI	Jun 87	ENEA	5 jours
DHIAM	Ahmidou	TC		GPI	Jun 87	ENEA	5 jours
DHIAM	Alioune	TC		GPI	Jun 87	ENEA	5 jours
BOUBACAR	Ahmed	TC		GPI	Jun 87	ENEA	5 jours
DHMADOU	Hassane	TC		GPI	Jun 87	ENEA	5 jours
DLI	Tahirou	TC		GPI	Jun 87	ENEA	5 jours
DIAYE	Malang	TC		GPI	Jun 87	ENEA	5 jours
DIASSE	Aissatou	TC		GPI	Jun 87	ENEA	5 jours
DOLY	Khalipha	TC		GPI	Jun 87	ENEA	5 jours
DIALLO	Papa Mamadou	TC		GPI	Jun 87	ENEA	5 jours
DIEDHIOU	Souleymane	TC		GPI	Jun 87	ENEA	5 jours
DIOUF	Niokhobaye	TC		GPI	Jun 87	ENEA	5 jours
DAYE	Mouhamed Tidiane	TC		GPI	Jun 87	ENEA	5 jours
DAYE	Ibrahima Diop	TC		GPI	Jun 87	ENEA	5 jours
DABAZO	Loulou	TC		GPI	Jun 87	ENEA	5 jours
DIAIYE	Diéné	TC		GPI	Jun 87	ENEA	5 jours
DIAIYE	Adramé	TC		GPI	Jun 87	ENEA	5 jours
DGNING	Mbissane	TC		GPI	Jun 87	ENEA	5 jours
DULD AHMEDOU	Mouhamed	TC		GPI	Jun 87	ENEA	5 jours
DHECK	Mamadou	TC		GPI	Jun 87	ENEA	5 jours
DHECK-DIOUF	Penda	TC		GPI	Jun 87	ENEA	5 jours
DYLLA	Samba K.Aldiouma	TC		GPI	Jun 87	ENEA	5 jours
DHIOUNE	Abdoul Wahab	TC		GPI	Jun 87	ENEA	5 jours

Selection: THEME equals GDR

and DATE equals Apr 87

DOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
ITALLO	Ciré	ENEA	COOP	GDR	Apr 87	ENEA	5 jours
IOP	Moussa	ENEA	PLAN	GDR	Apr 87	ENEA	5 jours
DOUR	Koumakh	ENEA	AMEN	GDR	Apr 87	ENEA	5 jours
ANE	Alioune	SENEGAL	DAP/MDR	GDR	Apr 87	ENEA	5 jours
EIDANE	Ould Sidi B.	MAURITANIE	C.S.A	GDR	Apr 87	ENEA	5 jours
ATCHE	Illo	NIGER	MIN.AG	GDR	Apr 87	ENEA	5 jours
SSAKA	Hassane	NIGER	DDA/DOSSO	GDR	Apr 87	ENEA	5 jours
IAGNE	Abdoulaye	SENEGAL	AR/SED	GDR	Apr 87	ENEA	5 jours
ARR	Abdoulaye	SENEGAL	SF/SED	GDR	Apr 87	ENEA	5 jours
IAITE	Djimé	SENEGAL	SEA/CER	GDR	Apr 87	ENEA	5 jours
AYE	Assane	SENEGAL	P.RURAUX	GDR	Apr 87	ENEA	5 jours
ITALLO	Daby	USAID/ADO DKR	USAID	GDR	Apr 87	ENEA	5 jours
ILLS	Dorothy D.	TEXAS TECH DK	PGR	GDR	Apr 87	ENEA	5 jours
OHNSTON	Alan	TEXAS TECH DK	PGR	GDR	Apr 87	ENEA	5 jours
ISSE	Abdourahmane	ENEA	COOP	GDR	Apr 87	ENEA	5 jours
AYE	Ibrahima	ENEA	PLAN	GDR	Apr 87	ENEA	5 jours
BODJ	Abdoul Aziz	SENEGAL	SEA/CER	GDR	Apr 87	ENEA	5 jours
DW	Nourou	ENEA	ANIM	GDR	Apr 87	ENEA	5 jours
ANE	Pape	ENEA	EMP	GDR	Apr 87	ENEA	5 jours
ENE	Serge	ENEA	EMP	GDR	Apr 87	ENEA	5 jours
EYE	Papa	ENEA	PLAN	GDR	Apr 87	ENEA	5 jours
EMERS	André	CANADA	U.LAVAL	GDR	Apr 87	ENEA	5 jours
EYE	Khady	ENEA	BIBLIO	GDR	Apr 87	ENEA	5 jours
EYE	Mamadou	SENEGAL	DDC	GDR	Apr 87	ENEA	5 jours
ISSE	Bara	SENEGAL	PIKINE 5673	GDR	Apr 87	ENEA	5 jours
DIAYE	Sounka	SENEGAL	D.STATIST.	GDR	Apr 87	ENEA	5 jours
DIAYE	Momar	ENEA	STAT	GDR	Apr 87	ENEA	5 jours
ALLO	Aliou Baniré	GUINEE	PROF/DES	GDR	Apr 87	ENEA	5 jours
EITA	Djerry	GUINEE	MPCI	GDR	Apr 87	ENEA	5 jours
DW	Ibrahima	GUINEE	MPCI	GDR	Apr 87	ENEA	5 jours
DUMBOUYA	Alsény	GUINEE	MIN.PLAN	GDR	Apr 87	ENEA	5 jours
AKHO	Saloum	MALI	MIN.AG	GDR	Apr 87	ENEA	5 jours
IRE	Issa	MALI	MIN.AG	GDR	Apr 87	ENEA	5 jours
DURE	Kadialiou	SENEGAL	DAT/SED	GDR	Apr 87	ENEA	5 jours
AMARA	Aminatou Barry	GUINEE	UNIVERSITE	GDR	Apr 87	ENEA	5 jours
DUMBOUYA	Koumandian	GUINEE	UNIVERSITE	GDR	Apr 87	ENEA	5 jours
ATTA	Charles	SENEGAL	M.D.S	GDR	Apr 87	ENEA	5 jours
AYE	Malamine	SENEGAL	D.A.C	GDR	Apr 87	ENEA	5 jours
POCHE	Jacques	ENEA	PLAN	GDR	Apr 87	ENEA	5 jours
EYE	Bara	ENEA	R.APPLIQUEE	GDR	Apr 87	ENEA	5 jours
DW	Aboubacar	ENEA	PLAN	GDR	Apr 87	ENEA	5 jours
KUND	Jean	ENEA	UNIVERSITE	GDR	Apr 87	ENEA	5 jours
ADJ	Amadou	ENEA	DIR.ETUDE	GDR	Apr 87	ENEA	5 jours
ASSE	René	ENEA	COOP	GDR	Apr 87	ENEA	5 jours

Report: Feb 87

11/5/87

election: DATE equals Feb 87

DOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
UEYE	Bara		R. APPLIQU.	ALPH	Feb 87	ENEAE	5 jours
DOUR	Koumakh		AMEN	ALPH	Feb 87	ENEAE	5 jours
ADJ	Amadou		AMEN	ALPH	Feb 87	ENEAE	5 jours
ANE	Pape		EMP	ALPH	Feb 87	ENEAE	5 jours
EYE	Pape		PLAN	ALPH	Feb 87	ENEAE	5 jours
OW	Aboubacar		PLAN	ALPH	Feb 87	ENEAE	5 jours
OW	Adama		EMP	ALPH	Feb 87	ENEAE	5 jours
AYE	Ibou		EMP	ALPH	Feb 87	ENEAE	5 jours
IPOCHE			PLAN	ALPH	Feb 87	ENEAE	5 jours
ASSE	René		COOP	ALPH	Feb 87	ENEAE	5 jours
ISSE	Daour		EMP	ALPH	Feb 87	ENEAE	5 jours
IALLD	Ciré		COOP	ALPH	Feb 87	ENEAE	5 jours
A	Cheikh		COOP	ALPH	Feb 87	ENEAE	5 jours
OU DIABY	Bara		EMP	ALPH	Feb 87	ENEAE	5 jours
OW	Nourou		COOP	ALPH	Feb 87	ENEAE	5 jours
IOUF	WALY		EMP	ALPH	Feb 87	ENEAE	5 jours

report: Jan 1987

11/5/87

election: THEME equals GP11
and DATE equals Jan 87

DOM	FRENOM	SERVIC	POSTE	THEME	DATE	LIEU	DUREE
A	Mamour Ousmane		PLAN	GP11	Jan 87	ENEA	6 jours
ASSE	Adama		PLAN	GP11	Jan 87	ENEA	6 jours
DINA	Aby Nzé		PLAN	GP11	Jan 87	ENEA	6 jours
IA	Arona		PLAN	GP11	Jan 87	ENEA	6 jours
IALLO	Papa Fellou		PLAN	GP11	Jan 87	ENEA	6 jours
IOP	Kadissatou		PLAN	GP11	Jan 87	ENEA	6 jours
AYE	Maimouna		PLAN	GP11	Jan 87	ENEA	6 jours
ANN	Samba		PLAN	GP11	Jan 87	ENEA	6 jours
AYE	Abdoulaye Diop		PLAN	GP11	Jan 87	ENEA	6 jours
ONE	Sevdou		PLAN	GP11	Jan 87	ENEA	6 jours
BODJ	Abdoul Aziz		FLAN	GP11	Jan 87	ENEA	6 jours
BODJ	Assane		FLAN	GP11	Jan 87	ENEA	6 jours
DIAYE	Yoro Diaw		PLAN	GP11	Jan 87	ENEA	6 jours
AMB	Massaer		PLAN	GP11	Jan 87	ENEA	6 jours
ECK	Pape Djadji		PLAN	GP11	Jan 87	ENEA	6 jours
ONKO	Chouaibou		FLAN	GP11	Jan 87	ENEA	6 jours
IAGNE	Mokhtar		AMEN	GP11	Jan 87	ENEA	6 jours
IAKHATE	Youssoupha		AMEN	GP11	Jan 87	ENEA	6 jours
ISSOKO	Lamine		AMEN	GP11	Jan 87	ENEA	6 jours
IOUF	Latyr		AMEN	GP11	Jan 87	ENEA	6 jours
AMA	Amadou		AMEN	GP11	Jan 87	ENEA	6 jours
ALL	Fallou		AMEN	GP11	Jan 87	ENEA	6 jours
AO	Mallé		AMEN	GP11	Jan 87	ENEA	6 jours
ARR	Moustapha		AMEN	GP11	Jan 87	ENEA	6 jours
EYE	Ndiankou		AMEN	GP11	Jan 87	ENEA	6 jours
ECK	Papa Madiew		AMEN	GP11	Jan 87	ENEA	6 jours
ARR	Pierre		AMEN	GP11	Jan 87	ENEA	6 jours
DIAYE	Mbaye Diouf		AMEN	GP11	Jan 87	ENEA	6 jours
IMERA	Aly S.		AMEN	GP11	Jan 87	ENEA	6 jours

election: THEME equals GP

and DATE equals Dec 86

DOM	PRENOM	SERVICE	POSTE	THE	DATE	LIEU	DUREE
THEME	Malang	DAC	ZIGUINCHOR	GP	Dec 86	ENEA	3 jours
ARI	Ousmane	AVD	BIGNONA	GP	Dec 86	ENEA	3 jours
THEME	Arona	AVD	BIGNONA	GP	Dec 86	ENEA	3 jours
DOUDIABY	Chamsdine	AVD	BIGNONA	GP	Dec 86	ENEA	3 jours
DOUDIABY	Assouga	AVD	BIGNONA	GP	Dec 86	ENEA	3 jours
OW	Amadou	IEP	SEDHIOU	GP	Dec 86	ENEA	3 jours
IDARA	Chamsdine	DAC	BAKEL	GP	Dec 86	ENEA	3 jours
ABY	Arona	SAED	BAKEL	GP	Dec 86	ENEA	3 jours
IARRA	Lansana	P.ELEVAGE	BAKEL	GP	Dec 86	ENEA	3 jours
A	Bakari	P.ELEVAGE	BAKEL	GP	Dec 86	ENEA	3 jours
AGASSA	Arona	P.ELEVAGE	BAKEL	GP	Dec 86	ENEA	3 jours
ANE	Bouna Elimane	DAC	MATAM	GP	Dec 86	ENEA	3 jours
HIOUB	Abou	SAED	MATAM	GP	Dec 86	ENEA	3 jours
OW	Mamadou	SAED	MATAM	GP	Dec 86	ENEA	3 jours
ANE	Aboubacry	DAC	PODOR	GP	Dec 86	ENEA	3 jours
Y	Mamour	DAC	PODOR	GP	Dec 86	ENEA	3 jours
UISSE	Samba	SAED	PODOR	GP	Dec 86	ENEA	3 jours
HIAM	Samba Ciré	SAED	PODOR	GP	Dec 86	ENEA	3 jours
DIAITE	Aminata Maro	G.M.MBOUBA	PODOR	GP	Dec 86	ENEA	3 jours
AM	Awaly	G.M.MBOUBA	PODOR	GP	Dec 86	ENEA	3 jours
DIAYE	Fodé Silèye	A.R.NDIOUM	PODOR	GP	Dec 86	ENEA	3 jours
IANE	Ibrahima S.	DAC	DAGANA	GP	Dec 86	ENEA	3 jours
EBE	Momar	SAED	DAGANA	GP	Dec 86	ENEA	3 jours
IOP	Souleymane	COOP.DAGANA	DAGANA	GP	Dec 86	ENEA	3 jours

Selection: THEME equals MKT
and DATE equals Dec 86

DOM	PRENOM	SERVI	POSTE	THEM	DATE	LIEU	DUREE
ALL	Ibra Thioro	ABC	KOKI	MKT	Dec 86	ENEA	5 jours
ARRY	Boubacar	ABC	BONCONTO	MKT	Dec 86	ENEA	5 jours
UISSE	Alboury	ABC	BARKEDJI	MKT	Dec 86	ENEA	5 jours
OLY	Paul	ABC	ZIGUINCHOR	MKT	Dec 86	ENEA	5 jours
ALL	Mamadou Kara	ABC	TAMBACOUNDA	MKT	Dec 86	ENEA	5 jours
IONE	Dame	ABC	NDAME (TOUBA)	MKT	Dec 86	ENEA	5 jours
IALLO	Babacar	ABC	TOUBACOUTA	MKT	Dec 86	ENEA	5 jours
DIAYE	Malick	ABC	NDOFFANE	MKT	Dec 86	ENEA	5 jours
AYE	Daouda	ABC	NIROU DU RIP	MKT	Dec 86	ENEA	5 jours
IOP	Dibocor	ABC	TATTAGUINE	MKT	Dec 86	ENEA	5 jours
BOW	Mahabdou		DAKAR	MKT	Dec 86	ENEA	5 jours
IOP	Djibril	ABC	SEBIKOTANE	MKT	Dec 86	ENEA	5 jours
ADE	Mlle Absa	ABC	DAGANA	MKT	Dec 86	ENEA	5 jours
IANE	Ibrahima Sassy	ABC	DAGANA	MKT	Dec 86	ENEA	5 jours
YLLA	Mahamadou	ABC	SARAYA	MKT	Dec 86	ENEA	5 jours
DIAYE	Andrien	ABC	PAMBAL	MKT	Dec 86	ENEA	5 jours
DIAYE	Mamadou	DAC	BAKEL	MKT	Dec 86	ENEA	5 jours

Selection: THEME equals INFORM

and DATE equals Oct 86

DM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
IALLO	Ciré		PGR	INFORM	Oct 86	ENEAE	
UEYE	Bara		R.APP	INFORM	Oct 86	ENEAE	
ALL	Falilou	S.COMPTABLE		INFORM	Oct 86	ENEAE	
ISSE	Abdourahmane		COOP	INFORM	Oct 86	ENEAE	
IDUF	Waly		EMP	INFORM	Oct 86	ENEAE	
IAYE	Mady		STAT	INFORM	Oct 86	ENEAE	
IOP	Marième		ANIM	INFORM	Oct 86	ENEAE	
DOUR	Koumar		AMEN	INFORM	Oct 86	ENEAE	
EYE	Papa		PLAN	INFORM	Oct 86	ENEAE	
IACK	Amadou		TC	INFORM	Oct 86	ENEAE	
UEYE	Khady	BIBLIOTHEQUE		INFORM	Oct 86	ENEAE	

Report: JUN 86

Selection: THEME equals GPI

and DATE equals Jun 86

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
NGOM	Cheikh		TC	GPI	Jun 86	ENEA	5 jours
DIOP	Yaye Ndiaye		TC	GPI	Jun 86	ENEA	5 jours
MAYANGAR	David		TC	GPI	Jun 86	ENEA	5 jours
CISSE	El Hadj Malick		TC	GPI	Jun 86	ENEA	5 jours
DIQUM	Souleymane		TC	GPI	Jun 86	ENEA	5 jours
DIQUF	Rokhaya Suzanne		TC	GPI	Jun 86	ENEA	5 jours
DIA	El Hadj Oumar		TC	GPI	Jun 86	ENEA	5 jours
ADJI	Moustapha		TC	GPI	Jun 86	ENEA	5 jours
NDIAYE	Ibrahima		TC	GPI	Jun 86	ENEA	5 jours
KAMARA	Amadou		TC	GPI	Jun 86	ENEA	5 jours
ADDA	Djaffarou		TC	GPI	Jun 86	ENEA	5 jours
POODA	Alima Chantal		TC	GPI	Jun 86	ENEA	5 jours
NANA	Adama Vincent		TC	GPI	Jun 86	ENEA	5 jours
NDIAYE	Abdoulaye		TC	GPI	Jun 86	ENEA	5 jours
FAYE	Cheikhou Oumar		TC	GPI	Jun 86	ENEA	5 jours
TRAORE	Moulaye		TC	GPI	Jun 86	ENEA	5 jours
BODJ	Médoune		TC	GPI	Jun 86	ENEA	5 jours
DIOP	Maguette		TC	GPI	Jun 86	ENEA	5 jours
MADE	Oumar		TC	GPI	Jun 86	ENEA	5 jours
TRAORE	Abdoulaye		TC	GPI	Jun 86	ENEA	5 jours
DIQUM	Seyni Guèye		TC	GPI	Jun 86	ENEA	5 jours
NDIAYE	Momar		TC	GPI	Jun 86	ENEA	5 jours
FAYE	Mouhamadou L.		TC	GPI	Jun 86	ENEA	5 jours
BEDERHAMAN	Mouhamad Abakar		TC	GPI	Jun 86	ENEA	5 jours
LOUKMAN	Moustapha		TC	GPI	Jun 86	ENEA	5 jours
DIQUF	Papa Ndiaye		TC	GPI	Jun 86	ENEA	5 jours
SY	Oumar		TC	GPI	Jun 86	ENEA	5 jours
IALLO	Ndongo Dieynaba		TC	GPI	Jun 86	ENEA	5 jours
BODJ	Fatou		TC	GPI	Jun 86	ENEA	5 jours
BAGUIDI	Janvier Gérard		TC	GPI	Jun 86	ENEA	5 jours
OMBO	Brahim		TC	GPI	Jun 86	ENEA	5 jours

Report: MAY 86

Selection: THEME equals GPIII
and DATE equals May 86

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
BANGHO	Dumar		ANIM	GPIII	May 86	ENEA	10 jour
BAYE	Mouhamed Dumar		EMP	GPIII	May 86	ENEA	10 jour
BO	Ismael		ANIM	GPIII	May 86	ENEA	10 jour
BOJITTE	Gora		EMP	GPIII	May 86	ENEA	10 jour
BOIA	Mamadou		ANIM	GPIII	May 86	ENEA	10 jour
BOIDIAYE	Sérigne Hady		ANIM	GPIII	May 86	ENEA	10 jour
BOIDIAYE	Seydina Omar		EMP	GPIII	May 86	ENEA	10 jour
BOBAGUEDE	Rufin		EMP	GPIII	May 86	ENEA	10 jour
BOBA	Demba		EMP	GPIII	May 86	ENEA	10 jour
BOBTHIAW	Daouda Ndick		ANIM	GPIII	May 86	ENEA	10 jour
BOBY	Saliou		EMP	GPIII	May 86	ENEA	10 jour
BOBARA	Almamy Mamady		ANIM	GPIII	May 86	ENEA	10 jour
BOBA	Salimata		ANIM	GPIII	May 86	ENEA	10 jour
BOBTHIAM	Moustapha		EMP	GPIII	May 86	ENEA	10 jour
BOBTALL	Magath		EMP	GPIII	May 86	ENEA	10 jour
BOBY	Abdourahmane		EMP	GPIII	May 86	ENEA	10 jour
BOIDIAYE	Birame		ANIM	GPIII	May 86	ENEA	10 jour
BOBTALL	Ndongo		ANIM	GPIII	May 86	ENEA	10 jour
BOBOW	Mohamed El Habib		EMP	GPIII	May 86	ENEA	10 jour
BOBADIANE	Cheikh		ANIM	GPIII	May 86	ENEA	10 jour
BOBUEYE	Fatoumata		ANIM	GPIII	May 86	ENEA	10 jour
BOBSECK	Massamba F.		ANIM	GPIII	May 86	ENEA	10 jour
BOBOIOUF	Saliou		ANIM	GPIII	May 86	ENEA	10 jour
BOBUEYE	Mamadou		ANIM	GPIII	May 86	ENEA	10 jour
BOBOW	Adama		EMP	GPIII	May 86	ENEA	10 jour
BOBDAO	Babacar		ANIM	GPIII	May 86	ENEA	10 jour
BOBONARE	Boubacar		ANIM	GPIII	May 86	ENEA	10 jour
BOBISS	Soulèye		ANIM	GPIII	May 86	ENEA	10 jour
BOBTALL	Cheikh		ANIM	GPIII	May 86	ENEA	10 jour
BOBSECK	Mame Seynabou		EMP	GPIII	May 86	ENEA	10 jour
BOBSEYBOU	Bintou		ANIM	GPIII	May 86	ENEA	10 jour
BOBIOF	Alioune		EMP	GPIII	May 86	ENEA	10 jour
BOBANTE	Soulèye		EMP	GPIII	May 86	ENEA	10 jour
BOBOMAR	Illal Kamar Ali		ANIM	GPIII	May 86	ENEA	10 jour
BOBTALL	Samba		EMP	GPIII	May 86	ENEA	10 jour
BOBBALLO	Alpha		EMP	GPIII	May 86	ENEA	10 jour
BOBIDIAYE	Alboury		EMP	GPIII	May 86	ENEA	10 jour
BOBBENGUE	Andalla		ANIM	GPIII	May 86	ENEA	10 jour
BOBAYE	Mouhamet		EMP	GPIII	May 86	ENEA	10 jour
BOBIOUF	Niokhobaye		ANIM	GPIII	May 86	ENEA	10 jour
BOBDW	Sérigne T.		ANIM	GPIII	May 86	ENEA	10 jour

File: MS Participants
 Report: Mar 86 MKT
 Selection: THEME equals MKT
 and DATE equals Mar 86

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
IGOM	Sonar	COOP	MKT	MKT	Mar 86	ENE	5 jours
KENGELOUN	Mouhamed Ezzedine	COOP	MKT	MKT	Mar 86	ENE	5 jours
BADIANE	Amadou Colly	COOP	MKT	MKT	Mar 86	ENE	5 jours
DIAYE	Babacar	COOP	MKT	MKT	Mar 86	ENE	5 jours
SY	Abdoulaye	COOP	MKT	MKT	Mar 86	ENE	5 jours
IGOM	Mamadou	COOP	MKT	MKT	Mar 86	ENE	5 jours
BAKHO	Bassirou	COOP	MKT	MKT	Mar 86	ENE	5 jours
SIGNATE	Diamé	COOP	MKT	MKT	Mar 86	ENE	5 jours
DIAGNE	Magnasse	COOP	MKT	MKT	Mar 86	ENE	5 jours
SENE	Massiga	COOP	MKT	MKT	Mar 86	ENE	5 jours
DIOP	Souleymane	COOP	MKT	MKT	Mar 86	ENE	5 jours
DALL	Mamadou Kara	COOP	MKT	MKT	Mar 86	ENE	5 jours
DAMARA	Oumar Ben Oumar	COOP	MKT	MKT	Mar 86	ENE	5 jours
DIOUR	Amakodou	COOP	MKT	MKT	Mar 86	ENE	5 jours
DNNE	Médiouf	COOP	MKT	MKT	Mar 86	ENE	5 jours

File: MS Participants

Report: MAR 86

Selection: THEME equals MAG

and DATE equals Mar 86

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
IOUF	Latyr	AMEN	AMEN	MAG	Mar 86	ENEA	1 jour
ALL	Fallou	AMEN	AMEN	MAG	Mar 86	ENEA	1 jour
MAMA	Amadou	AMEN	AMEN	MAG	Mar 86	ENEA	1 jour
DIAYE	Sérigne Hady	ANIM	ANIM	MAG	Mar 86	ENEA	1 jour
SONKO	Souahibou	PLAN	PLAN	MAG	Mar 86	ENEA	1 jour
AYE	Mouhamet	EMP	EMP	MAG	Mar 86	ENEA	1 jour
IOF	Alioune	EMP	EMP	MAG	Mar 86	ENEA	1 jour
IOUF	Thierno	STAT	STAT	MAG	Mar 86	ENEA	1 jour
AMARA	Mayacine	STAT	STAT	MAG	Mar 86	ENEA	1 jour

file: MS Participants

report: FEB 86

selection: THEME equals GESF

and DATE equals Feb 86

DOM	PRENOM	SERVICE POSTE	THEME	DATE	LIEU	DUREE
IALLO	Ciré	PGR	GESP	Feb 86	ENEA	5 jours
ALOUP	Alain	AMEN	GESP	Feb 86	ENEA	5 jours
ALOUP	Alain	AMEN	GESP	Feb 86	ENEA	5 jours
ISSE	El Hadj Daour	DEMP	GESP	Feb 86	ENEA	5 jours
OW	Norou	CA	GESP	Feb 86	ENEA	5 jours
UEYE	Mamadou	RA	GESP	Feb 86	ENEA	5 jours
IANE	Souleymane N.	BOM	GESP	Feb 86	ENEA	5 jours
IONNE	Moussa	AR.CER.DK	GESP	Feb 86	ENEA	5 jours
A	Amadou	SODEVA	GESP	Feb 86	ENEA	5 jours
HIDNE	Abdou Aziz	FDESO	GESP	Feb 86	ENEA	5 jours
ECK	Yeri	MPC/DP/DPR	GESP	Feb 86	ENEA	5 jours
IAL	Balla	MPC/DP/DPR	GESP	Feb 86	ENEA	5 jours
IENE	Mame N'Diobo	MDR/DAG/DAP	GESP	Feb 86	ENEA	5 jours
URE	Kadialiou	DAT/SED	GESP	Feb 86	ENEA	5 jours
OW	Diarra	DAT/SED	GESP	Feb 86	ENEA	5 jours
ONTEYE	Harouna I.	DAT/SED	GESP	Feb 86	ENEA	5 jours
DIA	Demba	SOMIVAC	GESP	Feb 86	ENEA	5 jours
EYE	Papa I.	FAPIS/EISNV	GESP	Feb 86	ENEA	5 jours
OP	Souleymane	I.R.EAUX ET.F	GESP	Feb 86	ENEA	5 jours
NDIAYE	Youssoupha	SAED	GESP	Feb 86	ENEA	5 jours
SAMB	Papa	SODAGRI	GESP	Feb 86	ENEA	5 jours
ABARET	Samba Laobé	Cher.indép	GESP	Feb 86	ENEA	5 jours
	Michel	FAPIS/EUSMV	GESP	Feb 86	ENEA	5 jours

Report: JAN 86

Selection: THEME equals FORM

and DATE equals Jan 86

DOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIYE	Bara		R APP	FORM	Jan 86	ENEA	5 jours
DOUR	Koumar		AMEN	FORM	Jan 86	ENEA	5 jours
DIALLO	Ciré		C. COOP	FORM	Jan 86	ENEA	5 jours
DIYE	Ibrahima		PLAN	FORM	Jan 86	ENEA	5 jours
DENE	Mansour		DECEN	FORM	Jan 86	ENEA	5 jours
DIAGNE	Assane		DECEN	FORM	Jan 86	ENEA	5 jours
DI	Marius		DECEN	FORM	Jan 86	ENEA	5 jours
DENGUE	Maguette		DECEN	FORM	Jan 86	ENEA	5 jours
DIOP	Moussa		PLAN	FORM	Jan 86	ENEA	5 jours
DOW	Aboubacar		PLAN	FORM	Jan 86	ENEA	5 jours
DIAYE	Momar		STAT	FORM	Jan 86	ENEA	5 jours
DADJ	Amadou		AMEN	FORM	Jan 86	ENEA	5 jours

Selection: THEME equals GPI

and DATE equals Oct 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
IAITE	Djime	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
OW	Maniang	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
me SY	Dumou Mbaye	MPC	DP/DPR	GPI	Oct 85	Thies	5 jours
JIGO	Cissé Ciré	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
ALL	Amadou	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
IEYE	Cheikh	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
AMARA	Demba	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
DIAYE	Momar	SE/CER	AR/CER	GPI	Oct 85	Thies	5 jours
CORREA	Vieux	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
AKH	Amadou Thiobane	MDS	S. Régional	GPI	Oct 85	Thies	5 jours
EBAYE	Cheikh	COOP	Diourbel	GPI	Oct 85	Thies	5 jours
ORAME	Dusmane	ES /CER	Chef CER	GPI	Oct 85	Thies	5 jours
LY	Alpha	ES /CER	AR/CER	GPI	Oct 85	Thies	5 jours
BOW	Amadou	ES /CER	Chef CER	GPI	Oct 85	Thies	5 jours
AMARA	Boubou	ES /CER	Chef CER	GPI	Oct 85	Thies	5 jours
FALL	Ndongo Maissa	MDS	GOPEC	GPI	Oct 85	Thies	5 jours
MARRY	Babacar	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
UEYE	Mamadou	SE/CER	AR/CER	GPI	Oct 85	Thies	5 jours
BENGUE	Thiaka	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
DOYE	Melle Maty	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
ALL	El Bachir	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
ALL	Amadou	SE/CER	AD/CER	GPI	Oct 85	Thies	5 jours
IALLO	Dumar	SE/CER	CER	GPI	Oct 85	Thies	5 jours
NINGUE	Issa	SE/CER	CER	GPI	Oct 85	Thies	5 jours
EITA	Sounta	SE/CER	CER	GPI	Oct 85	Thies	5 jours
AYE	Alioune	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
SISSOKHO	Dumar	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
IANG	Mamadou	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
FALL	Sidy Bara	MPC	DP/DPR	GPI	Oct 85	Thies	5 jours
Y	Boubou Séga	SE/CER	AD/CER	GPI	Oct 85	Thies	5 jours
NDONGO	Ibrahima	MPC	DP/DPR	GPI	Oct 85	Thies	5 jours
A	Amady	MPC	DP/DPR	GPI	Oct 85	Thies	5 jours
IEYE	Thierno	SE/CER	Chef CER	GPI	Oct 85	Thies	5 jours
DIENE	Moussa	SE/CER	AR/CER	GPI	Oct 85	Thies	5 jours

File: LT PARTICIPANTS
Report: Jul 85 PG
Selection: THEME equals PG
and DATE equals Jul 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
NDIAYE	Amadou Sarr	ENEA	COOP	PG	Jul 85	TTU	26 jour
CARVALHO	Léopold Louis	MDS	DAR	PG	Jul 85	TTU	26 jour
DIACK	Amadou	ENEA	RA	PG	Jul 85	TTU	26 jour

Report: Jul 85

Selection: THEME equals GP

and DATE equals Jul 85

NOM	FRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIAKHATE	Moctar	COOP	DOP	GP	Jul 85	TTU	26 jour
BECK	Mansour	COOP	Directeur	GP	Jul 85	TTU	26 jour
SADIO	Amadou	B.O.M	Président	GP	Jul 85	TTU	26 jour
FALL	Latsoukabé	S.A.E.D		GP	Jul 85	TTU	26 jour
DIAW	El Hadj	ITA		GP	Jul 85	TTU	26 jour
DIALLO	Pape Ciré	ENEA	COOP	GP	Jul 85	TTU	26 jour
SENE	Mansour	SE/CER	DF	GP	Jul 85	TTU	26 jour
DISSE	Abdourahmane	ENEA	COOP	GP	Jul 85	TTU	26 jour
SOW	Nourou	ENEA	ANIM	GP	Jul 85	TTU	26 jour
DIENG	Djibril Diego	MDS	GOPEC	GP	Jul 85	TTU	26 jour
BA	Oumar	ENEA	TC	GP	Jul 85	TTU	26 jour
DIOP	Abdoulaye	ENEA	FGR	GP	Jul 85	TTU	26 jour
BASSE	René	ENEA	COOP	GP	Jul 85	TTU	26 jour
SOW	Malick	MDR	CP	GP	Jul 85	TTU	26 jour
BEYDI	Youssouf	SE/CER	Secrétaire	GP	Jul 85	TTU	26 jour
DIOP	Abdoulaye	COOP	CRC	GP	Jul 85	TTU	26 jour

File: LT PARTICIPANTS
 Report: Jul 85 MKT
 Selection: THEME equals MKT
 and DATE equals Jul 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
NGOM	Baba	COOP	CGUCOMART	MKT	Jul 85	THIES	5 jours
GAYE	Demba	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDIAYE	Mamadou Issa	COOP	CG	MKT	Jul 85	THIES	5 jours
NIASS	Momar	COOP	DCOOP	MKT	Jul 85	THIES	5 jours
NDIAYE	Doudou	COOP	CGURCAP	MKT	Jul 85	THIES	5 jours
NDIAYE	Moussa	COOP	DAC	MKT	Jul 85	THIES	5 jours
GUEYE	Mamadou Bineta	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDIAYE	Massiga	COOP	DAC	MKT	Jul 85	THIES	5 jours
DIALLO	Djibril	COOP	CG	MKT	Jul 85	THIES	5 jours
GUEYE	Doubou	COOP	DAC	MKT	Jul 85	THIES	5 jours
DIAO	Mountaga	COOP	CG	MKT	Jul 85	THIES	5 jours
FAYE	Hame Birame	COOP	CRC	MKT	Jul 85	THIES	5 jours
SARR	Babacar	COOP	CRC	MKT	Jul 85	THIES	5 jours
THIAN	Amath	COOP	S. Régiona	MKT	Jul 85	THIES	5 jours
DIARRATE	Moctar	COOP	CRC	MKT	Jul 85	THIES	5 jours
SECK	El Hadji Momar	COOP	CG	MKT	Jul 85	THIES	5 jours
GAYE	Ibrahima	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDIAYE	Daouda	COOP	CRC	MKT	Jul 85	THIES	5 jours
AIDARA	Mawdo	COOP	DAC	MKT	Jul 85	THIES	5 jours
GUEYE	Cheikh. A. Fidiane	COOP	CRC	MKT	Jul 85	THIES	5 jours
BEYE	Moussa	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDONG	Babou	COOP	CRC	MKT	Jul 85	THIES	5 jours
SOW	Babacar	COOP	DAC	MKT	Jul 85	THIES	5 jours
DIARRA	Thié	COOP	CG	MKT	Jul 85	THIES	5 jours
DIOP	Abdoulaye	COOP	CRC	MKT	Jul 85	THIES	5 jours

File: LT PARTICIPANTS

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Report: JUL 85 GPI

Selection: THEME equals GPI

and DATE equals Jul 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
MAR	Dame	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
SYLLA	Babacar	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
NDIAYE	Momar	MPC	DP/DPR	GPI	Jul 85	St.Louis/Louga	5 jours
MBAYE	Babacar	MPC	DP/DPR	GPI	Jul 85	St.Louis/Louga	5 jours
THIAM	Amath	COOP	S.Régiona	GPI	Jul 85	St.Louis/Louga	5 jours
FAYE	Adama	MHY		GPI	Jul 85	St.Louis/Louga	5 jours
DIALLO	Thierno Ousman	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
DIOP	Amadou Diakha	COOP	S.Régiona	GPI	Jul 85	St.Louis/Louga	5 jours
AIDARA	Maodo	COOP	S.Régiona	GPI	Jul 85	St.Louis/Louga	5 jours
DIOP	Tafsir Malick	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
SARR	Amadou Fall	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
SECK	Ismaila	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
DIOP	Amadou B.	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
KONE	Moctar	SE/CER	AR/CER	GPI	Jul 85	St.Louis/Louga	5 jours
FALL	Abou	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
BA	Amadou Fadel	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
SAW	Malick	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
BA	Mohamed El BA.	SE/CER	CER	GPI	Jul 85	St.Louis/Louga	5 jours
SAW	Boubacar	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
DIOUR	Moustapha	SE/CER	CER	GPI	Jul 85	St.Louis/Louga	5 jours
NDIAYE	Souléymane	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
BARRO	Amadou	MDS	GOPEC	GPI	Jul 85	STLOUIS/LOUGA	5 jours
KARE	Ndiang	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
DIOP	Amadou Samba	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
SECK	Moctar	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
CISSE	Babou	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
CISSE	Abdourahmane	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
KANTE	Moussa M.	SE/CER	AR/CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
DIALLO	Papa Fodé	SE/CER	AR/CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
SARR	Henry	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
CISSE	Amadou	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
GAYE	Mody	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
BA	Djibril	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
BA	Moustapha	SE/CER	AD/CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
NIANE	Alicoune B.			GPI	Jul 85	STLOUIS/LOUGA	5 jours
GAYE	Atmane	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
GUYENE	Demba	COOP	S.Régiona	GPI	Jul 85	STLOUIS/LOUGA	5 jours

Report: JUN 85

Selection: THEME equals GP11
and DATE equals Jun 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIOP	Abdoulaye	ENEA	PGR	GP11	Jun 85	ENEA	4 jours
NDIAYE	Birame		ANIM	GP11	Jun 85	ENEA	4 jours
DIOUF	Nickhobaye		ANIM	GP11	Jun 85	ENEA	4 jours
SECK	Massamba		ANIM	GP11	Jun 85	ENEA	4 jours
LO	Ismaila		ANIM	GP11	Jun 85	ENEA	4 jours
NDIAYE	Sérigne Hady		ANIM	GP11	Jun 85	ENEA	4 jours
MARA	Amady Almamy		ANIM	GP11	Jun 85	ENEA	4 jours
THIAW	Daouda Ndick		ANIM	GP11	Jun 85	ENEA	4 jours
NDAO	Babacar		ANIM	GP11	Jun 85	ENEA	4 jours
FALL	Ndongo		ANIM	GP11	Jun 85	ENEA	4 jours
BADIANE	Cheikh		ANIM	GP11	Jun 85	ENEA	4 jours
GUEYE	Mamadou		ANIM	GP11	Jun 85	ENEA	4 jours
DIA	Hamadou		ANIM	GP11	Jun 85	ENEA	4 jours
MBENGUE	Andalla		ANIM	GP11	Jun 85	ENEA	4 jours
CISS	Souleye		ANIM	GP11	Jun 85	ENEA	4 jours
FALL	Cheikh		ANIM	GP11	Jun 85	ENEA	4 jours
KONARE	Boubacar F.		ANIM	GP11	Jun 85	ENEA	4 jours
ILLALFAMAR	Ag Oumar		ANIM	GP11	Jun 85	ENEA	4 jours
GUEYE	Fatoumata		ANIM	GP11	Jun 85	ENEA	4 jours
BA	Salimata		ANIM	GP11	Jun 85	ENEA	4 jours
DIOUF	Saliou		ANIM	GP11	Jun 85	ENEA	4 jours
DIAW	Sérigne Youba		ANIM	GP11	Jun 85	ENEA	4 jours
SEYDOU	Binta		ANIM	GP11	Jun 85	ENEA	4 jours
SANGO	Oumar		ANIM	GP11	Jun 85	ENEA	4 jours
THIAM	Moustapha		EMP	GP11	Jun 85	ENEA	4 jours
SOW	Adama		EMP	GP11	Jun 85	ENEA	4 jours
DIOP	Alioune		EMP	GP11	Jun 85	ENEA	4 jours
SECK	Mame Seynabou		EMP	GP11	Jun 85	ENEA	4 jours
DIOP	Bassirou		EMP	GP11	Jun 85	ENEA	4 jours
GAYE	Mohamet		EMP	GP11	Jun 85	ENEA	4 jours
NDIAYE	Alboury		EMP	GP11	Jun 85	ENEA	4 jours
BA	Demba		EMP	GP11	Jun 85	ENEA	4 jours
SOW	Mohamed Elh		EMP	GP11	Jun 85	ENEA	4 jours
GBAGUIDI	Rutin S.G		EMP	GP11	Jun 85	ENEA	4 jours
LY	Abdourahmane		EMP	GP11	Jun 85	ENEA	4 jours
DJITTE	Gora		EMP	GP11	Jun 85	ENEA	4 jours
LY	Saliou		EMP	GP11	Jun 85	ENEA	4 jours
TALL	Samba		EMP	GP11	Jun 85	ENEA	4 jours
NDIAYE	Seydina Oumar		EMP	GP11	Jun 85	ENEA	4 jours
KANTE	Souleye		EMP	GP11	Jun 85	ENEA	4 jours
FALL	Maguette		EMP	GP11	Jun 85	ENEA	4 jours
MBALLO	Alpha		EMP	GP11	Jun 85	ENEA	4 jours

Report: MAY 85

Selection: THEME equals GPI

and DATE equals May 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
KONATE	Alfred	MDR	CER	GPI	May 85	TAMBACOUNDA	5 jours
GUEYE	Mamadou	MDR	S. Régional	GPI	May 85	TAMBACOUNDA	5 jours
DIOP	Cheikh Tidiane	COOP	CER	GPI	May 85	TAMBACOUNDA	5 jours
KHOUMA	Khady		CER	GPI	May 85	TAMBACOUNDA	5 jours
SANE	Lansana		CER	GPI	May 85	TAMBACOUNDA	5 jours
BA	Mamadou		CER	GPI	May 85	TAMBACOUNDA	5 jours
DIENG	Baba	MPC	DP/DPR	GPI	May 85	TAMBACOUNDA	5 jours
DIEYE	Saliou		CER	GPI	May 85	TAMBACOUNDA	5 jours
LAN	Oumou		CER	GPI	May 85	TAMBACOUNDA	5 jours
NDOYE	Amadou Mansour	MDR	CER	GPI	May 85	TAMBACOUNDA	5 jours
DIOP	Ibrahima		CER	GPI	May 85	TAMBACOUNDA	5 jours
FAYE	Njew Nouma	MDS	S. Départ	GPI	May 85	TAMBACOUNDA	5 jours
SOW	Amadou	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
DIA	Arona	COOP	MAKA	GPI	May 85	TAMBACOUNDA	5 jours
DANFAKHA	Sadio	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
NDAW	Moustapha	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
MBODJ	Abdoulaye			GPI	May 85	TAMBACOUNDA	5 jours
KABA	Mamady	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
NDOUR	Diodj	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
DIOUF	Niamounatou		CER	GPI	May 85	TAMBACOUNDA	5 jours
NDJIN	Mamadou	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
AIDARA	Moulaye	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
SARR	Sekhna		CER	GPI	May 85	TAMBACOUNDA	5 jours
DIOUF	Ngor	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
NGOM	Daouda	SE/CER	Chef CER	GPI	May 85	TAMBACOUNDA	5 jours
GUISSE	Bineta		CER	GPI	May 85	TAMBACOUNDA	5 jours

Report: APR 85

Selection: THEME equals GPI

and DATE equals Apr 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
COLY	Mamadou	MDS		GPI	Apr 85	ZING/KOLDA	5 jours
GUEYE	Saliou	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
SAGNA	Louis	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
BOCOUM	Kadji		CER	GPI	Apr 85	ZING/KOLDA	5 jours
BA	Mamadou		CER	GPI	Apr 85	ZING/KOLDA	5 jours
GUEYE	Aminata		CER	GPI	Apr 85	ZING/KOLDA	5 jours
NDAO	Aminata		CER	GPI	Apr 85	ZING/KOLDA	5 jours
ANE	Seynabou		CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIENG	Boubacar	SE/CER	AD/CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIEDIOU	Ousseynou	SE/CER	AD/CER	GPI	Apr 85	ZING/KOLDA	5 jours
FALL	Fatou		CER	GPI	Apr 85	ZING/KOLDA	5 jours
IRADIAN	Mamadou			GPI	Apr 85	ZING/KOLDA	5 jours
CAMARA	Mamadou Lamine			GPI	Apr 85	ZING/KOLDA	5 jours
DRAME	Rahim			GPI	Apr 85	ZING/KOLDA	5 jours
TRAORE	Bounahima		CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIOP	Ndèye Bineta		CER	GPI	Apr 85	ZING/KOLDA	5 jours
GASSAMA	Sékou	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
SANE	Abdou	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
BADIANE	Malamine		CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIAD	Maida		CER	GPI	Apr 85	ZING/KOLDA	5 jours
NDIONE	Juliette		CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIEDHIOU	Ousseynou	SE/CER	AD/CER	GPI	Apr 85	ZING/KOLDA	5 jours
SIDIBE	Mamadou	MDS	GOPEC	GPI	Apr 85	ZING/KOLDA	5 jours
DANIFF	Samy	SE/CER	AD/CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIOP	Abdoulaye	COOP	CRC	GPI	Apr 85	ZING/KOLDA	5 jours
GOMEZ	Thomas	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
CAMARA	Seynabou		CER	GPI	Apr 85	ZING/KOLDA	5 jours
FALL	Mor	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
SANE	Ibou	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIEYE	Bigué		CER	GPI	Apr 85	ZING/KOLDA	5 jours
BALDE	Sandigui	SE/CER	AR/CER	GPI	Apr 85	ZING/KOLDA	5 jours
GAND	Ibrahima	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
BA	Ousmane	Stat.		GPI	Apr 85	ZING/KOLDA	5 jours
NGOM	Khady		CER	GPI	Apr 85	ZING/KOLDA	5 jours
SECK	Mame Coumba		CER	GPI	Apr 85	ZING/KOLDA	5 jours
BODIAN	Samsidine	SE/CER	Chef CER	GPI	Apr 85	ZING/KOLDA	5 jours
DIOUM	Matouré	SE/CER	AR/CER	GPI	Apr 85	ZING/KOLDA	5 jours

Report: APR 85 TR

Selection: THEME equals TR

and DATE equals Apr 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIDP	Abdoulaye	ENEA	PGR	TR	Apr 85	ENEA	5 jours
NDIAYE	Birame		ANIM	TR	Apr 85	ENEA	5 jours
DIOUF	Niokhobaye		ANIM	TR	Apr 85	ENEA	5 jours
SECK	Massamba		ANIM	TR	Apr 85	ENEA	5 jours
LO	Ismaila		ANIM	TR	Apr 85	ENEA	5 jours
NDIAYE	Sérigne Hady		ANIM	TR	Apr 85	ENEA	5 jours
MARA	Amady Almamy		ANIM	TR	Apr 85	ENEA	5 jours
THIAW	Daouda Ndick		ANIM	TR	Apr 85	ENEA	5 jours
NDAO	Babacar		ANIM	TR	Apr 85	ENEA	5 jours
FALL	Ndongo		ANIM	TR	Apr 85	ENEA	5 jours
BADIANE	Cheikh		ANIM	TR	Apr 85	ENEA	5 jours
GUEYE	Mamadou		ANIM	TR	Apr 85	ENEA	5 jours
DIA	Mamadou		ANIM	TR	Apr 85	ENEA	5 jours
MBENGUE	Andalla		ANIM	TR	Apr 85	ENEA	5 jours
CISS	Souléye		ANIM	TR	Apr 85	ENEA	5 jours
FALL	Cheikh		ANIM	TR	Apr 85	ENEA	5 jours
KONARE	Boubacar F.		ANIM	TR	Apr 85	ENEA	5 jours
ILLALKAMAR	Ag Oumar		ANIM	TR	Apr 85	ENEA	5 jours
GUEYE	Fatoumata		ANIM	TR	Apr 85	ENEA	5 jours
BA	Salimata		ANIM	TR	Apr 85	ENEA	5 jours
DIOUF	Saliou		ANIM	TR	Apr 85	ENEA	5 jours
DIAW	Sérigne Touba		ANIM	TR	Apr 85	ENEA	5 jours
SEYBOU	Binta		ANIM	TR	Apr 85	ENEA	5 jours
SANGO	Oumar		ANIM	TR	Apr 85	ENEA	5 jours

File: It PARTICIPANTS

Report: MAR 85 MKT

Selection: THEME equals MKT

and DATE equals Mar 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DJALLO	Pape Ciré	ENEAA	COOP	MKT	Mar 85	ENEAA	5 jours
NDIAYE	Amadou Sarr	ENEAA	COOP	MKT	Mar 85	ENEAA	5 jours
SENE	Mansour	SE/CER	DF	MKT	Mar 85	ENEAA	5 jours
BEYE	Pape	ENEAA	PLAN	MKT	Mar 85	ENEAA	5 jours
BA	Cheikh	ENEAA	EMP	MKT	Mar 85	ENEAA	5 jours
DIOUF	Waly	ENEAA	EMP	MKT	Mar 85	ENEAA	5 jours
DIACK	Amadou	ENEAA	RA	MKT	Mar 85	ENEAA	5 jours
CISSE	Abdourahmane	ENEAA	COOP	MKT	Mar 85	ENEAA	5 jours
SOW	Nourou	ENEAA	ANIM	MKT	Mar 85	ENEAA	5 jours
DIENG	Djibril Diego	MDS	GOPEC	MKT	Mar 85	ENEAA	5 jours
FALL	Mandaw	MDS	GOPEC	MKT	Mar 85	ENEAA	5 jours
BA	Oumar	ENEAA	TC	MKT	Mar 85	ENEAA	5 jours
NDIAYE	Ablaye "Franky"	COOP	COOP	MKT	Mar 85	ENEAA	5 jours
KEITA	Alioune Badara	COOP	COOP	MKT	Mar 85	ENEAA	5 jours
DIOP	Ndary	SE/CER		MKT	Mar 85	ENEAA	5 jours
DIOP	Abdoulave	ENEAA	PGR	MKT	Mar 85	ENEAA	5 jours
LY	Souleymane	MPC	DF/DPR	MKT	Mar 85	ENEAA	5 jours
FALL	Ibrahima	MDS	DDC	MKT	Mar 85	ENEAA	5 jours
BASSE	René	ENEAA	COOP	MKT	Mar 85	ENEAA	5 jours
FAYE	Abdoul Wahab	COOP	MBACKE	MKT	Mar 85	ENEAA	5 jours
NDIAYE	Mbaye Ndiaye	MDS		MKT	Mar 85	ENEAA	5 jours
NDONG	Babou	COOP		MKT	Mar 85	ENEAA	5 jours

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File: 1t PARTICIPANTS
 Report: MAR 85
 Selection: THEME equals GPI
 and DATE equals Mar 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIOUF	Amacodou		COOP	GPI	Mar 85	ENEA	11 jours
CAMARA	Oumar Ben Oumar		COOP	GPI	Mar 85	ENEA	11 jours
DIOP	Souleymane		COOP	GPI	Mar 85	ENEA	11 jours
NGOM	Mamadou		COOP	GPI	Mar 85	ENEA	11 jours
BADIANE	Mamadou Coly		COOP	GPI	Mar 85	ENEA	11 jours
SALL	Mamadou Kara		COOP	GPI	Mar 85	ENEA	11 jours
NDIAYE	Babacar		COOP	GPI	Mar 85	ENEA	11 jours
NGOM	Sonar		COOP	GPI	Mar 85	ENEA	11 jours
DIAGNE	Manias		COOP	GPI	Mar 85	ENEA	11 jours
SIGNATE	Diame		COOP	GPI	Mar 85	ENEA	11 jours
SENE	Massiga		COOP	GPI	Mar 85	ENEA	11 jours
SY	Abdoulaye		COOP	GPI	Mar 85	ENEA	11 jours
BENGELOUNE	Mohamed Azdine		COOP	GPI	Mar 85	ENEA	11 jours
SAKHO	Bassirou		COOP	GPI	Mar 85	ENEA	11 jours
ANNE	Mediouf		COOP	GPI	Mar 85	ENEA	11 jours

Report: FEB 85

Selection: THEME equals GPI

and DATE equals Feb 85

NOM	FRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIOP	Ndary	SE/CER		GPI	Feb 85	KAOLACK/FATIC	5 jours
BA	Tidiane	SE/CER	AD/CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
SIDIBE	Amadou	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
DIOUF	Mamadou	SE/CER		GPI	Feb 85	KAOLACK/FATIC	5 jours
DIOUF	Madiouf			GPI	Feb 85	KAOLACK/FATIC	5 jours
ALFRED	Assane	SE/CER	AD/CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
NDIAYE	Alioune	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
DIAKHABY	Oumar	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
FAYE	Birame	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
NIANG	Modiène	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
NDIAYE	Abdou			GPI	Feb 85	KAOLACK/FATIC	5 jours
MBODJ	Abdoul Aziz	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
NDOUR	Léon	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
NDIAYE	Abdou	SE/CER	CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
DIEYE	Papa Souleye	SE/CER	AD/CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
DIALLO	Alioune	SE/CER	AR/CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
SY	Séga	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
SEYDI	Youssouf	SE/CER	Secrétaire	GPI	Feb 85	KAOLACK/FATIC	5 jours
DIAME	Ansou	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
DIAGNE	Ndiaga	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
MANGA	Karim	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
DIENG	Babacar	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
THIAO	Adama	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
NDIAYE	Mawade	MPC	DP/DPH	GPI	Feb 85	KAOLACK/FATIC	5 jours
SALL	Papa Gamou	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
GNINGUE	Ndongo	SE/CER	Chef CER	GPI	Feb 85	KAOLACK/FATIC	5 jours
SY	Amadou	SE/CER	AD/CER	GPI	Feb 85	KAOLACK/FATIC	5 jours

File: 1t PARTICIPANTS
 Report: SEP 84
 Selection: THEME equals FORM
 and DATE equals Sep 84

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
BADIANE	Alioune	DAT		FORM	Sep 84	ENEAE	3 jours
MBENGUE	Gabriel	DAT		FORM	Sep 84	ENEAE	3 jours
DIALLO	Pape Ciré	ENEAE	COOP	FORM	Sep 84	ENEAE	3 jours
NDIAYE	Ndiappe	ENEAE	STAT	FORM	Sep 84	ENEAE	3 jours
NGOM	Baba	COOP	THIES	FORM	Sep 84	ENEAE	3 jours
DIARRA	Thié	COOP	CG	FORM	Sep 84	ENEAE	3 jours
NDIAYE	Amadou Sarr	ENEAE	COOP	FORM	Sep 84	ENEAE	3 jours
SENE	Mansour	SE/CER	DF	FORM	Sep 84	ENEAE	3 jours
MBENGUE	Maguéye	SE/CER	DF	FORM	Sep 84	ENEAE	3 jours
BEYE	Pape	ENEAE	PLAN	FORM	Sep 84	ENEAE	3 jours
GOUDIABY	Bara	ENEAE	EMP	FORM	Sep 84	ENEAE	3 jours
CISSE	Daour	ENEAE	EMP	FORM	Sep 84	ENEAE	3 jours
DIOF	Mariéme	ENEAE	ANIM	FORM	Sep 84	ENEAE	3 jours
FAYE	Mamour Alioune	MDS	DAR	FORM	Sep 84	ENEAE	3 jours
BA	Cheikh	ENEAE	EMP	FORM	Sep 84	ENEAE	3 jours
DIOUF	Waly	ENEAE	EMP	FORM	Sep 84	ENEAE	3 jours
CARVALHO	Léopold Louis	MDS	DAR	FORM	Sep 84	ENEAE	3 jours
DIACK	Amadou	ENEAE	RA	FORM	Sep 84	ENEAE	3 jours
DIAGNE	Abdoulaye	COOP	COOP	FORM	Sep 84	ENEAE	3 jours
CISSE	Abdourahmane	ENEAE	COOP	FORM	Sep 84	ENEAE	3 jours

File: 1t PARTICIPANTS
 Report: JUL 84 GP
 Selection: THEME equals GP
 and DATE equals Jul 84

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
GOUDIABY	Bara	ENEA	EMP	GP	Jul 84	TTU	26 jours
BA	Cheikh	ENEA	EMP	GP	Jul 84	TTU	26 jours
TOURE	Aissatou	SODEVA		GP	Jul 84	TTU	26 jours
AGNE	Attoumane	SODEVA		GP	Jul 84	TTU	26 jours
DIALLO	Mamadou	SODEVA	DEF	GP	Jul 84	TTU	26 jours
BA	Salif	MDS	KOLDA	GP	Jul 84	TTU	26 jours

File: It PARTICIPANTS
 Report: JUL 84
 Selection: THEME equals GPI
 and DATE equals Jul 84

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
NDIAYE	Birame	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
DIOUF	Niokhobaye	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
SECK	Massamba	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
LO	Ismaila	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
NDIAYE	sérigne Hady	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
MARA	Mamady Almamy	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
THIAW	Daouda Ndick	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
NDAO	Babacar	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
FALL	Ndongo	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
BADIANE	Cheikh	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
GUEYE	Mamadou	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
DIA	Mamadou	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
MBENGUE	Andalla	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
CISS	Soulèye	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
FALL	Cheikh	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
KONARE	Boubacar F.	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
ILLALKAMAR	Ag Oumar	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
GUEYE	Fatoumata	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
BA	Salimata	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
DIOUF	Saliou	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
DIAM	Sérigne Touba	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
SEYBOU	Binta	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
SANGO	Oumar	ANIM	GPI	GPI	Jul 84	ENEA	7 jours
THIAM	Moustapha	EMP	GPI	GPI	Jul 84	ENEA	7 jours
SOW	Adama	EMP	GPI	GPI	Jul 84	ENEA	7 jours
DIOP	Alioune	EMP	GPI	GPI	Jul 84	ENEA	7 jours
SECK	Mame Seynabou	EMP	GPI	GPI	Jul 84	ENEA	7 jours
DIOP	Bassirou	EMP	GPI	GPI	Jul 84	ENEA	7 jours
GAYE	Mohamet	EMP	GPI	GPI	Jul 84	ENEA	7 jours
NDIAYE	Alboury	EMP	GPI	GPI	Jul 84	ENEA	7 jours
BA	Demba	EMP	GPI	GPI	Jul 84	ENEA	7 jours
SOW	Mohamed Elh	EMP	GPI	GPI	Jul 84	ENEA	7 jours
GBAGUIDI	Rufin S.G	EMP	GPI	GPI	Jul 84	ENEA	7 jours
LY	Abdourakhmane	EMP	GPI	GPI	Jul 84	ENEA	7 jours
DJITTE	Gora	EMP	GPI	GPI	Jul 84	ENEA	7 jours
LY	Salidou	EMP	GPI	GPI	Jul 84	ENEA	7 jours
TALL	Samba	EMP	GPI	GPI	Jul 84	ENEA	7 jours
NDIAYE	Seydina Oumar	EMP	GPI	GPI	Jul 84	ENEA	7 jours
KANTE	Soulèye	EMP	GPI	GPI	Jul 84	ENEA	7 jours
FALL	Maguette	EMP	GPI	GPI	Jul 84	ENEA	7 jours
MBALLO	Alpha	EMP	GPI	GPI	Jul 84	ENEA	7 jours
TAMINI	Pascaline	TC	GPI	GPI	Jul 84	ENEA	7 jours
DIOUF	Latyr	TC	GPI	GPI	Jul 84	ENEA	5 jours
SALEH	Mohamet Malloum	TC	GPI	GPI	Jul 84	ENEA	5 jours
MBODJ	Abdoul Aziz	TC	GPI	GPI	Jul 84	ENEA	5 jours
DIA	Arona	TC	GPI	GPI	Jul 84	ENEA	5 jours
SARR	Moustapha	TC	GPI	GPI	Jul 84	ENEA	5 jours
KONE	Seydou	TC	GPI	GPI	Jul 84	ENEA	5 jours

File: 1t PARTICIPANTS
 Report: JUL 84
 Selection: THEME equals GPI
 and DATE equals Jul 84

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
BOINA	Aby Nzé		TC	GPI	Jul 84	ENEA	5 jours
SECK	Papa Madiaw		TC	GPI	Jul 84	ENEA	5 jours
DIALLO	Papa Féliou		TC	GPI	Jul 84	ENEA	5 jours
SAO	Male		TC	GPI	Jul 84	ENEA	5 jours
BASSE	Adama		TC	GPI	Jul 84	ENEA	5 jours
SONKO	Chouaibou		TC	GPI	Jul 84	ENEA	5 jours
BA	Mamour Ousmane		TC	GPI	Jul 84	ENEA	5 jours
HAMA	Amadou		TC	GPI	Jul 84	ENEA	5 jours
SAMB	Massaer		TC	GPI	Jul 84	ENEA	5 jours
HANNE	Samba		TC	GPI	Jul 84	ENEA	5 jours
GOMBO	Brahim		TC	GPI	Jul 84	ENEA	5 jours
NDIAYE	Mbaye Diouf		TC	GPI	Jul 84	ENEA	5 jours
TINERA	Aly Sada		TC	GPI	Jul 84	ENEA	5 jours
FALL	Fallou		TC	GPI	Jul 84	ENEA	5 jours
FAYE	Maimouna		TC	GPI	Jul 84	ENEA	5 jours
SEYE	NDdiankou		TC	GPI	Jul 84	ENEA	5 jours
KOULDJIM	Ndem Belendé		TC	GPI	Jul 84	ENEA	5 jours
MBODJ	Assane		TC	GPI	Jul 84	ENEA	5 jours
SARR	Pierre		TC	GPI	Jul 84	ENEA	5 jours
SECK	Papa Diadji		TC	GPI	Jul 84	ENEA	5 jours
NDIAYE	Yoro Diaw		TC	GPI	Jul 84	ENEA	5 jours
GAYE	Abdoulaye Diop		TC	GPI	Jul 84	ENEA	5 jours
DIOF	Kadissatou		TC	GPI	Jul 84	ENEA	5 jours
CISSOKHO	Lamine		TC	GPI	Jul 84	ENEA	5 jours
DIAGNE	Noctar		TC	GPI	Jul 84	ENEA	5 jours
DIAKHITE	Youssoupha		TC	GPI	Jul 84	ENEA	5 jours

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File: It PARTICIPANTS

Report: JUL 84

Selection: THEME equals PG

and DATE equals Jul 84

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
BEYE	Pape	ENEA	PLAN	PG	Jul 84	TTU	26 jours
CISSE	Daour	ENEA	EMP	PG	Jul 84	TTU	26 jours
DIOUF	Waly	ENEA	EMP	PG	Jul 84	TTU	26 jours

File: It PARTICIPANTS

Report: JUN 84 GPI

Page 3

Selection: THEME equals GPI
and DATE equals Jun 84

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIOP	Abdoulaye	ENEA	PGR	GPI	Jun 84	ENEA	5 jours
LY	Souleymane	MPC	DP/DPR	GPI	Jun 84	ENEA	5 jours
CISSE	Papa	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
MBENGUE	Massamba	MPC	DP.DRH	GPI	Jun 84	ENEA	11 jour
NDIAYE	Mlle Mariama	MPC	DP/DEPS	GPI	Jun 84	ENEA	11 jour
SECK	Waly	MPC	DP/DEPS	GPI	Jun 84	ENEA	11 jour
DIENG	Mor Fall	MPC	DP/DFG	GPI	Jun 84	ENEA	11 jour
SIGNATE	Bacary	MPC	DC	GPI	Jun 84	ENEA	11 jour
DIATTA	Pierre	MPC	DC	GPI	Jun 84	ENEA	11 jour
SAGNE	Assane	MPC	DP/DFP	GPI	Jun 84	ENEA	11 jour
Mme DIENG	Maquette Fall	MPC	DP/DFP	GPI	Jun 84	ENEA	11 jour
TRAORE	Mlle Rokhaya	MPC	DP/DFR	GPI	Jun 84	ENEA	11 jour
KA	Madiop	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
SARR	Tidiane dit Papa	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
KEBE	Gallo	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
NDIAYE	Doudou	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
THIAM	Soyebou	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
SARR	Gabriel	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
NIANG	Demba	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
BA	Mamadou Mareme	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
SOW	Malick	MDR	CP	GPI	Jun 84	ENEA	11 jour

TEXAS TECH UNIVERSITY

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ANNEX B

PROGRAMME DE FORMATION EN GESTION RURALE

E.N.E.A. PROJET DE GESTION RURALE
PROJET U.S.A.I.D. NO 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE

CENTRE INTERNATIONAL DES ETUDES
APPLIQUEES DU DEVELOPPEMENT
(C.A.I.D.S)

ANNEX B

- 1 - Cours en gestion de projet
- 2 - Cours en marketing
- 3 - Cours de méthodologie
- 4 - Education non-formelle
- 5 - Formation en informatique

E.N.E.A. PROJET GESTION RURALE
 ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

STAGE EN GESTION DE PROJET

MODULE I: INTRODUCTION A LA GESTION DES PROJETS

1er jour

1. Introduction
2. Une simulation: l'identification d'un programme de développement:
 "Le Cas du Budget de la Communauté Rurale de Dimbele".
3. Document : Comprendre les Projets et le Cycle d'un Projet.
 Processus de décision organisationnel.

2ème jour

1. La perspective Economique, Financière et Sociale dans l'Identification d'un projet.
 Etude de cas : "Le Projet Maraicher de Soré".
2. Document : Les erreurs de type I et II dans l'Identification d'un projet.
- 3 A lire : Outil de Trois Premières Etapes: Le Cadre Logique.

3ème jour

1. Exercice : Le Cadre Logique
2. Elaboration d'un Projet en utilisant le Cadre Logique:
 Etude de cas : "Le Projet Rizicole de la Communauté Rurale de Xiif".

4ème jour

1. Exécution d'un Projet - La prise de Décision.
2. Corbeille des Affaires à Examiner: "Le Projet d'Aménagement du Ranch
 Communautaire de Leegi Leegi".
3. Le rôle du Manager de projet.
4. Une simulation: "Le Projet d'Elevage de Volaille de Keur Free".
5. Document : Options en Matière d'Orgnaisation pour la Gestion des Projets.

5ème jour

1. Evaluation d'un Projet.
2. "Evaluation du Projet de Développement Rural Intégré de Bé Sube".

6ème jour

1. Révision
2. Evaluation

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

STAGE EN GESTION DE PROJET

MODULE II: LA GESTION FINANCIERE

1er jour

1. L'Analyse Financière -- Première Partie:
Introduction à l'Actualisation.
2. L'Analyse Financière -- Deuxième Partie:
Le Calcul de la Valeur Nette Actualisée.

2ème jour

1. L'Analyse Financière -- Troisième Partie:
L'Identification des Bénéfices et Coûts de Projet.
2. Les Etudes de Cas:
 - a. "Le Projet Maraîcher de Baw Nann".
 - b. "Le Projet d'Elevage de Leegi Leegi".
3. Les Etudes de Cas (suite).

3ème jour

1. Synthèse sur l'Analyse Financière.
2. Le Seuil de Rentabilité: "Le Cas du Projet Fruitier".

4ème jour

1. Le Modèle de Transport: "Le Cas de la Coopérative".
2. Document: L'Etude du Marché
3. L'Etude de Cas: "Le Cas du Magasin de Consommation".

5ème jour

1. La Synthèse: Modèle de Transport, Seuil de Rentabilité, et Etude du Marché: "Le Cas du Projet de Baw Nann".
2. L'Analyse de L'Efficacité des Coûts: "Le cas du Projet d'Alphabétisation de la Région de Gilli-Jande".

E.N.E.A. PROJET GESTION RURALE
 ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

GESTION DE PROJET III

MODULE III: LA COMMUNICATION

Programme

1er jour (Matin)

I. Thème général: Le Message.

Objectif: Dans le cadre d'un projet ou programme de développement, connaître des techniques d'analyse des composantes communicatives pour pouvoir formuler la meilleure stratégie d'exécution.

1. Introduction au concept de la communication sociale.
2. La situation et l'acte communicatives. Les éléments de la communication.
3. L'étude de cas: "Le planning familial au Sunuker."

(Soir)

II. Thème: Communication et Gestion.

Objectif: Pouvoir analyser les caractéristiques de la gestion des structures ou groupements sénégalais du point de vue de leur fonctionnement communicatif.

4. Les fonctions communicatives de management. Comment s'appliquent-elles au milieu sénégalais?
5. Des systèmes de communication" ouvert, fermé, le feedback positif et négatif. Exemples.
6. Exercice: Caractériser quelques (sous-) systèmes de communication: un village; un établissement de formation; un Ministère; une famille....

2ème jour (Matin)

III. Thème: Travail en Groupe.

Objectif: Comprendre la dynamique de la participation multiple; examiner le rôle de la communication dans la motivation des individus.

1. Le processus de réunion. Provoquer la participation.
2. Leadership, motivation, et style de gestion.
3. Simulation: "La Division des Etudes et Programmes."
4. Exercice: "Test de l'Efficacité du Groupe de Travail."

(Soir)

IV. Thème: Change et conflict dans la société moderne: un problème de communication.

Objectif: Connaître une méthode d'approche aux différences entre groupes sociaux.

5. Les groupes dans la société: leurs caractéristiques structurelles et interactionnelles. L'impact de ces caractéristiques sur les phénomènes de changement socioéconomique.
6. Un groupe problématique: les femmes.
7. Etude de cas: "Le cas de Daba Kebe."

3ème jour

V. Thème: La Communication Inter-personnelle.

Objectif: Qu'est-ce qui est nécessaire dans mon comportement verbal pour éliciter d'une autre personne un comportement verbal qui est raisonnablement consistant et acceptable à nous deux?

1. Le problème des pronoms et autres questions linguistiques. Exercice: "Langue et signification."
2. La communication efficace: quelques clefs.
3. Exercices pour améliorer votre contrôle des signifiants:
 - (a) "Inventaire des Capacités Communicatives de Management;"
 - (b) "Questionnaire sur la Créativité;"
 - (c) "Questionnaire sur l'Orientaton du Temps."

4ème jour (Matin)

VI. Thème: La Communication entre Partenaires au Développement.

75

Objectif: Comprendre la procédure d'obtenir du financement (de communiquer d'une manière satisfaisante entre paysans, bailleurs de fonds, et agents de l'Etat).

1. Introduction aux ONGs du Sénégal: l'AFRICARE et le CCF.
2. Présentation des Guides des Sources de Financement des Projets Locaux de Développement au Sénégal.
3. Simulation: "L'utilisation des Guides."

(Soir)

VII. Thème: La Communication dans l'Administration du Développement.

Objectif: Préparer les cadres du développement rural pour les problèmes de l'organisation et du fonctionnement de la communication dans les structures de l'administration.

4. Les cadres moyens dans les régions du Sénégal - perceptions de rôle, caractéristiques, activités actuelles, transmission des informations.
Document: extrait du Rapport sur les Besoins de Formation des agents du développement (Vengroff et Johnston).
5. Les conseillers ruraux. Document: extrait de Les Conseils Ruraux du Sénégal: Décentralisation et Réalisation du Développement Rural (Vengroff et Johnston).
6. Le concept de l'agent de changement et son rôle de communicateur.

5ème jour (Matin)

VIII. Thème: Le Média.

Objectif: Voir l'application des méthodes publiques de communication.

1. Le rôle de la technologie.
2. Etude de cas: "Le rôle des Médias dans l'Education des Adultes au Sénégal."
3. Exercices et sujets de réflexion.

(Soir)

IX. Thème: L'alphabétisation.

Objectif: Connaître les buts et le fonctionnement d'un genre de programme orienté à l'augmentation de la capacité communicative des populations

4. L'alphabétisation fonctionnelle.
5. Simulation: "Proposition pour le Projet-Pilote Régional d'Alphabétisation."

6ème jour

X. Thème: La Gestion Financière non-Alphabète.

Objectif: Comprendre une approche à une fonction communicative de gestion de projet, que est un système non-formel de comptabilité.

1. Des alternatives de communication lorsqu'il y a une absence de matériel écrit ou il y a des analphabètes.
2. Etude de cas: "Le Tableau Budgetaire du Projet Embouche Bovine à Keur Serigne Bassirou, Ndoiffane."

Conclusion

3. Résumé et discussion.
4. Evaluation du séminaire.

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

MARKETING I

LES CONCEPTS DE BASE

1er jour

1. Introduction en Marketing: différences entre le Marketing et la vente, le rôle de la commercialisation.
2. Séminaire: Identification des problèmes et différences ou similitudes régionales.
3. Le mouvement coopératif: comparaison de la méthode sénégalaise par rapport aux différentes autres approches en matière de Marketing de coopérative.
4. Séminaire: Les raisons du développement et du changement des structures de coopératives.

2ème jour

1. Développement des programmes de Marketing. Introduction au Système de Promotion des ventes. Identification de l'environnement commercial et des éléments du système Marketing.
2. Séminaire: Classification et méthode pour la résolution des problèmes soulevés le premier jour.
3. Etude de cas
Objet: "Consommation"

3ème jour

1. Identification des Marchés - Sélection des produits - Evaluation de la demande et du marché potentiel.
2. Séminaire sur la segmentation des marchés: Segmentation des marchés agricoles sénégalais.

3. Etude de cas

Objet: "Segmentation des Marchés (maraichage)".

4ème jour

1. Canaux de distribution: Eléments du Marché.
2. Séminaire: Décrire les canaux de distribution pour des produits sélectionnés.
3. Transport, mise au point d'un modèle de transport.
4. Etude de cas: "Transport au niveau du village".

5ème jour

1. Etablissement des prix: fixation des prix; analyse cout-profit (analyse des avantages-couts); seuils de rentabilité.
2. Etude de cas: "Magasin de consommation".
Communication, concepts de promotion et de négociation.
3. Activité: Jeu de négociation.
4. Séminaire: Besoin de négociation.

6ème jour

1. Etude de cas.
Objet: Mise au point d'un programme de Marketing pour.....
ou "Magasin de stockage" USAID.
2. Résumé et appréciation du cours.

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

MARKETING II

LES STRATEGIES DE MARKETING

1er jour

1. Le système marketing
L'environnement
2. Atelier - Décrire l'environnement Marketing sénégalais
3. La stratégie marketing
Le cycle de la vie du produit
4. Atelier - Identifier les blocages et les contraintes dans le système marketing sénégalais

2ème jour

1. La distribution
2. Le prix

3ème jour

1. Le marketing non commercial
2. Atelier - Développer les cas

4ème jour

1. Etude de marché
Comportement du consommateur
2. Atelier - Analyser le cas du magasin de consommation
3. Etude de marché
Planification
4. Atelier - Analyser le cas de maraichage

5ème jour

1. Etude de marché
Besoin des renseignements
2. Atelier - Analyser le cas des crevettes
3. Résumé et évaluation

MARKETING III

METHODES DE RECHERCHE EN MARKETING

1er jour

1. Rappel des principes de marketing.
2. Identification du problème.
3. Identification des besoins de formation.

2ème jour

1. Les études de marché - Exercices.
2. Prévision et planification.
3. Développement des études
 - sources d'information
 - échantillonnage
 - technique d'enquête
 - élaboration du questionnaire
 - interview

3ème jour

1. Audit marketing - Etudes de cas.
2. Diagnostique du problème.

4ème jour

Diagnostique du problème.
Utilisation de l'audit sur le terrain.

5ème jour

Analyse et résolution des problèmes.

6ème jour

Résumé et évaluation.

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

SEMINAIRE SUR LA FORMATION DES FORMATEURS

1er jour

1. Introduction
2. Une Simulation: "L'Identification d'un Programme de Développement; Le Cas du Budget de la Communauté Rurale de Dimbele".
3. Document: "La Formation en Action".
4. Document: "Structure et Emploi de Simulation en Matière de Formation".
5. Document: "Comprendre les Projets et le Cycle d'un Projet".
6. Le Rôle des Objectifs dans la Formation en Action.
7. Document: "Examen des Problèmes de Rendement".

2ème jour

1. Etude de Cas - "Le Projet Maraicher de Soré: La Perspective Economique, Financière, et Sociale dans l'Identification d'un Projet".
2. Document: "Objectifs de la Méthode de Cas pour les Participants au Stage".
3. Document: "L'Utilisation des Petits Groupes dans L'Enseignement Associatif".
4. L'Application des Méthodes Associatives aux Paysans - Une Simulation: "Le Projet d'Elevage de Volaille de Keur Free".
5. Document: "Le Role du Manager d'un Projet".
6. Groupes de travail et de production.

3ème jour

1. Corbeille des Affaires à Examiner; "Le Projet d'Aménagement du Ranch Communautaire de Leegi Leegi".
2. Document: "Variation de la Méthode d'Etude de Cas: La Corbeille des Affaires à Examiner".
3. Groupes de travail et de production.
4. Etude de Cas: "Evaluation du Projet de Recyclage des Agents de Développement Rural dans la Région de Be Sube".

4ème jour

1. Groupes de travail et de production.
2. Présentation et Critique des Matériaux des Groupes.
3. Conclusions et Synthèse.

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

STAGE EN TECHNIQUES DE RECHERCHE

1er jour

1. Notions générales sur la recherche en matière d'enquête.
2. Conception et sélection des échantillons.
3. Introduction à l'informatique I
3 groupes de 4 personnes.

2ème jour

1. La théorie et l'élaboration d'un questionnaire.
2. Introduction à l'informatique I
3 groupes de 4 personnes.

3ème jour

1. Technique d'interview - Le rôle de l'enquêteur
Gestion d'une enquête.
2. Introduction à l'informatique II
3 groupes de 4 personnes.

4ème jour

1. Analyse des données d'enquête.
2. Introduction à l'informatique II
3 groupes de 4 personnes.

5ème jour

1. Pratique
2. Informatique III
3 groupes de 4 personnes.

6ème jour

1. Codification - Révision générale.
2. Exploitation des données par ordinateur et à la main.
3. Informatique III
3 groupes de 4 personnes.

E.N.E.A. PROJET GESTION RURALE
 ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

SEMINAIRE SUR LES METHODES DE RECHERCHE (II)

1er Semaine

1er jour	Ouverture à 8h15 au "Mesa Room (UC)"	
8h15-10h00	- Inscriptions, Présentation des Stagiaires	
10h00-11h00	- Orientation salle de cours HH 284	Dr. D.D. Willis
11h00-12h30	- Banque	
Après-midi:		
14h30-15h00	A- Présentation du Programme, Schéma d'Ensemble sur la Recherche	M. Bara Gueye
16h00-18h00	B- Introduction aux concepts statistiques de base	Mme. Yacine Diop (asst. M. Momar Ndiaye)

2ème - 3ème jours (matin et soir)

8h15-12h30 et 14h30-18h00	Introduction aux Méthodes Statistiques Descriptives	Mme. Yacine Diop (asst. M. Momar Ndiaye)
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4ème - 6ème jours (matin et soir)

8h15-12h30 et 14h30-18h00	Méthodes Inférentielles - Estimation - Test d'hypothèse(s)	M. Momar Ndiaye (asst. M. Bara Gueye)
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2ème Semaine

1er - 2ème jours (matin et soir)

8h15-12h30 et 14h30-18h00	Problèmes de Contingence - Mesures d'Indépendance - Mesures de Relation causale	M. Momar Ndiaye (asst. Mme. Yacine Diop)
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3ème - 5ème jours (matin et soir)

8h15-12h30 et 14h30-18h00	La Recherche par l'Enquête - Thème I - Part A: Méthodes d'échantillonnage - Part B: Elaboration de Questionnaire	M. Momar Ndiaye, M. Bara Gueye, Mme. Yacine Diop
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3ème Semaine

1er - 3ème jours (matin et soir)

8h15-12h30	La Recherche Appliquée -Matin: Objectifs, Types, Evaluation	M. Bara Gueye (asst. Mme. Yacine Diop)
14h30-18h00	Après-midi: La Recherche par l'Enquête -Thème II	M. Momar Ndiaye
8h30-12h30 14h30-18h00	Etude de Cas	M. Bara Gueye/M. Momar Ndiaye
8h15-12h30	Matin: Applications informatiques I	
12h45	Déjeuner avec des notables locaux (UC)	

4ème jour

8h15-12h30 Matin: Applications informatiques II

14h00-18h00 Après-midi: Visite de fermes expérimentales
Texas A&M et/ou Texas Tech

5ème jour

8h15-12h30 Applications informatiques III
M. Momar M'diaye, Mme. Yacine Diop, M. Bara Gueye

13h30 Visite à Texas Instruments

Clôture et Remise de Diplômes - à partir de 15h30

Dr. D. Wills

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - Texas Tech University

FORMATION EN GESTION BUDGETAIRE

Journée de formation: Groupement villageois, Keur Sérigne Bassirou,
Ndoffane

1. Matériaux de formation:

- a. Tableau en bois
- b. L'argent alloué
- c. L'argent dépensé
- d. Compte bancaire et dépenses

2. Méthodes pédagogiques:

- a. Etudes de cas (Wolof)
- b. Exercices (Wolof)

3. Participants:

- a. Populations de Keur Sérigne Bassirou.
- b. Chef de CER, agent d'élevage, représentant du Secrétariat Exécutif aux Actions des CERs.

4. Problème: Projet d'embouche bovine de Keur Sérigne Bassirou.

- a. Le but du tableau.
- b. Le fonctionnement du tableau.
- c. L'utilisation de l'argent et de la caisse.
- d. La catégorie "Réserve de Sécurité".
- e. Etude de cas: Première année du problème - projet d'embouche bovine.

Ecole Nationale d'Economie Appliquée

FORMATION INFORMATIQUE

Module I

Concepts de Base et Historique de l'Informatique

Objectifs Pédagogiques:

1. Etablir la différence entre Données et Information
2. Définir l'Informatique
3. Donner un bref historique de l'informatique

Vocabulaire:

- | | |
|-----------------------------|-----------------------|
| 1. Données | 6. Micro-processeur |
| 2. Information | 7. Octet |
| 3. Informatique | 8. Gros ordinateurs |
| 4. Transistor | 9. Mini-ordinateurs |
| 5. Circuit intégré ("puce") | 10. Micro-ordinateurs |

Lecture:

Glossaire de Termes Informatiques (extrait du Guide de l'Utilisateur, pp. 122-137).

Travaux Pratiques:

Néant

Supports Audio-visuels:

Transparents - Différence entre Donnée et Information
Traitement d'Information

Ecole Nationale d'Economie Appliquée

FORMATION INFORMATIQUE

Module II

Le Système Binaire

Objectifs Pédagogiques:

1. Comprendre les notions de base du système binaire
2. Etudier le rôle du système dans l'informatique

Vocabulaire:

1. Binaire
2. Décimal
3. Bit
4. Octet
5. Kilo-octet

Lecture:

Néant

Travaux Pratiques:

Problèmes à donner en classe

Supports Audio-visuels:

Transparents - Tableau "Système Binaire"
Tableau "Système Décimal"

Ecole Nationale d'Economie Appliquée

FORMATION INFORMATIQUE

Module III

L'Application du Système Binaire dans l'Ordinateur

Objectifs Pédagogiques:

1. Explication des différents types de données utilisés par les ordinateurs
2. Compréhension des techniques de stockage et manipulation de données à l'intérieur de l'ordinateur
3. Découverte des différents types de mémoires

Vocabulaire:

1. Nombres entiers
2. Nombres réels
3. Caractères
4. Chaîne de caractères
5. ASCII (American Standard Code for Information Interchange)
6. Micro-interrupteurs
7. Mémoire vive (MEV)
8. Mémoire morte (MEM)
9. RAM
10. ROM
11. Adresse mémoire
12. Langage machine

Lecture:

Travaux Pratiques:

Supports Audio-visuels:

Transparents - La Représentation Electronique de Numéros Binaires
Stockage de Données dans la Mémoire
Extraits du Tableau ASCII

Ecole Nationale d'Economie Appliquée

FORMATION INFORMATIQUE

Module IV

Les Composantes d'un Système Micro-Informatique et leur Fonctionnement

Objectifs Pédagogiques:

1. Description des différentes composantes d'un système micro-informatique
2. Compréhension du fonctionnement des différentes composantes du système et de leur inter-réactions
3. Introduction à l'échange d'information entre l'ordinateur et ses dispositifs périphériques

Vocabulaire:

- | | |
|-----------------------------|-----------------------------------|
| 1. Micro-processeur | 9. Horloge |
| 2. Unité arithmétique | 10. Mémoire |
| 3. Unité de contrôle | 11. Clavier |
| 4. Lecteur de disque souple | 12. Démarrage, amorçage, "booter" |
| 5. Disque dur | 13. Piste |
| 6. Imprimante | 14. Secteur |
| 7. Interfaces | 15. Bloc |
| 8. Modem | 16. Système d'exploitation |
| | 17. Programme moniteur |

Lecture:

Guide de l'Utilisateur, Chap. 3, pp. 45-53, 95-98

Travaux Pratiques:

Néant

Supports Audio-visuels:

Transparents - Disque (disquette)
Schéma des différentes composantes du système

Ecole Nationale d'Economie Appliquée

FORMATION INFORMATIQUEModule V

Introduction au BASIC

Objectifs Pédagogiques:

1. Comprendre comment "booter" le système d'exploitation ProDOS et s'en servir en mode BASIC
2. Comprendre l'entrée et la sortie des données numériques et alphanumériques en mode direct
3. Apprendre les commandes nécessaires à écrire des programmes rudimentaires en BASIC

Vocabulaire:COMMANDES

- | | |
|---------------------------------|-----------|
| 1. Mode direct | 8. LIST |
| 2. Curseur | 9. NEW |
| 3. Interpreteur | 10. LET |
| 4. Les opérateurs arithmétiques | 11. END |
| 5. Variables | 12. GOTO |
| 6. Chaîne de caractères | 13. INPUT |
| 7. Numéros de ligne | 14. PRINT |
| | 15. HOME |

Lecture et Travaux Pratiques:

Le BASIC sur le bout des doigts, Chapitres 2 et 3, pp. 5-38
Guide de l'utilisateur, pp. 32-41

Ecole Nationale d'Economie Appliquée

FORMATION INFORMATIQUE

Module VI

L'Assemblage et les Soins à Apporter au Système Apple IIe

Objectifs Pédagogiques:

1. Etre capable d'identifier les différentes composantes du système Apple IIe et de les assembler pour que l'ensemble marche correctement.
2. Pouvoir expliquer et pratiquer l'entretien et les différents soins à apporter aux systèmes micro-informatiques.

Vocabulaire:

1. Boîtier d'alimentation
2. Connecteurs d'expansion
3. Ports
4. Prise de sortie vidéo
5. Connecteur de "joystick"
6. Carte d'interface
7. Câbles

Lecture:

Guide de l'Utilisateur, Chapitre 1, pp. 11-23

Travaux Pratiques:

Désassembler et réassembler un système Apple IIe avec moniteur, deux lecteurs de disque, et imprimante

Ecole Nationale d'Economie Appliquée

FORMATION INFORMATIQUE

Module VII

Introduction au Système d'Exploitation ProDOS

Objectifs Pédagogiques:

1. Compréhension du rôle d'un système d'exploitation en générale et de ProDOS en particulier
2. Apprendre à se servir du système d'exploitation ProDOS pour gérer des fichiers simples sur disque

Vocabulaire:

A. Commandes

1. CAT
2. LIST
3. RUN
4. SAVE
5. NEW
6. LOAD
7. LOCK
8. UNLOCK
9. DELETE
10. RENAME

B. Autres

1. Booter
2. Message d'erreur
3. Bloc
4. Nom de fichier
5. Verrouiller
6. Catalogue
7. Volume
8. Préfixe
9. Noms d'Accès
10. Fichier
11. Nom de Fichier
12. Sous- catalogues

Lecture:

Introduction au ProDOS, Chapitres 1,2, et 3.
Manuel de l'Utilisateur ProDOS

Travaux Pratiques:

Séance 1 et 2: Découverte du ProDOS

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ANNEX C

REPORT ON WORKSHOP ON FINANCIAL MANAGEMENT (GP II)

E.N.E.A. PROJET DE GESTION RURALE
PROJET U.S.A.I.D. NO 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE

CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)

ENEA RURAL MANAGEMENT SENEGAL
USAID PROJECT 685-0256

ECOLE NATIONALE D'ECONOMIE APPLIQUEE
TEXAS TECH UNIVERSITY
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES

ANNEX C

Training Report:

Workshop in Project Management II

Colleges of Planification and Aménagement du Territoire
January 26-31, 1987
ENEA

The second seminar in the Project Management series (GP11) focuses on financial management and analysis of projects. It has always included at least one module on related aspects of marketing. The course was developed during the first year of operation of the training program at ENEA, and has been presented to ENEA's faculty, and students of the Colleges of Non-Formal Education and Animation in the past. Evaluation results were quite positive.

Training Team

On this occasion, the team of animators consisted of Alan Johnston of CAIDS, Aboubacar Sow and Moussa Diop (Planning), Bara Guèye (Applied Research), Koumakh Ndour (Aménagement), and Ciré Diallo (Gestion Rurale). Dorothy Wills coordinated, assisted, and administered the evaluation. René Basse of Cooperation attended most sessions, as his College will also present GP11 in May.

Sow, Diop, Guèye, and Ndour are all graduates of Texas Tech University returned to ENEA within the past year. It is very clear that their work here is beginning to bear fruit for ENEA, in terms of their teaching effectiveness, their understanding of basic and sophisticated questions in management and rural development theory, and their ability to organize group activities.

Training Materials

The documents previously prepared and used for this seminar included: "L'analyse financière - Introduction à l'actualisation," "Le calcul de la valeur nette actualisée," "L'identification des bénéfices et coûts de projet," case studies "Le projet maraîcher de Baw Nann" and "Le projet d'élevage de Leegi Leegi," "Le seuil de rentabilité: Le cas du projet fruitier," "Le modèle de transport: Le cas de la coopérative," "L'étude du marché," "Le cas du magasin de consommation," and "L'analyse de l'efficacité des coûts: Le cas du projet d'alphabétisation de la Région de Gilli-Jande." These materials were as usual accompanied by verbal explanations, flip charts, and discussion, and contained exercises, simulations, and discussion topics. In the past, they were offered over a period of five days, ending with a synthesis, discussion and evaluation.

For this presentation of GP11, certain changes were made in the documents and procedure. In some instances, these changes created confusion or problems in the organisation of the seminar. In others, they improved its content and coherence. The changes are discussed specifically in the following section.

Modifications and Other Problems

Although the seminar had been scheduled with the two Colleges concerned since early December, and a Training of Trainers session scheduled for members of the Colleges for early January, the various faculty did not see fit to examine the documents until the week before its projected beginning. The Training of Trainers meetings thus began the Monday preceding the first Monday of the seminar, and copies of the documents were disseminated to all involved at that time.

A second meeting of the training team was held the following Wednesday. At this time, it became clear that there were fundamental differences of opinion between Mr. Sow and Mr. Johnston regarding certain elements of the financial management package. Sow having recently completed graduate level training in financial management and analysis, was convinced that a new approach and substance were necessary to convey some of the basic points, and further that new materials must be added. Following lengthy debate, it was decided to cede to his position and he was asked to 'correct' the document, signal changes to be made in its presentation, and add whatever new elements he deemed necessary. This

was done. He requested extra time (for a total of three days) to present the additions.

In practice, Sow's modification did not systematically improve the document. In fact, the two competing approaches were not eliminated by his changed documentation, and the result was confusion on the part of the students. The added unit, on annuities, while interesting, was nowhere as long as he had predicted, and Sow was forced to invent exercises for the class during Tuesday afternoon, and to dismiss them for Wednesday's class, as the next unit's materials (scheduled for Thursday) had not been photocopied yet.

The CAIDS team took the position on this matter that where there is a difference of opinion between one of us and an ENEA professor, graduate of Tech, that we will bow to the ENEA professor. We intend to maintain this decision, but in the knowledge that it will sometimes lead to mistakes or inferior performance. This must be regarded as part of the learning experience for the ENEA project management team.

Further changes were introduced in the program to the end of making it more integrated and focused. Thus, some of Mr. Guèye's marketing materials were dropped, as they seemed less connected to the general theme of financial analysis. A day of accounting, presented by Mr. Diallo, was added, and the final unit on cost-effectiveness was retained. The marketing unit was in part cut short also by Sow's demand for extra time. Since students of these Colleges will probably be exposed to more marketing at another time, this is not a serious loss.

Mr. Diop offered an interesting synthesis of the seminar during the last morning before the evaluation. He emphasized the relatedness of analytical techniques to project management, decision making, and evaluation, within the framework of courses the students would be taking this year. Amadou Hadj, Director of Studies, made introductory and closing remarks.

Evaluation

As revealed by the attached percentages, the student evaluations were positive, despite the moments of confusion. The frequency of 'très intéressant' is slightly lower than in the previous GPII workshops, though it is still higher than 'intéressant'. In the informal evaluation, most remarks

were that the material was useful, interesting, and challenging. No one made any negative comment.

Attendance was 100%.

Prospectus

This unit is obviously a successful element of project management training. At present, the CAIDS/ENEA team are attempting to perfect the documentation and procedures for the next seminar. The training team will consist entirely of Senegalese by then. CAIDS feels they will be able to execute this task quite well, particularly if the others make a greater attempt to control Mr. Sow and if he makes an equal effort to be a good team player. Mr. Sy, the Director of ENEA, has been informed of CAIDS' evaluation of Sow and the other trainers. He responded that he was aware of the personality aspect involved, but agreed with CAIDS' handling of the situation.

February 5, 1987

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ANNEX D

REPORT ON STATUS OF IN-SERVICE TRAINING WITH COOPERATION

E.N.E.A. PROJET DE GESTION RURALE
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CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
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ANNEX D

THE STATUS OF IN-SERVICE TRAINING WITH COOPERATION

Following the departure of the Agricultural Economist, who had been in charge of the in-service training program with the Cooperation Service, this role was assumed by the Chief of Party, assisted by the Project Assistant and members of the College of Cooperation at ENEA. A sudden change of Directorship of the Service postponed concrete actions for a brief period. The new Director, Mr. Moussa Ndiaye, and the Director of the Training Division, Mr. Yatma Sylla, have proved to be strong promoters of the connection with the Rural Management Project and of in-service training in general.

Meetings held throughout the months of January, February, and March at ENEA and at Cooperation headquarters in Dakar yielded a schedule of training sessions that debuted in March at the School. This was the only one to take place during the tenure of the Chief of Party, however, despite a full program planned for the ensuing months. This was due to the unforeseen demands on the time of field agents related to the new year's seed and fertilizer campaign in the agricultural areas. Not enough agents working outside of Dakar could be freed from work to make the seminars worthwhile, so ENEA and Cooperation saw fit to postpone further training workshops.

The topical matter of the program continues to focus on marketing. At the time of this writing, most of the mid-level cadres in Cooperation have received Marketing I. It remains to hold the introductory course for the lower-level technical agents. The mid-level inspectors and other cadres can go on to Marketing II, and the few divisional directors who have completed it will be eligible for Marketing III. Two individuals from the Director's Office attended some meetings during the Marketing III course offered at ENEA in early April, as well, along with the faculty of Cooperation.

Aggressive pursuit of an in-service training program in marketing science will certainly be beneficial to the Service. Evaluations of past workshops have been excellent without exception, thanks to the excellent research and related groundwork conducted by Mr. Atouga, Dr. James McCullough, Dr. Patriya Tansuhaj (consultants brought in by the project), Mr. Bara Guèye, and Mr. Ciré Diallo. The College of Cooperation has always been one of the strongest partners of the project at ENEA, and the contributions of its members cannot be underestimated. CAIDS hopes it will receive all the support of ENEA's Direction in continuing in-service training with its user service.

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ANNEX E

REPORT ON TRAINING OF TRAINERS IN COMMUNICATION (GPIII)

E.N.E.A. PROJET DE GESTION RURALE
PROJET U.S.A.I.D. NO 685-0256
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CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)

ANNEX E

TRAINING OF TRAINERS IN COMMUNICATION (GP III)

The revision of the training manual for Gestion de Projet III (La Communication) was completed in late February by the Chief of Party, with assistance from the Project Assistant. One of the actions undertaken during the general meeting to form training teams was to plan a week-long Training of Trainers in Communication. The membership of the Communication Team was drawn from several groups: members of the Colleges of Non-Formal Education and Rural Animation (who had been involved in the presentation of the seminar in 1986); faculty having a special interest in communication (for instance, the person in charge of audio-visual and mass media programs); the Project Assistant; and long-term participants still at Texas Tech who had been offered special training in this area.

The team leaders named were Mr. Daour Cisse, Director of Non-Formal Education, and Mme. Marieme Diop, Director of Rural Animation, though these two had been only peripheral participants in the original conduct of the workshop. They are to be closely seconded by Mr. Ciré Diallo, whose acquaintance with old and new material by far exceeds that of any other member of the team.

Despite several perturbations of the timing of the training of trainers session, meetings were finally held in May, prior to the departure of the Chief of Party. The new program and materials were made available to team members, whose critique and ideas were solicited. Lengthy discussions of content and organization of each unit produced useful modifications in several cases, which have been incorporated into the manuscript. It was decided to adopt the sub-division of labor approach with regard to specific topics; that is to say, specific individuals were chosen, or volunteered, to lead the presentation of certain cases/simulations, with the support of specific others, according to the background and interests of the team members. Although there was some dispute as to distribution of work in some areas, the group arrived at a flexible integrated action format, which best utilizes the talents of the team members.

A presentation of GP III to the Colleges of Cooperation, Planning, and Land-Use Planning had been scheduled for late June since October. There were the usual last-minute difficulties in squeezing the seminar into the students' course load, and the new Communications team were furthermore unwilling to give the seminar without the leadership of the Chief of Party

under those circumstances. Since the latter was obliged to leave Dakar in May, the seminar was not given.

Since Mr. Diallo attended the Research Methods II workshop at Tech during July, further contact was possible between him and the former Chief of Party concerning GP III. He reported that additional meetings had been held by the training team at ENEA, despite their reluctance to teach the course in June. He stated his belief that after further meetings and perhaps simulations, the team would be prepared to offer it on their own next year. Unfortunately, by this time some of the students will have graduated having had only GP I and II.

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ANNEX F

REPORT ON INFORMATION SYSTEMS TRAINING

E.N.E.A. PROJET DE GESTION RURALE
PROJET U.S.A.I.D. NO 685-0256
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CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)

Report on Computer Use and Training
in the
Enea Rural Management Project

Microcomputers played an important role in the Enea Rural Management Project, both in the day-to-day administration of the project itself and in the project's training activities. This report will describe those training efforts, the recipients of the training, the training strategies adopted, accomplishments, and problems encountered. Recommendations in the final section will also provide some suggestions for the design of computer training for developing countries in the future.

Hardware

When the decision was made to include a microcomputer component in the Enea project, project personnel were faced with certain procurement decisions. At that time (1983), there were principally two computers of choice: IBM or Apple. After considering various proposals from his staff, the project director made the decision to buy Apples. He based his decision primarily on cost considerations. Apples were considerably cheaper than IBM systems at the time, and that permitted the project to make more computers available to Enea at less cost. Another factor influencing his decision was user friendliness.

Therefore, the project initially purchased three Apple IIe systems, two for the project office at Enea and one for on-campus use at Texas Tech. Three more systems were purchased later, bringing to six the total number of computers installed at Enea by the end of the project.

Each system consisted of an Apple IIe, a monitor, two floppy disk drives, a line voltage conditioner, and an Imagewriter printer. A ten-megabyte hard disk and a one-megabyte memory expansion card were later added to the machine used for the library document classification system.

Software

The project obtained the following software for project use:

Appleworks (integrated word processor, spreadsheet, data base)
Visicalc (spreadsheet)
Word Juggler (word processor)

Daisy (statistical package)
Apple Business Graphics
Visiplot (graphics package)
Widespread (spreadsheet printing utility)
The Print Shop (sign/banner software)

Appleworks eventually became the program of choice for applications other than statistical analysis.

Project Administration

Before proceeding to a discussion of training efforts, it might be useful to describe briefly how computers were used in the administration and management of the project itself. Computers performed three major project functions: financial and budgetary management, word processing, and statistical analysis.

Overall project accounting was performed on campus. Dakar-based operations were a subset of Texas Tech accounting administered on a petty cash basis. Accounting in both Dakar and Lubbock was done by computer and two systems were linked by mailing diskettes.

The computers were also used extensively in the course of the project's research activities to analyze survey data. Most statistical analyses needed for research efforts were performed on the Apple computers using the Daisy statistical package. More advanced analyses which Daisy could not handle were sent back to Lubbock for processing on the university's mainframe.

Computer Training Efforts

The project's training activities in computer use and applications were aimed essentially at four target groups: project staff and secretaries, ENEA faculty, ENEA administrators, and ENEA students. This section will describe these groups and the various activities undertaken to meet their training needs.

1. In the early stages, use of project computers was limited essentially to the project staff and secretaries. Consequently, initial training efforts were aimed at teaching ENEA project secretaries word processing programs. These efforts were quite successful. In fact, throughout the life of the project, whenever the project organized training for ENEA or project secretaries in word processing, data base management or other computer applications, the

results were nearly always quite positive. More on this in the section on Accomplishments.

Also included in this category were the ENEA staff members assigned to the project as project assistants. A strictly hands-on approach was used with these individuals. Because they worked directly with project staff members on a day-to-day basis, it was easy to assign them computer work and help them to complete it. They learned very quickly in this fashion, especially in using the statistical package and data base management applications.

2. ENEA faculty members and staff expressed interest in the computers from the moment the machines were installed at the school. There were many verbal requests for training from many different people. Since training of trainers was to be the ultimate priority, the project staff responded immediately to this interest.

The main problem early in the project staff's presence at ENEA was that it was not clear exactly what the school's computer training needs were. The project requested several times that college directors make known their college's interests so that the project could try to respond to the real needs of faculty and staff members. No formal proposals were ever offered, though ideas did filter in from a few individuals. The project proceeded with general training in various software packages in the hopes that this would stimulate people's thinking in this new activity.

The project's first effort for ENEA faculty and staff was a two-phased training program in the use of the Daisy statistical package. Since faculty members had expressed a desire to use the computers in their research activities, it was hoped that an initiation to the stat program would provide a useful tool for them.

The project hired a consultant to conduct this training for 21 ENEA faculty members and staff. The training consisted of an introduction to basic DOS functions and elementary statistical applications using Daisy.

In the sense that trainees learned the capacities of the program and how to run and use it, the training was a success. The trainees in general gained valuable knowledge in the basic operation of a microcomputer and the two participants from the College of Statistics in particular were able to make immediate use of the statistical program. However, the other trainees' background in statistics was not sufficient to allow them to put their knowledge of the Daisy package into immediate practice. (See section on Problems).

Therefore more training sessions in spreadsheet and data base applications were organized on an almost ad hoc basis. Scheduling problems made it difficult to organize training for more than three or four people at a time, so the project staff also worked with people on an individual basis when needs arose.

These activities centered mainly on spreadsheet applications such as cost-benefit analysis, simple budgets, calculating student exam results, and so forth. Participants, scheduling, and content varied. Project staff also aided individuals with word processing problems as they arose.

After approximately two years of this type of training, the project staff became concerned with the lack of trainees' progress beyond simple knowledge of a few software packages. The main concern was the lack of individuals with sufficient knowledge to allow them to supervise and maintain the computer systems upon completion of the project. Someone would be needed who could troubleshoot both hardware and software problems, perform simple maintenance, and in general keep things running. Simple knowledge of spreadsheet, word processing, and statistical program commands was insufficient for this kind of task. None of the trainees had made much progress on his own beyond the training provided by the project.

In addition, if ENEA faculty members were to be effective in training students, the project staff felt that they needed a better understanding of more fundamental concepts of computing than just software operation.

This led to the organization during the final eight months of the project of several weeks of training in this area. It was decided that around ten to twelve trainees would be an optimum number of participants; that number would allow one representative from each college plus the director of applied research and a couple of other interested parties to participate. A meeting was held to organize the training schedule. Participants were asked to set up the class and laboratory schedules themselves so as to minimize scheduling conflicts and absenteeism which had previously been a problem.

Topics covered were:

- 1) History of computers
- 2) Binary number system
- 3) How computers store and manipulate data
- 4) Microcomputer system and peripheral devices

- 5) Intro to disk operating systems - Apple ProDos
- 6) Installation and maintenance of microcomputers
- 7) Advanced Appleworks
 - A. Spreadsheet
 - B. Word processor
 - C. Data base manager
- 8) Utility programs
 - A. ProDos User's Disk
 - B. Widespread
- 9) Basic troubleshooting

In addition, the project worked on establishing a computerized data base of the works in the ENEA library. Thus the school librarian was also included in most aspects of training aimed at faculty and staff.

3. The director of ENEA also requested that the project organize computer training for the ENEA project bookkeeper and the school administrator. He had hoped that automating certain aspects of their activities would lead to more efficient management of both the local AID account and the general operations of ENEA. Upon assessing the actual training needs of these two individuals, the project decided that they could best benefit from an initiation in the fundamentals of spreadsheet design and application.

The project worked with them and designed training that would lead to the creation of application tools that they could put to immediate use in their jobs: check registers, budget templates, inventory control spreadsheets, etc.

4. At least in its initial stages, the project judged that it was more important to train ENEA faculty and staff than ENEA students in computer-related areas. It would have done little good to spend time and resources training students with no guarantee that such training would be carried on after the end of the project. Thus, faculty/staff training was considered the priority.

However, in the last few months of its presence at ENEA, the College of Planning requested that the project organize two short courses for students as an introduction to microcomputing. With the help of previously trained ENEA faculty members, the project did organize such training. This activity provided a good opportunity to begin the transition from faculty to student training.

Accomplishments

Institutionalization

Over the long term, the ENEA project succeeded in training a significant number of ENEA faculty and staff to at least the level of what might be called a "competent computer user." That term could be defined as a user who is able to perform all but the more complicated of word processing, spreadsheet, data management, or statistical tasks. Some trainees progressed well beyond that. But in the long run, the distribution of ENEA personnel probably closely resembles what one might find in, say, a "typical" American setting: 1) a certain percentage (about half) either show no interest or take no initiative to learn to use computers, 2) others attempt to learn at least fundamental computer operation, but do not progress very far, 3) still others take the initiative and indeed do make significant progress in computer applications, and 4) the rest (probably the least significant number) go beyond the average to become what could be called relatively advanced users.

It is the opinion of project staff that there are enough people at ENEA in the latter two categories to insure that computer use will become an institutionalized activity at the school, provided that these individuals stay there and pass their knowledge along to those who do stay. It was the intention described above to reach this critical mass of individuals necessary to assure the long term viability of computer use.

Translated into numbers that apply to the 25-30 ENEA faculty and staff members, that means that probably about 12-15 people fall into category 3, while something around 3-5 fall into category 4. At any rate, at the time the technical assistance team was closing down its activities at ENEA, the five computers that were installed at the school at that time were in very frequent use by secretaries, faculty, and staff. There were many inquiries about when the sixth system, which was still on campus at Texas Tech at that time, would arrive and be installed.

There were even occasional backlogs of people trying to get work, mostly word processing, finished. This included everything from reports and correspondence being typed by secretaries to exams, papers, and lesson plans being prepared by faculty members. Faculty from the colleges of statistics and planning were also making use of spreadsheets and the statistical package in their courses and research.

The return of the long-term participants to ENEA upon completion of their degree programs helped greatly in the area of institutionalization. Several of them had learned a good deal about computers in the course of their studies and returned to ENEA with knowledge and enthusiasm sufficient to make a difference. Again one can only hope that they remain at ENEA, since many talk openly of trying to find positions elsewhere.

College of Statistics

Not surprisingly, the College of Statistics was well represented among the most active computer users at ENEA. In fact, that college had already integrated a computer course into its program of studies, and its students were making use of computers in their research projects, at least to the extent that diskettes were made available to them.

During one training session, the project staff showed a statistics faculty member how to use a spreadsheet to calculate and store students' grades. In the past, all grades were recorded and calculated by hand; the new system will remarkably speed up that process and eliminate the inevitable errors that occur when doing endless manual calculations.

After mastering the process for current students, the same faculty member began the major task of updating and correcting the college's archive of transcripts for past students as well. Since former students frequently request copies of transcripts, the new system should enable the college staff to respond more quickly, accurately, and efficiently.

In addition, one of the project's long-term participants, also from the college of statistics, was named by the director of ENEA to oversee the school's computer systems after the departure of the technical assistance team. He also oversaw the design of the statistical computer analysis for the chief of party's final research project.

College of Planning

Computers were just beginning to play an important role in the activities of the college of planning toward the end of the project. Again, one of the long-term participants was employing spreadsheet models in his classes developed by the project staff to perform cost-benefit, net present value, and other financial analyses.

At the request of the planning director, the project staff in cooperation with faculty members planned and implemented a short course in an introduction to microcomputers. That course, probably in some expanded form, will in all likelihood become a part of that college's future program of studies.

Administration

Of all the people the project trained, some of the greatest progress in the shortest amount of time was made by secretaries. It rarely took more than a week or so for a reasonably competent secretary to reach a satisfactory level in word processing, for example.

During its three and a half years in Dakar, the project had three different secretaries, all of whom became extremely competent word processors.

In addition, the project also trained two ENEA secretaries and installed one of the project computers in their office. Although this arrangement was made rather late in the project, the two secretaries became proficient with the machines and will probably make even more progress during the weeks immediately following the departure of the project team.

Reasons behind the success in this area will be discussed further in the Recommendations section later in this report.

After a few weeks of experience with a word processor, a secretary would have little trouble mastering a simple data base program.

Although there were many factors that contributed to this success, including the talent of the people involved, the most important was probably the fact that they were already used to operating a typewriter.

Problems and Recommendations

The ENEA Rural Management project encountered many problems and learned many lessons in the course of trying to design computer training for ENEA faculty and staff. This section will discuss some of the main problems and try to suggest some solutions and strategies that others may wish to consider in designing similar training in the future.

Basic skills required for computer trainees

Despite exaggerated claims about "user friendliness," for a complete beginner learning to use a computer is not always easy. And the process will be even more difficult if the trainee does not possess certain fundamental skills.

The case in point is typing. One problem that invariably arose with all computer trainees except secretaries was unfamiliarity with the most basic keyboard operation. Notice that we are not talking here about advanced touch typing skills. One need not be a skilled typist to effectively operate a computer; far from it. On the other hand, computers do not speed up the work process much if the user cannot find the letter "C" or the slash bar (/) or the asterisk (*) within, say, five or ten seconds. In other words, if finding the letter "Y" is a laborious process, then learning to use a computer will be even more laborious than finding the "Y".

It is easy to take these basic skills for granted. Practically everyone educated in a Western setting has either had a basic secondary school typing course or has been obligated at some time to plunk around on a typewriter. The point is this: almost everyone knows what the "tab" key does, how to make a capital letter, what the "shift lock" is for, why some keys have two symbols instead of one, etc.

Educational institutions in developing countries, even if they had the resources to provide typewriters, usually do not include such courses in their curricula. Only secretaries learn such skills, and in many cases typing is considered to be beneath the dignity of many (mostly males) who have been educated in the classical sense. This puts these individuals at a great disadvantage when it comes to learning how to use a computer. And this also goes a long way toward explaining why this project had so little trouble training secretaries to use many different kinds of programs (not just word processors) and why progress was so slow with many others.

The obvious solution to this problem is to teach trainees how to type before proceeding to real hands-on computer training. There are many "learn-to-type" programs on the market; the project obtained two and encouraged trainees to use them, not necessarily to become fast typists, but to learn where the keys are located, how the shift keys modify the effect of other keys, and so forth.

This approach did speed up the learning process, but it was not a pancea. Since typing is often considered to be a job for lowly secretaries, many people with a higher education are reluctant to spend much time on it. In addition, few would deny that learning to type is a pretty boring

undertaking. In the beginning, when progress is especially slow and hard to measure, trainees are prone to become discouraged.

Therefore, the best solution in the early going for trainees with zero typing skills and absolutely no prior typewriter or computer experience would be to start out with a mixture of activities, combining learn-to-type exercises with training in some easy-to-use utility software like "The Print Shop." Many trainees liked that program because they could make immediately useful things with it (signs, banners, greeting cards, etc.) quickly and easily. It also would allow trainers to introduce concepts that would be useful later, such as saving files to disk and using the printer.

Unfortunately, this is a lesson that was learned a bit too late in the project to really try on a large scale. But it would be a good starting point for others implementing similar training in the future.

Of course, this approach would not be necessary for trainees with prior typing experience. In that case, even if the ultimate goal is to teach other kinds of software applications, it would probably not be a bad idea to start out with word processing. Since there are so many parallels between using a typewriter and using a word processing program, it makes learning computer operation fairly straightforward. Then advancing to other types of software --- data base managers, spreadsheets, utilities --- is easier because the trainee is already familiar with basic operations such as saving files, moving around a menu interface, and using the operating system.

Learning to use an existing application

vs.

Creating a new application

Another lesson learned during the course of the project was that it is considerably easier to start by teaching people to use a pre-existing application than to teach people to create an application themselves. In other words, if a school, a business, or an agency is already keeping track of its budget using a data base system developed previously by an experienced computer user, it is a relatively easy to teach a beginner to enter checks into the system, calculate monthly totals, print out financial report, and so forth. He doesn't need to know how the system (or the software) works in order to use it effectively.

On the other hand, starting out by trying to teach a beginner who has never even touched a computer how to create system to keep a check register, calculate totals, and print out reports is far more difficult.

This may seem like an obvious point, but it runs counter to what would seem to be the more logical method of starting with the fundamentals, then gradually progressing to the more complex final product.

This project's experience shows that the ideal progression in computer training is to first show someone a pre-existing application, the complex final product, (what we are doing and why we are doing it), then, when the trainee has that concept in mind, show him how the computer and software were used to create the system, the fundamentals (how we did it). In a phrase, in computer training it is easier to get somewhere if you already have an idea of where you are going.

For example, suppose that you want to train a person to use a spreadsheet program. It is tempting to start out by showing him that the worksheet has rows and columns, how to enter data into a cell, how to format the entries, how to create formulas that depend on entries on other cells, what functions are available to perform certain calculations, what commands exist to aid in building the worksheet, and so on. Then, logically, one might think the trainee could use that knowledge to build any kind of application he wants.

Some trainees will be able to do that, but most will not. In addition, while the trainer is explaining the fundamentals of a spreadsheet program, the trainees will often not understand why it is important, say, to be able to use the spreadsheet's copy command to duplicate the contents of a cell into 100 other cells automatically, or to make some cell references relative and other absolute.

This will create a stumbling block because the trainer will assume that the trainee will be able to use sometimes complicated and esoteric software commands to create something even more complicated: a final product, an application --- be it a cost-benefit analysis, a budget, or whatever. Understanding a concept is, in this case, more difficult if you've begun with the how and left the what for later.

For example, initial training interventions attempted to show trainees the basics of various software packages with the hope that that knowledge would allow each individual to come up with applications useful to him --- a "how-before-what" approach. For the reasons just outlined, this turned out to be a mistake; and, coupled with the lack of typing skills noted above,

progress was either very slow or non-existent in some cases. It eventually became apparent that working with computer trainees with no prior knowledge required taking the process in reverse.

For example, if one wishes to train a person in how to use a spreadsheet program, it is better for the trainer to first create an application, preferably one that the trainee will be able to use himself later in the course of his work. The trainer should first show the trainee how the model, say, a budget worksheet, works, and let him experiment extensively with what it can do ("what if" comparisons, inflation effects, etc.). Only when the trainee knows what the worksheet is for and what it does would it be useful to discuss the fundamentals of how formulas are set up in certain cells, how the worksheet updates itself automatically, how to format the entries, and so forth.

Peer Training

There are a number of problems in doing training for computer novices, but perhaps three stand out: 1) trainees are often intimidated by the "black box" nature of computers, 2) trainees often do not feel confident enough to experiment with the computer and software, and 3) trainers, who tend to be "power users," have a tendency to go too fast when explaining basic concepts to beginners. An approach called peer training can provide at least partial solutions to all three of these problems by using more advanced trainees to help slower ones.

In addition to solving the problems above, peer training can also help to alleviate a couple of other problems: it can both relieve the pressure of high trainee/trainer ratios and encourage the sharing of information and discoveries among trainees.

Here is how peer training might work: In any training endeavor, but perhaps especially in computer training, there are always people who advance more rapidly than others. During the initial stages of a program, the trainer should identify those individuals and, presuming they are willing to participate, organize tutoring sessions in which they help slower trainees. This arrangement creates a setting where slower trainees work with peers who, while they are at a similar level of ability and experience, are also sufficiently advanced to have something useful to offer.

This arrangement benefits the peer trainer and his trainees. Because the peer trainer is only slightly more advanced than those with whom he is

working. fellow trainees often feel less intimidated and more open to asking questions than they would of a more advanced trainer.

Also, one of the best ways to learn about a computer is to use it, to play with it. Since the peer trainer will not have the answer to every question that comes up, he and his counterpart will be forced to experiment. Thus, the peer trainer can show his colleague how to discover on his own the answer to his questions. This will encourage experimentation by less advanced users who might otherwise be intimidated by the machine.

The peer trainer also benefits from this arrangement by being forced to practice and explain his new skills, both of which reinforce learning and retention.

Further, since peer trainers will be relatively new to the concepts at hand, they will also be inclined to explain things more slowly and methodically than a trainer for whom the same operations have become second nature. This will improve the learning process.

Finally, peer trainers can both increase the scope of training and provide a ready base of future trainers. Peer trainers can take responsibility for beginners, freeing more advanced trainers for tasks such as developing training materials.

This does not mean that the training organizer should spend time only with advanced trainees and leave the slower individuals to peer trainers. The lead trainer should always be available to answer questions and help trainees of all levels through problem areas. But this arrangement will help trainers to make more efficient use of their time by profiting from the skills and abilities of their more advanced trainees.

Using the peer training concept will also provide a head start on future training of trainers activities. The teaching experience peer trainers gain from helping their fellow trainees will help them to advance toward becoming fully qualified trainers later; thus, with more advanced courses, the program will have created not just more users, but a corps of persons qualified to oversee future training at all levels.

TEXAS TECH UNIVERSITY
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ANNEX G

REPORT ON RESEARCH METHODS WORKSHOP, TEXAS TECH

E.N.E.A. PROJET DE GESTION RURALE
PROJET U.S.A.I.D. NO 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE

CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)

ANNEX G

RESEARCH METHODS WORKSHOP CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES TEXAS TECH UNIVERSITY

July 6 -25, 1987

As a result of the mid-project evaluation held in April of 1986, ENEA and CAIDS agreed to organize an intensive training workshop in research methods at Texas Tech as the terminal activity of the Rural Management Project. A general introductory seminar in research methods already having been given at ENEA in 1985, it was decided that a follow-up program focusing on quantitative methods and survey research would be most suited to ENEA's needs in the area of applied research.

A time period agreeable to both institutions was selected and it was further agreed that Tech would be welcome to invite a few other paying participants to augment the small number financed by the project. Since this training activity had not been among the originally planned short-term workshops to be held in Lubbock, there was a need for careful financial planning and resource allocation. CAIDS determined that some eight participants could be sent from ENEA at project cost. These participants were identified by the Chief of Party and Director of ENEA together, their colleges and themselves consulted, and the list sent to CAIDS for approval. Participants included some former long-term trainees, some former participants at previous Texas Tech Project Management seminars, and a few who had had only short-term training at ENEA.

The training team consisted of Mr. Momar Ndiaye of the College of Statistics, Mme. Yacine Diop of the College of Rural Animation, and Mr. Bara Guèye of the Division of Applied Research at ENEA, all graduates of Tech in the Rural Management program. They were prepared for their roles by the Chief of Party in Dakar prior to going to Lubbock, and in the case of Ms. Diop, who was still at Tech, by the Director of CAIDS. The entire CAIDS staff of course provided back-up and administrative support. The training materials were drawn from Mr. Ndiaye's Master's report, additional readings from scholarly literature, and units introduced by the other trainers. All was thoroughly read, critiqued and approved by the Chief of Party and other CAIDS personnel prior to presentation.

This use of long-term trainees as training consultants on this occasion by the project was one of its most successful innovations. The participants, representing three other African countries apart from Senegal, were unrestrained in their praise of the trainers and their expression of pride and felicity at seeing some of their own before the class. Mr. Ndiaye in particular controls this material so well that he is invariably impressive.

At the suggestion of one of the participants, a different sort of evaluation was conducted than had been usually done for the Lubbock seminars. Instead of a single formal instrument offered on the final day of the course, evaluations were held informally every morning, written summaries turned in, and a discussion held at the end. The form of these evaluations is thus unamenable to numerical analysis. The participants themselves appeared to enjoy and profit from this mode of evaluation, and the training team and staff endeavored to make good use of the information conveyed.

In the case of the content and conduct of the seminar itself, the evaluations were uniformly good, excepting occasional complaints of excessive demands being made on the time and abilities of the participants. With such a diverse group, it is impossible not to have a few who are out-distanced by the others, and usually a few who are bored by exposure to familiar concepts. In general, CAIDS feels, based on the evaluations and other input, that the group appreciated the value and utility of the techniques and ideas presented, and will be able to implement them in their daily work.

As regards the organization and non-academic aspects of the seminar, CAIDS was less successful in obtaining the universal approbation of the participants. Some conflicts regarding housing and return ticketing arose due to discrepancies between the desires of individuals and the realities of travel, to differences between the behavior of different nationalities, and to various misinformation. Those participants not sponsored by the project were less constrained by financial limitations than the group from ENEA. They were also less well informed as to their schedule of travel home. A further source of unhappiness is the dearth of big-city cultural attractions in Lubbock itself. There is little CAIDS can do about this, other than attempt to organize stop-overs in New York, Washington or Dallas in the future. Lubbock is eminently suited to agricultural sight-seeing, but not to general tourism.

The group from ENEA promised to compose and turn in a report of their own on the workshop, following their return. At the time of this

writing, CAIDS has not received her copy. The CAIDS staff will of course attempt to learn from this experience, and hope that it has been instructive for the ENEA team as well.

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ANNEX H

REPORT ON SEMINAR IN NON-FORMAL EDUCATION METHODS

E.N.E.A. PROJET DE GESTION RURALE
PROJET U.S.A.I.D. NO 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE

CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)

ANNEX H

REPORT ON SEMINAR IN NON-FORMAL EDUCATION METHODS

FEBRUARY 9 - 14, 1987

ENEAA

Training Team

CAIDS engaged Ms. Molly Melching, head of the Saam Njaay Project, to serve as consultant to ENEA for the preparation and presentation of this training seminar. Ms. Melching had the assistance of M. Seexu Njaay, of Saam Njaay, who led the Wolof language elements of the discussions. They were backed up by the Chief of Party of the Rural Management team and personnel of the College of Non-Formal Education of ENEA. The latter were mainly involved in the planning and organization of the seminar and were the principal participants, as well.

Ms. Melching also contacted M. Philippe Ndiaye and others at the Ministry of Health prior to the seminar to solicit their cooperation, since much of the subject matter of the seminar concerned issues of health and hygiene. Representatives of this ministry attended some of the training sessions.

Participants

As this was a training of trainers function of the project, all ENEA faculty were invited to attend. On the whole, interest was high and attendance was good. Publicity for the seminar was well handled, to the extent that health and non-formal education agents from Gambia appeared to attend several days of the course. It had been hoped originally to be able to invite leaders and trainers from various AVDs (Associations Villageoises de Développement), with whom ENEA has long-term relations. However, this proved to be difficult to organize, and was postponed for a future occasion.

Training Materials

Most of the materials used in the conduct of the seminar were already in the College's possession, resulting from the Saam Njaay Project's earlier

close relationship with ENEA. These included the GRT (Oral Rehydration Therapy) game and books, the feasibility study booklets, the conservation 'boite a images', the village clean-up and hygiene booklets, the primary diagnostic game for malaria and other diseases, and the plays and group simulations. The Wolof versions of these materials were used throughout, despite the existence of Diola and other language materials, since Wolof serves effectively as ENEA's lingua franca.

The seminar was conducted in French and Wolof.

A field trip took place in mid-week to Saam Njaay, the pilot village of the non-formal education project. This was judged to be quite successful and stimulated a great deal of discussion on the following days.

The general approach employed was the action format. Indeed, any other would have been detrimental to the concept of non-formal education being advocated by the project, one shared by the Saam Njaay team. That is, participants were encouraged, even required, to train themselves in the use of the materials. A strong emphasis was placed on the development of future materials in response to different contexts and needs, rather than the rote memorization and uniform application of materials developed for Saam Njaay. There was lengthy discussion of pedagogical theory in the field of non-formal education, since none was presented as part of the seminar.

Evaluation

The usual type of written evaluation was conducted following the closure of the workshop. In addition to this, informal monitoring was done daily by the training team and CAIDS personnel. Unfortunately, attendance on the final day of the activity was low, so the figures obtained by this means may not be valid. They reflect a very high rating, nonetheless, of the value of the materials, the performance of the trainers, and the new-found potential of the participants to produce new materials in this field. Several respondents indicated a need for further training or other exposure to non-formal education methods and concepts, a position always taken by CAIDS. Thus far, it has been impossible to schedule such actions, although Ms. Melching has indicated her willingness to assist.

Working with the AVDs

The College of Non-Formal Education has broached with the Chief of Party the possibility of constructing a program with her partners among the Associations Villageoises de Développement, notably in the Fleuve area (Ronkh), in the Casamance, and Bamba Thialene in Kaolack. The basic idea is to constitute a training team of ENEA and AVD staff, conversant with non-formal methods, conduct primary research with the members of the AVDs in question regarding their training needs (e.g., health, marketing), and then draw up a schedule of workshops, to be held in the villages themselves. A preparatory meeting or two at ENEA might be necessary at the outset.

CAIDS heartily endorses activities of this sort, in which ENEA promotes village-level training and principles of local management. At the late date at which this proposal was made, it has been impossible actually to schedule any concrete activities, whether field trips, training of trainers, or communications with the AVDs, although CAIDS agreed to assist the College in finding financing for the program and in doing the groundwork.

This capability on the part of the ENEA should be brought to the attention of Non-Governmental Organizations working in Senegal in this kind of endeavor. AFRICARE was contacted during the course of the study of the proposal, and responded positively. AID may also wish to employ research and training agents from ENEA in any future such rural training efforts, whose importance to development cannot be overstated.

TEXAS TECH UNIVERSITY
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ANNEX I

PROJECT MANAGEMENT EXERCISES

ENEA RURAL MANAGEMENT PROJECT
USAID PROJECT 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)

Project Management Exercises
in the
ENEA Rural Management Project

The ENEA Rural Management Project attempted to make its training interventions as practical as possible. A high priority was given to creating real world applications for the theoretical concepts addressed in training materials.

Two activities the project promoted in that regard are ENEA's "magasin de consommation" (student store) and a village-level cattle fattening project funded in the village of Keur Serigne Bassirou in the Kaolack region. Both of these activities were the result of practical exercises assigned to students in the course of a "Gestion de Projet I" (Project Management I) workshop given to the students of the Cooperative College, in the case of the student store, and to a group of field agents, in the case of the cattle project.

This section will describe those two interventions' objectives, accomplishments, and problems.

The "Magasin de Consommation de l'ENEA"

During the 1984 school year, the project gave its core course in project management to the students of the Cooperative College (7th promotion). For a thorough discussion of this course, see the section covering training materials elsewhere in this report. Briefly, GP-I ("Gestion de Projet I"), as the core course came to be called, served as an introduction to the basic concepts of project management: the project cycle, project design, implementation, and evaluation. This course became a part of the first-year curriculum in every ENEA college. The "magasin de consommation" was the result of a practical exercise trainers introduced into GP-I for first-year cooperative students.

The Cooperative Service, the agency to which all graduates of the Cooperative College are assigned, has a national program whose principal objective is to create a network of small village-based stores which provide essential consumer goods to local villagers. The program is not very successful and the main reason is that the stores are almost invariably poorly managed.

Because the students of the Cooperative College were likely in the course of their job to be involved in this program, the project staff thought it might be useful to use the concept as the basis of a practical training exercise was to have the students design a "magasin de consommation" project, and, in the process, perform the financial and market analyses necessary to determine its feasibility. Further, if the design was deemed to be a good one and if the students were interested in implementing it, the chief of party agreed to provide financing for the store from project funds.

The students spent the entire second week of their GP-I training working on the above documents. They completed a price survey in similar stores around the Dakar area, performed a market analysis of the ENEA student body and staff, and set up a project management structure and implementation plan. The project staff helped them to revise their work into a workable plan and agreed to fund the project.

From the beginning, the project staff emphasized the pedagogical nature of the activity. To be sure, the financial and economical viability of the store were also important, but the "magasin de consommation" was primarily a teaching tool. It was hoped that students would learn from the exercise, even if that meant learning from their mistakes.

Implementation

The idea of opening a student store was cleared with the then interim director of ENEA who gave his full support to the plan. He agreed to provide a room in the school dining room where the students could set up the store.

The project gave the students one million francs to implement the "magasin de consommation" project. They used the money to finance their capital investments (a freezer, an adding machine, etc.) and to build their starting inventory of tea, coffee, soft drinks, snacks, school supplies, toiletries, and other items which had emerged in the course of their market survey.

The students shared the responsibility of day-to-day operations and the role of "manager" was rotated among the students. In a phrase, the success of the store depended largely on which student was the manager at the time. Some were better than others, but they all at least gained valuable experience by practicing the management art.

Change of Management

An unfortunate occurrence led to a restructuring of the store's management after only about one year of operation. The 7th promotion of the Cooperative College, those responsible for the store, had been slated to undergo a three-year training program at ENEA. This would have given them two full years as managers of the student store. Then the director of ENEA decided to shorten their program to two years and the students in charge of the store were suddenly required to leave ENEA. Their petitions to reverse the decision were unsuccessful.

Thus the project staff was required to either close the store or restructure its management to include students from other colleges. The latter solution was adopted in response to the store's popularity with students. After consulting with student leaders, it was decided that a management council composed of student representatives and faculty members would oversee the store's future operations. The council would take applications from students interested in managing the store and oversee their actions.

This approach eventually worked better than the previous one since it involved students not only in the operation of the store but also in following up on the performance of the managers. The students took their work seriously and, after a few months during which no profits were shown, the store began to function more efficiently. An ENEA faculty member, whose training in bookkeeping and accounting at Dakar's "Ecole Superieure de Gestion" had been financed by Rural Management, designed a better bookkeeping system for the store and trained managers to use it.

This change in management was made difficult by the lack of support for the store on the part of the school administration. The interim director who had approved the original plan was no longer in charge and the current director does not agree with the concept of putting resources into the hands of the students themselves. (There is an underlying suspicion on the part of the ENEA administration that if resources are too widely distributed, they might be used counter to the wishes of the administration itself.) There was not a major confrontation over the store, but its future remains uncertain after the project is over.

Accomplishments

One of the principal objectives that the project staff emphasized from the student store's early stages was its pedagogical nature. All discussions of the store's existence and management stressed the fact that it was there to

provide students with an opportunity to practice first-hand the management skills the project's training interventions attempted to teach. In that sense, the store was a definite success. Students did learn from managing the store, even when their performance as managers was not ideal.

Second, the store provided a needed service for the students and staff of the school. ENEA Rural Management training emphasized that any project or business must exist to fulfill a need. The store did just that, since there were no stores with an inventory comparable to the student store's anywhere in ENEA's immediate vicinity. Students and faculty were glad the store was there and patronized it frequently.

Problems

From the point of view of the project staff, the main problem the store presented was adequately monitoring the student managers' activities. Because the store's hours of operation varied depending on the student managers' class schedules, follow-up was sometime difficult. Students knew by word of mouth when the store would be open, but sometimes project staff members did not.

In addition, adequate follow-up of this kind of activity required more time than project staff had perhaps realized in the beginning, and some problems encountered could probably have been avoided if the project staff had been more in touch with the store's day-to-day activities. This was sometimes difficult when staff was out of Dakar on training and research activities, or during vacation periods.

Second, sometimes student managers were reluctant to bring problems to the project staff's attention, perhaps because of fear of being perceived as inadequate managers or of being suspected of underhanded activities. (Suspicion of the motives of others was common among the faculty and students at ENEA.) Thus, it was sometimes hard to tell exactly what kinds of problems the store was having because managers would attempt to hide problems instead of bringing them to the attention of the store's advisors.

A case in point was the time the store's freezer and several items of merchandise disappeared during a three-month period when students were working in the field. Store managers had closed the store, but had neglected to take an adequate inventory before leaving Dakar. While they were gone, school administrators entered the store and "borrowed" the store's freezer for use in the school kitchen. Upon return, the store managers were unable

to get the freezer back, and the store operated for several weeks without it. At the same time, several cases of empty soft drink bottles also were reported missing, but since no accurate inventory had been taken, no one was sure exactly how many.

These occurrences were not discovered until a routine audit showed that the store had taken a big loss during the period in question, mainly because of the expensive drink bottles; only then was the problem brought to the project staff's attention and necessary steps taken to help the students at least get the freezer back. This incident showed project staff just how difficult it was to really keep up with what was happening in the store.

Another problem the store had was with credit. In the beginning, it was agreed to extend 5000 francs of credit per student per month. No additional credit would be extended in a subsequent month if the previous month's bill had not been paid. In reality, this was hard for store managers to enforce, probably because it was with their friends, classmates, and colleagues that they were dealing with, and not just anonymous customers walking in the door every day. Eventually, the store had extended so much credit it was unable to renew its stock, and a credit moratorium had to be applied until all bills had been paid and the store's capital replenished. After that incident, the management council declared that credit would no longer be offered.

The final, and perhaps most important, problem is that the store's future may be in question when the Rural Management project ends. As mentioned earlier, the store does not enjoy the full support of the director of ENEA; it is not clear whether or not he will allow the store to continue operating after project personnel have departed.

Keur Serigne Bassirou Cattle Fattening Project

Another project-sponsored activity which attempted to put project management concepts to practical use was the Keur Serigne Bassirou cattle-fattening project. This activity came out of a similar practical exercise during a nation-wide project management re-training program offered primarily to ENEA graduates in the field. (Participants included "chef de CER," from the rural "Centres d'Expansion Rurale," and other development agents of comparable levels working in the field.)

This workshop, part of the overall program which eventually reached into every region in Senegal, had taken place in Kaolack for agents of the Kaolack and Fatick regions. The curriculum was the same as in the case of the ENEA

student store (Gestion de Projet I), but this time the project participants were simply invited to submit project proposals on their own after the training was completed using the skills and tools discussed during the workshop. They were given a deadline of about two months and, because they were professional agents working on their own, they were required to do all work on their own.

Participants were told that the project would make available two million francs to implement one project among all those submitted. Proposals were to be submitted in the form of a dossier that contained elements covered during the training: an implementation plan, a logical framework, a clearly outlined organizational structure, etc.

Surprisingly, not many proposals were received. And of the six eventually submitted four came after the deadline. Project staff attributed this apparent lack of interest to motivational problems which had emerged during the project's earlier training needs research. In fact, when the offer was made to them, many trainees expressed the opinion that two million francs was insufficient to do anything of any consequence.

However, of the six proposals received, a cattle-fattening project submitted by the "chef de CER" of Ndoffane in the Kaolack region was judged to be the best and most feasible. The project director thus decided to fund the project.

Implementation

In the spirit of decentralization that Rural Management training efforts tried to emphasize, the project funds were transferred directly to the villagers in question, not to the "chef de CER." Project staff members and the "chef de CER" accompanied the villagers to a bank in Kaolack where they opened an account. All disbursements were to be made by the villagers themselves, with the chief of the village and the president of their "groupement" as account signatories.

This project was also the first in which the Rural Management developed visual budget board was employed in a real project. This visual bookkeeping system, which all villagers were trained to use and understand, was employed successfully to manage and account for project funds and to determine the project's profit.

With the assistance of the livestock agent from the local CER, the villagers purchased 30 cattle just before the rainy season of 1985, kept them until

after the rains ended, then fattened them during the next three months. The livestock agent provided technical advice and assisted the villagers with vaccinations. When the cattle were sold, the project had not only reconstituted its capital, but had also realized a profit of more than 250,000 francs. They decided to keep the original 2,000,000 francs in the original bank account, and open a new account in which to keep their profits. They hoped to continue to add to the latter account until they had enough to either start another project or build a village dispensary.

The following year the villagers repeated the cattle-fattening operation with similar results.

Accomplishments

This experiment in project management training and implementation had two major accomplishments.

First, it clearly demonstrated that villagers, given the capital and left alone to use it, can and will undertake productive activities. The CER played important roles in acting as a funnel for outside funds to local producers and in the technical guidance it was able to provide the project. But it was the villagers themselves who were the true project managers and who were able to profit from their actions and decisions. The benefits of decentralization were clearly apparent.

Second, the project proved the effectiveness of the visual accounting system developed by the project. This system allowed participants to control project funds themselves, taking this important function out of the hands of a few privileged individuals who could read and write. One of the major factors in the project's success was that all the participants knew how the system worked and were able to follow it; thus, accountability was not a problem. This is not to say that this system is better than having literate participants, but it does demonstrate a stop-gap measure until literacy is more widespread.

Problems

The main problem that arose in the implementation of this project was the behavior of the "chef de CER." There is a prevalent attitude among Senegalese development agents that development actions which take place under their purview automatically entitle them to a percentage of the

proceeds. This "chef de CER" was no exception. This did not become entirely clear until after he had been reassigned to a new CER and the villagers took the opportunity to question project staff members about their future relations with his replacement.

It turns out that the "chef de CER" had required the villagers to give him substantial sums of money ostensibly to pay for the gasoline he needed to come visit the village. As it turned out, he would have had to visit the village about three times a day for six months to justify the total outlay (nearly 25,00 francs). Of course, he rarely came to the village more than twice a month. But he had told the villagers that the project would be cancelled if they did not pay his transportation expenses.

After the "chef de CER" had received a routine transfer and was thus out of the picture, the villagers revealed this arrangement to project staff members. Unfortunately, it was too late to solve the problem. The money given to the "chef de CER" would have substantially increased the profit the villagers had nonetheless made.

The other major problem that arose during this project was, again, the difficulty that project staff had of providing adequate follow-up. Because of the many other research and training activities in which the Rural Management project was involved, the project simply did not have the time or human resources necessary to provide adequate project monitoring. This is the main reason that, despite the success of this activity, the project did not try to repeat the operation in other area. There were plenty of opportunities. In the course of its "recyclage" program, the project did the same project management training program for personnel in every region in the country. However, it was readily apparent that, if the project were to fund even one or two more projects of this kind, there would be no way to provide the follow-up required. Perhaps, on the other hand, this experience might be duplicated in other projects in which the personnel and funds do exist to multiply it on a large scale.

TEXAS TECH UNIVERSITY
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ANNEX J

REPORT ON MANAGEMENT OF RURAL DEVELOPMENT CONFERENCE

E.N.E.A. PROJET DE GESTION RURALE
PROJET U.S.A.I.D. NO 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE

CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES
(C A I D S)

ANNEX J

MANAGEMENT OF RURAL DEVELOPMENT CONFERENCE

April 13 -18, 1987
ENEA

This conference was an important short-term activity of the Rural Management Project planned since the inception of the project. It was intended to enhance ENEA's regional visibility as a research and training center, and to showcase the studies conducted by the long-term participants in the project who had finished their degrees at Texas Tech.

Training Team

The basic program, objectives, format, and organization of the Conference were developed by CAIDS' Chief of Party, with the counsel of the Director of Studies of ENEA. Though coached and provided other assistance by her, the trainers (presenters or discussion leaders) were all ENEA staff. Consultations regarding the nature of the reports to be given and the form of presentation began in October, after the initial proposal from CAIDS was accepted.

The presenters included Aboubacar Sow, Mamadou Bara Guèye, Moussa Diop, Momar Ndiaye, Papa Mamadou Kane, and Daour Cisse. The original proposal had named Koumakh Ndour rather than the latter, who was not a long-term participant. Mr. Ndour's health prevented him from participating, however, and Mr. Cisse was called upon to replace him by ENEA's Director without the approval of CAIDS. The issues addressed were structural and management problems of the CER as an organ of rural development policy; marketing and the cooperative movement in Senegal; techniques of program and project evaluation for local management; the use of quantitative methods in applied research and project evaluation; communication between government development agents, village self-help groups, and non-governmental organizations; and management of the environment in the context of rural development.

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Participants

Invitations were sent to French-speaking African nations as far away as Cameroon, to the United States, Canada, and France. Although the original idea had been to implicate the invited development professionals as much as possible in the actual presentations and discussion, by asking them to prepare responses to the reports given by ENEA researchers, delays in the preparation of the manuscripts made this difficult. Thus, the Conference took the form of a scholarly meeting rather than an open forum.

Participants came from nine countries, as well as Senegal. They represented a good cross-section of mid- and upper-level officials. Opening and closing remarks were made by the Director of Studies of ENEA and the Ministers of Decentralization and Education. The absence of Mr. Cheikh Tidiane Sy at first created a turbulent atmosphere at the opening ceremony, since he had not notified the Senegalese contingent invited to perform the ceremony, but this dissipated rapidly through the efforts of Mr. Hadj, Director of Studies and other ENEA personnel.

Training Materials

Participants received a copy of each research report, plus 'sujets de reflexion'. The daily format was to have each presenter discuss his findings, their utility, and then lead discussion in general. The afternoons were devoted to small group work of various kinds. In some instances, case studies or simulations were used to emphasize the possible applications of the research to other than Senegalese situations.

Plenary discussions and small group work were vociferous and to the point, without exception. The impression of CAIDS staff attending various meetings was that serious work was taking place.

The weakest of the reports was that of Mr. Cisse.

Evaluation

The participants' most common complaint regarding the content of the Conference was that it was too local (i.e., Senegalese) in focus. The reporters had of course made every effort to point out the relevance of their