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EDUCATION AND TRAINING  
IN SENEGAL

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BY

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#### CHARTS

1) Ia	Structure of the Educational System
Ib	Senegalese or American degrees
Ic	Different (BAC) High School "majors"
4)	Bureaucratic Hierarchy
5)	Geographic and Sectoral Distribution of TFR (Technical Field Agents)

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## INTRODUCTION

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Education and training in Senegal is a purposely general title. In Senegal almost all governmental institutions have a training component, especially those that intervene in the rural sector. In the time allotted, it was impossible to evaluate each of these institutions and their training components. What this study attempts to do, instead, is make clear Senegal's education and training policy, by:

1. giving an overview of the classical (European) education system and the problems confronting it;
2. providing an overview of some of the most important training schools operating within Senegal's formal education sector;
3. providing analysis of the most important non-formal elements of Senegal's training/education system.

This is a preliminary study which should be expanded (especially the section on the RDA's), extended (to schools not included, e.g. ENAES, health training institutes), and updated. See Annex 11 for a list of all training institutes in Senegal.

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## S U M M A R Y

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"L'Université africaine ne doit pas être une île des nantis dans un océan de misère et d'obscurantisme" J.Ki-Zerbo.

The African university should not be an island of well-to-do in an ocean of misery and darkness.

Mr. Ki-Zerbo's warning notwithstanding, it is this image which best describes Senegal's entire education system. The Government of Senegal (GOS) in the twenty years since independence has been unable, or unwilling, to change the urban oriented, elitist nature of the colonial education system it inherited. Seventy per cent of Senegal's school age youth never attend school. Most of these reside in the rural world. Those that do attend school are said to be "uprooted" (World Bank) and "deformed" (President of Maison Familiale).

The education system raises expectations and changes attitudes. A study conducted by the Centre de Recherche et de Documentation Pédagogique in 1978 received very revealing answers to the following question: what trade would you like to practice? (Quel métier souhaitez-vous exercer?).

- 35% of the 900 lycéens interviewed wanted to be teachers,
- 9% wanted to go into industry,
- 6% wanted to go into a liberal profession,
- 3% chose the Army,
- 6% wanted to pursue diverse professional careers (salesmen),
- 2% chose agriculture.

(The rest either didn't answer or chose a category that did not constitute 1%).

In a country where 80% of the population makes a living in the agricultural sector, it is not hard to imagine a scenario of substantial educated unemployment.

### Training Institutions - Non-formal

CEMT	Collège d'Enseignement Moyen Technique (Mid-level School for Technical Education)
CEMG	Collège d'Enseignement Moyen Général (Mid-level School for General Education)
CEPR	Centre de Formation Professionnelle Rurale (Center for Rural Technical Training)
CFPP or CYP	Centre de Perfectionnement Permanent de Dakar (Center for Upgrading Industrial Skills)
CQID	Centre de Qualification Industrielle de Dakar (Center for Industrial Training)
CERP	Centre d'Expansion Rurale Polyvalente (Multi-purpose Rural Development Center)
EATA	Ecole des Agents Techniques d'Agriculture (School for Technical Field Agents in Agriculture)
MF	Maisons Familiales (Village level farmer Association)
AR	Animation Rurale (Rural Extension Agency)

### Training Institutions - Formal

EN	Ecole Normale (Primary School Teacher Training Institute)
ENS	Ecole Normale Supérieure (Secondary School Teaching Training College)
ENAES	Ecole Nationales des Assistants et Educateurs Sociaux (National School for Social Workers)

### Parastatal Organizations

RDA	Sociétés de Développement Agricole (Rural Development Agency)
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### Jobs Titles

TFA	Technical Field Agents (Agents Techniques)
IT	Ingénieur de Travaux (mid-level manager)

### Law

EOA - 71	Education Orientation Act - 1971.
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A B R E V I A T I O N S

- BAC Bacalaureat (High School Diploma)
- DUT Diplôme Universitaire de Technologie (Diploma awarded by the IUT after 2 years of study.)
- DFEM Exam taken at 10th grade level in order to pass on to the Upper Cycle.
- BEFC Brevet d'Etudes du Premier Cycle; same exam at 10th grade level, just another name.
- CEPE Certificat d'Etudes Primaire Elementaire (Primary School Diploma)

Planning Research Institutions

- DRP Direction de la Recherche et la Planification (Research and Planning Bureau)
- COUD Centre des Oeuvres Universitaires Dakar (Office for University Housing and Restaurant Services)
- ISRA Institute Senegalais de Recherches Agricoles (Agricultural Research Institute)
- MES Ministère d'Enseignement Supérieur (Ministry of Higher Education)
- MEN Ministère de l'Education Nationale (Ministry of National Education)
- IRFED Institut de Recherches et de Formation au Development (Development Institute for Research and Training).
- ILO International Labor Organization
- MDRH Ministère du Développement Rural et de l'Hydraulique (Ministry of Rural and Hydraulic Development)
- SEPH Secrétariat d'Etat à la Promotion Humaine (Secretariat for Human Development and Promotion)
- DEMST Direction d'Enseignement Moyen Secondaire Technique (Bureau for Secondary Technical Education)
- INEADE Institut National d'Etude et d'Action pour le Développement de l'Education (National Institute for the Investigation and Development of Education)

Senegal's educational planners seem to demonstrate the same preferences as its lyceens. Modern technical training institutions are housed in new modern campuses, with the latest in sophisticated equipment. The University of Dakar is, as one incredulous freshman student exclaimed, "a different world" (un monde à part). She is right. It, with its modern buildings, spacious green walkways, and sophisticated student body, is a world by itself.

Rural institutions, on the other hand, have been housed in decaying, shabby buildings. Only now, with Title III grants from USAID, will some of these institutions take on a brighter look.

Even so, the students who attend these rural institutions are no exception to the rule. They have been "deformed" and urbanized like their colleagues at the university. While one might hope that the students that apply to these institutions do so because they are interested in rural development, this is not always the case. (Traditionally, the rural institutions have been a second best choice). When these students graduate, they don't view themselves as peasants or farmers, but government agents, there to assist the peasants. They are paid whether the crop is good or bad, whether their program is successful or not. They are bureaucrats, whose primary allegiance is to Dakar and not to the farmers.

Whereas the rural training institutions find themselves in a state of indifference, Senegal's non-formal education structure, with the exception of the RDA's, is on its last legs. The combined budgets of the non-formal institutions, AR, MF, CFPR, Alhabétisation and EMP, do not equal one-half of either of the modern engineering colleges, IUT or EPT, budgets. These institutions, which have been bounced around for years, are in the midst of yet another reform. This reform of Promotion Humaine further reduces their budgets and status in Senegal's governmental structure.

Senegal's educational priorities seem to be clear. The GOS has built shiny new technical schools which feed the modern sector. It spends \$1,573 per university student. These students are for the most part destined to become bureaucrats after having attended either the teacher training colleges (ENS) or the College of Administration (ENAM). It seems as if much money is spent on training an elite for a limited modern sector. On the other hand, little money is spent on human resources development in the rural sector, where 70% of the population lives. If this misallocation of resources continues, the rural exodus Senegal is experiencing will continue to accelerate no matter how many EMPs, MFs or CERPs are implanted in the rural world.

PART I

SENEGAL'S CLASSICAL EDUCATION SYSTEM

A. INTRODUCTION

Twenty years after Independence Senegal is still struggling to throw off the shackles of the colonial education system it inherited. In 1971, with the implementation of the Education Orientation Act (EOA, 71) the GOS attempted to redirect the system to more adequately fulfill its development needs. The act sought to correct three major problems:

1. The Education Explosion: Since Independence, the number of students in primary school has tripled, secondary schools have grown by almost 8% a year, and the university by almost 17% a year. The construction, teacher training and materials needed to accomodate this growth puts an extreme burden on the national budget.

2. The Inefficiency of the System: The "laissés pour compte" (left to fend for themselves) are growing dramatically, the selection of students is becoming more and more rigorous, the type of training questioned and the efficiency (cost of training compared with the prduction of diplomas) of the system poorer and poorer.

3. The Inadequacy of the System: Senegal begins to witness educated unemployment, while at the same time the call for scientific and technical personnel goes unanswered (1).

\*. Primary Education: (See charts Ia - Ic)

"Human potential can represent an important resource as long as it is trained and mobilized to service the basic and essential needs of the nation. Given the natural growth rate (3% for school age children), a passive education policy will result in the rapid deterioration of the quality of life for people who already live on the brink of disaster and in parasitic situations in urban centers, which are themselves peripheral and marginal to the world economic circuit" (2).

Senegal's policy towards primary education, as expressed in the Fifth National Plan is passive: "..... realistic planning must take the possibilities of continued development and financial constraints into account ... The minimal objective of the Fifth Plan will therefore be to attain a 3% growth rate of school age children" (3).

Senegal did manage to obtain this minimal 3% growth objective in the course of the Fifth Plan. In fact, Senegal has been able to maintain that rate throughout the years since Independence. In 1978/79, the Senegalese school system numbered 370, 412 students, as compared with 128,755 in 1960/61. This tripling of the educational mass was accompanied by increased internal effectiveness, as the number of repeater students dropped from 20% to 15%. This improvement might be attributed

to the increase in the number of primary school teachers as compared with assistants and monitors. 37.9% of primary school agents were teachers in 78/79 as opposed to 17.9% in 67/68.

Not only did the quality of the teaching improve, but so did its make up, as the GOS teaching staff became entirely Senegalese at the primary level.

These achievements were not made without great sacrifice. While the portion of the budget allocated to primary education remained the same (60%), the unit cost per student increased from \$60 in 1974 to \$131 in 1978/79. The budget for primary education rose from 7.475.013.000 CFA (\$35,595,000) in 1976/77 to 10.456.832.000 CFA (\$49,794,000) in 1979/80. This was in keeping with the increase of the overall budget for education which rose from 12.932.592.000 CFA (\$61,584,000) in 1976/77 to 17.936.062.000 CFA (\$85,410,000) in 1979/80.(4).

In this past Fiscal Year (FY 80), spending on all types of education accounted for 33% of the government's recurrent costs. The most revealing statistic, however, is that this \$85 million dollar allotment goes to no more than a third of the population. The "Conseil Economique et Social" in a report prepared earlier this year, points out that the percentage of school age children actually attending school levelled off at 35%-38% at the end of the sixties, and then actually dropped to between 30%-33%. Thus, despite a considerable effort on the part of the government towards the education sector, over 700,000 children have never seen the inside of a classroom.

Most of these potential students live in rural areas. For every 30 persons who live in a village, one has attended primary school. In contrast, one in every three people have attended school in the urban areas. As for secondary school, one in every five hundred villagers have attended, as opposed to one in 12 for urban dwellers. Koranic schools, on the other hand, outnumber traditional schools 10 - 1 in the countryside (5). (See Annex 8 for a brief description of Koranic schools).

Obviously, easy access to educational infrastructure is a major cause of this dichotomy. Another more disquieting reason, however, is rural parents' disillusionment with the "tubab's" (foreigner) school. "I won't send my son to the tubab's school because he will just become a thief", remarked one rural parent. Other pragmatic parents don't see any benefit accruing from a school that throws their sons out into the street after five years of schooling and five years of sacrifice on their part to keep him in school. What's more, after having attended school, students often lose respect for traditional ways and beliefs, and refuse to work the fields. This discontent seems to vary from region to region in relation to various social factors.

Senegal's expensive education system can best be described as being "push-up" (pousser vers le haut ou fuite en avance) and "push-out".

From the time the student enters school, he is taught skills that do little to better equip him for rural agricultural life. The majority of the time he is in primary school is spent learning to read and write French (See Annex 1). This learning does not integrate the rural youth into his local environment (where practically no one speaks French), but rather pushes him up to the next level and closer to the big city. The World Bank refers to Senegal's primary school curriculum, thus: "Curriculum is conceived for urbanities and leads to a precocious uprooting of rural youth which breaks ties with their environment and their families" (6).

The GOS has recognized this problem, but the solution proposed—three hours a week of environmental studies — does not seem to be sufficient. There are no textbooks and teachers rarely take the initiative to go outside the classroom into the village. (The World Bank is financing a project to introduce national languages. Experimentation with Ouolof started in 1978, but there are no conclusive results yet.

The extreme irrationality and cruelty of the system does not manifest itself until CM2 (sixth grade), when the students take an exam to enter the middle level education level. Only 20% of the students pass the exam! Thus, the system, after having uprooted the rural youth and propelled him upward and forward, slaps him back down because there isn't enough room at the middle level. The Government of Senegal estimates that

between 40 to 50,000 youths are left to fend for themselves every year (7). While the numbers receiving their primary school certificate are greater than 20% (38-50%), this is some small consolation for students that have their own and their families' expectations raised, only to have these hopes dashed before they ever get started.

The Education Orientation Act - 71 attempted to respond to this situation by creating Enseignement Moyen Pratique (EMP). This is the major innovation of the reform and will be reviewed in a later section.

C. Middle and Secondary Technical Education:

Along with the creation of EMP, the new emphasis given to technical education is a second major concern of EOA - 71. It was proposed that in the near future, Senegal would have an equal number of "technical" and "general" students. This new technical education was supposed to respond more effectively to Senegal's concrete development needs. As such, it was to serve a dual purpose:

1. Prepare student for the next level of teaching - . second cycle General or Technical Lycees for CEMT, or university level professional schools for the lycees techniques.

or

2. Ensure practical training that would, if so desired, allow the student to immediately begin a job.

Middle Level Technical Education (CEMT)

(Seventh to tenth grades, or 6 -Sixième to -3 Troisième).

At this level there are six technical colleges (CEMTs), three of which are integrated with technical lycees. Students of these technical establishments follow the same program and take the same test (DFEM) as the students in the general colleges. They differ in that in addition to these general courses, they follow a technical curriculum which consists of six hours of "technology", one hour of "initiation to economics" and one hour of "home economics". The course in technology is designed primarily to familiarize the student with the technological apparatus in his environment, repair radio, fans, etc...

The major objective at this level seems to be to incite the student to opt for a technical lycee at the secondary level which traditionally has been a second best option. In Diourbel, 32 students out of a class of 138 decided to continue their technical education at the same lycee. (This statistic is difficult to judge because we don't know how many students went on to other technical lycees).

This middle level publicity may no longer be necessary. The Director of the Lycee Technique in Diourbel explained that more and more students are applying to the technical schools because of a plethora of graduates in other areas. In fact, there was an important increase in numbers registered for the technical series (B, E, F, F2, G, G2) in 79/80.

While the CEMTs may be effective in preparing their students for the next level of schooling, there is no way these students could begin to look for a job with the technical knowledge they have acquired. They don't learn skills at this level, but rather are introduced to what the ILO experts call a "technological culture" or the world of technology.

### Secondary Technical Education

The Fifth Plan foresaw the building of technical lycees in Diourbel, Kolda, Kaolack and Tambacounda, none of which have been started. The only construction that has been accomplished is the Lycee E.H.Limamou Laye of Pikine, a general lycee which contains a technical department.

Not only are buildings and material costs expensive for technical education, but the GOS must pay for the maintenance of technical, often imported, equipment. As a result, the unit cost for technical secondary education is four times that of primary education. In 1976 it was:

	<u>(U.S. Dollars)</u>
Primary (including general lower secondary)	117
General Secondary (upper cycle)	260
Technical Secondary (CEMT's)	255
Technical Secondary (Upper)	477
University	573

Senegal now has three technical lycees: Lycee Delafosse in Dakar, Andre Peytavin in St-Louis, and Ahmadou Bamba in Diourbel. The lycee in Diourbel, lodged in temporary quarters for over five years, has dropped industrial technical training because of a lack of equipment and now educates only G2 Bac candidates (quantitative methods of management). Funds have been acquired from FED and architectural plans are ready to build the long awaited lycee which will go back to teaching industrial "F" students.

A commercial lycee is supposed to be constructed in Kaolack but work has not yet begun. As for the other two proposed lycees, their construction has been put off pending the results of the second reform of technical education.

The World Bank reinforced Lycees Delafosse and Peytavin by building a workshop and providing equipment. Unfortunately, the workshop constructed in Peytavin has not been used due to a lack of material.

The quality of the instruction given at these lycees seems to be improving. In 1975, technical high schools (LT) graduates experienced difficulty entering the IUT, because high academic requirements favored general lycees of high caliber. It now seems that IUT and Ecole Polytechnique de Thiès compete for LT graduates who achieve better results in these technical schools.

While education has improved in quality, it has not yet become sufficiently job oriented. In theory, students are supposed to be able to choose between a job and further education. In practice, very few students choose to leave the school system after having received the Bac. Only two students in forty sought jobs after completing their technical secondary education in Diourbel. Ousmane Camara, the Minister of Higher Education, says, "Essentially, the training given is conceived as a step towards higher technological training. The only real outlet for graduates, whose diplomas are rarely accepted in professional circles, is admission into university institutions or the equivalent. This is contrary to a suitable equilibrium, at all levels, between training and employment. It is time to put a stop to this..." (8).

ILO experts went even further in their criticism by raising questions about the content and the structure of technical education.

"... The creation of certain sections, for example, automobile mechanics and copperwork, seem to have been born from a spirit of imitation rather than from precise knowledge of the real needs of the Senegalese economy.

It is important to remember two things. First, nowhere do classical schools train students for immediate employment in a given profession; a phase of adaptation is necessary in order to learn the necessary manual dexterity. Secondly, it is a mistake to authorize classical educational structures to do the

teaching of all sorts of trades. If there were efficient planning of human resources, one would become aware of the need to use other structures that often already exist outside the school and are better suited to train for specific jobs"<sup>X</sup>. Not only does this type of education need substantial restructuring before it will be able to meet the practical needs of its students; it will also be years before the parity between general technical students is achieved (See Annex 12).

D. Middle and Secondary General Education:

Experiencing a high growth rate after independence (7.9%), middle and secondary education levelled off in 1975 to about 70-80,000 students per year. This levelling off has been necessitated by budgetary, technical and human constraints. These constraints are also the principal reason for a 20% limit on students entering mid-level education.

It is frightening to note that this levelling off has led to the same sort of rigorous selection at the DFEM level (10th grade).

In 1977-78, only 23% passed DFEM entrance exam; in 1978/79 it was only 20%.

The year 1979/80 saw a further tightening of the selection process with the reform of the baccalaureat. Students are now required to pass an exam in the first year in order to continue on to "terminale". Half of the students taking the exam succeeded in continuing on to the last year of secondary level.

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(X) the CFPR, CPP for example.

This reform was instituted in 1979/80 in order:

1) to better select the students finishing secondary level education and

2) to rectify certain other problems:

a) decline in general level of studies;

b) the loss of value of the Senegalese Bac:

c) overcrowding in first years at the University.

About 40% of those who made it to terminale could be assured they would make it to the university.

The rate of success for the Bac in 1976/77 was 41.61%; in 1977/78 was 42.81%, and in 1978/79 was 42.95%.

The push out phenomena has caused a boom in private schools which currently received above 35% of all students, and 45% of the 6 th year students (See footnote 7). At the upper level, private schools account for 20.9% of all students enrolled. Private education is, of course, limited to the cities.

The major direct impact of the reform on this type of education was the reinforcement of scientific and technical disciplines. General schools were instructed to increase the amount of time allotted to the teaching of scientific and technical subjects. As a result, the proportion of liberal arts students to the scientific students dropped from 48.6% to 33.7% in 1976.

It seems as if this policy has had its intended effects; in 1979/80, the number of candidates for series A4 (pure literature) were less than those of series D (sciences) with 4054 to 5091 respectively, for the first time since 1968.

### E. University of Dakar

The Educational Reform of 1971 calls upon the University of Dakar to elaborate and transmit its wisdom in an African context to an African audience.

According to the Pecta Commission, the university has missed its calling: "The impact of the university of Dakar on Senegalese society is sporadic. This huge institution gives one the impression it lives closed into itself. That is why the university does not bother to follow the progress of its graduates.

The case of Gaston Berger University (a University of Dakar extension) seems to illustrate once more the lack of interest decried so often by both the public and private sector. Located in St-Louis at the mouth of the Senegal River, whose attributes weigh heavily on the future development of the region, it would have been normal to see the university take certain actions in that direction. That type concern must have escaped the founders of that institution of higher learning, which prefers to ensure the development of humanities in a region where the first condition of any development coming from the local population continues to be the mastery of water. The overwhelming number of high-school graduates (Bac), growing in number each year, has been the determining factor in this extension of the University of Dakar. What is more, planning at this level limits itself to creating bigger and more infrastructure, rather than questioning where all those new graduates are going to find jobs. High level unemployment can already be felt for (Univ. of Dakar) graduates in economics and law (615) and humanities (658).

A serious change of mentality is necessary, now, before it's too late, if the University of Dakar is ever going to participate in Senegalese and African society "(1).

Presently, the most serious problem at the university lies with the students' choice of disciplines. The majority tend to select the least productive, most saturated disciplines. As such, despite attempts at lower levels to reinforce scientific and technical disciplines, university students prefer the "literary disciplines" - Law, Economics and Humanities. The percentage of students in these areas of study is increasing rather than declining (See Annex 3).

Students concentrated in these areas are destined to become administrators or teachers. But the openings for these jobs are few. So many are unemployed. The needs as indicated in the Vth Plan are the following:

	<u>LAW</u>	<u>ECONOMICS</u>	<u>HUMANITIES</u>
Needs			
From 1977-1981	60	130	378
Enrolled 1979-80	520	693	578
78-79	432	531	839
77-78	308	331	704

The enrollments outnumber the need. Can the GOS push those they don't need out of the education system at this level?

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(1) Pecta Report, p. 127, 128. See footnote.

In just one year, 1978, the university produced more lawyers than Senegal needed (95), one-half of its needs in economists, and 65% of its need in humanities (247).

While the university seems confronted with the same types of problems as all other levels of education, it is ironic to note that it seems aware of the grave problems that confront it. The construction of Gaston Berger University to house literary students, hailing from essentially urban backgrounds, will not only serve to exacerbate rural-urban dualism, the elitist nature of the educational system, and the neo-colonial structure of the whole education system, but it will also push the country "up" and "out" into fairy land.

#### F. Teacher Training

Senegal's teacher training institutes seem to be efficient. The GOS has succeeded in "Senegalizing" the whole of the primary school teaching corps. While teachers trained at ENS are insufficient in number to fulfill Senegal's middle and secondary level teacher needs, production of teachers has greatly increased in recent years without affecting the quality of the graduates.

The major action that should be taken in this area is to adapt the training curriculum to Senegal's specific needs, especially at the primary school level.

Ecoles Normales (EN) - Primary School Teacher Training

There are five "Ecoles Normales" to train Senegal's primary school teachers.

- Ecole Normale de M'Bour - trains 60 teachers for Thiès and Sine Saloum regions. Created in 1964.
- Ecole Normale de Saint-Louis - trains 30 teachers for the Fleuve region.
- Ecole Normale de Bambey - trains 30 teachers for the Diourbel region.
- Ecole Normale des Filles à Thiès - trains 30 women teachers for the Thiès region.
- Ecole Normale William Ponty Thiès - 60 teachers for Senegal Oriental and Casamance.

These schools are able to adequately meet Senegal's annual requirement of two hundred odd primary school teachers.

While the teaching corps is entirely Senegalese, the curriculum taught at EN still needs to be adapted to the nation's needs. Primary school teachers are ill-prepared to carry out an eventual reform of the educational system.

The World Bank has made provision in Education Project III to more adequately prepare teachers for their future tasks. The Bank will provide an educational specialist to work with Ministry of Education to design an integrated program of teaching.

The World Bank will also construct a new teacher training college (EN) in Kolda. This school, which is to cost approximately \$3 million to construct, is supposed to be ready in September 1981, but construction has not yet begun. The Kolda school will replace William Ponty of Thiès which is housed in decaying army barracks. The construction of this school will finally allow Senegal to take a large step towards achieving its policy of one teacher training institute per region (1). The Kolda school will serve Senegal Oriental and Casamance.

As it now stands, the EN program lasts four years. The students, who are recruited at the DFEM level, take the usual general courses in French, geography, history, natural sciences, etc.. In addition, they receive practical and theoretical pedagogical training and courses in applied linguistics. Every year in July, the students conduct an "Etude du milieu" (Environmental study) which is designed to better acquaint the prospective teachers with their teaching environment. It is these additional courses that the World Bank seeks to make more efficient.

Students: Students sign a contract in which they promise to serve GOS for the next fifteen years. Once they have agreed to this contract, their future is virtually assured. At the school, they are housed, fed and receive 8.500 CFA stipend. During the summer months, this scholarship goes up to 15.000 CFA.

In the fourth year, students take over a class for two months for which they are paid 24.000 CFA. Once the students have finished their schooling they can expect a starting salary of 55.000 CFA/mo (\$225).

The Director of EN William Ponty of Thiès felt that the financial security offered by the school enabled him to recruit and select candidates of high quality.

Comments:

1) Every effort should be made to construct the EN school in Kolda by 1981, because the present quarters of the William Ponty school are in state of total decay. These gloomy surroundings surely exert a negative influence on teachers trained to serve in Senegal Oriental and Casamance.

2) EN teachers who are taught applied linguistics, do not yet use this training, because GOS is still experimenting with national languages. This is not a reason to stop teaching the course, but is rather an excellent opportunity to teach the primary school teachers("instituteurs")how to "alphabetize" in local languages.

At present "instituteurs" are given no alphabetization training. This is unfortunate, because "instituteurs" are also well-placed to teach rural adults how to read and write. They live in the community year round. They already possess high-level pedagogical training and they are often respected members of the community. Before independence, "instituteurs" taught French classes in the

evening to adults; there is no reason to believe the Senegalese teaching staff could not make the same effort. Furthermore, this kind of effort might work towards removing some of the rural world's suspicions, regarding the tubab's (foreigners) school.

Ecole Normale Supérieure (ENS)

Goal: Train teachers for middle and secondary level general education. The ENS also trains educational inspectors (inspecteurs de l'éducation).

Students: Students destined to teach at the middle level (6th - 3rd) are recruited after having achieved their "licence" (B.A.). Students who will teach at the upper secondary level (2nd to graduation) are required to have a masters degree (See chart I b for American equivalency). ENS students receive a 60.000 CFA scholarship and sign a contract which binds them to serve Senegal for fifteen years.

Program: The program which lasts for one school year is divided into three parts.

I. Theoretical Training

a) Systematic analysis of the programs of study utilized at both the middle and secondary levels.

b) Psycho-pedagogical and professional training

1. Information on the psychological make-up of future students.

2. General and specific pedagogical analysis of students aptitudes.

3. Follow a course in the history of education.

4. Written reports on a subject of particular interest.

## II. Methodological and Practical Training

1. Practice lessons at ENS applied high school, sometimes with audio-visual feedback.

2. Practical training at high school outside of Dakar

3. Initiation to printing and various audio-visual techniques.

## III. Moral Professional Training

1. Courses that outline the roles and responsibilities of a teacher.

In July 1980, 225 students graduated from ENS, a marked increase from the four teachers that graduated in 1975. As for 1980/81 ENS provided 280 scholarships but was only able to find 220 qualified candidates.

ENS has experienced enormous difficulties finding teachers for the scientific disciplines (math, physics, and natural sciences). Only 20 of this year's 220 candidates come from the scientific fields. To compensate, ENS has started recruiting students at the Bac level. ENS chose 100 candidates from a field of 300. Again, ENS provided more scholarships (150) than there were qualified students (100).

Although ENS administrators don't know Senegal's exact needs in teachers, it does not seem that "Senegalization" of the secondary teaching corps is near, as the MEN has told ENS directors to train as many teachers as possible and even that won't be enough.

Budget: 75 million CFA

Teaching Corps: ENS employs 60 teachers, of which approximately two-thirds are foreign. The school currently benefits from a project which is training 10 teachers per year in Belgium.

Problem: (1) The school's heavy dependence on foreign teachers is an impediment to appropriate curriculum reform. ENS officials hope that the 10 annual scholarships offered by UNESCO will allow them to resolve this problem. This may take some time, however, as this scholarship program has only recently been reactivated.

2) Space is a serious problem at ENS. Classrooms which were originally built to hold 20 students now hold as many as 40. The French have agreed to finance an extension of the school. Construction has begun and the classrooms should be ready for next year's school opening.

The ENS also has a research center, Centre de Recherche et de Documentation Pédagogique. This center is "responsible for the definition and orientation of training given at ENS". As such, it can use the ENS applied high school as a testing ground for any new pedagogical method that is worthy of consideration. Its principal task is to conduct research geared towards making Senegal's high school curriculum more relevant to the African context.

The Center reinforces these research actions by developing appropriate materials, by keeping in touch with former students through publication of a newspaper, Le Lien, and by conducting seminars to upgrade the teachers' pedagogical skills.

Since ENS is administered by MES, its research center has little impact on curriculum change because its contacts with the MEN are minimal. For example, the Director of the research center, Mr. Bouna Gaye, was not informed by MEN that they were planning to create a new bureau for planning and research. He first heard about INEADE over the radio, like everyone else.

G. Future Prospects and Options

<u>Primary</u>	Unit cost \$130	1978/79	
		<u>Public</u>	<u>Private</u>
Schools: 1,493		1,334	159
Classrooms: 7,188		6,158	1,030
Number of Students 78/79	370,412		
Student/Teacher	53/1		43/1
Internal efficiency:		<u>Public</u>	<u>Private</u>
Repeaters		15.2%	16.4%
CM2 Repeaters		26.9%	
Rate of promotion CI to CM 1			85.7%

Regional disparities:

	Enrollment	Classrooms per School	Teacher/ Student
Cap-Vert	63.3%	10.1	1/62.6
Thies	33.5%	5.2.	-
+Diourbel	13.4%	4.5	1/42.5
+Louga	14.7%	4.2.	1/42.5
Fleuve	31.3%	4	-
Sine Saloum	-	3.6	-
Casamance	38.5%	2.8	-
+Senegal Oriental	18.5%	-	1/39.1

+ The reason for these low rates of enrollment is not necessarily due to the lack of infrastructure as the teacher/student ratios are well below the national average of 1/53.

Source: Bilan statistique des Actions d'Enseignement et de Formation du Cours au Plan.

Given the present cost structure, the future of elementary education in Senegal is bleak. The possibility of providing education for all by the year 2000 is zero (See Annex 5).

The Fifth Plan tells us that the unit charge for a classroom has gone from 1.5 million CFA up to 3.5 million CFA, making the chances for expansion even less likely.

There does, however, seem to be room for some saving if the GOS opted for more reasonable infrastructure. Rural Koranic schools certainly don't spend 3.5 million CFA to build a classroom. On the other hand, the unit cost of \$130 per student can only increase as costs increase. Almost all recurrent costs (99%) go to personnel. You must have teachers in order to teach.

Even if it were possible to extend primary education, it is not sure that it would be desirable. To extend a school system inherited from colonial times which only serves to raise the child's expectations, cut him off from his milieu, and then slap him back down is ludicrous. The Director of DRP, Moussa Georges Mbodj, says, "School is something for everyone, that concerns everyone. In order for it to work it must be an integral part of our society, so as to promote our own cultural values. It should be both a source of heritage and a factor of development. This cannot happen without a profound change of the structures, ties and goals of elementary education".

Mr. Mbodj proposes that double sessions be instituted and the school year lengthened. The student would attend school in the morning, for example, and in the afternoon someone from the community would instruct the students in community-related subjects. This type of elementary school would be more closely associated with EMP than with the formal school structure. It would provide 20% of its students to middle schools for development of middle level managers and send the rest to EMP.

Since the students would attend school only 2 1/2 days a week their school year would be cut from 185 days to 127 days. This sort of solution is not feasible at the present time since EMP's present enrollment capacity at all centers is 1000 students. It is, nevertheless, a good example of the type of profound change that is needed.

Although, Senegal has recognized the need for radical change since 1971, it has been unable to implement or apply a coherent response. Mr. Aw, also of DRP, attributes this to the lack of educational planners. The World Bank agrees with Mr. Aw and has agreed to form a National Bureau for Educational Research and Planning (INEADE). This bureau will seek to:

1. Coordinate the many commissions already working on the educational reform (Commission Nationale de Réforme de l'Enseignement du Français, Commission Nationale des Sciences Naturelles, Commission Nationale d'Histoire et de Géographie, Commission de Langues Nationales).

2. Give the educational system some focus and coherence.

Until now, most Senegalese educational institutions train without really knowing the country's needs.

INEADE will immediately undertake two studies which should help it in its tasks. It will study 1) the relative costs implied by using different techniques and materials, 2) the education process as a whole at each of its different levels, in order to be able to ensure coherence between the national needs and its educational programs.

To summarize, the need for expanding elementary education is great. Senegal's passive education policy has already lead to parasitic situations in the cities, not to mention the great waste of human resources.

But, Senegal will not be capable, nor would it want, of expanding its elementary educational system without radical reform of the model and content.



The government's call for parity between technical and general students is doubtful except in the very long-term. In 1978/79, the unit cost for general middle and secondary level education was \$242, compared to \$433 for middle and upper level technical education. If Senegal would have attained parity by 1978/79, its recurrent cost would have increased by approximately \$7.5 million dollars.

Not only is technical education in Senegal very expensive but it does not meet the country's needs. Few, if any, technical lycee graduates attempt to find jobs. Those that do experience difficulty because their practical skills are lacking.

Another more serious result of this "push upwards" is that Senegal is meeting its needs in superior technicians but not in skilled workers (see Annex 6). There is an immediate need, and jobs available, for people trained at this level. Since the government has not been able to meet this private sector need, the larger enterprises are creating their own training programs; Centre de Senelec, Centre de Formation de Taïba, Centre de Formation de Dakar Marine.

The Director of the IUT suggested that a professional high school modelled after the IUT be created to fulfill this need. It would guarantee its students a job before they start. It would establish a good working relationship with the business community, something the technical schools lack. The "lycee professionnel" would most differ from the "lycee technique" in that its students would receive a CAP, as opposed to the Bac.

In sum, the technical lycees have been unable to deliver practical professional training necessary for immediate employment. While materials are definitely lacking (one need only visit IUT and EPT and then the technical lycee to understand the GOS emphasis is on high level technicians) it is hard to imagine students passing up higher education and future benefit to go out and work in the industrial sector, even if materials were available for practical training. There is still a certain aura about having the Bac. Students seeking a Bac are looking for a ticket to higher education, not to become an industrial worker. Technical lycees don't do a bad job in preparing students for the next level of education, but they have been incapable of providing job skills.

The GOS is conscious of the inadequacy of the present system. Following an interministerial meeting in July, a second reform of the technical education system was proposed and adopted.

It was suggested at the end of this meeting that twelve actions be taken in order to implement this second reform. The principal actions consist of:

1. Creation of a national office for professional training;
2. Payment by all enterprises of a 1% training tax. GOS officials hope to raise 1 billion CFA (\$5 million) from this source;
3. Reactivating diplomas for skilled workers - CAP, BEP (see Chart 3);
4. Conducting an exhaustive study of all training that goes on in Senegal.

These actions are designed to make GOS's technical education planning more coherent and as a result its training more flexible. Technical education planners should be able to foresee how many mechanics will be needed by the year 1990 and then adapt their training accordingly.

The CPP (see below) in Dakar has been singled out as a model institution of this genre.

#### Centre de Perfectionnement Professionnel (CPP)

Goal: To improve the productive capacity of Senegal's industrial laborforce. More precisely, to provide specific skills needed for industrial tasks.

Program: The CPP program is extremely flexible, "Stages" (training periods) last anywhere from 8 to 70 hours, spread out over several weeks or condensed into a few days.

At present, CPP offers courses in general mechanics, building construction, electronics, air conditioning and refrigeration, metal works, automobile diesel mechanics.

The CPP is capable of providing training in other areas on demand. In 1979/80, for example, CPP trained 18 workers in pipe installation in response to a request from local enterprise.

Students: Students are sent to the school by local enterprises, who pay a nominal fee. CPP does not accept individual candidates.

Professors: The CPP employs 15 professors and a director. Six of the professors are ILO experts, each of whom trains a Senegalese colleague to take over for him.

Campus: Located in the heart of the industrial zone, the CPP buildings are modest but well-kept. CPP possesses sophisticated machinery of all sorts donated by the World Bank.

Problems: The CPP seems relatively problem free for the time being. It remains to be seen whether the Senegalese colleagues will be able to maintain the quality of instruction and whether the GOS will be able to pay the new increased recurrent costs.

Comments: In September 1982, CPP will be fused with Centre de Qualification Industrielle de Dakar (CQID), an industrial training center located next door.

At present, CQID provides vocational training for students who have completed the 10th grade (3ème). The CQID program lasts two years and is broken up into four sections: electricity, general mechanics, motor mechanics and metal work construction. Teaching is divided between theoretical courses (eight hours of French, math, English and gym) and practical courses (16 hours). At the end of these two years, the students are awarded a BEP (Brevet d'Etudes Professionnel).

CQID also offers a third year of specialisation in refrigeration technique, motor mechanics and electronics. Most students opt for immediate employment after the second year. In 1979/80 there were no candidates for motor-mechanics, ten for electronics and nine for refrigeration technique.

ILO experts at CPP felt that CQID should put more emphasis on practical work as some enterprises were dissatisfied with CQID graduates' technical level.

These same experts pointed out that French cooperants teaching at CQID don't train Senegalese counterparts to take over from them. The experts saw these as two areas which should be reformed with the union of the two centers.

### GENERAL EDUCATION

Middle level: There are 83 public establishments - 13 lycees; 7 colleges of Secondary Education; 63 colleges CEMC. There are 76 private establishments - 25 parochial and 48 non-dominational. Students in all middle-level institutions number 40.582.

Unit Cost: Primary and Mid-level \$117 1976

Mid-level and Secondary \$242 1978/79

Secondary level: There are 13 lycees publiques; 12 colleges - 6 parochial, 6 non-denominational. Students number 12.699 which represents a decrease of 1.9 % from 1977/78.

	<u>Public Schools</u>			<u>Private Schools</u>		
<u>Bac Series:</u>	A.	C.	D.	A.	C.	D.
<u>++ of Students:</u>	2958	2183	4769	896	634	1269
	(Total 9910)			(Total 3739)		

Teacher/Student ratio: 1/37 1.35.8

Internal efficiency: Repeaters: 14%

Terminal level repeaters: 20.6%

Rate of promotion: 67.6% from 2ème to terminale

Enrollment has been fairly stable at the secondary level for the last five years, which means that competition to get into and within this level is getting more and more difficult (see annex 7). This tendency should continue for the next few years as the GOS will not be able to increase facilities, given the huge investment needs elsewhere in the education system. The principal change at this level will take place in the teachers' ranks with the progressive Africanisation of secondary school teachers.

UNIVERSITY OF DAKAR

Built in 1956 to receive 5000 students, the University of Dakar housed 10366 students in 1978/79. There has been a 17% increase for each of the last 3 years.

Unit Cost: \$1,573 (1976)

	Total	Senegal's part
Budget 1978/79	2.325.351.000 CFA	1.578.250.000 CFA (65% of total)
1979/80	2.680.625.500 CFA	1.944.007.000 CFA (73% of total)

University professors are not required to have pedagogical training but they are required to have a third cycle doctorate degree. In 1978/79, 58% of the University teaching staff was African. The University is progressively implementing its policy of Africanisation by offering scholarships for "third cycle" study. (See Chart Ib). The number of Africans teaching at the university has increased by 10% over the last five years, and is expected to continue at approximately the same rate. 74% of the assistant professors at the university are African.

University officials attempted to meet this increased demand on infrastructure by building additional amphitheatres, classrooms, offices, etc. The cost of this construction was 2.100.000.000 CFA. In addition to these, four new dormitories, a new restaurant and 5 new mini buses were all added to the university's operations.

These additions are only a stop-gap measure, while waiting for the Gaston Berger University to open its doors in October 1982. There is considerable doubt that the university will be finished by 1986, as voiced by a professor who is the University representative to the National Planning Commission. The Government has been obliged to reduce the plan of the University to a "minimum program" which will permit the transfer of the first cycles (first two years of university education) of law, economics and humanities to Saint-Louis. This minimum program will cost 10.500.000.000 CFA and is available in the short and middle term. Money still has not been found to pay for materials for the restaurant and library.

The university will receive from 4000 to 5000 students. The students will be housed in "villages", three of which have already been built; three more are underway.

Normally one would think that this new construction was the result of a thriving economy and university. Judging from this expansion one would think that the future of university education in Senegal was bright.

But all this construction is deceiving. Neither the economy nor the university are thriving. Construction is carried out to meet increasing numbers of students but not the country's development needs. The university is nothing more than the culmination of a self-contained education system that produces to replace itself.

The students at the university are definitely the cream of the crop. But how many of them will work toward Senegal's development? Become development agents? Consecrate their hopes, efforts, thoughts to Senegal problems? Few if any. A stroll around the university campus is enough to convince one that the students are more concerned about the latest Paris fashion than health care. Everyone is worried about passing exams. Passing to go where? The next level. To do what? To teach, of course. For the few who do want to address Senegal's development problem, the university is unable to provide an appropriate forum to develop these ideas. The best of Senegal are wasting the nation's time and money struggling in 15th century French poetry, memorizing decrees or learning theoretical economics which have little or no application in Senegal.

The university is the final stage in a process of alienation which begins in the primary school. The rural youth who is lucky enough to get to the university will have a difficult time returning to his family after having attended this prestigious institution.

Rather than channel Senegal's best human resources towards development, the university turns them away from it. The university channels students' hopes, perceptions and thoughts away from the rural world, and away from Senegal.

PART II

TRAINING SCHOOLS

A. Introduction:

Rather than modify the university structure inherited from the colonial era, Senegal's education planners have decided to develop parallel technical and professional institutes designed to meet the specific needs of its economy.

This policy is clearly expressed in the Fifth four-year plan, "The University of Dakar was already in being before independence was achieved. Since then the number of students in higher education has risen remarkably, while the number of institutions providing specialized instruction has also risen. The system inherited from the colonial era was copied, however, from that of France, and aimed essentially at the integration of the African elite and such a system could not easily respond to the exigencies of a society in the throes of change, and to the specific requirements of the public administration (of the social and cultural services), and of the various sectors of economic activity. The predominance of the classical school and of the literary and legal instruction has led to the creation of schools known as "training" schools, aimed at satisfying specific requirements and recruiting students on the basis of the demand expressed by the users."

Although the general heading "training schools" (écoles d. formation) has been used, some of the establishments which will be evaluated are administered by the University alongside the four largely autonomous faculties. This is the case for the IUT, CESTI, ENS, and EISMV. In addition to these schools, the education system covers at least another fifteen training institutions dispersed throughout Senegal, such as ENAM, ENEA, ENCR, etc.

This study does not attempt to evaluate all five university institutes and fifteen training schools but rather Senegal's most important training institutions. Three criteria have been used here to determine a school's importance:

1. resources allocated to the school;
2. tasks to be performed by future graduates (how will the future technicians contribute to Senegal's development?)
3. relevance to U.S. AID program (this leads to a more thorough analysis of rural training institutions).

In this way, the author hopes to present a representative study which will highlight the general trends of Senegal's education system, as well as provide more detailed analysis of a school's importance to Senegal's development and USAID's program. (Health training institutions are not mentioned because of logistical constraints, but will be the subject of a later annex).

In order to facilitate comparison of these three criteria, schools have been classified by professional vocation rather than administrative status. The schools have been artificially grouped into three separate categories: technical schools, administrative schools and rural training schools.

It is important for the reader to keep in mind that this is a logical but artificial classification. There exists little or no coordination between schools of the same category (between EPI - IUT or ENEA - ENCR for example), not to mention between schools of different categories. Again, the Fifth National Plan clearly points out the need for reform: "If these establishments (training schools) have succeeded in satisfying the requirement for staff to a large extent, it is still necessary to recognize their isolation in relation to the rest of the educational system, and their comparatively high costs".

TECHNICAL SCHOOLS

B. Institut Universitaire de Technologie (IUT)

Objectives: To meet Senegal's need for mid-level technical manpower, Provide post-secondary sub-professional foremen and technician training in mechanical, electrical and civil engineering, industrial chemistry, food technology, and business studies. Graduates are to replace expatriate mid-level staff and fill new positions as industry expands.

Program: Two year course leading to university diploma in technology (DUT). The students attend school for 32 weeks a year, 34 hours a week. They can choose from the following options:

<u>Industrial Division - Bac C,D,E</u>	<u>\$</u>	<u>#</u>
- Department of Electrical Engineering Options: Electronique Electromecanique	227	32
- Department Chemical Engineering and Applied B Options: Biological analysis Chemical engineering	128	9
- Department mechanical Engineering Options: Maintenance Construction	100	20
- Department of Civil Engineering Options: Building and civil works Rural engineering Geometrics	186	25
- Department of Meteorology	26	10

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§ Number of students who have received DUT from 1968 - 1978.

¶ Number of students who have completed two extra years of training leading to either a high level technical diploma or an advanced diploma in management or administration 1968 - 78. There are two groups that participate in this program; those students that have graduated with DUT and then go on to work for two years and the top 10 of the graduating DUT students.

Tertiary Division all Bacs

- Department of Business Administration
  - Options: Finance and Accounting
  - Administration and Personnel
  - Department of Commercial Techniques
  - Department of Hotel and Tourist Management

The IUT offers part-time training for people who are working full-time.

It also hires itself out to do research.

Students:

In 1978/80 there were 461 students matriculated at the Institute:

- 126 in the Tertiary Division (86 1st year, 40 in 2nd year)
- 243 Industrial Division (146 1st year, 97 second year)
- two year additional superieur course 92 (21 tertiary, 71 industrial)

All IUT students have a scholarship of 24,000 CFA. An additional sixty students from the Ecole Normale Supérieure d'Enseignement Technique et Professionnel were trained at IUT. These students are destined to teach in the technical lycees.

The Director of IUT is currently a French man but he will be replaced by a new Senegalese Director.

Budget: 1976/77

(millions of CFA)

General recurrent costs	25
Rest	85
Scholarships	120
Personnel	<u>35</u>
	265
French Assistance	60
Personnel	<u>100</u>
	160
	Total 425 million CFA

UNIT COST per graduate: 1.250.000 CFA

Problems: Most employers are generally satisfied with the quality of the education but they complain that the teaching is too theoretical. The upper

level program runs into difficulties because it takes students away from their job in order to learn again. Employers complain this disrupts their management production cycle.

Comments: From 1971 - 1975, the IUT had found employment for all its 442 graduates. In 1980, some students were experiencing difficulty finding a job. But the IUT is a flexible institute that can change to meet new employer needs. In fact, just this year it opened a new department of Informatique (Systems Analysis) for 20 students, all of whom have already been promised jobs with the DATI, a research group that makes up part of the Ministry of Finance. This is an example of the type of training upon demand done so well at the IUT. It requires a lot of work on the part of the School Directors, going out into the business community to determine their needs. So far, this policy seems to have paid off for IUT, as it has already been able to find jobs for 80% of its graduates. As a result of surveys done this year, enrollment in mechanical and chemical engineering courses will be cut back.

Not only does the IUT have a good relationship with the business community, but it also seems to be integrated and interested in Senegal's development effort. The Director has spent the last four years forming a research team which he estimates to be one of the best in Africa. Whether true or not, it is encouraging that the research efforts are conducted by people who know Senegal (4 years experience at least) and who consequently conduct research oriented toward Senegal's specific development problems. Thus, the major thrust of IUT research goes into Solar Energy, and Hydraulic works.

The IUT on-the-job training program is also geared to meeting Senegal's needs. Night course in accounting have been offered for the last few years to approximately 150 students annually. This year, courses have not yet been

started because previous courses taught French law and accounting methods, which are different from those of Senegal. IUT will not begin these courses until the government decides whether the new textbooks developed by IUT are appropriate.

The IUT internal efficiency is very good, as it should be, since they select 140 students from 1500 candidates; in the first year 70% of the students pass and in the second year approximately 95% pass.

Campus: Modern and well kept, although the dormitories need some attention. Many laboratories, a computer room, and an audio-visual complex provide the school with necessary materials and also a heavy maintenance and recurrent cost bill. The vast amount of audio-visual equipment, which looks like a CBS television studio, does not seem to be justified.

### C. Ecole Polytechnique de Thies (EPT)

Goal: Train high-level civil and mechanical engineers.

Program: This school has opted for the North American University curriculum. Thus, they meet for two semesters a year, for five years. At the end of the five years they receive a "diplôme d'ingénieur de genie civil" or "Mecanique". Work is equally divided between theory, laboratory work, and practical exercises.

Campus: Pretty, neat and well kept as any in the world. The EPT appears as a green oasis in the middle of the desert. Maintenance of this oasis is costly, however, as the EPT spends annually 12 million CFA (\$60,000) just to water the grass.

The machines at the EPT are very sophisticated and very expensive to maintain and repair. They come from all over the world. The school is thereby obligated to send all over the world for spare parts. The Director of the school cited this as a major problem, as he considers these machines to be indispensable to the teaching program.

Students: There are at present 193 students at EPT, well below its capacity of 350 students. There seem to be two reasons for this under utilisation of resources:

1) Originally EPT admitted approximately 98 students in the first year, to find that only 26 or 27 would make it to the second year. Now the school recruits 45 students a year, but approximately 70% make it to the second year. This new recruitment is obviously much more rigorous. (Students following series C or are eligible to apply for the school.) (See Chart Ic).

2) The school is beginning to have difficulty in finding work for its students, only 7 years after its conception, and 2 years after its first graduate class. The EPT turns out approximately 30 engineers a year. When one takes into account the students studying abroad and the engineers that follow the four year program at IUT, it is easy to understand that in three or four years the market will be saturated. Senegal's economy can only absorb so many high level engineers.

These EPT graduates are obligated to work in Senegal for 15 years after graduation, but they can opt for either the private or public sector. What is surprising is that 65% of the students choose the public sector where salaries are sixty per cent less than in the private sector. They seem to prefer the job security.

Students are fed, housed and clothed by the state. They receive a monthly stipend from 17,000 - 25,000 CFA.

There are no women at the EPT, but plans have been made to receive women next year.

Administration: The EPT is run by the Armed Forces. This is why the students are provided clothing, they are all in uniform. They are all reserve officers.

The commandant of the school explained that the armed forces is the best organized, best structured administration in Senegal. They have a high sense of civic and moral duty which makes them much less corruptable. This does seem to be true. In fact, the GOS seems to have much more confidence in the Armed Forces probity than in any other administration. The GOS soon plans to militarize its agents of economic control, because military personnel caught swindling don't go before a civil court but a military tribunal.

While this military option does seem to contribute to the efficiency of the school it is discouraging to note the military's own engineers are still trained in France. This despite the under utilisation of the EPT.

Teachers: Almost all are Canadian. Eight professors from the University of Dakar teach the non-specialized courses. Otherwise, there are 32 Canadian "cooperants" who come for a period of two years. The Director of studies and his assistant are both Canadian.

Budget: 305 million CFA  
275 - recurrent costs, fonctionnement  
30 - to pay civil workers

Does not include Army nor the teachers' salaries.

UNIT COST - 1,600,000 CFA (\$7,600)

Problems: The major problem confronting the school is obviously that of finding work for its graduates. A second major problem is the high unit cost caused by expensive repairs and under utilization of the facilities. One solution to under utilization may be to open the school to other West African States. The EPT already receives a few students from Upper Volta.

Comments: 1) Many people complain that donor agencies conduct too many studies. Nevertheless, some studies are necessary. It is astounding to discover that the GOS has borrowed millions of dollars from Canada to construct this beautiful campus without ever having attempted to make a long-term analysis of its needs for high-level engineers. After having spent millions of dollars, the EPT is beginning to experience difficulties placing its graduates. They are having difficulty finding jobs, not because students are incompetent but because Senegal's economy does not have that many high-level engineering jobs to offer.

2) The machines at EPT are extremely sophisticated and costly. One of the professors who showed us around said that these students, after having been exposed to these machines, would be capable of working anywhere in the world. I wonder if students will work on the same type machines here in Senegal?

3) Little research is done because the Canadian professors, for the most part, stay only two years.

4) There seems to be little or no coordination between the EPT and IUT. The IUT, originally conceived to train mid-level engineers, is training more and more high-level engineers who enter into direct competition with those of EPT. At a time when the EPT is operating below capacity, it is discouraging to think that these two schools can't complement one another's tasks. Why can't the EPT train all civil and mechanical engineers?

The duplication of the same tasks in an area where technology is so expensive is a waste of resources. Petty bureaucratic infighting and donor competition seem to be the major obstacles to a more rational policy.

D. Ecole Supérieure de Gestion des Entreprises (ESGE)

Goals: Train high-level managers for private and para-statal business;

Improve the management skills of people currently holding middle and high-level positions;

Furnish consulting services to businesses.

Implementation: The school should open its doors in September, 1981.

Recruiting will begin in April for six groups of 20 students who will participate in six weeks part-time programs. Twenty full-time students will also begin. At this time, upgrading the skills of existing executives seems to have priority over training new executives.

Program: The program is divided into two parts. The first part lasts six months, during which the student is required to spend all of his time at the school. In the second part the student alternates between school and work. During this time the student works on a thesis directly related to the enterprise for which he will be working.

Since this school only accepts students who have worked for at least two years, and thus who are often actively working, its calendar must be very flexible and established in close collaboration with the enterprise it is trying to help.

Students: University graduates with two years working experience, including economists, engineers, sociologists and jurists.

Administration: The school will be run by a Conseil d'Administration which will have as its president someone from the business community.

Costs: ESCE has received a loan for \$3 million, (\$2.8 million from World Bank - \$.2, Senegal) to cover construction, equipment and technical assistance costs.

Teachers: Need six permanent professors on exchange programs. The Director of Studies, a Canadian, has already been chosen as well as the Department Chief for in-service training. By 1982 the School will need three more permanent professors.

Comments: 1) The regionalisation of the school will not take place for some time for what seem to be good reasons. That is, the success of the school depends on close collaboration between the school and the business community, which has already expressed interest. The Director, therefore, wants to capitalize on this interest before supernationalizing the bureaucracy, with all the concomitant dialogues, negotiations and grandiose speeches. It would also be much more difficult to establish school/business community relations on a regional level.

Mr. Sylla, the Director, prefers to gain the confidence of the local business community, establish a good reputation, and once established, open the school to other African States.

2) In addition to close relations with the business community it should establish close relations with the IUT and the Department of Economics of the University of Dakar. In fact, the IUT already does the three things the ESCE proposes to do. While they don't do these tasks on a level to meet Senegal's needs as estimated by CEGIR\*, i.e., train 45 high-level managers annually and provide 6-week training courses to upgrade the skills of some 2,500 managers, they could certainly increase output if more resources were given. Also, the IUT already has an expensive and sophisticated audio-visual center which serves its own management students. The IUT opened a department of systems analysis just this year. The ESCE feels that given the increasing importance accorded to systems analysis it must also treat this subject and it must have a computer.

The Department of Economics could certainly benefit from ESCE seminars or professors in courses or research.

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\* CEGIR is a Canadian consulting firm which came to Senegal in 1978 to determine GOS management needs.

E. Centre d'Etudes des Sciences et Techniques  
de l'Information (CESTI)

Goal: Train journalists for radio, televised and written press.

Administration: This school is different from the other technical training schools in that it has a regional (West African) vocation. It is affiliated with the University of Dakar, but quotas of students are reserved for each country according to their contribution.

Students: Come from seven different West African member countries - Senegal, Mauritania, Niger, Benin, Upper Volta, Mali and Ivory Coast. Students are recruited at the Bac level, although professionals who have worked in journalism for two years or students who have a bachelors degree (license) can take the entrance exam as well. Students with a bachelor's degree are admitted directly into the second year of study.

The entrance examination is given in May. This year 208 candidates vied for approximately 40 openings at the school. 123 candidates were Senegalese, 70 Malian, 12 from Benin and 1 from Niger. The number of candidates applying to the school has decreased significantly since 1975 when there were 422 candidates. There were 365 in 1977; 292 in 1978; 280 in 1979 and 208 this year. No explanation for this drop was given in the school newsletter article which described this fall.

Most students receive a scholarship of 42.000 CFA per month which up until this year has been paid by the ACDI, (Canadian donor Agency). From now on, the school will have to assume responsibility for its student's scholarships.

CESTI now has a student body of approximately 100 students. It has graduated 200 students since 1970.

Program: The CESTI program lasts three years. The first two years are equally divided between general instruction (courses in the Modern World, Contemporary Africa, International Relations, Political Economy, Social Economic Development, Methods of Sociological Investigations, French and English) and professional instruction (Typing, Collection and Treatment of Information, Introduction to Communications and Mass Media, History of the Press and Communications, Electronic Press, Written Press, Photography, Audio-Visuals, and Communication Sciences).

In the third year of the program the students choose their major in either written press or electronic press (Radio-TV). In this third year, students are taught the practical techniques essential to their future profession. At the end of the third year, students travel to France (One month), Canada (1 month) and the U.S. (15 days), in order to further this practical knowledge.

Faculty: There are twenty teachers at CESTI, the majority of whom are Canadian. The Africanisation of the teaching corps has been initiated, with six CESTI graduates being sent to Canada to follow a doctorate program in journalism. France has offered five more scholarships to begin in 1981.

Campus: On the University of Dakar grounds, CESTI is located in a modest but pleasant building. Whereas the building is modest, its audio-visual and printing equipment are very sophisticated. CESTI has a radio station from which it is capable of transmitting radio programs.

CESTI students who work at Radio Senegal claim that the school equipment is more sophisticated than that of Radio Senegal. However, no programs are broadcast for the public from CESTI!

CESTI is also capable of printing a respectable University newspaper, but for the time being, they have limited themselves to printing a school newsletter, the "CESTI Echo".

Operating Budget: The Director claims it to be 50 million CFA. The reader should keep in mind that these figures are difficult to compare, because there does not seem to be a uniform policy for including diverse items in the budget. Even when there is a uniform policy, donor agency's will pick up the bill for certain activities such as faculty salaries, trips abroad, or equipment which often are not entered in the budget.

Comments: 1) It seems a shame that Senegal possesses sophisticated radio and printing equipment but only use it for pedagogical purposes. There are few extracurricular activities for university students; a campus radio station and newspaper could help to get students thinking about their country's development. These would have to be carefully monitored by the government, of course, but GOS would do more good than harm by giving students some responsibility rather than fearing them. After all, they are Senegal's future leaders.

2) Recurrent costs may become a problem for the school, as the Canadians pull out. Students were given scholarships of 42,000 CFA instead of the 24,000 CFA Senegalese scholarships. Maintenance, repair and replacement cost for the school's sophisticated equipment may become onerous as well. The students' trips to Europe and North America at the end of the third year are expensive also, as air fare alone costs from \$1,000 to \$2,000.

F. Ecole Nationale de Formation  
Hoteliere et Touristique de Dakar

Purpose: Train qualified hotel staff in order to meet national requirements and provide adequate services to an international clientele.

Financing: Budget is exclusively funded by Senegalese Government. Other resources are in the form of donor-funded teacher salaries and scholarships (i.e. West Germany provided 10 scholarships in 1975; Belgium, 12 scholarships in 1976; Morocco provides scholarships and training every year to students in Morocco; France gives about 2 scholarships every year through FAC.)

Students: Recruited every 2 or 3 years

Student population is as follows: Senegalese 73, French 1, 23 students are expected from Niger.

All students have a scholarship (granted by their government). 15 students sent to Morocco in 1975; 10 in 1980.

Training Program:

Hotel Section: Students entering this section must hold such diplomas as B.E., B.E.P.C., or D.E.F.M. Involves theoretical and practical training. Subjects taught are: food hygiene, applied science, hotel techniques and management, applied calculus, tourism geography, French, legislation and languages (German, English, Italian) The studies last two years. Graduates are awarded a diploma.

Teaching Staff: There are 17 teachers including 10 Senegalese and 7 expatriates. Teachers of hotel and cooking techniques must hold a higher education degree in those areas. Teachers of other subjects must hold same degree as secondary school teachers and have received special training. There are not enough teachers.

Performance: School is seriously affected by students dropping out during training. Drop out rate is about 10%. Success rate is 99% for hotel section, 100% for tourism section.

Placement of graduates: Very difficult, due to competition from hotel staff locally trained on the job and much cheaper. Often graduates find jobs by themselves. Jobs are mostly available in hotels, at Dakar airport, or in travel agencies. Job market is limited primarily to Dakar.

Problems: Student dropout (10%) is usually due to job openings elsewhere during the training period. A number of students in tourism section are former University students who are not motivated and just join the school for the scholarship it provides (24,000 CFA for tourism section students, 17,000 CFA for hotel section students) and look for other opportunities while undergoing training. They frown upon hotel careers.

- School buildings are run down, equipment is inadequate and not operational. Kitchen equipment has not been operational since December 1979. Refrigeration system does not work.
- Lack of teachers.

### ADMINISTRATIVE SCHOOLS

#### G. Ecole Nationale d'Administration et de Magistrature (ENAM)

Goal: To train all of the nations non-scientific high level cadres (managers). These managers will obtain the highest possible level, hierarchy A, in the Senegalese administration upon graduation. (See Chart 4).

Students: Recruited after having received a university diploma in Law, Economics or Arabic studies. Most students obtain a master's degree (maîtrise) before taking ENAM's entrance exam.

Professionals who have worked at the hierarchy B level for at least four years are eligible to take the entrance exam as well. Those that succeed are required to do an extra year of study.

This year's entrance exam proved to be extremely competitive. There were 40 student candidates for ten spots in the judicial branch and 152 student candidates for 72 chairs in the other divisions. The professional contest was much more severe (Students with diplomas should not be unemployed), as only 12 candidates were selected from a field of 204.

ENAM is modelled after the French "Ecole Nationale d'Administration" which trains France's governing elite. ENAM's scholarships are 92,000 CFA per student and its modern surroundings embody this elitist training policy.

Program: ENAM's program is divided into three divisions:

I. Administrative Division

- a. General Administration
- b. Social
- c. Diplomacy
  - general option.
  - Arabic option

II. Judicial Division

III. Economic and Financial Division

- a. Customs
- b. Treasury
- c. Taxes
- d. Economic surveys
- e. Cooperative section

Once students have been admitted to ENAM, they choose their speciality according to the rank they received on the entrance exam. Those that rate highest on the exam invariably choose customs. The tax and treasury sections are also very popular.

The ENAM program which lasts two years is mostly theoretical, although the students participate in practical "stages".

Professors: All the professors who teach at ENAM are "vocataires" (Professional people who do not teach for a living, but give a course at the school which pertains to their field of work). This lends a practical flair to the theoretical teaching. Almost all of the professors are Senegalese.

Unit cost per student is 1 million CFA.

Problems: 1) GOS has put a freeze on bureaucratic hiring. This measure has not yet directly affected ENAM, as the school can still place its graduates in Ministries for whom they train on demand. It seems clear however that Ministries' requests for ENAM graduates will begin to decrease. This coincides with a time when the university is producing more and more graduates who will vie for entrance to ENAM. It will be interesting to see how ENAM's administration (Hierarchy A bureaucrats named by decree to serve the school and composed of a Director, a Director of Studies and three division heads) reacts to these adverse trends. This year, for example, there was no need to recruit for the diplomatic sections, as Senegal has recently closed twenty embassies. The school did recruit students for this section, however, for political reasons.

2) ENAM recruited its first class of cooperative agents two years ago, but was not quite prepared to furnish these students with an appropriate program. ENAM officials, therefore, decided not to recruit a second class this year and are in the process of collaborating with ENEA in an attempt to adapt their program to cooperative agent needs.

Comments: 1) Many ENAM graduates from the administrative sections are destined to work in rural areas as sous-prefets. The ENAM curriculum does not seem to offer courses that will initiate (or re-initiate) the predominately urban students to the rural sector. With the onset of the administrative reform, sous-prefets are called upon to exercise a developmental role. Again, few if any of ENAM's courses prepare this future development agent for his role as a catalyst of community development.

ENAM administrators are aware of this and try to send former field agents who have passed the professional entrance exam to fill those positions. Nevertheless, this does not justify the lacunes in the teaching program.

2) One has to ask why the customs section is year after year the first choice of the elite of the elite. When we look at the second (taxes) third (treasury) and fourth (economic surveys) most popular sections, it would seem that the possibility of receiving bribes is one of the motivating factors.

#### H. Centre de Formation et de Perfectionnement Administratif (CFPA)

Goal: Created in 1965, this center trains middle-level cadres for hierarchy B bureaucratic positions. These cadres support ENAM graduates by doing general administrative work.

Students: Recruited at the Baccalaureate level. They must pass an entrance exam to get into the school. There is also a professional exam for hierarchy C bureaucrats.

Students receive a scholarship of 24,000 CFA per month and sign an agreement to serve the state for fifteen years.

The first class graduated in 1966, with 19 students in three different sections.

By 1975, the school trained 80 students in the different sections.

In 1980, 80 students were trained for 11 sections. According to CFPA's Director the school, which trains upon demand, should be educating 200 instead of 80 bureaucrats to meet ministries' annual needs, but since CFPA does not have the space, it can train no more than 80 students per year. This may be a blessing in disguise because now CFPA will be less susceptible to the surplus situation with which ENAM is confronted. In fact, the CFPA Director complained that there

already is a plethora of hierarchy A ENAM graduates who are beginning to occupy hierarchy B positions.

Program: The CFPA program lasts for two years and trains:

- 1) Secretaries for the territorial administration
- 2) Secretaries for financial administration
- 3) Secretaries for chancelleries
- 4) Secretaries for cultural affairs
- 5) Work inspectors
- 6) Tax inspectors
- 7) Treasury inspectors
- 8) Economic inspectors
- 9) Scholastic administrators
- 10) Court recorders
- 11) Secretaries for scholastic and university texts

The first year of training (November to June) includes eleven general courses which all students follow. From July to October, students participate in a practical "stage" in their prospective ministries. They are counseled during this time by a "tuteur de stage".

In April, the students participate in a second 2-1/2 months practical stage which terminates in the middle of June.

Professors: Like ENAM, all professors are "vocataires"; 80% of the teachers are Senegalese. The Director, who is named by decree, is Senegalese.

Campus: CFPA students are cramped into what were at one time beautiful buildings, but are now badly in need of maintenance. The campus is located in the residential section of Point E, Dakar.

Comments: CFPA is an important school in that it trains agents for each of Senegal's ministries. As CFPA Director boasted, it is impossible to go into a ministry without finding at least one CFPA alumnus.

While CFPA seems to run smoothly and quite adequately fulfills its modest goals, the administration it prepares its students for is in bad need of reform. One does not have to be an efficiency expert to realize that many Senegalese bureaucrats are working at less than full capacity. To what extent CFPA alumnus, or personnel, are capable of effecting this reform, or even willing to bring it about, is difficult to determine. One does not, however, receive the idea that Senegalese bureaucrats, where CFPA graduates are so predominate, are highly motivated.

### RURAL TRAINING SCHOOLS

#### Ecole Nationale d'Horticulture (ENH)

Goal: This school has a dual objective: train "skilled workers" and/or "technicians" in either vegetable and fruit gardening or in landscaping and ornamental cultivation.

Students: Students who enroll in the skilled worker section are required to have their CEPE. Students who aspire to be "technicians" must obtain either the DFEM or the Bac level.

Most applicants for the skilled worker section are graduates of the Centre d'Initiation Horticole (CIH). There are 8 CIH centers, each of which trains approximately 30 vegetable gardeners. ENH takes five from each center. In the technician section, there are presently 90 students enrolled in the three year program.

Problems: 1) The school is overcrowded. There are little if any pedagogical materials. The school is a last resort for most of its students. The applied studies fields have not produced for two years due to problems with the acquisition of water. Students sometimes have difficulty finding work upon graduation, especially the skilled workers. Many other problems lead one to conclude that ENH needs a major overhaul.

Some steps have been taken in this direction. An irrigation system is being implanted this year with the help of French experts. This should allow the school's cooperative to function for the first time in two years. Other steps towards reform, such as conducting recruitment at the same time as EATA and other schools, in order to enable ENH to compete for quality candidates, are being considered by MEN's technical training division.

Comments: The Director of ENH remarked to us that the CIHs, which are originally designed for peasant's sons, have lost favor with the local population, and it is now urban dwellers who most often attend these centers. It is interesting to note that even at the local level, urbanites are taking agricultural jobs.

The important thing to note here, however, is that Senegal's extension agents recruited at the DFEM and Bac level are not really taking agricultural jobs; they are taking jobs as bureaucrats. ENH is the only school that does not guarantee service in a bureaucracy upon graduation.

Given the Senegalese view, which equates riches with a bureaucratic position, the extension agent bureaucracy presents a not unattractive alternative for urban dwellers with a DFEM or even a Bac. This, coupled with GOS personnel policy which requires that agricultural extension agents hold at least a DFEM, tends to create a corps of rural extension agents who are either of urban origin, or who have at least spent their last few years of schooling, prior to DFEM or Bac, in an urban area.

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the ENH graduate access to higher education. On the other hand, EATA students who are recruited at the same level and who also study for three years are given bureaucratic status, (Hierarchy C) and a job upon graduation, whereas ENH graduates are left to fend for themselves. There are approximately 30 students each year in this section.

Technicien Supérieur: Students recruited at Bac level, study for two years. This section has been closed for the last two years due to a lack of space.

The three year programs for each of the two levels is approximately the same in structure, only the content and the intensity of the courses differ from one level to the next.

First year: General education, maths, biology, etc. is combined with essential courses such as zoology and horticulture. The students also participate in eight hours of practical work each week.

Second year: The technical courses, horticulture, ornamental cultivation, etc. are given more importance. Students again consecrate eight hours a week to practical work.

Third year: Students in their third year arrange an applied term with a possible future employer, be it governmental or private. At the end of this time, students are required to present a thesis which is graded by both the professors of ENH and the service at which the student worked.

Professors: There are twelve professors for approximately 240 students. Nine of the professors are "French cooperants". At present, no program has been devised to allow for the training of Senegalese colleagues to take over for the French.

Budget: 9 million CFA per year. It has not changed in the last ten years.

Students are given 4,000 CFA scholarships to cover their transportation costs and meal at midday. The school has no dormitory facilities. The students live in the area surrounding Camberène (located at the outskirts of Dakar), Fikine, Rufisque and Dakar.

The entrance exam for ENH is held in October of each year. They are usually 100 -.150 candidates for 30 - 35 slots at the technician level. Since the exam is held in October, however, the 100 - 150 candidates are those that have failed to gain entry to the schools for field agents, EKTA, EATEF and EATE. As the Director of ENH explained, "those that fail everywhere else come here".

Program: ENH offers a two-fold program:

1) fruit and vegetable gardening or 2) landscaping and ornamental cultivation at two different levels:

Skilled workers: Recruited after having attended a CIH center, these students spend three years at ENH. At the end of three years, they are presented with a "certificat d'aptitude professionnelle d'horticulture" (CAP). There are presently 40 students each year in this section.

After having obtained their CAP, students can spend another two years at the school and prepare a "Brevet Professionnel" (See Chart 3 for equivalency) which is the same level as a Brevet Technician except that it is more vocational oriented and therefore does not permit the student to enroll at the university. There are approximately 15 students each year in this section.

Technicians: Recruited after having received the DFEM, these students also spend three years at the school, after which they receive a "Brevet Technicien Horticole". This diploma is actually superior to that received by the field agents of EATA and EATEF as it is the equivalent of the Bac and therefore gives

As we saw in the first part of this paper, the classical educational system uproots the student from his traditional, rural environment. We have also seen how it favors urban dwellers. If one accepts this hypothesis, then one could say that the further along the student progresses in the educational system, the further he becomes removed from the rural environment. Since urban dwellers tend to be more competitive, the percentage of urban dwellers will increase the farther one goes in the system. While this is by no means a hard and fast rule, a certain trend does seem to exist.

This does not mean GOS should not recruit at DFEM or Bac levels. What it does mean is that each school's training policy should be conscious of this urban influence and attempt to reorient the students towards the rural world, by providing much practical application (travaux pratiques) and by conducting frequent visits and "stages" in the rural areas.

#### J. Ecole des Agents Techniques

EATA - Ziguinchor created 1962, D'Agriculture (agriculture)

EATEF - created 1962, Des Eaux et Forêts (water and forestry)

EATE - Saint-Louis created 1959, De l'Elevage (livestock)

Goal: Train technical field agents for Ministry of Rural Development (MDRH). In theory, these field agents work at the local level to implement the agricultural programs conceived of by agricultural engineers trained at INDR and managed by mid-level cadres trained at ENCR (See chart 4 & 5). In practice, there are not always sufficient mid-level managers; as a result, technical field agents are sometimes called upon to take on additional responsibilities.

Program: These three schools are currently the object of a Swiss project. This project, begun in 1977, has served to revitalize stagnant teaching methods and deteriorating infrastructure.

After having conducted an exhaustive study of MDRH's needs for technical field agents (TFA's), the Swiss proceeded to apply an extensive reform of the teaching program. Practical training (travaux pratiques) for these schools increased from 20% to 50% of the curriculum. In order to affect this change, the Swiss constructed an application center in St-Louis and revitalized the already existing center in Ziguinchor. Summer vacation was eliminated for first year students and shortened for second year students, so that the test fields could be productive and maintained during the summer months.

Student cooperatives were formed to handle the marketing of the produce from the student fields. The receipts are reinvested in the school.

The teaching method has also been revitalized. Swiss technical advisors were placed at the disposal of the Director of each one of the schools. Courses which had been previously dictated word by word were photocopied so as to permit normal lectures. Improvement of laboratory equipment, audio-visual equipment and library materials further contributed to the amelioration of the program.

The program lasts three years. Theoretical and technical courses are mixed with intensive practical work.

Students cited the following courses as being most helpful, once they began working:

EATE Livestock: pathology, zootechnic, therapeutic feeding.

EATEF Agriculture: general and specialized agriculture, topography, zootechnic, horticulture, crop protection, machinery.

EATEF Water and Forestry: Forest law, topography, botanical forestry, silviculture.

Students: Recruited at the DFCM level. Consequently, a majority of the students hail from an urban environment or have been living in an urban environment for a number of years preceeding their selection. Other than the urban character that influences the quality of the student body, there is the prestige that surrounds higher degrees. Thus, since the education system pushes the best students forward these technical schools don't always receive the best students.

The Swiss, in an effort to improve the quality of the student body, conducted a massive information campaign publicizing the advantages of the schools. The campaign seems to have been successful as the schools received 375 applications in 1980, as opposed to 243 in 1979, for the same number of spaces.

In the years since the Swiss have taken over the project the number of graduates has been the following:

	<u>EATE</u>	<u>EATA</u>	<u>EATEF</u>	<u>TOTAL</u>
1977-78	23	27	19	69
1978-79	25	13	38	76
1979-80	20	25	19	64
Total of schools opened	289	400	236	925

Each school has anywhere from 60 - 80 students.

Students receive a 24.000 CFA scholarship per month, after signing an agreement to serve GDS for fifteen years. These students will serve as Hierarchy C bureaucrats.

Professors: For the first phase of the project, 1977/78 - 1978/79, the Swiss sent eleven technical assistants to the three schools. In addition, assistants to the Director of each of the schools, and applied agriculture instructors (chefs de travaux) were sent to the schools. Since French "cooperants" were already working with the schools, the expatriate staff rose to 25 for the first phase of the project.

In the second phase, 1979/80 - 1980/81, of the project, the Swiss participation will increase from 11 technical assistants to 16, one of whom will work in MEN as a councilor for technical education. At the same time, expatriate presence will decrease to 20 by 1980/81 as French cooperants' contracts will not be renewed once they expire.

A major thrust of this program is the eventual Senegalization of the teaching corps of each of these schools. Nine mid-level cadres (ingénieurs des travaux) were sent to ENSAA in Dijon, France where they will study for two years. Four more were sent in September 1980. These graduates will replace expatriate professors upon their return.

As for the applied farm instructors (chefs des travaux) recent graduates of these schools, who finished at the top of their class have been sent to Switzerland for 12 months, where they will be trained at Swiss agricultural schools in application field techniques.

Costs: As of September 30, 1979, the approximate cost of the project was 100.000,000 CFA or \$500,000.

(1) Recurrent costs of project	10.492.041 CFA
(2) Investment EATE	39.994.141 CFA
(3) " EATA	9.688.963 CFA
(4) " EATEF	4.207.829 CFA
(5) Scholarships	<u>4.678.700 CFA</u>
	69.061.674 CFA
Substitute credit to provide for schools recurrent costs	<u>30.000.000 CFA</u>
	99.061.674 CFA

Problems: The Swiss have just completed a follow-up survey of students who have graduated from the three schools and who are now working in the field. The survey found that the vast majority (80%) of the TFA's are well trained and encountered no serious difficulties. They also found that the technical training was sufficient and appropriate. The principal gaps in the program were of a practical nature:

lack of knowledge of administrative procedures, inability to drive a car or repair a mofylette, and difficulty experienced in adaptation to the rural sector. These concerns, voiced by the TFA's themselves, coincided with their supervisors' evaluations. They were primarily (1) a lack of experience in cultivation (vulgarisation) and animation techniques (especially CERPs and (2) a lack of practical training.

TFA agents felt that increased time allocated to practical training and vocational courses would serve to improve the training.

Another problem, as always, is that the GOS may be confronted with increased recurrent costs once the Swiss leave in 1983.

Comments: As far as I can judge, this seems to be a model project. These schools floundered for fifteen years before the Swiss arrived. At the end of six years (1983), the Swiss will have made the schools operational, effective, and most importantly, self-sufficient in TFA training capacity.

K. Ecole Nationale des Cadres Ruraux (ENCR)

Created in 1960 under the Ministère de l'Enseignement Supérieur

Goal: To train mid-level managers, (ingénieurs des travaux) who will coordinate the TFA's actions. These agents, destined to become "chefs de section, région, division, périmètres, etc" are also put at the disposition of MDR. Their distribution within that Ministry should be similar to that of the TFA's (See chart 5).

Program: The first year consists of common study for all three branches after which the students specialize in their field-agriculture, livestock or water and forestry. The teaching consists of theoretical courses, practical work in field studies located behind the school, and on-the-job-training with different rural development organizations around the country.

Students: Recruited after the Bac. They must have a scientific Bac; series C, D, E, F. The school screens anywhere from 140-300 candidates but only takes 35-40. Eight students working in the field are taken after having passed a professional exam. The number of professional candidates range from 70-150. The teachers felt that, in general, the students work hard and are motivated.

Campus: Run-down, especially the application fields, where the students do their practical work. They had been left untouched for the two months students were on vacation.

USAID title III funds (\$400.000) should do a lot to give the campus a new look. The possibility of giving some of the construction work to CFPR artisans should be investigated. If that is not possible, AID might ask the local entrepreneurs working on the project to employ some graduates from EMP of Bargny.

Budget: Unit cost 400.000 CFA or \$2,000.

Problems: In 1979, Ousmane Camara, Ministre de l'Enseignement Supérieur, wrote "ENCR is confronted with numerous obstacles; in effect these obstacles, not the least of which are the paucity of financial resources, lead to serious shortages in classrooms, equipment and books for the library". AID's contribution should go a long way towards solving these shortages.

While USAID funds will give the campus a new look, there will continue to be a shortage of professors. The water and forestry section has not functioned for the last two years because there are no professors. This year school opened November 20 and still no professor has been found for this section. This water and forestry section will probably remain closed again this year, and this in a country that is undertaking a major reforestation campaign!

This lack of professors highlights ENCR's total dependence on foreign professors, all French. The Director of the school cited this as their most serious problem. It is difficult to understand how this institution, which was founded in 1960, did not attempt to "train the trainers". It seems that graduates leaving the school have better salaries and other advantages, such as access to a car, while working in the field. The school has sought to rectify this situation by sending two of its graduates in water and forestry to the Ecole des Barres in France.

According to one French teacher we interviewed, it takes two years before foreign teachers can really become effective. In light of this, the delay in implementing a teacher training policy is all the more incomprehensible.

ENCR suffers not only from a deficiency in theoretical training due to an insufficiency of teachers, but its practical training seems to leave much to be

desired as well. A study conducted by the Swiss ORT in July 1977 had this to say "Alongside this deficient theoretical teaching, one must consider the practical training given almost non-existent compared to the training needs of these future "ingenieurs des travaux".

The fields allocated for practical training are only used to one-fourth of their capacity. The addition of one well (forage) would enable cultivation to take place year round.

The laboratory, mounted and equipped by Germany, like the veterinary clinic, has been abandoned and closed since 1968.

It has been said that ENCR students take theoretical courses on how to recognize plants and grow a crop, but they never actually do it themselves. How can they? They go home on summer vacation for three months which coincides with the major planting season. This does not seem to be the way to reorient "urbanized" students.

The problems encountered in both the theoretical and practical teaching have caused the agencies using these ENCR graduates to complain that they are incompetent.

That same Swiss report echoed these sentiments. "Impressions gathered by the authors of the present study; impressions of deterioration and adjustment, have been confirmed by several Senegalese officials. The user agencies are particularly upset with the young graduates.

"At MES, everyone implicitly recognizes the profoundly ill-adapted character and degradation of the teaching program. One sees the need for a preliminary study to anticipate the total restructuring of the school, rather than introduce temporary assistance,... which will only serve to prolong the agony".

A CILSS mission report published in April 1978 continued along the same lines

"At present the school finds itself confronted by many difficulties, due to a lack of pedagogical material and full time professors. The sections for fishing and rural engineering have been transferred to the Ecole Nationale de Formation Maritime and the I.U.T."

Training given in the other sections has been judged extremely insufficient by the agencies which use ENCR graduates.

MES is keenly aware of the problems confronting ENCR. Mr. Toulez, a technical advisor at MES, voiced the same concerns and suggested that USAID (this was before he knew AID was going to donate \$400,000 to the school) move in a big way to support this middle level school. He indicated that it is the weak link between the proposed INDR and the schools for technical agents, which have been fortified by Swiss AID in an integrated project. He wanted USAID to move in with an integrated project and contribute to the administration of the school.

It may very well be that these complaints were uttered before the reform of 1977 had a chance to take effect. In 1977, it was decided that training would be extended from two to three years. The third year would be largely devoted to practical work and on-the-job training in different agro-industrial services of Senegal. The test class of the reform graduated in 1979. They have just recently finished their first year of field work. The Director, who arrived in 1977, is planning to call a meeting of the Conseil de Perfectionnement in December to attempt to evaluate the results of the reform.

AID should make every effort to attend that meeting, to make sure that the money it's donating is being used as planned. This meeting will group representatives of the different ministries who use ENCR graduates as well as students and teachers of ENCR. The meeting, the first in a couple of years, will treat all questions concerning the functioning of the institute.

Comments: (1) The school whose capacity is 100 (with 88 interns), is running at less than full capacity. While agriculture received its quota of 33 students,

livestock was way below its capacity of 30 at 12. The problems with water and forestry have been mentioned.

(2) Agents, once they have graduated, are put at the disposition of the Ministry of Rural Development, who spend three days at the school communicating their needs to school officials who then try to satisfy their needs. According to the Director there is close coordination between trainers and the principal "employer", MDRH. One teacher felt that the need for agricultural technicians was diminishing and foresaw the possible saturation of the market.

(3) AID is correct in not wanting to give support to schools that will only reinforce top-heavy intervention agencies. But when AID does decide to donate to that type of an institution, it should make sure its investment will lead to the increased effectiveness of the graduates. Equipment and materials donated by AID will contribute to this goal. Nevertheless, if the teacher problem is not soon resolved, there is every chance AID's money will serve "to prolong the agony".

(4) It is unlikely that the reform which has been implemented will have resolved all the problems confronting ENCR. Just last week French officials went to ENEA to discuss how its 'alternate policy' might be applied to ENCR. It seems that ENCR graduates continue to experience difficulties adapting in the field.

L. Ecole Nationale d'Economie Appliquée (ENEA)

Goal: In contrast to the aforementioned school which trains technical agents for MDRH, ENEA trains IT's for a network of agencies which promote grass roots development. ENEA opened in 1962, trains co-op agents. The school's responsibilities have grown along with Senegal's community development organizations. It now includes six different colleges.

1. College Cooperation: Trains cooperative agents, who will in turn train peasants in management organization and promotion of cooperatives. These agents, many of whom were previously destined to serve the now defunct ONCAD, have now been transferred to the RDAs where they are conducting the "assainissement."<sup>+</sup>

2. College de l'Animation: Trains agents to organize local populations to take charge of their own development. ENEA graduates often serve as Chef de Service Départemental.

3. College de la Planification: Trains middle level planning managers. Usually become chefs de CER or Regional and Departmental Assistants. Sometimes go to Ministry of Plan.

4. College d'Aménagement du Territoire: (Environmental Studies or literally Environmental manipulation). Trains inspectors of Aménagement du Territoire. Ministère de l'Urbanisme et de l'Habitat.

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+ "Assainissement" clean-up. Attempt by GOS to clear up and clear farmer's debt situation.

5. College de l'Enseignement Moyen Pratique: Trains agents to take over as Director of an EMP center.

6. College de la Statistique: Ingénieur des travaux de statistique, go to Direction de la Statistique (Ministère de l'Economie et des Finances).

Program: There are two programs at ENEA, one lasting two years, the other 3 years. Whereas the longer training is valid for all six colleges, the shorter applies only to Animation, Statistics and Cooperation.

Longer training activities:

First Period: Lasts six months and takes place at the school. Covers theory and case studies. Economics, sociology and applied planning are the principal topics.

Second Period: Lasts five months, takes place in a village where students living in small groups with local families write an analytical report which has three objectives.

- compare rural realities with classroom instruction;
- give students practice in working in a group;
- provide the different "employers" with original research.

Third Period: Lasts 3 months and takes place at the school. Provides students with a chance to go over reports and evaluate them.

After this third period of common study, the students are placed into one of the six colleges. The course is specialized according to:

1st phase - Lasts 3 months and takes place at the school. Gives the students an initiation in their chosen field.

2nd phase - Lasts 5 months, on-the-job training with the student's future employer.

3rd phase - Lasts six months and takes place at the school. Provides students with the techniques and methods they will need in their future professions.

4th phase - Lasts 5 months. A second stage with the future employer but this time the student takes on real responsibilities.

Training for future EMP teachers is a little different from the other colleges, in that the "alternance" between school work and field work is more frequent and consequently the stages are of shorter duration. The statistical college also has its own special training.

Short-training: The short training program is designed to train technical field agents in two years, for either the cooperation, extension or statistical colleges. This program also utilizes the "alternance" training method. Emphasis is placed on practical training as these TFA's will be working at the local level.

These TFA's, like other TFA's have an important role to play. Training at the extension agent college is exclusively for technical agents. The coop college's major thrust is also in the area of TFA's. The coop college trains 29 TFAs and only 12 IF's. It would appear that there is an over abundance of mid-level managers in at least some areas.

Students: Are either recruited at the level of the Bac or after having worked in the field for four years, then passing the school's exam. All ENEA students have scholarships and live at the school. TFAs are recruited at the DFEM level. TFAs are recruited at the DFEM level.

Campus: Beautifully situated, the ENEA campus was badly in need of maintenance and upkeep. USAID Title III money (\$400,000) is being used for this purpose.

Comments: 1) Along with the IUT, the ENEA seems to be one of the few schools in Senegal that succeeds in integrating its theoretical and practical training into Senegal's development effort. The ENEA trainees are, thanks to their practical training, impregnated with the realities of the country.

The ENEA trainees are not the only ones to profit from their field experience; the documents they develop during the field assignments are an invaluable source of information. The ENEA library is a gold mine of original research!

Imagine, if only the University of Dakar were like ENEA. In a country struggling to develop scarce natural resources, it would seem more useful to have 10,000 development agents and 90 poets rather than vice versa.

2) ENEA has trained 151 Chef d'équipe de CERP, of which only 45 are still working in some of the 93 CERP centers. This college intends to reorient its training to agents for the Ministry of Plan, until GOS decides what it wants to do with the CERPs.

3) ENEA is an extremely important institution not only because it trains all CERPs, co-op, extension and EMP agents, but also because of the extensive applied research its "stagiaires" perform. ENEA is Senegal's foremost training and research institution at the grass roots level. It seems as if the last few years have witnessed a steady increase in the research component of ENEA's program.

The increased emphasis on research seems to have caused some grumbling, as professors complain that the training component of the applied research project has at times been neglected.

One should also note that the applied research project brings additional income to the school. It seems as if some teachers fear that the monetary advantages accruing from applied research will exert pressure on the school to increase research activities, to the detriment of training.

This pressure will continue to exert itself, as ENEA has been called upon to cut costs and consolidate its program. A reform is in the making; the Planning College is to be fused with the College d'Aménagement and EMP will be joined with animation.

M. Institut National de Développement Rural (INDR)

Opening 1982 in Thies.

Goals: Train agricultural engineers who will intervene directly in Senegal's rural environment. As such, the training objectives will be to:

- ensure a high scientific level
- associate theory and practice
- train general agronomists by giving them a specialty
- train rural development agents
- impart a spirit of enterprise

Program: The program lasts five years. The first year approximately 120 students will be enrolled at the Science faculty of the University. After completing this preparatory year, 120 students will compete for between 50 - 70 second year slots. This second preparatory year will take place at the Institute itself in Thies. By the third year, the class will be whittled down to 40 students. Senegal's needs in agricultural engineers have been estimated at 40 per year by SATEC, a French research organization that conducted a preliminary study in 1976.

The school will be divided into four departments:

- Department of Vegetable Science and Techniques
- Department of Animal Science and Techniques
- Department of Rural Engineering and Industrial Agriculture
- Department of Economic and Social Sciences

These departments will permit students to specialize in one of six areas: vegetable production, animal production, rural engineering, water and forestry, horticulture, industrial agriculture.

Students: To be selected from the Science faculty and from professionals with several years experience in the field who will have succeeded in passing an exam.

A first class had already been recruited, but because of the delay in the opening of the school, they have been sent to Morocco to finish their training. A second group will be recruited from the Bac series C and D for the opening of the school in 1982.

Costs: The project will cost approximately \$7,312,000 over seven years. This includes construction, materials, experts, consultants and scholarships. Once the school gets started, the unit cost will be 1.260.000 CFA or \$5,700. This does not include money for agricultural fields for practical work.

Administration: The Institute will be administered by the Ministry of Higher Education (MES) but the Ministry of Rural Development (MDRH) will actively participate. An option with the Armed Forces has been rejected. MDRH representatives will comprise 50% of the Conseil d'Administration, and more than half of the pedagogical committee. This is an excellent idea as it is precisely MDRH who will use the agents once they are graduated from the school. Thus, MDRH will be able to contribute to the training of the people it will employ and at the same time the INDR should have a very good idea of Senegal's needs for high-level agricultural personnel.

Teachers: A Senegalese Director has been named. Recruiting is going on for teachers who will, of course, be expatriate. The Director and his assistant have contacted AID asking for infrastructure financing. They seem, at the same time, very amenable to greater American participation such as professors, consultants, etc.

Comments: 1) This structure will round out Senegal's rural training program. The Ecoles des Agents Techniques in Ziguinchor and St-Louis train low-level "cadres". The ENCR of Bambey trains middle-level personnel and now the INDR will train high-level agricultural engineers. This type of institute would seem to have much more meaning for Senegal than a business school. Not only do 80% of the active population work in the agricultural world, but just as importantly the study of agriculture is not necessarily universally applicable. It takes at least two years for foreign teachers to learn local trees, fauna and the environment in general. Senegalese who go abroad to study agriculture must make the same sort of readjustment upon arrival.

2) The INDR should make every effort to coordinate its programs with ISRA as well as the economics department of the university, which does not offer a single course in rural or agricultural economics.

N. Ecole Inter-Etats des Sciences et Medecine  
Veterinaires - Dakar (EISMV)

Administration: Created by the OCAM in 1968, the school has been opened to all African States. They send students to the school, pay a share of the budget, and all are represented on the governing council.

In 1976 the following states participated in the governing council: Benin, Cameroun, Empire Centrafricain, Congo, Côte d'Ivoire, Gabon, Haute-Volta, Mauritanie, Niger, Senegal, Tchad, Togo.

Goal: This school, like ENEA, has a dual mission: research and training. The EISMV, as its name indicates, trains veterinarians.

Students: Recruited at Bac level. Candidates must have followed either series C or D. Each country decides how much its students will receive in scholarship aid.

Program: The program lasts six years. The first year is preparatory year in the Science faculty. This is followed by four years of veterinary study. The sixth year is consecrated to the preparation of a thesis. After having defended the thesis, students receive a diploma of "Docteur Vétérinaire".

The school is divided up into ten departments:

1. Pharmacy - Toxicology
2. Biological chemistry
3. Anatomy, histology, embryology
4. Physiology
5. Zoology, parasitology, parasitical sickness
6. Hygiene and animal products industry
7. Medicine and pathological anatomy
8. Reproduction and surgery
9. Microbiology - General pathology - Contagious sickness, Sanitary legislation
10. Zootechnic, food, law, economics.

Courses in each of these departments are equally divided between practical work and theoretical. Fourth and fifth year students also attend practical classes at the SERAS clinic which is located next to Dakar's major slaughter house.

Campus: The campus is divided into two parts. The academic section has just been built with financing from FED and 142 billion CFA. These new modern buildings were completed and occupied this school year. Construction is not yet finished. The school administration is still looking for someone to finance construction of a volley ball court and a tennis court, and recreational facilities. This section is located next to CESTI on the university grounds.

The second section of the school is the clinic for practice work. It is located next to the SERAS slaughter house.

The school would like to build a third section, an applied farm in Rufisque. This farm would enable EISMV to carryout its research objective. The school's Secretary General said that this farm would provide the school's students with a place to conduct preventive practical work. He saw this as a model farm for all of Africa. A very rough estimate of the farm's cost is 400 million CFA, or \$2 million.

The Secretary General of the school was unaware that INDR is in the process of building an applied farm in Thies. He was, nevertheless, very dubious of collaboration between these two institutes of different character, one Pan-African and the other national.

Professors: The school in theory should have 3 professors per department, or 30 total. At present EISMV has at most ten full-time professors, the rest are "missionaires" who come from France, Belgium and Canada, on intensive teaching missions of two to four weeks.

The Director of EISMV is Senegalese, the Secretary General from Upper Volta, but the majority of professors are expatriate. The school has called upon its member states to furnish either professors or scholarships for students who would like to become professors.

Problem: The major problem of the school is, obviously, the teacher situation. It is impossible for "missionaire" professors to conduct research for the school. Not only does research suffer but so does teaching, as the school calendar must be adapted to the "missionaire's" schedule. Also, it would seem that the school's "raison d'être" is that it provides an African alternative to European and American veterinary schools. Despite its location in Dakar, the institute cannot hope to completely fulfill its African vocation, so long as it is dependent on temporary expatriate personnel.

Comments: 1) This year EISMV has 165 students, 48 in the first year, 40 in the second, 30 in the third year, 25 in the fourth year and 22 who are preparing their theses. The school is growing slowly but surely. In 1975 - 1976, EISMV graduated 16 veterinarians, 4 of which were Senegalese.

2) EISMV maintains an interesting relationship with the University of Dakar, in that its campus is located on University grounds, its students are, for the time being at least, housed in University facilities; its diplomas are defended before a university jury. Nevertheless, EISMV is an autonomous institute which is working toward further independence. At present, its budget of 300 million CFA is totally autonomous.

PART III

NON-FORMAL EDUCATION

Most non-formal education is conducted at Promotion Humaine (SEPH) in one of its five directions: Enseignement Moyen Pratique (EMP); Direction de Formation Professionnelle Rurale (CFPR); Alphabétisation; Maison Familiale Rurale; and Animation Rurale. (13) A structural reform of SEPH has been approved by the President and will soon be implemented. (See Annex 10) The most important innovation of the educational reform was the creation of EMP to recuperate the 40,000 youth who fail to enter middle level education each year. In fact, many people think that EMP is the reform and that it stops there.

A. Enseignement Moyen Pratique (EMP)

Goals: According to President Senghor the school's objective is to "reinforce the training of youth who have finished primary school but who will not continue on to middle level education, so that they will be efficiently placed in the nation's productive circuits. It's a matter of reinforcing their general culture by developing their manual dexterity, in short, by giving them pre-professional training, and preparing them for a trade..." (14)

To be more specific the objectives are four:

- consolidate and reinforce the learning that has already taken place at the primary school level;

- give pre-professional training to rural youth aged 12-18;
- despite their young age, insert these graduates in the production circuits so as to stop the rural exodus;
- contribute in the long-term to economic and social development.

Method: The pedagogical methods of EMP have been the subject of much experimentation and debate. In theory it is supposed to work like this:

First Phase: 9 months.

- a) Analysis: EMP mediators initiate contact with the local population. They analyze the problems of the locality. The mediators attempt to help the peasants define their own problems and understand the long-term implications. By way of preparing possible solutions, peasants are asked to identify the resources of the region. (See Annex 4 for an idea of how fascinating, frustrating and difficult this task is).
  - b) Joint Assessment: After several meetings where problems and resources have been evaluated, a joint report is made to make sure everything is clear.
  - c) Identification of Training Needs: The villagers evoke their desires and wishes for bettering their sort i.e. by improved housing.
  - d) Changes to Be Made: Together mediators and villagers attempt to find appropriate solutions.
  - e) Program is developed that is acceptable to everyone, after which the "foyer" (home) is opened.
- Once the "foyer" has been opened, training is divided into 3 parts: transition; training cycle; decentralization.

Transition cycle : This period lasts 3 months and is construed to teach the child to think for himself. It is an attempt to eliminate the bad effects of six years of primary schooling - submissiveness, rote memory, detachment from local milieu. The student is taught to actively question everything that goes on in his environment and to think of ways he might improve it.

Teachers who conduct training at EMP's are not called teachers but selbés. A selbé is a young adult (an older brother) who was traditionally given responsibility for educating the young men before they were circumcised.

Training cycle: After this introductory phase takes place, the student will spend the following 4 years alternating between general classes (French, Math for approximately 12 hours) and pre-professional courses in masonry, carpentry, agriculture or home economics (girls).

Decentralized Cycle: The selbé is supposed to accompany the student to his village where he helps him observe and ameliorate village life. This phase was not conducted in Nguekoh because of lack of transport.

Application: President Senghor predicted that, "The extension of EMP, to all of Senegal, should be completed by 1982. At that final stage, there will be 800 rural foyers and 400 urban foyers". (15)

As of today there are at most sixteen foyers implanted in 1978, five in 1979, and five this year. (16) These foyers train approximately 1,000 students, far short of the 40,000 students per year EMP was supposed to train.

The reasons for this delay are numerous. Due to the frequent change of

directors, uncertainty of selection criteria (only receive CEPE's or anyone interested whether he can read or not) and as we've seen, a very theoretical pedagogical method, application has been slow and difficult.

The experimentation period directed by IRFED came to an end, four years after it started, in 1976. Implementation of the centers began in 1978. The World Bank, which had originally agreed to construct 30, then 15, now 5 foyers per year, finances the construction and equipment of the centers at a cost of 40 million CFA.

Problems: (1) The principal problem is one of conception. The EMP is caught between trends and tendencies, and is trying to accommodate them all at once:

a) Animation as a low-cost alternative directed at great numbers of students vs. technical training:

The EMP wants to, and needs to, involve the local population in the administration of the school. The peasants, who are very pragmatic and reticent after years of deception, will nevertheless accept a program that will give their sons and daughters skills and improve their own quality of life. The EMP has to make sure it's capable of providing those skills! If the peasants decide that the resolution of their problems is technical training, EMP must be capable of financing that kind of training. If the EMP is unable to provide community oriented skills then their project will be just one more "rock that has fallen on the peasants' heads".

EMP can't realistically hope to provide concrete technical training with expensive materials and at the same time provide a low-cost alternative to formal education. If EMP "must be expensive", as the Director of Nguekoh said, then it will never be able to reach the great number of youth it was designed for. It certainly won't be able to, at 40 million CFA per center.

b) Rapid expansion vs long, time-consuming theoretical process.

President Senghor talked about 1,200 centers by 1982; at present approximately 100 people work for EMP. Their budget is 2 million CFA this year. There is no way the EMP agents can spend nine months sensitizing local populations in twenty different areas at the same time. The first class of EMP teachers graduating from ENEA has not even graduated yet! The teachers in the field were trained in Langonock during the experimentation period if they were trained at all.

c) Rural option vs primary school leavers.

One of the major conclusions of the experimentation period was that the EMP should not be implanted in an area where the population exceeds 5,000 people. But, now that it has been decided that only CEPEs are eligible for instruction, it will be difficult to find enough CEPEs in rural areas of less than 5,000 people.

It does not seem as if these problems have been resolved. In fact, the Director of EMP at Bargny, a dynamic, semi-urban center, decried the need for a structure at the national level which would offer some direction. EMP will not be able to accelerate its implementation until it has reconciled these dilemmas, nor, should it try to, "Ndank Ndank muy diappa golo chi niaye"

(slowly, slowly one catches the monkey in the bush.) Since the first centers were not implemented until 1978, the GOS should take time to look at the results of these centers and then try to move ahead.

As indicated earlier, there is a definite need for EMPs, not only to receive the 40,000 school leavers, but just as importantly to present a viable alternative to classical education.

(2) A second serious problem is one of means. To date, EMP has only been allocated 2 million CFA to run its program for this year. This is six times less than the EPT uses to water the grass! The new director of EMP, Mr. Cisse, is hopeful that another 20 million CFA will soon be coming from the government to replace IRFED's contribution of 20 million, which ended in 1979.

An interesting solution to these financial difficulties is the very real possibility of auto-financing the centers. The center we visited in Bargny had not received any money from Dakar, but was able to remain open, thanks to the 72,000 CFA it has made the previous year from the sale of furniture, vegetables and tie-dye products. This center will soon make another 100,000 CFA from a classroom its masonry students are making for the local girl's school. They will also do some work for USAID in Rufisque.

With the right management and some initial capital it is possible for the centers to be self-sufficient.

Comments:

Next year (1981-82) will be a critical year for EMP, because the first promotion of graduates will leave the school and try to find jobs. People are

already beginning to talk about problems of "insertion" (placing these youths in the productive circuits). Their ages, 16-22, could present a real handicap, especially in African society where youth are to listen and not to be listened to. AID should follow this process closely.

1) Any EMP center's success ultimately depends on its relationship with the community it is trying to serve. If there is a good school/community relationship, then the school can be very effective. The community gives them work to do, the parents pay 1,000 CFA school fees for their children and once the students have graduated it is the community who will employ them.

Not only does the community provide jobs and materials, but it is supposed to also provide direction for the school. The educational reform which coincided with the Administrative Reform, attempts to bring the local population into the educational process. If the EMP is to provide a low-cost alternative and technical training, this can only happen if community artisans, exemplary farmers, etc., participate in the teaching.

In Bargny, the local community was very supportive of the center. They gave the center scrap wood, the "chef de quartiers" participated in the running of the school, and several people purchased furniture, etc. at the school. These good relations are due in large part to the dynamism of the center's Director, Mr. Jouga, who makes things go in the face of incredible odds.

2) EMP is isolated. It is a time bomb which everyone (AFN, CFPR, MRDN) seems to be trying to avoid. There is a total lack of coordination between EMP and the MEN. Both criticize this lack of coordination but neither seems capable of surmounting bureaucratic pettiness and infighting.

MDRH agents, as well as CER's, are supposed to teach at the EMP centers when they have the time. They do, but only when they have the time; nevertheless, the director's request for badly needed technical agents has been turned down by all except the CER.

There is great room for coordination and collaboration between CFPR's and EMP. EMP needs technical instructors. Neither the reconverted elementary school teachers, nor the ENEA graduates (33 will graduate this December) possess sufficient technical training. CFPR teachers, or even their graduates could teach at EMP centers, but aid from the CFPR's which are experiencing their own problems is doubtful.

3) EMP has been much criticized. When one looks at the goals that were set for it (1,200 centers to receive 40,000 students a year) and compare those with its results, then one would have to admit that EMP has failed. What's more, after eight years of tinkering, the goals and methods of the program have not been clearly defined.

Even worse, it now seems as if there is some peasant discontent with the program. It is necessary to gauge that dissent and determine whether or not it will jeopardize the future of the program.

There is also peasant dissent with the regular school program. One of the peasants from Belanacourt had this to say to the EMP mediator, "We believe that the most efficient thing for peasants is agriculture. I want my son to be a better farmer than myself and to make more than I do. If someone can help him do that, that would be good. And it is just that which would improve the village. The school has made the youth go away but nothing has changed here in the village."

It seems to me that a structure like EMP would be better suited to respond to this man's needs. It will probably take EMP another ten years before it can present an adequate adapted program but most school systems aren't created overnight. In any case, 2 million CFA is not too much to pay for the continuation of an experiment.

4) One other reason EMP should be continued in what should be called an experimentation phase is that it could fit in very nicely with the proposed cooperative reform. After the cooperatives have put their ship in order, ("Assainissement" will continue until September, 1981.) GOS plans to implement an important structural change, forming one cooperative per rural commune (RC). Each cooperative will have several village sections.

The EMP, administered by representatives of the rural commune and the co-op's, could train people to meet specific development needs. In Feghary, e.g., EMP was integrated with a project called "Kalounayes". The students were all trained to carry out specific tasks involved with the project. There is no reason why EMP's elsewhere cannot train students to fulfill the rural commune's needs as depicted in the Chef de CER's development plan. There are 283 rural communes in Senegal. Not an impossible target for remodelled low-cost EMP's.

All of this is of course, still very theoretical, since all of these institutions (EMP, RC's and co-op's) are still encountering enormous difficulties.

B.. Centres de Formation Professionnelle Rurale (CFPR)

		<u>Annual Training Capacity</u>
Teachers	100	24
Perfected Farmers (Paysanne Pilotes)	2,906	520
Artisans	1,106	240
Fishermen	744	40
21 Centers		

Goals: Perfect and modernize the skills of rural artisans, vegetable producers, farmers and fishermen.

Method: Modular training (series of exercises) where the students are to acquire a certain level of technicity B, which is one step above their previous level. Most of the training is practical, (26 hours), with 10 hours of theoretical work. This theoretical teaching comprises courses in "professional arithmetic, estimates, health, and functional literacy. As for the practical training, farmers are taught modern agricultural techniques, co-op methods, health and civil studies.

Artisan training is broken down into two 4 1/2 month stages. The first 4 1/2 months the student learns new industrial techniques. After having acquired the techniques and returned home to cultivate his field, the artisan-farmer returns for another 4 1/2 to construct his tools.

Students: Representatives of their community, the peasants are to be perfected in either agriculture techniques, vocational techniques (carpentry, metal work and construction), vegetable gardening or fishing skills. The students are selected by either the rural communes, CER's, RDA's, or are recommended by farmer stagaires. A stagaire has to meet the following criteria:

- have practiced his respective trade for 3 years previous to enrollment;
- be active in the community;
- be designated by his village who will in turn agree to help his family while he is training;
- agree to return to the village after training;
- be between 21-45 years old;
- be a member of a cooperative or a productive group, or become a member upon return;
- pass the tests of preselection.

The stage lasts nine months. Students are given 5,000 CFA per month. They are housed but not fed.

Campus: The buildings are in need of maintenance, like all buildings in Senegal, but otherwise the grounds seem neat and well-kept.

Teachers: Are trained in either Kaffrine or Guerira. These centers also train peasants at the same time.

In this way, the teachers learn pedagogical techniques, but they must be able to import their own pedagogical methods to the "paysannes pilotes" who in turn will train their neighbor.

Agricultural teachers are recruited from amongst "field agents" (agriculture, livestock, and water and forestry). Rural artisanal teachers must have Brevets d' Enseignement Professionnel or DFEM and three years of practical experience. The fishing teachers are recruited from the Director of Fisheries at the "Centre de Formation des Instructeurs et Perfectionnement des Artisans" in Kaffrine.

Teacher training, which lasts two years, is divided between general education (French, chemistry, physics, and mathematics) and technical education (vegetables, livestock, irrigated cultures and industrial design).

Problems : These centers, created in 1963, under the auspices of the ILO, have been struggling to stay open since 1976 when the ILO's contract terminated. In 1963, when the centers opened, CFPR had a budget of 102 million CFA, in 1979 the budget had fallen to 60 million CFA. In 1976, the last year of ILO participation, the budget was approximately 190 million CFA.

This reduction in the budget has caused the centers to cut back on their training. While each center can train a minimum of 36 stagaires, their number varies between 20 and 25. The centers can't afford to pay for more students, or extra material.

Three centers have not been completed because of this lack of funds. (Nianga, Ni-ro, Joal).

2) The teachers of CFPR seem to be of good quality. So good in fact, they don't stay very long. As many as 50% of the CFPR teachers leave after one or two years to go to ENEA or one of the extension agencies. This is because the possibilities of advancement of a CFPR teacher in the administrative hierarchy are inferior to those of a field agent, even though the teachers have had supplementary education.

Comments: (1) GOS has in : CFPR's which were initiated by an international project, an excellent tool for promoting Senegal's rural development. That is, the CFPRs are flexible and diverse, able to adapt to new situations, and capable of responding to the needs of administrative reform . (17)

This seems to be an accurate analysis of the CEPR by ILO expert, Gerard Dulphy.

It is this type of structure that will be much more effective in stopping the rural exodus. The CFPR's train adults who already have their roots in the rural community and gives them the means by which they can stay there.

The CFPR structure fits the administrative reform like a glove and vice-versa. The stagaires are chosen by the rural commune and once they have returned to their communities, they are obligated to teach and spread the same techniques to their neighbors. If they need a parcel of land, the rural commune will give it to them. The vegetable training center in Mboro recruited all its students from the same rural commune. A piece of land has already been chosen (by the rural council) for the stagaires who will work the land together when they return.

The administrative reform calls upon the local population to take charge of their own development, but they won't be able to, if they don't have the techniques.

(2) The CFPR offers an excellent opportunity for maximizing benefits with a minimum of input, because all of the infrastructure and teachers are already in place. The cost effectiveness of these centers can be greatly increased by simply donating funds for students for scholarships.

To make these institutions active one would also need to help with material costs. This is one of the major reasons why the centers (artisan centers in particular) are operating at less than full capacity. Material costs have skyrocketed and their budgets have plummeted.

One problem is the CFPR's have been having is with "reinstallment".

The peasants don't always have the same tools they had at the center.

In order to rectify that situation, the centers have the students make their own tools. This has been working, but materials are too expensive to do that for 30 people, thus the centers receive only 10-15 students.

In Kael, the construction section built the whole center at a tremendous savings; 18 million instead of 35 million CFA.

These centers offer tremendous capacity for integrated development. They do not have an elaborate and sophisticated pedagogical method but they do have practitioners in the field with experience and extensive infrastructure with which to work. They could expand their services to meet new needs in the rural world (mechanics for water pumps and millet machines, well diggers, etc.). But again, money is lacking.

If something is not done soon, this worthwhile program will drift off into obscurity, like so many other Senegalese institutions.

The CFPR's each have a follow-up team which is responsible for ensuring smooth reinstallation of stagaires. This team also serves as a source of constant contact between the center and the field. In one center we visited this follow-up was because their car didn't run.

(3) The unit cost of training for a student: in a CFPR is 288,000 CFA.

This does not take into account the multiple effect the people trained are supposed to have. If it were assumed that 10 people adopted the techniques exposed by "the perfected farmer", then the unit cost would be reduced to 28,800 CFA. A study done in Casamance revealed that the multiplier effect

was in fact not 10 but 21. As such, the unit cost for a perfected farmer in 1976 would be 13,714 CFA. This same calculation, taking into account budget increases, showed unit cost to be 16,931 CFA in 1977. The cost effectiveness of the centers has certainly diminished as the number of stagaires drops each year.

(4) A final advantage of this program is that it is not extension agents who train the local populace, but rather peasants who show other peasants by example. This seems to be particularly important given the "crise de confiance" that prevails in the Senegalese countryside.

#### C. Direction de l'Alphabétisation

At present, this Direction has no teachers of its own but trains teachers who go out in the field and teach. Graduates work in social centers, extension agencies, in USAID projects, UNICEF projects, etc. They have no projects of their own because they can't afford to.

This Direction has been able to create materials for each of Senegal's six national languages, with someone capable of training agents in each national language:

Diolla - 1  
Poular - 2  
Mandingue - 1  
Soninké - 3  
Sérère - 4  
Wolof - 4

Besides this personnel, there are regional representatives who coordinate literacy activities in each of the eight regions. With the directors of

each of the 3 divisions (functional literacy, design and follow-up, and programming/evaluation) total personnel comes to about 30.

The staff was promised that a massive literacy campaign would be conducted in January, 1981. Not only have these hopes been dashed, and the "direction" turned into a "division", but the assistant director was not even sure that he would be able to pay the electricity bill.

Despite the paucity of their means, Alhabétisation does have technical assistance and materials in all six languages which they offer to anyone capable of utilizing their talents; they even put out a newspaper in Wolof. They are working on literacy projects for AID Bakel and Sine-Saloum. UNICEF has supported a project to train rural council ... in Diourbel and Thies how to read.

#### D. Les Sociétés de Développement (RDA's)

The RDAs are:

SAED - Société d'Aménagement et d'Exploitation des Terres du Delta - with responsibility for development of Senegal River valley;

SODEVA - Société de Développement et Vulgarisation Agricole, with responsibility for the Peanut Basin;

SODIFITEX - Société de Développement des Fibres Textiles, in Eastern Senegal;

SOMIVAC - Société de Mise en Valeur de la Casamance; coordinates development in lower Casamance;

SOESP - La Société de Développement de la Zone Sylvo-Pastorale; the livestock development agency in Northern Senegal.

Goal: Promote the development of the agricultural economy of the respective zones and improve the general conditions of life for the farmer.

These responsibilities include:

- increasing the farmer's income by increasing production;
- training farmers technically and structurally (Cooperatives) in order to attain that goal;
- training families in order to better the living conditions of the farmer.

The Fifth National Plan claims that, "RDA's are essentially training enterprises", in view of the fact that their quantitative objective, increased production, must converge with their qualitative long-term objective of creating truly powerful cooperatives.

Method: The methods, of course, vary from one RDA to the next, but one can trace certain common threads:

- they transfer techniques immediately useful to a specific production method;
- their training is primarily concerned with agricultural methods which are fitted into a work-production cycle;
- they attempt to form an elite who will provide an example for other farmers;
- functional literacy usually is a component of this training

Target Group

They reach from 19% to 51% of the rural population in their zones.

<u>RDA</u>	<u>Region concerned</u>	<u>Total rural pop.</u>	<u>Working rural pop.</u>	<u>Working pop. reached</u>	<u>Percentage</u>
SAED	Fleuve	421,960	232,100	120,000	51%
SODEVA	Diourbel Louga-Thies Sine-Saloum	426,000	236,500	69,853	30%
SODEFITEX	Senegal- Oriental Lower Casamance Sine Saloum	1,881,200	1,034,600	194,361	19%
SOMIVAC	Lower Casamance	615,200	338,200	118,838	34%
SODESP	Louga	250,600	131,000	---	---
	<b>TOTAL</b>	<b>3,600,310</b>	<b>1,972,400</b>	<b>502,552</b>	

BASE 55% of the rural population between 15/60 yrs old  
 Source: Evaluation de la Formation Professionnell Rurale FAO p. 58

Agents: Field agents are recruited at EATA of Ziguinchor or ENH at Cambrene.  
 Each of the RDA's initiates the new agents to its program and provides supplementary training. Mid-level managers are recruited at ENCR.

Budget: Between 3-5% of the recurrent cost budget goes to training programs.

Comments: These actions, devoted to increasing production, can have a beneficial impact in the short-run. They will not, however, lead to the peasant taking charge of his own development because he will be dependent on RDA agents for materials and advice. This leads those who want to promote "grassroots development" to attack the RDAs for being "anti-formation" (anti-training). They claim that the RDA's turn the peasant into a "salaried worker", thereby smothering any private initiative or creativity he might attempt.

Another reason why these programs lead to increased peasant dependence is because the RDAs need the peasant just as much, if not more, than the peasants need them. If the RDAs had no one to train, what would they do? Peasants notwithstanding, some RDAs (SOMIVAC) have their eventual disappearance and dissolution as their long-term goal, but bureaucracies seldom disappear.

E: Maisons Familiales (MF)

Goal: Foster a community development perspective by organizing local population to take control of their own destiny. Once local populations have been organized, MF moniteurs help local associations solve the problems they consider most urgent.

Method: MF receives a request from a local group or personality (usually the village chief) to install an MF center in their area. MF responds by sending a "moniteur" to live with that community and make them aware of their problems and possible solutions. If at the end of two years the "moniteur" estimates that there is sufficient local interest to warrant the opening of an MF center, a "local association" is formed.

The Local Association is the center piece of all MF community organization work. Membership in the local association is voluntary. Members are required to contribute a small donation and are asked to participate in the various group activities. The association selects an administrative council (comité de gestion) which manages the activities of the MF. There are separate associations and councils for men and women.

The council, composed essentially of farmers, meets regularly to administer MF affairs, such as decide which youths will be sent for specialized training; which services and training agencies will be requested from government agencies; and which two members of the local association will represent them at the national level. The council also oversees the activities of the MF moniteurs placed at the village level to assist in association activities.

Each local association is further represented at the national level by two elected association members. While this national committee is still in an embryonic stage, it does provide a means through which peasants could build a strong national association. For the time being this seems unlikely, given the infrequency of the meetings (once a year) and the lack of political backing for such an association.

Once the local association has been established, a center is built and three "moniteurs" are put at the disposal of the local association. Most often a women's center and men's center are initiated at the same time, which brings the theoretical number of "moniteurs" to six, although this depends on the centers activities. (Moniteurs" are not members of the association; only local villagers are eligible for membership.)

The principal activities conducted at the local level seek to promote group projects and train youth in technical areas. In the male centers, training in agricultural techniques, (particularly vegetable gardening) constitutes the primary thrust of activity. Masonry, carpentry, blacksmithing and well-digging are also taught where funds are available. As for the women's centers, sewing, cooking, nutrition, handcrafting and vegetable gardening are the principal activities.

In providing this training, the MF's utilize the "alternation" method. That is, MF members who are trained at the centers alternate between attending classes at the center and practicing those skills in the village. This alternation method provides for immediate adaptation and utilization of the technique at the local level. Furthermore, the trainees' ties to the village remain strong throughout the training process, as the student is constantly searching for ways to improve his local environment by applying his new-found techniques.

This "alternation" training seems to have enabled MF's to successfully meet one of their primordial goals - slow down the rural exodus. Only 6% of MF members have left the villages.

Although MF moniteurs are given training in agriculture and vocational techniques, they cannot be expected to be experts in each of these domains. Consequently, the ability of MF "moniteurs" to coordinate their action with other local agencies (RDA's, CER:P, Technical Services, SEPH, the territorial administration) is vital to the success of any MF program.

It seems as if this desired coordination in the field sometimes gives way to competition. The traditional services of MDRH require MF to send a letter requesting that their agents be utilized. This letter, which must go to the Cabinet, often takes weeks before returning to the field with the required authorization. As a result, agricultural agents who were supposed to train Fleuve farmers in rice growing techniques, showed up two weeks late...two weeks after the first rains!

Even at SEPH, where MF is currently housed (soon to be transferred to the Director of Bien Etre Familiale) there seem to be difficulties. MF agents who are in an ideal position to train co-op agents, have to struggle with animation agents and CERPs for this right. They in turn must fight with Co-op agents to determine who will do the training.

At present, MF is waiting for SEPH's Directeur de Cabinet to sign a letter which will release funds allocated to MF by GOS. MF has waited two months for this signature.

Teachers "Moniteurs": MF teachers undergo a rigid selection process.

Recruited at the DFEM level, candidates take a written exam. Those that pass this written exam are interviewed by a MF panel which is comprised of association members (peasants) and MF professional workers. The panel closely questions the candidate, in an attempt to discover the candidate's willingness to live in the rural world and his readiness to accept association members (peasants) as his future boss.

MF candidates who pass this scrutiny are then sent out into the field for two weeks, where they participate in MF activities. MF members and "moniteurs" evaluate the candidates' performance. These evaluations are sent to national headquarters in Thies. MF retains one-half of the candidates it sent out into the field for the two-week period and sends the unsuccessful candidates home.

The candidates that have survived the selection process to this point are fairly sure of being selected. Nevertheless, in order to make sure that these are the right people for MF, and that MF is the kind of organization they want to work for, the students are sent back into the field for 3 months. If at the end of the 3 months the candidates are sure they want to work in the rural areas and that the rural world has accepted them, then and only then, do MF candidates begin their three-year training period.

The three year training program utilizes, of course, the alternation theory. That is, students learn general and technical skills at national headquarters in Thies and then go out into the field to apply these techniques. The third year is consecrated to an analysis of pedagogical methods and problems encountered in the field. In this way MF not only trains its moniteurs in the latest pedagogical methods but it also revitalizes its teaching program with each succeeding class. It also enriches information of the local environment as each student agent. is expected to write an "étude de milieu"(environmental studies).

Since MF trains its own teachers, it can afford the luxury of training only when it is necessary. Since the process is a long and costly one, MF recruits only every other year. At present, MF employs approximately 150 people. 15 people work at national headquarters (8 for training); there are six regional coordinators and approximately 130 moniteurs and eleves-moniteurs (MF agents and agents in training).

Finances: Eleves-moniteurs receive a scholarship that progresses from 14,000CFA to 23,000CFA by the third year. Upon graduation, they can expect to be housed and receive a salary of 45,300 CFA. The government of Senegal pays their salaries.

The budget allocated to MF was 150 million CFA up until this year. This year MF's budget has been cut to 50 million CFA. This presents enormous problems for MF, who's moniteurs are devoid of bureaucratic status. The moniteurs who were already working in a void, when it came to equivalent rank in Senegal's governmental system or to the possibilities of promotion in the limited MF structure, must now make further sacrifices. Even then, MF will be obligated to lay some of its moniteurs off as their salaries account for 75 million CFA. While MF is adamant about maintaining its non-governmental status (thus that of the teachers as well), it is difficult to imagine what the impact of the lay-offs will have on MF's moniteurs.

131 locations have asked MF to open a center in their areas. MF, which was in the process of slowly expanding from 45 to 54 centers will now have to reconsider even this limited expansion, despite the fact that each new center only costs 6 million CFA. Recruitment for new moniteurs has been stopped as well.

Problems: Obviously, MF's most immediate problem is a lack of funds. There are, however, some people who would say that this cutback is good for MF.

MF claims that its moniteurs are different from all other bureaucratic agents intervening in Senegal's rural world, because they are responsible not to Dakar but to the peasants themselves. MF claims that the peasants themselves are the moniteurs' immediate and omnipresent boss. Some people feel that if the peasants are the boss, then it should be they who pay their workers. MF officials argue that peasants don't have that kind of money. They also point out that the peasants participate in many other ways. In any case, the GOS budget cut does not seem to have been motivated by theoretical reasons.

Comments: MF seems in many ways to be a model development agency. Its workers live at the village level, and are responsible and responsive to villagers' demands. MF tries to expand at neither a rapid pace nor a high cost.

Devoid of demagogic declarations and impossible objectives, MF presents a refreshing picture of serious people making sacrifices to accomplish limited objectives.

F. Animation Rurale et Urbaine (AR)

Goals: Assure the "animation" training, organization and structuring of the rural and urban populace, within the context of different development projects.

Programs: AR, like alphabetisation, does not have the means to carry out a project on it's own. It is therefore dependent on GOS and donors to propose projects which exploit its potential to coordinate, animate and control projects.

At present, AR's major activity involves Rural councilor and local leader training. Working closely with a German organization Weltfriedendienst (WFD) since 1975, AR has perfected a new pedagogical method (visualisation and "game of errors") which has already been tested in Casamance and proven to be effective.

AR applied this same method in the newly reformed Fleuve region, this past November. Their training may have been too effective, as AR agents were asked to discontinue training until local tensions calmed down.

AR wants to extend this training to all of the "reformed" regions and is presently looking for financing for this project.

Agents: AR counts on Inspecteurs d'Animation and Chef de services Departementaux located at the regional and departmental levels to carry out their program. This method has proven to be over-centralized, so ENEA was called upon to train the first class of technical field

agents for AR. They graduated in December, 1980. Other than this personnel AR relied on PCV's working at the village level.

Comments: Like almost all SEPH organizations AR suffers from a lack of funds, government support and low morale. AR has never really recovered from its hey day when Mamadou Dia was in power. The structural changes it was supposed to foster and implement are no longer desired by the GOS and haven't been for a number of years. Consequently, AR has floundered. It may be, however, that with the administrative reform, AR, like the CERs, will take on renewed importance. It seems as if GOS finally decided that AR is best equipped to train rural councilors. This is good for AR, for now it will have concrete training to perform in a field in which it has recently proven its effectiveness.

#### 7. Centre d'Expansion Rural Polyvalente (CERP)

Goal: Coordinate all developmental actions at the arrondissement level, in order to promote the global development of each individual in the territory.

Method: "Waterfalls" (cascades). That is, the idea begins at the top and falls down to each succeeding level, until finally it splashes down on the local populace.

Nation-wide seminars are organized (for all CERPs) every four months in order to distribute main ideas and guidelines. These ideas are looked over and adapted at regional meetings which take place every three months and are made more concrete and further adapted at the departmental level where meetings are held every two

months. These ideas and training topics are discussed on a monthly basis at the arrondissement level.

The subjects of these seminars concern a variety of topics which seek to resolve specific problems confronting the rural world. They range from health talks for women, to rural councilor training. In general, the Chef of CERP attempts to decipher the peasant's concerns, communicate these to higher-ups, who will then give the general guidelines for the seminars.

Target Group: Anyone immediately concerned by the subject.

Budget: The CERP received 250 million CFA from the Konrad Adenauer Foundation to carry out these training programs, from 1977 - 1980.

Problems: The Chef de CERP was unable to use the expensive audio-visual equipment bought to train the local populace.

Konrad Adenauer demanded receipts for training that took place in villages. The village market women didn't have receipts to give, of course. In any case, the 25,000 CFA allotted for the two-day seminars was deemed insufficient because if 25 people were invited to a seminar, 40 would come - African custom.

As a result of these problems, the Chef de CERP held seminars only infrequently. In fact, all CERP programs have been frozen until they can justify both the means and objectives of the program.

Comments: 1) It seems a lot of time and money is spent on getting from the top to the bottom. Are CERP's training their agents or peasants?

2) There is no specific, consistent, permanent training done by the CERPs. This is not a criticism because it is not their principal task. They are responsible for the global development of the arrondissement and not specific training tasks.

C O N C L U S I O N S

1. Senegal's educational priorities are clear. Its highly selective educational system efficiently produces a top-grade elite. Dakar University students are as intelligent and bright as any in the world. Judged in terms of social economic development, however, it seems to be highly inefficient, if not counterproductive:

A. The formal education system aggravates differences between rich and poor, rural and urban residents. Urban and well-to-do youth are favored by an education system whose primary selection criteria is an ability to speak French.

B. This top-grade elite is not channeled into the agricultural sector, the sole sector capable of producing an important increase in economic activity, but rather, the majority of this elite become bureaucrats.

Senegalese bureaucrats are competent but the country is already "over-administered".

C. Those students that decide to attend rural training institutions have been "urbanized" by the education system and they therefore often have difficulty adapting to the field. Once in the field, most agents make every effort to get themselves transferred to a city or Dakar. Once they get to Dakar, they compete with the top-grade elite for scholarships to study abroad. It has been said that the Senegalese can adapt anywhere except in Senegal.

D. The education system takes Senegal's best minds, uproots them from their local environment and gives them a new set of modern values and urban tastes. Once these new values and tastes have been acquired, it is difficult to redirect graduates back to the rural world, and Senegal's production base. One IMF expert remarked that Senegal's highly developed consumer tastes are way out of proportion with its low productive capacity. The education system, as it stands today, only serves to aggravate this dichotomy.

This elitist approach to development would not be so harmful if the GOS were making parallel investments towards human resource development in the rural world through informal channels. But .....

2. Morale is extremely low in most of Senegal's non-formal educational structures. These agencies have been bounced around from one ministry to another for years. SEPH has had to sit by and watch as the RDA's usurped their duties and responsibilities.

GOS has favored rural development by using the RDA's since the mid-sixties. While GOS has undecidedly given its support to the RDA's, it has neither had the courage to suppress non-formal educational structures, nor choose among them. GOS has preferred to give each of these structures just enough money to keep its bureaucracy running but not enough to do any work. It is no wonder relations within and without SEPH are marked by competition rather than coordination. Its components are not only fighting for territory, they are struggling for survival.

This no-decision policy makes everyone a loser. The rural world certainly receives only minimal benefits from their actions. Most SEPH agents do want to work, but they don't have funds to do anything. They, too, are unhappy. GOS certainly doesn't benefit from this situation, where peasants and bureaucrats alike become more and more disillusioned.

There is no question that these agencies do many of the same things. There is certainly room for consolidation. GOS could help itself a lot, just by defining and clarifying the role to be played by each intervening agency. For example, CERPs which were to be the bulwork of the administrative reform, have been given no official role to play. At present, a reform of SEPH is in the works. This reform will do little more than bounce the various agencies from bureau to bureau instead of from ministry to ministry.

3. Senegalese officials all talk of peasant participation. Political (rural commune), economic (co-ops), and educational (EMP, MF, CFPR, AR, CERP) structures have been developed to give the peasant a legal institutional framework within which he can work. Nevertheless, peasants will not be able to take advantage of these structures put at their disposition, nor take charge of their own development, until they receive some functional literary and basic accounting techniques. There will be no peasant control of development so long as they are illiterate. GOS can continue to publish "une belle literature"; the peasants will remain incapable of managing their own affairs.

If Senegal had invested in literacy training instead of the EPT, it would have 180 less engineers, no beautiful campus, far fewer mechanical gadgets-and a literate populace.

4. Senegal's educational training system is out of whack, it is not synchronized. First, there is little or no coordination between schools that should normally have close ties (EPT - IUT, ENEA- ENCR, ENCR-INDR-EATA, ESGE-IUT etc). There is no reason why ENS stagaires should not be allowed to use IUT's or CESTI's audio-visual equipment; nor is there reason to create five different application forms in a small area, EISMV-Rufisque, INDR-Thies, ENCR-Bambey, ISRA-Bambey, ENH-Cambèrene. This kind of overlapping repeats itself throughout Senegal's educational system.

5. Guy Bellonde says that donors are morally responsible for this state of affairs, since it is they who finance the projects. Certainly the multiplicity of donors intervening and investing in Senegal make a coherent and coordinated education policy very difficult.

6. All training institutions should have the "Senegalization" of its training corps as a main goal. Some training institutions that have existed for twenty years (ENCR) still don't have a concrete policy along these lines.

There really isn't any reason why all of Senegal's rural training schools can't be fully "Senegalized" in the next ten years. It seems that "French cooperation" has been dragging its heels in this area. The French assure teaching at Bambey, ENH, ENEA, COID and were important in the EATAs. Despite their omnipresence, there is little evidence of programs designed to train Senegalese colleagues. In contrast, both Swiss and ILO experts felt that this was one of the most important components of their training programs at EATA and CPP.

The GOS education system is not synchronized with its economic system. Construction of the University of St. Louis was not based on economic considerations; neither was the choice to build EPT, nor the choice to cut back on CERP's budgets. Students are educated and trained without knowing the precise needs of the economy, or worse in spite of difficult economic conditions. This "ostrich training" will lead to disruptive educated unemployment or oversized bureaucracies or both. It seems as if Senegal is making short-term political decisions which will have serious consequences in the long run.

7. One positive side of the Senegal's educational and bureaucratic systems is the possibility of advancement offered at almost every level. All of the training schools hold an entrance exam for professional as well as student candidates. Many Senegalese have used this system to propel themselves from "rags to riches".

IMPLICATION FOR AID POLICY

1. AID should continue to channel resources into the rural sector in order to increase Senegal's production base and productivity. How?

a. Use AID's influence and resources to promote literacy in national languages. Non-formal educational structures are in a state of flux, as they have been for years. AID is searching for an alternative to the RDA's. The best alternative open to AID is the peasants themselves. GOS has put two democratic, participating structures at the peasants' disposal, the rural commune and the co-operatives. Peasants really will be able to control their own development if they know how to read books and numbers. As we have seen, Senegal's educational structure doesn't reach the rural populations. If AID does nothing except push "literacy" for the next five years, it will have helped Senegal take a giant step towards economic viability and becoming a third world democracy.

Literacy has not been a priority of Senegal since Independence. Perhaps, now, with the new President, the GOS will give increased importance to literacy training in national languages. If Senegal refuses to promote literacy at this point in time, the cooperatives and rural communes will continue to weaken as farmers lose confidence in them. It is important to note that both the cooperatives and the rural communes are at critical stages of their implementation.

b. Senegal has in the CFPRs (Centre de Formation Professionnelle Rurale) an institution that teaches new agricultural, artisan and fishing techniques. They also teach literacy, and were designed to train the wives of farmers at the same time. This organization has tremendous potential for community development, except that it does not have the funds to realize this potential.

CFPR already has extensive infrastructure in place (21 centers) and still manages to run at about 50% capacity despite severe budget cuts.

This is one agency AID might want to look at more closely to determine how they can be included in AID projects. They could, for example, give literacy training, train mechanics and demonstrate rice growing techniques to farmers in the Fleuve.

2. When AID does give funds to different schools it should attempt to ensure that:

a. Appropriate practical training takes place at the school. This means limited or no summer vacation for agricultural students, (They can take their vacation at some time other than the principal farming season) and an adequate application field.

b. That training policy meets the needs of the agency that will eventually employ the students. Frequent "stages" in the field with future employers should help to keep the lines of communication open between school, students and employer.

c. Coordinationa between different training schools, institutes and the university takes place. ENDR, EISMV and ENCR all have asked AID for funds to build application farms in Thies, Rufisque and Bambey respectively. It would seem that GOS should attempt to coordinate these efforts so as to ensure minimum expenditure and maximum exchange of information. ENS and ESGE have asked for sophisticated audio-visual centers, while both CESTI and IUT already have huge centers. Again, these schools could coordinate their efforts.

d. Coordination of donor efforts. It sometimes seems as if donor relations are marked by competition rather than coordination. The lack of coordination between schools can be attributed in some degree to the lack of coordination between a multiplicity of donors.

e. The creation of an information network. Many of the numerous schools, institutes and university faculties conduct research in Senegal. Almost all donors, the GOS, and international organizations (ENDA, IDRP) conduct research on Senegal. This information constitutes

an invaluable resource, but it is a resource that is not exploited. Various studies conducted rarely serve anyone except the institution's employees, despite the fact that information might be useful to a much larger group. It is not that these groups don't want to contribute their information to others, but there is not a system for distributing documents.

The lack of an information system leads to overlapping studies and thus wasted money. Furthermore, research is not guided, but is conducted in a haphazard manner. The PECTA Commission report clearly depicts the situation: "Since the multiplicity of agencies intervening in the rural sector rarely achieve their objectives, the evaluations multiply, each with a specific objective, which at the limit is its own existence. The peasant who lives at the base of this structure sees himself invaded by a series of experts, submerged by one haphazard intervention after another, and forced to work for agencies that are not of his own making.

In effect, this system, which is supposed to help and aid the peasants in a difficult economic situation, seems to them to be essentially destined to give life to a heavy crushing superstructure replete with international experts, national bureaucrats, governmental and RDA agents, all of whom dispose of monthly salaries that are far superior to the aleatory revenues (which are sometimes negative) provided by an unsure agricultural sector whose product is subject to changing climatic conditions". (1)

This situation is clearly untenable. SERST now demands that their visa be put on all new research they supervise. AID, which conducts important research, might offer them a copy of each of their reports. If all donors, international organizations, and GOS agencies contributed their literature to a central library or computer, Senegal would have a new valuable resource at its disposal.

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(1) Rapport de la Mission d'Emploi au Sénégal  
(Jan. - Feb. 1980, BIT p. 13)

In addition, SERST might take the lead in deciding in what areas research is most needed.

f. The Senegalization of the teaching corps to provide low cost construction work, wherever possible.

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I would like to thank the many people who contributed to this study. In particular, Mamadou Ndao and Julia Owen who were a source of constant support both in the field and with their ideas.

Mr. Ndao wrote the sections on private schools, Koranic schools (Annexes 8 and 9) as well as on the National Hotel School. Ms. Owen tirelessly edited this rather long paper.

I would also like to thank Sam Rea for specific planning assistance.

As I mentioned in the introduction this paper is only a start. One area that should be further researched is the RDA contribution to training. The RDAs seem to be growing in importance all the time. They are expanding their activities and training is one of them.

ANNEX 1

Schedule of the Six years of Primary School

The weekly schedule of the Primary School is 28 hours, with 6 hours per day on Monday through Friday, and 4 hours on Saturday morning.

Schedule of courses - Hours dedicated weekly to each course:

<u>SUBJECTS</u>	<u>1st Year 1st Quarter</u>	<u>1st Year 2nd/3rd Quarters</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>4th Year</u>	<u>5th Year</u>
<u>FRENCH</u>						
French language	9 h 30	7 h	7 h	7 h	7 h 15	6 h 30
Reading		7 h 30	5 h	5 h	4 h	4 h
Sensory Activities	2 h 15	0 h 30				
Graphic Activities	3 h 15					
Writing		1 h 15	0 h 30	0 h 30	0 h 30	
<u>MATH</u>	4 h 30	4 h 30	5 h	5 h	5 h	5 h
<u>SOCIAL SCIENCES</u>						
History & Geography			1 h 30	1 h 30	1 h 30	2 h
Civics & Morals			0 h 45	1 h	1 h	1 h
Natural Sciences			1 h	1 h	1 h 30	2 h
Health Education	1 h	1 h	0 h 15	0 h 30	0 h 30	0 h 45
<u>ARTS</u>						
Drawing	1 h 30	0 h 45	0 h 45	0 h 45	1 h	1 h
Handcrafts	1 h	0 h 45	0 h 45	0 h 45	0 h 30	0 h 30
Music	1 h	1 h	1 h	1 h	1 h	1 h
<u>PHYSICAL EDUCATION</u>	1 h 45	1 h 45	1 h 45	1 h 45	2 h	2 h
<u>BREAKS</u>	2 h 15	2 h 15	2 h 15	2 h 15	2 h 15	2 h 15

## Annex 2

Technical Education in mid and secondary levels

YEARS	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Mid-level Tech. Education	408	306	1102	1856	2541	3466	3729	3891
Total mid-level	46801	48600	50243	54419	56891	60681	?	62987
Per Cent	0,9%	0,6%	2,2%	3,4%	4,5%	5,7%	?	6,2%
Secondary -level Tech. Education	1318	1383	1336	1277	1374	1567	1930	2393
Total Secondary level	8875	10179	11284	12774	14515	15426	?	15162
Per Cent Tech. Education	14,9%	13,6%	12,3%	10,0%	9,5%	10,2%	?	15,8%
(1+4)	1726	1689	2488	3133	3915	5033	5659	6284
Mid & Secondary level	55676	59409	61527	67193	71406	76107	?	78149
Per Cent Tech. Education of both levels	3,1%	2,8%	4,0%	4,7%	5,5%	6,6%	?	8,0%

EMT = Enseignement moyen technique (Mid-level technical education)

EST = Enseignement secondaire technique (Secondary level technical education)

EMST = Enseignements moyen et secondaire technique (Mid-level & Secondary Tech. Education)

Source: Ministère de l'Education Nationale, Direction de la Recherche et de la Planification, statistique 1977-78

The imbalance of training channels

Evolution of Enrollment in the Departments (Law &amp; Philosophy)

Compare to the whole between 1969 and 1979

	1969-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
<u>Growth indicators</u>										
1. Philosophy & Humanities	100	136	152	181	194	218	231	233	253	293
2. Law & Economics	100	163	188	217	244	290	324	374	407	372
3. Total (1+2)	100	148	166	196	214	247	268	289	315	330
4. Other departments (total students minus under groups)	100	131	139	154	166	188	207	232	255	290
Proportion of "literary" students (groups 1 & 2)	53%	56%	57%	59%	59%	60%	59%	58%	58%	60%

DOSSIER DES REUNIONS TENUES  
AU VILLAGE DE BELANGOUT

(31 Mars 1972 : présentation officielle citée pour mémoire, elle ne figure pas dans le dossier).

21 Avril 1972 : réunion de présentation.

pages 1 à 7  
(intercalaire)

22 Avril 1972 : 3 réunions d'exploitation de celle de  
présentation.

pages 1 à 2  
(intercalaire)

pages 1 à 3  
(intercalaire)

pages 1 à 5  
(intercalaire)

17 Juin 1972 : Clarification et approfondissement des  
acquis des réunions précédentes.

pages 1 à 14  
(intercalaire)

10 Juillet 1972 : 2 réunions d'analyse.

pages 1 à 10  
(intercalaire)

12 Décembre 1972 : réunions de bilan et mise au point des  
acquis.

pages 1 à 13  
(intercalaire)

12 Janvier 1973 : réunion pour définir le contenu de la  
formation en fonction des idées forces.

pages 1 à 8  
(intercalaire)

30 Janvier 1973 : idem.

pages 1 à 7

Vendredi 21 Avril 1972 - Après-midi

Réunion avec les deux quartiers, tardives à cause du retour des champs et du repas.

Sont présents : le Chef de Village et 12 Chefs de carré.

EMP : Rappel des objectifs du projet et questions sur réflexion ou remarques faites après la réunion de présentation.

Chef V. : parle en sérér.

FAYE : (Adjoint du chef). Nous nous sommes réunis après la présentation. Nous souhaitons travailler avec vous. Mais le projet est peu clair.

EMP : Quel est leur sentiment à propos des jeunes, actuellement ?

PY : Nos enfants sont éduqués pour l'agriculture et l'élevage. Si vous avez remarqué quelque chose, il vous faut nous le dire. Nous éduquons les jeunes comme nous pensons devoir le faire.

EMP : intervention pour éviter concertation en sérér avant les réponses

PY : les sérérers ont pour seule activité la culture. C'est difficile pour nous de comprendre ce que vous voulez, d'autant plus qu'il y a un blanc, ce qui montre bien que c'est difficile.

EMP : j'étais absent à la dernière réunion. Pour qu'il y ait une dette il faut connaître le montant. Quand nous saurons ce que vous voulez nous répondrons. Mais nous ne sommes que des pauvres types qui ne connaissons que l'agriculture.

PY : il faut nous montrer ce que vous voulez pour que nous disions si nous sommes d'accord ou non.

PY : Le sérér, quoiqu'il sache, doit d'abord savoir ce que vous voulez

PY : Vous êtes étrangers, on répond à votre appel, mais pas pour faire n'importe quoi. Vous parlez d'éducation ; nous ajoutons au travail l'honnêteté et la solidarité. Nous ne savons pas ce que vous voulez. Si ça concerne notre travail, la culture, on vous dira quelque chose.

EMP : il existe un problème de jeunes dans les villes, ils viennent des villages comme Bélangout, Langomack etc... Cela révèle-t-il un problème entre adultes et jeunes ? Ou bien les choses sont-elles toujours comme dans la tradition ?

VIEUX : Peu de jeunes vont à Dakar. Et même quand ils y vont, c'est pour travailler honnêtement.

EMP : les adultes sentent-ils que l'attitude, les préoccupations des jeunes changent ?

PY : le village n'a pas envoyé de jeunes à l'extérieur, sauf un. Ce qu'on dit dans les autres villages n'est pas valable ici.

EMP : si le gouvernement a pensé à former les jeunes, c'est qu'il y a un malaise des jeunes au Sénégal. Et au lieu d'imposer une solution, notre équipe vient en chercher une avec les adultes.

PY : Si vous avez la vérité, dites-là. Nous en sommes au point où votre auto, et à plus forte raison vous, nous impressionne !

Chef de V. : Le sérer connaît peu de choses. Je pense que vous connaissez ce qu'on doit faire. Nous ne savons pas ce que vous cherchez. L'un de nous parle le français et peut contrôler la traduction de ce que nous disons.

Nous contrôlons le passé, le présent, mais l'avenir ? on n'en sait rien.

EMP : Ne pensez-vous pas que les innovations croissantes vont accentuer une séparation adultes-jeunes ? Les jeunes sont plus portés à innover...

EMP : Pensez-vous nécessaire et souhaitable que les jeunes aient les mêmes connaissances que vous ou d'autres en plus : dans ce cas, lesquelles ?

Chef V. : Les adultes contrôlent les jeunes dans le présent, mais dans l'avenir ?  
A vous de voir si dans nos activités, on peut ajouter des innovations.

VIEUX : Depuis tout à l'heure on parle de jeunes : mais si vous dites ce que vous voulez faire : recrutement, inscription, nous discuterons à ce moment-là.  
On tourne autour du pot et maintenant ça suffit.

Chef de V. : la maison en zinc, là, était à mon père. Je souhaite en avoir 10 comme celle-là, donc améliorer mon sort. Nous tous ici, nous savons, ce sur quoi compte le sérier, l'origine de son revenu. Chacun doit dire ce qu'il connaît. On ne peut ni accepter, ni refuser ce qu'on ne connaît pas.

EMP : Vous ne contrôlez pas l'avenir. Souhaitez-vous qu'ils sachent plus que vous ?  
Ou la même chose que vous ?

PY : (francophone) l'essentiel de ce qu'on a dit : on ne contrôle pas l'avenir.  
Des innovations ont créé des problèmes :  
l'école pas ex: au début on nous forçait à y aller. Et puis on a vu que c'était le moyen d'avoir une bonne situation. Nous souhaiterions avoir une école dans le village. On ne peut refuser une innovation inconnue de peur de la regretter après.

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EMP : ils souhaitent donc que leurs enfants sachent ce qu'ils savent, plus des choses nouvelles ?

Chef de V. : Nous sommes tous d'accord.

VIEUX : Je n'ai rien compris à ce que vous dites. Si c'est une chose intéressante, on acceptera sinon on refusera. Soyez brefs maintenant. (Il harangue le public en s'érier).

EMP : On a dit qu'on s'occupait de formation et d'éducation des jeunes. Mais on n'a pas de projet précis pour éviter un refus, ou des palabres après. On veut d'abord voir si ça vous intéresse. On ne force pas à boire quelqu'un qui n'a pas soif.

Chef de V. : Dites-nous ce que vous voulez. C'est à cause de vous qu'on discute tant.

EMP : le gouvernement voudrait que les jeunes soient formés (ceux qui ont quitté l'école) pour être utiles. Mais pour la première fois, on demande aux paysans avant d'avoir prévu quelque chose, ce qui les intéresse et la façon dont ils pensent aux solutions de ces problèmes. Si on vous donne quelque chose d'inadapté dont vous n'avez pas le mode d'emploi, à quoi cela servira-t-il ?

VIEUX : Vous êtes une mission officielle, mais pas la première. Beaucoup sont déjà venues, avec des buts précis. Depuis que vous êtes là vous tournez autour du sujet. Mais vous n'avez pas obtenu de nous la réponse que ceux de Dakar vous ont envoyé chercher ici.

EMP : On vous demande, avant toute chose, ce que vous souhaitez en matière de formation des jeunes.

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VIEUX : L'année dernière, l'école de Tokomak a recruté. Nous avons refusé. On nous a expliqué l'utilité de l'école. Mais les gosses non seulement n'y apprennent rien, mais en plus on leur demande 100 CFA, et des poulets. Ca a gâté les enfants. On préfère ne pas être d'accord ; de peur d'être étouffés par ce que vous mettez dans le plat que vous nous offrez.

EMP : la réaction est étonnante. Si on voulait former des jeunes à quelque chose, on les recruterait sans discuter ! Mais nous pensons que votre idée sur le contenu et l'objectif de la formation est essentielle pour sa réussite. Aussi nous vous demandons ce que vous souhaitez.

PY : Ce que vous dites est bien : mais le pensez-vous vraiment ?

VIEUX : Nous avons déjà eu beaucoup de choses : le travail forcé, le service militaire etc...

Vous venez nous parler des jeunes : dites-nous le métier que vous leur apprendrez, sans attendre.

EMP : Ce que tu veux qu'on fasse, c'est justement ce que tu critiques !

PY : C'est vrai : beaucoup d'enfants ont abandonné ou quitté l'école, et sont ici, inutiles

EMP : nous parlons de même langage que le vieux. Lui, il veut qu'on propose quelque chose pour répondre oui ou non. Nous, nous voulons qu'il dise ce qu'il souhaite pour éviter qu'il refuse ce que nous pouvons dire.

VIEUX : la culture et l'élevage sont notre OR. On peut vivre éternellement avec cela.

EMP : Oui, mais vous êtes d'accord pour dire que les jeunes devraient savoir plus que vous, or si nous décidons ce que les jeunes doivent apprendre de nouveau, ceux-ci risquent de partir à Dakar, après.

Chef de V. : tout ce qu'on dit ne nous avance pas. Un travailleur dans son champ est toujours content de recevoir des bras en plus.

Il n'y a pas de problème entre jeunes et adultes. Si tu proposes du miel à quelqu'un qui mange du sucre, c'est encore mieux. Mais est-ce que tu ne vas pas amener du sel après ?

EMP : Le gouvernement sait qu'il y a un problème des jeunes et veut le résoudre. Mais il pense que c'est nécessaire que les paysans soient associés à la recherche d'une formule pour qu'elle soit adaptée. Si vous ne dites rien on risque de vous imposer des solutions que vous jugerez mauvais/29.

FAYE : le gouvernement a fait peur aux gens en imposant trop de projets qui n'ont jamais été comme celui d'aujourd'hui. Votre méthode est surprenante. On ne l'a jamais fait avant. Pourquoi ? Mais je vois ce que vous souhaitez : que ce soit nous qui définissions le contenu de l'action.

EMP : C'est ce que vous souhaitons.

FAYE : Vraiment, vous venez nous demander d'examiner nous-mêmes notre situation ? C'est un rêve.

PY : Depuis l'indépendance, tout ce qui a été fait, c'est des propositions de Dakar. Il les font même si ça rate. Aussi nous, par prudence, et méfiance, nous ne sommes pas ce que nous voulons.

VIEUX : Vous venez d'arriver à un point où on comprend. Repartez et laissez-nous réfléchir pour que demain on vous dise quelque chose de sûr. Si c'est non, vous nous obligerez à faire ce que vous voulez. Si c'est oui, on vous dira ce qu'on veut.

EMP : Le but essentiel de notre travail c'est à quoi former les jeunes ?

VIEUX : On est embarqué depuis longtemps dans le changement : au début c'était bon, maintenant c'est mauvais. On a reçu beaucoup de projets mais jamais on a eu de fruits. Sinon des pierres qui nous sont tombées sur la tête.

Chef de V. : Nous sommes prêts à travailler et nous restons derrière vous.

FAYE : s'il y a des pas en arrière, c'est que nous avons peur d'avancer.

VIEUX : Nous sommes tous unis ici. Quand le gouvernement envoie ses ordres, nous les appliquons s'ils coïncident à nos idées. Si vous voyant ouverts et disponibles pour chercher des solutions avec nous, nous vous accueillons.

ANNEX 5

Effect of the Development Hypotheses  
on the National Education Budget

Hypothesis 1 - 3 show how much money will have to be spent in order to a) hypothesis 1 continue to extend education to 33% of the school age children b) hypothesis 2 - extend education to 41% of school age children c) hypothesis 3 - extend education to 52% of school age children.

These figures are based on a 1.5 million CFA investment expenditure for each new classroom and 1.6 million CFA expenditure for recurrent costs per classroom.

Source: Ministry of National Education

## Costs of Hypothesis 1

(Primary School)

Maintain same number of students enrolled in the school system  
(millions of CFA) i.e. 33% of school age population.

Year	Number of classes	Investment in new classrooms (1.5 billion CFA/classroom)	Increase recurrent costs	Total recurrent costs
197				9 000
1979	158	237	253	9 253
1980	161	241,5	257,5	9 517
1981	165	247,5	264	9 781
1982	169	253,5	270,5	10 051,5
1983	172	258	275	10 326,5
1984	176	264	281	10 607,5
1985	180	270	288	10 895,5
1986	184	276	294	11 189,5
1987	189	283,5	303	11 496,5
1988	192	288	307	12 093,5
1989	196	294	314	12 407,5
1990	201	301,5	321,5	12 729
1991	206	309	330	13 059
1992	210	315	336	13 395
1993	215	323	344	13 739
1994	220	330	352	14 091
1995	225	338	360	14 451
1996	230	345	368	14 819
1997	235	353	376	15 195
1998	240	360	384	15 578
1999	245	369	393	15 971
2000	251	377	402	16 373
2001	258	387	413	16 786

The total budget equals the sums of Investment (3) and Recurrent cost (5) columns.

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Hypothesis 2

(Cost of increasing primary school age population to 41.6 % by 2001)

Year	Number of classes	Investment in new classrooms (1.5 billion CFA/classroom)	Increase recurrent costs	Total recurrent cost
1978				9 000
1979	280	420	443	9 443
1980	290	435	464	9 912
1981	303	455	485	10 397
1982	315	473	504	10 901
1983	328	492	525	11 426
1984	340	510	544	11 970
1985	354	531	565	12 536
1986	368	552	589	13 125
1987	381	572	610	13 735
1988	396	594	634	14 369
1989	412	618	659	15 028
1990	430	645	683	15 716
1991	448	672	710	16 432
1992	465	698	744	17 176
1993	484	726	774	17 950
1994	504	756	805	18 756
1995	524	786	838	19 594
1996	544	815	870	20 464
1997	566	849	906	21 370
1998	588	882	941	22 311
1999	612	918	979	23 290
2000	635	954	1 018	24 308
2001	663	995	1 060	25 368

Hypothesis 3

(Cost of increasing primary school age population to 52% by 2001)

Year	Number of classes	Investment in new classrooms (1.5 billion CFA/classroom)	Increase recurrent costs	Total recurrent costs
1973				9 000
1979	350	525	360	9 560
1980	368	552	538	10 143
1981	386	579	617	10 765
1982	405	608	643	11 413
1983	425	638	630	12 093
1984	446	669	714	12 807
1985	469	703	750	13 557
1986	493	739	789	14 346
1987	518	777	829	15 175
1988	542	813	863	16 043
1989	570	855	912	16 955
1990	599	899	958	17 913
1991	629	944	1 006	18 919
1992	660	990	1 056	19 975
1993	692	1 038	1 107	21 082
1994	728	1 082	1 155	22 240
1995	764	1 145	1 222	23 469
1996	802	1 203	1 283	24 752
1997	841	1 262	1 346	26 098
1998	885	1 320	1 416	27 514
1999	927	1 391	1 483	28 997
2000	975	1 463	1 550	30 557
2001	1 023	1 535	1 637	32 194

## ANNEX 6

Senegal's industrial pyramid, as reflected by its graduates, is exactly the opposite of what is needed and expected. There are too many chiefs and no indians.

- Diplôme Universitaire de Technologie	87
- Baccalauréat de Technicien	777
- B.E.P., industrial sector	65
- C.A.P., industrial sector	51

There is a considerable need for skilled workers.

Sources: Etude de Conseil Economique et Social, p. 124.

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## ANNEX 7

Senegal's education system is extremely selective. To get a clearer idea of the intensity of this selection process, let's follow the class that entered school in 1978 until University graduation.

Approximate enrollment figure of 75,000 students. Since only 33% of students ever attend school there are 225,000 students that are left by the wayside right from the start. The students that are then "rejected" by the school system will be added to their ranks.

<u>Not enrolled after exam</u>	<u>Rejected</u>	<u>% Rejected</u>	<u>Enrolled after exam</u>		<u>Exam</u>
				<u>by year</u>	
225,000			75,000	1978	
285,000	60,000	80%	15,000	1984	CEPE
297,000	12,000	80%	3,000	1987	DFEM
298,000	1,500	50%	1,500	1989	Exam of end of 1st year
299,250	750	50%	750	1990	BAC
299,550	300	40%	450	1994	Licence

Thus, of 75,000 students that enter schooling in 1978, only 450 will receive their college degree in 1994.

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KORANIC EDUCATION IN SENEGAL

Informal in character, attendance is voluntary. Each Koranic school has its own rules and regulations.

Purpose: Primary purpose is to provide Islamic and moral education through the teaching of the Koran.

Financing: No Budget. Resources are scarce, in the form of symbolic fees paid in cash or in kind to teachers, or alms.

Students: Mostly boys. Involves only Moslem students. School age is now between 4 and 6 years in urban areas, before entrance to the French school. Older children (aged over 6) mostly attend schools in rural areas. Most school age children who do not go to the French school attend Koranic schools. Attendance is higher during the summer break. About 40% of school age children attend Koranic schools.

Training: No training for a specific career other than the teaching of the Koran. Children learn to recite verses in classical Arabic from the Koran by rote memory. No questioning. They are also taught how to read and write the Koran on wooden tablets.

Teachers: Are literate in Koran to varying degrees. Do not hold any certificate or diploma to qualify them for teaching. Hired or considered on the basis of their ability to read, write and recite the Koran. Each Koranic school usually has one teacher, no matter how large the number of students is.

Performance: Students are graduated on the basis of performance. No degree or diploma awarded. The completion of a certain curriculum determines graduation.

Placement of graduates: No systematic placement. No job opportunities except teaching.

Problems: Decline of Koranic education both in urban and rural areas due to increased attraction of French schools which are the way to socio-economic success.

No salaries for teachers, they only collect symbolic fees. Classes usually take place in the open air, no buildings.

No budget, no equipment.

PRIVATE SCHOOLS IN DAKAR  
AN OVERVIEW

This overview is based on a survey taken in six private schools in the Dakar area, between November 18 and November 21, 1980. These schools are:

- Cours de la Chambre de Commerce de Dakar,
- Collège Saint-Michel de Dakar,
- Cours Pigier de Dakar,
- Ecole Privée Commerciale du Cap-Vert de Dakar,
- Ecole Privée Seydou Norou Tall de Pikine, Dakar,
- Ecole Askia Mohamed de Dakar.

Through our discussion with the President of UNEPLAS (Union Nationale des Ecoles Privées Laïques du Sénégal) we were able to learn as much about problems affecting private schools in Senegal as possible. At the outset, a distinction should be made between parochial schools (Collège Saint-Michel) managed by Catholic priests, and lay schools (the others, managed by Senegalese nationals). Another dichotomy is between private schools offering technical education programs, Cours de la Chambre de Commerce, Ecole Privée Commerciale du Cap-Vert, Cours Pigier and Saint-Michel to some extent, and those offering general education programs i.e., Seydou Norou Tall, Askia Mohamed and Saint-Michel.

Technical education basically involves courses in accounting, typing, shorthand and/or business. Students enrolled in these programs are trained to be secretaries or typists (girls mainly) and accountants.

General education includes extensive courses in languages, e.g. French, (the medium of instruction), English, Spanish, Portuguese, German, Italian, Arabic, Latin, and/or Russian, mathematics, science, physics, chemistry, history and geography. These programs are designed to prepare students for higher education or train medium level administrative professionals.

Thus, it should be borne in mind that these are all secondary schools. Following is a summary:

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1) **Goal(s):** To meet Senegal's developmental needs by training mid-level professionals or preparing students for higher education level.

2) **Admission requirements:** Two cycles of studies exist: the first one lasts 4 years, the second cycle is 3 years long. Students entering the first cycle are required to hold the CEPE (a primary school diploma) and pass an entrance test. Age limit is 14 years.

Students wishing to enter the second cycle of studies have to hold the DFEM (first cycle studies diploma) or pass an entrance test. Sometimes a satisfactory grade report or a school attendance certificate from the previous school year have to also be submitted. Furthermore, a school fee advance is required at the beginning of the school year.

3) **Student population and teachers:** Most private schools in Senegal fulfill a complementary function vis-à-vis their public counterparts. As such, they absorb a sizeable number of students who have been dismissed from the public system because of poor performance or age requirement, etc.

All surveyed schools are coed, with the exception of Cours Pigier and Cours de la Chambre de Commerce which admit female students only. The number of students varies from one place to another, and in the course of the school year.

Teachers comprise two groups:

- Professionals with a relatively long experience, working mostly full-time, with the exception of a few outside teachers.
- University students working as part-time teachers.

4) **School fees:** Vary from one school to another, and according to the grade or the type of training provided. Fees include an advance payment at registration, and are payable on a monthly or quarterly basis. Seydou Norou Tall has the lowest rates, ranging from 3,600 CFAF to 4,800 CFAF.

The highest fees were recorded at Cours de la Chambre de Commerce. They range from a low 40,000 CFAF per year to 200,000 CFA per year.

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It should be noted here that these high rates apply to business employees enrolled in special refresher courses or training programs, whose expenses are covered by their employers.

A number of schools reported giving discounts (10, 20, 40, 50%) to a sizeable number of students.

5) Financial resources: Mostly drawn from school fees and other related income. However, most of these schools, with the exception of Pigier and Cours de la Chambre de Commerce, are annually subsidized by the Senegalese Government.

As these State grants represent an insignificant amount, all schools report being self-financed.

6) School curricula and diplomas: School curricula in these schools are, with a few exceptions, similar to those prevalent in the public system. These are of two types:

- a general education curriculum including courses such as languages, mathematics, science, physics, chemistry, history and geography, etc.
- a technical education curriculum, with courses such as shorthand, typing, business, accounting, etc.

Diplomas offered are similar to those from the public system, i.e., DFEM and Baccalaureates for general education, and, CAP, BEP and Baccalaureates B, G1 and G2 for technical education - secretaries, typists, accountants and mid-level business managers.

Cours de la Chambre de Commerce offers a special degree sponsored by a local organization of business executives.

It should also be noted that some business schools may train students in special areas in response to local needs (Cours Pigier may sometimes train medical secretaries or certified accountants).

7) Follow-up and job opportunities: Follow-up activities are difficult to carry out and schools cannot keep track of their graduates after their departure. However, some business schools advertise for their graduates in their bulletins or newsletters distributed to local business managers, or write recommendations. Job opportunities are becoming scarce, but it was reported that most graduates eventually succeeded in securing a job over a certain period of time.

8) Major problems:

- A sizeable number of students drop out every year after the Easter holidays. This results in a decline of income for these private schools and consequently operational difficulties.
- All lay schools no longer have access to bank loans and therefore cannot carry out their expansion projects planned because of increased enrollments. They cannot always meet operational deficits because of a decrease in income during the school year and a grant cut over the past few years.
- School performance in lay schools is low because of lack of equipment, books and teaching materials.

ANNEX 10

The new structure of Promotion Humaine will be made up of the following "Directions":

Bureau for Rural and Urban Extension Agents

- Division of Rural Extension Agents
- Division of urban Extension Agents
- Division for Administrative and Financial Affairs

Bureau of Family Well-Being

- Division of Planning and Family Protection
- Division of Information and Documents
- Division of Village level farmers' Association
- Division to help place workers returning from abroad

Division of Administrative and Financial Affairs

Bureau for the Promotion of Women

- Division for Women's Advancement
- Division of Women's work
- Division of Household and Social Work

Division of Administrative and Financial Affairs

Bureau for Practical Training

- Literacy Division
- Division of Practical Mid-level Education
- Division of Rural Technical Training

Division of Administrative and Financial Affairs

Bureau of Community Development

- Division in charge of non-governmental activities
- Division for Study and Planning of Projects
- Division of Evaluation and follow-up

Division of Administrative and Financial Affairs

## List of all Educational Institutions in Senegal

No	Establishments Category	Conventional Establ.			Non
		Level of Recruitment			Conventional
		Bac	REPC	Autre	
	<u>1 - Literary Careers</u>				
1	Faculté des Lettres et Sciences Humaines	+			
2	Centre d'Etudes des Sciences et Techniques de l'Information (CESTI) Dakar	+			
3	Ecole des bibliothèques, Archivistes, Documentalistes (EBAD) Dakar	+			
4	Centre de Formation Pédagogique Spécial de Thiès (CFPST)	+			
5	Ecole Normale Supérieure (ENS) Dakar	+			
6	Centre de Perfectionnement en langue anglaise				+
7	Institut Sénégal-Britannique				+
	<u>2 - Scientific &amp; Technical Careers</u>				
8	Faculté des Sciences	+			
9	Faculté de Médecine	+			
10	Institut d'odontologie et stomatologie	+			
11	Institut Universitaire de Technologie (IUT)	+			+
12	Ecole Nationale des Cadres Ruraux de Bambey (ENCR)	+			
13	Ecole Polytechnique de Thiès	+			
	<u>3 - Law, Economic &amp; Commercial Careers</u>				
14	Faculté des Sciences Economiques	+			
15	Faculté des Sciences Juridiques	+	+		

No	Establishments Category	Conventional Establ.			Non
		Level of Recruitment			Conventional
		Bac	REPC	Autre	
16	Centre de Formation et Perfectionnement administratifs (CFPA) Dakar	+			+
17	Ecole Nationale d'Economie Appliquée (ENEA) Dakar	+			
18	Ecole Nationale d'Administration				
19	Ecole Nationale des Assistants et Educateurs sociaux (ENAES) Dakar	+	+		
20	Ecole Inter-Etats des Sciences et Médecine Vétérinaires - Dakar	+			
21	Centra National de formation et d'action de Rufisque				+
<u>1 - Professional Training</u>					
22	Ecole Normale d'Enseignement technique Féminin (ENETF)	+	+		
23	Ecole Normale d'Enseignement technique Masculin (ENETM)	+			
<u>2 - Specialized Training</u>					
24	Ecole Nationale de Formation Maritime (ENFM) Dakar	+	+		+
25	Ecole Nationale de Secrétariat Dakar	+	+		+
26	Ecole Nationale d'horticulture de Gambérène	+	+		
<u>3 - Technical High Schools</u>					
27	L.T. Delafosse - Dakar		+		+
28	L.T. Peytavin - Saint-Louis		+		+
29	L.T. A. Bamba - Diourbel		+		+
<u>4 - Middle level technical Education</u>					
30	C.E.M.T. Dakar filles			Primaire	

Establishments		Conventional Etabl.			Non
		Level of Recruitment			Conventional
No	Category	Bac	BEPC	Autre	
31	C.E.M.T. LT Delafosse Dakar			"	
32	C.E.M.T. LT Diourbel			"	
33	C.E.M.T. Louga			"	
34	C.E.M.T. LT Peytavin - Saint-Louis			"	
35	C.E.M.T. Ziguinchor			"	
	5 - <u>Schools for Technical field Agents</u>				
36	Agents techniques d'agriculture Ziguinchor		+		
37	Agents techniques eaux et forêts Ziguinchor		+		
38	Agents techniques d'élevage Saint-Louis		+		
39	Agents techniques des nêches Thiaroye		+		
40	Centre national de formation de monitrices Economie Familiale rurale - Thiès		+		
	6 - <u>Professional Training Centers</u>				
41	C.E.P. Dakar (industrie) ex CQID		+		
42	C.E.P. Dakar (commerce) LT Delafosse		+		
43	Centre apprentissage Chemins de Fer - Thiès		+		+
44	Centre formation artisanale - Dakar		+		
45	Institut Coupe-Couture-Mode Dakar		+		+
46	C.E.P. Saint-Louis (ind-Commerce) LT. Peytavin)		+		

Establishments		Conventional Establ. Level of Recruitment			Non Conventional
No	Category	Bac	BEPC	Autre	
47	C.E.P. (commerce) Diourbel		+		
48	C.R.E.T.M (commerce) Ziguinchor		+		
	<u>7 - Region Training Centers for Women</u>				
49	C.R.E.T.F. Dakar			+	+
50	C.R.E.T.F. Ziguinchor			+	+
51	C.R.E.T.F. Kaolack			+	+
52	C.R.E.T.F. Tambacounda			+	+
53	C.R.E.T.F. Thiès			+	+
54	C.R.E.T.F. Saint-Louis			+	+
55	C.R.E.T.F. Diourbel			+	+
	<u>8 - Miscellaneous</u>				
56	Centre de Perfectionnement Per- manent - Dakar				+
57	Centre National des Cours Professionnels - Dakar				+
58	Centre Technique de Formation Professionnelle - Dakar				+
59	Association pour la formation du Sénégal (AFORS)				+
	<u>9 - Private Establishments</u>				
60	Centre Commercial privé Cap- Vert - Dakar		+		+
61	Institut Grandjean - Dakar (commerce)		+		+
62	Cours Pigier - Dakar (commerce)		+	+	+
63	Collège Saint-Michel - Dakar (commerce)		+		
64	Cours de la Chambre de Commerce Dakar		+		+

No	Establishments Category	Conventional Establ. Level of Recruitment			Non Conventional
		Bac	BEPC	Autre	
65	Immaculée Conception Dakar		+		
66	Cours enseignement technique de Banque - Dakar				+
67	Cours commerciaux Chambre de Commerce Ziguinchor				+
68	Cours Pigier - Thiès		+		+
69	Cours Grandjean - Dakar				+
70	Centre de Formation Air Afrique Yoff		+		
71	<u>Private Family &amp; Homemaking vocational Schools</u>			+	
72	Centre ménager St-Sacrement			+	+
73	Centre ménager familial à Bignona			+	+
74	Centre ménager familial à M'lomp (Casamance)			+	+
75	Centre ménager familial de Brin (Casamance)			+	+
76	Centre ménager familial de Kolda			+	+
77	Centre ménager familial de Vélingara			+	+
78	Centre ménager familial de Bambey			+	+
79	Centre ménager familial de Tambacounda			+	+
80	Centre ménager Jean XXIII de Kaolack			+	+
81	Centre ménager familial Assunta Fadiouth			+	+
82	Centre ménager familial "Thiadiaye" à M'Bour			+	+

No	Establishments Category	Conventional Establ			Non Conventional
		Level of Recruitment			
		Bac	BEPC	Autre	
83	Centre ménager familial Ndiaga gnao à Thiès			+	+
84	Centre ménager familial de Soutou (Casamance)			+	+
85	Centre ménager familial de Sédhiou			+	+
	<u>1 - Training Rural Profession-</u> <u>als</u>				
86	C.F.P.R Guérina (formation moniteurs agri.)			+	+
87	C.F.P.R Kaffrine (formation moniteurs artisanat)			+	+
88	C.F.P.R. Ogo (élevage et ar- tisanat)				+
89	C.F.P.R. Sédhiou (artisanat agriculture)				+
90	C.F.P.R. Missirah (agricole artisanat)				+
91	C.F.P.R. Kérouane (agriculture coton)				+
92	C.F.P.R. Lagbar (élevage)				+
93	C.F.P.R. M'Boro (cultures ma- raichères)				+
94	C.F.P.R. Kael (artisanat)				+
95	C.F.P.R. Tivaouane (artisanat)				+
96	C.F.P.R. Nioro du Rip (polycul- ture)				+
97	C.F.P.R. Joal (pêche artisa- nale)				+
98	C.F.P.R. Nianga (culture irri- guée)				+

No	Establishments Category	Conventional Establ			Non Conventional
		Level of Recruitment			
		Bac	BEPC	Autre	
	2 - <u>Horticultural Initiation Centers</u>				
99	C.I.H. Dakar			+	+
100	C.I.H. Saint-Louis			+	+
101	C.I.H. Thiès			+	+
102	C.I.H. Diourbel			+	+
	3 - <u>Fishing Centers</u>				
103	à Mbane				+
104	à Goudomp				+
	4 - <u>Rural Community Centers</u>				
105	45 M.F.R. (22 masculines - 23 féminines) dans 23 centres				+
106	Ecole nationale d'hôtellerie et de Tourisme	+	+		
	<u>National Institute of Arts of Senegal</u>				
107	Ecole des Beaux Arts : section formation professeurs d'Education artistique	+	+		
108	Section formation professeurs éducation musicale	+	+		
109	Section professeurs art dramatique	+	+		
110	Ecole d'Architecture	+	+		
111	Centre d'enseignement supérieur en soins infirmiers de Dakar-CESI	+			
112	Ecole des Infirmiers et infirmières d'Etat à (EIEE)		+		

Establishments		Conventional Establ. Level of Recruitment			Non Conventional
No	Category	Bac	BEPC	Autre	
113	Ecole des Sages Femmes d'Etat Dakar (ESFE)		+		
114	Ecole des Agents Sanitaires à Saint-Louis(EAS)		+		
115	Ecole des Agents d'Assainisse- ment de khombole (EAA)		+		
116	Ecole Militaire de Santé - Dakar	+	+		
117	Ecole de Gendarmerie - Dakar		+		
118	Ecole Nationale des sous- officiers d'active à Kaolack	+	+		
119	Ecole Nationale de Police à Dakar	+	+	+	
120	Ecole des Douanes - Dakar	+	+	+	
121	Institut National Supérieur Education populaire et Spor- tive de Thiès	+			
122	Ecole Nationale des Postes et Télécommunications - Rufisque	+	+		
123	Ecole multinationale des Télécommunications - Rufisque				
124	Centre formation Radio - Sénégal	+			
125	Ecole des Agents techniques de l'hydraulique de Tamba- counda	+			
	<u>Enterprises Establishments</u>				
126	Ecole régionale Navigation aérienne - Dakar		+		
127	Centre formation SOCOCIM - Rufisque				+
128	Centre formation phosphates Taïba				+
129	Centre formation bancaire (banque centrale) Dakar				+



ANNEX 12  
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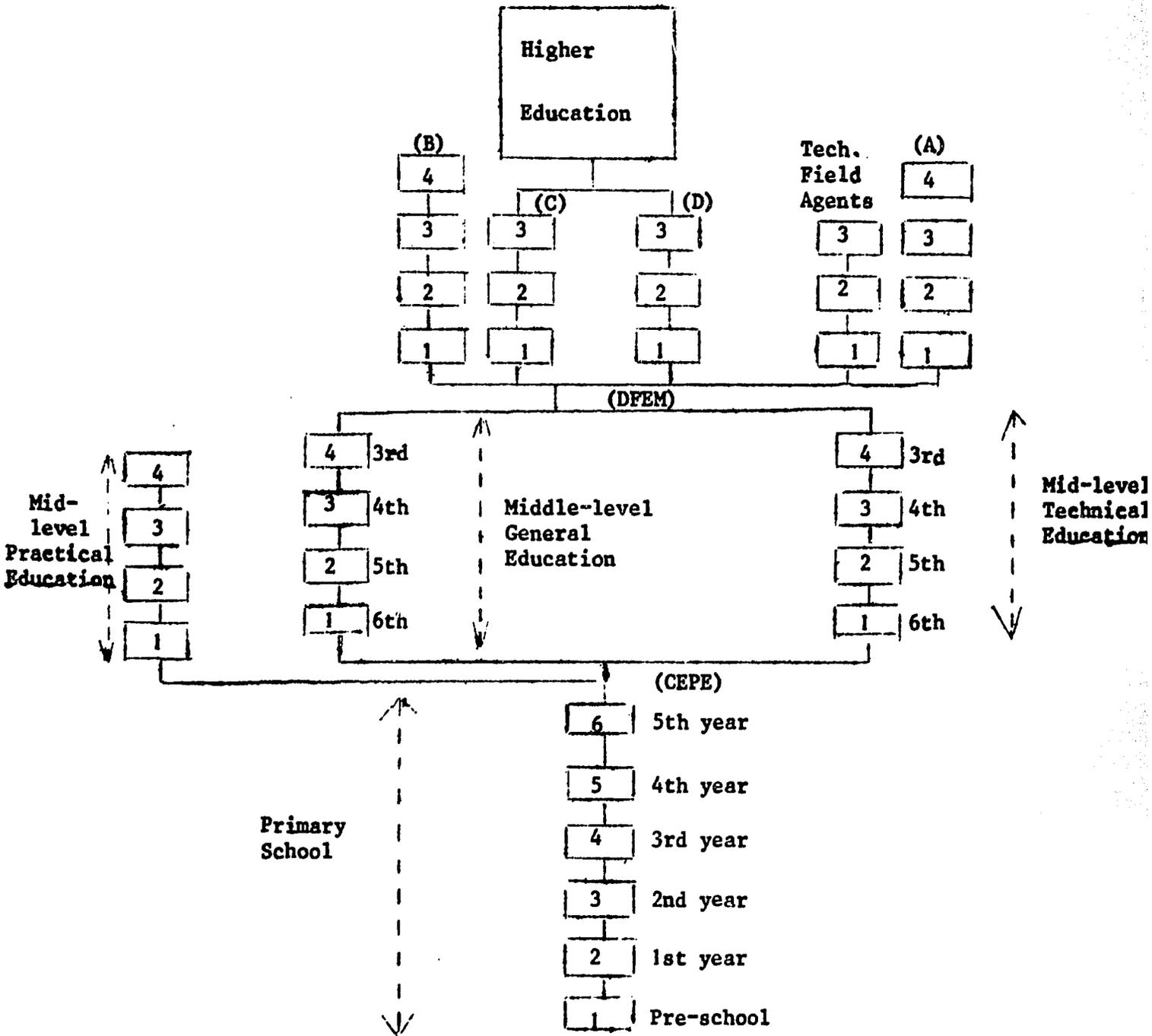
VOCATIONAL TRAINING PROGRAMS IN SENEGAL

<u>REGION</u>	<u>PLACE</u>	<u>TYPE OF CENTER</u>	<u>TYPE OF TRAINING</u>
Cap Vert	Dakar	Centre de Qualification	Artisans
		Centre de Formation Artisanale	Artisans
Cours d'Entrainement à la Vie			
Active		Artisans	
SONEPI-BIRD-AFCOPA Pilot			
Project		Artisans	
	YMCA Training Center	Artisans	
	Bargny	Enseignement Moyen Pratique (EMP)	General pre- professional
Casamance	Kubana	EMP	Fisheries
	Goudomp	Centre Formation Profession- nelle Rurale (CFPR)	
	Adéane	Maisons Familiales Rurales (MFR)	
	Guérina	CFPR	Agriculture Instruc- tors and trainees
		Thionkessy	MFR
	Tankanto	MFR	
Sedhiou	CFPR	Artisans	
Kerokane	CFPR	Agriculture	
Diourbel	Kael	CFPR	Artisans
	Ndioufene	MFR	
Fleuve	Makhana	EMP	General pre- professional
	Nder	MFR	
	Mbane	CFPR	Fisheries
	Gueté	MFR	
	Ogo	CFPR	Agric. & Artisans
	Nianga	CFPR	Agric. & Artisans
Louga	Labagar	CFPR	Livestock
Senegal Oriental	Koussanar	EMP	General pre- professional
	Ndia	MFR	
	Mako	MFR	
	Bota	MFR	
	Missirah	CFPR	Agric. & Artisans

REGION	PLACE	TYPE OF CENTER	TYPE OF TRAINING
Sine-Saloum	Toubacouta	EMP	General pre-professional Artisan instructors and trainers Agriculture
	Kaffrine	CFPR	
	Nioro du Rip	CFPR	
	Latmingué	MFR	
	Diaulé	MFR	
Thies	Deni Malick		"Mixed farming" project General pre-professional Fisheries Artisans Vegetable gardening
	Guèye	YMCA	
	Ngué Nkokh	EMP	
	Joal	CFPR	
	Tivaouane	CFPR, MFR	
	Mboro	CFPR	
	Fandène	MFR	
	Diogo	MFR	
	Gaelial	MFR	
	Kaere	MFR	
	Bayakh	MFR	
	Malicounda	MFR	
	Pekesse	MFR	
	Meur	MFR	
Notto	MFR		
Chérif Lô	MFR		

CHART 1a

ADMINISTRATION AND STRUCTURE OF THE EDUCATION SYSTEM



**Notes:**

- A: Teacher Training Technical School
- B: Teacher Training Regional School for primary education
- C: Secondary General Education
- D: Secondary Technical Education

- Diploma:** BEP = Brevet d'Enseignement Professionnel  
 CEPE = Certificat d'Etudes Primaires Elémentaires  
 DFEM = Diplôme de Fin d'Etudes Moyennes

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CHART 1 B

Senegalese Degrees

American Equivalent

CEPE

Primary School Certificate

DFEM

10th Grade

BAC

High School Diploma plus one  
year University

University

First Cycle - 1st year  
                  - 2nd year

2nd Cycle - 3rd year - licence \*      Bachelors' degree  
                  - 4th year - maitrise\*      Masters' degree

3rd cycle - 5th year - Doctorat de  
                  - 6th year      3ème cycle      Doctor - P.H.D.

Doctorat d'Etat - after  
several years of research.

\* The student receives no degree at the end of the first  
cycle, but two degrees during the second cycle.

CHART 1 C

BACCALAUREAT - SERIES

- A: Humanities - Philosophy
- B: Economic and Social Sciences
- C: Mathematics and Physics
- D: Physics and Natural Sciences
- E: Mathematics and Techniques
- F: Industrial Techniques
- G: Commercial Techniques

A, C, D equals General Secondary "Upper Cycle"  
B, E, F, G equals Technical Secondary "Upper Cycle"

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**Baccalauréat - Series**

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- A: Humanities - Philosophy
- B. Economic and Social Sciences
- C: Mathematics and Physics
- D. Physics and Natural Sciences
- E: Mathematics and Techniques
- F: Industrial Techniques
- G: Commercial Techniques

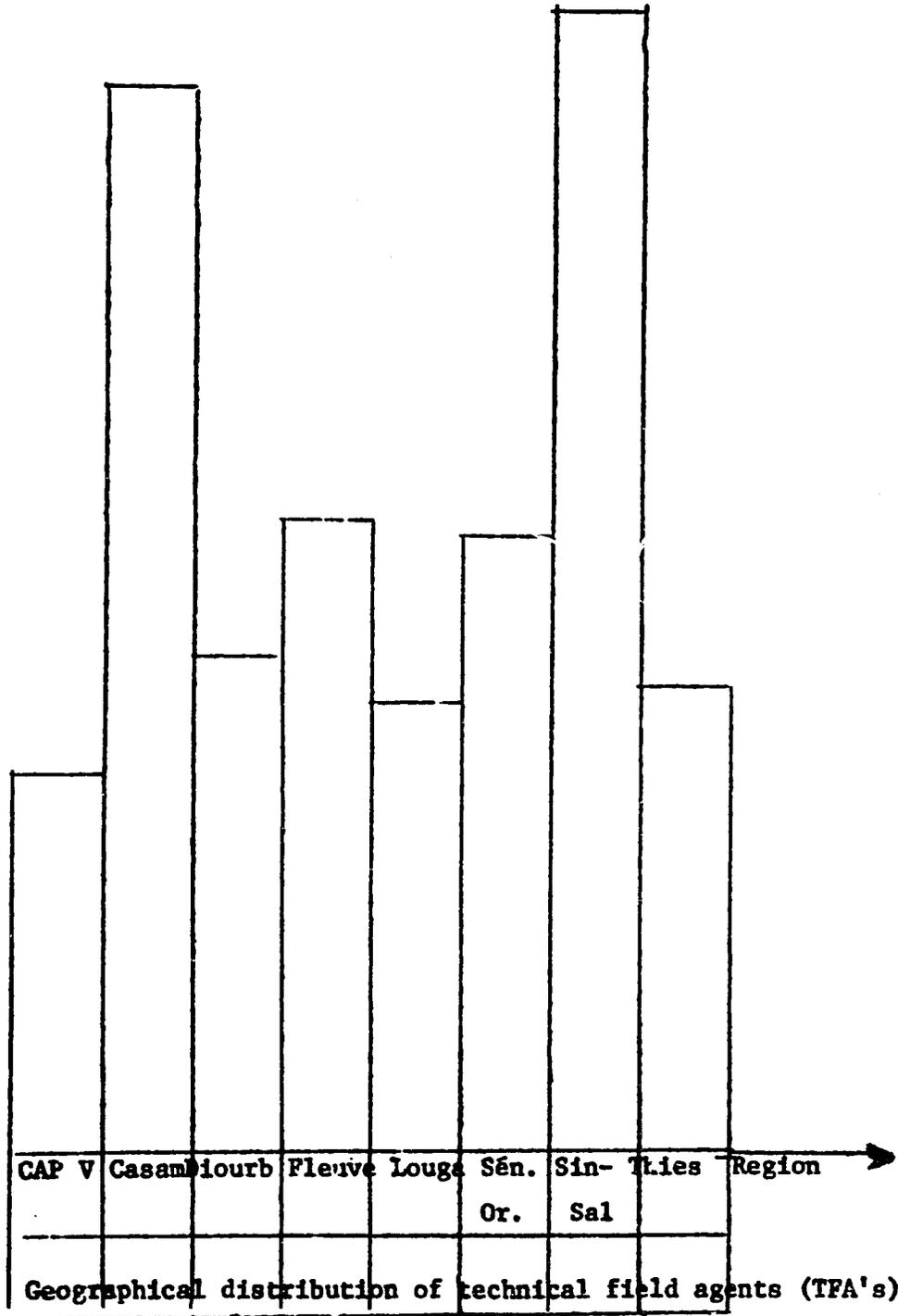
A, C, D equals General Secondary "Upper Cycle"

B, E, F, G equals Technical Secondary "Upper Cycle"

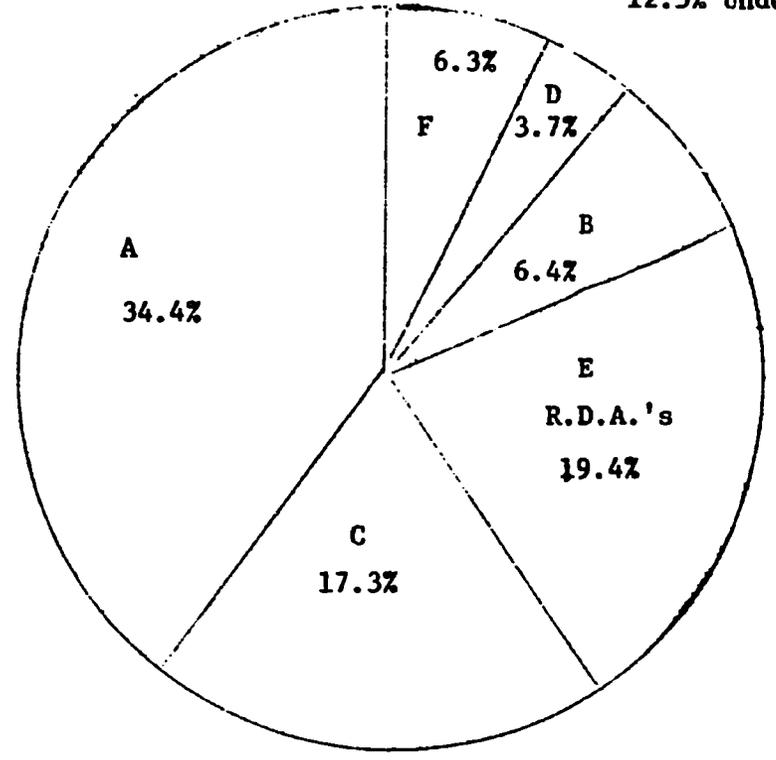
CHART 4

<u>Nomenclature</u>	<u>Years of Study</u>	<u>Bureaucratic Status</u>
Ingénieur (de conception) (Engineer)	= Bac + 5 years of study =	Hierarchy A
Ingénieur des Travaux ou Technicien Supérieur (Mid-level Manager)	= Bac + 3 years of study =	Hierarchy B
Agent Technique (Technical Field Agent)	{ = DFEM + 3 years of study = = CEPE	Hierarchy C Hierarchy D

CHART 5



- 34.4% **A** Traditional Services
- 17.3% **C** CERP
- 19.4% **E** R.D.A.'s
- 6.4% **B** Projects
- 3.7% **D** Research & Teaching
- 6.3% **F** Training
- 12.5% Undecided



Sectoral distribution of TFA; that is 19.4% work for RDA's 17.3% work for CERPs, etc.

Geographical distribution of technical field agents (TFA's)

FOOTNOTES

- 1) Conseil Economique et Social ; Etude sur l'Enseignement en Général, l'Enseignement Technique et Professionnel en Particulier. pp. 4-5
- 2) Rapport de la Mission d'Emploi au Sénégal (Janvier-Février) 1980, B.I.T. p. 23
- 3) Cinquième Plan Quadriennal de Développement Economique et Social. p. 264.
- 4) Elément d'Analyse des Chapitres 501, 502, 504 du Budget de l'Education Nationale, Direction de la Recherche et de la Planification D.R.P. p. 22
- 5) Sénégal : Développement de l'éducation, analyse et perspectives, Volumes I, II, III Paris, Juin 1977. p. 52
- 6) World Bank, Second Education Project Appendix I p. 1
- 7) While the number of students that pass the exam are only about 20%, an important number of students manage to continue their education without having passed the exams by enrolling in private schools. Thus, whereas in 1978/79 10,391 students passed the entry exam, 18,119 new students enrolled in 6th class. (7th grade). It can be assumed that these 7,728 students were able to skirt the exam obstacle by going to private schools.

This phenomena seems to be verified by the big drop in enrollment experienced by the private schools from the 6th year to the 5th year and the corresponding increase in public schools from the 6th year to the 5th year.

	Public		Private	
	1977/78	1978/79	1977/78	1978/79
6th year	9.981	10.780	7.901	9.096
5th year	10.085	10.643	4.233	5.679

This social phenomena is valid, of course, only in the cities. There are few if any private schools in the rural areas. Consequently, the private schools serve to reinforce the urban-rural dichotomy already present in the beginning.

- 8) Camara Ousmane, Communication sur la Rentrée Universitaire 1979/80. p. 5

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FOOTNOTES

- 9) Op. Cit. PECTA Commission P. 126
- 10) Ibid p. 128
- 11) Mbodj, Georges, Recherches de Solutions ou Problèmes de la Généralisation de l'Enseignement Primaire. p. 2
- 12) Op.cit., Camara p. 25
- 13) Three of these "directions", each of which at present, include three divisions, will be demoted to divisions under the same direction. Thus, EMP, CRPR and Alphabetisation will be grouped under the same direction of "Formation Professionnelle Rurale". The alphabetisation people are particularly discouraged with this demotion which will further impede their financial autonomy.
- 14) Op. cit. Conseil Economique and Social, p. 84.
- 15) Bid, P. 86
- 16) According to a PCV who works in an EMP and just recently took a tour of all the EMP's there are only 5 EMPs that are actually operating.
- 17) Bilan et Avenir des Formations Professionnelles Rurales, Dulphy, Gerard, Expert Consultant BIF (ILO) p. 27.
- 18) ORT - Suisse, Rapport de la Mission d'Etude dans le cadre de l'Enseignement Sénégalais, Genève; Huitlet 1977, p. 25.
- 19) IBID, p. 26
- 20) Mission CILLS/USAID/BIT, Rapport Final, p. 17

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PEOPLE INTERVIEWED

<u>MEN:</u> Mr. Georges Mbodge Cheikh Aw Mr. Lorgaux Mr. Coulabay	Director DRP Assistant " Conseiller Technique for DEMSTP Assistant " " "
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<u>IUT:</u> Mr. Kergreiss Mr. Fall	Director IUT Secrétaire Général
<u>EPT:</u> Mr. Jourgas Mr. Ndiaye	Directeur des Etudes Commandant de l'EPT
<u>ESGE:</u> Mr. Sylla	Director
<u>CESTI:</u> Mr. Boubacar Sine	Director
<u>ENAM:</u> Mr. Boubacar Kebe	Directeur d'Etudes, Div. Judiciaire
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<u>ENCR:</u> Mr. Boucom	Director
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