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REPORT TO THE AGENCY FOR INTERNATIONAL DEVELOPMENT
FROM THE BLACK WOMEN'S COMMUNITY DEVELOPMENT FOUNDATION

Women in Development
Agency for International Development
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SUBJECT: GRANT No. AID/Afr - G 1122, Feasibility Study
Regarding A Proposed Community Development Program For
African Women in the Sahel Region

Purpose of Trip

On April 4, 1975 the Black Women's Community Development Foundation was awarded a grant by the Agency for International Development to conduct a feasibility study related to BWCDF's Proposal For The Creation of A Community Development Program for African Women. The proposal called for a developmental training project for African women in the Sahel Region of West Africa. Specifically, the program design proposed a multi-purpose approach which would increase opportunities for the training of female paraprofessionals and lesser paraprofessionals in agricultural techniques, food technology, child/maternal health care and childhood development, administrative skills and basic non-formal education. The feasibility grant represented the culmination of years of planning and discussion between BWCDF and AID representatives, African women, domestic organizations involved in community development and/or African affairs, and individuals with wide - ranging experience in Africa.

According to the AID PIOT (Project Implementation Order/ Technical Services) the feasibility team was instructed to:

1. Survey existing programs designed for women in the specified countries (Senegal, Mali, Upper Volta);
2. Conduct discussions with government officials for the purpose of determining possible host country project inputs;
3. Refine the project design to provide data on:
 - a) Estimate of project costs;
 - b) Suitable location for the project;
 - c) Host country office to serve as coordinator/liasion;
 - d) Selection of a cooperating African university

A six person feasibility team, including an AID liaison officer left New York on May 18, 1975 and headed directly for Dakar, Senegal. The team members were: Inez Smith Reid, team leader; Dr. James Fletcher Robinson, medical doctor; Joy Zollner, African-American Institute; Herschelle Challenor, Ford Foundation; Carolyn Haynie, Black Women's Community Development Foundation; and Renee Harris Laryea, AID. During the period May 19, 1975 to June 19, 1975 team members visited Senegal, Mali, Upper Volta, and Ethiopia.

Team Philosophy and Team Approach to the Study Mission

The philosophy of the feasibility team was to accomplish as much in a short span of time as humanly possible. Furthermore, the team was determined not to spend all of its time in capital centers without gaining first hand knowledge of field projects. To these ends the feasibility team worked virtually around the clock each day of the mission and insisted on upcountry trips in each of the places visited. These trips enabled the team to put discussions with governmental officials and others into some kind of coherent perspective.

Several dimensions, probably unique to most feasibility teams, enabled the EWCDF team to exact maximum benefit from its mission. First, the team had indigenous contacts of its own below the level of cabinet ministers. While there were briefings as well as formal and informal meetings with ministers and other politicians, the contact with indigenous leaders, technocrats, and villagers increased the reality of the visit. That is, the team was able to

work with and talk to those people directly involved with rural education and development. Second, all team members left with some knowledge of Africa. Indeed, one of the team is an African, and 4 others have had extensive experience working or studying in Africa. Third, the team was balanced in its perspectives; that is, the team did not embody a monolithic pattern of thought which could be identified as garveyist, or paternalistic, or nationalistic, or burning academic idealism or cynicism. Fourth, while the team did make the necessary courtesy calls on American Embassies and AID personnel and appreciated their analysis of the political, social, and economic situation in their respective stations, the team,—because of its contacts and expertise, did not prove a burden to American field personnel. In short, the team did not have to request a French interpreter since several of its members were fluent in French; nor did the team need intensive briefings about the nature of the respective African societies visited. Fifth, the team followed with graciousness, all the desires and requests of its African hosts without complaint about relevance or exhaustion. This effort undoubtedly afforded a better understanding of rural life, superficial as it necessarily had to be, but, even more important, fostered the good will which will be essential for the project to survive at all, should it be developed. Sixth, the team had excellent contacts with women's groups in all the countries and was able to glimpse the dynamics of women's politics on a first-hand basis. Seventh, the team members proved to be dedicated people, each determined to carry his or her "weight" and not to view the mission as an excursion or pleasurable opportunity to see the sights and collect artifacts. All of these

elements made for a rather unique team and a fruitful experience.

Summary of Itinerary

As previously mentioned team members visited Senegal, Mali, Upper Volta, and Ethiopia. Primary concentration was on Senegal, Mali and Upper Volta. Ethiopia was added to determine the activities of the Women's Unit of the United Nations Economic Commission for Africa (ECA).

The team followed a similar pattern in each of the three primary countries. Principal responsibility for coordinating the visit was entrusted to the national women's organization or representatives of the ministry of Planning and Rural Development with whom previous contact had been made. After a courtesy call on the American Embassy and the AID mission, the team was briefed by ministers or other top officials of the ministries of Health and Social Affairs, Education, Rural Development and Planning, or Production, and Foreign Affairs. These briefings provided an overview of ministry activities. Thereafter the team made field visits to relevant installations in the rural areas. Most of this travel was overland, although some was by air in Mali. At the end of the country visit, a final working session was held with the local coordinators, either the national women's organization or the representatives of the ministry of Planning and Rural Development. An outline of the activities and contacts in each country is cited below.

SENEGAL

1. Mr. Massata Gueye, Director of Rural Expansion Centers Program

2. Ms Khadi Gueye, Office of Human Resources Development, Ministry of Education
3. Ecole Normale Technique Feminine, Dakar - Mrs. Rose Senghor, Director
4. Executive Bureau of UPS Women's Section, Dakar - Mrs. Awa Dia
5. Peace Corps Headquarters - Mr. Victor Labat, Director
6. Rural Expansion Center at Ndande, Region of Diourbel
7. Rural Expansion Center at de Merina Dakhar, Region of Sine Saloum
8. Women's Home Economics Center, Thies
9. Maison Familiale de Fadial Joal, Department of M'Bour in Thies Region - Assane Faye
10. Executive Committee of Suroptimistes, sister organization of International Rotary Clubs
11. Women's Social Center at SICAP, Dakar
12. Tapestry Training Center, Thies
13. Mr. Joseph Mathiam, Minister of Youth and Sports
14. International Women's Year Lecture, Madame N'Dao Sociologist

MALI

1. Executive Bureau of National Union of Malian Women, Mrs. Mariam Traore, President
2. The Minister of Basic Education, Youth and Sports - Mr. Berthe
3. Ministry of Production - Mr. Sissoko, Cabinet Director
4. Minister of Health and Social Affairs - Mr. Ali Cisse
5. State Farm at Baguineda, 35k m from Bamako
6. Secretary General of the National Malian Labor Union
7. Segou
8. Mopti, National Union of Malian Women
9. Biandiagra village, on road to Sangha

10. Dogon Traditional farming and communal development at Sangha
11. Goundam meetings with Prefet and his wife on women's activities and community development; visit to dispensary and social center
12. Tin-Aicha resettlement village for Tammashék and Arabs-Nomadic drought victims
13. Rural Animation Center at Ouelessebougou
14. Various Health, Scientific, and Medical installations
UPPER VOLTA
 1. Federation of Voltan Women - Mrs. Jeanne Zongo
 2. Ministry of Plan, Rural Development, the Environment and Tourism - M. Leonard Kalmoko, Secretary of State and Mr. Salia Sanon, Director of Agricultural Services
 3. Interstate Committee for Drought Control - Yaya Idrissa, Voltan National Representative to CILSS and Mr. K.A. Mariko, NGO Programme and Liaison Officer
 4. Handicraft Training Center for Girls at Gaunghin, Ouagadougou
 5. Minister of Foreign Affaires - Mr. Zerbo
 6. Minister of Health and Public Affairs, Dr. Rasmane Sawadogo and Dr. Jean Marie Kylem, Director General of Health
 7. Minister of National Education - M. Ali Lankouande
 8. ORD Center at Bousse - Niou
 9. CRD of Koupela - two villages of Dagantega and Liougou
 10. UNESCO Women's Project - Mrs. Scholastic Kompore and Mrs. Diop
 11. INADES, African Institute for Economic and Social Development - Mr. Alain Tissier, Upper Volta Bureau Director
 12. CER, Scientific Research Center - Mr. Poussi, Director
 13. Center for the Training of Rural Artisans - Mr. Max Compoane, Director
 14. Cissin Low Cost Housing Project Ouagadougou

15. Special Peace Corps village project located in Yako.

ETHIOPIA

1. United Nations Economic Commission on Africa, Margaret Snyder, Discussion of the African Training and Research Center for Women (ATRCW)
2. African Social Work Association
3. Ethiopian Women's Welfare Association

Findings

A. Rural Development Strategies

The rural development strategies in each of the primary countries are in a state of flux or gradual evolution. During the past few years, particularly since the critical drought period, Senegal, Mali and Upper Volta have been re-examining their rural development policies. Senegal appears to be farther along the road of rural development than either Mali or Upper Volta. All three countries, though, seem to be on the same wave length in certain aspects, for example, an integrated approach to rural development, degrees of decentralization and inter-ministerial cooperation, utilization of personnel, and programmatic content. The details of each country's rural development program are likely to expand, change, or be altered radically within the next 2-5 years. What follows are some observations on what exists as of summer of 1975.

1. Organizing Units and Administrative Structure.

Each of the three countries has a similar idea for the rural development organizing unit although the names vary. In Senegal is found the CBR (Centres d' expansion rurale), The Rural Extension Centers Program. In Mali there is the CAR (centres

d' animation rurale), Rural Animation Centers, combined with state farms. In Upper Volta the organizing unit is the ORD (Organisations Regionales du Developpement), Regional Development Organization. What is interesting to note, however, is that the relations between the rural development organizing unit on the one hand and the political and administrative structure on the other hand differ considerably in the three countries.

Under its most recent administrative reform Senegal is divided into seven regions (Cape Vert, Casamance, Diourbel, Fleuve, Senegal Oriental, Sine-Saloum, and Thies). Within these seven regions 27 departments have been carved out. The 27 departments in turn are subdivided into 89 arrondissements, the smallest administrative unit in Senegal. The CERs operate at the arrondissement level; hence, eventually there will be 89 of them. Thus far only in the two regions of Thies and Sine Saloum has the administrative reform been completed.

CER is regarded as an integrated national service, as a team of technical advisors to the populace, as a program of rural multi-purpose extension centers. CER does not operate in isolation. There is a clear relation between CER, the political-administrative structure, and the populace. CER, the technical service, works with populations which have been grouped into rural communities. These rural communities are governed by an elected rural council (2/3 to be elected through universal popular suffrage and 1/3 by the cooperatives and rural economic groups). CER also advises the rural councils and the activities of CER and the rural councils are facilitated through close collaboration with government

officials - the prefet on the regional level, and the sous-prefet on the local level. Moreover, three non-permanent and informal committees attempt to forge links between CER and the political-administrative structure. Once a month the Local Development Committee (CLD), a planning committee at the arrondissement level composed of the CER Directors, the Head of the Rural Council and chaired by the Sous-Prefet, meets to recommend plans and programs to the Departmental Development Committee (CDD). The CDD consisting of the CER Director and the heads of the several technical arms under his control, meets with the prefet at the department level. Their decisions and plans are then transmitted to the Regional Development Committee (CRD) and finally to the CER National Director. Thus, CER, the technical, integrated National Service works closely with the populace as well as the political-administrative structure at the local level.

Some principal unique features of Senegal's administrative reform for rural development should be noted. First, CER is now located in the Office of the Prime Minister. In the past CER was housed in the ministry of agriculture but in 1974 was lifted out of that ministry and placed within the Prime Minister's office. Thus, instead of having to deal directly with the Ministry of Agriculture and other ministries such as health, agriculture, and education CER operates at a level slightly above the various ministries to which it relates and relies on the Prime Minister's office to act as its intermediary with various ministries. Second, founded on the basis of complete cooperation among the ministries of Rural Development, Education, Public Health and Social Affairs and the office of Human

Resources Development (promotion humaine), agents from the above ministries at the local level are expected to work as a team under the supervision of the CER Director and not under direct orders from their own ministry. A third important feature accords greater budgetary responsibility to the rural council while a fourth modifies the flow of tax revenue such that 75 per cent of those funds is left at the local level. Since 75 per cent of the tax revenue remains at the local level to be allocated in ways decided by the rural council, there is a greater incentive to pay head taxes. Parenthetically the 25 per cent sent to the central government goes into a National Solidarity Account used to subsidize poorer regions.

The administrative reorganization in Senegal around the concept of the CER seems to have had an immediate and positive effect upon rural development. Far greater benefits from the distribution of power may be reaped in the future. Involvement of the populace, at the village level, in planning and implementing their own programs has sparked enthusiasm which is not easily kindled.

The organizing unit in Mali and Upper Volta is not as well developed as in Senegal. In Mali the primary organizing unit is the CAR. Over the past two years 46 rural animation centers (CARs) have been created in Mali's six administrative units or regions. The CARs operate under the auspices of the Ministry of Production. The ministry places an accent on integrated development, as in Senegal. This means that the CARs concentrate on social, cultural, agricultural, and educational programs. In addition to the CARs another organizing concept floats through Mali, operations de developpement.

This concept generally embodies larger development schemes like rice production and fishing. Yet another organizing concept is the state farm system. Four major state farms for agricultural production function at Baguineda, N' Pesoba, and Samé. There is also a state farm for livestock. One gains the clear impression that the Malians are still thinking through their organizing concept for rural development and that variations on the existing scheme may be forthcoming in the future.

Upper Volta, in contrast to Senegal and Mali has a less clearly defined policy of rural development. The structure appears to be more cumbersome and thus, not as responsive to rural needs as the agencies found in the other two countries. In all fairness, though, it should be noted clearly that Upper Volta's current organizing scheme did not become operational until early 1975; hence, it is much too early, and much too difficult to make more than some preliminary statements about it.

Upper Volta's organizing concept is the ORD (Regional Development Organization). Unlike Mali and Senegal, Upper Volta retains different administrative and economic zones. The country is divided into 4 administrative departments and 10, soon to be 11, economic zones. (Headquarters for the 10 economic zones are at Ouagadougou, Bobo-Dioulasso, Volta Noire, Kedougou, Banfora, Bougouriba, Koupela, Fada N'Gourma, Yatenga, and Kaya. The 11th will be called the Sahel.) The ORD operates in the ten economic zones. Thus, the Upper Voltan administrative and economic structures appear as follows:

Administrative Districts

Department

Prefecture

Sous Prefecture

Arrondissement

Village

Economic Zones

ORD

Sector

Coordination Level

Groups of villages

Village

According to the philosophy underlying Upper Volta's integrated rural development program, the ORDs are to function as promoters or facilitators of development, and the villagers are to be its agents. The rural development process is to encompass the three dimensions of economic, social and cultural development. Specifically the ORDs are expected to train, animate and organize rural communities so that they can plan and implement development projects. In this process the ORDs are to work in close collaboration with relevant technical services, cooperatives and professional and religious groups and to coordinate all development activities in their region.

Upper Volta's development strategy differs from that of Mali and Senegal in at least two principal ways. Unlike Senegal which operates an inter-ministerial team under the CER director at the local level, Upper Volta's plan encompasses within the Ministry of Plan, Rural Development Environment and Tourism, the key services to which it relates at the ORD level, i.e., the services of Agriculture, forestry and environment, animal husbandry, water and rural public works project and agricultural youth training. While it does work with technicians from other ministries at the local level, these technical people report directly to their respective ministries.

Second, the Voltan plan envisages the organization of three kinds of groups at the village level: a men's group, a women's group and youth 4 C Clubs (heart, cooperation, body and brain - coeur, cooperation, corps et cerveau). Rural mobilization in the other two countries seems less rigidly stratified.

As we said at the beginning of our Upper Volta discussion, it is still much too early to make definitive statements about the Upper Volta scheme. Suffice it to say, at this point, that the Voltans still have much to do in thinking through the ORD, and in gaining control of it.

2. Financing

All three countries obviously are experiencing problems in financing their rural development projects. Only Senegal seems to have some rational plan of financing which includes strong input from national and local resources as well as some measure of control over international financial inputs. A weakness of all the schemes, though, seems to lie in their attempt to integrate extremely necessary outside funding (international, foreign governmental, and private organizational) into a coherent developmental model. This seems to be particularly true in Upper Volta. There all the ORDs are dependent upon international financing for up to two-thirds of their operating budgets. The 11th region has not yet been created because the government is still putting together the funding package from a variety of external public and private sources.

Our travels in Upper Volta, as well as in Mali and Senegal,

revealed that it is not unusual for a project to be funded by 3 to 15 different agencies at the same time. A real dilemma results when one of the agencies decides to withdraw its support from a crucial component of the rural development scheme.

Undoubtedly the financial package for each of the rural development programs cannot be crystallized in a coherent fashion overnight. This factor should be kept in mind as one attempts to assess the rural development strategies of Senegal, Mali, and Upper Volta. Gaps in planning, management, and personnel development, as well as other problems, are bound to stem from this currently essential piecemeal financial approach to rural development strategies in Senegal, Mali, and Upper Volta.

3. Personnel and Program Content

The approach to personnel for rural development in all three countries is similar, although Upper Volta seems not to have refined its terminology as yet. In Senegal, CER's team is composed of Moniteurs, Monitrices, and a series of technicians or agents for: agriculture; livestock, range management; water and forestry; cooperatives; home economics and family budgeting; and health education. Mali's CARs are staffed with three principal levels of expertise, the vulgarisateur, the agricultural extension agent who has completed at least nine years of basic education and 4 years of agricultural training; the Moniteurs/Monitrices, who have nine years of basic education and additional interdisciplinary rural development training and who teach the third group the animateurs/animatrices, the young

villagers who come to the CARs for training and are expected to return to their own village to be model change agents. The ORD team consists of vulgarisateurs, agricultural agents; animatrices, conducteurs des travaux agricoles, agents techniques d'agriculture specialise, encadreurs, coordinateurs, agent de developpement communautaire (male), agent d'economie familiale (female). The terms seem to overlap one another in Upper Volta and to be used variously, depending upon the ORD unit.

In general, all rural development personnel are regarded as a link between the population and the state. As such they are considered pivotal development agents. All the countries are having difficulty keeping Moniteurs and Monitrices or vulgarisateurs or animateurs and animatrices in the rural areas. This is particularly true in Upper Volta and Mali where some of the villages visited either had monitors who had just arrived, or had not yet been sent out. In Senegal, for example, no village visited had a full complement of technicians; agricultural and forestry agents proved rare. All countries, then, are fighting the problem of rural exodus and attempting to develop incentives for rural development personnel to remain in the villages, or obstacles to their returning to the cities (e.g. sending their pay to the rural areas instead of having monitrices travel to the urban areas to pick up their pay.)

The role of rural development personnel is to sensitize local populations on various matters, including management of their living quarters, and to educate them in various endeavors. For example, villagers are taught how to filter or purify water, and how to dig wells. They are also taught fundamental concepts of hygiene, health

education, child care, nutrition and economics. Then, too, they learn how to establish cooperatives (vegetables, peanut, millet, etc.). They are taught how to set up dispensaries and social centers, and to make certain they operate under the most advantageous conditions.

Most rural development personnel visit a certain number of villages in a given arrondissement each week, although some are stationary. For example, in Senegal monitors attached to a Diourbel center visited 5 villages every week. Magnitude of the job becomes clear when one realizes that the center in question operates in an area which houses 321 villages. In another area in Senegal 3 male monitors, 3 female monitors, 1 program director, and 5 apprentices serviced a village of 1,800 persons.

A better glimpse into the work of rural development personnel can be gained by examining some projects visited by the feasibility team.

Ndande

Ndande in the region of Diourbel is a spacious area which bakes in the hot Senegalese sun. It is inhabited by men and women determined to extract something from the land, despite climatic conditions. They are also bent on lightening the burdens of rural life.

The CER team which services Ndande is dedicated and overworked. Male and female agricultural, public health, and home economics extension agents operate out of a center in the midst of Ndande. From this center up to five villages are serviced by six agents: an agricultural agent who also serves as director, a veterinarian, a public health worker, a livestock specialist, and two female multipurpose

agents who concentrate on hygiene, nutrition, child care, family budgeting and collective agricultural activities for women. Most of the CER personnel come from the region but it is rare to find a monitor working in his or her own village.

At Ndande primary emphasis was devoted to agricultural pursuits and top priority was given also to water purification. One well, some 180 feet deep, existed for the entire village. The team had to be impressed and touched, then, when shown the results of a tiny village garden which the monitors had taught the local women to plant and nurture. It is hard to convey the impression of being in "forsaken" land beat upon mercilessly by the sun and suddenly entering a tiny garden enclosure to find growing tomatoes, cabbage, carrots, lettuce, egg plant, onions, parsley, and okra. This demonstration project was a virtual oasis in a barren field. Water was the key to Ndande's problems. With an adequate water supply the village could grow an abundance of vegetables.

Merina Dakhar

The team also visited a second rural extension center, Merina Dakhar in the Sine Saloum region of Senegal. Emphasis at this center was on programmization of CER activities. Monthly charts of proposed activities were planned in the areas of livestock care, agriculture, water and forestry, health, home economics, etc. For example, one month might be set aside for training in mosquito and malaria control in terms of health, or how to make cous cous sauce with respect to home economics.

Merina Dakhar was still in the process of evolving: for

example a maternity center had just been constructed and women were just launched on weekly Saturday discussions with the sous-prefet. Most of the women's activities stressed cooking, sewing, nutrition, and hygiene. Within the next few years Merina Dakhar should become a model CER.

Fadial.

After a long overland drive into the bush, the team reached a family center or a multipurpose extension center at FADIAL JOAL, part of the maisons Familiales Rurales program in Senegal. (Note: For a more detailed discussion of this program see: Republique du Senegal, Promotion Humaine, Maisons Familiales Rurales, N.D.).

Everyone in the area seemed to be hard working and enthusiastic despite the lack of resources and personnel. In contrast to the CERs in which agents fan out to work in neighboring villages, the family centers function as a pole of attraction for young villagers. That is, young men and women are encouraged to come to the center for several months training. There they are taught new agricultural techniques; general education including basic science, geography and math; civics; child care; hygiene; first aid; and home economics. A primary aim of the center is to stem the 70% seasonal youth exodus which affects the populace and diminishes the available pool for skilled personnel.

One of the largest projects of the Fadial Family Center is agricultural development. Crops have been planted : vegetables, peanuts, tobacco, etc. And they are growing thanks to a huge assist from an irrigation pump donated by Catholic Relief Services. While there is hope for commercialization of these products, a key problem is the inability of villagers to get to JOAL proper to sell their products.

During the rainy season it is virtually impossible to maneuver the roads; the task is difficult enough in the dry season.

Villagers are being taught how to preserve local fruit. This learning process is being hampered because there is only one machine which can be used in the preservation process. The Institut de Technologie Alimentaire, Section Fruits et Legumes has issued written instructions on how to conserve fruits and vegetables, even without refrigeration.

Baguineda

In Mali the team visited a huge state farm at Baguineda, some 15 miles from Bamako. After a warm welcome by villagers and discussions with the Chef d' arrondissement and technicians working in the area, the team observed the large operational complex which comprises the Baguineda farm. The farm covers about 400-500 hectares and produces cereals, fruits, vegetables, and other crops. Thirty five villages participate in the work of the farm.

African men and women labor long hours on the farm in the hot sun, and are assisted by local monitors who in turn are helped by American Peace Corps volunteers. As incentives workers on the state farm are paid fixed salaries and, in addition, are permitted to retain the produce of any land they can farm for themselves.

While some of the food produced is consumed locally, a few products, such as pepper, are exported. Distribution and marketing of the crops is provided by two trading companies: The Malian Office of Food Products (Office des produits Alimentaires du Mali, OPAM) handles the cereal and grain, and the Malian canned goods company

(Societe des conserves du Mali, Socom) takes care of the fruit and tomatoes.

Another part of the Baguineda complex is an adjacent factory which assembles cans, makes and cans tomato paste, fruit juice, and mango jelly. At present the factory is not used to its full capacity. With additional funds, creative planning, and more cultivation it is conceivable that a wider variety of canned vegetables can be produced.

Ouélèssébougou (Note: Ouélèssebougou is the spelling provided by the Malian women. However, a Malian map has the spelling as Ouolossebougou. In this report the spelling provided by the Malian women is used.)

One of the most interesting encounters the team experienced was that at Ouélèssébougou, a CAR located some 35 kilometers from Bamako. The team was fortunate enough to meet and talk with a whole range of personnel at the CAR. The philosophy of the Center is to motivate villagers through work.

Established in 1971, Ouélèssébougou is one of the oldest CAR centers. Female students, though, have been incorporated only since 1972. The center offers a literacy program for 7 women (soon to be 15), taught in Bambara. Most of the women, upon arrival at the center, did not know how to read or write. Instruction is difficult and much repetition is necessary.

The Center emphasizes creativity due to a lack of resources. Since there are no sewing machines in the villages from which the female students come, women learn how to make things by hand.

Consistent with the goal of self-reliance, women are being taught to spin their own thread from cotton grown at the center - planted in June, with 4 months growth time. Cotton is dyed on the spot after being spun. The center staff was designing a weaving machine for women. Weaving is traditionally a man's occupation, and the typical weaver with a bar that leans against the man's stomach is not well suited to women of child bearing age. In order to decrease dependency on foreign imports, the young villagers were also being taught how to use toilets that can hygienically store human excrement that could later be used for fertilizer. Special attention was given to the importance of clean, non stagnant water as a preventive measure against guinea-worms, malaria, shistosomiasis and bacterial infections that cause dysentery, and to outlining those nutrients in the various crops grown in the region necessary for a balanced diet.

In addition to cotton the center grows millet, sorghum, peanuts, and vegetables on 15 hectares of land. As incentives for their work students who successfully complete their training are given materials at the end: for example, two oxen and a cart on a long-term loan basis.

Ouelessebouyou also has a women's social center which is open to girls and women from the area. Here they are taught sewing, knitting and crocheting, basic child care and nutrition. Similar to the women's social center in the SICAP district of Dakar, the classes are free and of indefinite duration. It is hoped that women will be able to improve their lot, by learning how to make their own

clothes for their children and by earning additional income through the sale of their handiwork. This center is staffed by Catholic nuns of the White Sisters Order.

Other center staff includes a male Malian director, a male Malian monitor, a female Malian monitor, 4 technicians, two French counterparts (1 male, 1 female), a midwife, and an American Peace Corps volunteer.

Most of the villagers who came for training are regarded as volunteers who are interested in lightening their burdens in the rural areas. They tend to range from 18-24 years, and if they constitute a couple (man and wife) the age spread is from 18-30 years.

All in all Ouélèssébougou manifests the Malian potential for successful rural development. It may serve as an excellent model for other development schemes in Mali.

Gagantenqa and Lioulqou

The team was able to view two villages in Koupela, Upper Volta where the ORD was just getting off the ground. Following government instructions to begin work in five pilot villages, the Koupela ORD started working in two community development zones serving 5 villages each. Staff is still in the process of being mobilized. At present there is Mamadou Sawadogo, an agronomist who is also the Director of the ORD, a French Canadian female who runs the women's program, a 4 C organizer and a supervisor of agricultural work, three animatrices, three agricultural extension agents, and one coordinator. Listening to staff explanations, and observing

the staff interact with villagers drove home the complexity of organizing rural areas for development.

Animatrices in the villages conduct research on local customs, advise and train women and girls in preventive medicine, child care and first aid and teach new agricultural methods and food transformation. Every effort is to be made to devise an integrated program at the village level that incorporates health, social activities, agricultural production, animal husbandry, public works projects such as well digging and handicrafts production, and which eventually will make the village self-sufficient.

Since the animatrices had only been in the two villages visited for two months, the team learned more about the needs of the women than about the impact of the ORD efforts. Village women complained repeatedly about poor or non-existent health facilities, inadequate water supply and the difficulty of taking proper care of their children during the cultivation season. As it stands now women must travel long distances for health care and for water. Although there is a dispensary nearby run by a religious order only villagers who have adopted the religion espoused by the dispensary are allowed to use the facilities. Water is a key and constant problem unless it rains.

With the passage of time, if all goes well, ORD agents should evolve an integrated program which will yield community fields, greater harvest, food cooperatives, 4 C clubs, and pharmaceutical cooperatives. The task undoubtedly will be an exacting one since there is no school in the villages in question and all instruction

must be oral and in the local language.

Yako

Yako houses the famed nutritional center in Upper Volta. It also is the locale of a model, experimental village just completed, under the direction of a peace corps volunteer. It is an exciting project which took enormous energy to construct. Although it is modest in size, its qualitative potential is unlimited.

The model village, built in the style of the area - round mud brick housing in a compound - contains a section for domestication of animals, that is, a pig sty and a chicken coop. It also provides a cooking area, a consultation room or dispensary, especially for pregnant women, a nutrition room where villagers may learn how to use local products to improve nutritional quality, local products such as wild dried raisins. There is also a room which can be used for health education and which contains posters on diseases. Outside of the compound, several yards away, a market has been constructed and eventually products will be sold there. Great pains were taken to do an accounting of all wells in the area so that villagers would know the exact location of all sources of water.

This model village is within an ORD, but it seems to have been thought out and constructed mainly through assistance from foreign sources. As stated earlier, its primary architect is a female peace corps volunteer. Its financial backing spans the spectrum from international to governmental to private foreign agencies. The project, though, is consistent with ORD aims and in fact, a volunteer has been selected to head the project. He will begin the process of turning the surrounding area into a self-sufficient one. And in

that effort he seems to have the cooperation of the chief of the village as well as the men, women, and young people of the village.

4. Male - Female Relations

As the team traveled it became clear that male - female relations, especially at the village level represented a very delicate issue. By the time the team reached Lioulgou in Upper Volta it was apparent that village chiefs are deeply concerned about the impact of organizing women on male - female relations. The delicacy of the issue was captured starkly in the parting comment of the chief of Lioulgou to the ORD representatives: "It is good that you come to help the women, but you should also teach them to respect their husbands."

The delicacy of the issue, however, cannot be allowed to mask the critical role which women play in rural development and the necessity to assist them in ameliorating their working conditions. The governments of Senegal, Mali, and Upper Volta are fully aware of the important role that women play in the rural sector. The Minister of Production in Mali noted that in rural areas women perform a greater variety of chores than do men. A woman does most of the toiling in the fields; she educates the children; she does the marketing; and she is responsible for housework. In most societies, in addition to working the family or community field, she also cultivates her own field which provides income for herself and her children. The team repeatedly saw first hand women laboring in the burning sun, women walking miles for water, women tilling the soil, women cooking, and women nursing children. Eventually the work load takes its toll. In one village several women looked extremely old and tired. The team was astonished to learn that some of these

women were only in their thirties.

Various approaches to rural training in agricultural improvement, health and child care, functional literacy, and home management have been developed in the three countries in question. The team was exposed to projects designed exclusively for women as well as to mixed projects which involved both men and women. Most of the programs employ women as technicians, although, in general, their jobs are mainly traditional ones assigned to women: teaching child care, health, sewing, cooking, and other forms of home economics. Jobs in agricultural production, water, forestry, veterinary medicine and livestock raising are reserved almost exclusively for men. Moreover, even in mixed programs job assignments often are broken down along sex lines - in keeping with traditional custom. Then, too, men work almost exclusively with men and women with women. The team did meet female agricultural agents in Upper Volta, and the minister of Production in Mali pointed out the need for more women agricultural agents, a problem which he hopes will be rectified through the establishment of a women's institute fashioned after agricultural schools for men.

The problem of male-female roles as rural development agents often boils down to the problem of education. Men dominate the technical schools which provide training in engineering, agronomy, medicine forestry, etc., While women who become agents generally come out of women's technical schools where the emphasis is basically on child care, home economics, and teaching.

Since traditionally many women farm their own plots of land,

separate from that which they share with their husbands, the establishment of women's co-ops has become a very workable solution to the problem of how to improve the economic situation of women, many of whom are dependent upon their small plots for their own subsistence and that of their children. Similarly, in some areas families are being encouraged to change age-old patterns of relationships between husband and wives. Family co-ops are being encouraged, where families farm together, sharing more equitably in the profits, as opposed to the old system where women were often forced to maintain their own farms because most of the profits from a husband's activities were not shared with his wife and children. Family co-ops have the advantage of decreasing the workload of the woman, and in the long run may be more advantageous than women's co-ops, which increase profits but do not always diminish worktime and workload. Due to their impact on family structures, family co-ops are far rarer than women's co-ops. In Senegal the team was told by one UNR agent that women in one of their villages had organized a farm co-op on which they produced millet, peanuts, and vegetables. Men of the village were initially skeptical, but later enthusiastic when the venture proved to be successful. Female co-ops are obviously seen as less radical departure from the traditional way of doing things, and are therefore not as difficult to establish as the family co-op concept. In Ouèlèsébougou, Mali, where young couples are trained together in new agricultural techniques and then sent back to their villages, project sponsors hope that through setting examples for local communities, change will come as villagers see the increased output - qualitatively and quantitatively - of those couples trained in new techniques.

A question remains whether the best policy is to train rural women alone, through the use of female monitors, recognizing that such a policy: a) is bound to raise anxieties in village men - fear that somehow the social structure will be changed and that women will balk at continuing the arduous role assigned them in traditional society, but b) is destined to alleviate the severe conditions under which rural women labor. Or, is the best policy to have mixed training programs for men and women or families where the impact of the training on the social structure is muted but the learning process may be much slower because of female inhibitions to learning new patterns in the face of the watchful eye of her mate.

As stated at the beginning, male - female relations in rural societies and rural development is a delicate, even complex issue. Any program designed for women cannot ignore this factor and must be fashioned so that the new training does not prove dysfunctional in and disruptive to village life.

B. HEALTH

1. General Observations

This feasibility study in Senegal, Mali and Upper Volta has demonstrated that health needs are a major priority in every community of these countries. The feasibility study also demonstrated that the masses of individuals were aware of the need for better health facilities. The village women in Upper Volta responding to questioning regarding their most difficult tasks said that the sickness of their children and the long distance to the hospital were terrific hardships. A lack of adequate vaccines, drugs and medical supplies was a consistent problem; even more critical than adequate health man-

power. The need for health structuring, beginning with the people themselves, is sorely needed as in every instance the structure is organized from the top down. The number of hospital beds are very few per population ratio. Health dispensaries that are adequately supplied are too few. This situation is especially severe in Upper Volta, somewhat better in Senegal and Mali.

The number of medical doctors in these countries is very low- 1 doctor per 200,000 in Mali as compared to 1 per 700 in the U.S. The number of graduates from medical school each year is far too few to depend on medical doctors alone to solve the urgent health needs in these countries. This statistic is also true for nurses, dentists (8 in Mali for 5 million people), pharmacists, health technicians and other paramedical personnel.

2. Common Diseases

The incidence of disease in developing countries is dominated by infectious disease compared with cardiovascular disease and neoplastic afflictions in developed countries. Parasite infections cause a great deal of morbidity as well as mortality and malaria is probably the most widespread and devastating. Certainly in every village that the team visited and to every health worker spoken with malaria was a serious malady. Malaria is a protozoan disease caused by Plasmodium organisms that are injected into humans by mosquitoes. The disease affects upwards of 100% of the people in the endemic areas. It is serious not only because it is often fatal but also because it is chronic and contributes to general deterioration of the patient's health. It is potentially eradicable as witnessed by its disappearance in the United States and Jamaica through various public health measures.

In the rural development training program at Ouelessebouyou, Mali methods to reduce the breeding places of mosquitoes, use of insecticides and instruction in keeping mosquitoes out of the house were part of the health and hygiene course.

Onchocerciasis is another parasitic disease that is very devastating. It causes blindness at an early age to persons that are raised in an endemic area. All of the countries that we visited are in the high endemic area with Upper Volta being the most severely affected. It is estimated from World Health Organization studies that twenty-five percent of the people under twenty-five years living in the northwestern area of Upper Volta are permanently blind. One serious socioeconomic consequence of this affliction is that the fertile land in the areas along the headwaters of the Volta River lie fallow.

This parasitic disease is caused by a round worm Onchocera volvulus which is spread from person to person by the bite of a fly, Simulium damnosum. It has not been controlled since it reared out of control. It is felt that the rapid depopulation of this area during slavery gave the disease opportunity to spread to more people very quickly. Currently a multinational effort is actively devising a method to control this severe problem. This effort is centered in Upper Volta under the auspices of the World Health Organization.

Schistosomiasis is another parasitic infection that is widespread and causes severe morbidity and mortality. It is caused by a round worm, *Shistosoma*, of which there are two species in Africa that are pathogenic to man. This is a chronic disease which also compromises the patients' well being and can be fatal. This disease

with soap and water at appropriate times. This goes a long way in controlling amebiasis.

Ancylostomiasis or hookworm disease is a common round worm infestation that is chronic, debilitating and potentially fatal especially to children. In children it compounds the problems of anemia and malnutrition. Hookworm eggs are passed through stools into warm soil where the eggs hatch into larva which penetrates the skin usually of the feet. The awareness of this disease seemed lacking at the health educator level and therefore preventive measures (wearing shoes, not lying babies on the ground, defecating in catholes, et. al) were not being emphasized.

There are other parasitic diseases common in these areas which would have to be included in the design of a preventive medicine, health and hygiene curriculum. For example, villagers should be made aware of the necessity of cooking meat properly to prevent tapeworm infection and Trichinosis in the case of pork; the importance of washing hands after handling animals and not allowing animals to infect living areas as well as food and water sources in consideration of such diseases as scrofula, anthrax, echinococcus, leptospirosis, typhus, tularemia, plague, et. al. Ascarias is quite common and can cause serious complications. It is spread via fecal contamination, hands, soil, food, water.

The bacterial diseases in Mali, Senegal and Upper Volta leave a sorry conglomeration of humanity for which there seems to be little or nothing being done. Here we are speaking of the ravishing affects of leprosy; the deformed pitiful aftermath of poliomyelitis; the sightless wanderers blinded by Trachoma and the numerous bacterial and fungal cutaneous infections that make people virtually untouchable.

Tuberculosis until recently one of the most dreaded diseases in the U.S. is a prime killer in Africa. Fortunately, there are curative drugs available but the goal is prevention and eradication.

The average life span for an African is about half that of a European and fifty per cent of the children die before the age of five years. A combination of adversities begin with inadequate nutrition especially after 4 months of age coupled with dysentery (probably bacterial). Then a childhood disease such as measles quite often is the final coup. It could also be pneumonia but it is the synergistic effect that is fatal. A healthy strong baby could overcome these illnesses especially coupled with modern medicine. Malaria begins in the young and contributes to the deterioration of the child. Hookworm infestation along with malaria compromise the blood and contribute to anemia. Poliomyelitis, in spite of an effective vaccine being available, continues to take its toll. In Mali, at the central PMI on the average of ten new cases of polio are seen every week. Measles in Africa is wrought with many more complications and dire consequences than what is experienced in the United States. The annual measles season in African communities is a ravishing epidemic leaving as many as fifty per cent of the infected children dead. This is because of the synergistic effect previously mentioned.

3. Nutrition

In our observations in Mali and Senegal nutritional problems were not evident in the mothers and children. In Upper Volta, the

nutritional status of the mother and children left much to be desired. However, the team certainly did not see children with kwashiokor and marasmus and severe vitamin deficiencies. This was true in the so called drought areas. We do know from previous experience that in Africa nutrition is a serious health problem. In Senegal, we were shown the stores of dried skim powdered milk and fortified corn meal. In Mali at Ouéléssébougou the team was encouraged by the attitude of the technicians that these imported foods were not considered in their nutritional program.

Even though severe nutritional problems were not observed, they are major problems to be considered in health programming and education. In the last decade Africa has been undergoing a severe drought which has left millions dead and depleted food reserves in many countries. Most affected countries presently have recovered from the worst aspects of the drought with the exception maybe of Ethiopia. It is estimated that Africa utilizes only 15% of its arable land. It is also estimated that 25% of its grain is lost each year to pests. Spoilage secondary to inadequate and poor storage techniques contributes to the loss.

Severe caloric-protein deficiency also known as kwashiokor is one of the most prevalent malnutrition problems in young children. It begins after 4 months of age at which time mother's milk is no longer adequate as an exclusive diet. It does not contain enough calories and protein to meet the increasing demand of the growing child. This insufficiency causes the signs and symptoms of kwashiokor to begin. This includes lightening of the skin and reddish hair,

bloated abdomen, and lethargy. Malaria, measles and parasitic infestation also become problems along with dysentery. These factors contribute to the 50% infant mortality experienced in Africa today.

The nutritional status is so wretched in these victims that they have no defense against any minor disease. If not killed by the experience, they become even weaker and sicker and more mal-nourished.

There are many factors which are responsible for kwashiokor including ignorance, urbanization, drought, customs, work load of the mother, distribution of the food, changing dietary habits, etc. One fact that has been consistently realized by food technologists and nutritionists is that in almost every country local resources properly utilized can provide complete nutritional requirements.

In Bamako, cursory observation indicated that 1 out of 10 adults had enlargement of the thyroid gland. This is probably due to lack of iodine in the soil. This enlargement can lead to goiter which is not only unsightly but can cause complications. This problem is correctible by introducing iodine in the water sources or as an additive to table salt.

Reliable sources also reported that in northern Mali vitamin A deficiency was widespread and affecting many of the inhabitants. This was evident in the large numbers of cases of keratomalacia (softening and dissolution of the cornea) that were observed. Vitamin A deficiency causes night blindness and also affects the cornea (keratomalacia) which can lead to blindness.

In addition to these maladies that we commonly associate with

Africa, there are also the problems of carcinoma and cardiovascular diseases. It is not uncommon that these medical problems are far advanced when they are finally brought to the attention of the proper medical workers. In too many instances the condition is almost terminal and beyond medical salvation. Because of ignorance, inadequate care, lack of medical personnel or facilities, mis-diagnosis and proper treatment.

4. Urbanization and Illness

Urbanization is occurring in Africa faster than any other continent on the globe. The consequences of this major socio-economic change promotes serious health problems which have to be considered. Some of these health problems are increased incidence of hypertensive cardiovascular heart disease, psychotic behavior, etc. Because of the large influx of persons constantly moving to the cities, all facilities such as housing, waste disposal, traffic, hospitals, etc. are severely strained. These problems lead to overcrowding, homelessness, unemployment and urban decay. And as a result of these problems, alienation, desperation, isolation and certain disease states become serious drains on the entire nation. All of this is obvious in Dakar, Bamako and Ouagadougou. Less obvious but certainly present is tuberculosis, criminal behavior, pauperism, etc. (as manifestations of this cycle of urban problems). This knowledge as part of any health training program would not prevent this rapidly occurring urbanization. The training should be designed to make students aware of this phenomena and perhaps they will know what to expect and hopefully be better prepared. The necessary changes in these cities to make them livable

for all begins with an informed populace.

5. Concluding Comments

For this rather gloomy picture there is no one solution. Everyone in a nation as well as all of its multi-dimensional aspects are involved in the successes and failures of that nation. Health is not an activity or condition that exists by itself. It is rather a result as well as an aspect of everything else that exists. Education informs, directs and guides the nation's citizens therefore it is like the foundation and a good place to begin to solve problems.

Health is the responsibility of each person to himself as well as to each other. The concept of health cannot be determined by politicians or health administrators. Simultaneously healthy environment is necessary and is part of that personal responsibility each person has to himself and to others. There can be no successful program in the near future that depends on an hierarchy of doctors, paramedics, and health administrators as the sole caretakers of the health of the society. Modern technology has brought many conveniences for which too few persons benefit. Technology and modern research have revolutionized the entire medical field enhancing the quantity and quality of life's years, again for too few persons. It is essential that this technology and knowledge become tools available for all men rather than just health technicians or the privileged few.

Health is very difficult to define but it is a concept that begins with how an individual views himself in relation to his environment. It is therefore a relative concept which is used

as a political tool to colonize certain peoples to sell more drugs, even those whose effectiveness has expired with the aging process. One view defines health as all of the things necessary to free Black people from racism and to be at peace with himself, his family, his community and his nation in that order. This definition is rather encompassing and it begins with a political reality germane to the milieu in which we find ourselves whether we are talking about health, economics, education, politics or whatever. We can also speak of health goals such as: 1) Lowered infant mortality 2) Less chronic and disabling illness during productive years 3) The ability to be socially useful after the age of forty when many can no longer continue in heavy labor.

Health, hygiene, nutrition, and first aid as courses of instruction should be institutionalized into the fabric of life of the entire community: It existed in African societies as a more integral entity than it does today. Many of the traditional practices have been abandoned for many reasons - "modernization" and "missionaries" and "markets" to name three reasons. Certainly any program of instruction that is being designed would consider traditional practices and where relevant would incorporate them into the instruction.

Health manpower development relevant to the needs of the particular society is a necessary consideration. In the present view, these experts are essential to ensure that the health concept be constantly sustained. It is also their responsibility to concentrate their knowledge and expertise in the health fields so that all may benefit from modern research and technology. The needs of

different societies require that the definition of training for health workers is different than that in Europe. The number of years to make a health worker; the emphasis in the curricula; the setting for training all have to be different without sacrificing excellence, efficiency or effectiveness. As a matter of fact, all of these should be improved.

C. Education

1. Some Notes on the Formal Educational System in Senegal, Mali, and Upper Volta.

Only Mali among the three countries visited has restructured its national educational system. Beginning in 1962 Mali reorganized its schools into a three tiered system that includes:

1. Nine years of basic education
2. Three years of secondary education, either at a lycee, technical or teachers training school leading to a baccalaureate degree or a certificate of professional aptitude (CAP)
3. Higher educational institutions involving university training or professional training institutes

This attempt to indigenize the educational system has resulted in the development of a baccalaureate examination based on topics more related to the Malian experience and a shortened training period - from 6 to 5 years -- for medical training. Presently Mali has 1093 basic education schools.

Unlike the other two countries, Mali has two ministries of education: a Ministry of Basic Education and a Ministry of Secondary and Higher Education and Scientific Research. A third revision in the previous colonial educational system that occurred in the Mali reform of 1962 was to end the separation of boys and girls schools.

Now all schools, even the secondary technical schools are mixed with the sole exception of the Girls Teacher Training Technical School at Segou which specializes primarily in home economics.

Senegal and Upper Volta have retained the educational structure developed during the colonial period following the reform of 1948. This is also a three tiered system but with slight variations.

1. Six years of elementary school involving two three year cycles
2. Six years of secondary school with a choice between an academic lycee program, teacher training school or a vocational/technical institute. There are two three year cycles such that a person may take three or six additional years of training.
3. Higher education involving both universities and advanced technical and administrative training institutes.

Mali has established what are called parascholastic organizations in the rural areas. These are for children who do not attend regular rural or traditional schools. These organizations offer minimal general instruction and functional literacy, in the local language, to youngsters as well as train them in practical vocational skills.

Both Mali and Upper Volta are in the process of reorganizing their rural schools. During the colonial period agricultural education was a basic part of the education of rural areas throughout French speaking Africa. However, since children had to farm land at these schools yet did not share the fruits of their labor, there was popular pressure at the time of independence to abolish this part of the curriculum that was considered exploitative. Moreover these schools tended to instill some disdain for agricultural

work and had the impact of encouraging pupils to seek a traditional education that might lead to a white/or blue collar job in the civil service. Upper Volta and Mali are trying to devise a rural school system that not only provides some general education, but primarily teaches modern agricultural techniques and instills a sense of pride/and dignity in agricultural work.

School attendance of women is quite low in all three countries. The team was told in Dogon country that girls attend school infrequently during the first three years, but tend to come more regularly during the next three. According to 1974 statistics in Upper Volta here only 11 per cent of school age children attend school, only 37.2 per cent of the primary school children and 21.4 per cent of the secondary school pupils were girls. As these figures indicate the attrition of girls is much higher than that of boys.

Girls who want to continue their education beyond primary school yet do not want to enroll in the traditional academic programs provided by the lycees, have very few options. They tend to enroll in schools of home economics, nursing and midwifery or teacher or teacher's aides training. These normally are three year programs that combine general education with theoretical and practical technical training such as the Ecole Normale Technique Feminine in Dakar, the Cours Normaux des Arts Menagers at Thies, or the Centre de Formation Artisale run by Catholic nuns in Ouagadougou. While girls are permitted in principal to attend the general technical schools (ecoles polytechniques) which train a variety of engineers, surveyors, geologists and heavy equipment specialists, in fact very few enroll in these institutions.

Therefore a tremendous need exists for additional educational facilities that will train women for other career opportunities. It is precisely because of the inadequacy of existing educational institutions that the various country rural development programs find it necessary to bring in technicians to teach an interdisciplinary curriculum that is necessary for integrated rural development program specialists.

2. Examples of Educational Institutions in Senegal, Mali, and Upper Volta.

In Senegal one school for girls is worthy of Note: Ecole Normale Technique Feminine. This school is an example of a classical, formal educational structure. Located in the City of Dakar , Senegal, the school has excellent facilities and seems to be well staffed, with African and European. Ecole Normale, headed since October '1974 by Rose Senghor, a Senegalese trained in natural sciences, is a teacher training school for girls. Generally the girls in the regular cycle are exposed to a 4 year program and usually become teachers of home economics at the end of their study. Most students, ranging in age from 17-25, are scholarship students from Senegal, with a few from Niger and Mauritania. As scholarship students all are expected to return to their respective regions of origin and to become civil servants for a 10 year period. This policy sometimes breaks down, however, since some of the students are married to men who work in Dakar and their return to their respective villages would create unmanageable family problems.

In addition to the regular instructional cycle, the school has at least two other features. One is an adult education program for

women 15-18 years who have had no previous schooling. These young women come to learn how to sew. Another component is a nursery school or kindergarten which not only serves to give the regular students practical experience, but also helps to begin the educational process of Senegalese children.

In Upper Volta young girls have six principal vocational schools that have development related components:

- a. The Hamdalaye Center at Bobo-Dioulasso which operates a three year home economics program leading to the Professional Aptitude Certificate (CAP)
- b. The School for Social Assistants at Ouagadougou which runs a three year program to train social service workers to work in the social centers operated by the Ministry of Social Affairs
- c. The Center for Rural Health Education (CERAR) at Bobo-Dioulasso which is a private school that trains boys and girls in preventive medicine, public health, and nutrition
- d. The Animation Training Center at Gaoua. Under the supervision of the Ministry of Social Affairs, this facility trains community development workers
- e. The Gaunghin Handicraft Training Center in Ouagadougou which provides a three year program involving some general education and training in embroidery and rug making. Graduates may continue to work for the school and are paid a modest fee on a piece basis for the rugs or table wear sets they make.
- f. The Multipurpose Agricultural Training Center at Matourkou, trains and recycles middle level agricultural extension agents through demonstration projects and practical animal husbandry and agronomic research.

A glimpse at some of Mali's educational structures offers insight into what is available to Malians desirous of more than general primary school training:

- a. Centre d'Apprentissage Agricole. Some 30 of these centers are anticipated. These centers offer basic training to monitors in agriculture and veterinary medicine.
- b. Centre de Formation Professionnelle. This type of center trains various types of personnel: auto mechanics, general mechanics, electro-mechanics, accountants, secretaries, bank tellers, etc.
- c. Ecole Centrale Pour l'industrie, Le Commerce et l'Administration. This school offers instruction in middle level business affairs and administration.
- d. Ecole Nationale des Postes et Telecommunications. This school is reserved for those employed or to be employed in post offices and communications centers.
- e. Institut Polytechnique Rural de Katibougou. Instruction is given to those destined to become "engineers" working with agriculture, water and forests, and livestock.
- f. Ecole Nationale d'Ingenieurs. Training is offered in construction, electromechanical problems, hydraulic systems, geology, and topography.
- g. Ecole Nationale de Medecine. Doctors, Pharmacists, and dentists are trained in the medical school.
- h. Ecole Normale d'Administration. This school trains higher level civil servants.
- i. Centre Pedagogique Superieur. This center trains teachers of higher education so that they may use original or experimental instructional methods in the physical sciences, biology, earth sciences, and social sciences.
- j. Institut de Productivite et de Gestion Previsionnel. Those wishing to gain more extensive knowledge about business enterprises

are trained in this institute.

3. The UNESCO Project for Women in Upper Volta.

A different type of educational program for women is the UNESCO Project in Upper Volta. The aim of the project is to provide a more useful type of education for women. The project began in 1967 and is scheduled to run through 1977. Three experimental zones were chosen on the basis of level of economic development, ethnic distribution, and proximity to a radio station. The pilot areas are Banfora, located 450 kilometers from Ouagadougou. Banfora has three main ethnic groups, has strong economic potential with a sugar factory and fruit production, and is near Radio Bobo. The Banfora Project began in 1970. Po, a village situated 145 kilometers to the South of Ouagadougou near Ghana, is an intermediary economic zone dominated by the Kasina people who have access to Radio Ouagadougou. The Po phase of the project opened in 1972. The third pilot area, Kongousse, is situated 102 kilometers north of Ouagadougou in Mossi territory. It is almost in the Sahel and consists of dry plateau land. This pilot area opened in 1968, and gets Radio Ouagadougou.

In the first stage of the UNESCO project a sociology team was sent out to survey the areas. The results of the sociological study, which incidentally took a period of 2 years to complete, revealed 3 common problems: a) women were overworked. To lighten the woman's burden 10 mills were given to each zone to eliminate the hard pounding which women had to do, and two carts were furnished to each zone to help women carry water. b) water was scarce. With the

help of the Peace Corps, the UNESCO Project started a well-digging operation. c) children were constantly malnourished and ill. In most cases villages had no dispensaries. There were midwives assistants in most areas, midwives with limited skills who were forced to deliver babies under poor conditions. Two assistants were taken from each village for one month of obstetric training. Every 2 years they return to town for 3 weeks of recycling or education in new techniques. It is hoped, eventually that retraining periods will occur every year.

The second phase of the project is functional literacy, practical education. This program is integrated into an agricultural training program carried out in conjunction with the work of ORD agents. ORD agents give women agricultural training. They also instruct women about the services available to rural areas.

Education is practical. For example, the subject may be filtering water. The first step is to take women to the field to show them how water is filtered. The next step is to take the women into a class to show them the picture of a filter. The third step is to teach them how to spell the word "filter". Women also take sewing lessons and with the help of ORD agents they start collective fields, the harvests of which are sold by ORD agents who give the proceeds to the village women. Notions of math are introduced as women learn size and dimensions in making clothes, and determining profits on the sale of crops.

Third phase of the UNESCO Project is Radio education. Twenty radios are distributed in each zone. Educational programs on nutrition, cultivation, and child care are broadcast. Village women listen to these programs with monitors. The day after the

radio broadcast the Monitrices quiz village women to determine what they have retained.

The personnel for the program consists of a national coordinator, one business person, and 3 persons responsible for adult education, audio-visual and functional literacy, respectively. At the zone level the staff consists of five people - two adult educators, one audio-visual person, one general person and one person who is responsible for functional literacy. As in all programs working either exclusively with men or designed for men and women, men were involved in the planning and implementation of the project. Success is unlikely if men disapprove of the program. In the case of the UNESCO Project men built the building for the maternity center and the literacy program, as well as the house for the monitrice.

While the UNESCO Project needs to be evaluated in-depth to determine what have been the concrete results over an 8 year period, it should be regarded as a concerted effort to provide a more useful education for women in Upper Volta. It remains to be seen how useful is the education being given and what impact it will have on rural development in Upper Volta. The Head of the project, Madame Scholastique Kompare, and the technical counselor, Madame Diop, to whom the team talked, regarded the project as useful and seemed to have learned a great deal from the effort to implement it. (Note: For further discussion of the UNESCO Project see: Republique de Haute Volta, Ministere de' Education Nationale and Organisation des Nations unies Pour l'Education, la Science, et la Culture. Project Experimental "Egalite d'acces des Femmes et des jeunes filles a l'education." Ouagadougou, May 1974)

4. Some General Impressions About Rural Education Programs in Senegal, Mali and Upper Volta.

More extensive basic education and training programs are needed in each of the countries visited by the team, particularly where women are concerned. Formal education is offered only to a very small percentage of children and the idea of offering mass education on the model of European system is not only impractical on a financial basis at this time but is also inconsistent with national goals and objectives for rural development. These countries are still trying to devise programs by which they can provide functional education to most of the people - adults as well as children - while at the same time encouraging these same people to remain in the rural areas. In Mali, where there is a successful rural literacy program the team was told of the problems in the old system when agriculture was deleted from the curricula during the post colonial period. Students began to react against working with their hands. This problem was exacerbated by the growing numbers of young people leaving the hard, often unrewarding life of farming for hopefully more productive and less exacting opportunities in the city. Often these opportunities have not materialized.

Thus, what we see in each of these countries as the role of education is re-examined in non-urban areas is a trend toward integrating functional education programs into the rural development schemes of the various locales.

Both Senegal and Mali have begun practical rural training programs where young people are taught new techniques in agricultural methods, along with a basic educational program, to serve as an in-

centive for remaining on the farms. In Senegal, administered by CER, one of the pilot projects in a village in the M'Bour region has developed an educational program based on the needs of that community. Lessons have been designed covering topics such as the nutritive value of gardening vegetables, seed germination and plant growth. (See "Rural Non-Formal Practical Training in Senegal", IBRD December 1974 p. 2). The Minister of Education in Mali described a practical program very similar to that in Senegal. As these programs are very new their impact - or lack of impact can not as yet be assessed, but they are clearly an important aspect of the entire rural development plan.

Functional literacy for adults as an integral part of agricultural development programs has been recognized as a very important commodity; however, a number of problems limit its implementation. These problems from observations in the three countries visited would include: 1) lack of teachers, trained to teach in local languages such as Bambara, Serer, Dogon, Mossi, etc; 2) unwillingness of qualified teachers to live in rural areas also adding to problem of insufficient personnel; 3) unavailability of village people, particularly during planting and harvesting seasons to attend classes; and 4) extreme shortage of teaching materials due to their unavailability and a shortage of funds.

Despite these handicaps there are successful programs. The center in Ouélèssébougou, Mali is a particularly note worthy example. Here, women were involved in a functional literacy course, taught in their own language.

While the rural functional education models are good examples of where rural education can go, the training programs for women were as a whole far less impressive. Curricula in the various centers we visited in Senegal, Mali and Upper Volta were generally limited to homemaking, sewing and cooking - very often using a European model. For example, in every center that the team visited girls and women who were taught to sew used only European patterns and material. This may have been due to the fact that many of the instructors were European. Also they worked almost exclusively on children's garments. Why they could not make children's garments using locally weaved material, or why they were not making clothes that they themselves could wear, was never satisfactorily explained.

Most training programs have a minimal educational requirement. Since the illiteracy rate of these countries is extremely high, this practice limits significantly the number of men and women who are employed as rural development agents. The problem is exacerbated by the reluctance of the educated, particularly, to leave the city for the more limited environment of the village. Then too, married women, especially find it difficult to be placed in a rural community when their husbands are working elsewhere.

Diversity in women's training programs will in all probability increase in the future. Two programs (one of them is still being planned) exemplify this shift in focus. Recognizing the need for female Monitrices who can teach in a wider range of areas than previously, Malians are planning to start a women's institute which would be fashioned after existing agricultural schools for men. At the present time financing for the schools is being sought.

Projected implementation of the project would be within two years. The proposal calls for two years of training, with one year devoted to specialization. While they are in school women would be sent out to work on village level operations. Although all details have yet to be worked out, there will be a minimal educational requirement. Students will probably have had to complete seven or eight years of basic instruction. The first year would consist of a general curricula, while in the second year specializations in areas of agronomy, agricultural machine technology, veterinary medicine, etc; would be offered.

Much is being done in the field of rural education, but much remains to be done. Especially needed is continued thought about how to adapt rural education to local realities, and how to structure training and content to cut off rural exodus of youth, and to stimulate the desire of monitors to carry out the task of rural education.

D. Women's Movements

There is considerable variety in the structure and function of the National Women's organizations in the three countries of Senegal, Mali and Upper Volta.

Senegal has the oldest and probably the most highly politicized of all three. Here the women's group is in fact the women's division of the government political party, the UPS. Caroline Diop is the National head of the women's movement and also serves as president of the National Assembly. Hierarchically structured starting from the central political bureau at the top and going down through a regional council, local councils and cell organizations, the UPS women's section involves women at all levels of the social strata.

Most frequently the women, particularly leaders on the local and regional levels, are political operatives having local status and often very little formal western education. For example, the president of the Cape Vert Region of the Women's UPS did not speak French fluently.

The UPS women's primary activities seem to be to organize for national holidays, political meetings and other ceremonial activities. They plan to start a network of women's social centers, however, inadequate funds have prevented them from getting very far along in this project. They seem to enjoy very little support from the educated women who are working in the government at fairly high levels.

Another apparently influential women's group in Senegal is the sister organization to the international rotary clubs called the Eurooptimistes. Included in the executive committee of this organization are such women as Mrs. N'Dao, a sociologist working at the Dakar Hospital who gave a provocative lecture on the Role of Women in Contemporary Senegalese Society during our visit; Mrs. Mbaye, director of programs for radio Senegal, and Mrs. Sow. Although these women belong to the party, they were not active members of the women's group of the UPS. They contend that women technicians in groups such as their own do much more community service work. They resent the fact that only the UPS women's top officers were selected to represent Senegalese women at international conferences.

The National Union of Malian Women (UNFM) is linked indirectly to the government through its president Mrs. Mariam Traore, the

wife of the chief of state. Although this organization was created in December 1974, Malian women aligned with the RDA nationalist party have been active since the late fifties. Some of the current members, including the current Secretary-General Mrs. Tall, are remnants of the former RDA women's movement. Membership is open, and since the founding congress the women have been working in three main areas: setting up local bureaus throughout the country, establishing functional education projects, and women's cooperatives.

They have a twenty-one member executive committee and eventually will have a highly structured organization. In their executive committee can be counted professional women with considerable skills. Mrs. Diarra who is the administrative and judicial secretary holds a licence in French Literature and teaches at the Lycee. The general treasurer, Mrs. Soumare is the director of an elementary school. Other members of the executive bureau have husbands who are top officials in the government, i.e., Mrs. A. Traore whose husband is the Minister of Information, and Mrs. Keita whose husband is the Director for International Cooperation.

The principal concern of this group of women is to raise the funds necessary to build a National Headquarters. Currently they are using space in the Office of Social Affairs. They envisage that their headquarters will serve not only as a place for meetings and seminars, but also a service center for teaching functional education and other social activities.

Mali's women's organization has a press secretary who writes a column once or twice a month for the local newspaper. Mrs. Keita

Awa Thiero lived and worked in the United States for several years, attached to the Women's Africa Committee of the African-American Institute.

Apparently the least structured and most autonomous of the women's groups in the three countries is the Federation of Voltan Women. Mrs. Jean Zongo who is the president of the association is also the director of the Lycee Mixte of Gaunghin. The secretary general of the Organization is Chantale Guigeimde.

The Federation of Voltan Women is a coalition of three organizations that have existed for several years: the politically neutral Amitie Africaine, The Association of Voltan Women, formerly affiliated with the RDA political party and the Entre-Aide of Voltan Women, which was previously linked to the MLN party.

The Federation of Voltan Women has designed a general program of activities, and a special series of events for international women's year. Their general program includes adult literacy projects. They have established centers in Ouagadougou, Yatenga and Bobo-Dioulasso. In addition they are setting up kindergartens and have already created three in Ougadougou and two in Eobo. Youth work constitutes their third area of activity. In the youth program they are showing educational films and holding a series of lectures and symposia.

Their special program for International Women's year was designed to be "realistic and eye-catching." They began with one week symposium at Bobo in December 1974 to which they invited all of the ministeries to discuss the topic, The Women in Upper Volta. Other aspects of their International Women's year program are:

1. Sensitizing the nation and particularly the rural populations about problems of women and development - This is accomplished through short radio programs that discuss the Federation, International Women's year, womens' problems in general and such practical issues as personal hygiene, social change and health.

2. To establish contact with women in the rural areas - In this connection they are working through the UNESCO project and using Mrs. Kompore, the project director and the Federation's treasurer as the principal liaison person for this program. They brought women from five regions into Ouagadougou for a seminar and discussed such issues as child care and functional literacy. In addition they showed them around the city. This was the first time that many of the women had seen airplanes, trains and city buildings. They hope to reinforce these contacts between urban and rural women in the future.

3. An exhibition of the role of women in Upper Volta and the universal role of women - This would be a series of two sets of parallel posters showing women in the various aspects of work. To dramatize the status of Voltan women, whenever women in other parts of the world are working in a profession not open to women in Upper Volta, a blank poster will be placed alongside the one showing women in other regions. The French Voltan Cultural Center is providing support for this exposition.

4. Discussion groups with people in the high schools - International Women's year has created a lot of anxiety on the part

of men and the adults who are concerned that the purpose is to make women superior to men and to rupture traditional relations between the two.

5. To have a symposium of rural and urban women at the end of the year to discuss the issue of the Woman in the Nation.

To close this seminar there would be a weekend of activities including plays written by the women themselves and another exposition of handicrafts and other articles made by the women. These products would be sold to earn money for the women's Federation.

The principle problem of the women's movement in Upper Volta is to raise money. They have organized one or two fund raising activities, for example, a concert by the noted musician Frances Robey.

It is noteworthy that Upper Volta is the only one of the three countries that had no plans to send an official delegation to the Mexico conference as late as June 11th. In contrast, the top officials of the National Union of Malian women will attend the meeting. Senegal will be represented by the UPS women.

In summary, the women's movements in Mali and Upper Volta are being revised in contrast to the one in Senegal, that has existed since the beginning of the nationalist period and the formation of the UPS party. There appears to be a much higher level of technical expertise and training among the membership and the officials of the movements in Mali and in Upper Volta. An important caveat in the

the political party beginning in the nationalist period and that this new women's movement reflects the change of government in 1966 and the reorganization of political, labor union, women and youth organizations under a new regime.

CONCLUSION

The study mission reinforced our belief in the need for programs aimed at rural areas in general and rural women in particular. Despite differences in detail, the problems and status of rural women in each country were similar and lead to several basic conclusions.

1. Women's and men's work in the agricultural sector are inextricably intertwined and programs to improve agricultural development that do not include women and men have little chance of success.
2. Women are responsible for a multiplicity of functions in rural areas: agriculture, food transformation, transporting water and wood, cooking, washing and cleaning, child rearing, marketing of vegetables and other women's crops and preliminary health care. Therefore the basic task involves alleviating an inordinately heavy work load through the introduction of intermediate technology, i.e., electric mills, water pumps and husking machines.
3. Since the African extended family operates on a principle of separate budgets for husbands and wives, ways must be found to increase the woman's income. While the governments of the three countries have created national marketing systems for the principal cash crops, i.e., ONCAD for peanuts in Senegal and OPAM for cereals and grains in Mali, no effective system exists to distribute and market products cultivated by women.

4. The work load of rural women frequently varies by ethnic group. For example, nomadic women such as the Tuareg and Tammashék are spared the toil of farm labor since they traditionally live in a symbiotic relationship with sedentary agriculturalists. The drought may modify this pattern and the pilot resettlement village at Tin-Aicha may provide useful lessons about the possibilities of sedentarizing the Tammashék and inducing these women to learn new forms of work. In contrast the Mossi women of Upper Volta, the Bambara of Mali and the Dioulas in Senegal's Casamance are expected to participate in agricultural work as well as other household tasks. Indeed the Dioula women have principal responsibility for rice production. Frequently women from those ethnic groups observing conservative Islamic traditions are spared heavy agricultural labor which would put them in regular and frequent contact with men other than their husbands. Somewhere in between are the Bobo women of Upper Volta, who because of their hard work and business acumen have been able to purchase machines that ease their work load thereby leaving more time for other activities. Nevertheless at this juncture, it seems that social change programs for women can take place only with the consent of the men.
5. Both blatant and subtle inequalities exist in the relations between men and women. Mention has been made of the disproportionately low school attendance of females. These disparities increase in the the labor market. Women account for

only 9 per cent of the 14,400 Voltan civil servants and for only 4 per cent of the 17,604 wage earners in the private sector.⁽¹⁾ Women fare slightly better in Mali where according to the Secretary General of the National Malian Labor Union, they constitute 21 per cent of the working force. We noted that only 10 out of the 86 workers in the Baguineda canning factory in Mali were women. It is apparent that many jobs are not available to women. While women are expected to cook for the family, only men work as cooks and household domestics. Rarely if ever does one find an African woman working as a waitress in a restaurant. Women are precluded from most of the blue collar jobs as well. Mali is the only country that has taken the lead to integrate women into the police force.

Subtle inequalities exist in the Senegalese rural cooperative system. Women can own donkey's, but rarely oxen. (The Serrer women who inherit cattle are an important exception). Moreover a woman may borrow only 50 per cent of the amount of seeds available to male heads of households who are members of the coops. While women can join the agricultural coops, the equipment the coops purchase to lend to men tend not to be the tools women need for their gardening.

Certain conditions that appear to be inequalities to westerners continue to prevail in more modern urban surroundings. In the new low cost housing project in the Cissin quarter of Ouagadougou, only the man's house in the model compound has a sitting room

1. Josephine Guissou, "Situation des femmes et conditions de leurs evolution en Haute Volta, unpublished paper, 1975.

for entertaining and receiving guests. The model we saw for a polygamous family of two wives had one house to be shared by both wives that contained two separate bedrooms for the wives and a communal room with a divider for the children of each mother.

6. Repeatedly women stressed better health facilities and adequate water supply as the top priority concerns in the rural areas.

In each country visited government officials were both very cooperative and extremely interested in the proposed project. Our discussions with officials and technicians in the several rural development programs led us to believe that some piggy backing might be possible.

The women we met who were leaders of organizations and technicians in the civil service were dynamic and thoroughly impressive. Notable among these were: Seynabou N'Dao, sociologist and Khadi Gueye of Promotion Humane in Senegal; Mrs. Scumare, director of a women's school in Bamako, Mali and Mariam Konate of the Agricultural Service Division of Upper Volta's Ministry of Plan, Rural Development, Environment and Tourism.

It was quite apparent that we had little to provide in Senegal. Their program is well developed, well staffed and skillfully executed. While Upper Volta's development problems were considerable, certain constraints might impede rapid economic development there. Mali was for several reasons one of the most exciting countries visited. The philosophy of self reliance is quite advanced and goes beyond a mere verbal commitment. Mali's efforts to indigenize its educational system, make greater use of traditional medicine, to stress the greater dependency on local products combined to make it one of the more promising

of the less developed countries. Finally Mali's well deserved reputation of coordinating all efforts of public and private donors in ways which do not distort its development objectives make it an attractive place for collaborative efforts.

In sum, the feasibility mission proved fascinating, educational, eye-opening, pleasurable intense, and rewarding, even for those on the team who were born on African soil or who have worked or studied there for fairly extensive periods of time. The singular hope of the team is that it did not arouse expectations for assistance in rural development in Senegal, Mali, or Upper Volta which cannot be met in some fashion, however modest.

Feasibility Team Project Recommendations

The feasibility team is persuaded that a project similar to the one envisioned in the Black Women's Community Development Foundation's Proposal for The Creation of a Community Development Program for African Women is critically needed. The team's observations of the harsh life of rural African women support the conclusions of the United Nations Economic Commission for Africa, Women's Programme:

" Most African women - about 80 per cent - live in the countryside where the life of the woman has always been hard and often cruel. She rises before dawn and walks to the fields. In the busy seasons, she spends some nine to ten hours hoeing, planting, weeding or harvesting. She brings food and fuel home from the farm, walks long distances for water carrying a pot which may weigh 20 kilogrammes or more, grinds and pounds grains, cleans the house, cooks while nursing her infant, washes the dishes and the clothes, minds the children, and generally cares for the household. She processes and stores food and markets excess produce, often walking long distances with heavy loads in difficult terrain. She must also attend to the family's social obligations such as weddings and funerals. She may have to provide fully for herself and her children. During much of the year she may labour for 15 to 16 hours each day and she works this way until the day she delivers her baby, frequently resuming work within a day or two of delivery." (UNECA/Women's Programme, 1975, Women of Africa Today and Tomorrow, P. 1).

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Based upon the team's findings it is recommended that the Proposal for the Creation of a Community Development Program for African Women be modified and clarified in the following ways:

A. Type of Project

BWCDF proposes a community development center which would provide multi-disciplinary instruction to young women in rural areas in order to improve their conditions, to raise the standard of living in their villages for which they will serve as change agents and, eventually, through the acquisition of new skills, increase their income.

The community development center would have two components. One is a fixed program for African girls and young women. The other is a mobile training unit which would service selected villages in the area surrounding the community development center.

B. Philosophy of the Project Center

Self reliance is basic to the philosophy and the objectives of the center. Social change in traditional societies is more likely to occur when a member of the targeted group proves through demonstration that technological innovations can improve the quality of his life. Therefore the underlying principal of the center would be that people at the village level must be both the agents and the principal beneficiaries of development. The Center will train young women who will return to their own villages to serve as change agents.

c. Location of the Project

The team recommends that the project be located in Mali. The need for the kind of proposed project is not as great in Senegal as in Mali or Upper Volta. Moreover, Upper Volta is not as well - organized as is Mali. The women's group in Upper Volta is loosely constructed

and seems to be floundering. Then, too, the social and educational policies in Upper Volta have not been crystallized. On the other hand, Mali seems to have a national socio-political outlook which encompasses numerous aspects of development, and has set forth a framework in which outside governments, agencies, and organizations may work. Then, too, discussions with various ministries in Mali revealed a strong desire to advocate and cooperate with any project which BWCDF might champion.

Within Mali itself the team recommends that the center be situated in Ouelessebougou. This would enable a "piggy-back" phenomenon to take place, and would avoid a "start-up" process in isolation from effective work already taking place. Not only could the proposed center bring advantages to the existing program at Ouelessebougou, but the ouelessebougou program can prove beneficial to that proposed by BWCDF.

Should Ouelessebougou not prove workable for some unforeseen reason, the team recommends two alternative sites: Segou which has one school for young women, or Baguineda where one of Mali's state farms operates.

D. Target Group of Project

The fixed program will be aimed at girls and young women between the ages of 12 and 18. This age range has been selected because:

1. These are the formative years prior to marriage
2. A young woman without children would be freer to participate in the program

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3. If the purpose is to alleviate the work load of women and have an impact on the overall development in the village, a teenage girl who is the mother's principal helpmate and a potential mother and hence teacher is a key target.

The mobile unit will service men and women in villages ranging in age from 13-40. A mobile unit is regarded as an integral and essential part of the program design since the team observed that in each country visited the rural development program serviced only a few villages in its area. For example, as mentioned in the team's report, Ndande, Senegal contains 321 villages, but only 5 were being served by the CER agents. A mobile unit could assist the Mali CAR to service a greater number of villages. It is felt that due to the sensitivities of male-female relations at the village level, that the mobile unit should work with the entire populace from 13-40, rather than solely with the female segment of the village. The team would set up shop in the village, living in tents or a facility provided by the village chief.

E. Duration of Project

A three year project is envisioned. Each year the fixed program for girls and young women would be divided into two sessions, each running 5 months and each containing 20 students. The mobile unit would spend 3-4 months in a selected village. In the course of one year the mobile unit would spend time in 2-3 villages.

F. Program Content

Included in the curriculum for the fixed program for girls and young women would be:

1. Health and child care. This would include instruction in reproductive biology, common diseases, first aid, preventive medicine.

2. Agriculture and animal husbandry. This would cover information about basic tools, use of fertilizer, rotation, care of animals.
3. Nutrition. Instruction will stress food preservation, canning, food storage, nutritive elements of daily diets.
4. Home management. Training will emphasize marketing, money management, improvement of surroundings.
5. Functional Education and Civics. This will include basic instruction in reading and writing as well as information on organisms which service rural areas, discussions of how to organize volunteers for village dispensaries.

The mobile teams would have two major programs to conduct:

1. Agricultural concentration

- a. new farm methods
- b. public health
- c. child care
- d. food transformation techniques

2. Non agricultural rural development

- a. technical training and rural public works
- b. well digging
- c. installation of sanitary facilities
- d. public health
- e. child care
- f. functional literacy and management

G. Program Staff

Key personnel for the fixed program for girls and young women would include:

- 2 agricultural agents
- 1 health educator
- 1 nurse
- 2 functional literacy instructors
- 2 home management instructors

Staff for the mobile unit would be smaller:

- 1 public health specialist
- 1 agricultural extension agent
- 1 female extension agent

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H. Some Program Policies

1. Regionalism

During the first two years of operation, the center would concentrate on training young women in the host country. Beginning in the 3rd year a retraining component for female extension agents working in the field would be open to women from other countries in the Sahel.

Experience dictates that new projects move slowly. A developmental approach which gradually feeds in the regional dimension would have greater chances for success.

One principal way of introducing the regional dimension is to invite some of the directors and technicians of the rural development programs in Senegal and Upper Volta to give a seminar at the Mali Center. Such a mechanism would serve several purposes:

1. Introduce information and lessons from other programs
2. Disperse the responsibility for running seminars to other nationals
3. Provide an opportunity for other Sahelians to have first hand contact with the center program
4. Build up a cadre of rural development people from other countries who can serve as important liaison persons when the center enters its regional retraining phase

Mr. Massata Gueye, of Senegal's Rural Extension Centers Program has agreed in principle to make teaching staff available to our center.

2. Instructional Materials

Initially the center would use the series of course packets provided by INADES. Later new materials could be developed by staff.

INANDES packets available are:

Agricultural Apprenticeship

Village Women of Today

Initiation to Development Course

Agripromo Newsletter

3. End of training Period incentives and follow-up

a. Equipment such as Oxen, carts, mills should be lent to students completing the program. This equipment will be paid for gradually over the course of three years.

b. A follow-up program would include:

-regular visits to villages

-assistance in arranging special seminars in the village

-facilitating procurement for all equipment

c. Periodic retraining would be offered to those girls and young women who have completed the program. It is anticipated that the retraining would occur every year for at least a 2 week period.

4. Purchase of Agricultural equipment.

Agricultural equipment i.e. plows and huskers, can be ordered from the Upper Volta Rural Artisans Training Center in Ouagadougou. This unique center trains rural masons, blacksmiths, carpenters, brick-makers. In addition they produce plows and intermediate technology agricultural equipment at from 30 percent to 50 percent cheaper than the price for similar imported equipment.

Making a contract with them would support a worthwhile project, save purchasing costs, and reinforce interstate links with our center.

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5. Indigenization

The gradual withdrawal of BWCDF and the total indigenization of the center would be an integral part of the center design. This would take place in stages beginning first with personnel. BWCDF would plan to secure financial assistance for the center at the same level for 2-3 years after any BWCDF non-African personnel has been phased out, and on a tapered budget arrangement for the next three years.

I. Role of BWCDF

Among other things BWCDF would:

1. Provide basic organizational skills to launch the project;
2. Secure money for the project;
3. Secure equipment, medical supplies, and teaching aids for the project
4. Help seek staff for the project.

J. Host Country Input

Based on the team's discussions with various ministries in Mali the host country could be expected to:

1. Facilitate the launching of the project;
2. Provide classroom space;
3. Provide instructors in basic education, and basic education materials as needed

The ministries which should prove most helpful to the project are: Ministry of Public Health and Social Affairs, Ministry of Fundamental Education, Ministry of Production, and Ministry of Foreign Affairs.

K. Evaluation of the Project

The Ecole Nationale d'Administration in Mali should be able to evaluate the project. If ENA should prove unable to carry out such an

assignment, the feasibility team suggests that a three person team of Massata Gueye from Senegal, Assa Diallo Soumare from Mali, and Mariam Konate from Upper Volta be appointed as evaluators.

K. Cost of the Project

Personnel

1 Project Director	\$18,000.00*
1 Assistant Director	5,000.00
1 Fiscal Manager	3,000.00
1 Secretary	1,500.00
1 Typist	1,000.00
1 Maintenance man	800.00
1 Night watchman	600.00
1 Messenger	600.00
2 drivers	2,000.00
1 Mechanic	1,600.00
1 Nurse	3,000.00
2 Health educators	6,000.00
5 Agricultural agents	12,000.00
2 Literacy instructors	3,000.00
2 Home management instructors	3,000.00
	<hr/>
	\$61,100.00

*This sum may be reduced to \$6,000 if the Director is recruited in the host country.

<u>Cost of Facilities</u>	
Construction of 1 Dormitory	\$ 45,000.00
Adaptation of existing Buildings for classrooms	10,000.00
Cost of Dormitory maintenance, including food, electricity, water, telephone, furniture	<u>60,000.00</u>
Total	115,000.00
<u>Cost of Vehicles</u>	
1 landrover	12,500.00
1 car	5,000.00
2 motorbikes	1,000.00
vehicle maintenance	<u>5,000.00</u>
Total	23,500.00
<u>Student Stipends</u>	8,000.00
<u>Medicines and Drugs</u>	5,000.00
<u>Instructional Materials</u>	5,000.00
<u>Cost of Evaluation by African Educational Institution</u>	3,000.00
<u>Travel</u>	6,000.00
<u>Contingency</u>	2,000.00
<u>Indirect Costs</u>	10,000.00
GRAND TOTAL	\$238,600.00

The cost of the program for the first year would be 238,600; for the second year 165,100, and for the third year 165,100. In the second and third year there would be no cost for dormitory construction and none for purchase of vehicles. The total cost of the project for a 3 year period would be: \$568,800.