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TEXAS TECH UNIVERSITY
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SIXTH SIX MONTH REPORT
1 July - 31 December 1986

ENEA RURAL MANAGEMENT SENEGAL
U.S.A.I.D. 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES

RURAL MANAGEMENT PROJECT
USAID PROJECT 685-0256

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

EXECUTIVE SUMMARY

The National School of Applied Economics (ENEA) occupies a significant position in development practice in Senegal. The current emphasis on decentralization, and the greater responsibility of agents in the field to help rural people to help themselves, make the improvement of management skills a priority. ENEA was chosen to receive technical assistance in project management because she is an important source of this information to key agents and through them to communities.

The goal of the Rural Management Project is then to establish at ENEA a capability in rural project management in all its phases, and the ability to transmit this capability to others. Applied research is regarded as a natural companion to this training. The achievement of this goal will further the objective of making available to Senegal's rural population information on management of development projects, through ENEA's trainees.

The Rural Management technical assistance team from Texas Tech are executing the following components of the project:

1. Long-term participant training. Nine ENEA professors have completed Master's level training in management, rural sociology, agricultural extension, and related fields at Texas Tech.
2. Short-term training. Courses or seminars in project management, marketing, research methods, teaching methods, communication, information systems, and non-formal education are offered on a regular basis at ENEA to students, staff and agents of her user services (in-service training). Workshops have been conducted in the field, as well, and at Texas Tech.
3. Applied research. Surveys of training needs of mid-level government cadres, of rural councillors, and of women agents have resulted in several publications and papers. ENEA personnel participated in these research efforts. The project also produced the Guide to Project Financing, a useful listing and description of local PVOs.
4. Curriculum. The short-term training modules employ case studies, simulations, exercises and working papers that have been compiled into booklets; together these form the backbone of the rural management curriculum. ENEA staff, versed in the action training method, will be experienced in the use of all of these documents by the end of June, 1987. The long-term participants are developing further courses to be integrated into the curriculum.

5. Library, computers and audio-visual unit. The project is responsible for some acquisitions in these vital pedagogical support areas. The computers are necessary to the development of a good management information system at ENEA. Training is on-going in their use.

A mid-project evaluation was held in April, 1985. Overall, the evaluation was positive. Among general recommendations were:

- a) to make a greater effort to integrate ENEA personnel into all phases of project activity,
- b) to consult with a specialist in curriculum development,
- c) and to emphasize the in-service training, monitoring, pilot project approach, and research methods training elements of the project.

The CAIDS team has complied with these recommendations in so far as possible. Texas Tech University wishes to evaluate the project again during the spring of 1987.

The evaluation further supported the idea that ENEA should become an institution of greater regional stature in the future, in applied research, project management, and training. The Director of ENEA is working toward this end, and the Rural Management project has contributed to its attainment. A second phase or extension of the project would further promote this goal. The Director has indicated his desire for a Phase Two, consisting of more long-term training and perhaps some short-term technical support.

The contractor finds problems at ENEA to be concentrated in these principal domains, from a management perspective:

1. Leadership style. The Director employs an autocratic, hierarchical style, which diminishes the contributions of other personnel and restricts communication. The Director is aware of this, but believes it to be necessary given the characteristics of the human resources he directs (i.e., his evaluation of them is not flattering).
2. Motivation level. The teaching and other staff in general display a low level of professional ambition, self-directedness, interest in learning new skills, and pride in work. The CAIDS team feel this is connected to Problem 1.
3. Professional qualifications. The level of training of ENEA's staff is uneven overall. Personnel are neither retained nor rewarded solely on the basis of their qualifications nor capabilities (as is true in other institutional contexts in Senegal).
4. Appointments and staffing. Personnel, as noted in Problem 3, may be engaged, promoted or removed at sudden notice (or pressured to leave over a long period) without regard to their substantive contribution to

ENEА. This causes discontentment among the staff.

5. Planning and coordination. The lack of organization at the institutional level at ENEA seriously inhibits her staff from creative individual or concerted action. The prevailing 'management by activity' rather than by objective produces a task-oriented, but fundamentally disorganized aggregate of passive workers, rather than a cohesive, growing unit.

Positive aspects of the situation at ENEA that might be noted are:

1. Individual talent. There are a number of impressive individuals working at the School now, some graduates of Texas Tech. These people are capable of quality scholarship, teaching, and fieldwork if placed in a conducive atmosphere.
2. Physical plant. Thanks to USAID, the new buildings plus the old campus provide adequate space and facilities for the School. If kept clean and in repair, these should last a long time.
3. Equipment. Through the Rural Management project and other sources, ENEA has acquired sufficient pedagogical resources to offer students sophisticated training. These should not be allowed to fall into desuetude, as happened with the former photography lab.

ENEAL RURAL MANAGEMENT PROJECT
USAID 685-0256

ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT (CAIDS)

Six Month Report for the Period 1 July - 31 December, 1986

I. INTRODUCTION

The Rural Management Project associated with Senegal's National School of Applied Economics (ENEAL) continued to build a strong development management component in ENEAL's overall curriculum during the second half of 1986. The project:

- initiated a training program in information systems,
- expanded its contribution to the in-service training program with the Direction of Cooperation, and
- began new research in non-formal education.

A major phase in research into women's role in Senegal's development agencies and rural communities was completed.

Acquisitions to ENEAL's library and audio-visual department continued.

Progress was made in the integration of ENEAL personnel into active participation in project management training.

These actions move ENEAL closer to her goal of improving her capability in applied research and project management with the ultimate objective of enabling her personnel and those of her user services to increase the ability of rural communities to manage their own development programs, as is demanded by the decentralization policy of the Government of Senegal.

ENEAL was not in active session during the period under consideration. Her students were conducting their fieldwork at the 'terrains d'application'. The professors were likewise absent. Therefore, few actual seminars were held between July and December. Nevertheless, the project team were engaged in productive meetings, preparation of materials, research, and planning with the Direction of the School, any available faculty, and representatives of the user services.

At Texas Tech, four more of the long-term participants completed their Master's degrees successfully, following internships at ENEAL. Three others executed their internships between September and December. They were the final trainees to do so. CAIDS anticipates their graduation in May, 1987.

The project team consists of Dr. Dorothy D. Wills, Team Leader, Mr. Lapodini Atouga, Agricultural Economist, and Mr. Alan Johnston, Management Specialist, at ENEA. They are assisted by Mr. Ciré Diallo of ENEA. The Campus Coordinator is Dr. Gary Elbow of CAIDS, who replaced Dr. Richard Vengroff as of September 1, 1986. The support staff at CAIDS otherwise remained unchanged.

This report will focus on the most important training and research activities of the period under review, discuss problems encountered, outline future prospects for project management and applied research at ENEA, and make a few recommendations for the forthcoming and terminal phase of the project. Refer to Annexes A and B for a comprehensive list of participants in project training functions to date and a complete program of course offerings in rural management made available by the project at ENEA. Over 430 individuals have taken one or more seminars.

II. TRAINING

A. Long-term Participant Training

Internships were carried out by Papa Mamadou Kane from June to September, and Marie-Anne Ndiaye Diouf, Yacine Diop Touré, and Alioune Badiane from September to December. Their subjects respectively were the training needs of the Village Development Associations (AVD); the impact of the PIDAC health project on child and maternal nutrition; the acquisition and use of land by women producers' groups; and the effect of non-formal education programs in selected centers. The research was supervised by the CAIDS team at ENEA and the Colleges with which the individual students are affiliated (Non-Formal Education, Rural Animation, Rural Animation, and Non-Formal Education, respectively).

Mr. Kane returned to Tech following his fieldwork to write his Master's report and complete his coursework. He graduated in December, 1986. Other recent graduates include Momar Ndiaye of Statistics and Aboubacar Sow of Planning, who carried out their internships during the preceding period. Moussa Diop of the College of Planning completed his graduate work in May, 1986. The remaining three are once again at Texas Tech and are expected to finish their degree work in May, 1987.

A few problems surfaced during the conduct of the internships mentioned above. The most important of these was perhaps a result of naiveté on the part of the CAIDS staff. It is a strong tendency among Senegalese, at least those working at ENEA, to perceive all professional actions in monetary terms. Our interns are not an exception to this rule. While the academic and community development value of their research was not invisible to them, the long-term participants' orientation to personal gain unfortunately tended to determine the design and execution of their research. In all but two of the recent cases, the interns insisted on the maximum amount of field trips with their commensurate per diem and

vehicle expenses, whether this was dictated by their particular study or not, on the grounds that the first interns had been permitted just that many trips or days of per diem. In other words, the long-term participants regarded their internships as a form of financial aid to which they had a specific right. Their professors, of course, regarded the financial and logistic components of their research as basic support to be allocated as needed on the basis of the demands of the research itself.

The constant negotiations precipitated by this fundamental conflict in world view vitiated the experience of the internship for all concerned. The exploitation of the internships for personal gain went far beyond what even the most cynical of CAIDS staff could have imagined, in the cases of Mr. Kane and Madame Diouf, who spent inordinate amounts of time in the field (which in Diouf's case was her home town), used project vehicles for transportation of food purchases, Tabaski sheep and other non-project associated items, and invariably argued for more and more 'bons d'essence' for every field excursion. This situation was admittedly created by CAIDS' having set the bad precedent of granting the initial two Interns certain monetary and logistic privileges - expense money while outside Dakar, use of project vehicles, fuel and drivers while outside Dakar, and a basic stipend on top of their salaries. The Team Leader at that time discussed these moves with the then-Interim Director. The latter encouraged him to furnish this support. No one imagined that it would end in a continuing battle with subsequent interns for subvention of this sort.

Future projects involving such a training component should establish absolute guidelines or limits for any funding and other support involved.

Pending the graduation of the final three long-term participants and our reading of their Master's reports, CAIDS' evaluation of this component of the project is positive. Several of the trainees received excellent grades and professor evaluations while at Tech (Bara Guèye, Moussa Diop, Momar Ndiaye; Yacine Diop is expected to achieve an outstanding record, as well). It remains to be seen how profound or enduring is the effect of this advanced training in an American graduate school on their performance at ENEA or their effectiveness in the Senegalese development management structure.

B. Short-Term Training

1. In-Service Training

The program in marketing, which has been one of the most popular elements of rural management training at ENEA, saw the beginning of an ambitious second phase with the Direction of Cooperation (DAC). After a lapse of some four months in negotiations for a renewed effort in the in-service training program, a new schedule was worked out between the DAC, her Training Unit, Rural Management and ENEA. The previous problem of indemnities was resolved, thanks to Mr. Yatma Sylla's willingness to order

his agents to attend the seminar without receiving a per diem. (Sylla is head of DAC's Training Unit.)

A seminar in Marketing (I: Introduction to Basic Concepts) was held at ENEA in December, 1986, with sixteen Cooperative Agents as participants (see Annex C). Further seminars in Marketing I are planned for April, May and June. The DAC wants to have trained all her agents in Marketing I by the end of 1987, and as many as possible of the Controllers in Marketing II and III as well (see Annex D).

Other in-service training programs (with Decentralization and Social Development) are suspended due to lack of accord regarding the per diem problem. Rural Management will, however, continue to encourage ENEA to establish such programs for her user services, in the event that the latter can be persuaded to give up their traditional indemnities.

2. Training of Trainers at ENEA

The most notable activity during the period under review was information systems training for select ENEA faculty and staff. As discussed in Johnston's report (Annex E), two prior attempts have been made to establish a solid, on-going computer course for ENEA personnel. Although ENEA's Director, many faculty, staff and students have evinced intense interest in acquiring computer skills, none have been able to pursue an actual course of study and practice for more than a few weeks of intermittent effort.

A new Training of Trainers in Information Systems was begun in October with a group of ten chosen for their level of interest and potential, and to represent all the Colleges at ENEA. Basing his approach on his previous experiences with these and other trainees, Mr. Johnston began again from zero and is pursuing a course of hands-on, from-the-bottom-up training. Since the project and ENEA have invested a good deal of money and time in this training, which is considered essential to good project management and applied research, everyone is hopeful that the course will result in implanting a strong computer capability at ENEA, transmissible by her personnel to succeeding generations of students, other staff, and associates from allied agencies.

As is the case with all recent project training activities, the new information systems course has been beset by problems of poor attendance and scheduling. It sometimes seems to the CAIDS team that ENEA personnel can do only one thing at a time, so that if they are called upon to participate in the admissions procedure for the School, they abruptly drop whatever else they were engaged in for the duration. Activities long scheduled and planned in advance are constantly interrupted, postponed or abandoned because of the intervention of another function of ENEA. Field 'stages' of students or other 'tournees' involving the professors, admissions, oral defenses for graduating seniors, preparations for the end and the beginning of classes - all routine functions of the School - seem to present impossible planning problems to the persons involved. Although everyone knows these events must take place, and more or less when, they

seem incapable of scheduling them once and for all and then organizing their other activities around them, for instance seminars or courses offered by Rural Management.

The long-awaited seminar in non-formal education, finally arranged for July, was delayed repeatedly for this reason. (It is currently scheduled for January, 1987.) The above-mentioned marketing workshop suffered similar postponements. Activities in connection with the adaptation and translation of project management materials into Wolof have also been thwarted on numerous occasions. Sometimes events are cancelled at the last minute, for no apparent reason. A recent example was the workshop in training of trainers in functional literacy, sponsored by AID's literacy project with Cooperation, which the Director of ENEA cancelled at such short notice that there was no time to inform the participants, who naturally appeared. (He reinstated it.)

A final training of trainers activity mentionable in this context was Rural Management's involvement in the Functional Alphabetization project's seminar with their literacy center supervisors and monitors during a two-week period in December. Team members attended and participated in most meetings of the seminar, and offered an Introduction to Project Management for three days. The Team Leader, who directed this activity, was pleased to note the initiative and improvement in training performance on the part of Ciré Diallo, the project's assistant at ENEA. He was aided extensively by Abdourahmane Cissé of the College of Cooperation, a graduate of project management and marketing seminars held by the project at ENEA. The two of them voluntarily accepted a large part of the burden of planning and teaching this impromptu unit in project management. Furthermore, the evaluation of the workshop conducted at its close indicated that the Rural Management intervention was among the most popular and effective.

III. APPLIED RESEARCH

A. Women in Development

The WID (Women in International Development) component of the Rural Management project has consisted of:

- a) the inclusion of two women among the long-term participants;
- b) involvement in three research efforts conducted by WID/AID fellowship holders (training needs of rural 'monitrices' and 'animatrices' in the Casamance; marketing problems of women's small cooperatives in Thiès and Ziguinchor; women's participation in irrigation projects in the Fleuve);
- c) survey of educational background, professional problems and management behavior of women government agents, conducted by the Chief of Party.

The two long-term participants (both from the College of Rural Animation) have completed their internship studies and will produce reports and training materials to be used at ENEA and/or by her user services. Both focused on topics of interest to rural women, development programs involving women, and trainers of women.

The first WID fellow has produced a lengthy report detailing her survey and observation findings, which CAIDS is translating for ENEA's consumption. Dr. Tansuhaj, the marketing specialist, has written three case studies to be included in the project's Marketing III seminar this coming spring. The final WID fellow is still collecting data in Matam. She has worked closely with members of the College of Land Use Planning at ENEA, who state that her results will be of immense interest to them for future training efforts with male and female students and for use by their affiliated agencies.

Some findings of the broader survey, still in progress, were presented by Dr. Wills at a WID Colloquium in the United States in November (the paper is contained in Annex F).

B. Research in Distribution of Seed by Cooperatives

Rural Management launched an inquiry into the procedures in effect in the distribution of seed by the Cooperative Service in July. The project Agricultural Economist, assisted by the project's Research Assistant from ENEA and members of the DAC, conducted a tour of cooperatives in four regions (Thiès, Fatick, Kaolack, Diourbel). They concluded that credit, availability of seed, and poor organization of the distribution program are all serious problems affecting the producers' ability to realize a good harvest. Interviews were held with farmers, leaders of local cooperative sections, and agents of the Cooperative Service regarding the possibility of establishing a system of seed banks so as to counter all of these problems. Annex G contains a summary of their findings and recommendations. The ENEA project may decide to participate in the financing of an experimental seed bank in one or more localities, depending on budgetary considerations. This would serve a training purpose as well as an aid to the decentralized rural management process, in that ENEA's students, staff and associates would be involved in the planning, implementation and evaluation of the seed bank system on a project basis.

C. Non-Formal Education

1. The Budget Board

The pilot project in non-formal accounting methods is still in progress at Keur Serigne Bassirou, Ndoffane, Kaolack. Several monitoring visits were made by the project team member in charge of the research during the period under consideration. The group of herders conducting the feedlot project for which the "budget board" is employed continue to be pleased with the method, and are furthermore making their project a financial success. The only problem that has come up in their management of the funds placed at their disposal has been that they were unfortunately led to disburse some

project moneys to the former 'chef de CER' for his personal use. Subsequently, the CAIDS/ENEA team discovered this affair and instructed the herders that they were in no way required to underwrite any official's activities from their project funds. The official has been replaced by an apparently more responsible individual, for reasons best known to the Senegalese Decentralization Office.

The "budget board" has become rather famous over the past year. Several Dakar NGOs, notably AFRICARE, plus 'La Maison Familiale', and other AID projects have expressed interest in adopting it in their programs. It was demonstrated to PVDs participating in a financial management workshop given by the Kaolack/Fatick Community Development and Enterprise project in August in Dakar (see Annex H for a brief description). The project training officer, team members, and participants stated that it was one of the most interesting and useful components of their 'stage'.

2. Adaptation of Project Management Materials for Local Languages

The team member responsible for research into the adaptation of training materials in Wolof and other Senegalese languages has developed a process whereby problematical terms and expressions may be translated without recourse to French lexical items. Use of the latter by educated Senegalese in communications with non-French-speaking Senegalese has in the past rendered useless or at least opaque many training efforts. The Functional Alphabetization project, also housed at ENEA, though under the direction of the Cooperative Service, is in part dedicated to the production of management training materials for use by newly-literate speakers of Wolof, Diola, Mandingue, Pulaar, and Sarakhole. The Rural Management translation component obviously coincides very nicely with this function of the Alphabetization project. Dr. Willis, Mr. Diallo, and team members of the latter project have discussed means of collaborating on the development of such materials. We have also worked directly with Cooperation's Training Division. Alphabetization thus far has not produced any management training materials, so it may be that CAIDS will end up making a major contribution to the literacy project.

A questionnaire was developed to test the comprehensibility of Wolof glosses of French management terms (many of them derived originally from English) (see Annex I). Definitions of each term at issue are offered in French and Wolof, to then be discussed by monitors and other field representatives of Cooperation/ENEA with rural people. Suitable Wolof glosses can be developed from these dialogues and tested in a similar fashion with other groups. Once we have devised a satisfactory vocabulary set in Wolof, we will apply the same procedure to other local languages with significant numbers of speakers.

The actual training modules are based on those used in the regular project management cycle (GPI and Marketing I, thus far). Modifications, such as changes in roles in simulation exercises, are being made on the basis of conversations with colleagues, participants and other contacts. The final documents in Wolof, and later the other languages, will be used with the

auditors in the centers for functional literacy, and with trainees from the AVDs, rural councillors, and any other groups targeted for project management training by ENEA in the future.

3. Pilot Project with the Tronc Commun

Last July, Rural Management proposed to help fund a small-scale project to be designed and managed by first-year students at ENEA. The students were to devise projects as part of their fieldwork activities at the 'terrains d'application' during their pre-professional 'stage'. Their second year's fieldwork would be devoted in part to the elaboration and evaluation of their designs. Among these would be chosen one or more small projects for financial assistance. The students themselves would not execute the projects, merely support and monitor the villagers with whom they work during their field studies. This would give them valuable project design and management experience and give ENEA personnel experience in evaluation.

ENEA was not warmly in favor of this idea at the time of its original proposal. Therefore, the CAIDS team did not follow up with visits to the students in the field or solicitations of problem identifications and ideas to address them. Subsequently, some members of ENEA staff have indicated renewed interest. At this time, we cannot say whether we will pursue this course or not.

IV. LIBRARY, COMPUTER AND AUDIO-VISUAL ACQUISITIONS

An important element of management training at ENEA has been the identification of needs in the areas of literature, software and equipment. Though some pedagogical supports were in existence at ENEA prior to CAIDS' arrival, such as camera equipment and an overhead projector, they were either in poor condition or not in general use (because defined as personal property). The library was found to be sorely undersupplied. The project targeted audio-visual, computer and library documentation as the domains of the most serious deficits.

Due to an early misunderstanding with the Director of ENEA concerning the division of these responsibilities between the two Rural Management budgets, CAIDS had not acted until recently to acquire very many library volumes, journal subscriptions, or other documentation. In the period under discussion, approximately fifty volumes have been bought and sent to ENEA, and three magazines subscribed to. The Director of ENEA has stated he will be in charge of local acquisitions for the library.

CAIDS has acquired all the computers now at ENEA (six at present). One more will be sent before the end of the project. The disposition of these is ultimately of course to be determined by ENEA, but currently they are concentrated in the library and the project offices, where training takes place. Eventually, CAIDS would like to see created a special facility for computers (a lab) where those not in the library would be housed. The College of Statistics also should have special access to at least one

LIST OF ANNEXES

- A. List of Participants in Seminars
- B. Training Program in Rural Management
- C. Workshop in Marketing : Concepts de Base
- D. Report on the Marketing Program
- E. E1. Report on Information Systems Training
E2. Course Syllabus
- F. Women in Development
- G. Report on the Possibility of Establishing a Seed Bank Program
- H. Report on training in Non-Formal Education : "The Budget Board"
- I. Wolof Management Terms Survey
- J. Schedule of Training Activities January - June, 1987

TEXAS TECH UNIVERSITY

ANNEXE A

LIST OF PARTICIPANTS IN SEMINARS

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

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Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
GUEYE	Bana		COOP	MS	Aou 83	TTU	
NDOUR	Koumakh		AMEN	MS	Aou 83	TTU	29 mois
DIOP	Moussa		PLAN	MS	Jan 84	TTU	29 mois
NDIAYE	Amadou		PLAN	MS	Jan 84	TTU	31 mois
KANE	Papa Mamadou		EMP	MS	Mai 84	TTU	24 mois
NDIAYE	Momar		STAT	MS	Mai 84	TTU	29 mois
SOW	Aboubacar		PLAN	MS	Aou 84	TTU	29 mois
BADIANE	Alioune		EMP	MS	Aou 84	TTU	26 mois
DIOP	Yacine		ANIM	MS	Jan 85	TTU	26 mois
NDIAYE	Marie Anne		ANIM	MS	Jan 85	TTU	22 mois

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DIOP	Abdoulaye	ENEA	PGR	GPI	Jun 84	ENEA	5 jours
LY	Souleymane	MPC	DP/DPR	GPI	Jun 84	ENEA	5 jours
CISSE	Papa	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
MBENGUE	Massamba	MPC	DP.DRH	GPI	Jun 84	ENEA	11 jour
NDIAYE	Mlle Mariama	MPC	DP/DEPS	GPI	Jun 84	ENEA	11 jour
SECK	Waly	MPC	DP/DEPS	GPI	Jun 84	ENEA	11 jour
DIENG	Mor Fall	MPC	DP/DPG	GPI	Jun 84	ENEA	11 jour
SIGNATE	Bacary	MPC	DC	GPI	Jun 84	ENEA	11 jour
DIATTA	Pierre	MPC	DC	GPI	Jun 84	ENEA	11 jour
SAGNE	Assane	MPC	DP/DFP	GPI	Jun 84	ENEA	11 jour
Mme DIENG	Maguette Tall	MPC	DP/DFP	GPI	Jun 84	ENEA	11 jour
TRAORE	Mlle Rokhaya	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
KA	Madiop	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
SARR	Tidiane dit Pap	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
DE	Gallo	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
DIAYE	Doudou	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
THIAM	Soyébou	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
SARR	Gabriel	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
NIANG	Demba	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
BA	Mamadou Maneme	MPC	DP/DPR	GPI	Jun 84	ENEA	11 jour
SOW	Malick	MDR	CP	GPI	Jun 84	ENEA	11 jour

Fichier: L.PARTICIPANTS

Rapport: JUILLET 1984

Sélection: DATE contient JUL 84

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
GOUDIABY	Bara	ENEA	EMP	GP	Jul 84	TTU	26 jour
BA	Cheikh	ENEA	EMP	GP	Jul 84	TTU	26 jour
TOURE	Aissatou	SODEVA		GP	Jul 84	TTU	26 jour
AGNE	Attoumane	SODEVA		GP	Jul 84	TTU	26 jour
DIALLO	Mamadou	SODEVA	DEP	GP	Jul 84	TTU	26 jour
BA	Salif	MDS	KOLDA	GP	Jul 84	TTU	26 jour
NDIAYE	Birame		ANIM	GPI	Jul 84	ENEA	7 jours
DIOUF	Niokhobaye		ANIM	GPI	Jul 84	ENEA	7 jours
SECK	Massamba		ANIM	GPI	Jul 84	ENEA	7 jours
LO	Ismaila		ANIM	GPI	Jul 84	ENEA	7 jours
NDIAYE	sérigne Hady		ANIM	GPI	Jul 84	ENEA	7 jours
MARA	Mamady Almamy		ANIM	GPI	Jul 84	ENEA	7 jours
T'AW	Daouda Ndick		ANIM	GPI	Jul 84	ENEA	7 jours
I J	Babacar		ANIM	GPI	Jul 84	ENEA	7 jours
FALL	Ndongo		ANIM	GPI	Jul 84	ENEA	7 jours
BADIANE	Cheikh		ANIM	GPI	Jul 84	ENEA	7 jours
GUEYE	Mamadou		ANIM	GPI	Jul 84	ENEA	7 jours
DIA	Mamadou		ANIM	GPI	Jul 84	ENEA	7 jours
MBENGUE	Andalla		ANIM	GPI	Jul 84	ENEA	7 jours
CISS	Soulèye		ANIM	GPI	Jul 84	ENEA	7 jours
FALL	Cheikh		ANIM	GPI	Jul 84	ENEA	7 jours
KONARE	Boubacar F.		ANIM	GPI	Jul 84	ENEA	7 jours
ILLALKAMAR	Ag Oumar		ANIM	GPI	Jul 84	ENEA	7 jours
GUEYE	Fatoumata		ANIM	GPI	Jul 84	ENEA	7 jours
BA	Salimata		ANIM	GPI	Jul 84	ENEA	7 jours
DIOUF	Saliou		ANIM	GPI	Jul 84	ENEA	7 jours
DIAM	Sérigne Touba		ANIM	GPI	Jul 84	ENEA	7 jours
SEYBOU	Binta		ANIM	GPI	Jul 84	ENEA	7 jours
SANGO	Oumar		ANIM	GPI	Jul 84	ENEA	7 jours
AM	Moustapha		EMP	GPI	Jul 84	ENEA	7 jours
Sow	Adama		EMP	GPI	Jul 84	ENEA	7 jours
DIOP	Alioune		EMP	GPI	Jul 84	ENEA	7 jours
SECK	Mame Seynabou		EMP	GPI	Jul 84	ENEA	7 jours
DIOP	Bassirou		EMP	GPI	Jul 84	ENEA	7 jours
GAYE	Mohamet		EMP	GPI	Jul 84	ENEA	7 jours
NDIAYE	Alboury		EMP	GPI	Jul 84	ENEA	7 jours
BA	Demba		EMP	GPI	Jul 84	ENEA	7 jours
SOW	Mohamed Elh		EMP	GPI	Jul 84	ENEA	7 jours
GBAGUIDI	Rufin S.G		EMP	GPI	Jul 84	ENEA	7 jours
LY	Abdourakhmane		EMP	GPI	Jul 84	ENEA	7 jours
DJITTE	Gora		EMP	GPI	Jul 84	ENEA	7 jours
LY	Saliou		EMP	GPI	Jul 84	ENEA	7 jours
TALL	Samba		EMP	GPI	Jul 84	ENEA	7 jours
NDIAYE	Seydina Oumar		EMP	GPI	Jul 84	ENEA	7 jours
KANTE	Soulèye		EMP	GPI	Jul 84	ENEA	7 jours
FALL	Maguette		EMP	GPI	Jul 84	ENEA	7 jours
ALLO	Alpha		EMP	GPI	Jul 84	ENEA	7 jours
TAMINI	Pascaline		TC	GPI	Jul 84	ENEA	7 jours
DIOUF	Latyr		TC	GPI	Jul 84	ENEA	7 jours
SALEH	Mohamet Malloum		TC	GPI	Jul 84	ENEA	5 jours
MBODJ	Abdoul Aziz		TC	GPI	Jul 84	ENEA	5 jours
DIA	Arona		TC	GPI	Jul 84	ENEA	5 jours
SARR	Moustapha		TC	GPI	Jul 84	ENEA	5 jours

Fichier: L.PARTICIPANTS

Rapport: JUILLET 1984

Sélection: DATE contient JUL 84

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
KONE	Seydou		TC	GPI	Ju1 84	ENE A	5 jours
BOINA	Aby Nzé		TC	GPI	Ju1 84	ENE A	5 jours
SECK	Papa Madiaw		TC	GPI	Ju1 84	ENE A	5 jours
DIALLO	Papa Féllou		TC	GPI	Ju1 84	ENE A	5 jours
SAO	Malé		TC	GPI	Ju1 84	ENE A	5 jours
BASSE	Adama		TC	GPI	Ju1 84	ENE A	5 jours
SONKO	Chouaibou		TC	GPI	Ju1 84	ENE A	5 jours
BA	Mamour Ousmane		TC	GPI	Ju1 84	ENE A	5 jours
HAMA	Amadou		TC	GPI	Ju1 84	ENE A	5 jours
SAMB	Massaer		TC	GPI	Ju1 84	ENE A	5 jours
HANNE	Samba		TC	GPI	Ju1 84	ENE A	5 jours
GOMBO	Brahim		TC	GPI	Ju1 84	ENE A	5 jours
NDIAYE	Mbaye Diouf		TC	GPI	Ju1 84	ENE A	5 jours
ERA	Aly Sada		TC	GPI	Ju1 84	ENE A	5 jours
FALL	Fallou		TC	GPI	Ju1 84	ENE A	5 jours
FAYE	Maimouna		TC	GPI	Ju1 84	ENE A	5 jours
SEYE	NDdiankou		TC	GPI	Ju1 84	ENE A	5 jours
KOULDJIM	Ndem Belendé		TC	GPI	Ju1 84	ENE A	5 jours
MBODJ	Assane		TC	GPI	Ju1 84	ENE A	5 jours
SARR	Pierre		TC	GPI	Ju1 84	ENE A	5 jours
SECK	Papa Diadji		TC	GPI	Ju1 84	ENE A	5 jours
NDIAYE	Yoro Diaw		TC	GPI	Ju1 84	ENE A	5 jours
GAYE	Abdoulaye Diop		TC	GPI	Ju1 84	ENE A	5 jours
DIOP	Kadissatou		TC	GPI	Ju1 84	ENE A	5 jours
CISSOKHO	Lamine		TC	GPI	Ju1 84	ENE A	5 jours
DIAGNE	Moctar		TC	GPI	Ju1 84	ENE A	5 jours
DIAKHITE	Youssoupha		TC	GPI	Ju1 84	ENE A	5 jours
BEYE	Pape	ENE A	PLAN	PG	Ju1 84	TTU	26 jour
CISSE	Daour	ENE A	EMP	PG	Ju1 84	TTU	26 jour
UF	Waly	ENE A	EMP	PG	Ju1 84	TTU	26 jour

Fichier: L.PARTICIPANTS
 Rapport: septembre 1984
 Sélection: DATE contient SEP 84

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

Sélection: DATE contient FEV 85

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

Fichier: L.PARTICIPANTS

Rapport: MARS 1985

Page

Sélection: DATE contient MAR 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIOUF	Amacodou		COOP	GPI	Mar 85	ENEAE	11 jour
CAMARA	Oumar Ben Oumar		COOP	GPI	Mar 85	ENEAE	11 jour
DIOP	Souleymane		COOP	GPI	Mar 85	ENEAE	11 jour
NGOM	Mamadou		COOP	GPI	Mar 85	ENEAE	11 jour
BADIANE	Mamadou Coly		COOP	GPI	Mar 85	ENEAE	11 jour
SALL	Mamadou Kara		COOP	GPI	Mar 85	ENEAE	11 jour
NDIAYE	Babacar		COOP	GPI	Mar 85	ENEAE	11 jour
NGOM	Sonar		COOP	GPI	Mar 85	ENEAE	11 jour
DIAGNE	Manias		COOP	GPI	Mar 85	ENEAE	11 jour
SIGNATE	Diamé		COOP	GPI	Mar 85	ENEAE	11 jour
SENE	Massiga		COOP	GPI	Mar 85	ENEAE	11 jour
SY	Abdoulaye		COOP	GPI	Mar 85	ENEAE	11 jour
FRIGELOUNE	Mohamed Azdine		COOP	GPI	Mar 85	ENEAE	11 jour
HO	Bassinou		COOP	GPI	Mar 85	ENEAE	11 jour
ANNE	Mediouf		COOP	GPI	Mar 85	ENEAE	11 jour
DIALLO	Pape Ciné	ENEAE	COOP	MKT	Mar 85	ENEAE	5 jours
NDIAYE	Amadou Sarr	ENEAE	COOP	MKT	Mar 85	ENEAE	5 jours
SENE	Mansour	SE/CER	DF	MKT	Mar 85	ENEAE	5 jours
BEYE	Pape	ENEAE	PLAN	MKT	Mar 85	ENEAE	5 jours
BA	Cheikh	ENEAE	EMP	MKT	Mar 85	ENEAE	5 jours
DIOUF	Waly	ENEAE	EMP	MKT	Mar 85	ENEAE	5 jours
DIACK	Amadou	ENEAE	RA	MKT	Mar 85	ENEAE	5 jours
CISSE	Abdourahmane	ENEAE	COOP	MKT	Mar 85	ENEAE	5 jours
SOW	Nourou	ENEAE	ANIM	MKT	Mar 85	ENEAE	5 jours
DIENG	Djibril Diego	MDS	GOPEC	MKT	Mar 85	ENEAE	5 jours
FALL	Mandaw	MDS	GOPEC	MKT	Mar 85	ENEAE	5 jours
BA	Oumar	ENEAE	TC	MKT	Mar 85	ENEAE	5 jours
NDIAYE	Ablaye "Franky"	COOP	COOP	MKT	Mar 85	ENEAE	5 jours
KEITA	Alioune Badara	COOP	COOP	MKT	Mar 85	ENEAE	5 jours
P	Ndary	SE/CER		MKT	Mar 85	ENEAE	5 jours
DIOUF	Abdoulaye	ENEAE	PGR	MKT	Mar 85	ENEAE	5 jours
LY	Souleymane	MPC	DP/DPR	MKT	Mar 85	ENEAE	5 jours
FALL	Ibrahima	MDS	DDC	MKT	Mar 85	ENEAE	5 jours
BASSE	René	ENEAE	COOP	MKT	Mar 85	ENEAE	5 jours
FAYE	Abdoul Wahab	COOP	MBACKE	MKT	Mar 85	ENEAE	5 jours
NDIAYE	Mbaye Ndiaye	MDS		MKT	Mar 85	ENEAE	5 jours
NDONG	Babou	COOP		MKT	Mar 85	ENEAE	5 jours

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
COLY	Mamadou	MDS		GPI	Avr 85	ZING/KOLDA	5 jours
GUEYE	Saliou	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
SAGNA	Louis	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
BOCOUM	Kadji		CER	GPI	Avr 85	ZING/KOLDA	5 jours
BA	Mamadou		CER	GPI	Avr 85	ZING/KOLDA	5 jours
GUEYE	Aminata		CER	GPI	Avr 85	ZING/KOLDA	5 jours
NDAO	Aminata		CER	GPI	Avr 85	ZING/KOLDA	5 jours
ANE	Seynabou		CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIENG	Boubacar	SE/CER	AD/CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIEDIOU	Ousseynou	SE/CER	AD/CER	GPI	Avr 85	ZING/KOLDA	5 jours
FALL	Fatou		CER	GPI	Avr 85	ZING/KOLDA	5 jours
IRADIAN	Mamadou			GPI	Avr 85	ZING/KOLDA	5 jours
CAMARA	Mamadou Lamine			GPI	Avr 85	ZING/KOLDA	5 jours
ME	Rahim			GPI	Avr 85	ZING/KOLDA	5 jours
TRAORE	Bounahima		CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIOP	Ndèye Bineta		CER	GPI	Avr 85	ZING/KOLDA	5 jours
GASSAMA	Sékou	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
SANE	Abdou	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
BADIANE	Malamine		CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIAO	Maida		CER	GPI	Avr 85	ZING/KOLDA	5 jours
NDIONE	Juliette		CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIEDHIOU	Ousseynou	SE/CER	AD/CER	GPI	Avr 85	ZING/KOLDA	5 jours
SIDIBE	Mamadou	MDS	GOPEC	GPI	Avr 85	ZING/KOLDA	5 jours
DANIFF	Samy	SE/CER	AD/CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIOP	Abdoulaye	COOP	CRC	GPI	Avr 85	ZING/KOLDA	5 jours
GOMEZ	Thomas	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
CAMARA	Seynabou		CER	GPI	Avr 85	ZING/KOLDA	5 jours
FALL	Mor	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
SANE	Ibou	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
YE	Bigué		CER	GPI	Avr 85	ZING/KOLDA	5 jours
LELLE	Sandigui	SE/CER	AR/CER	GPI	Avr 85	ZING/KOLDA	5 jours
GANO	Ibrahima	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
BA	Ousmane	Stat.		GPI	Avr 85	ZING/KOLDA	5 jours
NGOM	Khady		CER	GPI	Avr 85	ZING/KOLDA	5 jours
SECK	Mame Coumba		CER	GPI	Avr 85	ZING/KOLDA	5 jours
BODIAN	Samsidine	SE/CER	Chef CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIOUM	Matouré	SE/CER	AR/CER	GPI	Avr 85	ZING/KOLDA	5 jours
DIOP	Abdoulaye	ENEA	PGR	TR	Avr 85	ENEA	5 jours
NDIAYE	Birame		ANIM	TR	Avr 85	ENEA	5 jours
DIOUF	NioKhobaye		ANIM	TR	Avr 85	ENEA	5 jours
SECK	Massamba		ANIM	TR	Avr 85	ENEA	5 jours
LO	Ismaila		ANIM	TR	Avr 85	ENEA	5 jours
NDIAYE	Sérigne Hady		ANIM	TR	Avr 85	ENEA	5 jours
MARA	Amady Almamy		ANIM	TR	Avr 85	ENEA	5 jours
THIAW	Daouda Ndick		ANIM	TR	Avr 85	ENEA	5 jours
NDAO	Babacar		ANIM	TR	Avr 85	ENEA	5 jours
LL	Ndongo		ANIM	TR	Avr 85	ENEA	5 jours
BADIANE	Cheikh		ANIM	TR	Avr 85	ENEA	5 jours
GUEYE	Mamadou		ANIM	TR	Avr 85	ENEA	5 jours
DIA	Mamadou		ANIM	TR	Avr 85	ENEA	5 jours
MRENGUE	Andalla		ANIM	TR	Avr 85	ENEA	5 jours
CISS	Soulèye		ANIM	TR	Avr 85	ENEA	5 jours
FALL	Cheikh		ANIM	TR	Avr 85	ENEA	5 jours

Fichier:L.PARTICIPANTS

Rapport: AVRIL 1985

Sélection: DATE contient AVR 85

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
KONARE	Boubacar F.		ANIM	TR	Avr 85	ENEA	5 jours
ILLALKAMAR	Ag Oumar		ANIM	TR	Avr 85	ENEA	5 jours
GUEYE	Fatoumata		ANIM	TR	Avr 85	ENEA	5 jours
BA	Salimata		ANIM	TR	Avr 85	ENEA	5 jours
DIOLF	Saliou		ANIM	TR	Avr 85	ENEA	5 jours
DIAW	Sérigne Touba		ANIM	TR	Avr 85	ENEA	5 jours
SEYBOU	Binta		ANIM	TR	Avr 85	ENEA	5 jours
SANGO	Oumar		ANIM	TR	Avr 85	ENEA	5 jours

Fichier: L.PARTICIPANTS

Rapport: MAI 1985

Sélection: DATE contient MAI 85

Page

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

Fichier:L.PARTICIPANTS

Rapport: JUIN 1985

Sélection: DATE contient JUN 85

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIOP	Abdoulaye	ENEA	PGR	GP11	Jun 85	ENEA	4 jours
NDIAYE	Birame		ANIM	GP11	Jun 85	ENEA	4 jours
DIOUF	Niokhobaye		ANIM	GP11	Jun 85	ENEA	4 jours
SECK	Massamba		ANIM	GP11	Jun 85	ENEA	4 jours
LO	Ismaila		ANIM	GP11	Jun 85	ENEA	4 jours
NDIAYE	Sérigne Hady		ANIM	GP11	Jun 85	ENEA	4 jours
MARA	Amady Almamy		ANIM	GP11	Jun 85	ENEA	4 jours
THIAW	Daouda Ndick		ANIM	GP11	Jun 85	ENEA	4 jours
NDAO	Babacar		ANIM	GP11	Jun 85	ENEA	4 jours
FALL	Ndongo		ANIM	GP11	Jun 85	ENEA	4 jours
BADIANE	Cheikh		ANIM	GP11	Jun 85	ENEA	4 jours
GUEYE	Mamadou		ANIM	GP11	Jun 85	ENEA	4 jours
DIA	Mamadou		ANIM	GP11	Jun 85	ENEA	4 jours
DIAGUE	Andalla		ANIM	GP11	Jun 85	ENEA	4 jours
CISS	Soulèye		ANIM	GP11	Jun 85	ENEA	4 jours
FALL	Cheikh		ANIM	GP11	Jun 85	ENEA	4 jours
KONARE	Boubacar F.		ANIM	GP11	Jun 85	ENEA	4 jours
ILLALKAMAR	Ag Oumar		ANIM	GP11	Jun 85	ENEA	4 jours
GUEYE	Fatoumata		ANIM	GP11	Jun 85	ENEA	4 jours
BA	Salimata		ANIM	GP11	Jun 85	ENEA	4 jours
DIOUF	Saliou		ANIM	GP11	Jun 85	ENEA	4 jours
DIAW	Sérigne Touba		ANIM	GP11	Jun 85	ENEA	4 jours
SEYBOU	Binta		ANIM	GP11	Jun 85	ENEA	4 jours
SANGO	Dumar		ANIM	GP11	Jun 85	ENEA	4 jours
THIAM	Moustapha		EMP	GP11	Jun 85	ENEA	4 jours
SOW	Adama		EMP	GP11	Jun 85	ENEA	4 jours
DIOP	Alioune		EMP	GP11	Jun 85	ENEA	4 jours
SECK	Mame Seynabou		EMP	GP11	Jun 85	ENEA	4 jours
DIOP	Bassinou		EMP	GP11	Jun 85	ENEA	4 jours
DIOP	Mohamet		EMP	GP11	Jun 85	ENEA	4 jours
NDIAYE	Alboury		EMP	GP11	Jun 85	ENEA	4 jours
BA	Demba		EMP	GP11	Jun 85	ENEA	4 jours
SOW	Mohamed Elh		EMP	GP11	Jun 85	ENEA	4 jours
GBAGUIDI	Rufin S.G		EMP	GP11	Jun 85	ENEA	4 jours
LY	Abdourakhmane		EMP	GP11	Jun 85	ENEA	4 jours
DJITTE	Gora		EMP	GP11	Jun 85	ENEA	4 jours
LY	Saliou		EMP	GP11	Jun 85	ENEA	4 jours
TALL	Samba		EMP	GP11	Jun 85	ENEA	4 jours
NDIAYE	Seydina Oumar		EMP	GP11	Jun 85	ENEA	4 jours
KANTE	Soulèye		EMP	GP11	Jun 85	ENEA	4 jours
FALL	Maguette		EMP	GP11	Jun 85	ENEA	4 jours
MBALLO	Alpha		EMP	GP11	Jun 85	ENEA	4 jours

Fichier: L.PARTICIPANTS

Rapport: JUILLET 1985

Sélection: DATE contient JUL 85

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIAKHATE	Moctar	COOP	DOP	GP	Jul 85	TTU	26 jour
SECK	Mansour	COOP	Directeur	GP	Jul 85	TTU	26 jour
SADIO	Amadou	B.O.M	Président	GP	Jul 85	TTU	26 jour
FALL	Latsoukabé	S.A.E.D		GP	Jul 85	TTU	26 jour
DIAW	El Hadj	ITA		GP	Jul 85	TTU	26 jour
DIALLO	Pape Ciré	ENEA	COOP	GP	Jul 85	TTU	26 jour
SENE	Mansour	SE/CER	DF	GP	Jul 85	TTU	26 jour
CISSE	Abdourahmane	ENEA	COOP	GP	Jul 85	TTU	26 jour
SOW	Nourou	ENEA	ANIM	GP	Jul 85	TTU	26 jour
DIENG	Djibril Diego	MDS	GOPEC	GP	Jul 85	TTU	26 jour
BA	Oumar	ENEA	TC	GP	Jul 85	TTU	26 jour
DIOP	Abdoulaye	ENEA	PGR	GP	Jul 85	TTU	26 jour
PASSE	René	ENEA	COOP	GP	Jul 85	TTU	26 jour
	Malick	MDR	CP	GP	Jul 85	TTU	26 jour
SEYDI	Youssouf	SE/CER	Secrétaire	GP	Jul 85	TTU	26 jour
DIOP	Abdoulaye	COOP	CRC	GP	Jul 85	TTU	26 jour
MAR	Dame	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
SYLLA	Babacar	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
NDIAYE	Momar	MPC	DP/DPR	GPI	Jul 85	St.Louis/Louga	5 jours
MBAYE	Babacar	MPC	DP/DPR	GPI	Jul 85	St.Louis/Louga	5 jours
THIAM	Amath	COOP	S.Régional	GPI	Jul 85	St.Louis/Louga	5 jours
FAYE	Adama	MHY		GPI	Jul 85	St.Louis/Louga	5 jours
DIALLO	Thierno Ousmane	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
DIOP	Amadou Diakha	COOP	S.Régional	GPI	Jul 85	St.Louis/Louga	5 jours
AIDARA	Maodo	COOP	S.Régional	GPI	Jul 85	St.Louis/Louga	5 jours
DIOP	Tafsir Malick	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
SARR	Amadou Fall	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
SECK	Ismaila	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
DIOP	Amadou B.	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
	Moctar	SE/CER	AR/CER	GPI	Jul 85	St.Louis/Louga	5 jours
FALL	Abou	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
BA	Amadou Fadel	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
SAW	Malick	SE/CER	Chef CER	GPI	Jul 85	St.Louis/Louga	5 jours
BA	Mohamed El BA.	SE/CER	CER	GPI	Jul 85	St.Louis/Louga	5 jours
SAW	Boubacar	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
DIOUR	Moustapha	SE/CER	CER	GPI	Jul 85	St.Louis/Louga	5 jours
NDIAYE	Souléymane	SE/CER	AD/CER	GPI	Jul 85	St.Louis/Louga	5 jours
BARRO	Amadou	MDS	GOPEC	GPI	Jul 85	St.Louis/Louga	5 jours
KARE	Ndiang	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
DIOP	Amadou Samba	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
SECK	Moctar	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
CISSE	Babou	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
CISSE	Abdourahmane	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
KANTE	Moussa M.	SE/CER	AR/CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
DIALLO	Papa Fodé	SE/CER	AR/CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
SARR	Henry	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
PASSE	Amadou	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
GAYE	Mody	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
BA	Djibril	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
BA	Moustapha	SE/CER	AD/CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
NIANE	Alioune B.			GPI	Jul 85	STLOUIS/LOUGA	5 jours
GAYE	Atmane	SE/CER	Chef CER	GPI	Jul 85	STLOUIS/LOUGA	5 jours
GUYENE	Demba	COOP	S.Régional	GPI	Jul 85	STLOUIS/LOUGA	5 jours

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Rapport: JUILLET 1985

Sélection: DATE contient JUL 85

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
NGOM	Baba	COOP	CGUCOMART	MKT	Jul 85	THIES	5 jours
GAYE	Demba	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDIAYE	Mamadou Issa	COOP	CG	MKT	Jul 85	THIES	5 jours
NIASS	Momar	COOP	DCOOP	MKT	Jul 85	THIES	5 jours
NDIAYE	Doudou	COOP	CGURCAP	MKT	Jul 85	THIES	5 jours
NDIAYE	Moussa	COOP	DAC	MKT	Jul 85	THIES	5 jours
GUEYE	Mamadou Bineta	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDIAYE	Massiga	COOP	DAC	MKT	Jul 85	THIES	5 jours
DIALLO	Djibril	COOP	CG	MKT	Jul 85	THIES	5 jours
GUEYE	Doubou	COOP	DAC	MKT	Jul 85	THIES	5 jours
DIAO	Mountaga	COOP	CG	MKT	Jul 85	THIES	5 jours
FAYE	Mame Birame	COOP	CRC	MKT	Jul 85	THIES	5 jours
SARR	Babacar	COOP	CRC	MKT	Jul 85	THIES	5 jours
AM	Amath	COOP	S.Régional	MKT	Jul 85	THIES	5 jours
DIÀKHATE	Moctar	COOP	CRC	MKT	Jul 85	THIES	5 jours
SECK	El Hadji Momar	COOP	CG	MKT	Jul 85	THIES	5 jours
GAYE	Ibrahima	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDIAYE	Daouda	COOP	CRC	MKT	Jul 85	THIES	5 jours
AIDARa	Mawdo	COOP	DAC	MKT	Jul 85	THIES	5 jours
GUEYE	Cheikh.A.Tidian	COOP	CRC	MKT	Jul 85	THIES	5 jours
BEYE	Moussa	COOP	DAC	MKT	Jul 85	THIES	5 jours
NDONG	Babou	COOP	CRC	MKT	Jul 85	THIES	5 jours
SOW	Babacar	COOP	DAC	MKT	Jul 85	THIES	5 jours
DIARRA	Thié	COOP	CG	MKT	Jul 85	THIES	5 jours
DIOP	Abdoulaye	COOP	CRC	MKT	Jul 85	THIES	5 jours
NDIAYE	Amadou Sarr	ENEA	COOP	PG	Jul 85	TTU	26 jour
CARVALHO	Léopold Louis	MDS	DAR	PG	Jul 85	TTU	26 jour
DIACK	Amadou	ENEA	RA	PG	Jul 85	TTU	26 jour

N.

Fichier: L.PARTICIPANTS
 Rapport: JANVIER 1986
 Sélection: DATE contient JAN 86

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
GUEYE	Bara		R APP	FORM	Jan 86	ENEA	5 jours
NDOUR	Koumar		AMEN	FORM	Jan 86	ENEA	5 jours
DIALLO	Ciné		C.COOP	FORM	Jan 86	ENEA	5 jours
GAYE	Ibrahima		PLAN	FORM	Jan 86	ENEA	5 jours
SENE	Mansour		DECEN	FORM	Jan 86	ENEA	5 jours
DIAGNE	Assane		DECEN	FORM	Jan 86	ENEA	5 jours
DIA	Marius		DECEN	FORM	Jan 86	ENEA	5 jours
MBENGUE	Maguette		DECEN	FORM	Jan 86	ENEA	5 jours
DIOP	Moussa		PLAN	FORM	Jan 86	ENEA	5 jours
SOW	Aboubacar		PLAN	FORM	Jan 86	ENEA	5 jours
NDIAYE	Momar		STAT	FORM	Jan 86	ENEA	5 jours
HADJ	Amadou		AMEN	FORM	Jan 86	ENEA	5 jours

Fichier: L.PARTICIPANTS

Rapport: FEVRIER 1986

Sélection: DATE contient FEV 86

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIALLO	Ciné		PGR	GESP	Fev 86	ENEA	5 jours
GALOUP	Alain		AMEN	GESP	Fev 86	ENEA	5 jours
GALOUP	Alain		AMEN	GESP	Fev 86	ENEA	5 jours
CISSE	El Hadj Daour		CEMP	GESP	Fev 86	ENEA	5 jours
SOW	Norou		CA	GESP	Fev 86	ENEA	5 jours
GUEYE	Mamadou		RA	GESP	Fev 86	ENEA	5 jours
NIANE	Souleymane N.		BOM	GESP	Fev 86	ENEA	5 jours
DIONE	Moussa		AR.CER.DK	GESP	Fev 86	ENEA	5 jours
BA	Amadou		SODEVA	GESP	Fev 86	ENEA	5 jours
THIONE	Abdou Aziz		PDESO	GESP	Fev 86	ENEA	5 jours
SECK	Yeri		MPC/DP/DPR	GESP	Fev 86	ENEA	5 jours
DIAL	Balla		MPC/DP/DPR	GESP	Fev 86	ENEA	5 jours
RENE	Mame N'Diobo		MDR/DAG/DAP	GESP	Fev 86	ENEA	5 jours
RE	Kadialiou		DAT/SED	GESP	Fev 86	ENEA	5 jours
SOW	Diarra		DAT/SED	GESP	Fev 86	ENEA	5 jours
LY	Harouna I.		DAT/SED	GESP	Fev 86	ENEA	5 jours
KONTEYE	Demba		SOMIVAC	GESP	Fev 86	ENEA	5 jours
DIA	Papa I.		FAPIS/EISNV	GESP	Fev 86	ENEA	5 jours
BEYE	Souleymane		I.R.EAUX ET.	GESP	Fev 86	ENEA	5 jours
DIOP	Youssoupha		SAED	GESP	Fev 86	ENEA	5 jours
NDIAYE	Papa		SODAGRI	GESP	Fev 86	ENEA	5 jours
SAMB	Samba Laobé		Cher.indép	GESP	Fev 86	ENEA	5 jours
CABARET	Michel		FAPIS/EUSMV	GESP	Fev 86	ENEA	5 jours

25

Sélection: DATE contient MAR 86

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIOUF	Latyr		AMEN	MAG	Mar 86	ENEA	1 jour
FALL	Fallou		AMEN	MAG	Mar 86	ENEA	1 jour
HAMA	Amadou		AMEN	MAG	Mar 86	ENEA	1 jour
NDIAYE	Sérigne Hady		ANIM	MAG	Mar 86	ENEA	1 jour
SONKO	Souahibou		PLAN	MAG	Mar 86	ENEA	1 jour
GAYE	Mouhamet		EMP	MAG	Mar 86	ENEA	1 jour
DIOF	Alicoune		EMP	MAG	Mar 86	ENEA	1 jour
DIOUF	Thierno		STAT	MAG	Mar 86	ENEA	1 jour
CAMARA	Mayacine		STAT	MAG	Mar 86	ENEA	1 jour
NGOM	Sonar		COOP	MKT	Mar 86	ENEA	5 jours
BENGELOUN	Mouhamed Ezzedi		COOP	MKT	Mar 86	ENEA	5 jours
BADIANE	Amadou Colly		COOP	MKT	Mar 86	ENEA	5 jours
NDIAYE	Babacar		COOP	MKT	Mar 86	ENEA	5 jours
	Abdoulaye		COOP	MKT	Mar 86	ENEA	5 jours
NGOM	Mamadou		COOP	MKT	Mar 86	ENEA	5 jours
SAKHO	Bassirou		COOP	MKT	Mar 86	ENEA	5 jours
SIGNATE	Diamé		COOP	MKT	Mar 86	ENEA	5 jours
DIAGNE	Magnasse		COOP	MKT	Mar 86	ENEA	5 jours
SENE	Massiga		COOP	MKT	Mar 86	ENEA	5 jours
DIOF	Souleymane		COOP	MKT	Mar 86	ENEA	5 jours
SALL	Mamadou Kara		COOP	MKT	Mar 86	ENEA	5 jours
CAMARA	Oumar Ben Oumar		COOP	MKT	Mar 86	ENEA	5 jours
DIOUR	Amakodou		COOP	MKT	Mar 86	ENEA	5 jours
ANNE	Médiouf		COOP	MKT	Mar 86	ENEA	5 jours

Fichier: L.PARTICIPANTS

Rapport: MAI 1986

Sélection: DATE contient MAI 86

Page

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
SANGHO	Dumar		ANIM	GP111	Mai 86	ENE	10 jour
GAYE	Mouhamed Dumar		EMP	GP111	Mai 86	ENE	10 jour
LO	Ismael		ANIM	GP111	Mai 86	ENE	10 jour
DJITTE	Gora		EMP	GP111	Mai 86	ENE	10 jour
DIA	Mamadou		ANIM	GP111	Mai 86	ENE	10 jour
NDIAYE	Sérigne Hady		ANIM	GP111	Mai 86	ENE	10 jour
NDIAYE	Seydina Omar		EMP	GP111	Mai 86	ENE	10 jour
GBAGUEDE	Rufin		EMP	GP111	Mai 86	ENE	10 jour
BA	Demba		EMP	GP111	Mai 86	ENE	10 jour
THIAW	Daouda Ndick		ANIM	GP111	Mai 86	ENE	10 jour
LY	Saliou		EMP	GP111	Mai 86	ENE	10 jour
MARA	Almamy Mamady		ANIM	GP111	Mai 86	ENE	10 jour
RA	Salimata		ANIM	GP111	Mai 86	ENE	10 jour
AM	Moustapha		EMP	GP111	Mai 86	ENE	10 jour
FALL	Magath		EMP	GP111	Mai 86	ENE	10 jour
LY	Abdourahmane		EMP	GP111	Mai 86	ENE	10 jour
NDIAYE	Birame		ANIM	GP111	Mai 86	ENE	10 jour
FALL	Ndongo		ANIM	GP111	Mai 86	ENE	10 jour
SOW	Mohamed El Habi		EMP	GP111	Mai 86	ENE	10 jour
BADIANE	Cheikh		ANIM	GP111	Mai 86	ENE	10 jour
GUEYE	Fatoumata		ANIM	GP111	Mai 86	ENE	10 jour
SECK	Massamba F.		ANIM	GP111	Mai 86	ENE	10 jour
DIOUF	Saliou		ANIM	GP111	Mai 86	ENE	10 jour
GUEYE	Mamadou		ANIM	GP111	Mai 86	ENE	10 jour
SOW	Adama		EMP	GP111	Mai 86	ENE	10 jour
NDAO	Babacar		ANIM	GP111	Mai 86	ENE	10 jour
KONARE	Boubacar		ANIM	GP111	Mai 86	ENE	10 jour
CISS	Soulèye		ANIM	GP111	Mai 86	ENE	10 jour
FALL	Cheikh		ANIM	GP111	Mai 86	ENE	10 jour
K	Mame Seynabou		EMP	GP111	Mai 86	ENE	10 jour
BOU	Bintou		ANIM	GP111	Mai 86	ENE	10 jour
DIOP	Alioune		EMP	GP111	Mai 86	ENE	10 jour
KANTE	Soulèye		EMP	GP111	Mai 86	ENE	10 jour
OUMAR	Illal Kamar Ali		ANIM	GP111	Mai 86	ENE	10 jour
TALL	Samba		EMP	GP111	Mai 86	ENE	10 jour
MBALLO	Alpha		EMP	GP111	Mai 86	ENE	10 jour
NDIAYE	Alboury		EMP	GP111	Mai 86	ENE	10 jour
MBENGUE	Andalla		ANIM	GP111	Mai 86	ENE	10 jour
GAYE	Mouhamet		EMP	GP111	Mai 86	ENE	10 jour
DIOUF	Niokhobaye		ANIM	GP111	Mai 86	ENE	10 jour
NDAW	Sérigne T.		ANIM	GP111	Mai 86	ENE	10 jour

Fichier: L.PARTICIPANTS

Rapport: JUIN 1986

Sélection: DATE contient JUN 86

Page

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

Fichier: L.PARTICIPANTS

Rapport: DECEMBRE 1986

Page 1

Sélection: DATE contient DEC 86

NOM	PRENOM	SERVICE	POSTE	THEME	DATE	LIEU	DUREE
DIEME	Malang	DAC	ZIGUINCHOR	GP	Dec 86	ENEA	3 Jours
MARI	Ousmane	AVD	BIGNONA	GP	Dec 86	ENEA	3 Jours
DIEME	Arona	AVD	BIGNONA	GP	Dec 86	ENEA	3 Jours
GOUDIABY	Chamsdine	AVD	BIGNONA	GP	Dec 86	ENEA	3 Jours
GOUDIABY	Assouga	AVD	BIGNONA	GP	Dec 86	ENEA	3 Jours
SOW	Amadou	IEP	SEDHIOU	GP	Dec 86	ENEA	3 Jours
AIDARA	Chamsdine	DAC	BAKEL	GP	Dec 86	ENEA	3 Jours
BABY	Arona	SAED	BAKEL	GP	Dec 86	ENEA	3 Jours
DIARRA	Lansana	P.ELEVAGE	BAKEL	GP	Dec 86	ENEA	3 Jours
KA	Bakari	P.ELEVAGE	BAKEL	GP	Dec 86	ENEA	3 Jours
MAGASSA	Arona	P.ELEVAGE	BAKEL	GP	Dec 86	ENEA	3 Jours
KANE	Bouna Elimane	DAC	MATAM	GP	Dec 86	ENEA	3 Jours
TIOUB	Abou	SAED	MATAM	GP	Dec 86	ENEA	3 Jours
...	Mamadou	SAED	MATAM	GP	Dec 86	ENEA	3 Jours
KANE	Aboubacry	DAC	PODOR	GP	Dec 86	ENEA	3 Jours
LY	Mamour	DAC	PODOR	GP	Dec 86	ENEA	3 Jours
GUISSE	Samba	SAED	PODOR	GP	Dec 86	ENEA	3 Jours
THIAM	Samba Ciré	SAED	PODOR	GP	Dec 86	ENEA	3 Jours
NDIAITE	Aminata Maro	G.M.MBOUBA	PODOR	GP	Dec 86	ENEA	3 Jours
SAM	Awaly	G.M.MBOUBA	PODOR	GP	Dec 86	ENEA	3 Jours
NDIAYE	Fodé Silèye	A.R.NDIOUM	PODOR	GP	Dec 86	ENEA	3 Jours
DIANE	Ibrahima S.	DAC	DAGANA	GP	Dec 86	ENEA	3 Jours
KEBE	Momar	SAED	DAGANA	GP	Dec 86	ENEA	3 Jours
DIOP	Souleymane	COOP.DAGANA	DAGANA	GP	Dec 86	ENEA	3 Jours
FALL	Ibra Thioro	ABC	KOKI	MKT	Dec 86	ENEA	5 Jours
BARRY	Boubacar	ABC	BONCONTO	MKT	Dec 86	ENEA	5 Jours
GUISSE	Alboury	ABC	BARKEDJI	MKT	Dec 86	ENEA	5 Jours
COLY	Paul	ABC	ZIGUINCHOR	MKT	Dec 86	ENEA	5 Jours
SALL	Mamadou Kara	ABC	TAMBACOUNDA	MKT	Dec 86	ENEA	5 Jours
... VE	Dame	ABC	NDAME (TOUBA	MKT	Dec 86	ENEA	5 Jours
DIALLO	Babacar	ABC	TOUBACOUTA	MKT	Dec 86	ENEA	5 Jours
NDIAYE	Malick	ABC	NDOFFANE	MKT	Dec 86	ENEA	5 Jours
GAYE	Daouda	ABC	NIROU DU RIP	MKT	Dec 86	ENEA	5 Jours
DIOP	Dibacor	ABC	TATTAGUINE	MKT	Dec 86	ENEA	5 Jours
MBOU	Mahabdou		DAKAR	MKT	Dec 86	ENEA	5 Jours
DIOP	Djibril	ABC	SEBIKOTANE	MKT	Dec 86	ENEA	5 Jours
WADE	Mlle Absa	ABC	DAGANA	MKT	Dec 86	ENEA	5 Jours
DIANE	Ibrahima Sassy	ABC	DAGANA	MKT	Dec 86	ENEA	5 Jours
SYLLA	Mahamadou	ABC	SARAYA	MKT	Dec 86	ENEA	5 Jours
NDIAYE	Andrien	ABC	PAMBAL	MKT	Dec 86	ENEA	5 Jours
NDIAYE	Mamadou	DAC	BAKEL	MKT	Dec 86	ENEA	5 Jours

TEXAS TECH UNIVERSITY

ANNEXE B

TRAINING PROGRAM IN RURAL MANAGEMENT

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

- 1 - COURS EN GESTION DE PROJET
- 2 - COURS EN MARKETING
- 3 - COURS DE METHODOLOGIE
- 4 - EDUCATION NON-FORMELLE

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY

STAGE EN GESTION DE PROJET

MODULE I : INTRODUCTION A LA GESTION DES PROJETS

1er jour

1. Introduction :
2. Une Simulation: L'Identification d'un Programme de Développement:
"Le Cas du Budget de la Communauté Rurale de Dimbele"
3. Document : Comprendre les Projets et le Cycle d'un Projet.
Processus de décision organisationnel.

2ème jour

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

3ème jour

1. Exercise : Le Cadre Logique.
2. Elaboration d'un Projet en utilisant le Cadre Logique :
Etude de Cas : "Le Projet Rizicole de la Communauté Rurale de XIIF".

4ème jour

1. Exécution d'un projet - La prise de décision.
2. Corbeille des Affaires à examiner : "Le Projet d'Aménagement du Ranch
Communautaire de Leegi Leegi".
3. Le Role du Manager d'un Projet.
4. Une Simulation: "Le Projet d'Elevage de Volaille de Keur Free".
5. Document : Options en matière d'organisation pour la Gestion des Projets.

5ème jour

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

6ème jour

1. Révision.
2. Evaluation.

ENEA PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY

STAGE EN GESTION DE PROJET

MODULE II : LA GESTION FINANCIERE

1er jour

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

2ème jour

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

3ème jour

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

4ème jour

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

5ème jour

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

ENEA PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY

STAGE EN GESTION DE PROJET

MODULE III: LA COMMUNICATION ET LE FINANCEMENT

1er jour

1. Introduction.
2. La communication en général. Principes de communication participative. La communication dans le développement rural. Encadrement, sensibilisation, et les média. (B. Touré, C. Diallo)
3. Document : Communication
 - Introduction
 - Information en gestion.

2ème jour

1. La communication et le management.
2. Simulation: "La Division d'Etudes et de Programmes."
3. Exercices pour améliorer les facultés de communication: Inventaire des facultés de communications, "La créativité", "L'orientation au temps", "Langue et signification", "L'efficacité du groupe de travail".

3ème jour

1. Le rôle de la communication dans le financement de projets. Financement de projets - les ONGs. Discussion. Documents: Africaine, Inc.; CCF au service de l'enfant.
2. Simulation: "L'utilisation des Guides des Sources de Financement de Projets."
Documents: Les Guides des Sources de Financement.

4ème jour

1. Financement de projets - création et développement d'entreprise. Les grandes lignes. La situation de l'entreprise au Sénégal.
2. Exercices : "Les freins d'imagination".

5ème jour

1. Création et développement d'entreprise (continué).
Film : Le développement d'entreprise

6ème jour

1. Etude de cas comptable.
Documents : "La caisse nationale de crédit agricole".
2. Le rôle des femmes en développement et des agents féminins.
Simulation: "Le Cas de Daba Kebé."

7ème jour

1. Quelques exemples de la communication et autres aspects managériaux de projets de développement rural.
Etude de cas : "La santé villageoise à Wally".
2. Gestion de projets de l'assainissement de l'environnement.
Documents: "Assainissement et développement rural":
"La gestion des ressources naturelles".

8ème jour

1. Gestion de projets d'alphabétisation.
Simulation: "Le projet régional d'alphabétisation fonctionnelle".
2. Etude de cas d'un projet employant un système de comptabilité non-alphabète: "Le Tableau Budgetaire de Keur Serigne Bassirou."

9ème jour

1. Révision.
2. Discussion et évaluation.

E.N.E.A. PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY

MARKETING I

LES CONCEPTS DE BASE

1er jour

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

2ème jour

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

3ème jour

1. Identification des Marchés - Sélection des produits - Evaluation de la demande et du marché potentiel.
2. Séminaire sur la segmentation des marchés : Segmentation des marchés agricoles sénégalais.
3. Etude de cas.
Objet : "Segmentation des Marchés (maraichage)".

4ème jour

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

5ème jour

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

6ème jour

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

MARKETING II

LES STRATEGIES DE MARKETING

1er jour

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

2ème jour

1. La distribution
2. Le prix

3ème jour

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

4ème jour

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

5ème jour

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

MARKETING III

METHODES DE RECHERCHE EN MARKETING

1er jour

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

2ème jour

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

3ème jour

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

4ème jour

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

5ème jour

Analyse et résolution des problèmes.

6ème jour

Résumé et évaluation.

ENEA PROJET DE GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY

SEMINAIRE SUR LA FORMATION DES FORMATEURS

1er jour

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

2ème jour

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

3ème jour

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

4ème jour

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

E.N.E.A PROJET GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY

STAGE EN TECHNIQUES DE RECHERCHE

1er jour

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

2ème jour

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

3ème jour

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

4ème jour

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

5ème jour

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

6ème jour

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

E.N.E.A. PROJET DE GESTION RURALE
ECOLE NATIONALE D'ECONOMIE APPLIQUEE - TEXAS TECH UNIVERSITY

FORMATION EN GESTION BUDGETAIRE

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

1. Matériaux de formation :

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

2. Méthodes pédagogiques :

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

3. Participants :

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

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

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

TEXAS TECH UNIVERSITY

ANNEXE C

WORKSHOP IN MARKETING : CONCEPTS DE BASE

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

43

MARKETING WORKSHOP REPORT

The workshop was held between December 1st and December 6th 1986 at ENEA. This workshop is one in the series of workshops to be held in order to train a targeted 150 to 200 cooperative service agents. It was intended for the lower level agents (ABC = agent de base de la coopération). The participants were selected from all ten regions of Senegal. The workshop was conducted by Lapodini Atouga of CAIDS (Texas Tech University), Bara Guèye of ENEA, Ciré Diallo of ENEA and Abdourahmane Cissé also from ENEA.

The workshop used action training based on case studies developed from Senegalese experiences. The objective was to provide an introduction to marketing principles and decision making within the context of the Senegalese cooperation movement. For the workshops the participants were divided into groups after they had worked alone on the case studies. Participation was good. However the total number of participants expected was not reached. Out of 25 participants only 16 showed up. From the list of the participants we noticed that the absentees are agents from Ziguinchor and Thiès. We have no explanation for thiès, but it seems to us that the agents from Ziguinchor could not come because they lacked means of transportation. The participants were chosen from the ten administrative regions (2 by region) and from the direction of the service of cooperation.

At the end of the workshop, evaluation questionnaire were administered to the participants. The results were quite satisfactory. More than 80% of the participants liked the workshop in general and the material used. One hundred percent found the action training method and the team's work interesting. Seventy two percent judged the workshop more interesting than any course they had ever taken from ENEA.

RECOMMENDATION

There is a high level of interest among members of the cooperative service in marketing training. In order to cover the cooperative service needs training wise, at least 5 more workshops should be held. This will require that ENEA and the cooperative service get together to set a schedule of workshops to be followed strictly.

TEXAS TECH UNIVERSITY

ANNEXE D

REPORT ON THE MARKETING PROGRAM

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

REPORT ON THE STATUS OF THE MARKETING PROGRAM AS OF DECEMBER 31TH 1986

INTRODUCTION

The Senegalese cooperative service has been reorganized several times to meet the changing social, political and economic situation or needs of the country. Since 1984, the Rural Management Project of ENEA financed by USAID and implemented by the Center of Applied International Development Studies (CAIDS) of Texas Tech University, has set out to train cooperative agents in marketing. With the disengagement of the state from sectors of the agricultural industry, several activities will fall in to the hands of the cooperative service and the farmers. Therefore, cooperative agents as well as farmers need marketing tools in order to manage their agricultural enterprises. The plan has been to train trainers and at least 1/3 to 2/5 of the cooperative agents in the field, all this in addition to the marketing modules to be established at ENEA. The training comprises three levels or steps. First there is the marketing concepts module, called Marketing I. The second module is Marketing II and consists of applying marketing concepts to the development of marketing strategies given certain situations. The third module or Marketing III is research-oriented. These three modules have not all been satisfactorily introduced as planned, due to scheduling problems and the "perdiem" problem.

Objective of the program

As stated earlier, the objective of this program is to introduce cooperative agents and cooperative members to the concepts of marketing. Because of the time constraint, this program could not expect to reach all the agents and cooperative members of Senegal. So the strategy was to train trainers who will in turn train others in the field. While training trainers, the technical team was also training some agents in the field.

Modules I and II were designed for all while Module III is designed for ENEA staff.

Module I (Marketing I) has been widely tested. It has been used in six different workshops since March 1985, with the following groups : ENEA staff, Inspectors of cooperation, 2 groups of ABCS, Students at ENEA (2 promotions). Module II has only been tested with ENEA staff, in March 1985. Module III is about to be tested with the same group this spring.

4/2

Observations

Although the program is not entirely completed, its main objective has been achieved. First of all a good nucleus of trainers has been created at ENEA. It includes Bara Guèye who was trained in the USA, Ciré Diallo an assistant at ENEA who has been involved with the program from the start and Abdourahmane Cissé also from ENEA who has actively worked in many workshops. These three could carry on the program after the departure of the agricultural economist.

Second the material for Module I and II is ready. For the first Module it has been put together as a booklet.

Thirdly, more than 1/3 of the cooperative agents have been introduced to the program. However they have not gone through the second module, which is the most important because the strategies are the ultimate goal to be achieved with the concepts. We hope ENEA can accomplish this in 1987.

Remark

In order for the program to continue and be highly successful, the three people cited above have to be appointed full time to it. Second, both ENEA and the cooperative service have to set a schedule for the workshops and then put together the means to execute them.

TEXAS TECH UNIVERSITY

ANNEXE E

REPORT ON INFORMATION SYSTEMS TRAINING
COURSE SYLLABUS

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

TEXAS TECH UNIVERSITY

ANNEXE E.1

REPORT ON INFORMATION SYSTEMS TRAINING

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

RURAL MANAGEMENT PROJECT
ECOLE NATIONALE D'ECONOMIE APPLIQUEE
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES

Report on Progress in Computer Training

Since our last six-month report, the Texas Tech team has devoted a considerable amount of time and effort in the area of computer training of trainers. On the whole, we have made progress in this area, though problems have been encountered.

An outline curriculum of the computer training course is included with this report. Because of lack of space, the training materials themselves are not included; they are available from the technical assistance team upon request.

The reader is referred to the CAIDS Fifth Six Month Report (1 January - 30 June 1986) for a more detailed explanation of how we redesigned our approach to computer training during this period. Briefly, we moved from a "teaching of software" approach aimed at training as many users at ENEA as possible to a training of trainers approach which has emphasized a more thorough and rigorous treatment of microcomputer systems. This new approach has been aimed at a smaller group of ENEA staff members who, it is hoped, will serve as trainers for other staff and students in the future.

The project team member in charge of computer training spent most of the period from July 86 through September 86 developing training materials with the collaboration of two ENEA staff members, the director of Recherche Appliquée and the project research assistant. Creating the training materials consisted of making outlines for the course in general and for each training "module" in particular, developing lecture notes for the presentation of each module, locating and collecting available readings, designing and writing hands-on exercises to practice the basic concepts presented, developing audio-visual materials such as overhead transparencies, and so on.

As of this writing, about half of the training has been completed. Overall, we are pleased with the effectiveness of the training materials. Although a formal evaluation has not been performed, trainees are apparently grasping the basic concepts presented in the course outline. Since this is a first test of the training materials, much has been learned about how to revise and improve them. Some important, though not major, changes are planned before the materials are made into a manual for future use by ENEA staff.

Since the training has not yet been completed, an analysis of its overall impact on the trainees and on computer training and use at ENEA in general is not possible. Such an analysis will be included in our next major report to AID.

One problem which has again appeared in the implementation of this training, as it has with other project activities in the past, is one of attendance on the part of trainees. Since this phenomenon is a recurrent one, the project team tried to solve the problem at the start by meeting with training participants and having them establish a suitable class schedule. This was accomplished and worked for a while, then little by little attendance problems began to develop. Since the training was fairly intensive by nature and the number of participants (10) so small, a real effort was made to keep all the trainees at more or less the same level. This is difficult when trainees do not report their absences in advance (as requested) and when they miss several classes in a row.

The attendance problems were situated at two levels: personal and institutional. On the personal level, excuses such as deaths, other important meetings, trips to the bank, and transportation problems are the most often cited. Institutional activities have also arisen: the ENEA entrance exam and defenses of "mémoires" being the most important.

There is not much to be done about the personal problems. Solving the institutional conflicts was made very difficult because for much of the period in question there was no director of studies, the coordinator of most day-to-day activities at the school, and the director of the school was out of the country frequently. Training was practically suspended for three weeks during this period due to absences. This was very frustrating not only for the trainer, but also for those participants who did make a real effort to attend regularly.

In the opinion of the project team, the institutional problems could be solved easily with a minimum of planning. Now that a new director of studies has been named, another meeting has been held with training participants to discuss the problem and find a solution. The director of studies has informed participants that computer training will now be considered a priority in their schedules. In the future, the class schedules in each college should be planned to free these individuals during computer training sessions. This should solve the institutional problems outlined above. Whether the personal attendance problems persist remains to be seen.

TEXAS TECH UNIVERSITY

ANNEXE E.2

COURSE SYLLABUS

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

Ecole Nationale d'Economie Appliquée
FORMATION INFORMATIQUE

Module 1

Concepts de Base et Historique de l'Informatique

Objectifs Pédagogiques:

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

Vocabulaire:

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

Lecture:

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

Travaux Pratiques:

Néant

Supports Audio-visuels:

Transparents - Différence entre Donnée et Information
Traitement d'Information

Ecole Nationale d'Economie Appliquée
FORMATION INFORMATIQUE

Module II

Le Système Binaire

Objectifs Pédagogiques:

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

Vocabulaire:

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

Lecture:

Néant

Travaux Pratiques:

Problèmes à donner en classe

Supports Audio-visuels:

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

Ecole Nationale d'Economie Appliquée
FORMATION INFORMATIQUE

Module III

l'Application du Système Binaire dans l'Ordinateur

Objectifs Pédagogiques:

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

Vocabulaire:

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

Lecture:

Travaux Pratiques:

Supports Audio-visuels:

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

Ecole Nationale d'Economie Appliquée
FORMATION INFORMATIQUE

Module IV

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

Objectifs Pédagogiques:

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

Vocabulaire:

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

Lecture:

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

Travaux Pratiques:

Néant

Supports Audio-visuels:

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

Ecole Nationale d'Economie Appliquée
FORMATION INFORMATIQUE

Module V

Introduction au BASIC

Objectifs Pédagogiques:

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

Vocabulaire:

COMMANDES

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

Lecture et Travaux Pratiques:

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

Ecole Nationale d'Economie Appliquée
FORMATION INFORMATIQUE

Module VII

Introduction au Système d'Exploitation ProDOS

Objectifs Pédagogiques:

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

Vocabulaire:

A. Commandes

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

B. Autres

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

Lecture

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

Travaux Pratiques

Séance 1 et 2: Découverte du ProDOS

TEXAS TECH UNIVERSITY

ANNEXE F

WOMEN IN DEVELOPMENT

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THE CHANGING ROLE OF WOMEN IN LABOR AND POLITICS

TOPIC: AFRICA

THE CASE OF WOMEN GOVERNMENT AGENTS IN SENEGAL

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Many Senegalese women share with men the goal of becoming functionaries of the State upon completion of secondary or higher studies. Despite their increasing representation in the secondary and university populations, women achieve this occupational goal at lower rates than men, do not rise as swiftly or as high, and are confined to a more limited range of job types (Diagne 1975). Attaining the status and relative economic independence of an agent of the State signifies success of the highest sort to most Senegalese individuals. For women it is a double breakthrough.

Government workers across the spectrum comprise a large proportion of workers in the formal economic sector. Since Senegal does not boast a well-developed industrial-manufacturing capability (1), the public sector subsumes many occupations associated with the professions, education, science and technology, health, social services and welfare, communications, as well as administration itself. As is true in most contemporary African nations, Senegalese regard positions in the government bureaucracy as sinecures. Once hired, one cannot be fired except in an extreme emergency. Advancement is not contingent on performance, or evaluation of performance.

Today there are three women Ministers, among ten Ministries and several Secretariats of State. Prior to 1979, there were none. A certain percentage of women Deputies to the National Assembly is usual, if not mandated by law; each of the ten regions is expected to have at least one. Their presence in the Assembly is regarded by some of the male Deputies as

"folklorique". This may be understood to mean decorative, old-fashioned, or perhaps symbolic, in the sense that traditional dances offered tourists in big hotels symbolize but do not truly signify Senegalese culture.

Our focus in this preliminary paper is on the activities of women in the formal (public) sector of the Senegalese economy. The forces that promote or retard change in women's occupational and political roles will be examined in the light of women's position in general in Senegal and of the exigencies of development. In particular, we will consider the following questions:

- 1) What resources, information or characteristics give women access to the opportunity structure?
- 2) How do women government workers, especially development agents, perceive their progress within and contribution to Senegal's social and economic growth?
- 3) Assuming such women have potential as agents of positive change in the context of developing Senegal, how can they be supported through policy recommendations or training?

Women in Africa

The majority of scholarly works specifically addressing women and their concerns in Africa have focused on domestic, agricultural, and commercial activities and issues (see Guyer 1986 and Hafkin and Bay 1976 for discussion of the literature). The reasons for this limitation are excellent. One hundred percent of African women above the age of fifteen or so are involved in domestic labor, and most below that age are also, to a lesser degree. It has been estimated that women perform between forty and eighty percent of the agricultural labor in pastoral and agricultural economies (see papers in Bay 1982). In most areas, exactly the scenario

predicted by Meillassoux's model of post-colonial capitalist economic evolution has come to pass: men have moved into the production of commercial crops and women have been left in charge of subsistence farming (1975). 'Modernization' and capitalism have reduced the great diversity of African socio-economic systems.

Finally, women are conspicuously active in the small-scale informal sector of processing and trade, in those societies possessing an active commercial base. Preparation and sale of food items is particularly important. Therefore, it is not surprising that many researchers have devoted themselves to examination of these facets of women's lives, since it is in these domains that their participation and contributions seem most substantial.

This is not to say that women are not to be found in other endeavors. Even in their conventional pursuits, they are not remunerated at a rate equal to men for equal work in commerce or agriculture (ILO 1981). These questions are beginning to emerge as topics of investigation along with the role of women as food producers and child reproducers (e.g., Fapohunda 1983; Schuster 1983). However, as recently as 1976, an anthropological study of urban African women could present a portrait of its subjects as wives, mothers, small traders, petty artisans, prostitutes and household workers without mentioning their roles in the professions or public life (Little 1976). Surely some few women were actors in the national drama.

The differences in African social arrangements have to some extent been masked by their common environment of underdevelopment. They are similar in the nature of the effect of colonization and 'modernization' on the position of women (cf. Etienne and Leacock 1980). The effects of the latter processes have been particularly negative as regards women's access to land and other material resources, their access to information and

training, their participation in community action and decision-making, and their control over their personal lives. The orientation of colonial and post-colonial African governments toward the employment, training and promotion of men as producers, 'heads' of household and clients of the State has left African women in positions of greater dependency than they necessarily occupied in pre-colonial times (e.g., Muntemba 1984). The emphasis on capital-intensive technology and means of production in most development schemes has furthered this degradation (cf. International Center for Research on Women 1980).

Women's actual employment and power possibilities in a given sociocultural setting vary according to the religion that dominates, the social structure, the strength of traditional cultural practices such as fattening of girls (Abeille 1979) or seclusion (Coles 1983), the traditional division of labor and management of resources, the rate of urbanization, and a variety of other cultural factors. It is generally recognized that women in predominantly Muslim societies fare less well than their non-Muslim sisters. Among African Muslims there is striking variation. For instance, Muslim women in northern Nigeria are frequently kept in seclusion from the age of first marriage (as early as fifteen or younger) till near menopause, effectively preventing them from taking a visible role in public life. In Senegal, it is only some of the wives of the most exalted marabouts (Islamic leaders) who remain indoors.

Constraints frequently cited on women's full participation in the modern employment sector include: their domestic responsibilities ('the double burden'); the poor infrastructure of services (water, light, health) and provisions that increase women's household time expenditure and labor; the high inflation rates that make it impossible for them to replace home-produced goods and services with market-produced substitutes; job

segregation by sex; discrimination in hiring, wages and allowances; the specific structure of the economy that conditions the demand for workers in the labor market (cf. Onibokun 1982:165). Governmental involvement in palliating these difficulties varies widely, though nearly all claim to support a philosophy of equal prospects for all citizens.

Sub-Saharan African nations are notable for the relatively high proportion of households headed by women, especially in the rural area (Obbo 1982; Buvinic et al. 1978). This fact, plus the rising labor force participation of women in the 1970's, despite the factors working against them, incline us to the notion that African women are an important resource for development.

The pattern of work as related to age and educational level is different for men and women, and for women in Africa as opposed to women in the West. High labor force participation occurs among the least and the most educated African women, whereas relatively higher unemployment occurs among the least and most educated African men and among Westerners of both sexes (ICRW 1980). African women's degree of labor force participation increases steadily with increasing age, except among Muslim women in purdah (seclusion); Western women's begins during the younger years at a high level, drops off during child-bearing years, and rises again as children grow up. African men's work level is more nearly constant across their productive years than women's, but may peak and drop off earlier.

The significance of this pattern for African societies lies in their utilization of human resources. It is also obviously significant for the welfare and 'development' of families and individuals. It must be remembered that at the heart of development is the enablement of persons to determine their own development needs and priorities, and their own

methods, which may be different for different groups in society (for an excellent discussion of development philosophy from a women's perspective, see Pala 1977). Justice is also of course at the heart of development.

It is certainly obvious that development will not proceed apace without full employment, and that an appropriate, effective development strategy is not the capital-intensive model that disadvantages women but one that derives from the link between food production, an employment-oriented growth program and improved nutrition (cf. Mellor and Johnston 1984). There is evidence to indicate that greater resource control and income for women promptly affect consumption and savings patterns in such a way as to benefit the whole economy (Guyer 1986). Child health and education benefit from women's employment more directly than from men's. The non-hierarchical, loose, open structure of most women's organizations (the only one available to them) makes them suitable networks for the dissemination of information valuable to the developing society (Tadesse 1984). It is therefore very much in the interest of African countries to promote the advancement of women in the work force.

The Case of Senegal

In a society 90% Muslim whose subsistence base is hoe agriculture, the primary divisions are those of ethnic group, age, sex and caste, not necessarily in that order. Senegalese speak some dozen languages, most of the West Atlantic family. The most widely spoken is Wolof. The caste system is a hereditary hierarchy of endogamous occupationally-defined groups, the occupations (leatherworker, praisesinger, woodworker, slave, blacksmith, "noble" farmer) no longer predictive of individual pursuits. Imposed upon the system is the newer class division of bourgeoisie and poor. There is some dispute in the literature as to whether the latter may

be characterized as a lumpenproletariat, a true proletariat, or simply a rural peasantry. Further sub-divisions may be found within the bourgeois class - for instance, the true wealthy "elite" and the merely well-off urban middle class. What is not disputed is the status-consciousness and patron-client orientation of all Senegalese.

All social divisions above mentioned figure in the calculation of one's position, in the sense of a long-term rank or a status relative to a specific social encounter (cf. Wills 1977 for a fuller discussion). Age continues to enter very much in the calculus of relative and absolute status, although it interacts with wealth and the other considerations. As has been noted for other African societies, the intersection of class and gender is significant in determining status (Guyer 1981:52).

The population numbers over six million in an area the size of South Dakota, thirty percent of them crowded into the urban centers. Dakar, the capital, is the most important of these. To be posted to Dakar is the ambition of most government workers, for reasons of prestige, living comfort, and advancement to higher posts. The growth rate of Senegal is similar to that of other African nations, 2.91% per annum (Ministère de l'Economie et des Finances 1983). Fifty-six percent are under twenty years of age. Slightly over 50% are female.

Senegal is governed by a President, his Cabinet and the National Assembly, a single-chambered legislative body to which deputies are elected by Region (there are ten now). The post of Prime Minister was recently eliminated. Senegal is currently under the rule of her second President, the first and only one since Independence in 1960 having stepped down in 1980 to be replaced by his then-Prime Minister, the current President. The major, and for long the only, party is the Parti Socialist. It holds the majority of seats in the Assembly and is a powerful force in determining

promotions and appointments in central and regional government. That is to say, it is possible to become a Rural Councillor, a Governor or even a Minister without being active in the P.S., but it is neither easy nor common. The Parti has a women's movement and a youth movement, which seem to operate parallel, but subordinate to, the mainstream (i.e., men's) movement. Informants indicate that policy is not made in the women's and youth organizations, though these do attempt to promote the interests of their constituents and are active in national affairs.

Studies of women's economic roles in Senegal reflect their significant participation in agricultural production and the informal sector (e.g., Diouf 1986; LeCour-Grandmaison 1972). Historically and to the present epoch, Senegalese women have been active traders, skilled artisans, renowned healers, successful farmers. Their recent penetration into industrial production, the professions and public administration, however slight, reflects their aggressive search for an improved position in a status-seeking society (Tall 1981). It also reflects their need for economic independence (cf. Kane 1977). Women household heads are no longer a rarity in Senegal, and may be found even in the urban areas. In some parts of the country, for example the Fleuve area of northern Senegal, there are almost no men over twenty to be found, as they are all in Paris or Dakar (Wedum, personal communication).

When women work in non-traditional occupations, they are distributed among those job types typically associated with women in the economies of Western countries: teacher, secretary, nurse, domestic. Many men are of course to be found in these pursuits as well. In the government agencies, women are heavily concentrated in the social development, health, education and other 'human-oriented' services. The largest concentration of women government agents is in the Rural Development ("Animation") and Feminine

Promotion divisions of the Ministry of Social Development. These agents, called rural animators and monitors respectively, are entrusted with extension activities with women throughout the country and act as liaisons between the administrative structure and the people.

Reliable figures are not available on the size and differentiation of Senegal's work force. Some 3% of the employed population work for the State. Approximately 15% of these are women. The majority of the latter are describable as development agents.

The Context of the Research

Research into the problems and prospects of women development agents is underway in connection with the USAID Project ENEA Rural Management Senegal (685-0256). ENEA ("Ecole Nationale d'Economie Appliquée" or the National School of Applied Economics) is the principal training college for government agents other than pure administrators, magistrates or technicians of health, agriculture, fisheries, and other specializations. Many graduates are destined to become bureaucrats of some kind after years of service in the field. The choice of ENEA as a project home base had mainly to do with the extent of contact of her products with the rural population of Senegal, and with her key training role in development.

We are therefore interested in women's activities in development projects, women as managers and agents of development, and women's training needs, in the context of the Rural Management Project. Recognizing their role in agricultural production is of course also vital to the success of Senegal's development programs, but is a question our training can address only indirectly, through the women extension agents we train. Little information is available on the women in any African civil service, or on

African women white collar workers in general. A few relevant studies exist, such as Oppong's of marriage patterns among Ghanaian civil servants (1974) and Schuster's of urban working women in Lusaka (1983).

Surveys are being or have been conducted by myself, three WID fellows assigned to the project, and two long-term Senegalese participants from ENEA on various aspects of women's development problems in Senegal. Most of the data used for the present study was obtained by the author through personal interviews with twenty women government agents in Dakar, Thiès, Louga, St. Louis, and Ziguinchor. A sample questionnaire is annexed to this paper. I have also drawn heavily on data from Laurie Brush's research among monitors and animators in the Casamance region, which was an element in the training needs survey conducted by the project team. Many other women agents and non-agents have been interviewed less formally. Extensive discussions took place with our male colleagues, as well. The research on women agents in Senegal should not be regarded as complete at this stage.

Women in the Government

Today, there are women in the police force, even commissioners, though not in the military or national guard. As stated, they are most numerous in certain branches of government service. So far as we have been able to determine, they receive the same salaries as men at the same level of the promotion ladder. Considering the various forces which make their employment outside the home in the formal sector difficult, how do these women gain entry to coveted government functionary positions?

Class and education seem to be the principal elements at work in women's empowerment. Very nearly all the agents with whom we have had contact, male or female, come from Dakar, St. Louis and Kaolack, the three urban centers of Senegal, or were educated in Dakar, the capital. At least

fifty percent of civil servants are Dakarais, wherever they may be posted at present. This implies middle class background in addition to access to superior schooling. In fact, the language, attitudes, and appearance of these people identify them as bourgeois. Rural children of either sex, however brilliant or motivated, have no prayer of one day entering government service.

Girls who are lucky enough to complete secondary school are eligible to apply to any of the government professional schools or colleges, or to the University of Dakar. They must pass entrance exams and in other ways demonstrate their superiority over the legions of other applicants. The most desired of the above are such colleges as ENEA. Her graduates already have comfortable positions. University graduates have no guarantee of a job. Thus, young women, like men, do not so much choose a government career as they would a career as a lawyer or teacher or doctor as choose employment over unemployment. Young people apply to every "concours" (admissions process) until they are accepted somewhere - nursing, teaching, rural development, agricultural extension - it makes no difference. They go to the University as a last resort.

This results in the unhappy state of affairs wherein many young people are slotted into activities for which they are not temperamentally suited. It is not just anyone who can be an effective development agent. Yet countless women end up rural monitors and animators, destined to a life in the 'bush', who have no more the commitment to rural development nor the personal tools to promote it than the average New Yorker. The Director and staff of the School of Monitors in Thiès complained bitterly about this problem, but are unable to do anything about it since the people they train meet their admission standards.

Having obtained some level and kind of training for service, the

young woman then graduates and is assigned a position (job title in the hierarchy) and post (location). Supposedly, these assignments are made in response to needs expressed by the various branches. A secondary consideration is the capabilities of the candidate, and thirdly the desires of the candidate. In fact, as might be expected, something like the reverse order prevails, except that for "desires" we must substitute "influence" of the candidate. A similar process applies as the individual attains more seniority and becomes eligible for higher positions. An unusually rapid advancement or early placement in a desirable post reflects a combination of political skill and connections.

Additional factors may advantage or disadvantage the woman functionary. The husband, himself usually a government worker as well, will almost invariably have priority in the marriage as regards assignments. If he is sent to Thiès as regional coordinator of planning, for instance, she will be posted there as well, whether there is anything for her to do in her branch there or not. This gives rise to the familiar situation of a would-be employer (i.e., a director of some office or service who may want to bring in a woman agent) saying he is hesitant to work with women because they will just leave as soon as their husbands get transferred.

Another scenario is the couple who work in separate locations. This can be a good solution to the problem if the workplaces are not far apart. If that is not the case, the wife will be in sole charge of the children, which has its disadvantages as well. She may also be absent much of the time from her job, due to extended visits elsewhere.

Religion (Islam) plays an ambiguous role in conferring elite status on women. Ordained and believed to be inferior to men, women may nonetheless use their religious activities, and especially their

connections in the powerful brotherhoods (sects), to attain elevated position. However, the 'good' Muslim woman must curb her ambition in certain ways and accept eternal subordination to her husband, male relatives, and male colleagues. This issue is too complex to be further pursued at this point. It would be interesting to investigate the relations between Catholics and Muslims in the government bureaucracy as well; presumably, the latter have an edge in a Muslim nation.

Ethnicity is a factor in a woman's ability to achieve her job objectives. We unfortunately do not have enough data to draw any conclusions. The indication is that Wolofs and Serers are over-represented among women government agents in respect to the overall population.

These then are the parameters of employment as a government agent for women. We have not said very much about caste and its possible interaction with promotion or placement. This is because it is a touchy subject. In the case of some family names, one can tell the caste identity of a person without asking. Mr. Mbow, who directs UNESCO, for example, is a member of the leatherworker caste, a non-noble caste. In most cases, this information is not sufficient. The majority of Senegalese, and hence the majority of their government workers, are nobles. Some Senegalese claim that the lower castes are over-represented in the administration and all waged labor. This is because such work requires at least minimal education and command of the French language. Lower caste Senegalese, and particularly griots (praise-singers, verbal specialists) were historically advantaged by their willingness to attend Western schooling and to learn French in the colonial era; they were not disadvantaged by having to maintain a typically noble reserve, inactivity and 'good Muslim' demeanor. It is our impression that there is no serious stigma attached to

lower-casteness in the services, especially if the individual behaves according to the high caste standard. We intend to carry out further research on this point.

Some specific problems faced by women development agents once on the job are discussed in the following section, along with some of their strategies for dealing with them. Such strategies are by no means guaranteed to deliver.

Every Woman for Herself

Anyone doing research or collaborating with Senegalese women bureaucrats encounters an interesting human resources problem: while women on the whole work harder than men, are better organized and highly motivated to make money or make ends meet, once they achieve wage-labor or white-collar status, they don't seem to transfer this industry or management skill to the job. Indeed, a commonly held belief among Senegalese men is that Senegalese women do not like to work and in fact do not do so, even if gainfully employed (cf. Tall op. cit.:88).

Unfortunately, this belief would seem to be confirmed in the case of many female functionaries and development agents. In contrast to her counterparts working eighteen-hour days in the field, market and household, the government worker may strike the observer as decidedly leisured: she arrives late at the office, when she comes; she leaves early. Hours daily are devoted to dress and make-up. Other women, relatives and employees, help her with home and children during most of the day. At work she seems to make little effort. She appears to spend a lot of time chatting or sitting while on the job.

The factors in this apparently wasteful behavior are five-fold.

(1) Status. In the Senegalese conception of the social universe, active

work signifies low status. The more prestige and power a person has, the less her or his physical engagement in labor of any sort. Women's status is always in jeopardy, even women who have 'made it', who are of noble caste background, mature, suitably married, of respectable character and good reputation. Perhaps they may be expected therefore to exhibit conduct even more closely resembling the high-status ideal than their male 'peers'. Thus, women agents who sit rather than work are signifying their elevated social position.

(2) Resources. Vehicles, fuel, office equipment, communications resources, and, naturally, finances are lacking in most services at most levels. The lack grows less severe as one rises in the administrative hierarchy, so that those functionaries working in lower ranks have fewer resources than their superiors. Geographically speaking, field personnel in the regions are deprived in relation to the capital, as well. Since women are more numerous at the lower levels than they are at the upper ones, and tend to be posted to regional offices, their ability to command resources is reduced. This constitutes a job handicap. Men in the field and lower in the hierarchy also suffer from this bottleneck. There is some indication, however, (certainly ascribed to by women respondents) that men have greater access to limited resources, where other factors are equal. This, if true, may not be the result of a simple sex discrimination in allocating materiel, rather the result of the existing work priorities schedule, which places technical agricultural assistance, for instance, at a higher priority than organizing cloth-dyeing enterprises or family planning instruction. Men are far more likely to be agricultural agents than women, women more likely than men to be assisting in cloth dyeing or family planning operations. Thus, women's job types doubly doom them to lack of resources.

(3) Relations of production. It may be contended that it should be possible for well-trained individuals to function in their jobs even with limited resources. The fact is that both men and women are guilty of using the resource problem as a rationale for not executing particular tasks. Why they should do this is undoubtedly partly a training problem, and partly a question of habits and attitudes engendered by an inflexible structure. Ideas and actions come from above in the Ministries; subordinates do what they are instructed. People do not come up with plans to occupy themselves usefully without the approval of their superiors - approval which may be long in coming.

Dependency on patrons goes beyond the latter's control of the means of production (resources, loosely speaking, in this context), then, into dependency on them for producing the work itself. Here, again, because they are not in general highly placed and move on the periphery of the social-political network of men, women are given less to do. Regarding the training problem, it has been pointed out many times that women's access to training and information is restricted. If such training can be said to heighten an individual's ability to generate valuable work and perform it efficiently, then women are not typically offered the tools essential to the execution of their duties. It is questionable, though, whether many Senegalese of either sex are ever exposed to the kind of information and education that could motivate them and transform them into self-propelled, productive managers of their own activities.

(4) Reporting of conspicuous behavior. Given, then, that both men and women in the government and development spheres exhibit the kind of work conduct best classified as laissez-faire, why are women so much more often accused of laziness and lack of interest in the job? This seems a clear case of double standards. What is acceptable for one sex, if not

admirable, is not acceptable for the other, and condemned. Also, there is the phenomenon of the greater visibility of women in public life. Because their presence, which is rare, is for that reason remarkable, their behavior is subject to a scrutiny and criticism men never suffer.

An interesting example of this is presented by the current Minister of Social Development, a woman who, informants say, has struggled up through the ranks in her Ministry. She is often accused of speaking poor French, of being illiterate, of being more talk than action, of acting like a griot (low-caste person), of having been given her position for reasons other than her qualifications or capabilities (i.e., influence). (I have not heard the usual complaint of advancement through sexual favors in this case.) Even if any of these accusations were based in fact, they would not serve to distinguish her from many other (male) Ministers. She could hardly be the first Senegalese Minister who talked more than (he) did! Nor the first who was awarded his position on the basis of connections rather than wisdom.

Thus, we have yet another example of women's being penalized for behavior identical to men's, for which the latter may even be rewarded. At the very least, it is more 'remarkable' (in the reportorial sense) for women to play to the full the status role stereotype. Women government agents seem to be more amusing as subjects of gossip on the part of their collaborators and rural cohorts. They are more closely observed, and consequently are evaluated as being derelict in their duty more often than men executing similar tasks in the same manner. Women are noticed and demerited for doing something men do invisibly. Women in powerful positions may also be downgraded indirectly, by calling into question the actual power of the position they wield. A good example of this is the Minister of Health, a woman, who has been said to be in command of a

"dead-end Ministry". It may be that women have little or no impact on policy at the national level, but it is certainly odd that they are not even said to have.

(5) The double burden. The by-now infamous double workday borne by Western women employed outside as well as in the home applies equally to African women workers. In some ways, the burden is offset by the presence in most households of domestic workers other than the wife/mother - her or the husband's female kin of all descriptions, non-relative dependents, and waged help. Maids may be paid either by wife or husband, depending on such factors as their ethnicity (Diolas are more inclined to a sharp division of financial responsibility, Serers more inclined to share, for instance), religion, other budgetary arrangements, and the philosophy of the couple toward the division of their labor. Our impression is that it is more often the obligation of the working wife to pay the maid or maids to do 'her' work.

In other respects, the double burden of African women is vitiated by the virtual absence of labor-saving devices in the majority of homes. Though middle-class women are not obliged to spend hours gathering firewood or hauling water from the well, their routine cleaning, cooking, child-care, laundry and shopping activities take on the whole more time and energy than in Western cities.

In conducting our survey, we have frequently confronted the problem of women absent from their posts. We have not always been able to discover where they actually were, but have often been told that they were at home. On one occasion, I pursued an interview subject to her house and found her there - washing clothes in a tub. Another time, my erstwhile interviewee was fixing lunch, the maid having been out sick that day. Senegalese husbands are sometimes in charge of (or share in) educational fees and

duties in relation to their children, but rarely those connected with the latter's health care. So it is the mother who takes sick children to the clinic and spends long hours waiting there for help, or who cares for them at home. And it is often she who is taking the children to school.

Sometimes the house-keeping role of women intrudes even more on their salaried work than the Western observer might predict. Indeed, women's work role may merge with or be subsumed by their domestic role. A perfect example was occasioned by the visit of the Minister of Social Development to a certain region, with a large entourage. Festivities were planned. They scheduled visits to the districts where local rural monitors and other development agents worked with local people on their farming and community-building programs. The women agents spent the bulk of their time prior to and during the great visit cooking for the entourage and their fellow (male) agents. They were enlisted for this task on the strength of the single qualification required - femaleness. The men agents could use the visit to make valuable contacts, to show themselves to good advantage hard at work with grateful villagers. (See Brush 1986 for a complete discussion of this event.) Similar cases abound.

Time allocation is obviously a subject of interest to a management training project such as ours. (Messer and Bloch 1983 offer an interesting study of time allocation methodology using data from Senegal and Mexico.) So are the management of other (material) resources and of social interactions. Data is being gathered in connection with other projects on women's activities, time-use, job knowledge, the acquisition, allocation, management and control of financial and material resources and power, so as to create a more detailed picture of women's roles and status (maternal, occupational, conjugal, domestic, kin, community, individual) (ILO 1982).

Institutions like ENEA through projects like Rural Management will ultimately be able to offer training for women (as for men) that addresses these elements of their performance.

Included in the management of social interactions is the manipulation of the symbol system required for achievement of all goals. Balancing the domestic with the professional personae is especially important for women, as for them the boundary between waged work and unwaged household activities is fluid, not the case for men (cf. Bock and Duden 1984:9). We have some reason to believe that women who establish themselves in the government services are able to play off their social structural and interactional identities (high-status, female, older or younger; wife, mother....) in such a way as to maintain a perpetually ambiguous position vis-à-vis other people, whether they are superiors, subordinates or peers in a given encounter. Seen in this light, the concept of 'role' appears as a complex of interacting signs. This approach also allows us to perceive women more as actors, producers of their own roles rather than objects of the actions of others or passive players of a script.

In this research, a major objective is to consider how women manage to adapt rules and meanings belonging to the traditional gender role classifications in order to advantage themselves in the modern employment context. We must also consider the possibility that their success in doing so does not further the economic goals of women in general. The prerequisite for engaging in this role play is of course membership in the elite class to begin with. Interactional strategies used by elite women are not available to poor, rural and less educated women. Indeed, their use may divide women along class lines more deeply than ever.

Women in Senegal, whether elite or not, do not convey the impression that they are well-organized politically or solidary ideologically. As has

been observed for other African societies, efforts on behalf of women in Senegal often have no clear objectives, no politics as such (e.g., Hahn 1984:28). Syndicalism in Senegal is not strong and does not seem to be helping women. It perpetuates paternalism and exploitation, on the contrary (Kane op. cit.). Women lack a sense of economic power or political potential and have difficulty in defining and seeking common goals (Hafkin and Bay op. cit.:7). This produces the effect of no menace to the established structure.

It may be that individual (elite) women benefit ironically from this lack of threat attached to their advancement, since it is not seen as reflective of a cohesive movement with well-articulated goals and programs. Women government workers do not act collectively on any occasion that we have been able to discover, either, though there exist professional organizations of (and presumably for) such women, (just as there are women's associations for commerce, rotating credit, cults, marketing, social welfare, ethnic solidarity, politics, and so on). At the same time, women functionaries do not fraternize noticeably with their men co-workers during or outside office hours. Hence, they retain their traditional identification with their own sex and their traditional reserve vis-à-vis males, but do not avail themselves of the political potential of sex-specific organizing, thereby reaping an individual economic benefit.

The question of marginality which has been raised in studies of African women is a critical one (cf. Pellow 1983). Despite their evident marginality to the political sphere and to the basic operations of the services in which they work, it has been argued that the roles they assume and the strategies they employ allow them to conform to tradition and break with it at the same time. Very probably, agents of change may always be said to be living a contradiction (2). It seems likely that all cultures

offer sufficient symbolic and communicational resources to innovative individuals and groups for the latter to re-interpret and thereby bring about socio-cultural change. In the case of women as a social category, there should be plenty of information useful in this effort. What is required is self-esteem on their part and a goal orientation broader than "every woman for herself".

Images

Saadawy notes that the contradictions in social reality between the social image others have of women and that which they have of themselves is an effect of double norms of behavior (1977:19). She believes this to be particularly potent in Muslim communities, resulting in extremely negative self-images and lack of ambition. No outside observer can be sure how African women see themselves, their positions and their societies. It is vital for prospective trainers to try to understand their self-images and for them to know this of each other. Whatever decision-making framework Senegalese women use undoubtedly incorporates such superstructural and ideological phenomena, which then shape the lived reality.

The idea of development itself is something of a Western cultural construct, a reaction to sociocultural difference. It would serve the goals of African communities to know what groups within them thought development was. Women's notion of it may be rather different from men's, and influence the patterns development takes. A truly humanistic development program takes into account the development needs and objectives of all those affected by it.

Our research subjects are unanimously pessimistic on the subject of their advancement in Senegalese society. While they are pleased to be holding the positions they hold, they find much to criticize in workplace,

home, and community. (So do men.) Most of the women interviewed feel that the patriarchal attitudes fostered by the dominant religion have been the most significant force holding back their progress. While a man is seen as a whole being able to function on his own, a woman is incomplete without a man's sheltering presence in her life, be it her husband, father or other male relative (depending on her age). To remain single for long is unthinkable from the social standpoint, though many of our subjects expressed the viewpoint that they would have been able to accomplish much more if they could have done so, or done so for longer. They all agreed that their family situations were the second most difficult barrier between them and equal prospects with men. They feel they can never be alone, never free of countless non-work-related pressures and duties. How can they be expected to compete with men, who have no such burden?

Senegal has become more like a dual society with 'modernization'. In pre-colonial times, there was a greater complementarity of roles within subsistence agriculture and pastoralism, a greater reciprocity between men and women. Increasing specialization and differentiation of tasks have not yielded an organically integrated society. Rather, there are now the parallel societies of men and women, elite and poor, within which status and achievement are fluid and open, but between which the status differential is absolute.

Recommendations

In order to uphold women as managers of development, in whatever capacity they contribute to Senegal's economy, we make the following recommendations:

1. Support for small enterprises and small projects in rural and urban milieux in the form of credit, financial aid to cooperatives and other

associations, appropriate technology, and training. In some cases, women and their organizations should receive special attention (i.e., where they have been neglected in the past); in general, this should not be necessary.

2. Making available appropriate technology for household tasks and child-care facilities.
3. Research into the legal-juridical impediments to women's equality in employment, inheritance, education, political participation, marriage and family life.
4. Integration of African women and their perspectives into WID programs ("la recherche décolonisée") (AFARD 1977).
5. Encouraging investment in labor-intensive industries (cf. ICRW 1982).
6. Collaboration with institutional mechanisms for the promotion of women, such as the Feminine Promotion Direction in Senegal, or Ghana's National Council for Women and Development.

More in the nature of public relations or image-building for women, it will be essential for Africans to address cultural constraints on women's participation in managerial and technical fields, whether these were part of the traditional culture or are Western imports. Such constraints are irrelevant, dysfunctional, in today's occupational structure. By the same token, development programs should attempt to formulate their activities so as to "minimize direct confrontation with norms, emphasize realistic alterations in behavior," and thereby allow individuals control over the integration of their own behavior and norms (Coles op. cit.:23). Coles adds, "even though society is hierarchical

36

and male-dominant, there are networks of communication and influence, and actual processes of change within subgroups in the society" (Ibid.). In other words, even deeply-rooted patterns are susceptible to change according to processes engendered within the society.

'Custom' itself is then mutable. We cannot even be sure what 'custom' is, a true cultural tradition or a recent innovation or import. Guyer gives the pertinent example of women's extension education having become associated with home economics training (1986:399). This surely has nothing to do with any traditional system of gender beliefs, but has come to be accepted in government services and training institutions as received knowledge not to be questioned. Even appealing claims such as that women traditionally took an important part in public affairs in African communities must be questioned (Houeto 1982:173). Which women? Which communities? Which part? How important? What is true now?

Footnotes

(1) According to Chabal, the most industrialized African nations are Kenya, Nigeria and Zimbabwe (1985). Earlier appraisals had shown Senegal to be a leader in industrial/manufacturing development.

(2) In her interesting study of urban Muslim women and social change in northern Nigeria, Coles offers "predictors for the degree of correlation between a cultural norm (seclusion) and actual behavior" (op. cit.:21). She discusses "strategies utilized by individuals in the face of actual or perceived role conflict... These strategies include attempts to maintain each role by alteration of the configuration of norms, expectations, and behavior for one or both. Such strategies may involve replication of behavior observed in interaction with others, which emphasizes the importance of reference groups whose members offer a range of behavior and role configurations... (A)lterations of roles at the societal level may result from this replication of individual strategies within primary reference groups" (Ibid.).

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Questionnaire

Enquete sur les Femmes dans les Services

1. Nom _____
2. Service (Ministère, Secrétariat, etc.) _____

3. Position _____
4. Poste _____
5. Date de naissance _____
6. Lieu de naissance _____
7. Statut civil (cerclez une réponse)
 - a) mariée sans co-épouse
 - b) mariée avec co-épouse(s)
 - c) divorcée
 - d) veuve, non remariée
 - e) célibataire
8. Nombre d'enfants _____
9. Origines ethniques
 - a) Wolof
 - b) Serer
 - c) Peul
 - d) Toucouleur

- e) Diola
- f) Mandingue
- g) Maure
- h) autre (spécifiez) _____
- i) parentage mixte (spécifiez) _____

10. Langue(s) parlées (précisez si vous les parlez bien ou un peu)

- a) Wolof _____
- b) Serer _____
- c) Pulaar _____
- d) Diola _____
- e) Mandingue _____
- f) Arabe _____
- g) Français _____
- h) autre _____

11. Niveau d'éducation formelle

- a) primaire
- b) secondaire
- c) baccalauréat
- d) diplôme d'université
- e) qualification professionnelle
- f) autre _____

12. Stages ou autres expériences de formation

- a) séminaires au Sénégal _____
- b) séminaires à l'étranger _____
- c) stages au Sénégal _____

- d) stages à l'étranger _____
- e) alphabétisation en langue(s) nationale(s)
- f) autre formation non-formelle _____

13. Date de commencement de service _____

14. Les postes et positions que vous avez fait jusqu'à présent _____

15. Comment caractériseriez-vous vos rapports professionnels avec vos supérieurs?

- a) toujours bons
- b) bons la plupart du temps
- c) un peu négatifs
- d) très négatifs
- e) pas d'opinion

16. Est-ce que vous avez accès aux ressources de votre service égal aux autres collègues?

- a) oui
- b) non

17. Quelles sont les ressources auxquelles vous n'avez pas cet accès et dont vous avez souvent besoin?

- a) transport
- b) fourniture de bureau
- c) téléphone
- d) indemnités de tournée, stage, etc.
- e) financement de projet
- f) autre _____

18. Est-ce que vous êtes suffisamment occupée au travail?

- a) oui
- b) non

19. Quelles sont vos activités principales?

- a) faire des rapports, lettres et formulaires (communications)
- b) assister aux réunions (planning et communications)
- c) dessin de projet/programme
- d) évaluation de projet/programme
- e) travailler sur le planning budgétaire
- f) travailler avec des populations sur des projets
- g) enseigner
- h) travail technique
- i) recherche
- j) autre _____

20. Est-ce que vous avez l'impression que les opérations et tâches quotidiennes au service sont divisées quant aux relations personnelles entre supérieurs et subordonnés au lieu de qualifications?

- a) oui
- b) non

as

21. Comment trouvez-vous vos rapports avec vos collègues en général?
- a) très bons
 - b) bons la plupart du temps
 - c) il y a des difficultés occasionnelles
 - d) il y a des difficultés fréquentes
22. Est-ce qu'il y a de la compétition entre agents au même niveau de la hiérarchie pour des promotions?
- a) oui
 - b) non
23. En quoi consiste cette compétition? _____

24. Recevez-vous la même solde que tout le monde à votre niveau de service?
- a) oui
 - b) non
25. À votre avis, qu'est-ce qui a déterminé les différentes modalités de votre carrière jusqu'à présent?
- a) les mouvements de mon mari
 - b) mes capacités en ce qui concerne le travail
 - c) mes contacts personnels et professionnels
 - d) mes supérieurs m'ont affecté où ils ont choisi

- e) la nécessité d'aménager les enfants où il y a de bonnes écoles et supports de santé, alimentation, etc.
 - f) mon background ethnique, linguistique, etc.
 - g) autres _____
26. Est-ce que vous êtes membre du Parti Socialist?
- a) oui
 - b) non
27. Si non, est-ce que vous êtes membre d'un autre parti ou organisation politique?
- a) oui
 - b) non
28. Si vous êtes dans le P.S., est-ce que vous êtes active?
- a) oui
 - b) non
29. Pensez-vous que cela a eu un effet sur votre carrière?
- a) oui
 - b) non
30. Si oui, quelle est la nature de cet effet?
- Positive:
- a) j'ai avancé plus rapidement
 - b) j'ai pu obtenir les postes que j'ai désiré
 - c) j'ai eu de meilleurs rapports avec des collègues
 - d) j'ai pu être plus efficace dans l'exécution de mes tâches
 - e) j'ai pu obtenir des ressources que j'ai demandé.

Negative:

- a) je n'ai pas été immédiatement acceptée dans le milieu rural
- b) les activités politiques parfois bloquent le travail

Elaborez si vous voulez.

31. Quelles sont les difficultés les plus importantes que vous avez rencontré à achever vos objectifs professionnels?
- a) la difficulté de maintenir travail et famille à la fois
 - b) l'opposition de mon mari
 - c) l'opposition de mon père ou autre parent
 - d) le manque de ressources financières au sein de la famille
 - e) le manque de connaissances bien placées
 - f) la discrimination sexuelle sur la part des supérieurs
 - g) formation inférieure
32. Est-ce votre avis que les meilleurs postes sont également ouverts aux hommes et aux femmes?
- a) oui
 - b) non
33. Si non, est-ce que les hommes sont préférés pour ces postes?
- a) oui

93

b) non

34. Quel est votre objectif ultime dans votre carrière?

35. A votre avis, la religion joue-t-elle un rôle dans la détermination des possibilités d'avancement et affectation d'un individu dans la fonction publique?

a) oui

b) non

36. Quelle est la nature de ce rôle?

37. A votre connaissance, recevez-vous la même solde que tout le monde à votre niveau de l'hierarchie?

a) oui

b) non

38. Quelles sont vos responsabilités financières à la maison?

a) toute nourriture

b) quelque nourriture

c) frais d'éducation des enfants

- d) loyer
 - e) salaire de bonne(s)
 - f) habits des enfants
 - g) vos propres habits
 - h) tous vos besoins personnels
 - i) tous problèmes médicaux des enfants et vous-meme
 - j) quelques problèmes médicaux
 - k) votre transport
 - l) fourniture de maison (outils, meubles, cuisine, etc.)
 - m) autres (à préciser)
-
-

39. Est-ce que vous faites partie de quelques associations feminines?

- a) oui
- b) non

40. Lesquelles?

41. Est-ce qu'il y a une femme ou des femmes que vous avez prise comme modèle de role feminin dans votre vie?

- a) oui
- b) non

42. De qui s'agit-il? (votre mère, Madame le Ministre, Indira Gandhi...)

43. A votre avis, est-ce que les femmes au Sénégal ont fait du progrès vers leur but d'indépendance économique pendant les dernières années?

a) oui

b) non

44. Est-ce votre opinion que les facteurs de classe sociale, d'ethnie, de caste, d'âge, d'occupation ou de niveau d'éducation sont plus importants que celui de sexe dans la détermination des possibilités de l'individu dans la vie?

a) oui

b) non

45. Si oui, lesquels?

TEXAS TECH UNIVERSITY

ANNEXE G

REPORT ON THE POSSIBILITY OF ESTABLISHING
A SEED BANK PROGRAM

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

102

R A P P O R T D E M I S S I O N

1 - LAPODINI Atouga

2 - DIALLO Ciré

Véhicule No : 0541-TTB

Chauffeur : Ousmane Fall

Objet : Sensibilisation sur l'élaboration
de projet de banque de semences

COMPTE RENDU DE LA MISSION

EFFECTUEE DU 21 AU 25 JUILLET 1986 DANS LES REGIONS DE
THIES, DJOURBEL, KAOLACK ET FATICK

I - OBJECTIFS

Par correspondance no 000601 - MEN/ENEA en date du 14 juillet, le projet Gestion Rurale a informé la direction de l'action coopérative et les responsables régionaux de la coopération (de Thiès, Diourbel, Fatick et Kaolack) de son intention de mener dans le cadre de la nouvelle politique agricole, des activités de recherche-action sur la gestion des semences pour les matériaux de formation mais aussi sur l'opportunité de créer des banques de semences autonomes gérées par les sections villageoises.

C'est ainsi donc qu'une mission s'est rendue du 21 au 25 juillet dans les régions ci-dessus pour s'enquérir du déroulement de cette opération et des procédures dégagées pour sa prise en charge effective par les populations.

II - THIES 21 JUILLET

Personnes contactées :

- Yatma Sylla : Responsable de la coopération
- Sow : Responsable départemental de la coopération de Tivaouane.
- Trois Assistants de base (dont 2 du département de Tivaouane.)
- Adjoint au chef de CER.
- Cinq membres du comité de section de Méouane (adhérents)
- Trois membres du comité de section de NDiassane.

La région de Thiès compte 507 sections villageoises et mène une expérience pilote sur la gestion des semences avec l'implantation de la Caisse Nationale de Crédit Agricole au Sénégal (CNCAS) pour la campagne agricole 1986 - 87.

La démarche retenue pour l'allocation des semences est le critère du remboursement intégral (c'est à dire 100%) avec comme échéance la fin-avril 86 pour avoir droit à un quota de 200 Kg (coque) par personne.

Les sections villageoises qui auraient remboursé après cette date verraient leur quota ramené à 100 Kg par personne et les sections débitrices ne bénéficieraient pas de semences.

Sur un capital semencier fixé à 10.507 tonnes, la caisse nationale de crédit agricole a réalisé à ce jour un tonnage de 4866,300 T.

La caisse nationale délivre des bons d'enlèvement de semences qui doivent être visés par le responsable de la S.O.N.A.C.O.S avant livraison. Cette double signature crée des retards considérables au niveau des livraisons.

Les deux sections villageoises choisies dans le département de Tivaouane (NDIASSANE et MEQUANE) sont des sections assez représentatives, et se trouvent dans des zones à vocation arachidière. Elles ont par ailleurs remboursé les dettes semences à 100% avant l'échéance de fin avril 1985 et placent beaucoup d'espoir dans la création des banques de semences pour contourner les difficultés liées à l'approvisionnement en intrants.

III - DIORBEL 22 JUILLET

Personnes contactées:

- Makhtar NDiaye: Responsable Régional de la Coopération
- Serigne Diop: Président Union régionale des coopératives.
- Le Sous-préfet de NDiady.
- Le chef de CER de NDiady.
- Le comité de section de Diguel et les adhérents.
- Le gouverneur et l'adjoint au développement.

L'expérience de responsabilisation des paysans dans la gestion des semences n'est pas encore effective dans la mesure où l'hulier est encore présent et intervient dans les maillons de la chaîne.

Pour les campagnes 86 - 87, les distributions sont faites sur la base des taux de remboursement (100% 200 Kg ; 70% 100 Kg ; au dessous de 70% pas de semences).

Ce système, érigé pour responsabiliser les sections et juger leur degré de participation, a mis à nu les limites de la caution solidaire car sur 470 sections que compte la région, 330 seulement ont bénéficié des semences par le biais du prêt U.N.C.A.

Une part de responsabilité est à attribuer aux paysans qui non seulement n'ont pas remboursé leurs dettes, mais encore ont bradé une bonne partie de leurs semences, comptant toujours sur le prêt U.N.C.A.

Or le prêt U.N.C.A. ne doit venir qu'en appoint aux réserves déjà constituées par les coopérateurs compte tenu de son tonnage limité (11.000 T) qui ne représente même pas le dixième du capital semencier national.

A cela, il faut ajouter la surévaluation des réserves par les services techniques, réserves qui ne sont pas détenus par les paysans mais par de gros producteurs, les marabouts notamment et qui sont ensemençés dans d'autres régions.

Ainsi la région a été confrontée à un important déficit de semences et mieux avant même la fin des distributions, la S.E.I.B ne pouvait plus satisfaire les ventes au comptant, allant même jusqu'à restituer des dizaines de millions de francs en dépôt.

Les deux sections villageoises choisies, GOHE et DIGUEL sont toutes localisées dans le département de Diourbel. Elles sont sièges de communauté rurale et ont remboursé à 100% les dettes semences.

GOHE est la première section villageoise du point de vue importance économique dans la région par son tonnage commercialisé, le nombre d'adhérents (1195) et le nombre de villages polarisés (9). C'est une section pilote par le dynamisme et la compétence de ses leaders (ou de son leadership) dans la nouvelle mouvance coopérative.

DIGUEL également bénéficie des mêmes atouts que GOHE mais à un degré moindre.

Toutes ces sections villageoises ont vivement accueilli l'idée de création des banques de semences.

IV - KAOLACK 23 - 24 JUILLET

Personnes contactées :

- Mame Biram Faye : Responsable régionale de la Coopération.
- Abdoulaye BA : Adjoint au Responsable Régional.
- Amady Diaw : D.A.C de Kaolack
- Sou-prefet de Gandiaye.
- Adjoint sous-prefet.
- Chef de C.E.R.
- Comité de section de Gandiaye plus coopérateurs (A.G)
- comité de section de Sibassor plus coopérateurs.

La première année test de responsabilisation sur la gestion des semences a soulevé de vives controverses au moment de l'évaluation, car au delà des difficultés de suivi de l'opération dues au manque de moyens logistiques, de l'inexistence de documents comptables dans la récupération et des quantités distribuées insignifiantes, il faut surtout noter une insuffisance dans la sensibilisation, la circulation de l'information et la formation des délégués de section et des présidents de coopératives rurales.

La répartition des quotas a été calculée au niveau national (Dakar) par une simple division du poids collecté par le nombre de sections. Cette approche simpliste qui n'associe, ni l'encadrement de base, ni les bénéficiaires sur la détermination des besoins et quotas, pénalise des sections importantes n'ayant pas commercialisé parce que étant des zones sinistrées (sécheresse).

Jusqu'en novembre - décembre, devant le mutisme total de la direction sur les modalités de récupération et aucun geste n'étant fait par les présidents sur les remboursements, l'encadrement régional décida d'intervenir devant l'incapacité ou la mauvaise foi des coopérateurs.

Cette action sensibilisa aussitôt les coopérateurs qui créèrent une auto-police dans les sections, allant même jusqu'à saisir des biens des adhérents débiteurs pour les revendre aux marchés hebdomadaires.

Les deux sections villageoises devant accueillir le projet-test en l'occurrence SIBASSOR et GANDIAYE sont situées dans le département de KAOLACK.

L'idée de projet de création d'une banque de semences est bien accueillie et les populations ont même proposé de mettre à la disposition du projet des fonds ristournés au niveau de chaque communauté rurale pour cette opération.

Pour les réserves individuelles, les coopérateurs préconisent d'instaurer un système de dépôts avec des tickets nominatifs.

V - FATICK 25 JUILLET

Personnes contactées:

- Elhadj Seck : Responsable régional de la Coopération.
- Daouda NDiaye: conseiller de Gestion de l'Union.
- Cissé : Président de l'Union.
- Aziz CAMARA : D.A.C de Fatick.
- Ibrahima Diouf: A.B.C.
- Comité de section de quartier de NDiaye-NDiaye 1 et 2 et 2(A.G)
- Comité de section de Tattaguine plus coopérateurs (A.G).

Avec la nouvelle politique agricole qui vise à responsabiliser les paysans et à les rendre autonomes, un sondage effectué auprès des populations sur la gestion des semences montre que les paysans préfèrent garder individuellement les semences en dépôts collectifs, ce qui nécessite donc des moyens de stockage, de traitement et de gardiennage.

L'acquisition des semences par le biais de la S.O.N.A.C.O.S sous la responsabilisation de l'union nationale est un recours très lent. (11.000T pour un capital semencier de 120.000T). Il faudrait donc songer à relever la marge de commercialisation pour accélérer le processus de prise en charge.

Pour les semences sélectionnées, un contrat entre le service semencier et les sections villageoises doit être passé au lieu des contrats individuels qui ne facilitent pas le travail de l'encadrement.

La région de FATICK compte 533 sections villageoises et sa production est évaluée à 150.000T nécessitant ainsi des besoins en semences de l'ordre de 17.000T.

Ses sections de NDIAYE-NDIAYE et TATTAGUINE ont été proposées par l'encadrement pour servir de zones tests.

Un constat général est donc l'insuffisance des quantités de semences allouées aux sections durant ces deux dernières années.

La section de NDiaye-NDiaye compte 3000 adhérents dont 2000 travaillent à temps plein la terre. La section a reçu en 1985, 1,422 tonnes et en 1986, 5,200 tonnes pour des besoins annuels estimés à 50 tonnes environ. Beaucoup de paysans n'ont pas cultivé parce que n'ayant pas pu conserver des semences et à cela il faut aussi ajouter le constat qu'il n'y a presque plus d'hivernage car les précipitations sont passées de 800 mm à 300 mm.

La section de Tattaguine compte 500 adhérents et a été paralysée par le manque de semence, or l'arachide constitue ici l'unique produit agricole qui puisse offrir des liquidités aux paysans.

Les deux sections adhèrent et approuvent la création de banque de semences et s'engagent à mettre en oeuvre toutes ressources disponibles pour la mise en oeuvre de ce projet.

RECOMMANDATIONS.

Le recyclage des agents de développement en management et en gestion de projets a connu certes un engouement réel au niveau de tous les services s'adressant à l'E.N.E.A.

Il faudrait maintenant concrétiser cette formation théorique par l'expérimentation pratique de projet de développement où tous les acteurs du développement mettraient en application leurs connaissances.

L'implantation des "banques de semences" est une expérience de recherche à mener tant pour la structure pédagogique que pour les sections villageoises.

Cette expérience pourrait à moyen-terme être systématisée dans toutes les régions pour pallier le déficit semencier arachidier, mais aussi approvisionner les ruraux en semences de qualité sur les autres produits.

La contribution des coopérateurs pourrait être une participation en investissement humain sur l'entretien d'un bloc de multiplication de semences pré-base.

L'objectif de la recherche est d'arriver à implanter une trentaine (30) de banques de semences au niveau des sections villageoises, à raison de trois projets-pilotes par région.

Ces projets pourraient être menés pour une période de deux ans par section villageoise afin de contrôler une quantité économique de semences pré-base de 3.000 à 5.000 tonnes.

Un prix préférentiel doit être assortie à ces semences pour permettre une démultiplication contribuant au déficit existant.

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ANNEXE H

REPORT ON TRAINING IN NON-FORMAL EDUCATION: THE BUDGET BOARD

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

RURAL MANAGEMENT PROJECT
ECOLE NATIONALE D'ECONOMIE APPLIQUEE
CENTER FOR APPLIED INTERNATIONAL DEVELOPMENT STUDIES

TRAINING REPORT:
"THE BUDGET BOARD"

Workshop with NGOs

The Community Development and Enterprise project (USAID/Dakar) based in Kaolack organized a week-long training workshop with 13 selected non-governmental organizations (NGOs) located in the Kaolack and Fatick regions. The general topic of the workshop was the development and use of different accounting methods, including non-formal approaches. The Rural Management project at ENEA was asked to present the budget board created for the pilot project at Keur Serigne Bassirou, Kaolack. This was done on August 27, 1986, during the afternoon session.

The training team consisted of Lapodini Atouga, Agricultural Economist, and Ciré Diallo, project research associate from ENEA. Both have been involved in visits to Keur Serigne Bassirou and have discussed extensively with villagers and local officials the use and potential of the non-formal accounting system associated with the budget board.

The board itself, with tokens, was demonstrated to the group. They were given exercises and a case study so as to expedite their acquisition of the method. They received the same documentation used on other occasions. The materials appeared to be as comprehensible to this group as to the previous groups of ENEA students and staff, rural monitrices of the Maison Familiale, and AID personnel.

Response of Participants

All of the participating NGOs, who work directly with village associations similar to the group of cattle herders at Keur Serigne Bassirou, seemed impressed with the system. Although a formal evaluation was not administered by Rural Management, the informal evaluation was quite positive. The discussion was more animated than that witnessed with other demonstrations and documents connected with the workshop. Comments by staff of the project were entirely positive.

A point of discussion was the nature of materials to be used in possible future replications of the board. A number of suggestions were made, making clear the flexibility of the system and its adaptability to the means of the users. The participants stated that they had seen no such system in practice anywhere else, but believed it would be immediately useful in their activities. The CAIDS team will of course try to follow up any such applications, so as to profit from diverse experiences and feedback.

Keur Serigne Bassirou

A recent visit to Keur Serigne Bassirou confirmed the continuing use of the budget board. Mr. Diallo was in charge of the visiting team.

Although the feedlot project itself for which the board was designed is going well, and the principal members of the village group running the project have mastered the accounting system, there remain a few nagging problems with the project, from the point of view of Rural Management ENEA. The main one is the tenuous nature of the transfer of information from these principal members to other villagers. In particular, the budget board itself is kept locked away most of the time, and appears to be brought out into the open only on occasion (i.e., when visitors from ENEA are there). Other villagers complain that they no longer know how to use it, even if they had access to it. We are attempting to find a solution to this problem, which is understandable from the point of view of the principals, who feel it is 'their' project.

The other problem we designate one of the 'encadrement'. The Senegalese officials most involved in the Keur Serigne Bassirou effort, i.e., the Chef de CER of Ndoffane district and the technical agent of animal husbandry, also fail to keep all the villagers informed of their financial status and events related to the project, of which only they, being literate, may be aware. An example is the status of the bank account belonging to the village association. No meeting was called with the villagers when the bank received money for them to buy this year's cattle. They are not kept apprised of the sums actually in their account (though, in theory, these should tally precisely with the amounts represented on the board).

These and any other communication problems that crop up may be handled expeditiously and diplomatically in the short run, but reflect more deep-seated differences of perspective and perception of role between CAIDS/ENEA, Senegalese officials, and local villagers. These focus on the kinds of responsibilities each has, the nature of decentralization, and the goals of the project itself. We will struggle toward a long-term resolution of these differences.

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ANNEXE I

WOLOF MANAGEMENT TERMS SURVEY

ENEA RURAL MANAGEMENT PROJECT
USAID PROJECT 685-0256
ECOLE NATIONALE D'ECONOMIE APPLIQUEE
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E.N.E.A PROJET GESTION RURALE

Questionnaire administrateurs de cooperative rurale ou delegués de section villageoise

I - OBJECTIF

Dans le cadre de la formation non formelle, l'équipe de "GESTION RURALE" entreprend avec le département de la recherche appliquée de l'ENEA, une enquête sur la traduction des concepts - clés de gestion de projets et de marketing auprès des leaderships coopérateurs pour une meilleure adaptation des matériaux linguistiques de formation.

L'objectif fondamental de cette recherche est d'initier les coopérateurs délégués à se familiariser avec la terminologie des concepts de base utilisés en Management marketing afin d'accroître leur capacité de prise de décision et de promouvoir une meilleure communication avec l'encadrement.

II - IDENTIFICATION DES DONNEES

- A - Numéro assigné à l'interviewe
- B - Section villageoise deCoopérative rurale de.....
- C - RegionDépartement.....Arrondissement.....
- D - Fonction occupée dans la section ou coopérative
- E - Quelle est votre occupation ? (activité)
- F - Quelle est votre ethnie
- G - Depuis quand êtes-vous délégué ou administrateur.....
- H - Avez-vous fait l'école
- si, oui, a quel niveau avez-vous arrêté vos études ?.....
- I - Etes-vous alphabétisé ?
- si, oui, dans quelle langue et quel est votre niveau de formation?

III - QUESTIONNAIRE

L'enquêteur devra maintenant traduire les définitions à l'interviewé sans pour autant avancer le concept-clé et essayer surtout de choisir des exemples dans son environnement. Au bout de la réflexion, l'interviewé doit dégager un ou des concepts composés pour traduire l'idée directrice de la définition qui sera notée par l'enquêteur.

1) - LE MANAGEMENT : Est l'ensemble des techniques d'organisation et de gestion applicables à tous les domaines d'activités de l'entreprise. Il est également désigné pour désigner la supériorité économique d'un pays ou l'efficacité d'une entreprise.

2) - UN PROJET : Est une combinaison de ressources humaines et matérielles réunies au sein d'une organisation provisoire pour réaliser un objectif défini au cours d'une période donnée

3) - UNE ORGANISATION : Est une entreprise qui met en oeuvre des moyens matériels et humains dans le but de produire, échanger ou faire circuler des liens et des services.

4) - LE CYCLE DU PROJET : Résume les principales périodes de la vie du projet qui sont l'identification, l'élaboration, l'exécution et l'évaluation, l'exécution et l'évaluation.

5) - L'IDENTIFICATION Est un échelon de la phase de planification du projet, qui dégage l'idée de projet avec les activités et les résultats escomptés.

6) - LA PLANIFICATION : Est la phase préparatoire pour la réalisation d'un objectif. Elle concerne toutes les activités liées à la période de pré-autorisation qui recouvre les échelons comme l'identification, et la section, la pré-factibilité, la factibilité et l'autorisation du projet.

7) - LA GESTION COOPERATIVE : Est l'administration, la planification, le contrôle, la surveillance, l'autorité, l'organisation, l'évaluation d'une coopérative dans le but d'atteindre les objectifs poursuivis (dessinés).

8) - LE BUDGET : Est l'enveloppe des fonds nécessaires pour le financement des activités d'une organisation.

9) - OBJECTIF : But pour lequel on souhaite atteindre une situation considérée meilleure par l'intérêt ou par le groupe.

10) - OBJECTIF IMMEDIAT : Changement qu'il s'agit d'apporter ou de provoquer au moyen du projet en vue de remédier à un problème déterminé; effet que le projet est censé avoir s'il est achevé avec succès et en temps voulu.

11) - OBJECTIF DE DEVELOPPEMENT (supérieur - ultime) : Echelon de programmation supérieur allant au delà de l'objectif immédiat.

12) - PARTICIPATION : Prise en main des membres eux-mêmes de la résolution de leurs problèmes.

13) - PROGRAMME : Groupe de projets ou de services visant à atteindre certains objectifs déterminés.

14) - CADRE LOGIQUE : Schéma de planification d'un projet. C'est le résumé de la conception des principales étapes d'un projet, avec leurs inter-relations ainsi que les conséquences que doit entraîner le succès de chaque étape.

15) - ACTIVITE : L'action entreprise (par ex: convoquer une réunion générale des membres, distribuer les engrais, etc...) pour l'obtention d'un résultat précis.

16) - DONNEES NECESSAIRES : Les données sont des symboles utiles représentant une information d'ordre économique ou technique pour une meilleure appréciation d'une situation. Elles sont fiables selon leur source et peuvent constituer un recueil.

17) - LE SYSTEME DE PREVISION : Permet à postériori, un contrôle des réalisations par comparaison entre les recettes réelles et les recettes prévues, d'une part, les dépenses réelles et les dépenses prévues, d'autre part.

18) - LES RESSOURCES HUMAINES : Diverses catégories de personnes comportant des attributs que l'on peut mettre en oeuvre pour atteindre un but.

19) - LES RESSOURCES FINANCIERES : Possibilité de tout genre qui existent pour le financement d'une organisation (entreprise).

20) - LES PRODUITS (ou RESULTATS) : Sont des effets particuliers que l'on peut atteindre d'un projet si les apports fournis et les activités entreprises ainsi que les hypothèses sous-jacentes se réalisent.

21) - LES PROFITS (ou SURPLUS) : représentant le résultat excédentaire dans un compte d'exploitation d'une coopérative. Le but primordial d'une coopérative n'est cependant pas de faire des profits. En matière coopérative on parle généralement de surplus au lieu de profits.

22) - LES RISTOURNES : Sont des sommes payées aux membres d'une coopé soit (dans le cas d'une coopérative de commercialisation) parcequ'il ont encaissé peu pendant la campagne, soit (dans le cas d'une coopérative d'achats) parcequ'ils ont payé de trop pour les produits vendus.

23) - LE CAPITAL SOCIAL : Se compose des parts sociales souscrites et payées par les membres-propriétaires (adhérents) d'une coopérative.

24) - LES CAPITAUX PROPRES : Comprennent généralement les réserves (légales ou facultatives), le capital social (provenant des membres) et des dividendes capitalisés, en bref du résultat d'une bonne gestion

25) - LES CAPITAUX FIXES Sont ceux qui sont déjà transformés en objet d'usage assez long (terrain, bâtiment, machines et autres matériels d'exploitation, voitures).

26) - LES CAPITAUX CIRCULANTS (ou FONDS DE ROULEMENT) : Sont ceux qui permettent à la coopérative de régler des problèmes financiers quotidiens. (couverture du risque, expansion de l'équipement, trésorerie d'exploitation, etc).

27) - L'ANALYSE SOCIALE : Consiste en trois aspects :

1 - la faisabilité socio-culturelle qui prend en considération les valeurs, les croyances, la structure sociale et l'organisation du contexte où le projet sera conduit;

2 - la probabilité que les pratiques ou institutions introduites parmi la population initialement impliquée dans le projet seront diffusées à d'autres groupes;

3 - la distribution des bénéfices ainsi que du fardeau entre les groupes au sein et dehors de la population initialement concernée par le projet.

28) - L'ANALYSE ECONOMIQUE : Est une perspective dans laquelle, on considère les divergences entre les prix de marché et les prix sociaux, en dégageant la technique coût - bénéfice (ou coût-avantage) dont les deux cadres de gestion sont le taux de rentabilité sociale et la valeur sociale actuelle nette.

29) - L'ANALYSE FINANCIERE : Sommaire fait appel à des techniques de calcul qui constituent un langage différent du langage comptable pour chiffrer les besoins de financement du projet, les amortissements et les paiements.

30) - L'ACTUALISATION : Dans un projet d'investissement à pour but de comparer des flux qui surviennent à des époques très différentes. (2, 5, ou 15 ans.

Le principe de l'actualisation n'est qu'une somme d'argent immédiatement disponible

31) - LE MARKETING (Gestion commerciale - Commercialisation - Mise en marché)

C'est l'ensemble des activités par lesquelles un produit est récolté, conçu et fabriqué pour un marché, distribué, connu et vendu à satisfaction des besoins matériels des membres constituent la société dans la quelle l'institution évolue.

32) - LE BESOIN : Manque de quelque chose d'utile ou de désirable.

33) - LE PRODUIT : Ce qui peut être offert sur le marché de façon à y remarquer, acquis ou consommé.

34) - LA DISTRIBUTION : Comprend les processus de transport, de stockage et d'emballage.

35) - LE PRIX :

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ANNEXE J

SCHEDULE OF TRAINING ACTIVITIES January - June, 1987

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

SCHEDULE OF TRAINING ACTIVITIES, January - June, 1987

ENEAL RURAL MANAGEMENT PROJECT

Ecole Nationale d'Economie Appliquée
Center for Applied International Development Studies

<u>Dates</u>	<u>Theme</u>	<u>Participants</u>
Jan. 12-16	Training of Trainers in GPII	Staff Cols. Plan., Ameng. Territ. ENEA
Jan. 26-31	GPII	Students Cols. Plan., Ameng. Territ. ENEA
Feb. 9-14	Non-formal Training of Trainers in ORT Method	Col. EMP, AVDs, staff ENEA
Feb. 16-21	Non-formal Materials Develop.	Col. EMP, AVDs, staff ENEA
Mar. 23-28	Marketing I	Agents of Cooperation
Mar. 30-April 11	Marketing III	ENEAL staff, esp. Col. Coop
April 13-18	Management of Rural Dev. Conference	ENEAL staff, reps. of Sahel countries
April 27-May 2	Marketing I	Agents of Cooperation
May 4-9	GPII	Students of Col. Coop.
May 18-23	Marketing II	Agents of Cooperation
June 1-6	GPI	Students Tronc Commun
June 1-6	Intro. Quant. Methods	Select ENEAL staff*
June 15-20	Project Evaluation	Students of Cols. Plan., Ameng. Territ. ENEAL
June 22-27	GPIII	Students of Cols. Plan., Ameng. Territ. ENEAL

All of the above seminars will take place at ENEAL.

*An additional training function involving trainees of the Rural Management Project is programmed at Texas Tech for July 6-25. This will be a workshop in research methods to which ENEAL will send select faculty members and a few representatives of user services.