

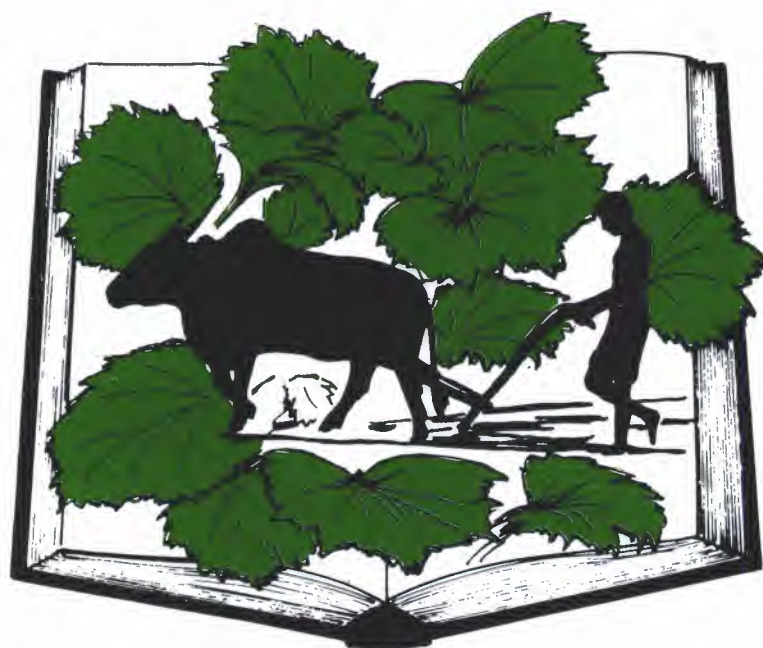
NORAGRIC

NORWEGIAN CENTRE FOR INTERNATIONAL AGRICULTURAL DEVELOPMENT
AGRICULTURAL UNIVERSITY OF NORWAY

EVALUATION OF THE
CHAMEN SELF-DEVELOPMENT AND TRAINING CENTER
FOR THE
ROYAL NORWEGIAN SOCIETY FOR RURAL DEVELOPMENT (NRD)

NORAGRIC REPORT, MAY 1990

Ingrid L.P. Nyborg
Anthony Ademda Taylor
Aliou Badara Senghore



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Postboks 2
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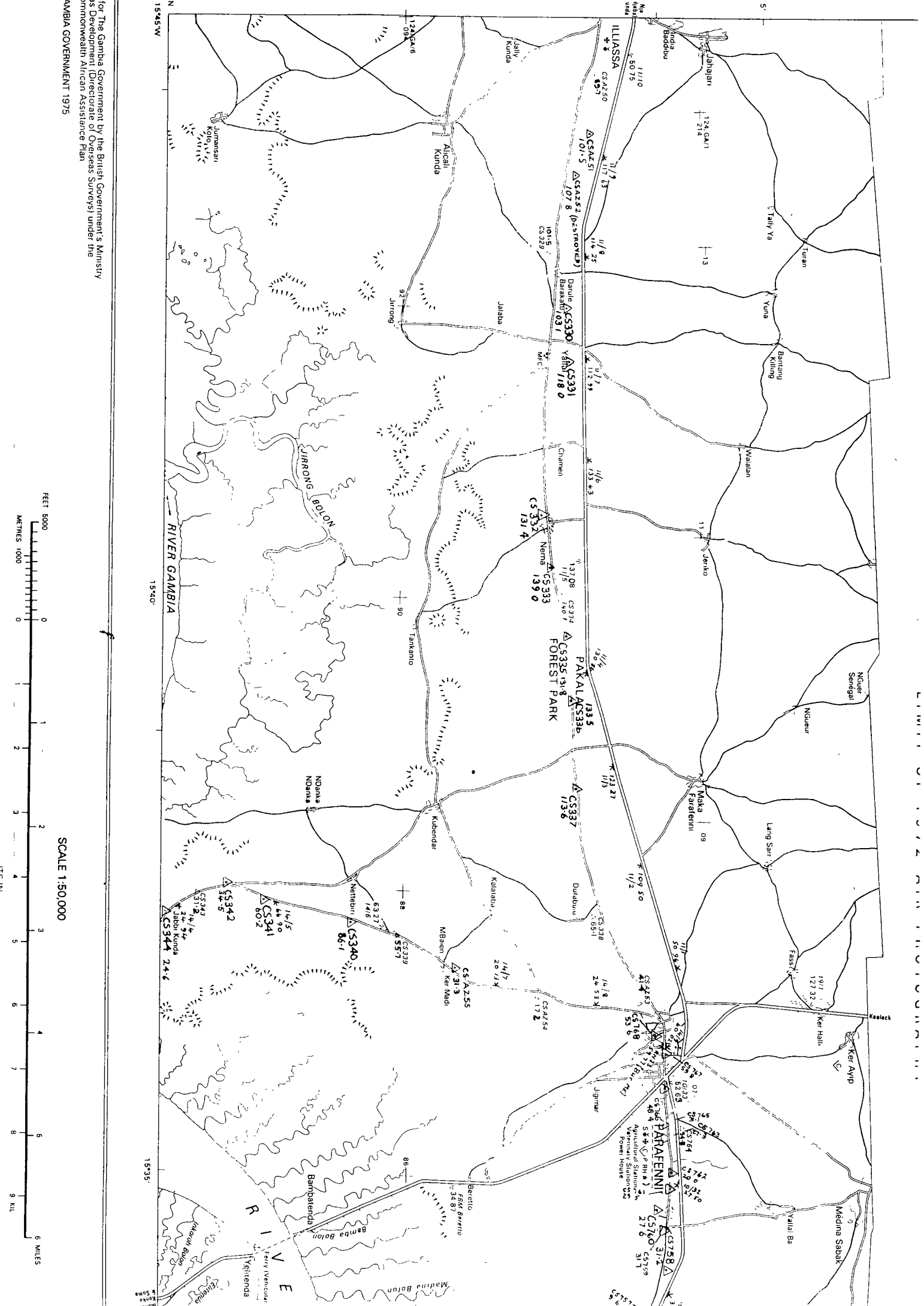
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ABBREVIATIONS

- D - Dalassi 1D = ca. 0.78 NOK
- DAS - Department of Agricultural Services
- GCU - Gambia Cooperative Union
- MANR - Ministry of Agriculture and Natural Resources
- NRD - Royal Norwegian Society for Rural Development



For The Gambia Government by the British Government's Ministry
 of Development (Development Office Overseas Surveys) under the
 Commonwealth African Assistance Plan
 GAMBIA GOVERNMENT 1975

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1.0 EXECUTIVE SUMMARY AND RECOMMENDATIONS

Since 1987, the Royal Norwegian Society for Rural Development, with funding from the Norwegian 4H and NORAD, have offered technical and financial assistance to the Chamen Self Development and Training Center. During the period April 16-29, 1990, an evaluation team was commissioned to examine the status of the project, and make recommendations as to future Norwegian involvement.

In general, the team feels the project has the potential of meeting its basic objectives. It has, however, faced a number of constraints which have reduced its impact on both the trainees and the surrounding villages. The team therefore recommends a number of adjustments in the program.

The Center's Board of Directors should be named an autonomous statutory board by an act of parliament, with the authority to control its own personnel and finances.

A comprehensive project document should be developed by the Board, with the assistance of the NRD Project Advisor. This document would include the objectives and programs of the Center, an annual action plan, and budgets showing a plan for the phasing out of donor funding over time.

Understaffing has been a serious problem at the Center. It is critical that enough qualified staff are employed by the Center in order for it to function effectively.

Management, reporting and accounting at the Center must be improved. The quarterly reports produced by Center staff should be used to monitor the Center's progress.

We recommend that trainees are recruited from primary school leavers, and that intake is restricted to North Bank division. Recruitment campaigns at NBD primary schools and in the surrounding villages should be undertaken. We recommend that not less than 30% of intake is female.

Both the trainee-resettlement program and the Village Outreach Program suffer from poor planning and follow-up, and should be improved.

The Center's training program should be extended to 18 months in order to allow trainees to improve their management skills through close supervision at the Center before being resettled.

An assessment of the progress of the Center should be conducted in one year's time in order to determine whether the targets set in the action plans have been reached and thus justify continued funding.

2.0 INTRODUCTION

2.1. Agricultural Training in the Gambia

Formal agricultural education in the Gambia starts at the Secondary Technical School level. At this level students have the opportunity to study agricultural science as a subject, side by side with other subjects within the curriculum. Instruction is mainly theoretical, and the school will have a garden or a farm where students will do their practical work. The practical work invariably involves growing a vegetable crop in beds, and the school might have some livestock, such as poultry, sheep and goats, which the students would have an opportunity to raise. Schools that are situated in the kombos and provinces will have a farm where field crops such as groundnut, millet, maize and sorghum are cultivated during the rainy season, and students are expected to provide the labor for cultivation, weeding and harvesting such crops. After four years of secondary technical schooling students sit for a national examination in which agricultural science is one of the subjects.

Another option is to attend a regular Secondary School. Secondary School level agricultural science is mainly academic; and is taught as a subject with a high input of theory and laboratory work. Practicals are restricted to gardening. Most of the secondary schools are located in urban areas, where not enough land is available for farming. At the end of five years of schooling, students sit to the G.C.E 'O' level exams administered by the WAEC. Agricultural Science is also taken as a subject at the 'A' level exams.

In the proposed new education policy (1992-2010), three years of middle school replaces the secondary technical schools. After 7 years of primary school all pupils are promoted to middle school. At this level vocational, technical, clerical /commercial subjects are included in the curriculum. The middle school would be terminal for some, thus they need some basic technical and vocational skills to enter the job market on completion of schooling. Agriculture is one of the subjects offered at this level; the curriculum should thus be practical and job oriented.

In this new system, secondary school is replaced by three years of High School; preparatory to higher academic training. Curriculum at this level will continue to be very academic.

Outside of the regular school system, other formal agricultural training includes the Anglican Training Center at Farafenni whose main objectives are:

- (i) To train pupils in agricultural skills to be self-employed.
- (ii) Prepare pupils for further training in agricultural education and other technical fields , e.g. through institutions such as Gambian Technical Training Institute (GTTI) and Gambia College (GC).

Agriculture as a subject is compulsory for all pupils, and is comprised of 60% practical work and 40% of theory and classroom work. English and mathematics are also offered to help in basic communication skills and record keeping.

The practical work concentrates mainly on vegetable production. The school has a farm, garden, orchard and poultry shed used for teaching and commercial purposes. Interested pupils are encouraged to work in the cultivation of field crops during the rainy season, sharing the proceeds with the school.

Gambia College School of Agriculture offers agricultural training at the Certificate and Diploma levels. The Certificate program runs for a period of two years, in the fields of agriculture and animal health and production. For entry into the program, students must have a secondary technical education, and a minimum of one year's job experience in agriculture or animal health and husbandry. The program is comprised of 60% practicals and 40% theory/classroom work. Practical work involves field work in gardening/orchard, and the cultivation, weeding/management, harvesting and processing of field crops - groundnut, rice, maize, millet and sorghum. Students are also exposed to some poultry management and other practical skills like surveying, demarcation and laying out of field plots. Animal health/husbandry practicals include field work, pasture/range management and some clinicals.

Entry into the 3-year Diploma program in Agriculture requires 5 GCE '0' levels. Students choose to specialize in Agricultural Education / Extension, Animal Husbandry, or Agricultural Business. The course is mainly academic and prepares student for jobs in extension, research, teaching and management. It also prepares them for higher training in any of the areas of specialization.

The only other form of agricultural training in the Gambia is workshops, seminars and in-service courses by departments, institutions and agencies in the agricultural sector. The training and visit (T&V) model of extension being practiced by the Department of Agricultural Services (DAS) requires regular training of extension workers in the productive practices they transmit to farmers. These training sessions take place at the various district extension centers, and involve both theory and practical demonstrations.

As a training and self-development center, Chamen is unique. It is the only agricultural training institution with the laudable objective of training and resettling primary school leavers into farming as a profession. These are the only category of students without any chance of enrolling into any training institution on leaving primary school. The only option open to them is either to stay in their villages and farm with their parents, or migrate to urban areas to seek increasingly scarce employment for unskilled workers. Chamen thus offers basic training in productive agriculture, and encourages the young farmers to resettle in their respective villages.

2.2 Project Background

In the early 1970's, a local interest group of top civil servants, businessmen and community leaders initiated a national and international campaign to bring attention to the growing number of jobless primary school leavers in the rural areas. Convinced of the need for rural training and community development in the Chamen area, the group, with funding from Opportunities Industrialization Center, International (OICI) established the Chamen Self Development and Training Center in 1977. Funding from the OICI, however, terminated in December 1982, and lacking further funding, operations at the Center were forced to cease. The Board of Directors, however, were still committed to the idea of the Center, and went so far as to contribute from their own pockets to help maintain the Center until further funding could be secured.

Norwegian support to the Center began in 1987 through the Royal Norwegian Society for Rural Development with funding from the Norwegian 4H and NORAD. This support has included technical and financial assistance including an area study, construction of buildings, maintenance and repair, and provision of equipment.

2.3 Project Evaluation

At the request of NRD, an evaluation team was commissioned to assess the progress of Chamen Self Development Training Center (hereafter referred to as the Center), and to make recommendations on the nature and extent of future NRD involvement in the project. A more detailed description of the scope of the evaluation can be found in Annex 1.

The evaluation took place in the Gambia from April 15 - 30, 1990. The evaluation team was comprised of:

Ms. Ingrid L.P. Nyborg, Research Scientist, Norwegian Center for International Agricultural Development (NORAGRIC)

Mr. Anthony Ademola Taylor, Acting Principal Planner, Gambian Government Department of Planning (PPMU)

Mr. Alieu Badara Senghore, Acting Head of Agriculture, Gambia College

Prior to the evaluation period the team was provided with background information on the project, including quarterly reports and earlier studies from the area. The "Agro-Ecological and Socio-Economic Study of the Chamen Training Center and Environ" commissioned by NRD in 1988 was particularly helpful in providing information on recent conditions in the Chamen area. The information gathered during the evaluation was obtained through interviews with various government departments and institutions, Center staff and Board members, ex-trainees from the Center, and members of the women's groups from two of the villages surrounding the Center.

The team was in the Chamen area for four days for interviews and field observations. It was unfortunate, however, that the evaluation took place during school holidays, in the period between graduation of the 1989/90 trainees and the intake of the 1990/91 trainees. There was therefore very little activity at the Center during our stay. In addition, the team was not able to interview the Center's accountant, as he was away on leave during the evaluation and his documents inaccessible to the team. This made it difficult to make specific comments on the accounting and bookkeeping at the Center.

The team received assistance from the Project Advisor in setting up appointments and gathering additional documents, and had a vehicle and driver at its disposal throughout the evaluation period.

At the end of the evaluation, preliminary comments and recommendations were presented by the team at a meeting in the Gambia with the following in attendance:

Mr. Jan Eirik Imbsen, Resident Representative, NRD
Ms. Anne-Brit Nippierd, Project Advisor, NRD
Mr. M. Dibba, General Manager, GCU, Member, Chamen Board of Directors
Mr. Seni Darbo, Chairperson, Chamen Board of Directors
Mr. N.S.Z. Njie, Vice Chairperson, Chamen Board of Directors
Ms. Adelaide Sosseh, Treasurer, Chamen Board of Directors

The results were presented in Norway on May 30 to NRD and the Norwegian 4H.

3.0 PROJECT OBJECTIVES

In looking at the project objectives as stated in the Terms of Reference (Appendix 1), the team considered whether the objectives have been met, their attainability, and their relevance to the future activities of the Center. The comments made in this section are of a general nature, and will be taken up in detail in subsequent sections.

Objective 1: To effect a significant decline in the exodus of rural youth to the urban areas in search of employment.

As a whole, the Center has been somewhat successful in discouraging the youth who have attended the Center from seeking employment in urban centers. Most of the trainees who attended the Center from 1987-89 received resettlement loan packages, and most of those trainees have continued to farm rather than move to urban areas for paid employment. While this is encouraging, it is presently too early to tell whether these ex-trainees will continue to farm after they have managed to repay their resettlement loans. The case of the 1989-90 group of trainees is less certain. Only 15 of a total of 29 trainees received resettlement loans this last period. It is critical that the Center continue to collect data on the activities of both those who received loans and those who did not in order to determine the impact of the center on urban migration. If proper follow-up is provided to the ex-trainees, and they are able to become active contact farmers for their communities the team feels the center can have a significant impact on encouraging rural youth to continue farming.

Objective 2: To train Gambian youth in practical and theoretical agriculture and animal husbandry in order to improve agricultural productivity in the Gambia and make farming more attractive to youth.

The Center seems to have been fairly successful in the training of the trainees in agriculture. In interviews with ex-trainees, they indicate they have been able to use most of the techniques learned at the Center on their own farms, and that they are able to produce more than before. This is true not only for crops which are sold, but also crops which are consumed by the family, such as millet. The resettled farmers, however, have faced a number of constraints concerning productivity. The high price of fertilizer and the difficulty of obtaining medications for their animals have contributed to lower yields than anticipated and loss animals to disease. These losses have a serious effect on the productivity of these farms, and may discourage the youth from continuing. Proper follow-up is critical in order to help ex-trainees solve their input and disease problems before too much of a loss is incurred. Close attention should also be paid to the appropriateness of the techniques promoted by the Center to ensure they are not only productive, but ecologically sound. For example, sheep and goat rearing in areas where the environment is fragile should be discouraged. Furthermore, a training period of only 10 months has its limitations in fostering the skills needed to ensure that the resettled trainees can establish productive farms. It is felt that at least an additional season be added to the

training period in order for the trainees to plan, manage and implement their projects while they are still under close supervision of the Center staff.

Objective 3: To offer job-oriented training and provide young farmers with incentive to enable them to establish their own income-earning farms in the rural areas.

The provision of resettlement loans upon completion of the training program is a very strong incentive for staying in the rural areas and farming. This is based on the fact that it is virtually impossible for private small farmers to get the support they require to invest in their farms. This incentive is, however, hampered by the stiff repayment period, which gives the young farmers very poor returns during the first four years of their operations. This can have a discouraging effect on farmers who leave the center highly motivated to invest in farming. Incentive alone, however, is not the only issue. The farms established by the trainees must also result in enough profits to make a real difference in their rural incomes. Thus far, the center has concentrated its efforts on agricultural production, including both crop production and animal husbandry. Trainees should be encouraged to take up activities in these fields which will offer them high returns based on their local marketing possibilities. The potential of the center in providing training for other income-earning activities for small farmers is also great. Training in food processing techniques, and crafts such as soap-making, tie-dying, and batik and could offer farmers opportunities for income generation during lulls in the production calendar. Also, training farmers in masonry, blacksmithing and carpentry could reduce their dependency on distant services and provide their villages with local alternatives for repair and building.

Objective 4: If the project proves to be successful, the Gambia will establish other centers of this kind.

In order to determine whether the Center has been successful enough to consider expansion into other areas of the Gambia, it must be possible to determine the impact the center has on the local community. Presently, trainees are recruited nation-wide, and thus the vast majority are not resettled into the North Bank Division. Also, the activities to be performed through the Outreach Program in the five "high impact " villages referred to in the Center's 5-Year Plan have been very limited. We feel the Center must be able to show a solid impact in its surrounding communities both in terms of resettled trainees and outreach activities before expansion into other regions can be considered.

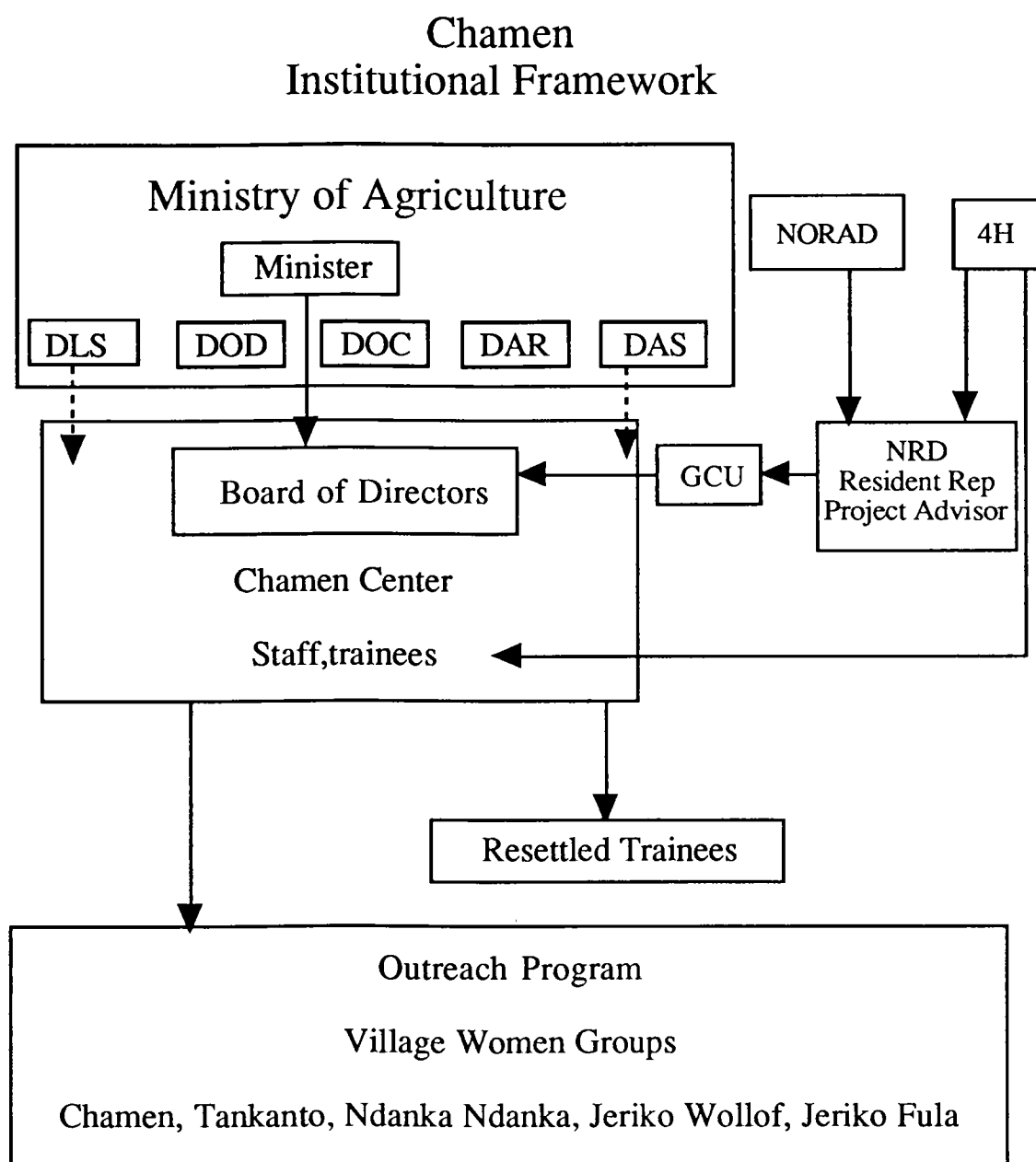
The impact on the local community, however, is not the only condition for success. Success in this case would also be determined by the long-term financial sustainability of the Center. It is imperative that the Center become a self-sustaining entity to ensure it will remain an integral part of the local community for many years to come. We have confidence that commitment on the part of the Board of Directors and the Administration of the Center to exploit a wide range of income-generating activities will result in a self-sustaining training center with a high level of local involvement. This commitment must,

however, be matched by innovated planning and management in order to be viable.

4.0 GENERAL FINDINGS

4.1 Institutional Framework

The institutional arrangements surrounding Chamen Self Development and Training Center have, at times been hindering. Some of the institutions illustrated in the organogram below have in one way or the other increased bureaucracy, weakened authority, encouraged hostility, introduced frustrations and confusion, delayed implementation and affected the realization of some project objectives.



The Royal Norwegian Ministry of Development Cooperation (NORAD) and the Norwegian 4H are the 2 external donors for the Center. NORAD represents the Norwegian Government and provides 80% of donor funding. The Norwegian 4H provides the remaining 20% of donor funding.

The Royal Norwegian Society for Rural Development (NRD) is a non-governmental organization (NGO) which coordinates Norwegian projects in the Gambia. The NRD has an office in the Gambia, currently at the GCU, headed by a country representative and assisted by a Project Advisor.

The Gambia Cooperative Union (GCU) is the apex cooperative organization of all Cooperative Primary and Marketing Societies (CPMS) in the Gambia. The General Manager of GCU has an umbrella agreement with NRD and was instrumental in negotiating NORAD and 4H funding for the Center through NRD in 1985. Because of the fact that the Norwegian cooperative movement does not deal directly with Governments in principle, GCU became the only institution through which their funds could be channelled. Thus, the GCU is responsible for disbursing funds to the Center according to the planning, budgeting, reporting and consultation requirements as specified in the Agreement (Article III (3.3); Article II (2.2); Article V (5.2)).

The Ministry of Agriculture and Natural Resources (MANR) is a government ministry headed by a Minister. The Ministry is comprised of five departments:

- (i) Department of Agricultural Services (DAS) is responsible for overseeing general agricultural production programs, e.g. horticultural and field crop programs; and providing general agricultural services, e.g. personnel, crop protection and extension services. The FAO Fertilizer Project operates as a unit of the department and collaborates with the Center through demonstration trials and a contract-growing seed multiplication program. The center has received inputs (seeds, fertilizer and chemicals) from the FAO project for their vegetable schemes and maize production and has provided the FAO with data and certified maize seeds. The Center's management and performance in the past have, however, been cause for concern to the FAO project, making it uncertain whether continued cooperation is possible.
- (ii) The Department of Agricultural Research (DAR) is responsible for conducting and supervising agricultural research to increase productivity and recommending new technologies. The seed technology unit of DAR supervises the seed multiplication program. The Center's Program Director and Training and Production Manager are both staff members of the DAS informally seconded to the Center. This has caused uncertainty in the formal relationship between the Center and the DAS in terms of staff loyalty.
- (iii) Department of Livestock Services (DLS) is responsible for the development of livestock sector including disease and pest control. The department's personnel (veterinary officers) are stationed throughout the country providing services to individual owners and organizations. The Center's Animal Husbandry Instructor is a staff member of the DLS, also informally seconded to the Center.

- (iv) The Department of Planning(DOP) is responsible for all agricultural planning, data collection and policy formulation for the agricultural sector.
- (v) The Department of Cooperation (DOC) is responsible for registering, regulating and supervising cooperative affairs in the Gambia.

The Chamen Board of Directors (the Board) is the governing body of the Center. Presently, funds from NRD are channelled through the GCU, then to the Board's bank account for the running of the Center. In reality the Board does not control finances and considers this is a significant constraint in running the Center, and to its power of appointing its own personnel and applying disciplinary measures. Government subversions to the Center are highly insufficient and the Center does not currently generate enough revenue to be self-financing on a sustainable basis. Limited funding also" makes it difficult to employ highly qualified and competent staff whose loyalties do not lie with the Ministry of Agriculture.

The Norwegian 4H has, as a donor organization, a unique link with the Center. In addition to providing funding and instructors to the Center, it also sends two Gambian trainees per year to Norway to live with rural families for three months. This linkage, termed "movement-to-movement" is a valuable one, and offers inspiration to the trainees to become involved in Gambian 4H activities.

The Center's link with resettled trainees is a key component in the potential success of the Center. This link suffers, however, from poor follow-up on the part of the Center. This is discussed in more detail in Section 4.4.

Linkages with the five high impact villages (Chamen, Tankanto, Ndanka Ndanka, Jeriko Wollof, Jeriko Fula) are mainly through the Village Outreach Program, with the village women's groups (Kafos) as the main target groups. This linkage is described in more detail in Section 4.5. Other linkages include collaboration with NGOs e.g. Catholic Relief Services (CRS), Action Aid (AA), and Save the Children Fund in their various agricultural projects.

4.1.1 Proposals

The following proposals are suggested to strengthen the institutional position of the Center making it more effective in its administration and management.

1. Establish an autonomous statutory Board by an Act of Parliament to provide for the management of Center. The Act will clearly state the powers of the Board, which would include the power to directly employ, discipline and remove its officers, as well as Center staff members.
2. A new agreement directly between NRD and the Board should be signed. As an autonomous Board, it will have the power to deal directly with donor organizations, control its own finances and prepare and keep regular reports and statements of accounts on the affairs and businesses of the Center as required by the Act.
3. Adequate funding should be made available for the employment of the core staff needed to run the Center effectively. This will eliminate the Center's reliance on government secondment for its staff.

4.2 Management and Administration

4.2.1 Board of Directors

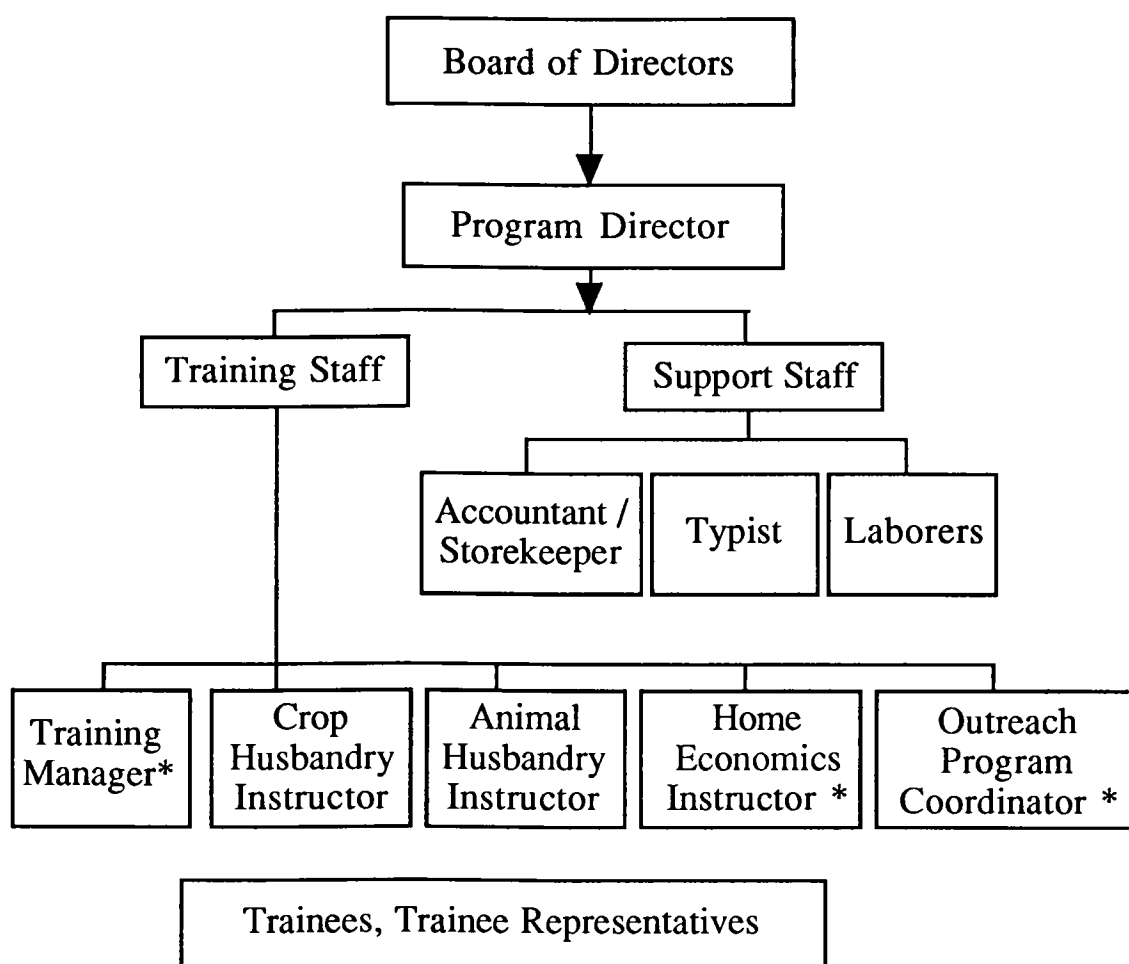
The Chamen Board of Directors (the Board) is a multidisciplinary Board appointed by the Minister of Agriculture and Natural Resources. Its functions include policy development, management and accountability of the Center programs and resources.

The Board is comprised of 11 highly experienced professionals, managers and community leaders in the fields of education and training (formal and non-formal), agriculture, the cooperative movement etc. The Ministry's representative in the Board (Deputy Permanent Secretary), functions as the Board's Secretary, responsible for all correspondence and reporting. The Director of Schools of the Ministry of Education functions as the Board's Treasurer, responsible for accounting and financial reporting. These two positions, along with the Chairperson and Vice-Chairperson, form the Board's Executive Committee. The local community representatives in the Board are the North Bank Divisional Seyfo (chief), and a female social worker/organizer of women's groups in the area. These two are on-the-spot Board members. The NRD Project Advisor is an ex-officio member of the Board.

The Board meets regularly, and occasionally forms technical committees for the execution of policy, e.g. the Planning Committee which drew-up the current 5-year Plan (1988-1992). This type of activity has, unfortunately, been limited. Due to the full-time engagement of Board members in their respective employment, they have been unable to effectively monitor and control activities, operations and staff performance at the Center. This has contributed to the inefficient management of the Center as well as the feeble relationship between the Board

and Center's management. In addition, most of the Board members are located in Banjul, and thus have difficulties following the activities of the Center.

Chamen Center Organization



* Not yet employed at time of evaluation

Despite the Board's lack of effective control, its high commitment and hopes in the Center's great potential must be appreciated, demonstrated especially during the dormant period of the Center when they contributed their personal funds to keep it going.

4.2.2 Center Staff and Trainees

The Program Director receives directives from the Board, and implements policy, financial and management decisions of the Board. He is responsible for the day-to-day administration of the Center. The rest of the staff at the Center is directly responsible to the Program Director. The trainees have a set of elected representatives which are responsible for trainee-relations with the staff.

It is apparent that the administration and management at the Center has suffered from poor staff relations. In the worst cases, this has resulted in staff either quitting in frustration, or being dismissed by the Program Director. There does not seem to be adequate communication between all members of the staff. Staff meetings appear to be infrequent and may not be a comfortable forum in which to express disagreement. This can also be extended to relations between the staff and the trainees. The team feels there is not enough effort on the part of the Center staff to create a positive, cooperative atmosphere at the Center.

4.2.3 Proposals

1. More members of the Board should be appointed from people residing in Farafenni and surroundings, since they will be on-the-spot and be abreast with the daily administration of the Center. Those who are currently locally appointed should participate more actively in the Center's affairs as they are valuable resource persons.
2. The Treasurer and Vice-Chairperson of the Board should reside in Farafenni to assist in the smooth administration of the Center.
3. In order to improve and strengthen management in general, a number of technical working committees should be set up within the Board to review and give advice on various issues. Even if the Board decides to employ outside expertise to execute some of its planning, it should be noted that the Board is ultimately responsible for the implementation of policy at the Center.
4. The Program Director should hold regular meetings with his staff to plan and discuss personnel issues.
5. One staff member other than the Program Director and one student, both elected by their peers, should become ex-officio members of the Board.
6. The proceedings of Board meetings should also be discussed among staff members, and staff views on future issues to be discussed by the Board should be sought.
7. The Program Director has to improve his attitude in general and be respectful and tactful in dealing with staff, trainees, the Board and the Project Advisor. He should also improve his communication skills - both written and verbal.

4.2.4 Reporting and Accounting

The administration of the Center is required to submit quarterly reports on the activities of the Center, and financial reports to the Board, which are in turn submitted to NRD for fund disbursements. These reports should detail the

Centers activities; training, practical production, resettlement program, and outreach programs, as well as the constraints facing the Center during the quarter.

Currently the Program Director writes the reports with information from the Training Manager and Instructors. A lot of improvement is needed the structuring and content in these reports. Apparently, the Program Director gathers together the reports written by each staff member and puts them together without any serious editing. As a result the reports are not properly structured; they tend to be very similar from quarter to quarter giving just general information.

An Accountant is employed at the Center, answerable to the Program Director. The Program Director depends on the information received from the accountant for the financial reports to the Board. This has been a bottleneck in the production of both the quarterly and annual reports for the Center, resulting in delays in fund disbursement for, for example, the resettlement loans.

4.2.4.1 Proposal

The quarterly reports should be the main document for monitoring the activities of the Center. The format of these reports is therefore critical. Clear guidelines and training in report writing should be provided to the Program Director. The process of report writing should also be improved. After receiving all the necessary information from each staff member, the Program Director should make a draft of the report, which should then be discussed by the staff in their next staff meeting. Any necessary corrections or additions should then be made before the Program Director writes the final report. Below are some suggestions for what could be included in the quarterly reports.

- (i) A calendar of the activities of the Center during the previous quarter. It is not necessary to mention again and again in quarterly reports the fixed assets of the Center; this could be reserved for the annual reports, together with depreciations on such assets, losses etc.
- (ii) Summary of training activities during the quarter; classroom contact time (referring to weekly timetable), practical training activities - field work, garden work, work with animals, home economics.
- (iii) Work on Center farms - size of cultivated areas, operations, stage of production, and general forecast of yield.
- (iv) Outreach program - visits and supervision of outreach activities, both at the Center and in the surrounding villages.
- (v) Supervision of resettled trainees - number of visits made, and general impression of ex-trainees performance. Detailed records of each trainees activities to be recorded in his/her file.

- (vi) Any other activity taking place at the Center during the reporting period.
- (vii) Constraints and problems encountered during the period.
- (viii) Plans for the coming quarter with concrete dates and deadlines.

4.2.5 Staffing Levels and Qualifications

The present Center administration is seriously understaffed. This has had a negative effect on the quality of training provided to both the trainees and the surrounding villages. The current staff and their qualifications and duties are summarized below:

1. A Program Director.

Qualifications: Certificate in General Agriculture; with a number of years experience in agricultural extension, and a supervisory role in the DAS.

Although there is not yet a detailed job description; it is expected that the Program Director would fulfill the following functions:

- (i) The day-to-day administration of the Center.
- (ii) Provide leadership in professional training and self-development.
- (iii) Manage the resources of the Center, e.g. farms, livestock, equipment and machinery.
- (iv) Implement the trainee resettlement program.
- (v) Provide an outreach program to neighboring villages, through farmer groups using Center facilities such as gardens and fields, and then try and practice such improved practices in their various villages.

2. A Training Manager.

Recently returned back from training in Tanzania. A hastily prepared jobdescription has been presented, but not yet given to the Training Manager. (see Annex 4) The Training Manager is expected to organize and implement training programs at the Center. He also engages in teaching and supervision of students farm practicals; also the supervision of resettled trainees.

3. Two Instructors.

One Crop Husbandry Instructor. Qualifications: Certificate in General Agriculture, with a number of years as an extension worker.

One Animal Husbandry Instructor. Qualifications: Certificate in Animal Health and Production, with a number of years as a livestock inspector.

The Instructors are to provide theory and practical instruction in their areas of specialization - crop husbandry, animal husbandry, home economics and supporting courses. They also supervise students' practical projects, and visit and supervise resettled trainees.

4. Support Staff

- One accountant/storekeeper.
- One typist
- One driver
- Six laborers

There is currently no instructor in home economics, and the extension agent previously engaged by the Center has been fired. This level of staffing is considered low for the programs the Center is offering. The situation is not helped by the fact that the Program Director does not do much teaching and practical instruction.

4.2.5.1 Proposals

The following are comments on the Center's staffing level and their qualifications and general duties.

1. Program Director

Qualifications:

- (i) Should possess a B.Sc. or B.A. degree in Agriculture, or Agricultural Education or a related qualification in agricultural education.
- (ii) Must have held a senior position of responsibility in a training institution, school, or agricultural organization or agency, for a minimum of 3 years.
- (iii) Must be prepared to reside and work in the provinces.

In addition to the administration of the Center, the Program Director should engage in the instruction and supervision of a limited number of student projects, as well as the co-administration and supervision of resettlement program.

2. Training Manager

Qualifications:

- (i) A B.Sc. or advanced diploma in agriculture, agricultural education or a related field in agriculture.
- (ii) Must have had a minimum of 3 years teaching experience in a training or agricultural institution.

(iii) Must be prepared to reside and work in the provinces.

Some of the most important duties would include :

- administration of all training programs
- trainee advising
- instruction and supervision of trainee projects and resettled trainees.

3. Instructors

Qualifications:

- (i) A diploma in his/her area of specialization.
- (ii) A Certificate in agriculture/livestock or the equivalent in home economics.
- (iii) Five years of working experience.

In general, the duties of the instructors would include the following:

Crop Husbandry Instructor/Resident Tutor responsible for:

- theoretical and practical instruction,
- supervision of trainee's projects,
- supervision of resettled trainees,
- male-trainee welfare and a residential affairs.

Animal Husbandry Instructor responsible for:

- theoretical and practical instruction,
- supervision of trainee's projects
- supervision of resettled trainees,
- care of all the animals of the Center.

Home Economics Instructor/Matron responsible for:

- theoretical and practical instruction,
- supervision of trainee's projects,
- supervision of resettled trainees,
- female-trainees welfare and residential matters.
- participation in the outreach program for women's groups.

4. Outreach Program Coordinator

Qualifications:

B.Sc. or advanced diploma in a relevant field of rural development. Background in non-formal education. Experience in working with income-generating activities for women.

She would be responsible for the organization and implementation of the Centers outreach program.

5. The position of Accountant/Storekeeper should be evaluated by the Board to ensure that he/she is qualified to keep the types of accounting records necessary in dealing with donor organizations as well as government auditing authorities.
6. A staff development program should be drawn up and implemented; this would include appropriate training for present staff members to give them the required qualifications to fulfill their jobs. Gambia College School of Agriculture could provide the relevant training up to the diploma level for Training Manager, and Instructors in both crop and animal husbandry. Appropriate training for the Accountant/Storekeeper should also be implemented.

4.3 Training Programs

The Center offers a 10-months intensive training program on production techniques and practices in crop husbandry, animal husbandry and home economics. Courses are 80% practicals and 20% theory. Originally, trainees were recruited from primary school leavers. In recent years, however, the requirements seem to have been raised to secondary school leavers. This seems to have been on the initiative of the Program Director rather than a policy change on the part of the Board.

The training program starts in May with one week of orientation. The trainees then start their practical activities immediately without any theoretical background. There is no clearly worked out curriculum for the program at the Center.

Syllabuses for the various subject-areas often do not exist, and where they do exist, they are based on the work of the instructor handling the subject and may not be updated.

The timetable for classes and practical activities is not specific or flexible enough for the type of training offered. Theory classes were sometimes not held because trainees had worked all day in their fields, and were too tired to concentrate in class.

Classes are taught in English, although they are sometimes held in the local languages for the benefit of those with difficulties understanding English. Instructors write on the chalkboard for trainees to copy in their notebooks. Sometimes instructors prepare handouts for students to use.

Students do field practicals under the supervision of the Instructors. There are no textbooks for the courses offered at the Center, and general reading material is also lacking.

4.3.1 Proposals

1. Trainees should be recruited from primary school leavers if the intent of the Center is to provide training to those without access to the formal educational system and to discourage urban migration.
2. The Board should commission a technical committee to draw-up a curriculum and syllabus for all the programs offered at the Center. This committee should also work with the 4H instructors in developing training materials. Training subjects offered to male and female trainees should be re-evaluated to ensure the approaches are innovative. The team feels that the female trainees should receive more instruction in, for example, field crop production to take advantage of the newer techniques previously reserved for male farmers. Instruction for women in the use of draft animals is now taking place in many areas of the Gambia. Likewise, male trainees should be exposed to home economics courses such as food

preservation and processing. Courses in other skills useful to rural communities such as masonry and equipment repair should also be considered for periods of slack production.

3. Basic English and functional mathematics should be added to the curriculum. In addition, it is critical that the trainees be taught basic management skills, project design and proper record keeping.
4. Textbooks and other reading material should be made available for a library.
5. The Training Manager and Instructors should develop weekly workplans and timetables to be posted for students.
6. Investment in additional and improved facilities for training activities should be made, such as poultry production facilities and storage sheds.
7. Field trips, excursions, and visits to other agricultural projects, institutions, resettled trainees and farmer groups should be made by the trainees. This would require the purchase of a minibus for transportation.
8. We recommend the training period be extended to 18 months. Ten months of training is too short a period to learn enough improved skills in agricultural production. We feel that the extra training in project management and close supervision by staff during an additional session of the program will ensure better results when the trainees return to their family farms.

We therefore propose the following training calendar, which we suggest be reviewed and modified by a competent body; such as the Board, or the technical committee commissioned by the Board to draw up curriculum/syllabuses for programs at the Center.

Nov.-Dec. Advertisement for entry to the Center through radio, primary school visits, farmer and women's group meetings and visits to ex-trainees.

First week
in Jan: Interviews and selection of applicants.

Jan. 15: First session begins:
 First week - Orientation
 Theory classes on crop production - vegetable production
 Theory classes on animal husbandry - poultry
 Theory classes on home economics
 Basic English, functional mathematics
 Practical classes on vegetable gardening and animal husbandry,
 poultry production can go on at the same time as theory.
 Work on Center vegetable garden.

- March/
April: 2 - 3 weeks Easter break.
- May: Second session begins:
Theory classes in crop husbandry / field crops production; animal husbandry - sheep and goats; home economics; some English and mathematics.
- June: Practicals in field cultivation - trainees individual plots and Center farm.
Animal husbandry practicals - sheep and goats.
- July-Oct: Theory classes on crop husbandry and animal production (sheep and goats) should continue simultaneously with practicals in these areas.
- Nov.-Dec. Holidays
Center administration should market its produce and apportion the proceeds according to guidelines specified by the Board.
Advertisement for new trainees begins.
- Jan. Third session begins:
New trainees start their orientation (see session one)
Review of production activities of the last sessions.
Theory classes in project planning, small business management, functional maths and English.
Practicals in Gardening.
Animal husbandry trainees can start their projects.
- March/
April: Easter break.
- May: Fourth session begins:
Students concentrate on their individual projects in field crops.
Animal husbandry projects continue.
Trainees to be closely supervised by staff.
- Oct.-Nov.: Graduation and resettlement.

4.4 Resettlement Program

One of the main objectives of the Chamen Self-Development and Training Center is to encourage its trainees to remain in their rural areas and become productive farmers. In order to address this issue, the Center provides its trainees with a rather unique offer in addition to the on-site training at the Center. Upon completion of the 10 month training program, the trainees are provided with a resettlement loan. These loans seem to provide good incentive for the trainees to continue as farmers in their home villages.

To obtain a resettlement loan, the trainees must have piece of land on which they can farm when they return to their villages. This requires the Center staff to meet with both the applicant and his/her guardian to ensure that at the end of the program the trainee is guaranteed use or control over a certain amount of family resources. During the course of the ten month program, the trainees choose a project which they would like to implement on their home farms. The projects which have been granted loans from the Center have included both crop and animal husbandry. The loans have a ceiling which has varied between D5000 - D6500, depending on the year. They are low-interest at 5%, and are to be repaid over a period of 4 years. While in past years most the trainees attending the Center were granted resettlement loans, only 15 out of a total of 29 trainees received loans this last season.

The resettlement loans are given in the form of a package, where Center staff accompanies each trainee when purchasing their inputs. The composition of the packages are somewhat dependent on the equipment and resources the trainees have on their farms from before. A typical package for those engaged in crop production would include 2 oxen, 1 sinehoe, and 1 seeder (if a trainee has experience with horses, a horse may be included rather than the oxen). Where trainees have not been able to save seed from their fields at the Center, some of the loan is used for seed. Fertilizer is not a part of the loan package.

For animal husbandry, loans are given for the purchase of animals, feed and medicine. Goats and sheep are the main animals purchased, but poultry production has also received support. Last year, one of the trainees applied for support for a piggery, despite the fact that the Center does not raise pigs and could only offer the trainee theoretical training.

Monitoring of ex-trainees has been performed by the Program Director, Training Manager, Animal Husbandry Instructor, as well as two of the Center's Board members (Director of DAS, and Chief of Upper Baddibou District). According to the staff, ex-trainees are visited several times a year, but not necessarily by the same staff members. Unfortunately, the team was unable to examine visit-records due to time constraints.

4.4.1 Constraints

In examining the resettlement program, the team could identify a number of shortcomings which we feel will effect its long-term sustainability.

1. Lack of a clearly defined policy on criteria for receiving resettlement loans.

The fact that so many of the trainees from this last season did not receive resettlement loans was very unfortunate. The success of the Center is very much dependent on the ability to resettle trainees.

2. Inappropriate loan packages.

Fertilizer application is one of the techniques which the Center promotes in order to obtain increased yields. In the crop production packages, however, no provision is made for the purchase of fertilizer. In interviews with ex-trainees, we discovered that none of them could afford to use fertilizer, even though they were all convinced of its potential in increasing production. Since the Gambia is currently in the process of removing subsidies on fertilizer, it is unlikely that these farmers will be able to afford fertilizer in the near future if faced with even higher prices.

The size of the loan packages is also a constraint. Currently, both crop and animal husbandry projects are confined by the same loan ceiling, despite the fact they require different types of inputs. There is also little flexibility in the choice of packages, particularly for women trainees. Male trainees have the opportunity to choose either field crop production or animal production. Women, however, are not encouraged to enter seriously into field crop production, as can be seen by the limited amount of land they are allocated at the Center. This is despite the fact that in many areas of the Gambia women traditionally grow upland grains. Since other income earning opportunities for women have not yet been seriously developed at the Center, their only choice currently is animal production. Although it can be profitable, sheep and goat production can also be risky, as the loss of an animal due to disease can result in a significant loss of income.

3. Inappropriate repayment schedules.

While it is too soon to make far-reaching conclusions on the repayment of the resettlement loans, some indications can be gathered by examining the status of the first year's installments paid by the 1987/88 trainees.

Out of 29 trainees who received loans, only 5 (17%) were able to pay their first installment in full, 16 (55%) made partial payments, and 8 (28%) made no payment. Those who paid partial payment, paid about half of the amount which was due. Unless the levels of production increase dramatically (something which is difficult in the face of increasing fertilizer prices), it is unlikely that the majority of farmers will be able to pay-off their loans within the four year period specified in the loan contract. This would have a negative effect on a) the

morale of the farmers, who after completing the program at Chamen have high expectations of success; and b) the financial sustainability of the resettlement program.

In terms of income to the Center, repayment for the 1987/88 trainees can be summarized:

Total Principal Loaned	D 166 250.00
Expected income after 4 years at 5% annual interest	174 562.00
Expected repayment per annum	43 640.65
Amount Received first installments	19 989.38
Amount outstanding	23 651.27

This means that income from repayment after the first year is at only 46% of what was expected. If this continues, there will be little chance of maintaining a revolving fund for trainee resettlement.

4. Inadequate supervision and monitoring of resettled farmers.

It was clear from interviews both with Center staff and ex-trainees that follow-up of ex-trainees is not adequate. Visits to the farms are infrequent, and do not provide the type of close supervision needed by the newly settled farmers. Proper monitoring of ex-trainees is also very important in determining the impact of the Center over time. Lack of staff and transportation constraints are part of the problem. Trainees are now recruited country-wide, which makes monitoring an expensive and time-consuming activity. Also, areas where the farmers are resettled do not necessarily have sufficient extension staff from the DAS to provide adequate supervision in the absence of representatives from the Center.

5. Limited marketing opportunities.

For resettled farmers located far from semi-urban areas, the marketing of their produce can be difficult. Previously, farmers cooperatives could play a role in the marketing of the ex-trainees' produce. Because of the recent reorganization of the Gambia Cooperative Union (GCU), however, many of the more remote farmers cooperatives have had to cease their operations. Unless the farmers are able to sell their produce at favorable prices, they will not be able to reach their full potential as producers. If the Center is to assist in marketing for resettled farmers on a country-wide basis, however, this would be a very expensive activity which would require significant capital investments in vehicles and storage structures.

4.4.2 Proposals

1. Intake of trainees should be restricted to North Bank Division. By concentrating efforts in the area surrounding the Center, logistical problems in ex-trainee follow-up and marketing would be significantly reduced. In order to ensure enough applicants to the program, campaigns at local primary schools should be launched.
2. Since there is disparity in the amounts of investment required for different types of resettlement projects, a committee should develop guidelines with ceilings for each type of project. These ceilings could be adjusted when properly justified.
3. Regular follow-up visits to resettled farmers should be scheduled for different times in the production season. The information gathered during these visits should be able to be used for monitoring and evaluation purposes.
4. There should be more variety in the types of loan packages provided to the trainees as new programs are added to the curriculum.
5. Repayment schedules should be adjusted. From current production and repayment records, as well as from the detailed information gathered during follow-up visits, the staff should be able to determine a more realistic repayment schedule which would be more within the reach of the majority of resettled farmers. For example, a credit system might be developed where farmers would not be expected to pay more than 50% of their earnings at each installment. Conventional credit systems would have difficulty with such a system due to the high per unit costs of monitoring the farmers. The Center has an advantage in this respect due to the built in follow-up supervision. With close production supervision and monitoring, the farmers would learn the importance of good credit habits. In difficult times, however, they would not be forced to pay more than they could afford.
6. A proper filing system should be developed. In addition to files for internal and external correspondence, training programs, and farm operations, files should be opened for each student to record his/her activities at the Center and follow up on his/her progress in the resettlement program.
7. The DAS member of the Board should head a committee where DAS involvement with resettled trainees should be designed. By building the ex-trainees into the Training and Visit System as contact farmers, follow-up supervision of ex-trainees would be made easier, and the impact of the Center's program on the local communities would be greater. Efforts to recruit female extension workers to work with resettled women should also be made.

4.5 Village Outreach Program

From the Center's inception in the early 1970's, the potential for local community impact has been high. The fact that it was originally formed by an active local "interest group" gave the Center a significant advantage over other community-based activities initiated by either the government or foreign donors. Villagers from the five "high impact villages" surrounding the Center were highly motivated to establish a self-help center which they could use as a base for learning new skills.

Despite this high level of local commitment, the Center has had only limited contact with the local community. Contact between the Center and the surrounding community can occur in two ways:

- 1) Trainees recruited from local villages which would return to their farms and act as contact farmers. This strategy is covered in more detail in the discussion of trainee resettlement (Section 4.4).
- 2) Special programs offered by the center specifically targeted towards village members. This strategy is the main idea behind what has been termed the Village Outreach Program. Women's groups in particular have been identified as the major target group in this program.

In examining the Center's Village Outreach Program, the team considered past and current activities, information obtained through interviews with members of a few of the surrounding villages, and a project proposal prepared by the OICI for a Rural Women's Training Component at the Center. It appears that past activities involving local villages have been rather limited. The GOIC program running from 1977-1982 did have an element of village involvement through a women's sewing program, but this did not continue after funding ended in 1982. When the Center was re-established in 1985 with Norwegian support, new attempts were made to involve the surrounding villages through contact with women's groups interested in improving their skills in vegetable growing. While a few of these groups have been actively growing vegetables at the Center, the extent to which these efforts have had an impact in the surrounding communities is unclear. Activities seem poorly organized and are not well documented. Unfortunately, the team was not able to meet with the extension agent formerly employed by the Center which was responsible for outreach activities.

4.5.1 Constraints

There are a number of constraints which can be identified which currently hinder the successful implementation of a Village Outreach Program by the Center.

1. Lack of a well-designed program with clearly defined objectives and target groups, as well as and means to monitor and evaluate the impact of the Center on local communities.

During the evaluation period the team was provided with a copy of the GOIC's "Project Proposal for the Rural Women's Training Component of the Chamen Valley Self Development Project." This was presented as the plans for a new program at the Center which would focus on the particular needs of women. We feel that the direction of these efforts is highly appropriate in the case of Chamen, since it is our opinion that the planning and implementation of high-quality programs for women trainees and women from the surrounding villages has been seriously neglected at the Center.

Despite the proposal's relevancy, however, its attempt to combine the training needs of two different groups of women under the same program is somewhat confusing, and may lead to serious difficulties in planning and implementation.

2. Lack of adequate staff for the Outreach Program

Some of the problems in planning and implementing a viable Village Outreach Program can be attributed to staffing problems, where staff has either been lacking, or not trained at a level appropriate for the needs of the target groups. This seems to be particularly relevant this last year, when the Home Economics Instructor quit her position with the Center, leaving them without a qualified instructor dealing with the special needs of women. While the Center did still have an extension agent who was assigned to work with the Outreach Program, we feel that a conventional agricultural extension agent is not necessarily the best qualified person to plan and implement a community-based program with village women as the main target group.

3. Limited local involvement in the planning and running of Center activities.

While local commitment was high at the onset of the project, it seems to have dwindled considerably during the past few years. Few of the local leaders who initiated the project have any connection with the Center at this time. There is a feeling that the Center was "taken over" by other interests. There is also a danger that the five "high-impact" villages surrounding the Center have become disillusioned due to the lack of activities in their villages. This is accentuated by the fact that very few of the trainees are recruited from these villages.

4. Socio-cultural constraints

At the onset of the project, there was a dispute between the local Fula and Chamen Center over the use of part of the land which was allocated to the Center. Local Fula claim that the Center was given land which they used for animal grazing. The case was brought to court, and the Center retained title to the land. This has caused resentment on the part of the Fula, who seem to have put a curse on the Center. Due to the strength of local beliefs in the area, many feel that until this issue is finally resolved, there will be reluctance on the part of local villagers to participate in the Center activities.

5. Resource constraints

The lack of water available for watering dry season vegetables seems to be a major constraint in the Outreach Program. The team visited two of the Center's five high-impact villages, Chamen Village, and Jeriko Wollof, where we spoke with the leaders of their women's groups. When discussing future contact with the center, it was clear that the women were very interested in a dry season vegetable-growing program. Currently, neither village has a local water source which could be used for irrigating vegetable gardens located at the village. In Chamen Village, which is within walking distance of the Center, the women would consider renting vegetable beds at the Center if land and water were made available. The women at Jeriko Wollof, however, felt the Center was too far to travel to every day to care for their vegetables. If water for irrigation was provided by the Center through, for example, additional wells, land would be made available to the women at Jeriko Wollof. Both of the groups would prefer to have water sources in their own fields at the village. This is likely to be the case for the other women's groups in the surrounding villages. Thus, unless there is water available at the village level, the impact of the center in vegetable growing can be very limited.

4.5.2 Proposals

1. Development of a new Outreach Program plan with clearly defined objectives, target groups and a monitoring and evaluation system.

The women targeted by the Center fall into two distinct categories: trainees, with a certain level of education (primary school graduates) and village women (illiterate). In order to meet the needs of both of these groups, we recommend the following:

- a) The program for the women trainees must be an integral part of the curriculum of the Center. We have included a description of the qualifications and responsibilities of a Home Economics Instructor in Section 4.2.5.
 - b) The outreach program be a separate program where rural women form the major target group. The program should be designed together with the local women's groups and in line with the needs of the local community. The program should include an action plan, budget, and clear benchmarks to measure the progress and impact over time.
2. Employment of a Village Outreach Coordinator.

This Coordinator, with the assistance of the Program Director, local community leaders, and the rest of the Center staff, would design and implement the above program. This person would be well versed in rural women's income-generating activities, with training in non-formal education. She should be offered the opportunity for training in areas which would assist her in her position. It would be an advantage if she were recruited from the North Bank

Division (NBD), to increase the chances of her remaining in the area. In order to ensure that the Outreach Program remains current, she would establish linkages with other entities involved in non-formal education and women in development, both in the area and nationally. The Center's Board has a number of well-qualified members which would be valuable resource persons in this area. She would also work in close contact with the Village Extension Workers (VEW's) assigned to the villages by the DAS.

Concerning possible programs, those suggested in the socio-ecological study (1988) are still relevant. This is particularly true for a functional numeracy and literacy program. This could be designed for the community as a whole, with assistance from the Member Education Program (MEP). One advantage with this approach is that the MEP incorporates elements of cooperative organization in its training programs, something which would assist in the strengthening of community involvement. The women's groups involved in vegetable growing could also take advantage of any services and advice offered through the proposed WHCMA (Women's Horticultural Cooperative Marketing Association; refer to Evaluation of the Bakau and Lamin Horticultural Cooperative Societies, NRD, 1990)

3. Assessment of the infrastructural needs of the five "high impact" villages to ensure a real impact of the Village Outreach Program in the local community.

This would include structures such as wells and low cost, appropriate irrigation systems as well as community center buildings for functional numeracy and literacy programs.

4. Increase local involvement in the planning of community activities.

Re-establishing contact with the original interest group which established the Center is recommended to ensure local support. Including villages leaders and the leaders of the women's groups in Village Outreach planning sessions would contribute to the development of more appropriate and viable programs.

5. In light of the earlier disputes between the Center and the local Fula, it is recommended that the Center initiate contact with the Fula to make amends.

4.6 4H Program

The 4H program at the Center started in 1988. Each year, the Norwegian 4H sends two of its instructors from Norway to participate in the practical and theoretical training program at the Center. The instructors are allocated a certain number of teaching hours per week where they introduce 4H training methods and materials, and talk to the trainees about 4H organizations and activities in Norway. They are also to follow-up on the 4H activities of resettled ex-trainees. The instructors stay at the Center for a period of six months (ca. November to April). In addition, two Gambians are chosen from the Center each year to travel to Norway for a period of three months, where they live and work with a Norwegian farming family.

The 4H program at the Center seems to have been quite successful according to both the staff and the ex-trainees interviewed. The well-organized sessions held by the Norwegian instructors seem to have motivated students into becoming more active in their local farming communities by either forming or joining 4H groups. The instructors indicated they had no problems with attendance to their classes, and that they were able to get to know the trainees quite well through a system where each day two different trainees would act as "guides".

4.6.1 Constraints

While the 4H program can be seen as a positive activity at the Center, it is faced by a number of constraints which hamper its potential.

1. Inadequate transportation.

The 4H instructors have been provided with small moterbikes from the GCU. While this is a cost effective mode of transport for travel to and from their residence at the GCU guest house in Farafenni and the Center, it is inadequate for follow-up visits to 4H clubs outside of the immediate area of the Center.

2. Limited training materials

Training material for the planning of projects has been limited to the 4H workbook on vegetable growing, developed by the Norwegian 4H with assistance from Gambia College. Ex-trainees and staff feel this workbook is relevant, but could use some adjustments to make it more appropriate for use at the Center. The lack of similar workbooks for the types of projects chosen by the trainees for their loan packages makes project planning difficult.

4.6.2 Proposals

1. Better transportation for follow-up visits to Gambian 4H groups should be provided. It had been recommended that the Center be provided with a minibus for student field trips, as well as Center staff to and from Farafenni. It is recommended that with the addition of this extra vehicle, one of the

other vehicles be made available to the 4H instructors during their 6 months at Chamen. This would enable them to visit the 4H clubs located in areas far from the Center.

2. Continued development of project planning materials. As recommended in the proposals for training, the 4H instructors should work with the technical committee commissioned by the Board to develop appropriate training manuals for the trainees. Emphasis should be placed both on the types of projects which the trainees choose for their loan packages, as well as other types of projects they may want to implement in addition.
3. The form of the 4H exchange program should be adjusted. At the onset of 4H involvement in Chamen, there were not yet any 4H clubs in the Gambia. Over the past years, however, a number of the ex-trainees have formed clubs in their home villages. This is a positive trend, and we feel that it is now appropriate that those chosen to go to Norway for three months should be recruited from these clubs. This would be a good incentive for the resettled farmers to become more active in community development after they have left the Center. Their stay in Norway should focus on the positive impact the 4H has had on encouraging Norwegian youth to be active in their rural communities.

The 4H instructors in the Gambia should, therefore, continue to instruct trainees in project planning and the role Gambian 4H clubs can play in increasing interest in rural development among youth. Particular attention should be given to encouraging female trainees to become active in 4H activities.

5.0 PROJECT PLANNING

The project concept requires the existence of a project document with clearly-defined objectives and strategies as a prerequisite for effective implementation management. The absence of such a document for Chamen Self Development and Training Center (CSDTC) during the phase of Norwegian funding (1987-1991) as had serious effect on the Center and has contributed to:

- i) poor management of the Center,
- ii) deterioration of standards at the Center,
- iii) a worsening relationship between the executing agency (NRD) and Center's management,
- iv) uncertainty of assigned responsibilities among the key actors in the project: Gambia Cooperatives Union (GCU), Chamen Board of Directors, Center management and NRD Project Advisor
- v) untimely execution or inexecution of essential functions
- vi) inconsistent and unsystematic reporting of project status from Center's management.

5.1 Five Year Plan 1988-1992

After a year of receiving funding through NRD, the Board recognized the need for a document to guide the activities of the Center. On August 27, 1988 the Board appointed a 6-person Planning Committee charged with the responsibility of drawing up a 5-Year Plan (1988-1992) with a budget of projected funding required during that period.

Essentially, the purpose of the plan was to:

- i) serve as a guideline document containing the broad objectives of the Center and a number of specific strategies to be implemented during the plan period;
- ii) show the financial situation of the Center, the utilization of funds by the Center with respect to projected cash inflow from NRD, the Gambian government and the Center over the plan period;
- iii) provide the basis for the strengthening of the Center's management and accounting system;
- iv) provide an effective participatory framework in the light of the new institutional and organization structures of the project;

- v) contribute to efficiency, improved standards and the attainment of the stated objectives.

On the whole the plan is comprehensive in the areas of:

- i) broad objectives;
- ii) strategies; and
- iii) budgetary requirements

It is not, however, comprehensive in the areas of:

- i) targets (quantitative and qualitative)
- ii) indicators (monitorable and non-monitorable)
- iii) information and reporting journals (for necessary monitoring and evaluation purposes)
- iv) roles and responsibilities of the Board and the Center staff (for the execution of specific tasks)
- v) personnel requirements (especially for training and resettlement supervision)
- vi) implementation schedule
- (vii) financial management of the Center and its activities.

Despite these significant shortcomings of the plan, it was approved on February 4, 1989.

5.2 Action Plan

During the year following the approval of the 5-Year Plan there was very little effort on the part of the Board to implement its strategies. As a result, the NRD Project Advisor, together with the General Manager of the GCU developed an Action Plan which provided specific deadlines for the implementation of management, training and financial policy. The Action Plan was approved by the Board on March 3, 1990.

It should be noted that although the Board agreed with the need for an Action Plan, many of the members resented the spirit in which it was presented to them. They questioned the Project Advisor's authority in qualifying the original plan with an ultimatum which recommended termination of donor funding in the event the plan was not implemented. When this qualification was later removed the Board accepted the fact that the Plan was prepared in good faith, and agreed that the fundamental purpose of the plan was to improve the management, efficiency and competence of the Center.

The Action Plan is now the complement of the 5-Year Plan distributed to all Board members and management staff of the Center. It is a concrete document with a strong emphasis on time. If it is implemented in earnest it will greatly improve management and efficiency. The Action Plan is specifically very explicit with deadlines, responsible authorities and tasks. Its success will depend

on the willingness and ability of the Board to enforce the deadline indicated. It's time frame is limited, and will have already run-out by the the time this report is printed.

5.3 Proposals

Preparation of a new 5-Year Plan supported by an updated annual Action Plan. This document would serve as a project document and would include the following:

- a clear statement of the Center's objectives
- a clear statement of the Center's target groups
- a clear statement of the responsibilities of the Board, staff and sub-committees
- plans for training, outreach and resettlement programs
- reporting formats and procedures, particularly for the quarterly reports and action plans,
- a financial planning section showing estimations of income from different sources i.e. donors, government, sale of Center produce,
- annual plans of action with clear benchmarks to measure the progress of the Center.

The Board would be responsible for the development of this document. We suggest a sub-committee be formed to carry out this task. We also suggest they engage the assistance of the Project Advisor in finding a comprehensive format for the document. There are a number of formats already developed by various institutions which may prove helpful in designing a document for the Center (i.e. NORAD, ILO etc.).

6.0 FUTURE NOREWEGIAN ASSISTANCE

We recommend that Norwegian assistance be continued according to a two phase plan, and that Norwegian assistance for Phase II only be considered if a critical assessment of the activities acheived in Phase I finds continuation advisable.

Phase I: Present to end of 1991 (original funding period)

- 1) Full salary support of the core staff of the center
 - Program Director
 - Training Manager
 - Crop Production Instructor/Resident Tutor
 - Animal Husbandry Instructor
 - Home Economics Instructor/Matron
 - Outreach Program Coordinator
 - Accountant/Storekeeper

- 2) Investment in structures necessary for the proper running of the Center (difficult for team to assess since budget for 1990 was not completed at the time of the evaluation). Would include provision for housing for instructors, particularly Matron and Resident Tutor, for storage structures, improved poultry facilities, and animal sheds.

Immediate activities for Phase I:

- 1.) Continued implementation of the Action Plan approved by the Board on March 3, 1990.
- 2.) Development of a new Action Plan by July 1 to carry the activities of the Center through the end of 1991. This action plan should have clear benchmarks to measure the Center's progress.
- 3.) Development of a Project Document which would include all aspects of the Center. This document would include an Action Plan and Budget for Phase II (1992-end of 1995). Development of this document would be the responsibility of the Board. The Board could develop the document both through the work of sub-committees comprised of Board members, and through a request for assistance from the Project Advisor. This document should be completed by October 1, 1990.
- 4.) April 1991 - An assessment of the progress of the Center based on
 - i) both action plans
 - ii) the project document

If the assessment of the Center's progress is satisfactory, then we recommend that Norwegian support be extended to Phase II (1992 - end of 1995).

During Phase I, funding would continue to be channelled through the GCU according to the present agreement between the General Manager of the GCU and NRD. If Phase II is recommended, a new agreement directly between the Board and NRD should be signed. The GCU, however, should continue to be represented on the Board as a resource person for the Cooperative Movement of the Gambia.

We recommend the Project Advisor continue through 1991. If in 1992, the Program Director has fulfilled the requirements for his position and can function effectively, and if the Board is statutory, then there will be no longer a need for a Project Advisor. Instead, NRD should have a permanent representative (ex-officio member) on the Board.

EVALUATION OF PROJECT:

CHAMEN AGRICULTURAL TRAINING CENTRE

I BACKGROUND

Chamen Self Development and Training Centre started as a training centre and production farm in the 1970's with financial support from the Opportunities Industrialization Centre International (OICI) and USAID. The farm consists of 180 ha arable land. The centre comprises classrooms, offices, dining hall, kitchen, dormitories etc and gets its water and electricity supply from a borehole and generator. In 1982 the OICI project assistance terminated and the running of the centre came to a standstill. Although The Gambian Government granted assistance to the centre in 1985 and 86, the support was inadequate and there was a great need of external support.

Norwegian support to the centre through the Royal Norwegian Society for Rural Development and Norwegian 4H started from August 1987.

II OBJECTIVES OF THE PROJECT

1. To effect the significant decline in the exodus of rural youth to the urban areas in search of employment.
2. To train Gambian youth in practical and theoretical agriculture and animal husbandry in order to improve agricultural productivity in The Gambia and make farming more attractive to youth.
3. To offer job-oriented training and provide young farmers with incentive to enable them to establish their own income-earning farms in the rural areas.
4. If the project proves to be successful, The Gambia will establish other centres of this kind.

III SCOPE AND PURPOSE OF THE EVALUATION

1. To undertake a critical examination of actual results compared to the development objectives and the utilization of project funds.
2. To highlight factors, positive or negative, that have influenced these results.
3. To assess the proposed strategy as laid down in the Five Year Plan 1988 - 1992, and make recommendations that may be necessary to ensure achievement of the project objectives for this phase.
4. To assess the future need and composition of long and short term Norwegian assistance.

The evaluation team will particularly examine the following areas:

1. To what extent the project has achieved, or is likely to achieve its objectives.
2. To what extent the project has had, or is likely to have the desired impact on the following target groups:
 - male and female trainees
 - ex trainees and resettled farmers
 - women's groups in 5 high impact villages.
3. To what extent the centre administration has managed to carry out the activities proposed in the Action Plan (adopted by Board of Directors on 3.3.90).
4. To recommend necessary or desirable actions to enhance the effectiveness, efficiency and impact of the project.
5. The content and relevance of the centre's theoretical and practical training programme.
6. To what extent external factors have affected the implementation of the project including:
 - Government policies/attitudes
 - institutional framework
 - other factors.
7. The impact of the 4H Exchange Programme on the training centre.
8. The staffing of the project and make necessary recommendations on staffing level and requirements.
9. The future need for external adviser and financial support and propose a timeframe and approach for phasing out of Norwegian support.

IV EVALUATION TEAM

The evaluation team will consist of one agricultural economist from Norway and The Gambia will provide two members of the team.

The evaluation will take place from 16. - 30. April 1990.

The evaluation report should be presented in draft by the end of the evaluation period.

CHAMEN SELF DEVELOPMENT
AND TRAINING CENTRE

FIVE YEAR PLAN

1988 - 1992

1.0

FOREWORD

The Board of Directors of the Chamen Self Development and Training Centre in the North Bank Division, approved this Five Year Plan and Budget for the Centre on 4th February 1989.

The Board of Directors consists of the following members:

Mr S S Darbo	(Chairman)	Jahally Patcharr
Mr N S Z Njie	(Vice Chairman)	Principal Gambia College
Mrs A Sosseh	(Treasurer)	Dept of Education
Mr Y Jallow	(Secretary)	Min of Agriculture
Mr M Njie		Principal G.T.T.I.
Mr S M L Kinteh		Director Nonformal Educ.
Mr K N Ceesay		Dep Gen Manager, GCU
Mr S K Janneh		Director of Agriculture
Seyfo Matarr Gaye		Farafenni
Mrs Yai Nyagadou		Farafenni
Mr B A M Ceesay		Programme Director, Chamen

Ex officio:
Mrs A-B Nippierd

Project Coordinator, NRD

2.0

BACKGROUND

On 27.8.88 the Board of Directors appointed a Planning Committee which was given the task of developing a 5 year plan and budget for Chamen Self Development and Training Centre.

The Royal Norwegian Society for Rural Development (referred to here as NRD) has signed a General Agreement with The Gambia Cooperative Union through which it has been providing financial and technical assistance to Chamen Centre since 1987. The Chamen Board of Directors are, however, interested in the Centre reaching a higher level of self sustainability and therefore propose measures and policy decisions in this Five Year Plan which will increase the Centre's revenue. The budget must be studied in close relation to the plan.

As can be observed from the budget there is a gradual increase in the Centre's revenue and Government subventions and a corresponding phasing out of NRD's financial assistance by 1990/91.

3.0

FIVE YEAR PLAN

3.1

Chamen Agricultural and Self-Development Centre will continue to maintain agricultural training and livestock husbandry as its main activity. The Centre has an essential role to play in training young Gambian farmers

in modern agricultural techniques and in resettling them in gainful selfemployment in the rural areas.

- 3.2 The current residential training programme involving forty trainees, of which a minimum of 15 will be females, will be maintained within the 5 year period.
- 3.3 A Home-Economics Course for the female trainees will be included on the Centre's Curriculum for the girls. The syllabus will have specific relevance to the already existing agricultural training programme e.g. special emphasis will be given to food preservation, planning and budgeting. For the foreseeable future the resettlement loan for the female trainees will be used specifically for investment in farming activities.
- All programme expenses for the Home Economics course will be covered by the Department of Community Development and Government Subventions.
- 3.4 Chamen Centre will not take a leading role in introducing high-cost, intermediate farm technology even though this may initially lead to an increase in the level of farm production and income at the Centre.
- The risks of introducing high-cost technology are considered too great. Expensive machinery e.g. tractors etc. can in the long run turn out to be an additional burden on the Centre's meagre resources, so more emphasis will therefore be given to appropriate farm technology. Furthermore the primary task of the Centre is to resettle young men and women in farming activities with the help of a relatively small loan, the Centre must therefore stand forth as a good example of how young farmers can increase their farm production and level of income by utilizing simple and inexpensive farming methods. The Centre's technical staff will work out a plan for the acquisition of more farm animals and basic and simple farm machinery in order to increase the level of farm production and farm revenue at the Centre. The plan will be implemented in March 1989.
- 3.5 A commercial line for the provision of farm inputs like fertilizer, seed-dressing and veterinary drugs at the Centre (as recommended in the Socio-Economic Study of May 1988), will be considered in 1993. Until that time the management at the Centre will be sufficiently strengthened before assuming such additional tasks.
- 3.6 The Socio-Economic Study, already referred to, recommended that in order to enhance the self-financing capacity of the Centre, it should enlist as a contract seed grower with the Seed Technology Unit of the Department of Agricultural Research. The Centre could

then revive the concept of a Production Farm of about 25 hectares for this purpose.

A Production Farm for seed growing will be introduced at Chamen, and the Centre will be enlisted as a contract seed grower in 1990. 25 hectares of farmland will be set aside for this purpose.

3.7 In order to enhance crop harvesting and generate income the Centre will acquire a groundnut thrasher and a cous thrasher as soon as possible.

3.8 The Centre will acquire a small vegetable processing plant for operating a crop processing hire service. To complement this, the Centre will create vegetable growers groups in each of the 5 high impact villages surrounding Chamen Centre, and allocate them with plots on the Centre land. If an appropriate irrigation system can be installed for this activity, the Centre will charge a levy on the individual garden plots to cover costs of irrigation.

As from 1989 the Centre will establish a well-organized vegetable demonstration garden for the women's groups from the 5 high impact villages.

4.0 STRENGTHENING OF CHAMEN MANAGEMENT AND ACCOUNTING SYSTEM

4.1 Management at the Centre will be strengthened in order for the Centre to be able to execute the new activities and tasks envisaged and also to be able to implement the present programme activities more efficiently.

At present the senior staff at Chamen are transferred to the Centre by the Ministry of Agriculture and not officially seconded by the Ministry or employed by the Board of Directors. This situation is unfortunate as it can lead to a lack of commitment on the part of staff at the Centre.

For the efficient and smooth running of the Centre, all members of staff at the Centre will be directly recruited by, and be responsible to the Board of Directors as from 1989.

Furthermore the following posts will be advertised with immediate effect. The qualifications and experience listed below will form the minimum requirements for management and training staff at the Centre.

Designation

Qualifications

Programme Director

Completion of B.S. degree or certificate in agriculture or equivalent area and at least 5 years experience in education and administration.

Training Manager

Completion of diploma course in agriculture and teacher's training certificate, and at least 3 years relevant professional experience.

Agricultural Instructor

Completion of certificate course in agriculture and at least 3 years relevant professional experience. (Teacher Training Certificate would also be an advantage but not a requirement).

The senior staff will be placed in the Grades proposed in the budget proposal for 1989 (see Appendix II)

Programme Director 17/1

Training Manager 15/1

Instructor 10/2 (If the Agricultural Instructor has a teacher's training certificate he should be placed in Grade 11/12.)

Grades are subject to adjustment according to the introduction of the Government's new grading system.

- 4.1 When the Board of Directors has recruited the minimum staff complement required to efficiently manage the business of the Centre, a Staff Development Programme will be developed by a Sub-Committee appointed by the Board.

4.3 Accounting system:

Immediate steps will be taken to ensure proper accounting of farm revenue and other finances at the Centre and to ensure that the revenue at the Centre is increased according to plan. The Board of Directors will advertise the post of Accountant/Storekeeper with immediate effect.

5.0 CHAMEN CENTRE REVENUE

With the strengthening of management at the Centre, the farm revenue at Chamen Centre can be increased considerably.

As can be seen from the Estimates of Revenue (Appendix I), the target for sale of farm produce represents a 100 percent increase from 1988/89 to 1989/90. However, it was not possible to get an exact overview of farm production, yield and income for 1988/89, as estimates and records of farm revenue have not been kept.

Concerning the possible introduction of tuition fee this may be considered by the Board at a later date.

6.0 5 YEAR BUDGET PROPOSAL FOR CHAMEN

6.1 Comments to the budget.

Since the Centre has been funded by NRD, the fiscal year has been from January to December. However, since the Chamen Centre falls under the Ministry of Agriculture the accounting system must follow the Government system, the fiscal year being July - June.

NRD funds will gradually be phased out in 1990/91 and it is assumed that Government subventions will gradually increase as from 1989/90 onward in order to cover the various programme expenses. Simultaneously, as mentioned above, it is assumed that the Centre's revenue will increase when the policy decisions above have been implemented.

Chamen Agric. Training Centre

(1) Item	(2) Details of expenditure	(3) 1987/88 Actual NRD	1988/89			(7) Revised estimates	(8) 1989/90 estimates	(9) Subsidized from Revenue Variations between columns 6 and 7
			(4) Approved estim- ates by NRD	(5) Approved estim- ates by Gov.	(6) Total Bud- get			
1.	Salaries Senior Staff	-	-	29844	29844	29844	32828	
2.	Senior staff adjustment	-	5112	-	5112	5112	5393	
3.	Salaries other staff (& zonal allowance)	23532.	51303.	-	51303.	55000	59000	2697
4.	Board Allowance	30000.	-	60000.	60000	60000	100000.	
5.	Training materials and office expenses	9470.	20000.	-	20000.	20000.	25000.	
6.	Farm supplies	88961.	40000.	-	40000.	40000.	25000.	
7.	Kitchen dormitory	4349.	10000.	-	10000.	10000.	10000.	
8.	Trainee feeding	26881.	69000.	-	69000.	71650.	72500.	2650
9.	Trainee Allowances	5015.	19200.	-	19200.	16000.	16000	
10.	Transport & fuel	-	100000.	-	100000.	100000.	80000	
11.	Maintenance (vehicle, generator)	-	20000.	-	20000.	20000.	20000	
12.	Extension Service (Resettlement etc)	-	5000.	-	5000.	5000.	5000	
13.	Poultry Project	-	18000.	-	18000.	18000.	-	

14.	Resettlement Loan	(1988) 166250.	260000.	-	260000.	300000.	260000.	40000
15.	Stipend/Seminar	-	10000.	-	10000.	10000.	5000.	
16.	Construction work	165679.	50000.	30000.	80000.	110000.	50000.	30000
17.	Equipment	18000.	29500.	-	29500	-	35000.	
18.	Evaluation	10000.	10000.	-	10000.	10000.	5000.	
19.	Misc./contingencies	23711.	50000.	-	50000.	50000.	50000.	

CHAMEN SELF-DEV. & TRAINING CENTRE

Details of expenditure	FISCAL YEAR 1989/90				PHASING OUT OF NRD FUNDS 1990/91				1990/1992		
	Estimates		Total budget	Subs. from revenue	Estimates		Total budget	Subs. from revenue	Estim. GOV.	Total budget	Revenue
	NRD	GOV.			NRD	GOV.					
1 Salaries Senior Staff		32,828	32,828		36,110			39,721	39,721		
2 Senior Staff Adjustment	10,224		10,224	5,623	11,246		5,623		12,370	12,370	
3 Local Staff Salaries	59,000		59,000	32,450	64,900			71,390	71,390		
4 Board Allowance		100,000	100,000	110,000	110,000			121,000	121,000		
5 Books + stationary	25,000		25,000	20,000	25,000		5,000	5,000	5,000		
6 Farm supplies	25,000		25,000	12,500	20,000		7,500		20,000	20,000	
7 Kitch/dorm supplies	10,000		10,000	5,000	10,000		5,000	5,000	10,000	5,000	
8 Trainee Feeding	72,500		72,500	39,875	79,750		39,875		87,725	87,725	
9 Trainee Allowance	16,000		16,000	8,000	16,000			8,000			
10 Transport + fuel	80,000		80,000	40,000	80,000			50,000	50,000		
11 Maint. vehic. + generator	20,000		20,000	11,000	22,000			24,000	24,000		
12 Extension Service	5,000		5,000	2,250	5,500		2,250				
13 Resettlement	260,000		300,000	130,000	300,000		170,000	120,000	300,000	180,000	
14 Construction renovation	50,000		50,000		5,000		5,000		5,000	5,000	
15 Equipment		35,000	35,000								
16 Evaluation	5,000		5,000								
17 Misc. Contin-gencies	50,000		60,000	25,000	35,000		10,000		10,000	10,000	
TOTAL	687,724	167,828	905,552	50,000	331,698	237,560	250,248	436,111	756,206	320,095	

ESTIMATE OF REVENUE

TITLE	Actual 1987/88	88/89	89/90	90/91	91/92	92/93	93/94
1. Sale of Farm Produce	-	5000	10000	25000	35000	40000	40000
2. Profit from sale of implements etc		(80000)					
3. Resettlement Loan Recovery	-	42000	42000 75000 <u>117000</u>	42000 75000 75000 <u>192000</u>	42000 75000 75000 75000 <u>267000</u>	75000 75000 75000 75000 <u>300000</u>	300000 p.a.
4. Interest on Loan	-	2100	5850	9600	13350	15000	15000
5. Tuition fees	-						
6. Staff feeding	-	2650	2915	3206	3526	3878	4265
Miscellaneous	-						
TOTAL			129915	220206	305526	343878	344265

APPENDIX II

1. Salaries Senior Staff: Present Grades for Senior Staff.

1988/89

Senior Staff Seconded by Government

<u>Designation</u>	<u>Grade</u>	<u>Remuneration p.a.</u>
Programme Director	13/5	D 7908.
Training Manager	10/6	5808.
Animal Science Instructor	10/2	5376.
Farm Mechanics Instructor	10/2	5376.
Home Economics Instructor	10/2	5376.

Total annual Remuneration D 29844.

Proposed Grades for Senior Staff (Seconded by Government)

<u>Designation</u>	* <u>Grade</u>	<u>Annual Remuneration</u>
1. Programme Director	17/1	11 196.
2. Training Manager	15/1	9 012.
3. Animal Science Instructor	10/2	5 376.
4. Farm Science Instructor (with Training Certificate)	10/2 (11/2)	5 376. (6 024.)
5. Home Economics Instructor	10/2	5 376.

Total annual remuneration D 36,336.

* Subject to adjustment in line with current trends in the pay and grading scales in the country.

DRAFT FOR DISCUSSION BY THE CHAMEN BOARD
 AT THE NEXT MEETING SCHEDULE ON SATURDAY
 3RD MARCH 1990 AT CHAMEN CENTRE - FARAFENNI

The measures outlined below is geared towards improving management efficiency and competence at the Chamen Centre on a cost effective basis. It is envisaged that the TIME BOUND ACTION PLAN if approved by the Board for implementation, will commit the Centre Management to (1) accept full responsibility for its performance in upgrading the quality of management at the centre (2) produce work plans, curriculum, targets, financial projections and budgets consistent with sound management practices (3) improve operational efficiency and staff performance and (4) provide the Board with monitoring information on the performance of the Chamen Centre on a regular and consistent basis.

ACTION PLAN

TIME -----	MEASURES REQUIRED -----	BY WHOM -----
30 April 1990	Recruitment of agricultural Instructor and Home Economics Instructor responsible for adequate theoretical/practical training sessions.	Board of Directors Programme Director
31 March 1990	To prepare and submit job descriptions for each member of staff for review and approval by the Board.	Programme Director in liaison with the Secretary and Chairman of the Board.
" "	To prepare printed curriculum which will include all necessary topics relevant to agriculture/home economics and work programme for both theoretical and practical lessons. The outlines to be submitted to the Board for review and approval.	Programme Director Training Manager Animal Husbandry Instructor in liaison with the Vice President of the Board.

5 March 1990 Continuous Process	A well structured weekly time table to be formulated and distributed to all trainees on a regular basis.	Training Manager in liaison with Training Staff.
" "	A log or roll call system to be introduced for all trainees attending practical and theoretical sessions. Each trainee's profile should be maintained up to date and used as basis for assessment.	Programme Director Training Manager
5 March 1990	To reactivate the women's groups involved in the Village Outreach programme and to prepare a work programme and assign responsibility to extension agent.	Programme Director with extension agent.
31 March 1990	Handouts should be prepared for a review by the Board prior to its circulation and should include the following: <ul style="list-style-type: none">- General information about the Chamen Centre- objectives of the Centre- approaches to learning at the Centre- criteria for receiving re-settlement loan and conditions of repayment- other relevant information	Programme Director Training Manager
31 March 1990 Continuous Process	Review the targets on the production and sale of farm produce and to maintain a separate account for all sales proceeds to be presented to the Board at each meeting.	Programme Director Treasurer Accountant
" "	Prepare analytical report on credit repayments by ex-trainees and level of revolving fund account for review by the Board.	Programme Director Treasurer Accountant
31 March 1990	Prepare separate profile on each trainee stating performance, capability, attitude and attendance and plan budget for their resettlement package.	Programme Director Training Manager Treasurer Accountant

31 March 1990

Quarterly progress report writing should be clear and concise and should among other things include the following for review and approval by the Board.

Programme Director
Training Manager
Treasurer
Accountant

- subjects covered
- number of lessons held in each subject during the quarter
- crop prospects and performance of micro project e.g. chicken and sheep rearing
- staffing levels and performance
- assessment of individual trainees
- progress report on re-settled trainees
- report on the re-settlement guidance sessions and reactions from trainees
- financial statement including income and expenditure and budget variances
- outline of activities to be covered in the next quarter

On the assumption that the Agricultural/Home Economics Instructors are employed before 30th April, 1990, they should be assigned responsibility in the relevant sections of this Action Plan.

JOB DESCRIPTION
TRAINING & PRODUCTION MANAGER

1. **GENERAL:** This is a highly, full performance responsible position involving the planning, organizing, directing, coordinating, and evaluating all activities of Caamen production farm activities. Work include responsibility for the development of the production, marketing, variety and species selection, equipment maintenance and control, selection techniques and activities of prepratory production personnel and program development. The Training Production Manager is directly responsible to the Program Director.

2. **AUTHORITY:** The Training Production Manager is vested with all that authority that is necessary and essential to the performance of the responsibilities and duties of the training production component as herein and else-where defined. These being:
 - A. The authority to control and direct all Caamen Staff assigned to the Training Production component and to advise the production staff on all matters related to the operation of the production component,
 - B. The authority to develop and initiate a system of punishment for the production staff not inconsistent with the standard guidelines as developed and from time to time, amended by The Caamen Board, and which is not inconsistent with the powers and responsibilities of the Program Director as defined herein,
 - C. The authority to established and implement a system of direct communication between all Training Production component and staff,
 - D. The authority to assume total program responsibility in absence of the Program Director,
 - E. The authority to share with the Program Director all communications received relating to total program operations not specifically marked confidential to the Program Director,
 - F. The authority to attend The Caamen Board meetings in absence of Program Director.

3. **SPECIFIC DUTIES:**
 - 3.1. You are directly responsible to the Program Director. The overall responsibility for running the Training Division is also delegated to you by the Program Director. This means that all the Local Instructors and trainees in the Training Division are answerable to you and it is your responsibility to assign them duties after they have been appointed,
 - 3.2. You will be required to also serve on the Management Committee of the Organization. This Committee is headed by the Program Director,
 - 3.3. You will be required to submit monthly, quarterly, half-year and yearly reports on the Training Division and its staff activities and to also provide any reports as may be required by the Program Director,

- 3.4. As and when it becomes necessary, the Program Director will assign you other duties connected with your work and not stated herein or in the Job Descriptions you have been issued.
- A. Plans, directs and implements the activities of the production unit,
 - B. Reviews budgets and staffing needs for conformance with organizational goals and objectives,
 - C. Communicates at regular intervals with the Program Director to insure the carrying out of directives dealing with program procedures and policies,
 - D. Analyze the effectiveness of the total production program,
 - E. Meets with representatives of private business, institutions, and industries to identify markets for products,
 - F. Acts on recommendations made by the Program Director to improve the overall effectiveness of the program,
 - G. Plans and executes a continuing program for analysing progress and developing improved production methods,
 - H. Prepares reports analysing activities and accomplishments of program goals,
 - I. Attends conferences and meetings related to production,
 - J. Teaches course in his speciality as it becomes necessary,
 - K. Aid in the development of profit making enterprises in animal production (sheep, goat, poultry) and crop production (g/nuts, maize, millet, vegetable) at Caamen Training Centre,
 - L. Liase closely with the Training Manager and Technical Instructions in developing production and training schedule,
 - M. Actively seek input from the Technical Instructors for problems dealing in their specialities,
 - N. Assumes total responsibility in absence of the Program Director and Training Manager,
 - O. Evaluates the personnel under his supervision,
 - P. Performs other related duties as required.
4. REPORTING: The Training and Production Manager is directly responsible to and subject to the direction of the Program Director and shall render to him such reports, plans, discussion papers and financial estimates as the Program Director, may require.

5. QUALIFICATIONS:

A. TECHNICAL:

- (1) The completion of a two years Certificate at an accredited agricultural college or University with emphasis in either agronomy crops, animals or farm mechanics/management,
- (2) Age preferably between 25 and 40 years,
- (3) Minimum of three (3) years of practical farm experience with an agricultural marketing or cooperative enterprise, private farming enterprise or within a government department or comparable agency,
- (4) Practical farm background,
- (5) Practical administrative experience is desirable,
- (6) Or any combination of training and education.

B. GENERAL:

- (1) Must be in good health,
- (2) Must have demonstrated ability to form sound judgements and to work independently on his own initiative,
- (3) Must possess a sense of tact and diplomacy

PERSONS MET
Evaluation of the
CHAMEN SELF-DEVELOPMENT AND TRAINING CENTER
for the
ROYAL NORWEGIAN SOCIETY FOR RURAL DEVELOPMENT (NRD)
April 16 - 29, 1990

- Mon. 16/4 Meetings:
Ms. Anne-Brit Nippierd, Project Advisor, NRD
- Mr. Johnson Kuyateh - Acting Director of Community Dev. - Dept
once provided instructor for hojme econs.
- Mr. M. Njie - Principal ATTI - Board member.
- Mr. S.M.L. Kinteh - Director non-formal education - Board
member.
- Tues. 17/4 Meetings:
Mr. B. Larsen - FAO fertilizer project - Supply fertilizer to the
Center, and has used the Center for fertilizer trials and seed
multiplication.
- Mr. Galando Gorce-Njie - Permanent Secretary Ministry of
Agriculture and Natural Resources.
- Mr. B.B. Sanneh - Deputy Permanent Secretary MANR - Secretary
Board Directors.
- Mr. S.S. Darbo - Project Manager, Jahally Pacharr Project -
Chairman Board of Directors.
- Mr. Yaya Jallow - Deputy Permanent Sect. P:M:O: - former
secretary to the Board of Directors.
- Mrs. Adelaide Sosseh - Director of schools, Ministry of Education.
Treasurer of the Board of Directors.
- Wed. 18/4 Left for Farafenni
Meetings:
Mr. Mariama Baldeh - Ex-Trainee, 1989/90 - not yet resettled.
- Mr. N.S.Z. Njie - Principal Gambia College - Vice chairman, Board
of Directors.

Mr. Bambo Ceesay - Program Director, Chamen Agricultural Training Center.

Field visit to Chamen Center

Thur. 19/4

Meetings:

Mr. Bambo Ceesay - Program Director, Chamen Agricultural Training Center

Mrs. Yai Nyagadon - Board member.

Mr. Samboujong Jagne - Farafeni resident - Has been closely associated with the Center at the initial stages.

Mr. Mamudon Suso - Animal Husbandry Instructor

Mr. Habib Touray - Agricultural Training Manager, and Crop Husbandry Instructor.

Fri. 20/4

Field visit to Chamen Village and Jeriko Wollof Village

Meetings:

Ebrima Jammeh - Ex-Trainee, 1987/88 (Chamen Village).

Kumba Jadama - President Chamen women's group.

Ali Ceesay - Ex-Trainee, 1987/88 (Jericho-wollof).

Women's Group - Jeriko-Wollof.

Mr. Jawneh - Agricultural Science Instructor, Anglican Training Center

Sat. 21/4

Meetings:

Ensa Badjie - Ex-Trainee - 1988/89.

Kebba Kujabi - Ex-Trainee.- 1988/89.

Sanussi Kolley - Ex-Trainee - 1988/89.

Seedy Gibba - Ex-Trainee - 1988/89.

Edward Gomez - Ex-Trainee - 1988/89.

Sun. 22/4

Team Meeting/Report Writing

Mon. 23/4

Meetings:

Ms. Anne-Brit Nippierd, Project Advisor, NRD

Hon. O.J. Jallow - Minister of MANR.

Mr. Jan Eirik Imbsen - Country Representative - The Royal Norwegian Society for Rural Development (NRD)

Mr. S.K. Janneh - Director of Agricultural Services - Member of Board.

Thur. 26/4 Presentation of preliminary findings, those present:
Team
Mr. Dibba, General Manager, GCU
Mr. Jan Eirik Imbsen, NRD
Mr. Seni Darbo, Chamen Board
Mr. N.S.Z. Nije, Chamen Board
Ms. Adelaide Sosseh, Chamen Board