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# FINAL REPORT

## Segment One: An Evaluation of USAID Training Projects and Segment Two: Proposals for a Five Year Training Program With a Sector Study and Needs Assessment in Human Resources Development for USAID, Mali

**Submitted by:**

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November 13, 1989

*Note: This report is a privileged communication, not to be disclosed except for evaluation purposes.*

# FINAL REPORT

## SEGMENT ONE

AN EVALUATION

OF USAID TRAINING PROJECTS

AND

## SEGMENT TWO

PROPOSALS FOR A FIVE YEAR TRAINING PROGRAM

WITH A SECTOR STUDY AND NEEDS ASSESSMENT

IN

HUMAN RESOURCES DEVELOPMENT

FOR USAID, MALI

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FOREWORD

SEGMENT ONE : THE EVALUATION

SEGMENT TWO : HUMAN RESOURCES DEVELOPMENT SECTOR STUDY; NEEDS ASSESSMENT; AND PLANNING PROPOSALS FOR A FIVE-YEAR USAID TRAINING PROGRAM

ANNEXES Including List of Abbreviations

## F O R E W O R D

The EDC Team's contract Statement of Work links the evaluation of the ending USAID training projects closely to future planning -- for example: "suggested options" for, and "assistance to the Mission in", preparing a training strategy and plan.

This allowed a continuum of research and reporting by the single study group -- being first for the evaluation, research and historical analysis of a pre-defined and strictly limited set of facts; and, second, an imaginative/speculative projection of human resources development possibilities of the future.

The latter began in an entirely open-ended frame of reference, in so far as our instructions defined it.

The opportunity of such linkage was rare in our AID and AID-related experience. It was a challenging and most welcome one. Our stay in Mali

Looking for the future, we gained a certain confidence and authority from doing the evaluation (Segment ONE) which sustained our approach to planning for the future (Segment TWO).

It follows that this Report is a single document. However, ONE and TWO are altogether different in style and purpose. ONE is analytic of findings of fact. TWO, using conclusions flowing to it from ONE, is far less "scientific" in its research and analysis methods. It is, in short, an idea paper.

The ideas are rooted, first, in established U.S. policy and Mission guidelines; second, in all we could learn from the relevant experience and advice of others (documents and interviews); third, in the thinking and experience we brought to the task as individuals on the study team (a fortuitous, if not accidental, combination); and, finally, in tripartite intra-team critiques, and the advice and counsel of USAID and Ministry of Plan officials and other reviewers of our preliminary ideas.

The product could have been improved and refined for an indefinite additional number of days. We cut off at the October 5th deadline, leaving it to the Mission and the GRM Plan Office, as is specified in our Scope, to make decisions among suggested options and to draw up detailed operational training plans.

Each of the segments has its own table of contents and introductory material, while the annexes are in a single group at the end of the report.

SEGMENT ONE

THE EVALUATIONS

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## EXECUTIVE SUMMARY AND PRINCIPAL RECOMMENDATIONS

Three related projects in USAID training were evaluated. This report is a combined final evaluation of the three. The first project, Development Leadership Training, was authorized in August 1980. DLT offered advanced training in the US to sixty of Mali's future leaders in the public and private sectors, in management, public administration, business administration, economic planning, education and public health. Business administration, education, public administration and development planning predominated.

The second, Sahel Manpower Development Project, Phase II (SMDP-II), and third, Sahel Human Resources Development Project, Phase III (SHRD-III), were authorized in 1983 and 1986, respectively. Their purpose was "to identify and alleviate those development constraints which respond to long and short term training." To this end, 691 Malians were to be trained.

To reach as wide an "audience" as possible, a mix of training opportunities was offered. SMDP-II and SHRD-III offered long term academic and short term technical training in the US and in third countries, and placed considerable emphasis on short term in-country training.

SMDP-II has been successful, actually exceeding the number of trainees programmed. SHRD-III has fallen short of its projected targets, primarily because of difficulties designing and implementing SHRD-III's in-country training programs.

All three projects were mandated to take special steps to increase the number of trainees from among women and the private sector. The Mission was active in encouraging GRM bodies to nominate women for training. Private sector candidates were sought through non-governmental mechanisms, and the Malian Chamber of Commerce was to be represented on the Project Steering Committee.

The projects enjoyed very high training-completed and repatriation rates. Alumni now occupy positions throughout Malian government, international institutions, and in Mali's private sector.

The projects were coordinated in Mali by the Direction Nationale du Plan (National Planning Office) of the Ministry of Plan. English language training was done in Bamako. The projects were managed in the US by Partners for International Education and Training (PIET) and by the US Department of Agriculture (USDA), according to the participant's field of study.

### Conclusions and Principal Recommendations

1. DLT is influencing Mali's development. Alumni planners and directors staff GRM ministries, international organizations operating in Mali, and the A.I.D. Mission. Other alumni are performing financial and administrative management tasks in Mali's private sector. The Mission should continue to provide graduate training to Mali. Given the high unit cost of graduate education in the US, such training should be

reserved for those who will make decisions and shape policy in all sectors of Mali's economy.

2. Short term technical training is a valuable tool to meet specific training needs. A variety of training opportunities in the US, third countries, and in-country can respond creatively to needs for training as they arise. Technical training reaches a far greater proportion of the population than graduate education in the US. The Mission should continue to offer a flexible mix of programs, retaining the current emphasis on short term training.

3. In-country training is another useful vehicle for targeting large numbers of participants at low unit cost. However, understaffing in the Human Resources Development Office (which is under the General Development Office) has caused lags in implementing in-country training programs. There are currently two Foreign Service Nationals, a Training Officer and a Training Assistant. These two are competent, and together offer a wealth of institutional memory to this and other projects. However, the Training Officer has been acting HRDO for over a year. Current staff's expertise is in managing participant training, especially for the US. They have received no training in how to design and manage in-country training. A US direct hire FSR should be identified as soon as possible for the Mission's current, enlarged training activities. Staff needs training in management and administration, and their computer skills should be upgraded.

4. The Direction Nationale du Plan (DNP) is responsible for the Malian Government's (GRM's) coordination of its programs with those of the US and other donors. Participants are clearly being well selected in terms of academic and professional background. However, training opportunities are not publicized throughout the civil service. We recommend that training opportunities be openly advertised.

5. To accommodate the large numbers of applications such advertising would generate, we recommend a simple pre-screening process that could be handled by an HRDO intern. We further recommend that responsibility for final selection of candidates lie with an official selection committee that should include representatives of the Ministries of Plan and Education. Appropriate line ministries such as Agriculture and Public Health should also sit on the selection committee for their respective fields of study. To ensure that women's issues are appropriately interpreted to GRM and incorporated into candidate selection, we recommend that the Mission WID Coordinator sit on the selection committee. She should be joined by members of Mali's women's organizations. Private sector candidate selection should be handled by representatives of the Chamber of Commerce as well as Mission staff working specifically with private sector development.

6. Women's participation was disappointing relative to US policy targets, if not in absolute terms. Low participation is not due to a lack of women who want training. Women account for a third to half of Mali's schools of higher education's yearly graduating class. However, women

are not getting access to information about training opportunities under the current, somewhat informal information diffusion mechanism. The Mission should continue to offer a variety of training opportunities to facilitate women's participation. The advertisement process and selection committee we recommend will allow more of Mali's women to take advantage of the Mission's training initiatives.

7. There is an ongoing question of degree equivalency. GRM statutes currently recognize the American masters degree with the French DEA (Diplôme d'Etudes Approfondies) instead of with the French "doctorat de troisième cycle." This means a devaluation of American degrees, risking frustration for some returnees and possible underutilization. The Mission should continue to work with local and regional policy-makers to resolve this issue.

8. Private sector participation was also disappointing, partly because Mali's private sector is so small. Private sector candidates should be solicited through the selection committee recommended above. Short term in-country training should emphasize production skills.

9. The DLT requirement for thesis research in Mali has been very productive. Mali now benefits from the sixty original studies DLT participants undertook. Thesis topics that are germane to participants' past and future employment are an excellent means for ensuring that training is targeted and appropriate. Future graduation education projects should require thesis or dissertation research in Mali.

10. We rate as excellent US-based project management both by PIET and USDA. HRDO and participants alike were satisfied with the contractors' financial and administrative management, and the study team agrees. However, project managers need to take a more active role in securing practical training opportunities for participants prior to their return to Mali at the completion of their academic programs.

11. In-country English Language Training (ELT) brought participants' TOEFL level up to minimal academic standards prior to departure. However, this competency is not sufficient to function well immediately upon arrival in the American environment. In future such projects, in-country ELT should be routinely supplemented with a first semester to be devoted to part-time ELT and part-time preparatory academic coursework.

12. General pre-departure orientation and counselling was handled primarily by the ELT Center. Individual program-specific information came from HRDO. Participants routinely categorized themselves as ill-prepared at all levels. Pre-departure orientation should be systematized. Funds should be made available for written materials in French and English. Mission should work with USIS to draw on their specific expertise in this area.

13. GKM planning for and paperwork on behalf of returning participants is inadequate, especially after long term training. Since this affects all Mission-funded training for civil servants, it is important to support DNP's communication and management mechanisms.

# THE EVALUATIONS

## I. BACKGROUND

### A. Purpose of the Evaluations and Study Questions

The present report is a combined final evaluation of three USAID training projects managed by the Mission's Human Resources Development Office: Development Leadership Training (DLT), Sahel Manpower Development Project (SMDP-II), and Sahel Human Resource Development (SHRD-III).

There were two purposes in evaluating these projects:

* to fulfill the routine requirement for project evaluations

* to provide conclusions, recommendations, lessons learned, to be used in the consulting team's other major task: guidance and general design of a five-year training plan for the Human Resources Development Assistance project, successor to these three projects.

Five specific study questions addressed the projects' impact on Mali's development institutions, goal of all three projects. The specific matters the study team investigated were:

* candidate selection procedures

* in-country English language training

* pre-departure counselling and orientation

* the performance of project facilitators

* repatriation and professional reintegration.

Additional attention was called to the cross-cutting questions of project sustainability and participation by women. The study team's Scope of Work is provided as Annex 2.

### B. Context

The economic, social, political and administrative situation in Mali in the years since the projects were initiated did not affect their implementation, strictly speaking. Much of the training was done in the United States and third countries. Training in Mali was fully funded.

This was an unusual assignment for a single study team: to carry out three evaluations (segment ONE of this report), and, in segment TWO, a human resources sector study, a national training needs assessment, and a five-year USAID training plan. We therefore devoted little attention to the broader context, and none at all to original research in the matter.

We were immediately made aware, however, of a number of major context factors that have deeply affected the post-training utilization of the projects'

participants. We cite these as points of reference for any later studies of the consequences for the country of internationally sponsored human resources development activity.

1. Administrative

The Government's budgets have been sharply reduced, notably in spending for personnel. This is due in part to international pressure associated with economic reform and restructuring.

From this arose the problem of discharged civil servants and underutilized graduates of various schools, known as "jeunes diplômés." Retraining these groups and otherwise helping them to become self-supporting is a concern of many national and international bodies, including the managers of the three evaluation projects and the new (FY88) Human Resources Development Assistance project, for which the five-year planning was done.

Moreover, the presence of these rather large groups -- educated, middle class, unemployed -- has not only created a severe social problem but raises questions as to the prompt and useful employment of new graduates and trainees emerging from US and other training programs.

There is no one-for-one competition between the existing underutilized groups and those returning to the job market. It can only be said of the latter that they were trained for eventual work in development institutions.

2. The Economy

Large sectors of the economy are depressed. Many of those who were or are being trained under these projects for work in business or other parts of the private sector are finding difficulty using their skills.

3. Political/Structural

A principal analytic finding of international observers is that the Malian "socialist experiment" left in its wake political, administrative and economic structures that inhibit the growth of free-market private enterprise.

This legacy accounts in part for sluggishness in the economy as a whole, and more directly, for problems arising from the character of training provided and the problem of placing ex-trainees. Some Malians under US projects left for training with the expectation of returning to Government service. This period of transition, under reform and restructuring of a socialist state, makes career planning difficult in both the public and private sectors.

4. Social: Labor

At this stage of Mali's history and evolution, labor has a minimal stake in enterprise and development. Labor receives too small a part of its benefits and, as a result, is not in a position motivating it, or even allowing it, to make its full contribution to the growth of the economy, either as producer or as consumer. This has limited the impact of some project training efforts, as it may well do in the future. The new project is designed, in large part, precisely to alleviate that situation, with training reaching the rural population generally, as well as employees of small and medium size enterprises.

5. Social: Women

These observations concerning labor apply to women as well. In addition, women are still further disadvantaged -- as laborers, for example, they suffer a compound neglect and discouragement.

Malian women are disadvantaged legally, economically, socially and educationally, as in most African countries. This is one reason these projects did not meet their policy-mandated percentage targets.

It should not be assumed, however, that women in development problems can be solved by means external to their own demand for equality. The fact, conveyed to us by USAID's WID Coordinator, is that Malian women are much in need of information and consciousness-raising in the matter of what their status really is, and the implications as to their own lives, their families, and movement toward Mali's development as a nation, an economy, and a society.

With respect to planning for the new project, the Mission Director and WID Coordinator have both advised the study team of specific purposes that can be built into trainee-candidate selection procedures and standards, and other project measures to the benefit of women. We incorporated such advice in our planning; and we have gone further, in two or three other directions.

C. Evaluation Team Composition and Methodology

1. The Team

The evaluation team consisted of two Americans and one Malian, respectively a Team Leader/Human Resources Evaluation/Women in Development Specialist, an Education Training Specialist, and a Local Human Resources Specialist.

The Americans were recruited for the task by the Education Development Center, Inc., of Newton, Massachusetts. The Malian team member was loaned by the National Directorate for Functional Literacy and Applied Linguistics, where he is Deputy Director.

## 2. Methodology

The team had three days of briefings in AID/Washington and 49 calendar days in Mali. We first reviewed principal project and background literature, then designed and administered survey questionnaires to former trainees and their employers. We then assessed the institutions that carry out various pre- and post-training implementation activities. This and other material generated by interviews inside and outside the Mission was analyzed to develop the evaluation's findings, conclusions, and recommendations.

In the interest of time management, the team designed a sample that reflected the distribution of project alumni by training type, gender, field of study, and current employment. Care was taken to include alumni from both early and recent years of the projects so that the sample could assess accurately both project management and project impact on the various target bodies.

Overall, 30 percent of DLT alumni in Mali were interviewed. Responses from alumni employers provided additional information on project contributions to Mali. The questionnaires used for alumni and employers are attached as Annex 7.

# II. FINDINGS

We are combining an assessment of DLT, a graduate program, with evaluations of Mali's participation in SMDP-II and in its successor project, SHRD-III. Project descriptions and outcomes will be discussed individually. We will follow these analyses with global findings in the fields assigned in the project scope of work.

## A. Management Plan

Management arrangements were similar under all three projects. HRDO in Bamako handles all Mission training, including training under USAID projects. The American HRDO who left in 1988 has not been replaced. Acting in their place are two experienced and competent FSNs, a Training Officer and Training Assistant.

The projects are managed in Bamako through the Mission's PTMS which tracks participants from selection through repatriation. The data dates back to 1970 and is kept on a variety of indicators including gender, field of study, dates of training, institution, and current employment status. The database is maintained by an able Training Assistant, and the Mission benefits from a full-time ADP (Automated Data Processing) Manager.

Nominations from the public sector came from the Ministry of Plan's (MP's) National Planning Office (DNP, or Direction Nationale du Plan). Private sector candidates were to have been solicited through Mali's Chamber of Commerce (CCIM) or employers' union (Fédération Nationale des Employeurs).

Completed applications for training included curriculum vitae and transcripts for those to undergo academic training. These were routed for placement by the Mission's Human Resource Development Office (HRDO) to the programming agency in the US. Participants awaiting academic placement in the US underwent English Language Training (ELT) in Bamako.

Cultural aspects of pre-departure orientation were provided by the ELT Center. The Mission's Training Officer was responsible for giving individual participants administrative briefings before departure.

Programs in the US were to be managed either through Partners for International Education and Training (PIET) or the US Department of Agriculture (USDA), depending on the participant's field of training. Contractor services consisted of placement and administrative and financial management through repatriation.

Third country training was managed by Mission HRDOs in the various receiving countries. Lastly, in-country training was to be set up and managed by HRDO.

## B. Project Goals

### 1. DLT

The Development Leadership Training (DLT) Project authorized $4,565,700 in grant funds on August 20, 1980, for a four-year program of advanced training in American universities of sixty of Mali's future leaders in management and the related fields of public administration, business administration and finance, economic planning, and education planning, programming and evaluation.

The project's goal was to increase the capacity of Mali's public and private sector institutions to serve the needs and enhance the well-being of its population. The purpose of the project was to improve the management of selected Malian public and private sector institutions. Measures of goal achievement were:

* increased GRM capacity to provide trained staff for new donor programs and projects;

* improvement in GRM support of donor programs;

* GRM program planning targets realistic and being met; and

* GRM initiating administrative reform.

The success of the DLT project rested upon several key assumptions, including:

* GRM placement of high priority on improving the management of its institutions and GRM positive reaction to reasonable suggestions about administrative reform from its returned participants; and

* Gover commitment to providing continued assistance to GRM through expansion of development projects and programs.

DLT offered long-term graduate academic training in the United States. Participants were nominated by DNP. GRM in turn agreed to work to ensure that academically successful project alumni were "placed in positions within government agencies and parastatal organizations that will fully involve them in economic development managing and planning."

The DLT Project Paper (PP) called for special efforts by GRM to "involve women during the project, both as members of the Project Steering Committee (PSC) and as candidates for training." There were to be no less than two Malian women on the PSC at all times, and GRM was to take steps to ensure that women were invited to submit applications for training. No specific quota was established for female participation. Private sector training, however, was mandated at "up to 30 percent," with at least one private sector representative to serve at all times on the PSC.

DLT participants did thesis research in Mali. A Professional Advisory Committee (PAC) was created, composed of American academics in DLT's fields of emphasis who had substantial experience in developing countries. The PAC was to have an advisory role in placement and in DLT thesis research projects.

2. SMDP-II

In September 1983, SMDP-II authorized $1,349,000 LOP for Mali. Its goal was to "improve Malian institutions with direct or indirect responsibility for support or implementation of A.I.D. funded projects, and to increase their capacity to effectively utilize development assistance." SMDP-II's original PACD was 9/30/89. This deadline was extended for two years, through 9/30/91.

The project purpose was to "identify and alleviate those development constraints which respond to long and short term training, in institutions impacting upon the success of A.I.D.-funded projects."

To this end, SMDP would provide a mix of short and long term training in the US, third countries, and in Mali. SMDP-II planned to fund 158 participants in priority fields of study, supplemented with in-country English Language Training (ELT) as needed. Special emphasis was to be put on identifying women for training and in supporting the private sector.

3. SHRD-III

SMDP-II's successor project is Sahel Human Resources Development (SHRD-III). In August 1986, $2,300,000 were allocated for Mali under SHRD-III. SHRD-III's PACD is June 30, 1993. SHRD-III was to continue SMDP-II's emphases on technical training in third countries and in-country.

C Project Outcomes

1. DLT

From FY 1980 to 1984, DLT trained 63 Malians (10 women and 53 men, respectively, 16 and 84 percent), at a total cost of $4,703,700 to date. Eight of these are still in training under DLT, and should complete by PACD, August 1990.

DLT was able to provide training to three more than originally projected because two withdrew from the program and one participant died. The funds thus released were then reallocated.

2. SMDP-II

SMDP-II exceeded its objectives. The project had planned to provide training to 153 Malians in five categories of training: academic in the US, technical in the US, academic or technical in third countries, and in-country technical. The focus was intended to be short-term technical in-country training, to account for over 63 percent of training under SMDP-II. Only 6 third country academic programs were planned.

The project ultimately provided training to 165 persons between 1983 and 1986. SMDP-II trained 31 women and 134 men, respectively 19 and 81 percent. The lion's share was technical training, accounting for 147 participants (89 percent). The remaining 18 (11 percent) were in long term academic programs, as shown below in Table 1.

Table 1

Comparison of Planned and Actual
Distribution of Participants
by Training Category

Sahel Manpower Development Project (SMDP-II)

| Training Location | Type of Training | Planned | Actual |
|---|---|---|---|
| US | Academic | 11 | 11 |
| | Technical | 20 | 20 |
| Third Country | Academic | 7 | 7 |
| | Technical | 23 | 25 |
| In-Country | Technical | 102 | 102 |
| Totals: | | 163 | 165 |

The major part of SMDP-II's training took place in-country. 102 of SMDP-II (62 percent) was in-country technical training. The remainder were split between third country training, accounting for 32 participants, and training in the US for 31 participants, or 19 percent each of SMDP-II.

Table 2 shows SMDP-II's breakdown by training type and location.

Table 2

Distribution of Participants
by Training Type and Location

Sahel Manpower Development Project (SMDP-II)

| Location of Training | Academic Training | Technical Training | Total | Percentage |
|---|---|---|---|---|
| US | 11 | 20 | 31 | 18.79 |
| Third Country | 7 | 25 | 32 | 19.39 |
| In-Country | - | 102 | 102 | 61.82 |
| Totals: | 18 | 147 | 165 | 100.00 |

3. SHRD-III

SHRD-III's PACD is June 30, 1993. SHRD-III began offering training in 1986, and planned to train 481 participants in all. To date, SHRD-III has trained 326 Malians, 47 women (14 percent) and 279 men (86 percent). Technical training again has taken the lion's share of SHRD-III to date: 307 participants (94 percent) have been in short term training as against 19 (6 percent).

It is likely that SHRD-III will fall short of its target. There are currently 50 women trainees in the pipeline awaiting in-country training. This would only bring SHRD-III's total to 376. The primary reason for this shortfall is HRDO's difficulties with in-country training. These are further discussed below.

Table 3

Comparison of Planned and Actual
Distribution of Participants
by Training Category

Sahel Human Resources Development Project (SHRD-III)

| Training Location | Training Type | Planned | Actual |
|---|---|---|---|
| US | Academic | 10 | 9 |
| | Technical | 24 | 19 |
| Third Country | Academic | 17 | 10 |
| | Technical | 30 | 18 |
| In-Country | Technical | 200 | 270 |
| | Private Sector | 200 | |
| Totals: | | 481 | 326 |

As with SMDP-II, the bulk of SHRD-III's training has taken place in Mali. 270 of SHRD-III's 326 trainees have benefited from in-country training, or 83 percent. This breakdown is depicted in Table 4 below.

Table 4

Distribution of Participants
by Training Type and Location

Sahel Human Resources Development (SHRD-III)

| Location of Training | Academic Training | Technical Training | Total | Percentage |
|---|---|---|---|---|
| US | 9 | 19 | 28 | 8.59 |
| Third Country | 10 | 18 | 28 | 8.59 |
| In-Country | - | 270 | 270 | 82.82 |
| Totals: | 19 | 307 | 326 | 100.00 |

## 4. Types of Training

DLT, SMDP-II and SHRD-III offered various types of training. DLT was devoted solely to graduate academic training in the US. SMDP-II and SHRD-III offered all combinations of academic and technical training in the US, in third countries and in Mali.

This section will address the five types of training by location (US, third country and in-country) and by training category (academic versus technical).

### a) Training in the US

The projects together provided long term academic and short term technical training in the US in twelve fields of study. DLT was devoted solely to graduate study in the US. SMDP-II devoted 19 percent of its total to training in the US. SMDP-II offered 31 programs in the US (11 academic and 20 technical, respectively 16 and 12 percent of total SMDP-II awards).

7 women received training in the US under SMDP-II, 3 in academic programs and 4 in technical training. Women thus accounted for 39 percent of SMDP-II's training in the US.

Training in the US has been slightly less in SHRD-III. SHRD-III has to provided only 28 programs in the US (9 academic and 19 technical, respectively, 3 and 9 percent of total SHRD-III training). US-based training has thus represented 9 percent of SHRD-III's training to date.

Women have accounted for a very small proportion of SHRD-III's training in the US. No women have received academic training in the US under SHRD-III. There have been 3 women in technical training, less than 1 percent of SHRD-III.

Table 5 shows the three projects' breakdown of training in the US by training category.

Table 5

Training in the US
by Project and Training Category

| Project | Academic | Technical | Total | Percentage of Program |
|---|---|---|---|---|
| DLT | 65 | | 65 | 100.00 |
| SMDP-II | 11 | 20 | 31 | 18.79 |
| SHRD-III | 9 | 19 | 28 | 8.59 |
| Total: | 40 | 78 | 122 | 21.94 |

Between SMDP-II and SHRD-III, US-based training was provided in twelve fields of study. Business was by far the most popular, mostly in short term training. The following table shows both projects' distribution of US-based training by category and field of study.

Table 6

Training in the US
by Training Category and Field of Study

Sahel Manpower Development Project (SMDP-II)
and
Sahel Human Resource Development (SHRD-III)

| | SMDP-II | | SHRD-III | |
|---|---|---|---|---|
| Field of Study | Academic | Technical | Academic | Technical |
| Agriculture | 2 | | 2 | |
| Agric. Economics | 1 | | | |
| Business | | 13 | 1 | 13 |
| Computer Science | | | | |
| Economics | 1 | 2 | 1 | 4 |
| Education | 2 | | 1 | |
| Engineering | 1 | | | |
| Environ./Res.Mgmt. | 2 | 1 | 1 | |
| Law | | 2 | | 1 |
| Pub.Admin./Dev.Plng. | | | 2 | |
| Public Health | 2 | 2 | 1 | |
| Soc./Women's Role | | | | 1 |
| Totals: | 11 | 20 | 9 | 19 |

(i) Conclusions

Training in the US is of high quality. The theory provided in US academic training cannot be matched in other countries. The US educational methodology teaches ways of thinking and problem-solving that are of great value in developing countries. Training in the US has the added advantage of providing the intangible effects of the American experience, both in long and short term training. However, American realities are quite different from Mali's, and training can occasionally be inappropriate.

Women have not benefited proportionately from training in the US. DLT gave only 16 percent of its awards to women. Under SMDP-II, 7 women were trained in the US, or 4 percent of total awards. Only three of these were in academic training. There was no academic training in the US for women under SHRD-III. The project only provided 3 technical training programs to women. Steps must be taken to ensure that women participate fully in US-based training.

(ii) Recommendations

Training in the US is the most expensive vehicle used by USAID/Mali, and therefore attention must be paid to ensuring that programs are appropriately designed. Training in the US should be reserved for those whose level of contribution to Mali's development justifies such training. In other words, the Mission should continue to provide training in the US to current and future policy-makers in the public and private sectors as well as to the line managers who will implement these policies.

Women's participation in training in the US must be increased. Mechanisms must be devised to ensure that women are nominated for US training. Our specific recommendations are laid out below in Sections 8 and 9, Participation by Women and Candidate Selection Procedures.

b) Third Country Training

SMDP-II and SHRD-III have offered academic and technical training in third countries, representing 28 percent of total training under the two projects. Third country training accounted for 32 participants under SMDP-II, or 19 percent of the project. Training was funded to 9 women and 23 men, respectively, 5 and 14 percent of SMDP-II.

Under SHRD-III, third country training lost considerable importance. The percentage of participants dropped by more than half, from 19 to 9. The project has provided third country training to 28 participants (6 women and 22 men).

Table 7

Third Country Training
by Training Category

Sahel Manpower Development Project (SMDP-II)
and
Sahel Human Resources Development (SHRD-III)

| Project | Academic | Technical | Total | Percentage of Program |
|---|---|---|---|---|
| SMDP-II | 7 | 25 | 32 | 19.39 |
| SHRD-III | 10 | 18 | 28 | 8.59 |
| Total: | 17 | 43 | 60 | 27.98 |

SMDP-II and SHRD-III both emphasized technical training in third countries. Business again accounted for the greatest part of third country training. The following table summarizes both projects' activities in third country training by field of study.

Table 8

Third Country Training
by Training Category and Field of Study

Sahel Manpower Development Project (SMDP-II)
and
Sahel Human Resource Development (SHRD-III)

| | SMDP-II | | SHRD-III | |
|---|---|---|---|---|
| Field of Study | Academic | Technical | Academic | Technical |
| Agriculture | | | 2 | |
| Agric. Economics | | | | 2 |
| Business | 3 | 14 | 4 | 8 |
| Computer Science | 1 | 2 | | 2 |
| Demography/Pop. | | | | 2 |
| Economics | | 4 | 2 | |
| Education | 2 | 1 | | |
| Engineering | | | | 1 |
| Environ/Res.Mgmt. | | | | |
| Housing | | 1 | | |
| Law | | 1 | | 3 |
| Pub.Admin/Dev.Pl. | 1 | | 2 | |
| Public Health | | | | |
| Soc./Women's Role | | 2 | | |
| Totals: | 7 | 25 | 10 | 18 |

(i) Conclusions

There are many advantages to third country training. There are third country training institutions that offer quality programs in a variety of development-related fields. Many are in francophone Africa. Programs are shorter (and therefore less expensive) when no language training is required. Curricula are often directly appropriate for Malian needs. Adaptation is easy. Third country training is often an excellent solution for participants whose professional or family responsibilities preclude long absences.

Care must be taken in selecting third country institutions for training. AID is aware of this and has commissioned a variety of studies over the last decade to provide Missions with up-to-date information on varying admissions criteria, programs offered, and to evaluate these programs.

(ii) Recommendations

The Mission should continue third country training, a cost-effective vehicle for appropriate training for Mali. HRDO should be careful in its choice of third country institutions to make sure that third country training is at its best.

c) In-Country Training

In-country training has been the major thrust under both SMDP-II and SHRD-III. The Mission funds only technical in-country training. Altogether, SMDP-II has provided in-country training to 102 Malians, 62 percent of SMDP-II's total training. 15 women have received in-country training under SMDP-II, accounting for 15 percent of SMDP-II's in-country training.

SHRD-III has trained almost twice that number. To date, 270 Malians have benefited from in-country training under SHRD-III, accounting for a whopping 83 percent of the entire project. 38 of these were women. The percentage of female participation in in-country training is thus the same under SMDP-II and SHRD-III, 15 percent.

Table 9

In-Country Training

Sahel Manpower Development Project (SMDP-II)
and
Sahel Human Resource Development (SHRD-III)

| Project | Participants in Technical Training | Percentage of Project |
|---|---|---|
| SMDP-II | 102 | 61.82 |
| SHRD-III | 270 | 82.82 |
| Total: | 372 | 75.76 |

Three in-country training seminars were held in three fields of study: business, computer training, and public administration/development planning. Totals are indicated below in Table 10.

Table 10

In-Country Training
by Training Category and Field of Study

Sahel Manpower Development Project (SMDP-II)
and
Sahel Human Resources Development Project (SHRD-III)

| Field of Study | SMDP-II | SHRD-III |
|---|---|---|
| Business | 87 | 150 |
| Computer Science | 15 | |
| Pub.Admin/Dev.Pl. | | 120 |
| Total: | 102 | 270 |

These rather high numbers show participation in four seminars, two in public administration, one in computer science, and one for the private sector in business skills.

One public administration seminar was held under each program. These were in-country adaptations of the University of Pittsburgh's Francophone Development Management Seminars. These two-week sessions covered notions of management of human resources, management of information, financial management, and project planning.

These in-country seminars in public administration were attended by mid-level managers (division chiefs, "directeurs de services," and advisors) from various GRM Ministries including Agriculture, then Rural Development, Health, Interior, and Livestock. There was some participation from government cadres outside of Bamako.

The computer science seminar under SMDP-II introduced Ministry of Finance officials to the computer, including word-processing and spreadsheet applications.

Lastly, seminars were held both under SMDP-II and SHRD-III to provide training in basic business skills to business people. Candidates solicited through the Chamber of Commerce received training in accounting, marketing, stock management, and business law.

(i) Conclusions

According to our scope of work, the Mission has trained "thousands" of Malians in-country. The bulk of this training has been through the Mission's various sectoral projects.

In-country training is a sound method for providing highly specific training to large numbers of people, especially those who cannot afford or whose training needs do not require long absences. Short seminars and workshops in-country also offer the benefit of immediate feedback and correction of procedures if needed.

However, in-country training through SMDP-II and SHRD-III has imposed a tremendous management burden on HRDO. Identifying institutions and trainers, and organizing and managing seminars are time-consuming jobs that HRDO is not fully able to attend to. HRDO staff's training and expertise is more in participant management than in designing and managing in-country training. Designing in-country training programs requires a whole different set of knowledge, skills and contacts. There is a shortage of institutions to work through, especially outside of Bamako. This is in part why SHRD-III is falling short of its targets.

(ii) Recommendations

The Mission should continue to fund in-country training. This will require better implementation mechanisms. As recommended elsewhere, the Mission should hire an HRDO to manage in-country training. A study should be undertaken of local institutions through which in-country training could be handled. Current staff should also be trained in how to plan and manage in-country training.

d) Academic Training

DLT was of course entirely academic training for leadership. Academic training played a far less important role in SMDP-II, and an even smaller one under SHRD-III. SMDP-II trained 18 participants (11 percent) in long term academic programs. SHRD-III devoted 6 percent, or almost half that, to academic programs (19 participants).

Academic training has been divided between the US and third countries. DLT was of course entirely in the US. SMDP-II and SHRD-III devoted a significantly smaller proportion to academic training, which accounted for only 11 percent of SMDP-II and 6 percent of SHRD-III.

SMDP-II's 18 academic participants were mostly trained in the US (11 participants in long term US training, or 61 percent of academic training under SMDP-II). The proportion of academic training in the US dropped under SHRD-III to 47 percent of academic training under the project (9 participants).

Third country academic training accounted for the remainder: 7 SMDP-II participants (39 percent of academic training under SMDP-II) and 10 SHRD-III participants (53 percent).

Table 11

Distribution of Academic Training
by Type of Training

Sahel Manpower Development Project (SMDP-II)
and
Sahel Human Resources Development (SHRD-III)

| Project | US | Third Country | Total | Percentage of Program |
|---|---|---|---|---|
| SMDP-II | 11 | 7 | 18 | 10.91 |
| SHRD-III | 9 | 10 | 19 | 5.83 |
| Total: | 20 | 17 | 37 | 7.54 |

(i) Conclusions

Academic training is an unparalleled mechanism for providing broad based knowledge. The rigor of academic training is valuable, both for general and specialized subjects. This is especially so for academic training in the US.

Women have not participated sufficiently in these projects' academic training components. Steps must be taken to identify women for academic training under future Mission projects.

(ii) Recommendations

We recommend that the Mission continue to offer academic training. Given GRM's limited absorption capacity, we recommend that academic training be restricted to those whose current or future professional responsibilities merit this degree of long term investment. The Mission should offer academic training programs to policy makers in both the public and private arenas as well as to the line managers who will implement these policies.

As discussed in Sections 7 and 9 below, Participation by Women and Candidate Selection Procedures, special steps must be included in the design of future projects to make sure that women are identified for academic training.

e) Technical Training

Technical training accounted for the lion's share of SMDP-II and SHRD-III. SMDP-II devoted 89 percent to short term technical training (147 participants). This percentage increased to 94 percent under SHRD-III: 307 of its 326 participants to date have been in short term technical training programs.

Technical training has been provided in the US and in third countries, with the heaviest emphasis on in-country technical training. SMDP-II provided 102 participants with in-country training, accounting for 62 percent of SMDP-II. SHRD-III continued this trend, offering in-country short term training to 270 persons, or 83 percent of all of SHRD-III to date.

Table 12

Distribution of Technical Training
by Type of Training

Sahel Manpower Development Project (SMDP-II)
and
Sahel Human Resources Development (SHRD-III)

| Project | US | Third Country | In-Country | Total | Percentage of Program |
|---|---|---|---|---|---|
| SMDP-II | 20 | 25 | 102 | 147 | 89.09 |
| SHRD-III | 19 | 18 | 270 | 307 | 94.17 |
| Total: | 39 | 43 | 372 | 454 | 92.46 |

(i) Conclusions

Technical training is a powerful tool for reaching a large population who require training that is closely associated with specifically identified needs. Technical training must be carefully programmed so as to meet training needs.

(ii) Recommendations

The Mission should continue to put substantial resources into technical training. Special attention should be paid to ensuring that technical training is narrowly targeted to meet specified needs. This requires that training objectives be very carefully enunciated during the training request process, and that programs be precisely matched to these needs.

5. Fields of Study

a) DLT

DLT awards were made in six fields of study:

* Agricultural Economics

* Business Administration
* Economics
* Education
* Public Administration and Development Planning
* Public Health

There was a notable concentration: three fields of study accounted for 67 percent of DLT's awards. DLT's principal fields were business (35 percent), public administration (29 percent) and education (24 percent). Table 13 shows DLT's overall distribution of fields of study by gender.

Table 13

Distribution of Participants
By Field of Study and Gender

Development Leadership Training Project (DLT)

| Field of Study | Male | Female | Total | Percentage |
|---|---|---|---|---|
| 1. Agric. Econ. | 1 | | 1 | 1.59 |
| 2. Business | 21 | 1 | 22 | 34.92 |
| 3. Economics | 5 | | 5 | 7.94 |
| 4. Education | 10 | 5 | 15 | 23.81 |
| 5. Public Admin./Dev. Pl. | 14 | 4 | 18 | 28.57 |
| 6. Public Health | 2 | | 2 | 3.17 |
| Totals: | 53 | 10 | 63 | 100.00 |

b) SMDP-II

SMDP-II trained participants in twelve fields of study:

* Agriculture
* Agricultural Economics
* Business
* Computer Science
* Economics
* Education
* Engineering
* Environment/Natural Resource Management
* Housing
* Law
* Public Health
* Sociology/Role of Women

The project emphasized technical training, accounting for almost 90 percent of SMDP-II. Business administration was predominant by far, taking 71 percent of SMDP-II's training. Computer science was a distant second, with 18 participants, or 11 percent. Table 14 shows SMDP-II's overall distribution by type of training and field of study.

Table 14

Distribution of Participants
by Training Type and Field of Study

Sahel Manpower Development Project (SMDP-II)

| Field of Study | Academic Training | Technical Training | Total | Percent |
|---|---|---|---|---|
| 1. Agriculture | 2 | | 2 | 1.21 |
| 2. Agric. Economics | 1 | | 1 | .61 |
| 3. Business | 3 | 114 | 117 | 70.90 |
| 4. Computer Science | 1 | 17 | 18 | 10.91 |
| 5. Economics | 1 | 6 | 7 | 4.24 |
| 6. Education | 4 | 1 | 5 | 3.03 |
| 7. Engineering | 1 | | 1 | .61 |
| 8. Environ./Res.Mgmt. | 2 | 1 | 3 | 1.82 |
| 9. Housing | | 1 | 1 | .61 |
| 10. Law | | 3 | 3 | 1.82 |
| 11. Public Admin./Dev.Pl. | 1 | | 1 | .61 |
| 12. Public Health | 2 | 2 | 4 | 2.42 |
| 13. Soc./Women's Roles | | 2 | 2 | 1.21 |
| Total: | 18 | 147 | 165 | 100.00 |

c) SHRD-III

SHRD-III has provided training in twelve fields of study:

* Agriculture
* Agricultural Economics
* Business
* Computer Science
* Demograpny/Population
* Economics
* Education
* Engineering
* Law
* Public Administration
* Public Health
* Sociology/Women's Roles

SHRD-III continued SMDP-II's emphasis on business, accounting for 54 percent of all training. Public administration/development planning came in second, with 38 percent of the program. The bulk of the training in both major fields was done through short courses.

Table 15 shows SHRD-III's overall distribution by type of training and field of study.

Table 15

Distribution of Participants
by Training Type and Field of Study

Sahel Human Resources Development (SHRD-III)

| Field of Study | Academic Training | Technical Training | Total | Percentage |
|---|---|---|---|---|
| Agriculture | 4 | | 4 | 1.23 |
| Agric. Economics | | 2 | 2 | .61 |
| Business | 5 | 171 | 176 | 53.99 |
| Computer Science | | 2 | 2 | .61 |
| Demography/Pop. | | 2 | 2 | .61 |
| Economics | 3 | 4 | 7 | 2.15 |
| Education | 1 | | 1 | .31 |
| Engineering | | 1 | 1 | .31 |
| Environ./Res.Mgmt. | 1 | | 1 | .31 |
| Law | | 4 | 4 | 1.23 |
| Public Admin./Dev.Pl. | 2 | 122 | 124 | 38.04 |
| Public Health | 1 | | 1 | .31 |
| Soc./Women's Roles | | 1 | 1 | .31 |
| Totals: | 17 | 309 | 326 | 100.00 |

d) Conclusions

The three projects evaluated here offered training in a wide variety of USAID-approved fields of study. The highest concentrations were in business administration, public administration, and computer science, all of which were the topics of in-country training seminars as well.

e) Recommendations

The Mission should continue to provide a flexible mix of training opportunities in fields of study judged priority by both GRM and USAID.

6. Success and Repatriation Rates

a) DLT

Of DLT's 60 scholarships, 14 participants are currently in training, eight of these (four women and four men) under DLT funding. They should complete their

training by PACD, August 1990. Table 16 shows the status of DLT's 63 participants.

Table 16

Status of DLT Participants

| Participant Status | Number | Percentage |
|---|---|---|
| Completed academic program under DLT | 46 | 73.02 |
| Still in the US in training under DLT | 8 | 12.70 |
| Still in the US in training - other | 6 | 9.52 |
| Withdrew from program | 2 | 3.17 |
| Deceased | 1 | 1.59 |
| Total DLT scholarships granted: | 63 | 100.00 |

All those whose programs have been completed were successful in their degree programs. Two withdrew, and one participant died. This brings DLT's academic success rate to an outstanding 96 percent.

Only one former participant has not returned to Mali (he is in the Ivory Coast). DLT's repatriation rate is thus even higher, 98 percent.

b) SMDP-II

SMDP-II participants have for the most part completed their programs. Two of SMDP-II's 165 participants are currently in training. The status of SMDP-II participants is summarized in the following table.

Table 17

Status of SMDP-II Participants

| Participant Status | Number | Percentage |
|---|---|---|
| Completed training under SMDP-II | 163 | 98.79 |
| Still in training under SMDP-II | 2 | 1.21 |
| Total Training under SMDP-II: | 165 | 100.00 |

All of the 163 participants whose programs have terminated were successful, meaning that SMDP-II's training success rate is perfect, 100 percent. All SMDP-II's 45 offshore trainees have returned.

c) SHRD-III

17 of SHRD-III's 326 participants are currently in training (all men). SHRD-III had only one withdrawal. The following table shows the status of SHRD-III's participants to date.

Table 18

Status of SHRD-III Participants

| Participant Status | Number | Percentage |
|---|---|---|
| Completed training under SHRD-III | 308 | 94.48 |
| Still in training under SHRD-III | 17 | 5.21 |
| Withdrew from program | 1 | .31 |
| Total Training under SHRD-III: | 326 | 100.00 |

308 of the 309 participants whose programs have terminated were successful in their programs, meaning that SHRD-III's success rate to date stands at an outstanding 99.68 percent. All of SHRD's 62 offshore trainees (14 percent of the total) have returned to Mali.

d) Conclusions

All three projects had excellent success rates. We can thus conclude that academic and professional prerequisites for training have been carefully thought through.

High repatriation rates testify to the participants' commitment to Mali.

e) Recommendations

We recommend that the Mission and proposed selection committee continue to pay attention to defining academic and professional prerequisites for training. This will ensure that candidates are selected appropriately.

7. Participation by Women

The Mission has made women in development a priority, and accordingly, all three projects placed emphasis on participation by women. Results were mixed. Women's participation was greatest in SMDP-II and SHRD-III which offered mostly short term training, with less stringent admissibility criteria than DLT.

a) DLT

DLT ultimately provided women with ten scholarships (16 percent). These were granted in three fields of study, as shown below in Table 19.

Table 19

Distribution of Women Participants
By Field of Study

Development Leadership Training Project (DLT)

| Field of Study | DLT Scholarships | Percentage of DLT Project |
|---|---|---|
| Business Administration | 1 | 1.58 |
| Education | 5 | 7.94 |
| Public Administration/Dev. Plng. | 4 | 6.35 |
| Totals: | 10 | 15.87 |

While the percentage of scholarships granted to women remained quite low (16 percent), the fields of study themselves were quite representative. Business administration, education and public administration were DLT's primary fields of study for men as well, accounting for 87 percent of DLT's scholarships.

b) SMDP-II

SMDP-II trained 31 women, 19 percent of the overall project. Most of this was technical training for 27 of these 31 women, or 87 percent of all SMDP-II training for women. Table 20 shows SMDP-II's breakdown of training for women by training type and location.

Table 20

Distribution of Women Participants
by Training Type and Location

Sahel Manpower Development Project (SMDP-II)

| Location of Training | Academic Training | Technical Training | Total | Percentage of SMDP-II |
|---|---|---|---|---|
| US | 3 | 4 | 7 | 4.24 |
| Third Country | 1 | 8 | 9 | 5.45 |
| In-Country | 0 | 15 | 15 | 9.09 |
| Totals: | 4 | 27 | 31 | 18.79 |

These 31 women participants received training in 7 fields of study. Over half of these were in business. Table 21 below shows SMDP-II's training for women by field of study.

Table 21

Distribution of Women Participants
By Field of Study

Sahel Manpower Development Project (SMDP-II)

| Field of Study | Academic Training | Technical Training | Total | Percentage of SMDP-II |
|---|---|---|---|---|
| Agriculture | 1 | | 1 | .61 |
| Business | | 17 | 17 | 10.30 |
| Computer Science | | 5 | 5 | 3.03 |
| Education | 2 | | 2 | 1.21 |
| Law | | 1 | 1 | .61 |
| Public Health | 1 | 2 | 3 | 1.82 |
| Soc./Women's Role | | 2 | 2 | 1.21 |
| Totals: | 4 | 27 | 31 | 18.79 |

c) SHRD-III

Women's participation in SHRD-III has been disappointing. Only 14 percent of SHRD-III's training has been for women. An additional 50 women are due to undergo short-term in-country training under SHRD-III in the near future, which would bring total training for women to 97 out of 376 participants, or 26 percent.

SHRD-III has emphasized SMDP-II's trend towards short term training for women. No academic training has been given to women under SHRD-III. Most of SHRD-III's training for women was again in-country, representing 83 percent of SHRD-III's training for women.

Table 22

Distribution of Women Participants
By Training Type and Location

Sahel Human Resources Development (SHRD-III)

| Location of Training | Technical Training | Percentage of SHRD-III |
|---|---|---|
| US | 3 | .92 |
| Third Country | 6 | 1.84 |
| In-Country | 38 | 11.66 |
| Totals: | 47 | 14.42 |

These women received training in seven different fields of study under SHRD-III. Business was again emphasized, with short term training in public administration/development planning coming in a close second. The breakdown of female participation in SHRD-III by field of study is shown below in Table 23.

Table 23

Distribution of Women Participants
By Field of Study

Sahel Human Resources Development (SHRD-III)

| Field of Study | Technical Training | Percentage of SHRD-III |
|---|---|---|
| Business | 26 | 7.98 |
| Computer Science | 1 | .31 |
| Economics | 1 | .31 |
| Engineering | 1 | .31 |
| Law | 2 | .61 |
| Pub.Admin/Dev.Pl. | 15 | 4.60 |
| Soc./Women's Role | 1 | .31 |
| TOTAL: | 47 | 14.42 |

d) Conclusions

There are several reasons for low female participation. Mali is a highly traditional society, 90 percent Moslem, where women are up against a web of

legal and social constraints. Women do not have the same access to education as men. Are there simply no Malian women available for training?

This is clearly not so. While it is true that women represent a small portion of Mali's civil service, women account for 51 percent of Mali's population. There is no shortage of women needing training at all levels. In the case of academic training, the Mission's WID Coordinator's estimates show that women account for a fifth to half of Mali's higher education institutes' graduating classes. Estimates on the proportion of women among Mali's "jeunes diplômés" go as high as a third to a half.

Women's poor participation in these projects is thus not because of a shortage of candidates. The problem is more a lack of information about the opportunities for training. Significantly, not a single female alumnae interviewed learned of her training opportunity through official GRM channels.

The current nomination mechanism is communicated somewhat informally. Word of training opportunities goes from boss to boss. Unfortunately, very few of GRM's "patrons" are women. In other words, women are not presenting themselves as candidates because they are simply not hearing about training opportunities.

Societal considerations come into play as well. Women often cannot absent themselves from their family responsibilities for long periods abroad. DLT required at least two years of professional experience for candidates. The DLT Mid-Point Evaluation suggested that the work experience criterion be relaxed to allow younger, less experienced women to take advantage of DLT.

Lastly, women's participation in these projects was primarily in technical training in third countries and in-country. Steps should be taken to include more women in academic training programs and in training in the US.

e) Recommendations

The projects' weak record in female participation is due in part to societal and family considerations prohibiting women from going abroad for long periods of time. Mali is 82 percent rural, making rural women the largest single sector of Mali's population. These women present a vast array of training needs. The Mission should offer a diversity of programs at various levels and locations (US, third country, in-country) to enhance women's participation in training. Training for women should range from policy-level to highly specific technical training.

The problem in communication and information diffusion is deep-seated. The means to support women's candidacies must therefore be built into future project selection mechanisms. Specific recommendations for training types and mechanisms will follow in Part Two of this report. We recommend that the following steps be taken to increase the numbers of women who apply for Mission training projects.

Current mechanisms are not reaching a great portion of Mali's female population. News of training opportunities are largely passed by word of mouth among friends and colleagues. Women are rarely part of this informal communication network. As further discussed below, it is important that the Mission use direct advertising through radio and print in locations where women are likely to see the announcements of training opportunities.

The responsibility for final candidate selection for future projects should lie with an inter-agency committee. Details are spelled out in Section 9, Candidate Selection Procedures.

The Mission benefits from the services of a dynamic and skilled WID Coordinator. She is a Malian, and is thus better able to represent women's concerns to GRM officials than an American. Women will only fully participate in Mission training programs when women and gender issues are an integral part of each Mission activity. To ensure that women candidates are actively identified for all Mission training, we strongly recommend that the Mission WID Coordinator sit on the proposed nominating committee.

As called for in the PP, members of appropriate women's organizations such as the women's union should also sit on this committee to serve as interpreters of Malian women's concerns and as a source of candidates.

Spousal co-training is another mechanism for increasing female participation and simultaneously allaying long term participants' fears of family disruptions because of their lengthy absences from home. The Mission has thus far been in the forefront in this regard and should continue to encourage spousal co-training.

## 8. The Private Sector

All three projects were mandated to strive to increase private sector participation. The projects met with varying results.

### a) DLT

DLT ultimately recruited four private sector cadres, two women and two men, or 6 percent of the project. These participants studied business administration and education in American graduate programs. One is still in training under DLT.

Among DLT's 55 alumni, 3 (5 percent) are currently working in the private sector. Two more private sector alumni (4 percent) are currently in training under alternate funding. Four other alumni (7 percent) are working at IPGP, a government management organization that works with the private sector.

b) SMDP-II

SMDP-II was able to reach a greater proportion of private sector participants than DLT. All in all, training was provided to 51 private sector participants under SMDP-II, or 31 percent of the program. 21 of these were women, about a third of private sector participants.

These participants underwent programs in Business and Management. The bulk of private sector training under SMDP-II was done through short in-country seminars. These gave a range of business skills including accounting, business law, marketing, and stock management. Table 24 shows SMDP-II participants' distribution between public and private sectors.

Table 24

Distribution of SMDP-II Participants by Professional Sector

| Professional Sector | Number | Percentage |
|---|---|---|
| Public Sector | 112 | 68.71 |
| Private Sector | 51 | 31.29 |
| Total: | 163 | 100.00 |

c) SHRD-III

SHRD-III was able to build on SMDP-II's experience, and reached 175 private sector participants (57 percent of SHRD-III). 25 of these were women, who thus accounted for a mere 14 percent of private sector participation under SHRD-III.

Training for Mali's private sector under SHRD-III was in Business and Management. The primary vehicle for private sector training under SHRD-III was the in-country seminar, as for SMDP-II. Table 25 shows SHRD-III's participant distribution by professional sector.

Table 25

Distribution of SHRD-III Alumni by Professional Sector

| Professional Sector | Number | Percentage |
|---|---|---|
| Public Sector | 134 | 43.37 |
| Private Sector | 175 | 56.63 |
| Total: | 326 | 100.00 |

d) Conclusions

Education and training programs have traditionally been government-to-government in Mali. Existing selection mechanisms practically preclude participation by non-civil servants.

Mali's private sector is small. The post-independence socialist years led to the growth of an enormous state sector. Only recently has the political climate changed to encourage private profit-making enterprise.

Changes in the political climate do not mean the instant creation of a lively private sector. Mali's private sector also needs changes at the policy level to alleviate some of the regulations that stifle private sector growth and entrepreneurial initiative. Business people need practical skills in production and management.

Donors including USAID express interest in and commitment to supporting Mali's private sector. It is difficult to pinpoint where to intervene in this sector. Line managers cannot absent themselves from their businesses for the time it would take to get an American MBA. Short term in-country training has been the most used vehicle for private sector training in these projects. These have been successful and well attended.

e) Recommendations

Later sections of this report will discuss specific recommendations for future Mission interventions in the private sector, but it is not in the purview of our scope of work to recommend specific businesses or macroeconomic courses of action for Mali. However, given Mali's private sector's range of needs, it is important that future interventions through training be targeted and appropriate.

## 9. Candidate Selection Procedures

DNP maintains control of all donor scholarship programs. The Mission's Annual Training Plans incorporate input from DNP officials. Counterparts are therefore fully aware of the Mission's special areas of concern, support for the private sector and women in development. To ensure adequate representation by women and the private sector, a woman and a member of the Chamber of Commerce were to sit on the project selection committees.

DNP was responsible for:

* working with the various GRM ministries and agencies to determine quotas by department and to solicit candidates

* actively seeking to increase female participation

* transmitting completed applications to the Training Officer for processing.

All three projects had remarkably high success rates. Alumni responses to the evaluation questionnaire showed that the participants themselves were satisfied with their preparation for their training programs. 90 percent of respondents said their academic background was adequate, and 90 percent felt themselves professionally qualified for the training they undertook.

The alumni surveyed reported waits ranging from one month to a year from the time the completed application was deposited to notification of departure. While it is understood that academic placement especially takes time, better information throughout the process might ease the waiting period.

### a) Conclusions

Current mechanisms require close collaboration between DNP and HRDO. Relations between these two bodies are friendly and cooperative. DNP's human resource development staff are conscientious and committed. However, DNP's current candidate selection mechanisms are inadequate. This is recognized both by HRDO and DNP.

In an unusually frank meeting with the evaluation team, DNP officials themselves acknowledged that there is no real training policy within GRM to serve as a basis for a multi-year training plan. Goals are not clearly

enunciated, and the current method for allocating training among GRM bodies was described as "rudimentary."

DNP cannot be held accountable for low private sector participation in Mission training projects since DNP has no responsibility for nominating private sector candidates. The Mission currently relies on Chamber of Commerce participation in the selection process for projects such as DLI. This has not worked. Furthermore, the application forms are biased towards civil servants.

There is a widespread feeling that DNP can improve in how scholarship announcements are communicated to potential candidates. Only half of the evaluation sample learned of the opportunity through MP. The remainder either went directly to the Mission (20 percent) or heard of the possibility through friends and relatives.

DNP lacks the institutional capacity to do massive prescreening to select candidates for Mission training projects. DNP has only six staff members, yet DNP's allocation for human resource development is 12 percent of the entire Ministry of Plan's budget. As a result, DNP describes its candidate selection process as "passive," especially as concerns identifying women. DNP needs training support in project evaluation and planning procedures as well as in information management.

b) Recommendations

We recommend that training opportunities for both private and public sector candidates be widely advertised through announcements in the media (radio, newspapers).

Neither HRDO nor DNP are currently equipped to handle a huge volume of applications. It would be simple to devise procedures that would minimize the administrative workload. A candidate pre-screening process should be initiated. A summary form should be created, to be filled out by any potential candidate. This should spell out basic biodata and the training requested. To facilitate DNP's management burden, HRDO should screen these summary requests or "pre-applications" to determine whether the candidate meets prerequisites for available training. This is a simple matter which could be handled by an intern. There is no shortage of qualified Malians who could be trained to do such pre-screening.

Final selection of trainees from among those pre-screened should then be the responsibility of an official Selection Committee. This committee should include delegates from all appropriate GRM and private bodies. The selection committee should sit on a regular basis and should have a final responsibility for rank-ordering candidacies by field of study.

Representation on the proposed selection committee should include members of target line ministries. For instance, Ministry of Agriculture officials should be invited to screen candidates in agriculture, and so on.

Mission sector project officials who manage training for the particular field of study should also be invited to sit on the selection committee. Enhanced cooperation between HRDO and Mission sector project managers will improve training administration procedures since HRDO processes project PIO/Ps. More importantly, as discussed elsewhere in this report, HRDO has had problems meeting the Mission's mandate for in-country training. HRDO staff is primarily experienced in participant training in the US. Project staff would bring their experience in rural training at the grass-roots level, precisely the sectors the Mission now wants its training initiatives to reach. Project staff members' knowledge of indigenous institutions would help resolve HRDO's difficulties implementing in-country training programs.

To further women's participation in Mission training activities, we recommend that the Mission WID Coordinator sit on this committee. An energetic and creative Malian woman currently fills this position and can be relied on to attend selection committee meetings. Her input should be supplemented by representatives of Mali's various women's organizations. Together these representatives would interpret gender matters within the Malian context as well as serving as a source for potential women candidates.

Private sector representatives must also sit on the proposed selection committee. These should include CCIM, Mali's Chamber of Commerce. Mission staff working on the private sector should also be invited to sit on the proposed committee. For instance, the Mission ADO has a good FSN working in private sector development whose input and contacts would be of value to HRDO.

The Mission application for training should also be adapted for private sector applicants. This second form should emphasize professional experience and should encourage candidates to define their interests and training requirements as they pertain to the development of Mali's private sector.

DNP stated that GRM is in the process of revitalizing the Commission Nationale de Désignation des Stagiaires (National Commission for Identifying Trainees). In the past, this commission has included representatives of the Ministries of Plan, Employment and Civil Service, Education, Foreign Affairs and Defense. This commission seems like a logical basis for the inter-agency selection committee we recommend. Obviously, the committee should only include representatives from ministries or agencies that are directly concerned with the training under discussion.

Communication between candidates, DNP and HRDO should also be improved. The PTMS is used to track participants through all phases of the selection process. It would be simple to develop mechanisms for regular placement status reports to DNP and for regular letters to unplaced participants to keep them apprised of their placement status.

## 10 In-country English Language Training

Participants whose programs were in English underwent ELT in Bamako and were required to reach TOEFL scores of at least 500 before leaving for training in the US. The length of ELT for evaluation sample ranged from three months to a year, averaging eight months. Classes were held at the Cultural Center.

While the questionnaire respondents generally felt competent to read English upon their arrival, their self-evaluation of their ability to write English was only average. More worrisomely, most of the respondents felt unable to understand spoken American English or to make themselves understood by Americans.

Two thirds of the evaluation sample underwent additional ELT upon arrival in the US. Three quarters of them were in full-time ELT during their first semester; the remainder attended part time. Those who "topped off" their in-country ELT in the US were glad they had done so, and several of those who did not wished they had. In other words, while a TOEFL score of 500 may render a francophone admissible to an American program, it is apparently not sufficient for day-to-day comprehension, especially at first. Since these participants are required to adapt immediately to the fast-paced life of the student in the US, they cannot afford to begin their programs with language deficiencies.

### a) Conclusions

In-country ELT is an excellent method for imparting a good basic command of the language. However, it rarely gives francophones a good enough grasp to compete effectively in the American environment.

### b) Recommendations

We recommend that participants routinely be granted a semester upon arrival to devote to part-time ELT coupled with background coursework. This would enable participants to begin their programs with fewer language handicaps. In addition, participants would gain familiarity with the American grading system and the intricacies of selecting and registering for courses, facilitating the transition into the academic program.

## 11. Pre-Departure Counselling and Orientation

Pre-departure orientation for training in the US was to be handled jointly by the ELT center and HRDO staff. Trainees for third countries received an administrative and financial pre-orientation from HRDO. The ELT center had primary responsibility for cultural and social counselling. While no specific orientation package exists at the Mission, the Training Officer generally discussed the following items with the departing participant:

* the Training Implementation Plan (TIP)

* the identity of the sponsor (PSTI, USDA, or third country receiving Mission)

* practical details about the trip and the participant's next steps.

The alumni surveyed said their orientations varied from five months to "a couple of hours." They relied more on advice from friends and family than on information provided in the official pre-departure orientation sessions. By and large, participants in the US felt they were inadequately prepared for almost all aspects of their lives as students in the US. They said they lacked information on the financial and administrative management of their scholarships as well as on matters concerning the American educational system, their specific programs, and advice for socio-cultural adaptation.

a) Conclusions

Pre-departure orientation and counselling are important for all types of training, especially for participants en route to long term training in the US. Short term trainees also need meticulously accurate financial information and tight coordination for their short programs. Pre-departure counselling cannot be expected to yield an effortless transition into the participant's new lifestyle or to correct unrealistic expectations of the American experience.

b) Recommendations

The departing participant's final days are often a flurry of administrative formalities and last-minute good-byes to family and friends. Pre-departure orientation should therefore be spread out over time.

Written materials should be compiled in French to supplement periodic briefings. These could be held jointly for groups of participants to save time for HRDD's already overworked staff.

Pre-departure orientation should cover the following topics:

* an administrative orientation to discuss all project requirements

* a financial orientation to discuss timing and amounts of payments along with counselling in personal budget management

* a discussion of the American education system (role of the academic advisor, grading system, core courses, electives, graduation requirements) and its mechanics (registration, the drop/add system) or third country equivalent

* the individual program, with catalogs whenever possible

- especially for those leaving francophone Africa, advice for adapting to life, learning to understand local people, and managing one's resources during the time abroad.

USAID should tap into the wealth of experience, information and good will within the alumni community to provide systematized pre-departure counselling. Mali has an active alumni association which might serve as a mechanism to identify willing contributors. The Mission should work with others such as AMIS who share this interest.

17. Performance of Project Facilitators

Participants were placed in the US via contracts according to field of study to Partners for International Education and Training (PIET) or to the US Department of Agriculture (USDA). Contractor responsibilities included securing admission in appropriate academic and technical programs along with all aspects of financial and administrative management of the project in the US. Both HRDD and project alumni expressed satisfaction with contractor management services.

Participants by and large were pleased with most aspects of their experience. 95 percent of the respondents felt their training was appropriate to their backgrounds and future aspirations. Most were satisfied with their sponsors' services, citing availability, communications and understanding as key to their good relationships.

Two thirds of US alumni went through WIC (Washington International Center) upon arrival and were in general satisfied with the experience. Those who did not attend WIC were generally unable to do so because of time constraints.

A special feature of DLT was the requirement that thesis topics pertain to Mali and that thesis research be undertaken in-country. All alumni complied with this mandate, generating a wealth of up-to-date documentation on a variety of sectors of Mali's activities. The information gathered during thesis research in Mali has also been helpful to DLT alumni resuming their professional functions upon return.

Only a third of the respondents underwent practical training at the completion of their academic programs. Relatively few of these formed part of the original TIP; most were added on while participants were in the US. Alumni frequently noted the importance of linking the theory acquired in class with practical experiences to maximize the project's impact.

a) Conclusions

Overall, the alumni interviewed were unanimously glad they had undergone training. This was especially pronounced with DLT alumni, who attributed their success to having acquired improved management techniques, to better ideas about planning and communication, and above all, to having experienced life within the American management environment.

## I. Recommendations

PIEI's management services were uniformly highly rated. The project would have been more apt if theoretical coursework were supplemented by practical experience. More attention should be paid to identifying practical training opportunities for graduates as provided for by Handbook Ten, Participant Training.

We recognize the constraints upon the already overworked HRDO staff. The Training Officer has been Acting HRDO for well over a year. The two PTMS workers on ELT are both talented, conscientious and well informed. However, the Mission's emphasis on training has switched from long term training in the US to short term in-country training. HRDO's staff's responsibilities have outpaced their training, so they are unable to meet these new challenges.

Participant training management involves an indescribable level of meticulous detail. Setting up and managing in-country training requires institutional contacts as well as even more minutiae. Mission should clearly identify and divide responsibilities within the office. The Mission should take steps to identify an HRDO and to delineate responsibilities among the staff for future projects. Current staff needs training in human resource planning and management, especially if Mission cannot replace the HRDO.

The Mission's PTMS is an excellent vehicle for tracking participants from candidacy through repatriation. Breakdowns of time for ELT versus academic programs and practical training should be added to the current system. The PTMS was installed by external consultants, and consequently, the only reports the system can generate are those predetermined by these experts. The Training Assistant who operates the PTMS should be given training in programming so as to be able to generate additional, more appropriate reports as needed.

The PTMS is also apparently not used to track all participants. During data collection for this report, it turned out that in the case of SMDP-II and SMRD-III, only 101 out of the 491 total participants, or less than a quarter, were entered into the PTMS. We recommend that time be set aside to enter all participants into the system to enable the training staff to utilize this management tool to its full potential.

The Training Officer has no computer skills and is therefore utterly reliant on the Training Assistant. Computer training for the Training Officer would remedy this problem and help him streamline his workload.

Future participants funded for graduate education in the US should make sure to do a masters degree thesis or doctoral dissertation, even if a thesis is optional in the individual program. A thesis is an invaluable tool in fighting the degree equivalency problem, adding weight to the claim that the US masters degree should be equivalenced to the francophone "doctorat de troisième cycle." The degree equivalency matter is further discussed below in Section 13, Repatriation and Professional Reintegration.

[illegible] graduate training should conduct their thesis research in Mali. This ensures that thesis topics are germane to their future professional responsibilities. The sixty DLT theses now provide Mali with a wealth of original research on topics related to development. We recommend that an additional category for thesis titles and research site be entered into the PIMS to track this type of activity.

As recommended in the DLT Mid-Term Evaluation, the Professional Advisory Committee should be eliminated in future such projects. A competent programming agency in the US can provide placement services. The PAC cannot help participants with personal adjustment unless placement is limited to PAC members' campuses. Academic advisors are already responsible for supervising academic programs. Advisors can be asked to plan theses topics that relate to Malian development and that require research in Mali. An organization like the Association [illegible] Association of Graduate Deans could serve the Mission's purposes just as well as the PAC at greatly reduced cost.

## 13. Repatriation and Professional Reintegration

Repatriation and professional reintegration present the most problems for participants returning from long term training abroad. This section will thus focus on analyzing mobility among DLT alumni as an indicator of project impact.

### a) DLT

For the most part, DLT alumni hold decision-making positions in both the public and private sectors. The following are representative DLT alumni:

* Secretary General, Governor's Office
* State Controller General
* Program Officer, UNICEF
* Financial Manager, Opération Haute Vallée, a Mission-funded rural development project
* Division Chief, Planning Division, Ministry of Education.

Two thirds of the evaluation sample came back to the jobs they held before leaving. The time reported waiting for this first job varied from immediately to ten months. Roughly half are still in the first job since their return. Table 20 shows the distribution of DLT alumni by professional category.

Table 26

Distribution of DLT Alumni by Professional Sector

| Professional Category | Number | Percentage |
|---|---|---|
| Completed, Working in Mali: | | |
| GRM | 34 | 61.82 |
| International/USAID | 7 | 12.73 |
| Parastatal | 1 | 1.82 |
| Private Sector | 3 | 5.45 |
| Sub-Total: | 45 | 81.82 |
| Other: | | |
| Withdrew | 2 | 3.64 |
| Still in Training - Public Sector | 4 | 7.27 |
| Still in Training - Private Sector | 2 | 3.64 |
| In Abidjan | 1 | 1.82 |
| Deceased | 1 | 1.82 |
| Sub-Total: | 10 | 18.18 |
| Total DLT Alumni: | 55 | 100.00 |

Table 27 shows that GRM has actually sustained a significant loss of cadres since DLT. While 48 DLT alumni (87 percent) were in the public sector before their DLT programs, this number has been reduced by a quarter to 34 (62 percent). The international sector gained most of these participants. Before DLT, only one participant (2 percent of alumni) worked with an international organization. This number has jumped to 7, or 13 percent. Table 27 illustrates the impact of DLT on participants' professional sector.

Table 27

Impact of DLT on
Alumni Professional Sector

| Sector | Before DLT Number | Before DLT Percentage | Since DLT Number | Since DLT Percentage | Change Number | Change Percentage |
|---|---|---|---|---|---|---|
| GRM | 48 | 87.27 | 34 | 61.82 | - 14 | - 25.45 |
| International | 1 | 1.82 | 7 | 12.73 | + 6 | + 10.91 |
| Private Sector | 4 | 7.27 | 3 | 5.45 | - 1 | - 1.82 |
| Parastatal | 1 | 1.82 | 1 | 1.82 | | |
| Unemployed | 1 | 1.82 | | | - 1 | - 1.82 |
| Other | | | 10 | 18.18 | + 10 | + 18.18 |
| Totals: | 55 | 100.00 | 55 | 100.00 | | |

b) SMDP-II and SHRD-III

The majority of SMDP-II's training was short term, so professional reintegration posed less of a problem for these trainees than for DLT alumni. Participants under SMDP-II generally returned to their prior responsibilities after their brief absences for training.

c) Conclusions

These projects are apparently affecting Mali's development. There are alumni staff in many of Mali's key development institutions. Project alumni work in all sectors of Mali's economy. The largest concentration of alumni is to be found in GRM's various services. This is not surprising since GRM has traditionally been responsible for selecting the majority of training candidates.

However, DLT in particular is seeing a trend towards alumni leaving the civil service to accept positions in the international sector (UNDP, other UN agencies such as UNICEF, World Health Organization, USAID).

This is understandable. Job conditions in the civil service are difficult. GRM occasionally has no funds for salaries (civil servants today have not been paid for over four months). Political considerations often slow down the returnee's intended contribution, creating frustration. Only one DLT alumnus has not returned to Mali, and the alumni in the international assistance sector are indeed contributing to Mali's development.

The degree equivalency issue also contributes to this trend. GRM statutes currently show the American masters degree as equivalent to a French or Malian DEA (Diplôme d'Etudes Approfondies). This affects civil service and salary

classifications more than the level of responsibility granted to alumni of US graduate training programs.

The Mission is not yet having the impact desired on Mali's private sector. Most private sector training under these projects was short term in-country seminars under SMUP-II and CHGD-III. These provided participants with general business skills. Such skills are sorely needed, yet barely make a dent in the overwhelming needs Mali's fledgling private sector presents.

d) Recommendations

Many returning DLT participants reported that GRM was not prepared for their return. Delays in finding jobs varied from three months to a year. The Mission should provide support to DNP to overcome administrative shortcomings that contribute to delays in most training projects. DNP staff could benefit from management and administration workshops in Bamako. DNP's planning functions for returning DLTers and similar projects need to be streamlined.

The degree equivalency issue remains a thorny problem. Anticipated in the PP, reported on in the DLT Mid-Term Evaluation, the problem endures.

Equivalencies are established through CAMES (Conseil Africain et Malgache de l'Enseignement Supérieur, or African and Malagasy Council for Higher Education), of which Mali is a member. The Mission should work with this regional organization to establish appropriate equivalencies between American and francophone countries to lay the degree equivalency issue to rest once and for all for the entire region.

The American masters degree is currently equivalenced to a French or Malian DEA (Diplôme d'Etudes Approfondies), and the PhD, to the "doctorat de troisième cycle." One can argue that the masters degree is closer to the French or Malian "doctorat de troisième cycle" as per the following table.

Table 28

Recommended Equivalencies Between
American and French Academic Degrees

| American System | | Francophone System | |
|---|---|---|---|
| Degree | Time | Degree | Time |
| * High School Diploma | 12 years | * Baccalauréat | 12 years |
| * Bachelors Degree | 4 years | Licence<br>* Maitrise<br>DEA | 3 years<br>1 year<br>2 years |
| * Masters Degree | 2 years | * Doctorat de troisième cycle | 2 years |
| * Ph.D. | 3-5 years | * Doctorat d'état | no time limit |

* Recommended equivalency.

The Mission should continue to promote private sector training, in line with current Mission policy in Mali. Further follow-up on returned private sector alumni is warranted to reassess needs to make sure that training has the maximum impact possible.

## III. GENERAL CONCLUSIONS

The projects we evaluated covered the range of participant training opportunities available through USAID. DLT provided graduate education in the US to Malians who had demonstrated leadership potential. DLT alumni are now in decision-making positions throughout Mali's civil service and in its fledgling private sector.

SMDP-II and SHRD-III reached out to a different group. The focus on academic training gave way to an emphasis on short term technical training. The number of participants trained in the US was sharply reduced in favor of third country institutions and in-country seminars.

Assessing this range of training categories has allowed us to draw general conclusions and recommendations about participant training for Mali. These are based on the extensive data analysis provided earlier in this report. We think they can serve as guidelines for the Mission's future training activities.

* Academic training, especially in the US, is the ideal training for the current and future generation of leaders and policy-makers in all sectors of Mali's economy.

* Technical training in-country and in third countries is a good vehicle for attracting the sectors of Mali's population that the Mission wants to reach. Women in particular may not have the background required for long-term training abroad, and family responsibilities and traditional roles often prevent them from leaving home for extended periods.

* Alumni frequently reported resistance to change at all levels along with a lack of policy work with a shared sense of purpose. Individual alumni would make a far greater contribution if their institutional environment were more accommodating. A means of accomplishing this would be to train several people within a same institution. A current example of this type of intervention is IPGP, staffed by four DLT MBA holders, or almost a tenth of DLT alumni.

* GOM's current selection procedures do not attract the variety of candidates the Mission wants. In particular, the current mechanism has trouble identifying women and private sector trainees. DNP's staff are capable and conscientious yet do not dispose of sufficient resources for adequate planning and management of donor activity in training.

* Current HRDO staff lack the time and the training to implement in-country training programs. The two FSNs managing Mission-wide participant training are talented but overworked. Additional staff is needed along with training for current staff to manage the future training program.

## IV. OVERALL RECOMMENDATIONS

From these general conclusions on the Mission's gamut of participant training activities stem overall recommendations for future activities.

* Future Mission participant training projects should be highly flexible, offering a variety of choices to enable the Mission to respond to evolution in the local environment and to meet needs as they arise.

* A portion of the Mission's training should still be reserved for US graduate degrees for leaders and policy-makers throughout Mali's economy.

* The Mission should continue to emphasize short-term training in third countries and in-country as the best vehicle for attracting the population that the Mission wants to reach.

* The Mission should provide refresher courses to those who have already benefited from training and whose skills merely need upgrading. There

is no need to start from scratch every time. Former participants in academic training would often gain from short term research on specified topics. Technical training should be offered to those already in the field.

* The Mission should work to provide alumni with colleagues and an institutional environment conducive to effectuating change.

* HRDD staff's responsibilities have outpaced their training. HRDD staff should be upgraded and expanded to enable this management unit to handle its growing responsibilities.

SEGMENT TWO

HUMAN RESOURCES DEVELOPMENT SECTOR STUDY,

NEEDS ASSESSMENT, AND

PLANNING PROPOSALS FOR A FIVE-YEAR USAID TRAINING PROGRAM

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## I. BACKGROUND AND SUMMARY

### A. Policy

The basic policy guidance to which these proposals respond was established by the May, 1989 Country Development Strategy Statement (CDSS). Priorities of the CDSS are expressed in six "blocks": economic and public sector reform; agriculture; health (stressing mother and child health); the rural population; the private sector; and opportunities for women.

Other documents that shape this plan include the July 1987 Project paper for the Human Resources Development Assistance project (HRDA), and subsequent Mission Action Plans and budget submissions. The Scope of Work for this study summarizes policy guidance established after the CDSS. Specifically, relatively more training is to be carried out in Mali, relatively less abroad; the "grassroots", or rural population base, must receive the effects of the training (its beneficial impact); and additional attention is to be given to private sector and women's training.

### B. Prior Studies and Sources

We have drawn on the recent Labat-Anderson study on HRDA training for the private sector, and several studies relating to women, including the recent Arthur Young draft report on women in private enterprise in Mali. We also consulted documents prepared or used by sectoral divisions of this Mission, others by other donors, and many by the Government of Mali (GRM), (See

Bibliography, annex.)

Our research, our only original research, is that constituted by over one hundred interviews with actors and observers and visits to a number of national and international organizations working in these matters.

C. THE HRDA to Date

The task, stated one way, was to carry planning for the HRDA project into FY 94. (HRDA is itself a continuation of other, ending, Mission training projects -- which we have evaluated -- and will in some degree, carry forward their experience and training directions.)

HRDA's purpose is to "...facilitate...training programs [providing] ...technical...managerial...and [policy-planning personnel], to strengthen development institutions, [stimulate the] private sector" and enlarge women's contribution to development.

FY 1988 and FY 1989 agreements obligated a total of $1.8 million for the project. They specify a two-year training schedule, with dollar amounts and numbers of trainees, for training: (1) in the U.S.: 26% of the funds; (2) in third countries: 20%; (3) in Mali: 15%; (4) private sector: 34%; for omen: 3%. And for technical assistance, 2 percent of the funds were to be available. In each case, the precise field of study is named, leaving open the question of what would be done if candidates for those fields were not found. (A problem in the

matter of planning for training, one that we have attempted to solve or at least clarify lies in the fact that the training blocks are usually misread as being discrete (mutually exclusive), allowing the inference that, for example, no private sector training is to be done in the U.S., or that women would scarcely benefit at all. This was not the intention of the project agreement, of course, and we note the matter because of misplaced criticism of our own allocations among blocks.)

HRDA has not implemented a significant part of its obligated funds. Nor has it developed plans for the future, beyond those of the agreements. It is the purpose of the present study to move that planning process forward, within established policies and on the basis of the valuable Mission experience in training that we have just evaluated.

## D. STRATEGY CONSIDERATIONS

1. It would be unrealistic and simplistic to propose equal emphasis for the training to be undertaken in each of the five policy blocks. Instead, we sought to discover and define activity that is amenable to action with the "tool" at hand , training. What activities can be significantly affected by training? and in what sub-sectors can one expect to find viable training institutions and mechanisms? As a result, for example, we target extension as perhaps the top priority in agriculture, in terms of needs; but we propose less spending on it than on high-technology and research training in agriculture.

2. The proposed plan shown at VI below represents a substantial increase in funding for HRDA alone, over what has heretofore been projected, but is a net decrease in average annual funding levels of the HRDA's three predecessor projects.

E. The Sections

The sections immediately following are original with us: II., A Sector Study, and III., A gross (national) Training Needs Assessment, both in the human resources sector, together with an inventory of training being done under other donor and GRM sponsorship. Thus is provided a global frame of reference within which the USAID contribution can be described. This makes clear that, in orders of magnitude, USAID training altogether constitutes a small part of the whole, one that should increase, we believe but, in any case, one that can focus on critical unfulfilled needs provided a carefully conceived strategy (part V.) and implementation methodology (in part VI.) are put in action.

F. Principles and Precepts

In the succeeding section, we develop principles and precepts that ought to guide the elaboration of training schedules and actions (part IV.) In part V a "strategy" for applying such concepts in a selective program focussed on U.S. policy goals is formulated. It consists of eight statements, each in bold face, followed by explanation or reasons for

including the item in our strategic thinking on the project.

G. Action Proposals

Section VI. consists of action proposals. These are presented successively with, (a) a brief discussion of each policy "block" concerned (the five of the six areas identified by the CDSS and later policy formulations); (b) a listing of specific proposed activities within each block, totalling 31; (c) a discussion of training "mechanisms, "i.e., institutions with which HRDO may make contracts or arrangements for carrying out the selected training activity (the training "micro-project"), and, (d) proposals in the vital matter of reforming and improving the organization and process of candidate selection (and other implementation guidances). Finally, (e) the whole range of potential actions, from which the Mission will make choices based on feasibility and its own growing experience and confidence, is summarized in tabular from.

H. Staffing

Part VII addresses the new staffing responsibilities this program imposes. The program, with emphasis on in-country training, is to be carried out by a larger number of implementing agents than is the case for U.S. training (two U.S. agencies have managed most of the U.S. training); and the contracts or arrangements needed for it are varied and complex. We propose increasing, and training (or retraining) all staff.

I. Annexes

The number of annexes following text was limited as strictly as text references allow. Those included will be essential to any thorough study of the report.

J. Scope of Work

One point should be unmistakably clear: what this study is, and is not, according to the Scope of Work and Mission orienting guidance.

1. The study does not attempt a project design -- a detailed operational training plan: it provides "suggestions" and "assistance" for the Mission to do that later.

2. The suggestions and assistance take the form of a wide range of possible activities and implementing options, with supporting argument. This is the product of a succession of idea developing analyses, conclusions and recommendations. In the brief duration of its work, the team was obviously not in a position to conclude or recommend with any sense of final authority as to any of the concrete details. We carried our general and particular proposals as far as our time, research, analysis, and judgement permitted -- no further.

3. Moreover, we urge the viewpoint that the Mission should never attempt to "finalize," that is, harden, a training plan far in advance of the year immediately ahead -- until it must for operational planning purposes. Instead, it should give the



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process continuing improvement, with the acquisition of experience, knowledge of the industry and judgement as to what will work or won't. In this manner the staff's professionalism will increase and each annual plan will improve on its predecessor.

## II. A REVIEW OF THE HUMAN RESOURCES SECTOR, MALI

### A. Training Opportunities

The Government is the first provider of training opportunities. It seeks training projects and programs, negotiates them and submits them to international donors. The regular opportunities given by the Government will be reviewed here, as well as the role played by other donor agencies in this field, including USAID.

1. Opportunities given by the Government through different national institutions. The first opportunity offered by the Government is its educational system: the system is secular, democratic and open to all within the limits of available resources. The following describes the Malian education system.

### The Malian Educational System

a) Pre-school Education

The Ministry of Health and Social Affairs is responsible for nursery schools and kindergartens that receive children between the ages of three and six years.

b) Basic Education (Years One through Nine)

Basic Education is divided into two cycles:

a) Basic Education Cycle (Years One through Six), after which is granted the Certificat d'Etudes Primaires (CEP).

b) Second cycle - Secondary Education (years seven through nine)

The diploma granted at the completion of Basic Education is the Basic Education Diploma (Diplôme d'Etudes Fondamentales - DEF).

At the Basic Education level, there are also Koranic schools that provide schooling in Arabic.

c) Secondary Education (General and vocational)

Both tracks of the General Secondary Education accept only the bearers of the Basic Education Diploma.

i) The academic track trains students in high schools for three years. This training is then verified by the second part of the Baccalauréat.

ii) The vocational track trains students in establishments specifically for professional training, though unlike academic training, they may also choose their participants through competitive examinations. The Technical Baccalauréat or the Professional Aptitude Certificate (Certificat d'Aptitude Professionnelle - CAP) verifies this training.

d) Teacher Training

Teacher Training includes two types of education:

i) Education in the Teacher Training Institutes of General Education (Instituts Pédagogiques d'Enseignement Général - IPEG)

provides four year training for teaching the first cycle of Basic Education.

ii) Education in the Secondary Teachers' Colleges (Ecoles Normales Secondaires - ENSEC) provides four year training for teaching the second cycle of Basic Education, which involves specialization in individual fields.

A) Higher Education

Enrollment in higher education must be done after having passed the second part of the Baccalauréat. The areas of training are varied and address different needs (agriculture, education, etc.).

Two types of higher education:

Short term: Baccalauréat plus two years

i) School for Higher Practical Education (Ecole des Hautes Etudes Pratiques - EHEP)

ii) National School of Postal Services and Telecommunications (Ecole Nationale Postes et Telecommunications -ENPT)

iii) Rural Polytechnical Institute - for a technical degree (Instituts Polytechnique Rural - IPR - cycle technicien).

Long term: Baccalaureat plus four years

i) (Ecole Normale Superieure - ENSup)

ii) National School of Administration (Ecole Nationale d'Administration - ENA)

iii) Rural Polytechnical Institute - for engineering degree (Institut Polytechnique Rural - IPR - cycle ingenieur)

iv) National School of Engineering (Ecole Nationale d'Ingenieurs - ENI)

v) National School of Medicine and Pharmacy (Ecole Nationale de Medecine et Pharmacie - ENMP)

f) Post University Education (Master's Degree plus three years)

The only institution for post university education is the Higher Institute for Training and Applied Research (l'Institut Superieur de Formation et de Recherche Appliquée - ISFRA). Training is provided for specialists in various fields to earn their doctoral degrees.

The National School of Medicine and Pharmacy (l'Ecole Nationale de Medecine et de Pharmacie - ENMP) is in the process of setting up studies leading to a three year Medical Specialist degree (Certificat d'Etudes Speciales - CES).

g) University of Mali

In theory, the University of Mali has been created for two years, but it has yet to become a reality. It will be a decentralized professional institution, receiving graduates of the Baccalaureat and equivalent diplomas. The University will use competitive testing to recruit graduates from other universities, so as not to render other schools redundant.

The university cannot guarantee employment to those who attend.

m) Training Institutions

Secondary Institutions:

a) Professional Training Center- Central School for Industry, Commerce and Administration (Centre de Formation Professionnel - Ecole Centrale pour l'Industrie, le Commerce et L'Administration - CFP-ECICA)

b) School of Higher Practical Education (Ecole des Hautes Etudes Pratiques - EHEP)

c) National School of Postal Services and Telecommunications (Ecole Nationale Postes et Telecommunications - ENPT)

d) National Institute of the Arts (Institut Nationale des Arts - INA)

e) School of Veterinary Nursing (Ecole d'Infirmieres Vétérinaire - EIV)

f) Agricultural Animation Center (Centre d'Animation Agricole - CAA)

g) Point G. Hospital (Hôpital du Point G.)

Higher Education Institutions:

a) (Ecole Normale Superieure - ENSup)

b) National School of Administration (Ecole Nationale d'Administration - ENA)

c) National School of Medicine and Pharmacy (Instituts Polytechnique Rural - Ecole Nationale de Medecine et Pharmacie - ENMP)



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Post University Institutions:

a) Post Graduate School for Training and Applied Research (Institut Superieur de Formation et de Recherche Appliquee - ISFRA)

2. Opportunities through USAID. USAID helps the Government implement its training plans through its Human Resources Development Project. Training may be long-term, such as AFGRAD or DLT, or middle or short term such as SMDP and SHRD. USAID is involved in academic fields of training that are not available in Mali such as management; the evaluation has shown that such training is highly praised by participants and employers alike.

USAID has trained to date thousands of government and private sector employees in different fields (agriculture, health, education, business, etc.). Illiterate communities gain from USAID opportunities for access to instruction in order to ensure their own autonomous development (DHV case).

3. Opportunities through Other Donor Agencies. International organizations (World Bank, UNICEF, EDF, EEC, GTZ, etc.), international and national non-governmental organizations, and the Malian private sector are all involved in providing training. Training through these organizations is in the form of grants or low interest reimbursable loans. Such training is generally targeted toward the agricultural, health, and education sectors.



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## B. Conclusions

The Malian training landscape is well covered. Hundreds of donors provide training opportunities but there is no coordination of national human resources activities which would determine what has been achieved, who does what in what field(s), etc. Thus, the outside observer who is somewhat interested in the question is struck by the duplication, the waste of human physical and financial resources and the difficulty of solid national planning as far as human resources are concerned. A recommendation to that effect is in order.



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## III. GROSS NATIONAL TRAINING NEEDS

The National Five Year Plan (1987-1991) specifies six fields for emphasis in human resources:

- Employment
- Training
- Sports -Art- Culture
- Information
- Administration.

Funding allocated to the human resources sector represents 12% of the total amount for the Ministry of Plan. The training sub-sector represents 3 percent of that same amount.

Several readings of the Plan documents on our part have led us to question why. Is there an overlap between different development sectors? Can one speak of development for a sector without proposals for training?

### A. Training Needs Formulated in the National Plan

GRM's training objectives which can be considered here in terms of needs revolve around the following points:

- Intellectual, physical and social welfare training for Malians (Comments: this is difficult to translate in terms of training objectives or plans);
- Continuing ruralization in education (Comment: the impact of ruralization on the socio-economic development of the country remains to be determined);
- The use of national languages in education;
- the eradication of illiteracy by the year 2000



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(Comment: can 1650 literacy centers in the internal return conditions of literacy stop illiteracy?);

- The development of technical and professional training at the elementary and middle level

  (Comment: the market effectively hires people mostly in this sector because of better technical and practical qualifications, lower costs);

- The improvement of the training of trainers

  (Comment: training channels extend to all sectors and the needs for training trainers increase with the socio-economic development perspectives);

- The development of professionalized higher educational training for senior level staff of the University of Mali and the higher education institutes

  (Comment: the Malian educational system is hydrocephalic -- too much higher level training and too little middle level and short-term training. In 1989, about 4500 Malian students are studying in Mali and 2500 others are studying abroad. Would 4500 or even 7000 students, including those studying abroad, constitute a "critical mass" large enough to warrant the creation of a University and its Colleges?);

- The creation of a center of rural life and a training center for female rural life promoters("animatrices rurales").

Training needs of the other sectors take into account all the needs of the country's socio-economic activity sectors but there is no implementation scheme for each of them, the MP's document being a "basket" of training and



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investment project from which all donors can draw.

B. How Could the Supply Cover the Training Demands?

It can be stated without any doubt that the national training institutions cover the needs. A need is meant here to be the trained product which is usable by the GRM, the private sector or the communities. Thus the GRM has provided training for a sufficient number of teachers, doctors, engineers, etc. The issue consists in rationalizing their use, and thus their training during employment. This is what AID's, international organizations' and non-governmental organizations' training programs address, given that GRM is already overwhelmed by graduates of academic programs.

Besides, it is note worthy that GRM efforts mostly cover academic and that this demand is generally adequately well covered.

Intervention by other donors should be geared toward training fields which are not adequately covered (training during employment, rural population training, training for the promotion of the private sector, etc).

Thus the training supply should primarily cover the Plan's priority objectives (objectives to which CDSS as a matter of fact is related): fight against desertification, promotion of food self-sufficiency, health, the private sector, and more attention to the training of women. The training supply could be poorly utilized so long as it doesn't stick to development objectives as defined. To that effect, the Mission's HDRA program is in perfect harmony with development priority objectives.

## IV. PRINCIPLES, PRECEPTS, PRE-REQUISITES AND REFORMS

### A. DEVELOPMENT

We haven't seen a current, widely supported, model of what Mali would be when developed in some optimum manner.

But it is a pastoral country, and presumably should remain so. A predominant part of the population will be engaged in agricultural production into the distant future. A small but growing proportion will work in agricultural industries and services. The non-agriculture related segment of the private business sector will remain small, smaller, perhaps, than in any West African country. Such less than precise development guidelines are sufficient for present purposes.

Rural industry should grow, but so must food production, at an even faster rate. There remain the less obvious possibilities in production (from domestic or imported raw materials) of import substitution-goods and other new products. Entrepreneurs and services assisting them will be especially challenged by this sub-sector, where, however, the rewards may be greatest.

### B. DEVELOPMENT AND INSTITUTIONS

We adhere as strictly as possible in our training proposals to the obvious but neglected truth that development is not the consequence of training but of development institutions improved with training. Training administrators have the professional burden of assessing the value and character of trainee-receiving institutions (and, perhaps, of ruling out a good candidate if the target institution is moribund); and even of sponsoring or monitoring collateral institutional



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improvement efforts during the period of training. We heard of the participants difficulty in trying to pursue development objectives from within the institutions. USAID should work to make the institutional environment more accommodating.

The most important aspect of the institution matter is that, in the long run of development, only Malian institutions count. Externally operated projects fade away; and they will have failed if the concerned Malian institution's development activity post-project is not at least as dynamic as during the LOP: "sustainability" in large perspective.

C. TRAINING

Several disturbing questions were voiced during our inquiries that go to the heart of the work. With all the training accomplished by all the organizations over the years, is there a surplus of trained people in relation to demand for them? (The pool has been augmented by unemployed jeunes diplômés and former civil servants.) What effect has training had on development, which remains sluggish at best? Is training people a holding action, in lieu of using them?

The questions are too broad and indeterminate to be immediately useful, except in the weight they give to the imperative of wise selection of candidates and institutions, and of adopting shrewd priorities and strategies in development assistance.

D. THE SOCIALIST HERITAGE

With a certain deliberate skepticism, we also question whether, overall, policy planners haven't put too much emphasis on the barriers to private

sector development imposed by Mali's socialist experiment. This would lead to disappointment, possibly, if the removal of those barriers did not bring the development anticipated. Mali has a long history of heavy-handed centralism, dirigism, empire, and the like. Some generic phenomena produced by that history may outlive constraints deriving exclusively from socialism. Understanding of cause is a pre-requisite for solving a problem. How, for one instance, will the monopoly tradition, in both public and private sectors, be broken?

## F. PRIVATE SECTOR DEVELOPMENT

A caution is warranted as to the ready assumption that business skills (the lack of) constitute the principal constraint in this sector. Management training presupposes something to manage: the activities of producing goods and services. Financial management and accounting are needed when money starts flowing in and out -- a flow not created by accountants. The true entrepreneur, source of all business growth, embodies a drive to produce something -- a drive coming from elements of character such as courage, self-confidence, and love of work and advancement. These are sine qua non. "Business" training is not -- not at first.

A balanced approach to private sector development should have in mind the relative importance in the overall economy of various subsectors.

Does the non-agricultural, non-statist small-to-medium enterprise sub-sector, in which this project is mainly interested, amount to more than ten percent of GDP? Some estimate the commercial sub-sector at perhaps two-thirds of that, and export-import commerce at 10-15 percent of the two-thirds.

we are not concerned with figures, but with orders of magnitude. The need for training will grow with growth in targeted private sector sub-sectors, and, of course, the purpose of training is to promote that growth. But the need for training, and the sector's training absorptive capacity at present, are not great.

The training proposals discussed in this report give emphasis, as do our policy directives, to stimulating rural industry. There, as elsewhere excepting urban and international commerce, credit is critical. We note in the discussion the significance of traditional community-based systems of financing trade and artisanal marketing -- such as the tons.

F. LABOR

There is a notable absence in literature and discussion of serious reference to the laborer, other than as a production factor to be motivated and disciplined. The status of labor; its contribution historically as producer and consumer in all societies that have developed; the stake labor may have in private sector development, as subject, not object; and how labor's optimum assistance to business activity might be brought forth, are underrated questions. So, in consequence, is the question of how a human resources development project can tackle the problem. Over the five-year period, the matter can and should be given serious thought, if only through a clarifying study of the gravity of the issues and of what action this project might take.

G. ACTIVISM AND ROUTINE: THE PENDULUM

Studies predecessor to ours urge "assertive" rather than "reactive" administration and programming of training. Any organization oscillates between advances and consolidation of advances. When up to strength, the Mission's HRD staff should prepare for new advances, several of which are ready for exploitation.

H. GRASS-ROOTS AND SELECTING THE LEVEL OF ACTION

An question is more vexing to development planners than the tactical one of where to apply the pressure of assistance to produce consequences broader than the pressure. In HRDA's move toward grass-roots effects the question becomes, at what level, along the line from central to regional to district, and on down to people, should the project intervene? How to produce the broadest effect in the general population without employing an army of project agents? The proposed strategy reflects a conclusion that interventions with the grassroots goal of this project should be made at high and middle levels; direct interventions at the bottom level are the province of government services and PVO's/NGO's. Note, however that there are some, but not many, goods models of high level interventions that have direct lowest-levels effects. One is ILCA's Bamako milk production research. Forty ordinary dairy farmers are made research and testing units. They benefit from research results, and their neighbors can emulate their methods, and benefit too.

I. APPROPRIATE TRAINING MATERIALS

The team saw too many imported, non-adapted, packaged teaching materials and curricula that must have been churned out pro-forma, without regard for

who the users might be. The false assumption behind such products, apparently, is that no subject is place-specific. If it is right and works in the U.S., then send it to Mali.

But if the home clients are satisfied, Malian users may be simply confused, or bored.

There is an entire curriculum in "financial management" of business enterprise that, in our opinion, and perhaps eventually of the HRDO, might be dropped in favor, say, of a seminar based on one of the trainees' own balance sheets, the trainer and other participants working out the practical problems it presents.

In the converse situation, a negative model came to our attention: a DLT participant got a first rate education in global finance -- useful were he to be hired by IMF, but not pertinent in Mali.

A common treme in interviews was that trainees, especially in WID and rural areas, and in the private sector, have difficulty relating to some training: "We don't understand it...it's not like my problem," until they drop out, saying, "it's credit I need, not courses."

Sensitively adapted courses, answering expressed needs, would disarm this sort of complaint.

## J. TRAINEE-INSTITUTION LINKAGE

Participants, and local trainees, often return to institutions as individuals and to an institutional "environment" lacking encouragement or support: like minds among colleagues and a sense of common new purpose. The Core Group idea, combined with institutional assessments and support, is usual among USAID sector projects. It should be introduced in HRDA to the maximum

extent possible. It amounts to designing each HRDA training subactivity as a kind of micro-project.

The linkage begins with simultaneous training of a group -- as few as two or three, many more when appropriate -- from the designated trainee-receiving organization. The group would return to the organization, to different but interacting divisions, with a common understanding, the several individuals able to collaborate more effectively in moving the institution toward developmental goals. Together, they might eventually become dominantly influential. In group, their training would contribute more that the sum of the training of individuals who had no particular further association.

To reinforce the effect of Core Group training, the institutions selected in the first instance for micro-project attention should be carefully selected. They should have important development-related missions and they should be rated, a priori, as improvable, either by the training proposed or by "institution building" measures collateral to training. The latter might include modest measures such as offering an O&M analysis or simple improvements in budgeting techniques.

## K. TRAINING DELIVERY MECHANISMS

Sustained development demands that institutions remain once the donors have come and gone. The key to implementing the HRDA project successfully will be the institutions through which the USAID will work. Carefully identifying these institutions, assessing, studying, learning -- all are assessment functions which the Mission will have to undertake to maximize the project's impact.

This level of assessment will take substantial Mission staff time. This

matter will be discussed and solutions to the administrative burden proposed in the final section of this report.

Our scope of work did not ask us to perform an assessment, institution by institution, of the variety of mechanisms available in Mali. We do, however, feel that the matter needs to be addressed, and offer the following to serve as frame of reference for the Mission.

We recommend that the Mission devote staff time and resources to a thorough evaluation procedure of local institutions. This assessment should range from management capabilities to likely impact by the institution in the long term.

Training institutions in Mali are almost too numerous to list. Here follows a list of key institutions involved in training. This list does not pretend to be exhaustive. Instead, we offer these examples to show the range of involvement at all levels in a variety of fields of training.

* Association Malienne de Recherche Action pour le Développement (AMRAD)
* Bureau d'Etudes, de Conseil et d'Intervention au Sahel (BECIS)
* Centres d'Animation Rurale (CARs)
* Centres Féminins d'Animation Rurale (CFARs)
* Chambre de Commerce et d'Industrie du Mali (CCIM)
* Different Ministerial departments
* Direction Nationale de la Formation et de l'Animation Rurale (DNAFAR)
* Direction Nationale de l'Action Coopérative (DNACOP)
* Direction Nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée (DNAFLA)
* Ecole Spéciale d'Enseignement Technique (ESET)



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* Gesellschaft für Technische Zusammenarbeit (GTZ)

* Institut Malien de Recherche Action pour le Développement (IMRAD)

* Institut de Productivité et de Gestion Prévisionnelle (IPGP)

* Institut Pédagogique National (IPN)

* International Labour Organisation (ILO)

* National training institutes

* Non Governmental Organizations (NGOs)

* Office National de la Main d'Oeuvre et de l'Emploi (ONMOE)

* Opérations de Développement Rural (ODR)

* Société Nationale d'Etudes pour le Développement (SNED)

* United Nations Children's Emergency Fund (UNICEF)

* United Nations Development Programme (UNDP).

L. SELECTIC

As discussed earlier in the first segment of this report, according to current selection procedures, DNP is responsible for announcing training opportunities throughout GRM. DNP's responsibilities include working with various GRM agencies and departments to solicit candidacies; establishing training quotas for each department; actively seeking to increase participation by women; and transmitting completed applications to HRDO for processing.

DNP officials themselves acknowledge that the current process is inadequate. Training opportunities are not widely publicized; few women candidacies are identified; departmental training quotas are not based on

need. DNP has no responsibility for private sector candidacies.

We recommend that these shortcomings be addressed in the following manner. Training opportunities should be widely advertised through the media (radio, print) and posted in locations where special target groups (women, private sector) are likely to be informed of them. The announcements should be carefully drawn up and should state explicitly what minimum candidacy qualifications and criteria will apply.

Neither DNP nor HRDO is currently equipped to handle the large volume of interested applicants such a process is likely to generate. Not all of those expressing interest are likely to be qualified for a given training opportunity. We therefore recommend a simple pre-screening mechanism.

A short "pre-application" should be devised to request basic bicdata, academic and professional background, and training requested. Interested parties responding to open advertising should fill out this pre-application. To facilitate DNP's administrative burden, these pre-applications should be screened at HRDO to see which of the various respondents meet the prerequisites for a given training opportunity. Only those meeting the announced prerequisites as described above would be invited to complete application forms.

Pre-screening is a simple process that could be handled by an HRDO intern. There is no shortage of Malians who could be trained to do pre-screening.

Final selection should then be made from among those who complete the application forms. The same intern could keep track of applications, forwarding only those which are complete for final selection.

Given that training is a cooperative venture between GRM and the



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Mission, we recommend that final selection be the responsibility of an inter-agency selection committee. Applications should be forwarded to selection committee members who would then discuss them in a meeting, and vote together to put in rank-order the applicants for placement.

The proposed selection committee should include appropriate representatives from GRM, Mission, and other concerned parties. We recommend that the following be permanent members of the selection committee.

* DNP representatives

* Representatives from the GRM ministries or departments concerned with a particular field of study (for example, for training in health, appropriate officials from the Ministry of Public Health and Social Affairs)

* Mission sector project officials who manage training in the given area to apply their in-depth knowledge of the field, of local institutions, and of potential candidates

* The Mission's WID Coordinator so as to interpret gender issues within the Malian context and to enhance the possibility of female participation in all categories of Mission-funded training

* Representatives from Mali's women's organizations to serve as additional sources for female candidates, when appropriate

* Representatives from appropriate private sector agencies (Chamber of Commerce, others) to identify private sector trainees

* Mission personnel already working with private sector development.

Selection committee meetings should be scheduled regularly by field or type of training, as the volume of applications would warrant. Obviously the meetings should be attended only by those members appropriate to the given field of study.

M. COORDINATION, COOPERATION

1. The HRDO Office represents AID's training function in active relationships, all vital to its success, with USAID's own technical projects; other donor work; and the GRM -- especially the Direction Nationale du Plan.

2. The USAID's training programs, in some ways discrete, should not operate autonomously. The HRD office is the obvious place for a vision of the whole of training.

USAID project managers agree that HRDA can be important as a supplement to their own training activity. There are conditions: (a) that HRDA be able to provide flexible response to a need (one that the project itself cannot fulfill); and (b) that greater mutual awareness be developed as to the resources and the activities going on, and planned, on the two sides. The evaluations revealed instances of overlapping training given by the two, and, conversely, of training not worked into HRDA's (and predecessor projects') schedules that might have been had the sector-project need been known.

Moreover, on occasion HRDA has done training clearly within the scope of a sector project without the cognizance or advice of the latter.

It is required that HRDO build its capacity to keep track of all USAID training work; to prevent redundancies; to seize on opportunities in which an HRDA micro-project might be mutually supportive of a sector-project training plan; and to advise divisions on training mechanisms in-country that they might use. The office should become leader/advisor for human resources Mission-wide (in addition to administrator of its own project).

3. Less continuously, but in the same manner, HRDO should reach out to stay abreast of and coordinate with training activities of other donors. The danger of overlapping training is greater among the many donors than within AID itself. If HRDA is a residual for tactically important training others are not doing, it needs to know whether or not they are doing it.

4. The GRM

(a) Good coordination and cooperation with the Government of Mali is a condition of a successful HRDA project. Project funds cannot be obligated without DNP agreement, nor can training activities move forward.

(b) The study team focussed much attention on the GRM, and in particular the DNP. We find that the USAID/DNP relationship is good -- cordial and mutually respectful; but that it is substantively deficient. We conclude that this situation must change and that the advent of the "new" HRDA is the time to work on it.

(c) The Scope of Work has no language urging us to make proposals for GRM reorganization, but implicitly it requires us to examine all major factors

influencing the progress of the project. Among MPIA's relationships, that with the Ministry of Plan, particularly the DNP, is a principal concern.

We find that the DNP unit handling the Ministry of Plan's training activity, with its many liaisons to other government services and donor organizations, has a staff of six. The three top people, with whom we talked intensively, are first rate in competence; clear-headed about the dimensions of their charge; conscious of important zones they are neglecting for lack of resources; and actively interested in finding ways to broaden and strengthen the unit's performance.

(d) The number one area of insufficient performance (the Directeur de la Direction du Plan himself characterized their work on it as "rudimentaire") is candidate selection. Closer to the sources of candidates than is the USAID, more directly involved with first triage of applications, and with coping when too few suitable candidates for a given training have been found, the DNP has at least as much motivation as USAID to see reform and improvement in the DNP operation.

(e) The problem of generating and selecting trainee candidates is discussed in a later section, with attention to how to remedy its inadequacy generally, and, particularly, in regard to women. Other areas of DNP insufficiency of resources and methodologies are: assessment and time-projection of training needs; planning of training activities; coordination with other ministries' services; program budgeting; monitoring of results, and other. In short, the present conscientious efforts are fledgling in all dimensions of the problem.

(g) Without going far into "design" (which we are not equipped or asked to do), we make the following recommendations with confidence and

emphasis.

* The USAID, along with other donor agencies interested in the matter, should examine at close range the DNP's difficulties and needs.

* The needs are in resources (human and material), in organization, in procedure, and in formation -- the training needs of present and future DNP staff.

* We believe the DNP would welcome such examination, and a collaborative effort to define remedial measures.

* One of these, noted illustratively, might be the establishment of seminars for DNP (and other services with training interests) in methods for generating and selecting candidates (see above); in data management; in professional aspects of human resources development activity; in assessment of training institutions, and other. Such seminars need only initiation and organization, at little cost, because instructors/lecturers in all these subjects are abundantly available in the foreign and donor communities, and are probably eager to contribute time without charge: the results could benefit their own programs.

* Apart from such training (at the very center of the GRM's training planning function, it is to be noted), funding of resource, organizational, and other assistance might be easily found once the need for it was clearly identified and argued;

* Such an initiating task seems to us appropriate to the USAID, and might gain the support not only of the HRD Officer and the GDO, but also of the Director and the Ambassador.

## V. STRATEGY

The strategy for the program follows from the five US policy priorities. Within these categories, it emphasizes targets selected in large part on the criterion of what targets the training "tool" can most significantly affect, ie. what beneficiary groups can be efficiently reached by the training resources this project commands.

### A. US and developed Third Country education and training will continue.

The country needs, and will need increasingly in the future, highly qualified leadership in the analytic, managerial, and policy-development fields, as well as specialized professional expertise in agriculture, health, education/training (human resources development), and other major economic and social sectors. This includes research, as well as operational capacities.

The proposition that the country can progress at the "grassroots", or in the women sector, or in private business and free market development, or in restructuring of the Government - non-Government relationships, or otherwise is based on a false premise. That is: the grassroots can, without such leadership, be influenced directly without the intermediation of institutions in all areas of public affairs, at all levels.

The objection has been heard that Mali already has many,

perhaps a surplus, of highly trained people who meet no demand for their services. But, in the near term, such people might well be candidates for training that updates or makes appropriate to demand their academic and technical training: inexpensive, short term training, in or outside Mali. This would make it possible for Mali to utilize their talents. And in the longer run of development the demand for such leadership is bound to increase: people with a sophisticated education. Their training must begin during this five year period.

B. <u>The emphasis in the USAID program will nevertheless shift to training in this region, especially in Mali.</u>

The study understands and agrees with the argument that caused this shift in USAID training strategy, and articulates them as follows:

1. In-country training already has, or acquires more easily, the training styles and materials appropriate to the Malian trainee's knowledge needs and to the development institutions' personnel needs.

2. Such training does not require the great cultural adjusiment needed in all foreign training. A larger proportion of the training dollar can therefore go directly to the subject-matter training itself.

3. A larger number of Malians, including women and entrepreneurs, can benefit.

4. A great many types of training, now needed with urgency, can be done best, or only, in Mali.

5. USAID can monitor and adjust its in-country training activities far more than is possible for distant overseas training.

6. Lower unit cost.

C. **<u>HRDA will provide relatively more short-term training than did its predecessor projects</u> (DLT, SMDP-II, and SHRDP-III).**

Some short-term "technical" training abroad will continue under this Plan. The training to be provided in Mali is largely, if not exclusively, short term -- as is "third country" training in other West African countries.

The shift to in-country and regional training is nearly synonymous and co-incident with the shift to short-term training.

(The shift to short-term training is a major departure from the past· it is HRDO's entry into a nearly new field with which it has little experience.)

D. **<u>The rural population majority will be reached by an</u>**

"administrative strategy":

1. Careful selection and monitoring of training implementation organizations

2. Ensuring that the training organizations have a "message" to deliver (as an extension "package" of researched information) and,

3. Training trainers who are likely to meet, live, work near, and generate interest among, the "people"

The people, that is, the rural target groups, are: producers of food and agricultural raw materials; entrepreneurs in industrial transformation of agricultural products and in marketing food and industrial products; women engaged in such activities; rural, small-scale credit institutions; women engaged in child care; children; and the population generally, which requires literacy and other expansion of its educational horizons, and which benefits from preventive and curative health care.

E. In the "technical" sectors, agriculture and health, the "administrative" strategy is to be implemented by the proposed heavy emphasis of HRDA on training of trainers reaching "agents de vulgarisation" -- the training of



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extension agents (using the term from agriculture for similar activity of rural "agents" in health care).

All the criteria of strategy applicable to other "blocks" are appropriate in these sectors:

1. Responsiveness to US priority policies;

2. Availability of institutions that can transmit the training package to the target groups -- extension services and personnel are in place;

3. The feasibility of training the latter through administrative arrangements with ODRs and the services themselves (for whom the trainers of trainers would work).

F. In the rural private sector, USAID will give priority training that, (a) teaches entrepreneurs production skills, and (b) that prepares them to deal knowledgeably, persuasively, and fruitfully with credit institutions.

This study differs with the Labat-Anderson report. The preponderance of evidence and opinion we analyzed points to the proposition that the ability to produce, the capacities of the producing entrepreneur and of his producing assistants and workers, in most small or medium sized undertakings, is the first training priority among those utilized by this project. Other donors, national institutions, and a few large businesses

themselves, are training in "business" (as opposed to production) skills such as management, accounting, financial control, and business planning It is important to note, however, that people thus trained are likely to get jobs in established, large-scale enterprises and in international institutions, if not in priority policy blocks.

We think that an even more significant impact, fostering diversification and growth of the small and medium enterprise sector, in both urban and rural areas, can be imparted by developing production and associated skills. Moreover, the management and financial skills needed <u>in the kind of enterprise targeted by USAID policy priorities</u> are rudimentary, and not difficult for an ambitious entrepreneur to master.

Finally, if the business-skill fields are reasonably well covered by others, the production-skill field (with its potential for innovation as to new impact-substituting products, export development, and especially, rural, micro-agro-industry) stands neglected and it is a territory in which the USAID can lead.

G. <u>The development of women's capacity to produce, and of their opportunities to improve their social, economic and health status, should be undertaken more aggressively, more systematically, and with a stronger institutional base</u> -- (a) in this project, and (b) in the USAID projects structure.

In this, we refer to our proposal to institute a WID

project.

The case for putting great emphasis on women's development in the HRDA project is precisely the same as the argument for having an HRDA project in the first place: it, the HRDA, is complement of, and a flexible supplement to, sectoral projects.

With the great and justified pressure on USAID to increase its impact on the WID sector (and the USAID's own dedication to that goal), the fact that WID is "cross-cutting," i.e., not a traditional and "technical" sector in the project sense, is a spurious and retrogressive argument against projectizing it. All projects are to some extent "cross-cutting." There are as many urgent things for WID as project to do as there are in any other project. Moreover, the fact that other "blocks" in this Plan do much for WID, but that a WID block in HRDA is still necessary, is analogous to the proposition that a WID project is needed alongside other USAID projects.

Our study need not and does not reiterate the goals in WID expressed by the USAID WID Coordinator, nor the sound and well justified activities she urges in HRDA and other projects. Our proposals go toward those needs and identify practical ways of meeting them (and, we think, go beyond other recommendations): (a) an overhaul of HRDA candidate selection methods generally; (b) in that reorganization, adopt especially vigorous and inventive specialized procedures that reach out to organizations (such as the rural community associations, volunteer groups, the Union Nationale des Femmes, the Chambers of Commerce and

Agriculture, Government services and international organizations) in order to identify active and ambitious women, (c) for such women, training designed for them, individually, and recruitment for it;

A WID project would incorporate most of the WID Coordinator's program; undertake a number of new activities, such as support to animatrices enabling and encouraging women to develop their maraichère production and marketing business; support women's national organizations; and support to model rural organizations in which women dominate.

H. HRDA's final substantive decisions -- its annual training plan and schedule -- will be based on "feasibility programming:" (a) Quality assessments and judgements to identify viable and effective training institutions; (b) its candidate selection and recruitment efforts (outcome of); (c) Assessments of the quality and state of curricula and of training procedures.

Such "feasibility programming" recognizes that HRDO cannot decide on training micro-projects in the abstract. Accumulating knowledge of the industry and alert administration will narrow selectively the number of training sub-activities actually undertaken in a given year. This does not lessen the importance of micro-projects selected since all of the activities proposed in VI below are admissible.

The administrative burden of this kind of implementation,

an inescapable one, is the challenge to staffing that is addressed in section VII.

## VI. THE PROPOSED ACTIVITIES

Listed here are 31 categories of possible activity. Descriptions are followed by a table of activities number the same. The table shows:

-in which "policy block" (of the five CDSS/USAID priority areas) the activity falls;

- The target group (people) ultimately (indirectly) to benefit from USAID training;

- The trainee group, i.e., the individuals or organizations directly reached by the USAID training "micro-project " (the trainers of the trainers who reach the target). These are the training institutions ("mechanisms") with which USAID would arrange or contract to implement its program;

- Duration of training, abbreviated as long or short. (Long will generally mean overseas; short, in Mali or the region. In some instances, long may be local, and short (technical) may be abroad, wherever the needed specialized courses are available, e.g., air navigation/meteorology in Casablanca);

- Budget allocated for the category (expressed in "illustrative" dollars, for an average year of the five-year program.

The 31 activities are distributed among the policy blocks in an order indicating the study team's view at the time of writing as to relative importance. (This does not necessarily correspond to relative cost.)



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Preceding the activity description under each "block" are brief comments on the block itself -- seven in all: the five policy blocks, plus a group attributable to several or all policy blocks but not to any single one; and a block of potential future non-budgeted undertaking.

Note: an activity category does not mean a proposed activity as such -- which we differentiate as a "training micro-project."

A. AGRICULTURE

1. HRDA's contribution should go primarily to Extension - in its various forms and training mechanisms. Extension activities fall under the Ministries of Agriculture, of Natural Resources & Livestock, and the Rural Development Organizations.

2. The second priority is Food Technology - leading to or supporting the development of agriculture-based industries and services.

3. Rural credit, and the entrepreneurs' access to it, must develop as agro-industry grows. We identify specific trainee "targets" for these purposes.

4. The higher sciences, technologies and research efforts (in, for example, crop and seed improvement, protection/improvement of soils, reforestation, and hydraulic works) cannot be overlooked by HRDA, (although the

resources it gives them would be relatively small, and only complementary to similar sector-project training. They would be made available largely in relation to "targets of opportunity" identified by project and other experts in the field. One purpose of such training is to enhance the GRM's capacity to prepare, package and deliver the "messages" extension agents carry to farmers.

B. HEALTH

5. - 10.

Our activities in health number six, but emphasize the same five fields in which the USAID projects operate. But there is a difference: HRDA is directed toward the delivery of the health care services. Thus, as in agriculture, the project would target, through training intermediaries, "agents" at the Arrondissement level (and eventually, perhaps, at the village level).

C. RURAL POPULATION

11. A pressing need in the rural areas of the country is access to information, and instruction in the basic elements of rural health and development. To satisfy it, we would support, train staff of, and funnel material to, the popular RTM programs already engaged in this mission.

12. Literacy and numeracy are directly correlated to



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decreased child mortality, among other indicators. Obviously, literacy and numeracy training must go forward.

13. Relating both to food technology training (under Agriculture, above) and to several program elements noted under Private Sector (below), training tending to promote transformation of agricultural products is necessary (Rural Industry).

14. The Village Associations and organizations of various kinds can be thought of as the grassroots action-response to training introduced into rural society. They can themselves benefit from training (as they already are, via the Peace Corps and a number of PVO's and NGO's). They could contribute significantly to objectives having to do with women, with private sector development, with health, and, in general, to raising the sights and development standards of the great majority of the Malian population. We list this zone without great detail. It is difficult to affect in any direct manner (there are great numbers of good organizations scattered across the country). As Governmental services go further to the village level in coming years, HRDA training there will become increasingly important, and more practicable.

D. PRIVATE SECTOR

15. Number one in this zone, we believe, is greater attention

to Production - i.e., planning of, and skills associated with, producing goods and services. "Business" skills (skills related to no particular product or enterprise) already have sufficient emphasis.

16. The entrepreneur cannot him/herself carry the full burden of assessing whether, where, and in what volume his product will sell. We urge training assistance to those people and institutions capable of helping him/her in such assessments (studies).

17. "Business" Skills must continue to be developed, but at a reduced level of HRDA funding -- through some of the established means, and with some proposed new mechanisms.

18. Entrepreneurs: We urge the development of training that is case-based, and "inspirational"-- encouragement growing from seeing how others, no more favored, managed to create enterprises. (A model case exits: a women, former secretary, without training in "business" or in engineering, but with the opportunity by employment to see how such businesses operate, has created, owns, and runs a successful enterprise in construction and building maintenance. She wants training only now, for expansion. She has gained the respect of competitors and sub-contractors (who no longer differentiate her as a business woman, nor discriminate against her) by



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demonstrating competence, the fact that she knows what she is doing. Asked what single quality or qualification was most critical in making this possible, she answered, thoughtfully, and significantly, not training, Courage.

19. Credit: We agree with the Labat-Anderson report that "sensitization" of credit officers has a place. We doubt that it can or should consume much HRDA effort/money in urban areas; but it is important to bring lenders and rural borrowers together.

20. We recommend continuation of work being done toward locating Jeunes Diplômés and Ex-Civil Servants in the private sector - with proposed changes in this effort in the out-years. We are somewhat concerned, however, about fostering or being overly influenced by the "entitlement attitude", one that is not rare among these groups and that tends to place responsibility for the individual's future on those helping him. (He, like anyone, is ultimately responsible for himself.)

21. A business advisory firm: On an ad hoc basis, a number of people, well educated, knowledgeable in business matters, are, in their spare time, counseling individuals wanting to enter business as entrepreneurs (some of them are Jeunes Diplômés), or, who are already small-business owners/managers. This activity would provide encouragement for the organization



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of such a group into a business firm. Indeed, such a grouping is under active consideration by the Ministry of Plan, which has in mind a quasi-autonomous unit with public funding. USAID may consider developing the idea, with the Ministry, in private form, or with mixed financing. In any case, the creation of some such counseling firm -- bringing together selected individuals with expertise in different aspects of business -- appears feasible and desirable.

22. Supporting Studies: There is general agreement that planning for development of the private sector would be accelerated and focussed by a number of studies to be carried out with technical assistance. For example: social/ historical factors in development applicable to Mali; present and future status of labor and women (delineating "opportunity foregone" as a result of their status in the sector, wherein they have little stake, and, consequently, little motivation to contribute up to their potential); and projection of future evolution of various markets, domestic and foreign.

23. Sector Leadership: Also in the idea-development stage: we find a need for enlightened and somewhat disinterested (or, at least, self-interest in the sense of identification with the sector as a whole) leadership in Mali's business world, such as is provided in the U.S. by business federations, lobbying groups, better- business bureaus, chambers of

commerce, etc. There are few promising vehicles to build on. A rejuvenated Chamber of Commerce may be one, in the future. Possibly something can be made, in this dimension, of the Public Sector Advisory Board, whose capabilities, representational claims, and functions are narrowly conceived. If it is to be activated, as we think it should be, a broader scope of leadership responsibility should be envisaged, and distinguished representatives of the sector should be invited to join.

E. WOMEN

Women are discussed last because of a logical progression in the sectors presented. In fact, the issue of women, and activities promoting their development that would both benefit them and increase their contribution to general development, is a constant through all the preceding categories. In these activities, women have the same place as men, without differentiation. In the WID-specific blocks below, we include only those activities that are differentiated.

Overall, we suggest that, in the oscillation that is normal in any organization between consolidation of existing plans and moving out aggressively into new areas WID, may be ready to intensify its work. In addition, women themselves can be encouraged to initiate social action.



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The process of women's development consists of:

a) opening of opportunity

b) eliminating arbitrary sex-based obstacles to their development, including legal and public policy obstacles;

c) equipping women with the knowledge, skills, and group awareness needed for advancement; and,

d) in general, letting or encouraging, greater self-confidence to emerge. But:

e) Women must formulate and assert demands.

Apart from women participating in all or most of activities listed above, we foresee fruitful action in the following:

24. Development of basic family living skills, and work skills, utilized at the village level.

25. Supplying specific "equipment" for greater production as well as personal revenue, relating to item (c) above.

26. Measures (training) giving women access to credit, and lenders more confidence in extending it.



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27. Increased knowledge among women of their present status (legal and other); dissemination of same to the society at large; and, similarly, knowledge and dissemination of it that opens minds to changes of status.

For these activities, there is an array of implementing (trainable) institutions, numbering at least seven (see Table 1).

Finally, and outside the scope of training, we are proposing that WID activities be made a project, alongside USAID projects in other vital sectors.

F. CROSS-SECTORAL

28. Other: This is an allocation for any training needs that cannot be identified long in advance but that will certainly arise in the course of operations. Valuable targets of opportunity would be defined, of course, in advance of implementing commitments. This category could also accommodate sectoral-project training needs not manageable by the projects but having project expertise behind them ("flexible response").

G. LONGER RANGE VISION

The study team is convinced that current activities in training can benefit -- in structure and dynamics -- from larger

and longer-range HRD goals. The vision of such goals would shape decisions now as to kinds of training that would contribute both to present needs and, simultaneously, to developing talents for the future more sophisticated needs and institutions that Mali by then will need.

29. Human Resources Development Center (or Institute). This would be staffed in part, or advised on brief visitations, by U.S experts in HRD -- a comprehensive and professional field. Such a center would provide long range planning for HRD, and it would advise, and train personnel of, planning and training institutions. It would become a thoroughly professional resource center in a field that is increasingly important in both developed and developing countries. It could counsel USAID's own HRDC and, eventually, could become HRDO's principal managing agent.

30. Ecole Nationale d'Administration: In the European tradition, schools with this title play a dominant role in the training of top civil servants. That should be the function of this school in Mali. It is not now equal to it, but some observers believe it may, eventually. Our proposals here are: to keep in mind the possibilities and prospects; perhaps to steer some graduates of U.S. training, and Jeunes Diplômés, toward association with the school (as instructors

or professors); and, to work on the possibility of the school developing short-term training programs for recyclage, updating, or making adaptable to job demand in Mali, well educated individuals not being utilized. Studies might be, as example, practical aspects of development planning; project analysis techniques (with World Bank instruction, on loan); and budget and taxation principles.

31. Nucleus of a University: in the larger future-vision perspective, we mention, with all due caution, the question of a university. It seems inevitable that some day Mali will have one. The U.S. will undoubtedly have an input as to how it starts and on what standards it would grow.

Obviously, it should emerge slowly, unit by unit. Local and foreign professional and academic people will collect around a nuclear organization -- such as, for example, an institute of agricultural research (which already exists, in scattered form), and work toward gathering its resources, raising its standards, attracting local and foreign contributions (as made possible the American Universities of Beirut and Cairo), so that at some point the institute could be declared a "faculté."

The "current value" of such preparations is that, with concrete future aspirations, the present standards of learning and

performance are stimulated.

## H. TABLE OF ACTIVITIES AND COSTS

Here follows the team's recommended Table of Activities and Costs, calculated to serve as a departure point for discussion by the Mission.

TABLE 1

TABLE OF ACTIVITIES AND COSTS

| Sector or Training Need | Target Population or Institution | Institutions/ Trainees Affected | Training Delivery Mechanism | Type of Intervention | Cost ($000) |
|---|---|---|---|---|---|
| A. AGRICULTURE | | | | | $ 1,05 |
| 1. Extension | Small farmers | Ministry of Agriculture, ODRs, extension agents | Ministry of Agriculture, General Dcts, ODRs, Livestock Service | Short term training | $3 |
| 2. Food Processing and Technology | Entrepreneurs | Business advisors and entrepreneurs | US, third country, regional | Long and short term training | 3 |
| 3. Rural Credit Reporting and Accounting | Rural population | Credit mechanisms, entrepreneurs | Training institutions | Short term training | 1 |
| 4. Training support for research; Crop and seed improvement; Soil protection; Reforestation; Environmental protection; Hydraulic works | Professional knowledge | DNHE, IER, ODRs (Farmers) | Ministry of Agriculture, DNHE, ODRs, IER; other local, US, visiting professors | Short term research | 32 |

| Sector or Training Need | Target Population or Institution | Institutions/ Trainees Affected | Training Delivery Mechanism | Type of Intervention | Cost ($000) |
|---|---|---|---|---|---|
| B. HEALTH | | | | | $ 75 |
| 5. Primary Health Care | Rural population | Arrondissement level services; "agents," including mobile teams | Div. de Santé Familiale, Dir., Div. Med., Dir de la Plan. Socio-Sanitaire (Div. Epid. et Pévention) | Short term training | 17 |
| 6. Maternal and Child Health | Rural population | Same as item 5 | Same as item 5 | Short term training | 16 |
| 7. Child Survival | Children | Same as item 5 | Same as item 5 | Short term training | 14 |
| 8. Family Planning | Individuals, society and economy | As determined by USAID project | To be identified | Short term training | 4 |
| 9. Epidemiology, Disease Prevention, AIDS | General population | Min. of Health (higher levels), research institutions | At same | Short term training | 11 |
| 10. Rural Pharmaciens | Rural population | Pharmacies, druggists, "centres de santé" | At same | Short term training | 12 |



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| Sector or Training Need | Target Population or Institution | Institutions/ Trainees Affected | Training Delivery Mechanism | Type of Intervention | Cost ($000) |
|---|---|---|---|---|---|
| C. RURAL POPULATION | | | | | $ 1,33 |
| 11. Access to information, education, communication: "IEC" | Rural population | Animation Rurale, RTM | Target institutions, some regional | Short term training | 40 |
| 12. Literacy, numeracy, extending into business needs | Rural population | ODRs, DNAFLA | ODRs, DNAFLA, Business training organizations | Short term training | 4[illegible] |
| 3. Rural industries (cf. #2); Agricultural products transformation, marketing | Rural population | Industries and promoters of industries | | Short term training | 35 |
| 4. Training for village associations, "tons villageois," coops, villager exchanges | Rural population | The grassroots organizations | | Short term training | 17 |



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| Sector or Training Need | Target Population or Institution | Institutions/ Trainees Affected | Training Delivery Mechanism | Type of Intervention | Cost ($000) |
|---|---|---|---|---|---|
| **D. PRIVATE SECTOR** | | | | | $ 1,31 |
| 15. Production skills; production planning | Entrepreneurs | Entrepreneurs and future employers | IPGP, Direction de la Main d'Oeuvre | Short term training | 20 |
| 16. Studies: (Market potential for import substitutions; other new products) | The sector | Researchers as counselled by "trainers" (resident directors) | If possible, "HRD Center" | Technical assistance | 15 |
| 17. "Business" skills (management, financial controls), mid-level (accounting, clerical) | Business employees | Private enterprise | | Technical assistance, Short term training | 11 |
| 18. Entrepreneurs | Selves - inspiration of essential qualities | | CASE STUDIES: local seminars (active search for aggressive participants) | Short term training | 16 |
| 19. Credit: sensibilisation of banks | SME borrowers | Bank personnel, especially loan decision-makers | Distinguished lecturers | Short term training | 6 |
| 20. Jeunes Diplômés and ex-civil servants | Selves | Employing organizations | | Short term training | |
| 21. Consulting services | Fledgling businesses | Business advisory firm | IPGP, Main d'Oeuvre, Min. of Work, "HRD Center" | Technical assistance | 1 |

| Sector or Training Need | Target Population or Institution | Institutions/ Trainees Affected | Training Delivery Mechanism | Type of Intervention | Cost ($000) |
|---|---|---|---|---|---|
| 22. Supporting study | Private sector planners | Social and historical factors in private sector development applicable to Mali (including espec. status of the worker and women) | IMRAD, CEPI, SNED | Technical assistance | 18 |
| 3. Sector leadership | The sector | Private sector advisory board | | Short term training | 7 |



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| Sector or Training Need | Target Population or Institution | Institutions/ Trainees Affected | Training Delivery Mechanism | Type of Intervention | Cost ($000) |
|---|---|---|---|---|---|
| **E. WOMEN** | | | | | $ 8( |
| 24. Basic skills, village level | Rural women | | UNFM, DNAFLA, CFARs, village level organizations | Short term training | 4! |
| 25. Production (agricultural and industrial) | Rural business people | | DNACOP, Ministry of Education, Div. Fem. Protection | Short term training | 1' |
| 26. Sensibilisation of credit institutions | Borrowers | Bank loan officers | EFAR, Peace Corps, AFCEM, other | Short term training | |
| 27. Status knowledge and dissemination (legal, policy, other) | Women | | EFAR, Peace Corps, AFCEM, other | Short term training | |
| **F. CROSS-SECTORAL** | | | | | $ |
| 28. Other | All targets | Per circumstances | Per circumstances | Per circumstances | |
| **G. LONGER-RANGE** | | | | | $ |
| 29. Professional leadership | Development leadership | A new institute | Professionalism in human resources development for Mali | Technical assistance Short term training | |
| 30. Ecole Nationale d'Administration | Development leadership | See text | See text | See text | |
| 31. Long range planning for an eventual unit of university calibre | Development leadership | See text | See text | See text | |



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## I. SAMPLE PROGRAMMING

We offer the following sample programming of funds from FY 90 through FY 94. These assume funding levels similar to those already planned for FY 88 and FY 89 under HRDA, as noted in column 2 of the following table. Totals for the five-year period are to be found in the last column. Illustrative breakdowns of these funds by fiscal year are shown in columns 4 through 8. The percentage allocations by sector block and as recommended for cross-sectoral interventions are shown in column 2.

**Table 2**

**Sample Programming**
**FY90 - FY91**
**($000)**

| Sector | Percent | Total 88-89 | FY90 | FY91 | FY92 | FY93 | FY94 | Total 90-94 |
|---|---|---|---|---|---|---|---|---|
| Agric. | 19 | | 126 | 136 | 246 | 296 | 246 | 1,050 |
| Health | 14 | | 87 | 95 | 177 | 215 | 176 | 750 |
| Rural | 25 | | 162 | 175 | 313 | 375 | 313 | 1,338 |
| Women | 15 | | 97 | 105 | 187 | 225 | 188 | 802 |
| Private | 25 | | 164 | 175 | 313 | 375 | 313 | 1,340 |
| Cross-Sect. | 2 | | 26 | 26 | 25 | 22 | 20 | 120 |
| Total: | 100 | 1,770 | 662 | 712 | 1,252 | 1,508 | 1,256 | 5,400 |

## VII. STAFFING IMPLICATIONS

### A. STAFF RESPONSIBILITIES

1. Follow-up for Ending Projects: The study team's evaluation of training projects predecessor to HRDA concluded that HRDO was not equipped in staff to perform adequately certain functions that should be ranked as essential for completing those projects. While the projects offer no new training starts, attention should be given for some time to come to returned overseas participants and former trainees of in-country and regional activities. HRDO will need to:

Task One: Track these individuals more accurately, and monitor their current activity;

Task Two: Help them, where necessary and possible, to achieve job placement commensurate with skills acquired;

Task Three: Evaluate those not so placed for the possibility of additional short-term training to increase the changes of useful placement.

(Training is only the start of a well-rounded human resources development program.)

2. Increasing Follow-Up Responsibility: The burden of these

follow-up tasks will increase markedly when the new HRDA program reaches full productivity. There will be many more individuals to monitor and place, as a consequence of the new emphasis on in-country and regional training with larger numbers of trainees.

3. New Functions Required by the New Program: The character of USAID's HRD program, as defined earlier in this report, will change in significant ways. It will have enlarged scope and a number of new parameters. As a result, project management will have a number of tasks hitherto not performed at all, or performed only sporadically and at a minimum level of effort.

Task Four: Intelligence gathering on the private sector.

Task Five: WID intelligence prerequisite to micro-project planning.

Task Six: Intelligence on, and coordination with, other-donor training.

Task Seven: Intelligence and coordination as to GRM training (all ministries and levels).

Task Eight: Close collaboration with USAID's other training activities.

4. Additional New Functions: Other new functions derive from new characteristics of the future program concerning, (a) linkage of trainee and trainee-receiving institutions; (b) active vs. passive trainee-selection systems; (c) identification and evaluation of, arrangements and contracting with, and monitoring, training delivery organizations, (the "agents" or "mechanisms" of the project); and, (d) certain cultural institutional undertakings, including: reform across the board of the system of generating and selecting trainee candidates; and initiation of activities involving technical assistance to provide the information needed to support this program.

Task Nine: Identification, assessment, selection of, and arrangements with, the training delivery organizations.

Task Ten: "Linkage" requires a more careful planning of "micro-projects", with clear assessment of the receiving institution, and with readiness to provide elements of institution-building support (occasionally and at modest levels).

Task Eleven: Follow-up as to progress of "linked" micro-projects: similar to tasks 1.,2., and 3., but with different criteria and sharper focus.

Not listed above, but additional to these new or enlarged responsibilities, of course, are the on-going office-oriented, purely administrative and clerical tasks that HRDO is already doing:

Task Twelve.

B. STAFFING

1. Present Staffing Pattern: On board as of now, and responsible for the entire professional and administrative burden of operating a complex and labor-intensive project, are four people. One is a clerk/secretary; one is, or will be, a training assistant; and the other two, at the senior level, deal with all matters connecting the office to its multiple activities outside. It is an overload situation, even without the new burdens, and it cannot continue.

2. New Staffing Pattern: The twelve old and new tasks listed above fall into seven natural functional groups, i.e., potential branches and sub-branches of a reorganized HRD Office (or other project-implementing agency).

(a) Task Twelve: Administrative/Office-oriented back-up.

(b) Task Nine: Relations with training delivery organizations.

(c) Task Ten: Micro-project linkages, and all other specific activity planning/preparation.

(d) Task Four: Private sector intelligence.

(e) Task Five: WID intelligence.

(f) Tasks Six, Seven, Eight: Intelligence, coordination: GRM, other donors, USAID.

(g) Tasks One, Two, Three and Eleven: Follow-up and placement.

3. Staffing Requirements:

(a) above: One senior staff, plus one assistant;

(b) above and (f) above: One senior staff for (b), plus one assistant for (f);

(c) above and (g) above: One senior staff for (c); one assistant for (g);

(d) above: One senior staff;



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(e) above: One senior staff.

4. Filling Staff Requirements: Eight professionals are required. Three are on board. For these and the five additional staff, there are several assignment/recruitment possibilities, of which we recommend the following:

a. Administrative (Task Twelve):
Use two of the three on-board staff, one senior, one assistant;

b. For relation with training delivery organizations (Task Nine): and Intelligence/Liaison/Coordination (Tasks Six, Seven, and Eight): one senior: on-board; plus one recruited, highly qualified, assistant.

c. Micro-project linkages (Task Ten) and Follow-up (Tasks One, Two, Three, Eleven): Senior: transfer to HRDO the most competent and knowledgeable staff member now responsible for training activities in sector projects; Assistant: a similar transfer. Note: this does not imply, nor will it lead to, neglect of sector-project training management. On the contrary, given the broader, more coordinated vantage point of the new location of these staff,

it might improve such management for the sector projects concerned.

d. Private Sector Intelligence (Task Four): Recruit.

e. The WID requirement, (Task Five): If a WID project is created, the cooperation/coordination recommended between HRDO and all sector projects would apply to WID. Some of the WID project manager's time would go to assisting HRDO in this function, with no recruitment required.

C. Cost of New Staff:

Transferees from sector projects to HRDO, and a WID staff member working with HRDO without transfer (from a WID project), represent no additional Mission expense.

As to the cost of net new recruitment of two staff, we speculate that the Mission will find it feasible to fund some HRDO staff (at least two) from the project account, in addition to those already on project. This would leave Operating Expenses unchanged as against the present level.

D. STAFF TRAINING

Specific recommendations for reorienting staff to the new job parameters and for the special training they might require, individually or in groups, will depend on the individuals

identified for these positions. As a general approach, we propose certain areas of staff development that seem needed.

1. Computer skills, for the office/administrative tasks. Along with that, on-the-job refresher training in data management, and management in the larger sense.

2. When a new HRD officer arrives, he/she should prepare a seminar/workshop for all staff to introduce new program concepts, new areas of operation, and new operational methodologies.

3. Further in this direction, field training tours, both in Mali and, with REDSO help, in other countries of the region, should be arranged to orient staff to the working end of the program -- the training delivery organizations, private, international, and governmental (including ODR's). The same could be done in regard to places where target people and population groups (the end-of-line purpose of the program) gather or can be met.

D. ULTIMATE GOAL IN PROGRAM MANAGEMENT

Presumably, the tempo and administrative burden of implementing the new program will increase over time. Otherwise, HRDO staffing would soon be more overwhelmed than it is now.

Indeed, the management of the program at optimum levels of annual effort is likely to exceed what the USAID wants to, or

should, handle directly.

We have mentioned in the activity listing the desirability of a "Human Resources Development Center" or "Institute." Should such a resource develop, it would be a natural choice to become the overall agent of USAID training activities in both managerial and professional matters. We see no other potential agent, existing or on the horizon.

Note: The sheer minimum number of potential training delivery mechanisms/organizations on which the program will depend gives some idea of the task USAID will undertake or delegate to a managing agent. Some 50 or 60 will have to be assessed. The selected and utilized mechanisms from among that total will number some 25-35.

ANNEXES

## ANNEXES

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## ABBREVIATIONS

The use of initial letters and acronyms, instead of words, to name organizations and programs, has become de rigueur, the lingua franca of Mali. It is bewildering to non-residents and stylistically awkward. We tried throughout to use names, before initials, and try here to provide a key to all initials/acronyms we used -- excepting those, such as USAID, that are generic and universally understood.

| | |
|---|---|
| AAI | African-American Institute |
| ADO | Agricultural Development Office |
| ADP | Automated Data Processing |
| AFGRAD | African Graduate Fellowship Program |
| A.I.D. | Agency for International Development |
| BECIS | Bureau d'Etudes de Conseil et d'Intervention au Sahel |
| CAMES | Conseil Africain et Malgache de l'Enseignement Supérieur |
| CAA | Centre d'Animation Agricole |
| CAP | Certificat d'Aptitude Professionnelle |
| CCIM | Chambre du Commerce et de l'Industrie du Mali |
| CDSS | Country Development Strategy Statement |
| CES | Certificat d'Etudes Spéciales |
| CFAR | Centre Féminin d'Animation Rurale |
| CFP | Centre de Formation Professionnelle |
| DEA | Diplôme d'Etudes Approfondies - |
| DEF | Diplôme d'Etudes Fondamentales |
| DLT | Development Leadership Training Project |
| DHV | Direction Haute Vallée |
| DNAFLA | Direction Nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée |
| DNET | Direction Nationale de l'Enseignement Technique |
| DNESG-TP | Direction Nationale de l'Enseignement Secondaire Générale, Technique, et Professionnel |
| DNFAR | Direction Nationale de la Formation et de l'Animation Rurales |
| DNP | Direction Nationale du Plan |
| ECICA | Ecole Centrale pour l'Industrie, le Commerce et l'Administration |
| EEC | European Economic Community |
| EHEP | Ecole des Hautes Etudes Pratiques |
| EIV | Ecole des Infirmières Vétérinaires |
| ELT | English Language Training |
| ENA | Ecole Nationale d'Administration |
| ENI | Ecole Nationale des Ingénieurs |
| ENMP | Ecole Nationale de Médecine et de Pharmacie |
| ENPT | Ecole Nationale des Postes et Télécommunications |
| ENSEC | Ecole Normale Secondaire |

| | |
|---|---|
| ENSup | Ecole Normale Supérieure |
| FED | Fonds Européen de Développement |
| FSN | Foreign Service National |
| FSR | Foreign Service Reserve |
| FY | Fiscal Year |
| GRM | Government of the Republic of Mali |
| HRD | Human Resources Development |
| HRDA | Human Resources Development Assistance |
| HRDO | Human Resources Development Office |
| IER | Institut d'Economie Rurale |
| IMRAD | Institut Malien de Recherche Action pour le Développement |
| IPEG | Institut Pédagogique d'Enseignement Général |
| IPGP | Institut de Productivité et de Gestion Prévisionnelle |
| IPN | Institut Pédagogique National |
| IPR | Institut Polytechnique Rural |
| ISFRA | Institut Supérieur de Formation et de Recherche Appliquée |
| LOP | Life of Project |
| MBA | Masters in Business Administration |
| MFPE | Ministère de la Fonction Publique et de l'Emploi |
| MP | Ministry of Plan |
| MSPAS | Ministère de la Santé Publique et des Affaires Sociales |
| NGO | Non Governmental Organization |
| ODR | Opération de Développement Rural |
| OGI | Organisation Gouvernementale Internationale |
| ONMOE | Office Nationale de la Main d'Oeuvre et de l'Emploi |
| PAC | Professional Advisory Committee |
| PACD | Project Anticipated Completion Date |
| PIET | Partners for International Education and Training |
| PP | Project Paper |
| PIO/P | Project Implementation Order/Participant |
| PSC | Project Steering Committee |
| PTMS | Participant Training Management System |
| RTM | Radio Diffusion Télévision du Mali |
| SHRD-III | Sahel Human Resources Development, Phase III |
| SMDP-II | Sahel Manpower Development Project, Phase II |
| SNED | Société Nationale d'Etude pour le Développement |
| TIP | Training Implementation Plan |
| TOEFL | Test of English as a Foreign Language |
| UNDP | United Nations Development Programme |
| UNICEF | United Nations Children's Emergency Funds |
| USIS | United States Information Service |
| WHO | World Health Organization |
| WIC | Washington International Center |
| WID | Women in Development |



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# SCOPE OF WORK

## I. BACKGROUND

USAID/Mali's strategic objectives are more efficient resource allocation, and increased rural household production, productivity and incomes to obtain sustained economic growth. The main problems to be addressed are slow economic growth, hunger and malnutrition, and maternal/child health deficiencies.

Based upon a review of the GRM political and economic development priorities, human resources development needs, manpower constraints, and resources available in Mali from the donor community, taking into account the respective roles and comparative advantages of large donors, USAID/Mali's overall program strategy will continue to promote food and agricultural production and improved management, improved maternal child health care for improved productivity, and development of the private sector.

The Mission's Human Resources Development activities complement and support its overall development strategy, thereby assisting Mali in developing its Human Resources potential and strengthening its public and private institutional capacities.

USAID/Mali has provided assistance of approximately $12 million for an extensive training program through its bilateral as well as regional projects. From FY'85 to present, a total of 321 A.I.D.-funded Malian participants have received training in the U.S. and third-countries. Thousands of Malians have been trained in-country through bilateral and regional projects.

Mission's training initiatives served as the base for implementing activities in designated areas of concentration through projects specifically for training designed to upgrade the skills of GRM civil service and private sector citizens.

The specific areas of concentration have been in the sectors of agriculture, livestock, water and natural resources management, forestry, management, and public health and family planning. Discrete training components of other project assistance have added to total training provided. These include projects involving farming systems research and extension, crop technology, policy

dialogue, demographic methodology, maternal and child health, and accounting and financial management.

While technical training was being carried out mainly through sectoral projects, management improvement training has been given special cross-sectoral emphasis in the USAID/Mali training program. This management improvement thrust was addressed through general management training which was done through bilateral and regional management projects, and specialized planning management training through A.I.D.-funded projects.

## II. VISION FOR HRD SECTOR

It is Mission's view that Human Resources Development through academic and technical training is one of the development activities alongside agricultural development, natural resources management, public health and family planning, etc., that provide considerable potential for increasing sustainable economic growth. Upgrading civil servants and private sector citizens' technical and managerial skills underlies the development of all the other sectors of the national economy.

The participation and active support provided by former USAID participants (holding decision-making or influential positions in the GRM administration, international organizations, and private companies) to the various economic reform and management improvement efforts are a source of encouragement for continued human resources development activities and training projects.

Although the mission will continue to address training needs at the leadership level (through selective long term/academic training in the U.S. and in third countries); it is our intention to devote more efforts and a larger share of allocations for training at the implementational and grassroots levels, especially emphasizing women in development (WID) and private sector training. For example, Mission feels that if training M.S. level nutritionists and health care experts is important, training large numbers of mothers in basics of child nutrition and health or training large numbers of trainers of these mothers is another dimension which guarantees instant and assured impact on maternal child health and finally on maternal productivity. The new emphasis of the Human Resources Development Assistance (HRDA) project gives us the mandate to make a shift in this direction. Therefore the Mission is planning to reach down to the grassroots level in addressing private sector and WID training needs, thus complying with A.ID.'s intent to raise the level of participation of the private sector and of women in A.I.D. participant training activities.



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Whether incidentally or purposefully planned and implemented, this type of private sector and WID training will contribute to achieving the objectives of economic reform, maternal and child health care, and other development projects, that is, improving and enhancing the well-being of the majority of the population and contributing to economic growth. At the same time, it will drastically reduce the per participant cost of training since most of this type of training will be conducted in-country for larger groups of individuals. It allows for on-the-job training in French or in national languages, and makes it possible to train considerably larger numbers of citizens at relatively lower costs.

We have already begun this process using more and more HRDA project funds for such training. For example, Peace Corps managed training of groups of women in nutrition at the USAID financed Rural Women's Training Center at Ouelessebougou and UNDP managed training of unemployed young graduates in how to be useful employees of traditional businesses.

## III. PRIMARY OBJECTIVES

A. Evaluation of Three HRD Projects: Sahel Manpower Development II, Sahel Human Resource Development III and Development Leadership Training (SMDP II, SHRDP III, and DLT). The objective of this evaluation would be to assess the implementation/progress of the three projects and make recommendations in the design and implementation of future projects. These are expected to be the final project evaluations of all three of these projects. The following project components should be evaluated:

1. Candidate Selection Procedures: Evaluate the appropriateness and effectiveness of the recruitment process, determine how training opportunities are diffused throughout the country in order that all potential candidates are made aware of training opportunities. Evaluate the effectiveness of the coordination and collaboration of the entities involved in participant training (GRM, A.I.D. Project Officers, and institutions) and suggest ways in which these efforts might be improved and/or strengthened.

2. In-Country ELT: Evaluate and assess the effectiveness of the A.I.D.-financed English language training program to determine if it is cost-effective and suggest ways for the improvement and strengthening of the school.



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3. Pre-Departure Counseling and Orientation: Evaluate the existing orientation package and recommend ways for its improvement.

4. Performance of Project Facilitators: Evaluate the effectiveness of coordination and collaboration of project facilitators (GRM, A.I.D. project officers, institutions, and contractors) and suggest ways for improving and strengthening their efforts.

5. Returned Participants: Evaluate the relevancy and appropriateness of the fields and levels of study in relation to returned participant's current employment, assess problems encountered by participants upon re-entry into the workplace, for example, degree equivalency, promotion, employer/employee relations, recognition for skills acquired by participants through training, etc. The impact of training on the participants (personally and professionally), and whether their presence is making a difference in the performance of their organization and the country, should also be assessed.

B. Human Resources Sector Study: The objective of this study is to take an overall assessment of training needs in Mali in relation to the CDSS and in consideration of the activities accomplished by the mission in order to optimize our training program's impact on the development of Mali. Based on this assessment and the evaluations (Objective A) of the Human Resources Training activities undertaken by the Mission, suggest options for future activities, and assist mission in developing a multi-year country training strategy and plan. The study should also assess training needs for mission staff and assist mission in updating our staff training plan.

## IV. ADDITIONAL STUDIES

At the end of the exercise, Mission would like consultants to conduct a bibliography research on available documentation on Human Resources Development in Mali. This will include contracts with GRM and other donor agencies such as the World Bank, UNDP, and the Canadian International Development Agency.

## V. COMPOSITION OF TEAM MEMBERS

The team should be composed of a specialist in project evaluation and a Human Resources Development expert. Both consultants should have good experience in their areas of expertise and Francophone Africa, and fluency in French. A local consultant will be hired by mission to perform certain coordination functions, including the

scheduling of meetings and interviews, and other logistical support services deemed necessary.

## VI. SCHEDULE

The U.S. consultants should receive briefing from the HRD Project Backstop Officer in AFR/TR/EHR prior to departure.

The team will be in Mali for a period of about seven weeks. During the first two to three days, the team will be briefed during a team planning meeting to first get to know each other, review relevant documentation, then define and plan the activities to be undertaken, prepare outlines of reports, assign tasks, and assure that everyone knows what to expect from each other.

Week One: Team planning meeting, presentation of detailed action plan and schedule to review committee. Interviews of HRD and ADO project officers, program, and management officer.

Week Two: Meetings with officials of GRM implementing agencies, English language training program director and the returned participants alumni.

Week Three/Four: Interviews of selected returned participants, mission staff, and project officers, and other donor agencies.

Week Five/Six: Preparation and presentation of draft reports to review committee members during mission symposium on Human Resource Development.

Week Six/Seven: Finalization of reports and assisting Mission in developing multi-year Country Training Strategy and Plan for submission to the HRDA Project Committee in AID/W. Also, completing bibliographical review, especially while Mission personnel are reviewing reports.

## VII. ELEMENTS OF EVALUATION

1. Personnel:

   a. Review Committee: The Review Committee consists of the National Director of Plan or Designee, the USAID Director or Designee, the REDSO/WCA HRDO, and the regular Mission HRDA Project Committee.

   b. Evaluation Team: The team consists of one Expatriate Evaluation Specialist, one Expatriate Human Resource/Training expert, and one local Human Resource Planner.



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c. Support/Logistics Personnel: There will be one person who acts as TPM facilitator, and another logistics/administrative assistant.

2. Study of References: Some of the most useful documents for these studies are:

a. CDSS
b. PPS for SMDP II, SHRDP III, and DLT
c. Previous Evaluation Reports
d. Annual Training Reports
e. Annual Work Plans
f. Private Sector Training Needs Assessment
g. Action Plans

VIII. TEAM MEMBERS COMPOSITION, QUALIFICATIONS, AND SOW

A. Team Leader: This is not a position but rather an attribute which will be added to the responsibilities of the team member who is chosen as team leader, based on the following qualifications in addition to those required by his/her technical position.

1. Responsibilities:

a. Coordinating the team's work for the timely completion of studies.

b. Assigning, evaluating, and coordinating other experts' analyses.

c. Drafting, editing, presenting, correcting and completing the final reports.

2. Qualifications:

a. Academic achievement in Management/Administration at a Ph.D or Masters level.

b. Minimum ten years professional experience, at least five of which was in training needs assessment or evaluation preferably in Francophone West Africa.

c. Experience as study team leader either on HR Training Needs Assessment or sector studies.

d. Demonstrated skills in writing/editing with a French S-3, R-3 minimum ability.



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B. Education Training Specialist

1. Responsibilities:

a. Determining skills needs as related to CDSS and Mission's vision.

b. Determining training needs as related to skills availability in Mali.

c. Determining how well training which was received has been applied.

2. Qualifications:

a. Academic achievement in education at a Masters or Ph.D level.

b. Minimum five years professional experience in Training Needs Assessment preferably in Francophone West Africa.

c. French S-3, R-3 Minimum.

d. Computer Skills.

C. Human Resources Evaluation/WID Specialist

1. Responsibilities:

a. Determining effectiveness of training procedures.

b. Determining impact of training as measured by activities of alumni especially women

c. Determining lessons learned and recommendations for future actions.

2. Qualifications:

a. Academic achievement in education at a bachelors level.

b. Minimum five years professional experience in Human Resources Development preferably in programming/designing training activities.

c. English S-3, R-3 preferred.

E. Support/Logistics Personnel: The following personnel are not part of the study team as such but they are required to allow the team to concentrate to the

maximum extent possible on their professional assignments.

1. Facilitator: He will facilitate the team planning meeting, beginning as leader and gradually turning leadership over to the team leader.

2. Expediter: He may be recruited from the HRDO staff or hired locally. He will be responsible for the following tasks:

   a. search out, gather, reproduce, and distribute documents related to the evaluation for the team;

   b. facilitate all in country travel arrangements for the team;

   c. assure qualified secretarial services that can provide quick and accurate typing and copying services in french and in english;

   d. make available all office supplies required in a timely manner;

   e. work in close collaboration with the facilitator, assure that all logistical arrangements are made for the team; and

   f. perform all other tasks which contribute to the smooth running of the studies.

## XI. CROSS-CUTTING QUESTIONS

In addition to the information requested in the text of the terms of reference, the evaluation/assessment team should include their observations and findings in response to the following questions:

### A. Sustainability

1. What local institutional capacities are being developed to continue project benefits? Will they be in place once donor financing ends? What policy conditions are required to facilitate continued long-term impact?

2. What project benefits are likely to be sustained after A.I.D. financing ends?

B. Women in Development

1. How are the interests and role of women taken into account at the design and appraisal stages?

2. What steps have been taken to increase the participation of women the project's activities and the equitable allocation of resources?

3. What are the effects (impacts if available), positive or negative, of the project concerning women's access to education and training.

0070d

# PROJECT DATA SHEET

1. Country: Mali

2. Project Title: Development Leadership Training

3. Project Number: 688-0211

4. Project Dates: 9 April 1981 - 20 August 1990

   a. First Project Agreement: 9 April 1981
   b. Final Obligation Date: FY84
   c. Most recent Project Assistance Completion Date (PACD): 2 August 1990

5. Project Funding: (amounts obligated to date in dollars or dollar equivalents from the following sources)

   a. AID Bilateral Funding (grant and/or loan): US$ 4,566,000
   b. Other Major Donors: US$ 0
   c. Host Country Counterpart Funds: US$ 138,000
      Total: US$ 4,704,000

6. Mode of Implementation: AID Direct

7. Responsible Mission Officials: (for the full life of the project)

   a. Mission Director(s): David Wilson, Eugene Chiavaroli, Dennis Brennan
   b. Project Officer(s): Jean Durette, Sherry Suggs, Boubacar Diallo

8. Previous Evaluation(s): July 1985

## PROJECT DATA SHEET

1. Country: Mali

2. Project Title: Sahel Manpower Development Project II

3. Project Number: 625-0960

4. Project Dates: 15 September 1983 - 30 September 1981

   a. First Project Agreement: 15 September 1983
   b. Final Obligation Date: FY85
   c. Most recent Project Assistance Completion Date (PACD): 20 August 1990

5. Project Funding: (amounts obligated to date in dollars or dollar equivalents from the following sources)

   a. AID Bilateral Funding (grant and/or loan): US$ 1,349,000
   b. Other Major Donors: US$ 0
   c. Host Country Counterpart Funds: US$ 0
   Total: US$ 1,349,000

6. Mode of Implementation: AID Direct

7. Responsible Mission Officials: (for the full life of the project)

   a. Mission Director(s): David Wilson, Eugene Chiavaroli, Dennis Brennan
   b. Project Officer(s): Jean Durette, Sherry Suggs, Manlafi Keita

8. Previous Evaluation(s): April 1985

## PROJECT DATA SHEET

1. Country: Mali

2. Project Title: Sahel Human Resources Development Project III

3. Project Number: 625-0977

4. Project Dates: 30 August 1986 - 30 August 1993

   a. First Project Agreement: 30 August 1986
   b. Final Obligation Date: FY88
   c. Most recent Project Assistance Completion Date (PACD): 30 June 1993

5. Project Funding: (amounts obligated to date in dollars or dollar equivalents from the following sources)

   a. AID Bilateral Funding (grant and/or loan) US$ 1,100,000
   b. Other Major Donors: US$ 0
   c. Host Country Counterpart Funds: US$ 0
   Total: US$ 1,100,000

6. Mode of Implementation: AID Direct

7. Responsible Mission Officials: (for the full life of the project)

   a. Mission Director(s): Eugene Chiavaroli, Dennis Brennan
   b. Project Officer(s): Sherry Suggs, Manlafi Keita

8. Previous Evaluation(s): None

DLT

## LOGICAL FRAMEWORK SUMMARY

**Goal:** To increase the capacity of Mali's public and private sector institutions to serve the needs and enhance the well-being of its population

**Measures of Goal Achievement:**

1. Increased GRM capacity to provide trained staff for new donor programs and projects
2. Improvements in GRM support of donor programs
3. GRM program planning targets realistic and being met.
4. GRM initiates administrative reform

**MOV:**

1. USAID and other donor reports
2. Official GRM publications
3. Project records
4. Newspaper
5. Evaluation findings

**Assumptions:** GRM placement of high priority on improving the management of its institutions and GRM positive reaction to reasonable suggestions about administrative reform from its returned participants

Donor commitment to providing continued assistance to GRM through expansion of development projects and programs

**Purpose:** To improve the management of major Malian public and private institutions

EOPS:

A. Improved management of institutions:

(1) 80% of project-trained Malians have been placed in high-level management positions

(2) 60% of these positions are located in institutions contributing to development

(3) 100% of project-trained Malians are employing improved management techniques

(4) Improved techniques have increased efficiency and effectiveness of the units in which they are employed

(5) Improved management techniques passed on by project-trained Malians to professionals above and below them

(6) Project-trained Malians are teaching at management training institutions

(7) They are all teaching improved management techniques learned in U.S. institutions

MOV:

(1) Reporting System

(2) Before and after management studies

(3) Evaluation Findings

Assumptions:

(1) U.S. graduate programs in managment and related fields are relevant to Malian management needs

(2) Returnees will keep commitments made regarding their tenure in GRM service

(3) To improve management of institutions, GRM will place returned trainees in responsible and appropriate positions.

(4) Incentives provided for in civil service laws are sufficient to convince returned trainees to stay within the system after commitment satisfied

Outputs:

(1) Sixty future Malian leaders trained at Master's level in management and related fields

(2) Sixty in-depth theses dealing with management problems in Mali

(3) Five management symposia

(4) At least four U.S. professors with significantly increased expertise in Mali's management systems and its problems

Magnitude of Outputs:

(1) Master's degree studies completed as follows:

| | 84 | 85 | 86 |
|---|---|---|---|
| | 15 | 20 | 25 |

(2) In-depth theses completed as follows:

| | 84 | 85 | 86 |
|---|---|---|---|
| | 15 | 20 | 25 |

(3) Management symposia held in 1984, 1985, 1986,

MOV:

(1) Project records

(2) GRM records

Inputs:

Sixty managers trained in U.S. at the following cost to AID:

| Year Entering | Number | Cost |
|---|---|---|
| FY 80 | | 190,000 |
| FY 81 | 15 | 611,322 |
| FY 82 | 20 | 1,341,611 |
| FY 83 | 25 | 2,169,190 |
| FY 84 | | 133,235 |

MOV:

Project Reports

PIO/P's

GRM records

AID 1020-25 (9-79)

# PROJECT DESIGN SUMMARY
## LOGICAL FRAMEWORK

Life of Project:
From FY 83 to FY __
Total U.S. Funding __
Date Prepared: 12/83

Project Title & Number: Sahel Manpower Development Project; Phase II (625-0960)

| NARRATIVE SUMMARY | OBJECTIVELY VERIFIABLE INDICATORS | MEANS OF VERIFICATION | IMPORTANT ASSUMPTIONS |
|---|---|---|---|
| Program or Sector Goal: The broader objective to which this project contributes: to improve Sahelian Institutions with direct or indirect responsibility for support or implementation of AID funded projects, and increase their capacity to effectively utilize development assistance | Measures of Goal Achievement: Sahel National Ministries of Plan, Finance, Rural Development and other executive level institutions develop policies and administrative mechanisms that are consistent with AID program goals in each State | Routine economic analysis by GRM, US Embassy and USAID; AID level of assistance over time; Development of National Development Plans that reflect AID's program priorities | Assumptions for achieving goal target: AID project success is [illegible] capacity of Sahel institut[illegible] utilize development assi[illegible] AID will continue to provide development assistance to the Sahel; Sahel governments will continue to accept USG development assistance. |
| Project Purpose: To identify and alleviate those development constraints which respond to long and short term training, in institutions impacting upon the success of AID-funded projects in the Sahel. Subpurpose: To assure that scarce skilled personnel are available to overlap with and replace technical assistance during the early stages of project development | Conditions that will indicate purpose has been achieved: End of project status: Trained participants in key institutions will be utilizing new skills to create a policy and administrative environment that is complementary with and supportive of AID's program goals. | 1. Evaluation findings<br>2. Mission records<br>3. GRM-USAID relations<br>4. SER/IT records<br>5. Contractor/Grantee records<br>6. Country Training Strategies | Assumptions for achieving purpose: Project purpose fulfi[illegible] need; Training is a [illegible] improving individual [illegible] within institutions; Traine[illegible] will return to job/country after training; Sahel institutions utilize trained participants to achieve project purpose. |
| Outputs: Trained participants: Long Term (US) Short Term (US) Long Term (TCT) Short Term (In-Country) Short Term (Regional) Total Pa | Magnitude of Outputs: [illegible] trained participants over Life of Project | 1. Contractor/Grantee records<br>2. AID/Embassy Reports<br>3. AID Evaluation<br>4. PIO/Ps | Assumptions for achieving outputs: Beneficiaries perceive the need and recognize benefit of training; [illegible] participants respond to training [illegible] improved skills; Qualifie[illegible] exist; Space is available [illegible] Country Institutions; USA[illegible] specific training strategies [illegible] the personnel to implement them. |
| Inputs: * $11 Million Grant<br>Country — LOF Funding<br>(I) Chad, Cape Verde — $774,000 each<br>(II) Gambia, Mauritania — $890,000 each<br>(III) Niger, Upper Volta — $1086,000 each<br>(IV) Mali, Senegal — $1242,000 each<br>* Feasibility study for ELT<br>*Contract for Project Mgmt/Handbook<br>*Workshop for Training Officers | Implementation Target (Type and Quantity): See Financial Plan (Page ) | Mission, contractor and AID/W records | Assumptions for providing inputs: Funding is available in the prescribed amounts; The following exist at a reasonable cost and are available: Expertise to provide [illegible] training, contractor to admin[illegible] [illegible] expertise for feasibility study. |

## LOGICAL FRAMEWORK

Sahel Human Resources Development Project III
(625-0977)

LOP Funding: $17,000,000
PACD: 06/30/92

| NARRATIVE SUMMARY | OBJECTIVELY VERIFIABLE INDICATORS | MEANS OF VERIFICATION | IMPORTANT ASSUMPTIONS |
|---|---|---|---|
| Goal: To strengthen the capability of public and private institutions in the Sahel to achieve development objectives. | 1. Public and Private Institutions improve their policies and programs to achieve development directives.<br>2. Third country universities and research institutions expand and improve their abilities to train human resources. | 1. Follow-up status of participants.<br>2. National Economic Policy papers. | 1. Host country governments support key development related institutions.<br>2. Host country governments continue to liberalize commercial sector. |
| Purpose: To identify and alleviate development constraints treatable by long- and short-term training. | Participants in key institutions and in private sector utilizing new skills in an atmosphere complementary to and supportive of AID regional strategy. | 1. Evaluation findings.<br>2. Mission records.<br>3. SIT/IT records. | 1. Participants return to use their training in AID-financed areas.<br>2. Returned participants exercise influence in policy decisions. |
| Outputs: Trained participants in the following venues: US (long/short-term), third country (long/short-term), and in-country. | In accordance with individually-prepared country training plans:<br>LT US 50 participants<br>ST US 75 participants<br>LT TCT 140 participants<br>ST TCT 150 participants<br>IC/REG 1600 participants | 1. Contractor Reports.<br>2. Project Implementation Reports.<br>3. Evaluation Reports.<br>4. PIO/Ps. | 1. Qualified candidates are available in a timely fashion.<br>2. Host country governments will make available appropriate candidates, including women.<br>3. Space is available in third country institutions. |
| Inputs:<br>U.S. - $17,000,000<br>Host Country - $1,706,000 | See Financial Plan. | 1. Limited Scope Grant Agreement.<br>2. Contract signed. | 1. Funding is available in the prescribed amounts.<br>2. Contractor can be identified to facilitate third country placement. |

# LIST OF CONTACTS

## DLT ALUMNI

| NAME | POSITION |
|---|---|
| Bagayoko, Mamadou | Directeur Adjoint, ONMOE |
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| Camara, Mamadou | Directeur des Etudes, CFTR |
| Camara, Mamadou | Proviseur, CFTQ |
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| Coulibaly, Ndiaye Mariame | Assistante Chargee de l'Administration et des Finances, UNICEF |
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| Gakou, Salamata F. | Chief of Industrial Project Studies, CEPI |
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| Kanté, Ibrahima | Contrôleur d'Etat, Présidence de la République |
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| Konda, Issa | Directeur Général Adjoint, SMECMA |

| | |
|---|---|
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| Ly, Kadiatou | Administration de Programme Santé, UNICEF/PROGRAMME |
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| Sako, Oumar | Program Officer/ UNDP |
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SMDP-II ALUMNI

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| Diallo, Amadou Sékou | Chief, Epidemiology Division, MSPS |
| Kassibo, Boubacar | Deputy Director General, GRM/ Editions Imprimerie du Mali |
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SHRD-III ALUMNI

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USAID

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| Brennan, Dennis | Mission Director |
| Breslar, Jon | Agricultural Development Officer |



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| | |
|---|---|
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| Dembélé, Augustin | Agricultural Resources |
| Diallo, Abdoul | Project Manager, DHV |
| Diallo, Assitan | Women In Development Coordinator |
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| | |
|---|---|
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GRM

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| Koné, Soly | Directeur, Enseignement Supérieur |
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| Samaké | Chef Section Formation, DNP |
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| | |
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| Getachen, Bulfeta | Computer Indexer, ILCA |
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| Reese, Alice | Animal Nutritionalist, ILCA/Mali |
| Siegfried, Debrah | Economist, ILCA/Mali |
| Sylla, Anthony | Inspector of Accounts, ILCA/Mali |
| Sylla, Antoine | Accountants Inspector, ILCA |
| Techalen, Negash | Financial Analyst, ILCA |

**PRIVATE SECTOR**

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| Karembé, Amadou | Informant, ILCA/Mali |
| Lambert, Richard | General Secretary, Banque Nationale de Developpement Agricole/ Mali |
| Ouattara, Fatoumata Kaba | "Tacheron Agréée", Entrepreneur, Construction Company/ Bamako |
| Sylla, Baba | Bank of Africa |
| Traoré, Daba | Secrétaire Général, La Chambre de Commerce et d'Industrie de Mali |

US EMBASSY/ US OTHERS

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| Buchmiller, Jane | Economic Officer, US Embassy |
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| Burns, John | AID/W, AFR/SWAP/PD |
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| Culpepper, Patty | Political Officer, US Embassy |
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| Mega, Amadou | Project Officer, World Vision/Mali |
| Nguyen, Tuan Anh, Dr. | US Economic Reform Program (Ministry of Finance) |
| Olsonoski, Sally | Teacher, Ecole Normale Supérieure. Former Peace Corps Volunteer. |
| Pringle, Barbara | Women's Organization/ Mali |
| Pringle, Robert | US Ambassador to Mali |
| Pulley, Tülin | AID/AFR/WID |
| Rea, Julie | AID/AFR |
| Shampain, Judy | AID/AFR/TR |
| Werlin, Louise | AID/Desk Officer |
| Whitaker, Hilary | Peace Corps Director |



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**OTHER**

| | |
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| Reese, Garth, Dr. | Public Administration/Financial Controls Expert, Bamako |
| Secka, Youssouf | Laboratory Scientist, Chad Government |

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PROGRAMME ACADEMIQUE AUX USA ____ Homme ____ Femme

**Procédures de sélection:**

Comment avez-vous pris connaissance de la possibilité d'une bourse d'études aux USA?

_____ A.I.D. _____ MP _____ Médias
_____ Autre: Qui? _____

La procédure de sélection a pris combien de temps du moment où vous avez complété votre demande de bourse jusqu'au moment où l'A.I.D. vous a confirmé que vous aviez reçu une bourse?
_____ (mois? années?)

Jugez-vous que votre formation antérieure suffisait pour les études que vous avez faites aux USA?

formation académique _____oui _____non
expérience professionnelle _____oui _____non

Pourriez-vous quantifier votre appréciation de votre niveau de formation académique et professionnelle antérieure telle qu'elle se rapporte à votre programme aux USA, de 0 à 5, 0 voulant dire que vous n'étiez pas du tout suffisamment préparé, 5 voulant dire que votre préparation était complètement suffisante?

0 - 1 - 2 - 3 - 4 - 5

Remarques complémentaires sur la sélection (information et formation antérieure):



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PROGRAMME ACADEMIQUE AUX USA ____ Homme ____ Femme

Cours d'anglais:

Aviez-vous pris des cours de langue anglaise avant de partir aux USA?

_____ à l'école?
combien? _____mois? années?
dates: de_____ à _____

_____ à l'université?
combien? _____mois? années?
dates: de_____ à _____

_____ au cours d'anglais financé par l'A.I.D.?
combien? _____mois? années?
dates: de_____ à _____

_____ autre? lequel? _____
combien? _____mois? années?
dates: de_____ à _____

Quel était votre niveau au TOEFL (Test of English as a Foreign Language) avant de quitter le Mali? _____

Pourriez-vous quantifier votre niveau d'anglais à votre arrivée aux USA de 0 à 5 dans les rubriques suivantes, 0 représentant aucune compréhension, 5 représentant la compréhension totale:

| | |
|---|---|
| lire l'anglais écrit | 0 - 1 - 2 - 3 - 4 - 5 |
| écrire l'anglais | 0 - 1 - 2 - 3 - 4 - 5 |
| comprendre les américains | 0 - 1 - 2 - 3 - 4 - 5 |
| vous faire comprendre par les am. | 0 - 1 - 2 - 3 - 4 - 5 |

Avez-vous fait des cours de langue anglaise à votre arrivée aux USA sous les auspices de l'A.I.D.? _____oui _____non

Si oui: _____ intensifs?
_____ à temps partiel pendant votre premier semestre académique?

Dates des cours d'anglais aux USA: de _____ à _____

Quel était votre niveau final au TOEFL? _____

Remarques sur la formation en langue anglaise:



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PROGRAMME ACADEMIQUE AUX USA ___ Homme ___ Femme

**Conseils/orientation avant le départ:**

Avez-vous bénéficié d'un programme d'orientation ou de conseils avant votre départ? _____oui _____non

Si oui: qui vous l'a présenté? _____ USAID _____ GMR
_____ Autre - Qui? _____

Quelle était la durée de votre programme d'orientation avant votre départ? _____

Pourriez-vous quantifier votre appréciation de votre niveau de préparation avant votre départ dans les rubriques suivantes, en utilisant un systeme de 0 à 5, 0 voulant dire que vous n'étiez pas du tout suffisamment préparé, et 5 voulant dire que vous vous estimiez complètement préparé?

| | |
|---|---|
| information administrative | 0 - 1 - 2 - 3 - 4 - 5 |
| information financière | 0 - 1 - 2 - 3 - 4 - 5 |
| information concernant le visa | 0 - 1 - 2 - 3 - 4 - 5 |
| social/culturel | 0 - 1 - 2 - 3 - 4 - 5 |
| système académique | 0 - 1 - 2 - 3 - 4 - 5 |
| info. sur votre prog. académique | 0 - 1 - 2 - 3 - 4 - 5 |
| identité de votre sponsor | 0 - 1 - 2 - 3 - 4 - 5 |
| conseils pour l'adaptation | 0 - 1 - 2 - 3 - 4 - 5 |

Quel est le conseil que vous n'avez pas eu avant votre départ, qui vous aurait été le plus utile? Quel est le conseil le plus important que vous donnerez à un ami qui part pour étudier aux USA?

Autres remarques sur l'orientation avant le départ?

PROGRAMME ACADEMIQUE AUX USA ____ Homme ____ Femme

Programme académique et gestion du programme aux USA:

Qui était votre sponsor aux USA? _____PIET/AAI _____USDA
_____autre(qui?)_____

Etes-vous passé par Washington International Center pour un programme d'orientation? _____oui _____non

Si oui: pourriez-vous quantifier votre appréciation de ce programme de 0 à 5, 0 représentant la dissatisfaction totale avec ce programme, 5 voulant dire que vous étiez très satisfait? 0 - 1 - 2 - 3 - 4 - 5

Avez-vous fait une thèse? _____oui _____non
Si oui: quel était le sujet de votre thèse? _____
_____

Avez-vous collecté les données pour votre thèse au Mali?
_____oui _____non

Avez-vous fait un stage pratique suite à votre programme académique? _____oui _____non
Si oui: était-ce prévu lors de la planification de votre programme de bourse avec l'A.I.D./Bamako avant votre départ, ou est-ce que vous aviez eu à ajouter ce stage lorsque vous étiez déjà aux USA?
_____ faisait partie du programme original
_____ stage pratique ajouté des USA

Avez-vous eu à changer d'université au courant de votre programme académique? _____oui _____non
Si oui: pour quelle(s) raison(s)?
_____ changement de diplôme envisagé
_____ programme original n'était pas convenable
_____ autre raison: laquelle?_____
_____

Avez-vous eu à demander une prolongation de la durée de votre programme aux USA, ou est-ce le temps prévu dans votre PIO/P original suffisait?
_____ le PIO/P original prévoyait assez de temps
_____ pas assez de temps

Si vous avez eu à demander une prolongation, c'était pour quelle(s) raison(s)?
_____ cours de langue anglaise non prévus
_____ programme académique a pris plus de temps que prévu
_____ prolongation pour faire un autre diplôme que prévu
_____ autre raison: laquelle?_____
_____



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PROGRAMME ACADEMIQUE AUX USA ____ Homme ____ Femme

Avez-vous eu à demander une augmentation du montant de votre PIO/P, ou est-ce le montant original prévu suffisait?

_____ le PIO/P original prévoyait assez d'argent
_____ pas assez d'argent dans le PIO/P original

Si vous avez eu à demander une augmentation, c'était pour quelle(s) raison(s)?

_____ cours de langue anglaise non prévus
_____ programme académique a pris plus de temps que prévu - pourquoi?_____
_____ augmentation pour faire un autre diplôme que prévu
_____ augmentation pour faire un stage pratique
_____ autre raison: laquelle?_____

Si vous avez eu à demander une augmentation, combien de temps est-ce que la procédure a pris?

_____ (mois? années?)

Est-ce que vos allocations financières ont été interrompues?

_____oui _____non

Si oui, pour combien de temps?

_____ (mois? années?)

Pourriez-vous quantifier votre appréciation des services suivants de votre sponsor, toujours de 0 à 5, 0 voulant dire que les services n'étaient pas du tout convenables, 5 voulant dire que les services étaient sans reproche:

| | |
|---|---|
| l'orientation à votre arrivée? | 0 - 1 - 2 - 3 - 4 - 5 |
| gestion admin. de votre séjour? | 0 - 1 - 2 - 3 - 4 - 5 |
| disponibilité du sponsor | 0 - 1 - 2 - 3 - 4 - 5 |
| communications avec le sponsor | 0 - 1 - 2 - 3 - 4 - 5 |
| compréhension de vos problèmes | 0 - 1 - 2 - 3 - 4 - 5 |
| action rapide quand necessaire | 0 - 1 - 2 - 3 - 4 - 5 |
| visas renouvellés à temps | 0 - 1 - 2 - 3 - 4 - 5 |
| la gestion financière? | 0 - 1 - 2 - 3 - 4 - 5 |
| chèques à temps | 0 - 1 - 2 - 3 - 4 - 5 |
| montant des allocations | 0 - 1 - 2 - 3 - 4 - 5 |
| l'assistance avec votre départ? | 0 - 1 - 2 - 3 - 4 - 5 |

**PROGRAMME ACADEMIQUE AUX USA** ____ Homme ____ Femme

Tout compte fait, et en vous distanciant des contraintes financières imposées par les règlements de l'AID, etes-vous satisfait des services fournis par votre sponsor pendant votre séjour aux USA? _____oui _____non

Pourriez-vous quantifier votre niveau de satisfaction de 0 à 5, 0 voulant dire que vous etes complètement mécontent, 5 représentant la satisfaction totale? 0 - 1 - 2 - 3 - 4 - 5

Est-ce que les responsables suivants auraient pu mieux faire quant à la gestion de votre programme de bourse? Pourriez-vous suggérer comments ils auraient pu mieux faire?

_____ responsables du GRM - qui? _____

_____ responsables de l'A.I.D. - qui? _____

_____ sponsor aux USA: _____

Autres remarques sur les responsables du programme:



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PROGRAMME ACADEMIQUE AUX USA ____ Homme ____ Femme

**Réintegration au retour au Mali:**

Quel est votre poste actuel?_____

_____

Est-ce le premier poste que vous occupez depuis votre retour du programme aux USA? _____oui _____non

Si non: quels postes avez-vous occupés depuis votre retour?

_____

_____

_____

Votre premier poste, était-ce une réintegration (poste repris) ou un nouveau poste pour vous? ____ poste repris ____ ancien poste

Combien de temps est-ce que vous avez dû attendre avant de prendre ou reprendre votre premier poste?

_____ (mois? annees?)

Votre premier poste était de quel palier?

_____A1 _____A2 _____B1 _____B2 _____C _____N/A

Et votre poste actuel?

_____A1 _____A2 _____B1 _____B2 _____C _____N/A

Pourriez-vous quantifier la pertinence de votre formation théorique et pratique vis-à-vis les postes que vous avez occupés à votre retour, de 0 à 5, 0 voulant dire que votre formation aux USA n'était pas du tout pertinente, et 5 voulant dire qu'elle était exactement ce qu'il fallait:

premier poste:

| | |
|---|---|
| formation théorique | 0 - 1 - 2 - 3 - 4 - 5 |
| formation pratique | 0 - 1 - 2 - 3 - 4 - 5 |

poste actuel:

| | |
|---|---|
| formation théorique | 0 - 1 - 2 - 3 - 4 - 5 |
| formation pratique | 0 - 1 - 2 - 3 - 4 - 5 |

Pourriez-vous quantifier les aspects suivants de votre période de réintegration à votre retour des USA, toujours de 0 à 5, 0 voulant dire que vous n'avez pas du tout subi de problème, 5 voulant dire que vous aviez eu de très grosses difficultés:

| | |
|---|---|
| réintegration professionnelle | 0 - 1 - 2 - 3 - 4 - 5 |
| equivalence de diplôme | 0 - 1 - 2 - 3 - 4 - 5 |
| réintegration socio-culturelle | 0 - 1 - 2 - 3 - 4 - 5 |

PROGRAMME ACADEMIQUE AUX USA ____ Homme ____ Femme

Est-ce que vous maintenez des liens avec les institutions ou individus que vous avez connus aux USA?

_____oui _____non

Lesquels?

_____ professeurs
_____ membres de l'administration de votre université
_____ associations professionnelles
_____ amis
_____ autre contact - précisions? _____

_____

Quelles sont les contributions que vous jugez que vous avez apportées à votre service ou institution suite à votre programme de formation aux USA? _____

_____

_____

Que jugez-vous etre la cause de votre contribution?_____

_____

_____

Auriez-vous pu faire une contribution plus importante si vous aviez été formé ailleurs qu'aux USA? _____oui _____non

Si oui - où? _____

Autres remarques sur la réintegration à votre retour des USA:



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PROGRAMME ACADEMIQUE AUX USA ____ Homme ____ Femme

L'avenir des projets de formation financés par l'A.I.D.:

Comme vous savez, nous sommes ici pour évaluer trois programmes de formation financés par l'A.I.D. et pour faire des recommendations pour la suite de ces activités. Selon vous, que devrait faire l'A.I.D. en matière de formation? Pourriez-vous suggérer où l'A.I.D. devrait intervenir?

_____ programmes académiques
- ____ aux USA
- ____ ici
- ____ dans des tiers pays

_____ programmes de stages
- ____ aux USA
- ____ ici
- ____ dans des tiers pays

_____ programmes destinés aux fonctionnaires

_____ à d'autres personnes - qui? _____

Autres remarques sur l'avenir des projets de formation financés par l'A.I.D.:

M E R C I !



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STAGES A COURT TERME ____ Homme ____ Femme

**Procédures de sélection:**

Comment avez-vous pris connaissance de la possibilité d'un stage financé par l'A.I.D.?

_____ A.I.D. _____ MP _____ Médias
_____ Autre: Qui? _____

La procédure de sélection a pris combien de temps du moment où vous avez complété votre demande de stage jusqu'au moment où l'A.I.D. vous a confirmé que vous alliez partir?
_____ (mois? années?)

Jugez-vous que votre formation antérieure suffisait pour le stage que vous avez fait?

formation académique _____oui _____non
expérience professionnelle _____oui _____non

Pourriez-vous quantifier votre appréciation de votre niveau de formation académique et professionnelle antérieure telle qu'elle se rapporte à votre stage, de 0 à 5, 0 voulant dire que vous n'étiez pas du tout suffisamment préparé, 5 voulant dire que votre préparation était complètement suffisante?

0 - 1 - 2 - 3 - 4 - 5

Remarques complémentaires sur la sélection (information et formation antérieure):

STAGES A COURT TERME ____ Homme ____ Femme

Cours d'anglais:

Votre stage était en quelle langue? ____ français ____ anglais

Si c'était en anglais:

Aviez-vous pris des cours de langue anglaise avant de partir aux USA?

_____ à l'école?
combien? _____mois? années?
dates: de_____ à _____

_____ à l'université?
combien? _____mois? années?
dates: de_____ à _____

_____ au cours d'anglais financé par l'A.I.D.?
combien? _____mois? années?
dates: de_____ à _____

_____ autre? lequel? _____
combien? _____mois? années?
dates: de_____ à _____

Quel était votre niveau au TOEFL (Test of English as a Foreign Language) avant de quitter le Mali? _____

Pourriez-vous quantifier votre niveau d'anglais à votre arrivée de 0 à 5 dans les rubriques suivantes, 0 représentant aucune compréhension, 5 représentant la compréhension totale:

| | |
|---|---|
| lire l'anglais écrit | 0 - 1 - 2 - 3 - 4 - 5 |
| écrire l'anglais | 0 - 1 - 2 - 3 - 4 - 5 |
| comprendre les américains | 0 - 1 - 2 - 3 - 4 - 5 |
| vous faire comprendre par les am. | 0 - 1 - 2 - 3 - 4 - 5 |

Avez-vous fait des cours de langue anglaise à votre arrivée sous les auspices de l'A.I.D.? _____oui _____non

Si oui: _____ intensifs?
_____ à temps partiel?

Dates des cours d'anglais: de _____ à _____

Quel était votre niveau final au TOEFL? _____

Remarques sur la formation en langue anglaise:



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STAGES A COURT TERME ____ Homme ____ Femme

Conseils/orientation avant le départ:

Avez-vous bénéficié d'un programme d'orientation ou de conseils avant votre départ? _____oui _____non

Si oui: qui vous l'a présenté? _____ USAID _____ GMR
_____ Autre - Qui? _____

Quelle était la durée de votre programme d'orientation avant votre départ? _____

Pourriez-vous quantifier votre appréciation de votre niveau de préparation avant votre départ dans les rubriques suivantes, en utilisant un systeme de 0 à 5, 0 voulant dire que vous n'étiez pas du tout suffisamment préparé, et 5 voulant dire que vous vous estimiez complètement préparé?

| | |
|---|---|
| information administrative | 0 - 1 - 2 - 3 - 4 - 5 |
| information financière | 0 - 1 - 2 - 3 - 4 - 5 |
| information concernant le visa | 0 - 1 - 2 - 3 - 4 - 5 |
| social/culturel | 0 - 1 - 2 - 3 - 4 - 5 |
| information sur votre stage | 0 - 1 - 2 - 3 - 4 - 5 |
| identité de votre sponsor | 0 - 1 - 2 - 3 - 4 - 5 |
| conseils pour l'adaptation | 0 - 1 - 2 - 3 - 4 - 5 |

Quel est le conseil que vous n'avez pas eu avant votre départ, qui vous aurait été le plus utile? Quel est le conseil le plus important que vous donnerez à un ami qui part pour étudier aux USA?

Autres remarques sur l'orientation avant le départ?

STAGES A COURT TERME ____ Homme ____ Femme

Programme académique et gestion du stage:

Qui était votre sponsor? _____PIET/AAI _____USDA
_____autre(qui?)_____

Si le stage était aux USA: etes-vous passé par Washington International Center pour un programme d'orientation?
_____oui _____non

Si oui: pourriez-vous quantifier votre appréciation de ce programme de 1 à 5, 1 représentant la dissatisfaction totale avec ce programme, 5 voulant dire que vous étiez très satisfait? 0 - 1 - 2 - 3 - 4 - 5

Avez-vous eu à demander une prolongation de la durée de stage, ou est-ce le temps prévu dans votre PIO/P original suffisait?
_____ le PIO/P original prévoyait assez de temps
_____ pas assez de temps

Si vous avez eu à demander une prolongation, c'était pour quelle(s) raison(s)?
_____ cours de langue anglaise non prévus
_____ programme a pris plus de temps que prévu
_____ autre raison: laquelle?_____
_____

Avez-vous eu à demander une augmentation du montant de votre PIO/P, ou est-ce le montant original prévu suffisait?
_____ le PIO/P original prévoyait assez d'argent
_____ pas assez d'argent dans le PIO/P original

Si vous avez eu à demander une augmentation, c'était pour quelle(s) raison(s)?_____
_____

Si vous avez eu à demander une augmentation, combien de temps est-ce que la procédure a pris?
_____ (mois? années?)

Est-ce que vos allocations financières ont été interrompues?
_____oui _____non

Si oui, pour combien de temps?
_____ (mois? années?)



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STAGES A COURT TERME ____ Homme ____ Femme

Pourriez-vous quantifier votre appréciation des services suivants de votre sponsor, toujours de 0 à 5, 0 voulant dire que les services n'étaient pas du tout convenables, 5 voulant dire que les services étaient sans reproche:

| | |
|---|---|
| l'orientation à votre arrivée? | 0 - 1 - 2 - 3 - 4 - 5 |
| gestion admin. de votre séjour? | 0 - 1 - 2 - 3 - 4 - 5 |
| disponibilité du sponsor | 0 - 1 - 2 - 3 - 4 - 5 |
| communications avec le sponsor | 0 - 1 - 2 - 3 - 4 - 5 |
| compréhension de vos problèmes | 0 - 1 - 2 - 3 - 4 - 5 |
| action rapide quand necessaire | 0 - 1 - 2 - 3 - 4 - 5 |
| visas renouvellés à temps | 0 - 1 - 2 - 3 - 4 - 5 |
| la gestion financière? | 0 - 1 - 2 - 3 - 4 - 5 |
| chèques à temps | 0 - 1 - 2 - 3 - 4 - 5 |
| montant des allocations | 0 - 1 - 2 - 3 - 4 - 5 |
| l'assistance avec votre départ? | 0 - 1 - 2 - 3 - 4 - 5 |

Tout compte fait, et en vous distanciant des contraintes financières imposées par les règlements de l'AID, etes-vous satisfait des services fournis par votre sponsor pendant votre stage? _____oui _____non

Pourriez-vous quantifier votre niveau de satisfaction de 0 à 5, 0 voulant dire que vous etes complètement mécontent, 5 représentant la satisfaction totale? 0 - 1 - 2 - 3 - 4 - 5

Est-ce que les responsables suivants auraient pu mieux faire quant à la gestion de votre programme de bourse? Pourriez-vous suggérer comments ils auraient pu mieux faire?

_____ responsables du GRM - qui? _____

_____

_____ responsables de l'A.I.D. - qui? _____

_____

_____ sponsor: _____

_____

Autres remarques sur les responsables du programme:



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STAGES A COURT TERME ____ Homme ____ Femme

Réintegration au retour au Mali:

Quel est votre poste actuel?_____

_____

Est-ce le premier poste que vous occupez depuis votre retour du stage? _____oui _____non

Si non: quels postes avez-vous occupés depuis votre retour?

_____

_____

_____

Votre premier poste, était-ce une réintegration (poste repris) ou un nouveau poste pour vous? ____ poste repris ____ ancien poste

Combien de temps est-ce que vous avez dû attendre avant de prendre ou reprendre votre premier poste?

_____ (mois? annees?)

Votre premier poste était de quel palier?

_____A1 _____A2 _____B1 _____B2 _____C _____N/A

Et votre poste actuel?

_____A1 _____A2 _____B1 _____B2 _____C _____N/A

Pourriez-vous quantifier la pertinence de votre formation théorique et pratique vis-à-vis les postes que vous avez occupés à votre retour, de 0 à 5, 0 voulant dire que votre stage n'était pas du tout pertinent, et 5 voulant dire qu'il était exactement ce qu'il fallait:

premier poste:

| | |
|---|---|
| formation théorique | 0 - 1 - 2 - 3 - 4 - 5 |
| formation pratique | 0 - 1 - 2 - 3 - 4 - 5 |

poste actuel:

| | |
|---|---|
| formation théorique | 0 - 1 - 2 - 3 - 4 - 5 |
| formation pratique | 0 - 1 - 2 - 3 - 4 - 5 |

Pourriez-vous quantifier les aspects suivants de votre période de réintegration à votre retour des USA, toujours de 0 à 5, 0 voulant dire que vous n'avez pas du tout subi de problème, 5 voulant dire que vous aviez eu de très grosses difficultés:

| | |
|---|---|
| réintegration professionnelle | 0 - 1 - 2 - 3 - 4 - 5 |
| réintegration socio-culturelle | 0 - 1 - 2 - 3 - 4 - 5 |



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**STAGES A COURT TERME** ____ Homme ____ Femme

Est-ce que vous maintenez des liens avec les institutions ou individus que vous avez connus au cours de votre stage?

_____oui _____non

Lesquels?

_____ professeurs
_____ membres de l'administration de votre université
_____ associations professionnelles
_____ amis
_____ autre contact - précisions? _____

_____

Quelles sont les contributions que vous jugez que vous avez apportées à votre service ou institution suite à votre stage?

_____
_____
_____

Que jugez-vous etre la cause de votre contribution?_____

_____
_____

Auriez-vous pu faire une contribution plus importante si vous aviez été formé ailleurs que là où vous avez fait votre stage?

_____oui _____non

Si oui - où? _____

Autres remarques sur la réintegration à votre retour:

M E R C I !!!



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Renseignements pour mettre à jour les données de l'A.I.D.:

Nom et Prénoms: _____

Programme A.I.D. _____ DLT _____ SMDP-II _____ SHRDP-III

Programme de bourse de l'A.I.D.:

Dates de formation
en langue anglaise au Mali: de _____ à _____

Dates du programme
académique aux USA: de _____ à _____

Dates de stage pratique
complémentaire éventuel de _____ à _____

Université aux USA: _____

Diplôme: _____ Discipline: _____

Option: _____

Formation antérieure:

Dernier diplôme reçu: _____

De quelle institution? _____

Matière/Discipline: _____

Dates des études préalables: de _____ à _____

Emploi(s) avant le programme USAID:

1. Titre: _____

Organisation/section: _____

Dates: de _____ à _____

2. Titre: _____

Organisation/section: _____

Dates: de _____ à _____



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STAGES A COURT TERME ____ Homme ____ Femme

Emploi(s) depuis le programme USAID:

1. Titre: _____

Organisation/section: _____

Dates: de _____ à _____

2. Titre: _____

Organisation/section: _____

Dates: de _____ à _____

3. Titre: _____

Organisation/section: _____

Dates: de _____ à _____

M E R C I !

## QUESTIONNAIRE A L'INTENTION DES EMPLOYEURS

Nom du Service:

Niveau de formation du Responsable:

Lieu d'Implantation du Service:

Cadre Juridique du Service: EPAS
EPIC
PRIVE

---

1. Dans le cadre du Programme AID de Formation, combien de participants votre service a-t-il envoyé en formation?

2. Etait-ce:
   - le court-terme?
   - le long-terme?

3. Etiez-vous au courant du départ de votre (vos) participant(s)?

   OUI NON

4. Pouvez-vous dire le genre de formation auquel votre (vos) participant(s) a (ont) participé?

5. Quelle était votre appréciation professionnelle du participant avant son départ?

Notez de 0 à 5, 0 voulant signifier que ses performances professionnelles sont médiocres, 5 voulant signifier qu'elles sont excellentes:

| | | | | | | |
|---|---|---|---|---|---|---|
| $P_1$ | 0 | 1 | 2 | 3 | 4 | 5 |
| $P_2$ | 0 | 1 | 2 | 3 | 4 | 5 |
| $P_3$ | 0 | 1 | 2 | 3 | 4 | 5 |

6. Votre appréciation au retour?

Même système de notation:

| | | | | | | |
|---|---|---|---|---|---|---|
| $P_1$ | 0 | 1 | 2 | 3 | 4 | 5 |
| $P_2$ | 0 | 1 | 2 | 3 | 4 | 5 |
| $P_3$ | 0 | 1 | 2 | 3 | 4 | 5 |

7. Quelle qualité professionnelle particulière votre participant a-t-il acquis par sa formation aux Etats-Unis?

8. Souhaitez-vous toujours que vos agents participent à de tel genre de formation? OUI NON

Si OUI, pourquoi?

Si NON, pourquoi?

9. D'une manière générale, que pensez-vous du programme AID de formation?

- les programmes;
- la durée;
- la co-opération (circulation de l'information entre votre Service, le Ministère du Plan et l'AID/Bamako, etc).