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UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

**HUMAN RESOURCES DEVELOPMENT ASSISTANCE
PROJECT**

GUINEA HRDA PROGRAM EVALUATION

June 15, 1991

LABAT-ANDERSON Incorporated
2200 Clarendon Blvd., Suite 900
Arlington, VA 22201 USA

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Glossary

AFGRAD	African Graduate Fellowship Program
AMDP	African Manpower Development Project
AEPRP	African Economic Policy Reform Program
ATLAS	African Training for Leadership and Advanced Skills
AMI-IMPACT	Atlanta Management Institute
APEK	Association pour le Développement Economique de Kindia
BARAF	Bureau d'Aide à la Reconversion des Agents de la Fonction Publique
CESAO	Centre d'Etudes Economiques et Sociales de l'Afrique de l'Ouest
CPA	Centre de Perfectionnement en Administration
CNPG	Centre National de Perfectionnement en Gestion
CDSS	Country Development Strategy Statement
CPSP	Country Program Strategy Plan
CCCD	Combating Childhood and Communicable Diseases
CNPIP	Centre National de Promotion de l'Investissement Privé
CCIAG	Chambre de Commerce et de l'Industrie et de l'Agriculture
CCDE	Centre de Création et de Développement des Entreprises
CESAG	Centre Africain d'Etudes Supérieures en Gestion
CIGE	Centre Ivoirien de Gestion des Entreprises
CAMPC	Centre Africain de Management et de Perfectionnement des Cadres
CFIACE	Centre Féminin d'Information et d'Assistance à la Création d'Entreprises
DAAF	Direction Administrative des Affaires Financières
ENSTP	Ecole Nationale Supérieure des Travaux Publics
FAO	Food and Agriculture Organization
GOG	Government of the Republic of Guinea
GFAG	Groupement des Femmes d'Affaires en Guinée
HRDA	Human Resources Development Assistance
IMG-Intrados	International Management Group
IDEP	Institut Africain de Développement Economique et de Planification des Nations Unies
MIS	Management Information System
MRNE	Ministère des Ressources Naturelles et de l'Energie
MPCI	Ministère du Plan et la Coopération Internationale
MICA	Ministère de l'Industrie, du Commerce et de l'Artisanat
MARA	Ministère de l'Agriculture et de la Reforme Agricole
MEF	Ministère de l'Economie et de Finance
MRAFP	Ministère de la Reforme Administrative et de la Fonction Publique
MSI	Management Systems International
NRMS	Natural Resource Management Systems
NASPAA	National Association of Schools of Public Affairs and Administration
NGO	Non-governmental organization
OIC	Opportunities Industrialization Center
ONFPP	Office Nationale de Formation et de Perfectionnement Professionnel
ONPME	Office Nationale des Petites et Moyennes Entreprises

OJT	On-the-job training
PTMS	Participant Training and Management Ssstem
PIO/P	Project Implementation Order/Participant
PIO/T	Project Implementation Order/Technical
PL480	Public Law 480
PIL	Project Implementation Letter
PSTNA	Private Sector Training Needs Assesment
RHUDO	Regional Housing and Urban Development Office
SOW	Scope of Work
SME	Small and Medium Enterprise
SED	Secrétariat d'Etat à la Décentralisation
SENASOL	Service National des Sols
TOT	Training of Trainers
TRG	Training
UNEBTP	Union Nationale des Entreprises de Batiment et de Travaux Publiques
UNTRG	Union Nationale des Transports Routières en Guinée
USAID	United States Agency for International Development
YOGUI	Yogurt de Guinée

Executive Summary

This mid-term evaluation was requested by the A.I.D./Guinea Training Office to assist A.I.D. to examine the Human Resources Development Assistance (HRDA) project accomplishments and to plan continued HRDA activities in light of major changes being made in the A.I.D./Guinea portfolio. The evaluation addressed the following key areas:

- Program Overview
- Participant Recruitment, Selection, and Placement
- Training Results and Indicators
- Advisory Committees
- Institutional Strengthening
- HRDA Program Management

The evaluation was conducted over a five-week period, including one week spent evaluating a grant to OIC/Guinea for management training workshops for women entrepreneurs and which was input to this broader evaluation. The evaluation team was composed of two US-based evaluators and two local evaluators. Additional assistance was provided by the HRDA PTMS specialist to assist the Training Office staff prepare specialized reports based on data in the PTMS system.

The evaluation included a review of a wide range of documents including the public and private sector needs assessments and updates, country training strategy, country training plans (FY 88-91), files on all in-country seminars and Advisory Committees, and a sample of external activities (PIO/Ps). Computerized records from PTMS and DBase were analyzed. Interviews were conducted with a broad range of A.I.D./Guinea mission personnel, the Public Sector Pre-Selection Committee and Private Sector Advisory Board, local training and private sector support organizations, as well as 30 participants and 4 of their supervisors. Participants located in Coyah and Kindia as well as Conakry were interviewed.

A.I.D./Guinea Human Resources Development Officer and Training Office staff and the Human Resources Director contributed to the this report by providing feedback on the preliminary findings and conclusions, as well as by assuring that recommendations made were specific and workable.

In general, the Guinea HRDA program is a strong, well-managed program. A number of **highlights** were identified, for which A.I.D. Guinea deserves special mention:

- A.I.D./Guinea is a **training pioneer** in the country: no other donor provides the type or number of training opportunities that A.I.D./Guinea does;
- HRDA receives significant **Government of Guinea support**, due as much to what it provides, as to the manner in which it works with the GOG;
- Other bilateral donors recognize the **HRDA program** as responsive and innovative; some have even designed programs modeled after HRDA;
- The **Advisory Committees** are dynamic and provide much support to the Training Office;

- The **managerial capacity** of the Training Office staff is high, especially in terms of MIS; and
- The **A.I.D./Guinea HRDA program has achieved results**: the project has met or exceeded its targets.

As the A.I.D./Guinea HRDA grows and evolves, Training Office staff will need to pay close attention to a few caution spots identified by the evaluation team. These **caution spots** are exactly what the name implies, and recommendations were made to strengthen program efforts in each of these areas.

- While the Training Office currently balances **program management (decision-making) and administrative (paperwork) duties** with skill, it should take care not to let the balance tip toward administrative to the detriment of program management.
- Reaching numerical targets for participants should never take precedence over assuring that all training placements are appropriate;
- With increased participant and dollar volume, the need for **clarity and completeness of documentation** will become more pronounced;
- As **institutional strengthening** becomes a larger part of the A.I.D. activities, detailed plans will become more and more important;
- Given that the Private Sector Board exists to provide a direct line for the private sector to voice its concerns and needs, the **PSAB subcommittees** which do much of the actual analyses and planning will need to have more entrepreneurs as members.

In addition, several **opportunities** for significant contributions by the HRDA program to Guinea as well as to overall HRDA efforts were cited:

- Support to **local institutions** in improving their **needs assessment and training impact evaluation skills** will respond to both A.I.D. requirements and institutional strengthening needs;
- The PSAB as a concept is still innovative for A.I.D. Missions. Given **broader participation on the PSAB** by Guinean entrepreneurs, the Board can provide much needed input—in training as well as in other areas—that A.I.D. does not normally obtain.
- The **expansion of the Guinea Mission** brings additional project development and management skills upon which the Training Office can count. Conversely, the projects and programs in the planning stages at the Mission can count on a strong training office for guidance on training issues. HRDA in Guinea can show leadership in working relationships with Missions.

A.I.D./Guinea has an active HRDA program that is producing results. That it is successful is reflected in the level of support it receives from the Government of Guinea, as well as by the recognition it receives from other donors. The evaluators felt that the HRDA program could achieve even greater results with certain programmatic modifications. The program has the opportunity to make significant longterm contributions not only to Guinea, but also to overall HRDA efforts, especially in the areas of local institutional strengthening, development and use of training impact indicators and needs assessment methodologies.

The recommendations which follow are made in the hope that they will be considered by the Training office staff, and that those found to have the greatest overall potential for improvement will be adopted over the next six months to year. In the few cases where recommendations affect those outside the direct purview of the Training Office staff, it is so noted.

A.I.D./Guinea HRDA Program Overview

1. Continue to conduct introductory entrepreneurship and business management courses for the private sector.
2. Provide awareness training for top management and local government officials, given the serious attitudinal problem that exists with regard to private sector policy-making.
3. With the development of the FY1992 Training Plan, document program targets through the use of a logframe type of analysis; include in the Plan an annual review of the status of the constraints identified in the original needs assessments.

Participant Recruitment/Selection/Placement

1. Provide private sector applicants with written information on courses and procedures. Back up mass media with other modes of transmitting information.
2. Monitor application trends on a quarterly basis and compare to internally agreed-upon targets (for example, number of organizations contacted, number of locations for application instruction pickup; number or percentage of complete applications received by target groups such as men/women, Conakry/non-Conakry, business sector).
3. Assist Advisory Committees in developing participant selection criteria that reflect strategic objectives of each Committee; provide Committees with list of documentation suggested/required from pre-selection meetings needed to ensure transparency of the selection process. Monitor number of preselected candidates who turn down participation.
4. Assess the quality of training by monitoring the number of cases of misplacement of participant in activity and the number or percentage of participants who achieve their objectives.

Training Results

1. Consider the pre-training orientation as the first step in participant training and help participants to identify their own training objectives (indicators) when completing the predeparture questionnaire.
2. Develop a three-phase approach to training impact assessment:
 - a. Make follow-up (and a report of results) a part of every in-country training contract along with a list of participants, employers, contact address, final program report including summary of participant evaluation of program. Monitor results of "pre-post"

training tests on skills/knowledge increase and number who can identify potential application of information gained.

- b. For external training, continue practice of post training interviews and sending of impact questionnaires. Contract or conduct internally an annual impact evaluation of a small percentage of participants.
- c. Use PTMS to compile and analyze the majority of data using impact and program indicators on global/strategic targets, program output targets.

Institutional Strengthening

1. Develop institutional strengthening plans with key institutions including benchmarks and indicators to measure progress; include indicators of involvement of women in management, trainers of institution as well as participants.
2. Provide training for local training institutions on how to conduct needs assessments, present proposals, do follow-up assessments; provide training for decision makers (men and women) on involving women in program activities.
3. Where Guinean institutions have capacity, open up in-country training to all local institutions for competitive bid so that they get more practice providing the kinds of training A.I.D. requires. Set target number of seminars per year. Monitor quality of results.
4. For specific subjects where international training institutions are used for in-country training, develop contracts with local institutions that specify technical transfer requirements and procedures.

Advisory Boards

1. Broaden the scope of the Private Sector Advisory Board to address not only training issues, but also overall private sector constraints, thus potentially providing input to A.I.D. on a wide range of Mission concerns.
2. Refocus Private Sector Advisory Board work on advisory functions rather than implementation functions (such as developing needs assessment or conducting follow-up efforts).
3. Involve more private sector entrepreneurs, including women, on the Private Sector Advisory Board subcommittees; reduce amount of overlapping membership on subcommittees.
4. Add banking sector representative(s) to private sector board.

5. Provide secretarial services to Advisory Committees; be more proactive in assuring quality and usable input.
6. Structure requirements for needs assessments updates for both public and private sectors. Consider contracting with a local consulting firm to handle data gathering and analysis for the Private Sector Advisory Board. Assure that evaluation and follow-up information is provided as input to needs assessments.

HRDA Program Management

1. Include Training Office Staff in training programs in areas such as needs assessments, HRDA program management, documentation and data base management.
2. Increase time for program management activities, especially in institutional support and follow-up, by working with the Executive Officer, Controller and Embassy personnel to improve work flow efficiencies (including reassignment or elimination of certain tasks) and by decreasing by 10-20% the volume of participants and activities handled by Training Office staff (See Appendix 16 on proposed time allocation by function for Training Office staff).
3. Develop management information system for in-country participants based on the PTMS system; correct data base; set up an abbreviations handbook for all data entry (anticipate dovetailing into projected PTMS upgrade due later this year).
4. Develop standard contents for Training Office files which serve program management as well as administration and financial requirements.

A detailed discussion of indicators: of training impact, for institutional strengthening and for program management can be found in Appendixes 12 and 13.

CHAPTER I

Introduction

A. Background

A.I.D. has provided the Republic of Guinea with both education and training opportunities for its citizens since the earliest days of A.I.D.'s involvement in the country. Even through the years when A.I.D. assistance was at its most limited, scholarships were provided for Guineans through numerous centrally funded and regional education and training projects, such as AFGRAD and AMDP I and II. A.I.D./Guinea's participation in the Human Resources Development Assistance (HRDA) Project continues this tradition, and through it, has become a leader in the donor community in the provision of critically needed education and training. The hallmarks of the HRDA Project—its attention to the private sector, the integration of women, and the strengthening of local training capacity—have made it even more of a stand-out among the few donor-sponsored training programs in Guinea.

B. Objective of the Evaluation

After nearly three years of HRDA Project activity, the Mission requested the assistance of an "outside eye" to look at what the project had accomplished and to plan for continued HRDA activity.

As noted in the Scope of Work (SOW) (see Appendix 1), the primary objective of the evaluation was to determine whether training provided under HRDA in Guinea for the period under review has been relevant to overall development efforts in Guinea. The evaluation was to focus both on the impact of training activities and on the implementation of the HRDA Project.

Four key areas were identified in the Scope of Work:

- HRDA goals and original training plan
- Individuals trained: results of training, as well as recruitment and selection
- Building capacity of local institutions
- Follow-on activities and impact indicators

While these key areas provided the initial focus for the evaluation activity, a slightly different set of areas eventually replaced them which, to the evaluators, better reflect the make-up and key concerns of the Mission and HRDA staff in Guinea. These are the following:

- HRDA Training Needs Assessments and Program Objectives
- Participant Recruitment, Selection, and Placement
- Training Results
- Institutional Strengthening

- The Advisory Boards
- HRDA Program Management

These key topics are used to structure this report and its recommendations.

C. Evaluation Methodology

The evaluation was conducted over a period of five weeks in April and May 1991 by two U.S.-based evaluators (Barbara Howald, HRDA Private Sector Training Coordinator, and Mary Ann Zimmerman, Training Evaluation Consultant), with the assistance of two local evaluators (Ramos Moriba Camara, Ministry of Agriculture, and Dr. Ousmane Wann, Con-for-ma) (see Appendix 2 for local consultants' SOW). Three HRDA Project management staff members in the Mission—the Training Officer, the Public Sector Assistant Training Officer, and the Private Sector Assistant Training Officer—assisted evaluators to shape the activity, as well as to access people and information. A combination of document review, direct observation, key informant interviews, and training participant interviews provided the information contained in this report.

Computerized Records. Documentation made available to the evaluation team was extensive. The computerized Participant Training Management System (PTMS) provided reports on U.S. and third-country training activity and was complemented by additional DBase-generated reports on in-country training activities. HRDA PTMS specialist David Hunsberger traveled to Conakry for several days early in the evaluation to (among other tasks) help the Private Sector Assistant Training Officer generate PTMS reports on information requested by the evaluation team. While the limitations of the current PTMS system for in-country training monitoring were apparent before the evaluation, it became clearer than ever that the upgraded version of PTMS will provide a sorely needed tool to improve HRDA program management. Most tables appearing in this report were generated directly by PTMS or by the Assistant Training Officer using DBase, or synthesized or copied from these.

Document Review. Materials consulted in this category included Training Needs Assessments, Country Training Strategy and Plans, Project Implementation Reports, files on all in-country seminars and Advisory Committees, and a random sample of PIO/Ps (see Appendix 3, List of Documents Reviewed).

Interviews. Eight A.I.D. Mission personnel, the Private Sector Advisory Board and Public Sector Pre-Selection Advisory Committee, five Directors of local training institutions and private sector support organizations, as well as thirty training participants and four of their supervisors were interviewed. A larger sample of returned participants was not possible due to the general strikes at the time of the evaluation, during which many individuals were unreachable. (Offices were closed and not all people were reachable at their homes.) (See Appendix 4 for a complete list of persons interviewed.) Participants were chosen to reflect a broad mix of areas and types of training offered, location and length of training, public and private sectors, and gender. Though the bulk of people trained under the Project are located in Conakry, the evaluation team also traveled to Coyah and Kindia to interview participants at in-country workshops in these areas. The breakdown of participants interviewed is shown below:

Table 1: Summary Characteristics of Participants Interviewed (n=30)

	Men	Women	Total
<u>Sector</u>			
Private	3	7	10
Public	11	2	13
Support Institution	<u>7</u>	<u>0</u>	<u>7</u>
TOTAL	21	9	30
<u>Training Location</u>			
In-Country Training	5	6	11
Third-Country Training	11	2	13
Third-Country Tour/Conference	2	0	2
U.S. Training	1	1	2
U.S. Tour/Conference	<u>2</u>	<u>0</u>	<u>2</u>
TOTAL	21	9	30

Course content included business management (8); technical fields such as meteorology, soils, and surveying (7); general management (6); public administration (3); public policy—privatization and infrastructure development (2); training of trainers (2); and entrepreneurship/business promotion (2).

CHAPTER II

A.I.D./Guinea HRDA Program Overview

A. The Guinea Portfolio and HRDA Training Needs Assessments

The Guinea 1987 CDSS contained the following development objectives: supporting economic policy reform, maintaining and improving foreign exchange policies, assisting in the implementation of banking reforms, removing restrictions on and increasing the availability of agricultural input price controls, supporting private enterprise development, improving transportation infrastructure, and organizing training in support of these development objectives.

The current configuration of the Guinea HRDA Program is based on the results of a series of training needs assessments to help the Mission determine how to use HRDA to support the 1987 CDSS. Three major needs assessments were completed in 1988: Guinea Training Impact Assessment (2/88), Private Sector Training Needs Assessment (5/88), and Public Sector Training Needs Assessment (8/88).

The 1988 studies identified the following major constraints affecting the development of the public and private sectors:

Public Sector Constraints

- Lack of understanding of privatization, free markets
- Lack of project management skills
- Insufficient administrative skills
- Lack of incentives for public servants
- A lingering anti-private sector sentiment
- A lack of a fully developed legal framework
- A lack of data on the agricultural sector, especially on production and marketing systems

Private Sector Constraints

- Lack of accounting, financial management skills
- Lack of business skills
- Access to credit
- Size of market, knowledge of the market and marketing
- GOG regulations and policies
- Physical infrastructure
- Supply bottlenecks
- Harassment, petty corruption
- Lack of coordination among private sector support organizations
- Absence of technical assistance tied to credit
- Disengagement of civil servants

B. HRDA Program Objectives

The Guinea HRDA Program strategy is based on the intersection of priorities of the Guinean Government, global HRDA objectives, and overall A.I.D. Mission strategic objective³, as follows:

Government of Guinea Priorities

- Conceive and implement policy reforms toward market liberalization;
- Create a competitive market environment; and
- Develop democratization.

HRDA Objectives

- Strengthen local development institutions;
- Enhance the growth of the private sector; and
- Increase the participation of women in the development process.

Mission Strategic Objectives

- Enhance the growth and strength of private sector human resources; and
- Improve the performance of public sector human resources to promote private sector opportunities and better performance of public functions.

Strategic training objectives of the Guinea HRDA Program are listed by public and private sector and are adopted by the Mission after consultation with the Advisory Committees for each sector. Objectives for each of these sectors at the time of this report were defined by the Training Office as follows:

Table 2: A.I.D./Guinea HRDA Program Strategic Training Objectives

Public Sector

- Strengthen Government of Guinea (GOG) administration management skills
- Strengthen performance of top GOG policymakers
- Provide qualified technical personnel
- Strengthen the local public training institution

Private Sector

- Build entrepreneurial skills
 - Strengthen private sector support organizations and local training institutions
 - Support women's activities
-

Source: A.I.D./Guinea

C. Continued Validity of the HRDA Program

The Guinea of three years ago, with respect to human resource development needs, was not much different from the Guinea of today—the major constraints identified in the private and public sector training needs analyses are not significantly changed.

All of the people interviewed felt that the public sector constraints identified in 1988 still exist and that none had been completely eliminated, though some inroads have been made in lessening their severity. A somewhat stronger emphasis currently on training for civil servants at the local level and for top-level ministerial personnel does not change so much the content of the training needs assessed as it does the groups targeted; previously, training was targeted to mid-level managers in the central government. Now the Government has begun to allocate more resources to strengthening skills at local level government offices. Weaknesses in general managerial skills, understanding of privatization, project management, and administrative techniques continue to be important constraints at all levels.

A number of constraints exist that cannot be easily remedied through training interventions. For instance, the lack of incentives continues to pose major problems; during this evaluation, civil servants struck for salary increases and received verbal concessions from the President. While some interviewees felt that the anti-private sector sentiment has diminished somewhat, they also posited that it is still a possible cause for some difficulties entrepreneurs face in getting their business paperwork through the administration.

The Private Sector Advisory Board noted many of these same constraints in their 1991 Assessment presentation made to the evaluation team. (See Section VI on Advisory Committees for more discussion of these Needs Assessments.) The legal and administrative framework for business in Guinea has improved somewhat with the enactment of investment, tax, and business codes, but businesspeople still face formidable barriers of “unofficial fees” and administrative inefficiency, infrastructure difficulties (though roads are a bit better than in 1988), the weakness of the Guinean franc; even less interest in investment lending by local banks; and a continuing low level of business management skills on the part of entrepreneurs.

While there has been a heavy volume of training in entrepreneurial skills, it has barely made a dent in the overall skill level of the private sector, according to the Director of CNPG. He notes that it is truly difficult for people who have not experienced pre-reform Guinea to grasp the ignorance of and mistrust of the private sector that a generation of Guineans have grown up with. It will take longer than the two years left in HRDA to acquire an understanding of a free-market system and entrepreneurial spirit. Virtually everyone interviewed for this evaluation agreed that enterprise and management “sensibilisation” training still had an important place in HRDA training, even though little or no *immediate economic* impact will result from such training.

The private sector training needs, as listed by the Private Sector Advisory Board in 1991, are the following:

- Doing business rehabilitation plans and managing change
- Starting a business

- Small and Medium Enterprise (SME) Management
- Business expansion

The Private Sector Advisory Board also felt that study tours should be continued; that training should be provided for groups within an industry; that business management should be taught at the secondary school level; and that civil servants who leave government employment should receive career guidance in terms of starting businesses.

The 1991 Guinea Country Program Strategy Paper (CPSP) currently being developed addresses (among others issues):

- Stable economic growth through diversification of economy (less relative importance on the mining sector)
- Exploitation of Guinea's competitive advantages: relatively large areas of fertile land with good climate
- Export of agricultural products in the region and in eastern Europe (where Guinea historically has many ties). Local consumer base is small, and foreign exchange needs of country will remain high
- Support for rural micro-enterprise
- Better public management of funds (investment decisions, especially at the local government levels)
- Cross-cutting constraints of investment climate, technical skill level, and human resource development.

HRDA can appropriately support the draft CPSP, especially in relation to the last development objective that focuses on human resource constraints. HRDA can complement training and nontraining objectives under the following projects and programs that comprise the Mission's current portfolio.

Bilateral Projects and Programs

Ag Infrastructure	Rural Enterprise
Rural Roads	AEPRP and EPRS (bank adv, NASPAA)
Ag Export Promotion	Ag Sector Reform
Governance Enhancement	Social Marketing
Decentralization & Participation	

<u>Regional & Central Projects</u>	<u>Food Aid</u>
AMDP CCCD	PL 480
ATLAS NRMS	

HRDA can provide auxiliary training for many of the existing and anticipated new projects and programs in the Mission's portfolio. Policy Round-Tables or other "sensibilisation" type meetings fall under the rubric of "training." Potential participants for certain Mission-funded activities

sometimes need increased exposure and awareness building as a preliminary step to skill-focused training. HRDA is an appropriate mechanism to fund such training.

D. Conclusions and Recommendations

In general, the HRDA training plans can remain essentially the same. The needs assessments conducted in 1988, supplemented by the annual review and slight modifications provided by the private sector and public sector advisory committees, provide a generally accurate description of conditions in Guinea today.

It is recommended that the Mission:

1. Continue to conduct introductory entrepreneurship and business management courses for the private sector.
2. Provide awareness training for top management and local government officials, given the serious attitudinal problem that exists with regard to private sector policymaking.
3. With the development of the FY1992 Training Plan, document program targets through the use of a logframe type of analysis; include in the Plan an annual review of the status of the constraints identified in the original needs assessments.

CHAPTER III

Participant Recruitment, Selection, and Placement

A. Program Start-Up

Based on the findings of the HRDA training needs assessments and the five-year HRDA Training Strategy prepared in April 1989, a number of important program management steps were taken.

First, two committees—the Public Sector Pre-Selection Committee and the Private Sector Advisory Board—were established. These committees (which are further discussed in Section VII) have as major roles: to collect training needs assessment information on a regular basis to assist AID Mission planning processes (not only for HRDA), and to recruit and preselect participants for training.

Second, a series of three Mission Orders on participant training were established which clearly lay out procedures and guidelines for project implementation. These Mission orders were: 1) General Policies for Participant Training; 2) Selection Criteria and Procedures and 3) Description of Follow-Up Program.

Finally, a mini-workshop on Participant Training was held in October of 1988 which explained the HRDA program to Mission staff and others who would be involved with the program.

The size of the Training Office has grown since 1988 as HRDA activities, which represent the largest portion of all Training Office activities, expanded. It has a staff of five people, who have processed nearly 300 participants for international training, and have managed either the organization or the funding for in-country programs for another 1,400+ participants. (Within this there are individuals who have participated in more than one activity.)

For each fiscal year, the HRDA Training Plan specifies the number of public sector and private sector participants to be selected for training by type of training and by location. The annual HRDA training plan is developed by the Training Office, with input from the two committees.

Based on these plans, the two Advisory Committees assess the qualifications of potential participants and present a list of qualified candidates to A.I.D. for final candidate selection. In addition, the Committees provide all information and documentation needed for admitting selected candidates to their respective training institutions.

In general, the Mission concurs with most public and private sector candidates put forward by the committees. Specific procedures are described in Mission Orders 585 and 587 published in 1988. The wording of these Mission Orders are based upon Handbook 10, *Participant Training*, and are oriented toward U.S. and third country training rather than in-country training.

B. Public Sector Training Coordination

The Training Division Chiefs of the seven targeted Ministries: SED, MARA, MICA, MRNE, MEF, MPCl, and MRAFP, are responsible for nominating participants to the Public Sector Pre-Selection Committee. This Committee is headed by the Director of the Centre de Perfectionnement Administratif (CPA). Committee files kept at A.I.D. indicate that, on an annual basis, each Ministry presents to the Committee their priority training areas. Length of study, targeted employee groups, and numbers are specified for the top three in-country and external training needs. This information, after discussion, is used to produce the needs assessment document for the public sector. Once the overall Country Training Plan is adopted, the Ministries propose specific candidates for training slots in the plan. The candidates, after review by the committee, are recommended to A.I.D. for selection.

Comparing priority skill areas presented to A.I.D. in early 1990 with proposed candidates/study programs for foreign training submitted to A.I.D. late in 1990, the priorities stated early in the year were generally reflected in the majority of candidate/course proposals. Public sector placements generally matched the types of placement proposed for 1990 external training. People were indeed being matched correctly to training deemed "necessary." The major differences noted between planned and actual were the addition of several slots for management for women entrepreneurs and the deletion of public management and administrative techniques programs. The reasons for these changes in emphasis were not noted.

C. Private Sector Training Coordination

The Private Sector Advisory Board is responsible for publicizing training opportunities available under HRDA as well as for recruiting and selecting private sector participants to be recommended to A.I.D. The minutes of two pre-selection meetings were reviewed (March 1990 and July 1990). The methods used to advertise the program included radio announcements and letters of invitation addressed to private enterprises, cooperatives, NGOs, local groups and private sector support organizations. While individuals can come to the A.I.D. office to copy down the application requirements, there is no informational flier generally made available at A.I.D. or other locations containing this information.

While no indication was given on the number of inquiries received or letters of invitation sent, private sector applicants for 1990 external training included:

- In March 1990: 29 applications for 6 U.S. slots, about half from rural/NGO/coops (12), half from business (service-7; industry-4, commerce-4), and 2 from the Private Sector Advisory Board.
- In July 1990: 53 applications for 25 third country slots; 37 applications from NGO/coop/group managers for 10 slots, and 16 applications from business owners (service-9, industry-5, and commerce-2) for 15 slots.

Documentation did not identify how decisions were made on which participants were selected. Please see Table 2 for a detailed breakdown of application statistics for this time period.

**Table 2: Private Sector Advisory Board
Preselection Statistics**

		US-Based	3rd-Country		Total
			Indiv	NGO	
# Grants Available		6	15	10	31
# Dossiers Received	Total	29	28	25	82
	Men	14	35	—	49
	Women	15	18	—	33
	Complete	18	16	10	44
	Incompl.	11	6	5	22
	No Indication	—	6	10	16
	Conakry	7	21	12	40
	Other	3	7	4	14
	Unknown	—	9	19	28
# Candidates Proposed ^a	Men	4/1	n/a	n/a	4
	Women	2/3	n/a	n/a	2
	Total	6/4	15	10	31
Sectors Represented	Industry	4			5 ^b
	NGO/Coop	12			37 ^b
	Service	7			9 ^b
	Commerce	4			2 ^b
	PSAB	2			

^a 6 persons proposed for training, with 4 alternates.

^b Individual and NGO combined.

In the March 1990 selection process, only 18 of the 29 dossiers were complete. From these 4 men and 2 women were recommended, with 4 alternates (1 man, 3 women) also being forwarded to A.I.D. Seven of those recommended were from Conakry. The fields of study were not specified. In July 1990, 28 dossiers were received from business owners for 15 slots, of which 16 dossiers were complete. For the 10 slots for NGO/coop/group managers, 25 applications were received of which 10 were complete. Thirty-three of the July applicants were from Conakry.

Two levels of selection criteria were developed (Table 3) for selecting U.S. and third country participant candidates. The general level criteria relate closely to the Handbook 10 requirements summarized in Mission Order 587. The more specialized criteria stated information to be provided, though it did not indicate how the information was to be used to choose among applicants.

**Table 3: Private Sector Advisory Board
Participant Pre-selection Criteria, Adopted 7/90**

General Eligibility Requirements
<ul style="list-style-type: none">• Guinean citizen• Good health• Business operator, member of a cooperative or member of a NGO or women's group with a productive activity• Working knowledge of the language used in training• Base knowledge and experience sufficient to meet the prerequisites of training• Plan to participate in training after October 1990
Special Criteria
<ul style="list-style-type: none">• Type of activity• Size of investment or capital• Number of permanent jobs for Guineans• Annual turnover for 1989-90, or both• Education and experience of candidate• Duties of candidate• Previous training locally, in Africa or in the US• Current training needs• Location of enterprise

Source: A.I.D./Guinea: PSAB Files

A review of in-country seminar files provided a variety of information on participant selection procedures, from an application/review procedure involving the Advisory Committee for an entrepreneurship workshop, and a detailed needs assessment/participant identification procedure conducted by an institution conducting a business management seminar for women, to lists of participant names (5 files), to no information on participants at all (3 files).

D. Relationship of Placement to Training Needs

Although there is an attempt to identify participants' personal pre-training objectives for third-country and U.S. training through pre-departure questionnaires and through needs assessments for some in-country seminars, only half of those interviewed could describe these objectives.

Several questions in the participant interviews conducted during the evaluation addressed placement by looking at the issue of match between participant expectations before and results of training received. Of the 30 persons interviewed, those who could identify pre-training objectives (17) generally achieved them; the others did not. In two cases, individuals indicated

that they had attended activities not initially requested. Several participants interviewed indicated that the programs attended were not well matched to the skill level of the participants, which reduced the effectiveness of the activity. In several other cases, involving participants with a wide experience range, the seminar organizers presented information in a manner which utilized this range to increase participants' learnings.

For U.S. and third country placements, a sampling of PIO/P files were reviewed. While in several cases, descriptions of course objectives were included, in most cases they were not. In addition, the pre-training questionnaires reviewed provided sketchy information on participant training needs/objectives.

E. Conclusions and Recommendations

- There seems to be consensus within the committees about the macro-level training needs confronting public organizations and the private sector. However, the methods used for helping individual participants articulate and identify their needs (micro-level) and for establishing pre-training objectives appear to be less effective, given that only half of those interviewed could describe them. The linkage between macro-level and individual training needs should be strengthened.
- The Mission has established clear procedural guidelines, based on Mission Orders, on recruitment and selection matters. However, committee documentation does not record the extent to which these guidelines have been used to de-select and, conversely, select candidates for training.

For the public sector, existing documentation does not detail the decision processes which the committee uses to recommend candidates for training. Because committee members are directly part of and responsible to the target organizations being supported by HRDA, the committee seems to build in some self-policing mechanisms in the participant selection process.

For the private sector, general eligibility requirements and special criteria have been established but, again, the records do not reveal how these criteria were used in the decision-making process.

It is recommended that:

1. Private sector applicants be provided with written information on courses and procedures. Back up mass media with other modes of transmitting information.
2. Application trends be monitored on a quarterly basis and compared to internally agreed-upon targets (for example, number of organizations contacted, number of locations for application instruction pickup; number or percentage of complete applications received by target groups such as men/women, Conakry/non-Conakry, business sector).

- 3. Advisory Committees be assisted in developing participant selection criteria that reflect strategic objectives of each Committee; provide Committees with list of documentation suggested/required from pre-selection meetings needed to ensure transparency of the selection process. Monitor number of preselected candidates who turn down participation.**
- 4. The quality of training be assessed by monitoring the number of cases of misplacement of participant in activity, the number or percentage of participants who achieve their objectives.**

CHAPTER IV

Training Results

As shown in Appendix 5, Training Status Report for HRDA Project, A.I.D./Guinea has a large, active program with over 1600 participants, of whom 47% have been women and 54% have been from the private sector. Nearly 85% of the participants have attended in-country seminars; 11% have attended activities in third countries and nearly 5% have attended programs in the U.S. To date, over \$3,000,000 has been spent on HRDA activities.

A. Allocation of Funds

While the private sector represents 54% of the total participants, it has received only 30% of the project funding.

Women have been nearly 70% of the private sector participants, but only 20% of the public sector; overall, training for women represents approximately 25% of the total project funds. A review of the attendance at in-country seminars (Appendix 6, Report for Completed Training Seminars) indicates that 85% of the in-country women participants (609/717) attended women-only programs. Only 8% of all women participants (66/783) attended out-of-country programs, none long term.

In-country seminars, with 85% of the participants, have used 26% of the funds; third country activities have received 35% of the funding and have accounted for 11% of the participants; U.S.-based activities have received 39% of the funds and 5% of the participants.

A comparison was made of in-country seminars which were of similar duration (1-2 weeks). As shown in Appendix 9, Per Participant Costs, In-Country Seminars, costs ranged between \$150-2000 per participant. Seminars involving local training institutions ranged between \$150-300 per participant. The higher cost seminars (\$1200-2000 per participant) involved international organizations providing training alone or in conjunction with a local institution.

B. Impact of Training

As part of the program evaluation, participant interviews were conducted (Appendix 7, Participant Questionnaire). A key purpose of the interviews was to gather information on training impact on participants and their organizations. A summary of key participant responses is contained in Appendix 8, Participant Interview Response Summary.

Most people tended to describe the outcomes of their training in personal, rather than organizational terms. That is, they identify changes in work practices based on new knowledge, skills, or attitudes acquired rather than the results/impact of this change on the organization. When prodded, however, more than two-thirds of those interviewed could cite concrete results,

such as improved product quality (4), decreased time to produce results (3), broader client base or product line (3), and better work environment (3).

One-quarter described positive unintended results of their training, while 13% (4/30) noted negative unintended results, primarily from a work environment unfavorable for applying new learnings. Several of the unintended benefits from training received focused on better management—of time, of people (more collaborative), of relationships with clients. Other specific examples of training results and indicators noted include:

- Increase in demand for services, due to increase in product quality
- 50% decrease in production time
- Separation of personal from business finances
- Ability to renegotiate bank loan
- Reduction of collection period from 3 to 1 month
- Ability to do own accounting, resulting in estimated 50,000 Fg savings
- Adoption of more participatory management style, resulting in better coordination or work

(A more complete listing is contained in Appendix 8.)

The Training Office has initiated the use of an impact evaluation questionnaire for participants and supervisors to be used primarily with U.S. and third country participants. To date approximately 40 responses have been received from these questionnaires and other less formal inquiries, including several from people who also took part in the evaluation interviews. The types of outcomes found from Training Office initiated assessments include:

- Promotions (11 responses)
- Formed informal advisory group to government on privatization (5)
- Conducting needs assessments, design/implement training programs (6)
- Designed bankable project or started enterprise (6)
- More active marketing, broadened customer base (3)
- Keeps written accounts (2)
- Better delegation of tasks (2)
- Better work performance by utilizing new techniques (6)
- Position abolished (1)
- Support equipment not in place (1)

One in-country training provider has reported training outcomes identified through a follow up survey of about half of the 110 participants in 4 seminars to improve management of women-owned microenterprises. They list nine areas of impact and report anecdotal evidence of achievement. The areas of impact are similar to those identified earlier and include:

- Modernization of facilities and equipment (1 response)
- Formalize business by moving out of home (3)
- Improve product quality and production methods (3)
- Better financial resources; separation of home and business accounts (2)

- Knowledge passed on to others in enterprise (3)
- Better work organization; new employment
- Use of new basic marketing tools, such as sign over door, better client relations, shop appearance
- More link to financial resources (get loans) (2)

The Training Office has begun to identify potential indicators of training impact. With the Private Sector Advisory Board, they brainstormed areas of supervisor performance and work quantity/quality measures especially applicable for large administrative or production units (Appendix 10, Training Benchmarks and Indicators). As part of the current CPSP process, the Training Office has begun to identify indicators for measuring progress towards Mission human resource development (and HRDA) objectives. These indicators are often increases in the number of trainees of a certain type or some gross indicator of improved performance such as in sales or product offerings (Appendix 12, Program Indicators).

C. Conclusions and Recommendations

Participants generally think of and describe training “impact” in terms of personal changes in work practices rather than the effect of these changes on their organization. Measuring the impact of training in the absence of indicators is even more difficult. The Training Office, therefore, needs to provide help to participants to both plan for and measure the impact of HRDA training on their businesses.

It is recommended that:

1. The pre-training orientation be considered as the first step in participant training and help participants to identify their own training objectives (indicators) when completing the predeparture questionnaire.
2. A three-phase approach to training impact assessment be developed:
 - a. Make follow-up (and a report of results) a part of every in-country training contract along with a list of participants, employers, contact address, final program report including summary of participant evaluation of program. Monitor results of “pre-post” training tests on skills/knowledge increase and number who can identify potential application of information gained.
 - b. For external training, continue practice of post training interviews and sending of impact questionnaires. Contract or conduct internally an annual impact evaluation of a small percentage of participants.
 - c. Use PTMS to compile and analyze the majority of data using impact and program indicators on global/strategic targets, program output targets.

CHAPTER V

Institutional Strengthening

A.I.D. Guinea's 1988-92 Country Strategy noted that "Given the fundamental nature of the shift in Guinea's economic orientation and the immediate nature of its economic and administrative reform program, our primary concern is immediate training, as opposed to the longer term question of building up Guinea's capacity to do training" (p. 36). Given the state of institutional capacity, this appears to be a realistic stance, namely to address human resource capacity as a priority objective with local training institutional strengthening as a longer term proposition.

Nevertheless, the Mission's HRDA program has not ignored the possibility of making some progress in this regard. The institutional strengthening objectives within the Mission's overall training strategy have been established as follows:

- Strengthen local training institutions by:
 - Establishing linkages with other institutions
 - Developing staff abilities by organizing on-the-job training, and by organizing off-the-job training
 - Organizing training of trainers
- Strengthen private sector support organizations by:
 - Establishing linkages with other private sector support organizations

A. Local Training Institution Capacity

The Mission currently enjoys strong relationships with a number of local training and support organizations. A short inventory of the strengths and development needs for each institution reveals the following, which represent ample opportunities for A.I.D./Guinea to support institutional development locally.

OIC Strengths: training women in micro-enterprise development; needs assessment and follow-up.

Development Needs: equipment, renovation; library; staff training (TOT, accounting, additional training programs specifically targeted to women micro-enterprises.)

CNPG Strengths: CNPG seems to have potential to become the "CESAG" of Guinea; are best in country re: "logistics," still "traditional" in training methodology but are working with other donors.

Development Needs: TOT; linkage with American institution; joint training for technology transfer; course design assistance in SME management, marketing, and accounting.

CPA Strengths: The only public sector institution; young organization; director is AFGRAD "graduate."

Development Needs: using CPA as sponsor for "horizontal" training; can use this means to make small improvements in materials and equipment which overall will build capacity of organization: TOT; linkage with another institution; assistance in clarifying "mission" of institution.

CNPIP Strengths: Quality services from its personnel.

CCDE Strengths: Financing available; new organization; clear mandate for SME assistance.

Development Needs: Staff training and organizational development.

CCIAG Strengths: Young organization; open to new models of organization; is THE business organization.

B. Capacity of Local Business Associations

The Mission has worked with three business support institutions, the Chamber of Commerce, CCDE, and CNPIP. Through extensive discussions with Training Office staff, it is clear that a vision exists on the type of training support HRDA might provide. However, the evaluators could find no concise documentation of the institutional strengthening plans for any of these organizations, rendering a full assessment of the achievement of this component's objective hard to make.

C. HRDA Support to Local Institutions

A PTMS listing of participants in third-country and U.S. training from each of these local institutions turned up 22 activities since the beginning of the project. The breakdown of these comes out to:

CNPG: 10 people

2 Mat/CESAG
1 TOT/AMI
2 TOT CIGE
2 TOT/CESAG
2 Mat/Atlanta
1 LT CESAG

CCIAG: 6 people

3 USA Ag Tour
1 Kaolack Tour
1 Dakar Fair
1 Lom Conf.

OIC: 6 people

3 TOT/CAMPC
1 Entrep/CESAG
1 Kaolack Tour
1 Marketing/CAMPC

CNPIP did receive training for its staff, organized by Chemonics, covering investment project analysis; investment promotion; government regulations and how they work; work planning and programming; and specialized training for individuals, including a study tour to the USA for their archivist.

CCDE staff has benefitted to a lesser degree from HRDA training, though staff from CCDE have participated in training of trainers and other technical training.

CPA has had a customized institutional needs assessment, its trainers have participated in training of trainers, and it has organized, with other training organization, a number of seminars, such as for the DAAF.

The relations between local institutions is less than clear, and it is not clear that institutions plan activities together on a regular basis. In fact, there seems to be some jockeying for position for status and support among the institutions in order to claim to be the premier support or training institution in Guinea for either the public or private sector.

D. Conclusions and Recommendations

While the Mission keeps in close contact with a number of training and private sector support organizations, a clear statement of *exactly* how these organizations should or will benefit from A.I.D. support is lacking. While an ad-hoc approach to institutional strengthening can be somewhat effective, the Mission can and should maximize the use of HRDA resources by matching institutional development needs with Mission strategic objectives, and by establishing concrete objectives for such institutional strengthening activities.

It is recommended that the Mission:

1. Develop institutional strengthening plans with key institutions including benchmarks and indicators to measure progress; include indicators of involvement of women in management, trainers of institution as well as participants.
2. Provide training for local training institutions on how to conduct needs assessments, present proposals, do follow-up assessments; provide training for decision makers (men and women) on involving women in program activities.
3. Where Guinean institutions have capacity, open up in-country training to all local institutions for competitive bid so that they get more practice providing the kinds of training A.I.D. requires. Set target number of seminars per year. Monitor quality of results.
4. For specific subjects where international training institutions are used for in-country training, develop contracts with local institutions that specify technical transfer requirements and procedures.

CHAPTER VI

The Advisory Committees

A. Private Sector Advisory Board

Private Sector Advisory Boards (PSABs) can help A.I.D. Missions keep current on private sector issues by providing a direct line to private businesspeople. PSABs provide a means of interfacing with a sector with which A.I.D. historically has not had much contact. In Guinea, the 1988 Private Sector Training Needs Assessment (PSTNA) report laid out the framework for the PSAB as it exists today in Guinea. Its responsibilities include:

- Assessing private sector training needs;
- Recruiting and selecting candidates for training; and
- Evaluating the results of training.

The 1988 PSTNA recommended that the membership of the Board comprise eight members to be divided equally between public and private organizations: 4 businesspeople who are members of the CCIAG (though not CCIAG staff); 2 representatives of private sector training institutes (ONFPP, CNPG, OIC); and 2 representatives from private sector promotion units (CCDE, CNPIP). A.I.D./Guinea staff were to act as advisors and break tie votes.

The actual Board essentially reflects the recommendation of the 1988 PSTNA. The PSAB includes members from private sector training and support organizations (CNPG, OIC/Guinea, CCDE, CCIAG, CNPIP) and several members of CCIAG. However, representatives of women's organizations, the transportation and building industries, and the informal sector have been added. At the present time, thirteen people sit on the board, and members may designate replacements if they are unable to attend a meeting (See Appendix 14 for the full list of members). The Board initially agreed to meet every six months, but it currently meets twice a month.

The Board's work is accomplished by a set of sub-committees, who pass the results of their work on to the full Board for approval. These sub-committees include the following representatives:

- Executive Office:** One person each from OIC, CCDE, CNPG, and a private businessperson.
- Needs Assessment:** One person each from CNPG, CCDE, CCIAG.
- Training Programs:** One person each from CNPG and OIC.
- Trainee Selection:** One person each from CNPIP and OIC.
- Eval / Follow-Up:** The same as the Executive Office.

The general consensus was that it is difficult for a private businessperson to attend meetings as frequently as the subcommittees meet. Members on the PSAB and Mission training office staff also noted that the work load of the board makes it very difficult to attract entrepreneurs who have the time to devote to board activities (2 times per month). Secondly, there are no women

or individual private entrepreneurs on the PSAB subcommittees at the time of the evaluation. In other countries, having women representation on committees has been an important factor in getting them integrated into training, as opposed to having sideline training organized for them.

Each year the Board prepares an assessment of the private sector, which addresses the development of the sector, principal constraints to private sector development, private sector training needs, and proposed HRDA training activities. The assessments are very short, with bullet-type information. These documents do not take the place of a full-blown needs assessment such as the PSTNAs, but they do provide a brief update on the current situation. It is unclear from these reports how the data on the growth of the private sector (mostly provided by CCDE and CCIAG) is collected, or how accurate it is. Other data do not appear in the report, such as enterprise surveys, evaluations of previous years' HRDA training, or data collected by training institutions represented on the Board (OIC and CNPG). Some reference to the source of data and methods used to analyze it would be helpful as a record of how the Board reaches its conclusions about private sector training needs.

The 1988 PSTNA also noted that the Board should establish participant selection criteria based on the nature of the enterprises in which they are employed. As was discussed in Section IV, this recommendation has been followed to a certain degree, although the criteria are more a list of information categories without qualifiers to indicate how decisions are to be reached. For example, the list includes "size of enterprise" and "number of employees," but does not specify whether big or small; or many or few are preferred. In addition, there are no criteria for the selection of Board Members for training opportunities. Given that 18 HRDA-funded training activities have benefitted 10 members of the Board, there could be room for misinterpretation if the criteria and Board training needs are not spelled out clearly. The Board must always make sure that its actions are completely "transparent" for the Board's and ultimately A.I.D.'s continued credibility.

B. Public Sector Pre-Selection Committee

While the Public Sector Pre-Selection Committee has tasks similar to those of the private sector board, the manner in which they are carried out is quite different.

In November 1988, an informal committee meeting at the CPA proposed the formation of a more formal structure, similar to the private sector board. At that meeting, a four-person committee was proposed, to include three permanent members (1 CPA representative, 1 representative from Coopération Internationale at MCPI, and one representative from SEP-Service d'Evaluation et de Perfectionnement), and one rotating member from one of the five (at that time) target ministries (MRNE, MARA, MICA, MEF and SED), for a six-month term. The head of the Committee was, and remains, the person responsible for organizing all public sector training—the Director of the CPA.

The membership has since been expanded to include MRAFP and MPCPI among the target ministries. All training managers from these ministries became members of the Committee, giving a total membership on the Committee of 11 (See Appendix 14, Advisory Board Members, for list of members).

Since the membership of the committee is composed of people whose functions are the same across ministries and who follow similar procedures in the identification of training needs, the process for the proposal and selection of candidates appears to be a bit more transparent. Furthermore, the members of the committee clearly have the responsibility to speak for their constituencies' training needs; in this respect they function as delegates.

In at least four committee members have participated in HRDA-funded training with the explicit justification that it would permit them to better define training needs in their respective ministries, thereby enhancing their ability to perform in their official duties as well as to better serve HRDA. In all, nine HRDA-funded training activities have been allotted to members of the Public Sector Pre-Selection Committee.

Like the Private Sector Advisory Board, the Public Sector Pre-Selection Committee also uses a number of sub-committees to perform the various tasks for which the Committee is responsible.

Executive Committee: CPA Director, Representatives from MPCl Cooperation Internationale, MARA and SED.

Pre-Selection Comm: Representatives from MARA, MRAFP and MNEE.

Evaluation Committee: Representatives from MICA, SED, MPCl and MRAFP.

While there is some overlap on membership in the different subcommittees, the number of people proposed per technical ministry is fairly evenly divided. The MPCl and MRAFP, covering a much wider spectrum of responsibilities and needs, each have proportionately larger numbers of candidates proposed. Staff training for CPA in TOT and management is covered under this public sector training. There are two women members of the Committee, who also serve on sub-committees.

C. Conclusions and Findings

- The Advisory Boards currently advise the Mission almost exclusively on training issues, which is the intent of the 1988 PSTNA. However, Training Officers need to make sure that the Boards can contribute their most valuable gift—their knowledge of their sectors—in addition to helping with the administrative aspects of running the HRDA program.
- While the Public Sector Pre-Selection Committee's representatives follow procedures and hierarchical chains which are well established, the PSAB has had to create its own rules as it goes along. The PSAB needs to make sure that the rules and procedures it creates are as "transparent" as the public sector ones are to everyone.
- The detailed needs assessments presented by the public sector committee are possible in part because such activities are a regular and essential part of its their official responsibilities. In contrast, entrepreneurs and training institutions on the private sector committee do not routinely conduct these activities and therefore the assessment process may not be of the same caliber.

- **The PSAB may not represent the full spectrum of private sector concerns, since there are relatively few businesspeople on the subcommittees.**

It is recommended that:

- 1. The scope of the Private Sector Advisory Board be broadened to address not only training issues, but also overall private sector constraints, thus potentially providing input to A.I.D. on a wide range of Mission concerns.**
- 2. Private Sector Advisory Board work be refocused on advisory functions rather than implementation functions (such as developing needs assessment or conducting follow-up efforts).**
- 3. More private sector entrepreneurs be involved, including women, on the Private Sector Advisory Board subcommittees; reduce amount of overlapping membership on subcommittees.**
- 4. Banking sector representative(s) be added to private sector board.**
- 5. Secretarial services be provided to Advisory Committees; be more proactive in assuring quality and usable input.**
- 6. Structure requirements for needs assessments updates for both public and private sectors. Consider contracting with a local consulting firm to handle data gathering and analysis for the Private Sector Advisory Board. Assure that evaluation and follow-up information is provided as input to needs assessments.**

CHAPTER VII

HRDA Program Management

In 1988 when the HRDA program began operations, the Training Office was staffed by a Training Officer and a Training Assistant. Since that time a Secretary, Clerk, and second Training Assistant have been added to the staff.

Since the start of the program, the total number of participants processed by the Training Office grew from 5 in 1988 to 930 in 1989, and then dropped to 522 in 1990. This year, at the current rate, over 650 participants will be handled. The office has been responsible for the programming of over 1600 participants and over \$3,000,000 in HRDA activities (see Appendix 15, HRDA Activity Summary).

Since the program started, there has been a steady increase in U.S. and third-country training from 5 in 1988 to 113 in 1990. Already this year, 64 have been processed for external training. Finally, the number of activities sponsored (Appendix 15, HRDA Activity Summary) grew from 2 activities in 1988 to 46 in 1990, with 21 events already processed in 1991.

A. Training Office Functions and Responsibilities

In addition to the HRDA program, the Training Office manages the AFGRAD and AMDP programs, both now relatively small by comparison (under 30 students a year for overseas training). A new training program, ATLAS, will add some long term participants to the workload, but some centrally-funded support is expected to be available to handle much of the administration. The Mission is also aggressively pursuing the development and implementation of a number of new projects which involve Training Office input and could result in increased future workload. With the HRDA project itself, responsibilities include external relations (Advisory Committees, public relations, government contacts), conceptualization (strategy, new program emphases, program impact), as well as a myriad of administrative duties (PIO/Ps, PILs, PIO/Ts; cables and other communications; participant meetings, program and participant finances, internal reporting).

B. Time Allocation

At the present time, the Training Office staff estimates that between 80 to 90% of their time is spent on HRDA activities. Several of them expressed concern that the time demands of their work did not allow sufficient time for reflection and that administrative functions took a disproportionate amount of time. They estimated that over 75% of staff time is spent on administration, almost all for HRDA; less than 10% of staff time is spent on either external relations or conceptualization (Appendix 16, Training Office Time Allocation—Current (Est) and Proposed). In fact, Training Office staff often work on Saturday, although somewhat less than in the past. Training Office staff and others interviewed noted that for a variety of reasons, the

Training Office now handles a number of tasks in the areas of finance and travel that could possibly be in the domain of other Mission offices.

Because of the time it currently takes to process paperwork, Advisory Committee pre-selection of participants is made for programs that would commence no less than 3 months after final participant selection is made (see Appendix 17, Training Documentation Time Line). Because of the impact which last minute changes in participants make on work load (in addition to potential impact on program effectiveness), the Training Office has emphasized the need for candidates who are "serious" about their interest in and availability for training. In turn they have been requested to remain timely in providing necessary A.I.D. commitments.

C. PTMS

A key tool for the management of the HRDA program is the Participant Training Management System (PTMS). This software program, which is actively used by the Training Office, enables program status overviews and details about U.S. and third country training to be compiled relatively quickly and easily.

The major constraint of PTMS as a system is that it does not handle data for in-country training activities well. Given that 85% of the training participants for Guinea attend in-country programs, this is a major constraint. In addition, as currently configured, PTMS requires that a number of special reports, relevant to HRDA issues, be developed separately by a person conversant with FoxPro or DBase.

Even with these limitations, the Training Office uses the PTMS system extensively. Their records are up to date. The Private Sector Training Assistant has created several special report formats and is currently establishing a format for an in-country participant data base.

Within the current data base, there are several problems caused by variations in data entry:

- Typographical errors in names, dates, amounts
- Different forms of a person's name
- Different abbreviations or listings of institutions

These inconsistencies make some data analyses difficult because it is possible to miscategorize the data. When developing a number of printouts for this evaluation, much time was spent in making decisions on how to sort information to assure completeness of the data runs.

D. Files

Approximately one-third of the files (dossiers) kept for the project were reviewed in this evaluation. This included all files for in-country seminars, a sampling of 11 PIO/Ps for external training (covering about 15-20% of the overall external participants), and Advisory Committee files. File contents for PIO/Ps, PIO/Ts, and PILs seem to document financial and administrative data well, but, as was noted earlier, many lack information and documentation on participants, training needs and program content.

For in-country seminars (especially funded through PILs) there is no requirement to provide a list of participants with employers and contact address. For the PIL, there is also no requirement for a final seminar report and summary of participant evaluation. For external training, there seldom was found a complete description of the objective of the activity, nor a statement of the need/objective of the proposed participant. Important public sector documentation, such as evaluations of the quality of training delivered, is stored at CPA, not in the Training Office.

E. Administration and Orientation

Procedures for the management of the HRDA program are essentially in place. However, the work load is high. In addition to the time spent by the Training Office, the Mission's Chief Accountant and Assistant each spend over 50% of their time on HRDA. The system moves slowly. Three months are typically needed to process paperwork for external activities (Appendix 17). Some grants/contracts for training have taken more than one year to be implemented. With the check mailing procedure from Paris, checks to participants can now be delayed by two weeks if the semi-monthly deadlines are missed. It can take up to a year to close out expenses on U.S. training participants. A few files noted problems with participants receiving expense checks late or with low per diems.

Pre-departure orientation sessions are held for third-country and U.S. participants. Their content varies by number of participants and location. Many are informally done and are essentially social occasions, where the A.I.D. staff discusses expectations to a certain extent but focuses on the public send-off.

F. Conclusions and Recommendations

- The time spent on administrative activities takes away from the time which the Training Office can spend on program management tasks; Administrative tasks account for over 75% of Training Office activities. The Training Office workload is likely to increase with an increase in Mission project activity, so streamlining procedures are essential for paperwork.
- The staff have used the PTMS profitably, despite the inability of the current version to record in-country data. However, errors and lack of consistency in PTMS data that are input by staff can reduce the program's value in program management and increases the time necessary to get the job done.

It is recommended that the Training Office both decrease and make more efficient their current work load in order to take on new activities and to improve/strengthen program management aspects of HRDA. This can be accomplished by:

1. Including Training Office Staff in training programs in areas such as needs assessments, HRDA program management, documentation and data base management.
2. Increasing time for program management activities, especially in institutional support and follow-up, by working with the Executive Officer, Controller and Embassy personnel to

improve work flow efficiencies (including reassignment or elimination of certain tasks) and by decreasing by 10-20% the volume of participants and activities handled by Training Office staff (See Appendix 16 on proposed time allocation by function for Training Office staff).

- 3. Developing management information system for in-country participants based on the PTMS system; correct data base; set up an abbreviations handbook for all data entry (anticipate dovetailing into projected PTMS upgrade due later this year).**
- 4. Developing standard contents for Training Office files which serve program management as well as administration and financial requirements.**

As part of the overall evaluation, much time was spent addressing the issue of “indicators” of program success. Throughout the listing of these recommendations, an attempt has been made to identify types of indicators to consider to measure the results of the Training Office effort. A more complete discussion of indicators has been developed in two appendices, one addressing institutional strengthening (Appendix 13) and the other addressing the issue of overall indicators of program results (Appendix 12).

APPENDIX 1

**Scope of Work
HRDA Evaluation for USAID/Guinea
April/May 1991**

For five weeks a core-funded HRDA Specialist will travel to Guinea to evaluate the progress that USAID/Guinea has made implementing the HRDA project. She will be joined for three weeks by the Private Sector Training Coordinator, and for the duration of the assignment by 2 consultants from Guinea. For one of these weeks this same Specialist will conduct an evaluation of Opportunities Industrialization Center (OIC) which has received funds from HRDA to carry out training activities for women owners of microenterprises.

Background:

In order to enhance the skill capacities of men and women in Guinea, USAID has participated in numerous centrally-funded and regional training projects. Through the Human Resources Development Assistance (HRDA) project, the Mission has emphasized in-country and third-country training, and has set specific goals for increasing the participation of women and private sector participants in USAID-financed training activities. USAID/Guinea first obligated funds for the HRDA project in July 1988 and at this time requires a mid-term evaluation of its HRDA program.

Scope of Work • Part One

Objectives:

The primary objective of this evaluation is to determine whether training provided under HRDA for the period in review is relevant to overall development efforts in Guinea. The evaluation will permit USAID/Guinea to measure the impact of training funded to date and, if necessary, take corrective measures to improve implementation of HRDA program in its remaining years.

Key Questions:

HRDA Goals and Original Training Plan:

- A. The extent to which the HRDA project is achieving its stated goals and targets.
- B. The continued validity of Private Sector Training Needs Assessment and Country Training Strategy conducted in 1988.
- C. Special efforts by USAID/Guinea to ensure increased participation of women and the private sector.

Individuals Trained:

- A. Extent to which the training program is meeting the needs of the individuals trained under it.

- B. Extent to which returned participants are utilizing their training to carry out their duties and responsibilities in the public or private sectors.
- C. Examine problems encountered by returned participants (employee/employer relationships, suitability of job-descriptions [before and after training] supervisor/supervisee relationship).
- D. In collaboration with buy-in funded Training Office Assistant determine adequacy of placement procedures for ensuring appropriate placement of individuals.
- E. In collaboration with buy-in funded Training Office Assistant, determine adequacy of recruitment of candidates and selection processes.
- F. In collaboration with buy-in funded Training Office Assistant determine adequacy of orientation received by participants.

Note: a survey may be developed to assess impact of training

Building Capacity of Local Institutions:

- A. Extent to which the training program is building the capacity of local institutions to conduct improved training activities in the future.
- B. Use of the private sector advisory board and public sector selection committee other training office support organizations.

Follow-on Activities and Impact Indicators:

- A. Extent to which Training Office is following on and maintaining relationships with participants through alumni clubs and short term refresher courses, etc.
- B. Appropriateness and adequacy of benchmarks developed to measure project success

Other:

- A. Adequacy of monitoring and data collection system for the HRDA project (i.e., use of PTMS).
- B. Extent to which the training program is coordinated with other donors.
- C. In collaboration with the Training Office Assistant, determine the adequacy of USAID management of the training program.

Collaboration with Advisory Committees:

Throughout this assessment the evaluator take into consideration that the USAID/Guinea Training Office has been performing an in-house training impact evaluation with the collaboration of its private sector advisory board and public sector selection committee. Under their direction the following activities have been completed:

- A. A brainstorming session with the above two working committees to identify performance benchmark indicators for the HRDA project.
- B. The identification of clear cases of real training impact with regard to the strategic training objectives, target audience and training programs.

The evaluator will review the conclusions reached by the committees on these two issues and in collaboration with representatives from them modify them if necessary. If the committees have developed answers to questions noted in the above section, the Evaluator will not duplicate the efforts but rather incorporate their findings into the overall evaluation report. Their conclusions will become an integral part of the evaluation document.

In addition, in as much as these committees are dedicated to the development of human resources abilities in Guinea, the Evaluator will work as closely as possible with a member of each group and/or debrief both groups prior to departure to build the capacity of these organizations to conduct such an assessment in the future perhaps on an ongoing basis.

Scope of Work • Part Two

OIC Evaluation:

OIC/Guinea has been provided a grant of \$130,000 from their FY 1988 HRDA funds to carry out training activities for women owners of microenterprises, particularly productive enterprises. OIC/Guinea has completed four seminars involving 111 women. As stated in the Country Training Strategy, USAID/Guinea intends to provide an institutional development grant to OIC/Guinea over a five year period. Funding will be provided incrementally. Before making any commitment to extend the grant, USAID/Guinea would like to organize an evaluation of the first year grant. The evaluator will utilize similar questions to those outlined above to assess the success of the first year grant.

Reports:

The evaluator will produce a written report which addresses the issues listed under key questions. A draft of this report will be sent for comments to the Mission no later than one week after returning to the United States. The report will include: an executive summary, a review of the projects success to date and the evidence supporting it, a list of brief conclusions and recommendations which correspond to them.

A much briefer second report will be submitted reviewing the progress made under the grant to OIC and conclusions and recommendations for extending the grant.

APPENDIX 2

Local Consultant Scope of Work April/May 1991

Background

In order to enhance the skill capacities of men and women in Guinea, USAID has participated in numerous centrally-funded and regional training projects. Through the Human Resources Development Assistance (HRDA) Project, the Mission has emphasized in-country and third-country training, and has set specific goals for increasing the participation of women and private sector participants in USAID-financed training activities. USAID Guinea first obligated funds for the HRDA Project in July 1988 and at this time has requested a mid-term evaluation of its HRDA program.

Objective

The primary objective of this evaluation is to determine whether training provided under the HRDA program for the period in review is relevant to overall development efforts in Guinea. The evaluation will permit USAID Guinea to measure the impact of training to date and, if necessary, take corrective measures to improve implementation of the HRDA program in its remaining years.

Responsibilities

The consultant will work with US consultants to:

1. Develop questionnaires for interviews with:
 - Participants
 - Employers/Supervisors
 - Local Training Institutions
 - Local Private Sector Support Institutions;
2. Develop an interview sampling strategy;
3. Participate in setting up schedules, conducting interviews, preparing summaries of interviews;
4. Analyze data, reports, procedures/policies;
5. Work with team members in preparation of report of evaluation, including preliminary findings, conclusions, and recommendations

APPENDIX 3

List of Documents Reviewed

Diallo, Aliou Samba and E. Phillip Morgan: *Analysis of Management Development and Training Needs of High Ranking Public Administration Officers; Republic of Guinea*. Conakry; October 1990.

LeBreton, Jean Michel: *Proposed Training Activities in Guinea*. RHUDO; April 1990.

Duffau, J Marie, LA Fernea and PS Tansuhaj: *USAID/Guinea/HRDA Public Sector Training Needs Assessment and Recommendations for Country Training Strategy*. Washington DC: NASPAA; August 1988.

Orsini, Deborah and David Harmon: *Private Sector Training Needs Assessment*. Washington: Development Alternatives, Inc.; May 1988.

Andriamananjara, Rajaona: *Report on the Role of the Government of Guinea's Centre de Perfectionnement Administratif (CPA)*. Pittsburgh: University of Pittsburgh, International Management Development Institute; November 1990.

USAID: Handbook Ten Attachment 8A: Maintenance Allowance for Third Country Training (TM10:122). 30 April 1990.

USAID: Human Resources Development Assistance (HRDA) Project Paper. Washington DC; July 1987.

USAID/Guinea: Limited Scope Grant Agreement with the Government of the Republic of Guinea. Conakry; July 14, 1988.

USAID/Guinea: Country Training Plans. Conakry: FY 88, 89, 90, 91.

USAID/Guinea: Country Training Strategy FY 1988 - FY 1992. Conakry; April 1988.

USAID/Guinea: HRDA Project Implementation Reports. Conakry: March 1989 and September 1990.

USAID/Guinea: Mission Order 585: Participant Training/General. Conakry: August 12, 1988.

USAID/Guinea: Mission Order 586: Participant Training Follow-up Program. Conakry: December 5, 1988.

USAID/Guinea: Mission Order 587: Participant Training Selection Criteria and Procedures. Conakry: December 5, 1988.

USAID/Guinea: *Pre-Departure Orientation: Senegal*. No date.

USAID/Guinea Training Office HRDA Forms:

- Questionnaire d'évaluation des besoins en formation
- Questionnaire du participant allant en formation
- Questionnaire du participant après formation
- Questionnaire pour l'évaluation du participant (impact)
- Questionnaire d'évaluation pour superviseurs/collègues, post formation

USAID/Guinea: Files on In-Country Training Activities: Private Sector

- PIL 03: Management of Small Enterprises, CNPG
- PIL 12: Women Combatting Drought, Natl Womens Org
- PIL 09: Vegetable Production, MARA
- PIL 11: Management of Womens Coop Movement, Natl. Womens Org
- PIL 17: Project Identification, GFAG
- PIL 15: Management and Accounting for Women Entrepreneurs, AFEG
- PIL 25: Management of Women's Coops-Followup, SED
- PIO/T 90058: Credit Management, CNPIP/Arthur Young
- POI/T 80017: For Women SME Owners, OIC
- PIO/T 90031: Entrepreneurship Workshop, MSI

USAID/Guinea: Files on In-Country Training Activities: Public Sector

- PIL 04: Ag Statistics, MARA
- PIL 06: Pedology, MARA
- PIL 07: Meteorology, MARA
- PIL 10: Public Finance, CPA
- PIL 16: Women in Cooperative Movement, SED
- PIO/T 80006: CNPIP Staff Development, Chemonics
- PIO/T 90040: Management of Administrative Unit: CPA/RHUDO
- PIO/T 90041: Training of Trainers, CPA/RHUDO
- PIO/T 90052: Women In Development, CPA/AMI-IMPACT
- PIO/T 90008: Market Town and Rural Growth: SED/CPA/RHUDO
- PIO/T 90009: Market Town and Rural Growth Followup: RHUDO

USAID/Guinea: Files on US/Third-Country Training Activities: Public and Private Sector

- PIO/P 675-0463-1-9004: Training of Trainers (7 participants).Dakar: CESAG; November 1989.

- **PIO/P 675-0463.75-80015: Training of Trainers (Abou Sidibe). Abidjan: GIGE; January 1989.**
- **PIO/P 675-0463-1-09010: Management (6 participants). Dakar: CESAG; March 1991.**
- **PIO/P 675-0463-1-90087/90089: Regional Conference on Financing and Management of Infrastructure for Local Economic Development (4 participants). Lome: RHUDO; October 1990.**
- **PIO/P 675-0463-1-90112: Management of Privatization (Sekou Camara). Atalanta: AMI Impact; MArch/April 1991.**
- **PIO/P 675-0463-1-90128: Chamber of Commerce Study Tour (3 participants). USA; March 1991.**
- **PIO/P 675-0463-1-90097: World's Fair (5 participants). Dakar; December 1990.**
- **PIO/P 675-0463-1-90103: Computers in Management (2 participants). Abidjan: CAMPC; February 1991.**
- **PIO/P 675-0463-1-90101: Training Management (9 participants). Abidjan: CAMPC; March 1991.**
- **PIO/P 675-0463-1-90106: Marketing and Sales Management (Oumou Diallo). Abidjan: CAMPC; January 1991.**
- **PIO/P 675-0463-1-90077: Privatization Management and Implementation (5 participants). Washington: Intrados/IMG; June 1990.**

APPENDIX 4

**Individuals Interviewed
(With HRDA Activity Attended; Training Provider)**

Participants

**Ms. Charlotte Laurence, President of CFIACE
Management for Women Entrepreneurs, CAMPC, Abidjan**

**Hadja Mariama Deo Balde, Secrétaire Générale, SED
WID, AMI-Impact in Atlanta and in Conakry**

**Ms. Mariama Telli Diallo, Animatrice in Kindia, MARA
Vegetable Production and Group Management, MARA**

**Mr. Sidibe Abou, CNPG, Chef de Division
TOT, CIGE, Abidjan**

**Mr. Aguibe Béréte, Conseiller Division de Promotion, CCDE
Public Administration, CESAG, Dakar**

**Mr. Laho Barry, Head of Administration and Finance, CCIAG
Conference on Financing of Local Infrastructure, Lomé**

**Captain Thiana Diallo, President, CCIAG
Study Tour, USA**

**Mr. Lansana Fofana, Head of Promotion, CCIAG
Study Tour, Trade Fair, Dakar**

**Mr. Hady Thiam, Director Division Research and Documentation, CNPIP
CNPIP Staff Training Conakry; Study Tour on Documentation, USA**

**Mr. Jean-Luc Mansare, Forecasting Division of SENASOL
FAO/MARA Soil Classification Seminar, Conakry**

**Mr. Thiany Toure, Section Chief SENASOL, MARA
Management of Services de Documentation, IPD, Ouagadougou**

**Mr. Sekou Bayo, Division Chief of Infrastructure, MPC
Privatization, IMG-Intrados, USA**

**Mr. Ibrahima Diallo, Sectoral Strategy Division, MPC
Public Administration, IDEP, Dakar**

**Mr. Sekou Tall, Advisor at MRAFP, Office of Strategic Programs for Administrative Reform
Development Economic Planning, IDEP, Dakar**

**Mr. Mohammed Bill Camara, Director of Office of Strategic Programs for Administrative Reform
Management, CESAG, Dakar**

**Mrs. Francoise Diallo, APEK, Kindia
Management for SMEs, CNPG, Kindia**

**Hadja Marie Sylla, President of Women's Coop in Coyah
Vegetable Production and Group Management, Coyah, MARA**

**Mrs. Mmah Sylla, Spokesperson for Women Farmers Group of Toguiron
Vegetable Production and Group Management, Coyah, MARA**

**Mr. Doumbouya Sangfan, Owner: Sangfan Carpentry
Management for SMEs, CNPG, Kindia**

**Mr. Thierno Oury Bah, Owner, TOB Pharmacy
Management for SMEs, CNPG, Kindia**

**Mr. Morlaye Toure, Division Chief for Human Resources, CNPG
TOT, CESAG, Dakar**

**Ms. Sarata Diallo, Owner of International Express and Continental Transit
Entrepreneurship Workshop, MSI, Conakry**

**Mr. Mohammed Camara, Director General of SOGRECI-Guinea
Entrepreneurship Workshop, MSI, Conakry**

**Mr. Amara Camara, Surveyor, Genie Rural, MARA
Surveying Course, ENSTP, Yamoussoukro**

**Mr. Amadou Bailo Diallo, Surveyor, Ministry of Housing and Urban Affairs
Surveying Course, ENSTP, Yamoussoukro**

**Mr. Moussa Sangiana Camara, Surveyor, Genie Rural, MARA
Surveying Course, ENSTP, Yamoussoukro**

**El Hadj Amadou Sow, General Secretary at MPC
Management of Administrative Units II, RHUDO, Conakry**

**Mrs. Djenabou Sy Kante, Owner, Racky Teinture
Study Tour, Morocco & Business Management: CAMPC, Abidjan**

Hadja Tete Nabe, President of GFAG
Project Identification, GFAG with CNPG, Conakry

Association des Anciens Etudiants et Stagiaires Managers de Guinee (Alumni of CESAG
Management Courses financed under HRDA)

Supervisors

Mr. Diao Diallo, Director of Prefectoral Agricultural Services - Coyah, MARA
on Vegetable Production and Group Management, MARA

Mr. Mamadi Camara, Director of SENASOL
on Soil Classification , MARA/FAO

Mr. Lasana Bangoura, Section Chief for Cooperatives, Rural Promotion Unit in Kindia, MARA
on Vegetable Production and Group Management, MARA

Mr. Mohammed Bill Camara, Director of Office of Strategic Programs of Administrative Reform
on Development Managment, University of Pittsburgh

Support Institutions

Mr. Himi Yansane, Director Genral, CNPIP

Captain Thiana Diallo, President of CCIAG

Mr. Mamadou Cire Diallo, Director OIC-Guinea

Mr. Aliou Conde, Director CNPG

Mr. Moussa Kone, Director of CPA

USAID/Guinea

Mr. William Kashak, Director

Mr. Steve Grant, Human Resource Director

Mr. Moustapha Diallo, Training Officer

Mr. Alpha Souleymane Diallo, Training Assistant Private Sector

Hadja Arabyou Diallo, Training Assistant Public Sector

Mr. Mohamed Kone, Technician Clerk

Mr. Boubacar Keita, Chief Accountant

Mr. Louseny Kouyate, Project Accountant

Private Sector Advisory Board: 6 members

Public Sector Pre-Selection Committee: 5 members

APPENDIX 5
Training Status Report for HRDA Project

REPORT DATE: 04/22/91
 TIME: 17:52:00

 USAID / GUINEA - HRD OFFICE

Page no: 15

Report: DURATION OF TRAINING REPORT

Training Status Report for HRDA Project

Project No. 690-0463.75

REPORT SUMMARY

TRAINING OBJECTIVES:

Academic: 12 > Bachelor's: 0 Masters: 9 PhD: 0 DES/DIP/DIT/DESS: 3 DT: 0 ING: 0
 Technical: > Certificate: 251 Observational Study Tours: 6 Conferences: 4 Not Available: 5
 In-Country Seminars: 1,419

IMPACT INDICATORS

Sector	Zone	Men	Women	Total Zone Parts	Total Sector Parts	Women in Sector	Women % of Sector	Sector % of Total	Funding	Sector Funding	Women Funding	Women % of Sector Funding	Sector % of Total Funding
Private Sector	: US & TC	62	47	109	985	631	69.7%	53.9%	9924,379	8561,326	8196,185	58.8%	29.5%
	: In-Country	212	584	796									
Public Sector	: US & TC	132	19	151	774	152	19.6%	46.1%	92,213,712	91,761,139	9168,859	12.8%	78.5%
	: In-Country	498	133	633									
TOTALS:		896	783	1,679			46.6%		93,138,091		9727,941	23.2%	

Training Zone	In-Proc	Short Men	Term Women	Med. Men	Term Women	Long Men	Term Women	Total Parts	Zone % of Total	Women % of Total	Funding	Women Funding	Women % of Funding	Zone % of Funding
US Participants:	5	45	15	6	1	5	0	77	4.6%	20.8%	91,236,152	9191,217	15.5%	39.4%
Third Country:	0	75	43	48	7	10	0	183	10.9%	27.3%	91,886,313	9173,747	16.8%	34.6%
In-Country:	0	782	717	0	0	0	0	1,419	84.5%	58.5%	9815,626	9412,124	58.5%	26.0%
TOTALS:		5	822	775	54	0	15	1,679	46.6%	93,138,091	9777,988	24.8%		

App-13

APPENDIX 6
Training Seminars Report

REPORT DATE: 04/19/91
Time : 12:41:18

USAID/GUINEA TRAINING OFFICE

Page no:1

NRDA PROJECT (698-0463.75)

Report for Completed Training Seminars as of: April 19, 1991

<u>Activity</u>	<u>Seminar Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>DOC. Type</u>	<u>Doc. No.</u>	<u>Participants</u>			<u>Funding Amount</u>	<u>Private Sector</u>	<u>Training Sponsor</u>
						<u>Men</u>	<u>Women</u>	<u>Total</u>			
SEMINAR	MNGMNT OF SML ENTPRS,CKY,KDIA	05/15/89	10/21/89	PIL 3	168	30	198	\$36,000	Y	CNPG	
		Comments: FY88;CNKRY(5/15-19;6/16-22;9/11-16) KINDIA(6/20-24;8/18-23;10/16-21)									
SEMINAR	WOMEN COMBATTING DRGHT,FARANAH	08/30/89	09/04/89	PIL 12	0	60	60	\$8,810	Y	NATL WOMENS ORG	
		Comments: FY88									
SEMINAR	VEG PRODUC, KKAN-LABE-DBA-COYA	09/10/89	10/30/89	PIL 9	0	200	200	\$25,300	Y	MIN OF AG (MARA)	
		Comments: FY88									
SEMINAR	MGMNT WOMENS COOP MVHNT, MANOU	09/11/89	09/15/89	PIL 11	0	36	36	\$12,100	Y	NATL WOMENS ORGNZTION	
		Comments: FY88									
SEMINAR	PROJECT IDENTIFICATION CONAKRY	12/09/89	12/16/89	PIL 17	0	40	40	\$9,185	Y	GFAG	
		Comments: FY89									
SEMINAR	MNGMNT & ACC FOR WMN ENTREP	03/20/90	03/27/90	PIL 15	0	40	40	\$9,700	Y	GUINEA WOMEN ENTREPRE	
		Comments: FY 89									
SEMINAR	ON CREDIT MANAGEMENT	04/06/90	04/09/90	PIO/T 80058	24	10	34	\$54,915	Y	CNPIP/ARTHUR YOUNG	
		Comments: ORGANIZED BY CNPIP AND DUBBLEBY/ARTHUR YOUNG CONAKRY 04/06-09/90									
SEMINAR	FOR WMN SME OWNERS	07/30/90	12/01/90	PIO/T 80017	0	111	111	\$130,000	Y	DIC/GUINEA	
		Comments: FY88 ORGANIZED BY DIC/GUINEA IN LABE KANKAN GUECKEDOU AND CONAKRY									
SEMINAR	ENTREPRENEURSHIP WORKSHOP	11/05/90	11/16/90	PIO/T 90031	20	15	35	\$65,000	Y	MANAGEMENT SYSTEM INT	
		Comments: FY89 ORGANISED BY MSI IN CONAKRY									
SEMINAR	FLMUP ON MNGMENT OF WMN COOPS	01/13/91	01/18/91	PIL 25	0	42	42	\$12,043	Y	SED IN PITA	
		Comments: ORGANIZED BY SED IN PITA 01/13-18/91									

Totals for PRIVATE Sector Participants: Men = 212 Women = 584 Total Participants: 796 Funding: \$363,053

REPORT DATE: 04/19/91
Time : 12:41:18

USAID/GUINEA TRAINING OFFICE

Page no:2

HRDA PROJECT (698-0463.75)

Report for Completed Training Seminars as of: April 19, 1991

PUBLIC SECTOR ACTIVITIES

SEMINAR	DESCRIPTION	START DATE	END DATE	PROJECT	MEN	WOMEN	TOTAL	FUNDING	STATUS	AGENCY
SEMINAR	CNPIP STAFF DEVELOPMENT	03/06/89	07/31/89	PID/T 80006	12	2	14	\$240,000	N	USAID
		Comments: SEMINARS HELD TWICE 03/06-07/31/89 & 04/17-05/04/90								
SEMINAR	AG STATISTICS 4/89, KINDIA	04/24/89	04/29/89	PIL 4	51	0	51	\$8,800	N	KIN. OF AG. (MARA)
		Comments: FY88								
SEMINAR	PUBLIC FINANCE, CONAKRY	06/15/89	08/12/89	PIL 10	84	13	97	\$15,270	N	MIN OF AG (MARA)
		Comments: FY88								
SEMINAR	METEOROLOGY, KAN KAN	10/09/89	10/13/89	PIL 7	14	2	16	\$2,795	N	MIN OF AG (MARA)
		Comments: FY88								
SEMINAR	PEDDOLOGY, CONAKRY	11/02/89	11/08/89	PIL 6	55	2	57	\$4,800	N	MIN OF AG (MARA)
		Comments: FY88								
SEMINAR	ON MNGNT ADMINISTRATIVE UNIT	12/04/89	12/08/89	PID/T 90040	28	0	28	\$13,120	N	CPA/RHUDD
		Comments: ORGANIZED BY CPA/RHUDD ABIDJAN CONAKRY 12/04-08/89								
SEMINAR	WOMEN IN THE COOP MOVEMENT	12/11/89	12/18/89	PIL 16	0	50	50	\$13,735	N	SECRET FOR DECENT
		Comments: FY89 ORGANIZED BY THE SED								
SEMINAR	ON TRAINING OF TRAINERS	01/15/90	01/19/90	PID/T 90041	16	4	20	\$10,800	N	CPA/RHUDD
		Comments: ORGANIZED BY CPA/RHUDD CONAKRY 01/15-19/90								
SEMINAR	WOMEN IN DEVELOPMENT	02/19/90	03/09/90	PID/T 90052	0	30	30	\$61,610	N	CFA
		Comments: FY89 ORGANIZED BY CPA AND AMI-IMPACT ATLANTA								
SEMINAR	MARKET TOWN AND RURAL GROWTH	05/07/90	05/11/90	PID/T 90008	130	10	140	\$36,000	N	SED/CPA/RHUDD
		Comments: ORGANIZED BY SED/CPA/RHUDD CONAKRY 05/07-11/90								
SEMINAR	FLWUP ON MARKET TOWN & RURAL DVLP	04/08/91	04/19/91	PID/T 09009	100	20	120	\$45,643	N	USAID/RHUDD
		Comments: 2 SEMINARS HELD IN GUECKEDOU (04/08-11/91) & PITA (04/16-19/91)								

Totals for PUBLIC Sector Participants: Men = 490 Women = 133 Total Participants: 623 Fundings: \$452,573

Totals for Completed HRDA Project Seminars

	Men	Women	% of Total:	Grand Total	Sector % of Total:	Total Funding
Private Sector Participants:	212	584	73.4%	796	56.1%	\$363,053
PUBLIC Sector Participants:	490	133	21.3%	623	43.9%	\$452,573
GRAND TOTALS ALL PARTICIPANTS:	702	717	50.5%	1,419		\$815,626

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APPENDIX 7

**Mission d'évaluation du projet HRDA
Questionnaire/Participants**

Nom et Prenoms _____

Service/Organisation _____

Seminaire en discussion (titre/lieu/date) _____

Nature de l'organisation _____

En quoi consistent vos responsabilites _____

Qu'est-ce qui a suscite votre participation a cette activite? (peut etre un probleme, situation ou changement.) _____

Quels seraient les indicateurs cles pour mesurer le degre de resolution du probleme ou de correction de la situation de depart? _____

Suite a votre participation a l'activite USAID, est-ce que la situation de depart s'est transforme?

Citez 2 ou 3 resultats obtenus depuis votre participation a l'activite USAID (indicateurs): (aussi, precisez les resultats non-attendus) _____

Peut-on attribuer ces changements a votre experience avec USAID, ou y'a-t-il d'autres causes possibles pour ces changements? _____

Avez vous participe a d'autres activites organisees par USAID? Pouvez-vous faire une comparaison? _____

Quelles appreciations faites vous de l'activite a laquelle vous avez participe, du point de vue: (attribuer un valeur de 1 à 4: 1=mauvais, 2=passable, 3=bien, 4=tres bien.)

- _____ Organisation logistique
- _____ Maitrise du sujet par l'organisation
- _____ Choix de methodes et techniques de l'activite
- _____ Quantite suffisant de supports materiels
- _____ Qualite des supports materiels
- _____ Niveau des autres participants

Quels changements suggereriez-vous pour rendre plus efficace le programme USAID?

Maintenez-vous des contacts avec d'autres personnes impliquees a cette activite? _____ Si oui, quelles appreciations font-ils de l'activite? (Donnez, si possible, quelques exemples de succes ou de difficultes enregistres par eux) _____

Quelles sont les compétences clés que vous croyez nécessaires à développer pour améliorer votre travail? _____

APPENDIX 8

Participant Interview Response Summary

1. Summary Characteristics of Participants Interviewed:

	Men	Women	Total
<u>Sector</u>			
Private	3	7	10
Public	11	2	13
Support Institution	<u>7</u>	<u>0</u>	<u>7</u>
TOTAL	21	9	30

<u>Location</u>			
In-Country Training	5	6	11
3rd-Country Training	11	2	13
3rd-Country Tour/Conference	2	0	2
US Training	1	1	2
US Tour/Conference	<u>2</u>	<u>0</u>	<u>2</u>
TOTAL	21	9	30

<u>Activity Type</u>			
Business Management			8
Technical			7
General Management			6
Public Administration			3
Policy			2
Training of Trainers			2
Business Promotion			<u>2</u>
			30

2. Predeparture Objectives and Training Results:

	YES	NO
Established pre-departure training objectives or indicators	18	12
Achieved training objectives	17	13
Experienced unintended results	12	18

3. Attended Other Training

	YES	NO
Yes, USAID Sponsored	12	17
Yes, but under other Sponsorship	8	19

4. Summary List of Predeparture Objectives and Indicators

- prepare self for new responsibilities/activities in organization (4)
- improve skills in existing job (8)
- gain knowledge about enterprise management
- learn ways of financing infrastructure construction locally
- learn language of occupation
- better manage employees
- correct management problem
- et contacts

5. Summary List of Objectives Achieved and Unintended Results

- monthly budgeting for business
- more realistic project development
- better time management (3)
- clients increase land under production
- able to create 2 publications
- learned terminology
- was able to make decision and draw up implementation plans for privatization
- able to do job more effectively; less time, better quality (3)
- work product qualitatively better (2)
- better coordination of work (2)
- more participative style (2)
- accept criticism better
- 50% reduction in production time
- increased product line
- more confidence in approaching financial institutions
- have constructed storeroom and have functioning grain bank
- separates personal and business accounts (2)
- does own accounting; estimates 50,000 FG/up savings
- renegotiated bank loan
- started new business
- reduced average collection period from 3 months to 1 month
- decided to eliminate practice of giving away product
- instituted work plans in business
- planning to install computerized tracking system for business
- broadened network of business contacts (2)

- **better client relations, respect appointments**
- **makes backup plans**
- **changed jobs because of skills acquired**
- **learned new skills (2)**
- **started support organization**
- **keep books**
- **new jobs created**
- **environment does not allow application currently (3)**
- **missed promotion opportunity due to absense**
- **expressed lack of interest in correcting other financial difficulties**

APPENDIX 9

In-Country Seminars: Per Participant Costs

<u>SUBJECT TYPE</u>	<u>TRAINING INST</u>	<u>NO.PART</u>	<u>COST</u>	<u>COST/PART</u>
<u>Public Sector</u>				
Technical	local	51	\$ 8,800	\$ 172
Finance	local	97	15,270	157
Technical	local	16	2,795	175
Public Admin.	local/regional	28	13,120	469
Management	local	50	13,735	275
Train Trainers	local/regional	20	10,800	540
Business/gen. Mgt.	local/international	30	61,610	2,054
Rural/Econ. Dev.	local/regional	140	36,000	257
<u>Private Sector</u>				
Business Mgt.	local	198	\$36,000	\$ 182
Technical	local	60	8,810	147
Tech, Mgmt	local	200	25,300	126
Management	local	36	12,100	336
Project, Feasability Studies	local	40	9,185	230
Mgt./Acctg.	local	40	9,700	242
Credit Mgt.	local/international	34	54,915	1,615
Business Mgt.	local	111	60,000	540
Entrepreneurship	international	35	65,000	1,857
Management	local	42	12,043	287

APPENDIX 10

Training Benchmarks and Indicators*

Evaluation of Training

1. What changes in job behavior resulted from the program?
2. What were the tangible results of the program?

Benchmarks and Indicators

BEHAVIOR	On an overall basis, to what extent has the participant's job behavior changed since the program?
SUPERVISORY AREAS	Order giving Training Decision-making Initiating change Appraising employee performance Preventing and handling grievances Communication Attitude toward job Attitude toward subordinate Attitude toward management
RESULTS (IN A GIVEN TIME)	Reduced turnover Reduced costs Improved efficiency Reduction in grievances Increase in quality of production Increase in quantity of production Improved morale Reduced accident rate

Individual and Group Performance and Behavior Measures

QUANTITY	Where work is more structured, it is possible to measure quantity of work by counting outputs: number of units assembled; letters typed; forms processed; claims processed; sales registered.
QUALITY	Can be measured in production operations: Units rejected; reworks percentages; waste indices; number of clerical errors.

BEHAVIOR **Lateness: frequency and degree**
Absenteeism rate
Voluntary quitting rates
Number of grievances
Morale/climate of workplace

***As identified by USAID/Guinea Training Office and PSAB; 1991.**

APPENDIX 11

USAID/Guinea: Human Resources Development Indicators

Objective	Indicators	Data
1-Enhance the growth and strengthen Private Human Resources.	1-a: 50% increase number of trainees in Private Enterprises by 1995 1-b: 5% increase of female participation among trained entrepreneurs (from 46% to 51% by 1995) 1-c: 40% increase of employment generation of targeted Private enterprises by 1995	- Mission - Private Sector Advisory Board
2-Strengthen local Training Institutions	2-a: 100% increase number of trained trainers 2-b: 100% increase number of trained participants by local TRG Institutions by 1995 2-c: 50% increase number of training programs developed by training institutions	- Mission - Local Training Institutions - ONFPP
3-Build/strengthen Entrepreneurs Micor/ SME business management skills with increased participation of women entrepreneur	3-a: 25% increase total sales of targeted Private Enterprises by 1995 3-b: 50% increase quantity of diversified production of targeted entrepreneurs by 1995	- Mission - CCDE - Chamber of Commerce
4-Improve credit Management skills	4-a: 200% increase number of trainees 4-b: 100% increase number of entrepreneurs having access to bank loans	- Mission - Other Donors - CCDE - Banks
5-Provide qualified technical, Scientific and Managerial personnel and policy planners	50% increase number of trainees by 1995	- Mission - Ministries

Objective	Indicators	Data
6-Develop training programs with behavioral objectives	6-a: 500% increase of number of annual programs according to groups' needs by 1995 6-b: 100% increase number of supervisors adopting such practices as participatory management style by 1995	- Mission - Ministries

APPENDIX 12

**Program Indicators
Effectiveness, Efficiency and Impact**

The purpose of these indicators is two-fold:

- for program management purposes at an operational level, is the program operating at an acceptable level of efficiency and effectiveness; if not, where are the trouble spots; and
- for program management purposes at the strategic level, is the program having its intended impact both near-term and longer-term; is this a good use of funds.

I. Internal Operations

A. Recruitment

1. Number of contact points by type for advertisement, information on HRDA program (# radio announcements, # letters sent (and to whom), # locations where informational brochures available (and where)). Use criterion of "X" contacts by type as minimum acceptable or % increase in # by type for each program cycle (perhaps every 6 months).
2. Total number of applications received; number of complete applications received. Use criterion of "X%" increase over previous program cycle (perhaps every 6 months).
3. Diversity of applications, such as male/female ratio, Conakry/non-Conakry ratio, by target group (Ministry, business sector, etc), by referring organization (traditional-Chamber of Commerce, GFAG; non-traditional-Peace Corps). Use criterion of minimum % desired or % increase over previous program cycle (6 months).

B. Selection

1. Completeness, clarity of pre-selection criteria and documentation provided by Advisory Committees. Use criterion of minimum acceptable level for each; for each pre-selection activity.
2. Number of pre-selected candidates that turn down opportunity for training. Use criterion of targeted maximum number of refusals acceptable; for each pre-selection activity.
3. Number of non-concurrences by USAID of pre-selection candidates. Use criterion of targeted maximum number of USAID ineligible candidates; for each pre-selection activity.

C. Placement

1. Number of participants receiving paperwork, checks on time. Use criterion of minimum % of acceptable late completions; measure every 6 months.

2. Number of misplacements (persons leaving course; persons attending course not requested; persons indicating inappropriate placement). Use criterion of minimum number or % of acceptable misplacements. Measure every year.
3. Percentage of dossiers complete with administrative, financial, and training materials specified by Training Office as necessary for program management purposes. Use criterion of targeted minimum % of complete dossiers; consider increasing % over time. Measure every 6 months.

D. Administration

1. Percentage completeness, accuracy of PTMS data and reports. Use criterion of % acceptable errors; consider reducing % over time. Initially measure monthly or quarterly with 100% check; reduce amount of checking over time with increasing completeness/accuracy.
2. Percentage reduction in paper processing time or % of front-end training documentation completed within agreed upon processing time (currently 8 weeks). Use criterion of maximum % of late documents acceptable; consider reducing % over time. Measure every 6 months.
3. Percent reduction in per participant costs for in-country training. Use criterion of "X%" reduction over current levels for training done by local, local/international, international organizations. Measure yearly.

II. External Results

A. Outputs

1. Number and/or % of persons trained per target group and type of training (women, private sector, ministry, employment level, etc). Use criterion of targeted % per program strategy/plan. Measure annually.
2. Total and % budget allocation per target group and type of training. Use criterion of targeted % per program strategy/plan. Measure annually.
3. Number and/or % of programs/activities per key skill area; number of persons and/or % trained per key skill area. Use criterion of targeted % per program strategy/plan. Measure annually.

B. Post-Training Outcomes: changes in knowledge, skills, attitudes (KSA)

1. Number/percentage of participants identifying or demonstrating new KSAs. Use criterion of targeted acceptable % changes by type of change (knowledge, skills, attitudes). Measure quarterly for each in-country seminar and for all third-country/US activities by training institution.

2. Number/percentage of participants identifying potential application(s) for new KSA. Use criterion of targeted acceptable %. Measure quarterly for each in-country seminar and for all third-country/US activities by training institution.
3. Number/percentage of participants achieving some or all of pre-training objectives. Use criterion of targeted acceptable %, starting from current base of 60% overall; increase targeted % over time. Measure quarterly as above.

C. Short Term Actions: application of new knowledge, skills, attitudes.

1. Number/percentage of participants making changes at work based on new KSAs. Use criterion of targeted % of participants identifying changes in work approach. Measure quarterly during followup with participants between 3-6 months out of training.
2. Number/percentage of new activities or broadening of old tasks by task/activity type (eg. more participative management, conducted new type or more complex analysis, start keeping accounting books, form informal advisory committee). Use criterion of targeted % of new/broadened activities by skill type based on training strategy/plan. Measure quarterly as above.

D. Short and Long Term Impact: results from application of new knowledge, skills, attitudes.

1. Level and percent change in demand for services or product; change in number of jobs;
2. Level and percent change in profits or production costs;
3. Scope and percent change in client base; product line;
4. Level and percent change in quality of service or product (effectiveness): export quality; number of reworks; number of units rejected or returned;
5. Level and percent change in quantity of service or product (effectiveness): number of clients seen; number of units assembled; number of forms processed;
6. Level and percent change in time necessary to produce service or product (efficiency): time management; overtime billings; on-time delivery rates; paperwork approval time;
7. Scope and percent change in work environment: coordination of tasks; understanding of work; participation rates; grievance filing rates;
8. Number and percentage of participants qualifying for or receiving bank loan, promotions, admission for advance study, commendations or prizes, etc.;
9. Number, rate and type of policy changes, constraints reduced in participants' organizations.

APPENDIX 13

Suggested Indicators for Institutional Strengthening

Part One: Setting Goals

Institutional strengthening programs rarely strive to completely overhaul an organizations; they more commonly seek to improve the functioning of one or more aspects of an institution, or to add functions to an institution to improve its effectiveness. Before choosing the intervention most likely to result in correcting the problem, planners need to clearly define what the new-and-improved institution looks and acts like.

The list below shows a number of common goals for institution strengthening for the types of training institutions with which USAID Guinea works. These training institutions should be capable of:

- designing quality training courses / programs
- delivering quality training courses / programs
- marketing its courses / programs successfully
- putting on seminars
 - logistically
 - managerially
- developing programs "sur mesure"
- defining the needs of their target clients appropriately
- evaluating quality of training program delivered
 - evaluate someone else's training
 - auto-evaluation
- evaluating MT and LT impact of courses
- developing materials (qualitative and quantitative)
- conducting studies on training topics xyz
- carrying out strategic plan for itself
- creating strategies to respond to client group's needs
- accomplishing its plans within its means

Support organizations differ in their attributions, but often are targeted for institutional strengthening assistance in:

- staying responsive to their target clients' needs
- marketing their services
- offering quality services
- maintaining quality of service

Part Two: Identifying the Indicators

Once the goals for the institutional strengthening assistance have been negotiated between USAID and the institution itself, indicators for assessing when the goal has been reached need to be identified. These indicators are not the same as training objectives for particular activities—they

are rather the means which one uses to describe the performance of the organization in terms of the goals.

The following examples highlight the variety of indicators that can be used to measure particular institutional strengthening goals. Essentially, one asks the question:

"How can one tell if the organization is capable of...

... designing quality training programs?

By looking at: years they've been in business; repeat clients of the courses; qualifications of their trainers and course developers; relationships they have with other organizations; quality of the closest competition.

... defining the needs of their target clients?

By looking at: results of participant evaluations; demand for the course, as well as course sign-up waiting lists; the frequency and ease of adapting course; successful implementation of course learnings, absence/presence of individual needs assessments.

... staying responsive to their target clients' needs?

By looking at: number of times they do surveys; correlation between expressed member needs to program offered; procedures of member liaison office; existence of member relations office; existence of special advantages to members; number of new memberships with x period.

The two major questions used in setting goals and indicators for institutional strengthening activities are, to conclude:

"What is the new, improved institution like?" (goals)

"How will one know it when one sees it?" (indicators)

Other examples of indicators which may be helpful for gauging the performance of an institution on goals noted above could also include the following (though this is not an exhaustive list):

- number courses offered
- number participants
- number certified trainers
- number repeat customers
- Cost/Benefit indicators:
 - cost per numbers
 - cost per quality
 - cost per "The Best"
- number co-trained courses
- level of self-sufficiency
- conduct/use of assessments
- conduct of follow-up
- number co-trained courses

APPENDIX 14
Advisory Board Members

POSITION	NAME	AFFILIATION
Private Sector Advisory Board		
President	Mohamed Dorval DOUMBOUY	ACCIAG
Vice Pres.	Souleymane Yeleta DIALLO	CNPG
Gen. Sec.	Fode CONTE	CCDE
Dep.Gen.Sec.	Mamadou Cire DIALLO	OIC
	Alhousseine THIAM	CNPIP
	Kourahoye DIALLO	GUINEE FLEUR
	Dr Lansana FOFANA	CCIAG
	Mamadou DIAWARA	YOGUI
	Hadja Tete NABE	GFAG
	Ramatoulaye SOW	AFEG
	Fode Oumar TRAORE	UNEBTP
	Souleymane CISSE	UNTRG
	Bandian SIDIBE	SCULPTEUR
Public Sector Preselection Committee		
President	Moussa KONE	CPA
	Ahmed Tidjane DIALLO	CPA
	Ms. Mariama Kesso DIALLO	CPA
	Sekou DIABY	MRAFP
	Ousmane Afia DIALLO	MICA
	Ramos Moriba CAMARA	MARA
	Houdy BANGOURA	SED
	Fausto KAMANO	MICA
	Vitiades TOURE	MKNE
	Sekouba CONDE	MEF
	Ali Saliou KEITA	MPCI

APPENDIX 15

HRDA Activity Summary by Year Implemented

DATES	COURSE NAME	INSTITUTION	# PARTICIPANTS		
			TOT	PRIV	WOMEN
1988					
10/30 - 11/18	Entrepreneurship	MSI/CESAG	2	2	0
11/14 - 12/02	Business Mgt/Adm	CAMPC	3	2	3
TOTAL 1988	(2 events)		5	4	3
1989					
01/08 - 01/12	Transport/Rural Roads	ENSTP Yamous.	2	0	0
01/09 - 01/30	Training of Trainrs	CIGE	2	2	1
03/06 - 03/23	Training of Trainers	CAMPC	1	1	0
03/06 - 07/31	CNPIP Staff Devel, (2x)	USAID	14	0	2
04/16 - 04/28	Marketing	CAMPC	1	1	1
04/24 - 04/29	Ag Statistics	MARA	51	0	0
05/15 - 10/21	SME Mgt. (6x: Cky, Kin)	CNPG	198	198	30
06/12 - 06/30	Educ/Programmed Lrng.	IPD Ouaga	1	0	0
06/15 - 08/12	Public Finance	CPA/MARA	97	0	13
06/17 - 08/19	Soc Science (interdisc)	Atlanta Univ.	1	0	0
06/17 - 08/19	Public Administration	Atlanta Univ.	1	0	1
06/21 - 06/23	Business Mgt.	IPD Ouaga.	1	1	0
07/03 - 07/31	Ophamology	Univ Dakar	1	1	0
07/30 - 08/05	Business/org Devel.	CAPEN Abidjan	1	1	0
08/30 - 09/04	Women Combat. Draught	AFEG	60	60	60
09/10 - 10/30	Veg.Production (3x)	MARA	200	200	200
09/11 - 09/15	Women Coop. Movement	AFEG	36	36	36
09/11 - 09/18	Comm/Print/Publish	CAMPC	1	1	0
09/11 - 10/02	Artisanal Tech.	INSEA Rabat	1	1	1
09/25 - 09/28	Economic Devel.	CAMPC	4	0	0
10/01 - 10/01/91	Financial Mgt.	CESAG	2	0	0
10/05 - 07/30/91	Accounting	CESAG	1	1	0
10/06 - 11/24	Business Mktg	CAMPC	1	1	1
10/06 - 07/30/90	Energy	EIER Ouaga	1	0	0
10/06 - 07/30/90	Hydroelectric Energy	EIER Ouaga	1	0	0
10/07 - 10/18	PSAB Obs. Tour: Ag	Kaolack	7	7	1
10/07 - 10/20	Privatization	IMG Intrados	5	0	1
10/09 - 10/27	Business Mgt	CAMPC	4	4	0
10/09 - 10/13	Meteorology	MARA	16	0	2

10/10 - 10/10/91	Econ/Econ Statistics	ISSEA Yaounde	2	0	0
10/16 - 10/26	Coops Obs. Tour	Niamey	5	5	1
10/16 - 10/26	Ag. Coops	FAO Niamey	1	1	0
10/26 - 02/28/90	Public Admin.	CESAG	1	1	0
10/26 - 11/24	Training of Trainers	CESAG	7	2	1
10/26 - 02/16/90	Business Mgt.	CESAG	4	1	0
10/27 - 12/15	English Language	Georgetown	1	1	0
10/30 - 11/17	Business Invest/Securit.	Georgetown	3	2	0
10/31 - 07/30/90	Public Admin/Planning	IDEP	8	0	1
10/31 - 07/30/90	Public Admin.	CESAG (?)	1	0	1
11/02 - 11/08	Soil Classification	MARA	57	0	2
11/06 - 12/02	Enterprise Development	ENA	3	3	3
11/08 - 07/30/90	Nat Resource Mgt	Univ Dakar	1	0	1
11/25 - 12/02	PSAB Obs. Tour: Ag Ed	Kaolack	2	0	0
11/27 - 12/22	Environment/Conserva.	FAO Niamey	1	0	0
12/02 - 12/10	PSAB Obs Tour: AgPolicy	Kaolack	1	0	0
12/04 - 12/08	Mgt of Admin. Units	CPA/RHUDO	29	0	0
12/04 - 12/15	Public Admin.	CAMPC	1	1	0
12/09 - 12/16	Project Identification	GFAG	40	40	40
12/11 - 12/18	Women in Coop Movement	SED	50	50	50

TOTAL 1989 (49 events) 930 623 450

1990

01/03 - 04/03	Market Towns / Roads	ENSTP Abidj.	20	0	2
01/15 - 01/19	TOT	CPA/RHUDO	20	0	4
01/20 - 07/30/92	Data Processing	Georgetown	1	0	0
02/10 - 02/26	Plant Pathology	Univ Dakar	4	0	0
02/12 - 03/13	Data Processing	AMI	4	0	0
02/19 - 03/09	WID	CPA/AMI	30	0	30
03/20 - 03/27	Mgt/Acctg Women SMEs	GFAG	40	40	40
03/26 - 04/06	Accounting	CAMPC	1	1	1
04/06 - 04/09	Credit Management	CNPIP	34	34	10
04/02 - 05/11	Small-Scale Industry	AMI	1	1	1
04/10 - 07/30/91	Public Admin.	IDEP	1	0	0
04/29 - 06/15	Financial Mgt.	AMI	1	0	0
05/07 - 05/11	Mkt Town/Rural Growth	SED/CPA	140	0	10
05/07 - 06/15	International Relations	AMI	1	0	0
06/04 - 06/29	Roads & Highways	Study Tour US	1	0	0
06/04 - 07/02	Road Construction	USDA Ag Res.	4	0	0
06/11 - 07/20	Animal Husbandry	USDA Ag Res.	1	0	0
06/13 - 08/16	Management	Pittsburg St.	2	0	0
06/14 - 08/17	Management	Pitt. IMDI	1	0	1
06/15 - 06/29	Privatization	IMG Intrados	5	0	1

06/15 - 06/29	Investments	IMG Intradors	1	0	1
06/17 - 09/14	Training of Trainers	USDA Grad Sch.	1	0	0
06/25 - 12/30/92	Soil Science	NC State	1	0	0
07/01 - 07/16	Locust Control	FAO Bamako	2	0	0
07/02 - 07/27	Teacher Training	AMI	1	1	0
07/02 - 09/28	Training of Trainers	AMI	2	0	0
07/03 - 08/31	Food Storage	AMI	1	1	0
07/16 - 08/30	Econ Development	Michigan Tech	1	0	0
07/21 - 09/03	Mgt. Info Systems	AMI	1	1	0
07/30 - 08/30	Management	AMI	3	0	1
07/30 - 12/01	Mgt for Women (4x)	OIC	111	111	111
08/13 - 09/21	Materials Mgt.	Atlanta Univ	2	2	2
09/01 - 010/02	Entrepreneurship	Georgetown	5	5	5
10/01 - 10/04	Commun Infra / Reg Conf	Lome	4	3	0
10/01 - 10/01/92	Materials Mgt.	CESAG	1	0	0
10/04 - 02/28/91	Business Mgt.	CESAG	11	4	0
10/04 - 07/30/91	Public Admin/Planning	CESAG	1	0	0
10/27 - 11/03	Artisanal Fair	Ouagadougou	6	6	6
11/01 - 11/15	Banking	BCEAO	1	0	0
11/01 - 05/30/92	Banking	BCEAO	1	0	0
11/01 - 07/30/93	Economic Statistics	ENSSEA Abid.	2	0	0
11/04 - 11/16	Business Management	CAMPC Abidj.	5	5	5
11/05 - 11/16	Entrepreneurship	MSI	35	35	15
11/08 - 07/30/92	Ag Research	Georgetown	1	0	0
11/22 - 11/28	World's Fair	Kinshasa	5	5	1
11/29 - 12/10	World's Fair	Dakar	5	5	3

TOTAL 1990 (46 events) 522 260 250

1991

01/03 - 07/30/93	Econ/Monetary Policy	U Illinois	1	0	0
01/05 - 01/26	Marketing	CAMPC	8	8	7
01/13 - 01/19	Mgt Women Coops II	SED	42	42	42
02/04 - 02/15	Management/Admin	CAMPC	2	1	1
02/04 - 03/01	Mgt/Admin.	IPD Ouaga.	3	0	1
03/04 - 03/20	Training of Trainers	CAMPC	9	3	2
03/04 - 03/29	Contract Mgt/Procuremnt	Int. Law Inst	1	0	0
03/04 - 04/05	Management	AMI	1	1	0
03/15 - 03/30	Ag Observation Tour	USA	3	3	0
03/18 - 04/19	Public Finance/Tax	AMI	3	0	1
03/20 - 07/30	Management	CESAG	6	0	0
03/22 - 02/01/92	Salt-Water Fisheries	U Rhode Isl.	3	0	0
04/01 - 05/05	WID Seminar	AMI	2	0	2
04/01 - 05/10	Business Development	AMI	2	2	0

04/08 - 04/19	Mkt Town/RD II (2x)	RHUDO	120	0	20
04/08 - 04/24	Personnel Mgt.	CAMPC	3	0	1
04/08 - 04/26	Entrepreneurship	Marfim	4	4	1
04/22 - 06/01	Rural Development	CESAO	3	3	3
05/06 - 05/17	Business Finance	CAMPC	2	2	0
05/06 - 05/17	Privatization/Investmnt	IMG Intrados	1	1	0
05/06 - 05/22	Materials Mgt	Marfim	7	7	1
TOTAL 1991	(21 events through 5/10)		226	77	82

GRAND TOTAL (118 events through 5/10/91) 1683 964 785

APPENDIX 16
Training Office Time Allocation
Current (est.) and Proposed

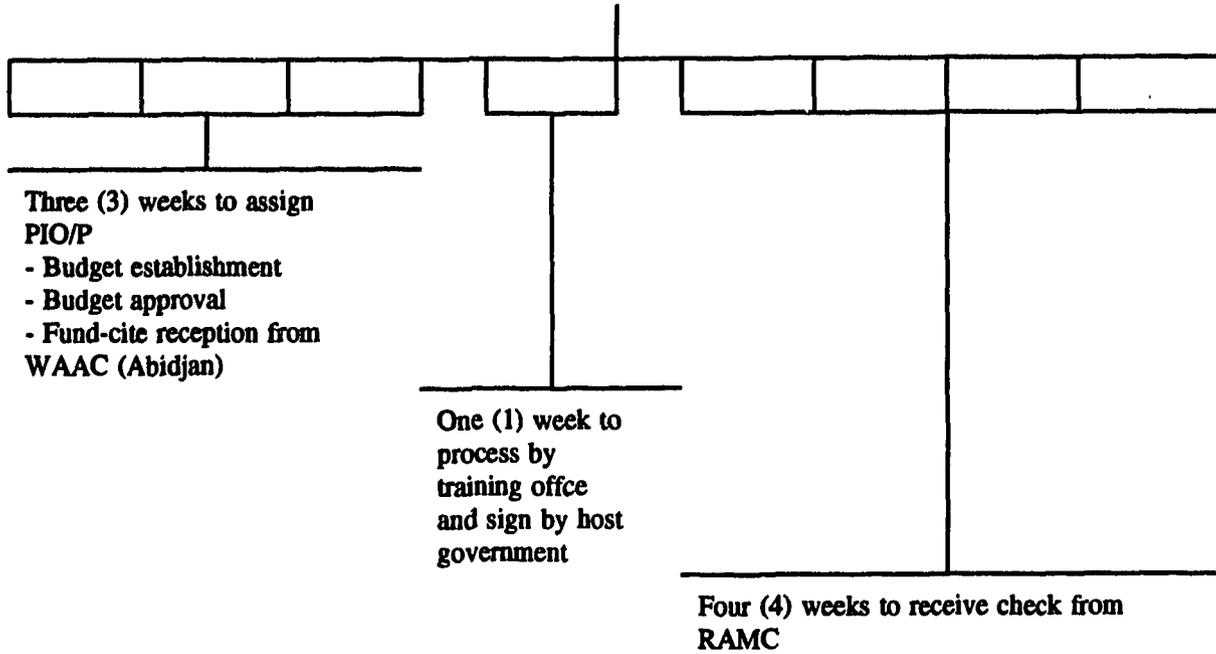
STAFF										
Functions	Current (Estimated)					Proposed				
	T.O.	T.A.I	T.A.II	C/K	Sec	T.O.	T.A.I	T.A.II	C/K	Sec
External	30	8	8	-	-	35	20	20	10	10
Advisory Committees	x	x	x			x	xx	xx		
Public Relations	xx					xx	x	x	x	x
Government Relations	xx					xx	x	x		
Other Don. Relations	x					xx	x	x		
Conceptualization	30	7	7	-	-	41	25	25	0	0
Strategy	xx					xx	x	x		
New Prog. Emphases	x					x	x	x		
Program Impact	x	x	x			xx	x	x		
New Projects	xx	x	x			xx	x			
Admin. (Incl PTMS)	30	80	80	95	95	20	55	55	85	85
HRDA	x	xx	xx	x	x	x	xx	xx	xx	xx
AFGRAD/ANDP	x	xx		x	x	x	x		x	x
ATLAS/New projects	x			x	x	x	x	x	xx	x
Other	10	5	5	5	5	5	5	5	5	5

TO = Training Officer
 TAI = Training Assistant/Public Sector
 TAII = Training Assistant/Private Sector

- Assumes work flow improvements and task reassignments to other departments equivalent to 20% of one person's time and 10-20% overall HRDA participant/activity reduction. The goal is to free up essentially 1 day/week from each staff member for new activities. For the TO and TAI & II, these would be primarily program management activities:
 - proactive work with Committees
 - broadened public relations, external contacts
 - more followup (including impact), monitoring and improving training quality, sustainability
 - strengthening of both public and private training institutions and PSSO's as well as government/private organizations.
- For the Clerk and Secretary, new activities would include increased responsibilities for public relations/information and PTMS.

APPENDIX 17
Training Documentaton
Time Line

Minimum Total Time in Process Eight (8) Weeks



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|---|
| <p><u>Completed at least one (1) week before departure</u></p> <ol style="list-style-type: none"> 1. Predeparture orientation 2. Visa 3. Cash advance 4. Tickets |
|---|