

PD-ABI-986

89166

EVALUATION

OF THE

AFFRICAN MANPOWER DEVELOPMENT PROJECT (AMDP)

AND THE

HUMAN RESOURCES DEVELOPMENT ASSISTANCE PROJECT (HRDA)

IN TOGO

BY MULTI-SERVICES INTERNATIONAL
Elizabeth McDavid, Evaluation Specialist
Fremont Regier, Human Resources Development Specialist

October 22 to November 9, 1990

|

ANNEXES

- A. Scope of Work
- B. Mission Interview Guide
- C. Questionnaire for Former Participants
- D. Reviewing a Training Proposal
- E. HRDA Update article on women
- F. List of Persons Interviewed
- G. List of Former Participants Completing Questionnaires
- H. References
- I. Questionnaire Tabulation

ACKNOWLEDGEMENTS

The cooperation of the many USAID/Togo staff members facilitated the task of the evaluation team. The team greatly appreciates efforts of the Ministry of Plan and Mines in arranging interviews. The willingness of all the returned participants from both the Government of Togo and the private sector to complete evaluation questionnaires was deeply appreciated. The OAR/Togo Mission provided a very pleasant environment in which to base the evaluation study.

27

LIST OF ABBREVIATIONS

AAI	African-American Institute
AFGRAD	African Graduate Fellowship Program
AFR/RA	Africa Bureau, Division of Regional Affairs
AFR/TR/EHR	Africa Bureau, Division of Technical Resources, Education and Human Resources
AID	Agency for International Development
AID/W	Agency for International Development/Washington
AMDP	African Manpower Development Project
APE	Association des Promoteurs d'Entreprises
ATLAS	African Training for Leadership and Advanced Skills
CAMPC	Centre Africain de Management et Perfectionnement des Cadres
CESAG	Centre Africain d'Etudes Superieures en Gestion
CPSP	Country Program Strategic Plan
CTP	Country Training Plan
CTS	Country Training Strategy
DFA	Development Fund for Africa
EI	Entrepreneurs International
ELT	English Language Training
EOPS	End of Project Status
FY	Fiscal Year
GOT	Government of Togo
GTPME	Groupement Togolais des Petites et Moyennes Entreprises
HRDA	Human Resources Development Assistance
In-Cty	In-Country
LAI	Labat-Anderson, Incorporated
LSGA	Limited Scope Grant Agreement
MIS	Management Information System
MPM	Ministry of Plan and Mines
NASPAA	National Association of Schools of Public Affairs and Administration
OAR	Office of the AID Representative
OIT	Office of International Training
OYB	Operating Year Budget
PACD	Project Activity Completion Date
PA/TO	Program Assistant/Training Officer
PIET	Partners for International Education and Training
PIO/Ps	Project Implementation Order/Participants
PIR	Project Implementation Reports
PME	Small and Medium-sized Enterprises
PP	Project Paper
PSAB	Private Sector Advisory Board
PSTNA	Private Sector Training Needs Assessment
PTMS	Participant Training Management System
REDSO/WCA	Regional Economic Development Services Office/West and Central Africa
SENECI	Senegalaise d'Etudes de Conseils et d'Interventions
SHRD	Sahel Human Resources Development
SMDP	Sahel Manpower Development Project

SOW	Scope of Work
SPSS	Small Country Program Strategy Statement
TCA	Training Costs Analysis
TCLT	Long term (academic) training in a country other than the US
TCSF	Short term (technical) training in a country other than the US
TCT	Third Country Training
UNFT	Union Nationale Des Femmes de Togo
USDA	United States Department of Agriculture
USDA/OICD/ITD	International Training Division of the USDA
USIS	US Information Service
USLT	Long term (academic) training in the United States
USST	Short term (technical) training in the United States
WIC	Washington International Center

EXECUTIVE SUMMARY

From October 22 to November 9, 1990, an evaluation of Togo components of the AMDP I and II projects and the HRDA project was conducted. Major findings are that AMDP has achieved satisfactory output level and that HRDA is achieving Mission objectives, especially where private sector training is concerned. Impact has been found difficult to measure when it has not been planned for.

Findings and conclusions in this report support the following seven major recommendations:

1. That OAR target a specific, well-defined area of activity, prepare a CTS, and stick to those plans.
2. That OAR target the Togolese private sector for the majority of its training activity.
3. That the PSAB be dismantled and a PSTNA update done.
4. That OAR continue to work with groups of former participants.
5. That OAR fund essentially short-term and in-country training and stay away from long-term training.
6. That OAR hire a part-time training assistant.
7. That OAR request assistance from AID/W in identifying training opportunities for women and incorporate those into its plans.

Specific recommendations for each section of the evaluation which the team made follow:

A. PLANNING

1. That OAR/Togo request AID/W for assistance in updating the PSTNA.
2. That OAR/Togo prepare a Country Training Strategy
3. That OAR/Togo focus its training strategy on a very well defined objectives and stick to them.
4. That OAR/Togo try more to coordinate the planning of training within OAR and with donors.

B. TRAINING IMPLEMENTATION

1. That OAR/Togo clearly link recruitment and selection better with planning. Selection criteria should be developed for each activity and OAR/Togo should consider using panels to open the selection process.
2. That OAR/Togo plan to do more training for people outside of Lome.
3. That Handbook Ten be followed, especially with respect to PIO/P documentation and lead time.
4. That the former participants groups be used for pre-departure orientation programs.
5. That OAR/Togo continue its commendable follow-up efforts.
6. That OAR/Togo again request assistance from AID/W in identifying ways to improve training for women.
7. That the PSAB be dismantled and the Groupement Togolais des PME and the Chamber of Commerce be used in its stead.
8. That more, clearly-defined, specific training be provided for private operators.

C. MANAGEMENT

1. That OAR/Togo request regular assistance from AID/W for private sector training support.
2. OAR/Togo should request from AFR/TR/EHR a copy of the 1989 HRDA mid-term evaluation.
3. That AFR/TR/EHR continue the HRDA Update and its regular, informative cable communications with the field.
4. OAR/Togo should look into delegating a Togolese secretary or clerk to work for/in the Training office part-time. This person would a) learn PTMS so that at least two people in the office would be conversant with it; b) learn and perform some of the routine, but indispensable documentation associated with training programs and c) be able to step in when the PA/TO is away in Benin (as he is expected to be often) or on leave and d) to permit him to devote a greater

percentage of his time to program work and assisting the program officer.

5. That OAR/Togo request the assistance of REDSO/WCA in training office organization.
6. That OAR/Togo more closely monitor project documents to ensure they are complete and prepared according to AID regulations.
7. That any ATLAS buy-in be kept separate from HRDA. If the Mission wants to buy-in to ATLAS, then it should do it with a separate project obligation.
8. That all project core files are managed so that total obligations can be determined.

D. IMPACT

1. That OAR/Togo focus on short-term and in-country training.
2. That OAR find ways to increase selection and participation of women in training programs.
3. That OAR place major emphasis and HRDA resources into training for private sector entrepreneurs.
4. That OAR tailor and plan training for specific needs identified through needs assessments.
5. That OAR continue and strengthen its follow-up program.
6. That OAR revise selection process to make training opportunities available to groups targeted through needs assessments, especially those outside of the GOF and in rural areas.
7. That OAR request AID/W assistance in developing indicators for measuring impact in terms of how training has made a difference beyond output data.

I. INTRODUCTION

A. Background

The assistance strategy of AID in Togo focuses on alleviating problems relating to agricultural production, improving rural quality of life through rural credit and other institutional development, child survival and population growth. This strategy includes efforts to influence sectoral policies that affect these areas and to encourage development processes which will lead to sustained and broad-based economic growth.

This strategy is implemented by the Office of the AID Representative (OAR)/Togo through a bilateral program which focuses on agricultural credit and extension, health planning and services, family planning, human resource development, and the P.L. 480 Title II food aid program

USAID/Togo, like most sub-saharan Africa USAIDs, has participated in centrally-funded and regional training projects managed by AID/Washington (AID/W) to achieve stated goals of human resources development. 614 Togolese cadre has been trained through three projects: the African Manpower Development Project I and II (AMDP I & II) and its successor, the Human Resources Development Assistance project (HRDA).

These three training projects all have the same basic aim to develop human resources in Africa by providing training in disciplines and skills necessary to plan and implement development activities, especially institutional staff development and training of women. HRDA is significantly different from earlier projects in its emphasis on using in-country and third country training and in its specific goals of increasing participation in the project of women and individuals from the private sector.

Under the AMDP, USAID has provided assistance of approximately \$1.0 million to the Government of Togo (GOT) and has trained 477 senior, mid-level cadres and technicians. Many of the participants of AMDP have received training in the United States or third country institutions. As set forth in the mission's Small Country Program Strategy Statement (SPSS), the principal areas of training were to have been agriculture, forestry, administration, management, public and business administration and small business development. The HRDA project was started in 1988 and has provided \$813,000 to the Togolese government while training approximately 137 participants, primarily using in-country and third country institutions, and to a lesser degree, institutions in the U.S.

This evaluation is the first one to be done for the OAR/Togo training program. During the three weeks of this evaluation, a team from the Regional Economic Development Services/West and Central Africa (REDSO/WCA) was in Togo preparing a concept paper for the Mission's future HRDA participation. The Mission is also preparing a Country Program Strategic Plan (CPSP) and anticipates designing a five-year Country Training Strategy (CTS) in the next few months.

OAR/Togo has recently become a Category I Mission, which will mean increased program funds beginning in Fiscal Year (FY) 1992.

B. Purpose

The central purpose of the present evaluation is threefold:

1. To ascertain whether training provided in the past under the AMDP I & II projects achieved Mission objectives;
2. To determine if relevant training is being provided under the current HRDA project given Togo's development needs, and
3. To attempt to measure the impact of the three projects on the development of Togo.

C. Methodology

The evaluation was conducted over a three-week period of time from October 22, 1990, to November 9, 1990, by Multi Services International. Annex A provides the Scope of Work. Three research techniques were employed to gain desired data.

1. Interviews

USAID/Togo personnel including the AID Rep, the Program Officer, and the Program Assistant/Training Officer (PA/TO) were interviewed using a Mission Interview Guide. This guide is given in Annex B. Persons from the GOT and from the private sector were also interviewed. Two members from the REDSO/WCA team and a consultant doing Training Costs Analysis (TCA) training were also interviewed. A list of persons interviewed is found in Annex F.

2. Random sampling of returned training participants

The USAID/Togo PA/TO used Participant Training Management System (PTMS) printouts to provide the evaluation team with lists of AMDP I & II and HRDA Returned Participants covering training given from 1976 to the present. Participants lists from ten different in-country seminars and workshops, were also provided to the research team. A break-down of these participants follows.

	Long Term	Short Term	In-country	Total
HRDA	1	46	90	137
AMDP	58	87	332	477
Total	<u>59</u>	<u>133</u>	<u>422</u>	<u>614</u>

In an attempt to get a random sample of 10% from the total population represented by this composite list of returned participants, every 10th name was lifted out to form the sample.

It was necessary, however, to modify this sample somewhat to render it representative of the population and large enough for the research purposes. Though 29 of the AMDP II participants were women, none of them were included in the original random sample obtained by taking every 10th name. Consequently, the name of every 10th woman of this list was added to the sample to assure the inclusion of women in it.

Given the importance in budget allocations and training program objectives of the long term training, the 5th and 10th names of this list were also added to the sample.

Further, when attempts were made to contact the persons of the sample it was discovered that many of them could not be located or were not available in Lome. Therefore, for practical logistic reasons, it became necessary to take any former participants available for the sample.

Completed questionnaires were received from 42 mid and senior level cadres. This represents a sample of 6.8% of the population. Eight, or 19% of the sample were female and 34 (81%) were male. Seven of these participants had received long-term training and 35 short term and in-country training. Thirteen persons, or 31% were from the private sector.

The questionnaire used is presented in annex C. Annex G gives the list of former participants interviewed by this questionnaire and Annex I provides tabulated responses to the questionnaire.

One other limitation imposed itself upon the study and the degree to which the sample was representative of the larger population. The Scope of Work (SOW) did not provide for research outside the city of Lome. Since over 90% of the returned participants have Lome addresses, this was not considered to be a serious constraint on the study. It is to be noted, however, that the sample does carry an urban bias since all of the people surveyed are from Lome.

3. Review of documents

A wide range of documents was consulted in the course of the study. These included AID/W reports, USAID/Togo reports, the Project Paper (PP) for AMDP II and HRDA (the PP for AMDP I was not available) Country Training Plans (CTPs), Handbooks and AMDP and HRDA files and evaluations, GOT documents, World Bank studies and the **HRDA Update**. Annex H lists these sources.

II. PROJECT DESCRIPTION

A. AMDP

The Africa Bureau initiated Phase I of AMDP (698-0384) in June, 1976 in response to the critical and continuing need to reduce the shortfall in trained African manpower. The regional project, jointly managed by the Africa Bureau, Division of Regional Affairs (AFR/RA) and USAID missions supported education and training of Africans in fields of study which are essential to development in their countries but which are not available in existing in-country training facilities. \$23,397,000 was authorized for AMDP I for the period 1976 to 1981.

During the life of the project, the Africa Bureau allotted to Togo \$763,000 for country training programs and a total of 20 fellowships from the African Graduate Fellowship Program (AFGRAD II), a component of AMDP.

AMDP II began in 1981 and was authorized for \$29,675,000 for a five year period. The purpose of AMDP II was to provide training programs in Africa and the United States for African development personnel, emphasizing African institutional staff development, the training of women and training for Portuguese-speaking countries. OAR/Togo further specified that the project would be used to help the Government of Togo meet critical requirements for managerial and technically skilled manpower in order to enhance their contribution in priority development fields related to rural economic and social development, such as agriculture, economics, energy, management and public health. The AFGRAD program was still a part of AMDP until 1984 when it became a separate project.

AMDP was managed out of the Africa Bureau's Regional Affairs (AFR/RA) and the African Graduate Fellowship Program (AFGRAD) component was contracted to the African-American Institute (AAI). All US training, both short and long term, was programmed and managed by the Office of International Training's (OIT) contractors, Partners for International Education and Training (PIET) or the US Department of Agriculture (USDA). No field support for Missions was provided.

Mission files show that Togo was allotted at least \$942,123 for AMDP II between FY 1981 and FY 1987, the last year of project funding. In addition, the AFGRAD component of AMDP provided for 15 fellowships. See below for a breakdown of AID/W allowances for Togo according to obligation documents found.

According to obligation documents:

AMDP I Limited Scope Grant Agreement (LSGA) unavailable

AMDP II

LSGA:	1984 put in	\$150,000
Amdt 1	1984 put in	\$40,000
Amdt 2	1984 put in	\$ 64,923
Total 1984		\$254,923
LSGA	1985 put in	\$170,000
Amdt 1	1985 put in	\$40,000
Amdt 2	1985 put in	\$ 70,000
Amdt 3	1985 put in	\$ 88,200
Total 1985		\$218,200
LSGA	1986 put in	\$180,000
Total 1986		\$180,000
LSGA	1987 put in	\$189,000
Amdt 1	1987 added	\$100,000
Total 1987		\$289,000
TOTAL AMDP II		\$942,123

The team was unable to find Togo-specific target outputs for AMDP. Although FY 1987 was the last year of project funding, the Project Activity Completion Date (PACD) for AMDP II is FY 1992. OAR/Togo has already completed all training under this project and disbursed all commitments.

B. HRDA

The HRDA project (698-0463) was designed using the experiences gained and lessons learned from its predecessor AMDP projects, but also from the Sahel Manpower Development Project (SMDP) and the Sahel Human Resources Development (SHRD) project. HRDA was authorized in 1987 to begin in FY 1988 with a life of project funding of \$53,000,000 later amended to \$70,000,000.

The purpose of HRDA is to stimulate, facilitate, and support national and regional training institutions that will provide qualified technical, scientific and managerial personnel and policy planners to strengthen African development institutions, enhance the growth of the private sector and increase the participation of women in development.

OAR/Togo has decided to focus its participation in HRDA on management training in the fields of rural development, data processing, economics, business administration, human resources development and identification and management of development projects.

HRDA calls for 35% of all people trained under this project to be women and 50% from, or working for the development of the private sector. HRDA also encourages Missions to train greater numbers of people in Africa (by providing both in country seminars and third country training) and to support local training institutions, especially private institutions.

HRDA is managed by the Africa bureau, Division of Technical Resources, Education and Human Resources (AFR/TR/EHR) in AID/W and has set aside core project funds for technical and management assistance. It has contracted with Labat Anderson, Incorporated (LAI) for assistance with the Management Information System (MIS) and the Private Sector training components. HRDA provides field assistance in a number of areas: CTS development, Private Sector Training Needs Assessments (PSTNA), PTMS installation and training and PSTNA follow-up and support.

HRDA also uses core funds to strengthen African training institutions by providing for linkage agreements with US institutions, arranging regional conferences and seminars in conjunction with African institutions, and collaborating with other donors to strengthen African training institutions.

Funding for HRDA is very different from AMDP. Under AMDF, Missions were allotted funds each year based on their CTF and the availability of funds in the project. The funds were in addition to Missions' Operating Year Budget (OYB) funds. Under HRDA, as with all regional projects, Missions must include this activity within their own OYB program. This is called an OYB transfer. Togo has thus far allocated \$813,000 to this project. See the table below for the breakdown by obligation document for Togo.

HRDA

LSGA	1988	\$250,000
Amdt 1	1988	\$ 43,000
Amdt 2	1989	\$320,000
AMDT 3	1990	\$200,000
TOTAL HRDA		\$813,000

Estimated **target outputs** for Togo under HRDA as identified in the 1990 OAR Project Implementation Reports (PIR) have been summarized in the table below:

TYPE	NUMBERS OF TRAINEES
Long-term training in the US (USLT)	20
Short-term training in the US (USST)	30
Long-term training in a third country (TCLT)	15
Short-term training in a third country (TCST)	50
In-Country training (I-cty)	350
TOTAL	465

It should be noted that OAR/Togo decided to use a portion of HRDA funding to buy-into another regional project, AFGRAID III, which represents the twenty people planned for USLT in the table above.

Of the total target of 465 people, 50% or 232 is the target for private sector training, and 35% or 162 is the target planned for women.

III. PROJECT OUTPUTS

A. Project output data

PTMS printouts and reports from in-country seminars supply data on the type of training given and major fields of study. The tables below show project outputs in terms of training completed.

Table 1

Types of training by gender, combined AMDP and HRDA

TYPE	MEN	WOMEN	% Women	TOTAL
USLT	42	8	16%	50
USST	53	9	14%	62
TCLT	9	0	0%	9
TCST	58	13	18%	71
IN-CTY	377	45	10%	422
TOTAL	539	75	12%	614

Table 1 gives the type of training and participant gender for AMDP I & II and HRDA combined. These projects have trained a total of 614 participants. The majority of this training has been in-country where 422 persons, or 69% of the total, participated. US long-term and short-term and short-term training in third countries each account for approximately 10% of the total and slightly over 1% received third country long-term training. Of the combined total, 12% of the participants were women.

Table 2

AMDP training completed by type and gender

TYPE	MEN	WOMEN	% Women	TOTAL
USLT	42	8	16%	50
USST	35	4	10%	39
TCLT	8	0	0%	6
TCST	43	5	10%	48
IN-CTY	320	12	3%	332
TOTAL	448	29	6%	477

Table 2 lists the type of training given for men and women in AMDP I & II. 332 trainees or 70% of the AMDP I & II total participated in in-country training. Long-term work in the US and short-term training in third-countries each accounted for 10% of the total. Of the total trained in AMDP I & II projects, only 6% were women. The type of training achieving the highest proportion of women was long-term US which reached 16%.

Table 3

HRDA Training completed by type and by gender

TYPE	MEN	WOMEN	% Women	TOTAL
USLT	0	0	0%	0
USST	18	5	21%	23
TCLT	1	0	0%	1
TCST	15	8	35%	23
IN-CTY	57	33	36%	90
TOTAL	91	46	33%	137

Table 3 lists the type of training given for men and women by HRDA. The largest type of HRDA training was in-country workshops and seminars. Here 90 persons represented 66% of the total. US short-term and third country training each accounted for 23 participants, or 17% each. In keeping with HRDA design, it has given no long-term US training and only one person received third country long-term training.

HRDA is making good progress towards its purpose of training greater numbers of people in Africa; 91 persons, or 83% of the total, received their training in Togo or third countries. Project focus on short-term training is also being followed by HRDA; only one person received long-term training. HRDA's objective of assuring that 35% of its training participants are women has nearly been achieved; 46 were women, representing a bit over 33%.

Tables 4 and 5 on the next two pages present data on fields of study broken-down by gender and type of training. Table 4 gives this data for AMDP I & II. Two major fields of study account for the bulk of AMDP I & II training. 390 persons representing 81% of the total studied in agriculture (39%) and management (42%). Training in the private sector accounted for only 8%, or 38 persons.

Three major fields of study shown in Table 5 account for 40% of HRDA's training. They are data processing with 36 persons, business (all private sector training was put under business) with 54 persons and project management with 34 persons. Private sector training has reached 39%. HRDA design calls for 50% of training participants to be from . . .

10

working for the growth of the private sector. Though making progress HRDA is still short of this goal.

19

Table 4

TOGO AMDP (698-0433.12)

Training completed by gender and
by field of studyM = Men
W = Women

Field of Study	USLT		USSF		TCLT		TCST		INCTY*		TOTAL		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Agriculture	13	0	7	0	5	0	10	1	150	2	185	3	188
Health	1	0	1	0	0	0	2	0	0	0	4	0	4
Business	9	5	8	1	0	0	14	1	0	0	31	7	38
Economics	5	1	6	1	3	0	2	0	0	0	16	2	18
Management	2	1	11	0	0	0	7	1	170	10	190	12	202
Energy	0	0	0	0	0	0	1	0	0	0	1	0	1
Other***	12	1	2	2	0	0	7	2	0	0	21	5	26
TOTALS:	42	8	35	4	8	0	43	5	320	12	448	29	477

* includes AFGRAD I and II

** gender breakdown is estimated

*** such as architecture, linguistics, math, sociology

Table 5
TOGO HRDA (698-0463)

Training completed by gender and
by field of study

M = Men
W = Women

Field of Study	USLT		USST		TCLT		TCST		INCTY		TOTAL		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Rural Development	0	0	0	0	0	0	3	0	0	0	3	0	3
Data Processing	0	0	1	0	0	0	0	0	34	1	35	1	36
Economics	0	0	0	0	0	0	2	0	0	0	2	0	2
Business	0	0	10	4	1	0	9	7	22	1	42	12	54
Human Resource Development	0	0	3	0	0	0	0	0	0	0	3	0	3
Project Management	0	0	1	1	0	0	0	0	1	31	2	32	34
Other	0	0	3	0	0	0	1	1	0	0	4	1	5
TOTALS:	0	0	18	5	1	0	15	8	57	33	91	46	137

13

12

B. Summary of AMDP I & II outputs

The only long-term US training studied in this evaluation was done under AMDP I & II, most of it AFGRAD. The majority of the AMDP projects' training has been given in Togo. Agriculture and management represent the bulk of the fields of study. Only 6% of the project trainees were women.

C. Summary of HRDA outputs

HRDA is making progress towards objectives. Working almost exclusively in short-term training, the objective of focusing on training in Africa is being achieved through third country and in-country training.

Though progress is being made by HRDA towards its objective of doing 50% of its training in the private sector, with 49% achievement, it is lagging somewhat in this important area.

Table 3 shows HRDA nearly accomplishing the objective of women as 35% of training participants, yet real progress is limited in this critical area. 33% of the total HRDA trainees were women, but 31 of these were participants of one in-country seminar. If this one short seminar had not been held, the percent of women trained would be only 14% of HRDA's total.

A significant part of the assistance strategy of OAR/Togo focuses on problems relating to agricultural production and improving the quality of rural life. Further, rural development is one of the areas in which OAR/Togo has decided to focus its participation in HRDA. Yet only three men and no women have received HRDA training in rural development (Table 5). They are only 2% of HRDA's total training effort. Over 90% of the returned training participants of AMDP I & II and HRDA are in Lome'. This urban bias of the HRDA project should be noted.

IV. PROJECT DESIGN AND PLANNING

A. Findings

1. Appropriateness of project design for Togo

The evaluation team found that AMDP project design was useful for the time that it was in effect. Yearly allotments for training were based on the CTPs proposed by Missions and available funding for the project. AMDP did not require any long term planning for human resources development within the project. It also

allowed missions to use the project for pre- and post-project training.

The HRDA design was found to be especially pertinent for Togo. The HRDA project was designed as a follow-on to the AMDP series and used lessons learned and experiences of AMDP in designing HRDA. As a result, HRDA is much more practical for the African context. The HRDA design built in flexibility by allowing for all kinds of training, including academic, in country training; it allows for Missions to use part of the budget for project management needs that can be justified. Its targets for women and the private sector are especially appropriate for Togo as it embraces private sector investment and orients its economy in that direction.

Although the project can be very flexible, it calls for focussed planning of resources which relates to the Mission strategy documents. HRDA, under the Development Fund for Africa (DFA), calls for planned use of resources for human resources development to make an impact upon the development of the country. It therefore requires every participating mission to prepare a CTS which rationalizes and plans for the Mission use of HRDA in the context of the Mission's program. OAR/Togo has yet to prepare a CTS.

The HRDA design also planned for field support, especially for private sector training, with the PSTNA. Togo's PSTNA was completed in early 1988.

AFR/TR/EHR contracted for a mid-term evaluation of the HRDA regional project which also found that the project design is appropriate and flexible enough to meet the human resource development needs of African countries. However, this evaluation report has not been sent out to the HRDA participating missions.

OAR/Togo is currently taking an assessment of its overall training program, of which this evaluation is only a part. As mentioned earlier, during the evaluation, a Human Resources Development team from REDSO/WCA was helping OAR/Togo prepare a concept paper for training, which includes the African Training for Leadership and Advanced Skills (ATLAS), a follow-on to the AFGKAD series. The Mission should be commended for taking this initiative towards improved planning and encouraged to follow through.

2. Needs Assessments

The team found no training needs assessments or analyses for Togo under the AMDP, but this is typical of AMDP in other countries as well.

Under HRDA, Togo was the first country to benefit from core funding to complete a PSTNA. This document now is somewhat out of date in view of the recent activity in the development of the Togolese Free Trade Zone. Investors from the US and elsewhere are expected to establish in Togo production or processing for export in the near future. Already 19 new firms have requested permission to come to Togo. These firms will need skilled workers in a variety of areas. In addition, an examination of local private sector training institutions would enable the Mission to determine their capacity to implement training activities in Togo. An update of the PSTNA would be a very useful exercise for OAR to do this and the HRDA contractor would be in a position to offer assistance.

The GOT presented OAR with a document for planning training over the next five years. However, the document has no date and is simply a collection of lists of training activities taken from the ministries, not an assessment of training needs. It is all-encompassing and is valid any time. The team felt that that document was published for donor consumption, especially since no one interviewed in GOT mentioned it.

3. CTS/CTP

Under HRDA and AMDP, OAR/Togo has done the mandatory annual CTP cable to AFR/TR/EHR. However, there is no indication of the needs on which the CTP are based, with two exceptions. In 1987 the University of Pittsburgh performed an evaluation with the Ministry of Plan and Mines (MPM) of Pittsburgh's short-term training programs and developed a plan for five in-country seminars in management over the next five-year period. Those seminars are being implemented. The other exception is that some of the training planned for in the PSTNA is being implemented.

The CTPs are written in the OAR/Togo with no evidence of consultation with the government or private sector. The Limited Scope Grant Agreement (LSGA), which is the obligating document used for HRDA, does not contain the CTP, so the GOT does not know what training OAR is planning until a letter from OAR comes to them asking for candidates. The country training plans usually are relatively broad and identify a few short courses,

seminars and other training planned, but do not target consistently specific objectives. When they do, the objectives are not usually related to each other. The CTPs always leave some unprogrammed money for "targets of opportunity".

OAR/Togo is considering commissioning a needs assessment for the public sector to enable it to plan better and provide the information needed for OAR to write its CTS. Findings reported later in this evaluation about training effectiveness and impact lead to a recommendation not to do a public sector needs assessment because one of the major recommendations of this study is to focus HRDA more on the private sector.

4. Coordination of Training

Coordination of training activities with other donors is virtually non-existent. Most donors plan for the training in the context of their projects or have a training budget in their projects which is used for ad-hoc training. In addition, training does not seem to be a major concern of most donors.

The MPM is the contact point for all OAR training for the public sector. OAR annually requests MPM to submit training requirements for the coming year. To that extent, training is coordinated between the two. However, as noted above, the Ministry has no working plan and at no point are the annual CTPs shared with the government, so coordination consists of correspondence about specific training activities as they come up.

B. Conclusions

1. Project designs, especially of HRDA, are appropriate for Togo.
2. PSTNA is the only useful training needs assessment done. It is used only partially, and is somewhat out of date.
3. No Togo Country Training Strategy exists; CTPs are prepared internally yearly, are broad documents but followed pretty well.
4. Little coordination is done with the GOT for planning, with other donors or within the Mission.
5. OAR/Togo is well on its way to defining more clearly its human resources program activities.

C. Recommendations

1. That OAR/Togo request AID/W for assistance in updating the PSTNA.
2. That OAR/Togo prepare a Country Training Strategy.
3. That OAR/Togo focus its training strategy on very well defined objectives and stick to them.
4. That OAR/Togo try more to coordinate the planning of training within OAR and with donors.

V. IMPLEMENTATION

A. Findings

1. Recruitment and Selection

There is no consensus in OAR/Togo about how recruitment and selection are done, although efforts are being made to standardize this process. All training for the public sector is coordinated by the National Coordinator of Training Programs in the MPM. Sometimes OAR/Togo sends a letter to MPM requesting candidates for an upcoming training program (according to the CTP), and sometimes the MPM sends a letter to OAR asking for financing of an identified training program.

Although 35% of the former participants surveyed found out about training opportunities through their ministries, twenty-one percent of the former participants interviewed were not aware of the procedure by which they were chosen for training.

OAR/Togo has developed a form for reviewing training proposals which come to OAR from the MPM and the Chamber of Commerce. A copy of the form used is in Annex D. When the MPM requests the training, the Mission can use the form in an effort to relate the training requested to the GOT and OAR training objectives. However, this form is not always used.

At any rate, if OAR decides to fund the training, the GOT or the Chamber of Commerce present the names of the candidates. A review of the files did not reveal how these agencies selected the names proposed for the training.

By the same token, when OAR/Togo asks MPM for candidates for an upcoming training program, names are submitted without any indication of a process of recruitment and selection. This kind of recruitment and selection further reflects the need for tight planning and focusing of training.

Because over 90% of those trained have Lome addresses, and because there was no indication of a process of recruitment on the part of the GOT, the team could not find to what extent recruitment is carried out outside of the capital city.

Recruitment and selection for private sector training is done through the Chamber of Commerce, which, like the GOT, does not know what the OAR training plans contain. The Chamber of Commerce readily admitted that they have not yet gone to their branch offices in the interior of Togo with training. Recruitment and selection for some private sector training has been very selective, for example the Entrepreneurial Development workshop and Entrepreneurs International (EI). To the extent that private sector training is specific, such as an upcoming training program for tailors, recruitment is necessarily also more specific.

2. Orientation

The evaluation questionnaire results showed that over three-quarters of those who left Togo for a training program did receive an orientation before they left. Most reported receiving an orientation from the PA/TO. Of the thirteen people who answered the question "Was this orientation sufficient?", 9 (69%) said it was. However, when broken down by long and short-term training, people who went for short term training were more likely to answer yes than those who went for long-term training. A few stated that they would have liked to talk with participants who had returned to have a better idea of what awaited them.

Orientation in the US has been a function of time available. When there is enough time, the PA/TO asks for one week of orientation at the Washington International Center (WIC).

3. Follow-up

Of the former participants surveyed, 26% said they they had no contact with OAR/Togo since their training. Fully 63% felt that their contact with OAR/Togo since their training was insufficient. When asked what kind of contact they would like with the Mission, 17 out of the 28 people who answered that question said they would like more information about training opportunities or more training.

This study did find several different activities going on and planned which concern follow-up and former participants. OAR/Togo should be commended on the initiatives it has taken in the area of follow-up. The use of the recently-installed PTMS has facilitated follow-up.

An association of former participants has been formed by US returned participants themselves. This association meets regularly once a month. The purpose of the group is to keep in contact with each other and to practice their English skills. All their meetings and activities are conducted in English. The US Information Service (USIS), has offered free English Language Training (ELT) refresher courses to members of the group on Saturday mornings.

In addition, the group of entrepreneurs who attended the Management Systems International Entrepreneurial Development workshop in Lome has organized a group called the Association des Promoteurs des Entreprises (APE). They are very dynamic and open, full of ideas about how training could be used in the private sector and for women. They are interested in receiving more training of the kind they already received in the workshop and know of other private operators who could benefit from the same program.

In 1989, OAR/Togo sent out a questionnaire to some returned participants. OAR has contracted with a Togolese to produce a former participant directory. The contractor is using the PTMS to identify and locate participants. OAR expects to publish the directory when completed. OAR and the US Embassy will use it to invite all former AID participants to a reception, planned for January 1991. This is commendable. It will meet the expressed wishes of many former participants.

4. Other Implementation issues

a) The evaluation team found that few Project Implementation Order/Participants (PIO/Ps) have the third page attached. The third page is the participant bio-data form, is a part of the PIO/P and should be together with the first two pages.

b) The evaluation team found that programmer placement and monitoring has been adequate. There is some evidence of last minute changes (usually changes made by the GOT, not OAR), and a few of the dreaded arrival disasters, such as participants missing flights.

arriving without money, or with no one to meet them, but these are few and are usually associated with training in the US. Placement by programmers is only as good as the information which the programmers are given, which is a good reason why needs assessments and planning are important in training programs.

c) Togo has experienced virtually no problem with non-returnees. Close to 100% of Togolese trained outside of Togo return upon completion of training.

d) The evaluation found that most participants felt that the length of the course was adequate to accomplish the course objectives.

e) Lead time for preparing participants and their documents has not always been sufficient. OAR has deadlines for each type of training and tries to keep to them. It has not always been successful because the deadlines are not always respected by the GOT. Changes or replacements of participants at the last minute are not uncommon. This leads to a belief that the training may not be well-planned or appropriate if the GOT can exchange one person for another.

5. In-country training

Under AMDP, seven in-country seminars were held. Two were for the Ministry of Rural Development and were put on by the International Training Division of the Department of Agriculture (USDA/OICD/ITD). One was for 80 people, the second for 40 people. Four in-country seminars on management were put on by the University of Pittsburgh. One seminar on rural credit was given by the USDA.

Under HRDA, three workshops in-country have been put on thus far. One was a microcomputer applications workshop for managers, one was the Entrepreneurial Development workshop mentioned above, and one was a workshop for women managers. It should be noted that participants in this last workshop came almost exclusively from the UNFT (women's branch of the party) or from the Ministry of Social and Women's Affairs.

In interviews the team conducted with the Mission, the private sector and the GOT, in-country training was unanimously identified as the type of training that is the most effective.

Although one of the purposes of the HRDA project is to strengthen local training institutions, HRDA in Togo

has not focused on this. There are few private training institutions and the public ones are associated with the University of Benin.

6. Training for Women

Under AMDP, the Mission's record for training women is dismal- only 6% of the total 477 people trained are women.

In February 1988, OAR/Togo requested AID/W for assistance in identifying training opportunities for women in Togo. No response to this request was found in the OAR/Togo files.

Under HRDA 33% of the people who have been trained are women. The UNFT seminar mentioned above accounts for 71% of all the training of women under HRDA. If it were not for that one seminar, the percentage of women trained under the HRDA project would be 14%.

Although OAR/Togo is close to meeting the 35% target percentage for women trained, the team questions the utility of some of the training that has been conducted exclusively for women. Annex E, an article which recently appeared in the **HRDA Update**, provides tips and guidelines for recruiting and selecting women for training. It could prove useful to OAR/Togo in targeting women for training, especially if OAR/Togo launches another request for assistance from the Women in Development office and/or the HRDA project manager in AID/W.

7. Private Sector Training

Very little private sector training was done under AMDP. Under HRDA, much more private sector training is being done, and the evaluation shows that training for the private sector has the highest possibility of making an impact.

The PSTNA identified a Private Sector Advisory Board (PSAB) to be the sounding board for OAR private sector training. However, the PSAB has met only once since 1988 and has not been involved in doing what the PSTNA identified for it to do. One important reason for this is that the people appointed to it feel that the PSAB was imposed by OAR and/or HRDA. There are existing groups of small and medium-sized enterprises (PME), such as Groupement Togolais des PME and Association des Promoteurs des Entreprises (APE) (which was formed from the Management Systems International Entrepreneurial

Development workshop held in Lome in July, 1989). The Groupement has 140 subscribers and is currently establishing a credit guarantee program for its members.

Besides in-country training for the private sector, OAR/Togo has also sent several people to regional workshops and seminars for entrepreneurs. One of the most effective private sector training activities has been Entrepreneurs International, which takes place in the US. OAR/Togo and the businesses which have been able to benefit from EI have found this tailor-made business-to-business approach very useful. However, participating in EI requires fluency in the English language, because, although interpreters can be arranged, participants with poor English are unable to derive full benefit of the program.

8. Third Country Training

OAR/Togo has successfully placed 80 Togolese in third country institutions, 24 of them under HRDA. These have been the Centre Africain de management et de Perfectionnement des Cadres (CAMPC) and the University of Abidjan in Abidjan and Centre d'Etudes Superieures en Gestion (CESAG) in Dakar, as well as some others. They have been happy with these three institutions and plan to continue using them.

OAR/Togo has been satisfied with the services of Third Country Training (TCT) contractor in Senegal, Senegalaise d'Etudes de Conseils et d'Interventions (SENECI) in Senegal and pleased with the services REDSO/WCA for services in Cote d'Ivoire.

OAR/Togo finds out about TCT possibilities through mailings of brochures and from proposals which are submitted from the Government. The PA/TO always checks a directory for details about the institution before making a commitment or plans to send a participant.

B. Conclusions

1. The recruitment and selection process for public sector is unclear and does not appear to be tied to planning.
2. Pre-departure orientations have been adequate but with little effort could be made much more relevant.
3. OAR/Togo is well on the way to a coherent follow-up program.

4. Little effort is made to recruit participants from outside Lome.
5. PIO/Ps are not always complete.
6. OAR/Togo does not always allow enough lead time for preparing training programs.
7. Programmer placement and monitoring for US training is adequate and for TCT is very good.
8. In-country training is identified as the most effective kind of training funded by HRDA.
9. Targets for training women are close to being met under HRDA, but OAR still needs help in planning for training women.
10. The PSTNA has served a very useful purpose for HRDA and has helped the Mission to target their training.
11. The PSAB is dormant and redundant in Togo's private sector.
12. TCT has been reaching targets and is well managed.

C. Recommendations

1. That OAR/Togo clearly link recruitment and selection better to planning. Selection criteria should be developed and OAR/Togo should consider using panels to open the selection process.
2. That OAR/Togo plan to do more training for people outside of Lome.
3. That Handbook Ten be followed, especially with respect to PIO/P documentation and lead time.
4. That the former participants groups be used for pre-departure orientation programs.
5. That OAR/Togo continue its commendable follow-up efforts.
6. That OAR/Togo again request assistance from AID/W in identifying ways to improve training for women.

7. That the PSAB be dismantled and the Groupement Togolais des PME and the Chamber of Commerce be used in its stead.
8. That more, clearly-defined, specific training be provided for private operators.

VI. PROJECT MANAGEMENT

A. Findings

1. AID/W Management

AID/W management of the AMDP program for Togo can be divided into two types: a) AFGRAD and b) other AMDP. AFGRAD I and II was a part of the AMDP I and the early years of AMDP II. AFGRAD has been viewed by OAR/Togo as separate from the mainstream of its training program. AFGRAD participants did not have PIO/P numbers, communications were often not satisfactory for OAR, participants often had to extend their programs and many times OAR was notified of this late. Progress reports from the contractor, the African-American Institute (AAI) were sporadic, and the OAR was seldom notified of returning participants' itineraries. In short, OAR/Togo found management to be lacking in the AFGRAD I and II portions of AMDP.

Other AMDP training activities were appropriately managed by AID/W. AID/W essentially reviewed Togo's annual CTPs and allotted funds accordingly. Once the OAR obligated the funds allotted by AID/W, OAR proceeded to implement its TP. AID/W's management of AMDP was a hands off approach, unless it was asked to take action. It was asked to take action, a few times, usually when OAR was planning an in-country training program such as those offered by the National Association of Schools of Public Affairs and Administration (NASPAA) in management or by the USDA/OICD/ITD in agriculture. OAR has been satisfied with AID/W management of this aspect of AMDP.

AID/W management of HRDA is completely different, and OAR/Togo is very much aware of this. Given the orientation of HRDA towards much more training for the private sector and for women, and in support of regional and national training institutions, AFR/TR/EHR, which manages the project, has contracted for services in private sector training and in Management Information Systems (MIS).

Missions with an HRDA project required to prepare a five year CTS and AFR/TR/EHR offers technical assistance to

Missions to do this. AFR/TR/EHR has also developed a model CTS document. HRDA's core budget provides for a multitude of services for Missions which participate in the project and Togo is taking advantage of this. Core funds have paid for a PSTNA for Togo and a follow-up visit, PTMS installation and training visits and Togo has sent participants to core-funded regional workshops in Africa.

Since OAR/Togo has been implementing only some of the training planned for in the PSTNA, it should receive follow-up visits from LAI for help in updating the PSTNA and in organizing private sector training.

Periodically the project manager sends general information through cables about the project and regularly informs missions of obligation status, provides model Grant Agreements for obligating, notice of services provided to Missions, and procedures for participating in the project. It also advises Missions of upcoming regional training activities.

A particularly useful communications tool is the HRDA Update, which is put out by HRDA and provides advance information on regional seminars and workshops, information about how Missions are using their HRDA funds, and is a forum for sharing ideas, news and related information about training and HRDA because it encourages Missions to contribute articles. OAR/Togo has termed it "excellent".

A mid-term evaluation of the HRDA project was performed in late 1989 and the Mission has not yet received a copy of the evaluation report.

2. OAR Management

The AMDP project files are sparse and do not contain enough information, especially financial information about the project. The team could not determine the total amount of funds obligated under AMDP over its life.

In OAR/Togo, HRDA is managed by the Mission Program Officer although the PA/TO is largely responsible for day-to-day project management. As in most small USAIDs, everyone has a large workload and understaffing is chronic.

Training has always been management intensive for training officers and under HRDA is even more so, because it requires the manager to acquire and use new skills, especially for analyzing needs, working with the private sector, and conceptualizing direction and focus for training within the context of the Mission's overall program. HRDA also encourages Missions to do more in-country training, which

involves learning and using different procedures and AID documentation. AID regulations and procedures for training require an inordinate number of clerical tasks. This combined with the AID rules for contracting overload the training officer with minutia and prevent him from focusing his time on training and program development.

In principle, the PA/TO is supposed to spend 30% of his time on training, but in reality spends almost all of his time on training. He will be especially taxed when the \$900,000 Benin training program starts up, because he will have to oversee it and will travel regularly to monitor it. REDSO/WCA has developed a system for organizing training and is available to assist with OAR's program organization if asked.

In spite of all these management pressures, the PA/TO does a valiant job in implementing this activity. Sometimes there is just not enough time to get the necessary work done.

The PTMS is being well used by the OAR. The evaluation team depended heavily on it, its accuracy and completeness. Right now, the PA/TO is the only one in the Mission who knows PTMS. He does all the data entry, manipulation and reporting. It is important that this knowledge be shared with someone else in the mission who can fill in when needed and help cover training matters when the PA/TO is out of the office. Someone else needs to learn PTMS.

OAR faced a problem regarding contracting for in-country training in 1988. A workshop was conducted by a US university which did not have a signed contract to perform the services. This situation was remedied through the submission of an Action Memorandum for the Assistant Administrator for Management in AID/W to formalize an informal commitment.

OAR has already bought-into the ATLAS project using HRDA funds. This causes confusion for managers of these two projects, both in AID/W and in OAR, especially for accounting for money and participants. It is also difficult to rationalize ATLAS when HRDA calls for less USLT training and more in-country and third country training. If OAR/Togo continues to participate in ATLAS it should buy-into each project separately.

OAR/Togo is diligently keeping track of HRDA commitments and disbursements and has a goal to disburse all the HRDA funds for a given fiscal year by the end of the next fiscal year. This is a very good way of monitoring project implementation. It enables the mission to know what the saturation point is for HRDA money and plan accordingly.

Other mission would be well advised to adopt this management tool.

B. Conclusions

1. AMDP was adequately managed by both AID/W and OAR/Togo, with the exception of AFGRAD.
2. HRDA core services are being managed well by AID/W. There is a good deal of advice and guidance in cables, model documents and field visits, all which assist OAR/Togo in its program. The HRDA Update is well appreciated. OAR/Togo needs assistance revamping and/or implementing its PSTNA and it has not yet received the HRDA evaluation report which was completed in 1989.
3. Training, especially in-country and Third Country Training, is very management intensive and requires the constant attention of the PA/TO, who is only supposed to devote 30% of his time to training. He needs some assistance in organizing his routine activities and he needs assistance, especially if the Mission is serious about doing more follow-up with former participants.
4. The PTMS is being used by the Mission for a number of purposes including this evaluation, but the PA/TO is the only person in the Mission who knows how to use it.
5. Project monitoring, especially for in-country training, has not always been closely managed, especially for ensuring that proper AID procedures are followed for contracting.
6. Complete financial and obligation data for AMDP was unavailable.
7. HRDA and ATLAS project funds and participant statistics would be confused if OAR/Togo continues to buy-into ATLAS with HRDA funds.

C. Recommendations

1. That OAR/Togo request regular assistance from AID/W or private sector training support.
2. OAR/Togo should request from AFR/TR/EHR a copy of the 1989 HRDA mid-term evaluation.
3. That AFR/TR/EHR continue the HRDA Update and its regular, informative cable communications with the field.

4. OAR/Togo should look into delegating a Togolese secretary or clerk to work for/in the Training office part-time. This person would a) learn PTMS so that at least two people in the office would be conversant with it; b) learn and perform some of the routine, but indispensable documentation associated with training programs and c) be able to step in when the TA/TO is away in Benin (as he is expected to be often) or on leave and d) to permit him to devote a greater percentage of his time to program work and assisting the program officer.
5. That OAR/Togo request the assistance of REDSO/WCA in training office organization.
6. That OAR/Togo more closely monitor project documents to ensure they are complete and prepared according to AID regulations.
7. That any ATLAS buy-in be kept separate from HRDA. If the Mission wants to buy-in to ATLAS, then it should do it with a separate project obligation.
8. That all project core files are managed so that total obligations can be determined.

VII. PROJECT PURPOSE AND IMPACT

Planning is of critical importance to maximize the impact potential of training programs. The project Logical Frameworks should provide criteria useful in measuring impact. However, criteria in the End of Project Status (EOPS) given in AMDP and HRDA logframes are related only to output. But output does not necessarily equal or assure impact.

An attempt to define training impact would include the following:

-The administrative structure under which the returned participant works would allow the utilization of newly acquired knowledge and skills; these would be recognized, appreciated and affirmed by supervisors.

-The training received would be applicable to current conditions in Togo.

-Newly acquired skills are actually being utilized in the job.

-Success is experienced in introducing innovations in the workplace.

Optimally, the above would contribute positively to development.

A. Findings

1. Constraints to measuring impact

In attempting to evaluate impact, the most immediate and obvious measure is simple data on percentages of returned participants back at their jobs. The evaluation questionnaire revealed that of the 42 persons in the sample, 33 of them, or 79%, have remained in the same job after training. 21% are now in jobs different from those they had when departing for training and 31% have received promotions since returning from training.

A questionnaire mailed by OAR to returned participants in 1989 received 20 responses from AMDP I & II training participants. Ten of the responses were from USLT and 10 from USST participants. In this sample 45% were still in the job held prior to training and 40% had different jobs. 35% had received promotions since returning from training.

Yet this data does not show clearly the impact training has on job performance. It does not reveal constraints to the application of new skills acquired in training

such as administrative structures which encourage or discourage use of new skills or the appropriateness or inappropriateness of training content for current conditions of Togo. Even more difficult to measure is the impact training has on development in Togo.

The major measure of training impact available to the team for this study was the use of the questionnaires completed by returned participants. These responses could only provide subjective indicators of impact of training. Ideally, such an evaluation would provide for in-depth organizational studies of the returned participants' organization or businesses. The SOW did not provide time or resources for this level of investigation.

Further, with no planned criteria, benchmarks or other targets against which to test results, real assessment of impact would be very difficult.

2. AMIP I & II Impact

Since regular training needs assessments for AMDP were not done and no long-term training plans were developed under these projects, training was not focused. Specific planning was not done to coordinate training with the needs of the department or organization to which the participant was to return. Participant selection procedures were poorly defined and training slots were given almost exclusively to the GOT.

It was difficult for AMDP to facilitate participants re-entry to the working situation, especially if they had been away for long-term training. Participants indicated that those who returned to the former work sometimes fell into old routines where the newly acquired knowledge and skills were not profitably employed. It was not required that AMDP provide follow-up to returned participants to assure application of acquired learning and so a lot of these participants became discouraged and felt abandoned even though they felt very good about the training they had received.

In spite of these problems, questionnaires completed by returned participants for this evaluation show results which should effect impact positively. These results are reported in the following HRDA discussion.

The 1983 mail-in questionnaires mentioned above also show positive training results. 75% stated that the objectives of their training program had been accomplished and an additional 10% found these

objectives partly accomplished. Similarly, 85% stated that the training program had been adequate to meet training objectives and an additional 10% found the program somewhat adequate. Responding to a question concerning the extent to which training had contributed to their present position, 70% found it very helpful.

The FOPS conditions in the AMDP Project Logical Framework which apply to Togo stated that (a) Developmental training programs in Africa are expanded and elevated, (b) AID Missions make progressively greater use of African institutions for master's degree programs and other training needs, and, (c) Percentage of women among AID participants shows rising trend.

AMDP I & II did not succeed in making greater use of African institutions for master's degree programs or other training needs in Togo. Data is not available to show trends in the number of women trained, but only 6% of the total number of AMDP participants were women.

3. HRDA impact

With an improved design and through learnings gained from AMDP I & II the HRDA picture is a brighter one. This project is making progress toward meeting its goal and shows potential of making a greater impact. A PSTNA was done to help build private sector training programs more focused to needs of recipient organizations and businesses. Participant selection procedures were somewhat improved.

The Verifiable Indicators for measuring HRDA goal achievement in the Logical Framework and an accompanying impact discussion of each follow.

- a. Public and private institutions improve their policies and programs to achieve development objectives.

Objectives for the training program itself listed most frequently on the evaluation questionnaires completed by returned participants from both projects include improvement of management techniques and administrative skills, improvement of project planning and evaluation, gaining specific skills such as computer programming, and gaining private business management skills. 86% of the sample responded that the objectives of their training program had been realized.

Personal objectives for the training given by questionnaire respondents were very similar to those

given as objectives of the training program itself. 69% of the sample testified that their personal objectives had been fully or partially met.

76% of the sample reported no problem on reinsertion into their work after training. 81% of the returned participants sampled believe that their training is applicable to current conditions in Togo. The difference in the respondents' breakdown by public and private sector is astounding: 100% of the private sector respondents believe their training was applicable to today's conditions whereas only 70% of the public sector participants sampled. See the last part of Annex I for detailed tabulation comparisons of GOT and private sector responses. Of the returned participants sampled, one-half reported that the improvement of their personal abilities was moderately affected by their training while 45% note a high improvement of their personal abilities. Thus 5% report improvement of their own capabilities.

In response to a question concerning utilization of knowledge acquired in the training, 83% of the sample reported that they do use this new knowledge in their current work. Overall, 71% have found it possible to introduce new activities to colleagues or supervisors at a moderate or high level. It is significant that this figure for the private sector respondents is 100% whereas 59% of GOT respondents found it possible to introduce new activities to supervisors or colleagues.

Only 12% of the sample persons believe that their USAID training has had no impact on development in Togo. 52% believe that their training has had a moderate impact and 24% believe a high impact was made on development in Togo as a result of their training. Examples of responses include "I am able to help my department or organization improve its chances for success", "I have found 'new ways to impact projects and the national economy.'" Some participants cited their creation of a former participants' organization as impacting Togo's development.

This information certainly indicates a positive effect achieved by HRDA on the improvement of the policies of public and private institutions to achieve development objectives. The evaluation found ample indication of a much stronger positive effect from training in the private sector than in the public sector. Section four below discusses this phenomena.

b. African universities and training institutions improve their abilities to train human resources.

As the HRDA/Togo program design did not focus on African institutional development, this indicator does not apply.

c. Private entrepreneurs show improvement in technical skills and management capabilities.

One-third of the evaluation sample came from Togo's private sector. Of these private entrepreneurs, 85% found that the objectives of their training program had been realized and one reported partial realization of these objectives for a total of 92%. 69% of these entrepreneurs reported achievement of their personal objectives for the training and an additional 15% reported partial realization here for a total of 84%.

Of the private entrepreneurs sampled, 46% noted moderately improved personal capacities and the same percentage noted highly improved personal capacities for a total of 92%. The private entrepreneurs of the sample all reported moderate or high success in introducing new activities in their businesses as a result of their training. Some businesspeople reported introducing improved planning of work procedures and organization, others reported introducing problem-solving techniques, new methods of budget control and improved use of personnel and skills in the organization.

It is quite obvious from this data that HRDA has enabled private entrepreneurs to improve their technical skills and management capabilities.

4. GOT and private sector training compared

The evaluation discovered a marked difference in impact and potential impact between GOT and private sector participants. The sample contained 13 persons in the private sector and 27 in GOT positions. Annex I gives a comparative breakdown of GOT and private sector responses.

84% of the private sector participants reported success or partial success in achieving their own personal objectives for training. The comparative figure for GOT participants was only 64%.

While only one of the private sector participants, or 8% of the sample, experienced difficulties in

reinsertion to work after training, 22% of the GOT persons trained reported such difficulties. Reasons cited for these difficulties included administrative structures which poorly understand or appreciate the training workers received thus preventing them from utilizing their newly acquired abilities and inadequacy of the training itself.

Of the private sector participants 100% said their training was applicable for today's conditions in Togo but only 70% of the GOT found their training applicable. Similarly, 100% of the private sector persons trained reported they utilize the knowledge gained in their training in their present work whereas only 78% of the GOT participants are currently utilizing their training knowledge.

All of the sample persons (100%) in the private sector note that they have experienced moderate or high success in introducing new activities to their colleagues or supervisors. The comparative data for GOT participants is 59%.

93% of the private sector participants believe that their training has had a moderate or high impact on development in Togo and only 66% of GOT participants believe the same of their training.

This amply shows that private sector training has the greatest potential for impact as described above in Part VII.

5. Increasing impact

Explanations most often given in the evaluation questionnaire for program and personal objectives remaining unmet include the need for longer, more complete, more in-depth, specialized training tailored to specific individual needs, and the need for follow-up from the USAID/Togo mission.

In response to the question concerning the impact of training has had on development in Togo, some respondents said that every little bit counts and thus their own little bit has an impact. Others state that until many more cadres are trained, their training cannot have an impact; they feel too alone in their department or organization encumbered by a heavy bureaucratic government system that prevents expression of their newly acquired capabilities.

By comparison, in the private sector, if the head of a business is trained, he or she can immediately make changes, unencumbered by administration. As one private sector respondent put it, "I'm in charge here."

Evaluation information gathered from interviews with persons from USAID, the Togo Chamber of Commerce, the Ministry of Plan and of Mines and from other donors agrees that in-country, short-term training has the greatest impact. Evaluation data given above indicates much greater potential for impact from training given in the private sector.

B. Conclusions

1. Short-term and in-country are the types of training providing the greatest potential for impact.
2. Women's participation has been moderate, but there is no indication of the impact of their training, probably because of poor targeting and selection.
3. Training for private sector entrepreneurs has the greatest potential for success in meeting personal training objectives, for smooth post-training job re-entry, for providing skills applicable for today's Togo, for successful introduction of new activities in the workplace and for having an impact on development.
4. Tailoring training to specific needs through better needs assessment and coordination with recipient department or organization will increase impact potential.
5. A follow-up program providing post-training support to returned participants could improve effectiveness and impact.
6. An improved selection process providing training opportunities to candidates outside of the GOT, with more emphasis on women and on rural areas and less control of the process by the GOT would increase potential of accomplishing program objectives.

C. Recommendations

1. That OAR/Togo focus on short-term and in-country training.
2. That OAR find ways to increase selection and participation of women in training programs.

3. That OAR place major emphasis and HRDA resources into training for private sector entrepreneurs.
4. That OAR tailor and plan training for specific needs identified through needs assessments.
5. That OAR continue and strengthen its follow-up program.
6. That OAR revise selection process to make training opportunities available to groups targeted through needs assessments, especially those outside of the GOT and in rural areas.
7. That OAR request AID/W assistance in developing indicators for measuring impact in terms of how training has made a difference beyond output data.

VIII. CONCLUSIONS

A. Planning

1. Project designs, especially of HRDA, are appropriate for Togo.
2. PSTNA is the only useful training needs assessment done. It is used only partially, and is somewhat out of date.
3. No Togo Country Training Strategy exists; CTPs are prepared internally yearly, are broad documents but followed pretty well.
4. Little coordination is done with the GOT for planning, with other donors or within the Mission.
5. OAR/Togo is well on its way to defining more clearly its participation in HRDA.

B. Training Implementation

1. The recruitment and selection process for public sector is unclear and does not appear to be tied to planning.
2. Pre-departure orientations have been adequate but with a little effort, such as arranging for meetings between returned participants and those preparing for training, could be made much more relevant.
3. OAR/Togo is well on the way to a coherent follow-up program.

4. Little effort is made to recruit participants from outside Lome.
5. PIO/Ps are not always complete.
6. OAR/Togo does not always allow enough lead time for preparing training programs.
7. Programmer placement and monitoring for US training is adequate and for TCT is very good.
8. In-country training is identified as the most effective kind of training funded by HRDA.
9. Targets for training women are close to being met under HRDA, but OAR still needs help in planning for training women.
10. Where it has been used the PSTNA has served a very useful purpose for HRDA and has helped the Mission to target their private sector training.
11. The PSAB is dormant and redundant in Togo's private sector.
12. TCT has been reaching targets and is well managed.

C. Management

1. AMDI was adequately managed by both AID/W and OAR/Togo, with the exception of AFGRAD.
2. HRDA is being managed well by AID/W. There is a good deal of advice and guidance in cables, model documents and field visits, all which assist OAR/Togo in its program. The HRDA Update is well appreciated. OAR/Togo needs assistance revamping and/or implementing its PSTNA and it has not seen the HRDA evaluation report which was completed in 1989.
3. Training, especially in-country and Third Country Training, is very management-intensive, requiring following AID rules and regulations for participant training and for contracting and demands the constant attention of the PA/TO. He needs assistance in organizing his routine activities and more staff, especially if the Mission is serious about doing more follow-up with former participants.

4. The PTMS is being used by the Mission for a number of purposes including this evaluation, but the PA/TO is the only person in the Mission who knows how to use it.
5. Project monitoring, especially for in-country training, has not always been closely managed, especially for ensuring that proper AID procedures are followed for contracting.
6. Complete financial and obligation data for AMDP was unavailable.
7. HRDA and ATLAS project funds and participant statistics will be confused if OAR/Togo continues to buy-into ATLAS with HRDA funds.

E. Impact

1. Short-term and in-country are the types of training providing the greatest potential for impact.
2. Women's participation has been moderate, but there is no indication of the impact of their training, probably because of poor targeting and selection.
3. Training for private sector entrepreneurs has the greatest potential for success in meeting personal training objectives, for smooth post-training job re-entry, for providing skills applicable for today's Togo, for successful introduction of new activities in the workplace and for having an impact on development.
4. Tailoring training to specific needs through better needs assessment and coordination with recipient department or organization will increase impact potential.
5. A follow-up program providing post-training support to returned participants could improve effectiveness and impact.
6. An improved selection process providing training opportunities to candidates outside of the GOT, with more emphasis on women and on rural areas and less control of the process by the GOT would increase potential of accomplishing program objectives.

IV. RECOMMENDATIONS

A. Planning

1. That OAR/Togo request AID/W for assistance in updating the PSTNA.
2. That OAR/Togo prepare a Country Training Strategy
3. That OAR/Togo focus its training strategy on a very well defined objectives and stick to them.
4. That OAR/Togo try more to coordinate the planning of training within OAR and with donors.

B. Training Implementation

1. That OAR/Togo clearly link recruitment and selection better with planning. Selection criteria should be developed for each activity and OAR/Togo should consider using panels to open the selection process.
2. That OAR/Togo plan to do more training for people outside of Lome.
3. That Handbook Ten be followed, especially with respect to FIO/P documentation and lead time.
4. That the former participants groups be used for pre-departure orientation programs.
5. That OAR/Togo continue its commendable follow-up efforts.
6. That OAR/Togo again request assistance from AID/W in identifying ways to improve training for women.
7. That the PSAB be dismantled and the Groupement Togolais des PME and the Chamber of Commerce be used in its stead.
8. That more, clearly-defined, specific training be provided for private operators.

C. Management

1. That OAR/Togo request regular assistance from AID/W or private sector training support.

2. OAR/Togo should request from AFR/TR/EHR a copy of the 1989 HRDA mid-term evaluation.
3. That AFR/TR/EHR continue the HRDA Update and its regular, informative cable communications with the field.
4. OAR/Togo should look into delegating a Togolese secretary or clerk to work for/in the Training office part-time. This person would a) learn PTMS so that at least two people in the office would be conversant with it; b) learn and perform some of the routine, but indispensable documentation associated with training programs and c) be able to step in when the PA/TO is away in Benin (as he is expected to be often) or on leave and d) to permit him to devote a greater percentage of his time to program work and assisting the program officer.
5. That OAR/Togo request the assistance of REDSO/WCA in training office organization.
6. That OAR/Togo more closely monitor project documents to ensure they are complete and prepared according to AFD regulations.
7. That any ATLAS buy-in be kept separate from HRDA. If the Mission wants to buy-in to ATLAS, then it should do it with a separate project obligation.
8. That all project core files are managed so that total obligations can be determined.

D. Impact

1. That OAR/Togo focus on short-term and in-country training.
2. That OAR find ways to increase selection and participation of women in training programs.
3. That OAR place major emphasis and HRDA resources into training for private sector entrepreneurs.
4. That OAR tailor and plan training for specific needs identified through needs assessments.
5. That OAR continue and strengthen its follow-up program.
6. That OAR revise selection process to make training opportunities available to groups targeted through

needs assessments, especially those outside of the GOR
and in rural areas.

7. That OAR request AID/W assistance in developing
indicators for measuring impact in terms of how
training has made a difference beyond output data.

Annex A

Scope of Work for the Evaluation of the African Manpower Development (AMDP) II and the Human Resources Development Assistance Projects

I. BACKGROUND

A.I.D. assistance strategy in Togo focuses on alleviating problems and policies relating to agricultural production, rural credit, child survival and population growth. This strategy aims to improve the quality of life in Togo by instituting development processes which lead to sustained, broad-based economic growth.

OAR/Togo is implementing this strategy through a bilateral program which focuses on agriculture credit/extension, health planning and services, family planning, human resource development, and the P.L. 480 Title II food aid program.

Like most countries in sub-saharan Africa, USAID/Togo has participated in centrally-funded and regional training projects managed by AID/Washington as a means of achieving its goal of human resource development in Togo. The African Manpower Development Project I and II (AMDP I & II) and its successor, the Human Resources Development Assistance project (HRDA) are the three main projects through which USAID/Togo has concentrated its efforts and trained quite a number of Togolese cadres. All three training projects had the same basic aim to develop human resources in Africa by providing training in skills and disciplines required for planning and implementing development activities with special concern for African institutional staff development and the training of women. The significant difference between the HRDA and its predecessors is that the HRDA project placed emphasis on in-country and third country training, and set specific goals for increasing the participation of women and the private sector in the project.

Under the AMDP, USAID provides assistance of approximately \$2.0 million to the Government of Togo and trained a total of approximately 210 senior, mid-level cadres and technicians. The majority of the participants trained under this project received training in U.S. and third country institutions. In conformity with the mission's Small Country Program Strategy Statement (SPSS), the main areas of training have been agriculture, forestry, aquaculture, management, public and business administration, and small business development. The HRDA project which began in 1988, has so far provided approximately \$813,000 to the government and has trained approximately 200 participants in-country, third country and the U.S.

II. OBJECTIVE

The main objective of this evaluation is to ascertain whether training provided in the past under the AMDP I & II achieved mission objectives; and that relevant training is being provided under the current HRDA project for Togo given the country's development needs. The evaluation will also determine the impact of the projects in the development of Togo.

The AMDP/HRDA evaluation is scheduled for August 20 through September 19, 1990.

III. KEY QUESTIONS FOR THE EVALUATION

The following key questions have been identified for the evaluation:

- A. Extent to which the projects are achieving their goals.
- B. Adequacy of project design to address the human manpower development resource problem.
- C. Extent to which the training program is a part of the government's overall approach to human resources development.
- D. Extent to which training programs are coordinated with other donors.
- E. Extent to which training programs are meeting the needs of the individuals.
- F. Adequacy of training program and institutions/training sites in achieving training objectives.
- G. Extent to which short-term training (workshops, seminars, conferences) have contributed to achieving project purpose.
- H. Extent to which returned participants are utilizing their training to carry out their duties and responsibilities in the public or private sectors. What has been the impact professionally and personally on returned participants?
- I. Extent to which training has been beneficial to the individual and the government entity.
- J. Adequacy of training timeframe and courses to accomplish training objectives.
- K. Adequacy of placement procedures for ensuring appropriate placement of individuals.

- L. Adequacy of recruitment of candidates and selection processes.
- M. Adequacy of monitoring and data collection system for the projects.
- N. Extent to which returned-participants are utilizing information and training acquired.
- O. Adequacy of existing links between OAR/Togo, the Ministry of Plan, other government entities, and the private sector in formulation of training priorities.
- P. Adequacy of the process for selecting training programs.
- Q. Adequacy of project management.
- R. Extent to which other donors are contributing to human resources development.
- S. Determine how training opportunities are diffused throughout the country to ensure that all potential candidates are made aware of training opportunities.
- T. Adequacy of existing orientation package for the pre-departure orientation.
- U. Review placement procedures followed by the Government of Togo upon completion of training. What are the requirements for participants to be placed in suitable jobs? What are promotion prospects?
- V. Examine the problems encountered by returned participants (employee/employer relationships, suitability of job-description (before and after training) supervisor/supervisee relationship).
- W. Adequacy of USAID's management of training program.
- X. Discuss any special efforts made by OAR/Togo to ensure increased participation of women and the private sector.

It is anticipated that these questions will be expanded and/or refined after the arrival of the team in Togo.

Methods

- A. Interviews
- B. Random sampling of returned participants.
- C. Review of documents

IV. TEAM COMPOSITION

The team shall consist of an Evaluation Specialist and a Human Resources Development expert. They will be assisted by USAID/Togo Program Assistant/Training Specialist and/or a local training consultant who will perform certain coordination functions, including scheduling of meetings and interviews, and other necessary logistical support services.

The proposed scope of work for the evaluation team is as follows:

A. Evaluation Specialist

Responsibilities

- a. Prepare the design and data collection methodologies for the evaluation.
- b. Prepare a schedule for the duration of the evaluation.
- c. Assign specific key issues (stated in item III above) to individual team members.
- d. Coordinate the team's work for timely completion of the evaluation.
- e. Ensure that the key issues related to project design, goal attainment, monitoring and collection system, donor coordination, collaboration between OAR/Togo and government entities, project management have been addressed.
- f. Draft, edit and present the final report to USAID/Togo.

24

2. Qualifications

- a. Must have at least a Master's degree in education, social sciences or public administration.
- b. Must have at least ten (10) years of professional experience in designing and evaluating training projects, of which five (5) years have been in evaluating development projects in developing countries.
- c. Must have demonstrated writing and organizational skills.
- d. Must have French/oral/written fluency at least equivalent to an FSI 3/3 rating.

B. Human Resources Development Specialist

1. Responsibilities

- a. Determine whether the U.S.A.I.D. training programs are designed to meet the needs of Togo.
- b. Analyze the extent to which training received has been applied by the host government to respond to the critical need of skilled manpower.
- c. Determine whether training procedures are appropriate.
- d. Ensure that the key issues related to candidate selection, pre-departure orientation, participation of women and the private sector, placement and monitoring of participants, training courses, timeframes and institutions, and problems encountered by returned participants have been addressed.

2. Qualifications

- a. Must have at least a Master's degree in education and/or human resources development.



- b. Must have at least seven (7) years of professional experience in human resources development, preferably in planning and designing training activities; and at least four (4) years of experience in implementing training programs in developing countries.
- c. Must have demonstrated writing and organizational skills.
- d. Must have French/oral/written fluency at least equivalent to an FSI 3/3 rating.

V. REPORTING REQUIREMENTS

The team shall produce a written report which addresses the issues listed under item III and the responsibilities of each team member.

No later than one week after the arrival of the team in Togo, the Team Leader shall present to USAID a scope of work and proposed timeline for each team member identifying the responsible person(s) for completing each section of the report.

No more than four working days prior to the departure of the team, the Team Leader shall present to USAID/Togo, for its review and comments, a typed draft of the report. The team shall hold an oral briefing for the mission prior to its departure, at which time USAID will provide it with comments for incorporation into the final report.

The final typed report shall be submitted to USAID/Togo no later than one month following the team's departure from Togo. The final report shall be typed in single space and submitted in 5 copies each in English and French.

The evaluation team will prepare a report containing the following information:

1. Executive summary. No more than 3 pages, single spaced.
2. Table of contents.

3. Body of the report: The report should include a description of the country context in which the projects were developed and are being carried out, and provide the information (evidence and analysis) on which the conclusions and recommendations are based. The general length of the body of the report should not exceed 40 pages. Details would be included in appendices or annexes.
4. Conclusions: These should be short and succinct, with the topics identified by short sub-heading related to the questions posed in the statement of work.
5. Recommendations: These should correspond to the conclusions; wherever possible, the recommendation should specify who, or what agency should take the recommended actions.
6. Appendices: These are to include at a minimum the following:
 - a. the evaluation scope of work.
 - b. a description of the methodology used in the evaluation.
 - c. a bibliography of documents consulted.
 - d. the questionnaire used for the evaluation.

Other appendices may include more details on special topics and a list of individuals and agencies consulted.

VI. SCHEDULE

The team will be in Togo for approximately 3 weeks, beginning on/about October 22 through November 9, 1990. A six-day work week is required.



Annex B

MISSION INTERVIEW GUIDE

A. Project Purpose and Impact

1. As you probably know, AMDP's purpose in Togo was to help the GOT meet critical requirements for managerial and technically skilled manpower in order to enhance their contribution in priority fields related to rural economic and social development, such as agriculture, economics, energy, management and public health.

The purpose of the HRDA project is to stimulate, facilitate and support national and regional training institutions that will provide qualified technical, scientific and managerial personnel and policy planners to strengthen African development institutions, enhance the growth of the private sector and increase the participation of women in development. Togo has decided to focus its contribution to the project on management training in the fields of rural development, data processing, economics, business administration, HR development and identification and management of development projects.

How did the Mission define critical requirements? (ie, did it decide to focus on certain institutions? or on individuals?) What were the institutional/organizational development goals (HRDA)? To what extent do you think these projects have accomplished or are accomplishing their objectives? How has Togo reemployed returned participants or used the training provided? How have these projects supported SPSS/CDSS objectives?

HRDA requested all missions which were planning to buy-in to the project to prepare a Country training strategy (CTS) Has the Mission done this, why not?

What have been the most effective types of training? Least effective?

Has Togo been able to absorb all the training that has been provided?

Does Togo (gov't) have an effective planning mechanism for HRD? Or do they have studies that provide good information on training needs? How does it work (The planning mechanism)? Are these projects part of it? Explain.

Did the Mission approve of the PSTNA which was done in 1988 under HRDA? How does that fit or not fit with GOT and/or mission plans?

Are you aware of what other donors are doing for HRD in Togo?
How do you coordinate training with other donors?

HRDA calls for 35% of all trainees to be women and 50% to be from the private sector. Is the GOT aware of the regional targets and what has the Mission felt to be the impact on these target groups?

B. Planning

1. To what extent has the mission met the targets of the annual country training plans? If haven't, why not?

To what extent does the GOT participate in the preparation of the CTPs?

How does the Mission decide which in-country seminars to sponsor?

C. Processing

1. How are participants recruited and selected for training?

2. How are private sector parts recruited and selected for training?

2a. Who develops individual training programs and how?

3. Is the pre-departure orientation adequate for TCT and J.S parts?

4. What is the lead time for a. LT training?

b. ST training

c. In country training?

Have you found this to be adequate/

Has placement been satisfactory?

5. How is training monitored?

6. What preparation is done for a participant who is returning to Togo? Does the mission know of special problems returned participants encounter?

7. Follow-up?

8. Special comments for TCT?

Which of the processing steps is carried out most effectively?
Least effectively?

39

HRDA was designed to encourage greater use of third country training and in-country training, including strengthening local training institutions. Has the mission done more of these kinds of training?

What TCT institutions has the mission used and how has it found them? Would the mission strongly recommend any of the TCT institutions it has used? Which ones and why?

What about training for women? mission has done 12% under AIDP and HRDA combined.

D. Project Management?

Has the project management mechanism for HRDA been effective for the mission? Has the mission received support from HRDA core funds? What? What was the quality of that support, in your opinion?

The HRDA LSGA states that the GOT contribution is local costs and salaries, to ensure that the parts. are employed and will continue their employment with GOT upon return (what about Private sector parts?), and that within 30 days of return, each part. will submit a report or statement explaining impact and general impressions of the training?

Has the project been monitored sufficiently to determine whether these contributions have been made on a regular basis? Is the GOT doing these things consistently?

The LSGA for HRDA also states that individual training activities will be routinely evaluated. Has this been done?

60

PROGRAMME DE FORMATION DE L'USAID/TOGO

QUESTIONNAIRE D'EVALUATION

Nom: _____ Date _____

Sexe: M__ F__

Les dates de la formation: du _____, 19__ au _____, 19__

Type de formation que vous avez reçu:

<u>Formation Academique</u>	<u>Formation Court-duree</u>	<u>Au Togo</u>
<input type="checkbox"/> Dip/Certificat recu	<input type="checkbox"/> Voyage d'etude	<input type="checkbox"/> atelier
<input type="checkbox"/> Universite	<input type="checkbox"/> Seminaire	<input type="checkbox"/> seminaire
<input type="checkbox"/> Post-Universite	<input type="checkbox"/> Conference	<input type="checkbox"/> autre

Experience Professionnelle

Titre Actuel _____

Titre Avant la Formation _____

A. SELECTION

1. Qui vous a parle de la formation de l'USAID?

2. Connaissez-vous la procedure par laquelle vous avez ete choisi pour recevoir cette formation? Oui Non
3. Si oui, expliquez cette procedure. Si non, comment vous avez participe a la formation?

B. ORIENTATION ET PREPARATION

4. Avez-vous recu une orientation avant votre depart au Togo?
 Oui Non (Si votre formation a ete au Togo, il faut continuer a la question 7.)
5. Si oui, decrivez votre orientation.

6. Est-ce que cette orientation a ete suffisante?
 Oui Non Expliquez _____

C. LA FORMATION

7. Est-ce que vous avez participe a l'elaboration de votre programme de formation? _____ Oui _____ Non
8. Quels etaient les objectifs de votre programme de formation?

9. Est-ce que ces objectifs ont ete realises? ___ Oui ___ Non
Pourquoi oui or non? _____

10. Si non, qu'est ce qu'il aurait fallu de plus pour realise ces objectifs?

11. Quels etaient vos objectifs personnels pour cette formation?

12. Est-ce que vos objectifs personnels ont ete realisee?
___ Oui ___ Non
13. Si non, pourquoi pas?

D. APRES FORMATION

14. Avez-vous rencontre, depuis la fin de votre programme, des problemes a la reinsertion au travail?
_____ oui _____ non
Expliquez. _____

15. Decrivez le contacte que vous avez eu avec l'USAID/Togo depuis votre formation.

BEST AVAILABLE COPY

60

16. Est-ce que votre contact avec l'USAID depuis votre formation vous semble suffisant? Oui Non Si non, qu'est-ce que vous aimeriez avoir comme contact?
- _____
- _____

E. APPLICATION DE FORMATION

17. Est-ce que votre formation a été convenable pour les conditions actuelles du Togo? Oui Non Expliquez.
- _____
- _____

18. Dans quelle mesure votre programme de formation a-t-il été efficace en ce qui concerne l'amélioration de vos capacités personnelles?
- Zero Moyen Eleve

19. Utilisez-vous les connaissances acquises au cours de votre formation dans votre travail couramment? Oui Non Expliquez.
- _____
- _____

20. Quelles activités nouvelles avez-vous entreprises dans votre travail comme résultat de votre formation? (Par exemple, développer ou réviser les plans ou les procédures du travail, développer des projets ou les propositions nouvelles, planifier les ateliers/seminaires, etc.) Donnez les exemples.
- _____
- _____

21. Dans quelle mesure avez-vous connu le succès en intégrant ces nouvelles activités à vos collègues ou à votre superviseur(s)? Zero Moyen Eleve

22. Est-ce que vous pensez que la formation que vous avez reçue a eu un impacte sur le développement du Togo?
- Zero Moyen Eleve
- Expliquez. _____
- _____
- _____

BEST AVAILABLE COPY



Annex D

REVIEWING A TRAINING PROPOSAL

I. General Information

A. Name:

B. Organization:

C. Position:

D. Category of Training

Academic _____ Technical _____ Observation: _____

On-the-Job _____ Special Seminar or Program _____

E. Purpose of Training:

F. Duration:

G. Location: U.S. _____
Third Country _____
Varied Training _____
Locations _____

H. Cost:

II. Questions for your Analysis:

A. How does the proposed training relate to our Participant Training Strategy?

B. Which objective(s) in the HRDA Project Paper does the proposed training relate to?

C. Is the proposed training adequately defined? Explain.

D. How will the training contribute to project purpose?

E. Identify the outputs of the training?

F. How will the training be beneficial to Togo?

G. How will the training be beneficial to his/her organization?

H. Which area of the Country Training Plan does the training fall under?

I. Is the training a priority of the Government of Togo?

- J. Is the training included in manpower development identified by a GOT ministry? Explain.
- K. What are other sources for funding the proposed training?
- L. How would you rate the training proposal?
Low _____ High _____
Medium _____
- M. What suggestions do you have for improving the proposed training?

III. Recommendations:

Half of Tanzania's HRDA Training is Targeted at Women

Almost overnight, the proportion of women selected to receive training rose to 50 percent.

The Mission in Tanzania tapped into this eager population by advertising in English and Kiswahili newspapers, resulting in a flood of 3,500 applications from women and men throughout the country.

In a cable to AID/Washington clarifying the Mission's approach, USAID/Tanzania notes, "We did this to open up the selection process in order to reach professional people who we sensed were out there, but who might not be included in institutional training plans due to physical location, lack of access, or sex bias."

Because this advertisement drew responses from plenty of qualified women, USAID/Tanzania found that

there was no need to gradually increase the target of women or seek other ways of recruiting women.

Of the 3,500 self-nominated applicants, only 700 (20 percent) were women. Nonetheless, because the quality of the female candidates was so high, half of those selected for training were women.

To what does the Mission attribute this outstanding recruitment and selection success?

"Women are Encouraged to Apply"

First, the advertisement placed by USAID stated that "women are encouraged to apply." Had such wording not been included, many of these qualified women admitted that they would not have had the courage to apply.

The advertisement reached women who otherwise might not have been considered by the Mission. For example, one of Tanzania's first women engineers, who earned her M.Sc. in Ghana and currently is the Commandant of the Dar es Salaam airport, has been selected for an MBA program. Christine Hjeilt, Human Resources Advisor in the Mission, points to "a senior technical officer with Tanzania Posts and Telecommunications who will study Electronic and Telecommunications Engineering to help revive the country's overextended telephone system." These women might have gone unrecognized had the Mission not advertised in publications throughout the country.

Selection Advisory Committee (SAC)

The Mission also attributes part of its success to a six-person Selection Advisory Committee (SAC).



Through HRDA, women all over Africa seek to enhance their skills. (Photo from Guinea)

Selecting a Woman Participant for a Course Related to Entrepreneurship

Tanzania rapidly increased women's participation in HRDA activities to 50 percent of all participants, after placing an ad in the newspaper that encouraged women to apply. What other avenues are available to Missions interested in finding appropriate women to participate in seminars for women entrepreneurs?

One of the trainers for the upcoming HRDA regional seminar for Francophone Women in Management and Entrepreneurship offers a few suggestions to Missions on selecting participants. She notes that relying on the same mechanisms used to identify male participants like the Chamber of Commerce or Ministries will not necessarily work.

Women with Entrepreneurial Potential

For Missions seeking women who have entrepreneurial potential, but who have not yet started a business, the following suggestions are offered:

- Talk to NGOs working with women.

- Ask the Women's World Bank affiliate for creative approaches to identifying candidates.
- Ask Peace Corps volunteers for suggestions.
- Do not rely solely on the Chamber of Commerce or the Ministry of Women's Affairs.

Owners of Business with Expansion Potential

For Missions seeking women business owners who could potentially expand their businesses:

- Talk to banks to find promising candidates.
- Do not neglect women's cooperative businesses.
- Favor productive enterprises over purely commercial enterprises.
- Ask women's Rotary Club-like organizations (like the Soroptimist International Club).
- Remember: the informal sector usually provides the greatest expansion potential.

The SAC was made up of two representatives each from the private sector, public sector, and USAID. Three women sat on the committee. Members were sensitized to look for candidates who were determined to acquire new skills in a changing economy.

In the public advertisement, applicants were asked to describe their employment history, educational background, and career aspirations. This information, along with letters of reference from employers and transcripts, was used by a prescreening committee of Mission staff to eliminate obviously unqualified applicants.

This reduced the applicant pool to about 350 candidates, whose documents the Selection Advisory Committee evaluated. From this review, 98 persons were selected for short-term (nondegree) training under HRDA. Ninety-five of the strongest applicants were interviewed by the SEC for 35 long-term (degree) training slots. (See Figure 1 for a list of questions.)

The committee sought candidates with personal career goals, ambition to succeed within a changing environment, and dedication to the enhancement of their profession (see questions 4 and 5 in Figure 1). The committee also probed for the applicant's perception of the applicability of their profession to the emerging private sector (see question 6).

Candidates with the highest number of points were selected to pursue academic and technical training pending the Director's approval. Joseph Stepanek, USAID Director, notes that "at each decision point—prescreening, committee review, interview, and selection—the percentage of qualified women increased." Final results indicate that the SEC was particularly impressed by women's objectives to enhance their skills related to finance, accounting, management, and family planning.

Throughout this process, committee members were asked to remove themselves from the reviewing process if they knew a specific candidate to ensure greater objectivity.

HRDA is dubbed internally as the USAID Scholars program. It combines the standard practices of the HRDA Project and the AIGRAD project with a merit-based selection process. Presently the program focuses on U.S. and third-country training in the areas of finance, marketing, management, agribusiness, and law. USAID/Tanzania also will be using HRDA for study tours and consultancies to enhance in-country training resources.

HRDA activities are facilitated by Z. Kristos Minja, Training Officer; Flora Majebele, Assistant Training Officer; Magdalena Riza, Participant Placement Coordinator; and secretaries Janet Mwemezi and Hilda Dominic.

Questions to Ask Prospective HRDA Participants:

USAID/Tanzania used the following questions and scale to interview and rate participants for long-term training. A score of 5 would mean that the candidate answered the question well. Each member of the Selection Committee submitted his/her assessment and average scores were used as one way of determining who should receive a scholarship.

Training Officers in Africa might want to consider these types of questions in their selection of HRDA participants.

NAME _____

SEX _____ TRAINING _____

1. Please describe to us what your current job entails.

1 2 3 4 5

2. What would your colleagues at work say are your best abilities and why?

1 2 3 4 5

3. Tell us about someone you admire with whom you went to college. Why do you admire this person?

1 2 3 4 5

4. You are being proposed for training in _____. How would you use this training upon your return?

1 2 3 4 5

5. Presuming that your training will involve some research, what research topic are you interested in and why?

1 2 3 4 5

6. Pretend for a moment that we are students fresh from the University with degrees in your field. As you know, we are no longer guaranteed jobs by the Government. We have come to you for advice on how to succeed in your field. What would you tell us?

1 2 3 4 5

7. Where would you like to see yourself 10 years from now and why?

1 2 3 4 5

8. Why should we choose you for a scholarship to the United States, over all of the others?

1 2 3 4 5

9. (Overall Impression based on any other questions.)

1 2 3 4 5

INTERVIEWER'S NAME

TOTAL

Annex F

LIST OF PERSONS INTERVIEWED

OAR/Togo

Mark Wentling, AID Representative
Evelyn McLeod, Program Officer
Hyacinthe Sodji, Program Assistant/Training officer
Dennis Panther, Rural Development Officer
Paul Ehmer, Health and Population Officer

Government of Togo

Kwami Abotchi, Coordinator of Training, Ministry of Plan and Mines
Quashie Delali, Division of Human Resources, Ministry of Plan and Mines
Mrs. Vera Soumsa, Economist, Ministry of Plan and Mines
Mme Kagbara Padawou, Assistante Social Director, Division of Social Education, Direction General de la Condition Feminine

Private Sector

M. Savi de Tovi, President of PSAB, Vice President of Groupes de Togolais des Petites et Moyennes Entreprises
Mr. Lawson, President of Association des Promoteurs d'Entreprises
Woledji Kossi-Kouma, Executive Director, Opportunities Industrialization Center

Other

Martin Schulman, Human Resources Development Officer, REDSO/WC
Esther Addo, Assistant HRDO, REDSO/WCA
John Gillies, training consultant on TDY in Togo

BEST AVAILABLE COPY

68

Annex G

LIST OF FORMER PARTICIPANTS INTERVIEWED

Abotchi, Kwami	National coordinator of training programs, Ministry of Plan and Mines
Adom, Badibalata	Economist, Ministry of Plan and Mines
Afangbom, Koffi Djodji	Chief of Technical studies and synthesis, Ministry of Plan and Mines
Agbekou, Koffi	Health and Population specialist, OAR/Togo
Mme Agbeshie, (eklenyuri	Director Protection of Youth, Ministry of Social and Women's Affairs
Agbeyome, Kobla	Businessman
Mme Agbokou, Adjoo	Head of Investment Budget and Equipment, Ministry of Youth, Sports and Culture
Agbodjan, Labite Eyram	Chief of Rural development, Ministry of Plan and Mines
Agbodjavou, Kossi	Technical counsellor, Ministry of Technical Education and Professional Training
Akakpo, Djiffa Jawo	Civil Administrator, Ministry of Plan and Mines
Andoussou, Comlan Dansou	Head of consulting firm
Anifrani, Kossi Adiatsi	Attached to cabinet of Ministry of Technical Education and Professional Training
Assignon, Kodjo Vignon	Chief, coordination of external aid, Ministry of Plan and Mines
Danklou	Director general of a firm
Daou, Walla	Economist, Ministry of Rural Development
Mme Esaw, Mondo	Inspector, Ministry of Civil Service
Mme Freitas, Tchotchovi	Dir. of Economics, Ministry of Economy and Finance
Gbodui, Sueto	Chief of Judicial affairs, Ministry of Youth, Sports and Culture
Gbofu, Zyto	Agricultural economist and project management specialist, OAR/Togo
Gnanih, Kokou	Manager of business
Hossou, Atsou	Statistician, Ministry of Public Health
Johnson, Kueku-Bianka	Head of planning, Ministry of Commerce and Transport
Jondoh, Comlav. Dzigbodi	Responsible for studies, Ministry of Plan and Mines
Kaegnaya, Bass.	Director of the Cabinet, Ministry of Technical Education and Professional Training
Kamba, Belysemelin	Commercial agent, Office of Togo Agricultural Products, Ministry of Commerce and Transport
Kodjovi-Numado Ayaovi	Head of Studies, Ministry of Rural Development

Kolou, Delima	Agricultural engineer, Togo-gran, Ministry of Rural Development
Kougbenya, Sebene	Agricultural engineer, Ministry of Rural Development
Kudo, Akuvi	Programmer, Catholic Relief Services
Lamboni, Hinda	Economist-planner, Ministry of Rural Development
Lawson, Latevi	Account and management consultant
Mensah, Kwadzo	Health Statistician, Ministry of Public Health
Nambang, Kagnolem	Head of studies in Direction of Transport, ministry of Commerce and Transports
Segoua, Tidjani	Secretary general, Ministry of Economy and Finance
Sitti-Madje, Ayite	Director of business
Sodjehoun, Zon-melly	Deputy director of business
Mme Takouda, Vignigaba	Deputy Director General of Women's Affairs, Ministry of Social and Women's Affairs
Tannous, Tony	Co-director of business
Tossoukpe, Akakpo	Accountant and marketing agent for accounting firm
Wozufia	Head of business
Woledji, Kossi-Kouma	Director of OIC-Togo
Yaforgman, Koudibi	Data Entry Agent, Ministry of Public Health

Annex H

REFERENCES

Project Documentation

Private Sector Training Needs Assessment, Human Resources Development Assistance (HRDA) Project, USAID/Togo, February 1988, Detorah M. Orsini, Independent Consultant and David P. Harmon, IAI

Country Training Plans for Togo FY 84 to FY 90

AMDP I & II files, OAR/Togo

HRDA files, OAR/Togo

Human Resources Development Assistance (698-0463) Project
Paper

African Manpower Development Project (698-0433) Project
Paper

USAID/Togo-Benin Project Implementation Reports April 12, 1990

Other Publications, Reports

Evaluation Report of the Sahel Manpower Development Project (SMDP), September 19, 1985, Creative Associates, Inc., Washington, D.C.

Togo Entrepreneurship Development Program Workshop, Final Report, August 1989, Management Systems International

World Bank Discussion Paper, Institutional Development Policy, Assistance in Macroeconomics Policy Formulation, A Case Study of Togo, 1987, Sven B. Kjillstrom and Ayite-Fily d'Almeida, The World Bank, Washington, D.C.

HRDA UPDATE, No 3, August 1990, Bulletin from the HRDA, Labat-Anderson, Arlington, VA

Formation en Management des Cadres Togolais

Assistance au Developpement des Capacites de Planification et de Gestion de l'Economie Togolaise par un Programme Coherent de Formation, note de synthese, Ministere du Plan et des Mines

AID Handbook 3. Project Assistance

AID Handbook 10. Participant Training

71

Annex 1

USAID/TOGO TRAINING PROGRAM

EVALUATION QUESTIONNAIRE

(Tabulation of responses)

Name: _____ Date _____

Sex: Male: 34 or 81% Female: 8 or 19%

Training dates: from _____, 19__ to _____, 19__

Type of Training which you received:

<u>Academic training</u>	<u>Short-term training</u>	<u>In Total</u>
3-Dip/Certificate	3-Field Trip	7-Workshop
2-University	19-Seminar	14-Seminar
2-Post-University	__-Conference	__-Other

Professional Experience

Present title _____
Title before training _____

33 or 79% are still in same job
9 or 21% have changed jobs
13 or 31% have received promotions since training

A. SELECTION

(Longer, written responses are given in the order of the number of times respondents listed the response; that is, answers given most frequently are presented here first.)

1. How did you hear about the USAID training?

From my Ministry superiors
From the Ministry of Plan and Mines
From the Togo Chamber of Commerce
Through C/CCD/Togo/USAID
From a friend
From former training participants
Through UNIS
From UNFT
USAID
CCAIT
World Bank
Catholic Relief Services

2. Do you know the procedure by which you were chosen to

receive this training?

32 or 76% yes 9 or 21% no 1 no answer

3. If yes, explain this procedure. If no, how did you come to participate in the training?

If yes, describe the procedure:

If no :

Through my ministry
Interview, tests

My application
Ministry of Plan and Mines
CCCD
UNET
Catholic Relief Services
TRIPS

My ministry
Applied via Chamber
of Commerce
Invitation letter
I took a test

B. ORIENTATION AND PREPARATION

4. Did you receive an orientation before you departed Togo?

15 yes 11 no

5. If yes, describe your orientation.

USAID orientation meeting, 12
USIS meeting, 1

6. Was this orientation sufficient?

yes: 9 4, no

Explain: Yes: I got what I needed

No: There is too much to learn to avoid culture shock

	<u>Total</u>	<u>Long-term</u>	<u>Short-term</u>
Yes	9	1	8
No	4	1	3

C. THE TRAINING

7. Did you participate in planning your training program?

Yes 9 or 21% No 31 or 74% No answer 2 or 5%

8. What were the objectives of your training program?

To learn improve or master management techniques
To gain management, research skills etc for private business
To learn improve project planning, evaluation

To acquire computer skills
To acquire new administrative skills
To broaden my capacities
To learn grain storage techniques
To get tools to negotiate loans
To learn from other countries

9. Were these objectives realized?

36 or 86% yes

3 or 7% no

3 or 7% part y

Why were the objectives realized?

I mastered new skills
I got the proper content, what I needed
I gained management skills
My work, business has improved
I learned computer skills
Because the trainers were good
Because APE was formed as a result
I am teaching what I learned to others now
It was a good exchange of experiences

10. If no, what would have been necessary to realize the objectives?

Longer, deeper, more complete, more inclusive training
Specialized training tailored to individual needs
Follow-up, continued training is necessary

11. What were your personal objectives for this training?

Gain tools to improve management, to do work better
Gain or master management and project techniques
Gain skills necessary to become better businessman
Learn specific skills, such as computer programming, grain storage, loan negotiation
Broader professional skills, human development,
Learn human resource management
To be able to move into the private sector, start a business
Improve English language skills
Gain skills outside my field

12. Were your personal objectives realized?

24 or 57% yes

12 or 29% no

5 or 12% partly

1 or 2.5% no answer

13. If not, why not?

Training was too short
Training lacked follow-up, practical internships
I have not yet gotten my private business going
Lack of capital to get business started

Learning is lifelong...
The knowledge-practice gap
My English was too weak
I wanted/needed to stay longer to get a PhD

D. AFTER TRAINING

14. Have you experienced problems of reinsertion into your work after your training?

9 or 21% yes 32 or 76% no 1 or 2.5% no answer

Explain these problems:

Administrative set-up poorly understands, appreciates our training
Training was inadequate, I can not use it
Structural Adjustment and other administrative problems prevent me from using my learning
Degree equivalency problems
Training was too short
Many more trained cadres are necessary

Explain why you did not experience reinsertion problems

I moved back into my previous job, but with better qualifications
I got a promotion
I was appreciated, they were ready for me
I gained confidence, the capacity to make decisions
I am in charge here!

15. Describe the contact you have had with USAID/Togo since your training

11 or 26% said "none"
When I submitted my report, thank you letter
Professionally, submitting reports, project funding contacts, OIC, Chamber of Commerce, UNFT
Through APE
Regular, friendly, excellent
I work there
When applying for further training
I am too busy to maintain contact
CCCD
Informal rare
OPIC contacts
Through SIPAR which we created

16. Does your contact with USAID since your training seem to you to be sufficient?

12 or 29% yes 26 or 62% no 1 or 2.5% yes/no

3 or 7% no answer

What contact would you like to have with USAID?

Regular information on training opportunities, new ideas,
counselling, guidance
USAID follow-up to determine if participants are using their
training
More, further, deeper training
Get-togethers of returned participants
Direct contact with USAID, not through MFM
Submission of my project for funding
Improving my English

E. APPLICATION OF TRAINING

17. Was your training applicable for the conditions of Togo today?

34 or 81% yes. 5 or 12% no yes/no 1 2 no answer

Explain yes:

Training fits my needs, I use it, it is needed by Togo
Improved my work, harmonious efforts at development, work
organization
Good training, materials, content of training
Fits needs of Togolese women
Helped project planning, evaluation
As GOT is doing less in economics, private sector must do
more
Our young country has many needs
We are on computer now

Explain no:

Need longer, deeper training
Would require training of more cadres
I got moved to a job where I do not use my training skill

18. To what extent did your training program improve your personal capabilities?

2 or 5% zero 21 or 50% moderate 19 or 45% high

19. Do you use the knowledge gained in your training in your current work?

35 or 83% yes 4 or 9.5% no yes/no 2 or 5%
1 no answer

Explain how you use your skills:

I work better now, my work demands things I learned

BEST AVAILABLE COPY

New computer skills

I can manage, set priorities, objectives, plan action

Skills in human resource management

Better project planning/evaluation

I am applying new methods among my colleagues

I am better able to manage my business

Making contacts, finding opportunities

I am more sure of myself, confident, able to make important decisions

Explain why not:

Incomplete training

Administrative setup favoring certain people prevents affirmation of my skills

Wrong field of training

Human resources go unused

20. What new activities have you undertaken in your work as a result of your training?

5 or 12% "none"

Work planning, procedures, organization, problem solving, use of personnel/skills, budget control

New project elaboration

Contributing to new projects, concept studies, seminar

Computerization to save time

Plan training of department personnel

Revising enterprise organization

Teach, head seminars

Creativity

Business management, functioning

I think "system" now

Make suggestions at professional meetings

Employ new grain treatment procedures

Planning and management of income-generating projects

21. To what extent have you experienced success in introducing these new activities to your colleagues or your supervisor?

5 or 12% zero 18 or 43% moderate 12 or 29% high

6 no answer 1 response not apply

22. Do you believe that the training you received has had an impact on development in Togo?

5 or 12% zero 22 or 52% moderate 10 or 24% high

4 no answer 1 all three

BEST AVAILABLE COPY

77

Explain how your training has an impact on development in Togo:

I am enabled to help my department or organization, improve chances for success
 If each of us applies our learning, it will have an impact
 New ways learned impact projects and the national economy
 Through APE
 We created a society of workshop participants
 I am sharing skills with students and professionals
 I am having results
 Through rural development, youth training, agriculture, reducing unemployment, increasing agricultural production
 Great savings of time in work
 Women gained tools to better do their work
 Built on prior learning, training
 Organized a new financial organization

But...
 I need more training
 More cadres will have to be trained
 I need finances
 It takes time, too soon to know

If zero, explain why:

Training was too short, incomplete, superficial
 Impact is limited to my enterprise now, but if many like me had training, then impact would be good

Private Sector and GOT Compared

Question	Topic		Private Sector		GOT	
9	Program Objectives	yes	11,	85%	23,	85%
		no	1,	7.6%	2,	7%
		partly	1,	7.6%	2,	7%
12	Personal Objectives	yes	9,	69%	14,	52%
		no	2,	15%	9,	33%
		partly	2,	15%	3,	11%
14	Re-entry problems	yes	1,	8%	6,	22%
		no	12,	92%	20,	74%
17	Applicability/Togo	yes	13,	100%	19,	70%
		no	0,	0%	5,	19%

78

18	Personal capabilities	zero	0,	0%	2,	7%
		moderate	6,	46%	15,	56%
		high	6,	46%	11,	41%
19	Skills utilization	yes	13,	100%	21,	78%
		no	0,	0%	4,	15%
21	Success introducing new activities	zero	0,	0%	5,	19%
		moderate	8,	62%	10,	37%
		high	5,	38%	6,	22%
22	Impact, Togo Dev	zero	1,	8%	4,	15%
		moderate	8,	62%	12,	44%
		high	4,	31%	6,	22%

BEST AVAILABLE COPY