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AN IMPACT EVALUATION OF THE
AFRICAN MANPOWER DEVELOPMENT PROGRAM, PHASE II
GUINEA, 1982-92
(AMDP II, 698-0433.75)

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I. EXECUTIVE SUMMARY

1. A three-person team from OIT, REDSO, and USAID/Conakry did an end-of-project evaluation of the African Manpower Development Program (AMDP II, 1982-92), during the period January 4-22, 1993. The team conducted lengthy interviews with thirty returned participants and six supervisors in Conakry and Labe.
2. AMDP II's goal was to support public sector agencies and training institutions engaged in development. A total of 534 participants, exclusive of those in the AFGRAD program, who were not included in this evaluation, received training in the U.S., third countries, and in-country.
3. The purpose of the evaluation was to assess the impact on Guinea of participants in the program and point out lessons learned that would assist the Training Office in the implementation of AMDP's successor program, the Human Resources Development Assistance Project (HRDA), which began in 1988 and is now the umbrella training mechanism for the mission.
4. The fact that AMDP II overlapped with HRDA for half its project life led to mutually beneficial effects. The lessons from AMDP II that contributed to improvements in HRDA were then applied where possible back to AMDP II.
5. Impact was assessed on the basis of participants' and supervisors' subjective responses to questions. On the whole, both groups were very pleased with the quality and appropriateness of the training. Participants strongly asserted that it made them more effective on their jobs, a view shared by their supervisors. Participants cited many examples of the application of their training. In the absence of objective measurable goals for such a heterogeneous program, and in light of the political conditions in the country during the period, a subjective assessment points to success for the program.
6. Skills acquired by AMDP II participants are very relevant to the mission's current strategic goals. Development and training institutions are still in need of assistance and HRDA is still fifty percent geared to the public sector. Thus the impact of AMDP II participants can only increase as the institutional framework in which they are employed stabilizes and USAID/Guinea makes use of their talents.
7. Maximum impact of AMDP will be achieved in the future when the mission's active and ambitious follow-on efforts bear fruit.

II. SCOPE OF WORK

CONAKRY 03650; JULY 16, 1992

SUBJECT: AFRICAN MANPOWER DEVELOPMENT PROJECT (AMDP II, 698-0433):
END OF PROJECT EVALUATION

REF: STATE 187294

1. BACKGROUND

LIKE MOST COUNTRIES IN SUB-SAHARAN AFRICA, USAID/GUINEA HAS PARTICIPATED IN SUBJECT REGIONAL TRAINING PROJECT TO ENHANCE THE CAPABILITIES OF HUMAN RESOURCES IN GUINEA. TOTAL OBLIGATIONS (FROM FY 82 THRU FY 87) ARE DOLS 3,649,000. AS PACD IS SEPTEMBER 30, 1992, MISSION IS INTERESTED IN AN END-OF-PROJECT EVALUATION.

THE GOAL OF AMDP II WAS TO STAFF AFRICAN DEVELOPMENT AGENCIES AND TRAINING INSTITUTIONS WITH NATIONAL PERSONNEL TRAINED IN SKILLS AND DISCIPLINES REQUIRED FOR PLANNING AND IMPLEMENTING DEVELOPMENT ACTIVITIES. TRAINING PROGRAMS SPONSORED BY THE PROJECT WERE TO BE DESIGNED TO HELP IMPROVE THE PERFORMANCE AND PRODUCTIVITY OF GOVERNMENT MINISTRIES, PARASTATAL ORGANIZATIONS, PRIVATE VOLUNTARY ORGANIZATIONS AND PRIVATE ENTERPRISES ENGAGED IN DEVELOPMENT ACTIVITIES. THE PROJECT WAS DESIGNED TO PROVIDE A FLEXIBLE RESPONSE TO MANPOWER NEEDS; A BROAD RANGE OF TRAINING FIELDS WAS AUTHORIZED. IT COULD HAVE BEEN SHORT-TERM OR LONG-TERM, TECHNICAL OR ACADEMIC FOR ANY LEVEL OF PERSONNEL.

2. OBJECTIVES

THE PRIMARY OBJECTIVE OF THIS EVALUATION IS TO ASCERTAIN THE EFFECTIVENESS OF TRAINING PROVIDED BY AMDP II PROJECT. THE EVALUATION WILL MEASURE THE IMPACT OF TRAINING FUNDED UNDER THIS PROJECT IN RELATION TO DEVELOPMENT IN GUINEA.

KEY QUESTIONS PERTAINING TO:

- (1) AMDP GOAL AND OBJECTIVES:
 - A. EXTENT TO WHICH AMDP HAS ACHIEVED ITS STATED GOAL AND OBJECTIVES.
 - B. EXTENT TO WHICH PROJECT OBJECTIVES WERE MET.
 - C. EXTENT TO WHICH PROJECT OBJECTIVES WERE APPROPRIATE.

- (2) INDIVIDUALS TRAINED:
 - A. EXTENT TO WHICH THE TRAINING PROGRAM HAS MET THE NEEDS OF THE INDIVIDUALS TRAINED UNDER IT.
 - B. EXTENT TO WHICH RETURNED PARTICIPANTS ARE UTILIZING THEIR TRAINING TO CARRY OUT THEIR DUTIES AND RESPONSIBILITIES.
 - C. EXAMINE PROBLEMS ENCOUNTERED BY RETURNED PARTICIPANTS

(EMPLOYER/EMPLOYEE RELATIONS), JOB SUITABILITY BEFORE AND AFTER TRAINING.

- (3) FOLLOW-ON ACTIVITIES AND IMPACT INDICATORS:
- A. EXTENT TO WHICH TRAINING OFFICE IS FOLLOWING ON AND MAINTAINING RELATIONS WITH PARTICIPANTS.
 - B. BENCHMARKS TO MEASURE PROJECT SUCCESS.

3. PERIOD OF PERFORMANCE: THIS EVALUATION SHOULD TAKE PLACE IN CONAKRY, GUINEA, O/A SEPTEMBER 1992.

4. REPORTS:

THE EVALUATOR WILL PRODUCE A WRITTEN REPORT WHICH ADDRESSES THE ISSUES LISTED UNDER KEY QUESTIONS ABOVE. A DRAFT OF THIS REPORT WILL BE SENT FOR COMMENTS TO THE MISSION NO LATER THAN TWO WEEKS AFTER RETURNING TO THE UNITED STATES. THE REPORT WILL INCLUDE AN EXECUTIVE SUMMARY, A REVIEW OF THE PROJECT SUCCESS AND CONCLUSIONS WHICH CORRESPOND TO THEM.

5. LEVEL OF EFFORT:

GIVEN THE SIZE OF THE PROJECT, THIS EVALUATION SHOULD BE PERFORMED BY 2 CONSULTANTS OVER A PERIOD OF 3 WEEKS. UPON ARRIVAL IN CONAKRY, CONSULTANTS WILL BE PROVIDED WITH THE FOLLOWING KEY DOCUMENTS:

AMDP PROJECT PAPER
PROJECT IMPLEMENTATION REPORTS AND TRAINING PLANS
TRAINING IMPACT ASSESSMENT REPORT.

III.. PURPOSE OF EVALUATION

From the Scope of Work and discussions with USAID/Guinea staff, fourfold purpose of the evaluation emerged:

1. to conduct an end-of-project impact study of the project viewed on its own terms, based on the goals in the AMDP II Project Paper and in the context of the mission's overall strategy during the same time period;
2. to assess the impact of AMDP II participants on the mission's current strategic objectives;
3. to provide additional guidance, from Guinea's experience with AMDP II, in implementing training under the regional Human Resources Development Assistance Project (HRDA), the successor to AMDP

II which now serves as the mission's umbrella training mechanism, and under the African Training for Leadership and Advanced Skills (ATLAS), which the mission will buy into. Also, to provide the mission with validation or adjustment of current operating assumptions derived from AMDP II; and

4. to further Training Office efforts on follow-on by beginning the long process of locating returned participants and surveying their interest in participation in development programs, alumni associations, in-country workshops, etc.

Therefore, although this is an end-of-project assessment, the emphasis here is on applying experience and adapting early training to current needs, not on simply creating an historical document.

The African Graduate Fellowship Program (AFGRAD), although a component of AMDP II in the project paper, was excluded from this study. Because of its regional funding, omission from Country Training Plans, and implementation by the African-American Institute, AFGRAD is generally considered a separate program.

IV. METHODOLOGY

To perform this evaluation, USAID/Guinea requested the services of the Office of International Training (OIT/Washington) and of the Regional Development Support Office, West and Central Africa (REDSO/WCA/Abidjan), joined by a member of the USAID/Guinea Training Office staff. The evaluation team consisted of:

Ronald Raphael, Field Training Advisor, Office of International Training, AID/Washington

Ousmane Wann, Training Assistant for Impact Monitoring, Training Office, USAID/Guinea

Thierno Mamadou Kane, Regional Training Advisor, REDSO/WCA

The team worked under the general direction of Human and Institutional Resources Development Officer (HIRDO) Felipe Manteiga and Training Officer Moustapha Diallo, with assistance from Assistant Training Officer for the Public Sector Hadja Arabyou Diallo and Assistant Training Officer for the Private Sector Alpha Souleymane Diallo.

Work began in Conakry on January 4, 1993 with background briefings, planning sessions, review of documents, construction of questionnaires, and location of returned participants. Interviews

with returned U.S. and third-country participants, in-country trainees, Government of Guinea officials in the role of supervisors or colleagues of participants, and USAID staff were conducted January 7 - 18 and a first draft was presented on January 19. Comments were discussed and incorporated into a final report submitted January 22.

Dr. Wann, who joined USAID/Guinea in December 1992 and whose training impact monitoring function plays a crucial role in the conduct and follow-up to this evaluation, took the lead in adapting the questionnaires from monitoring materials already in use, did the legwork in locating returned participants, with the assistance of Training Office colleagues, conducted most of the interviews, and provided background context.

Mr. Kane participated until his departure from Conakry on January 15, conducting interviews, correcting the Participant Training Management System (PTMS) database, drafting the logframe, sketching out his general conclusions, and providing information on procedural and programmatic experience from other missions in the region.

Mr. Raphael assisted in constructing questionnaires, participated in interviews, provided theoretical and comparative evaluation material from AID/Washington, contributed an OIT and Africa Bureau evaluation and monitoring perspective, and wrote this report.

For theoretical and operational underpinning to the methodology, two very useful works on evaluation were consulted and an attempt was made to maximize the use of their insights:

Herb Turner, Brenda Bryant, and Andreas Bosch (Creative Associates International, Inc.), A Training Impact Evaluation Methodology and Initial Operational Guide (AID/Bureau for Africa/Office of Technical Resources/Division of Education and Human Resources: 1991), and

John Gillies, Training for Development: Review of Experience (AID/Bureau for Latin America and the Caribbean/Office of Development Resources/Division of Education and Human Resources: 1992).

Within the time available, the team planned to locate and interview approximately thirty participants, out of a total of 534 (excluding AFGRAD and including in-country trainees; 155 U.S. and third country alone) in AMDP II. Two weeks of intensive search for returned participants for this evaluation resulted in locating and interviewing thirty participants and six supervisors. The sample resulted entirely from the team's success in locating and meeting with participants, which proved to be extremely difficult due to the extensive reorganization of most ministries and institutions and the absence of many former participants from their place of

work.

The thirty-one participants and seven supervisors were given extended interviews of thirty to sixty minutes each. Separate questionnaires for the two groups were used for guidance and were filled out by the interviewers. See Appendix A for the questionnaires.

Since only three people who have undergone in-country training were located and interviewed, it is not possible to draw any conclusions about in-country training from the interviews. To find a sufficient number of this large group would have taken far more time than the team had available.

The team had extensive discussions -- among themselves, with members of the Training Office, and with persons interviewed -- airing their observations and conclusions and bringing their different points of view to bear on the final product.

V. BACKGROUND: AMDP I and II

In 1976, the Africa Bureau consolidated various Africa regional training programs of the 1960s and 1970s and launched AMDP I, in response to the critical and continuing need to reduce the shortfall in trained African human resources. This project was for training of Africans in fields of study essential to development in their countries and which were not available in existing in-country training facilities. Like the earlier programs, AMDP I provided for training both in the U.S. and Africa at the undergraduate, master's, and doctoral levels, as well as in short-term technical programs. It was complementary to project-specific training in offering a wider spectrum of training opportunities in the key sectors delineated in bilateral program strategies. The goal was to strengthen Africa's agencies and training institutions involved in development.

AMDP II, begun in 1982, gave priority to training staff for African universities and technical schools, while continuing to focus on development agencies, and increased the proportion of participants studying in African institutions compared to the number sent to the U.S. It also sought to increase women's participation over that of AMDP I, to place more emphasis on non-degree technical training, preferably in Africa, coupled with practical hands-on training and job experience, and to provide for follow-up of returned participants.

VI. BACKGROUND: PARTICIPANT TRAINING IN GUINEA

USAID training experience in Guinea, like everything else in the country, was shaped by the twenty-six year one-party socialist dictatorship of Sekou Toure (1958-84). All training was geared toward the public sector; the Guinean economy had virtually no private sector. Selection of participants was for the most part done by the government. There was a high rate of non-returns, with many participants joining the approximately two millions Guineans in exile from political repression. For the rest, reabsorption into public sector positions was automatic. Although exact figures are lacking, upwards of 250 participants were trained in the U.S. and third countries in the 1960's, with a sharp downturn after USAID withdrew from the country in the latter part of the decade.

Between the return of USAID, in 1975, and 1988, training was mostly under AMDP I and II and AFGRAD, with more than 100 participants going to the U.S. or third countries. (Early training data is from Impact Evaluation Report: USAID/Guinea Participant Training Program, February 1988, by Esther Addo, Betsy Carter, and James Washington.)

The following are the USAID/Guinea's bilateral and regional training projects since the mid-1970s:

<u>NAME</u>	<u>YEARS</u>	<u>U.S.</u>	<u>3RD-CT</u>	<u>IN-CT.</u>
<u>Bilateral Projects</u>				
Guinea Ag. Production Support Training Project	1976-82	9 MS	8 tech	
Guinea Smallholders Project	1983-87	1 MS	24 tech	
Agribusiness Preparation Project	1984-88	3 tech		1 tech
<u>Regional Projects</u>				
Semiarid Food Grains Research and Development Project (SAFGRAD), I and II	-84		4 MS	
African Graduate Fellowship Program (AFGRAD), I, II, & III	1963-88	46 MS		
African Manpower Development Program (AMDP), I & II	1976-92	32 MS	35 tech	17MS 446 72

The military coup following Toure's death in 1984 established the Second Republic and initiated radical institutional change. For training, 1984-88 was a transition period, with AMDP II the primary implementation vehicle.

The new regime sought to turn the economy away from its centralizing, dirigiste past and the private sector began to return. A wholesale realignment of ministries and other governmental institutions sought to reorient them to better develop the private sector.

In many cases, trained participants working in ministries and institutions, or returning to them from training, found themselves in workplaces which were and are undergoing great change in structure and role. This has significantly limited the impact of the training. (We will see below that this is perhaps the salient factor in assessing the impact of AMDP II.)

Tracking and monitoring USAID participants, from the beginning of USAID's presence in Guinea, has been limited by both the repressive political conditions under Toure and to a lesser extent by the turmoil in government ministries since 1984.

The development of the regional HRDA project, with its emphasis on the private sector, came at an opportune time for Guinea and vitalized USAID's training efforts. The mission bought into HRDA in 1988, about halfway through the life-of-project of AMDP II. Thus there were, during 1988-92, two primary training mechanisms, AMDP II and HRDA, the former geared more toward public sector institution building and seemingly increasingly inappropriate to government and mission privatization strategies, the latter directed toward private sector development and on the ascendancy. Each of the two programs benefitted from design and implementation experience of the other. HRDA incorporated into its design lessons learned from AMDP II during 1982-88, and itself contributed to improvements in AMDP II during 1988-92.

VII. INTERVIEW RESULTS: PARTICIPANTS

Participants. AMDP II trained a total of 534 participants (exclusive of AFGRAD), divided as follows:

	<u>U.S.</u>	<u>THIRD-COUNTRY</u>	<u>IN-COUNTRY</u>	
ACADEMIC	32	15*	N/A	(9%)
TECHNICAL	35	72	379	(91%)
TOTAL	67 (13%)	88 (16%)	379 (71%)	

* One participant, still in training at the end of the project in 1992, was transferred to HRDA and is not counted in AMDP II.

For a list of all non-AFGRAD AMDP II participants, from data currently in PTMS, see Appendix A.

The results will be presented here in the order of the questions on the participant questionnaire. Responses are given in absolute numbers, not percentages.

Question 1: Name: Participants interviewed are marked with * in Appendix A.

Question 2: Type and place of training

	<u>U.S.</u>	<u>THIRD-COUNTRY</u>	<u>IN-COUNTRY</u>
ACADEMIC	4 men	5 men	N/A
TECHNICAL	5 men 3 women	10 men 1 woman	2 men 1 woman

TOTAL INTERVIEWED: 31 participants, 6 supervisors.

Question 3: Fields of training. Participants were from the following fields: agricultural economics, agricultural extension, irrigation, development management, economic development, cartography/photometry, rural engineering, forestry, soil conservation, project management, project management, training management, environmental protection, business administration, legal studies, teacher training, computers, and cooperatives.

Question 4: How were you selected for training?

Academic: All five of the third-country academics were selected through a competitive examination. However, all four of the U.S. academics were named by their employers.

Technical: Of the eight who came to the U.S. for technical programs, two said they were selected by USAID and six by their employers. Of the eleven third-country technicals, five had an examination and six were named by their employers. In-country trainees were named by employers.

Question 5: What did you expect from your training?

Almost everyone answered in general terms of skill development, knowledge updating, etc. Very few cited specific skills needed. Two professors at the University of Conakry cited specific skills for teaching and administration. Another participant said to get a higher salary; one other said to get a promotion.

Question 6: What were the expectations of your supervisors?

Likewise, all said more skill in general. Very few said the employer expected certain specific outcomes.

Question 7: Which of the following activities are you capable of doing as a result of your training?

Direct a project, manage a business:	17
Improve management of programs:	27
Formulate policy:	27
Train others:	26

(Three have conducted formal seminars; the rest of the 24 said they have done it informally.)

Do research:	3
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Others: Two women (who were the only ones to say they could not improve management of programs or formulate policy) cited new computer skills. This was a major (and unexpected) part of their U.S. training which they could not use, since they do not have access to computers.

Question 8: Employment

The large majority of participants located are in their old offices. Three participants left university teaching, one because he was not rehired, two for reasons of low pay and status. Two are now employed at USAID, the other at the Ministry of Planning and Finance. Two others are working in their former office, which, however, has changed functions.

All claim to have more responsibilities due to their training.

Question 9: How many promotions have you had since your return from training?

3 promotions	1
2 promotions	4
1 promotion	13

One promotion preceeded but was linked to training, i.e., the promotion cycle immediately preceeded the training period, and promotion was contingent on completing training.

No promotions	11
Demotion	1

The demotion was due to the closing of the participant's old office and his transfer to another part of his ministry in a lower job.

Question 10: Did you have any difficulties in reclaiming your job after training?

Yes	3
No	27

All three were U.S. academics. They had to wait for four, six, and fifteen months to find a job. One took four months to get his old job back, the other two were eventually hired by USAID. Short-term participants had no difficulty.

Question 11: Does your present work correspond to your training?

Yes	28
No	2

The two were trained in irrigation, but are now working on water supply projects, since irrigation was removed from the responsibilities of their office. All the rest are using at least some of the skills acquired in training.

See also question 15.

Question 12: How, in your opinion, has your training contributed to:

A. Your personal and professional progress?

Promotion/increase in salary	18
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Thirteen had only a promotion. Two had a doubling of salary, but no promotion. Two had a promotion and large salary increases: one quadrupled in income by coming to USAID. The other increased tenfold, with a job in the public sector and work

as a World Bank consultant, after he left his job at the university due to low salary and status.

Increased responsibilities	28
Higher prestige/status	
Almost everyone said they feel this from others.	
Others: "more skills"	29

B. The development of your institution?

Higher productivity	29
Better quality of work	29
Better organization of work	28
Relations with other institutions	4

Several said that they maintain some informal relationship with individuals at their training institutions. Three judges who trained in Abidjan say they have formalized one institutional agreement with their training institution and are working on another agreement.

Reduction in use of expatriates

Hard figures were not available. Supervisors in the Ministries of Cooperation and of Agriculture (Division of Rural Engineering) said they have hired AMDP II grads in place of expatriates. AMDP II participants returning to the Ministry of Decentralization have accounted for some of the reduction from eight to one in expatriates. Ministry of Finance is using an AMDP II grad to translate English documents, where they had formally used foreign translators. An engineering professor at the University of Conakry trained in computers replaced an expatriate.

Question 13: Have others benefitted from your training?

Yes	25
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Five (including two teachers have been training others in formal courses and seminars. Nineteen say they have shared the fruits of their training with their colleagues on an informal basis.

No

5

They say they lack both the opportunity and the skill.

Question 14: How would you describe your work environment?

Good	29
Poor	1

This participant displayed anger and disappointment with his employer because of the poor environment and because he was not given the opportunity to utilize his training.

All interpreted this question as referring to the social and interpersonal climate in the workplace.

Question 15: Are you in a position to make full use of all the knowledge and skills you acquired in training?

Yes	23
No	7

If no, indicate the obstacles: Lack of equipment	0
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Everyone said that they lack some equipment, but that does not prevent them from using their training.

Lack of assistance from superiors	0
Resistance to change on the part of others	3
Training not applicable to local conditions	3
Others	

Lack of financial support for the cooperative where one participant works keeps her from making full use of her training. One said that he learned things that he does not really need at work and is unwilling to use them. Also, two women, mentioned above, who learned computers are willing to use this skill, but there are no computers available.

Question 16: Cite some examples of initiatives favorably or not received by your superiors and/or your colleagues. In your opinion, why were some of your initiatives poorly accepted?

See below, under question 17.

Question 17: Cite at least three specific examples of change or success that you were able to bring to your job that you can attribute to your training.

The nature of the responses to questions 16 and 17 was such that they will be reported together and in the form of a list of projects or accomplishments which in the opinion of both participant and interviewer were noteworthy and attributable to training. People tended to cite everything they are doing, even if it had little or nothing to do with the substance of their training. When probed about the actual causal effect, they often reconsidered and withdrew the item. Also, even when training is involved, it is clear that participants on occasion embellished their accomplishments somewhat.

- * One official in the Ministry of Agriculture and Animal Resources said he participated in the design and is involved in the management of two of the Fouta Diallon watershed projects (Tougue and Leloumna). He has taught English classes. He also said that he was inspired by his exposure to the U.S. private sector to he set up his own video rental business here. (Mamadou Saliou Diallo; U.S. technical.)
- * A cartographer in the Ministry of Agriculture and Animal Resources says that as a result of his training, he is able to make maps significantly better and faster. (Boubacar Barry; U.S. technical.)
- * A woman in the Ministry of Foreign Affairs and International Cooperation responsible for relations with western hemisphere donor countries utilized new information management techniques in organizing documentation for her ministry's personnel management system. She also said that she brought about improved relations with donor agencies within her region. Her proposal to establish regular meetings with donors to review bilateral relations and take action was accepted and implemented. Her ministry had not had regular contact before. She cited in particular improved relations with Brazil, which had been at a low level but later saw a significant increase in assistance. She also was so impressed by her training program that she convinced her director to take a similar

management course and spoke fervently about the need for training of a critical mass in departments. (Ousmane Afia Diallo; U.S. technical.)

- * Another Ministry of Agriculture Rural Engineering staff member in Labe claimed a series of accomplishments: playing a role in revision of a handbook for design and construction of rural roads; being instrumental in reviving funding from a donor which had cut off project funds because of lack of success. His section was the best in the project and its success convinced the donor to begin funding the entire project again. This case provided a revealing opportunity to compare with the views of his supervisor, an expatriate whom he was due to replace in a week. The expatriate did not speak highly of the participant. (Bangaly Camary; third country technical, Yamoussoukro.)
- * An official in the Ministry of the Interior and Decentralization, Service for Coordination of NGOs, designed a staff training plan for all NGOs. He also improved his department's filing system. (The fact that several participants claim reorganization of filing systems should not be viewed as an application of training at a lower, secretarial level, given the chaotic state of the filing systems in many ministries and the resulting inefficiency.) (Aliou Wann; third-country technical, Abidjan.)
- * A section leader in the Rural Engineering Directorate said he designed guidelines and wrote a handbook on project monitoring on rural road construction. (Konate Laye Diata; third country technical.)
- * A staff member in the Ministry of Planning and Finance said that he proposed and had adopted a new strategy for periodic payments of longterm project funds from lending institutions. (Camara Tata Kain; U.S. academic/MBA.)
- * The advisor to the Minister of Planning and Finance said he has presented three papers at government conferences, based on his master's degree studies in development economics at Vanderbilt University. He coordinates a World Bank project on social aspects of structural adjustment. (Ibrahim Sory Sangare; U.S. academic.)
- * A woman working to increase the participation of women in cooperatives said she introduced a more participatory method of training for cooperative workers, which was well received by superiors and colleagues.
- * One of the judges in the Ministry of Justice said he wrote a handbook for examining magistrates (and would like USAID support in publishing it. (Mamadou Alioune Drame; third-

country academic/Ecole nationale d'administration et de magistrature, Dakar.)

- * Another from the group of three judges who trained at Dakar said that he and the rest of the group introduced into Guinea a new procedure in conflict resolution utilized elsewhere. They were working together before training, but now there is more cooperation among them because of their common training experience. He also noted an improvement in the writing up of their rulings and judgments. (Boiro Yaya)

Question 18: Do you have any contacts with others who trained with you?

Yes

29

In your opinion, what would an alumni association be able to do for you?

All said that it would be very useful. It would give them an opportunity to 1) consolidate their relationships with each other, 2) consolidate their relationships with their training institutions, and 3) share their training and work experiences.

Question 19: What are your needs for the future in the area of training?

Most answered generally that they want to continue to improve themselves in their fields. They took advantage of this question to support the idea of continued training. Some of the fields requested: agroforestry, project analysis, follow-up, and evaluation, English, computers, negotiation techniques, training women for projects, business law, small and medium-size enterprise management, training and communications techniques, human resources management, water engineering, irrigation, and rural road building.

Question 20: What suggestions can you make to improve the training programs of USAID?

Not surprisingly, participants took this question and ran with it. The suggestions are summarized here, without comment as to their practicality or whether some are being done without the participants knowing about it.

- * Devote more funds to investment in human resources development by increasing the number of awards and the amount spent on

each participant. Use more prestigious schools.

- * Change from emphasis on quantity to quality; train fewer people better and to a higher level. Give more long-term academic training.
- * Do not limit training to one experience, but make it an ongoing process.
- * Continue and expand efforts to follow up on returned participants, to evaluate their current situation and needs. Many people said they appreciate the attention given to them during the evaluation interview and would like to continue contact with USAID on a regular basis. They appreciate that USAID is concerned with the quality and impact of their training. The attention that USAID has paid to them, if only through the evaluation interview, contrasts with the relative neglect from other donors
- * Facilitate the development of alumni associations of returned participants. Most felt a desire to organize around technical fields, but others thought that a broader-base organization would be more effective.
- * Institute in-country study tours, to allow see how individuals and groups elsewhere in the country are running projects. One participant felt strongly that there are many well-run programs in Guinea which could be visited at very little cost compared to foreign sites and which may be more relevant to their needs.
- * Conduct more in-country workshops.
- * Give more targeted support to specific projects to which participants are returning. The example here was cooperatives, where participants come back with much enthusiasm, having seen the great potential of cooperatives, only to be stymied by lack of money. They said USAID could increase the impact of its investment in training in cooperatives by supporting the cooperatives in which participants are working.
- * Involve Guinean ministries and institutions in the long-range planning of training, by informing them of the total number of awards to be given each year. Then each agency can better allocate the total training resources at their disposal and coordinate better with USAID and other donors.

VIII. INTERVIEW RESULTS: SUPERVISORS

Six supervisors of participants were interviewed. Some were immediate supervisors and had direct knowledge of the work of particular AMDP II participants, although often for only a limited time. Others were higher in the ministry and could speak only in general terms about participants. For a list of supervisors interviewed, see Appendix B.

Question 5: Who is your institution has received USAID-funded training?

Due to reorganization, turnover of staff, and lack of records, some higher level supervisors were not certain about the pre- and post-training records of particular individuals. (In these cases, their general remarks are reported here.)

Question 6: How many are on the staff of your institution?

Exact figures were not available. Some estimates were given.

Question 7: How are candidates selected?

Mr. Sow said that participants are selected after training needs assessments are conducted throughout the Directorate. Mr. Sy Savane said that selection is handled by a selection committee in his directorate.

Questions 8-10: Data not available.

Question 11: For those who came back from training, have they been given their jobs back?

All said that all AMDP II participants were reintegrated.

Question 12: N/A

Question 13: Who received promotions following their training?

Mr. Sow said that several but not all were promoted. Promotion is not automatic.

Question 14: Who received demotions following their training?

One woman was demoted (suspended from her job). (This participant had cost USAID/Guinea over \$100,000 in medical bills while in training!)

Question 15: How do you assess the training that your staff received?

All praised the quality of training. See below.

Question 16: What are your relations with the training institution?

Mr. Sow said that as a result of sending participants to the Higher School of Public Works, in Yamoussoukro, Ivory Coast, his directorate has entered into a cooperative agreement with that institution and is in the process of negotiating another one.

Question 17: What USAID-funded activities have you organized in your institution?

There were none.

Question 18: Give some concrete examples of impact from USAID training, including impact on colleagues.

They cited mostly improvements in work procedures, better organization, time management, relations with colleagues, etc. Mr. Cisse said that one participant, Camara Tata Kain, has used his English to the great advantage of the office by writing official documents in English and generally servng as a bilingual resource. He also wrote a functional description of the office. Mr. Sow said that one participant writes the Directorate's requests for proposals.

Where it was possible to ask about the claimed impact of a participant, the supervisors generally corroborated the participant's claim of impact or accomplishment.

When asked for their general recommendations on training, they all made an appeal for more USAID support for training, given Guinea's great human resource needs at a time of radical change, and to replace expatriates. Mr. Sow said he would like USAID to confer with the department heads for more direct input on training needs than can be got from the two advisory committees. He appealed for

skills training for newly hired university graduates who come to the ministry with only theoretical knowledge. He said his priority is on short courses. He would like to see USAID make it easier to get funding for workshops and seminars. Mr. Sy Savane urged more longterm training along with in-country seminars, and more diverse training fields. He urged USAID to meet a great need within ministries for English language training. They also spoke about the need for a critical mass of participants from departments. All wanted to be more involved with USAID in long range planning and in joint planning of training budgets.

VIII. CONCLUSIONS AND RECOMMENDATIONS

Many of the lessons learned from AMDP II and other training projects have been applied to the mission's current training efforts under HRDA. Those conclusions and the associated recommendations will only be mentioned briefly here.

1. Selection. The absence of a formal selection process and the practise of ministries selecting participants (sometimes with little consultation with supervisors or participants) lacks the transparency that is now the norm for selection, through the Private Sector Advisory Board and the Public Sector Pre-Selection Committee

Recommendation: Continue to improve the functioning of the advisory committees to not only make selection more transparent but also to achieve greater support for the returning participant in the workplace.

2. Training Expectations. Relatively few participants or their supervisors had concrete goals for their training. This makes it difficult for them to determine whether training met expectations, not to mention whether impact was significant.

Recommendation: Continue to require participants to articulate training expectations in cooperation with their employers and make this a prerequisite for selection.

3. Reintegration. This was a problem only for longterm participants and therefore should not be a major issue, since the mission's focus is increasingly on shortterm training.

Recommendation: Keep the pressure on employers regarding re-employment for the few participants sent for longterm training.

4. Participation of Women. The rate of participation of women in AMDP II was 18%. The constraints to women's participation have been the subject of considerable attention in the design of HRDA

and in training circles. In-country shortterm programs hold the best hope of maximizing recruitment of women.

Recommendation: Continue to keep this as a high priority and search for ways around the constraints.

5. Identification with Project. Participants and their supervisors often do not know under which project they were funded. This limits their understanding of the overall context of their training.

Recommendation: USAID should provide summaries of project papers to participants and supervisors.

X. BALANCE SHEET ON AMDP II

Key Questions (from the scope of Work)

1. To what extent has AMDP II achieved or met its stated goals and objectives?

The goal of the project was to strengthen training institutions and agencies which are engaged in development.

The vast majority of participants came from government agencies, which provided all but four of the interviews. Discussion of impact will therefore focus on individuals from agencies.

With the exclusion of AFGRAD from this study, less can be said about the impact of AMDP II on training institutions. For graduate study, AFGRAD was the more attractive program. The best qualified of the U.S. long-term academics would be expected to occupy higher echelons of the training institutions and agencies. The number of non-AFGRAD AMDP II participants sent from the primary training institutions was limited. Several of the most important institutions, such as the Universities of Conakry and Kankan, Centre National de Perfectionnement en Gestion (CNPG), Centre de Perfectionnement en Administration (CPA), the Institute of Forestry at Faranah, and the Institute of Agricultural Research at Foulayah, sent only eighteen participants, of whom the team located only four.

It is possible to speculate on why these institutions had so few participants. First, during the 1980s there were many opportunities available for study in the Soviet bloc, at the Ph.D. level in the Soviet Union since there was no master's degree there. Many of the best people went there for doctorates. Second, the training institutes such as CNPG and CPA had small staffs which could not send many people for training at a time.

To accurately measure the achievement of AMDP II's goals one must have: a) a method of defining and measuring the changes brought about by the behavior of individual participants and b) predetermined criteria of desired changes in individual and institutional behavior against which to compare changes observed as a result of training. Since such criteria were not part of the original design of this multifaceted project, assessment of impact falls back on subjective observations of the participants and supervisors.

Responses to the questions in the above sections point in the direction of success of AMDP II. Participants whom the team interviewed argue persuasively that on the whole their training has made them more effective in their jobs, and their supervisors generally concur. Against that is set the changes in Guinea after the project began that have created such instability in the institutions targeted for improvement. These changes would have been expected to have introduced an even greater dislocation in the institutional context and therefore further undermine attempts at application of training. The findings given here are derived from the examples of people who have survived the reshuffling and are available to tell about their successes.

The team had enough difficulty in locating people to raise the possibility that others we could not find are either applying their training for the betterment of Guinea in targeted institutions different from the ones from which they were sent for training -- or they are out of their fields, doing something unrelated to their training.

This cannot be known until they have been located. This evaluation must remain tentative until the all-important follow-on effort, which has just begun, is completed and a more significant number of participants interviewed on their past accomplishments and, more importantly, brought back into contact with USAID, to mobilize their training experience, talents, and energies for the development of Guinea.

2. To what extent were AMDP II project objectives appropriate?

The target institutions played a central role and were in dire need of strengthening when AMDP began. The goals were clearly appropriate to the long-term development needs of Guinea. These same institutions, although now restructured and with a new mission, still play a vital role and still need assistance. By the same token, many of the management skills taught under AMDP are equally useful today by institutions in the private sector. It is in the mission's interest to track down former participants whose training can be applied to the mission's current priorities.

3. To what extent did the training program meet the needs of the individuals trained under it?

During AMDP II, there was not the same attention to needs assessment as there is now under HRDA. Therefore one could question to what extent concrete needs were articulated by participant and supervisor prior to training. It is clear from the responses to the relevant questions, however, that, on the whole, participants and their supervisors are pleased with the quality of their training, feel that it was generally relevant, and met their needs.

4. To what extent are returned participants utilizing their training to carry out their duties and responsibilities?

All but two participants said that their present work corresponds to their training. Twenty-three said they are in a position to make full use of all the knowledge and skills they acquired in training?

5. What problems were encountered by returned participants (employer/employee relations, job suitability before and after training)?

Responses were relatively free of comments about problems back on the job, from either participants or employers. The lack of proper or sufficient equipment was always mentioned as more of a nuisance, not preventing completion of tasks. There were few personal problems with colleagues and supervisors mentioned.

6. To what extent is the Training Office following on and maintaining relations with participants?

The Training Office made a major commitment to follow-on prior to this evaluation in bringing on Dr. Ousmane Wann on a part-time basis to handle all aspects of follow-on. The search for participants for this evaluation is just the beginning of a long effort to re-establish contact with lost participants. There is also a need in HRDA to start follow-on early in the participant's program.

7. What benchmarks can measure project success?

See number 1 above.

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* = PARTICIPANTS INTERVIEWED

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TRAIN OBJ	SEX	AGE	DEPART DATE	COMPLETE DATE	PRIV SECT	DOCUMENT/AMO	DOC AMOUNT	TRAINING COST	MAJOR FIELD OF STUDY	TRAINING FACILITY
COMPLETED										
* BAH, ALPHA BACAR A	CERT	M	35	06/03/89	12/30/89	N	698-0433.00-1-7612910	\$30,000	\$ 30,000	AGRICULTURAL DEVELOPMENT U NORTH CAROLINA
* BAH, AMADOU KORE	CERT	M	30	01/19/84	02/14/84	N	698-0433.00-1-6136620 1	\$812	\$ 812	GENERAL TEACHER TRAINING ENA/ABIDJAN
BAH, MAMADOU	CERT	M	37	09/15/88	07/30/89	N	698-0433.00-1-7612293 1	\$7,400	\$ 3,700	MANAGEMENT TRAINING CTR AFR ETUD SUP GES
BAH, MOUCTAR M	CERT	M	34	03/30/87	04/24/87	N	698-0433.00-1-6616314	\$11,000	\$ 11,000	IRRIGATION ECL INT-ET INGEN EQU
BAH, OUMOU	CERT	F	35	08/09/88	09/24/88	N	698-0433.00-1-7612278	\$13,958	\$ 13,958	SMALL BUSINESS DEVELOPMENT ATLANTA U
BALDE, KADIATOU	CERT	F	32	10/10/88	02/16/89	N	698-0433.00-1-7612290 1	\$7,400	\$ 7,400	MANAGEMENT TRAINING CTR AFR ETUD SUP GES
BALDE, LAMINE M	MS	M		05/18/84	12/30/86	N	698-0433.00-1-6125137 2	\$50,318	\$ 50,318	CROP SCIENCE MISSISSIPPI ST U
BALDE, MARIAMA DEO	CERT	F	38	08/09/88	09/24/88	N	698-0433.00-1-6616646	\$13,958	\$ 13,958	SMALL BUSINESS DEVELOPMENT ATLANTA U
* BALDE, SAOOU I	CERT	M	30	06/16/85	07/05/85	N	698-0433.00-1-5513183	\$9,000	\$ 4,500	IRRIGATION ENGINEERING/TEC CEFIGRE
BANGOURA, ABDO	MS	M	37	04/03/87	05/31/90	N	698-0433.00-1-6616208 4	\$87,308	\$ 87,308	AGRICULTURAL ECONOMICS U NEBRASKA
BANGOURA, FCOE	MA	M	33	01/07/88	01/30/90	N	698-0433.00-1-7612266	\$20,000	\$ 20,000	GENERAL LAW ENA/ABIDJAN
BANGOURA, MAMADOU I	MS	M	32	04/10/86	07/31/89	N	698-0433.00-1-5613181 2	\$54,115	\$ 74,163	ACCOUNTING WESTERN ILLINOIS U
BARRY, ABDJULATE I	CEA	M		01/09/88	12/30/90	N	698-0433.00-1-7612261	\$20,000	\$ 20,000	GENERAL LAW ENAM/DAKAR
BARRY, ABDOURAMANE	MA	M	33	08/28/87	01/01/91	N	698-0433.00-1-6616308	\$60,000	\$ 60,000	GENERAL ECONM.CS U ILLINOIS
PROCESSING COMMENTS: FAMILY MEMBERS: SAFIE DIALLO										
BARRY, ALPHA OUSMAHE	MA	M	35	08/24/87	01/01/91	N	698-0433.00-1-6616312	\$60,000	\$ 60,000	GENERAL ECONOMICS MORGAN ST U
* BARRY, AMADOU	CERT	M	32	03/30/87	04/24/87	N	698-0433.00-1-6616209	\$9,750	\$ 3,250	IRRIGATION ECL INT-ET INGEN EQU
BARRY, AMADOU M	CERT	M	35	10/09/87	07/30/88	N	698-0433.00-1-6616315	\$11,000	\$ 11,000	IRRIGATION ENGINEERING/TEC ECL INT-ET INGEN EQU
BARRY, AMADOU O	SEM	M	47	09/27/84	11/09/84	N	698-0433.00-1-6146696	\$19,991	\$ 9,996	LABOR & PRICE STATISTICS BUR LABOR STATISTICS
* BARRY, BADEMBA	CERT	M	32	03/08/89	05/05/89	N	698-0433.00-1-7612907	\$22,562	\$ 22,562	REMOTE SENSING TECHNOLOGY U ARIZONA
BARRY, IBRAKIMA	CERT	M	33	11/01/89	12/22/89	N	698-0433.00-1-70012	\$18,000	\$ 18,000	REMOTE SENSING TECHNOLOGY U ARIZONA
BARRY, LAHO M	CERT	M	38	11/14/87	12/14/87	Y	698-0433.00-1-6616313	\$5,500	\$ 2,750	LABOR & PRICE STATISTICS BUR LABOR STATISTICS
BARRY, MAHT M	CERT	M	33	10/28/87	07/30/88	N	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL EN ECL NATL SUP TRAV PB
BARRY, MAMADOU D	CERT	M		10/28/87	07/30/88	N	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL EN ECL NATL SUP TRAV PB
BARRY, OUMAR A	CERT	M	31	10/25/83	12/12/83	N	698-0433.00-1-6136613	\$60,030	\$ 30,015	COMMUNITY HEALTH PROBLEMS CTR FORM/PERF SANTE
BERETE, SARAN	MS	F	33	06/05/88	01/30/91	N	698-0433.00-1-6616309 1	\$58,198	\$ 58,198	SMALL BUSINESS DEVELOPMENT GEORGETOWN U
* BOIRO, YATA	MA	M		01/09/88	12/30/90	N	698-0433.00-1-7612263	\$20,000	\$ 20,000	GENERAL LAW ENAM/DAKAR

PROCESSING COMMENTS: FAMILY MEMBERS: SAFIE DIALLO

EVENT COMMENTS:

PARTICIPANT HAS NUMEROUS P10/P NUMBERS

OTHER P10/P NOS ARE 675-9801-1-0005; 675-9801-1-50328.

(* INDICATES RECORD IS PART OF A RELATED TRAINING EVENT. DATA IS NOT INCLUDED IN TOTALS FOR REPORT.)

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TRAIN OBJ	SEX	AGE	DEPART DATE	COMPLETE DATE	PRIV SECT	DOCUMENT/AMD	DOC AMOUNT	TRAINING COST	MAJOR FIELD OF STUDY	TRAINING FACILITY		
<u>COMPLETED (...CONT)</u>												
	CERT	M	37	10/01/88	07/30/89	N	698-0433.00-1-7612890	\$15,000	\$ 15,000	BUSINESS MANAGEMENT & ADMINISTRATION	CTR AFR ETUD SUP GES	
	CERT	F		10/04/83	11/01/83	N	698-0433.00-1-6126614	\$1,000	\$ 1,000	COMMUNITY HEALTH PROBLEMS	CTR ETUD ECOM SOC AF	
*	CAMARA, BANZALI	CERT	M	10/28/87	07/30/88	N	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL ENGINEERING	ECL NATL SUP TRAV PB	
	CAMARA, DOUFARY	DEA	M	28	09/17/84	08/15/85	N	698-0433.00-1-6146695	\$11,900	\$ 5,950	FAMILY NUTRITION	INST NTL NUTRITION
	CAMARA, ELDER S	MS	M	31	12/30/85	12/31/89	N	698-0433.00-1-5513184	\$55,641	\$ 84,978	AGRICULTURAL ECONOMICS	NC ACRI/TECH ST U
*	CAMARA, IBRAHIMA 1	MS	M	31	03/01/85	09/01/88	N	698-0433.00-1-6236617	\$25,000	\$ 25,000	GENERAL AGRICULTURE	GEORGIA ST U
	CAMARA, ISMAEL	CERT	M	34	06/08/87	08/08/87	N	698-0433.00-1-6616213	\$44,800	\$ 11,200	BUSINESS MANAGEMENT & ADMINISTRATION	ATLANTA U
	CAMARA, MATENI	CERT	F	33	06/24/87	08/14/87	N	698-0433.00-1-6616210	\$22,428	\$ 11,214	ECONOMIC DEVELOPMENT	U MICHIGAN
	CAMARA, PATRICE S	CERT	M	28	07/17/89	08/16/89	N	698-0433.00-1-7612915	\$14,000	\$ 14,000	DEVELOPMENT PLANNING	U PITTSBURGH
	CAMARA, SADIGA	CERT	M	31	11/19/84	12/12/84	N	698-0433.00-1-6146699	\$8,800	\$ 4,400	WATER CONSERVATION	CEFIGRE
	CAMARA, SEKOU W	CERT	M	34	06/24/87	08/14/87	N	698-0433.00-1-6616210	\$22,428	\$ 11,214	ECONOMIC DEVELOPMENT	U MICHIGAN
	CAMARA, SITAN	CERT	F	33	07/17/89	08/16/89	N	698-0433.00-1-7612914	\$14,756	\$ 14,756	DEVELOPMENT PLANNING	U PITTSBURGH
*	CAMARA, TATA KAIN	MBA	M	34	04/10/86	12/01/88	N	698-0433.00-1-5613187	\$59,000	\$ 59,000	GENERAL FINANCE	NEW HAMPSHIRE COL
*	CHERIF, MOUNDOUR 1	MA	M		01/07/88	01/30/90	N	698-0433.00-1-7612264	\$20,000	\$ 20,000	GENERAL LAW	ENA/ABIDJAN
	CISSE, BABADY	CERT	M	31	10/01/88	08/30/89	N	698-0433.00-1-7612891	\$15,000	\$ 15,000	BUSINESS MANAGEMENT & ADMINISTRATION	CTR AFR ETUD SUP GES
	CISSE, KARAMOKO TOLIBI	CERT	M	32	10/17/88	01/20/89	N	698-0433.00-1-7612892	\$10,000	\$ 10,000	MANAGEMENT TRAINING	MOROCCO-OTHER
*	CISSE, MAHADOU 2	CERT	M	40	09/19/91	11/01/91	N	698-0433.00-1-50350	\$27,971	\$ 13,986	DEVELOPMENT PLANNING	CLARK U
	CISSE, NABY M	CERT	M		10/28/87	07/30/88	N	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL ENGINEERING	ECL NATL SUP TRAV PB
	CONDE, ALIOU	CERT	M	40	07/05/89	08/02/89	Y	698-0433.00-1-60030	\$9,702	\$ 9,702	INSTITUTIONAL PLANNING & DEVELOPMENT	ATLANTA U
	CONDE, ALY BADARA	CERT	M		03/05/88	05/15/88	N	698-0433.00-1-6616641	\$2,600	\$ 2,600	URBAN DEVELOPMENT & PLANNING	INST PANAFR DEVT QUE
	CONDE, MAMADI	CERT	M	33	01/14/84	01/19/84	N	698-0433.00-1-6136619	\$2,400	\$ 2,400	FAMILY NUTRITION	EGYPT-OTHER
	CONDE, PORET	CERT	F	28	01/12/85	03/15/85	N	698-0433.00-1-6125143	\$7,670	\$ 3,835	GENERAL LIBRARY SCIENCE	INST NATL JEUN/SPORT
	CONDE, SOULEYMANE	CERT	M	45	10/11/86	11/07/86	N	698-0433.00-1-50334	\$8,000	\$ 8,000	ENTREPRENEURIAL DEVELOPMENT	INTL LAW INST
	CONTE, FODE	CERT	M	37	03/06/89	03/23/89	N	698-0433.00-1-7612904	\$3,000	\$ 3,000	GENERAL TEACHER TRAINING	CAMP
	COOPERATIVE MOVEMENT, SEMINAR	CERT	G		06/26/89	07/01/89	N	698-0433.00-0005	\$9,360	\$ 20,160	RURAL DEVELOPMENT	CNPG/CONAKRY
GROUP PARTICIPANTS: MEN: 57 WOMEN: 8												
EVENT COMMENTS: STATE SECRETARY OF DECENTRALIZATION/USAID 47 MEN 20 WOMEN FY 87.												
	DIABY, SEKOU	CERT	M	43	06/03/88	08/05/88	N	698-0433.00-1-7612274	\$13,000	\$ 13,000	ECONOMIC DEVELOPMENT	ATLANTA U
*	DIABY, SOULEYMANE	CERT	M	33	06/03/89	10/30/89	N	698-0433.00-1-7612911	\$30,000	\$ 30,000	AGRICULTURAL DEVELOPMENT	U NORTH CAROLINA

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TRAIN OBJ	SEX	AGE	DEPART DATE	COMPLETE DATE	PRIV SECT	DOCUMENT/AMD	DOC AMOUNT	TRAINING COST	MAJOR FIELD OF STUDY	TRAINING FACILITY
<u>COMPLETED (...CONT)</u>										
DIKITE, KOUNBA	CERT	F	37	06/16/88	08/18/88	N	698-0433.00-1-7612276	\$14,703	\$ 14,703	ORGANIZATIONAL DEVELOPMENT U PITTSBURGH
DIALLO, ABDOLAYE 1	CERT	M	43	10/10/86	11/07/86	N	698-0433.00-1-50333 1	\$8,000	\$ 8,000	ENTREPRENEURIAL DEVELOPMENT INTL LAW INST
DIALLO, ABDOURAHMANE 2	CERT	M	29	11/03/86	07/31/87	N	698-0433.00-1-6616204	\$8,334	\$ 8,334	DEVELOPMENT PLANNING INST PANAFR DEVT OUE
* DIALLO, ALIMOU	DEA	M		09/22/88	09/21/90	Y	698-0433.00-1-7612885	\$35,000	\$ 35,000	PUBLIC FINANCE AND TAX POL CTR AFR ETUD SUP GES
DIALLO, ALPHA	CERT	M		04/10/85	05/07/85	N	698-0433.00-1-5513182	\$9,200	\$ 4,600	WATERSHED MANAGEMENT CEFIGRE
DIALLO, ALPHA IBRAHIMA	MS	M	31	08/21/85	08/30/89	N	698-0433.00-1-6146697 2	\$70,217	\$ 70,217	AGRICULTURAL BUSINESS CA POLY ST U
DIALLO, AMADOU 1	CERT	M	40	04/25/84	05/18/84	N	698-0433.00-1-6136621	\$5,400	\$ 5,400	WATER CONSERVATION CEFIGRE
DIALLO, AMADOU A	CERT	M	37	03/28/89	04/12/89	N	698-0433.00-1-7612905	\$3,000	\$ 3,000	DATA PROCESSING CAMPC
DIALLO, AMADOU LAMARANA	CEPI	M	35	10/20/88	10/26/88	N	698-0433.00-1-7612898	\$2,135	\$ 2,135	REMOTE SENSING TECHNOLOGY U NATL COTE IV
DIALLO, CELLOU	CERT	M	48	06/29/87	08/21/87	N	698-0433.00-1-6616214	\$12,000	\$ 12,000	* No MFOS Data * CONNECTICUT COL
DIALLO, FATOMATA BINTA	CERT	F	42	05/08/87	08/08/87	N	698-0433.00-1-6616213	\$44,800	\$ 11,200	BUSINESS MANAGEMENT & ADMIN ATLANTA U
DIALLO, IBRAHIMA K	CERT	M	36	05/12/88	02/24/89	N	698-0433.00-1-7612280	\$23,000	\$ 23,000	AGRIBUSINESS MANAGEMENT USDA GRADUATE SCH
	CERT	M	37	05/08/89	05/24/89	N	698-0433.00-1-7612908	\$9,100	\$ 9,100	GENERAL FORESTRY KENYA-OTHER
DIALLO, KHADIATOU 1	CERT	F	34	06/08/87	08/08/87	N	698-0433.00-1-6616213	\$44,800	\$ 11,200	BUSINESS MANAGEMENT & ADMIN ATLANTA U
* DIALLO, KHADIATOU	CERT	F	30	01/27/87	10/27/87	N	698-0433.00-1-6616206	\$4,000	\$ 4,000	RURAL DEVELOPMENT INST PANAFR DEVT OUE
* DIALLO, MAMADOU A	CERT	M	29	06/16/85	07/05/85	N	698-0433.00-1-5513183	\$9,000	\$ 4,500	IRRIGATION ENGINEERING/TEC CEFIGRE
DIALLO, MAMADOU CELLOU	CERT	M	37	10/10/88	02/16/89	N	698-0433.00-1-7612889 1	\$7,400	\$ 7,400	MANAGEMENT TRAINING CTR AFR ETUD SUP GES
DIALLO, MAMADOU CIRE	CERT	M	36	07/05/87	08/02/89	Y	698-0433.00-1-7612917 1	\$9,702	\$ 9,702	INSTITUTIONAL PLANNING & D ATLANTA U
DIALLO, MAMADOU DIOULDE	MA	M	32	01/07/88	01/30/90	N	698-0433.00-1-7612265	\$20,000	\$ 20,000	GENERAL LAW ENA/ABIDJAN
DIALLO, MAMADOU KENDA	MS	M	38	01/30/87	01/09/88	N	698-0433.00-1-6616202 1	\$53,651	\$ 53,651	ECONOMIC DEVELOPMENT ILLINOIS ST U
EVENT COMMENTS: NOW HE IS AN USAID EMPLOYEE.										
* DIALLO, MAMADOU SALIOU 1	CERT	M	33	05/03/89	12/30/89	N	698-0433.00-1-7612909	\$30,000	\$ 30,000	AGRICULTURAL DEVELOPMENT U NORTH CAROLINA
DIALLO, MAMADOU SALIOU 3	CERT	M	39	06/08/83	08/20/83	N	698-0433.00-1-6136611	\$8,258	\$ 8,258	TELECOMMUNICATIONS USTTI
DIALLO, MARIAMA KESSO	CERT	F	41	06/16/88	09/22/88	N	698-0433.00-1-7612270	\$20,842	\$ 20,842	GENERAL EDUCATION U PITTSBURGH
DIALLO, MARIAMA L	CERT	F	34	06/28/86	08/22/86	N	698-0433.00-1-5613188	\$12,000	\$ 12,000	ECONOMIC DEVELOPMENT U MICHIGAN
* DIALLO, OUMAR	CERT	M	30	11/12/84	12/30/84	N	698-0433.00-1-6146691	\$5,600	\$ 5,600	IRRIGATION ENGINEERING/TEC CEFIGRE
* DIALLO, OUSMANE AFIA A	CERT	F	33	06/19/89	08/18/89	N	698-0433.00-1-7612913 1	\$14,309	\$ 14,309	DEVELOPMENT PLANNING ATLANTA U
DIALLO, PATHE M	CERT	M	34	11/01/87	02/01/88	N	698-0433.00-1-6616211	\$9,000	\$ 9,000	JOURNALISM INST AGRICOLE BOJAKE
DIALLO, SEYDOU	MA	M	31	10/28/87	01/30/90	N	698-0433.00-1-7612269	\$20,000	\$ 20,000	AGRICULTURAL ELECTRICAL EN ENA/ABIDJAN

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TRAIN OBJ	SEX	AGE	DEPART DATE	COMPLETE DATE	PRIV SECT	DOCUMENT/AMD	DOC AMOUNT	TRAINING COST	MAJOR FIELD OF STUDY	TRAINING FACILITY
<u>COMPLETED (...CONT)</u>										
DIALLO, SIDY M	MS	M	09/02/86	09/02/89	N	698-0433.00-1-6616201	\$53,000	\$ 53,000	AGRICULTURAL ECONOMICS	COLORADO ST U
DIALLO, SOULETMAHE Y	CERT	M	06/04/88	08/05/88	N	698-0433.00-1-6616642	\$13,000	\$ 13,000	BUSINESS SERVICES DEVELOPM	ATLANTA U
DIALLO, TELLY	CERT	M	10/17/88	01/13/89	N	698-0433.00-1-7612893	\$10,000	\$ 10,000	TEACHING-VOC/TECH SCHOOL	MOROCCO-OTHER
* DIALLO, THIerno BOUBACAR	CERT	M	11/20/86	11/30/86	N	698-0433.00-1-6616203	\$6,000	\$ 6,000	INFORMATION SCIENCE & SYST	INST PANAFR DEVT OUE
* DIALLO, THIerno OUSMAHE	MBA	M	09/22/88	09/21/90	N	698-0433.00-1-7613884	\$35,000	\$ 35,000	BUSINESS MANAGEMENT & ADMI	CTR AFR ETUD SUP GES
DIALLO, YATA A	CERT	M	10/19/87	07/31/88	N	698-0433.00-1-6616220	\$6,500	\$ 6,500	DEVELOPMENT PLANNING	INST AFR DEVT ECON
DIQBATE, DJEMORY	CERT	M	10/27/88	07/31/89	N	698-0433.00-1-7612288	\$9,500	\$ 9,500	ECONOMIC DEVELOPMENT	CTR AFR ETUD SUP GES
DIQBATE, MORIBA	CERT	M	06/16/88	08/18/88	N	698-0433.00-1-7612277	\$12,500	\$ 12,500	ORGANIZATIONAL DEVELOPMENT	U PITTSBURGH
* DOUALAMOU, MARIE ANHE	CERT	F	06/21/88	08/11/88	N	698-0433.00-1-7612272	\$12,205	\$ 12,205	ECONOMIC DEVELOPMENT	U MICHIGAN
	CERT	F	10/02/89	10/28/89	N	698-0433.00-1-20301	\$5,200	\$ 5,200	FERTILITY	CAMEROON-OTHER
DOUMBOUYA, ALSENY	CERT	M	10/19/87	07/31/88	N	698-0433.00-1-6616219	\$6,500	\$ 6,500	DEVELOPMENT PLANNING	INST AFR DEVT ECON
DOUMBOUYA, MAMADOU	?	M	05/10/87	07/31/88	N	698-0433.00-1-6616218	\$6,500	\$ 6,500	DEVELOPMENT PLANNING	INST AFR DEVT ECON
* DOUMBOUYA, MOUSSA	CERT	M	10/28/87	07/30/88	N	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL EN	ECL NATL SUP TRAV PB
DRAME, LAMINE M	CERT	M	10/25/83	12/12/83	N	698-0433.00-1-6136613	\$60,030	\$ 30,015	COMMUNITY HEALTH PROBLEMS	CTR FORM/PERF SANTE
DRAME, MAMADOU A	MA	M	11/30/87	12/30/90	N	698-0433.00-1-7612260	\$20,000	\$ 20,000	GENERAL LAW	ENAM/DAKAR
FINANCIAL MANAGEMENT 2, SEMINAR	CERT	G	06/29/87	07/04/87	N	698-0433.00-3-40304 1	\$11,300	\$ 11,300	COST & FINANCIAL MANAGEMEN	CHPG/CONAKRY
GROUP PARTICIPANTS: MEN: 25 WOMEN: 5										
EVENT COMMENTS: ORGONIZED CONJOINTLY BY SED, MARA AND PHE 25 MEN 5 WOMEN FY 87.										
FOFANA, AMINE	MS	M	04/08/88	01/30/91	N	698-0433.00-1-6616310	\$67,000	\$ 67,000	SEED TECHNOLOGY	GEORGETOWN U
GOMEZ, JACQUE	CERT	M	01/08/84	02/04/84	N	698-0433.00-1-6136617	\$9,528	\$ 4,764	AGRICULTURAL CREDIT	HAITI-OTHER
GROVOGUI, AKOI GEDEON	MBA	M	10/05/87	07/30/89	N	698-0433.00-1-6616216 1	\$16,673	\$ 16,673	BUSINESS MANAGEMENT & ADMI	CTR AFR ETUD SUP GES
GUILAVOGUI, FODE L	CERT	M	02/05/85	03/29/85	N	698-0433.00-1-6146700	\$6,000	\$ 6,000	ENTOMOLOGY	CTR NTL AGR RG CH
GUILAVOGUI, OYE	CERT	M	01/08/84	02/04/84	N	698-0433.00-1-6136617	\$9,528	\$ 4,764	AGRICULTURAL ECONOMICS	HAITI-OTHER
GUILAVOGUI, PEVE	CERT	M	10/28/87	07/30/88	N	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL EN	ECL NATL SUP TRAV PB
KABA, MAMADY	CERT	M	06/17/85	07/05/85	N	698-0433.00-1-6146702	\$4,500	\$ 4,500	IRRIGATION ENGINEERING/TEC	CEFIGRE
EVENT COMMENTS: Secondary Field of Study (MFOS2): 3180										
KABA, MORY K	CERT	M	10/17/88	01/13/89	N	698-0433.00-1-7612894	\$10,000	\$ 10,000	TEACHING-VOC/TECH SCHOOL	MOROCCO-OTHER
KABA, YATA K	MA	M	01/09/88	12/30/90	N	698-0433.00-1-7612262	\$20,000	\$ 20,000	GENERAL LAW	ENAM/DAKAR
KEITA, MAMADY	MS	M	06/30/87	12/30/90	N	698-0433.00-1-6616311	\$50,159	\$ 50,159	PERSONNEL MANAGEMENT	SPRINGFIELD TECH CNT

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<u>COMPLETED (...CONT)</u>											
* KEITA, MAMT	MS	M	03/08/85	09/15/88	M	698-0433.00-1-6616217	\$24,770	\$ 84,770	AGRICULTURAL BUSINESS	U NORTH CAROLINA	
KEITA, MOHAMED	CERT	M	36	10/10/88	02/16/89	M	698-0433.00-1-7612888	\$7,400	\$ 7,400	MANAGEMENT TRAINING	CTR AFR ETUD SUP GES
KEITA, OUMAR C	CERT	M	32	11/03/86	07/31/87	M	698-0433.00-1-6616205	\$2,000	\$ 2,000	ECONOMIC PLANNING	INST PANAFR DEVT OUE
KEITA, SEKOU M	CERT	M		05/31/88	07/15/88	M	698-0433.00-1-6616644	\$12,000	\$ 12,000	ORGANIZATIONAL DEVELOPMENT	ATLANTA U
KOITA, AIBA	CERT	F	36	08/09/88	09/24/88	M	698-0433.00-1-6616645	\$13,958	\$ 13,958	SMALL BUSINESS DEVELOPMENT	ATLANTA U
* KOWATE, LAYE DIATA	CERT	M	33	03/30/87	04/24/87	M	698-0433.00-1-6616209	\$9,750	\$ 3,250	IRRIGATION	ECL INT-ET INGEN EQU
	CERT	M	34	10/28/87	07/30/88	M	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL EN	ECL NATL SUP TRAV PB
KOULIBALY, MANDEN	CERT	M	31	04/10/85	05/07/85	M	698-0433.00-1-5513182	\$9,200	\$ 4,600	WATERSHED MANAGEMENT	CEFIGRE
KOUROUMA, MAMADY KHONES	CERT	M	36	03/04/85	03/16/85	M	698-0433.00-1-6146701	\$4,700	\$ 2,350	GENERAL AGRICULTURE	SENEGAL-OTHER
KOUROUMA, M, FALY	CERT	M		10/28/87	07/30/88	M	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL EN	ECL NATL SUP TRAV PB
KOUTATE, LANSANA	CERT	M	33	06/19/83	08/19/83	M	698-0433.00-1-6136612	\$33,140	\$ 16,570	BUSINESS MANAGEMENT & ADMI	U PITTSBURGH
KOUTATE, MORISSANDA 1	CERT	M	37	06/03/88	08/05/88	M	698-0433.00-1-7612275	\$13,000	\$ 13,000	ECONOMIC DEVELOPMENT	ATLANTA U
LAMA, NICHOLAS	CERT	M	34	10/28/87	07/30/88	M	698-0433.00-1-6616317	\$77,400	\$ 7,740	AGRICULTURAL ELECTRICAL EN	ECL NATL SUP TRAV PB
LEMO, JEAN Y	CERT	M	34	10/27/88	07/31/89	M	698-0433.00-1-7612293	\$7,400	\$ 3,700	ECONOMIC DEVELOPMENT	INST AFR DEVT ECON
MACAULEY, MOISE D	CERT	M	34	06/16/89	08/16/89	M	698-0433.00-1-7612916	\$14,756	\$ 14,756	DEVELOPMENT PLANNING	U PITTSBURGH
MAGASSOUBA, MAHADY	CERT	M	33	10/27/88	07/31/89	M	698-0433.00-1-7612267	\$9,500	\$ 9,500	ECONOMIC DEVELOPMENT	INST AFR DEVT ECON
MANAGEMENT AND COMMERCE, SEMINAR	CERT	G		05/20/85	05/24/85	M	698-0433.00-3-40001	\$15,000	\$ 15,000	INTERNATIONAL TRADE	GUINEA-OTHER
GROUP PARTICIPANTS: MEN: 34 WOMEN: 0											
EVENT COMMENTS: MICA/CAMPC 34 MEN 0 WOMAN FY84.											
NATURAL RESOURCES & ENVRMNTAL, SEMINAR	SEM	G		06/26/89	06/30/89	M	698-0433.00-1-00004	\$29,200	\$ 29,200	MISC NATURAL RESOURCES	GUINEA-OTHER
GROUP PARTICIPANTS: MEN: 167 WOMEN: 33											
EVENT COMMENTS: MINISTRY OF NATURAL RESOURCES AND ENVIRONMENT 167 MEN 33 WOMEN FY 87.											
PANAF. INSTITUTE OF DVL (IPD), SEMINAR	CERT	G		09/21/87	09/30/87	M	698-0433.00-3-60017	\$25,000	\$ 48,000	DEVELOPMENT PLANNING	GUINEA-OTHER
GROUP PARTICIPANTS: MEN: 35 WOMEN: 15											
EVENT COMMENTS: ORG:SED FARAWAH 35 MEN 15 WM FY 87.											
SACKO, OUMAR A	CERT	M	31	11/19/84	12/12/84	M	698-0433.00-1-6146699	\$8,800	\$ 4,400	WATER CONSERVATION	CEFIGRE
SAKHO, ISMAEL M	MC	M		08/16/87	12/30/89	M	698-0433.00-1-60020	\$16,500	\$ 47,943	TRANSPORTATION MGMT	TEXAS SOUTHERN U
SAKHO, SOULEYMANE M	CERT	M	38	11/03/85	11/22/85	M	698-0433.00-1-6125140	\$5,000	\$ 5,000	IRRIGATION ENGINEERING/TEC	FRANCE-OTHER
SAMPIL, MOHAMED	CERT	M		05/18/88	05/20/88	M	698-0433.TA-1-00035	\$5,000	\$ 5,000	* No MFDS Data *	MALAWI-OTHER

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<u>COMPLETED (...CONT)</u>										
* SANGARE, IBRAHIMA S	MA	M	36	04/10/86	11/30/88	N	698-0433.00-1-5613186	\$64,000	\$ 64,000 ECONOMIC DEVELOPMENT	VANDERBILT U
SANGARE, MOUSSA	CERT	M	39	10/01/84	11/09/84	N	698-0433.00-1-6146696	\$19,991	\$ 9,996 GENERAL ECONOMICS	BUR LABOR STATISTICS
	CERT	M	43	06/21/88	08/20/88	N	698-0433.00-1-7612271	\$11,500	\$ 11,500 ECONOMIC DEVELOPMENT	U MICHIGAN
SIDIBE, SOULEYMANE	CERT	M		10/28/87	07/30/88	N	698-0433.00-1-6616317	\$77,400	\$ 7,740 AGRICULTURAL ELECTRICAL EN	ECL NATL SUP TRAV PB
SOMPARE, IDRISSE	CERT	M	42	09/22/88	02/16/89	N	698-0433.00-1-7612291	\$5,500	\$ 5,500 ENTREPRENEURIAL DEVELOPEMEN	CTR AFR ETUD SUP GES
SOW, OUMAR	CERT	M	35	06/15/87	08/12/87	N	698-0433.00-1-6616212	\$26,621	\$ 13,311 RURAL FARM-MARKET ROADS	PITTSBURG ST U
SOW, SADAT	DEA	M	32	09/17/84	08/15/85	N	698-0433.00-1-6146695	\$11,900	\$ 5,950 FAMILY NUTRITION	INST NTL NUTRITION
SYLLA, ABOUBACAR	CERT	M	33	10/10/88	02/22/89	N	698-0433.00-1-7612294	\$7,400	\$ 7,400 MANAGEMENT TRAINING	CTR AFR ETUD SUP GES
SYLLA, DONKIN S	CERT	M		11/01/82	11/19/82	N	698-0433.00-1-6625136	\$4,700	\$ 4,700 AGRICULTURAL MANAGEMENT DE	INST PANAFR DEVT OUE
	CERT	M		06/19/83	08/19/83	N	698-0433.00-1-6136612	\$33,140	\$ 16,570 BUSINESS MANAGEMENT & ADMI	U PITTSBURGH
SYLLA, FODE MAMADOU	CERT	M	38	02/01/88	03/14/88	Y	698-0433.00-1-6616318	\$2,300	\$ 2,300 MANPOWER DEVELOPMENT PLANM	INST PANAFR DEVT OUE
SYLLA, KAMBA	CERT	M	29	11/03/86	06/30/87	N	698-0433.00-1-6616207	\$8,334	\$ 8,334 DEVELOPMENT PLANNING	INST PANAFR DEVT OUE
SYLLA, MOHAMED	CERT	F	51	01/14/84	03/26/84	N	698-0433.00-1-6125142	\$4,500	\$ 4,500 FARM MACHINERY	CTR AFR ETUD SUP GES
SYLLA, MORLATE	CERT	M	32	06/02/88	06/24/88	N	698-0433.00-1-7612279	\$6,000	\$ 6,000 SOIL FERTILITY & MANAGEMEN	NATL FERTILIZER DEV
* TOUNKARA, FATOUMATA	CERT	F	35	06/21/88	08/12/88	N	698-0433.00-1-7612273	\$12,205	\$ 12,205 ECONOMIC DEVELOPMENT	MICHIGAN ST U
TOUNKARA, MAMADOUBA	CERT	F	36	06/08/87	08/08/87	N	698-0433.00-1-6616213	\$44,800	\$ 11,200 BUSINESS MANAGEMENT & ADMI	ATLANTA U
TOURE, ALIOUME	CERT	M	29	03/30/87	04/24/87	N	698-0433.00-1-6616209	\$9,750	\$ 3,250 RICE	ECL INT-ET INGEN EQU
TOURE, MANGA FODE	CERT	M	44	06/15/87	08/12/87	N	698-0433.00-1-6616212	\$26,621	\$ 13,311 DEVELOPMENT PLANNING	PITTSBURG ST U
TOURE, MBEMBA	CERT	M	52	09/19/91	11/08/91	Y	698-0433.00-1-40310	\$14,641	\$ 14,641 ORGANIZATIONAL DEVELOPMENT	CLARK U
TOURE, M'FA OUSMANE	MA	M	29	10/28/87	07/30/88	N	698-0433.00-1-7612268	\$20,000	\$ 20,000 AGRICULTURAL ELECTRICAL EN	ECL NATL SUP TRAV PB
TOURE, OUMAR B	CERT	M	36	11/14/87	12/15/87	N	698-0433.00-1-6616313	\$5,500	\$ 2,750 COMMERCE	COTE D'IVOIRE-OTHER
TRAORE, KADIATOU	MA	F	36	01/07/88	01/30/90	N	698-0433.00-1-7612267	\$20,000	\$ 20,000 GENERAL LAW	ENA/ABIDJAM
TRAORE, MAMADOU II	CERT	M	31	01/12/85	03/15/85	N	698-0433.00-1-6125143	\$7,670	\$ 3,835 GENERAL LIBRARY SCIENCE	INST NATL JEUN/SPORT
TRAORE, MOUSSA KOUHADI	CERT	M	32	06/04/88	08/05/88	N	698-0433.00-1-6616643	\$13,000	\$ 13,000 BUSINESS SERVICES DEVELOPM	ATLANTA U
WILLIAM, PETER B	MS	M	33	05/01/86	07/31/89	N	698-0433.00-1-5613185	\$55,000	\$122,945 FARM MANAGEMENT	TUSKEGEE INST
YARADOUNO, LADMI	CERT	M	32	03/04/85	03/16/85	N	698-0433.00-1-6146701	\$4,700	\$ 2,350 GENERAL AGRICULTURE	SENEGAL-OTHER
TEKE, GOMOU	MBA	M	33	10/05/87	01/10/90	N	698-0433.00-1-6616215	\$25,000	\$ 25,000 BUSINESS MANAGEMENT & ADMI	CTR AFR ETUD SUP GES
YOUILA, IBRAHIMA BABADI I	CERT	M	40	09/18/91	11/01/91	N	698-0433.00-1-50350	\$27,971	\$ 13,986 DEVELOPMENT PLANNING	CLARK U

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<u>TRAIN OBJ</u>	<u>SEX</u>	<u>AGE</u>	<u>DEPART DATE</u>	<u>COMPLETE DATE</u>	<u>PRIV SECT</u>	<u>DOCUMENT/AMD</u>	<u>DOC AMOUNT</u>	<u>TRAINING COST</u>	<u>MAJOR FIELD OF STUDY</u>	<u>TRAINING FACILITY</u>	
<u>TERMINATED</u>											
FOFAHA, FOOE MOHAMED	MS	M	32	09/28/88	12/31/91	M	698-0433.00-1-7612286 2	\$81,796	\$ 81,796	ECONOMIC DEVELOPMENT	HOWARD U
<u>TRANSFERRED</u>											
DICUM, MACKY A	* MS	M	33	09/10/88	09/30/92	M	698-0433.00-1-7612285	\$54,500		AGRICULTURAL ECONOMICS	U WATL COTE IV

PROJECT ACTIVITY SUMMARY

TOTALS:	534	WOMEN:	83	PLANNED:	0	TERMINATED:	1	TRANSFERS:	1	ACADEMIC:	35	US :	67	TRAINING
				ACTIVE:	0					TECHNICAL:	498	TC :	88	COST: \$2,841,729
		MEM:	451	COMPLETED:	533	CANCELLED:	0	NON-RETURNED:	5	PRIV SECTOR:	6	IC :	379	

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R E P O R T S U M M A R Y

<u>PARTICIPANTS</u>	<u>STATUS</u>	<u>EXCEPTIONS</u>	<u>TRAINING TYPE</u>	<u>LOCATION</u>
TOTAL: 534	PLANNED: 0	TRANSFERS: 1 **	ACADEMIC: 35	UNITED STATES: 67
MEN: 451	ACTIVE: 0	NON-RETURNED: 5	TECHNICAL: 498	THIRD COUNTRY: 88
WOMEN: 83	COMPLETED: 533		PRIV SECT: 6	IN-COUNTRY: 379
	TERMINATED: 1			
	CANCELLED: 0			

TRAINING COS: \$2,841,729

[** NOTE: TRAINEES WHO HAVE TRANSFERRED IN THE COURSE OF THEIR TRAINING ARE TABULATED AS EXCEPTIONS AND ARE NOT INCLUDED IN REPORT TOTALS.]
[EXCEPTIONS AND IRREGULARITIES IN THE STATUS OF TRAINEES MAY RESULT IN SLIGHT VARIATIONS IN TOTALS BETWEEN REPORTING CATEGORIES]

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APPENDIX B: SUPERVISORS INTERVIEWED

Oumar Sow, Director, National Directorate of Rural Engineering,
Ministry of Agriculture and Animal Resources

Djiguiba Sy Savanne, Deputy Director, Directorate of International
Cooperation, Ministry of Planning and International Cooperation

Ouh Boubacar, Chief, Technical Bureau of Rural Engineering,
Ministry of Agriculture and Animal Resources

Cisse Souleymane, Chief, Division of Public Dept, Ministry of
Finance

Ismael Camara, Chief, Division of Studies, Projects, and Planning,
Ministry of the Interior and Decentralization

Alain Muzet, Advisor, Project for the Rehabilitation of Agriculture
in the Fouta Djallon; Ministry of Agriculture and Animal Resources

QUESTIONNAIRE
à l'intention des institutions

- 1. Nom de l'institution:.....
- 2. Ancien nom s'il y a lieu:.....
- 3. Activité principale.
- 3. Nom de l'interlocuteur:.....
- 4. Position:.....
- 5. Citez les personnes de votre institution qui ont bénéficié de la formation sur financement USAID

Lieu

.....

6. Quel est l'effectif du personnel de votre institution:

Avant 1982

.....dont:
 expatriés:.....
 enseignants:..... enseignants expatriés:.....

Actuel

.....dont:
 expatriés:.....
 enseignants:..... enseignants expatriés:.....

7. Comment a été faite la sélection des candidats?

.....

8. Combien de candidats ont été sélectionnés pour la formation:

en Guinée..... aux USA.....Ailleurs.....

Total.....

9. Combien ont terminé la formation.....

10. Combien n'ont pas terminé?.....

Pourquoi?.....

.....

11. Ceux qui sont revenus ont ils retrouvé leur emploi

chez vous? ailleurs?.....

12. A votre avis, quelles sont les raisons qui ont poussé certains:

- à ne pas rentrer au pays après leurs études?....

.....

- à ne pas revenir dans leur institution d'origine?.....

.....

.....

13. Citez ceux qui ont eu une promotion suite à leur formation

.....

.....

.....

.....

14. Citez ceux qui ont été rétrogradés et pour quels motifs.

motif

.....

.....

.....

15. Comment appréciez-vous la formation reçue par vos cadres sur financement USAID.

.....
.....

16. Quelles sont vos relations avec les institutions ayant participé à la formation de vos cadres sur financement USAID? aux USA.....

.....
.....
ailleurs.....

17. Quelles activités avez-vous organisées au sein de votre institution sur financement USAID?

.....
.....
.....
.....
.....

18. Citez des éléments concrets d'impact de la formation sur financement USAID (y compris sur les collaborateurs des participants)

.....
.....
.....
.....

APPENDIX D: LOGICAL FRAMEWORK

	Indicators	Verification	External Assumption
GOAL	- Economic growth and social well being	-Fewer Shortages	-Higher quality of life
PURPOSE	- Capacity building for training Intitutions; - Improve the skills of the development Agencies employees; - Develop training of women	- Training of trainers - In country seminars with local training Institutions - Involvement of women	-More competencies -More local training institutions of better quality
IMPUT	- Development of Training Programs . In US . In Third country . In-country	-67 People were trained in US -88 People were trained in TC -379 People were trained in-country	This represents 28.5% of the individuals trained under the whole project in the region.
OUTPUT	Number of trainees and quality of training	535 people were trained under the project. No unemployment is registered.	No problems of Reintegration of returned participants.

Note:

The AMDP II project has, in one way or the other, contributed to the external assumptions shown in the above logical framework.

QUESTIONNAIRE POUR L'EVALUATION DU PARTICIPANT
Projet AMDP II

1.NOM ET PRENOMS.....

SEXE AGE.....

2.TYPE DE FORMATION:

ACADEMIQUE

période.....Lieu.....

TECHNIQUE

période..... Lieu.....

3.DOMAINE DE FORMATION.....

4. Comment avez-vous été sélectionné(e) pour cette formation?

- () concours
- () recommandation
- () Autres (préciser)

5. Qu'attendiez-vous de votre formation?

.....
.....
.....

6. Qu'attendaient vos supérieurs hiérarchiques de votre formation?

.....
.....
.....,

7. Quelles sont les activités que vous pouvez mener suite à votre formation?

- () Diriger un projet, une entreprise etc...
- () Améliorer des programmes, procédures
- () élaborer des politiques
- () Former d'autres personnes
- () Participer à des activités de recherche
- () Autres: (préciser)

8. Emploi

	avant la formation	actuel
Employeur
Poste occupé
Effectif de votre service
Vos responsabilités:		
.....
.....
.....
.....
.....

9. De combien d'avancements avez-vous bénéficiés depuis votre retour de la formation

40

16. citez des exemples d'initiatives favorablement ou non
accueillies par vos supérieurs et/ou vos collègues?

initiative	Réaction	
	supérieur	collègues
.....
.....
.....

À votre avis, pourquoi certaines de vos initiatives sont-elles mal accueillies?

.....
.....
.....

17. Citez au moins trois exemples spécifiques de changement ou de réussite que vous avez pu apporter à votre travail qu'on pourrait attribuer à la formation

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18. Avez- vous des contacts avec d'autres personnes ayant
étudié avec vous?

A votre avis qu'est ce qu'une association de type alumni
peut -elle vous apporter?

19. Quels sont vos besoins futurs en matière de formation?

Justifiez

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20. Quelles suggestions pouvez-vous faire pour améliorer les
programmes de formation de l'USAID?

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