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MINISTRE DE L'EDUCATION NATIONALE  
DIRECTION NATIONALE DE  
L'ENSEIGNEMENT FONDAMENTAL

REPUBLIQUE DU MALI  
UN PEUPLE - UN BUT - UNE FOI

**MANAGEMENT TRAINING  
WORKSHOPS AT THE MINISTRY OF  
EDUCATION (MALI)**

**PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE**

**UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT**  
Bamako, Mali  
1992

**BASIC EDUCATION EXPANSION PROJECT**  
**UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT**

MANAGEMENT TRAINING AND REGIONAL SCHOOL ADMINISTRATION (ADMINISTRATION REGIONALE DES ECOLES ET PERFECTIONNEMENT EN GESTION)

<u>DATE</u>	<u>LANGUAGE</u>	<u>TITLE</u>	<u>SOURCE</u>
Jul 1991	French	L'ADMINISTRATION ET LA GESTION DU PERSONNEL DU MINISTERE DE L'EDUCATION NATIONALE	DNEF
Jul 1991	English	ADMINISTRATION AND MANAGEMENT OF THE PERSONNEL OF THE MINISTRY OF NATIONAL EDUCATION	DNEF
Oct 1991	English	TRAINING INSTITUTIONS IN ADMINISTRATION AND MANAGEMENT FOR ADMINISTRATIVE OFFICIALS IN MALI OCTOBRE 10, 1991	DNEF
Oct 1991	French	LES INSTITUTIONS DE FORMATION ET DE PERFECTIONNEMENT EN ADMINISTRATION ET GESTION POUR CADRES ADMINISTRATIFS AU MALI	DNEF
Oct 1992	English	KOULIKORO REGION BASIC SCHOOLS REPORT AND SURVEY	DRE-KRO
Dec 1992	French	EVALUATION DES INFRASTRUCTURES DES ECOLES FONDAMENTALES DANS LA REGION DE KOULIKORO	DRE-KRO
Jul 1992	French	PEFECTIONNEMEMNT DES GESTIONNAIRES SCOLAIRES	DNEF
1992	English	MANAGEMENT TRAINING WORKSHOPS	DNEF
Mar 1993	French	SEMINAIRE ATELIER KOULIKORO	DRE-KRO
Aug 1993	French/ Bambara	GUIDE DE CURRICULUM D'ENTRETIEN COMMUNAUTAIRE POUR ENCADREURS	DRE-KRO
Aug 1993	French/ Bambara	GUIDE DE CURRICULUM D'ENTRETIEN COMMUNAUTAIRE POUR PARTICIPANTS	DRE-KRO

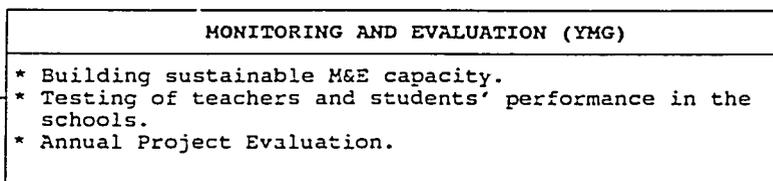
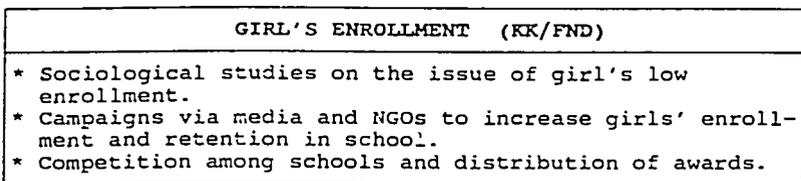
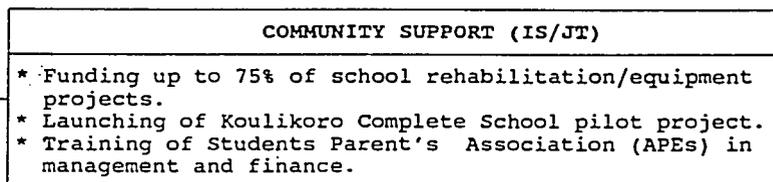
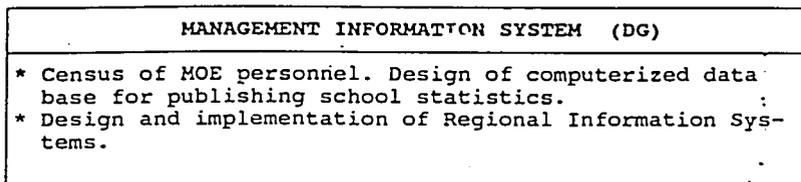
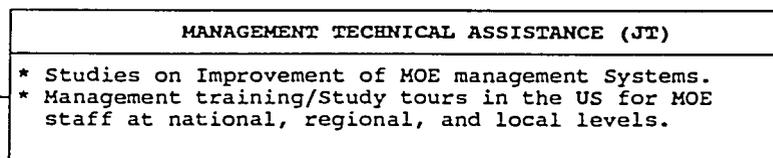
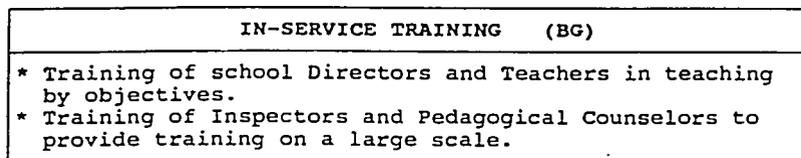
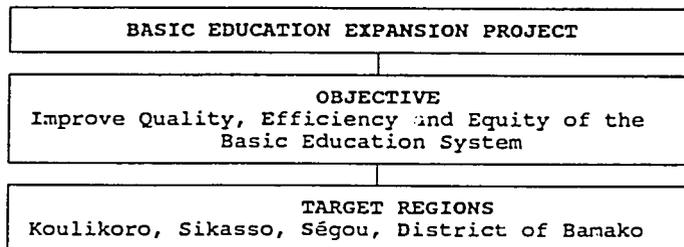
**LEGEND:**

DNEF - Direction National de l'Enseignement Fondamental

DRE-KRO - Direction Regionale de l'Education deKoulikoro

*USAID/MALI*  
*EDUCATION/HUMAN RESOURCES DEVELOPMENT OFFICE*  
*BASIC EDUCATION EXPANSION PROJECT (BEEP)*

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**BASIC EDUCATION EXPANSION PROJECT**

**(BEEP)**

**MANAGEMENT TRAINING WORKSHOPS**

**AT THE MINISTRY OF EDUCATION**

**Bamako - Mali**

**April 1 - July 31, 1992**

**REPORT**

**Contract No.DPE-5832-Z-00-9032-00**

**Clark Atlanta University Subcontract**

**Under Delivery Order No.2 Mali**

**Mukeba C. Lufuluabo, PhD  
(CAU/OIT)**

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## LIST OF ABBREVIATIONS

ABEL:	Advancing Basic Education and Literacy
AED:	Academy for Educational Development
BEEP:	Basic Education Expansion Project
BPE:	Bureau Projet Education
CAU:	Clark Atlanta University
CFC:	Centre de Formation Continue
DAF:	Direction Administrative et Financiere
DEF:	Directeur de l'Enseignement Fondamental
DNEF:	Direction Nationale de L'Enseignement Fondamental
DRE:	Direction Regionale de l'Education
EMT:	Education Management Training
FAEF:	Fonds d'Appui pour l'Enseignement Fondamental
IEF:	Inspection de l'Enseignement Fondamental
MIS:	Management Information Systems
IPEG:	Institut Pedagogique d'Enseignement General
IPN:	Institut Pedagogique National
MEN:	Ministere de l'Education Nationale
M&E:	Monitoring and Evaluation
OIT:	Office of International Training
T.A.:	Technical Assistant
TOT:	Training of Trainers

UNESCO: United Nations Organization for Education, Science and Culture

USAID: United States Agency for International Development

## **EXECUTIVE SUMMARY**

From April 1 to July 31, 1992 Clark Atlanta University's Office of International Training (CAU/OIT) was engaged in training activities in Mali on behalf of the Academy for Educational Development (AED). The main purpose of this subcontract was for CAU/OIT to implement a series of in-country management workshops for the Malian Ministry of Education (MEN).

This report shows the major accomplishments in the implementation of the program, the problems encountered throughout, and the opportunities emerging as a result of the workshops.

In general, the training was conducted as designed. Inputs and resources in terms of materials, facilities, coverage of subjects, and local facilitators came together as scheduled and were adequate, and consistent with the state-of-the art management techniques and the context. A team of 20 facilitators worked together on the project. The outputs produced reflected the objectives of the assignment. Nine (9) units of the Ministry were exposed to the training in nine workshops, seven held in Bamako and two in the Regions. Two hundred five (205) participants were trained and are now equipped with tools for management and are familiar with the basic concepts of management.

A common language is now shared throughout the MEN. The question is how these gains will be transferred to the workplace and translated into new attitudes and behaviors and, ultimately, improve work performance. Training alone will not make a difference as other contextual variables are at work. Without training, however, the organization will suffer even more. Therefore, what comes

after training will be as important as the training itself. Momentum and support for Education management Training (EMT) are building in the MEN. It is important to meaningfully integrate training activities into the other components of BEEP and ensure the sustainability and institutionalization of EMT within the MEN.

## I. INTRODUCTION

This project started with a needs assessment requested by USAID/Mali and carried out under the auspices of AED. From January 16 to February 19, 1992 CAU/OIT provided a consultant to participate in a joint needs assessment team aimed at identifying management training needs of the MEN. The needs assessment recommended that a core management training program be organized for upper- and mid-level staff at the central and regional levels.

In April of this year CAU/OIT was then subcontracted to plan, design and execute a management training program aimed at improving the MEN capacity in the areas of planning, personnel, budgeting, and facilities.

The proposed management training program was a response to a lack of a basic background in management within the MEN. Among those skills identified as critical for effective management were:

- Setting work objectives
- Planning work activities
- Communicating
- Understanding job descriptions
- Facilities management

- Managing data on students and personnel.

The following four Directorates were targeted:

- Direction Administrative et Financière (DAF)
- Direction Nationale de l'Enseignement Fondamental (DNEF)
- Institut Pedagogique National (IPN)
- Bureau Projet Education (BPE).

At the regional level, four Regions were targeted:

- Bamako District
- Koulikoro,
- Segou
- Sikasso

Among other staff categories targeted were:

- Basic Education Inspectorates (IEF)
- Basic Education Principalships (DEF)

The needs assessment also recommended additional considerations concerning training in other areas such as:

- Specific technical skills
- Training of trainers (TOT)
- Ad hoc training programs

It was also proposed that follow up activities be built into all the programs.

With the exception of school principals, whose large numbers make it a complex group, the total number of senior and junior staff at both central and regional level approximated 150 people. It was recommended that several one-week, in-country workshops be held for various groups in Bamako as well as in the regions. A study tour and/or overseas training were also suggested for selected officials, as soon as a relatively more stable team of upper officials is in place at the MEN.

## II. TASKS ACCOMPLISHED

### A. Planning

In order to implement the training design, the program started with two planning phases, one in the United States and the other in Mali.

### B. Workshops

Over a period of twelve weeks, nine workshops took place aimed at ten participating groups from the MEN. The nine workshops were organized for four central units and four regional offices of the MEN. One of these workshops was for senior staff selected from various units within the eight regions of the MEN. In one of these workshops, staff from two regions participated in a single workshop; another one assembled the corps of inspectors, thus making a total of ten groups that participated in the entire program.

Out of the nine workshops, seven took place in Bamako and two were held in the two regional cities of Sikasso and Segou. Two weeks with no workshops were built into the program to allow for planning and assessment. Table 1 is an abstraction of the schedule of the workshops.

Table 1.

Work shop	Date	Participating Unit/Region	Location
	April 24-May 2	Local planning	
I	May 4-9	DNEF (group 1)	Bamako
II	May 11-16	IPN (group 2)	Bamako
	May 18-23	Planning week 1	
III	May 26-30	BPE (group 3)	Bamako
IV	June 1- 6	Senior Staff(group 4)	Bamako
	June 8-13	Planning week 2	
V	June 15-20	DAF (group 5)	Bamako
VI	June 22-27	Sikasso DRE (group 6)	Sikasso/
VII	June 29 -July 4	Bamako + Koulikoro DREs (groups 7 and 8)	Bamako
VIII	July 6-11	Segou DRE (group 9)	Segou
IX	July 13-18	IEF(group 10)	Bamako
	July 21	Debriefing	

### **C. Participants in the Workshops**

Two hundred five participants (205), including twenty six women, were trained (Appendix A). These participants were from four regional offices of the MEN, four central directorates, and the inspectorates of basic education. The largest group came from IEF (31) and the smallest group from Bamako DRE (11). USAID/Mali also sent four participants. Thirty two participants had previously attended training programs in administration before participating in this workshop.

Table 2 illustrates the number of participants exposed to the training and their originating units, as well as the number of trainees per workshop.

TABLE 2

	DNEF	IPN	BPE	EXEC.	DAF	SIKASSO	BAMA KO	SEGOU	IEF	TOTAL
T	WORK	WORK	WORK	WORK	WORK	WORK	&KRO.	WORK		STAFF
							WORK			TRAINED
										PER UNIT
F	14				4		1			19
		25							1	26
			15			1		2		18
C.				23						23
					15					15
ASSO						17		1		18
MAKO							11			11
ILKORO							13			13
OU								20		20
	4								28	32
HOL				4		1		1		6
ID					2				2	4
AL	18	25	15	27	21	19	25	24	31	205

The highest rate of attendance was among participants in the regional workshops, i.e. Bamako, Koulikoro (144 out of 144 "person days") and Sikasso. DAF participants had the lowest rate of attendance (99 out of 114 "person days"). Unlike all the other workshops which lasted six days, the BPE staff workshop was only 5 days long because of a holiday.

As to the rank and position of the participants, it is fair to state that 95 percent of division chiefs and section chiefs participated in the workshops. Four central directors, one deputy director, and eight regional directors were also trained. Furthermore, the Catholic educational system was represented by its two regional directors, one deputy regional director and their national director. It should also be mentioned that a recently appointed project manager (Family Life Planning and Education) from DNEF participated in the training.

#### **D. Training Locations**

While the sixth and eighth workshops took place in Sikasso and Segou regions respectively, all the other seven workshops were held in Bamako.

#### **E. Facilitation Team**

It is generally accepted that management is team work. Just as participants were trained in teams, the training itself was also a team effort. A total of twenty persons (Appendix B) participated in the facilitation of the program: two females and eighteen males. Their roles and functions varied and ranged from key trainers,

to guest speakers, to local consultants. The three-person CAU team constituted the key facilitation team. Of the seventeen local facilitators, two were from the regions (one from Segou and another one from Sikasso), the rest coming from Bamako. Fourteen were Malians and three were non-Malians. Six of the local facilitators were MEN employees; two were related to BEEP, one to USAID. Eight of the facilitators were from outside the MEN and held positions in the Civil Service: one national director, one deputy director, one comptroller, one administrator, one technical assistant and two regional directors.

The facilitators' intervention in the program varied from 15 minute presentations to several days. At least two of the locally recruited personnel were recognized professional consultants and trainers. Local speakers or presenters mainly addressed aspects related to human resources, budgeting, procurement and facilities management. Five of the local facilitators were from the North America Alumni Association of Mali.

#### F. Workshop Objectives

The main objective of the management training workshops was to provide MEN staff with skills in management by imparting the knowledge, attitudes and behaviors consistent with effective management practices.

The specific objectives were for the participants to:

- understand the functions and characteristics of management;
- understand the role of planning, organization, coordination, supervision and evaluation;
- acquire resource management skills;

- be able, upon returning to work, to use tools and information acquired through and/or found in training materials received during the workshops; and
- acquire increased awareness of the role of an effective management system.

### **G. Program Coverage**

All nine workshops were structured in the same format and length. The curriculum was organized into an introduction and six modules corresponding to six major themes and delivered in six days (Appendix C).

#### **Subject Coverage:**

Modules were introduced with the workshop approach, the agenda and the presentation of objectives. Participants defined their expectations for every workshop. Schedules were discussed and adopted at this stage. The approach included presentations and discussions, group exercises and reporting back in plenary sessions.

#### ***Module One***

Module One introduced the major management concepts and terms relied upon throughout this module. The focus was on identification of management problems through diagnostic exercise, listing of work activities and tasks in which every participant is involved. Finally, these were discussed in light of the five management functions. Participants were reminded that training in management was about change, how they can adopt new behaviors conducive to improving work performance, to motivate those working under them and to do more with little. In

short how can one improve what is under his/her control, take responsibility, communicate, and interact.

Because the role of management and organizations is many times misunderstood, this module focused on clarifying some widely held misconceptions and provided an in-depth overview of management today. The module also briefly presented the participants with an overview of the evolution of management thought, theory and practice. In order to gain an appreciation for management as a discipline, it was important for the participants to acquire an understanding of the basic principles and precepts that have emerged within the last decades. Among the management approaches discussed were (1) the classical or administrative management, (2) the human relations, (3) the process approach, (4) the systems approach, and (5) the contingency approach. The rationale for including this overview was to respond to the curiosity of the participants. This overview, however, was put into perspective to show its practicality by indicating what each approach means in real life. For example, the contingency approach attempts to match specific, managerial techniques to the specific situation at hand in order to achieve organizational objectives. The implication is that the manager must be able to interpret the situation correctly, gauge what factors are most important to consider at a particular point in time, then match the specific technique with the given situation.

### *Module Two*

During Module Two, planning was discussed as a set of managerial activities to prepare for the future and the use of people and resources. Participants also learned about setting realistic, measurable, attainable objectives; various time horizons of planning; plans made and implemented at the middle management and supervisory levels; designing an action plan. In addition, planning tools such as time management were provided to the trainees. Participants were divided into subgroups for practice, application and presentation in plenary of a planning exercise, during which each group was involved in actual planning. Groups presented objectives and received feedback from facilitators and other participants. Besides goal setting, prioritizing goals was also discussed.

### *Module Three*

In Module Three, the following aspects of human resources were discussed: staffing, recruitment, job description, orientation, performance appraisal, conflict management, motivation and delegation.

Performance Appraisal. The discussion started with the current practice at the MEN, which in itself is a general practice in the Mali Civil Service. The rest of the discussion aimed at making participants aware of the important leadership opportunity the performance review presents and to demonstrate and practice guidelines to be used during a review. Participants explored the skills to make the performance review an opportunity for supervisors to act as facilitators for their subordinates.

Motivation as an aspect whose importance is recognized by all yet, given the situation at the MEN as well as in the country, everybody believes that it would be unrealistic to talk about it, unless it is in salary terms. The objective in introducing this aspect was for the participants to become aware of the external and internal factors that affect employees to explore in their context and identify ways to motivate others. The presentation also included some of the job-centered motivators like achievement, recognition, responsibility, advancement, the work itself and the possibility of growth.

Job Description was another important aspect discussed as it defines duties of each job in the organization, and the experience and knowledge needed to carry them out. Samples of job descriptions in the education sector were provided to most groups. Along with recruitment, selection, job interviews and orientation, this aspect was discussed, though the participants stated that they were not involved in the process.

#### *Module Four*

Information Management was discussed in terms of information flow at the MEN: the operational level, the supervisory level, the control level, the management and the decision making level. These levels represented the school site, IEF, DRE and the central directors and the Cabinet. The requirements in terms of information at these various levels were discussed. As far as communication is concerned the following aspects were discussed: upward and downward communication, two way communication, feedback.

### *Module Five*

Financial Management was discussed in terms of budgeting and procurement, depending on the target group. The following aspects were discussed: budgeting process and principles. From the third workshop, the focus was on additional aspects like procurement and contracting. As most participants had no background in finance, though some are involved in financial management, the topic was dealt with as "finance for non-financial managers." Procurement discussions included understanding bidding requirements for small and large values and local procedures.

### *Module Six*

Facilities Management (in French known as Gestion du patrimoine). Three approaches emerged throughout the workshops. The first approach is the BPE approach, focusing on building with a guideline on "What to do...". The second approach is "Instructional," consisting of and focusing on school and classroom materials. The third approach is more encompassing and used inventory management as a framework. This included maintaining school buildings, supplies, and so forth. Participants showed particular interest in aspects of ongoing and outgoing inventory and inventory records and forms. A 50 minute video tape on financial management control supplementing this module was presented to three groups.

### **H. Training Aids and Materials**

Training aids include both what was used in training as well as what was provided to the participants. An overhead projector and a VCR were used in some

sessions. With the training workshops in the region, every effort was made to ensure that everything was ready and available before the training team's arrival. All the training materials, including the module materials, were developed and reproduced in Atlanta with the exception of modules on finance and facility management which were developed in Mali. Additional handouts and locally developed case studies were produced in Mali. Every participant received a binder that contained the modules, a writing pad and a pen. All the necessary inputs and resources were provided on time. The BEEP Office in Bamako was instrumental in facilitating logistics.

Two books were distributed to selected groups. All DNEF participants and inspectors received a copy of a recent book published by UNESCO and Agence de Cooperation Culturelle, La Gestion Administrative et Pedagogique des Ecoles (1991). All the senior staff received a copy of La Gestion de l'Excellence en Education (Presse de l'Université du Québec, 1989). The latter book replaced the yearly planner boards earmarked in the budget earlier to be offered to the senior staff members as management tools. The planner boards were too cumbersome and would have been used more as gadgets than management tools. Along with the books distributed to selected groups, all participants were given a large quantity of training documents, some of which were provided as reference sources for follow-up and self-training activities.

### **I. End of Workshop Survey and Reactions**

At the completion of the nine workshops, a two page questionnaire (Appendix D) was administered which was adapted from "Questionnaire d'Evaluation Individuelle du Cours" (P. Simon and L. Albert, 1985: 248-249). The instrument was worded so as to elicit general rather than specific impressions. Out of the 206 participants 196 returned the questionnaires. The majority of the 196 participants surveyed enjoyed the workshops and in general praised the quality of training, regretting only that it was too short. Between the end of Workshop I and Workshop II, BEEP's Monitoring and Evaluation Unit conducted a monitoring and/or formative evaluation of the program. We look forward to reading its findings and recommendations. All the questionnaires were left with USAID/Mali and were recently returned to CAU. A data sheet with a summary of responses is provided in the annexes (Appendix E). Comments and reactions were also received from a number of facilitators. In general their comments encouraged efforts in staff development in the sense that it helped both participants and facilitators from outside the MEN improve interaction and communication as a way of assisting their organizations to reach their objectives.

### **III. PROBLEMS AND OPPORTUNITIES**

This section addresses problems encountered and opportunities emerging as a result of the training workshops. It is important that any discussion on recent activities in Mali be understood in light of the fluid situation which characterizes

the transitional period. Following the 1992 coup, a transitional government was in office. Elections were just conducted, and a new government was put in place with new ministers, including at the MEN. At the time of the workshops new senior staff were being appointed at the MEN.

**A. Problems**

The group most affected by the political change which impacted on their effective participation was that of the senior staff. Their workshop coincided with the appointment of the new Minister at the MEN. The fact that all the central directors attended the workshop for at least one full day is in itself encouraging. Their mere involvement in the workshop is in itself a positive sign of their support for their staff who fully participated

**B. Opportunities**

The training may have few difficulties which are unavoidable in a Third World country's context, but it also presented opportunities which, in some instances emerged from the same constraints. It is important to point to those opportunities to see how they can contribute to the success of the program. An example is the senior executives' workshop. Their mere presence, even for just one day, should be positively regarded. If their short presence can secure support for the staff who participated in the program, that is already a positive result.

***Commitment***

The preceding can be interpreted in terms of commitment by upper officials to the overall program. Some of the participants have now been promoted to decision-making positions. In nearly all regions and/or directorates we have officials

who are knowledgeable of the program. The workshop received some visibility when the newly appointed Minister of Education was offered a tour of the compound of the MEN. He and his deputy stopped by the training room where they were informed of the program.

### III. FOLLOW-UP AND RECOMMENDATIONS

Unless the management training program is followed up and reinforced, the accomplishments may dissipate quickly. Follow-up activities should include, among other things, the following:

#### A. Institutionalization/Capacity building

It will be important for the MEN to carry out within its own personnel the task of training the managers of the system. Therefore, providing the MEN with management training capacity is paramount. It is recommended that a training of trainers program be initiated as soon as possible.

#### B. Follow-up

Several months later participants will be contacted and asked how much of their plan they were able to implement, what were the obstacles they encountered, and what were the results of the implementation. Superiors, subordinates and colleagues may also be interviewed to obtain a more objective assessment. More work is needed as regard to action plans.

Other follow-up activities include, but are not limited to the following:

- Publication of Management Newsletter
- Revision of training materials

## APPENDICES

APPENDIX A

List of Participants

GROUP #1: DNEF

- 1 CAMARA, Fatoumata (Mme)
- 2 CISSE, Tiémori
- 3 COULIBALY, Abdoul Wahab
- 4 COULIBALY, Tiédié
- 5 DIAKITE, Seydou
- 6 DICKO, Balissa CISSE
- 7 DIARRA, Amadi
- 8 DIARRA, Drissa
- 9 DIARRA, Mamadou
- 10 DICKO, Maouloud
- 11 KONE, Lassana
- 12 SAMAKE, Brehina
- 13 SAMAKE, Ya Sardo
- 14 SANGARE, Moussa
- 15 TOURE, Bamoye
- 16 TRAORE, Bakary
- 17 TRAORE, Adama Moussa
- 18 TOURE, Mamadou Abdoul Kafar

GROUP #2: IPN

- 1 ALPHA, Amadou
- 2 BERTHE, Mamadou
- 3 CISSE, Morifing
- 4 COULIBALY, Seydou
- 5 DIABATE, Mamadou
- 6 DIARRA, Abou
- 7 DOUMBIA, Mariam (Mme)
- 8 GAYE, Boubacar
- 9 KANE, Almamy
- 10 KANTE, Cheick Boucari
- 11 KOUYATE, Fabou
- 12 KANE, Moctar
- 13 KEITA, Ibrahima
- 14 KONTAO, Oumar
- 15 MAIGA, Ario
- 16 MORBA, Hamidou
- 17 SANOGO, Moussa
- 18 SINGARE, Fatoumata (Mme)
- 19 TAPHA, Mahamoudou
- 20 TIMITE, Mamoutou
- 21 TOURE, Harouna
- 22 TRAORE, Dramane
- 23 TRAORE, Henri
- 24 TRAORE, Mibé
- 25 TRAORE, Salika

GROUP #5 DAF

- 1 CAMARA, Boubacar Kalilou
- 2 DIAKITE, Nouhoum
- 3 DIARRA, Harouna
- 4 DIOP, Souleymane
- 5 HANNE, Mahy
- 6 KATILE, Souleymane
- 7 KONATE, Gaoussou
- 8 KONATE, Yacouba
- 9 KOUYATE, Djeli-Sira (Mme)
- 10 MAGASSA, Famody
- 11 MAIGA, Abdoulkarim
- 12 SANGARE, Bakary
- 13 SANGARE, Daouda
- 14 SIDIBE, Abdoulaye
- 15 SIDIBE, Pierre Djimé
- 16 SINGARE, Bassirou
- 17 SY, Mountaga
- 18 THIAM, Aminata Néné Sow (Mme)
- 19 TOGOLA, Tiéfan
- 20 TOURE, Coumba (Mme)
- 21 TRAORE, Youssouf

GROUP #6 DRE SIKASSO

- 1 BAH, Amadou Moctar
- 2 BAYO, Danseni
- 3 COULIBALY, Michel
- 4 COULIBALY, Nouhoum
- 5 DEMBELE, Niguizanga
- 6 DIALLO, Yaya
- 7 KEITA, Issaka
- 8 KEITA, Sadio (Mme)
- 9 KONATE, Korotoumou (Mme)
- 10 KONE, Bréhima
- 11 KOROBARA, Malamine
- 12 KOUYATE, Balla
- 13 MAIGA, Badara Aly
- 14 NDIAYE, Bambo
- 15 OUATTARA, Kouloumégué
- 16 SISSOKO, Issa
- 17 SANGARE, Abdoulaye KALIFA
- 18 SANOGO, Fatoumata (Mme)
- 19 YANOUROUKOU Youssouf, Bengaly

GROUP #3 BPE

- 1 COULIBALY, Dazan
- 2 DIAKITE, Toumani
- 3 DOUMBIA, Aïssata (Mme)
- 4 KAMPO, Tahirou
- 5 KANOUTE, Ousmane
- 6 KONE, Lamoussa
- 7 MAIGA, Amidou
- 8 MALLE, Danzié
- 9 NDIAYE, Sidiki
- 10 NIAMBELE, Issiaka M.
- 11 SAKILIBA, Fatoumata (Mme)
- 12 TAMBADOU, Cheick Oumar
- 13 TOUNKARA, Daforo dit Mahamoutou
- 14 TRAORE Née CARVALHO, Anne-Marie (Mme)
- 15 TRAORE, Baba

GROUP #4 EXECUTIVES

- 1 AG HAMATI, Mohamed Aly
- 2 BA, Mbo
- 3 BALLO, Boniface Fatogoma
- 4 BERTHE, Gabriel Nioumina
- 5 CAMARA Née DIALLO, Fatoumata (Mme)
- 6 DEM NEE TOURE, Ma (Mme)
- 7 DEME, Moussa
- 8 DEMBELE, Moussa Soussin
- 9 DIAKITE, Dialla
- 10 DICKO, Mahamoudou Arouani
- 11 DICKO, Seckoi Oumar
- 12 DIONE, Issaka
- 13 DOUMBIA, Baba DIABA
- 14 KARAKOJO, François Anye
- 15 KONE, Souleymane
- 16 KY, Abdoulaye
- 17 MAIGA, Boubacar Sidiki
- 18 MAIGA, Garba
- 19 MAIGA, Mohamed Abdoulaye
- 20 NIANGALY, Anoumoloum
- 21 SALL, Aminata (Mme)
- 22 SAMAKE, Soeur Justine Marie (Mme)
- 23 SANANKOUA, Bintou (Mme)
- 24 SOUMANO, Yakharé
- 25 TOURE, Soumaila
- 26 TRAORE, Mamadou Lamine
- 27 TRAORE, Zakaria

- 17 SOUMOUNOU, Ely
- 18 TIENOU, Rogatien
- 19 TOGOLA, Kefa
- 20 TOURE, Mamadou Abdou
- 21 TOUPE, Mamadou
- 22 TOURE, Ousmane H.
- 23 TRAORE, Thiaka
- 24 TRAORE, Dominique

. GROUP #9 IEF

- 1 ALLIMANE, Mahamane
- 2 BOITE, Boureima
- 3 COULIBALY, Modibo
- 4 DEMBELE, Famakan
- 5 DIABATE, Kodiougou
- 6 DIAKITE, Ba
- 7 DIALLO, Boubacar
- 8 DIALLO, Mahamadou Karamoko
- 9 DIENTA, Moussa
- 10 DIMBA, Amadou
- 11 DIANKA, Samba
- 12 GAMBI, Hamidou
- 13 GOITA, Yaya
- 14 HAIDARA, Mamadou Lamine
- 15 KEITA, Djigui
- 16 KONATE, Fadjigui
- 17 MAIGA, Aliou Mahamane
- 18 MAIGA, Bazi
- 19 MAIGA, Bana
- 20 MAIGA, Halidou Bazi
- 21 MAIGA, Kondou Housseini
- 22 MAIGA, Mohamed El Moctar
- 23 NANAKASSE, Mohamed
- 24 MME NDIAYE NEE COULIBALY, Fatoumata (Mme)
- 25 NDIAYE, Moussa
- 26 OUATTARA, Salia
- 27 SISSOKO, Moussa
- 28 SOUMARE, Mamadou
- 29 SOW, Boubacar
- 30 TOGOLA, Dioko
- 31 TRAORE, Bouba

APPENDIX B  
LIST OF FACILITATORS

I. CAU/OIT Team

- |                            |                              |
|----------------------------|------------------------------|
| 1. Paultre C. Desrosiers   | CAU Consultant, Trainer      |
| 2. Mukeba C. Lufuluabo     | CAU Consultant, Lead Trainer |
| 3. Ida Rouseau-Mukenge (F) | CAU Consultant, Trainer      |

II. Local team

A. MEN-Related

- |                           |                      |
|---------------------------|----------------------|
| 4. Ousamane Kanoute       | Division Chief, BPE  |
| 5. Abou Bakar Konate      | Deputy Director, DAF |
| 6. Djeli-Sira Kouyate (F) | Division Chief, DAF  |
| 7. Ario Maiga             | CFC Homologe         |
| 8. Idrissa Sissoko        | FAEF/BPE             |
| 9. Adama Sy               | MTA Homologe         |

B. BEEP/AID-Related

- |                        |  |
|------------------------|--|
| 10. Ali Cisse          | USAID/Mali Basic Education Project Officer |
| 11. Daniel Gifonduriva | BEEP MIS Technical Assistant               |
| 12. Vita N'Seka        | BEEP Consultant                            |

C. Outside MEN

- |                          |  |
|--------------------------|--|
| 13. Fode Coumare         | Adminstrator, Commision de la Reforme Administrative                                       |
| 14. Salif Diallo         | Deputy Director, Direction Nationale des Marches Publics                                   |
| 15. Houna Dicko          | Consultant, Responsible for Training at CAPES. Advisor Ministry of Training and Employment |
| 16. Ibrahima Kante       | Comptroler, Auditor, State Accounting Commission   |
| 17. Dominique Schelameur | Technical Asst., Direction Nationale des Marches Publics                                   |
| 18. Modibo Sylla         | Regional Director, Ministry of Budget, Segou Region  |
| 19. Sanousi Toure        | Technical Advisor, Ministere du Budget   |
| 20. Soumana Traore       | Regional Director, Controle Financier, Sikasso Region                                      |

## APPENDIX C

### TITRES DES THEMES DE L'ATELIER

Session I	Introduction Générale au Management
Session II	Planification
Session III	Management des Ressources Humaines
Session IV	Management des Ressources Financières et des Approvisionnements
Session V	Management de l'Information
Session VI	Management du Patrimoine

## APPENDIX D

### QUESTIONNAIRE D'ÉVALUATION INDIVIDUELLE DU SEMINAIRE GROUPE

#### UTILITE DU SEMINAIRE

1. De façon générale vous êtes plutôt 1 5 10 satisfait 1 5 10 insatisfait de ce séminaire.
2. Le séminaire/atelier est 1 5 10 utile 1 5 10 si l'on désire mieux comprendre le management du système scolaire.
3. Vos objectifs personnels ont été 1 5 10 atteints 1 5 10 ignorés durant le séminaire.
4. La quantité de connaissances pertinentes que vous avez personnellement accomplies dans ce séminaire fut 1 5 10 plus 1 5 10 moins élevée que pour d'autres séminaires.
5. Tout en tenant compte des contraintes imposées par la présence d'un groupe, le rythme personnel des individus a été 1 5 10 respecté 1 5 10 ignoré.

#### LA METHODOLOGIE

6. De façon générale, vous avez 1 5 10 apprécié 1 5 10 détesté la formule pédagogique adoptée pour ce séminaire.
7. Les exercices faits durant le séminaire furent 1 5 10 appropriés 1 5 10 inadéquats par rapport aux objectifs du séminaire.

## APPENDIX E

### EVALUATION FINALE

1) 60 %	Tres satisfait
40 %	Satisfait
2) 83 %	Tres utile
17 %	utile
3) 35 %	Tres atteint
65 %	atteint
4) 48 %	Tres élevé
47 %	élevé
5 %	un peu élevé
5) 53 %	Tres respecté
41 %	respecté
1,5 %	un peu respecté
1,5 %	ignore

6)	64 %	Trés apprécié	100 %
	34,5 %	apprécié	100 %
	1,5 %	un peu apprécié	100 %
7)	68 %	Tres approprié	100 %
	28 %	approprié	100 %
	0,5 %	un peu approprié	100 %
	2 %	pas de reponse	100 %
8)	70 %	Tres approprié	100 %
	25 %	approprié	100 %
	2 %	un peu approprié	100 %
	1 %	inadquate	100 %
	02 %	pas de reponse.	100 %
9)	56 %	Tres nouvelle	100 %
	36 %	nouvelle	100 %
	2 %	un peu nouvelle	100 %
	6 %	deja vue	100 %
10)	60 %	Tres suffisant	100 %
	40 %	suffisant	100 %

11) 70 %	Tres adequat
27 %	Adequat
2,5 %	un peu adequat
0,5 %	impropre

12) 80 %	Tres favorisé
19,5 %	favorisé
0,5 %	un peu favorisé

13) 77 %	Tres confiant
19,5 %	confiant
0,5 %	un peu confiant
1,0 %	pas de reponse

14) 77 %	Tres qualifié
22,50 %	qualifié
0,5 %	pas de reponse.

APPENDIX



USAID/Bamako  
B.P. 34  
Bamako, Mali  
Tél: 22-36-02

USAID MALI  
AMBASSADE AMERICAINE

APR 24 1992



Bamako (I.D.)  
Dept. of State  
Washington, D.C. 20520  
Télex: 448

Le Chef du Bureau Education et  
Ressources Humaines

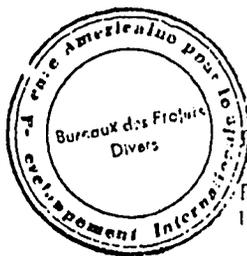
A

Messieurs les Directeurs  
Nationaux de BPE, IPN, DAF, DNEF

Mr. Clément Lufuluabo, Consultant de l'Université Clark Atlanta, est attendu à Bamako le 24 Avril 1992. Il doit préparer et animer en collaboration avec une équipe de formateurs nationaux et étrangers, une série de séminaires de formation en management destinés aux cadres du MEN.

Les détails sur le contenu de la formation et les groupes cibles figurent dans son rapport dont copie vous a été envoyée récemment.

Je vous prie d'accorder à Monsieur Lufuluabo et à son équipe toute l'assistance nécessaire pour mener à bien leur mission.



Boubacar Diallo  
/Bureau Education et  
Ressources Humaines  
USAID/Bamako

Lamako, le 30 Avril 1982

Le Ministre

A

- Messieurs les Directeurs Nationaux de : BPE, IPN, DNEF, DAF
- Messieurs les Directeurs Régionaux de l'Éducation

Le Ministère de l'Éducation Nationale organise, avec le concours du Projet de Développement de l'Éducation de Base de l'USAID, un programme de formation en management à l'intention des cadres du Département. Le calendrier de déroulement des sessions est joint en annexe.

Les sessions sont conçues sous forme d'ateliers et durent six jours chacune. Elles s'articulent autour de modules sur l'introduction au management; le processus de planification; la gestion des ressources humaines, financières et matérielles; l'information et la communication, etc. Un accent particulier sera mis sur les techniques d'élaboration et de suivi de plans d'action. Les sessions sont animées par une équipe comprenant trois consultants de l'Université Clark Atlanta des Etats-Unis d'Amérique et des formateurs nationaux.

Je vous invite à désigner pour les sessions qui concernent votre personnel les chefs de division et de section et tout autre agent dont la formation est jugée bénéfique pour le rendement au niveau du service. Toutefois, le nombre de participant pour chaque session ne doit en aucun cas dépasser 25 personnes.

Les frais de déplacement du lieu de résidence au lieu de stage sont imputés au budget national. Les frais d'hébergement et de restauration pour les participants non-résidents sont à la charge de l'USAID et sont fixés à 7.500 F CFA par jour. Une prime journalière de 3.500 F CFA calculée au prorata du nombre de jours de présence effective est versée aux participants à la fin de la

session.

Je vous prie de me communiquer dans les meilleurs délais la liste des personnes désignées pour les sessions, et de prendre toutes autres dispositions utiles pour la bonne exécution de ce programme de formation.

P/Le Ministre de l'Éducation Nationale

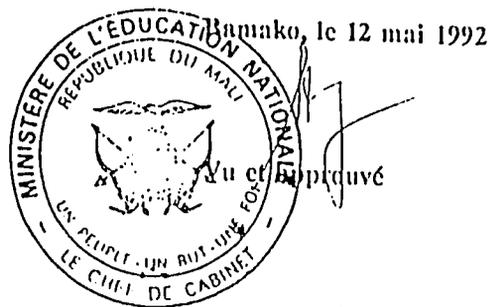


P.O le Directeur



AVIS

Le Ministre de l'Éducation Nationale a l'honneur d'informer les Directeurs Régionaux de l'Éducation qu'ils doivent impérativement prendre part, chacun accompagné d'un proche collaborateur au niveau du service, à un séminaire - atelier en gestion qui aura lieu à Bamako dans la Salle de Conférence de la DNEIF du 1 au 6 juin 1992. Le séminaire est organisé par l'USAID et est animé par une équipe de formateurs de l'Université Clark Atlanta des États-Unis d'Amérique. Les frais de séjour des participants sont à la charge de l'USAID. Le Ministre de l'éducation prie les chefs de circonscription administrative de bien vouloir faciliter la mise en route des participants à ce séminaire.



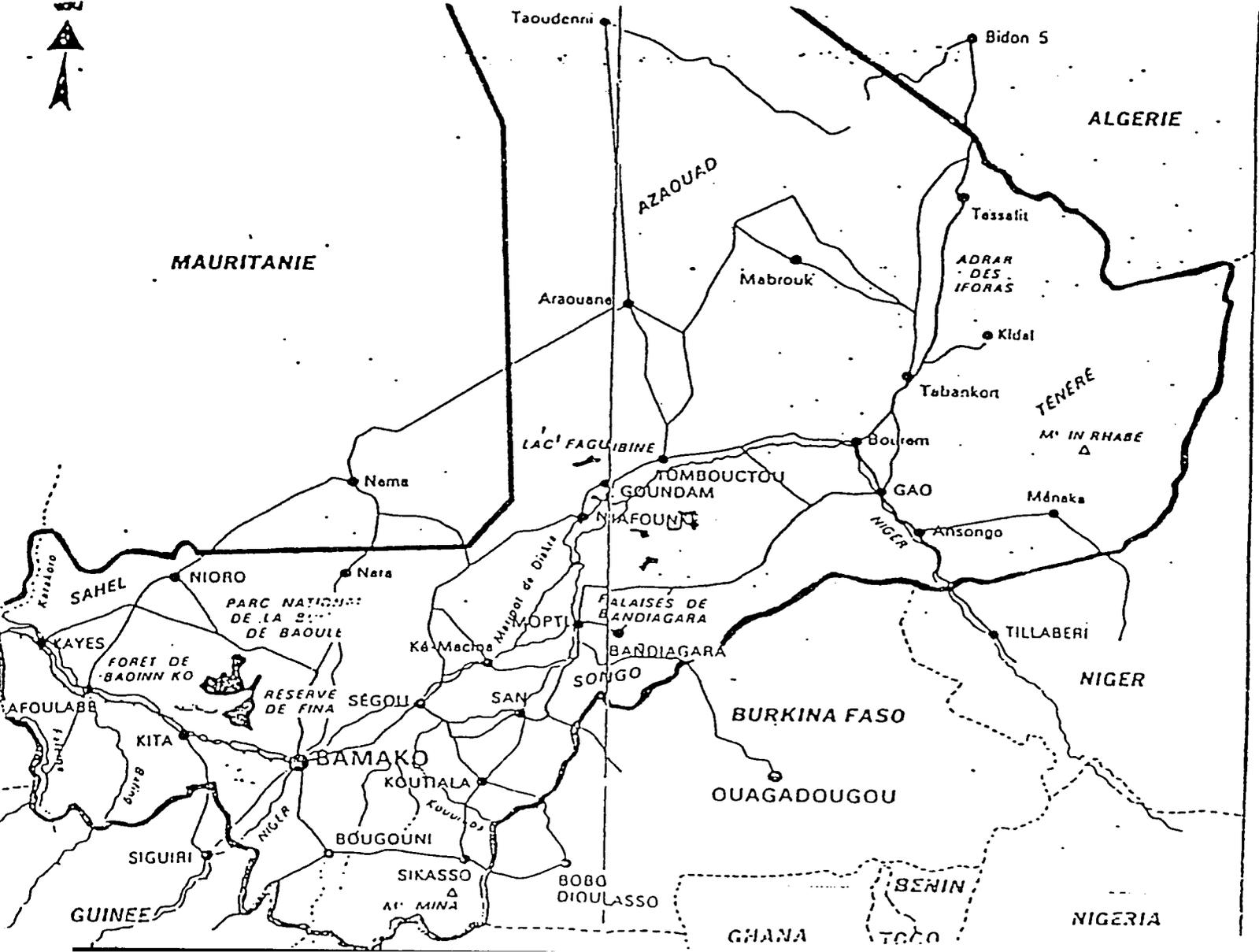
AVIS

Le Ministre de l'Éducation Nationale a l'honneur d'informer les Inspecteurs de l'Enseignement Fondamental de toutes les circonscriptions du Mali, excepté le District de Bamako, que le Séminaire-Atelier en Gestion précédemment prévu du 18 au 23 Mai 1992 suivant la lettre N°0863/MEN-CAB aura lieu du 6 au 11 Juillet 1992 à Bamako, dans la Salle de Conférence de la DNEF. Le séminaire est organisé par l'USAID et est animé par une équipe de formateurs de l'Université Clark Atlanta des États-Unis d'Amérique. Les frais de séjour des participants sont à la charge de l'USAID. Le Ministre de l'Éducation Nationale prie les chefs de circonscription administrative de bien vouloir faciliter la mise en route des participants à ce séminaire.

Bamako, le 12 mai 1992



et approuvé



MAURITANIE

ALGERIE

AZAOUAD

ADRAR DES IFORAS

TENERE

M. IN RHABE

LAC FAGUIBINE

TOMBOUCTOU GOUNDAM

BOUREM

GAO

Ménaka

ANSONGO

Nema

NIORO

Nara

SAHEL

PARC NATIONAL DE LA SOUDANE DE BAOULE

KAYES

FORET DE BADINN KO

RESERVE DE FINA

SEGOLI

Ké Maccha

SAN

MOPTI

FALAISES DE BANDIAGARA

BANDIAGARA

SONGO

TILLABERI

NIGER

BURKINA FASO

OUAGADOUGOU

FAFOULABE

KITA

BAMAKO

KOUTIALA

BOUGOUNI

SIKASSO

M. MINA

BOBO DIULASSO

GUINEE

SIGUIRI

GHANA

BENIN

TOGO

NIGERIA