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

REPUBLIQUE DU MALI
UN PEUPLE - UN BUT - UNE FOI

**THE ADMINISTRATION AND
MANAGEMENT OF THE PERSONNEL
OF THE MINISTRY OF
NATIONAL EDUCATION (MALI)**

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
Bamako, Mali
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BASIC EDUCATION EXPANSION PROJECT

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

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

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Mar 1993	French	SEMINAIRE ATELIER KOULIKORO	DRE-KRO
Aug 1993	French/ Bambara	GUIDE DE CURRICULUM D'ENTRETIEN COMMUNAUTAIRE POUR ENCADREURS	DRE-KRO
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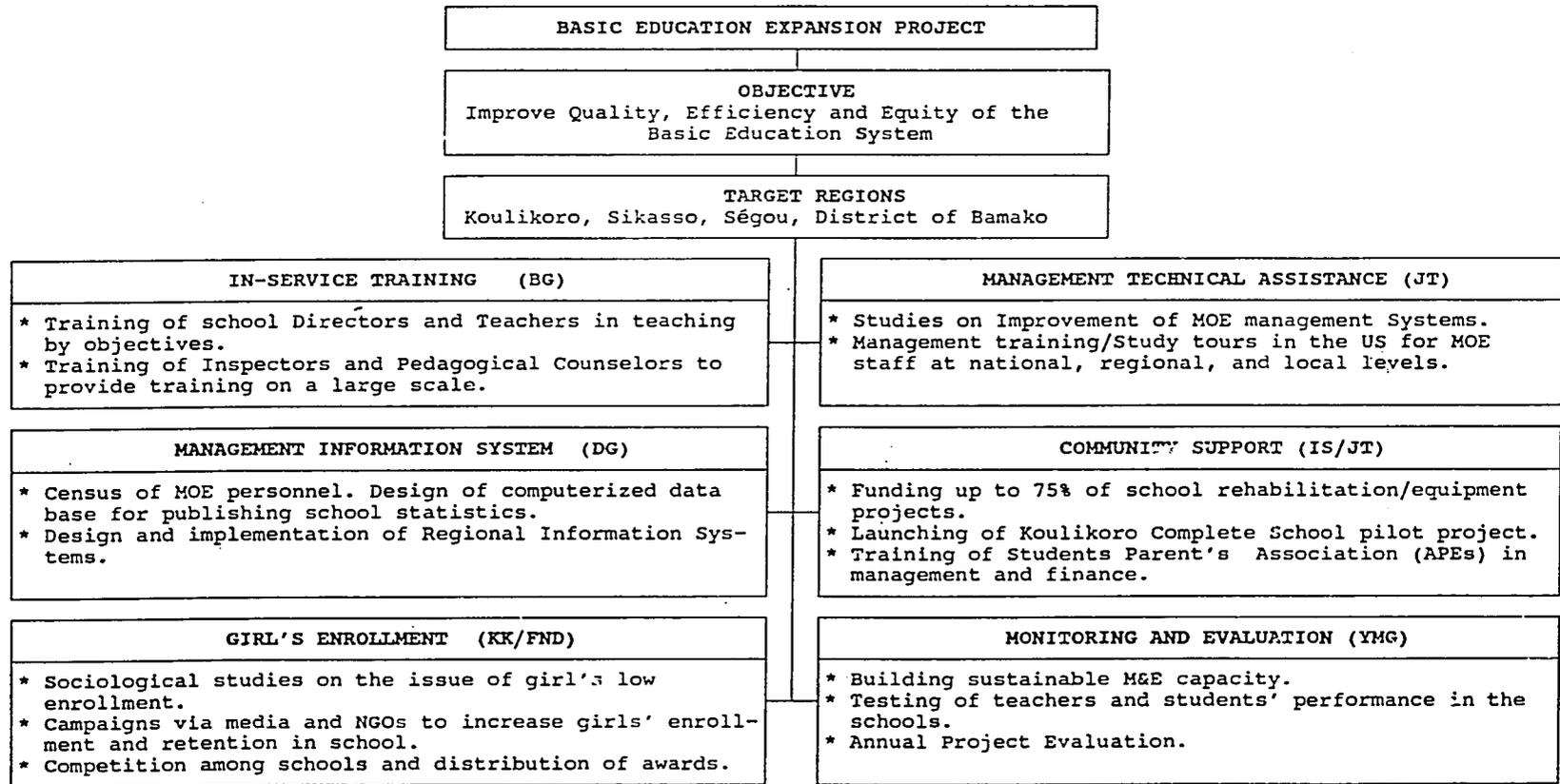
LEGEND:

DNEF - Direction National de l'Enseignement Fondamental

DRE-KRO - Direction Regionale de l'Education de Koulikoro

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



FOREWORD

The importance this study regarding Ministry of Education personnel lies in the size of this department, which by itself employs 48 % of State agents and receives approximately 25 % of the National budget. By financing this study USAID means to contribute to the ongoing discussion being held on such an important topic. The rational management of Ministry of Education human resources is a long - term task, which will have considerable benefits on the Primary Education system.

This voluminous report can be a reference for all those who would like to understand the Ministry of Education personnel management's legal framework and mechanisms.

Freda White Henry, Ph.D
USAID Education Human Resources
Development Officer

EXECUTIVE SUMMARY AND ACKNOWLEDGEMENT

The project is grateful to Dr. Adama Sy for the production of a supplemental summary of his voluminous report of the Ministry of Education's Personnel Administration and Management.

This concise English version is of invaluable assistance to an English reading audience interested in the Ministry's Personnel structure and function.

Since July 25, 1991, when this document was originally printed, Mali has undergone the political transition from military to democratic rule. This document will serve current reference needs as well as providing contrasting elements as Mali's personnel administration and management system evolves.

SUMMARY OF THE STUDY OF MEN PERSONNEL

1. Purpose of the Study

According to the terms of references of the contract related to the study of Administration and Management of MEN Personnel the study is aimed at gathering relevant data and pieces of information while pinpointing major problems related to personnel recruitment, training, post-assignment and transfer of the personnel, supervision, level of responsibility of the personnel, remuneration and interdepartmental communication.

To better understand the running of MEN Administration, it became necessary to present the administrative structuring through which the educational system is managed.

2. Methodology

To carry out this task successfully, a questionnaire was designed and addressed to educational administrators of different ministerial departments directly involved in the management of the educational cooperation, the Ministry of Finances and Economy, the Ministry of Labor and Civil Service, the Ministry of Territorial Administration, and the National Commission for Administrative Reform.

After the questionnaire was administered through interviews, documents and legislative papers were collected from different services.

All the pieces of information and data collected were analyzed and reported on.

3. The Results of the Study

A careful analysis of collected data resulted in the following:

3.1. MEN Administrative Structuring

Our research enabled us to identify the following administrative structuring:

- The Minister's Cabinet composed of a Director of Cabinet, a Chief Private Secretary, Technical Advisers, a Cabinet Attaché, a General Secretarial Office and a special Secretarial Office.
- The National Directions among which the Administrative and Financial Direction (DAF) the National Direction of the National Pedagogic Institute (DN-IPN) the National Direction of Fundamental Education (DNEF), the National Direction of Secondary General, Technical and Vocational Education (DNESGTP), the National Direction of Functional Literacy and Applied Linguistics. These Directions are organized into Divisions and Units/Sections. The Directors are appointed by Presidential decree in Council. Assistant Directors, Heads of Divisions and Units are nominated by ministerial order and decision.

- Attached Services, namely the Bureau of Educational Projects (BPE), the National Center for Scientific and Educational Research (CNRST), and the Secretarial office of the National Commission for UNESCO. The heads of these services too, are nominated by Presidential decree in council.
- Eight Regional Directions of Education (DRE): Kayes, Bamako, Koulikoro, Sikasso, Mopti, Timbuctu and Gao. They are organized into Divisions and Units. The Regional Director is nominated by ministerial order.
- The Inspectorates, namely the General Inspectorate coming under DNESTGP and the Inspectorates of Fundamental Education coming under DNEF. There are thirty-two Inspectorates of Fundamental Education located in the different administrative precincts of the Regions.
- The Directions of Fundamental Schools and the Directions of higher education institutions.

Concerning MEN administrative organization, it can be noticed that the structuring is deconcentrated, but highly centralized as regards its running which is cumbersome and slow.

3.2. Administration and Management of the Personnel

3.2.1. Recruitment

Concerning recruitment by the Ministry of Labor and Civil Service in the Ministry of Education's behalf, one can notice that a great number of applications remain unsatisfied because of the ceiling imposed by the Ministry of Economy and Finance within the Structural Adjustment Program (PAS), voluntary retirements, rural exodus and mental sicknesses very frequent among the teaching staff. There is a shortage of specialists in school administration, management, planning and educational statistics.

3.2.2. Post-Assignment and Transfer of the Personnel

They take place annually at the National and Regional level. The major problem encountered is that school administrators find it difficult to maintain/keep the personnel in deprived/hit regions inspite of special fringe benefits. There are also cases of abusive transfer on the part of some Inspectors

3.2.3. Training of the Personnel

Concerning training there is a notorious shortage of specialists in educational administration, management, planning and school statistics. Those who are in charge of management at MEN, especially National and Regional Directors, School Directions have learned it through routine work, a situation which hinders creativity and initiatives, which are essential to and necessary for development and progress.

3.2.4. Personnel Supervision

It is carried out through the Central Administration (Governors, "Commandants" and "Chefs d'Arrondissement") as well as the School Administration, namely Inspectors of Education. This dichotomy in the evaluation/grading of the personnel creates a conflict of competence which can contribute to the degradation of discipline at school.

Besides, the grading/evaluation system which now prevails is very subjective because of some aspects/considerations taken into account, and very unjust because of the 10% quota imposed upon administrators. It would be much better to set up a standardized and more objective grid on one hand, and a fair grading system on the other so as to avoid a widespread dissatisfaction among the teaching staff whose sources of motivation are already scarce and limited.

3.2.5. Remuneration

Generally speaking, the MEN personnel comes under the general status of the Civil Service. Salaries are calculated on the basis of ratings. Besides their salaries, Directors, Heads of Divisions, Inspectors and teachers are given special fringe benefits and bonuses.

Yet, the purchasing power of the MEN personnel is negatively affected by the freezing of Civil servants' salaries and the rising cost of life.

3.2.6. Level of responsibility

The responsibility of heads of services, divisions and units, and of agents tends to become vague because of the highly centralized system of administration within MEN. The lack of training in administration and management, the poor knowledge of administrative papers, the lack of precise description of positions and the lack of definition of tasks assigned to agents make professional responsibility even more unclear.

3.2.7. Interdepartmental Communication

The Malian administration in general, and school administration in particular is deconcentrated by still highly centralized. Such a situation negatively affects communication between MEN services on the one hand, and between MEN and other ministerial departments on the other hand. There is little communication/contact between the Divisions and Units of a same Direction, and between different Directions. The relations between the Regional Directions of Education are yet to be defined, and such is the case between the DREs and the National Directions. The same situation is noticeable between MEN and other ministerial departments involved in the management of Education.

Therefore, relations tend to become more personalized and individualized than professional. Hence, the ineffectiveness and inefficiency of the system.

Given all these facts, it is more advisable to break with routine management of Education and opt for a true and scientific management technique, which can work by itself without having to wait for instructions coming from somewhere above.

Bamako August 19, 1991

Dr. Adama SY (Ph.D.)

Projet ABEL/BEEP/MEN-USAID-AED

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Introduction

Presently the policy and running of the Malian educational system lie heavily on the spirit, the principles and the goals of the 1962 Reform (1), successively reaffirmed by the 1964 (2) and 1978 (3) Seminars.

The setting-up/development of an efficient Education System requires the realization of an adequate, a coherent and well-adapted administrative structuring. This aspect is the prerequisite ensuring an effective and efficient management of the Educational resources, so as to achieve the assigned targets. The major objectives of the Malian Education have consisted, so far, in making instruction more popular, while adapting it to the social realities, and providing, in short and long terms, with workers of all levels as required by the economic and social development of the Country.

Therefore, to activate the running/functioning of the Education System, Mali has initiated an administrative structuring composed of the Minister's Cabinet, the National Directions, the Inspectors of Education and the School Directions.

The present study purports to present the Administration of Education through its structures, functioning, practices and management problems. Special attention will be paid to the recruitment of the Personnel, training, supervision:

- especially grading and the system of promotion,
- and the remuneration of the personnel, the level of responsibility of administrative agents, and interdepartmental communication, that is, the process of collaboration established between the different institutions directly involved in the management of educational resources.

I. The Administrative Structuring of the Ministry of National Education (MEN)

The administrative structuring of the Ministry of Education of Mali includes the following:

1. The Minister's Cabinet
2. National Directions and Attached Departments/Services
3. Regional Directions
4. Inspectors of Education
5. School Directions

1.1. The Minister's Cabinet

The organization charts of (ministerial) Cabinets are defined in decree 021-PGRM (4). This decree lays down the general organization and functioning rules of Cabinets.

1.1.1. The Minister

The Minister of National Education is appointed/nominated by the President or Chief of the Government. He heads the Department of Education, and is responsible for Education to Government. He signs decisions and enactments/Ministerial orders of Presidential decrees. He is assisted by a Cabinet and attached departments/services - namely the National Commission for UNESCO, and the General Secretarial Office of the Cabinet.

The Minister's Cabinet is the central decision making body, which defines the National Educational Policy, and sees to its implementation.

1.1.2. The Director of Cabinet

He is appointed by Presidential Decree/Order in Council, on the proposal of the the Minister of Education. The director of Cabinet is the Minister's direct collaborator. He coordinates, animates and controls the actions/activities of the Cabinet, services, and bodies/institutions coming under the Department of Education. The duties and responsibilities of the Director of Cabinet consist of ensuring:

- the link between the Minister and the Cabinet, and the other services of the department,
- the relations with the National Assembly, the Gouvernement Secretarial office, and the other ministerial departments,
- the study of the document for or from the Council (of Ministers), or any other documents that the Minister entrusts to him, in relation with the other members of the Cabinet,
- the control of the mail and official drafts.

The Director of Cabinet represents the Minister to official ceremonies and meetings, in case of the latter's absence or unavailability. He can be empowered to sign official acts in the Minister's behalf.

1.1.3. The Principal Private Secretary

He is appointed by presidential Decree in Council (of Ministers) on the proposal of the Minister of Education. He receives and accounts for the execution/enactment of instructions from the Minister and the Director of Cabinet.

The Principal Private Secretary assists the Director of Cabinet.

and sees to the implementation of instructions from the Minister and the Director of Cabinet, which empowers him to take any decisions necessary for the good running of the Cabinet. He is in charge of:

- making certified copies of all administrative papers,
- circulating legislative and regulations acts at the level of the Cabinet and MEN services,
- preparing Cabinet meetings.

Like the Director, the Principal Private Secretary signs official papers for which he has been empowered. He makes out and signs orders for trips outside Mali.

He stands for the Director of Cabinet in Case of the latter's absence or unavailability;

In case of absence or unavailability, the Principal Private Secretary is replaced by a Technical Adviser.

1.1.4. Technical Advisers

According to the terms of decree 021-PG-RM, the number of technical advisers cannot exceed five (5), except for a special departure allowed by the President of the Republic.

Like the Director of Cabinet and the Principal Private Secretary, the Technical Advisers are appointed by Presidential decree/order in Council (of ministers) on the proposal of the Minister of National Education. The Technical Advisers are in charge of:

- the study, clarification, follow-up, and elaboration of technical/specialized documents,
- the field/areas of competence of each technical adviser is defined by a ministerial order.

1.1.5. The Cabinet Attaché

He is appointed by Presidential decree in Council. His duties are:

- the planning/organization of the Minister's audiences, in relation with the latter's personal secretarial office,
- the material preparation (under the authority of the principal private secretary) of the Minister's and Cabinet members' trips.

He accounts for subordinate members of the Cabinet. He sees to the maintenance of the facilities of the Cabinet, of the Minister's residence and all vehicles and equipments assigned to the residence.

1.2.

The National Directions and attached Services

The National Directions of the Ministry of Education are:

- the Administrative and Financial Direction (DAF),
- the National Direction of the National Pedagogic Institute (DN-IPN),
- the National Direction of Fundamental Education (DNEF),
- The National Direction of Secondary General, Technical and Vocational Education (DNESGTP),
- the National Direction of Higher Education (DNES),
- the National Direction of Functional Literacy and Applied Linguistics (DNAFLA).

The attached services/departments are:

- the General Secretarial office of the Cabinet,
- the National Commission of Mali for UNESCO,
- the National Center for Scientific and Technological Research (CNRST),
- the Bureau of Educational Projects (BPE).

1.2.1. The Administrative and Financial Direction (DAF)

The Administrative and Financial Directions of Ministerial Departments were created by Act of Law 88-47 AN-RM of February 22, 1988 (6). Presidential decree 90-241 PRM (7) defines the organization chart of the Administrative and Financial Direction of the Ministry of National Education. The details of the attributions/prerogatives of the Units/Sections of the MEN Administrative and Financial Direction were determined by Ministerial order 00031/MEN-CAB (8), taken on January 5, 1991.

The Administrative and Financial Direction is in charge of elaborating and coordinating specific components of the department's policy concerning the personnel, the equipment and the financial means. Besides, it takes part in policy related to the same areas. As such, it:

- takes part, along with competent services of the Ministry of Finances, in the elaboration, implementation and control of the execution of the state budget, and public funds affected to the different related administrative accounts,
- participates in the control of the management of materials, equipment and services, especially in the application of regulations governing public deals and supply/equipment accounts, and sources of financing,
- the Administrative and Financial Direction is headed by a Director appointed by Presidential decree in Council (of Ministers) on the proposal of the Minister of National Education. He must be a civil servant, "hierarchy A" of the Civil Service. He is assisted by an Assistant Director, appointed by ministerial order upon the Director's proposal.

The DAF is composed of three (3) Divisions and seven (7) Units/sections:

1.2.1.1. The Personnel Division

It is composed of the Personnel Management Unit, the Unit in Charge of the management of organization charts and training. The Head of this Division must be a civil administrator, "hierarchy A".

1.2.1.1.1 The Personnel Management Unit

It:

- takes part in the preparation of the administrative acts of the personnel, in the production and updating of the files and post/job descriptions within the department of Education,
- keeps an eye on the management of careers and proposes measures for motivating agents,

- sees to the harmonization of the files of the personnel with their salary files,
- ensures the link between the Ministry of Education and the Ministry of Public Service and Labor.

The organic charts allow for a civil administrator of "hierarchy A" as head of this unit. He is nominated by the Director.

1.2.1.1.2 The Unit in charge of the Management of Organic charts and training

According to the terms of the organic charts, the head of this Unit must be a civil administrator, "hierarchy A". The Unit is responsible for:

- participating in the management and control of the administrative charts of the technical/specialized services of the Department of Education,
- carrying out, along with relevant specialized services and on the basis of data provided by the organization charts, the assessment of training needs and improvement of the agents,
- planning and ensuring, from the administrative point of view, the follow-up of agents on training or short term improvement sessions,
- ensuring the link between the Ministry of National Education and the commission for Administrative Reform,
- ensuring the link with the Ministry of Planning as regards training.

1.2.1.2. The Finances Division

The head of this Division must be an Inspector of Finances and Treasury. It includes the Unit in charge of the preparation and execution of the budget, the unit in charge of administrative accounts and periodic situations, and the unit in charge of keeping up with externally financed funds.

1.2.1.2.1 The Unit in charge of the Preparation and Execution of the Budget

The organic charts allow for an Inspector of Finances and Treasury to head this unit. Its duties include:

- preparing the budget and ensuring its execution and control,
- attending to the preparation and control of the execution of the budget of Accounts and funds under the authority of the Ministry of National Education,
- circulating the approved budget among the different

services of the Department of Education,

- seeing to the continuous updating of the salary files of the Department of Education,
- ensuring the link between the Ministry of National Education and the Central Office/Bureau of Salaries (B.C.S.).

2.1.2.2 The Unit in charge of Administrative Accounts and Periodic Situations

The head of this Unit must be an Inspector of Finances and Treasury. The duties of the Unit are:

- to make a check-up inventory of the expenditures made by the DAF of MEN and those actually paid by the treasury, as well as their transmission to the National Direction of Budget and Financial Control,
- note down the monthly expenditures for the personnel and the equipment of the Ministry of National Education.

2.1.2.3 The Unit in charge of Monitoring externally financed funds

He head of this Unit too, must be an Inspector of Finances and Treasury. The Unit is responsible for:

- monitoring the management of funds financed externally,
- ensuring the follow-up and control of the execution of the special investment budget, in collaboration with the Ministry of Planning and the "Caisse Autonome d'Amortissement" (i.e. the Autonomous Depreciation Funds)

2.1.3. The Division of Materials and Equipment

It must be headed by an Inspector of Finances and Treasury. it includes the Unit in charge of supplies/provisions and the Unit responsible for equipment/supplies accounts.

2.1.3.1 The Supplies/Provisions Unit

The organic charts allow for an Inspector of Finances and Treasury to head this Unit. The Unit is responsible for:

- making purchases for the services of the department of Education,
- making certifications,
- producing projects for deals, vouchers and agreements, and participating in the control of their execution,
- ensuring supplies/provisions,

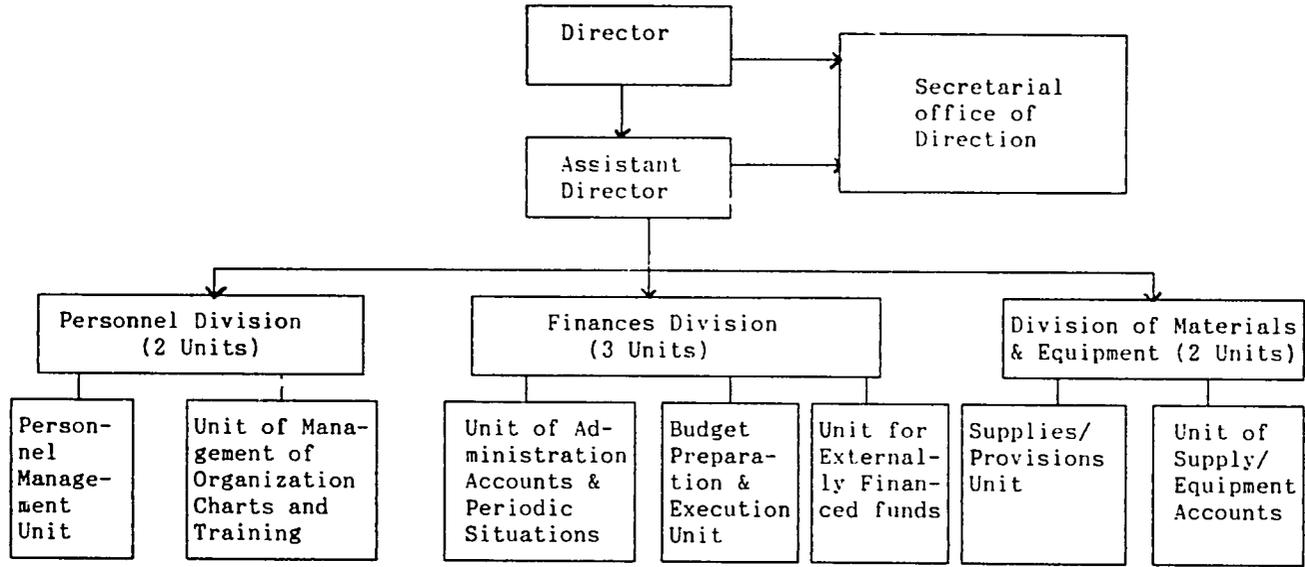
- having rules and procedures of bids concerning the signing of administrative deals and supply contracts, works or services related to budgets or funds placed under the authority of the Minister respected/abided by,
- ensuring the application of clauses related to the management of materials/equipment, and conducting regular/periodic stocklistings of all equipment and supplies of the different services of the Department,
- ensuring the link between the Ministry of National Education and the Ministry of Economy and Finances as regards its activities/actions.

1.2.1.3.2 The Unit in charge of Equipment/Supply Accounts

The Unit must be headed by an Inspector of Finances and Treasury. It accounts for:

- producing and updating all the files and documents necessary for a good management of all equipment and materials, following the established rules in the field,
- transmitting periodic accounting records to the National Direction of the Budget,
- ensuring the link between the Ministry of National Education and the Ministry of Economy and Finances.

Administrative Chart of the DAF



<u>Direction</u>			Category
1	Director	Inspector Finances/Treasury, of Economic services, or civil	A
1	Assistant Director	Planner, Engineer of Statis- tics, Inspector of Finances/ Treasury, of Economic Services, or Civil Administrator	A
<u>Secretarial office</u>			
1	Chief Secretary	Secretary of Administration Second Cycle Teacher/MSC	B
5	Typists	Assistant Secretary	C
1	Duplicating Clerk	On convention agreement	
2	Menial Clerks	On convention agreement	
1	Laborer (Unskil- led)	On convention agreement	
1	Janitor	On convention agreement	
1.	<u>Personnel Division</u>		
1	Head of Division	Civil Administrator/Professor	A
<u>Personnel Management Unit</u>			
1	Head of Unit	Civil Administrator	A
5	In charge of personnel/manage- ment	Civil Administrator/Professor	A
<u>Unit Organ. Chart/Training</u>			
1	Head of Unit	Civil Administrator	A
1	In charge of organ. Charts application	Civil Administrator	A
1	In charge of organ. Charts management	Administration Assistant/ Second Cycle Teacher (MSC)	B
11.	<u>Supply/Equipment Division</u>		
1	Head of Division	Inspector Finances/Treasury	A

Supplies/Provisions Unit

Category

1	Head of Unit	Inspector Finances/Treasur	A
2	In charge of Public Deals	Controller of Finances/Treasury	A
2	(Finance) Steward	Controller of Treasury	B
1	In charge of supplies and equipment stocklisting	Assistant of Finances and Treasury services	C

Materials/Equipement Accounts Unit

1	Head of Unit	Inspector of Finance-/Treasury	A
2	In charge of sup/equip accounts	Assistant of Treasury	C

III. Finances Division

1	Head of Unit	Inspector Finances/Treasury	A
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Unit of Budget Planning/Execution

1	Head of Unit	Inspector Finances/Treasury	A
1	In charge of budget forecasts	Inspector Finances/Treasury	A
2	In charge of budget preparation and execution	Controller of Finances/Treasury	B
1	Controller/Steward for expenses	Controller of Treasury	B
1	Payer	Assistant of Finances Services	C

Unit of Administrative Accounts and Periodic Situations

1	Head of Unit	Inspector Finances/Treasury	A
3	In charge of adm/ accounts and periodic situations	Controller of Finances/Treasury	B

Unit to Keep up with Externally Financed Funds

1	Head of Unit	Inspector Finances/Treasury	A
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1	In charge of management of funds	Inspector Finances/Treasury	A
1	Computer Scientist	Computer Engineer	A
1	In charge of keeping up with funds	Controller of Finances/Treasury	B

Total: 54 Agents

N.B.: With the closing of the National Direction of Planning and school equipment, (DNPES) there is a necessity for satisfying statistical planning needs. To remedy that, the DAF is planning to set up a fourth Division, responsible for statistical planning of education. Presently, only one statistician (category A) is in charge of that task/activity.

1.2.2. The National Direction of the National Pedagogic Institute (DN-IPN)

The National Pedagogic Institute (IPN) was created by Act of law 87-17/AN-RM of March 9, 1987. Presidential decree 90-199 of May 17, 1990 defines its organization and functioning rules. It is headed by a Director, appointed by Presidential Order in Council (of Ministers).

Under the authority of the Minister, the Director of IPN is in charge of defining the policy of his department, laying down the major guidelines of its activities, planning, directing, coordinating and controlling their execution/implementation.

The Director is assisted by an Assistant Director appointed by ministerial order, on the proposal of the Director. The Assistant Director stands for the Director in case of the latter's absence or unavailability.

The National pedagogic Institute is composed of four (4) Divisions and one printing Bureau/office for the production of instructional materials.

The IPN Divisions are:

- the Division of Sciences and Technologie,
- the Division of Literature and Humanities,
- the Division of Research and Pedagogic Innovations,
- the Training Division.

1.2.2.1. The Division of Sciences and Technology

It is in charge of elaborating and distributing instructional materials concerning sciences and technology related subjects. It also produces and broadcasts educational audio-visual programs.

The Division is headed by a "category A" professor. It is composed of six Units:

1.2.2.1.1 The Math Unit

The head of the Unit is a professor of "category A". Besides, the organic chart allows for the following positions and qualifications:

- | | | |
|---|--------------------|------------------------------------|
| 2 | Pedagogic Advisers | Second cycle Teachers (MSC) Cat. B |
| 2 | Pedagogic Advisers | 1 PESG (cat. A) and 1 PES (cat. A) |

The Unit is responsible for producing/elaborating and disseminating instructional materials of mathematics. It is also its duties to supervise mathematics teachers in fundamental Schools.

1.2.2.1.2 The Physics and Chemistry Unit

According to the organic chart, the staff of this Unit includes :

1	Head of Unit	Professor of "cat. A"
2	Pedagogic Advisers	MSC/Teacher "cat. B"
2	Pedagogic Advisers	1 PESG and 1 PES "cat. A"

The Unit is in charge of :

- elaborating and distributing instructional materials of physics and chemistry,
- supervising physics and chemistry teachers in fundamental schools.

1.2.2.1.3 The Biology Unit

The organic charts allow for

1	Head of Unit	Professor cat. A
2	Pedagogic Advisers	Second Cycle Teacher cat. A
2	Pedagogic Advisers	1 PESG and 1 PES cat. A

The Unit is in charge of

- elaborating and distributing/disseminating instructional materials related to the subject,
- supervising teachers in charge of teaching Husbandry.

1.2.2.1.5 Unit of Technology

The organic charts allow for

1	Head of Unit	Professor "cat. A"
2	Pedagogic Advisers	MSC (Second Cycle Teacher) cat. B
2	Pedagogic Advisers	1PESG and 1 PES "cat. B"

The duties of the Unit are to produce/elaborate and disseminate Technology related instructional materials

1.2.2.1.6 The Audio-visual Unit

The organic charts allow for

1	Head of Unit	Engineer of information "cat. A"
---	--------------	----------------------------------

1	In charge of maintenance	Technician of Civil Engineering Technics of Industry and Mines "cat. B"
2	Graphists/Drawers	Technicians of Arts/Culture "cat. B"
2	Producer/realiser	Assistant press production "cat. B"
3	Photographers	Assistant press production "cat. B"
3	In charge of recording and broadcasting	Assistant press production "cat. B"

1.2.2.2 Training Division

The training Division is in charge of the initial training of first and second cycle teachers and in-service training of the MEN personnel through seminars and sessions within the country.

The head of the training Division must be professor of cat. A. The Division is compose of three Units.

1.2.2.2.1 The Unit of Pedagogic Animation

1	Head of Unit	Professor ("cat.A")
3	Pedagogic Advisers	MSC (second cycle Teacher) "cat. B"
3	Pedagogic Advisers	PESG and PES "cat. A"

1.2.2.2.2 The Unit of School Statistics

1	Head of Unit	Engineer of Statistics (cat. A)
1	In charge of school files	MSC (Second Cycle Teacher) "cat. A"

1.2.2.2.3 The In-service Training Unit

1	Head of Unit	Professor ("cat. A")
3	Pedagogic Advisers	Professor ("cat. A")

The specific duties of the training Division consist in

- monitoring the implementation of syllabi in teacher training schools,
- controlling and coordinating pedagogic activities/actions,
- organizing exams and selection tests for teacher education,
- managing school numbers/sizes and elaborating statistics related to teacher training schools,

- studying the planning and implementation of permanent training activities/action, sessions and seminars related to syllabi, instructional materials, teaching methods and educational approaches/strategies.

1.2.2.3. The Division of Research and Pedagogic Innovations

The Division is in charge of Educational Research in general, and of research in particular; of keeping up with pedagogic experimentations. Besides, it accounts for the assessment/evaluation of all activities related to the development of the malian educational system, and the dissemination of all IPN activities.

The Head of the Division is a professor of "category A". The Division is composed of three (3) Units :

1.2.2.3.1 The Research/Evaluation Unit

1	Head of Unit	Professor "cat. A"
5	Researchers	Professor "cat. A"
4	Evaluators	Professor "cat. A"

1.2.2.3.2 The Unit for Pedagogic Innovations

1	Head of Unit	Professor "cat. A"
4	In charge of keeping up with pedagogic experimentations	PEG "cat. A"
2	In charge of keeping up with pedagogic experimentations	MSC/Second Cycle Teacher "cat. B"

1.2.2.3.3 The Information/Publications Unit

1	Head of Unit	Professor "cat. A"
2	In charge of Periodicals	Professor "cat. A"
1	Archivist	MSC/Second Cycle Teacher Arts & Culture Technician "cat.B"
2	Librarians	MSC/Second Cycle Teacher Arts & Culture Technician "cat. B"

1.2.2.4. The Division of Literature and Humanities

It is a specialized division of IPN. Its major duties consist in elaborating/producing instructional materials and in helping train teachers of all levels of education. The literature and humanities division is composed of seven (7) specialized Units, and is headed by a professor of "cat. A".

1.2.2.4.1 The History and Geography Unit

- 1 Head of Unit Professor "cat. A"
- 2 Pedagogical Advisers MSC/Second Cycle Teacher "cat. B"
- 4 Pedagogical Advisers PESG and PES "cat. A"

1.2.2.4.2 The History and Geography Unit

- 1 Head of Unit Professor "cat. A"
- 2 Pedagogic Advisers MSC/Second Cycle Teacher "cat. B"
- 3 Pedagogic Advisers PESG and PES "cat. A"

1.2.2.4.3 Unit for National Languages

- 1 Head of Unit Professor "cat. A"
- 2 Pedagogic Advisers MSC/Second Cycle Teacher "cat. B"
- 2 Pedagogic Advisers PESG and PES "cat. A"

1.2.2.4.4 Unit for Civil and Moral Education

- 1 Head of Unit Professor "cat. A"
- 2 Pedagogic Advisers MSC/Second Cycle Teacher "cat. B"
- 2 Pedagogic Adviser PESG and PES "cat. A"

1.2.2.4.5 The Philosophy Unit

- 1 Head of Unit Professor "cat. A"
- 2 Pedagogic Advisers (Pedagogy/Psychology) Professor "cat. A"

1.2.2.4.7 Foreign Languages Unit

- 1 Head of Unit Professor "cat. A"
- 2 Pedagogic Advisers MSC/Second Cycle Teacher "cat. B"
- 6 Pedagogic Advisers PESG and PES "cat. A"

1.2.2.5 The Printing and Material Production Office

The office of printing and material production is in charge of printing instructional materials, editing and co-editing any manual/material produced in Mali or in behalf of Mali within IPN's competence.

This logistics oriented office, placed under the Direction, stands for a Unit, from the administrative point of view. As

regards the personnel of the printing office, the organic charts allow for:

1	Head of office	Information Engineer "cat. A" Engineer of Industry/Mines "cat. A" Professor "cat. A"
1	Warehousekeeper	MSC/Second Cycle Teacher "cat. B"
1	In charge of maintenance	Technician of Indust/Mines "cat. B" Technician of Civil Engineering "cat. B"
4	Typographers	Technical Agent of Civil Engineering "cat. B" Technical Agent of Industry/Mines "cat. C"
6	In charge of Illustration and Laboratory	Arts and Culture Technicians "cat. B" MSC/Second Cycle Teacher "cat. B"
5	In charge of offset	Technical agent of Industry/Mines "cat. C"
6	In charge of duplication and binding	On convention agreement

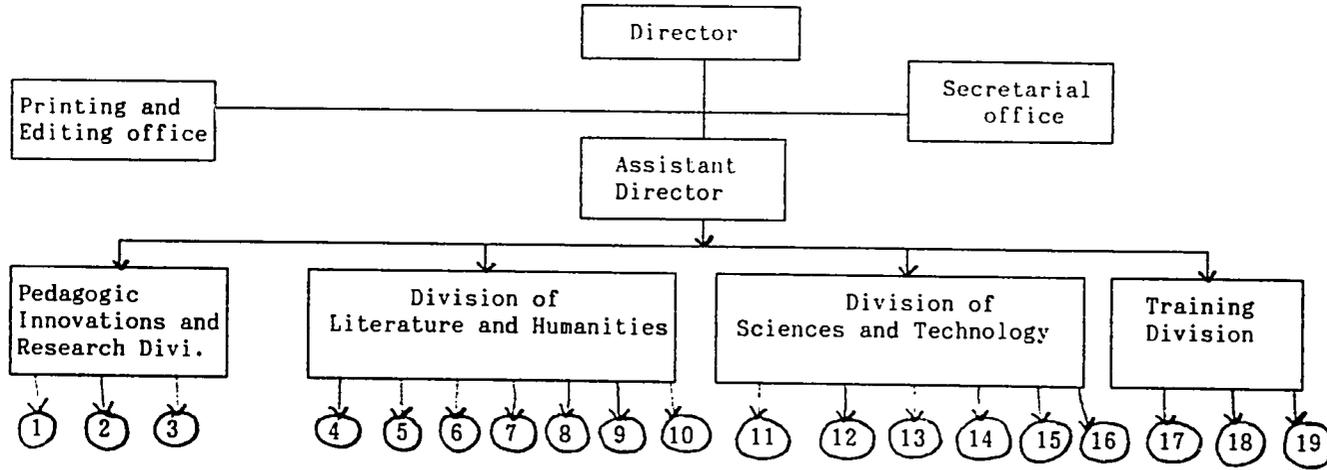
1.2.2.6. The Secretarial Office

The secretarial office is composed of the following personnel:

1	Head of the secretarial office	Secretary of Administration "cat. B"
1	Bureautician	MSC/Teacher "cat. B" Assistant of Administration "cat. B"
5	Typists	Assistant Secretary
2	Drivers	On convention agreement
4	Unskilled Laborers	On convention agreement
2	Warehousekeepers	On convention agreement

The services/departments attached to IPN are three (3) pedagogic Institutes of general Education (IPEG), and three Normal Secondary Schools (ENSEC).

Administrative Chart of IPN



1. Research and Evaluation Unit
2. Pedagogic Innovations Unit
3. Information & Publications Unit
4. History and Geography Unit
5. Literature Unit
6. Foreign Languages Unit
7. National Languages Unit
8. Philosophy Unit
9. Pedagogy and Psychology Unit
10. Civics, School Legislation and Professional Ethics Unit
11. Mathematics Unit
12. Physics and Chemistry Unit
13. Technology Unit
14. Husbandry Unit
15. Audio-Visual Unit
16. Biology Unit
17. Pedagogic Animation Unit
18. School Statistics Unit
19. Inservice (permanent) Training Unit

1.2.3. The National Direction of Fundamental Education

The National Direction of Fundamental Education was created by Act Law 86-58/AN-RM of July 24, 1986. Presidential Decree 90-200/P-RM of May 17, 1990 defines its organization and functioning regulations.

The National Direction of Fundamental Education is headed by a Director appointed by order in Council (of Ministers). Under the authority of the Minister of Education, the Director is responsible for defining DNEF's policy, of laying down the major guidelines of its activities/actions, of planning.

The Director is assisted by an Assistant Director, nominated by Ministerial order on the proposal of the Director. He stands for the Director in case of the latter's absence or unavailability.

DNEF is composed of four (4) Divisions and eight (8) Units.

1.2.3.1. The Division for Pedagogy and Innovations

The Pedagogy Division is responsible for:

- elaborating/producing programs of pedagogic animation for Fundamental Education,
- monitoring pedagogic activities/actions at the level of Inspectors of Fundamental Education as well as innovations projects,
- collaborating with the National Pedagogic Institute as regards its research activities concerning Fundamental Education,
- monitoring the control and follow up study of rural education in Fundamental schools, of experimental schools in national languages and of science education,
- monitoring the practical experimentation (on the field) of new methods set up/laid down by the National Institute of Pedagogy Division includes four Units.

The Head of the Division is a Professor of category A.

The Pedagogy Division includes four Units:

1.2.3.1.1 The Pedagogy Unit

It includes (from the organizational point of view)

- | | | |
|---|---|--------------------|
| 1 | Head of Unit | Professor "cat. A" |
| 1 | In charge of the study of Inspectors' evalua- | |

tion bulletins and
the follow-up of pedago-
gic innovations

Professor "cat. A"

1.2.3.1.2 Unit for Rural Education and School Canteens

The organic chart allows for:

- | | | |
|---|--|-------------------------------------|
| 1 | Head of Unit | Professor "cat. A" |
| 1 | In charge of School
Canteens and
equipment | MSC (Second Cycle Teacher) "cat. B" |
| 1 | In charge of rural
education | MSC/Second Cycle Teacher "cat. B" |

1.2.3.1.3 National Languages Unit

- | | | |
|---|---|-----------------------------------|
| 1 | Head of Unit | Professor "cat. A" |
| 1 | In charge of follow up
evaluation of national
languages | Professor "cat. A" |
| 1 | In charge of statistical
data | MSC/Second Cycle Teacher "cat. B" |

1.2.3.1.4 Science Education Unit

- | | | |
|---|--|--------------------|
| 1 | Head of Unit | Professor "cat. A" |
| 1 | In charge of Science
Buildings/Labs | Professor "cat. A" |
| 1 | In charge of Husbandry
(domestic) | Professor "cat. A" |

1.2.3.2 The Division of Exams and Selection Tests

The exams and selection tests division accounts for:

- the (material) organization of exams,
- the handling of the minutes/reports of the exams, registration cards, admission decisions, and the preservation of copies of any documents related to exams and selection tests.

It is headed by a "cat. A" Professor, and includes two Units:

1.2.3.2.1 Exams and Selection Tests Organization Unit

- | | | |
|---|-----------------------|--------------------|
| 1 | Head of Unit | Professor "cat. A" |
| 1 | In charge of Material | |

organization of exams MSC (Second Cycle Teacher)
"cat. B"

1.2.3.2.2 Unit in charge of Archives of Exams and Tests

1 Head of Unit Professor cat. A

1 In charge of Minutes and
Exams reports MSC/Teacher cat. B
Arts and Culture Technician cat. B
Secretary of Administration cat. B

1.2.3.3. The Schooling Division

It is headed by a "category A" professor, and is responsible for:

- students' schooling and disciplinary problems,
- the control of the application of school legislation and of the relations/contacts with parents,
- updating of statistical data and study of files concerning school creation, extension, transfer and suppression.

The schooling Division is composed of two Units:

1.2.3.3.1 The Unit in charge of Schooling

1 Head of Unit Professor cat. A

2 In charge of guidance and
school orientation related
files Professor cat. A

1 In charge of school
legislation MSC/Teacher "cat. B"

1 In charge of archives and
documentation MSC/Teacher "cat. B"

1.2.3.3.2 The Unit in charge of Statistical Data

1 Head of Unit Professor "cat. A"

1 In charge of Statistical data MSC/Teacher "cat. B"

1.2.3.4 The Division in charge of the control and animation of the "Medersas" System

This Division is responsible for:

- the harmonization and control of the activities of the Medersas and french - arabic schools,
- the participation of the personnel of Medersas in

preservice and in-service training,

- participation/involvement in research for efficient pedagogic methods.

The head of the Division is a "cat. A" professor, and it composed of two Units:

1.2.3.4.1 The Unit in charge of Research and Pedagogy

1	Head of Unit	Professor "cat. A"
1	Pedagogic Adviser	MSC/Teacher "cat. B"
1	In charge of research	MSC/Teacher "cat. B"
1	In charge of translation into arabic	Translator/interpret

1.2.3.4.2 The Unit in charge of Schooling in the "Medersas"

1	Head of Unit	Professor "cat. A"
1	In charge of schooling	MSC/Teacher "cat. B"

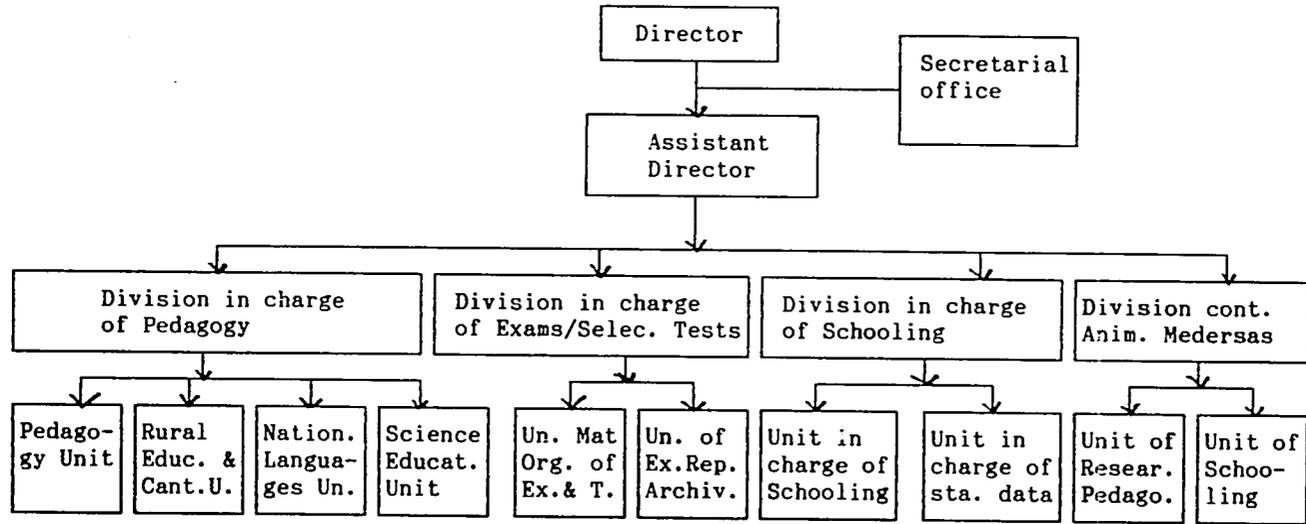
The heads of Divisions and Units are nominated by Ministerial order or decision of the Minister on the proposal of the Director.

1.2.3.5. The Secretarial Office

It is composed of:

1	Head secretary	Secretary of Administration	"cat.B"
5	Bureauticians	MSC/Teacher Assistant of Administration	"cat. B" "cat. B"
5	Typists	Assistant Secretary	"cat. C"
5	Typists	Assistant Secretary	"cat. C"
1	Duplication Clerk	Under convention agreement	
1	(Unskilled) Laborer	Under convention agreement	
5	Drivers	Under convention agreement	
1	Gardner	Under convention agreement	
1	Janitor	Under convention agreement	

Administrative Chart of DNEP



1.2.4. The National Direction of Secondary General Technical and Vocational Education (DNESGTP)

The National Direction of Secondary General, Technical and Vocation Education (DNESGTP) was created by Act of Law 86-57/AN-RM of July 24, 1986. Presidential Decree 90-234/P-RM defines its organization and running regulations.

DNESGTP is headed by a Director appointed by presidential order in Council (of Ministers). The Director is assisted by an Assistant-Director who stands for him in case of absence or unavailability. The Assistant Director is nominated by Ministerial order.

The Direction of Secondary General, Technical and Vocation Education includes four (4) Divisions and eleven (11) Units.

1.2.4.1. The Division of Secondary General Education

This Division is in charge of:

- studying and programming secondary education, and exploiting pieces of information concerning the management of secondary schools,
- assessing/evaluating needs as regards school equipment, receiveing, distributing and keeping up with instructional materials,
- managing schooling:
- the studies and programming Unit,
- the supplies and instructional materials Unit,
- the Unit for the Management of Schooling.

1.2.4.2. The Division of Technical and Vocational Education

It is charge of:

- identifying training needs, and planning training actions,
- assessing/evaluating training actions in relation with concerned professional groups,
- studying and promoting methods, programs and instructional aids related to technical and vocational education,
- distributing the equipment/materials intended for technical and vocational education,
- controlling/lloking after the reproduction/duplication of pedagogic materials/aids.

The Division of Technical and Vocational Education includes the

following Units:

- the Unit in charge studies, orientation and development of training,
- the Unit in charge of methods and programs,
- the Unit in charge of the management of schooling.

1.2.4.3. The Division of Exams and Selection Tests

The Division in charge of Exams and selection tests is responsible for:

- the material organization of exams and selection tests concerning secondary general education, and technical and vocational education,
- the handling and preservation of statistical archives concerning exams and selection tests,

The Division is made up of three (3) Units:

- the Unit in charge of Exams and selection tests for secondary general education,
- the Unit in charge of Exams and selection tests of technical and vocational education,
- the Unit in charge of statistics.

1.2.4.4. The Division for Pedagogic Control

It is in charge of:

- studying and keeping up with the application of school programs,
- controlling, coordinating and guiding pedagogic activities,
- keeping up with pedagogic innovations, and producing reports.

The Division in charge of Pedagogic Control includes two Units:

- the Unit in charge of control and pedagogic animation,
- the Unit in charge of studies and programs.

The services attached to the Direction of Secondary General, Technical and Vocational Education are:

- Secondary General High Schools (i.e. ly)
- Technical High Schools

- The following Secondary Vocational Training Institutions:
- The Central School for Industry, Commerce and Administration (ECICA),
- The Center for Professional/Vocational Training (CFP),
- The Center for Professional/Vocational Training and Assistance to Craftsmanship (CFPAA).

1.2.5. The National Direction of Higher Education (DNES)

The National Direction of Higher Education was created by Act of Law 89-68/AN-RM of September 30, 1989. Decree 90-198/PRM defines its organization and functioning regulations. It is headed by a Director appointed by Presidential Order in Council (of Ministers). The Director is assisted by an Assistant Director who is nominated by ministerial order on the Director's proposal.

The administrative structuring of the National Direction of Higher Education consists of three (3) divisions and nine (9) Units. They are:

1.2.5.1 The Studies, Training and Scholarships Division

It is in charge of:

- studying, coordinating and evaluating instructional/academic programs prepared by educational institutions attached to the Direction,
- handling and keeping up to date students' files and all documents related to training and diplomas,
- managing scholarships abroad and organizing training sessions,
- improving and retraining the educational personnel.

The studies, training and scholarships division is composed of the following Units:

- the Unit in charge of studies, evaluation and programs,
- the Unit in charge of training and improvement,
- the Unit in charge of scholarships and studies abroad,
- the Unit in charge of Equivalency.

1.2.5.2. The Division in charge of the Control and Coordination of Higher Education Institutions

This Division is accountable for preparing and keeping up with the execution/enactment of:

- administrative acts/papiers concerning the pedagogic management of higher education institutions,
- acts/papers related to the management of the educational personnel, of students and equipment/materials of higher education institutions,
- inter-university agreements.

The Division in charge of the control and coordination of higher education institutions consists of two Units:

- the Administrative Unit,
- the Unit in charge of foreign relations.

1.2.5.3. The Division in charge of Scientific Research

It is accountable for:

- coordinating, elaborating and implementing research programs in institutions of higher training attached to the Direction and to the University,
- undertaking studies enabling the Ministry in charge of Higher Education to supervise the implementation of research programs of services/departments attached to the National Direction and to the University, and to evaluate/assess the results,
- ensuring the link between attached services/departments and the National Direction, the University and the National Center for Scientific Research and Technology (CNRST),
- promoting the use of University research results,
- coordinating inter-university scientific cooperation,
- searching, gathering, preserving and disseminating scientific documents,

The Division in charge of scientific research consists of the following Units:

- the Unit in charge of research programs,
- the Unit in charge of Archives, Documentation and Publications.

The Divisions and Units are headed by heads of Divisions and Units, all nominated by order or decision of the Minister in charge of higher education, on the proposal of the National Director.

1.2.6. The National Direction of Functional Literacy and Applied Linguistics (DNAFLA)

DNAFLA was created by Act of Law 86-57/AN-RM of July 24, 1986 and organized by Decree 262/PG-RM of August 12, 1986.

DNAFLA is accountable for:

- elaborating components of the national policy related to literacy and linguistics,
- coordinating and reinforcing adult literacy actions,
- studying conditions for using national languages in school and extra-school education,
- disseminating results of the studies,
- contributing to the cultural promotion/development of populations.

DNAFLA is headed by a Director nominated by Decree. He is assisted by an Assistant Director.

DNAFLA consists of five (5) Divisions and one (1) Bureau/Office in charge of Administrative coordination and the personnel. It is locally represented by regional services/departments.

The Divisions and Units of DNAFLA are:

1.2.6.1. The Division for Linguistic Research

It is in charge of:

- linguistic research relevant to the transcription and use of national languages in school and extra-school education, in collaboration with the National Direction in charge of Research and Pedagogic Training,
- the gathering of available research results and data related to national languages,
- the study, evaluation and experimentation allowing for the use of national languages in population education,
- the preparation and publication of all documents in national languages capable of contributing to the materialization/realization of the objectives of the Direction.

The Division for Linguistic Research includes the following Units:

- the Unit in charge of Linguistic Research,
- the Unit in charge of Pedagogic Research,

- the Unit in charge of Publications and Documentation.

1.2.6.2. The Division in charge of Functional Literacy

This Division is accountable for the planning/programming and implementation of functional literacy programs. It consists of the following Units:

- the Training Unit,
- the Unit in charge of writing/editing/elaboration.

1.2.6.3. The Division in charge of Women Promotion

This Division is in charge of elaborating and applying functional literacy programs intended for populations. Its Units are:

- the Training Unit,
- the Writing/Editing/Elaboration Unit.

1.2.6.4. The Division in charge of the Production of Instructional Materials

It is responsible for conceiving, implementing radio and audiovisual educational programs, and producing documents, books and leaflets necessary for the efficient running of the Direction. This Division consists of four Units:

- the Unit in charge of Illustration,
- the Audio-visual Unit,
- the Unit in charge of Education on Radio,
- the Unit in charge of Printing.

1.2.6.5. The Division in charge of Planning and Evaluation

It is responsible for the planning and evaluation of programs implementation. Its Units are:

- the Planning Unit,
- the Evaluation Unit.

1.2.6.6. The Bureau for Administrative Coordination and the Personnel

It is accountable for logistics, namely:

- welcoming the personnel,
- the preparation of the Director's decisions concerning the personnel.

1.2.7. The Bureau of Educational Projects

The Bureau of Educational Projects (BPE) was created by Act of Law 86-60/AN-RM of July 26, 1986. It was organized by Decree 89-414/P-RM of December 5, 1989.

The Bureau of Educational Projects is attached to the Cabinet of the Minister of National Education. It is headed by a Director appointed by order in Council. His duties are the following:

- the planning, organization, and financial and administrative management of educational projects,
- coordinating different agencies responsible for implementing educational projects as well as the technical assistance necessary for the materialization of educational projects,
- ensuring the link with partners of development, namely through the presentation of relevant documents required for the management of educational projects,
- providing assistance to the Directions of different levels of education as regards the maintenance and improvement of school facilities,
- elaborating programs and implementing architectural studies/designs for school constructions of the department of National Education,
- setting national standards for school buildings and equipments = pedagogic, functional, technical and cost standards,
- organizing special studies linked with the identification preparation and evaluation of education projects,
- evaluating/assessing and planning of school inventory systems and monitoring of the operational aspects of general school maintenance,
- assisting parents' associations in their efforts to improve schools' reception capabilities.

The Director of BPE is assisted by an Assistant Director nominated by ministerial order on the proposal of the Director.

BPE consists of two Divisions and six (6) Units:

1.2.7.1. The Division in charge of Technical Studies

It is responsible for:

- stocklisting school patrimony at the fundamental, secondary and higher education levels,

- planning needs: constructions, equipment, distribution, maintenance,
- preparing technical cards and guides for construction, preventive maintenance and repair,
- carrying out applied research: prototypes and building materials,
- elaborating adequate/appropriate plans for school constructions,
- managing and monitoring of contracts under the competence of the Bureau of Educational Projects,
- looking after works, and controlling the conformity of school constructions in relation with the standards of the Ministry of National Education,
- carrying out price-studies through the handling of a price-list,
- assisting other services of the Ministry of National Education with Technical help.

The Division in charge of Technical studies consists of three Units:

- the Unit in charge of Technical Studies,
- the Unit in charge of deals, monitoring of projects, and controlling works.

1.2.7.2. The Division in charge of Accounting and Administration

This Division is accountable for:

- managing credits intended for financing educational projects,
- managing accounts opened to receive funds destined to government and other financing bodies/organizations,
- handling different ledgers and inventory books,
- implementing management and visualization instruments for financial projections,
- producing financial statements of accounts opened to receive funds destined to finance educational projects, and filing all relevant related documents,
- preparing and keeping up with disbursement forms to secure steady supply into accounts opened in behalf of the Bureau of Educational Projects,
- financial management and the preservation of documents and

archives,

- acquisition of materials/equipment necessary for the materialization of education projects,

The Division in charge of Accounting and Administration consists of three Units:

- the Unit in charge of accounts,
- the Unit in charge of equipment and supply accounts,
- the Unit in charge of personnel and documentation.

The Heads of Divisions and Heads of Units are appointed respectively by order and decision of the Minister of National Education on the proposal of the Director. The Director himself is assisted by an Assistant Director who stands for him in case of absence or unavailability.

1.3.

The Regional Directions of Education (DRE)

There are eight (8) Regional Directions of Education:

1. the Regional Direction of Kayes,
2. the Regional Direction of the District of Bamako,
3. the Regional Direction of Koulikoro,
4. the Regional Direction of Sikasso,
5. the Regional Direction of Segou,
6. the Regional Direction of Mopti,
7. the Regional Direction of Timbuctu,
8. the Regional Direction of Gao.

The Regional Directions of Education were created by Presidential Decree 268/PG-RM of October 1980. They are placed under the administrative authority of Governors and the technical authority of National Directions which are all represented.

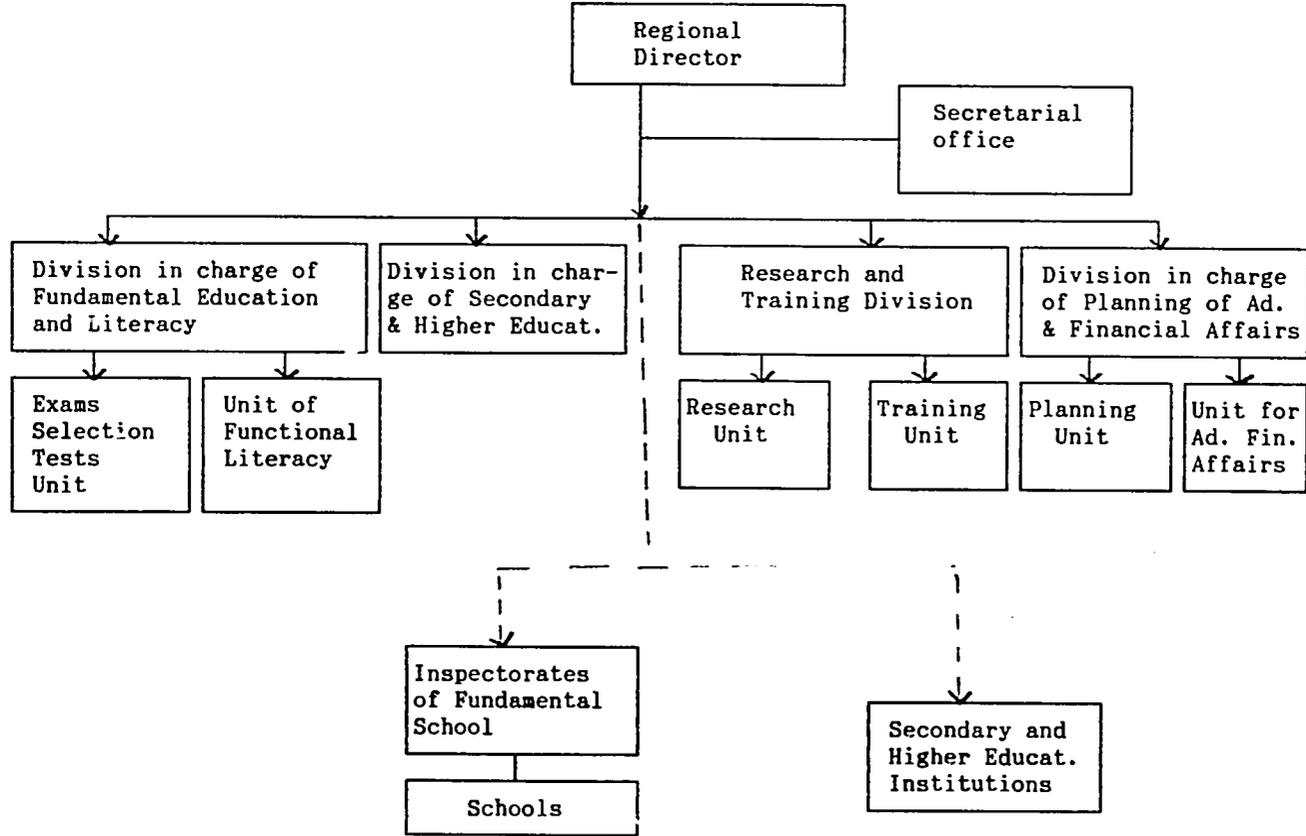
The Regional Director is appointed by Order of the Minister of National Education. His duties are defined as follows:

- concerning, coordinating and sustaining/supporting educational and research activities,
- running, managing and controlling all services and institutes of the Department of National Education located in the Region,
- promoting all levels of education, as well as scientific research,
- adapting education/instruction to local realities,
- increasing the standing of national languages.

Each DRE consists of four (4) Divisions :

- the Division in charge of Fundamental Education and Literacy,
- the Division in charge of Secondary and higher Education,
- the Research and Training Division,
- the Division in charge of the Planning of financial and administrative affairs.

Administrative Chart of the DRE



1.4. The Inspectorates of Education

There are two categories of Inspectors of Education:

- the General Inspectorate of Secondary Education,
- the Inspectorate of Fundamental Education.

1.4.1. The General Inspectorate of Secondary Education

The General Inspectorate is held by General Inspectors. Each Inspector is responsible for one or two fields of study. The General Inspectors are accountable for:

- the pedagogic control/evaluation of all the educational staff in public and private institutions of Secondary General, Technical and Professional Education, as well as Normal and Secondary Normal Schools (ENSEC), and foreign technical assistance,
- the supervision of seminars and short training sessions,
- the elaboration of syllabi/curricula in collaboration with IPN's specialized Units,
- all activities related to exams and selection tests organized by National Directions.

The general Inspectors are recruited among Malian professors of Higher Education with at least a three year seniority in the Civil service and for the field of study corresponding to their major, as well as among first class malian professors of Secondary education for the field of study corresponding to their major. They come under the Director of Secondary General, Technical and Vocational Education and stand for Pedagogic Advisers for him.

1.4.2. The Inspectorate of Fundamental Education

They come under the National Director of Fundamental Education. Every Inspector heads the personnel of his district/area. He inspects and grades teachers. He is also in charge of pedagogic conferences, advises on Educational development, and see to its implementation, and respect for programs and teaching loads.

He advises on any administrative decisions concerning the personnel of his district/area.

There are thirty two (32) Inspectorates of Fundamental Education in Mali. They are:

Region of Kayes (4)

- the Inspectorate of Kayes
- the Inspectorate of Bafoulabé

- the Inspectorate of Kita
- the Inspectorate of Nioro

Region of Koulikoro (5)

- the Inspectorate of Koulikoro
- the Inspectorate of Baguineda
- the Inspectorate of Dioila
- the Inspectorate of Kolokani

Region of Sikasso (5)

- the Inspectorate of Sikasso I
- the Inspectorate of Sikasso II
- the Inspectorate of Bougouni I
- the Inspectorate of Bougouni II
- the Inspectorate of Koutiala

Region of Segou (4)

- the Inspectorate of Segou I
- the Inspectorate of Segou II
- the Inspectorate of Niono
- the Inspectorate of San

Region of Mopti (3)

- the Inspectorate of Mopti - Sevaré
- the Inspectorate of Bandiagara
- the Inspectorate of Tenenkou

Region of Timbuctu (2)

- the Inspectorate of Timbuctu
- the Inspectorate of Diré

Region of Gao (2)

- the Inspectorate of Gao
- the Inspectorate of Bourem

District of Bamako (7)

- the Inspectorate of Bamako I
- the Inspectorate of Bamako II
- the Inspectorate of Bamako III
- the Inspectorate of Bamako IV
- the Inspectorate of Bamako V
- the Inspectorate of Bamako VI
- the Inspectorate of Bamako VII

1.5. School Directions

In all levels of education, schools are run by school directors:

- one Director per school

In Fundamental Education, the Director is accountable for school administration. He is sometimes assisted by a secretary.

School Directors are nominated by Inspectors of Fundamental Education.

At the level of Fundamental Education, there are 1794 schools, of which 1729 are public and 65 are private for a total of 9120 classes.

II. Administration and Management of the Personnel of the Ministry of National Education

In the first part of this study, the structuring through which educational resources are managed has been presented. Knowledge of this structuring facilitates a better understanding of the running and administration of different services of the Department of Education.

The second part of our work addresses personnel - related administrative and management practices, namely personnel recruitment, training of the personnel, personnel supervision, remuneration, post-assignment, the responsibilities of the personnel, and interdepartmental communication.

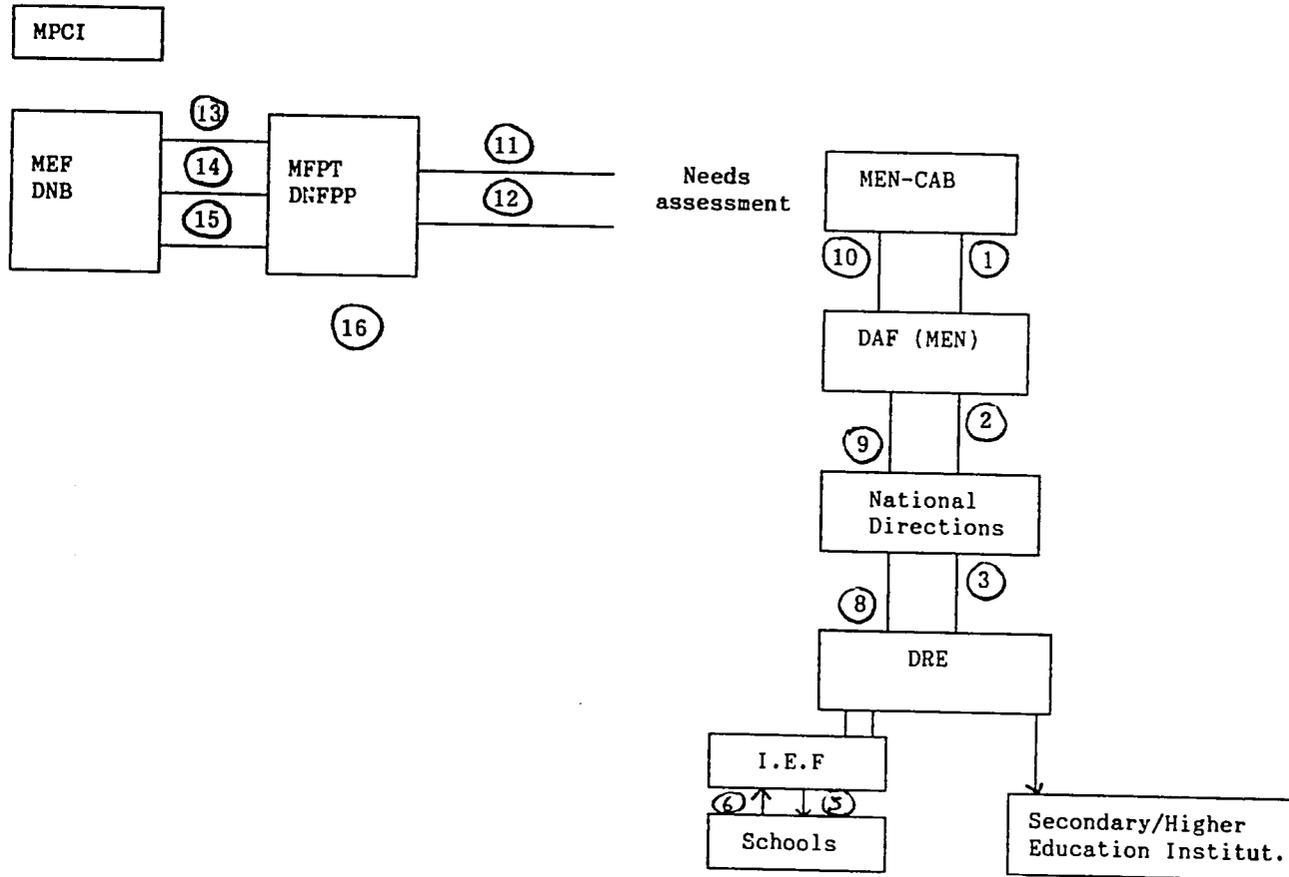
Concerning these areas, special attention will be paid to the Administrative and Financial Direction (DAF), the Direction of Fundamental Education (DNEF), the National Pedagogic Institute (IPN), the Regional Directions of Education (DRE), the Inspectorates of Fundamental Education (IEF) and school Directions, that is, the structures which are directly implied in the management and administration of Fundamental Education.

2.1. Recruitment of the Personnel

The Educational personnel comes under the general status of civil servants. Therefore it is managed according to the arrangements/provisions of that status. In this respect, the recruitment of the personnel is regulated by Presidential Order 180/PG-RM of July 13, 1978.

In fact, up until recently the personnel was recruited according to qualifications. All the graduates of national and foreign schools were directly recruited and admitted to the civil service, then assigned to posts, based on the needs constraints, the personnel has been recruited by selection/competitive examination. This selection/competitive examination is organized by the Civil Service according to the needs expressed by the different services and the financial amount budgeted by the Ministry of Economy and Finances (MEF), based upon the forecasts of the Ministry of Planning and International Cooperation (MPCI).

Diagram of Recruitment of the Personnel of Fundamental Educatio



1. MEN Cabinet contacts DAF for identification of new recruitment needs.
 2. DAF contacts National Directions.
 3. National Directions contact DRE.
 4. DREs' contact Inspectorates of Fundamental Education (IEF).
 5. Inspectorates refer to school Directions.
 6. Schools assess their needs and communicate them to the IEFs.
 7. IEFs' hand them over to the DREs'.
 8. DREs' transmit the needs to the National Directions.
 9. National Directions hand them over to DAF.
 10. DAF transmits to MEN Cabinet which analyzes the needs.
 11. MEN notifies MFPT of expressed needs.
 12. MFPT proceeds to arbitration.
 13. New needs are budgeted for by DNB (MEF).
 14. Financial amount is submitted to MFPT by MEF
 15. Amount is approved.
 16. MFPT produces ministerial order, following the civil service competitive examination, and assigns the personnel to MEN which distributes them among the different National Directions, and so forth between DREs, Inspectorates and Schools.
- DAF: Administrative and Financial Direction
 - IEF: Inspectorate of Fundamental Education
 - DRE: Regional Direction of Education
 - DN: National Directions
 - MEN: Ministry of National Education
 - MFPT: Ministry of Civil Service and Labor
 - MEF: Ministry of Economy and Finances
 - DNB: National Direction of Budget
 - DNFPF: National Direction of Civil Service and Personnel.

1.1. MEN Personnel Recruitment Procedures

In the five-year economic and social development plan, the Ministry of Planning and International Cooperation (MPCI) produces the annual recruitment needs, in collaboration with different ministerial departments.

Taking budgetary possibilities into account, the Ministry of Economy and Finances (MEF) through the National Direction of Budget (DNB) releases a budgetary amount for new recruitments.

After approval of/agreement on this amount between the Ministry of Economy and Finances, the Ministry of Civil Service and Labor (MFPT) and the other ministerial departments, this amount is made available to MFPT which arbitrates between ministerial departments to determine the quota due to each Ministry.

The Ministry of National Education (MEN) at the level of its Cabinets examines the needs according to those (needs) expressed by the National Directions, the Regional Directions (DRE), the Inspectorates of Fundamental Education, and school Directions.

The needs are summarized by DAF, then transmitted to MEN Cabinet, which arbitrates between the different National Directions.

Presently this normal recruitment procedure is no longer respected because of the structural adjustment program (SAP) the World Bank and International Monetary Fund (IMF) recruitments. This ceiling has, since 1989, been levelled at zero.

2.1.2 Recruitment of the Administrative Personnel

As already indicated in the presentation of the administrative structuring, the members of the Minister's Cabinet, namely the Director of Cabinet, the Principal Private Secretary, the Cabinet Attaché, the Technical Advisers, are all appointed by presidential order/decre in Council.

National Directors, too, are nominated by order in Council, their assistants are nominated by order of the Minister of National Education.

Heads of Divisions and heads of Units are nominated respectively by ministerial order and decision. The Inspectors are nominated by ministerial order.

The Inspectors of Fundamental Education

Historical survey

The first Inspectors were recruited among veteran principal teachers holding a certificate of primary aptitude (competence) in the Direction of Primary Schools (CAPDEF). Later on, they were recruited among exceptional teachers holding a certificate of

aptitude in Primary Inspectorate (CAIP). Then came teachers holding School diploma (Baccalaureat), following some training in Saint-Cloud. Followed professors of Secondary General Education, graduates of Ecole Normale Supérieure having already taught at the primary level. After that, Inspectors were recruited by competitive examination. Nowadays, Inspectors are nominated by the Director of Fundamental Education, in consultation with the Cabinet (of the Minister of National Education).

The Pedagogic Advisers to Inspectors

They are nominated by decision of the Minister on the Director's proposal, based on their competence.

2.1.3. Recruitment Criteria

In putting together his administrative file, the candidate must add to his application form the following documents:

- a copy of his birth certificate,
- an excerpt/copy of police record, no more than three months old,
- an identification paper and of military services, or any other documents showing that he is straight with laws and regulations governing recruitment in the army,
- a medical certificate delivered by registered medical authorities testifying that he fulfills both general and specific physical (aptitude) requirements.

The candidates having passed the competitive examination/tests are admitted to the Civil service by order of the Minister of Civil service, then given by decision of the same Minister to the Ministry of National Education.

2.1.4. Recruitment (related) problems

Presently the Ministry of National Education is faced with challenging in personnel recruitment:

1. the carrying out of the structural adjustment program (SAP) requires different departments to adopt an annual ceiling for recruitment. This greatly limits the possibilities for filling vacancies given the numerous voluntary retirements, frequent exodus among teachers, frequent illnesses among the teaching staff. These new recruitment needs are difficult to meet during the school year.
2. the National youth service (SNJ) is also an obstacle, as the recruited candidates are not made available within three years of national service,
3. the identification and gathering of the needs within the

time limit can create problems for distant regions/areas,

4. some areas are abandoned by the teaching staff and Inspectors and Directors find it very hard to keep teachers there. This aspect of the problem will be fully developed in the part devoted to the transfer of the personnel,
5. the Ministry of National Education encounters many difficulties in recruiting teachers for technical subjects such engineers, administrators, etc., prefer firms or services where they can get more fringe benefits. Thus, those who come to Education do it, not with career intentions, but rather as a standby until they find something better. This aspect of the problem will be dealt with in the part devoted to training.

2.2. Post Assignment and Transfer of the Personnel

2.2.1. Post-Assignment of the Personnel

Post-assignment refers to the first post/job assigned/held by the agent. After recruitment and after being put at MEN's disposal, the administrative personnel of National Directions is assigned to posts, by the Director according to the needs of the service, the requests made by the people concerned, and available positions.

As for the teaching staff, they are assigned to posts by the National Direction of Fundamental Education (DNEF), based on the needs expressed by Regional Directions of Education (DREs) at the level of Governors' office and Inspections of Fundamental Education (IEF).

The agents are recruited and assigned to posts, either as civil servants or on convention agreement.

2.2.1.1. Criteria for post-assignment

The criteria for post-assignment are:

- the agent's request,
- the demands/requirement of the job,
- bringing couples (husbands and wives) together,
- social cases/considerations (sicknesses, breadwinner, etc.) are nominated by the Director of Fundamental Education, in consultation with the Cabinet (of the Minister of National Education).

The Pedagogic Advisers to Inspectors

They are nominated by Decision of the Minister on the Director's proposal, based on their competence.

2.1.3. Recruitment Criteria

In putting together his administrative file, the candidate must add to his application form the following documents:

- a copy of his birth certificate,
- a certificate of nationality,
- an excerpt/copy of police record, no more than three months old,
- an identification paper and of military services, or any other documents showing that he is straight with laws and regulations governing recruitment in the army,
- the required diploma or a certified copy of the original,
- a medical certificate delivered by registered medical authorities testifying that he fulfills both general and specific physical (aptitude) requirements.

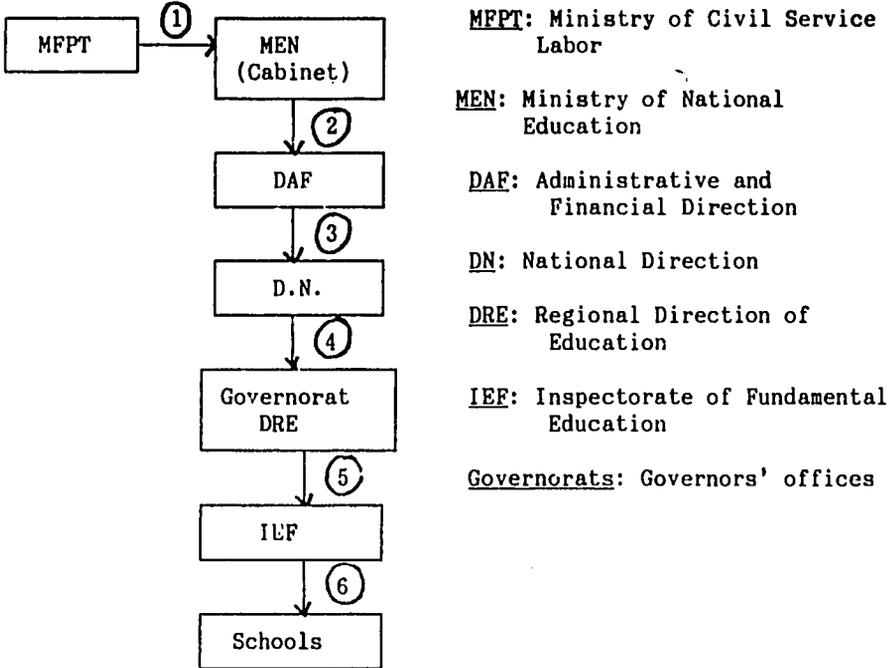
The candidates having passed the competitive examination/tests are admitted to the Civil Service by Order of the Minister of Civil Service, then given by decision of the same Minister to the Ministry of National Education.

2.1.4. Recruitment (related) problems

Presently the Ministry of National Education is faced with many difficulties/problems in personnel recruitment.

1. The enactment of the structural adjustment program (SAP) imposes upon different departments an annual ceiling for recruitment. This limits a lot the possibilities for filling vacancies, given the numerous voluntary retirements, frequent exodus among teachers, everyday mental sicknesses among the teaching staff. These new needs are not satisfied during the school year.
2. The National Youth Service (SNJ) is also an obstacle, as the recruited candidates are not made available within three years of national service.

Diagram of Post-Assignment



1. The Ministry of Civil Service and Labor produces the recruitment order and, by decision, puts agents at the disposal of the Cabinet of the Ministry of National Education.
2. The Cabinet of the Ministry of Education, through its Administrative and Financial Direction distributes them up between National Directions of Educations, by ministerial decision.
4. The National Directions, by Service notifications, assigns them to Governors' office (DREs) based on expressed needs.
5. The Regional Directions of Education, in accordance with the Governors' offices assign agents to Inspectorates of Fundamental Education.
6. Inspectorates of Fundamental Education assign agents to schools.

2.2.2. Transfer

By transfer is meant the possibility for an agent to leave a given post for another. It is done upon either the agent's demand or the requirements of the job.

According to the texts, any agent who has spent three (3) years in the regions of Koulikoro, Sikasso, Segou, Mopti and the

District of Bamako is entitled to a transfer.

There are two types of transfer. The national transfer and the regional one.

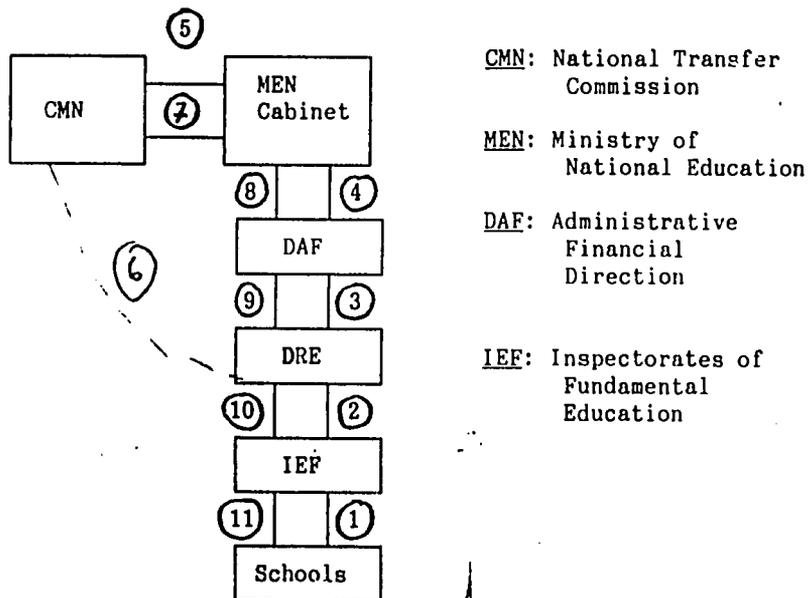
2.2.2.1. The National Transfer

It consists for an agent in leaving a post in one region for a post in another region. It takes place once a year and is referred to as annual session of national transfer. It is held by the National Transfer Commission which includes the following:

- all the Inspectors of Fundamental Education,
- the Director of Fundamental Education, representing the Minister of National Education,
- the Administrative and Financial Direction,
- the Ministry of Civil Service and Labor (a representative),
- the National Trade Union of Education and Culture (SNEC),
- the Regional Directors of Education (DRE).

As indicated earlier, the National Transfer Commission meets only once a year. However, some national transfers can take place during the same school year because of urgent requirements or social cases such as sicknesses, bringing couples together, or swapping round/on mutual agreement of concerned agents).

Diagram of the Channel of National Transfer



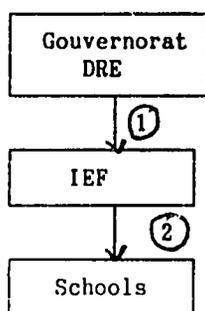
- Needs identification at school level,
- Needs identification at Inspectorate level,
- Needs identification at Regional level,
- Recording of all needs to be fulfilled, as expressed by all regions,
- Study/Analysis of MEN's needs and convening of the National Transfer Commission,
- Study of needs and transfer proposals for Regions,
- Notifications of proposals to MEN Cabinet,
- Transfer - related decision-making,
- Agents put at Regions' disposal (DRE)
- 0. Distribution of agents among different Inspectorates and then among schools.

2.2.2.2. The Regional Transfer

The regional transfer consists, for an agent, in leaving one post in a given region for another post in the same region. In principle, it takes place only once a year, but can occur any time of the school year, due to job requirements, social considerations, and swapping round (on mutual agreement). The regional transfer is held by the Regional Transfer Commission, which is composed as follows:

- the Governor of the Region,
- the Regional Director of Education,
- the Inspectors of Fundamental Education based in the Region,
- the Regional Trade Union Committee of Education and Culture.

Diagram of the Channel of Region Transfer



1. The Regional Transfer Commission distributes quotas among the Inspectorates by decision of the Governor.

2. Inspectors carry out transfers in schools by service notifications.

Gouvernorat = Governor's office

IEF = Inspectorate of Fundamental Education

2.2.3. Problems related to Post-Assignments and Transfers

The constraints related to post-assignment and transfer are the following:

1. Administrative positions at the Ministry of National Education namely National and Regional Directions, heads of Divisions and Units as well as Inspectors, are generally filled by senior teachers who have no other specialization than their respective field (s) of study. Thus, the human, economic, financial and material resources of the Ministry of Education are managed (administratively) by professors of literature, mathematics, physics and chemistry, english, history and geography, philosophy, pedagogy and psychology, etc, and even first cycle generalist teachers, who have had no training in management or administration, other than routine work. Such a situation creates a serious problem. It certainly implies that something is wrong with the system, and it gives the impression that anybody can do anything, with some routine work for experience. Consequently, initiatives and innovations, as well as creativity are sacrificed to routine work, which itself is an obstacle to progress. The agents do what the Chief, who is not a specialist of management or administration, asks them to do. Such a situation points out the urgent need for training and professional upgrading in order to improve specific professional capacity in order to enhance and promote initiative innovation and creativity.

Also, special emphasis is needed to strengthen the ability of the chief in areas of management and administration in relation to the agents.

2. In the field (practically) post assignments and transfers of agents run counter to other problems which are:
 - the choice of Regions. Some Regions are deprived/disadvantaged, given socio-economic constraints

and long distances, and it is difficult/very hard to keep teachers there,

the problem caused by agents on political secondment is an obstacle to the possibility of filling vacancies.

3. On the other hand, because of lack of adherence Administrative laws and regulations, some agents of Education get transferred arbitrarily. Inspectors are often accountable for such abuses.

3. Training of the Personnel

This part of the report deals with pre-service training, in-service/on the job training and constraints standing as obstacles to training.

3.1. Preservice Training of the Personnel

As discussed in previous parts of the report, devoted to "Recruitment", "Post-Assignment", and "Transfer", the great majority of the personnel of the Ministry of National Education consists of former teachers or professors with outstanding experience. As such, a study of training necessitates an analysis of the training provided in secondary and higher Teacher Training institutions (secondary and higher normal schools).

3.1.1. Teachers (First Cycle and Generalists)

During the colonial period, the first educational officers in French Sudan were trained in Sebekotane (Senegal), Banankoro (Mali) and Sévaré (Mali) "Normal Courses". These Normal Courses trained students to become assistant teachers holding the "Brevet Elementaire" (B.E). The top graduates of these courses were selected to enter William Ponty (in Gorée, Sénégal) Saint-Cloud (in France) and Banankoro Normal schools, where they were trained to become ordinary-class room teachers.

The Education provided by "Normal Courses" and Normal Schools focuses mainly on broad training in fields of study such as literature, history and geography, calculus, arithmetics, pedagogy, ethic and school legislation, etc.

After independence in 1960 and the 1962 Educational Reform, the "Normal Courses" in Mali were turned into Regional Pedagogic Centers (CPR) which trained students to become first cycle generalist teachers.

In light of the weaknesses of the "CPR", decree 107/PG-RM of August 21, 1970 led to the creation of Pedagogic Institutes of General Education ("IPEG") which were to train students to become teachers of first cycle or second cycle of fundamental Education. Those who held the Fundamental Education Diploma were admitted automatically (according to qualifications). The studies took one year for those who held the "Baccalaureat" (i.e. high school diploma) and they graduated as second cycle teachers, third year

students of secondary general education who became first cycle teachers. For DEF graduates and high school students who did not have part one of the "Baccalureat", it took them two years to fulfill the requirements.

Later on, decree 87/PG-RM of March 8, 1986 brought the length of studies in Pedagogic Institutes (IPEG) to four years for DEF graduates and two years for Baccalaureat graduates.

Presently, only "Baccalaureat" graduates are admitted to IPEGs for a two-year study.

2.3.1.2. Second Cycle Teachers ("MSC")

Second Cycle Teachers are trained in Secondary Normal Schools ("ENSEC"). admission was according to qualifications for DEF graduates for a four-year program.

Presently, only "Baccalaureat" graduates are admitted for two-year program.

Nowadays, there are three Pedagogic Institutes of general education (Kangaba, Niono and Sikasso), and three Secondary Normal Schools (Banankoro, San, Koutiala).

2.3.1.4. Professors of Higher Education

They are recruited among graduates of the higher pedagogic center ("CPS"), the Higher Institute of Training and Applied Research ("ISFRA") as well as graduates of foreign Universities.

Professors of Secondary General Education (PESG) must hold the Bachelor's Degree, the Master's Degree or a Degree of advanced studies ("DEA"). professors of Higher Education must hold a Doctor's degree.

National Directors of the Ministry of National Education, Regional Directors as well as Inspectors of Fundamental Education are generally recruited among PESG and PES.

The Director of the Administrative and Financial Direction (DAF) of the Ministry of Education is an Inspector of Finances, of Economic Services, a Civil Administrator, graduate of ENA (National Administration School) or a foreign University graduate with corresponding qualifications.

Heads of Divisions and Units of the National Directions must belong in "category A" of the Civil Service, as required by the Administrative Divisions and Units of National and Regional Directions are often headed by teachers or professors who would benefit from specialized training in management, planning, budget and fiscal inservice for Controllers who would improve their ability in financial analysis and other areas.

3.2. Training on the job

There are two types of training for the personnel of MEN:

- the training of (Government) civil servants taken care of by the Ministry of Planning and International Cooperation,
- the training of the teaching staff within MEN.

3.2.1. Training through practicums and (academic) studies

Any training lasting more than three months leads to a cessation of payment of the trainee's salary (while on training).

The agent is directed to the Ministry of Planning and International Cooperation which is accountable for managing the training abroad of all civil servants, in collaboration with different Ministries.

There are several steps to go through, involving the Ministry of Education, the Ministry of Planning and International Cooperation, the Ministry of Civil Service and Labor (MFPT) and the Ministry of Economy and Finances (MEF).

Step one: the Selection of Candidates

On the basis of needs expressed by different ministerial departments, MPCJ produces an annual or Pluriannual training program/planning to be discussed and approved by ministerial departments, national and international sponsors. This planning is submitted to Government's approval. Then, the Ministry of Planning calls a meeting of the interministerial commission for the distribution of quotas among the different ministerial departments.

The quota granted to MEN is distributed among the different services by DAF upon advice of, or instructions from the Minister's Cabinet. Every service defines the desired accordingly. The different proposals are centralized at DAF, and then transmitted to the Ministry of Planning through MEN Cabinet. The Ministry of Planning through the National Planning (DNP) sends the proposed applications to given sponsors who proceed to preselections. The accepted applications are made known to the different services and the National Selection Commission for advice.

During their training, the agents are at the disposal of the Ministry of Planning and International Cooperation.

Step two: Preparing the Trainee (for departure)

Once an agent is designated for training, he must get a training decision from the Ministry of Civil Service and Labor. The administrative procedures for this decision are the following:

- the Director of the agent's service sends the candidate's file, composed of a copy of the application for training and a copy of the description of the proposed training to MEN Cabinet through DAF,
- MEN Cabinet notifies to the Ministry of Planning which gets in touch with the Ministry of Civil Service and Labor,
- Through the National Direction of Civil Service, MFPT produces a training project which must meet all the requirements of the financial circuit, namely MEN Administrative and Financial Direction, Treasury, the National Direction of Budget, the Central Bureau of Salaries (BCS). Each of these services must give their approval by signing and putting their seal on the candidate's file.

After this financial circuit, the file goes back to the Cabinet of the Ministry of Civil Service and Labor for signature. The Decision produced by MFPT then detaches the agent from civil service and puts him to the disposal of MPC1 for the duration of his training.

Step three: Calling the Trainee back to activity

On his return from training, the trainee must present himself to the Direction of Civil Service with his training decision and the diploma (S) or certificate (s) obtained. The Direction of Civil Service notifies to the Department of Planning of the trainee's return. The Department of Civil Service produces a project, calling the trainee back to activity. This project goes through the same financial circuit, that is, MEN Administrative and Financial Direction, the Direction of Budget, Treasury, and the Central Bureau of Salaries (BCS).

After approval of all these services, the file goes back to the Cabinet of the Ministry of Civil Service and Labor, which signs the decision calling the trainee back to activity. By this decision, MFPT puts the agent back to MEN's disposal.

Upon receipt of MFPT's decision, MEN produces a ministerial decision, giving the trainee back to his initial service. The head of the trainee's service, by service notification, assigns him back to a division, based on actual needs of the service.

Step four: Reclassing the Agent (Trainee)

- the diploma (s) obtained by the trainee entitles him to a promotion (advancement). For that purpose, the agent's file must go through another circuit. On his return from training, the trainee applies for approval of his diploma. The (application) file, consisting of the trainee's request and his diploma (s) is addressed to the Ministry of Planning and International Cooperation. MPC1, through the National Direction of Planning (DNP) transmits the file to MEN's office of Equivalences, which calls a meeting of the

National Commission of Diploma Equivalences. After the National Commission of Equivalences has approved the trainee's diploma (S) in accordance with a national diploma, the file is returned to the Department of Planning, which in its turn, sends it to the National Direction of Civil Service. On the basis of the approval (sanction) given to the trainee's diploma (s), the Department of Civil Service writes a project of Ministerial order granting the trainee with a bonus. Before the ministerial order, described above, is signed, the file must go again through the financial circuit already described. Only then, is it signed by the Minister of Civil Service and Labor. The ministerial order granting advancement is communicated to DAF and to the trainee's service.

The Ministry of Economy and Finances is notified of the change in the trainee's status through (the department of) Treasury which decides on the trainee's salary accordingly.

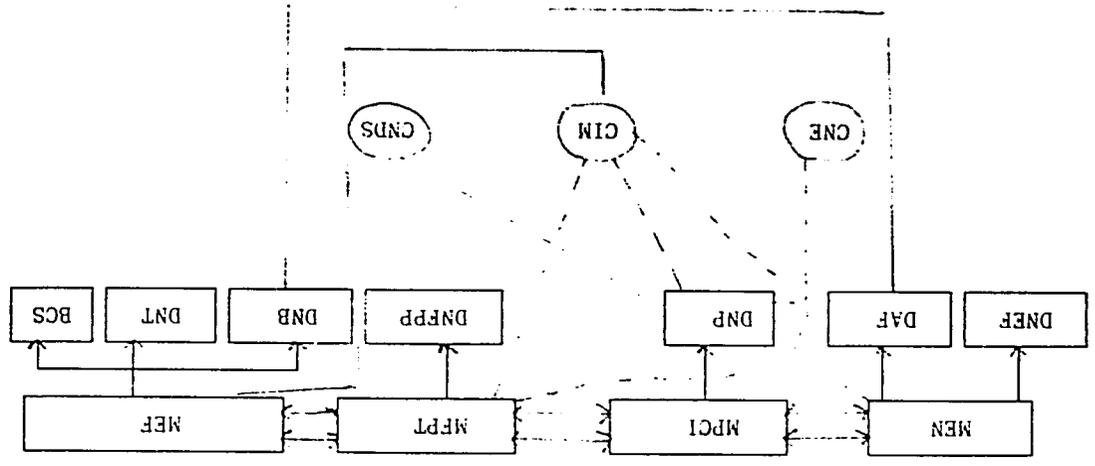


Diagram of Administrative procedures for Government agents' Training Abroad

MEN = Ministry of National Education

MPCI = Ministry of Planning and International Cooperation

MFPT = Ministry of Civil Service and Labor

MEF = Ministry of Economy and Finances

DNEF = National Direction of Fundamental Education

DAF = Administrative and Financial Direction

DNP = National Direction of Planning

DNFPP= National Direction of Civil Service and Personnel

DNB = National Direction of Budget

DNT = National Direction of Treasury

BCS = National Bureau of Salaries

CNE = National Commission of Equivalences

CIM = Inter-Ministerial Commission

CNDS = National Selection for Selection of Trainees

2.3.2.2. Training Within MEN (Seminars and Practicums)

It concerns the training of the educational personnel within the Ministry of National Education. It is referred to as permanent training or in-service training of teachers on the job, through practicums, seminars, or workshops, etc.

This training is ensured by the National Pedagogic Institute (IPN) and is subjected to a ministerial decision for each case. It takes place on the request of MEN National Directions. Each service formulates its needs and addresses them to IPN which is responsible for the material organization and logistics of the practicum or seminar, as well as the technical and pedagogic supervision of the trainees. Once all the needs are formulated, the Administrative and Financial Direction is contacted for all expenditures related to the training.

2.3.3. Problems related to training

The following problems have been observed in relation to training:

Concerning preservice training, the first problem that MEN faces is the notorious lack of specialists in administration, management, as well as a lack of high level teaching specialists in technology - related fields such as economy, agriculture, (cattle) breeding, masonry, carpentry, mechanics, plumbing, etc. From this point of view, IPN is particularly in need of upgrading

of teaching personnel for teaching in teacher training institutions as well as the enhancement of supervision of the teaching staff.

Concerning in-service training (on the job), it can be easily noticed that long training abroad appears to be difficult and tedious/boring. The administrative procedures are bureaucratic tedious. This can lead to a lack of keeping up with the agent's administrative file from the part of administration. Thus the agents themselves may sometimes have to monitor their files between MEN, MPCJ, MFPT and MEF. This problem will be discussed in the part devoted to interdepartmental communication.

As for permanent/in-service training within MEN, the major problem has to do with budgetary restrictions.

In fact, the budget allocated to this aspect of training appears to be very insufficient to cover the needs of the Department of Education. This compels MEN to put a limit to the number of participants to a given seminar or practicum.

On the other hand, the personnel in charge of supervision at the level of IPN is insufficient as compared with the needs for educational personnel supervision. For example, the IPN Division in charge of Sciences and Technology, accountable for elaborating and disseminating instructional materials related to scientific and technical fields of study, lacks required qualifications to fulfill these duties and is characterized by a lack of specialized training structures, of equipment, facilities and documentation. Also, in the Division in charge of Humanities and Literature, the agents have no training in techniques of material production, which constitutes their major task. More over there is a notorious lack of personnel, noticeable at all levels.

For example, due to budgetary restrictions, the training Division and teacher training schools have no supporting personnel (Janitor, Driver, Secretary, etc.). By the same token, at the level of the Regional Direction of Education of Segou, the district needed thirty generalist teachers for 1990-1991 school year, but it received only two.

Attention should be drawn to the fact that the provisions related to budgetary constraints can hinder the Department's policy to expand the base of the educational system.

2.4. Personnel Supervision

The concept of supervision includes the notions of control, evaluation and pedagogical/technical supervision. It goes without saying that evaluation and pedagogical supervision imply advancement/promotion of the personnel.

2.4.1. Evaluation of the Personnel

Evaluation of the teaching personnel is regulated by decree 21/PG-RM of January 3, 1979, bearing on common implementation

provisions of the general status of civil servants as regards grading. For this purpose, model "E" bulletins concern teachers and civil servants of all corps carrying out, exclusively, teaching activities.

According to this bulletin, every agent is graded by his senior in the hierarchy on eighteen (18) counts, namely:

1. Devotion,
2. Punctuality and assuidity,
3. Discipline,
4. Attitude and education,
5. Exemplary behavior,
6. Professional knowledge,
7. Intelligence and creativity,
8. Thoughtfulness,
9. Organizational ability,
10. General Culture,
11. Sense of responsibility.
12. Humane qualities,
13. Ability to communicate,
14. Sense of equity,
15. Will to learn/improve,
16. Health,
17. Will to work,
18. Efficiency.

The total score (80 points) is obtained by adding the highest points on each count. The scores are the following:

1. "Exceptional" requires a minimum of 72 points
2. "Very Good" requires a minimum of 60 points
3. "Good" requires a minimum of 40 points
4. "Acceptable" requires a minimum of 20 points
5. Below 20 points, the agent is evaluated "mediocre".

The quotas for "Exceptional" and "Very Good" are regulated in such a way that they are limited to only 10% of the personnel. The justifications for such restrictions are said to be dictated by budgetary constraints. Professional, objective criteria needs to be used by chiefs in the selection of the agents to work with them.

This selection would be based upon qualifications, and the agents record of reliability and competence.

The scores are averaged by the Cabinet of the Minister, and at the regional level by the Governor or the Commandant.

It appears therefore that the current evaluation system is subject to injustice and subjectivity.

2.4.2. Problems related to Supervisions

The problems related to this aspect are the following:

1. The accepted criteria are very subjective and, inpractice, Chief favour agents who are socially closer to them, most of the time without any consideration for the agent's competence, assiduity and seriousness.
2. The 10% quota system raises many questions, as chiefs cannot but grade the remaining 90% of their personnel "Good", "Acceptable" or "Mediocre". What to do then if all their agents are devoted hard workers? In such cases, evaluation becomes arbitrary and tends to demotivate agents and leave them with a feeling of general dissatisfaction.
3. Concerning the Department of Education, there is another serious problem. As a matter of fact, the texts empower general administration to grade/evaluate to the detriment of school administration. Thus, the teaching staff instead of being evaluated/graded by the school Director, the Inspector, or the Regional Director of Education, is rather graded/evaluated by the Head of the Administrative district, the Commandant, or the Governor of the Region.

This can be a factor of degradation for school. If school administrators, especially the Inspector, are not empowered to evaluate/grade, there results a lack of authority and discipline and education suffers negatively.
4. As stated earlier, supervision implies not only control and evaluation, but also pedagogic supervision. Yet, concerning the Department of Education, resources are lacking, the budget allocated to Inspectors does not permit them to supervise physically all the schools in their districts. Taking these conditions into consideration, covering a vast territory like Mali poses serious problems.
5. This lack of financial and material resources results in recruited teachers not given tenure after their first year

of practice, and after the Inspector's evaluation.

In fact, several recruited teachers are given tenure only after several years practice. Unfortunately for them, no agents without tenure can move up in their professional hierarchy.

2.5. Remuneration of the Personnel

The remuneration of the personnel is regulated by Act of Law 67-11/AN-RM of april 13, 1967 and Decree 185/PG-RM of July 5, 1970.

In fact, salaries are calculated on the basis of agents' rating. The value of a rate/index is 214,775. Rates differ according to the following proportions.

Rating/ Index	Category "A"	Category "B"	Category "C"
Recruitment Index/Rating	Third Class Grade 1 Index 225	Third Class Grade 1 Index 140	Third Class Grade 1 Index 100
Ceiling	Exceptional Index 706	Exceptional Index 370	Exceptional Index 250

Besides their salaries based on their ratings, Cabinet members and the administrative personnel get the following fringe benefits:

Director of Cabinet	50.000 F CFA
Chief Private Secretary	40.000 F CFA
Technical Adviser	40.000 F CFA
Cabinet Attaché	25.000 F CFA
Director of DAF	40.000 F CFA
National Director	20.000 F CFA
Assistant Director	15.000 F CFA
Head of Division	10.000 F CFA
General Inspector	20.000 F CFA + Teaching bonus
Regional Director	20.000 C CFA

Inspector of Fundamental Educ.	15.000 F CFA
Teaching bonus	
Pedagogic Adviser	6.250 F CFA
Director Higher Educ. Institution	15.000 F CFA
Assistant Director Higher Education Institution	10.000 F CFA
Director of Normal School	10.000 F CFA
Director of Studies	6.250 F CFA
General Secretary and Overseer	6.250 F CFA
Director of Fundamental School	
0 to 2 classes	0 F CFA
3 to 5 classes	3.750 F CFA
6 to 9 classes	5.000 F CFA
10 classes and more	6.250 F CFA
Decree 336/PG-RM of November 24 determines the amount of teaching bonuses, as follows:	
First zone	12.5000 F CFA
Second zone	7.500 F CFA
Third zone	5.000 F CFA

Added to the above are housing premiums of 1.500 F CFA and child benefits of 1.000 F CFA per child.

The major problem related to personnel remuneration remains the low level of salaries on one hand, and the freezing of salaries for about twenty years on the other.

2.6 Level of responsibility

In administration and agent's level of responsibility depends on the scope, number and importance of his duties. The more one moves up in hierarchy, the more important his responsibility. The different interviews with Directors, heads of Divisions and Units, and Inspectors have helped make the following observations:

1. there is a big gap between the texts themselves and their enactment. This makes the agent's responsibility confusing as regards the exact role/function he has to fulfill,

2. the centralization of decision making powers:

whatever the decision, the agent has to refer to his boss to act in accordance with the latter's will. For example, in one MEN the Director's return from a trip to be repaired, although that situation paralyzed the whole service. The assistant Director himself had to refer to MEN Cabinet before making any decision. For this reason, subordinates feel less and less responsible and do not take any initiative for the running of the service. Thus, the system needs to be adapted to allow for more localised decision making.

This is specially necessary given problems in communication due to the vast distances which must be administrated. Such an amangement would be a positive boost to subordinate morale.

3. the current training of the MEN personnel in administration and management is inadequate, this encourages routine work and lack of initiatives and, consequently the decision making powers are concentrated in the hands of the Director only. Subordinates wait for orders or instructions simply because they do not have the required training and are, therefore afraid of making mistakes,
4. This is a need for increased knowledge of the texts/papers which regulate the department of Education at all levels. For example, there is in one National Direction, a Division running with four Units, whereas the decree refining the organization of that service allows for three. This discrepancy of texts/papers is widespread and often caused by the unavailability and inaccessibility of those texts, but also to the lack of efficiency in distribution and dissemination of official documents at the level of various Divisions and Units,
5. the relations between the different need to be defined. The case of Regional Directions of Education is very illustrative. In fact, Regional Directions come under the Minister's Cabinet. They must manage Inspectorates of Fundamental Education in their regions, which come under the National Direction of Fundamental Education, Higher, secondary, and Normal Education Institutions coming respectively under the Direction of Higher Education, the Direction of Secondary General, Technical and vocational Education and IPN. Yet, all these Directions/levels of Education are represented at the Regional Direction of Education and the Regional Director of Education has difficult making decision on behalf of the Director of these levels of education. There is no administrative paper which clearly defines the relation between a DRE and the Inspectorates in his district, let alone between the DREs and the National Directions.

Thus the administrative relations between the DREs and the

levels of Education end up being merely personal and individualized. This administrative gap does not enable the Regional Director to apprehend his responsibilities. He is compelled to work and act according to his own judgment,

6. A precise definition is needed of the role to be played by agents whose responsibility needs clarification. Decrees and ministerial orders define the duties and tasks an agent in a Unit is never clearly defined. The agent works daily according to what he is told to do. For example, in one National Direction, a very important file was delayed for a month because it was not duplicated in time, although the copier was in good working order and paper was available. There was simply no agent in that Direction accountable for that task. The secretary or the orderly does it occasionally although they are not assigned to that,
7. the lack of reliable statistical data or relevant pieces of information. None of the MEN services has precise statistics on Education in Mali, such as the number of pupils/students, repeaters, drop-outs, teachers, and the real conditions materials and facilities are in throughout the country, new needs, available and unavailable resources, predictions, etc.

to fulfill correctly his responsibility, an official must manage well, and good management cannot be done without relevant information/data.

2.7. Interdepartmental Communication

Interdepartmental communication refers to work and complementarity relations existing (a) between the different services of the Ministry of National Education, namely the National Directions, the Services attached to MEN Cabinet and (b) between the Ministry of National Education and the other ministerial departments involved in the management of educational resources such as the Ministry of Civil Service and Labor (MFPT) which accounts for all the workers and especially civil servants, of whom teachers make up the great majority, the Ministry of economy and Finances which accounts for the financial problems of MEN and devotes 25% of the National budget, the Ministry of Territory, the Ministry of Public Health and Welfare which must see to the health of students and the educational personnel, the Ministry of Rural Development and Environment which helps school buildings, fields, breeding spaces, etc. and to protect school environment, and the Ministry of Planning and International Cooperation.

2.7.1. MEN Inter-service Communication

At this level, a problem of communication is noted between the Units and decisions of a same National Direction of MEN on the one hand, and between the Units and Divisions of the same National Direction and those of another National Direction. In other words is ignorant of what the others are doing. For example

the Units in charge of training at IPN, DAF, DNESGTP, DNEF and DNES which are supposed to be complementary need to coordinate their activities in training to avoid duplication of activities. Such is also the case with the Units in charge of research at IPN, DNES and DNAFLA.

2.7.1.1. The Administrative and Financial Direction (DAF)

As discussed earlier, DAF is in charge of the management of the material, financial and human resources of the Department of Education. As such it constitutes the major part of management and administration of that Department.

In its relations with the other services of the Department, DAF faces a number of problems, the most important of which are:

1. concerning budget projections, DAF faces many problems of arbitration in order to satisfy the needs expressed by different Directions. Those problems are mainly caused by the standards required by the Ministry of Economy and Finances, which too is under the pressure of the World Bank and the International Monetary Fund as regards the Structural Adjustment Program. These restrictions boil down to the following: putting a ceiling to personnel recruitment, freezing the budget allocated to materials and the running of services, freezing salaries and over-time hours, etc., obviously these restrictions tend to reduce all the efforts made to expand the base of the Educational System,
2. concerning budget implementation, DAF encounters a serious problem of budgetary discipline characterized by overexpenditures by different services due to lack of information of the texts on the one hand, and the existence of enormous needs which are far from being met by the credits allocated to the different services.

Other general concerns were raised by various interviewees. In fact the budget allocated to MEN corresponds to 25% of the National Budget. Of that amount 42% must be allocated to the first cycle of Fundamental Education to expand the base of the System. This objective becomes more and more difficult to reach because of the demands made by teachers' trade Union (SNEC) and Students' Association (AEEM) concerning an increase of salaries and scholarships, the return to boarding schools and school canteens.

Resultantly, the Education System suffers greatly from the lack of instructional materials at all levels and of credits for running services. These different factors combined tend to reduce on the quality of the Educational System and jeopardize seriously its development.

2.7.1.2. The National Pedagogic Institute (IPN)

IPN is responsible for elaborating and disseminating instructional materials, the teaching personnel, preparing school programs, experimenting and evaluating pedagogic research. As such it constitutes "the lung" of the educational system from the pedagogic point of view. It, too, has its problems, as regards collaboration with other MEN services.

1. Concerning research, the experimentation and dissemination of research results for their implementation, IPN faces many difficulties. As discussed earlier, Inspectors and Regional or National Directors are generally former teachers or professors who are not, most of the time, receptive to pedagogic innovations.
2. The Budget allocated to IPN is insufficient to organize improvement practicums for all the teaching staff. It becomes difficult to make an appropriate choice among the personnel of different Regional Directions and Inspectorates.

Often, because of administrative delay and the long distances between places, the lists of the participants reach their destination much behind time.

3. Concerning the Training Division, there is a serious legal gap. The head of that Division is appointed by ministerial order as General Inspector of Training Schools, although this Inspectorate does not exist in reality. Thus, he is often rejected by School Directors when he visits schools for inspection.

2.7.1.3. The Direction of Fundamental Education

All the Inspectorates of Fundamental Education as well as all the Fundamental Schools come under the National Direction of Fundamental Education. Thus, given the size of the country, and the very limited means, this Direction can rarely tell about the real situations of the schools at the beginning and end of the school year, physical contacts with all the districts being impossible.

Besides, its relations with Regional Directions of Education still remain to be clarified.

2.7.1.4. Regional Directions of Education

As already discussed the relations between DREs and National Directions are not well defined from the administrative point of view. Even the relations between the Regional Director and the Inspectors of his district are based mainly on individual and personal relations. A Regional Director does not know what he can do on behalf of a National Director, although all the National Directions are represented at the DRE.

Another important communication problem can be noticed at the vertical level between school Directions, Inspectorates of Fundamental Education, Regional Directions, National Directions and the Minister's Cabinet. There is a lack of feed-back. As a matter of fact, every year Directors of Fundamental Schools, Inspectorates and Regional Directors write to National Directions and the Cabinet about concrete problems and situations. In normal administrative conditions, the National Directions and the Cabinet should, upon receipt of the reports, write back to the base (School) Directors, Inspectors and Regional Directors) to notify of receipt and make proposals for solutions or give Directions, or to inform of the availability or non-availability of given solutions or resources.

This not being done, communication between the base and the top of school administration still remains unilateral.

Moreover, needs are poorly formulated/expressed at lowel levels because of lack of specialists in management, planning, and lack of statisticians at the level of Regional Directions and Inspectorates where the personnel is trained through routine work.

As far as training is concerned, the DRE personnel seems to be at a disadvantage, compared with that of the National Directions.

2.7.2. Communication between the Ministry of National Education and the other Ministerial Departments

The different MEN services work in collaboration with services of other ministeries.

- The Ministry of Civil Service and Labor is in charge of managing MEN personnel as regards promotions, regularization of administrative situations, secondments, putting agents to departments' disposal, personnel recruitment, calling agents back to activity, freezing agents from duty temporarily, tenure, organization of exams and competitive tests, etc.

There are problems related to collaboration between these two departments:

- administrative delays in regularizing administrative situations of the personnel, especially tenure after the practicum year (first year), advancement in class and grade, keeping up with agents on training.

The Ministry of Civil Service argues that files come to their department often incomplete and without a prior study by MEN-DAF and that given these conditions, concerned for more information and papers to join to the file. In fact, the various requests for administrative regularization are sent through official channels. in these conditions, the school Direction, the Inspectorate and the Regional and National Directors shoul not send any files without prior study. Unfortunately, that is what often happens as

the administrative personnel of these services do not know administrative procedures.

There is no attempt to keep up with agents' administrative files throughout financial and administrative channels/circuits and entire files or individual papers may be lost between the different ministerial services. According to the National Direction of Civil Service and the Personnel, this task falls on DAF which does not accept the responsibility. The problem is that there is no service accountable for this task. To illustrate, an agent of the Regional Direction of Segou completed his training and was admitted to the Civil Service in 1986, but he has still not been given tenure because his file (still) keeps on being rejected.

Sometimes, Inspectors who must inspect newly recruited personnel for tenure, do it quite late because they lack funds to go to some far away areas where those new agents might have been assigned. And even when they do inspect those agents, the grades come to the Department of Civil Service of delay in the mail.

The same delay can be observed in announcements for professional exams for entry into national schools.

- The agents' individual files that the department of Education must send do not generally exist at the National Direction of Civil Service.

The Ministry of Economy and Finances (MEF) is in charge of MEN personnel's financial problems. As indicated earlier, the financial circuit/channel that files must go through (Administrative and Financial Direction, National Direction of Treasury, National Direction of Budget, Central Bureau of Salaries, the Cabinet of the Ministry of Finances) appears to be long and tiresome.

- Besides, MEF complains about the lack of budgetary discipline of MEN services, and discovers anomalies in the payment of the salaries of agents on training, in secondment or temporarily free of duty or have abandoned their posts. In such cases MEF orders the return of those salaries cashed by concerned agents, and MEN-DAF is compelled to pay back to the Department of Treasury.
- Also some agents may be omitted during budget/preparation phases, which becomes a problem of salary-payment during the year.

Like the Ministry of Civil Service and the Ministry of Finances, the Ministry of Territorial Administration is an important partner of the Department of Education in the Management of the Educational Personnel. Thus, it is the responsibility of the Governor of the Region to take administrative decisions of post-assignment, transfer, and departure of teachers to join their posts.

In fact it is general administration which is responsible for managing the teaching personnel throughout the territory. Some problems between general administration and school administration are worth being mentioned. They are:

- Evaluation/grading of the teaching staff: in the official papers this prerogative is the Governor's at the regional level, the Commandant's at the level of a "Cercle" and the Head of the District at the district level.

For school administration that situation is unusual because the school Director and the Inspector are in a better position to evaluate a teacher in class and at school. On the other hand, school administration will lose credibility if it is not empowered to grade the teaching personnel. The problem remains global and insolved.

- the second problem which affecting general administration and school administration concern the payment to educational authorities of 30% of regional and local development taxes (TDRL). It seems that Regional Directions and Parents' Associations find it very difficult to get that money from the Commandants.

Concerning the Ministry of Health, the National Direction of Fundamental Education complains that medical Doctors do not regularly visit the students in the big-cities, let alone in the villages.

III. Conclusion and Recommendations

3.1. Conclusion

In this study of administration and management of the personnel of the Ministry of National Education, we have, for a better comprehension of the procedures and duties of the services of the department of Education. The first presentation the administrative structuring through which concerns the resources of the department are managed. This helped us to better define problems and needs. Following this, we have analyzed concrete cases of personnel management, especially personnel recruitment, post-assignment and transfer of personnel, training, remuneration, supervision, level of responsibility of the personnel, and interdepartmental communication. Our different analyses have resulted in the following observations:

1. Concerning recruitment, the Ministry of Education encounters many difficulties to satisfy the numerous needs, given budgetary constraints and post-vacancies caused by numerous voluntary anticipated retirements, sicknesses and the exodus to nearby countries. Other difficulties are related to the unavailability of school administrators, managers, engineers, planners, and other technical specialists of technology (masonry, husbandry, carpentry, plumbing, agriculture, breeding, etc.) of average and higher levels of education.

In fact, the major problem facing MEN concerning recruitment is the annual recruitment ceiling imposed by the Structural Adjustment Program. This ceiling has been levelled at zero since 1989 and there has forestalled recruitment ever since. This constraint hinders seriously all the efforts for expanding the base of the system.

2. Concerning post-assignment and transfer of the personnel, we have come to the conclusion that despite the payment of special premiums to teachers serving in hard and deprived regions (because of social, economic and natural conditions) it is becoming increasingly difficult to assign and maintain agents in some of the hardest hit areas of the country.
3. The major problem related to the training Education personnel is the lack of school administrators, managers and specialized planners. Generally speaking, the administrative personnel is trained on the job and through routine work. Such a situation does not facilitate initiative and creativity, two qualities necessary for the development and improvement of the quality of education.

on the other hand, training abroad appears to be very cumbersome because of the length and tediousness of the administrative and financial channels that agent's files must go through. IPN which is responsible for permanent training through

seminars and short practicums has only a very limited budget and also lacks adequate supervision staff for the management and planning of educational resources.

4. The supervision of the personnel faces a number of problems, which are:
 - The quota system by which only 10% of the personnel are entitled to "Exceptional" or "Very Good" results in general dissatisfaction of the Personnel. Moreover the evaluation grid is very subjective and seriously embarrassing and can create situations of professional injustice.
 - The evaluation of the education personnel by general administration as stated in the official papers creates a conflictual problem of competence between general administration and school administration.
 - Inspectors of Fundamental Education, accountable for supervising administratively and pedagogically the Personnel of Fundamental Education cannot physically reach all the schools in their districts, because of lack of funds for running their services and for providing with appropriate equipment.

In fact, sources of motivation for educational personnel are very limited in Mali.

5. Although teachers' status puts them at a certain advantage compared with other civil servants, their salaries and other premiums relative to their job, are not enough to secure their purchasing power measures must be taken to make teaching more attractive.
6. Concerning the level of responsibility of MEN personnel, we have identified practices which affect negatively professionalism and effectiveness in performance. First of all, school administration, like general administration is deconcentrated, but still centralized. Decision of the texts/papers regulating the Department of Education is more theoretical than practically applicable. Agents' roles are poorly defined, the texts are not well known and are insufficiently disseminated.

Moreover the relations between MEN services need definition. Many Administrative seniors lack training in administration, management budget, finance and planning.

The lack of adequate methods, means and procedures diminish the agents performance are a serious obstacle to achievement.

7. The over centralization of administration in general, and of school administration in particular interferes directly with communication between MEN services and other ministerial departments involved in school management and administration on the other. At the horizontal level, it

seems that Divisions and Units of a same National Direction seldom communicate. Divisions and Units of different National Directions need to collaborate more.

At the Vertical level, it is observed that communication is almost unilateral. The reports, at the lower level, are not adequately formulated and communicated and are, sometimes based on erroneous or falsified data probably caused by lack of training in statistics and planning. Also the mail is very slow between the base and the top and the channels are long and cumbersome. There is not enough feed back from top to bottom. Most feed backs are in the form of instructions. Also, the relations between Inspectorates of Fundamental Education and Regional Directions are not defined, nor are they between Regional Directions and National Directions.

As for interdepartmental communication (between ministries) there exists no administrative paper defining precisely the relations between the different ministerial departments. At the ministerial level, the relations tend to be informal. The relations between the ministry of National Education and the other ministerial Departments evidence similar difficulties.

3.2. Recommendations

The recommendations which follow result from the problems which have been identified and which warrant attention. A collective search for professional solution must be organized and implemented.

1. Given the ceiling in new personnel recruitment, the successive waves of voluntary anticipated retirements, should be given to education in budget projections and planning, individual initiatives for school creation must be developed, and additional resources must be found with bilateral and international sponsors. Education in Mali must, by all means, aim at increasing school attendance and improving the quality of education.

To meet the numerous demands of education, it might be useful and helpful to think of reassigning to teaching positions the many teachers who have given up teaching careful and realistic, because even that number is insufficient to meet the needs, moreover, vocation recruitment of educational personnel.

2. The training of administrative seniors of Education appears to be an urgent need, especially in school administration, management, statistics and educational planning. For this reason, there must be an identification and analysis of concrete training needs in that area, and production/development of an adequate and appropriate training
3. Given the numerous problems of communication, of delay and administrative tediousness, a true and real decentralization of Education is needed.

4. The development of Education requires necessarily the valorization of the teaching profession, better training, and a substantial improvement of the living conditions of teachers.

To conclude we can say that since the 1962 Educational reform, Mali has made very significant efforts and initiatives for the development of education with the creation of appropriate structures and their adaptation to the socio-economic realities of the country.

Presently, these structures must be made more functional for an effective and efficient management by decentralizing school administration throughout the country, and by giving more decision making power and autonomy to local and regional communities, as recommended in the official documents.

Moreover, useful measures must be taken so that the 30% of Regional and Local development taxes are regulary point to educational authorities as required by official documents.

Which serious effort, ressources and commitment malian Education may be managed in such a way to achieve the educational objectives lie before us. It is time to institute measures and establish professional standards to break the tired and routinized cycle which now entraps the system by preparing and equiping administrators and managers of Education so that they are accountable, independant, and responsible for the successful management of Mali's Educational ressources.

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