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Mali

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Executive Summary

Funded under the Human Resources Development Assistance (HRDA) Project, this training provider assessment (TPA) included a sample of thirty-two (32) Malian public and private sector organizations. Using a standardized questionnaire, a joint American and Malian consultant team conducted in-depth interviews that lasted from one and one-half to two and one-half hours and that were structured as either individual or group meetings. Among the providers assessed, only four were located outside of the capital city. Special institutional strengthening investigations were completed for nineteen training providers, half of which represented the private sector.

This written report provides detailed information on each provider (computerized TPA database reports) and written summaries of key content areas and priority providers. Assessment findings reveal that there is: 1) sufficient in-country training resources to meet demand and a wide array of training/technical assistance options, 2) healthy competition among private training providers, and 3) interest among public agencies and institutions in modifying their programs or expanding their courses/consulting services to target entrepreneurs and private sector employers.

On the negative side, the study also found that many providers encounter a lack of awareness among potential private sector clients of the need for training as a business investment. This is compounded by the fact some of the institutions are reluctant to charge registration fees from participants and tend to rely upon external donor funding for their activities.

As a result of this assessment, the consultant team feels that the USAID Mission is not only a funding source, but can play a vital role in facilitating and promoting collaborative working relationships and joint ventures through its contracting mechanism. It was also clear that the Mission needs to be more proactive in promoting in-country training events throughout the country.

List of Abbreviations and Acronyms

AMPPF	Association Malienne pour la Promotion et la Protection
AMRAD	Association Malienne de Recherche Action pour le Développement de la Famille
AUA	Association des Anciens Universitaires d'Amérique
BARREP	Bureau d'Assistance pour la Réalisation et la Rehabilitation des Entreprises et Projets
BECIS	Bureau d'Etudes, de Construction et d'Intervention au Sahel
CAM	Chambre d'Agriculture
CAPEP	Centre d'Assistance aux Projets, Entreprises et Sociétés
CCIM	Chambre du Commerce et d'Industrie du Mali
CEFIB	Centre de Formation en Informatique et Bureautique
CEPAG	Cellule de Perfectionnement en Administration et en Gestion
CFAR	Centre Féminin d'Animation Rurale
CNRST	Centre National de Recherche Scientifique et Technologie
DNACOOOP	Direction Nationale de l'Action Cooperative
DNAFLA	Direction Nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée
ECICA	Ecole Centrale pour l'Industrie, le Commerce et l'Administration
EHEP	Ecole des Hautes Etudes Pratiques
EMNP	Ecole Nationale de Médecine et de Pharmacie
ENI	Ecole Nationale d'Ingénieurs
ESET	Ecole Spéciale D'Enseignement Technique
ESITEX	Ecole Supérieure des Industries Textiles
IMRAD	Institut Malien de Recherche Action pour le Développement
IPR	Institut Polytechnique Rural de Katibougou
ISFRA	Institut Superieur de la Formation et la Recherche Appliquée
ONMOE	Office Nationale de la Main d'Oeuvre et de l'Emploi
SNED	Société Nationale d'Etudes pour le Développement

I. Background/Methodology

Funded under the Human Resources Development Assistance (HRDA) Project, a recent training provider assessment (TPA) was conducted in Mali over a three-week period. The assessment team contained four members and was evenly balanced male/female and Malian/non Malian. Its primary objectives were to:

- Provide Mission staff with descriptive and valutive information on ~~of~~ thirty-two (32) local organizations and institutions which could be used as in-country or third-country training providers;
- Incorporate as much of this information as possible into the computerized Participant Training Management System (PTMS) for easy retrieval by Mission staff;
- Test a cost-effective methodology for periodic information updates which can be implemented by Mission staff and local consultants.

In preparation for this assignment, the assessment USAID planning and strategy documents (see appendix section) which described their training target interest areas and priorities. Based on this information and a Mission-prepared list of training providers, the consultants used a standardized questionnaire to conduct in-depth interviews, ranging from one and one-half to two and one-half hours. Depending upon the provider preference, these information-collecting sessions occurred as either individual or group interviews. Interviews were conducted by consultant paired teams to ensure a balance perspective of both insider (Malian) and outsider (American) views in the data analysis and data interpretation.

Fifty percent (50%) of the organizations and institutions in the assessment survey were either private or non-profit training providers. Additionally, nineteen (19) were identified by USAID Mission staff as "priority" organizations to be assessed. Although no formal, organizational diagnoses were conducted, these categories of providers received a more extensive interview that covered their consulting and research capabilities as well as other special services and an in-depth assessment of organizational capability for institution strengthening purposes.

High priority organizations tended to be public institutions that were engaged in private sector development activities. Priority organizations were training providers in the private and non-profit sectors who specifically developed programs and services oriented towards entrepreneurs and private sector employers.

For the readers' reference, the list of training providers visited and interview schedules are located in the appendix section.

In addition to this written report of TPA findings, detailed information on each provider is available on the computerized TPA database reports. This includes descriptions of the following institutional characteristics: management, administration, personnel and clientele as well as information on training courses and/or programs.

II. Findings and Conclusions From Training Provider Assessments for Key Sectors

II.1 Sector: Business Management, Planning and Administration

Overview

The most commonly mentioned business training topic was management which is offered by twelve institutions. Training in administration (CEPAG and ECICA) or planning (CAPES and IPR) is more limited.

Public institutions dominate the area of business management training. DNACCOOP/DRL is entirely financed by the Malian government and has a primary target population ^{which is} ~~who are~~ village communities. Like DNACCOOP, IPR is another public institution entirely financed by the Malian government, but its management programs are directed towards its own graduates. Centre de Formation Forestière receives funding from both the Malian government and external donor agencies, especially the Swiss Cooperation. Its programs are established for graduates of the Centre de Formation Pratique Forestiere (CFPF). CAPES is a quasi-public institution ~~which is~~ ^{STET} industrial and commercial ⁱⁿ character. Aside from government-paid salaries, the institution is able to function on revenues generated from services to the private business sector and external donor agencies. Its target population consists of mid- and high-level management personnel in private or public businesses, entrepreneurs, commercial agents and individuals responsible for business financial operations. CFAR receives primary funding from external donor organizations and offers services oriented towards village-level management committees as well as rural women. As the only Malian medical institution of higher learning, ENMP is primarily financed by the Malian government and has some ^{external} ~~external~~ donor support. Its offers specialized management courses to physicians and pharmacists.

CEPAG was created by the Ecole Nationale d'Administration to provide staff development training for public and private sector ~~and~~ personnel. Its primary funding source is external donor agencies. Like CEPAG, ECICA is under the auspices of the National Ministry of Education but is entirely funded by the Malian government. It receives students selected by the Ministry, and foreign students as requested by other countries. SNED is not a training organization, per se; but is a quasi-public research and study center. As such, it provides consultation services in the area of macro- (large private and public sector business development) and micro-economics (small and medium enterprise development). As an American governmental organization, Peace Corps-Mali focuses its management training on rural and urban entrepreneurs from small or micro-enterprises.

Only four institutions offering this training represent the private sector, either as non-profit or profit-making organizations. AMRAD is a Malian non-governmental organization (NGO) which is financed through external donor funding and the private business sector. It offers its services to potential entrepreneurs, regardless of business size. Another Malian NGO, AMPPF provides health and family planning-oriented training to women, decision-makers, support personnel and public health technicians. Its primary source of funding is the International Planned Parenthood Federation. Originally formed under the auspices of the Catholic Church, Association Centre

Djoliba is now an independent non-governmental organization. In addition to training services which target maternal and child health at the community level, youth and private sector development, the center serves as a reading resource and publishing center. Lastly, BARREP is the sole private, profit-making organization which offers management training. Financing is received from three sources: external donors, Malian government as contracts, and private sector employers. Its courses are offered to young college graduates and early government retirees.

Personnel

The above institutions not only differ by their private-public status but also by their objectives and clientele. The latter directly influences the institutional staffing and personnel requirements.

IPR, ECICA and ENMP are institutions of higher learning and as such, their professional staff are highly trained: the majority have doctorates or other university and post-university degrees. Although the majority of teaching faculty at IPR are full-time, their ENMP counterparts are medical/health practitioners who teach part-time. As a component of ENA, CEPAG training staff is composed of a full-time trainer/coordinator and ENA professors on a part-time basis. All have advanced or baccalaureate degrees. CAPES, BARREP and Peace Corps are more oriented towards public and private enterprises than the previously mentioned organizations and thus are composed of a different type of personnel. CAPES uses external consultants as part-time trainers as well as permanent training staff, many of which have doctoral degrees. AMRAD, BARREP and Peace Corps, unlike CAPES, are more focused toward small and medium enterprises. As such, their training personnel have a range of educational levels—doctoral, DEA, masters and bachelor degrees. The biggest similarity among these institutions is that their personnel have work experience in the public sector as well as the private and para-public sectors.

Association Centre Djoliba, CFAR, DNACOOOP, AMPPF and the Centre de Formation Forestière de Tabakoro offer courses and seminars which are oriented towards training villagers and rural and urban communities, particularly in the areas of domestic economics and health. At all these institutions, the majority of trainers work on a full-time basis. In each case, staff has been educated at levels appropriate to their target populations: the maximum levels attained are DEA and/or masters degrees.

In terms of salary, the Malian government is responsible for this budget line at CEPAG, ECICA, IPR, ENMP, DNACOOOP, CFAR, Centre Forestière, and AMPPF. At CAPES, the permanent personnel are paid by the government, but external consultants are paid by center operating funds. Peace Corps is an American-funded operation. In contrast, Association Centre Djoliba, BARREP and AMRAD trainer salaries are financed by institutional revenues.

Physical Plant

Nine institutions—CEPAG, ECICA, Centre Forestière, IPR, ENMP, DNACOOOP, CAPES, CFAR and AMPPF—are housed in government-owned or rented buildings. The facilities at AMPPF, CAPES and CFAR are modern and recently furnished. In each case, construction financing came from either bilateral cooperations/external donors or international organizations. Peace Corps, AMRAD and BARREP are housed in facilities rented by the organizations, themselves. In the

case of CFAR, operations are underway to expand and renovate the housing facilities. Neither AMRAD nor BARREP have sufficient infrastructure to conduct training activities on-site. CEPAG must rely on ENA for office space and meeting facilities. Peace Corps' small enterprise development (SED) program utilizes meeting rooms at CCIM, ONMOE and the Centre Forestière. Association Centre Djoliba has its own office and meeting facilities which are centrally located in Bamako. Institutions which stated expansion or renovation of their building premises as a priority need include Association Centre Djoliba, ECICA, DNACOOOP, ENMP, IPR, and CEPAG.

Programs and Courses

In terms of management training, BARREP, CAPES and Peace Corps focus on general business management for public and private sectors; DNACOOOP provides cooperative management training; both ENMP and AMPPF offer training oriented towards public health business sector; and IPR addresses business management aspects of the agricultural sector. Both AMRAD and CFAR specialize their training for small and micro-enterprises, but CFAR focuses upon rural villages. Among the institutions in the category, CAPES has had the most experience in offering short-term private sector-oriented seminars and workshops.

CAPES and IPR also provide training on program/business planning. The former offers an academic course for its graduates, and the latter offers a 5-day seminar targeting general directors and business executives. Evaluation training is only provided by DNAFLA and CAPES. Although DNAFLA offers a general evaluation and follow-up course, CAPES trains program implementors and monitors in project implementation and evaluation.

Only two institutions, ECICA and CEPAG, provide administration training. ECICA's training program is academic in nature and covers a range of topics: Treasury, Taxation, Budget, Accounting etc. over a four-year period. In contrast, CEPAG offers short-term training (6-day seminars) in administration development to decision makers and public administration staff.

Conclusions and Recommendations

Based on institutions reviewed in this topic area, it is noted that Association Centre Djoliba, CAPES, AMRAD, BARREP and Peace Corps are the most oriented toward training in enterprise management. In this domain, they have developed clear programs and a clear vision of their respective institutional missions. Four institutions: Association Centre Djoliba, DNACOOOP, CFAR and AMPPF have specific orientation toward management training for rural businesses and as such, are an excellent resource for the development of independent activities in rural and semi-rural settings.

Whereas CAPES, CFAR and Peace Corps have infrastructures adequate to their present needs, the others face difficulties such as lack of or inadequate facilities, equipment, materials and logistical means.

1. Assist institutions in solving infrastructure problems and developing logistical resources to facilitate quality training.

2. Priority funding for private sector management training activities should be directed towards Association Centre Djoliba, CAPES, AMRAD and Peace Corps
 - In general, institutional staffs are well-qualified for the type of management training and consultation offered and don't seem to lack sufficient human resources. The organizations also appear to have clear mission and were interested in strengthening their services to private sector employers and enterprises.
3. Support continuing education, staff refresher (training of trainers and ongoing professional development training).
4. Encourage and sponsor formal exchanges of information, competence and knowledge between Malian and foreign institutions via study tours, workshops etc.
 - Institutions such as Association Centre Djoliba, CFAR and DNACOOOP have had invaluable experience with management training at the informal private (rural and semi-urban) sectors.
5. Provide technical assistance to these institutions in effective strategies for diffusing their learning and developing a marketing strategy.

II.2 Sector: Accounting and Financial Management

Overview

Institutions already discussed and summarized in the management training sector will not be repeated in this sector. Sixteen courses which address issues of accounting and/or financial management are provided by ten of the institutions interviewed. These courses or seminars are offered by the following public institutions: ONMOE, CEPAG, EHEP, IPR and DNACOOOP/DRL; private organizations: CCIM, ESET and Institut Microlab and quasi-public organizations: CAPES and CFAR.

As public organizations, both ONMOE and EHEP received primary financing from the Malian government. ONMOE is one of the leading institutions of staff training, staff development and job placement in Mali. Its courses and seminars are oriented to government-employed support personnel and technical workers. EHEP is another Malian educational institution whose mission is academic training of office assistants and administrative staff for employment in the public and private business sectors.

CCIM is a business organization who receives some government funding and identifies its target audience as chamber members and other small business entrepreneurs. ESET is a private educational institutional which provides academic training in a variety of topics. Its accounting training is specifically targeted to the private employers and businesses. Among private institutions in this category, Institut Microlab is the most recently established training provider. Created less than several months ago, its training program had not yet been implemented at the time of this assessment.

Personnel

In general, institutions providing this training have well-trained staffs. Institutions where the majority of training personnel have been educated at the doctorate or advanced degree levels are CAPES and IPR. Institutions where university level education dominate are ONMOE, CCIM, DNACOOOP, EHEP, ESET, INSTITUT MICROLAB, and ENA/CEPAG. In the case of CFAR, the majority of training staff have been educated to at least the secondary high school (BAC) level. Given the organization's focus on village-training, the general educational level of staff is appropriate. Three institutions (CFAR, ONMOE, and ENA/CEPAG) indicated a need for staff development training or further professional training (CFAR).

In general, most of personnel's work experience across all the institutions in this section is in the public sector. The only institutions which identified a significant percentage of work experience at the informal sector/level were CFAR and DNACOOOP. CAPES was the only organization which documented a high percentage of work experience among its staff in the private sector, per se. It was surprising to note that CCIM only reported staff work experience in the public sector.

Excluding Institut Microlab (recently created) and ESET (Ministry of Education withdrawal) which have the majority of staff with less than one year of service, these institutions can be characterized by having a stable personnel force. In six institutions (CAPES, CCIM, DNACOOOP, IPR, CFAR, ONMOE) the majority of training staff has been employed for five years or more. Additionally, both EHEP and ENA/CEPAG's employees average about 2-3 years experience in the organization.

Physical Plant

Training rooms or classroom space is available on-site in all the institutions except CCIM and DNACOOOP. In both cases, the organizations would like or are in the process of seeking a training site. Other institutions such as IPR, EHEP expressed a need for meeting space given student demand. Given that ESET rents its present location, a need was expressed for a permanent site.

Practically all interviewed institutions expressed a need for financial assistance in either renovating, expanding physical resources (ONMOE, CFAR, EHEP, IPR) and/or purchasing equipment and educational/teaching materials (exception ESET).

Programs and Courses

A closer examination of course content reveals that the majority (7 seven) of training courses focus on general accounting, five on financial management and the rest include specialized issues such as accounting rules and regulation, customs accounting etc. In general, these courses are designed for target audiences of skilled and entry-level technicians/managers as well as business owners.

Analysis reveals that most offerings are in the form of continuing education/professional development rather than full academic programs. The public institutions, however, tend to concentrate on either university students or government workers whereas the private and quasi-public organizations also attempt/want to attract the private sector community and nongovernmental organizations. In the case of the private institution ESET, accounting course is only geared to its students working toward a BT or CAP. Only two institutions, CFAR and DNACOOOP, provides training targeted to the village level and in local language. "Training Village Credit Committees" is offered by CFAR and Financial Management by DNACOOOP. CAPES offers the largest array of courses in this area. In terms of course or seminar duration, contact hours range from 4 days to 2 weeks for short-term training and 6 months to two years for the academic courses. All training is presently offered in French with the exception of CFAR training which is available in Bambara.

Conclusions and Recommendations

1. The range of course content seems appropriate but it is unclear whether these training are targeting for small businesses or the larger enterprises. Interviews revealed that majority of participants from private sector were from large and medium and not from small enterprises. Village-level training is definitely not the rule.
 - Promote the development of courses targeting small and medium enterprises especially in institutions already serving business community
 - Encourage public institutions to incorporate relevant accounting issues directed towards small and micro businesses into their curricula, where appropriate.
2. With the exception of three institutions: Institut Microlab, ESET and CAPES training is free to the participant (either subsidized by an external funding source. In the case of three above-mentioned institutions, registration/training fees are established and paid by the individual or his/her sponsoring organization).
 - All institutions serving or intending to serve business community should be encouraged to set training fee charge or inscription fee and charged to participant (this could be nominal if they are sponsored)
3. Most of the training is offered on-site of the training institution, itself. Only CFAR, DNACOOOP or CCIM offer their programs off-site to local communities or businesses (CCIM).
 - Explore option of providing off-site, on-the-job training as well as offering follow-up supervision or monitoring after course ends. In short run, this minimizes the problem of lack of training space at DNACOOOP and CCIM.
4. ESET is the only private educational institution which was visited.
 - In light of its accounting training which is geared to private sector and well-organized operation, it should be strongly considered by USAID as a high priority institution which is targeted for strengthening. There is potential for extending the depth of course offerings since basic foundation is in place.

5. Academic institutions should be encouraged to develop modular courses which could be taught on short-term basis. In several instances, USAID should work directly with Ministries (especially Education) in charge to facilitate the development of mandates, or protocols which allow the schools to expand their focus.
6. Certain institutions such as CAPES, ESET, IPR, and Institut Microlab have either the basic operating structure/facilities in place and/or technical know-how that they should be encouraged to accept/solicit foreign students.

II.3 Sector: Computer and Secretarial Services Training

Overview

Among the training institutions and consulting firms which provide training relevant to the private sector, eight specialize in computer and secretarial/office training. There are four public institutions—CEPAG, ECICA, EHEP, and ONMOE as well as CAPES, a parastatal organization, and three privately owned organizations—CEFIB, ESET and Institut Microlab. With the exception of CAPES and ONMOE, the other institutions and organizations offer either courses or educational programs in both computer and office/secretarial skills. In this skill area, CAPES provides only computer training as contrasted to ONMOE which limits itself to office/secretarial skills training.

Not previously mentioned in earlier sector discussions, CEFIB is a private organization which provides both short-term, non-degree training as well as academic programs. Its clientele represents all economic sectors, notably public service, private businesses, educators and researchers.

Personnel

In this domain, ESET clearly distinguishes itself from the other organizations in that its teachers are hired on a full-time basis through a mechanism of annual, renewable contracts. In addition, its staff, students and training/teaching facility is assured. The other providers, excluding ECICA which has over 80% permanent teaching personnel, tend to have a larger proportion of part-time versus full-time teaching or training staff.

All of them utilize trainers or teachers who have a good level of qualification. As a governmental organization, ONMOE has trainers whose educational background ranges from BAC to doctorate levels. With the exception of CEPAG where all trainers hold doctoral degrees, the other providers tend to have training personnel where the minimum educational level is the bachelor's degree.

All of these establishments indicated that they provide staff development training in the form of degree training, workshops, in-service training and/or study tours. However, financial support for on-going staff development activities was cited as a problem. With the exception of CEPAG, all employ women trainers or teachers. However, Institut Microlab had the highest the percentage

(45%) of women on its training staff. Work experience throughout these institutions or organizations tend to be in three sectors: public, quasi-public or parastatal and formal private.

Physical Plant

The CAPES facility is relatively new and adequate to meet its training demands. They possess a sufficient number of meeting and classrooms as well as appropriate and modern training materials. Although its library contains many publications and books, it needs updating.

Like CAPES, three other institutions: CEPAG and ECICA, EHEP are housed in buildings whereby utility charges are paid for by the Malian government. Yet these three feel that their present facilities and equipment resources do not meet their need.

The private training providers tend to be housed in rented facilities. These include CEFIB, ESET and Institut Microlab; all of which desire their own buildings. Only three institutions—CAPES, ESET and Institut Microlab—did not indicate a need for financial support improve infrastructure problems. Those that requested assistance in this area focused on enlarging their facilities, improving and increasing their equipment or laboratory materials and/or stocking their libraries. With respect to the latter infrastructure resource, only ESET did not report having a designated space which served as a library or reading room.

Programs and Courses

Generally speaking, seven different subject areas are offered in the office/secretarial training. They are 1) typing and stenography (ONMOE), 2) office skills (ONMOE, CEFIB, ESET and Institut Microlab), 3) executive secretary at the BT diploma levels (ECICA, ESET), 4) bilingual executive secretary/ administrative assistant at BTS level (EHEP); 5) office management at the CAP level (ESET, ONMOE) and 6) word processing (CEFIB, CEPAG and Institut Microlab).

In terms of the seventh training topic, computer skills training, ONMOE is the only above-mentioned provider which offers no courses or training programs in this area. Among the rest, both ECICA and EHEP offer computer courses as part of their academic programs. In contrast, ESET which is another educational institution offers its computer-training in a short-term format which designs specifically to attract private employers and individuals outside of its normal student population. Institut Microlab and CEFIB provide the largest of courses and have the widest variety of training courses. In fact, both organizations specialize in computer training and can provide technical assistance in actual hardware maintenance and software installation. Unlike the others, CEPAG targets its computer training towards personnel and staffs in the public sector. Overall, the duration of computer and office management training courses range anywhere from two years, in academic programs, to 5 days to 6 months for non-degree, short-time training programs.

The majority of courses or training programs are offered in the evening, after-work hours as a means of attracting or accommodating a working population. Several providers such as EHEP, ECICA, and ONMOE offer courses during the day hours as well.

Conclusions and Recommendations

1. It appears that there is a sufficient number and variety of courses and training programs focused on computer and/or office management/secretarial skills that are available to meeting private sector needs. Whereas ONMOE's strength seems in training and retraining support personnel who are already employed (especially in government jobs), the other governmental institutions such as ECICA and EHEP as well as the private school, ESET, tend to prepare their students for entry to the job market. The only parastatal organization in this grouping, CAPES, provides short-term training which generally orients mid-level managers toward the need for computer systems and technology in the workplace.
 - The above public institutions need assistance in improving and updating their equipment (typewriters, computers etc.) in order to more effectively educate their respective target populations.
 - Present analysis of resource needs indicate that a significant proportion of their equipment is either in minimal working condition or insufficient quantity.
2. CEPAG is a public institution which has good potential to expand its training to the private sector. However, it needs assistance in developing a comprehensive marketing strategy and approach to make this a reality.
3. CEFIB is the leading computer training provider among those visited; however, it largely operates with a part-time training staff. It has a good reputation for its services and a steady clientele. Further training of trainers opportunities for CEFIB personnel would aid in its development of a cadre of permanent training team on a full-time basis.
4. Next to CEFIB, Institut Microlab has the greatest potential of reaching out to private employers and business owners in terms of specialized computer focus and the breadth of course offerings. Recently formed, training is not due to begin until January, 1992.
 - This provider could benefit from technical assistance in the form of formulating a coherent development plan and marketing strategy.

II.4 Sector: Creation of Small Business and Microenterprise Development

Overview

Training programs for small and micro-enterprise development are offered by public (CEPAG, IPR, CAPES, EHEP), private (BARREP, IMRAD, AMRAD, AUA) and non-profit (Association Centre Djoliba, World Education, Peace Corps) organizations. Three institutions have not been mentioned in earlier discussions and will be briefing presented here. IMRAD is a young private business which at present only provides two different private sector-focused training courses, but generates revenue through journal publication and technical assistance activities. AUA is a professional association of former American (U.S. and Canada) university graduates. Association leaders are in the process of forming a consulting unit which will draw upon its membership to provide training and technical assistance services. Both World Education and Peace Corps are U.S. based non-governmental agencies who provide private sector development training targeted

to rural and urban communities. It should also be noted that although ONMOE does not provide training in this area, this government agency provides start-up/technical assistance to young graduates and public service retirees who are interested in mounting a private enterprise.

Personnel

Personnel is a problem in some institutions, such as AMRAD and BARREP, because of their lack of a steady funding base. This makes it difficult to hire new staff or maintain and train existing workers. Others maintain a resource pool which be drawn upon on an “as needed” basis. For example, CEPAG has access to ENA instructors for specific courses and recruits trainers from the private sector. Academic institutions like EHEP and IPR as well as CAPES and AMRAD have permanent, full-time training and teaching staff and access to part-time, external consultants. World Education staff work in a collaborative manner with Malian counterparts to train courses in micro-enterprise development and aided by U.S. headquarters personnel. Peace Corps volunteers, in conjunction with ten Malian trainers (hired on a part-time basis), train potential businessmen. Association Centre Djoliba utilizes public and private sector experts and professionals to conduct their workshops, seminars and conferences. All AMRAD trainers serve on a part-time basis and as such impedes the development of consistent management and may hinder its ability to respond to training requests.

Physical Plant

With the exception of CAPES, on-site training facilities are generally scarce or inadequate and need renovation. For example, CEPAG uses ENA classrooms which puts a heavy demand on meeting room utilization. AMRAD’s offices are too small for the volume of activities they have. Like IMRAD and BARREP, AMRAD staff either rents or borrows meeting room space in other office buildings and conference halls. AUA, just organizing, lacks both office and meeting space despite its access to a wide-range of human resources. Volunteers in the Small Enterprise Development Program in Peace Corps use their own training site and classrooms at ONMOE, CCIM and Centre de Formation Forestière in the regions. World Education has built an outdoor training area which accommodates twenty participants and has held seminars and workshops at the Islamic Cultural Center and other local meeting sites. IPR has a large number of classrooms but many are in poor shape, and laboratories are poorly stocked. IPR representatives also reported problems with their electrical and water systems which were in need of repair.

Operating expenses depend on the training provider’s status as a public or private institution. EHEP, CEPAG, IPR, and CAPES all receive the majority of their funding from the Malian government, and Peace Corps is financed by the American government. The other organizations in this category depend upon a combination of external donor, private and public funding sources to cover salary and operational costs.

Programs and Courses

Two major types of training are found in this sector: courses and seminars that focus on creating small businesses and those that concentrate on informal, micro-enterprise development. Five institutions—Peace Corps, IPR, World Education, BARREP, AMRAD and IMRAD—offer

courses for the micro-businesses. Peace Corps' strength is its flexibility even though they do not provide regularly scheduled training services. Peace Corps SED volunteers identify potential projects, develop proposals and seek their own funding for specific training activities. Although women are not a specific target group, many Peace Corps projects center around women's groups which show an interest in rural business initiatives. In comparison, World Education works strictly with other non-governmental organizations in responding to their private enterprise development needs. An interesting aspect of their work is the development of training modules which focus on training methods appropriate to the African context. IPR also offers a course in identifying and formulating small projects suitable to rural areas.

Three training providers—AMRAD, BARREP, and IMRAD—offer micro-enterprise development courses; but the latter two organizations focus their efforts on young, unemployed educated individuals. However, IMRAD training was limited in scope—cereal merchants and BARREP has only trained this subject twice. AMRAD has a good network of contacts and as such, conducts training programs appropriate to the small-sized businesses, develops training materials and conducts research on a demand basis. As mentioned earlier, AUA is relatively new and, its small business development course is only in the planning stage.

The other organizations—EHEP, CEPAG, CAPES, and Association Centre Djoliba—also offer general, entrepreneurship courses. As a public, educational institution, EHEP offers courses necessary to function as a private business.

CAPES offers a course called "Identifying and preparing a project," and CEPAG offers a seminar titled "Creation of small enterprise." Both are offered on a "demand" basis. Association Centre Djoliba presents a unique seminar titled "Enterprise Creation and African Cultures" which explores the impact and influence of culture on entrepreneurship and business development. Based on its long years of experience in encouraging national discussion on aspects of Malian society, the Association's training strategy is to continue to offer this seminar on a local basis then expand to offer it on a national basis (1992) and as a regional forum (Sahel) in 1993.

Conclusions and Recommendations

CAPES, EHEP, Peace Corps, and World Education are in the best position to provide training services immediately. They are the best equipped and staffed. The other providers would function more efficiently and provide better services if their resources were reinforced.

Several of these organizations—EHEP, CEPAG, and CAPES—offer the same course. Both EHEP, as an academic institution, and CAPES, as a provider offering non-degree training, are the most likely choices to be supported for training in this area. CEPAG's strength is refresher courses and retraining for specialized government agencies such as the custom service. It should be encouraged to continue providing its specialized training but leave the generic courses to other private or public training providers that focus on enterprise creation and management.

As a part of its own curriculum for its students, the IPR course is useful; however other providers such as AMRAD and Peace Corps are better positioned to offer this training for a village-based target group or businesses comprising the informal private sector.

1. AMRAD, IMRAD and BARREP seem to offer similar courses titled micro-enterprise development. AMRAD has the most experience, but a lack of sufficient permanent training personnel and infrastructure resources affects its long-term stability.
 - Provide funding assistance to AMRAD which would facilitate expansion and utilize as an in-country training resource.
2. AUA should be encouraged to develop as an operational training provider by exploring the possibility of collaborating with an established organization like AMRAD. Specific organizational development plans should be prepared by AUA.
3. Collaboration and/or institutional linkages should be promoted among training providers in this category. Such relationships should be encouraged between World Education and Association Centre Djoliba as well as among IPR, Peace Corps and AMRAD (micro-enterprise development).
4. Strong consideration should be given to financing and supporting national and regional seminars on cultural aspects of African business as developed the Association Centre Djoliba.
 - This seminar is the only one among all training programs in this area which addresses cultural issues and societal perceptions which influence the establishment and maintenance of an enterprise.

II.5 Sector: Women and Rural Animation

Overview

The promotion of women's issues has been recognized as an important part of any development project by the Malian government and USAID. Several organizations have taken up this mandate and offer a specialized focus on women within their private sector training initiatives. Comparatively speaking, Association Centre Djoliba, a private voluntary organization, has had longer experience in women-focused training issues than its counterpart organizations. In addition, both CFAR, AMRAD, and AMPPF emphasize training rural and community women. The widest range of courses oriented toward women are offered by AMRAD and Association Centre Djoliba. Only one private consulting firm, BARREP, was identified as conducting a specific seminar which targeted women. DNAFLA produces a wide range of educational materials (in five local languages) which are used in training rural and community women.

A related, complementary topic in training rural and village-level women entrepreneurs is animation (community education). Four public training providers—DNAFLA, Centre Forestier de Tabakoro, DNACOOOP/Segou—offer seminars or workshops in this area.

Personnel

Training personnel, in general, at organizations which provide either rural animation or women's training are well-qualified for their positions and have had extensive experience in these fields.

At CFAR, staff composition is representative of its target population; the majority of trainers are women. Despite staff competence, a need for further professional education and English training was expressed by the CFAR director. Association Centre Djoliba also has a highly motivated training staff. Its training staff (mostly women) and seminar offerings are complemented by professionals who volunteer their expertise by leading workshops, forums and conferences. AMRAD has no full-time training staff but relies on a large roster of part-time consultant associates to deliver its services. Once this organization has identified a stable funding source it will be able to maintain a permanent staff. BARREP has a small permanent staff of three plus six part-time trainers who are "on call." None of the permanent staff are women. Centre Forestier has trainers available as part of the curriculum it offers to forestry students. DNACOOOP has a full-time training staff as well as access to agency personnel who can conduct seminars or workshops to rural cooperatives on a part-time basis. DNAFLA is similar to DNACOOOP and even has a special department charged to respond to women's issues and concerns.

Physical Plant

CFAR has an established training site which is currently being expanded: this includes adding an additional dormitory and renovating the kitchen facilities. Centre Djoliba adequate office space and a library which doubles as a training/conference room. Due to insufficient infrastructure, both AMRAD and BARREP conduct their training in rented facilities or training sites of other organizations. Centre Forestier has an established training center where seminars and forestry service courses are offered. DNAFLA has a new building and good training facilities. DNACOOOP is decentralized throughout the regions of Mali. As such, its training is actually conducted off-site, in villages and urban communities of cooperative members.

Programs and Courses

CFAR and Centre Djoliba, key training providers in this area, have both developed five courses directly related to rural animation and women's issues. CFAR offerings are programmed annually while Djoliba tends to offer their seminars on a "demand" basis. Both rural trainers and village women are targeted groups for CFAR training. Rural trainers receive training in animal husbandry, agriculture, environmental sanitation and public health. Working jointly with DNAFLA, CFAR also trains village women in literacy and how to form cooperatives. Similar to CFAR, Association Centre Djoliba also divides its training into workshops for animators and village women, respectively as well as entire rural community members. Animators are trained in GRAAP techniques and in methods to promote self-help, economic-generating activities at the village level. AMPPF, like Association Centre Djoliba, provides village-based and urban, community-focused training in public health issues to related to women and their development.

In responding to requests, AMRAD has developed four seminars targeted to women's promotion and rural animation. There is a training of trainers (TOT) workshop which prepares rural animators in methods of participatory self-evaluation of projects and promotion of women's issues. All its courses are offered on a "demand" basis. BARREP has developed a new training program for women which concentrates on social conditions of women, the marriage code, natural resources management and development of enterprise opportunities. At present, this training has yet to be offered.

Government agencies and institutions also provide rural or women's training that complements private sector development. DNAFLA is a key organization which provides training in rural animation and women's issues through its literacy and post-literacy programs using national languages. In addition to its courses, it also has the capacity to produce and publish training materials (in five Malian languages) which cover topics ranging from nutrition and family planning to women's promotion and enterprise development. DNACOOOP focuses its training at both regional and national levels on the development and management of rural cooperatives. As such, women's initiatives in rural business development are encouraged and promoted at the micro-level. In general, training is provided at village sites and other locations easily accessible by villagers. Centre Forestier also provides animation training but it is only directed towards forestry service agents who will work in rural areas. This course is offered on a regular basis as part of the institution's curriculum.

Conclusions and Recommendations

CFAR, Centre Djoliba and DNAFLA are currently the training providers most active in women's promotion training and business development. This seems to be due to the fact that they have identified rural and illiterate women as a target group for intervention. A collaborative relationship already exists between CFAR and DNAFLA which allows both collaborators to maximize their training potential. Although not mandated to target women as the above providers, AMRAD has developed a variety of courses in this area given specific requests by funding organizations.

The concept of BARREP's course promoting the development of women entrepreneurs by incorporating issues on social and cultural conditions is unique. Given Centre Djoliba's extensive experience working with women and interest in cultural dynamics, it is possible that joint or least complementary training could be offered by these providers, working together.

Centre Forestiere offers more specialized training in this area and has a limited target group. Its services are probably most appropriate in working with non-government organizations who also provide training to forestry or natural resource management agents.

1. Collaborative relationships among these training providers should be encouraged. More emphasis should be made on expanding course offerings to include private sector development issues as a part of general animation training.
2. Support for refresher and staff development training is especially important for organizations focusing on community development and women's promotion issues since most trainers have not been formally trained in this area. Whereas practical, field experience has been invaluable, new techniques and current approaches to community motivation and women-centered training necessitate that training personnel have access to the current state of the art.

II.6 Sector: English Language Training

Overview

Only two Malian training institutions specialize in providing English language training to individuals from both the public and private sectors: Cours de Langues which received its initial funding ten years ago from USAID and Centre de Langues which receives financing from the British government. Cours de Langues is a parastatal organization which will be fully privatized within the next two years. In contrast, Centre de Langues is a component of the language section of the National Pedagogical Institute within the Ministry of Education.

The two centers can be distinguished by their English language orientation. Keeping with their respective backgrounds, Cours de Langues teaches “American” English, prepares students for and administers U.S. and Canadian oriented university examinations and Centre de Langues provides same service for British higher education. The institutions are separated from each other by the Niger river and thus could potentially serve different geographical areas. Given the collegial relationship between them, potential students are referred from one to the other if student goal is more appropriate to the other institution’s specialty.

Personnel

Personnel is a distinct area in which the institutions differ from each other. At the Centre de Langues, all language instructors are full-time whereas Cours de Langues employs language instructors on a contractual, part-time basis.

Teaching staff are well-trained in both institutions. Centre de Langues is a part of the Ministry of Education (Foreign Language Division of the National Pedagogical Institute) and consequently, all full-time teaching staff are assigned and paid for by the Ministry. Other government subvention covers costs of building, telephone service, electricity et. Formerly associated with the Ministry of Agriculture, Cours de Langues has been notified that it will lose governmental support. Unlike its Ministry of Education counterpart, only two of its total staff are paid by the Malian government, and all operating and utility expenses are paid by revenue generated at the Cours de Langues.

Cours de Langues prides itself on its training staff which include former graduates of American universities who not only teach language skills but also provide cultural orientation seminars/training. Composed of teachers and academicians, Centre de Langues tends to have more trainers who received certification in “Teaching English as a Second Language.”

Physical Plant

Both centers are located in modern buildings. The Centre de Langues facility was recently renovated using British financing, and the Cours de Langues moved to its present location after the March riots. At the present time, Centre de Langues listening equipment and library offerings appear to be newer and more up-to-date than that of Cours de Langues. This is in part due to the fact that the Cours experienced damages and stolen property during the March, 1991 manifestations. Both institutions have comfortable meeting/classrooms which can seat up to 12-15

students. However, the Centre has only two classrooms, compared to Cours' four rooms and sometimes must use Director's office to meet. In addition, the Cours de Langues classrooms are air-conditioned.

Operating expenses for each institution is supported by the revenue generated through its course offerings. The primary source of operating revenue for both institutions are private individuals as well as external funding agencies/ organizations. Comparing the two organizations, it is important to note that Cours de Langues receives salary for two staff members (director and finance officer) but no governmental subsidy to cover building costs and utilities. In the case of Centre de Langues, the Malian government pays all staff salaries as well as subsidizes the physical plant and related utility costs.

Training Programs

Both institutions offer general English courses as well as training in specialized or different occupational areas. Small group as well as individual sessions are available. Videos, cassette recordings and leisure reading materials complement the classroom instruction which is designed using participative group methods. Each language institute can also provide in-plant training programs when necessary. As a part of Cours de Langues' overall training program, cultural aspects of America are an integrated part of the language learning process. Close contact is maintained with former graduates who are in the United States to ensure that cultural information and English lessons are up-to-date and relevant to changes in the society.

Conclusions and Recommendations

1. These centers can be viewed as friendly competitors. There is a potential larger demand than supply with respect to English language training. The different geographical locations of the centers could be a strong selling point in each's consideration of which potential markets to tap. The idea of forming an association of English language centers could be explored: an exchange of approaches, resources, etc.
2. Both organizations evidenced an "entrepreneurial" spirit and saw themselves as active businesses with a clear, well-defined product to offer. From the team's observation, Centre de Langues is more advanced in this area than the Cours de Langues. At the Centre, there is an active marketing strategy geared to the private sector such as banks, airline companies, businesses etc. Under the direction of a marketing director, information is sent to potential customers, follow-up visits are made and tailored training is offered (either on- or off-site).
 - Given its interest and past history with the Cours de Langues, USAID mission should consider providing technical assistance to the Cours de Langues in the development of a concrete marketing strategy and implementation plan which targets selective potential clients. This should include a marketing survey or training needs assessment.
3. Given resource losses encountered in March, the Cours de Langues could maximize its services if assistance is provided in by financing or identifying potential funding mechanisms to purchase up-to-date study materials (book, video and audio cassettes), audio-visual equipment and library publications.

III. Approach to Institutional Strengthening Strategy

Mission staff identified nineteen (19) institutions to receive a more in-depth assessment of organizational capability for institution strengthening purposes, four were identified as having potential as third-country training providers. Both the Centre d'Assistance aux Projets, Entreprises et Sociétés (CAPES) and the Centre Feminin d'Animation Rurale (CFAR) are appropriate short-term training sites. In terms of long-term, academic training, the Ecole des Hautes Etudes Pratiques (EHEP) and the Institut Polytechnique Rural (IPR) have the most potential.

All organizations designated as either priority institutions are summarized below; and specific strategies or recommendations are made for each. More detailed information is documented in the database reports in the appendix section.

A. High Priority Category

1. Centre d'Assistance aux Projets, Entreprises et Sociétés

CAPES is the result of a merger of two former public training/ technical assistance organizations, CEPI and IPGP. At present, the organization continues to be subsidized by the Malian government but has parastatal status. It has a very competent, experienced training staff and an extensive array of course options that are pertinent to entrepreneurs and private sector employers. CAPES has a modern training facility which is sufficient to meet its present needs. It has appropriate internal management systems and organizational structure to enable it to respond diverse training demands. It should also be noted that it also has the capability of providing its training outside its facility and thus offer programs in the seven regions.

This is the only organization which has had a long history (based on combined expertise of CEPI and IPGP) of providing training and technical assistance targeted specifically to the private sector. Its course offerings are especially oriented towards mid-level managers to senior executives and business owners.

- Technical assistance in developing a marketing plan and strategy will enable CAPES to plan for and realize its full potential.
- Mission should aid CAPES in developing as a third country training provider for short-term training opportunities in all aspects of management.

2. Centre de Perfectionnement en Administration et en Gestion

CEPAG is an unit of Ecole Nationale Supérieure which has rich potential but lacks both physical and human resources. Its primary target audience is government workers for whom refresher and professional development training is available. Other government agencies who request seminars pay for them on a "fee basis," but operating expenses are financed by UNDP funding.

Recommendations for Institution Strengthening:

- This training provider could benefit from technical assistance in the development of a concrete operating plan and resource development strategy.
- To avoid duplication, CEPAG should be encouraged to continue its focus toward the public sector rather than tailoring general courses to the private sector employers. Instead, technical assistance maybe useful in helping CEPAG design specialized courses which would be of interest to entrepreneurs.

3. Centre Feminin d'Animation Rurale

CFAR has good reputation for the quality of its village-level and women-focused development training. This is one of the few institutions visited which concentrates its training efforts on rural populations, especially women. They cover issues ranging from health to village-level management training and training of trainers. Initially funded in the early 1980's by USAID, this organization is well established and often solicited by other non-governmental organizations to train their animaters and village health workers.

This center has a solid infrastructure which they are in the process of expanding and can comfortably house training participants. The entire training program seems well-focused and clearly defined. In addition to initial training of local women, a follow-up and monitoring process is also used. Training is a direct response to expressed needs of the target population.

Besides its own established training program, the center provides training assistance to other organizations on consultant-like basis. Although not involved in direct research activity, they are studying the impact of the training approach on development. With a clear focus, it is obvious that the center has maximized the technical skills and knowledge of its staff.

Despite secure funding for the next 2 years, the center is dependent upon external funding which means there is not a stable, continuous funding base. Given the target population served, it is not likely that the Center could solely become self-sufficient without some financing support. Although training participants from local are not charged a fee, there is an expectation that villagers will contribute something (indicator of the value of training) as an in-kind payment ("pay" in the form of foodstuffs).

Recommendations for Institutional Strengthening:

- This institution's training focus should definitely be supported. Given their present emphasis, Mission should investigate organization's willingness/readiness rural-oriented microenterprise training.
- The stable, committed staff could benefit from refresher and professional development training and exposure to new methodologies.

- English language training for selected staff at a Malian center such as Cours de Langues is a must because the majority of resource and reference materials on rural animation are written in this language. This preparation would enable staff to maintain its awareness of current state-of-the-art strategies and techniques.
- Technical assistance in the development of diffusion strategy to share Center's lessons learned and expertise with other NGOs and organizations aimed at rural, private sector development is also needed.

4. Centre National de Recherche Scientifique et Technologique

CNRST is a public research institution whose mission is to promote scientific and technological research. Services are not particularly oriented toward private sector. Under the auspices of the Ministry of Education, it provides research consultation services, and secondarily, training. During the course of this assessment only two seminars were described: scientific writing and battery maintenance. The latter is one which is of possible interest to private sector employers and entrepreneurs.

Personnel are researchers and not trainers, per se. All are highly qualified. Although a program of activities is developed annually, their implementation is not always realized due to a lack of adequate funding and sufficient material/physical resources.

Recommendations for Institutional Strengthening:

- Provide funding assistance for research materials, professional journal subscriptions and laboratory equipment.

5. Cours de Langues

This is one of 2 Malian organizations specializing in English Language Training (American orientation). It also offers French and Bambara instruction. Teaching staff is part-time and is composed of Malian graduates of U.S. and Canadian (as needed) institutions. The organization is unique in that it maintains a close relationship with its former graduates, while abroad studying and upon return to Mali.

Unlike its competitor, this learning center is in the process of being fully privatized and will lose government support (salaries of 2 staff only) in 1992. It has been successful in maintaining its own operations through revenues generated by its training programs.

Vandalization during the March, 1991 manifestations has compounded a problem of ageing equipment and dated teaching materials (books, videos, cassettes) etc. Despite this center has good reputation for its training. Institution is in process of being privatized and will lose all government support (only salary of two staff) within two years.

- Technical assistance in the form of marketing plan and strategy development as well as organizational development strategy (including financial analysis) will be useful.

- Funding assistance will enable Cours de Langues to acquire more modern audio-video equipment and materials which are essential to its programs and to restock and update its library holdings and teaching materials.

6. *Division Nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée*

This government agency is devoted to literacy promotion as well as development and production of teaching materials in seven national languages. Having extensive experience in rural development, DNAFLA plays an important role in the socio-economic and cultural development of Mali. Insufficient financing reduces the organization's ability to realize all their activities.

In terms of services, DNAFLA's greatest strengths is rural development training which emphasizes literacy, planning and evaluation, needs assessment, and technology transfer as well as technical skills in cattle breeding, farming and health. Having recently relocated to a new building, DNAFLA is sufficiently equipped in training resources such as educative radio, printing, audio-visual and graphic illustration materials. Unlike other training providers, this agency has facilities for training and women promotion activities. As a matter of fact, other organizations and institutions collaborate closely with DNAFLA and solicit its expertise in translating and printing their training materials into local languages.

Difficulties faced by the agency include the lack of sufficient funding for its literacy and post-literacy programs. All the training staff are appropriately qualified for their work, there is not enough staff development and in-service training activities for its personnel. With respect to resource needs, there is insufficient production and diffusion materials and a problem of aging printing equipment.

Recommendations for Institutional Strengthening:

- Funding assistance to modernize present printing facilities
- Provide financing for ongoing, professional development or refresher training (possibly with third-country institutions)

7. *Ecole des Hautes Etudes Pratiques*

As a public educational institution, EHEP prepares students to work in clerical and secretarial fields and to seek employment in the areas of accounting, administration, office management, and general office work. This institution has a good job placement rate for its graduates in both public and private sectors.

EHEP is in the process of expanding its teaching programs to private sector employers and entrepreneurs by tailoring its courses to short-term training options. To accomplish this goal, faculty have developed a proposal to form a training unit which would employ young graduates to assist in providing computer training. As such, it is anticipated that the school would actively market its short-term training to the business community. The proposal will be submitted to the

Ministry of Education for approval and then submitted to different external donors for funding support.

There is a highly qualified and competent faculty, but a large proportion are part-time. Physical facilities are too small to accommodate enrollment and library holdings are minimal. Representatives acknowledge that there is an insufficient quantity of office equipment for instructional purposes given the high enrollment. For example, there are only 30 typewriters that must be shared by 317 students and 19 computers upon which 622 students can practice their skills.

Recommendations for Institution Strengthening:

- Funding for updating academic materials and improving/expanding teaching equipment such as computers, typewriters.
- Assistance in the development of the proposed Training Unit which would expand course offerings to the private sector.

8. Institut Supérieur de la Formation et la Recherche Appliquée

Similar to CNRST, ISFRA is a public research institution but emphasizes teaching applied research at the Diplôme d'Etudes Approfondies (DEA) or doctorate levels. Faculty accept and train six students annually for a two or four-year period. Besides academic degrees, ISFRA also provides consultation and research technical assistance services to government agencies and other organizations upon request. Institute faculty is composed of twenty-five (25) trainers/teachers and researchers, all educated at the Ph.D. level.

Recommendations for Institution Strengthening:

- Funding assistance in the acquisition of research/teaching materials and equipment
- Infrastructure support in locating/financing office and classroom/research space

9. Office Nationale de la Main d'Oeuvre et de l'Emploi

As a government organization, ONMOE is charged with providing refresher and professional development training to workers in the public, private and informal sectors. This is a key agency responsible for training, staff development and job placement for government workers. As such, it is the mechanism through which young college graduates, active government workers and retirees as potential are prepared for the job market. This center specializes in preparing (converting) young graduates and retirees as entrepreneurs in the Malian private sector.

A variety of day and evening programs are offered at its training center. These include, but are not limited to, accounting, banking, office work, and secretarial/clerical skills in addition to general in-service training. ONMOE is fortunate in that it has a national training center; however,

the high demand for its training services is such that courses are also offered at other public training sites throughout the country.

Out of fifty-four (54) training staff members, only eight are employed on a permanent basis, and the rest are external consultants from both the public and private sectors. Whereas the use of part-time trainers facilitates the integration of work realities into the training content, there is a disadvantage to this approach. Often, external trainers are not always available to meet the course demands of potential participants seeking ONMOE services.

Recommendations for Institution Strengthening:

- Funding assistance in the acquisition of updated training and didactic materials
- Technical assistance in the conducting of a detailed job and task analysis to better target and refine course offerings and develop new training courses

B. Priority Category

10. Association Malienne de Recherche Action pour le Développement

This organization offers a wide variety of courses that are suitable to the business community. In addition, staff capability is such that it can provide technical assistance to other organizations as needed. Training can also be provided to a wide variety of target organizations and can be tailored, designed as needed. AMRAD associates have also been involved in evaluation and research projects. The organization publishes training manuals and has an extensive array for sale.

Adequate office and training space is a problem for this organization. The physical building is too small to house its associates and training is not possible on site.

Technically the organization seems to have appropriate staff skills and competence. A major weakness is that there are no full-time training staff and this has implications for staff consistency and continuity. There is a definite for permanent staff. This is not feasible without a more stable, continuous source of revenue.

AMRAD appears to have a clear mission and is involved in long-range planning. Its main source of revenue seems to be short-term funded projects. Nevertheless, it is already reaching the private sector and charges for its service. It already markets its services.

Recommendations for Institutional Strengthening:

- Course offerings should be promoted as good source of in-country training resources in Mali
- Use as research and technical assistance should be encouraged
- Assistance in locating new space (potential office sharing with another organization)

- Development of a staffing plan and strategy
- Resource acquisition support in the form of publications, books etc.

11. Association des Universitaires Américaines

There is great potential here. This is a relatively young organization which has yet to offer services as a training institution. The technical competence/level of training of this organization is its major strength since membership is composed of advanced degree graduates of U.S. and Canadian universities. Organization is in process of forming a training/technical assistance unit which would serve as a consultant bank to tap AUA's human resource pool when responding to training and technical assistance requests. Professional contacts existing among AUA members are strong.

There is no personnel, per se, and no infra-structure. Revenue source is membership fees which are not sufficient to finance office space, equipment etc. Despite being in the planning stages, AUA members have already designed a short-term training seminar to address "small enterprise development" and submitted proposals to USAID for funding. It wasn't clear in the interview if there is a specific written strategy for developing AUA as a self-supporting entity.

Recommendations for Institutional Strengthening:

- Funding support necessary to make AUA into an operational training provider; this includes substantial assistance in infrastructure building as well as financing workshops and seminars.
- Development of marketing strategy and operational plan to enable organization delineate clear action steps to ensure viability.

12. Bureau d'Assistance pour la Réalisation et la Réhabilitation des Entreprises et Projets

This is a new organization, less than one year old, but has already provided some training and consultant services. Although it has a full-time staff of three which appears to be narrow in focus. However, Director is former employee with public management training institutions and has extensive experience in business development.

Training provider's major strength that they have developed a training program which targets rural women which has not yet been offered.

Infrastructure is limited. For example, there was no functioning telephone at the time of the TPA visit. BARREP headquarters is located in office space of another organization space. Despite these limitations, Director seems to have a sense of the consulting firm's mission and definite ideas of how to proceed. He seemed also to have a good understanding of the private sector training market and the realities of providing training to entrepreneurs in Mali.

Recommendations for Institutional Strengthening:

- Encourage BARREP's small enterprise development and women's training program
- Provide technical assistance in development of marketing plan and strategy
- Provide logistical support, means

13. Centre de Formation en Informatique et Bureaucratique

This is one of first privately-owned, computer training institutions in Mali. CEFIB is located in a three-story building which is adequately equipped with state-of-the-art micro-computers and has sufficient classroom and meeting space to accommodate its training programs. CEFIB personnel, both administrative and training staff, are women which also reflects its client population who is primarily women (55%). At the present time, there is lack of full-time training staff and course prices which are extremely high. Nevertheless, demand is high, and participants tend to be employed in public service agencies, private businesses, educational institutions, or as independent consultants.

It has a good reputation for its training which can be tailored to respond to individual needs. Given CEFIB's wide variety of computer courses (both technical and theoretical), training is offered on both a degree and non-degree basis. However, given the slow accreditation process with the Ministry of Education, the Center's academic diplomas have not yet been officially recognized.

Recommendations for Institution Strengthening:

- Encourage and promote CEFIB as a third-country training provider for short-term computer courses.
- Provide technical assistance (market and financial study) to review and revise pricing schedule for course offerings.

14. Division Nationale de l'Action Cooperative/Departement Regional et Local

This decentralized government agency is charged with training and providing technical assistance to local communities for the development of cooperatives. Since most activity occurs in rural areas, regional offices assume direct responsibility for the training provided.

Its services, however, are targeted at the community level, in particular, village-level activity. This deserves special attention in that they focus on cooperative development (small enterprise), literacy and women's activities. I have some questions about the effectiveness of their efforts since they don't have adequate financing to provide funding assistance to small cooperatives in need of loans, etc.

Major problems cited included a need for general financing of cooperative development activity, training materials (educational, equipment etc.) and the lack of a national training center (location). An expressed need was also noted in terms of refresher training for staff. One of the major strengths of organization is that they provide training “sur place.” I don’t see the advantage of a physical structure such as training center where presumably participants would be brought to be trained.

There is full-time training staff; however, on a part-time basis all employees (technical areas) can be called upon (in theory) to offer training. The majority are trained at least at the university level.

Recommendations:

- Funding assistance in the acquisition of updated materials.
- General financing request is vague and would recommend if offered that information is collected on specific use of monies to support cooperative development as a part of training activity. Perhaps Mission could consider pilot project in region before expanding.
- Assistance in developing a revolving fund to support cooperative development.
- Provide didactic and other teaching materials.
- Aide in locating/financing physical facility which could serve as national training center.

15. Ecole Supérieure des Industries Textiles

ESITEX is a new training provider that specializes in a vast array of courses and programs for the textile industry. Although located in Mali, its mandate is to provide short-term training to textile workers from the West Africa region, in particular, and the continent, in general.

Overall, this organization has everything a training facility should have. There are excellent training facilities which are well-equipped and lodging accommodations which are reasonably priced and satisfactory. In addition, staff is capable of providing consulting services.

One of the major problems facing ESITEX is under-utilization and a lack of demand for its services. It is still in the processing of making itself known and publicizing its programs. At the present time, Director is receptive to renting its facilities to other training providers as a meeting or conference site and co-sponsoring workshops and seminars for the private sector.

Recommendations for Institution Strengthening:

- Provide assistance in the development of marketing plan and strategy.
- Support English language training for ESITEX staff to enable the organization to expand its client base to English-speaking countries.

- Encourage center to diversify its training program and promote its use as a conference/training center resource site for other organizations.

16. Institut Malien de Recherche Action pour le Développement

This is a relatively new private organization which offers two different training programs, technical assistance to private businesses and publishes a magazine. Seems financially secure. Training not very diversified and present facilities/office equipment inadequate to meet its needs.

Primary financing is obtained through contracts with external donor agencies; less than 1% funding comes from the private sector. It should be noted that revenue is also generated from their IMRAD's journal publication.

Staff seems to have a variety of work experience in different sectors and have appropriate professional qualifications. Offices are modest and there is a need for operating materials such as office equipment and didactic materials.

Training is not very diversified at the moment however, they have targeted cereal farmers for private sector training and technical assistance services.

Recommendations for Institutional Strengthening:

- More encouragement to explore ways of funding from private sector
- Funding support to assist in purchase of office equipment and other priority infrastructure resource needs

17. Institut Microlab

As a new organization, Institut Microlab will become operational in January, 1992. The director of this organization is extremely qualified and is in the process of staff training. Similar to CEFIB, Institut Microlab will specialize in all aspects of computer training. Based upon a review of course descriptions, short-term training programs appear extensive and varied. Present problems with the Customs agency had delayed the delivery of computers at the time of this TPA. In addition to training, the Institute will also offer consulting services in the form of programming and computer maintenance.

Recommendations for Institution Strengthening:

- Provide technical assistance in the development of marketing plan and strategy

18. Institut Polytechnique Rural

As a public higher education institution, IPR focuses on rural development training for engineers and skilled technicians in the fields of agriculture, forestry and cattle breeding. Demand is high for its courses in planning, accounting, agricultural management, rural economics and planning

small projects (businesses). IPR graduates are prepared for careers in public service, public enterprises, private industry or as individual entrepreneurs. In addition to its academic courses, the Institute also conducts research and provides consulting services, and operates animal and vegetable production facilities.

One of the strengths of the institution is its numerous formal linkages with other organizations within and external to Mali. The educational levels of the faculty are extremely high, and collectively, there is wide range of experience. In terms of areas needing improvement, IPR is plagued with a lack of sufficient educational resources and equipment as well as a dearth of space due to deteriorating classrooms and work space areas.

Recommendations for Institution Strengthening:

- Renovation and restoration assistance for unused classrooms and workshop areas is needed.
- Funding assistance which is targeted toward the purchase of modern didactic materials, scientific instruments, and agricultural equipment would enhance teaching quality.
- IPR also needs assistance in improving its production capacity as means of strengthening this potential self-financing mechanism.

19. Peace Corps/Small Enterprise Development Program

Volunteers in the SED Program are responsible for providing training and technical assistance to private businessmen in local, especially rural communities. To ensure ongoing continuity of their activities, SED volunteers work with local Chamber of Commerce chapters in the regions to sponsor workshops and seminars.

- Provide support for in-service training for Peace Corps volunteers wherein Malian private sector/consulting organizations serve as resource people.
- Encourage more interchange between Malian private sector-oriented training institutions and Peace Corps.

C. Training Providers Deserving Special Attention

On the basis of their visits and interviews, the assessment team identified two, additional training providers that they felt should be considered as in-country resources which need institution strengthening assistance. They are as follows:

1. Association Centre Djoliba

This is an impressive organization. It has a long history that dates to 1964 and has undergone many evolutions. There is a clear focus and mission which appears to operational and not merely theoretical or philosophical. Despite its small staff and modest funding base, it has an amazing

array of training activities and reach a wide-range of target groups. Women are a key target group (both rural and urban at grassroots level) as well as young graduates. The center is unique in that it provides training to all levels of education, illiterate to highly trained professionals in the form of workshops, short-term training, forums, one/two think sessions, etc.

Staff appears highly committed and most have been with the organization for at least 3 years or more. Voluntary participation of professionals enable the Center to respond to numerous training requests as well as sponsoring their own workshops, conference-debates, round table discussions, etc. A promising workshop/seminar entitled “Gestion d’entreprise and Cultures Africaines” is being expanded to be offered on a national basis and ideally, a regional basis (Sahel) in 1993.

In addition to training, the Center provides reference library services, publishes a journal and serves as a forum for reflection. The center has been reorganized internally to reflect its continued interest in the promotion of women’s issues but expanding this focus to the promotion of human concerns. The organization is concerned with responding to target group interests and needs; they offer training that is not always programmable in advance. The reputation of the Center trainers is positive and, often there is more demand for service than can be fulfilled.

The center could use more space and equipment. Its library also doubles as conference meeting room which means relocating materials when it is used for meetings.

Recommendations:

- Funding support for selected business machines, materials. Ideal wish is for “undesignated funds” which allow organization to finance training that respond directly to expressed needs
- Provide technical assistance to help the Association communicate and publicize its lessons learned
- Sponsor national and regional offerings of the seminar titled “Creation of Private Business and African Cultures”

2. Ecole Spéciale d’Enseignement Technique

Founded by a former public school teacher, ESET is a private educational institution. As means of retaining its high academic standing, ESET has established formal linkages and collaborative relationships with the Associations of Private Schools in Mali and in the sub-region. The director is an excellent role model for the type of entrepreneurial spirit which the HRDA Project wishes to promote. The school is well-organized and managed and entirely financed by school fees and revenues earned through its newly established short-term training program.

The director’s decision to mount a short-term training program which target’s the private sector was based on an analysis of the needs of Malian businessmen and an assessment of his institution’s teaching strengths. Although the present premises are rented, there are numerous classrooms, adequate computer equipment as well as on-site eating facilities and a bookstore. If necessary, the school has access to a private apartment which could accommodate foreign

students, if needed. The director has already purchased land to erect a permanent site and has prepared a five-year strategic plan to realize his goals.

Recommendations:

- This institution should be included on Mission's list of possible in-country training resources and provide funding support for selected seminars or workshops at ESET.

IV. General Conclusions and Recommendations: Next Steps for Mission

It appears that there is a sufficient number in-country training providers able to respond to general private sector training needs and meet the present demand for services. There appears to be minimal duplication of services and training courses. For the most part, CAPES and other public institutions seem to be the best providers suited for more, advanced level management courses and specialized programs. In an effort to balance support to the both private and public sector providers, the consultant recommends the following action steps for Mission staff:

1. After matching TPA results with earlier study findings and strategic planning documents, Mission training staff need to prioritize training target areas and reduce its list of priority institutions, accordingly. Given the type of funding assistance needed to strengthen these providers, the priority listing should be limited to no more than ten organizations. To the extent possible, Mission support should be in the form of aiding institutions in purchasing training-related materials and equipment and financing training events.
2. There is a strong need for good marketing approaches among most of the training providers interviewed. Mission might consider recruiting a marketing consultant to work with selected institutions in developing their promotional strategies and selling their services.
3. Most of the providers in the assessment survey do not require participants to pay registration fees or make any type of financial contribution to their own training. There is also a need for technical assistance in cost and pricing their services which the Mission could provide through its contracting mechanisms.
4. The mission has already begun planning a workshop to discuss its contracting procedures with potential training providers. This event should be scheduled as soon as possible. Relatedly, Mission staff need to investigate additional avenues for announcing and advertising its “requests for proposals.” Particular attention should be given to private sector providers which conduct training or provide consulting services to local businessmen.
5. The majority of private sector training appears to be centralized in the Bamako area. This study identified several providers who either have regional offices or who have the institutional capability of conducting seminars in other regions of the country. It is important that the Mission increase their funding of in-country training events that target businessmen and private sector employers outside of Bamako.

APPENDIX 1
List of Training Institutions Interviewed

Public

1. Cellule de Perfectionnement en Administration et en Gestion (CEPAG)
2. Ecole Nationale d'Ingénieurs (ENI)
3. Ecole des Hautes Etudes Pratiques (EHEP)
4. Ecole Nationale de Médecine et de Pharmacie (ENMP)
5. Institut Polytechnique Rural de Katibougou (IPR)
6. Centre National de Recherche Scientifique et Technologie (CNRST)
7. Ecole Centrale pour l'Industrie, le Commerce et l'Administration (ECICA)
8. Centre d'Assistance aux Projets, Entreprises et Sociétés (CAPES)
9. Office Nationale de la Main d'Oeuvre et de l'Emploi (ONMOE)
10. Direction Nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée (DNAFLA)
11. Centre Féminin d'Animation Rurale
12. Cours de Langues
13. Centre de Langues
14. Direction Nationale de l'Action Cooperative (DNACOOOP)
15. Institut Supérieur de la Formation et Recherche Appliquée/Ecole Nationale Supérieure (ISFRA)
16. Société Nationale d'Etudes pour le Développement (SNED)

Private

17. Association Malienne pour la Promotion et la Protection de la Famille (AMPPF)
18. Association Centre Djoliba
19. Association des Anciens Universitaires d'Amérique
20. Chambre d'Agriculture (CAM)
21. Centre de Formation en Informatique et Bureautique (CEFIB)
22. Bureau d'Assistance pour la Réalisation et la Rehabilitation des Entreprises et Projets (BARREP)
23. Chambre du Commerce et d'Industrie du Mali (CCIM)
24. Association Malienne de Recherche Action pour le Développement (AMRAD)
25. Bureau d'Etudes, de Construction et d'Intervention au Sahel (BECIS)
26. Ecole Spéciale D'Enseignement Technique (ESET)
27. Institut Malien de Recherche Action pour le Développement (IMRAD)
28. Centre de Formation Forestière de Tabakoro

International

29. World Education
30. World Vision
31. Ecole Supérieure des Industries Textiles (ESITEX)
32. Peace Corps

APPENDIX 2
List of Documents Reviewed

1. Mali Private Sector Training Needs Assessment—1989
2. Mali Country Development Strategy Statement—FY '90-94
3. Mali HRDA Multi-year Country Training Strategy and Plan FY '91-95
4. Final Report: An Evaluation of USAID Training Projects and Proposals for a Five-year Training Program with a Sector Study and Needs Assessment in Human Resources Development for USAID/Mali. Prepared by Evaluation Center, 1989.