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ENTERPRISE SECTOR IN SIERRA LEONE

DP/SIL/87/003

SIERRA LEONE

Technical report No.7: assessment of capabilities and
facilities of local training institutions *

Prepared for the Government of Sierra Leone and the National
Industrial Development and Finance Organization Limited (NIDFO)
by the United Nations Industrial Development Organization,
acting as executing agency for the United Nations Development Programme

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A B S T R A C T

The assessment of capabilities and adequacy of facilities of local training institutions in Sierra Leone establishes the relative merits of the institutions covered in being able to conduct the business management courses for entrepreneur-clients of the National Industrial Development and Finance Organization (NIDFO).

The assessment covered five (5) institutions in Greater Freetown Area, namely the Institute of Public Administration (IPAM), the Opportunities Industrialization Centre (OIC), the YWCA Vocational Institute, the Technical Training Institute (TTI) and the Milton Margai Teachers College (MMTC). These institutions were comparatively assessed on their institutional structure, instructional competence, and adequacy of physical facilities.

INTRODUCTION

The job description of the Entrepreneurship Development Programme Expert (EDP Expert) in Project: Establishment of the National Industrial Development and Finance Organization (NIDFO), DP/SIL/87/003, calls for the assessment of the capabilities and facilities of local training institutions for providing business management training courses for NIDFO entrepreneur clients. This is necessary since the organizational set-up of NIDFO does not provide for conducting such training itself. Provisions in the project document specify the use of existing training institutions in Sierra Leone in the conduct of the Basic Business Management Course (BBMC) designed by NIDFO.

This assessment was undertaken intermittently in the course of the assignment of the EDP Expert (28 January to 18 May 1991) as visits to the training institutions were scheduled when the appropriate officials were available.

The assessment is based on ocular observations of physical facilities and interviews of officials and faculty of the institutions, in the company of the EDP Specialists of NIDFO and the UN Volunteer. The EDP Expert also had the opportunity to sit in some sessions of the BBMC being run by Opportunities Industrialization Centre (OIC) of Sierra Leone in 28 January to 7 February and the pilot run of the modified BBMC on 22 April to 3 May.

I OBJECTIVES OF THE ASSESSMENT

The assessment of local training institutions was undertaken to determine whether their facilities and capabilities are suitable and/or adequate for the conduct of the Basic Business Management Course (BBMC) for entrepreneur-clients of NIDFO.

The nature and characteristics of NIDFO clients call for a special approach to training considering their varied and relatively low educational levels. It is also likely that there are illiterates among the entrepreneurs. It is therefore important to see to it that the capabilities of local training institutions are flexible enough to meet the needs of such entrepreneurs. In all likelihood, the entrepreneur-clients to be trained are adults from 25 to 55 years in age with businesses of their own, but have not had any previous training or education in business management. Their knowledge of running their enterprises have been acquired from actual experiences.

II SCOPE OF THE ASSESSMENT

The assessment concentrated on three (3) main areas namely: (1) institutional structure, (2) instructional competence, and (3) adequacy of physical facilities for the handling of the Basic Business Management Course of NIDFO.

Five (5) institutions were included in this assessment, namely:

1. Institute of Public Administration (IPAM),
2. Opportunities Industrialization Centre (OIC),
3. Young Women's Christian Association Vocational Institute (YWCA Vocational Institute),
4. Technical Training Institute (TTI), and
5. Milton Margai Teachers College (MMTC).

Although there may be other institutions available in Sierra Leone that may be suitable for the conduct of the BBMC of NIDFO, time constraints of the Entrepreneurship Development Expert prevented a more extensive survey beyond this five institutions.

All institutions covered in the assessment are within the Greater Freetown Area.

III FINDINGS

A. Institutional Structure

1. Institute of Public Administration and Management

The Institute of Public Administration and Management (IPAM) was organized in 1978 within the University of Sierra Leone to provide an effective programme for developing managers and administrators in response to the perceived management development needs in Sierra Leone.

It was set up with funds made available through the Second International Development Association (IDA) Education Project of the World Bank for the construction of a building suitable for courses and seminars.

Starting with a four-week course in personnel administration conducted in 1981, the Institute has expanded its activities to cover the following:

- 1) Provision of facilities for education and training in public administration, management and finance for middle and senior level personnel in the civil service, parastatal and private sector organizations;

- 2) Conduct of research into problems in the field of public administration, management, finance, entrepreneurial activities and computer studies;
- 3) Provision of advisory and consultancy services in public administration, management, finance, computer studies and related fields;
- 4) Acting as documentary center in the field of public administration, management, finance, computerizing and entrepreneurship;
- 5) Organization of training seminars, conferences and workshops in the field of public administration, management, finance, entrepreneurship, computer studies, etc.;
- 6) Assist and coordinate the activities of organizations and/or institutions (both nationally and internationally) whose objectives are similar to those of the Institute.

The Institute issues certificates and/or diplomas for their graduates from around 30 short training courses (1990 - 1991) organized by its four departments:

- Public Administration and Management
- Accountancy and Finance
- Business Studies and Entrepreneurial Development
- Computer Studies

2. Opportunities Industrialization Centre

The Opportunities Industrialization Centre (OIC) was founded in 1 October 1976 through a grant from the United States Agency for International Development (USAID). It is a non-profit, non-governmental and legally organized entity for human resources development in Sierra Leone, affiliated with the Opportunities Industrialization Centre of America. Operational funding comes from the government as well as from USAID:

Its mission is to contribute to the economic development of Sierra Leone through vocational training and job development services, management and business development training, training small business entrepreneurs and providing credit assistance.

3. Young Women's Christian Association Vocational Institute

The YWCA Vocational Institute was established in 1961 by the national YWCA of Sierra Leone with the support of church bodies and the government of Sierra Leone. It is under the management of a Board of Governors set up by the Ministry of Education.

The on-going vocational studies programme commenced in September 1979 as an outcome of an assessment of the employment situation of women and girls throughout the country. The programme provides practical education in various skills and work requirements as identified in consultation with business and industry.

Its objectives are:

- 1) To improve the earning capacity of women and girls and widen their choice of both wage- and self-employment;

- 2) To develop an understanding of production process based on indigenous technology;
- 3) To offer opportunities for women and girls to discover new interests and develop according to their levels of fulfillment and for the benefit of society.

4. Technical Training Institute

The Sierra Leone Technical Training Institute (TTI) is a specialized institution of the government for technical education. Funding for operations are provided by governmental budget through the Ministry of Education.

It provides technical skills training in the areas of automotive mechanics, telecommunications, general engineering and general construction (civil engineering). In addition, it provides commercial studies in the areas of accounting, economics, secretarial work and business. Graduates obtain a certificate or diploma degree.

5. Milton Margai Teachers College

The Milton Margai Teachers College (MMTC) although initially designed and organized to produce professionally qualified secondary school teachers, presently find its graduates being employed in commercial establishments. This is alluded to the high quality of education provided by its Department of Commercial Studies in three (3) disciplines: (1) secretarial studies, (2) business studies, and (3) economics.

B. Instructional Competence

1. Institute of Public Administration and Management

The Institute has had ten(10) years of experience in conducting non-degree training courses specially tailored to meet the needs of senior and middle executives of developmental units of the government as well as private and parastatal organizations.

1) Subject Matter Competence

IPAM is headed by a director and is staffed by lecturers with impressive academic achievements. As of 1990 its personnel are:

Director: May-Parker, I.I.
BSc. Agriculture, University of Reading
Dipl. Agricultural Economics, University of Reading
B Philosophy, Glasgow University

Lecturers: Administration and Management

- Elliott, E.P.
Dipl. in Management
George Washington University
- Mason, Mrs. G.
MSW, Illinois University BA
- Ngegba, S.B.
BA, Durham University
M.P.A., New York University

Business Studies and Entrepreneurial Development

- Palmer, S.A.
BA, London University
Dip Ed, Brussels University
- Rogers-Wright, L.B.
BA Dipl Ed, Durham University
M Ed DASE, Bristol University
- Hedd, Mrs. C.
MA, Columbia University

Computer Studies

- Rao, P.V.
MA, MSC, Andhra Pradesh University
Ph D, University of Hawaii
- Robinson, P.V.
BSc; Bristol University
- Simmons, O.
BSc., University of Sierra Leone

Considering the high academic achievements of the director and the lecturers of the Institute it appears that subject matter competence as called for by the SBMC may be expected. Considering further the nature and characteristics of the participants in their programmes sufficient exposure to public and private business organizations is also indicated. It may, however, be that these qualified experts have absolutely no experience with the specific perspectives and problems of the small-scale industry entrepreneurs. If the Institute faculty would be willing to spend special time and effort to counteract this deficiency, then subject matter competence can be used effectively.

2) Instructional Design Competence

Although the general structure of the BBMC is designed by NIDFO the Institute staff that will be assigned to handle the different sessions must exhibit capability to execute the instructions according to the guidelines provided in the training manual.

In the case of IPAM it may not be the capability but the commitment and willingness of the prospective resource persons to adapt the instructional approach to the type and levels of small-scale industry entrepreneurs, that is crucial. The prospective resource person should be able to document specific instructional objectives, a rationale of how the instructional activity relates to the session objectives and criterion tests which will indicate whether the participants can perform as expected. With this documentation, NIDFO can be reasonably assured that the Institute through the resource persons will provide instruction that leads to changes in the participant performance when they return to their enterprises.

The Entrepreneurial Development Department of IPAM is newly set up and is in its infant stage. The Director's concept is to pattern the programme after the administrative Staff College of Nigeria which gives courses on entrepreneurial development and extend extension services as well to small industry entrepreneurs. Activities, however, are in the planning stage which reflects that know-how about the small-scale industry entrepreneur is still to be developed among the faculty involved.

2. Sierra Leone Opportunities Industrialization Centre

The Centre has had 15 years experience in technical skills training and job development services. In addition it permits direct lending of funds to small enterprises with business advise when necessary. Its training experience for small-scale industry entrepreneurs started with the joint programme with NIDFO in 1990.

1) Subject Matter Competence

Organizationally OIC is headed by a Director, Mr. Sam Malagi. It operates three (3) component units, namely, the:

- a. Management and Business Development Centre in Freetown under a Deputy Director, Mr. S.J. Bayoh;
- b. Small Enterprise Development Foundation in Bo; and
- c. Vocational Centre in Makeni.

The Basic Business Management Course (BBMC) for NIDFO is being handled by the Management and Business Development Center. Its Deputy Director and instructors are university graduates in their respective fields of specialization, as follows:

- * Bayoh, S.J. - Marketing, Production, Credit Facilities, Insurance
- * Cassell, M. - Commercial Law, Banking, Import/Export, Loan Securities, Labor Law

- Kamara, A. - Accounting, Finance, Business Planning
- Sesay, I. - Accounting, Finance, Business Planning

The subject matter competence of the Management and Business Development Center, OIC is strongly supported by both education and experience in small-scale enterprises in Sierra Leone.

2) Instructional Design Competence

With the knowledge and exposure of OIC staff to the small-scale entrepreneurs of the country they have exhibited their competence in adjusting their instructional methods to the entrepreneur participants accordingly. However, specific instructional objectives, rationale of how instructional activity relates to the session objectives and criterion tests to indicate whether participants performed as expected have not been documented.

NIDFO should look into these aspects to enhance the effectiveness of the training programme.

3. YWCA Vocational Institute

1) Subject Matter Competence

The YWCA Vocational Institute has been running vocational training courses for women and young girls for the past 12 years. In addition to the regular 8-years vocational course in commercial studies, home economics, clothing, arts and crafts, the Institute provides continuing education for school leavers and general adult education for women mainly cookery, needlework and pottery.

The subjects in the vocational courses cover a set of core subjects which includes management, human behavior and relationships, accounting, after which elective subjects are offered.

The Institute objectives are towards employment and self employment of graduates. Graduates are encouraged and are assisted in setting up their own enterprises. An organized entrepreneurship development programme is a new aspect the Principal, Mrs. S.V. Rogers-Wright is considering after her exposure to the idea in her recent trip to India.

2) Instructional Design Competence

It was not possible to assess this aspect in depth. The Institute brochure, however, shows indications of an organized concept of objectives to be achieved and these being supported by the different programmes. It is however, doubtful whether documented instructional materials aside from the conventional lesson plan are available.

4. Sierra Leone Technical Training Institute

Although strongly recognized for technical training, the TTI also conducts commercial studies (2-year diploma course), covering accounting, economics, secretarial studies and business management.

The Institute was set up in 1952 by the British, and has operated since as one of the primary venues for technical training in the country.

1) Subject Matter Competence

The Department of Commercial studies of the Institute has twelve to fifteen faculty members at any time, mostly graduates of the school, and having two-year diplomas.

Although they possess basic teaching knowledge on commercial subjects, they have no experience with adult entrepreneurial training. They can however, be developed through NIDFO training should the need arise in the future.

2) Instructional Design Competence

As with the other institutions documented instructional materials are not available.

5. Milton Margai Teachers College

1) Subject Matter Competence

The College has been in operation since 1978 as a government institution for turning out secondary school teachers. It provides a 3 year teacher education course for commercial studies in its Commercial Studies, Faculty of Technical and Commercial Studies. It is claimed to be the only institution in Sierra Leone offering such studies at the higher level.

The elevation of the College to University level has been approved by the Ministry of Education for implementation in academic year 1991/1992 whereby the curricula have been expanded to four year courses leading to Bachelor degrees.

The Department of Commercial Studies covers three (3) disciplines, namely secretarial studies, business studies and economics offering subjects in commerce, business methods, administration and accounting. In its most recent planning activities, the introduction of entrepreneurship and quantitative approaches to business management is being considered in the near future.

The Department is headed by Josephine Jallo, with six (6) full-time and two (2) part-time lecturers. One of its faculty, Mrs. Aliea Martha Kamara, enrolled as a participant in the NIDFO Entrepreneurship Motivation Training (25 to 28 March) to provide her with a basis for the introduction of entrepreneurship in the college curriculum.

The lecturers in the Department and their educational qualifications are:

Senior Lecturer: * Jallo, Josephine

Dip. Comm. Education

B. in Education, London Institute
of Education

Lecturers: * Kamara, Aliea M.

B. Sc. Economics, Cairo University

P.G. Certificate in Education, London

* Collier, Augusta

A.C.S., Albany, New York

Cert. in Business Studies, Jordanhill
College of Education

B. in Education, Wales University

- Liopscambe R.C. George
B.A., Economics, Dunelem University
Dip. Ed. Cert. in Accountancy, London
Cert. in Personnel Administration, USL
- Sondai, Solomon B.
B.Sc. Economic, USL
Dip, in Education, USL
- Johnson, Elizabeth A.R.
Higher Secretarial Group Certificate in
Education, London

For technical subjects the Department has access to the faculty of the Department of Technical Studies of MMTC.

Among them are:

Principal Lecturer: • Davies, Sonny
B. in Education, UKTC, London
M.A. Production Engineering
M.I. Plant Engineering

Lecturers: • Beserve, Frederic O.
Dip in Engineering, USL

• Johnson, W.R.
O.T.D. Mechanical Engineering, FTI
H.N.D. Mechanical Engineering, Bolton
Dip. Adv. Stud. in Technical
Education, Bolton

2) Instructional Design Competence

The efforts put into instructional design and materials preparation, as observed in Ms. Kamara, speaks well of the College for possible consideration for conducting the BBMC if institutional arrangements by NIDFO can be made. It is not known however if other faculty document their instructional materials as well.

C. Adequacy of Physical Facilities and Administrative Logistics

Proper instructional competence, specially on the application of theory to the needs of the small-scale entrepreneur participant, is the main principal target of this assessment. In addition, there are administrative and logistic items that were looked into.

1. Institute of Public Administration and Management

1) Class Size

From the point of view of NIDFO the cost is a variable one, i.e., Leones per participant. So the class size is immaterial cost-wise. Experience reveals an average class size of 15 participants in the BMC for 1990. A revision of the fee-payment maybe considered on per batch basis pegged to the total cost of 15 participants, whether the total number is more than 15. For effectiveness, however, the maximum number of participants per class should not be more than twenty five (25). Beyond this number may destroy a training programme which otherwise might have been successful.

On the other hand, fee-payment per batch may influence the training institution to prefer small classes and argue for limited attendance, especially if they know that results will be measured. Observator at a seminar being run by IPAM and interviews of the faculty reveal that their courses take as much as 30 participants.

2) Scheduling

With programmes of their own, IPAM may not be able to accomodate all NIDFO programmes. The 1990 - 91 calendar of the Institute has 33 scheduled courses for the year.

3) Training Rooms and Aides

Seminar rooms at IPAM are capable of accomodating as much as 35 participants per course. The rooms are provided with writing tables for the participants. Projection equipment and other visual aides are available as well as reproduction services for class notes (either in advance of, or during the course). Projection screen for overhead projectors are installed conveniently for the resource person at the same time providing the participants an unobstructed view. Black-boards are available as well.

Space limitations, however, because of their own programmes may hinder running of BBMC for NIDFO.

Rooms are well ventilated with adequate lighting.

4) Location

IPAM is located on Tower Hill about two (2) kilometres walking distance from the NIDFO offices. It is within the hub of Freetown and readily accessible for participants. The climb uphill may, however, be a deterrent. Reactions from participants at OIC indicated difficulty in going up-and-down hill, especially for the lunch break which has affected attendance in the afternoons.

2. Opportunities Industrilization Centre

1) Class Size

In the past experiences of NIDFO with OIC, the class size is dependent on the number of participants provided by NIDFO. An average of 15 participants per programme has been maintained in 1990.

2) Scheduling

NIDFO programmes are inserted into the training schedules of the Centre, such that advance and fixed information is required for BBMC courses. It is only NIDFO programmes that are accommodated by the Centre in addition to their own. The Centre prefers one (1) year schedule in advance and grudgingly accommodates changes.

3) Facilities

OIC has two (2) training rooms with, each with a maximum capacity of 25 participants. These are being shared with NIDFO programmes.

One room is provided with chairs and writing tables, while the other has seats with attached writing desks. Visual aides are black-boards only.

Rooms are not very well ventilated and lighting is inadequate.

4) Location

OIC is located in Tower Hill about two (2) kilometers from the NIDFO offices, just like IPAM. It is within the hub of Freetown and readily accessible for participants. Since it is uphill, the same deterring factor to participant attendance may be expected.

3. YWCA Vocational Institute

1) Class Size

The Building of the YWCA Vocational Institute can accommodate 600 students in its daytime regular courses, their evening classes for continuing education, and their general adult education. Class sizes are in the maximum of 30 students.

2) Scheduling

Use of facilities may be scheduled any time with at least two (2) weeks notice. Use may be scheduled in the afternoon or evenings as they are all occupied in the mornings.

3) Facilities

The Institute has adequately-sized classrooms that can accommodate a maximum of 30 participants.

Seats with writing desks are available. Some rooms have writing tables and chairs. All rooms are equipped with black-boards.

Evening classes are possible as they have generators.

4) Location

The Institute is located in Brookfields along Bismarck Johnson Street, across Youyi Building about 3 kilometers from the center of Freetown.

4. Technical Training Institute

1) Class Size

The whole Institute houses around 400 students with classes reaching a maximum of 25 students.

2) Scheduling

Classes are run in the mornings and may be available in the afternoon to early evenings for NIDFO use.

Scheduling may be arranged any time with at least two (2) weeks notice.

3) Facilities

Rooms at the Institute have capacities up to a maximum of 25 participants. They can be available for NIDFO programmes.

The Institute has a machine shop, a telecom laboratory, an electrical and an automotive shop. These are the facilities where NIDFC technical training is under-taken.

4) Location

The Technical Training Institute is in Congo Cross about five (5) kilometers from the center of Freetown. It may not be easily reached by all entrepreneurs.

5. Milton Margai College

1) Class Size

The Department of Commercial Studies of the College have about 90 students in all levels. The average class size is 15 students.

2) Scheduling

Classrooms are mostly occupied and may not have rooms available for MIDFO.

3) Facilities

Normal classrooms are available with adequate lighting and ventilation. These are equipped with seats with attached desks and regular blackboards.

4) Location

The College is located in Goderich about fifteen (15) kilometers from the center of Freetown.

IV SUMMARY AND CONCLUSIONS

A factor analysis was done to establish the relative merits, capabilities and the adequacy/suitability of the physical facilities and administrative logistics of the five (5) institutions, as shown in Table 1. The factors used and their corresponding weights in points are given in Annex A.

The relative ranking of each institution for the purposes of NIDFO are given in Table 2.

The summary analysis gives the following conclusions:

1. The overall weighted point ratings puts OIC at the top of the list, specifically because of institutional structure and instructional competence. However, adequacy of physical facilities and other administrative logistics are relatively poor. It must be kept in mind though that OIC may not have time for NIDFO programmes should their own programmes, as well as NIDFO programmes increase in frequency. Anticipating this eventuality would mean developing other institutions to handle the BEMC or develop NIDFO internal capabilities for running the course itself.
2. The YWCA Vocational Institute and IPAM comes close second and third rankings, with IPAM having an edge on instructional competence. Availability of IPAM facilities may pose a problem, however. With proper arrangements, IPAM may be a second best choice as adjustment to small-scale enterprise perspective of faculty would not be difficult with their starting interest on entrepreneurship, and necessarily small-scale entrepreneurial development.

On the other hand, the YWCA Vocational Institute, through the Principal, expressed interest in entrepreneurship development which makes the faculty pre-conditioned to slanting their commercial studies towards small enterprise management. The availability of adequate training facilities can be taken advantage of. However, its target participants is confined to women.

3. Both the TTI and MMTC are alternative third choices. Space availability however of the latter precludes possible NIDFO use, unless special arrangements may be possible. Hence, the TTI may be used as a venue for training if the faculty can be oriented towards entrepreneurial development of small-scale industry entrepreneurs. The interest, however, of MMTC in entrepreneurship which is being incorporated in their curriculum bears watching for future use by NIDFO.

Table 1 - Comparative Analysis of Institutions

FACTORS	IPAM	OIC	YWCA VOC. INST.	TTI	MMTC
A. <u>Institutional Structure</u>					
1. Objectives	3	5	1	2	2
2. Stability and Continuity	3	3	5	2	5
3. Funding	3	5	5	3	3
Total for A	9	13	11	7	10
B. <u>Instructional Competence</u>					
1. Focus of Expertise	4	5	3	3	4
2. Experience in Training	4	5	4	2	2
3. Faculty	3	4	2	2	2
Total for B	11	14	9	7	8
C. <u>Adequacy of Physical Facilities and Other Adm. Logistics</u>					
1. Class Size and Room Capacity	5	4	5	4	4
2. Scheduling	1	2	4	4	1
3. Audio-Visual Aides	3	2	2	2	2
4. Ventilation	3	1	2	3	2
5. Writing Tables	3	2	3	3	2
6. Location	3	3	3	3	1
Total for C	16	14	19	19	12
OVER-ALL TOTAL	36	41	39	33	30

Table 2 - Relative Ranking of Institutions

FACTORS	WTS	IPAM	OIC	YWCA	TTI	MTTC
A	2	18	26	22	14	20
B	3	33	42	27	21	24
C	1	16	14	19	19	12
WEIGHTED POINTS		67	82	68	54	56
RANKING		3	1	2	5	4

R E C O M M E N D A T I O N

1. Short-Term

The CIC is still the best institution at present to conduct the BBMC for NIDFO clients. This may remain so for 1991.

2. Long-Term

NIDFO should develop capabilities of other institutions to anticipate increase in the number of programmes, and overcome inability of CIC to accommodate NIDFO eventually.

In order to do this, NIDFO may organize seminar workshops (1 or 2 in a year) inviting the participation of business faculty of other institutions on entrepreneurship and small enterprise management. The seminar-workshop may be undertaken jointly with another institution, e.g. OIC, IPAM or AMTC.

When other institutions are exposed to small-enterprise and entrepreneur development then the BBMC may be conducted by the other institutions on a trial basis.

NIDFO may also try conducting the BBMC in-house using trained faculty of other institutions to supplement its own technical staff as resource persons.

3. NIDFO decision on which alternative to pursue must be premised on cost-benefit analysis, as well as training effectiveness.
4. Regardless of which alternative to chose or which institution to select for conducting the BBMC, NIDFO must always undertake an evaluation of each programme, as well as component sessions, to assure that the courses are conducted in accordance with NIDFO standards.

FACTORS USED IN COMPARATIVE ANALYSIS OF
INSTITUTIONS

A. Institutional Structure

<u>1. Objectives</u>	<u>Points</u>
1) Objectives lead to small-scale industry entrepreneur management development	5
2) Objectives lead to entrepreneur management development	4
3) Objectives lead to general management development	3
4) Objectives lead to commercial studies with attention to business management	2
5) Objectives lead to commercial studies with no attention to business management	1
<u>2. Stability and Continuity</u>	
1) Permanent legally organized institution with more than 20 years existence;	5
2) Permanent legally organized institution with 16 to 20 years existence;	4
3) Permanent legally organized institution with 11 to 15 years existence;	3
4) Permanent, legally organized institution with 6 to 10 years existence;	2
5) Permanent, legally organized institution with less than 5 years existence.	1

3. Funding

- 1) Funded by government budget and foreign agencies or bodies plus self-generated income, 5
- 2) Funded by government budget and foreign agencies or bodies, 4
- 3) Funded by government budget plus self-generated income, 3
- 4) Funded by government budget only 2
- 5) Self-generated funding. 1

B. Instructional Competence

1. Focus of Expertise

- 1) Small Enterprise/Business Management 5
- 2) Business Studies/Management in General (university level) 4
- 3) Commercial Studies (4 years) 3
- 4) Commercial Studies (up to 3 years) 2
- 5) None in business management or commercial studies 1

2. Experience in Training

- 1) Experience in training small-scale industry entrepreneurs 5
- 2) Experience in training but not small-scale industry entrepreneurs 4
- 3) Experience with small-scale industry entrepreneurs but not in training 3
- 4) No experience either in training or with small-scale industry entrepreneurs 2

3. Faculty Qualifications

- | | |
|---|---|
| 1) Post-graduate level with training experience in small-scale enterprises | 5 |
| 2) University graduates with training experience in small-scale enterprises | 4 |
| 3) Post-graduate level but no training experience in small-scale enterprises | 3 |
| 4) University graduates with no training experience in small-scale enterprises | 2 |
| 5) Non university graduates and no training experience in small-scale enterprises | 1 |

C. Adequacy of Physical Facilities and Other Administrative Logistics

1. Class Size & Room Capacity

- | | |
|----------------------------|---|
| 1) 26 to 30 participants | 5 |
| 2) 21 to 25 participants | 4 |
| 3) 16 to 20 participants | 3 |
| 4) 11 to 15 participants | 2 |
| 5) 10 participants or less | 1 |

2. Scheduling

- | | |
|---------------------------------|---|
| 1) Any time with 1 week notice | 5 |
| 2) Any time with 2 weeks notice | 4 |
| 3) Any time with 1 month notice | 3 |
| 4) One year in advance schedule | 2 |
| 5) Loaded with own programmes | 1 |

3. Audio-Visual Aides

- | | |
|--|---|
| 1) Video facilities available | 5 |
| 2) Film projector and screen available | 4 |
| 3) Overhead projector and screen available | 3 |
| 4) Blackboard available | 2 |
| 5) No visual facilities | 1 |

4. Ventilation

- | | |
|----------------------------|---|
| 1) All around windows | 5 |
| 2) Three (3) sides windows | 4 |
| 3) Two (2) sides windows | 3 |
| 4) One (1) side window | 2 |
| 5) No window | 1 |

5. Writing Tables

- | | |
|--|---|
| 1) Writing tables and chairs provided | 3 |
| 2) Seats with attached desks provided | 2 |
| 3) Seats/chairs only, no tables nor attached desks | 1 |

6. Location

- | | |
|---|---|
| 1) Within 5 kilometers from center of Freetown | 3 |
| 2) 6 to 10 kilometers from center of Freetown | 2 |
| 3) Beyond 10 kilometers from center of Freetown | 1 |