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MID-POINT EVALUATION

DEVELOPMENT LEADERSHIP TRAINING PROJECT - MALI

1985

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&

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EXECUTIVE SUMMARY

On August 9, 1981, a Project Grant Agreement was signed between AID and the Government of Mali to train 60 middle management Malians in the United States at a total cost of \$4,566,000. Initially, participants were to be sent in three groups of 15, 20 and 25; later revised to four groups of 15 each, to obtain Masters' degrees in the areas of Business and Public Administration, Economics and Education, and were meant to occupy leadership positions upon their return to Mali. As of the end of March 1985 two groups have been sent to the United States and a third group was undertaking English language training in Mali in preparation for its departure.

The major findings of this mid-point evaluation study are that the project is now doing well after a shaky start. Thanks to an efficient selection procedure, the participants are of a high caliber and their success rate is high. However, the number of female and private-sector candidates is below the project's expectation. Some deficiencies were noted in the English language training in Mali, notably in Speaking and Listening Comprehension. Orientation in Mali is also weak, and participants are insufficiently informed about the various phases of their program. Finally, the matter of participant housing arrangement upon their arrival in their university seems inadequate, causing considerable anxiety to some participants.

Finally, the project is so far underspending while most participant allocations are insufficient. Conceptually, the Project Advisory Council is flawed and cannot serve the purpose for which it was designed.

The major recommendations are that the expectations for the number of women and private sector participants should be lowered, and the participants should be spread out over a greater number of universities. An

across-the-board raise in participant financial allocation should be considered and the number of participants in the last group to be selected should be raised to 20, and a high proportion of Economics majors should be sought to make up for their relatively low proportion. Finally, the Project Advisory Council should be terminated and replaced with a General Adviser and a number of academic experts to be consulted on thesis matters on an as-needed basis.

INTRODUCTION

This section fulfills the requirements of the Project Evaluation Summary (PES) and follows its recommended format.

1. The Problem

On November 9, 1979, the United States Agency for International Development (AID) received a request from the Government of the Republic of Mali (GRM) for program assistance to strengthen the public and private institutions upon which Mali's economic development rests. These institutions severely lack trained personnel to address the development needs of the country, initiate economic reforms, and coordinate and optimize the use of foreign aid.

2. Project Grant Agreement

On August 21, 1980, the Development Leadership Training (DLT) Project was authorized towards this end. A Project Grant Agreement (ProAg) with an obligation for \$350,000 was signed on April 9, 1981 between AID and GRM, the latter represented by the Ministry of Foreign Affairs. The official GRM agency in charge of the DLT project implementation is the Ministry of Plan (now State Ministry for Planning). Four later amendments funded, incrementally, an additional \$4,216,000 for the Project.

3. Project Goal

The goal of the project is to increase the capacity of Mali's public and

private sector institutions to serve the needs and enhance the well-being of its population.

4. Project Purpose

The purpose of the project is to improve the management of major Malian institutions.

5. Project Design

AID and GRM are to finance the advanced training of 60 of Mali's potential future leaders, primarily in the management aspects of the following four areas:

- a. Economic planning: practical orientation with emphasis on economic development and fiscal policy, including an option for specialization in transportation;
- b. Public administration and finance;
- c. Business administration and finance; and
- d. Education: evaluation, budgeting analysis, planning, internal and external efficiency.

Participants are to be sent to the States in four consecutive groups of more or less equal size. The total life of the project is eight years.

6. Project Description

Prior to the selection of each group of participants, official letters inviting candidates are to be circulated in all ministries. Also, scholarship announcements are to be broadcast and published in the national daily.

Three screening processes are made. The first consists of determining whether candidates have met the minimum requirements. In the second screening process, those successful candidates are then tested for language and writing

ability and interviewed. The highest ranking ones are then admitted for English language training and their performance constitutes the third and final screening process.

Applicants then proceed for graduate studies in the United States, during which they return to Mali for thesis-related field research during a period of four to seven months. The whole training period, including English language, takes up to about three years.

7. Inputs

The input of AID extends essentially in two areas. Financially, AID contributes a total of \$4,566,000. This includes technical assistance costs; participant training costs; operating costs; and contingency funds. A detailed breakdown of these categories can be found in Appendix L of the Project Paper. The other area of contribution of AID is project management, whereby the entire management and daily administration of the project are undertaken by AID and other agencies that it subcontracts.

The input of GRM consists of a financial contribution of \$138,000, which includes the salary costs of participants while they are in language training, and the support cost for participants' families in Mali while participants are in degree-related training, the latter consisting of a monthly payment of 10,000 CFA (\$20) for one unemployed spouse and 2,500 CFA (\$5) for each child.

8. Output

The output of the project is the training of 60 middle-management Malians to provide leadership in various positions.

9. Beneficiaries

The direct beneficiaries of the project are the 60 Malians to be trained in the United States. The indirect beneficiaries are Mali's private and public institutions upon which the country's economic development rests, and in which the trained Malians will return to work.

10. External Factors

A number of external factors have occurred to date.

10.1 Delay in Project Startup. There was a delay of about eight months between the time the Project was authorized and the time the ProAg was signed. This was followed by another delay of about four months that was caused by the unavailability of funds to authorize the Project Implementation Orders for Participant Training (PIO/P). By the time the funds were made available, the deadline for university application for the Spring of 1982 had passed. Applications were then processed for the fall semester 1982. A total of two years had then elapsed between the Project Authorization and the departure of the first group of participants to the United States. A detailed chronology of the project to date is presented in Appendix 1.

10.2 Change in Project Officer. The Project Officer initially in charge of the DLT was to leave Mali. A newly appointed Project Officer arrived in Mali in December 1983. The two officers' responsibilities overlapped for a matter of one to two weeks prior to the departure of the first Project Officer.

11. Evaluation Purpose and Methodology

This mid-point evaluation study was undertaken by two independent consultants at the request of USAID/Bamako. One of the consultants, Dr. Frank K. Abou-Sayf, was recruited by the firm of Creative Associates, Inc., Washington, D.C. The other consultant, Dr. Cheick Oumar Sidibé, was nominated by the GRM.

The Scope of Work given to the Evaluation consultants by USAID/Bamako indicated that the objective of this study was to assess the project to date and to make recommendations in project design and implementation whenever necessary. The following project components were to be evaluated:

11.1 Candidate Selection Procedures.

- o Dissemination of information to potential candidates; Examine announcement mechanism (via newspaper, letters and radio announcements) for effectiveness;
- o Selection criteria and qualifications;
- o Project Steering Commission (PSC); review and evaluate multi-organizational inter-ministerial group coordinated by MOP. Examine possible utility of including ELT representative as member of the PSC along with a member of the PAC.
- o Sectors represented: private, public, number of women;
- o Review three-tier application/interview process and application form for data base use;
- o Look for: timelines and broad distribution of announcements, processing in MOP, composition of review/selection review/selection panels, and notification of participants.

11.2 In-Country English Language Training (ELT).

- o Adequacy of ELT: Examine the courses, numbers of hours, course materials, ancillary activities, number of TOEFL tests and comparison of sources;

- o Verify the amounts of time spent in ELT, the quality of instruction, the adequacy of materials, equipment and facilities.
- o Review and make recommendations for problems identified in earlier groups with placement, students delayed for admission/placement by TOEFL shortcomings, particularly for MBA programs;
- o Cross-cultural reinforcement activities during ELT as well as introductions to student life in America;
- o The utility of pre-testing materials for GRE and GMAT;
- o Review procedure for paying stipends to potential participants after nine months of ELT.

11.3 Pre-departure Counseling and Orientation.

- o Examine the availability of counseling services and materials provided to participants on the DLT, on their sponsoring institution, on equivalence, and on the structure of the program including details on the role of the PAC, on the thesis research, on degree limitation, and on their benefits. Evaluate the counseling to help with nature and duration of activities concerning American life and society, and concerning the American educational system.

11.4 U.S. Training:

- o placement in U.S., look at whether special or standard admission;
- o need for continuation of ELT;
- o match of participant interests with host institution;
- o query students about the utility of orientation in Mali and in the U.S.;
- o evaluate lines of responsibility for placement, supervision and monitoring (USAID/Bamako, S&T/IT, Partners, PAC, local faculty, GRM);
- o academic training in the U.S.: review living arrangements in terms of cost, proximity to school, contact with other Americans or Malians;
- o review class schedules, course content, class instruction, interaction with advisers and contacts with the PAC;

- o comment on the "mix" of universities for Groups 1 and 2;
- o appropriateness of degree programs, supportiveness of host faculty, understanding of the DLT project, social environment, etc.;
- o examine and ascertain supplementary activities (social and professional) such as attendance at professional conferences, participation in the Francophone Development Management Seminar (FDMS), membership in professional societies, attendance at mid-winter seminars or participation in field trips; and
- o examine thesis design and preparation, evaluate nature and amount of supervision of research design and topic by host adviser and by PAC members.

11.5 Field Research in Mali:

- o Recommend procedures to clarify fiscal and administrative issues (i.e., amount of budget, sufficiency of stipend while in Mali, need for receipts, procedures for reimbursement). Recommend methods for designation of in-country supervision or collaboration for participants.
- o Examine need for special allowance or provision for shipment of research materials to and from Mali.
- o Determine whether there is a need for established policy on stopovers in other U.S., European, or African cities to collect data from international organizations.

11.6 Performance of Project Facilitators:

- o PAC: Examine its role in placement and academic advising, as well as personal/professional monitoring of programs; examine the role of the PAC in supervision of thesis design, of field work, of thesis preparation, and of liaison role with host country faculty/institution. Evaluate the plans for the annual symposium. Define the linkages with host advisers, Partners, the Mission and the GRM as well as between other PAC members. Assess PAC's contributions to participants' professional enrichment, i.e., through FDMS. Verify if the PAC advise the advisors on Mali-specific management issues. Examine who does tailored internships or on-the-job training for DLT participants.
- o Partners (African American Institute): Examine their role in placement, contacts with universities, with host advisers, and with participants; how they liaise with the PAC, with S&T/IT, and with the Mission; and how responsive they are to participants' personal problems.

- o Faculty Advisors: Their contributions to appropriate academic programs and to participants' overall professional development. Examine whether they coordinate thesis design with the PAC Coordinator and with the Mission. Examine the advisors' awareness of or learning about Mali's development issues.
- o USAID/Bamako: Review the implementation of the project plan and the administration of participants' programs for the DLT in Mali (ELT, field research, return/reintegration). Make suggestions for communicating with participants about benefits, degrees, time limits, budgetary limits. Review records (project and participant) and suggest format for data base use to track participants from application through return follow-up. Suggest ways to improve implementation of field research and to resolve the equivalency and reinstatement issues. Make a determination of the following questions:
 - Are project funds being used efficiently?
 - Is the overall budget adequate to achieve the desired number of advanced degrees?
 - Is the to-be-designated Country Research Coordination really needed?
 - Is the revised implementation plan a realistic one?
 - Is the newly formulated English Language Policy valid?
 - How is the performance of the PSC?
 - What is the working relationship of USAID/Bamako and Ministry of Plan?

The evaluation study took place during the period of February 22, 1985, to March 31, 1985. The various activities involved were:

- a. Study and analysis of documents, including:
 - o Project Paper
 - o Project Grant Agreement and Amendments
 - o Project Implementation Letters
 - o Project Progress Reports
 - o PAC's files, including reports and correspondence

- o Students' files
 - o AID Handbook 10.
- b. Meetings with various parties involved in the project, including:
- o Representatives from the MOP
 - o USAID/Bamako
 - o S&T/IT
 - o Partners for International Education and Training and the African American Institute
 - o Students, teachers, and officials of the English Language Training Center in Bamako
 - o Participants who dropped out, graduated, were in Mali for field research or were training in the United States.
 - o PAC member and PAC Coordinator
 - o Participant deans, academic advisers, foreign student advisers, admission director, housing services officers, and international student office directors.
 - o Representatives of Partners and Afro-American Institute. A complete list of people met and/or interviewed is provided in Appendix 2.
- c. Visits to offices and academic institutions, including:
- o Partner's headquarters in Washington, D.C.
 - o African American Institute headquarters in New York City
 - o The English Language Center in Bamako
 - o The Universities of Michigan (Ann Arbor campus), Pittsburgh, and Southern California. Also, participants' residences in Pittsburgh, Ann Arbor and Los Angeles were visited
- d. Preparation of various interview forms, to elicit specific responses from the parties involved. A copy of the Interview Form used with the participants is inserted in Appendix 3.
- e. Preparation of an interim report and discussion of preliminary results. The report was prepared on March 8, 1985, and discussed with a number of parties involved on March 11, 1985 in Bamako.

- f. Preparation of a final draft report, submitted on March 31, 1985.
- g. Preparation of the final report, submitted on July 18, 1985. This report is, however, based on events as they stood on March 31, 1985.

12. Constraints

Three important constraints were encountered during this study:

- 12.1. The inability of the evaluation team to visit Northeastern University because of time constraints and the subsequent refusal of the three participants there to be interviewed over the phone because they were not visited.
- 12.2. The inability to evaluate the project impact at this point in time, the reason being that only six participants had returned to Mali as this study was taking place; none of them except one has worked long enough to even assume his/her old position.

A minor constraint resulted from the absence of the PAC member of the University of Pittsburgh during the Evaluation team's visit. A set of questions was sent to him for reply and his response was promptly sent to the Evaluation team.

13. Unplanned Effects

The most important unplanned effect is the the reaction of some colleagues and supervisors to the label of "leader", referring to the participants. It was reported that, while in Mali doing field research, two participants were not offered the requested cooperation on the pretext that, being "leaders", they should know everything and not need their help.

14. Lessons Learned

An important lesson reconfirmed in the DLT project is that, by and large, Malians are attached to their homeland and return home after graduation. This observation cannot be made of many other nationalities.

Another important lesson is that a sound screening process is one of the most important determinants of the success of any participant training project. As correctly noted in the Project Grant Agreement (Annex I, p. 1), the single most important element of success of a participant training project is the quality of the trainees. With the DLT project, the trainees are of high quality, have a high success rate and have set a reputation for Malians that many other peoples would envy.

THE PRESENT SITUATION

Since 1981 when the Project Grant Agreement was signed, 47 participants have been selected for training in the United States. Some have dropped out and some, on completion of their degree objective have returned to Mali. Others are either pursuing their studies in the United States or conducting thesis research in Mali. The latest group selected is currently taking English classes in Bamako. The breakdown of the 47 participants is as follows:

Table 1
Distribution of the 47 Participants

Category	1981 (Group 1)	1983 (Group 2)	1984 (Group 3)	Total
Total	16	16	15	47
Females	3*	1	1	5
Private Sector Candidates	1	-	1	2
Major Fields of study:				
Economic Planning	-	1	1	2
Public Ad. & Finance	5	8**	3	16
Business Administration	5	5	5	15
Education	5	2	3	10
Public or Business Management			3	3

* Includes one female candidate who dropped out

** Includes two candidates in Public Health Administration and Planning with heavy Economics emphasis

This table shows that Public and Business Administration have the lion's share in training, accounting together for over 72 percent of the participants. As of March 11, 1985, the status of the 47 participants was as shown in Table 2.

Table 2
Status of the 47 Participants

Status	Group 1	Group 2	Group 3	Total
ELT in Mali prior to departure for U.S.	0	0	15	15
Training in the U.S. prior to field research in Mali	1	14	0	15
Conducting field research in Mali	1	2	0	3
Back to the U.S. after field research in Mali	5	0	0	5
Back to Mali after graduation	6	0	0	6
Graduated and not back in Mali	1	0	0	1
Dropped out	2	0	0	2
Total	16	16	15	47

Recommendations

A high proportion of Economics majors should be sought among the last group of participants to be selected to make up for the low proportion to date. Because this proportion is so small, the number of Economics majors in Group 4 could be as high as half the total number of participants in that group.

ADVERTISEMENT AND CANDIDATE SELECTION PROCEDURES

1. Advertisement

The ProAg stipulates that the advertisement for DLT scholarships is to be done on three fronts: the official ministry channels, the official newspaper, L'Essor, and the radio. Since at least one participant in Group 1 reported learning about the DLT project from one of these three sources, although not for the first time, it can be assumed that the scholarship announcement was in fact made on all three fronts in case of Group 1. However, no participant in the two subsequent groups has reported hearing the announcement on the radio.

The most effective sources of first-time information about the DLT scholarship were both ministry written announcements and informal sources, each one having reached 48.6% of the participants interviewed. Only 3% knew first about the DLT scholarship from the newspaper and none was informed about it for the first time from the radio. A recurring complaint, however, was that the time between learning of the scholarship and the application deadline was too short. This complaint was more pronounced among those who learned about it from the newspaper.

A copy of the MOP letters requesting applications for the second and third DLT group are enclosed in Appendix 4. The first of the letters, dated September 25, 1982, sets the application deadline for October 10, 1982. The second, apparently dated around April 23, 1984, set the application deadline for May 8, but apparently subsequently extending it to May 28, 1984. Within the two to three week period in each case, this letter had to be signed and issued by the MOP, channeled through various geographic regions of the country and various departments, and should have triggered announcements in the news-media. Once brought to the attention of a potential candidate, he/she

had to start collecting the required documents. Some candidates, living in the countryside, needed documents from the capital, others having studied overseas, needed transcripts from the country where they studied. Clearly, this period was insufficient, and it is not surprising that some participants reported knowing of cases where a qualified candidate did not apply for the DLT project because of the time constraint. Approximately 183 candidates applied for the 45 positions which may or may not be an indication of an effective advertising activity. What matters more is whether all qualified candidates had enough and equal opportunity to apply.

2. Candidate Selection Procedures

The pre-language training selection process was done in two stages. The first stage consisted of studying the candidates' files to determine whether they had fulfilled the minimum requirements. Those who did were then called for the second selection stage; an interview and, with Group 1 only, the writing of a short composition to determine their writing ability. Successful candidates were then enrolled for the English language training program at the English Language Center in Bamako.

Scholarship applications are received by the MOP. The candidates' credentials are then summarized for submission to the Project Steering Committee (PSC) which is in charge of the selection procedure. A simple pre-screening process is thus done by the MOP before the candidates' files are submitted to the Project Steering Committee (PSC). Candidates with clearly insufficient credentials are rejected at this stage. The PSC is an ad-hoc committee made up of representatives of various ministries, a representative of the private Sector, and the Project Officer of USAID/Bamako. It should be noted that although in the Project Paper (p.7), the representative from the

Planning Ministry is stated to be the PSC Chairman, this title has been omitted from the ProAg (Annex I, p.2), thereby specifying no PSC Chairman. In actuality, however, the PSC Chairman has been the MOP representative.

The general feeling of the candidates is that the interview is conducted in a friendly and informal manner, although the performance requirements are unknown to them.

The distribution of the first three groups of participants was presented in the foregoing table (Table 1). The relative proportion of major fields of study shows a slightly higher concentration of M.P.A.'s, though not high enough to cause concern. What is disconcerting, however, is the small number of females (5) and private sector candidates (2) out of an initial total of 47 candidates. This does not fulfill the ProAg's expectations of an implied high proportion of women (p.4), and up to 30% private sector candidates (p.5A). The reasons for this discrepancy are legitimate and perhaps insurmountable. By the time a qualified woman has a minimum of two years' experience, she is usually married and has children. It is thus difficult for her to leave her family for an extended stay of about two years in the United States. With respect to the low private sector participation, in addition to a reluctance to release highly qualified employees of the caliber acceptable for DLT for an extended period of time with pay, is the fact that even the number of such possible candidates is very small in Mali.

In general, the DLT candidates are of a distinctly high quality. They are serious, hard workers, capable and motivated. This assessment is supported by the success rate observed so far. Although many of them are required to take subject-matter placement tests in their respective universities, few are found to need remedial courses. With respect to response to the advertisements about the DLT from the interior of the country, while there was no record kept

of the number of applicants in Group I, there were 9 out of 53 in Group II, and 3 out of 43 in Group III.

The use of ELT performance as the determining factor for study in the United States has been reinforced with the signing of the 5th Project Implementation Letter (PIL) in early 1984. Experience has shown that candidates who do poorly in ELT in Mali invariably do poorly while in the United States, resulting in their inability to complete a Master's Degree within the time limit of the program.

3. Recommendations

- 3.1 It is expected that the attrition rate will increase during English language training in Bamako as a result of the more stringent performance requirements spelled out in PIL No. 5. To account for this eventuality as well as the fact that the DLT project is underspending, to be detailed later on in this document, it is recommended that the number of candidates selected for English language training in Group IV be raised to 20. This change will also have a positive impact on the MOP which advocates a greater number of participants, and will coincide with the newly stated emphasis of AID, as expressed by its Administrator during his recent visit to Mali. Also, the firm of Partners sees no difficulty in placing a group of this size.
- 3.2 USAID/Bamako, and especially the MOP, should plan to start advertising activities for the fourth group three months prior to the application deadline. A reminder to the MOP in due time will help along these lines.
- 3.3 To increase the proportion of private sector participants,

USAID/Bamako might approach the Chamber of Commerce of Bamako and major private enterprises independently to ensure that they are sufficiently informed about the DLT. However, it is doubtful that stepped-up efforts will have a significant impact in this respect, for the reasons discussed above. Consequently, a more realistic expectation for private sector participants should be around 10% rather than 30%.

3.4 A number of alternatives should be considered to attract women to the DLT project:

- a. relax minimum requirements for women, particularly in the practical experience domain. This will permit younger women, hopefully unmarried, or do not have children, to qualify.
- b. provide a 30-day round-trip airfare ticket and stipend to the husband to visit his wife once during her stay in the United States. The necessity of the husband to resume work after 30 days may assure his timely return to Mali.
- c. make additional efforts to offer a scholarship to the husband, even in other USAID-sponsored scholarships provided it is held in the same city as the wife. These suggestions are, however, not easy to implement. As a result, the expectations for female participants should also be lowered to around 10%.

3.5 In its February 11, 1984 letter to AID/Bamako (Appendix 5), MOP expressed reservations about the elimination of an English language trainee after 6-1/2 months of training on the basis of poor performance. Instead, MOP suggested the alternative of three months. If, however, one is to wait for the second TOEFL score to decide whether to drop or retain a candidate, a period of eight months of training can have elapsed by then, even longer than the initial period of six and a half months to which MOP objected. It is, therefore, recommended that the decision to eliminate any

candidate who scores below 450 be made on the basis of the first TOEFL attempt, and not the second, thereby shortening the period by two months. Candidates scoring between 450 and 475 could then be allowed to remain on the condition that they score at least 500 on the second TOEFL attempt.

IN-COUNTRY PREPARATION

1. English Language Training

The bulk of English language training is conducted at the English Language Center in Bamako. This Center is presently largely funded by USAID/Bamako and is staffed by a Malian Director, an American Adviser, ten to fifteen instructors, all African, only one of them full-time. The instructors all have relevant experience with a minimum of a Bachelor's degree in English. One instructor has a Master's degree and three have a Ph.D. The wife of the USAID/Bamako Director also teaches conversation on a part-time basis.

The Center is equipped with a 9-station language lab, possibly 8 of them being operational but at any given time, often no more than 4. A video cassette system is also available, as well as a small language library. Students are grouped in small classes according to their ability. The teacher student ratio is between 1/4 and 1/6.

There is no curriculum guide yet at the Center. It is reported that it will be prepared by the new Adviser following the end of this session. Presently, the approach concentrates on the following learning skills: reading, writing and composition, listening, speaking and conversation, and multiple-choice test-taking ability, notably practice on the TOEFL (Test of English as a Foreign Language). Writing and composition are purposely deferred in the program. TOEFL practice is initiated after about the third month and is concentrated prior to each of three TOEFL sessions administered during the program.

Throughout the three generations of participants that were enrolled in this Center, TOEFL scores have gradually risen, notably those of Group 3, just published. This is a very encouraging indicator, notwithstanding the belief

that TOEFL scores do not always reflect ability in academic English.

The English language program seems to be doing well overall. The presence of the new Adviser may well be a factor working in that direction. The program seems to be slightly weak in Writing and Composition, perhaps because of the very fact that the attainment of this skill is planned for a later stage of the program. Listening ability also suffers from a lack of practice on the American accent: Conversation cannot be further strengthened since it is not practiced outside the Center walls. There is a distinct and rewarding effort on the part of each Center member to speak nothing but English within the Center, be it in the classroom or in the courtyard.

While in ELT, 70% of the participants reported going to work for different lengths of time, ranging from a couple of hours a week on Saturdays to a couple of hours every weekday. Some of the participants as well as some of those who did not go to work reported jeopardizing relationships with their supervisors because of their inability to devote the time asked of them to their work. As a consequence, some of them worry about facing a possible unfriendly atmosphere when they do return to work.

2. ELT in Mali versus ELT in the U.S.A.

The issue of whether to provide English language training in Mali or in the U.S.A. is a multi-faceted issue. It is most likely that, in spite of the commendable efforts undertaken by the English Language Center staff in Bamako, the quality of language learning in the States will be superior and will dissipate some important weakness encountered in-country. Other factors

influencing the decision of whether to provide ELT in Mali or in the U.S.A. are:

Factors in favor of ELT in Mali

- o Requires participants to demonstrate motivation and capability prior to departure;
- o Provides the GRM with English training facilities for the public at large, the Center probably not being able to survive without USAID/Bamako's financial support; and
- o Cuts down the period during which participants are separated from their family and environment;

Factors in favor of ELT in the U.S.

- o Supported by the GRM;
- o Preferred by participants, especially during the second half of training;
- o Allows participants to adjust to new environment prior to the start of their academic studies.

Two considerations, however, tilt the balance considerably. The first one is cost. It is roughly estimated that comparable language training in the U.S. would cost about 3 times as much as in-country, certainly an important factor to keep in mind. The other crucial factor is an administrative one. As USAID/Bamako has become aware, it is unwise to send a participant to the U.S.A. before securing admission to an academic institution. Since admission is conditioned upon TOEFL scores, it becomes imperative to keep the participant in country until an acceptable TOEFL score secures his/her admission: hence, the necessity for English language training in Mali.

3. Orientation

Another problem facing DLT participants during their English language training seems to be the declining motivation after receiving the first TOEFL scores. Those who obtain scores that are acceptable for admission to U.S.

universities see no reason to proceed with English language training and become increasingly impatient to depart for the U.S. Conversely, those who do not perform satisfactorily get discouraged. The tendency of the Center is, at present, to fill the participants' time during the last few weeks with additional and more interesting material related to life in the U.S.A., with some academic and practical aspects. Although it is reported that orientation activities will be stepped up with the present group of ELT trainees, in the previous years these activities were insufficient and unstructured and provided little or no help to some participants.

4. Other Testing Activities

In addition to the TOEFL, graduate admission to American universities is often conditioned upon successful performance on the Graduate Record Examination (GRE). Business schools also require sitting for the Graduate Management Admission Test (GMAT). These tests, particularly the former, are quite culture-oriented. Many universities have come to realize this fact and are no longer strict about it with foreign students. The GMAT is, however, harder to avoid.

Practice on the GRE was offered to participants at the English Language Center in Bamako for a short while. This practice was then discontinued, apparently because the students' efforts were insufficient: they still ranked very low on the test. The present Center Adviser seems reluctant to return to this practice for the same reason. There is also concern that there may be no qualified persons in Mali to undertake such a task. Being such a culture-oriented exam, the belief is that it requires native Americans to teach to it and that even Malians with Ph.D.'s from U.S. universities may not

do it justice. Also the quantitative parts of the GRE and GMAT require an instructor with rather advanced quantitative skills.

5. Recommendations

5.1 English language training is to continue in Bamako, the determining factor being that participants can not depart to the United States before university acceptance has been secured for them.

5.2 As far as the training program is concerned a curriculum plan should be prepared as soon as possible, covering English language as well as Orientation. The English language should concentrate on the weak areas discussed above, and include a course of general technical language for the behavioral sciences to be introduced toward the end of the program. At the end of this course, each trainee might submit a paper describing and elaborating upon a possible thesis topic to pursue for the Master's degree. This activity would have the dual advantages of improving technical language as well as constituting a nucleus around which the participants could start building up information related to a possible thesis early in their studies.

As to the Orientation curriculum, it should concentrate on such topics as the American academic system, customs and traditions, the use of libraries and the general rules for writing term papers. More contact with the American community should be sought: inviting more guest speakers and incorporating structured activities at the American Cultural Center. Finally, practice on the GRE and GMAT should be reintroduced, even if on the surface this activity does not seem to pay off.

- 5.3 To improve the training program, student suggestions should be solicited in the form of two evaluation questionnaires, one midway through the training and the second at the end of it.
- 5.4 It should be made clear to participants' supervisors that, once selected for ELT, participants are seconded to the MOP and are not bound to report to work until after graduation.
- 5.5 Require all participants to take a course in Listening and Composition during the first term of their enrollment in the United States, regardless of their TOEFL scores.

UNIVERSITY SELECTION

The ProAg stated that universities would be selected according to the candidates' management training needs within four specific areas. The coordinator of the Professional Advisory Council, later titled the Project Advisory Committee (PAC), identified such universities with recognized programs in two or more of the management areas.

The procedure to be followed then was matching participants with the universities after completion of the English Language Training.

In the case of Group 1, however, the participants were sent to Colorado for further English language study and before they had been accepted at the specific universities.

The Group 2 and 3 participants went directly to the universities which had accepted them. The distribution of Group 1 and 2 participants in terms of universities is presented in Table 3.

Table 3
Distribution of Group 1 and Group 2 Participants
by University

Group	University					SUNY Buffalo	TOTAL
	Pitts- burgh	Southern Cal.	Massa- chusetts	Michigan	North- eastern		
1	3	8	2	1	1	0	15
2	5	5	0	3	2	1	16
TOTAL	8	13	2	4	3	1	31

This table shows that the greatest concentration of participants in these two groups is clustered at the University of Southern California (42%), followed by the University of Pittsburgh (26%).

Recommendations

It is preferable that participants be spread out over a greater number of universities rather than be clustered in a few. The main resultant advantages are:

1. a diversification of the schools of thought. Students of the same teacher tend to have similar research interests;
2. a greater wealth of first-hand information on universities and colleges that will help in the placement of future candidates; and
3. fewer opportunities for Malians to speak French among themselves. This, however, is not the most important reason among those mentioned, and can be largely remedied by preventing Malians from residing with each other.

The ideal situation would be perhaps to place no more than two participants at the same university and each in a different field of study. This arrangement would still allow participants to provide each other with moral support and help each other out in case of need.

SUPERVISION AND MONITORING IN THE UNITED STATES

Two aspects of this supervision will be discussed: academic supervision and social monitoring.

1. Academic Supervision

Upon their arrival in the United States, participants report to the PAC member if there is one in their university, or to the academic adviser to whom they are assigned. Eventually, those participants who are not enrolled in the PAC member's area of specialization are also assigned to an additional academic adviser. In some instances, e.g. at the University of Southern California, the academic adviser is more of an administrator than an academician and is not specialized in the participant's major field of study. Additional academic supervision in the first study stages is provided by the PAC member and/or the PAC Coordinator, varying largely from participant to participant and is provided by the PAC to a much smaller extent if neither one is present in the same institution.

With Group 1 participants, the major field of study may have been assigned in some instances to each participant on an availability basis rather than in consideration of qualifications and interests. However, these latter factors seem to have been given greater consideration in the placement of Group 2. Once this was done, class scheduling and course selection proceeded smoothly, some participants requiring a remedial course, notably in English or in Statistics.

On another note, the ProAg states on page 10 that:

"Minor program modification will be handled by the PAC, with USAID/Bamako and DS/IT being notified; however, USAID/Bamako must

approve major modifications such as changes in majors or scholarship termination."

This arrangement was not followed in the case of one student. As a result of some academic problems encountered in his original institution, the PAC Coordinator arranged for his transfer to another institution in another state. After this was accomplished, the Coordinator notified AAI and asked them to take appropriate measures to formalize this transfer. The Coordinator maintains that the transfer was made upon recommendations from USAID/Bamako.

As far as conference attendance is concerned, most participants would like to attend more, but are aware of both time and fund constraints that may prevent them from doing so. One of the popular conferences is the annual Francophone Development Management Seminar (FDMS), held at the University of Pittsburgh in the summer months. This is one of the conferences in the United States that is held in French and that is totally adapted to the African experience. While the former feature may not be essential for DLT, the latter is. The program is suitable for the DLT areas of study and should be beneficial to the participants. The main features of this seminar are detailed in the February 22 letter of PAC Member David Gould, a copy of which is enclosed herewith as Appendix 7. Other secondary advantages that are nonetheless not negligible are the enriching experience of conference attendance and participation, meeting other Africans in similar situations, developing insights as to one's own thesis and widening one's horizons through such relatively long attendance at another academic institution.

With respect to thesis selection and proposal development, a number of sources can be tapped for supervision and guidance to the participant. All participants but one report having been entirely responsible for the selection of their thesis topic. Proposal development is then done largely through the

participant's own efforts. Most supervision is provided by the academic adviser. Occasional additional supervision is offered by a PAC member. The proposal is then submitted to USAID/Bamako and to the AAI. The former solicits MOP's feedback and some in-house specialist's reaction. The latter requests the reaction of the PAC member that specializes in the same discipline, the Education specialist assuming at present the concurrent role of Business Administration specialist in the absence of one, as will be discussed below. In all cases but two, the proposals were directly accepted. Research work then followed.

AAI maintains records and transcripts for each student. Occasional contacts are maintained especially when problems arise. On a more remote basis, the same kind of supervision is conducted by the USAID/Bamako Project Officer.

2. Social Monitoring

Less supervision is provided to participants in this area. Housing selection is mostly done by the individual participant with occasional help from the university's housing office of which many participants are not aware. For the most part, participants cluster around their fellow Malians. Through the universities' international student centers, some participants socialize with host families, an experience that they report to be enriching.

The greatest hindrance to social activities is undeniably the pressure resulting from the heavy course load required from each participant. Having limited financial means and little free time, the participants' world is often restricted to the university area except for conferences, which are usually held in a location different from where the academic program is. These conferences also provide social occasions.

Another source of social support is, by design, the PAC members (Project paper, p. 12). Except for the PAC Coordinator, few participants report having discussed their social situations with their PAC member, perhaps partly due to a lack of information about the PAC member's role.

3. Recommendations

- 3.1 Upon their arrival in their U.S. city of residence, participants should have a residence secured for them, be it on temporary basis. This arrangement is all the more important if participants are spread out over many universities, thereby not being deprived of the help provided them by their fellow countrymen. This responsibility should be assumed by Partners/AAI, who can fill out the necessary forms on behalf of the participant, pay the required deposit and deduct this deposit from the amount of \$750 that is advanced to the participant upon his arrival in the United States.
- 3.2 Attendance of the FDMS should be continued, the advantages far outweighing the disadvantages of the lack of English language practice. Scheduling of this attendance should, however, not be arranged immediately upon the participant's arrival in the United States, since he/she is more prone to forget the English at that time. Rather, it is preferable to wait until the participant is more confident in English.
- 3.3 One trip of social nature should be financed for each participant to make up for the restrictions in his/her social life.

FIELD RESEARCH IN MALI

The ProAg calls for a period of five to eight months of field research in Mali after about one year of study in the United States. The need for this period of in-country research stems from the requirement of the preparation of a thesis with Malian context. In practice, about 4 months are accorded for this portion (7 months for the only Ph.D. candidate).

Once in Mali, participants are quite clear on what to do in terms of research. Their problems are more material than technical, as will be discussed below. By and large, they receive from USAID/Bamako and, to a lesser extent, from MOP whatever technical and clerical help they need.

The participants' reactions to the concept of the appointment of an in-country coordinator to help them with the technical aspects of their thesis was that he/she would be of little help. Among the participants who finished their thesis work or were conducting it in Mali during this study, 87 percent reported encountering no technical problems in data collection. Of these, all but one believed that they could not be helped by the presence of a Country Coordinator. They believed that such a coordinator would have to be a specialist in their field of study rather than a generalist. They were also concerned that the Country Coordinator's technical assistance might not coincide with the opinion of the participant's U.S. adviser, in which case more harm would be done from the Country Coordinator's help than if it were not available.

The major difficulties encountered during this portion of the training result from the project's financial constraints. Each participant gets a monthly maintenance allowance of 90,000 CFA (\$180) and a maximum of \$250 for research expenses. Although the monthly maintenance allowance on the surface,

equal to or slightly exceeds the participant's civil service salary, to the latter are added many benefits (car, driver, gasoline) that increase its effective worth. As to the research sum of \$250, it is clearly inadequate and does not include shipment. Participants are often forced to draw upon their already deflated monthly salary to conduct essential research. Others either scale down their field work as they run out of money, or plan ahead for modest research activities that may be detrimental to their thesis quality. Finally, the requirement of USAID/Bamako to pay the research money only upon submission of receipts poses a hardship on some participants.

Recommendations

1. It seems that the appointment of a Country Coordinator is not necessary. To be of help in those rare instances when he/she is needed, the Country Coordinator should be a specialist in the participant's area of thesis research. This eventually is neither practical nor readily available in Mali.
2. The research stipend should be increased to \$500 (\$750 for Ph.D's). Of this \$100 should be paid to the participant in advance and upon his/her arrival in Mali. The participant should be informed that this amount is to be used for expenses for which receipts cannot be procured (in-city transportation, presents to friends and relatives with whom the participant stays while collecting data, ...), and hence there would be no requirement to account for this amount to USAID/Bamako. This system would also alleviate the hardship imposed by expecting the participant to finance his/her own expenses prior to being reimbursed for them. In conjunction with this issue, no provision should be made to allow participants to travel to other countries for field research.

This should be made clear to the participants after their ELT and prior to their departure to the U.S. so they can plan for an appropriate thesis topic.

3. No participant interviewed reported encountering difficulties due to time restrictions for field research. Apparently, 4 months are sufficient for this purpose. It is thus recommended that the 5 to 8 months allocated for this purpose in the ProAg (p.5) be reduced to 4 to 5 months.

LENGTH OF TRAINING AND POTENTIAL DEFECTIONS

The length of training stipulated in the ProAg had a range of 25 to 35 months. The actual length of training for Group I is estimated to be 33 months, within the stipulated range. This distribution has, however, a large variance with the shortest time being 25 months and the longest being 38 months. It is expected that the length of training for Group 2 will be shorter.

Some reasons accounting for the relatively long time required for the graduation of Group 1 participants are the additional English language training in the U.S., some unexpected transfers, and the selection of some courses not relevant to some candidates' majors. These problems seem to have subsided with Group 2.

A situation that has to be confronted in principle with participant training projects is potential defections.

The precaution that was taken against this possibility was having the participants sign an agreement that, following completion of their training, they would return to Mali and work in the Republic of Mali for at least five years. This precaution is quite sterile in and of itself, but the Malian unusual sense of belongingness seems to preclude defections.

Recommendations

No recommendations are made regarding this aspect of the project, as it appears to be doing well.

DEGREE EQUIVALENCE AND CIVIL
SERVICE REINTEGRATION

Upon their return after completion of their degree, participants wait anywhere from one to four months before being reintegrated into the Civil Service. Their reintegration is based on equating their Master's degree with the French Diplôme d'Etudes Approfondies (DEA), and their Ph.D. with the French Doctorat de Troisième Cycle (Third Cycle Doctorate). USAID/Bamako disagrees with this equivalence and contends that the Master's degree should be equated with the Third Cycle Doctorate and the Ph. D. with the Doctorat d'Etat (State Doctorate). This issue has not yet been resolved, each of the two parties blaming the other for the delay.

The matter of degree equivalence is a very complicated issue that has never been satisfactorily solved. By the time any diploma is studied carefully and equated to another, requirements change and the results become obsolete. The fact that the French themselves are in the process of phasing out their two-stage doctorate system for a unified Doctorate degree may simplify the comparison of French and American diplomas.

Once reintegrated into the Civil Service, participants are paid more than they would earn had they not received their American diplomas, but less than their colleagues with comparable French diplomas. Most of them have administrative positions that are lower than those they occupied prior to the start of their training. They seem philosophical about it as long as there is hope for the situation to take a better turn in the not-too-distant future.

Recommendations

1. USAID/Bamako should submit to MOP a study emphasizing the relative strengths of the American graduate degrees. Such a personalized document will have a stronger impact than printed pamphlets on the subject. Following receipt of this document, MOP should coordinate efforts with the Ministry of Education to resolve this matter promptly, one way or the other. One way out of this impasse may be similar to the way the matter was solved lately in Senegal. Without having to state explicitly that the Master's degree is equivalent to the Doctorat de Troisieme cycle and that the Ph.D. is equivalent to the Doctorat d'Etat, a decree can be issued assigning to Master's and Ph.D. holders the same rank, salary, and rate of advancement as their French counterparts, explicitly spelling these ranks, salaries, and rates of advancement without acknowledging that they are the same for those holding the corresponding French degrees.
2. The fact that participants occupy lower civil service positions after their graduation defeats the purpose of the DLT Project. A justification for this situation is that a managerial position, once vacated by the participant has to be filled by someone who then cannot be asked to relinquish it upon the participant's return. It is assumed, however, that after a certain period of time, the graduate participant should occupy a position equally important to the one he left, if not of higher importance. This matter should be carefully observed throughout the time remaining on this project. By then, sufficient time should have elapsed to provide enough opportunity for such promotion.

If the matter has still not been clarified, the funding of any similar project should be postponed and a follow-up of graduate participants be conducted to determine their status.

THE PROJECT ADVISORY COUNCIL (PAC)

1. Design

The concept of the PAC emanated from the need to provide participants with expert academic supervision and to help with their "adjustment and general well-being" (Project Paper, p. 12). The ProAg specifies that a committee of four qualified university professors, one for each of the four fields of study specified in the DLT, was to be formed, with the member specializing in Education acting as the Chairman and being in charge of coordinating the Council's activities with the other Project Facilitators.

2. Performance

To date, only three of the four stipulated PAC members have been appointed, while a search is still being conducted for the fourth, the Business Administration Specialist. In the interim, the Education Specialist who is also the Coordinator, assumes in addition the Business Administration Specialist's role.

The role expected of PAC members has been hindered by a number of difficulties, the most outstanding being physical location: participants situated on the same campus as a PAC member receive naturally more attention than those who are physically remote. With the exception of the PAC Coordinator, no PAC member has visited another university where a participant is studying. Also, the PAC members, being remote from each other, have not been able to perform some expected collective functions as organizing periodic Council meetings and inviting the Project Manager and the AAI Project Officer. The PAC, then, has so far not functioned as a committee. The overall outcome has been that PAC member inputs have so far been at a minimum,

mainly centering around technical suggestions for thesis work, especially for those participants on the same campus and in the same field of study as the PAC member. This role is nothing more than that of a regular academic adviser. The role of the PAC Coordinator has extended further, staying in touch with most participants, following up their progress, providing occasional help, and keeping other Project Facilitators informed of the overall picture.

In terms of individual performance, then, the PAC Coordinator has been playing a key role. His personal contacts and knowledge of West African affairs have enhanced his role. As to the Michigan PAC member, he has been also playing a key role, although limited to his institution. He has facilitated participant admission to various schools there and seems to be always available to help out. The Pittsburgh PAC member appears to be dynamic, well-versed in his field and extremely active. He travels often and is consequently not always available for personal consultation. This matter is of concern to the participants. Those working presently on their thesis proposals have reported already experiencing serious delays in their development because of his frequent absences. In addition, the Pittsburgh PAC member and the PAC Coordinator do not always seem to see eye to eye. An illustration of this divergence of opinions is provided in the Pittsburgh PAC member's letter of February 22, 1985 to the PAC Coordinator, enclosed in Appendix 8.

3. Conceptual Consideration

From a conceptual standpoint, there should be four PAC members, one in each of the four DLT training areas, and preferably each member at a different university. Their foremost role is to assist DLT participants. To clarify

the type of assistance which might be expected from the PAC members (not the Coordinator) let us consider the following issues.

3.1 Exactly who is each PAC member supposed to assist? Those participants in his field at his university and at all other universities in the United States. Strictly speaking, he would not provide much academic assistance to participants at his university who were in a different field. His assistance to this category of participants would be more as an ombudsman, looking after their general well-being. However, assisting participants at other universities cannot be done easily because of logistic problems resulting from sheer distance between universities.

3.2 In what areas is each PAC member supposed to extend his assistance?

First, in academic supervision, with such matters as course selection, grade monitoring, performance, conference attendance, benefits from academic program and life in the U.S.A., and thesis work. These activities can--and seem to--be properly carried out with participants in the PAC member's institutions. It is likely that he will then be their academic adviser. Academic supervision by a PAC member of a participant at another institution can hardly be effectively done, as the participant there has his/her own academic adviser. Unless the PAC member's help is clearly solicited, it may be construed as interference on his part, and may even embarrass the participant. This situation may also be encountered with thesis advice, the PAC member being an authority in the field.

Second, the PAC member can help participants in their adjustment and general well-being and in solving daily life hurdles and problems.

Here too, this support is not effective with remotely located participants.

What this analysis boils down to is that, in effect, the major participants who benefit from the PAC concept are those who are present on the same campus as a PAC member and studying in his area of specialization. Even then, the assistance he actually provides is little more than what a regular academic adviser would provide in the course of his duty, with the exception of thesis assistance, where the physical presence of a PAC member makes a difference. There is also the additional occasional input of a PAC member to the thesis of a student in his field but at another university.

Therefore, the only way to derive the full benefits intended from the creation of the PAC is the suggestion submitted previously, that of placing participants in many universities, but that, if done, could present even more problems.

4. Recommendations

4.1 The Project Advisory Council should be terminated. Instead, an expert in each of the four study areas should be identified and made available to provide assistance in thesis preparation upon request. This expert would then be remunerated on a per-thesis basis. Details about this remuneration are provided under "Financial Consideration" later on in this report.

4.2 Assign an Adviser to the Project, who could well be the present PAC Coordinator. Expand his administrative duties to comprise general supervision of all DLT participants from the time of their arrival in the USA to their graduation. Instead of assuming the role of Academic Adviser for some participants, the Project Adviser would dedicate the project time to overseeing the participants' general welfare through more extensive communications with them and with other Project Facilitators.

PERFORMANCE OF USAID

1. USAID/Bamako

Although the implementation of the Project was initially delayed for over a year, the administration has proceeded smoothly since then, even with the change of Project Officers. The revised implementation plan is being followed and it appears that the desired number of participants will be trained by the end of the project. Academic and financial supervision by the Project Officer is adequate, although some participants feel USAID/Bamako's response is slow to their requests, mainly in conjunction with the processing of reimbursement claims.

As mentioned earlier, USAID/Bamako has not yet settled the issue of degree equivalence with the MOP. It may be harder to resolve this issue by laying down conditions than by justifying the Mission's position with concrete evidence.

Except for Group 1, all participants receive orientation with specific information on duties and performance requirements. Additionally, all groups, I, II and III, received orientation upon arrival in New York, by AAI and also at the Washington International Center (WIC), Washington, D.C. These orientation sessions included performance requirements, financial allowances, etc. There were some participants, however who still felt disoriented and not completely informed. As far as organizing symposia to discuss returned trainees' theses, the first such symposium, planned to be held in Bamako in May, was postponed as neither the Human Resources Officer nor the Training Office Assistant could be present.

Recommendations

1. The need for USAID/Bamako to prepare and provide the MOP with a study of degree equivalence between American and French degrees is reiterated here. Should the MOP not react to this study one way or the other, USAID may then be justified in reconsidering the concept of financing training Malians for American degrees.
2. Increase the dissemination of information to the participants prior to the start of ELT. They should be provided with a pamphlet outlining:
 - length of training
 - curriculum
 - performance requirements.
3. Hold the annual symposium regularly at an appropriate time for as many participants as possible. The purpose of the symposium is, after all, to interact with the community, thus soliciting feedback on the participants' theses.
4. Provide each Group 3 and Group 4 participant prior to departure, with a list of topics covered by other participants. Although the chances are slim that a participant might select a topic already covered, finding this out only after considerable time has been invested in the proposal preparation could haunt the participant throughout this period and lead to unnecessary anxiety.

1. S&T/IT

Science and Technology/International Training is that branch of AID/Washington with worldwide overseer responsibilities for global participant issues and policy. It solicits proposals from, and contracts with, firms to supervise the training activities. More specifically, S&T/IT's

Project Manager provides direction and management for adequate performance by the outside agency and reviews AAI/PIET's Training Implementation Plan for each participant, including each participant's budget and payment arrangements. (Handbook 10, chapter 5).

PERFORMANCE OF OTHER PROJECT FACILITATORS

1. Partners for International Education and Training (PIET) and The African-American Institute (AAI)

When the project started, the firm of Roy Littlejohn was contracted to implement and supervise the daily operation of DLT participants. Not a very good memory is left from that short period aside from an impression of disorganization and inefficiency. The responsibility was then shifted to the Washington-based Partners for International Education and Training (PIET) and its affiliate agency, the New York-based African American Institute (AAI). The situation improved thereafter.

These agencies play basically two distinct and different roles. In Washington, Partners is in charge of placing participants in appropriate universities. Once placed, the daily administrative aspects of participants are assumed by AAI in New York City. These aspects consist of:

- o notifying USAID/Bamako of individual participant's acceptance at universities, thus allowing travel arrangements to be made;
- o providing participant support services and orientation sessions in N.Y. and in D.C.;
- o maintaining liaison with other Project Facilitators;
- o maintaining participant records; and
- o implementing and following up on Mission training requests.

As far as placement activities are concerned, Partners' performance is good. It would even be better if USAID/Bamako made greater use of Partners' experience in this area. Through personal contacts, Partners can convince more universities to be flexible on entrance requirements and act faster in admitting participants, a crucial matter to DLT, given the training time constraints. A good Business Administration School, for example, would

typically require that a candidate be accepted for admission around January to start courses in the following fall term. Partners reported being able to have a participant start his/her studies in Business Administration in as little as four months after they apply for the participant's admission.

The other set of activities of which the AAI is in charge, namely the administration of the participants' training program, seems to leave room for improvement. Some Group 2 participants report not having their medical card yet. Others report being late in second-year academic registration because of AAI's delay in sending the necessary information. Two participants report that, in spite of AAI's repeated assurances that their return ticket was all in order, they went to the airport the day of their departure only to find out that their ticket was not ready. Three participants report that, after hearing nothing for a while about reimbursement requests submitted, they called AAI only to find out that they needed to submit an additional document. Other complaints include AAI's loss of files and receipts, failure to return participants' calls, and action on participant claims only after being contacted by the PAC Coordinator or by S&T/IT. Finally, most participants report not being well informed of the exact role of AAI.

Recommendations

AAI should seriously consider how to ameliorate at least some of the participants' problems and remedy some of its own administrative problems.

Other specific suggestions on participant support services are:

- o Arrange for a procedure to deposit participants' monthly stipends directly into their bank accounts upon their requests. This will help avoid the hardship resulting from lost monthly paychecks, as happens occasionally.

- o Secure housing for each participant at his/her university prior to the participant's arrival and in two different instances: once upon the start of training and once upon the return to the US after field research in Mali. This matter is of great importance and causes great hardship on the participants. The fact that some participants are lucky to have other fellow countrymen in the same city who alleviate their housing problem should not be taken for granted nor should it be an excuse to fail in providing this essential service. Along these lines, Partners/AAI should arrange for a limited number of host family housing during the first few months of the participant's residence to offer as an option to those interested. This matter is elaborated upon later on in this report.
- o Be more active in encouraging the International Student Services at different participant universities to arrange for Host Family Exchange for each participant. The cultural advantages of this arrangement on participants and Americans alike deserve the additional efforts.

2. The Ministry of Plan

The Ministry of Plan, in its capacity as the official representative of GRM, plays many roles in DLT: advertising for scholarships, screening candidates' credentials, sitting on the PSC, approving PIO/P's, approving thesis proposals, and reintegrating graduating participants into the Civil Service. Given its capabilities, the MOP performs its role adequately, on the overall, except for the continuing concern with degree equivalence. In this respect, MOP has seemed to be acting slowly, while raising the Mission's expectations with no results (see MOP's letter to this respect in Appendix 6).

There seems to be a good response to MOP's announcement for DLT scholarships mentioned earlier in this report. This response does not necessarily indicate complete advertising coverage.

As far as the reintegrative procedure is concerned, MOP is aware of the time lag involved and officials there report trying to remedy it. These officials also point out that the same time lag is encountered by graduates of their own schools.

MOP's opinion of USAID/Bamako's performance is mixed. On the positive side, there is good cooperation and a sense of gratitude. On the negative side, USAID/Bamako is criticized for consulting MOP after the fact, making MOP feel obliged to consent to acts already taken by USAID/Bamako. MOP also feels that there is not enough coordination between USAID/Bamako and AID/W, and that Washington is not often prompt enough.

Recommendations

1. MOP is urged to continue to try to resolve the matter of degree equivalence although the responsibility in this matter lies between the Malian Civil Service, the Ministry of Education and the Ministry of Foreign Affairs. As was mentioned before, the equivalence may be defined in functional terms (equal position, equal salary and rate of salary increase) if not technical terms (equal academic programs, equal ability of graduates).
2. The MOP advertising effort should start three months prior to the application deadline with frequent advertising in L'Essor as well as wider radio broadcasting, a good time for that being Sunday mornings along with the broadcasting of decrees.

3. The Project Steering Committee

The Project Steering Committee is an ad-hoc committee originally conceptualized to undertake all aspects of candidate selection procedures up until the selection of the DLT participants. It is made up of a wide array of GRM ministry representatives as well as a representative from the Mali Chamber of Commerce. It is chaired by the DLT Project Officer. Being so diversified

in terms of membership representation, the PSC also fulfills a vital public relations function.

As mentioned earlier in this report, applications for the DLT scholarships are collected by the MOP, reviewed for proper documentation and academic degree requirements, summarized and submitted to the PSC. Those who fulfill these requirements are then asked to undertake the second screening process, namely the composition, the language aptitude test and the interview, conducted by the PSC. No serious problems have been reported during these activities.

FINANCIAL CONSIDERATIONS

1. Cost Per Participant

To obtain an estimate for the cost per participant to date, the case of Group 1 participant was used, since the other two groups have not progressed enough in their training to allow for cost calculations over the whole training period.

The direct cost of the 16 Group 1 participants along with their training status are presented in Table 4. For the case of participants who have graduated and returned to Mali, the precise direct cost for the U.S. training cost is available and documented with the PIO/P's. This figure excludes the in-country English language training cost. This cost can be calculated as follows: the cost of one instructional hour of ELT to USAID/Bamako is 2,000 CFA (\$4). There is a maximum of 6 hours of instructions per day, 5 days per week, 4 weeks a month. For a training period of 8 months, the cost per participants in \$3,840. For 9 months, it is \$4,320. Thus, \$4,000 per participant seems a realistic estimate of the ELT cost in country. This figure was added to the PIO/P figures provided by USAID/Bamako. The sum is shown in Table 4.

Table 4

Individual Training Cost for Group 1 Participants*

Participant	Training Status	PIO/Value
Alhassane Ag Hamed Moussa	Graduated	54,327
Mamadou Bagayoko	Graduated	48,607
Abdoul Dramane Coulibaly	Graduated	38,652
Mariame Coulibaly N'Diaye	Graduated	48,610
Amadou Diakite	Graduated	51,894
Mariame Fofana Heidara	Withdrew	32,870
Mamadou Diakite	Withdrew	-0-
Tahirou Kampo	Graduated	43,496
Amadou Mamou Kone	Graduated	42,918
Ibrahima Kante	In progress	71,491
Yassoungo Kone	In progress	84,255
Elhadj Amadou Maiga	In progress	54,100
Harouna Niang	In progress	72,744
Mamadou Daouda Traore	In progress	68,564
Oumar Sako	Graduated	64,000
Lalla Aicha Ben Barka	In progress	53,100
TOTAL		829,628

* Actual data provided by USAID/Bamako

Also, for those participants who did not graduate yet, a flat amount of \$10,000 was added to the total direct training cost to date, except for the case of one participant who is known to have graduated and is due to return imminently to Mali. For this participant, only \$3,897 was added to his training cost (to lead to a round figure). It should be noted that the length of training of subsequent groups should be shorter than that of Group 1, and early indications on Group 2 support this observation. Consequently, the cost of these subsequent groups is expected to be lower than that of Group 1 assuming no yearly inflation, no increase in tuition, fees and cost of living increase.

When the total direct training cost of \$829,628 was divided by the Group 1 output, namely the 14 participants who completed or nearly completed their training, the rounded figure of \$59,260 was obtained as a rough estimate of the direct training cost per participant. To this figure should be added indirect costs to obtain an estimate of the total cost per participant. The total cost breakdown for all three groups was reported by USAID/Bamako to be as follows, as of December 1984:

- \$925,773 for training
- \$ 23,926 for technical assistance
- \$ 9,612 for commodities
- \$ 3,757 for miscellaneous.

These figures show that the indirect costs (\$37,295) run about 4% of the direct training cost (\$925,773). Adding this proportion to the calculated estimate of \$59,260 yields an estimate for the total cost per participant, in the order of \$61,630.

To determine whether the project is so far financially on target or not, the cost breakdown provided in the Project Paper (p. 22 an Annex L) will be used. This breakdown is based on the total USAID input of \$4,565,700.

Assuming the project will, in fact, train and graduate 60 Malians during its lifetime, the total planned cost per participant is then \$76,095. These results indicate that the DLT project has been so far underspending by about \$14,465 per participant. At this rate, the total project cost will amount to \$3,697,800, that is, a savings of \$867,900, or about 19%.

2. Financial Feasibility

One way to determine whether the project is worth the money invested in it is to compare its cost with the cost of providing Mali with 60 expatriate specialists. This approach has been done in the Project Paper (p.22) and is borrowed from there. Assuming that each participant will provide 20 years of professional service in Mali, the cost of his/her training would be about \$3,100 (\$3,697,800 divided by 60 divided by 20) for every year of service. Conversely, the cost of providing Mali with an American specialist runs about \$100,000 per year. These figures indicate that the DLT project is cost effective.

3. Participant Allocations

From the outset of the training activities, participants seem to have money difficulties. Once released from their civil service duties to start language training, they lose some benefits, while retaining their basic salary: transportation allowance, housing,...Meanwhile, they have to pay for transportation to and from the English Language Center.

In the United States, participants live on a very tight budget. To make do with about six hundred dollars per month, many of them live in groups of 2 or more, mostly Malian, speaking French or Bambara among themselves. Sometimes they are not able to secure enough quiet to study. Their social

life is restricted, as they can rarely afford to eat out, or go on cultural trips because of their limited financial allowance, except those associated with conferences and workshops.

When in Mali, conducting their research, participants are also at a financial disadvantage both from the standpoint of their monthly stipend as well as their research expense. This matter has been discussed above. Also, given their financial situation, participants cannot keep their housing arrangement in the States while in Mali. Once back in the States, they may be forced to stay at a hotel for a few days until they find adequate housing. They are then faced one more time with having to put down a one-month rent deposit, install a telephone line, gas; then comes the problem of having to type a thesis, often over and over again to account for changes, at the cost of \$1.50 to \$2.00 per page, then have it edited, reproduced and bound many times, for the modest cost of \$300. Finally, upon their return after completion of their degree, participants wait between 2 to 3 months before cashing their first paycheck. This delay does not, however, impact directly on the project.

Recommendations

A review by AID of participant training allowances is recommended. During such a review, the following points should specifically be taken into consideration:

1. For participant-training programs with an in-country training component, a small monthly stipend should be offered to participants who have to quit their job during the training period. This stipend is to help the participants with transportation and other incidental expenses.

2. For participant-training programs having an in-country research phase, an expense amount to cover shipment of research material should be allocated. Also, part of the in-country research allowance should be paid to the participants upon their arrival in-country. This arrangement will eliminate hardships resulting from having the participants resort to their meager personal resources until they get reimbursed.
3. When participants are to return to the U.S. to proceed with further planned training, an advance should be paid to them upon their return to help them in their settling expenses.
4. Typing allowances for participants should take into account editing costs.
5. The excess baggage allowance for the final return trip should include a sum for the shipment of books and other training materials.

Some of these allocations are determined by USAID Handbook 10. A strong case should be made to allow for a special review by an AID Allowance Committee. It is also hoped that any savings made in other aspects of this project should facilitate the allocation of the recommended increases.

4. PAC Allocations

The present PAC member contracts stipulate a total of 50 work days over a 24-month period, and the amount of \$18,150 is budgeted for each PAC member per year.

Recommendations

In view of the recommendations advanced earlier on in this report with respect to the elimination or termination of PAC, it is suggested that

payments to the subject-matter specialists who are to replace the PAC members be made on an hourly basis when their input to a participant's thesis is solicited. A maximum of 100 hours per year can be envisioned. At the rate of \$30 per hour, the budget for all four specialists would be \$12,000 per year. In addition, the Adviser (see The Project Advisory Council-Recommendation page 42) would be expected to put in the same amount of time as the PAC Coordinator and hence would be allocated the same budget.

CONCLUSION

Overall, the DLT project is now doing well after several difficulties encountered with Group 1. Indications are that it will attain its objectives on schedule. Some fine tuning, recommended in this study, will improve the implementation procedure and result in the better well-being of the participants. By all accounts, these participants are highly qualified and their performance ranks high among foreign students in U.S. universities. In this respect, participant training projects in Mali are worth every penny that is being invested in them.

In AID annals, the DLT Project is one of the first of its kind: a bilateral activity whose sole focus is participant training. The recommendations advanced in this report should be implemented with the third and fourth groups and their impact closely monitored and recorded. By virtue of its pioneering nature, the experience gained during this project may have a far-reaching influence.

A P P E N D I C E S

A P P E N D I X 1

CHRONOLOGY OF EVENTS

CHRONOLOGY OF EVENTS*

Project Authorization	August 21, 1980
Project Agreement signed	April 9, 1981
Group I selected	October 8, 1981
Group I begins in-country ELT	November 23, 1981
First TOEFL taken	March 13, 1982
First PIL dated January 11, 1982 signed	March 23, 1982
First amendment (Obligations) signed	May 12, 1982
PIO/P's handcarried to ST/IT	May 21, 1982
Second PIL dated June 30, 1982 signed	July 8, 1982
Beginning of US studies	August 23, 1982
Group II selected	December 7, 1982
Group II begins in-country ELT	December 27, 1982
PIO/P's forwarded to ST/IT	Late Feb/early Mar 1983
First TOEFL taken	May 14, 1983
Second amendment (Obligations) signed	May 18, 1983
GMAT taken	June 11, 1983
GRE taken	June 18, 1983
Third PIL dated May 3, 1983 signed	June 28, 1983
Beginning of US studies, G	August 1983
Third amendment (Obligations) signed	September 17, 1983
Fourth PIL dated Decembere 20, 1983	January 21, 1984

*Prepared largely by USAID/Bamako

Fifth PIL dated Jan 3, 1984 signed	Feb 11, 1984
Fourth amendment (Obligation +PACD Extension) signed	March 31, 1984
Group III selected	June 11, 1984
Fifth amendment (Resolution of ELT issue) signed	July 20, 1984
Beginning of in-country ELT	Sept 1, 1984
PIO/P's forwarded to ST/IT	December 1984
First TOEFL taken	Jan 12, 1985
Mid-point evaluation	February-March 1985

A P P E N D I X 2

KEY PEOPLE MET AND/OR INTERVIEWED

KEY PEOPLE MET AND/OR INTERVIEWED

Thomasina Paige	Partners for International Education and Training, Washington, D.C.
Jean DuRette	Human Resources Development Officer, AID/Washington, D.C.
Sherry Suggs Morin	Human Resources Development Officer, USAID/Bamako
David M. Wilson	Director, USAID/Bamako, Mali
Mamadou Thiero	Director General, Direction Nationale de la Planification
Mamady Traore	Directeur Adjoint, Direction Nationale de la Planification
Mamadou Diawara	Chef Section Formation, Division des Ressources Humaines, Direction Nationale de la Planification
Ousmane Fofana	Director, English Language Program
Gerald Ponasik	Adviser, English Language Training Program
Tahirou Kampo	Graduated Participant
Amadou Mamou Kone	Graduated Participant
Jean Etienne Diendere	Participant doing in-country research
Yahia Dabo	Participant doing in-country research
Daba Traore	Adviser, Chamber of Commerce of Bamako
Mamadou Diakite	Participant who dropped out after ELT in Bamako
Abdoul Dramane Coulibaly	Graduated Participant
Alhassane Ag Moussa	Graduated Participant
Elizabeth Ward	The Afro-American Institute
Ross Kessel	University of Maryland/Baltimore
Amadou Diakite	Graduated Participant
Mariam Coulibaly N'Diaye	Graduated Participant

Kefa Traore	Teacher, English Language Training Center
Mamadou Gueye	Teacher, English Language Training Center
Lalla Aicha Ben Barka	Participant doing in-country research
Mariame Fofona	Participant who dropped out
James Hoxeng	USAID S&T/ED
Claudia Cantell	AID/W Project Development Office, Sahel West Africa
H. Richard Schneider	African American Institute
Heather Monroe	African American Institute
Leon Haley	Acting Dean, Graduate School of Public and International Studies, University of Pittsburgh
Joseph Eaton	Director, Economic and Social Development Program, University of Pennsylvania
Jane Lohman	Admissions Director, Graduate School of Public and International Studies, University of Pennsylvania
Rhea Varriano Boudaoud	Foreign Student Adviser, Office of International Services, University of Pittsburgh
Diallo Aoua Sanankoua	Participant at the University of Pittsburgh
Yassaoungo Kone	Participant at the University of Pittsburgh
Mahamdoune Toure	Participant at the University of Pittsburgh
Aliou N'Diyae	Participant at the University of Pittsburgh
Carolyn Shaklee	Student Housing Office, University of Michigan
Byron Groesberg	Associate Dean for Admissions, Rackham School of Graduate Studies, University of Michigan
Robin Barlow	PAC Member, University of Michigan
Robert Grosse	DLT Participant Adviser, University of Michigan
Niama Nango Dembele	Participant at the University of Michigan
Amadou Koita	Participant at the University of Michigan
Brehima Diallo	Participant at the University of Michigan

Hussein M. Yaghi	Coordinator, Center for International Students, School of Education, University of Southern California
Elena Garate	Assistant Director, Office for International Students and Scholars, University of Southern California
David Eskey	Director, American Language Institute, University of Southern California
Clive Grafton	Associate Dean, School of Education, University of Southern California
Harouna Niang	Participant at the University of Southern California
Yacouba Konate	Participant at the University of Southern California
Mamadou Camara	Participant at the University of Southern California
Mamadou Traore	Participant at the University of Southern California
Issa Konda	Participant at the University of Southern California
Sekou Tangara	Participant at the University of Southern California
Moudibo Sidibe	Participant at the University of Southern California
Ibrahima Kante	Participant at the University of Southern California
John Orr	Dean, School of Education, University of Southern California
Harriet Lynda Moss	Director of Graduate Student Affairs, School of Business Administration, University of Southern California
Barbara E. Williams	Malian Graduate Student Adviser, School of Business Administration, University of Southern California

A P P E N D I X 3

PARTICIPANT INTERVIEW FORM

PARTICIPANT INTERVIEW FORM

1. How did you hear about this scholarship?
2. Do you think everyone around you had the opportunity to hear about this scholarship?
3. Are there any improvements on the way this scholarship is being advertised?
4. Were you able to get the documents to accompany your application easily and on time?
5. Describe and comment on your interview for this scholarship.
6. How many hours of ELT in Mali did you have per day/week?
7. Did you go to work during ELT?
For how many hours per day/week?
8. Was there adequate material and equipment for ELT?
9. In which of the following skills did you have proper training and in which did you not?
 - Reading
 - Writing and composition
 - Listening
 - Speaking and conversation
 - Test taking
10. Do you have any preparation for the GRE and the GMAT in Mali?
11. What is your evaluation of the ELT instructors?
12. In which of the following areas were you oriented prior to your departure and in which were you not?
 - Degree equivalence
 - Life in the U.S.
 - U.S. educational system
13. Were you well equipped to live and study in the U.S. in terms of:
 - English language (accent)
 - Information on the way of life
 - Information on university and major
 - Information on city and climate
 - Information on housing
14. Living arrangements in the U.S.:
 - Housing adequacy (cost, location, quality)
 - Family accompaniment
 - Socialization

15. If you had the opportunity to live with an American family in the U.S. for the first time, say, 6 months, would you have taken it?
16. Academic arrangements in the U.S.
 - Adviser
 - Remedial courses
 - Conferences and field trips - FDMS in particular
 - Thesis (topic selection, proposal writing, development)
17. In-country supervision for research:
 - AID
MOP
 - Country Coordinator
 - Time allotted
18. What did you do to find housing upon your return from research in Mali?
19. Adequacy of stipend:
 - in the U.S. (\$600+)
 - in Mali (\$180)
20. Adequacy of research budget:
 - in Mali (\$250)
 - in the U.S. (\$300)
21. Did the PAC member in your university perform his role adequately?
22. Did the PAC Coordinator perform his role adequately?
23. Did AAI perform its role adequately?
24. Did USAID/Bamako perform its role adequately?
25. Did S&T/IT perform its role adequately?
26. How fast were you reintegrated in the Civil Service upon your return?
27. Did you get into a lower, same, or higher position?
28. Did you get into a lower, same, or higher pay scale?
29. What is the situation with the equivalence of your degree to French degrees?
Do you find this situation equitable?
30. Did you ever think of not returning to Mali?
31. Was there any particular situation that you found yourself in during your training?
32. How do you see yourself applying in Mali the knowledge you acquired through your degree?

33. Do you think you will be able to apply in Mali the knowledge you gained in the U.S.A.?
34. Overall impressions and other comments.

A P P E N D I X 4

MOP LETTERS SOLICITING DLT APPLICATIONS

CABINET

Koulouba, le 25 / 09 / 1982

N° 0018 / MP-CAB.

LE MINISTRE DU PLAN

Objet : Sélection de candidats pour
le second groupe de partici-
pants.

Projet n° 688-0221, Formation
Supérieure pour le Développement,
Accord de Subvention en date du
9 Avril 1981 et comme amendé.

Tous MINISTRES

GOUVERNEURS DE REGIONS

DIRECTEURS NATIONAUX

DIRECTEURS DE SOCIÉTÉS ET ENTREPRISES
D'ÉTAT

Me référant à ma lettre circulaire n° 11/MP-CAB
en date du 20/5/1981 relative au Programme de Formation Supérieure pour
le Développement (D.L.T.), j'ai l'honneur de vous informer que le proces-
sus de sélection du second contingent va commencer. Les bourses sont at-
tribuées pour les Spécialités suivantes :

- Planification économique ;
- Finances ;
- Administration publique ;
- Administration des Affaires ;
- Planification l'Éducation/des Ressources Humaines.

Les candidats doivent avoir des qualifications aca-
démiques supérieures et une expérience professionnelle appropriée (deux
années au minimum) et être à un poste de responsabilités

- Les dossiers de candidature devraient comprendre :
- le formulaire standard de candidature disponible à la Direction Nationale
de la Planification ;
 - les relevés de notes ;
 - les copies des diplômes ;
 - les lettres de recommandation ;
 - l'engagement de l'employeur à libérer le candidat pour la formation en
langue ;
 - l'attestation d'expérience professionnelle.

Les candidats doivent fournir tous les documents
requis en même temps que leur acte de candidature.

Le calendrier pour l'exécution du processus de sé-
lection du second groupe de candidats est le suivant :

- Délai de soumission de candidature : 10 Octobre
- Première sélection : 25 Octobre
- Deuxième sélection : 5 Novembre
- Annonce des bourses : 10 Novembre
- Début de formation en Anglais : 20 Novembre.

Je profite de l'occasion pour vous rappeler la

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- Ministère du Plan - Président
- Direction Publique et Personnel
- Affaires Etrangères et Coopération Internationale
- Chambre de Commerce
- Ministère de l'Education Nationale
- Ministère de Tutelle des Sociétés et Entreprises d'Etat
- U.S.A.I.D./Banako.

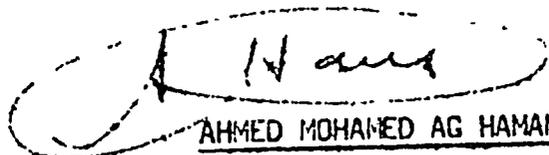
Les départements concernés sont priés de bien vouloir me communiquer par écrit le nom de leur représentant au sein de ce Comité.

Compte tenu de l'importance du Projet pour la réalisation de nos objectifs de développement, une réaction diligente de votre part m'obligerait./.-

LE MINISTRE DU PLAN

AMPLIATIONS :

- Chambre de Commerce et d'Industrie (pour dispositions à prendre)
- USAID (pour information).


AHMED MOHAMED AG HAMANI

Chevalier de l'Ordre National.

Best Available Document

File

KOULOUDA, le 10/09/1982

// LE MINISTRE DU PLAN

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TOUS MINISTRES GOUVERNEURS DE REGIONS DIRECTEURS
NATIONAUX DIRECTEURS DE SOCIETES ET ENTREPRISES
D'ETAT.

Objet ; Sélection de candidats pour
le troisième groupe de par-
ticipants.

Projet n°606-0221 Formation
Supérieure pour le Dévelop-
pement, accord de Subvention
en date du 09 Avril 1981 et
comme amendé.

Me référant à mes lettres circulaires n°001/IP-C.M et n°18 en date des
20/5/81 et 25/09/1982 relatives au Programme de Formation Supérieure pour le Déve-
loppement (D.L.T.), j'ai l'honneur de vous informer que le processus de sélection
du troisième contingent va commencer. Les bourses sont attribuées pour les spécia-
lités suivantes :

- Gestion
- Planification Economique
- Administration Publique
- Administration des Affaires
- Planification, Programmation et Evaluation en matière d'Education.

Les candidats doivent avoir des qualifications académiques Supérieures et
une expérience professionnelle appropriée (deux années au minimum) et être à un
poste de responsabilité.

Les dossiers de candidature devraient comprendre :

- Le formulaire standard de candidature disponible à la Direction Nationale de
la Planification
- Les relevés de notes
- Les copies des diplômes
- Les lettres de recommandation
- L'engagement de l'employeur à libérer le candidat pour la formation en langue
- L'attestation d'expérience professionnelle

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Les candidats doivent fournir tous les documents requis en même temps que leur acte de candidature.

Le calendrier pour l'exécution du processus de sélection du troisième groupe de candidats est le suivant :

- Délai de soumission de candidature	08 Mai	20
- Première sélection	22 Mai	11
- Deuxième sélection	30 Mai	18
- Annonce des bourses	1er Juillet	27
- Début de formation en anglais	1er Septembre	10

Les changements suivants sont proposés pour aider à résoudre les problèmes qui entourent le programme de formation en langue anglaise.

- Premièrement, les participants commenceraient leurs études au Cours de Langues en Septembre avec comme objectif leur placement dans les Universités américaines début Juin de l'année suivante, pour un semestre initial de formations linguistique et académique combinées.
- Deuxième, le progrès des participants sera suivi de plus près. UN TOEFL initial sera administré après 4 mois et 1/2 de formation en langue. Un second test sera administré à 6 mois 1/2 et quand les résultats seront reçus, des représentants du Ministère du Plan et de l'USAID évalueront le progrès de chaque participant. Sur la base du Second TOEFL :
 - Les candidats qui auraient moins de 450 ne seront pas retenus
 - Les candidats qui obtiendraient entre 450 et 475 seront passés en revue cas par cas, et seuls ceux qui feront montre de motivation et de capacité de réussir seraient autorisés à continuer ;
 - Les candidats qui obtiendraient plus de 475 poursuivront leur formation en langue jusqu'à leur admission par une Université.

Pour les candidats qui demeureraient en formation Linguistique au delà de 6 mois, l'USAID commencerait à payer une allocation mensuelle de 150 000 FM afin que le département employeur soit déchargé de la nécessité de payer le salaire.

Je profite de l'occasion pour vous rappeler la constitution du Comité de sélection qui comprend :

- Ministère du Plan - Président
- Fonction Publique et Personnel
- Affaires Étrangères et Coopération Internationale
- Chambre de Commerce
- Ministère de l'Éducation Nationale
- Ministère de Tutelle des Sociétés et Entreprises d'État
- USAID - Bamako

Les départements concernés sont priés de bien vouloir me communiquer par écrit le nom de leur représentant au sein de ce Comité.

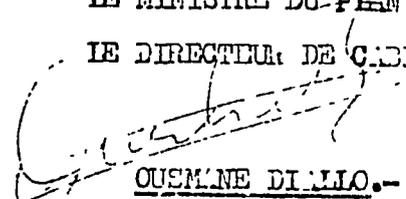
Compte-tenu de l'importance du Projet pour la réalisation de nos objectifs de développement, une réaction diligente de votre ^{part} /m'obligerait.

ATTENTIONS :

- Chambre de Commerce et d'Industrie
(pour dispositions à prendre)
- USAID (pour information)

LE MINISTRE DU PLAN F.O.

LE DIRECTEUR DE CABINET


OUSMANE DIAWLO.-

A P P E N D I X 5

MOP LETTER ON ENGLISH LANGUAGE TRAINING

DC/
MINISTRE DU PLAN

7

REPUBLIQUE DU MALI
UN PEUPLE - UN BUT - UNE FOI

CABINET

TEL 22-55-30
22-57-00
TELEX MINIPLAN 412

Koulouba le 11 FÉV. 1984

Le Ministre du Plan



à Monsieur le Représentant de l'USAID au Mali.

N° Q.0 0 8 5 / MP / CAB-DIP 2 M

Réf : L. en date du 03 Janvier 1984
relative au Projet de Formation
Supérieure pour le Développement
(658-0221). L. d'exécution N° 5
Formation en Langue Anglaise.

Recd: 2/3

~~Glo/HNS~~

CCS
NS
Prog
Cem
ABC
Glo

Suite à votre correspondance dont l'objet est cité en référence, j'ai l'honneur de vous notifier mon accord de principe pour le plan révisé de formation sur place des participants du DLT en langue Anglaise. Et dorénavant nous sommes d'accord pour engager la procédure de sélection du troisième contingent. En conséquence, je vous demande de préparer et de me soumettre un Projet d'Amendement où seront pris en compte les différents aspects que nous avons évoqués.

S'agissant des changements proposés pour aider à résoudre les problèmes qui entourent le programme de formation en langue Anglaise, j'attire votre attention sur le fait que l'élimination des candidats qui obtiendraient moins de 450 après six mois et demi de Cours d'Anglais causerait un grand préjudice aux candidats et leurs Employeurs. Il serait plus opportun à mon sens de prendre des dispositions pour qu'une telle décision puisse être prise dès la fin du 3e mois.

En vous remerciant pour votre entière disponibilité, je vous prie d'accepter Mr. le Représentant, l'expression de ma franche collaboration.

P/LE MINISTRE DU PLAN ET PC
LE DIRECTEUR DE CABINET.

OUSMANE DIALLO

A P P E N D I X 6

MOP'S LETTER ON DEGREE EQUIVALENCE

... ..
-o-o-o-
DIRECTION NATIONALE
DE LA PLANIFICATION

DL *Jean DuRette, GL*
REPUBLIQUE DU MALI -
UN PEUPLE - UN BUT - UNE FOI -
-o-o-o-o-

/)/° 00255/TIP-DNP.

Bamako, le 30 AVR. 1983

//E DIRECTEUR GENERAL DE LA PLANIFICATION
// -)

/)/) Monsieur le Directeur Général
de l'USAID à Bamako.

Objet : Accord de Projet 688-0221,
Formation Supérieure pour
le Développement, Deuxième
Amendement.

Suite à votre lettre en dat du 25 Mars 1983 relative au deuxième amende-
ment de l'Accord de Projet rappelé en objet et à l'issue des entretiens que le
Conseiller pour le Développement des Ressources Humaines de l'USAID a eus avec
la partie malienne notamment la séance de travail du 14 Avril 1983 à la Directio
Nationale des Enseignements Supérieurs et de la Recherche Scientifique, j'ai l'h
neur de vous faire part de ce qui suit :

- Depuis le 9 Avril 1981 date de signature de l'Accord de Projet cité en
objet, les problèmes de l'équivalence des diplômes étrangers avec les diplômes
nationaux font l'objet d'études sérieuses et approfondies au niveau des Départe-
ments et Structures techniques concernés.

Mais comme vous le savez, l'importance et la complexité du problème exi
un travail en profondeur et une concertation entre différents acteurs. Aussi dep
cette date, la Commission nationale des équivalences de diplômes a multipl
ses rencontres et ses efforts d'information et de documentation. Par ailleurs, l
Gouvernement qui a saisi l'importance du problème pour une utilisation rationnel
des ressources humaines du pays et mesurer sa portée dans le cadre de nos relati
de coopération avec les pays amis, vient d'ins tituer en plus de cette Commis
Nationale des équivalences de diplômes Structure technique permanente chargée de
l'étude des problèmes d'équivalence de diplômes, une Commission Interministériel
élargie à l'ensemble des départements sous la présidence du Secrétariat Général

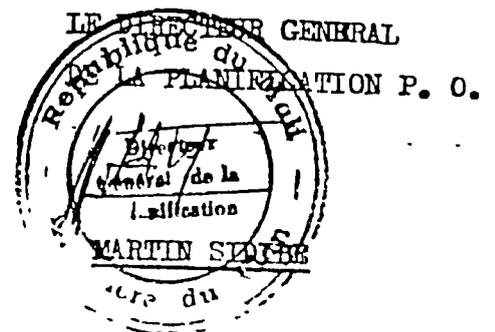
Sécretariat Général du Gouvernement pour examiner un premier projet de classification des diplômes qui a été élaboré par la Commission Nationale. Je ne dois cependant d'attirer votre attention sur le fait qu'à terme, cette action doit aboutir un amendement du statut général de la Fonction Publique en vigueur. Comme vous le voyez, il s'agit d'une véritable procédure législative qui requiert des étapes réglementaires indispensables. Ainsi, le processus déjà engagé et qui est au niveau du Secrétariat Général du Gouvernement doit conduire à l'adoption d'un projet de loi ou d'ordonnance qui sera soumis selon le cas à l'Institution compétente. Et comme vous pouvez le constater, aucune administration nationale prise isolément ne maîtrise à un moment précis toutes les étapes du processus encore moins capable de prévoir tous les aspects que l'étude du problème pourra susciter à un palier quelconque du processus et qui pour leur part exigeront une étude particulière. C'est compte tenu de tous ces aspects impondérables et imprévisibles du problème que nous - nous devons de vous annoncer une date ferme pour la fin de l'étude. Néanmoins, nous fondés sur l'importance que le Gouvernement accorde désormais à la question, nous pouvons dire qu'il est permis d'espérer que l'examen de ce problème, aura une issue au courant de l'année.

Compte tenu de ce qui précède, de l'importance du projet et de la nécessité de le faire évoluer normalement pour en mesurer tous les effets, je vous propose de bien vouloir envisager la signature de ce deuxième amendement dans les meilleurs délais à votre convenance.

Je vous prie de bien vouloir agréer, Monsieur le Directeur, l'expression de ma franche collaboration.

AMPLIATIONS :

MP - CAB : "Pour compte rendu"
MAECI : "Pour information"
MEN : "Pour information"



A P P E N D I X 7

PAC MEMBER'S LETTER ON FDMS



University of Pittsburgh

GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS
Francophone Development Management Seminar

MEMORANDUM

TO: Sherry Suggs Morin, HRD/GDO, USAID/Mali
Prof. William Rideout, USC
Elizabeth Ward, AAI

FR: David Gould 

DT: February 22, 1985

RE: Availability of Six Transfer Credits for Participation in the
Francophone Development Management Seminar

You will recall that Ms. Mariam Coulibaly Ndiaye had encountered some problems in 1983 in obtaining the six credits which we had promised to all DLT participants taking part in the summer FDMS program at the University of Pittsburgh. The problem was resolved, we thought, but in any case too late to affect her graduation. Then we found that even the solution proposed (cfr. my letter of July 26, 1984) was unacceptable because the transcript which we had developed lacked the signature or the seal of the University Registrar (as opposed to the Dean of our School, which we had thought sufficed). So we have retraced our steps, and I am happy to inform you that we have worked out with the University a procedure whereby FDMS participants who are already, or are about to become, bona fide graduate students anywhere in the United States, will receive the status of "Guest Transfer Students," the equivalent of "Special Students," at Pitt, thus entitling them, if they succeed in FDMS, to receive a transcript for six transferable credits, including a grade. As well, they will receive a narrative evaluation from Jacques Katuala and myself, commenting in detail on what they studied in FDMS and on their performance.

While I regret the misunderstandings which plagued the Ndiaye case, they are now behind us. It is now possible to reactivate the plan for all DLT participants to attend FDMS at the beginning, middle or end of their program. To summarize, the advantages of FDMS participation:

- (1) FDMS provides an opportunity to acquire analytical and conceptual skills and technical tools, for planning and management. This was done via our unique pedagogy of conceptual presentation-cum-exercices and group simulations, so as to ensure that the tools are acquired through practice in real-world applications.

.../...

(2) FDMS teaches the above skills -- in the areas of (a) general management (b) planning and project management, (c) information management, (d) financial management and (e) human resources management (one week apiece) and then (f) a three-week in-depth set of options in the themes covered by (b), (d) and (e). These topics are those which have been identified by both AID and host-government officials as crucial for the countries' development efforts.

(3) The Teaching materials and cases which FDMS uses are based on our own seven-year experience in Pittsburgh, and further adapted from the 15 in-country seminars which we have conducted in nine African countries and Haiti, thus they ensure the relevance of the tools taught to the realities which participants will face back home. Incidentally, these skills are relevant to all DLTers regardless of their subject speciality. In Cameroon, the AID Mission is requiring that all long-term AID participants, most of whom are studying agriculture-related subjects for their master's degree, should participate in FDMS. This is because of their conclusion that master's holders who return to work in ministries, public enterprises or projects and who have not acquired some distinctive management tools and skills did not get from their US training all that they should have. I believe that the same analysis applies to all Mission-supported long-term trainees and most especially to DLTers, whose ability to provide the leadership expected of them could be severely handicapped if they do not acquire planning and management tools relevant to their context.

(4) The instructors are all bilingual and have long professional experience in Africa; most of them have worked or taught in Mali as well.

(5) For participants early in their graduate studies, FDMS provides an introduction to American graduate study, with a special dimension of African relevance. For those in the middle or towards the end, FDMS prepares them for their research assignment.

(6) Dr. Katuala and I are available to hold additional sessions with all DLTers to help them in formulating their research design. We do this in conjunction and cooperation with their academic advisors. These sessions were instrumental, in 1983 and 1984, in ensuring that the DLTers attending those programs design effective research maps to enhance their in-country experience. I recall with pleasure the strongly positive reactions which the Mission and Government had to some of the research designs which had been cabled back to you; this is a direct result of FDMS participation and, if generalized to all or most DLT participants, can produce an equally positive reaction and thus contribute markedly to the success of the all-important but till now less than completely successful in-country research phase of the project.

.../...

I therefore request that you inform all DLTers currently in the US about the possibility of attending FDMS and invite them and their advisors to contact me at their earliest convenience for any further information desired. For the DLTers still in Mali, I would hope that those who reach the 500 or-so plateau in the TOEFL by the end of the spring might be encouraged to attend FDMS as well. The tuition cost of attending FDMS is reduced from the \$7,000 rate listed in the attached brochure to \$6,000 for DLT participants.

Attachment

A P P E N D I X 8

PITTSBURGH PRC MEMBER'S LETTER TO THE PAC COORDINATOR



University of Pittsburgh

GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS
Francophone Development Management Seminar

MEMORANDUM

TO: Bill Rideout
FR: David Gould *Bill*
DT: February 22, 1985
RE: May 1985 DLT Conference, Bamako, and Related Matters

I would like to put in writing my summary and understanding of our conversation of yesterday evening.

You reminded me of plans for a two- or three-day conference in Bamako around the third week of May during which returning DLTers would present the results of their Master's thesis research to a more generalized public and asked whether I would be available to attend. You had previously asked me the same question, when we met by chance in Yaoundé last November. I explained I heartily endorse and want to support such an idea; yet I could not really respond until my situation as a consultant to the project is clarified.

My contract expired in November. In January I was told by the DLT USAID mission's project officer, HRP Sherry Suggs Morin, and the management/contracts officer Ed Rhatigan, that in their interpretation I could continue to work through that time until I completed my end-of-contract period report. Sherry also asked me, independently of any contractual obligation or understanding, whether I could continue to provide close supervision and advice to the DLTers in Pittsburgh, to which I immediately replied in the affirmative. (As you know, there are presently seven DLTers in Pittsburgh, about 25% or 30% of the total number). I did complete my end-of-contract period report while in Bamako, and mailed it to you shortly after returning. The question of my own contract renewal did not seem material to my observations on the first two years of the project, nor was it one of the points which the report guidelines asked that we specifically cover, so I did not mention it. Nonetheless, Sherry and I discussed that question, and she informed me that AID/W was about to award a contract to a consulting firm to conduct a fairly extensive mid-term evaluation of the project. Inasmuch as this evaluation was likely to lead to recommendations for changes, she wished to put my contract renewal on ice until the evaluation had been submitted by the contractor, digested by the Mission, and decisions made. I did not object to this. Indeed, Sherry specifically asked me to be as thoughtful and constructively critical in my end-of-contract period report as I could so as to provide useful input to the evaluators, and I was happy to comply with this request.

.../...

You asked me about my availability for the May colloquium or conference. I said that quite honestly I was not sure whether by May the evaluation, which has not yet begun so far as I know, would be sufficiently advanced for the Mission to decide on renewing my contract or not. I said this because it was my understanding that, in order for such an evaluation to be meaningful, the evaluators would need to visit Mali to interview all of the many actors in the DLT process. They would also need to visit several cities in the United States for the same purposes. They would need to conduct certain studies of the actual and prospective impact on development of DLTers and to weigh that against the impact that would be achieved if DLT funds were spent in some other way. And so forth. Whether this could be done in just two months, March and April, seems quite doubtful to me. Nonetheless, I told you that if the Mission ultimately decided to offer me a contract renewal, and if I agreed to the proposed terms, then I would endeavor to attend the Conference. I will keep the third week in May, May 13-17, open as long as I can for this purpose. As I explained to you, FDMS has made a commitment to conduct seminars for government officials in Togo (May 6-17) and Benin (May 20-31), from which I should be able to absent myself for most of the week in question in order to participate in the Bamako conference. I believe that the research for casematerials preparation which I have conducted in Mali over the past three years, the experience of designing and delivering two management training seminars for Malian officials, as well as the work done in Pittsburgh in both FDMS and encadrement of Malian Master's students, should allow me to make a contribution to that conference. However, I would want to receive a timely invitation through appropriate channels.

In our conversation, you also stated that I (and the other member of what is called the Project Advisory Committee) had failed to provide the counselling to DLTers which they, you and the Mission had been expecting me to provide with respect to their in-country Master's thesis research. This comment came as a surprise to me, and I take it seriously. I have reviewed my DLT file and can find no cable, letter or anything resembling a request from you, HRD or the Government that I provide such in-country services. While there is a heading to this effect in the contract, that document is not self-executing; I was to function at the pleasure and command of others. For that matter, there is no record of my having been requested to provide any such "in-US" services, except that, at Jean DuRette's request in November and December 1982, I had several long telephone conversations with the Malians in DLT I who were then forlornly attempting, from their temporary HQ in Colorado, to get oriented to the US educational system and to make some specific plans for themselves. Once they were placed, I was no longer part of the communication net.

The only time that I was specifically invited to Mali as part of the DLT project was for a week last July-August. But it was crystal-clear in the mandate and terms of reference which I received from the Mission that the principal assignment I had was to prepare for a seminar unrelated to DLT, which the Mission wanted to take place and for which previously negotiated arrangements had fallen apart between my previous TDY (March 1984) and July. I was also asked, if time permitted, to meet with DTL I and III participants, to advise the former on issues they might raise concerning their in-country research,

and to advise the latter on orientation to the US academic system. I attended the meetings which the HRD office set up for these purposes, and the participants who attended will be able to testify as to the benefit which they may have derived therefrom. I held three additional individual meetings with two DLT I participants who responded to my invitation to contact me for any further discussion they might wish.

Since the question of how much can be accomplished in certain kinds of in-country consultations came up in our conversation last night, and since you and I appear to have divergent views on the subject, I would like to reiterate that in my experience the utility of in-country "advising" is proportionately related to:

(a) The discipline of the student: I have less to offer a student in education or economics than in public administration and/or development management.

(b) How far advanced a student is in her/his research: A student who has already taken 35 or 45 graduate credits; submitted a thesis outline and had it approved by her/his committee, the Mission and the Government; and actually begun the field research...is less likely to derive much benefit from the advice I might give than somebody whom I might assist with an intervention earlier on. For example, I would have liked to be consulted about the choice of courses, about the thesis topic or the approach taken to study it, etc., rather than be expected to have any kind of impact on a student's academic progress by intervening at the "eleventh hour." Trying to think back on my own graduate student days, I think I would have resented, or found somewhat gratuitous or annoying, the comments proffered by someone who is not one of my professors, not on my committee, and maybe not even in my field. By way of example, I think that I was able to have some impact on the research design that Mariam Ndiaye Coulibaly developed in the summer of 1983, but this was because, for the two months during which she was in Pittsburgh, she in fact became my student. Furthermore, her advisor at USC specifically requested me to work with her. Moreover, she was able to acquire, at FDMS, a number of research and analytic techniques which complemented her regular Master's training, which facilitated according to her own testimony, successful completion of her research. Indeed, my across the board recommendation that all DLTers attend FDMS is heightened by the successful experience with Ms. Ndiaye.

(c) The student's attitude: Some students are less inclined than others to seek and to take, advice. I have this problem with some of my own advisees at Pitt, whom I see every week. The issue is partly cultural as well.

Despite my reservations, based on my experience, I was happy to hear you say that your own experience was different. And I have never refused your invitation or a concrete suggestion that I make myself available to DLTers for research supervision or advisory purposes, either in-Mali or in-the-USA. Indeed, as my end-of-contract-period report states, I wish that those who establish project

.../...

policy would have set the context so as to facilitate this goal (since obviously one cannot impose oneself, in a vacuum, on students enrolled in another university). Such would have met the students' needs and given AID and the Malian Government more productivity for the funds invested in the project. It is not too late to make mid-course adjustments to this end.

cc: Ms. Sherry Suggs Morin