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REPORT ON INTERIM EVALUATION OF  
SAHEL REGIONAL FINANCIAL MANAGEMENT PROJECT  
(Mali & Senegal only)

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Interim Evaluation  
Sahel Regional Financial Management Project  
(Mali & Senegal)

INTRODUCTION

Background

The Sahel Regional Financial Management Project is designed to assist the countries in the area to improve their financial management, particularly as such management is related to USAID funded projects. This effort is in response to concerns reflected in audits completed during 1980-81 on several AID funded projects. Of the projects and/or accounts audited, all but a few were found to be adequate, or have been strengthened to satisfy the requirements of Section 121(d) of the Foreign Assistance Act.

In addition, AID has conducted region-wide financial management training programs in which both AID and host country management level personnel participated. To insure that the current momentum towards better management is maintained, the Africa Bureau is paying particular attention to the Sahel program staffing requirements, internal operation procedures, management and financial training of personnel and other constraints to project implementation.

To this end, AID entered into a Participating Agency Service Agreement (PASA) with the United States Department of Agriculture Office of International Cooperation and De-

velopment which, in turn, signed a cooperative agreement with VPI&SU to implement the project.

### Purpose

The purpose of this internal interim evaluation is to determine if VPI&SU is or is not accomplishing the objectives within the anticipated time frame. There are, of course, several factors and/or variables which will have some bearing on whether the University is accomplishing its goal, and while all these cannot be examined in detail at this point (interim evaluation), it is expected that sufficient valid information will be gained for the University administrators to recommend if modifications of objectives and time lines are necessary in the project as designed for Mali and Senegal.

## METHODOLOGY

For the purpose of this interim evaluation, the evaluators had to be eclectic and pragmatic. To this end, the evaluators used the modified Judicial Evaluation Model (JEM), a Discrepancy Model, and a Reflective Appraisal of Program (RAP) Model.

The Judicial Evaluation Model was conceptualized in the early 1970's as a method which would, at least in part, function for persons needing to reach some decision in education as the judge in a courtroom does for jurors, that is, it would establish systematic procedures for inquiry and set forth criteria for classifying, evaluating, and presenting evidence in a clear, cogent and reasonable manner. By adopting a modified set of legal procedures, it is believed that educational evaluators would tend to rely more on human testimony and be better able to develop a clearer understanding of the range of issues involved in their inquiry. In contrast, to more "scientific" methodologies, which generally exclude human testimony and judgment in the spirit of seeking objectivity, the "legal" model places a premium on these forms of evidence. In fact, human testimony is the cornerstone of evidence used in any legal proceeding. Testimony must be understood within the context of facts and situations explored by all parties involved. The ultimate evidence, then, which guides deliberation and judgment includes not only the facts, but a wide variety of perceptions, opinions, biases, and speculations, all within a context of value and beliefs. Oftentimes, the more subjective forms of evidence help put the facts into proper perspective. No case can be built without evidence, and no evidence can be identified, examined and amassed without carefully executed interviews, observations, site analyses, documented review (qualitative and quantitative), and evaluation of existing

data summaries. In essence, the JEM provides a means for all parties to participate meaningfully throughout all phases of the evaluation process.

As mentioned earlier, this, and all other evaluation models used in the interim evaluation had to be modified primarily because of time constraints. However, the evaluation instruments appearing in Appendix A which were signed by each respondent to the questions represent a form of deposition and/or testimony as is perceived by the respondents. Personal interviews were unstructured but do, in fact, bear some validity since interviews were conducted on a two-on-one basis (two evaluators interviewing one person).

The Discrepancy Model of Evaluation is one among several models that have been adopted by VPI&SU. It follows five logical steps which are most appropriate for action oriented education training programs. These steps are:

1. Planning. This is generally a long and involved process which uses the experiences of all actors and potential actors, including consumers of the educational program. In this particular program (SRFMP), it is the evaluator's understanding that much, if not all, of the planning was coordinated by the USAID Africa Bureau.
2. Designing. The project was also designed by USAID as is represented by the Project Paper. It is inferred from the Project Paper that all the Sahelian countries involved in the project had significant input

into the Project Paper which, of course, is the product of the planning process.

3. Implementation. Implementing the project as was designed by USAID was the basis of the cooperative agreement between OICD and VPI&SU. While VPI&SU probably had little or nothing to do with the planning and designing of the project, the institution had to understand all the dynamics involved in the preceding processes and what the expectations were of AID and host countries alike before implementation was initiated.

4. Measurement of Interim and Terminal Products.

- a) Interim Products

The fundamental and basic reason why VPI&SU has this team here is to determine where the institution is in terms of accomplishing its Sahel Project goals. There are those who imply that interim evaluation, at this point, is much too early, and there are others, like Ambassador Borg in Mali, who recognizes that evaluation is a continuous process and that it is only through continuous evaluation that one may be able to take corrective action in time, if such be necessary.

Regardless of the different schools of thought, and both have merit, it is VPI&SU's policy to use evaluation results as, among other

things, a management tool and an operational mechanism for daily and ongoing program activities.

Briefly, Stage IV(a) consists of determining if actual goals (performance) are congruent with the goals stated in the Sahel Project design. If there are discrepancies between the two (performance and goals), then it must be decided by the "chief actors" if the program should be redesigned, realigned, or even discontinued.

b) Measurement of Final Products

The program under review does not lend itself to measurement of final or terminal products at this stage. It may be years before any measurement of final products can be made.

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5. Cost Benefit Analysis. This stage will also take years to be determined. However, because of the nature of the training program (Financial Management Training), USAID can make relatively early determinations if the program is having an impact in terms of financial management in all USAID funded projects. The real lasting benefit, however, can only be determined based on the effective and efficient institutionalization of the training in each host country.

The Discrepancy Evaluation Model is an excellent example of both formative and summative evaluation.

Formative evaluation may be thought of as continuous evaluation primarily used for developmental purposes or operational monitoring while summative evaluation is more an "after the fact" process and is more concerned with evaluating the worth of an existing program. The Discrepancy Model enables its users to receive feedback about a developing or existing system and mandate changes within the system when it does not function as intended.

And now a brief discussion of what constitutes the Reflective Appraisal Program (RAP) is in order. RAP depends on reflective evidence, so-called because the interview procedure requires program participants to reconstruct (reflect upon) their feelings, behavior, and condition before, during, and following their participation in the program being studied. Interviewees estimate the amount of change they experienced or observed that can be attributed to participation in the program. This perceived "before and after" evidence of program effectiveness - "reflective evidence" - is one way to deal with the attribution problem, namely to what causes or influences a change is attributed. Analysts who maintain an interpretive or subjective position emphasize that human experience is perception and that perception should, thus, be a focus of study. Such an-

analysts believe that it is both necessary and generally more feasible to obtain evidence on what clientele say they perceive to be the results of program participation. Analysts who use (participants' and non-participants') perceptions to study program results maintain that:

- a) Perceptions allow respondents to interconnect events and to identify the cumulative effects of multi-year, multi-method programs.
- b) Perceptual data are more easily understood by study users.
- c) Reflective evidence can be collected from program participants after their participation rather than both before and after their participation.
- d) RAP's "closed end" (multiple-choice) interview items permit many possible specific answers to be recorded and aggregated with a few general response categories.
- e) Reflective evidence generally will be acceptable by the principal users of the findings.

Evaluation of educational/human services programs are significantly different from evaluation (quality control) of manufactured goods within a steel plant or the automotive industry, for example. As the evaluation of educational programs gradually and slowly emerge into a "sci-

ence", heated, healthy, and intellectual discussions will and should continue between the "subjectivist" and the "objectivist." The evaluators of the SRFM Project had no intention of contributing to one school of thought or the other, at this point. Rather, they had to be eclectic in drawing upon their experiences in determining how to best evaluate the project under review.

In the final analysis, the crucial question to be answered is: Can the SRFM training project improve the management of USAID funds in the host countries? It is mandated by VPI&SU that to be able to answer that question the program must be continuously evaluated. It was the judgment of the evaluators that accurate information leading to the answer to the fundamental question raised could not be arrived at without the perceptual insights of the chief actors as well as program participants (trainees).

*CAUTION*

*NO*

As mentioned earlier, evaluation is an emerging "science" which poses certain difficulties and/or interpretive hazards, if you will. Egon Guba in his wisdom states:

"Models of what good evaluation practice might look like are almost nonexistent. Even the so-called professionals, i.e., the consultants in

evaluation, have failed to provide adequate help (witness the section on evaluation of any federal program guidelines), and they have not been able to design evaluations which will meet their own standard of excellence. When evaluations are conducted they typically result in findings of "no significant difference," a conclusion often sharply at variance with the perceptions of the participants or even of outside observers. We have so far failed to evolve a pervasive theory of evaluation that can cope with these problems and which is backed by useful instruments and design."

Recognizing the limitations of the current state of the art, evaluation is still essential in providing available accurate information to administrators and others which may assist them in making wise and prudent decisions. Let it be clearly stated--the burden of making the appropriate decisions rests with the administrators; the burden of providing accurate information rests with the evaluators.

## METHOD OF APPROACH

Evaluation is a fascinating and intriguing exercise, especially when the evaluators are completely alien to the day-to-day operations of the project(s) to be evaluated. This should not be viewed as negative, rather, this absence of daily association with the project brings in an element of objectivity which would otherwise not be there if the evaluators were closely associated with the project.

One way to begin to look at any program and to understand all its ramifications is to get on site to observe its daily operation, including its administrative procedures and practices. This was logistically impossible and would have been financially prohibitive to do with the SRFM Project.

Once it was determined by VPI&SU that the evaluation had to be done, several steps were taken in order to get at the information.

1. The evaluators met with the Associate Dean for International Programs (Dr. Howard Massey) and the Associate Dean for Virginia Cooperative Extension Programs (Dr. William Flowers). In this first meeting the objectives of the SRFM Project were reviewed, and the absolute necessity for evaluating the project at this time. Several questions were raised by the evaluators relative to: (1) planning and designing of the project; (2) contents of the

cooperative agreement; (3) the role of OICD; (4) staff recruitment and training for host country personnel; etc. The two administrators gave us an overview of the project from their perspective.

2. The evaluators were given the Project Paper which was prepared by AID and the initial draft of the Management Information System which was prepared by VPI&SU. After carefully reviewing the Project Paper and the Management Information System, the evaluators invited two other faculty members to review the documents and all reviewers independently prepared a set of questions relating to inputs, processes, and interim outputs. These questions were jointly reviewed by the two evaluators and the two faculty members and the final outcome resulting in the instruments appearing in Appendix A. Additionally, the evaluators selected certain questions which they thought were most appropriate for Sahelian counterparts to respond to. These questions were translated into French by the College of Arts and Sciences at VPI&SU and they appear in Appendix B.
3. The evaluators met for a second time with the Associate Deans who were joined by members of the Washington/VPI&SU staff to review the instruments and to get further information such as reports submit-

ted by Team Leaders and all other relevant documents. Let it be hurriedly said that even though some members of the staff thought that some questions appearing in the instruments were premature, the evaluators did not modify, delete or change one question. Responses to the instruments were requested from the Washington/VPI&SU director, the FMT leaders in Senegal and Mali, and the Sahelian counterparts. Respondents were instructed to sign the completed instruments as a means of response verification.

4. Prior to leaving for the Sahel, the evaluators met with the Washington/VPI&SU staff (including secretaries) and one representative from OICD. Here again, the evaluators were given further orientation and were given an opportunity to raise questions relative to the status of the project in each of the host countries, not just Senegal and Mali, which were the two countries designated for the interim evaluation.
5. Before leaving the United States the evaluators had planned to interview the Ambassadors of Senegal and Mali, and in each of those countries, the Mission Chief, the USAID controller, the FMT leaders and counterparts, program participants (trainees), and other "knowledgeables" about the SRFM Project.

Further, the evaluators had planned to visit a sample of locally funded AID projects to get some information from the financial managers with regards to problems they may be having and how such problems were being resolved through the assistance of the SRFMP training program.

It might be argued that the evaluators should have inputs from USAID staff who were responsible for planning and designing the project, but in the evaluators' judgment, this was not absolutely necessary since they had presumably all the relevant documents and even, more importantly, the interim evaluation is a VPI&SU mandated activity.

Be that as it may, it was not long before the evaluators recognized that Murphy's Law was in effect. In Senegal and Mali, and probably in most other countries where AID has funded projects, Good Friday weekends and Easter Mondays are not very productive days. Because of prior commitments, April 19-29, 1984 were the only days which could fit into the evaluators' schedules and that period included Good Friday and Easter Monday. The evaluators stretched the work day, but even then they were not able to execute in total all the planned methods of approach.

PERCEPTIONS OF GROUPS AND INDIVIDUALS  
INTERVIEWED

Washington/VPI&SU

In every case it was two interviewers (the evaluation team) that interviewed groups and individuals.

---The project is not designed to take direct action but to train host countries' accountants to manage USAID funded projects. Prudent accounting in this context is viewed as a management tool.

---Training creates motivation on the part of host countries. These countries are interested in developing good financial management, not only for USAID funded projects but for their entire system.

---Some host countries see money coming in from outside as Santa Claus. This statement, from the evaluators' point of view, may have been an overstatement, however, it reflects the severity of the problem and the urgent need for financial management training.

- Other donors did not want to become involved in the project at this time. They prefer to take a wait-and-see approach. Still there are other donors who manage their own funds and do not have "local currency accounts," hence, would not be faced with the problem of local financial accountability. The evaluators see this practice as inconsistent with host country development because when such donors leave, they do not leave the indigenous expertise necessary for continued host country development.
- Financial Management Teams are scheduled to be in those countries for two years and it is very doubtful if training can be institutionalized in two years.
- In Mali, serious thought may have to be given to developing one or more small consultant firms through which training may be institutionalized.
- Financial Management Teams are not auditors. They are there to train financial managers.

- Accounting is a low status job in the Sahel. Accountants do not enjoy the same status as other professionals.
- Try and determine relationships between FMTs and Mission Director, Controller, and host government agencies. Try to determine how well Team Leaders have adjusted.
- Most project managers are interested in doing a good job and good financial management is one essential element of efficient management.
- Several persons were suggested by the Washington/VPI&SU staff for the evaluation team to interview in Mali and Senegal, but they were put at the bottom of the list just in case there was time available to interview those individuals and to avoid any intended or unintended VPI&SU staff strategy to create a "halo" effect for the evaluators to see. As it turned out, time did not permit the evaluation team to interview those individuals and, quite frankly, the evaluation team's impressions

were that those individuals would be subjectively adulating and that is not what the evaluation is all about. The overriding goal of the evaluation team was to get at the facts, negative or positive, within a very limited time frame.

---The evaluation team raised a very fundamental question with the Washington/VPI&SU staff and the OICD representative..."Did the staff and the OICD representative think that VPI&SU was truly 'married' to the idea of helping the under-developed world or was the University just flirting in a 'love affair'?" Did they feel that the commitment was or was not there? The OICD representative kept quiet, the Washington/VPI&SU staff gave an eloquent response in regards to how well VPI&SU was supporting the Project. Virginia Tech is, by any standard, a comprehensive land-grant university and, in 1972 and 1976, the President made it abundantly clear that one of

Tech's roles is to become fully committed to international programs in developing countries. More on this question later, however, it might be mentioned that the President himself (William Lavery) went to Niamey to take a cursory look and to satisfy himself that the University needs to be involved.

---Finally, the Washington/VPI&SU staff provided the evaluation team with some do's and don'ts as such are related to health, dietary practices, etc., but, most importantly, the team was provided with a back-up person who travelled with the team and who provided logistical and other support services. In retrospect, now that the team is back, and based on their experiences, it was a wise decision to send that back-up person with the team.

In summary, the Washington meeting with the appropriate actors in the VPI&SU system and the OICD representative was most useful. It created certain levels of anxiety and concern about the project, but more importantly, that meet-

ing sensitized the evaluation team to the absolute necessity of talking to some people and observing, more keenly, what the programmatic and operational landscape looked like in the eyes of indigenous consumers and FMT leaders.

#### Senegal (April 20-23, 1984)

The evaluation team is attempting, here, to report events in chronological order. Hence, Senegal will be discussed, here, relating to information that was gleaned on Good Friday and Easter Monday, then Mali will be discussed. The program peaked Friday and Saturday, April 27 & 28, in Senegal and will be discussed again. It might serve well for the reader to know that some work was done in Senegal, then Mali and, finally, Senegal again.

Lloyd Mitchell is the FMT Leader in Senegal and he states that he gets more help from VPI&SU than he really needs. Mitchell coordinates his work with the power brokers in the Ministry of Finance and the Bureau of Organization and Method.

He has twenty-five local currency projects in Senegal and at the moment he is getting more requests for help in financial management than he can deal with. It should be borne in mind that when Mitchell first went into the Sahel, his services were split among Senegal, Mauritania and Cape Verde. It was not long before his usefulness was recognized and both Senegal and Mauritania were requesting more assis-

tance than one man could provide. Mitchell was instructed to concentrate his efforts in Senegal and was authorized to employ a Senegalese counterpart. Plans are underway to provide assistance to Mauritania and Cape Verde by other means.

According to Mr. Mitchell, the current Mission Director would like to see all USAID funds for Senegal funnelled through the Ministry of Finance. The Mission Director believes that this would allow for more efficient management of all USAID accounts.

Mr. Mitchell would like to have institutionalization of the training project in the Senegal Ministry of Finance with approval and support from the Bureau of Organization and Method. This approach could be facilitated by USAID having two paid professionals in the Ministry of Finance whose function would be to accelerate the paper work and continue training of host country financial managers.

Currently, Mr. Mitchell is developing a video tape presentation, the purpose of which is to incorporate our (USA) "refinement" into their financial management system. AID has no intention of replacing their system. In addition, because Mitchell is getting more requests for help in financial management than he can handle, he has developed a newsletter as an instructional tool. These two innovative approaches, video tape and newsletter, represent a very effective teaching method used by Extension in the USA. These delivery methods need to be closely monitored to see

how effective they are in Senegal and, in particular, if such methods can be used across the Sahel.

Mitchell pointed out in no uncertain terms that he coordinates his work plan with the Ministry of Finance and the Bureau of Organization and Method. This information led to the question of how many clients he is currently working with. To this he replied over two hundred in Senegal alone, with whom he spends from two hours to several days, depending on the problem. Clearly, it appears to the evaluators that Mitchell had enough clients who need financial management training to start a regular college of business. More importantly, however, is the fact that his clients were not just financial managers from locally funded AID projects, but from a cross-section of Senegal government agencies.

The AID office in Senegal did not, at the time of the evaluators' visit, have a permanent controller. This is an inhibiting factor in terms of determining priorities with the FMT leader and other relevant actors. The evaluation team could not determine, within the limited time frame, what the Acting Controller's attitude was toward the SRFM Project beyond the fact that he thinks the FMT leader should be reporting to him. If that information is correct, the evaluators think that having the FMT leader reporting to the Acting Controller would not be in the best interest of the project. It is the evaluation team's judgment that the SRFM Project should coordinate its work with the Mission and

should be rigorously and independently evaluated by USAID, Washington, and VPI&SU.

Mali (April 23-26, 1984)

This section represents the perceptions and understanding of groups and individuals who were interviewed. The interviewees included one ambassador, one mission chief, one controller, one acting mission chief, one agricultural officer, three employees of a consultant firm, and members of the SRFM Project.

Much of Monday, April 23, was spent traveling by air to Bamako, Mali. Once the evaluation team was settled in, the afternoon was spent in orientation with the FMT leader, Mr. Don Van Noy.

It became apparent that Mr. Van Noy was in the midst of preparing for his first training seminar on financial management. The evaluation team was quite sensitive to the effort being made by Mr. Van Noy and tried to avoid taking up too much of his time in a question-and-answer period. In the off-and-on brief discussion with Mr. Van Noy at lunch and dinner, the evaluation team acquired some very important information which needs highlighting here.

1. After some indepth training in Washington, Mr. Van Noy was placed in Bamako on his own. He was left to fend for himself; he received no help from AID, Bamako. Harold Walker of the Washington/VPI&SU project

staff spent the initial week with him on-site assisting with relocation logistics. Getting to know Bamako, getting to the power brokers, establishing a frame of reference, settling in with a wife and six children, and finding a Malian counterpart were but a few of the challenges a stranger in a strange land had to face. To say that Van Noy overcame all of these hurdles and more is an understatement. Today, one gets the impression that Van Noy was born and raised in Mali, and this is only nine months after he has been there. This is a credit to Van Noy and it appears there is a lesson to be learned from this approach, even though it was not by design. It took a longer time for Van Noy to get to know the people and to get doors opened where he could meet decision makers, but once he got in and explained his "reason for being," he found himself on a much sounder base than if he had been guided around by some AID official. His relationship with Malian officials was real. A level of confidence emerged and communication was less strained in the bureaucracies of the system. In retrospect, it might have been good that neither AID/Mali or Washington/VPI&SU gave assistance in getting Van Noy oriented to Mali and the Malian formal and informal lifestyle.

2. The evaluation team was pleasantly surprised to meet Van Noy's Malian counterpart who has M.S. and M.B.A. degrees from Adelphi University in New York. He speaks English fluently and expressed a strong desire to institutionalize good financial management throughout the government of Mali. While much more will be said about this counterpart in a subsequent section of this report, it is well to indicate here another unplanned event which in the evaluators' judgment was a step in the right direction. In Van Noy's effort to conduct a training seminar, he made an effort to get American trained consultants--none acceptable to him were available at the time when they were needed. As an alternative, Van Noy recruited two Malian accountants to assist in conducting the seminar. This, the evaluators believe, was the right thing to do. Why? The Malian Office with Van Noy and his counterpart have two fully qualified accountants and it does not appear that the SRFM Project would be serving its purpose with a U.S. and Malian qualified accountant. The effort can only be extended if other less trained Malians are involved. Had Van Noy been successful in recruiting acceptable American trained consultants, the two newly recruited Malians would not have had the opportunity to be trained and to be involved in the seminar. These two

unplanned phenomena (Van Noy being "dumped" in Bamako on his own and also not be able to get American trained financial consultants) have worked in favor of the SRFM Project.

3. A member of an AID contracting firm expressed great interest in getting the FMT involved in more than training. "There are a lot of financial management problems here and I think that the FMT should be involved in trouble shooting--'putting out fires,' if you will. Van Noy and I have a very good relationship and I have given him, informally, a list of the problems confronting us."
4. "There are fourteen local currency projects in Mali and Don (Van Noy) is into that. The project is headed in the right direction; it is beginning to serve a purpose. Don is systematically set up. He restrains himself from putting out fires. He is looking at the long term solution." The interviewee further states that he likes Don's approach; he is slow and deliberate. He plans very well and is flexible. Our relationship is very good. His counterpart is excellent, however, institutionalization of the project cannot be accomplished in two years even if you have the entire university out here. It is not a short term project. People may know how and why, but the system has to accept it. It may take five, ten, even fif-

teen years to accomplish our goals. Another controller said "I sure wish I had Don as Chief of Party and I certainly hope that Don sticks around." The government of Mali sees the project as technical assistance coming from Washington and not as an encroachment on their \$10 million dollar allotment of AID funds. Sometimes, I see AID as part of the problem--they send inexperienced people into the field. As of this time, I have heard no criticism of Don or the SRFM Project. However, I don't think we have the support from the Washington/VPI&SU Office. Before the contract was signed (cooperative agreement), VPI&SU personnel were coming through very often. Since the contract has been signed, we have not seen anyone. (A post-site visit follow-up confirmed that no VPI&SU staff had been on-site prior to the Sahel contract, and a total of nine people including this site visit had visited the project.) From our point of view, we want to see all the money coming out here in the field. The interviewee indicated that it may be that the training project can be institutionalized through one or two small consulting firms in Mali. It would be more palatable to the government and it would get great support because it is Malian and we would avoid culture conflicts.

5. Malians were ready to receive the training and it is a step in the right direction. The training is accepted by AID staff and it is accepted by the Malian government. Sometimes, it takes twenty years to achieve goals in developing societies, however, this government has accepted the fact that changes in financial accountability are necessary. Of course, you have to be careful about how you get involved in local government funds. In my judgment, it will take a minimum of four years before you can evaluate. As a matter of fact, AID is planning longer term projects--more ten year projects are being planned. Thought is being given to institutionalization of training via a consultant firm if the firm could get start-up funds and could be a part of what is considered economic reform. There are several alternatives which merit consideration in getting this done. In my judgment, the amount of backstopping, logistical support, and technical assistance given by VPI&SU needs to be looked at in some detail.
6. Now is the right time to evaluate the project. You don't wait until things go wrong before you evaluate a project. It is important that corrective measures be taken if it appears that the project is not going in the right direction. I hear that the project is doing very well. I stay out of Don's way. If I be-

gin to visit Don, then local ministers might feel something is wrong and start to interfere. Some administrators might feel that a project initiated during his/her term in an underdeveloped country should be completed while he/she is still there, but this is not always the case. Some projects take much longer--several years maybe.

Senegal (April 27-28, 1984)

The itinerary appearing in Appendix C reflects the detailed planning that was done by Mr. Mitchell for Friday and Saturday, April 27-28. For reasons over which Mr. Mitchell had no control, the evaluation team could not meet with the Ambassador.

1. The project is serving a real need. I think USAID personnel need the training that is being provided by the SRFM Project. We talk a lot about evaluation in AID, but I am not quite sure that we are up-to-date with the current "state of the art." Sometimes, AID/Washington do send inexperienced, though very bright, young people into the field. These young people can and do make a contribution, but only after they have had some experience.
2. I am tremendously impressed with the project. Financial accountability skills need to be developed in the worst way. Too many organizations are in trou-

ble-- -they have no money in the bank, but they don't know where what they had went. Right now, they are not managing their resources too effectively.

Lloyd (Mitchell) is very busy. He has plenty to do and he is doing it well. He is having a real impact. What we need to do now is to determine the priorities--those serious problems which need immediate attention. As soon as a permanent controller comes aboard, our next step will be to determine priorities.

TENTATIVE REVIEW OF DATA FROM EVALUATION  
INSTRUMENTS

Senegal & Mali

The evaluation instruments appearing in the appendices were designed to get information from VPI&SU employees in the Washington Office as well as those in Senegal and Mali. The instruments were developed independently of discussions with anyone related to the project---they were developed primarily from reading materials such as the Project Paper, the Management Information System and other relevant materials. The evaluators took that approach to ensure some degree of objectivity, and at the same time, to introduce some ideas and/or factors which would otherwise not be introduced. To this end, some of the questions raised were broadly conceived and were not necessarily written into the Project Paper as specific objectives. For example, Questions 16 and 17 treating interim outputs ask:

---Are the accountants in training, as well as the citizenry in each host country, aware that AID is being financed by the American tax dollar and that the American people would like to know that their money is well spent?

---Are the host country trainees being taught anything about American philosophy and American work ethic?

Both of these questions, it is recognized, could be highly controversial as they are raised in different cultural social and political settings, however, these are the

kinds of questions that are being raised or implied by the American taxpayer and the U.S. Congress. A skillful American team leader should be sensitive to such issues and should be able to employ all his diplomatic skills in getting the concepts across to his trainees and the general public, both on formal and informal occasions.

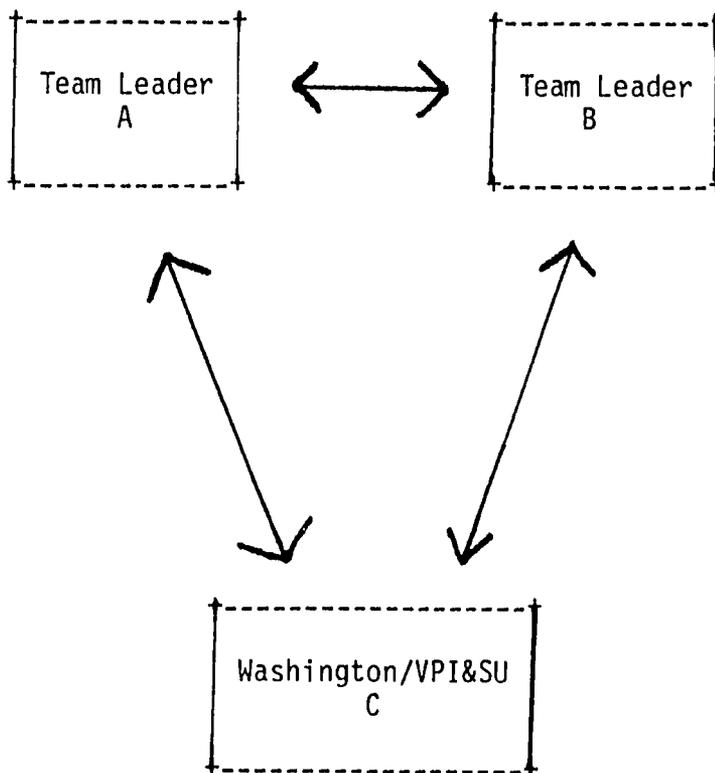
The responses to both questions were very positive by both FMT leaders. In one case, a team leader responded "where the opportunity presents itself" to Question 16, and "we hope so" to Question 17. Answers of this nature (even though the evaluators did not have time to probe) lead the evaluators to think that the team leader in this particular social and political environment was quite sensitive to the issues raised and apparently was employing all his diplomatic skills to get the concepts across to those with whom he interacts.

The instruments had 24 questions related to input evaluation, 28 questions related to process evaluation, and 42 questions related to (interim) output evaluation. It should be abundantly clear that the instruments were designed almost exclusively to determine (1) VPI&SU's progress in implementing the SRFM Project and (2) to sensitize both the Washington/VPI&SU staff and the host countries' staff of what some of the required information would be as they progress over time. In essence, the evaluation instruments should serve as an educational instrument for the Washington/VPI&SU staff as well as the field staff.

In tentatively analyzing results from the instruments the evaluators looked for (1) incongruencies or inconsistencies in responses to key questions from the Team Leaders and (2) incongruencies or inconsistencies from African counterparts. Essentially, Diagram I appearing below reflects how the evaluators went about determining inconsistencies in responses from Team Leaders in Senegal, Mali, and Washington/VPI&SU.

DIAGRAM I

Comparison of Responses Among A, B, & C



This approach pre-supposes: (1) all FMT Leaders were trained together; (2) all were placed in the respective host countries at the same time; and (3) that all host country counterparts had about the same level of education. Because these assumptions were not correct in their totality, one had to be cautious in comparing responses received to the many questions raised. For example, while some questions were quite appropriate and timely to be raised in Senegal, those same questions were premature in Mali because the program in Senegal was staffed and operational before the program in Mali. There was, however, a tremendous degree of similarity in the answers given by the FMT Leaders in both countries. Certainly, copies of the written responses from Team Leaders and counterparts will be made available to the Washington/VPI&SU Office for detailed analysis. However, it is necessary to point out here a few examples of differences in response to some questions.

QUESTION: What in your judgment was missing in the recruitment and staff training aspect of the project?

Team Leader (A) Responded: More information about AID policies, etc. would have been helpful. Could have had more French training specific to my needs. The training given was aimed at three people at three different levels of competency and, thus, not as effective as it could have been.

Team Leader (B) Responded: Should have been conducted on campus of VPI.

Washington/VPI&SU Responded: In our opinion nothing was missing in the recruitment of the project staff. In retrospect, there could

have been more staff training in training of trainers, material development and report writing; but for the limited time frames between hiring and departing for the field, the U.S. hired individuals received extensive training.

QUESTION: How successful was the logistician in resolving logistical problems before and during project start-up?

Team Leader (A) Responded: Logistical problems in Africa cannot be solved from Washington.

Team Leader (B) Responded: Reasonably successful.

Washington/VPI&SU Responded: While there were some problems, the SRFMP represented a learning experience for the logistician and VPI&SU. Most problems that could be handled from Washington were successfully resolved. However, it must be added that much of the logistical legwork was in the field and required the cooperative joint action of the FMT and the AID mission support staff to be resolved.

There was some misunderstanding on the part of the AID missions support (Administration) staffs as to the level of services that the Washington-based logistician would provide. This was especially true where there had been a change in personnel after the Memorandum of Understanding had been signed and before the FMT arrived.

QUESTION: Do you have adequate resources in terms of personnel and time?

Team Leader (A) Responded: No.

Team Leader (B) Responded: Yes.

Washington/VPI&SU Responded: This is a specific item in the scope of work for the AID external evaluation to be conducted this summer. Consensus of opinion from all partners as the project progresses leaves little doubt of a continuing need for financial management assistance beyond the life of the project as it now exists.

QUESTION: Was the MIS field tested to determine functionality?

Team Leader (A) Responded: Being field tested on project, we question the value of parts of the MIS.

Team Leader (B) Responded: Yes.

Washington/VPI&SU Responded: Yes the MIS was field tested.

QUESTION: Are the FMTs encouraging host country governments to send their youth to American colleges and universities?

Team Leader (A) Responded: If financial means existed we would be glad to. Why raise hopes for nothing?

Team Leader (B) Responded: Yes.

Washington/VPI&SU Responded: FMTs have not been encouraged to do this - the SRFMP budget does not provide funds for training in the United States, and funding from other sources is difficult to arrange. The FMTs have in many cases, however, been approached by Sahelians who are interested in attending schools in the U.S.

QUESTION: Will baseline data be available for measuring the project's progress?

Team Leader (A) Responded: What is baseline data?

Team Leader (B) Responded: Yes.

Washington/VPI&SU Responded: Yes, baseline data will be available for measuring the project's progress. Some data is reported through the MIS to SRFMP/W and other data is kept on file in the country.

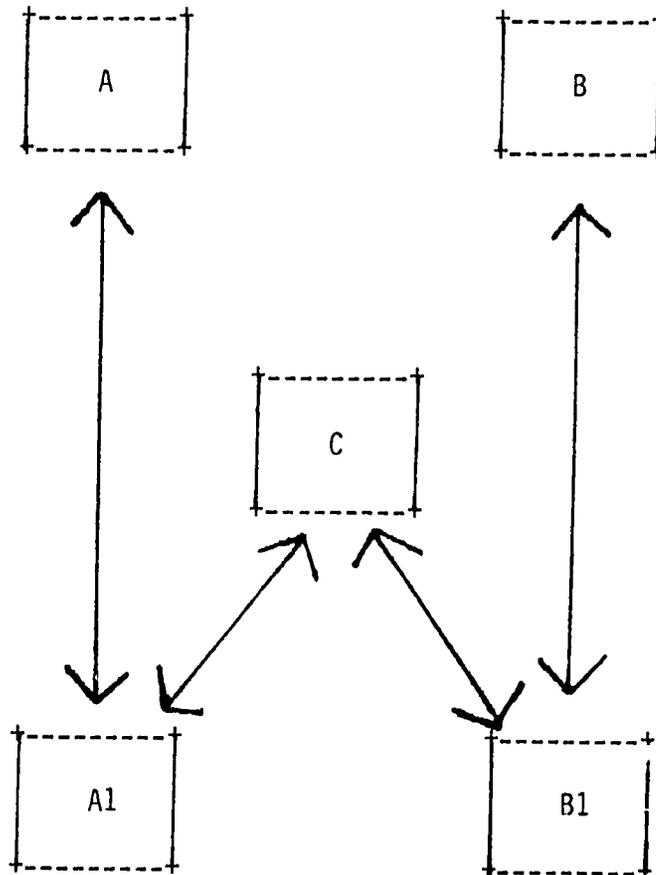
In the examples given, it should be noted from the responses that Washington/VPI&SU and the team leaders in Mali

and Senegal may, in fact, have some different perceptions. These different perceptions are by no means threatening to the project as of this time. They and others like them should be addressed in future staff training workshops.

The next schema reflects a more complex comparison of responses given where A and A1, B and B1, and C represent team leaders and their counterparts in Senegal and Mali and the Washington/VPI&SU staff.

DIAGRAM II

Comparison of Responses Between and Among Team Leaders, Counterparts, and Washington/VPI&SU



QUESTION: What were the contents of the training provided by VPI&SU and other agencies to the FMTs?

- A. No answer.
- A1. Not applicable.
- B. Action Training for FMT, and Expatriates. FMTs had French review and host country cultural practices.
- B1. To strengthen team spirit through a more active formation.
- C. VPI&SU Orientation (3 days)

Met with Associate Dean & Director of International Agriculture, Dean of College of Agriculture & Life Sciences, Dean of Extension Division, Head of the Agricultural Economics Department and Acting Provost.

Were briefed by Tech's Employee Relations and Payroll Offices on salaries and benefits, insurance and payroll procedures, etc.

Were briefed by the Accounting Office and the Contracts and Grants Office on the Tech procedures to be used in managing, reporting on and replenishing the small imprest funds the FMTs would use for operating expenses in the field (technically personal advances).

QUESTION: Do you have adequate resources in terms of personnel and time?

- A. No.
- A1. In terms of time definitely No.
- B. Yes.
- B1. Yes.
- C. This is a specific item in the scope of work for AID external evaluation to be

conducted this summer. Consensus of opinion from all partners as the project progresses leaves little doubt of a continuing need for financial management assistance beyond the life of the project as it now exists.

QUESTION: What type of training has been done to address the certification problem?

- A. We developed a basic accounting system to provide better financial information for easier certification.
- A1. It does not state if project objectives are reached in an efficient manner.
- B. Portion of training devoted to certification.
- B1. Part of the seminar dealt with the certification matter.
- C. Refer the question to the team leader.

Here again, it must be emphasized that a detailed analysis of the responses need to be made by the Washington/VPI&SU office since there are some areas in which additional training and discussion may need to take place. For example, one respondent writes:

---USAID must involve host country more and be trained themselves.

---Problems:

- 1) Ever changing certifiability standards.
- 2) Project design for new projects needs to be more cognizant of financial management needs.
- 3) USAID communication with other donors is not sufficient for other donors to know if there is improvement or not.

And continuing, the respondent writes:

"In the PP logical framework I would question the validity of the following:

1. Purpose: Assumption 4 and 5
2. Outputs: Assumptions 1,2, and 3. The above significant effects on the institutionalization of the improved financial management effort-----."

Assumptions 4 and 5 relative to purpose which can be found on Page B3 of the PP read:

- (4) The accounting practices urged by AID are found to be applicable and desirable in other activities of the host governments.
- (5) Host governments have the financial and human resource potential benefiting institutionalization of improved practices.

Assumptions 1,2, and 3 relative to outputs which can be found on Page B5 of the PP read:

- (1) AID provides training and written guidance in financial management to Mission Project Officers and contract personnel involved in projects having host country managed local currency funds.
- (2) Guidance and assistance is provided to missions in the design of new or redesign of existing projects concerning 121(d) requirements.
- (3) Mission Controller Office staff is maintained at least at current levels. Experienced Project Officers are on board in each mission.

Again, it should be made abundantly clear that the role of the evaluators was not to evaluate AID or the Project Paper. Their role was to determine if VPI&SU was adequately performing to fulfill the terms of the agreement. However,

written statements by respondents which may have some significance have to be addressed by the appropriate actor(s). Timeliness and relevance of information are critical. The project is in its early stage and to this end, modification (such as additional training) is by no means a herculean task.

## SOME CONCLUDING THOUGHTS, OBSERVATIONS, AND RECOMMENDATIONS

The risk of appearing conspicuously ignorant and/or contemptuous after looking at a very complex program in two separate foreign countries for no more than 5 days and trying to make recommendations holds a real threat to one's credibility. The evaluators recognized how vulnerable they are and, therefore, must establish the following caveat: the forthcoming recommendations are not etched in concrete. They are based primarily on limited observational data, interviews, a structured set of instruments, and formal and informal discussions with groups, all of whom are stakeholders in the ultimate outcome of the project. Additionally, appropriate background reading materials were provided to the evaluators.

The purpose of VPI&SU's role is to implement the SRFM Project. The planning and designing of the project was done by USAID. The evaluators' function at this point was to determine if VPI&SU was doing all that was possible to ensure success of the project. It is VPI&SU's policy to evaluate all its programs on a continuous basis and to make modifications if such should appear to be necessary.

All indicators are, as of this time, that the program is going exceedingly well in Mali and Senegal. The progress that has been made must be attributed, in large part, to:

(a) a very competent SRFM staff in both Senegal and Mali;

(2) very understanding and cooperative AID mission in both countries; and (c) a willingness on the part of host countries (Senegal and Mali) to cooperate. Informal discussions with host country counterparts made it clear to the evaluators that the alternative to cooperating fully with the project is not very palatable. From host country counterparts' points of view, the project will have a very positive effect on financial management, not only on AID funded projects, but on the entire government operation. Certainly, attitudes toward the importance of prudent financial management and accountability will have to be changed and this is going to take some time. Currently, as one interviewee pointed out, there is no money in the bank, but they don't know what happened to what they had. Nothing like dishonesty is implied here; the fact is that many of those who are responsible for keeping the records do not know how and, apparently, financial accountability was not one of their priorities.

Training Sahelian counterparts in relatively simple financial management skills may not be all that difficult since the two counterparts the evaluators interacted with were very committed and determined to make improvements in their countries' financial management skills. As a matter of fact, the counterpart in Mali is an American trained professional with an M.S. and M.B.A. from Adelphi University in New York. The counterpart in Senegal has some previous experience as the financial officer at the feed lot project

and he, too, has exhibited a high degree of understanding of the importance of financial accountability. To this end, the evaluators would like to make the following recommendations as such are related to host country staffing.

Recommendation 1

Instead of having one host country counterpart in Mali, there should be three. Why? The current Malian counterpart is a well qualified American trained M.B.A. and he should or at least could be used as a trainer instead of a trainee. Additionally, in Mali some preliminary thought is being given to institutionalization of the training through one or two small consultant firms. Expanding the local office to include two additional Malians in training would accelerate the possibility of finding capable personnel to start a consulting firm. And not to be overlooked is the fact that Van Noy does not have the time to go around "putting out fires." He is fully involved in laying out and implementing strategies for long term solutions to financial management problems in Mali. His American trained Malian

counterpart could spend much of his time "putting out fires" which need to be done if AID funded projects are to maintain certification.

#### Recommendation 2

In Senegal where Mitchell operates like a dynamo and where he has developed a real extension approach to teaching (involving all the significant actors) it is recommended that one more Senegalese counterpart be added to his office. Why? There is a strong possibility that the training will be institutionalized through the Ministry of Finance, and an additional trainee which Mitchell certainly does have the ability to handle would provide an additional person to monitor operations in the Ministry of Finance, if in fact, institutionalization takes effect through that agency.

#### Recommendation 3

While time did not permit the evaluators to interact with University of Dakar officials, it appears that the possibility exists for a functional and operational relationship between the SRFM Project

and the University. To this end, it is recommended that attempts be made to attract at least one Senegalese student intern to the SRFM Project. Why? This would serve to: (a) broaden the training base of the project; (b) give some authenticity to the accounting profession in a region of the world where the accounting profession is not held in high esteem; (c) provide an opportunity for a professional relationship between the American graduate student and the Senegalese student; and (d) produce an individually written document from both the American and Senegalese students' points of view as such is related to the project.

The foregoing recommendations, if implemented, would serve as a base for expanding the training project without compromising quality. The relatively small amount of money involved to get host country counterparts should not be an inhibiting factor when measured against the possible and obvious gains.

The evaluators got the impression that the level of moral support from the Controller's office in the two missions is significantly different, and while the evaluators

recognize that one Controller is acting and may not have too much of a decision making authority, the evaluators would still like to make the following recommendation.

Recommendation 4

While we recognize that this is external to our project, it is recommended that Mission Controllers in the Sahelian countries participating in the project get together to discuss and determine: (a) moral support to be given to the FMTs; (b) how to assist the FMTs in determining priorities; and (c) how to provide feedback to FMTs as to their progress or lack of it. Why? The FMT leaders, in large part, are strangers to the Sahelian countries; therefore, continuous behind-the-scene informal guidance can be invaluable. The FMT leaders certainly know that they are in a sea of problems, but which is the most pressing problem to handle may need the input of the experienced Controller or someone else who can provide similar information. Most importantly, the FMT leaders should want to know if they are making a difference or if they are standing still.

One of the critical comments the evaluators heard was that VPI&SU was sending personnel into the Sahel very often before the agreement was signed, but since the agreement has been signed, VPI&SU personnel from the U.S. have not been visiting the country. The evidence which appears in the chart below does not support this observation.

COUNTRY VISITS - DATES

PERSON TL ARRIVED	THE GAMBIA 9/83	MALI 7/83	MAURITANIA ---	NIGER 5/83	SENEGAL 6/83	UPPER VOLTA 6/83	CAPE VERDE ---	CHAD ---
JAMES E. WILLIAMS	2/83 8/83 1/84	11/82	3/83 8/83	11/82 8/83 10/83	2/83 8/83 1/84 6/84	11/82 2/84	3/84	
RUTH HARRIS	2/83 2/84	11/82	3/83	11/82 10/83	2/83 8/83 2/84 6/84	11/82		
JOHN P. RALEIGH		2/84 6/84	6/83 11/83	5-6/83 10/83 3/84 4/84	11/83 1/84 3/84 6/84	7/83 2/84		3/84
HAROLD W. WALKER		6/83 4/84		6/83 10/83	6/83 4/84	6/83		
KAREN WALDROP				6/84	6/84			
JIM PROCOPIIS - AID/W				10/83	6/84			
MORRIS SOLOMON - DPMC					6/84			
BILL HOOFNAGLE - OICD				10/83				
MERLYN KETTERING - DPMC				10/83	6/84			
LLOYD MITCHELL - FMT			8/83 10/83 11/83 1/84				7/83 3/84	
DON VAN NOY - FMT		6/83 7/83						
TED PINNOCK - VPI&SU		4/84			4/84			
MILT WISE - VPI&SU		4/84			4/84			

COUNTRY VISITS - DATES (con't)

PERSON TL ARRIVED	THE GAMBIA 9/83	MALI 7/83	MAURITANIA ---	NIGER 5/83	SENEGAL 6/83	UPPER VOLTA 6/83	CAPE VERDE ---	CHAD ---
W. E. LAVERY - VPI&SU				10/83	10/83			
P. H. MASSEY - VPI&SU				5/83	10/83	8/83		
RON PHILLIPS - CONSULTANT					6/84			
STAN BARANSON - CONSULTANT			5/83 11/83					11/83
PAUL LIBISZOWSKI - CONSULTANT			11/83 1/84					1/84- 4/84
BILL O'REILLY - CONSULTANT	1/83- 2/83 12/83	2/83						
FRANK LUSBY - CONSULTANT	5/84							
BO RAZAK - CONSULTANT				10/83				
JANET TUTHILL - CONSULTANT					2/83			
JOHN LAROCCA - CONSULTANT				3/84- 4/84				

In discussing the SRFM Project with the American team leaders in Mali and Senegal, the evaluators got the impression that financial management problems in AID funded projects were not unique to the Sahel. Assuming that the impression the evaluators got is correct, then it seems feasible for VPI&SU, USAID, and USDA to have a certified team of trainers who can address financial management problems in AID funded projects wherever they occur.

#### Recommendation 5

That VPI&SU, USAID, and USDA establish certifiability standards for Financial Management Team Leaders in the Sahel. Such standards should be rigid, should be testable and verifiable, should be constant (not varying from one country to another nor from individual to individual), should have applicability to all AID funded projects, and most importantly, should include training, not only in finance, but some in elementary international law, anthropology, and languages beyond English and French. The certificates when awarded, if any, should carry the appropriate signatures of officials from the three participating agencies. Why? The three participating agencies would have a trained certified team to address financial management problems in AID funded projects, both at home and abroad. Additionally, this would be a significant non-monetary incentive and motivator for the team leaders to work toward.

Discussions at every level seems to indicate that two years is not by any stretch of the imagination sufficient time to implement the project. In the same light, all stakeholders with whom the evaluators interacted unanimously agree that the SRFM Project is a significant first step and if implemented as is planned, would undoubtedly have a long term positive effect on financial management problems in the region.

Recommendation 6

That the cooperative partners USAID, USDA, VPI&SU and host countries review in detail what is possible to be accomplished over two years and then modify the remaining objectives to be accomplished within reasonable time frames. There are many social, cultural, economic and political considerations which must of necessity be taken into consideration when modifications are being considered. Why? As indicated earlier, implementing and institutionalizing prudent financial management in the Sahel takes more than the ability to balance books. It takes a major change in attitudes toward financial management and accountability. The fact is that FMT

leaders will be successful in training counterparts in financial management skills but that will be only one indicator of success. Real success will depend on the extent to which prudent financial management permeates all levels of government in each of the host countries.

Because the SRFMP staff in Senegal was in place before the SRFMP staff in Mali and because Senegal receives more USAID funds than any other Sahelian country, the evaluators asked the team leader in Senegal to provide some information and/or data on his accomplishments to date. His response without his enclosures appears below:

"Since the 15th of June 1983, we have accomplished the following operational objectives that in our opinion, will institutionalize improved accounting and financial management practices in Senegal: (1) Publication of a quarterly newsletter 'Le Courrier du Comptable' for project directors and accountants. The Bureau of Organization and Methods (BOM) which is equivalent to the American Office of Budget and Management has asked us to let them use it as a tool for communication and that they will continue to publish this newsletter when the project terminates. Copy inclosed (Encl. 1).

(2) Representatives from the BOM attended our workshop for project officers and observed our teaching methodology 'Action Training' and now are using it in their training program.

(3) A VIDEO presentation on the tie-in of Senegal Accounting System with requirements of USAID reporting. The modifications recommended recommended will become a permanent part of the 'Plan Comptable Senegalais' and used through the Government of Senegal.

(4) Assistance provided to SOMIVAC/PIDAC; New Procedures Manual. These are two of the largest projects in Senegal and other smaller projects are using examples of the procedures developed and modifying them for their use.

On the 1st of January 1984, USAID required all project officers to certify that they had made a project site visit and that purchases made were in accordance with program implementation guidance (Encl. 2). Since that date and the workshop for project officers, listed below are examples of questions and request for services that we have received:

(1) Develop a checklist to be used by project officers to check financial matters when they make site visits (Encl. 3).

(2) Request for installation of Basic Accounting System in specific projects.

(3) Evaluate and test applicants for accounting positions in AID-funded projects.

(4) Define accounting principles and procedures.

(5) To conduct mini-workshop at project sites.

(6) Assist with design of project specific financial reports.

(7) Clarification of purchasing procedures.

(8) Request for specific types of workshop (Budgeting, Inventory Control, Planning for Computers, etc.).

(9) Prepare task list for accountants of projects (Encl. 4).

(10) Latest information on micro-computers.

(11) Questions concerning accounting terminology in French.

(12) To advise and provide assistance in responding to audits.

(13) Request for assistance in re-consolidation of financial reports.

(14) Presentation in connection with Ecole Superieure de Gestion des Entreprises on U.S. accounting methods and requirements.

(15) Information on U.S. business schools and Universities.

This is not an all inclusive list of the types of request we receive but it does give you some idea of our daily activities. Our project implementation Action Plan (Encl. 5) outlines our major activities planned for the next six months."

The evaluators are satisfied that progress in Senegal is representative of the progress that will be made in Mali. They are further satisfied, that given the many nuances of implementing developmental projects in culturally and politically different environments, VPI&SU has progressed exceedingly well within the terms of the agreement. The evaluators suggest, however, that the recommendations made be given serious thought and examination and, where feasible, be implemented without delay.

## Suggested Readings

- Bennett, C. F. Reflective Appraisal of Programs (RAP) An Approach to Studying Clientele - Perceived Results of Extension Programs. Office of Program Development and Management Systems, Washington, D.C.: U.S.D.A., 1982.
- Finsterbusch, Kurt and C. P. Wolf. Methodology of Social Impact Assessment. Hutcherson Ross Publishing Company, Stroudsburg, Pennsylvania, 1981.
- Guba, E. G. and J. T. Horvat. "Evaluation During Development," Viewpoints: Development Significant Responses to Education Problems. Bulletin of the School of Education, Indiana University, Bloomington: School of Education, Indiana University, 1970.
- Krich, Ester. "An Overview of the Discrepancy Evaluation Model and a Related Case Study." Educational Evaluation. Columbus, Ohio, State Department of Education, 1969.
- Partlett, M. and D. Hamilton. "Evaluation as Illumination: A New Approach to the Study of Innovative Programs," Beyond the Numbers Game. Hamilton, D. et. al. (eds.), London: MacMillian, 1978.
- Wolf, R. L. The Use of Judicial Evaluation Methods in the Formulation of Educational Policy. Education and Evaluation Policy Analysis. May-June Vol. 1 No. 3, 1979.

Appendix A  
(Instrument - Washington/VPI&SU Staff)

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
1. Upon Tech's signing off the contract, how much orientation, in terms of time, was given to Tech's staff by AID and USDA?	It is customary that the funding agency(ies) of international projects give formal or informal orientation to the contractor(s).			
2. What were the areas of emphasis covered by AID and USDA during orientation?				
3. What were the main areas of concern, if any, expressed by Tech's staff?				
4. Follow-up questions. A. B. C.				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
5. What agency or agencies (Tech, AID, USDA) were primarily responsible for recruiting the project staff?	Staff recruiting and training is essential to the success of the project.			
5. What were the required qualifications of the project staff stationed in the field (FMTs)?				
7. Did expatriates and host country team members have about the same level of training? Could they communicate on the same level?				
8. Were expatriates and local FMT members trained together?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE; INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
9. Were males and females recruited as FMT leaders (Title IX)?				
10. Was it a conscious effort to recruit all males or all females? (If applicable)				
11. What were the contents of the training provided by Tech and other agencies to the FMTs? (Expatriates)				
Example: (a) How to fill out forms in the MIS; (b) French; (c) Host country cultural practices; (d) Political ramifications; (e) Etc.				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
12. Were those trained given any form of examination, formal or informal, to determine their readiness for the job?				
13. What areas of concern, if any, were expressed by expatriates during and after training?				
14. What areas of concern were expressed by in-country counterparts?				
15. How were the areas of concern resolved?				
16. Were there any recruits who were in training who dropped out of the program? If so, did they give reasons or did you conduct exit interviews?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
17. Did VPI&SU put together an advisory committee for this project?				
18. If so, who were they and what contributions did they make?				
19. What, in your judgment, was missing in the recruitment and staff training aspect of the project?				
20. Did the FMT leaders have any inputs in designing and/or modifying any portion of the MIS?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
21. Follow-up questions (related to questions 5-20 only).  A.  B.  C.  D.				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
22. Were there any logistical problems which impinged on the start-up date of project?  --Transportation --Housing --State Department clearance --Host country objection to trained expatriates --Equipment --Etc.	Occasionally, AID overseas projects do encounter logistical problems which may delay start-up of project activities.			
23. Does the project have on board a logistician?				
24. If so, how successful was he/she in resolving logistical problems before and during project start-up?				

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EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
25. Follow-up questions.				
A.				
B.				
C.				
26. What type of training has been done to address the certification problem?	Certification is an important indicator of financial management.			
27. How will the controller's office maintain the certification program with an inadequate staff level?				
28. Follow-up questions.				
A.				
B.				
C.				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

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28. Follow-up questions. (con't)				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
1. Having read the PP and having arrived in the field, did the FMT leaders raise any questions about strategies to be used in the implementation of the project?	The processes and/or strategies employed in the implementation of a project can, in large part, determine its success or failure.			
2. If questions were raised and/or concerns expressed, could you list for us what the concerns or questions were?				
3. How were they resolved? (If applicable)				
4. If no questions were raised about the strategies, should it be concluded that all the FMT leaders were in total agreement with the strategies?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
<p>5. Were any additional strategies suggested by the FMTs such as: citation of host country trainees who have excelled; institutions that have reworked their curriculum to reflect appropriate elements of financial management training; etc.?</p>				
<p>6. Have you made a summary of each consultant's report reflecting (a) progress made, (b) problems cited, (c) consultants' recommendations?</p>	<p>Consultants provide excellent ideas, in most instances, for program improvement.</p>			
<p>7. Have you incorporated any of your consultants' recommendations to date in your program operations?</p>				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

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8. As of this point, what were the most critical elements addressed by your consultants?				
9. Who has the final say so in selecting consultants?				
10. If you don't, do you have veto powers over the appointment of consultants who did not meet your standard?				
11. If so, have you ever exercised those veto powers?				
12. Do you employ both male and female consultants? (Title IX)				
13. Are consultants given the PP and MIS to study before their overseas assignments?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
14. Whose responsibility is it to informally brief the consultants?				
15. In briefing the consultants, do you know if sensitive or possible problem areas are pointed out to them before they leave for their overseas assignments?				
16. Follow-up questions. A. B. C.				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS

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17. "FMTs should be in a listening mode." Have you suggested that they keep a daily log of their discussions with host country counterparts or others relative to this project?	Written documentation of relevant discussions is a splendid source of data for use in the on-going project as well as an indication of future financial management needs. Moreover, entries in each log could be compared to determine frequency of problems cited as well as frequency of success.			
18. Did the FMTs determine the level of functioning counterparts relative to financial management prior to training?	It would be necessary to determine the level of functioning in financial management if a curriculum had to be developed.			
19. Is there any evidence that as the training progresses more sophisticated questions are being asked by trainees?	It is important that the FMTs interact freely with trainees, but more importantly, such interaction should indicate if the trainees are catching on.			

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
20. Have the FMTs, at this point, tried to develop professional accounting associations in each of the operating host countries?	Professional associations tend to establish standards of behavior which are acceptable nationally and which tend to protect the integrity of their profession.			
21. Since the FMTs should operate in a "listening mode" and "maintain a learning stance," have they given any thought to developing jointly with host country counterparts a "Handbook on the Standards of Conduct For Accountants in the Sahel"?	Such a handbook would certainly help to keep in focus the role and responsibility of accounts who are partly responsible for the disbursement of funds. <u>This is not a handbook which deals with the technical aspects of accounting.</u> For example, a bill or a salary cannot be paid out of sympathy and/or custom--accountants approve payments on appropriate documentation.			
22. Have the FMTs been submitting reports on time to the VPI/ Washington offices?	Timely reports to the funding agencies provide information vital to project progress.			

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
23. Have the VPI/ Washington offices been submitting reports on time to the USAID/USDA offices?				
24. Do the VPI/ Washington offices provide feedback to the FMTs?				
25. Do the VPI/ Washington offices receive feedback from USAID/USDA?				
26. Do you have adequate resources in terms of personnel and time?				
27. Follow-up questions.				
A.				
B.				
C.				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS.

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
28. Was MIS field tested to determine functionality?	Such a practice has always served to refine instruments.			
29. Was MIS reviewed by funding agencies to determine if it was measuring indicators of project success?				
30. Follow-up questions.				

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EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: PROCESS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
30. Follow-up questions. (con't)				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
<p>1. How many project managers and other project administrative personnel are currently using project information in decision making?</p> <p>2. How many project managers and other project administrative personnel participated in the training programs as of this time?</p> <p>3. How many project managers and other administrative personnel dropped out or never attended a training session?</p> <p>4. Has any project manager or other administrative personnel expressed, formally or informally, how useful the training program is in assisting them to make management decisions?</p>	<p>These questions relate specifically to indicators of success and are most important in determining if modifications are needed.</p>			

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
5. How many project accountants are being trained in the modified accounting system?				
6. How many project accountants have completed training in the modified accounting system?				
7. How often are project accountants evaluated to determine their progress in using the modified accounting system?				
8. How many project accountants have discontinued training and why?				
9. Do FMT leaders have an opportunity to evaluate their trainees?				
10. If not, why?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE; INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)* TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
11. How many host government personnel are using financial management information in design of new projects?				
12. How many host governments are not using financial management information in design of new projects?				
13. What are the current inhibiting factors impinging on host governments acceptance of using financial management, not only in new project designs, but throughout the system?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

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VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
14. What future problems do you envision if prudent financial management practices are institutionalized in AID projects and not across the whole spectrum of the respective host governments?				
15. Are the FMTs currently gathering base-line data which can be used in planning beyond the life of the project?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
16. Have the FMTs been sensitized as to critical areas in which they should concentrate in gathering such data? For example, are the accountants in training, as well as, the citizenry in each host country, aware that AID is being financed by the American tax dollar and that the American people would like to know that their money is well spent?				
17. Are the host country trainees being taught anything about American philosophy and American work ethic?				
18. If not, why not?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
19. Are the FMTs encouraging host country governments to send their youth to American colleges and universities?				
20. Should each FMT be requested to document its effort in encouraging interaction between host countries and American universities and colleges?				
21. What evidence is available to indicate that success has been made on the intended outputs?	The proposal spelled out what the success indicators are. Documentation should be available.			
22. Are project managers properly applying administrative management principles in the decision making process?				

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EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)* TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
23. Has the use of the administrative management information by project managers made a difference?				
24. What are the indicators to determine the degree of knowledge gained from the training conducted?				
25. What indicators are used for maintaining the certification of current projects?	Data should be available for making decisions regarding certifications.			
26. Are documents available to show a reduction in accountability problems over time?				
27. What evidence will be used for making recommendations regarding the need for further financial management beyond the life of the project?	This is an important phase of the evaluation process.			

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EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)* TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
28. Will baseline data be available for measuring the project's progress?	Without such data, progress will be difficult to measure.			
29. Now think very seriously about the indicators of success, A-F, and tell us where you are in accomplishing each and what are the problems associated with each.				
a) number of project managers and other project administrative personnel using financial management information in project decision making.				
b) number of project accountants trained in new accounting systems.				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
<p>c) number of host government personnel using financial management information in design of new projects.</p> <p>d) maintenance of certifiability in all current projects</p> <p>e) reduction of accountability problems in new projects.</p> <p>f) information obtained from other donors in the Sahel shows that financial management is improved in AID projects which share funding with other donors.</p>				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE (s) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
30. Has a "skills inventory of project personnel" been developed?	This should be accomplished in the first six months.			
31. If this has not been done, please indicate why?				
32. Have post-training evaluation components been developed and administered after each training session?				
33. Is information from the used evaluations used to modify, continue, or recycle the training component?				
34. Evaluation results should be transmitted to AID at least semi-annually. Is this being done?				

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EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
35. To what extent is the appropriate information in the evaluation results being disseminated in host countries?				
36. Has there been any feedback from the host countries relative to evaluation results they have reviewed?				
37. Is more sophisticated management training being planned?				
38. Since the FMTs have been operational, have any projects been decertified?				
39. Have all host countries made plans to institutionalize improved financial management practices?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
40. Since the FMTs have been operational, have there been any delays or suspension of disbursement on AID projects?				
41. How many project managers/accountants have been trained to date?				
42. Do you think to have 400 project managers/accountants trained by the end of the project is a reasonable goal?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: INTERIM OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
43. Follow-up questions.				

Appendix B  
(Instrument - Africa Counterparts)

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: AFRICA INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
<p>1. Did expatriates and host country team members have about the same level of training? Could they communicate on the same level?</p>				
<p>2. Were expatriates and local FMT members trained together?</p>				
<p>3. What were the contents of the training provided by Tech and other agencies to the FMTs? (Expatriates)</p>				
<p>4. Were those trained given any form of examination, formal or informal, to determine their readiness for the job?</p>				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: AFRICA INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
5. What areas of concern if any, were expressed by expatriates during and after training?				
6. What, in your judgment, was missing in the recruitment and staff training aspect of the project?				
7. Did the FMT leaders have any inputs in designing and/or modifying any portion of the MIS?				

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EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: AFRICA INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OF ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
<p>8. Were there any logistical problems which impinged on the start-up date of project?</p> <p>--Transportation  --Housing  --State Department clearance  --Host country objection to trained expatriates  --Equipment  --Etc.</p>	<p>Occasionally, AID overseas projects do encounter logistical problems which may delay start-up of project activities.</p>			
<p>9. Does the project have on board a logistician?</p>				
<p>10. What type of training has been done to address the certification problem?</p>	<p>Certification is an important indicator of financial management.</p>			

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENTS(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 1. EVALUATION QUESTIONS RE: AFRICA INPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
11. How will the controller's office maintain the certification program with an inadequate staff level?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: AFRICA PROCESS

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VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
1. Did the FMTs determine the level of functioning counterparts relative to financial management prior to training?	It would be necessary to determine the level of functioning in financial management if a curriculum had to be developed.			
2. Have the FMTs, at this point, tried to develop professional accounting associations in each of the operating host countries?	Professional associations tend to establish standards of behavior which are acceptable nationally and which tend to protect the integrity of their profession.			
3. Since the FMTs should operate in a "listening mode" and "maintain a learning stance," have they given any thought to developing jointly with host country counterparts a "Handbook on the Standards of Conduct For Accountants in the Sahel"?	Such a handbook would certainly help to keep in focus the role and responsibility of accounts who are partly responsible for the disbursement of funds. <u>This is not a handbook which deals with the technical aspects of accounting.</u> For example, a bill or a salary cannot be paid out of sympathy and/or custom-accountants approve payments on appropriate documentation			

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 2. EVALUATION QUESTIONS RE: AFRICA PROCESS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
4. Have the FMTs been submitting reports on time to the VPI / Washington offices?	Timely reports to the funding agencies provide information vital to project progress.			
5. Do the VPI/ Washington offices provide feedback to the FMTs?				
6. Do you have adequate resources in terms of personnel and time?				
7. Was MIS field tested to determine functionality?	Such a practice has always served to refine instruments.			
8. Was MIS reviewed by funding agencies to determine if it was measuring indicators of project success?				

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EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: AFRICA OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
1. How many project managers and other project administrative personnel are currently using project information in decision making?	These questions relate specifically to indicators of success and are most important in determining if modifications are needed.			
2. How many project managers and other project administrative personnel participated in the training programs as of this time?				
3. How many project managers and other administrative personnel dropped out or never attended a training session?				
4. Has any project manager or other administrative personnel expressed, formally or informally, how useful the training program is in assisting them to make management decisions?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: AFRICA OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
5. How many project accountants are being trained in the new accounting system?				
6. How many project accountants have completed training in the new accounting system?				
7. How often are project accountants evaluated to determine their progress in using the new accounting system?				
8. How many project accountants have discontinued training and why?				
9. Do project accountants have an opportunity to evaluate their trainees?				

EVALUATOR(S) NAME(S) \_\_\_\_\_

RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

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VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
10. Are the FMTs currently gathering baseline data which can be used in planning beyond the life of the project?				
11. Are the host country trainees being taught anything about American philosophy and American work ethic?				
12. Are the FMTs encouraging host country governments to send their youth to American colleges and universities?				
12. Has the use of the administrative management information by project managers made a difference?				
13. Are documents available to show a reduction in accountability problems over time?				

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RESPONDENT(S) NAME(S) \_\_\_\_\_

DATE(S) \_\_\_\_\_

TABLE 3. EVALUATION QUESTIONS RE: AFRICA OUTPUTS

VARIABLES AND/OR QUESTIONS	INDICATORS OR WHY WERE QUESTIONS ASKED	STATUS OR ANSWERS TO EACH QUESTION TO BE RECORDED BY EVALUATOR(S)	VERIFYING DOCUMENTS TO BE REVIEWED BY EVALUATOR(S)	EVALUATOR(S)' TENTATIVE CONCLUSIONS AND RECOMMENDATIONS
14. Will baseline data be available for measuring the project's progress?  15. Have post-training evaluation components been developed and administered after each training session?  16. To what extent is the appropriate information in the evaluation results being disseminated in host countries?	Without such data, progress will be difficult to measure.			

Appendix C  
(Itinerary)

ITINERARY FOR DEAN WISE, DR. PINNOCK AND MR. WALKER

Arrive Dakar/Yoff Airport - 26 April 1984 - 05:10 PM to be met by FMT, Lloyd M. Mitchell and taken to Novotel, Dakar.

08: <del>00</del> <sup>30</sup>	Hours	-	27 Apr. 84	Pick up Novotel (Mitchell).
08:10	"		"	Office Dakar.
09:00	"		"	Meet with Dep. Dir. Mission (Carole Tyson)
<del>09:30</del>	"			Meet with Ambassador, Charles Bray.
10:00	"		"	Take trip to Abattoirs Municipaux de Dakar. (Mitchell-Yade)
10:30	"		"	Visit Keur-Massar (Mitchell-Yade).
11:00	"		"	Trip to MBour (Mitchell-Yade).
12:30	"		"	Lunch Sali Portudal.
16:00	"		"	Meet with USAID Agricultural Deve- lopment Officer Mr. John Balis.
17:00	"		"	Return to Novotel (Mitchell).
08:30	"		28 Apr. 84	Meet with FMT-Dakar Mitchell-Yade.
12:00	"			Lunch.
				Afternoon for Soumbédioune Market - University of Dakar.
24:00	"		"	Depart Novotel (Moussal Pool).

