

PD-ABX-307
117738

FINAL REPORT

**INDEFINITE QUANTITY CONTRACT NO. OUT-FAO-5885-I-6019
DELIVERY ORDER NO. 801
PROJECT NO. 674-0321**

MANDELA ECONOMICS SCHOLARS PROGRAM

**SPONSORED TRAINING UNDER GLOBAL TRAINING FOR
DEVELOPMENT PROJECT**

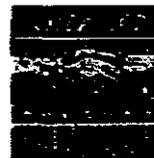
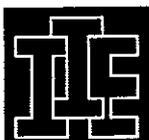
MARCH 14, 1997 – AUGUST 18, 2002

Prepared for:

USAID/ SOUTH AFRICA

Prepared by:

**Institute of International Education
Global Training for Development
1400 K Street, N.W.
Washington, D.C. 20005**



Delivery Order Overview

This Final Report summarizes the training activities and support services provided by IIE to USAID/South Africa under Indefinite Quantity Contract No. FAO-5885-I-6019, Delivery Order (D.O.) No. 801, Mandela Economics Scholars Program (MESP), over the life of the contract. The effective date of this contract was February 11, 1997, and the estimated completion date was December 31, 2004. However, the completion date of this contract was changed later to August 18, 2002, to coincide with the expiration date of the Basic GTD IQC under which this project was funded. The total ceiling price of this contract, as well as the amount obligated, was \$1,411,776.33.

Scope of Work Under the Delivery Order

Long-Term Academic Training

The scope of work for long-term academic training under this Delivery Order called for:

- Providing the technical and administrative services necessary to conduct in South Africa the process for selecting twelve (12) participants—four (4) for Masters programs and eight (8) for Doctoral programs in economics or related programs
- Preparing the selected participants, via a pre-departure orientation, for their U.S. academic training
- Placing the candidates in their selected areas of concentration in Economics at U.S. higher educational institutions
- Administering, providing financial support, coordinating, monitoring, management and reporting of participants training programs
- On-going evaluation of trainees' programs, including evaluation of post-training assessments by the trainees
- Ensuring that all trainees return home safely immediately upon completion of their programs.

Short-Term Training

The scope of work under the subject Delivery Order, when issued in March 1997, called for only long-term academic training. However, during the year 2000, when all of the seven (7) Masters degree fellows had completed their programs and returned home, and only five Ph.D. students remained, it became clear to IIE that there will be savings amounting to about \$140,000.00 under the MESP D.O. These savings were possible because IIE had successfully negotiated with U.S. universities to extend tuition waivers and other reductions in fees. Also, most of the Masters degree participants completed their programs on time, a few earlier. After some discussions with IIE regarding the use of expected surplus funds under the D.O., the SO4 team decided to use the savings to provide U.S. short-term training in economics related topics. As a result, 19 participants were funded under this D.O. for short-term training in the U.S.

MESP Project Accomplishments

Long-Term Academic Training

A total of 12 candidates, including 7 for Master's and 5 for Ph.D. degree programs were selected and placed in 10 universities across the U.S. Through IIE's extensive network of university contacts, candidates were placed at a rapid rate—most of them at prestigious universities--without sacrificing programmatic quality, ensuring that each candidate was matched with an institution that met his or her individual programmatic objectives.

MESP was geared toward the developmental purpose of preparing traditionally disadvantaged South Africans for roles as key economic policy makers in the government of the new South Africa. Many of the candidates selected thus were deprived educational opportunities and lacked the academic background required by U.S. institutions. To remedy this situation, IIE made arrangements for all of the candidates to attend a 15-week preparatory course offered at the Economics Institute in Boulder, Colorado, from May – August 1997, before the candidates entered their respective universities in September 1997. All the participants expressed their appreciation for being afforded the opportunity to attend this preparatory course. The fellows' extensive orientation in economics and econometrics at Economics Institute tremendously facilitated coping with advanced studies in economics at their respective universities.

IIE had also successfully negotiated with U.S. universities to extend tuition waivers and other reductions in fees, the total approximate value of which was \$184,313.00. Please see **Appendix A** for details.

Of 7 Master's degree candidates, four completed their programs within a year and a half and the rest in two years as scheduled.

The Ph.D. programs at all universities typically take a minimum of four years and frequently up to five years or more to complete depending on the ease or difficulty of acquiring research materials required for students' selected topic for their dissertation. Five MESP fellows selected topics related to South Africa and had difficulty finding and obtaining research materials for their dissertation. Despite this difficulty, one of them got his degree in four and a half years. Of the remaining four, three finished their programs in about five years; and one completed all the coursework and most of the writing (70 percent, according to his advisor) of his dissertation, and returned to South Africa as the GTD project was coming to a close.

The degree completion success rate under this project was high as evinced by the fact that all the Masters as well as Ph.D. fellows completed their programs, except for one Ph.D. student who was almost done, an ABD (All but Dissertation).

Eight of the 12 participants (almost 60 percent)--three of them females--had a GPA over 3.5. Three fellows received awards as follows:

A detailed list of participants including information on gender and name of participants, name of institutions they came from in South Africa, name and venue of U.S. universities in which they were placed, their degree and field of study, status of their program and their GPA score, dates of their training, and cost of their program, is attached in **Appendix B**.

On completion of their training programs, the fellows were required to complete and return to IIE the Debriefing Questionnaire which sought, among other information, the net assessment of their training experience, their levels of satisfaction with the academic and other aspects of their programs, and the applicability of their training. A summary of participants' responses to the Questionnaire is provided in **Appendix C**. All the participants considered their high level of educational training, expanded knowledge and skills, and achievement of their U.S. degree from prestigious universities to be highly rewarding. This was despite the difficulties they faced mainly that of technically challenging workload, lack of mathematical training, being away from their families and making cultural adjustments.

Short-Term Training

Pursuant to the Team Leader's decision to use the expected surplus funds in the project to provide U.S. short-term training--in addition to long-term training--in economics related topics, a total of 19 participants came to the U.S. during the one-year period from August 2000 to August 2001 for short-term training programs. A detailed list of participants is attached as **Appendix D**.

Of the total 19 participants,

- Four officials from Revenue Service of Pretoria came to the U.S. for a two-week study tour of **Internal Revenue Service**
- A group of six participants, including three officials from Office of the National Electricity Regulator and three from Competition Commission of South Africa, attended a two-week conference on **Public Utility Regulation** organized by the World Bank at the Public Utility Research Center of the University of Florida
- An official of National Treasury attended a four-week **Financial Investment Technology Program** at the University of Berkeley
- Two officials of Pretoria Department of Labor, participated in a three-week workshop on **Labor Market Policies** organized by the World Bank
- Two officials from National Treasury, Pretoria, attended a three-week workshop on **Macroeconomic Policies** at Harvard University, Cambridge, MA
- A director and a staff of the Department of Public Enterprises, Pretoria, participated in a three-week **International Workshop on Privatization** at Princeton University, and
- Two participants attended a training program in **Global Financial System** at Harvard University.

It is evident from short-term participant's responses to GTD Exit Questionnaire for U. S. Training Programs that they were extremely satisfied with the technical level of their training programs, technical expertise of their instructors, usefulness and appropriateness of training to their situation and professional networking opportunities these programs provided. They highly valued the training they received at such highly prestigious institutions since it provided

latest thinking on latest economic issues facing international community. The benefits they received from this training experience were enhanced professional capabilities, increased leadership ability, development of practical skills, networking opportunities and personal enrichment. Also, they became more self-confident, self-reliant, willing to take risks and try new things, receptive to different viewpoints and more committed to changing work style.

Overall Training Objective of Mandela Economics Scholars Program (MESP)

The primary objective of MESP was to strengthen the capacity of South Africa's public service to formulate, evaluate and implement growth promoting economic policies by training individuals in various disciplines in the field of economics for subsequent public service in South Africa.

Achieved Objectives

As a result of the high level training at some of the U.S. prestigious universities, 12 long-term and 19 short-term MESP participants have acquired knowledge and expertise, new skills, problem solving techniques, and work ethics (as stated in their program evaluation questionnaire) that will enable them to undertake leadership role and advance in their work. This training will lead to improved capacity building in key areas of economics—such as public finance, developmental economics, public policy making, health economics, financial economics and environmental economics—at governmental organizations these individuals serve. They will be able to train and inspire their colleagues and serve as models for their children, families and friends to promote education. Also, the increased skills and knowledge of the graduates will lead to increased incomes and better lives for themselves and their families.

Additionally, this training has inspired the participants to further education and research particularly for M.A. graduates to pursue a Ph.D. Some of them have expressed desire to contribute to the development of the country's educational sector by running workshops for teachers, while others hope to assume a position in government where they could work towards advancing urban and rural development programs. One participant wants to assist in poverty reduction programs, another desires to contribute to the country's development through economic policy analysis or by helping to develop a South African economic priorities plan. One individual wants to be a leader in the field of interest rate derivatives.

The linkages MESP participants have established with individuals, mentors and institutions in the U.S. will reinforce the skills they have acquired and keep them up to date in their areas of expertise.

All the participants have left the U.S. with a better understanding of the U.S. higher education system and have expressed their commitment to sharing their new perspectives and skills with their colleagues, families and friends.

APPENDIX A

AMOUNT OF TUITION WAIVERS GRANTED BY U.S. UNIVERSITIES

TO

MANDELA ECONOMICS SCHOLARS PROGRAM FELLOWS

TUITION WAIVERS GRANTED TO MESP FELLOWS

| <u>Participant's Name</u> | <u>University</u> | <u>Training Dates</u> | <u>Degree</u> | <u>Tuition Waiver</u> | |
|--------------------------------------|---|------------------------------|----------------------|------------------------------|-----------------------------|
| | | | | <u>Per Year</u> | <u>Total Value</u> |
| Yasmin Dada | SUNY, Stony Brook, NY University of Maryland | 9/97-5/98 6/98-7/02 | Ph.D. | \$ 8,416.00 \$ 11,232.00 | \$ 8,416.00 \$ 35,100.00 |
| Josephine Fakude | Williams College, MA | 9/97-6/98 | M.A. | \$ 22,270.00 | \$ 11,135.00 |
| Bongani Gigaba | Vanderbilt University, TN | 6/97-10/98 | M.A. | \$ 27,420.00 | \$ 13,710.00 |
| Peter Jacobs | Fordham University, NY | 9/97-12/01 | Ph.D. | \$ 17,863.00 | \$ 37,550.00 |
| Ashraf Kariem | Temple University, PA | 5/97-5/02 | Ph.D. | \$ 10,296.00 | \$ 38,610.00 |
| Jonas Mhlarhi | Vanderbilt University, TN | 9/98-12/99 | M.A. | \$ 27,420.00 | \$ 2,000.00 |
| Nonceba Mashalaba | Oklahoma State University | 5/97-5/02 | Ph.D. | \$ 4,230.00 | \$ 21,150.00 |
| Thabo Mokoena | SUNY, Stony Brook SUNY, Buffalo | 5/97-8/98 | M.A. | \$ 8,416.00 \$ 8,416.00 | \$ 8,416.00 \$ 2,000.00 |
| Lazarus Monyane | Western Illinois University | 9/98-12/99 | M.A. | \$ 6,876.00 | \$ 6,226.00 |
| APPROXIMATE GRAND TOTAL VALUE | | | | | \$ 184,313.00 |

APPENDIX B

A LIST OF MANDELA ECONOMICS SCHOLARS PROGRAM

LONG-TERM PARTICIPANTS

| s/n | SEX | PARTICIPANT NAME | INSTITUTION IN SOUTH AFRICA | TITLE OF TRAINING COURSE | UNIVERSITY & VENUE IN U.S. | DEGREE | STATUS /GPA | DATES OF TRNG | TRNG COST |
|-----|-----|------------------|---|--------------------------------|---------------------------------------|--------|-------------|---------------|--------------|
| 1 | M | Shadrach Appana | Wyebank Secondary School | Economics Public Finance | Howard University, Washington, DC | M.A. | A 3.83 | 5/97-5/99 | \$75,499.34 |
| 2 | F | Yasmin Dada | National Department of Health, Pretoria | Health Economics | University of Maryland, Baltimore, MD | Ph.D. | A 3.7 | 6/97-7/02 | \$128,261.47 |
| 3 | F | Thoko Fakude | University of Durban, Westville | Development Economics | Williams College, Williamstown, MA | M.A. | A 3.0 | 5/97-7/98 | \$41,901.21 |
| 4 | M | Bongani Gigaba | Ministry of Finance | Economics Financial Accounting | Vanderbilt University, Nashville, TN | M.A. | A 3.3 | 6/97-10/98 | \$48,630.93 |
| 5 | M | Peter Jacobs | Ministry of Western Cape Education Department | Economics | Fordham University, Bronx, NY | Ph.D. | A 3.61 | 5/97-1/02 | \$128,063.30 |
| 6 | M | Ashraf Kariem | RSA Department of Finance | Economics | Temple University, Philadelphia, PA | Ph.D. | Incomplete | 5/97-5/02 | \$118,680.92 |

| | | | | | | | | | |
|----|---|---------------------|---|------------------------------|---|-------|-----------|------------|--------------|
| 7 | M | Mxolisi Colin Landu | RSA Department of Trade and Industry | Economics Macro-economics | University of Houston, Houston, TX | Ph.D. | A 3.55 | 5/97-5/02 | \$109,678.77 |
| 8 | F | Mashadi Manong | Mokopane College of Education | Economics | Howard University, Washington, DC | M.A. | A 3.47 | 5/97-5/99 | \$74,263.36 |
| 9 | F | Nonceba Mashalaba | University of Transkei Butterworth | Environmental Economics | Oklahoma State University, Stillwater, OK | Ph.D. | A 3.57 | 5/97-5/02 | \$103,642.01 |
| 10 | M | Jonas Mhlarhi | Northern Province Development Corporation | Economics | Vanderbilt University, Nashville, TN | M.A. | A 2.91 | 5/98-12/99 | \$57,859.91 |
| 11 | M | Thabo Mokoena | Free State Department of Finance | Economics | State University of New York, Buffalo, NY | M.A. | A 3.65 | 5/97-12/99 | \$64,175.38 |
| 12 | M | Lazarus Monyane | Thomos Mofolo High School | Economics | Western Illinois University, Macomb, IL | M.A. | A 3.7 | 5/98-12/99 | \$26,186.98 |

Females – 4

Males -- 8

APPENDIX C

A SUMMARY OF MANDELA ECONOMICS SCHOLARS PROGRAM

LONG-TERM PARTICIPANTS'

RESPONSES TO THE DEBRIEFING QUESTIONNAIRE



A SUMMARY OF MESP LONG-TERM TRAINING PARTICIPANTS'
RESPONSES TO
DEBRIEFING QUESTIONNAIRE

I. Academic Information

- A. What is your net assessment of your educational experience in the United States? How will this experience prove valuable to you?

Participants found their educational exchange experience enriching and positive. Many noted that it expanded the scope of their knowledge and expertise in the specialized areas of economics they studied, such as economic policy making, health economics, financial accounting. They also acquired good habits with regard to problem solving and work ethics. One respondent was disappointed that his placement initially at the university was incompatible with his interests. On learning about this from the student, IIE made arrangements to transfer the student to a university better suited to his interests, and where he did well and was happy.

- B. Educational Achievements, specifically GPA and academic awards or distinctions.

1. Mr. Bongani Gigaba Distinction for achieving A grades in
(1) Development: Micro -issues,
(2) Macroeconomics, and
(3) International Trade and Economic
Development.
Also voted as a Student Representative
for the Class of 1997-98 in his program
2. Mr. Lazarus Monyane International Student Roll - "A"
student
3. Peter Jacobs Omicron Delta Epsicon (International
Economics Honors Society)

- C. Did you have any significant problems adjusting to the educational system at your university? If so, please describe your difficulties.

Adjustment problems varied between each participant, but a technically challenging workload and a lack of mathematical training seemed to be the most pervasive problems. Participants also named enrollment in too many classes, as well as cultural and societal differences as issues affecting their academic performance.

- D. What were your weakest areas of preparation, prior to your arrival in the United States? How were you able to remedy them?

About half of the respondents stated that they had no weak area of preparation prior to arriving in the U.S. Of those that did have problems, not possessing the foundation for the highly demanding courses at American universities was cited as being most challenging.

- E. Please describe your future educational plans, if any.

The desire to further education was evident in some responses. Among those hoping to continue their study and research, receiving a Ph.D., MBA, CFA, or furthering post-doctoral research, either in South Africa, the U.S., or in another country, seemed to be the dominating goal.

II. Employment Prospects

- A. What is your current employment status in South Africa? Are you employed?

Of the 12 participants, 60 percent answered that they were currently employed, while the rest were not yet employed. (See attached table for more details)

- B. Did you have an internship/practicum as part of your degree program?

Of the 12 participants, only two interned while in the United States while the remaining eight did not. (See attached table for more details). Most of them were overwhelmed with their studies and they wanted to go home as soon as they finished

their degrees.

- C. What are your broad plans for contributing to the development of the new South Africa?

The answers to this question ranged depending on the students' area of interest. For example, some answered that they wish to contribute to the development of the educational sector by running workshops for teachers, while others hope to assume a position in government where they could work towards advancing South African urban and rural development programs, assisting in poverty reduction in both urban and rural settings, or contribute through policy analysis or by helping to develop a South African economic priorities plan. One wants to be a leader in the area of interest rate derivatives.

III. Experiences in the United States

- A. What were the "high" points of your time in the U.S.?

The participants had a range of "high" points while in the United States. These ranged from receiving a degree to making new friends, to summer internships, to understanding U.S. culture, to opportunities for travel and host family visits, and being published in journals.

- B. Please describe any particular difficulties you had adjusting to life in this country.

Not all students encountered difficulties. Of those that did, ignorance among Americans about African culture/people, feeling homesick and missing family, as well as being forced to confront racism were named as being especially difficult.

- C. What disappointments did you have about your stay?

Participants generally were very happy with the program and their stay in the United States. However some noted that they encountered a few disappointments including: financial problems, not being able to travel back to Africa even in emergency situations (e.g. death in the family), and racial discrimination.

- D. Have you been involved in non-academic activities at your

university, community, or region? If so, please describe.

Some students participated in non-academic extracurricular activities. Among these, participating in African Student Organizations, International Friendship Club, active participation in minority organizations, volunteering, teaching elementary and secondary school students, social and university clubs community involvement and sports were cited most often.

E. How have your views and opinions about the U.S. changed since your arrival?

Most participants responded that their views concerning the United States did change, while others maintained that they did not. Some quoted examples follow below:

- I learned that Americans are hard workers and that in order to be successful in life you have to work hard.
- Enormously, specifically about the class structure and the inequalities between whites and blacks.
- My admiration for the U.S. has increased further now that I've had first hand experience. I think the U.S. is a generous nation.

F. How will you maintain the links, personal or professional, that you have made while in the U.S.?

Participants intend to keep contact with professors, colleagues, classmates, friends, academic societies, advisors, and other individuals they may have met during their stay in the U.S., mostly through email, professional societies, short visits, and IIE as their communication mechanism of choice.

IV. Evaluation

A. In your experience, were the IIE Regional Representatives and/or the SAP Washington, DC staff responsive to addressing your problems and needs? Give examples, positive or negative.

Overwhelmingly, participants cited IIE staff as being responsive, responsible, and very helpful. Participants noted that staff at IIE helped in instances when there were problems with stipend checks, computers, etc. Additionally, IIE staff helped make arrangements for conference attendance, intervened

when participants were experiencing difficulties, as well as checked on personal well being. Washington DC staff was cited repeatedly as being the most helpful and friendly.

Conversely, a couple of participants complained that IIE withheld their checks. (IIE withheld the checks when participants did not turn in to IIE required documents, such as their Academic Progress Reports, Receipts for book allowance and other requirements for documents. As soon as the participants submitted the required documents, the checks were sent out promptly).

B. How could IIE improve the administration of SAP? Please be specific.

Suggestions for improving the administration of SAP include: (1) being more responsive all the time; (2) not using "rulebooks;" (3) allowing spouses to see each other more; (4) organizing a conference for participants; (5) providing more information about healthcare providers; (6) raising the stipend; (7) making a 1-800 number available for communication with regional offices; (8) coordinating more effectively with prospective participants on what their interests and areas of study are, and placing them appropriately.

C. What advice would you give to future SAP participants?

Some advice shared by these participants with future ones includes: finding a balance between being dedicated to one's work and other social needs, being critically curious but approaching America with a sense of sensitivity and an open mind, building connections with American and foreign students and faculty, being careful with finances, and being emotionally prepared to be away from family and the support it provides.

D. Looking back on your experiences with this program, what have been the benefits and costs of participation for you personally? Overall, are you glad that you participated in SAP?

All the participants stated that they are glad to have taken the time to participate in the SAP. Many elaborated, stating that the experience has helped them gain the qualifications and improve their competency, ultimately leading to job satisfaction and improved economic well-being. Those that had regrets mostly cited that losing friends at home was a high price to pay, but ultimately worth the sacrifice.

APPENDIX D

A LIST OF MANDELA ECONOMICS SCHOLARS PROGRAM

SHORT-TERM TRAINING PARTICIPANTS

| S/N | SEX | PARTICIPANT NAME | JOB TITLE/ INSTITUTION IN SOUTH AFRICA | TITLE OF TRAINING COURSE | TRAINING PROVIDER & VENUE | TRAINING DATES | TRAINING COST |
|-----|-----|---------------------|--|--|---|----------------|---------------|
| 1 | F | Najwah Allie-Edries | Deputy Program Manager, Revenue Service Pretoria | IRS Study Tour | Internal Revenue Service, Washington, DC; Atlanta, GA | 08/26-09/4/00 | \$3,214.41 |
| 2 | F | Teresa Burger | Team Member, Revenue Service Pretoria | IRS Study Tour | Internal Revenue Service, Washington, DC; Atlanta, GA | 08/26-09/4/00 | \$3,214.41 |
| 3 | M | Paulo Carreira | Operations Manager, Revenue Service Pretoria | IRS Study Tour | Internal Revenue Service, Washington, DC; Atlanta, GA | 08/26-09/4/00 | \$3,227.36 |
| 4 | F | Kovenderi Moodley | Deputy Team Leader, Taxpayer Service Revenue Service Pretoria | IRS Study Tour | Internal Revenue Service, Washington, DC; Atlanta, GA | 08/26-09/4/00 | \$3,214.58 |
| 5 | F | Dr. Snowy Khoza | General Manager, Research and Development, National Electricity Regulator, Sandton | Public Utility Regulation Conference, World Bank | Public Utility Research Center, Univ. of FL. Warrington College | 1/13-1/29/01 | \$6,722.41 |

| | | | | | | | |
|----|---|------------------|---|---|---|--------------|-------------|
| 6 | F | Koporo Langa | Senior Manager, Economic Regulations, National Electricity Regulator, Sandton | Public Utility Regulation Conference, World Bank | Public Utility Research Center, Univ. of FL. Warrington College | 1/13-1/29/01 | \$7,025.21 |
| 7 | M | Malixole Gantsho | National Electricity Regulator, Sandton | Public Utility Regulation Conference, World Bank | Public Utility Research Center, Univ. of FL. Warrington College | 1/13-1/29/01 | \$5,052.87 |
| 8 | M | Richard Parr | Senior Analyst Policy and Research, Competition Commission of South Africa | Public Utility Regulation Conference, World Bank | Public Utility Research Center, Univ. of FL. Warrington College | 1/13-1/29/01 | \$6,737.35 |
| 9 | M | Andrei Wessels | Senior Investigator Mergers and Acquisitions, Competition Commission of South Africa | Public Utility Regulation Conference, World Bank | Public Utility Research Center, Univ. of FL. Warrington College | 1/13-1/29/01 | \$6,737.35 |
| 10 | F | Vivienne Lipman | Competition Commission of South Africa | Public Utility Regulation Conference, World Bank | Public Utility Research Center, Univ. of FL. Warrington College | 1/13-1/29/01 | \$8,407.59 |
| | | | | | | | |
| 11 | F | Mathane Makgatho | Deputy Director, International Financing, National Treasure, Centurion | Financial Investment Technology Program | HAAS, School of Business, Univ. of CA, Berkeley | 1/5-2/3/01 | \$20,145.13 |

| | | | | | | | |
|----|---|----------------------|--|---|----------------------------|---------------|-------------|
| 12 | M | Thembikosi Mkalipi | Executive Manager, Department of Labor, Pretoria | Labor Market Policies | World Bank, Washington, DC | 4/21-5/6/01 | \$4,288.57 |
| 13 | M | Jeffrey Du Preez | Director, Skills Development Funding, Department of Labor, Pretoria | Labor Market Policies | World Bank, Washington, DC | 4/21-5/6/01 | \$6,675.47 |
| 14 | M | Nnzeni Netshitomboni | National Treasure, Pretoria | Macroeconomic Policies | Harvard, Cambridge, MA | 6/25-10/20/01 | \$9,650 |
| 15 | F | Filkile Zitha | National Treasure, Pretoria | Macroeconomic Policies | Harvard, Cambridge, MA | 6/25-10/20/01 | \$9,650 |
| 16 | M | Ajay Makan | Director, Restructuring of State Owned Enterprises, Department of Public Enterprises, Pretoria | International Workshop on Privatization | Princeton, Princeton, NJ | 7/22-9/14/01 | \$10,913.18 |
| 17 | F | Celeste Appolis | Department of Public Enterprises, Pretoria | International Workshop on Privatization | Princeton, Princeton, NJ | 7/22-9/14/01 | \$10,913.18 |
| 18 | M | Christopher Malan | | Global Financial System | Harvard, Cambridge, MA | 7/23-8/31/01 | \$6,873.63 |
| 19 | M | Elias Masilesa | | Global Financial System | Harvard, Cambridge, MA | 7/23-8/31/01 | \$6,873.63 |