

AIRGRAM

DEPARTMENT OF STATE

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TO - AID/W TOAID A-23 X
INFO AMEMBASSY YAOUNDE USAID A-UNN

DATE REC'D.
A.I.D. Reference Center Room 1656316
17p.
DATE SENT February 10, 1970

FROM - CWAORA/Dakar

SUBJECT - Preliminary Project Proposal (PPP) for Pan-African Institute for Development - No. 625-11-690-521

REFERENCE -

The attached PPP has been prepared on the basis of information obtained this past November. At that time, although the broad design of the project was clear, there still remained a number of details which had yet to be worked out -- such as the precise source and content of other donor aid. For this reason, we are submitting a PPP instead of a PROP to flag the fact that some of the data provided must be considered tentative, and that other information which we would like to have included has necessarily been omitted.

Nevertheless, we do believe that the information given in the PPP is sufficient to make a judgement concerning the desirability of AID support of the project. In order to avoid needlessly raising the expectations of the Pan-African Institute, we would prefer to delay further discussions with them until there is a reasonable assurance of AID support. Consequently, what we would like from AID/W as soon as possible is an indication of its approval in principle of the proposed project. As soon as this is received, we will meet again with officials from the Pan-African Institute to obtain the additional information required and to work out the final details of the project.

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PAGE 1 OF 16 PAGES

WRITTEN BY <i>W. J. ...</i> W. J. ... / CGrader <i>WJ</i>	PHONE NO.	DATE 2-10-70	APPROVED BY: <i>J. Reese</i> James R. Reese, Acting
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Dixie Lippincott, Education Advisor *DL* JCARBONEL, Actg Controller *JC*

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ATTACHMENT

PRELIMINARY PROJECT PROPOSAL (PPP)

COUNTRY - CENTRAL AND WEST AFRICA REGIONAL PROJECT NO. 625-11-690-521

SUBMISSION DATE: December 31, 1969 ORIGINAL : X REVISION NO. _____

PROJECT TITLE: PAN AFRICAN INSTITUTE FOR DEVELOPMENT

U.S. OBLIGATION SPAN: FY 1970 through FY 1974

PHYSICAL IMPLEMENTATION SPAN: FY 1970 through FY 1974

GROSS LIFE-OF-PROJECT FINANCIAL REQUIREMENTS:

U.S. DOLLARS		\$ 600,000
(Dollar Expenditures	\$360,000	
Non-dollar Expenditures	240,000)	
OTHER DONORS		<u>1,100,000</u>
TOTAL ALL YEARS:		\$1,700,000

ATTACHMENTA. SUMMARY DESCRIPTION, INCLUDING TABULATION OF PLANNED INPUTS

One of the greatest blocks preventing more rapid economic development in Africa is the lack of properly trained middle-level manpower. One area where this shortage of middle-level skills is particularly apparent is in the implementation of national development programs at the rural or grassroots level. While there is generally a number of university trained personnel to direct the plan at the national level, there is a great shortage of trained personnel at the regional and local levels where implementation of the plan must actually take place. The need for training middle-level manpower and strengthening of institutions currently doing this job^{is} cited in the CFS as one of the priority areas for U.S. assistance -- particularly as related to rural and agricultural development.

For the past four years, a private, non-profit institution, supported by a number of European governments and organizations, has been operating a school at Douala, Cameroon, to train such middle-level Africans from the francophone countries in the implementation of development programs. This is the Pan-African Institute for Development, and is the only such organization in Africa currently offering such training. The training course extends over two years and places particular stress on combining academic studies with practical field work. By all available evidence, the school has achieved remarkable success. All of its graduates are presently employed in important middle-level positions, the vast majority of them in rural areas. Supported by some four European governments and three philanthropic organizations, and with a student body from virtually all countries of francophone Africa, the Pan-African Institute for Development is an unusual example of a truly multidonor and regional training school.

The Pan-African Institute has recently started a major expansion program which includes the establishment of an English speaking school at Buea, West Cameroon. Based on a survey it made of the anglophone countries, the school is initially offering a one-year course covering the same general areas as the francophone center. The school started operations in December 1969, with a class of 28 students representing 9 anglophone countries, and a faculty of a Director and four instructors.

Plans call for increasing the capacity of the school to 60 students by 1972. To realize this objective, it is essential that additional dormitory facilities be constructed for 30 students, that funding for additional scholarships be obtained, and that the teaching staff be increased to eight full-time instructors.

The Pan-African Institute estimates that during the next two years it will require approximately \$500,000 to meet the costs of the English speaking center. The Institute has already approached a number of foreign donors and has received assurances which cover approximately 40% of the required funding. The Institute

has asked AID if it will help establish an audio/visual communications section and teach extension training methods, as well as finance purchase of commodities and scholarships for Africans attending the school.

This PPP proposes that AID provide assistance to the Pan-African Institute for Development for the English speaking training school at Buea, West Cameroon, as follows:

1. Two technicians for the next four years - one, an expert in audio/visual communications media and the other an instructor in extension methods.
2. Approximately \$70,000 worth of audio/visual communications equipment, reference books for the school library, and a sixteen-position language laboratory.
3. \$200,000 at the rate of \$50,000 per year over the next four years to fund 15 scholarships per year for Africans attending the school.
4. Approximately \$20,000 to train two participants in the United States for an estimated two years each in order to replace the American technicians.

ATTACHMENTB. SETTING OR ENVIRONMENT

A generally recognized key bottleneck to more efficient production and to economic development in Africa is the absence of sufficient numbers of qualified middle-level manpower. A late 1968 report by the Economic Commission for Africa (ECA) commenting on urgent African manpower needs noted that: ".....there is a more acute shortage of middle-level cadres than of the professional grades." The OECD, in its 1960 report to the Development Advisory Committee was even more emphatic: "It is the shortage of non-university trained middle-level personnel which is likely to be the major break on African development between now and 1980." It was in recognition of the importance and pervasiveness of this problem that the CWAORA FY 1971 Country Field Submission (CFS) singled out the development of middle-level manpower along with agriculture as the priority areas upon which to focus AID regional programs. The CFS specifically stressed the need to stimulate the development of institutions aimed at upgrading the technical and managerial skills of Africans within the middle-level manpower area.

One of the areas where trained middle-level cadres are needed relates to the implementation of national development plans. Although there are now a sizable number of university trained Africans who can formulate development plans at the national level, there is a critical shortage of Africans in the intermediate job positions capable of carrying out plan objectives at the regional and local grass-roots levels. It is this latter group which must not only understand the national development programs and objectives, but must also have the ability to earn the respect of the local population and to lead them to participate actively in development projects.

For the past several years there has been a school in Africa training such middle-level Africans from countries throughout the francophone region. This is the Pan-African Institute for Development, an autonomous, private, nonprofit institution incorporated in Switzerland and supported by a number of European governments and institutions. It is the only institution of its kind in Africa which trains middle-level, in-service personnel in the implementation of development programs. Within the past year, the Pan-African Institute has undertaken to expand its program and facilities, and for the first time to include African students from the anglophone countries. To help finance the increased costs of the program, the Pan-African Institute has requested AID assistance.

Background of the Pan-African Institute for Development

The Pan-African Institute began operations in March 1965, in Douala, Cameroon, with 31 students from 7 African francophone countries. Since then, there have been a total of 139 graduates from 15 countries. The last graduating class included 44 students from 11 countries, and the new sixth class -which began in November 1969- contains 44 students also from 11 countries, as follows: Cameroon 11; CAR 2; Chad 1; Congo-B 4; Congo K 3; Dahomey 7; Gabon 4; Ivory Coast 3; Rwanda 1; Togo 9, and Upper Volta 3.

Students are recruited from the various civil services at the baccalaureate level, or with enough practical experience equivalent to that level. All recruitment is on the basis of competitive examinations administered by the Pan-African Institute. Thus, the Institute is not under political pressure from any government to accept unqualified students who may be sponsored by a particular political personality. However, the sponsoring government is required to provide written assurance of job placement after the training period.

The training course extends over two academic years. The first year is the same for all students and combines academic studies with practical field work. Students spend some of their time in villages, living-in with African families and working on ethno-sociological problems, as well as taking regular academic courses at the Institute in economic development, general economics, sociology, accounting, agronomy, administrative and commercial law, nutrition, health, and demography.

During the second year, students specialize in one of three areas: regional economic development, community development and adult education, or management and organization of cooperatives and small business administration. The student's specialization in most cases is determined by the sponsoring government. The regional development specialization seeks to familiarize the student with the relationship between the national development plan and the execution of that plan at the regional level. Students learn to diagnose problems on the regional level, and to prepare monographs on particular problem areas. They also learn to prepare the projects required to meet development objectives, and to make these projects operational. Finally, the students learn to make their regional development plan fit within the context of the national plan.

The community development and adult education specialization focuses primarily on the problem of stimulating the local population to participate actively in the development process. (This is particularly relevant to our own Title IX objectives.) The students are trained to become extension agents, to transfer knowledge to the rural population. They are taught to make the rural population aware of technological change in a dualistic economy - by making available technological advances to rural farmers without attempting to disrupt traditional values where they do not interfere with development. The students are trained to create an awareness among local population of their own problems, and to get the population to participate actively in development projects aimed at solving these problems. The students actually work with villagers in self-help projects, thereby acquiring leadership training while giving the villagers the opportunity to see the benefits of self-help efforts.

The third area of specialization trains students in the organization and functioning of cooperatives. They learn how to organize the marketing of farm ~~products~~ products, how to establish rural enterprises, and how to assure adequate financial management of undertakings. They also learn how to operate cooperative credit institutions.

The breakdown of the first three graduating classes by field of specialization is as follows:

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<u>CLASS</u>	<u>REG. DEV.</u>	<u>COMM. DEV.</u>	<u>COOPS.</u>
1st Class (28) - December 1966	9	12	7
2nd Class (31) - June 1967	13	8	10
3rd Class (37) - June 1968	<u>17</u>	<u>9</u>	<u>11</u>
Total (96)	<u>39</u>	<u>29</u>	<u>28</u>

Of these 96 graduates, 94 are presently employed in their field or in closely related activities. (It is significant to note that there has been only one drop out from the school.) Most of these graduates --85%-- are employed at the Regional or District level. A breakdown of the present employment of these graduates follows:

-12 Camerconians are technical development assistants charged with the study of development projects at the department level.

-23 are directors or deputy directors of rural training centers or similar institutions which train agricultural extension workers and conduct training workshops for farmers.

-25 work in regional development offices -- organizations which are concerned with all aspects of rural development.

-16 hold various positions in the ministries of plan or development, mostly in capacity of office directors for community development services. One Malian graduate in this category is the technical advisor to the regional governor.

-16 are officers or managers of agricultural cooperatives or agricultural credit unions. One Chadian graduate is in charge of agricultural credit at the national development bank.

-Of the remaining two graduates, one is a Totolese studying at the International Institute for Public Administration in Paris, while the other is Commercial Counselor and Second Secretary at the Embassy of the C.A.R. in Yugoslavia.

The school makes considerable effort to keep abreast of recent developments in its area and to keep a constant check on the effectiveness of its training program. A research and evaluation section has been established whose functions are: (a) to study development problems in the field, especially as they relate to staff development; (b) to evaluate the effectiveness of the training given by the school, both as to content and methods; and, (c) to study particular problems met in the field by former students, both in order to help the former student as well as to improve the training curriculum. The research section maintains an up-to-date list of graduates, with present addresses and employment. It also tries to keep in touch with graduates by publishing a school bulletin three times a year and by maintaining correspondence with individual graduates.

The teaching staff of the school consists of one director, nine professors, and one librarian. The national origins of the staff are particularly varied. The director is Swiss and holds a PhD in economics. The professor in charge of first-year studies is an African economist from Angola. The professor in charge of regional development is a Cameroonian economist. The professor of cooperative organization and business management is a Swiss economist with a degree in business administration. A Belgian agronomist teaches adult education and community development. In addition, there is a Cameroonian sociologist, an Austrian professor with a degree in development economics from Paris who essentially does research, a German professor with a commercial diploma, and two French professors who hold PhD's -- one of whom is an audio/visual expert in charge of research. The librarian is a locally recruited Cameroonian who has a diploma in social sciences. All African staff members are paid directly by the Institute, while all non-African members are funded by their respective governments.

The budget of the Institute in 1969 was \$430,000. As a non-profit international association, the Pan African Institute receives its funds from a variety of public and private sources. The following governments and institutions have contributed to the operation of the Institute:

-European Economic Community (EEC): The largest donor is the EEC which finances its support through the European Development Fund (FED). The FED pays the scholarships for all students attending the Institute. The amount of the scholarship is 50,000 CFA francs per month, paid to the student, with three-fifths for the student allowance and two-fifths for tuition payment to the Institute. During 1969, the FED provided nearly \$200,000.

-Switzerland: The Government of Switzerland provides an annual subsidy of some \$82,000 for the Swiss professors and for general operating costs.

-Germany: The government-subsidized Institute for International Solidarity provides an annual cash contribution plus one professor and his support costs, totaling about \$45,000 annually. MISEREOR, a private charitable organization, provided \$45,000 to the school, during 1969 to help with the new anglophone center. MISEREOR previously provided funds for the initial construction and furnishing of the Institute as well as for the subsequent research center. "Brot fur die Welt" (Bread for the World), a protestant welfare organization, has provided in the past funds for equipment and vehicles.

-Belgium: The Government of Belgium provides one professor of agronomy and support totaling nearly \$20,000 annually.

-France: Through the Ministry of Cooperation (FAC), France provides two professors and support costs equal approximately \$28,000 per year.

-Austria: The Austrian Government provides one professor at an annual cost of approximately \$6,000.

-England: During 1969 the British Ministry of Overseas Development provided one specialist to the school costing approximately \$10,000.

Proposed Expansion of Pan-African Institute for Development

The Council of Administration of the Pan-African Institute for Development has recently decided to embark upon a modest expansion program to meet rising needs. The program has two objectives. The first is to increase the dormitory capacity of the francophone center in Douala by more than 50% -- from approximately 48 to 73. In order to accomplish this expansion the Pan-African Institute is negotiating for some new land with existing buildings in a nearby location to its present site. The additional costs for the land and the building renovations are expected to amount to approximately \$240,000.

The second objective of the expansion program is that which is the direct concern of this PPP - namely, the creation of a sister institution for anglophone countries in nearby Buea, West Cameroon (about an hour's drive from the Douala center). The decision to establish an anglophone center was preceded by an investigation into the need for such a training institution. A consultant in English-speaking training methods, provided by the British Technical Assistance Programme and attached to the Institute since October 1967, visited the 12 principal anglophone countries in Tropical Africa during 1968. On the basis of discussions with government officials of these countries, there emerged a consistent pattern of training needs similar to those being provided by the Pan-African Institute to francophone countries, but which were not currently being provided by an existing institution in anglophone Africa. Accordingly, at a meeting of the Council of Administration in Switzerland in January 1969, the decision was taken to proceed with the establishment of the English-speaking Development Staff Training College, to be known as DuSautoy College, to be located in Buea, West Cameroon, with a target opening date of December 1969.

There were several reasons for locating the college in Buea. The first is the proximity of the francophone Institute at Douala, which affords the closest possible contact between the two colleges -- between the school staff members, on the one hand, and between the students in training, field work, sports, and other activities, on the other hand. It would permit an interchange and a cross-fertilization of ideas and experiences, and would enable the joint use of certain services, such as research facilities.

The aims of the Buea college are to be essentially the same as those of the Douala Center. The major difference, in the initial stages at least, is that the course will be of one-year duration rather than two as at Douala. This was the result of the express wishes of the anglophone governments who stated that if they were to send valuable, experienced, middle-level staff they could only spare them for one year. If the course were for two years, the staff sent would be less valuable, less experienced, and at a lower grade level.

The College started classes in December 1969, with 28 students -- which is expected to increase to an interim target of 60 students in subsequent

years. The number of students is presently limited by the number of instructors on the one hand, and inadequate dormitory space on the other. (Classroom space is adequate for up to approximately 80 students.) The students selected for the first class were from the following countries: Botswana 5; The Gambia 1; Ghana 4; Kenya 2; Sierra Leone 3; Swaziland 1; Tanzania 5; Upper Volta 2, and West Cameroon 5.

Du Sautoy College is headed by the Director, Mr. Phillips, on assignment from the British Technical Assistance Programme. Mr. Phillips holds an M.A. (Oxon.) and has 19 years of field, administrative and training experience in Sarawak, Rhodesia, Zambia, and Cameroon. While the school is getting established he will also teach classes on human resources development, and training and extension methods. There are currently three other British staff members at the school: One has an M.A. from Exeter and will teach economic development and planning, while the other two are from the International Voluntary Services (IVS) and will serve as assistant instructors. The West German Institute for International Solidarity is providing one professor who will teach the course on cooperatives and enterprises management. Another assistant instructor will soon be chosen and hired directly by the college.

The estimated budget for the first two years is \$500,000. Approximately 40% of the financing required is already assured for these first two years of operation through contributions from the governments of Britain, Switzerland, the Netherlands, and Canada. In addition, favorable responses have been received from MISEREOR and the "Brot fur die Welt" of Germany. The above budget does not include a contribution to the school by the Cameroon Government in the form of reduced rent on the Government-owned grounds and buildings. The college has a three-year lease on the buildings and is paying an annual rent of \$12,000. The current commercial rental value of this complex has been estimated at \$60,000. By this reckoning, the West Cameroon Government subsidizes the college by approximately \$48,000 annually.

But there still remain important funding gaps which must be filled if the school is to operate at all efficiently. A priority need exists for an instructor on extension methods and for an expert on audio/visual communications media -- plus supporting commodities. In view of the heavy emphasis being given to training in extension, these are particularly important. Additional help is also needed to fund scholarships for African students attending the college.

ATTACHMENTC. STRATEGY

It is proposed that U.S. assistance be given to the Pan-African Institute for Development to help establish, in cooperation with other donors, the new Development Staff Training College for English-speaking countries at Buea, West Cameroon.

The training to be provided by the Pan-African Institute for Development at its new anglophone center is particularly appropriate for meeting AID's priority middle-level manpower objectives; the school will train Africans in the implementation of development projects, especially as they relate to the critical rural and agricultural populations. During the past four years, the Pan-African Development Institute has shown that it has the capacity to train effectively such middle-level manpower from the African francophone countries. An unusually low rate of student drop outs --one-- combined with virtually full utilization of graduates in key middle-level positions in the sponsoring African governments provides a useful indication of the Institute's success. This appears due to sound direction, a competent staff, unusually good graduate follow-up procedures, and perhaps most critical, a highly relevant curriculum geared to the needs of the African countries.

There are other reasons for AID's supporting the Institute's anglophone center. The school is truly a regional center. In its first year the school enrolled students from nine anglophone countries, with no one country representing more than 20% of the student body. Combined with the ^{nearby} ~~nearby~~ francophone center at Douala, the Institute has an extremely diversified student body which during 1969 represented some 21 African countries. The school's curriculum is designed to encourage maximum ^{communications} ~~intercourse~~ between the students. In a modest way, this helps foster understanding and cooperation among the students from the various African states -- students now, who in the future will play a more important role in the leadership of their respective countries.

The Pan-African Institute for Development is also an unusual example of successful multidonor cooperation. Some eight different European organizations and governments were providing assistance to the Institute in 1969. Similar multidonor cooperation has marked the establishment of the anglophone school -- with firm aid commitments already obtained from four European countries. In view of the U.S. goal of placing increased emphasis on coordinating its aid with other donors and avoiding over-identification of a project with the U.S., this is an important supporting rationale favoring U.S. assistance to the Institute.

There are obviously alternative ways the U.S. could help develop middle-level manpower in Africa other than through aiding the Pan-African Institute for Development. The concept of middle-level manpower development is large in scope, and offers numerous potential opportunities for the effective use of foreign assistance. AID could focus its efforts on other types of training, sponsor additional student training in the U.S., attempt to establish a new regional school, or give

assistance to other on-going institutions in the middle-level manpower training field. Yet none of these is likely to be an attractive alternative to providing U.S. assistance to the Pan-African Institute for Development. As has already been pointed out above, the training carried out by the Institute meets an important and demonstrated African educational need not currently being met by any other institution, as well as satisfying AID's own regional and multidonor criteria. Supporting an on-going program of proven efficiency also reduces the risk and uncertainty involved in trying to establish a new institution or to organize a new teaching group. The possibility of sending such students outside Africa for training is not considered a realistic alternative, especially for middle-level personnel, for obvious reasons -- inappropriateness of training curriculum, personal adjustment difficulties, ~~and~~ the need to establish indigenous institutions in Africa, etc.

An incipient weakness of the Institute's program is the absence of any significant African financial support. Only the Cameroonian Government has come forth with any measurable financial aid through its rental of school facilities at a subsidized rate. But African financial support is not considered an essential condition at this stage. An important rationale for requiring self-help is to assure effective use of aid resources as well as continued recipient government support of the project when foreign aid is subsequently terminated. In the present situation, however, the African governments have demonstrated the importance they give to the school's program by sending qualified civil servants to the school and later by employing the graduates of the school effectively. Also, the Institute itself has Africanized the staff to the extent that it has been able. All staff members actually hired by the Institute have been Africans. It is anticipated that in the future African Governments will be required to contribute increasingly to the cost of student support. However, this is not believed feasible at the present time.

This PPP will provide U.S. assistance to the Pan-African Institute for Development to help develop an audio/visual section and assist in teaching extension methods at the anglophone center. The Institute has specifically requested this assistance from AID. We believe the ~~request~~ requested assistance is particularly appropriate for the U.S. The requested aid is in an area which we consider of highest priority for African development, on the one hand, while extension methods and communications are fields in which the U.S. has an acknowledged world leadership position, on the other. The United States should be in a position to provide the requested aid at least as effectively as any other potential donor.

U.S. assistance is proposed as follows:

Personnel - An extension methods training instructor and an audio/visual communications expert over a four-year period. These two staff members will reinforce the present teaching staff and contribute materially to teaching students how to transfer their knowledge to the rural population. The audio/visual section will prepare materials for use by the teaching staffs of both the anglophone and francophone centers, while also teaching students how to prepare and use such materials in their own specialties. Housing and utilities for the two technicians

will be provided by the Institute. The Institute will also obtain initial duty-free entry for their personal effects.

Commodities - Approximately \$70,000 worth of commodities are to be provided. The exact list will be prepared later by the U.S. technicians. This will include \$20,000 for a 16-position language laboratory, Since both French and English will be taught at the Institute, ~~Some~~ \$40,000 for audio-visual and extension aids equipment and \$10,000 for English language books for the reference library.

Participant Training - \$50,000 in scholarships to the anglophone center will be made available for up to 15 students per year over the next 4 years. Priority will be given to students from non-AID emphasis countries. (Students from development emphasis countries presumably could obtain scholarships from the local USAID's general participant training funds.) The Institute will handle student recruitment in cooperation with sponsoring governments and will submit an annual report to AID.

In addition to funding scholarships, two African counterparts will be selected and sent to the U.S. for an estimated two years training as eventual replacements for the U.S. instructors. The exact level and length of training will be determined by the instructors with the approval of the Center's director.

Gold Budget - Since the Institute will provide housing and utilities for the two AID-financed staff members, it is estimated that only approximately 10% of the contract costs, or \$35,000, will be spent outside of the U.S. (This assumes all indirect contract costs will be spent in the U.S., as well as approximately ~~one-third~~ ^{two-thirds} of the employees' salaries.) The \$200,000 in scholarship costs will be the primary non-dollar expenditures. Necessary if Africans are to be trained locally in accordance with basic AID policy. Thus, it is estimated that less than \$240,000 out of the total sum of \$600,000 (or 40%) will be spent outside the U.S.

ATTACHMENTD. PLANNED TARGETS, RESULTS, AND OUTPUTS

In a multidonor project of this nature, it is not feasible to link directly U.S. inputs with final project outputs. The end results sought must be attributable to the combined donor aid, and must be related directly to the school as an integral unit.

This is not to say that there are no useful standards for measuring the success of the U.S. aid input. In addition to the normal criteria used to judge teaching performance --and it is the effectiveness of the U.S. technicians as teachers which will be the real measure of their success-- there are also interim operational targets to help gauge U.S. aid performance. Suitable curriculums must be prepared and approved by the school, African participants have to be selected and trained in the U.S. to replace the U.S. technicians at the Institute, a viable audio/visual communications section must be established, relevant commodity lists prepared and ordered, etc. (These will be covered in detail in the PIP.)

The final measure of success, however, must relate to the school itself. Many of the results sought can only be described in qualitative terms, and must therefore lack a certain desired precision. Thus, the essential target to be achieved is the graduation from the school of appropriately trained Africans capable of filling critical middle-level manpower needs. Yet there are target outputs which can be more precisely quantified -- such as the number of students -- as there are other indirect but more precise benchmarks which are indicative of the success obtained in realizing qualitative goals.

One important target of this project is an increase in student enrollment. The first class which started in December 1969, contained 28 students; the target student enrollment by 1972 is 60 students. To realize this objective, two essential interim objectives must also be achieved: The staff must be increased to a level of eight full-time faculty members and additional dormitory space must be constructed for another 30 students. (Classroom facilities are now adequate for approximately 80 students).

A significant indirect indication of achievement of qualitative goals is the degree of support generated for the anglophone center among the sponsoring African governments. This assumes, of course, that their level of support would be proportional to the success of the school in meeting middle-level African manpower requirements. One indication of this support would be the continued willingness of African governments to sponsor qualified in-service students to the school. Another more important indicator would be the utilization of the graduates -- their subsequent employment in worthwhile positions relevant to their school training. Finally, a tangible earnest of their support for the school would be the eventual willingness of the African governments to pay a certain portion of their students' tuition and support.

ATTACHMENTE. COURSE OF ACTION

The effectiveness of U.S. assistance in a multidonor project depends on the successful fulfillment by other donors of their role in the project. As noted above, two necessary ~~financial~~ conditions for the success of this project are the construction of additional dormitory space for 30 students and the sponsoring of two more full-time instructors -- additional to those which will be provided by the U.S. Before signing the Grant Agreement with the Pan-African Institute, therefore, AID should attempt to obtain reasonable assurances that these conditions will be met. In addition, AID should also try to obtain agreement in principle from the Institute to seek partial funding from African governments sponsoring students as soon as feasible, and at least sufficient to cover salaries and support of the two African participants ~~when~~ ^{when} they replace the U.S. technicians at the school. The contributions of the African governments would presumably take the form of partial tuition payment for students attending the school from their respective countries.

The Grant Agreement itself can be negotiated directly in Douala with the Delegue General who acts for the Board of Directors of the Pan-African Institute for Development.

Once the Grant Agreement has been signed, or as soon as AID feels satisfied that the above conditions can be met and that the project will be approved, AID should start recruitment of a qualified Extension Methods Training instructor and an audio/visual communications media expert. Preferably they will have had some experience in working in underdeveloped countries. The extension instructor should have had experience in teaching agricultural extension methods, and the audio/visual communications expert should have had previous experience in preparing teaching materials. Inasmuch as they will be working at the English speaking school in West Cameroon, there is no French language requirement -- this should facilitate recruitment.

The selection and ordering of the bulk of the AID-funded commodities must await the arrival of the U.S. technicians. However, there is certain essential equipment for the audio-visual center which could be ordered immediately. A detailed listing of these commodities could be worked out between the school's director and AID's regional education advisor, so that the PIO/C could be issued as soon as the Grant Agreement is signed.

Within the first year after the arrival of the U.S. technicians, two Africans will be selected for training in the U.S. in order eventually to replace the U.S. technicians.

The 15 annual AID-funded scholarships for Africans attending the school will become available starting with the second entering class, which starts in November 1970.

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$ 000)

PPP DATE: December 30, 1969

ORIGINAL: X

PROJECT NO: 625-11-690-521

COUNTRY: CAMEROON (REGIONAL) PROJECT TITLE: PAN-AFRICAN INSTITUTE FOR DEVELOPMENT

U.S. CONTRIBUTION:

FISCAL YEARS	GRANT	TOTAL	CONT.	PERSONNEL SVCE		PARTICIPANTS		COMMODITIES		OTHER COSTS	
				AID	PASA	CONT	USA	CONT	DIR	CONT	DIR
						AGENCIES		US AG		US AG	
PRIOR THROUGH ACT FY 70	G	40	30		30			10			
OPER FY 71	G	185	85		80	50	5	50			
BUDG FY 72	G	150	90		80	50	10	10			
BUDG - 1 FY 73	G	135	85		80	50	5				
BUDG - 2 FY 74	G	90	40		40	50					
TOTAL ALL YEARS		600	330		310	290	20	70			

UNCLASSIFIED

TOAID A-23

CWAORA/DAKAR

UNCLASSIFIED

OTHER DONOR CONTRIBUTION:

APPROXIMATELY \$1,100,000 (BREAKDOWN NOT AVAILABLE)

AIRGRAM

DEPARTMENT OF STATE

UNCLASSIFIED

CLASSIFICATION

For each address check one ACTION | INFO

DATE REC'D.

55-4

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3

TO - AID/W TOAID A- 15
DAKAR USAID A- 12

x
x
1970 MAR 4 PM 12 19

AID
C & A - BR

DATE SENT

February 26, 1970

FROM - Yaounde PPP

SUBJECT - PPP Pan-African Institute for Development
No. 625-11-690-521

REFERENCE - (a) TOAID A-23; (b) CWAORA Status Report, 15 January 1970

The referenced airgram transmitted a well-prepared and accurate PPP for the subject project. This project was visited by Mr. Harry Lennon, CWA/BA, during his recent (19-21 February) trip to Cameroon, who can provide firsthand information on the capabilities and functioning of the institute.

The RAOO/Yaounde agrees that the PPP should provide an adequate basis for approval in principle of this project and that a full PROP could be readily prepared to permit FY 1970 funding. In a recent visit to this office, M. Fernand Vincent, Délégué Général, PAID, reaffirmed his hope that U.S. assistance would be forthcoming shortly in order to provide a needed strengthening of the program at the anglophone center in Buea.

Since a contract is projected for the two U.S. advisors, however, it is believed that the FY 1970 funding estimates in the PPP should be increased to cover at least two full man-years of services.

PARKER

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DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY:
JCMcLaughlin	RAOO		25 Feb. 70	RAOO/JCMcLaughlin

AID AND OTHER CLEARANCES

UNCLASSIFIED

CLASSIFICATION