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TAGS:

SUBJECT: FY 1977 OBLIGATIONS PROJECT 690-0063, DEVELOPMENT
TRAININGFOR SOUTHERN AFRICANS

REF: STATE 230318

1. OBLIGATION AMOUNT FOR GRANT TO PHELPS-STOKES PURSUANT
TO PIO/T 690-0063-3-70089 WAS DOLS 832,000 REPEAT DOLS
832,000, NOT DOLS 840,000 AS STATED REFTEL.

2. FY 1977 OBLIGATIONS UNDER SUBJECT PROJECT TOTAL
DOLS 3,393,143 UNDER SSA APPROPRIATION AND DOLS 323,000
UNDER EDUCATION. CHRISTOPHER

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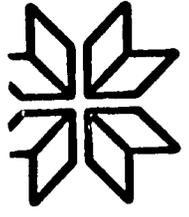
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11p



Phelps Stokes Fund
Foundation for Human Development

PROJECT TITLE : Stokes Moton African Scholarship Program

PROGRAM LOCATION : Southern Africa and Various U. S. Colleges

PVO NAME AND LOCATION : Phelps-Stokes Fund
10 East 87th Street
New York, New York 10028

Moton Memorial Institute
527 Madison Avenue
New York, New York 10022

CENTRAL HEADQUARTERS : Phelps-Stokes Fund
10 East 87th Street
New York, New York 10028

CONTACT PERSON : Ida Wood

DATE OF SUBMISSION : February 1977

INTRODUCTION

It is proposed that the Phelps-Stokes Fund of New York and the Robert Russa Moton Memorial Institute of Washington, D. C., jointly undertake a program under the auspices of the United States Agency for International Development, to recruit, process and place selected Southern African refugee students in American colleges and universities. These institutions would be especially but not exclusively those of historical African-American heritage, for the purpose of providing the students with a four-year undergraduate education to enable them better to serve their countries. The recruited students will specifically be Southern African refugees regardless of where they are presently residing. The program will be

limited to the receipt of an undergraduate degree and specifically related to the congressional mandated areas and/or the priority areas of emphasis of AID's programs. The program will be carried out under the administrative direction of the Phelps-Stokes Fund and technically implemented jointly by the Phelps-Stokes Fund and the Moton Institute.

PROJECT PURPOSE AND DESCRIPTION

It is further proposed that the Stokes-Moton African Scholarship Program be the instrument through which a minimum of one hundred (100) refugees from the southern Africa region be given an opportunity to earn baccalaureate degrees in United States colleges. The initial intake of 50 candidates will be identified for the 1977-78 academic year while the remaining fifty (50) or more candidates are proposed for the 1978-79 academic year.

These students will be recruited from Africa as well as other parts of the world and will be provided transportation from their respective dwellings to colleges in the U. S., and have tuition, fees, maintenance allowances and miscellaneous expenses paid or provided to them. The students will be assigned to, but not specifically limited to colleges of historical African-American heritage and will pursue courses in such sectors as agriculture, education and human resource development, health and areas related to economic development.

At the outset a carefully planned orientation program will prepare them for adapting to education in a new cultural environment. It is further proposed that education in the collegiate institutions be reinforced by exposure and training in summer internships, conferences and other significant experiences which will broaden the students' understanding of the functions of government, business and commerce, art and science.

It is also proposed that the students meet at the end of each summer for evaluation, planning and reorientation. Each new group of students joining the program would participate in the respective orientation/experience program. Beginning with the second year, a conference at the end of the summer would bring together all of the students to work through common problems and to plan reentry into their own societies. Career guidance and counseling, with reference to future person-power needs in African countries, will be an important part of the conference. Representatives of Southern African countries would be invited to discuss with the students current concerns back home; African publications will be made available to renew and stimulate the students' sense of involvement in African affairs.

The total program will operate for a maximum of five years in order to allow for the completion of a four-year undergraduate education. Experience dictates that special personal circumstances may require some students to take as many as five calendar years to complete all of the academic requirements of a four-year curriculum. It is further expected that not all of the students will be recruited in the first year. Therefore, the funding arrangement should contemplate a four- to five-year commitment to each student beginning at whatever point that individual student is recruited and admitted to a college. Any commitment to students recruited after the second year will normally be for less than four years, e.g., to sixth-form graduates expected to complete a degree in three years.

DIVISION OF RESPONSIBILITY

The Phelps-Stokes Fund:

It shall be the responsibility of the Phelps-Stokes Fund to use its staff resources and historic experience with African students to carry out the international phase of the program, including recruitment in cooperation with African governments and agencies, student selection and counseling, assignment to specific colleges with programs suited to their needs, and arranging for travel from home to college and return. The Phelps-Stokes Fund will establish a liaison in Africa for recruitment and information. It shall be the responsibility of the Phelps-Stokes Fund to plan and carry out an orientation program for students and to develop informal training of campus officers in charge of students in the program. Phelps-Stokes will cooperate with Moton in the latter's planning for the conferences. Specifically, the Fund will

a. prepare announcements, application and other forms; arrange for the transportation of students to the United States and back to their homelands;

b. contact ministries of education, administrators of secondary schools, and other sources of candidates; arrange for interviews and testing, as required; set up African liaison arrangements to assist with distribution of forms, answer basic questions about the program, assist with local travel arrangements as needed.

c. select and assign students to colleges; notify proper authorities of selections, designate waiting lists; assist with orientation program.

d. administer the program of scholarships; assist students and schools with continuing adjustments; serve in loco parentis for academic and social counseling; be responsible for periodic payments due institutions and students; make arrangements for replacements in case a student is unable to continue in study for any reason; assure the orientation of newcomers to the program at any time; act as buffer between the students and any difficulties which arise because of cultural and/or environmental differences.

e. The African liaison persons representing the Phelps-Stokes Fund in Africa will provide stable African addresses to which Southern Africans can write with minimum postage. They will distribute announcements and application forms, answer inquiries, schedule interviews for Phelps-Stokes Fund staff. In the later stages they will distribute information about the final African Internship summer to business, government, education and other administrators and managers.

The administration of a scholarship program is a full-time assignment. It is necessary that students be able to reach someone at all times since emergencies respect neither holiday seasons or office hours.

The Robert Russa Moton Memorial Institute:

The Moton Memorial Institute will have full responsibility for the logistics of all conferences, plan orientation session contents with the Phelps-Stokes Fund, take complete charge of non-academic summer activities, including summer internship, placement and career opportunity interviews, and cooperate in program evaluation.

The Moton Memorial Institute will also plan, set up and conduct an internship program which will offer the African students a genuine opportunity to experience on working and managerial levels the careers for which they are being trained: agriculture, business, government, teaching, laboratory technology, electronics, conservation, or others. Its staff will cultivate contact with responsible persons in these areas, counsel with them in planning individual work assignments, make appropriate student assignments, arrange for housing and maintenance, offer trouble-shooting and supervisory services, and provide for evaluation and follow-up.

The Moton Memorial Institute will work with the Phelps-Stokes Fund staff to provide, as frequently as possible, a final Internship summer with African branches of firms to which students have been assigned so that at the end of the final year at least some individual training programs will leave the students already back in Africa.

The Moton Memorial Institute will develop new relationships with the traditionally black or non-mainstream colleges in order to alert them to their special relevance as training institutions for students from Africa.

The Moton Memorial Institute will contact colleges, identify courses of study leading to degrees in target areas, prepare reports for use in placement of students.

It shall be the further responsibility of the Moton Institute to arrange for housing and maintenance of students over the longer vacation periods when dormitories are closed.

PROJECT BACKGROUND

Because of the realities of political movements in Southern Africa, needs and opportunities for educated and skilled persons now exist and will become increasingly available as social, cultural and political problems are resolved. It is in the best interest of world economic stability that peaceful preparation for the transfer of service delivery personnel and academic, political and industrial leadership be made as early as possible. Traditionally, the indigenous people of much of the area have had neither the means nor the opportunity for training or experience in the fields where skills are needed for economic development. This proposal, while directly aimed at the refugee students, adds an even greater dimension to the need for providing special training to produce a productive individual for the setting he is presently in and for the situation in which he will find himself when he returns to his homeland.

The Phelps-Stokes Fund experience with the training of students from Africa predates that of even U. S. Government involvement. When it was founded in 1911,

one of the charter mandates was (and still is) "education for Africa." The first Phelps-Stokes Fund scholarship to an African student was granted in 1919; aid for students from Africa has been a continuing and important part of its operation since that date. The Phelps-Stokes Fund's concern and help in African education is known and respected throughout the African continent. Many current academic, political and social leaders of Africa acknowledge the crucial financial aid and counseling they received from the Phelps-Stokes Fund while students in the United States and Africa.

The Moton Institute has not only established a close working relationship with the Phelps-Stokes Fund in the development and implementation of their programs but has also served as an instrument for strengthening the predominantly black and other developing institutions. The Moton Institute serves as a brokerage and clearing house for some 106 predominantly black institutions, providing assistance in securing and preparation of grants; staff upgrading, professional seminars and retreats; student orientation and as a mechanism for the resolution of problems and issues indigenous to these institutions. Phelps-Stokes Fund and Moton operating independently and jointly have in place the management and professional staff capabilities to initiate this program effectively as they continue their individual efforts in their respective programs.

Carefully focused fields of study will assure a variety of competencies. The major expectation is that students will assume positions of responsibility in their homelands, thus making the new governments less dependent upon expatriate talent, if, as planned, in five years one hundred persons trained in key areas can reduce reliance on expatriate requirements proportionately.

Using techniques and methods developed at the Phelps-Stokes Fund in over sixty years of experience in education for African students, there will be individual screening of recommended candidates with the assistance of African liaison representatives, careful selection, counseling, assignment to individualized programs, staff follow-up, work and/or special study experiences related to chosen career training and assistance in job placement in Africa after graduation. African liaison personnel will maintain contacts with manpower requirements in the home countries and will facilitate reentry by assisting with the arrangement of internships and job placement upon the completion of the period of training in the United States.

SOCIOCULTURAL FACTORS

The placement of the students in colleges largely in the southern portion of the United States will provide contact with a geographic area whose climate and topography are relatively compatible with those of Southern Africa, and whose populations in many areas are concerned with development. Some of the poorest and least educated Americans live in this part of the country; some of the problems of nutrition and health care (and programs directed toward their amelioration) are highly instructive. Since the Phelps-Stokes Fund is active in programs aimed at better health care in impoverished rural areas, better management of educational institutions, and increased development of Native American populations, these interests enrich the prospects for a well-rounded experience in areas other than career specialties.

The top leadership of the Project will include women and since a deliberate and determined effort will be made to include a substantial number and proportion

of women students, there will automatically be an impact on how the participants view the role of women. In addition, the orientation program will direct attention to the status of women in the United States, especially on American campuses and in the current movement for full sex equality.

PROJECT DESIGN AND IMPLEMENTATION

Implementation Plan (May 1, 1977 - September 30, 1977)

May 1 - May 15, 1977

Phelps-Stokes Fund to prepare announcements, applications, school transcript and other forms; recruiters to plan visit to Africa; make preliminary arrangements with Pan American for airlift of students.

Moton Institute to begin contacts with colleges and to identify courses of study leading to degrees in target disciplines.

Both agencies to consult on standards, interpretation of requirements, agreements with colleges regarding admission of selected students; to acquaint African officials in the U. S. with the program.

May 15 - June 15, 1977

Phelps-Stokes Fund to: (1) contact Ministries of Education, administrators of secondary schools, other sources of candidates; (2) arrange for interviews and testing, as required; (3) set up African liaison arrangements to distribute forms and general information, answer basic questions about the program, collect and forward applications and inquiries, assist with local travel arrangements as needed; (4) identify initial participants.

Moton to complete preliminary survey of college resources in target areas and prepare report for use in placement of students; to forward report to Phelps-Stokes Fund counselors.

June 15 - July 30, 1977

Phelps-Stokes Fund to complete selection and assignment procedures and to notify students and appropriate authorities of final selection, with waiting list; staff to plan and arrange for orientation program at Moton Conference Center; staff to make final arrangement for student flight to U. S.

Moton staff to prepare Conference Center for orientation and to continue work with colleges expected to receive students; material on student handling and management to be prepared and circulated.

August 1 - 30, 1977

Phelps-Stokes Fund to work at trouble-shooting, final readjustments, assignments to colleges, preparation for orientation, etc.; about August 14 (date flexible, depending upon scheduling of the majority of colleges), staff to meet students upon arrival at Kennedy Airport and escort them to Newport News, Virginia, for transportation to the Moton Conference Center at Capahosic, where orientation will take place about August 15-30.

Orientation to include instruction in use of the library; language skills, especially differences in British and American usage; testing skills, cross-cultural adjustment, diagnosis of perceptions of America as they relate to academic adjustment and achievement, etc.; staff to dispatch students to campuses as needed.

Moton to engage in easing the student's initiation into the college situation.

September 1 - 30, 1977

Phelps-Stokes and Moton will assist students and schools with initial adjustments. Work with college administrations regarding student records, etc. Plan student holiday seminars and other activities.

October 1, 1977 - September 30, 1978

Moton to plan conferences, identify educational needs in preparation for summer activities. Phelps-Stokes recruiting trip to Africa for second group. Contact Southern African educational officials and educators; contact with African liaison staff; administration of scholarships. Both Moton and Phelps-Stokes: liaison with college officials, planning student programs.

October 1, 1978 - September 30, 1979

Continuation of prior year's activities; implementation of summer internships to provide practical training experience and non-academic skills.