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NON CAPITAL PROJECT PAPER (PROP)

Country: Africa Regional Project No. 698-11-570-360

Submission Date: May 14, 1971 Original X

Project Title: University Teaching of Population Dynamics

U.S. Obligation Span: FY 1971 through FY 1975

Physical Implementation Span: FY 1971 through FY 1978

Gross Life of Project Financial Requirements:

USAID Dollar Contribution \$4,070,000

Cooperating Countries Cash
Contribution (Estimated) 1,368,000

Total \$5,438,000

PROJECT AUTHORIZATION

69-11-170-860

AFRICA REGIONAL

0100

ADVISORY BOARD DATE

6/4/71

BOARD DATE

May 14, 1971

University Teaching of Population Dynamics

NAME OF PROJECT

a. Number of Years of Funding: 5
Starting FY 1971 Terminal FY 19 75

b. Estimated Duration of Physical Work
After Last Year of Funding (in Months) 36

FUNDING BY FISCAL YEAR (in U.S. \$ or \$ equivalent)	DOLLARS		P.L. 480 CCC + FREIGHT	LOCAL CURRENCY Exchange Rate: \$1 =			
	GRANT	LOAN		U.S. OWNED		HOST COUNTRY	
				GRANT	LOAN	JOINTLY PROGRAMMED	OTHER
Prior through Actual FY 70	-						
Operational FY 71	1,034						
Budget FY 72	919						
B - 1 FY 73	876						
B + 2 FY 74	691						
B + 3 FY 75	550						
All Subsequent FY's							
TOTAL	4,070						

4. DESCRIBE SPECIAL FUNDING CONDITIONS OR RECOMMENDATIONS FOR IMPLEMENTATION, AND LIST KINDS AND QUANTITIES OF ANY P.L. 480 COMMODITIES

5. CONDITIONS OF APPROVAL OF PROJECT

BEST AVAILABLE COPY

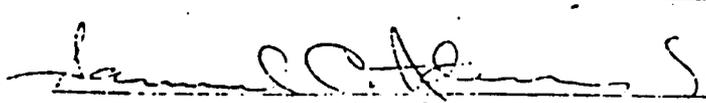
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Approved in substance for the life of the project as described in the PRDP, subject to the conditions listed in the PRDP and the availability of funds. Detailed planning with cooperating country and drafting of implementation documents is authorized.

This authorization is contingent upon timely completion of the self-help and other conditions listed in the PRDP.

This authorization will be reviewed at such time as the objectives, scope and nature of the project and/or the availability of inputs or outputs deviate so significantly from the project as originally authorized as to warrant submission of a new PRDP.

A.I.D. APPROVAL	CLEARANCES	DATE
 SIGNATURE	AFR/PAC: M. Seelcher	7/26/71
	AFR/DP: D. Shear	5/17/71
	DAA/AFR: M. Robinson	6/1/71
AFR Samuel C. Adams, Jr. 5/1/71	A CONT	

UNIVERSITY TEACHING OF POPULATION DYNAMICS

I. SUMMARY

The objectives of this proposal are to assist up to four universities in Africa to increase and institutionalize their competence in research, teaching, and training in the various disciplines and professions related to an understanding of human reproduction, population dynamics, and family planning programs where appropriate, including their relationships to health, economic development, food, land utilization, education and environmental protection.

While universities themselves will obviously not become instruments of public policy in relation to population planning, they can provide scientific information, trained manpower and field demonstration programs; all of which can form a base for public policy on health and social services, migration, employment, taxation, etc. Insofar as national or regional policies in relation to population dynamics are in effect, or become adopted, universities can help to evaluate them and can study their many ramifications

Such an effort can be expected to be helpful (1) to the universities themselves, and (2) to the agencies of government charged with the responsibility for evolving and implementing a public policy as follows:

1. Universities will be strengthened by attracting and developing experts in many disciplines. Institutions which have implemented similar programs have found that a great many departments and schools have a potential contribution to make toward understanding some aspects of population dynamics, family planning, and human reproduction. Establishing within a university an explicit focus for concern with population dynamics has enabled many faculty members to profit intellectually through collaboration with experts from other departments and schools. Cross stimulation among disciplines can occur in such a way that an entire university is energized and its teaching and research become more relevant to questions of social and economic development.

New administrative mechanisms evolve within the university: educational programs are unified by new scientific and service concepts; students from one department may cross-register and receive credit for courses taught by another department; some research acquires a humanitarian orientation; and collaboration is facilitated among faculty members who pursue educational and institutional goals which are more broadly defined than those provided within the narrow focus of departments in some universities. Large numbers of outstanding students, many of them eager for educational programs which are clearly relevant to the society in which they live, will be attracted to studies on population and related subjects.

2. The concerns of many government agencies touch upon aspects of population dynamics: economic development, health, education, resource use and environmental protection, etc. They will find in universities which have placed major emphasis on the interdisciplinary study of human reproduction and population dynamics a useful source of expert consultants, trained manpower and reliable data. They will also find opportunities for in-service training, mechanisms for short-term problem-solving by means of contract research means for evaluating government programs and policies, and opportunities for stimulating thoughtful consideration of population dynamics by means of seminars for government planners.

This project will assist up to approximately four universities in Africa to establish population centers. It will provide advanced training, U.S. advisors, seed money for support of research, commodities, and other costs. Assistance will also be provided to the four universities for scholarships for students from neighboring countries, and for cooperative work in population dynamics with other colleges in surrounding countries. It is our hope that these universities will be successful in helping the development of many college and university interdisciplinary population programs in Africa over the next ten years and will be successful as well in providing assistance to other agencies concerned with human reproduction and population dynamics in the countries of the geographic regions involved.

To achieve the objectives of this project, the following U.S. financial inputs are proposed:

1. Personnel - \$1,351,417.
 - a. 4 field representatives, available for 18 months each, one at each center - \$224,480.
 - b. Short-term consultants, 12 man-months annually for the first 3 years, then declining to 9 and 6 man-months - \$582,000.
 - c. Home campus staff, including the project director and travel costs - \$544,937.
2. Participants - \$522,000.

Training in the U.S. of 15 participants per center, comprising approximately 10 African faculty members and 5 graduate students per center, including travel costs - \$522,000.

3. Commodities - \$130,050.

- a. Books and periodicals for the libraries - \$54,500.
- b. Supplies and equipment, including one vehicle per center, \$67,500.
- c. Supplies and equipment for the University of North Carolina, \$8,050.

Other Costs - \$2,066,196.

- a. Salaries for African Centers Staffs - \$823,400, including faculty members in training.
- b. Local training in Africa for staff development - \$54,000.
- c. Scholarships for African students from neighboring countries - \$244,590.
- d. Research grants at African centers - \$487,500.
- e. Conferences and Seminars - \$80,000.
- f. Printing and miscellaneous costs for African centers - \$36,000.
- g. Printing and miscellaneous costs - (UNC) - \$39,250.
- h. Overhead - 8% - \$301,456.

The inputs of cooperating countries are estimated at \$1,368,000 over the life of the project. An increasing proportion of self help contribution to the expenses of the African Population Centers is provided for over a five-year period with full African funding thereafter.

II. THE SETTING

Universities in Africa have evolved into a position of pre-eminence in providing intellectual leadership. To date, this leadership role has not been used to its full potential in population matters. Indeed the practice of operating with substantially independent, professionally isolated faculties mitigates against the interdisciplinary collaboration which is important to intellectual mastery of population problems. Yet, the successful application of this intellectual resource in dealing with maternal and child health, economic, social and related problems is critical in bringing Africa to a higher level of social and economic development.

Some of the salient demographic features of Africa are the following:

1. crude death rates and birth rates among the highest in the world;
2. some appreciable and relatively recent reduction in mortality rates;
3. a high proportion of children under 15 years of age, forming about 43% of the total population;
4. a high dependency ratio;
5. natural rates of increase near 3% per annum in some areas;
6. urban population growth rates among the highest in the world; and
7. large scale urban unemployment and rural underemployment.

The continuing rapid increase of rural migration to urban centers in the hope of finding jobs is aggravating the employment problem. Added to the urbanward migration is the problem created by the first generation of primary school graduates knocking on the door for admission to secondary schools. There is an acute shortage of schools. Health problems, dislocations due to migration and employment, and educational scarcities have contributed to an awareness of population dynamics among many political leaders and other influential Africans. This awareness has led to a more favorable attitude towards family planning and examination of demographic phenomena. The increasing relevance of population problems creates a vital need for trained family planning workers, demographers, statisticians, population economists, and other types of personnel.

Refined demographic data are essential for a realistic appraisal of population dynamics. Family planning is becoming an integral part of general health services in several countries. The complexity of the problems requires, however, that policies be developed which are appropriate to the economic, political and cultural contexts of Africa. The majority (80%) of the people on the continent still live in rural areas, and agriculture is seldom mechanized. The returns from selling foodstuffs fluctuate unpredictably depending on the commodity markets in the industrialized nations, the chain of middlemen, government policies, etc. While birth rates and death rates have fallen in some urban areas, modern health services in rural regions vary from sparse to nonexistent, and many incentives remain for large families. Increasing the chances of child survival, assuring a decent and predictable income without relying on a large pool of labor within the kinship group, equal opportunities for women, stepping up the pace of upward socioeconomic mobility, and other changes may all be relevant to later marriage, longer childspacing and early termination of childbearing.

Thus, the solution of basic problems in population dynamics and their relation to family planning activities and/or population policy development truly requires an interdisciplinary approach.

III. THE STRATEGY

The strategy of this project is to develop leadership in population matters on the part of African universities through the development and use of population centers which will:

1. Demonstrate the effectiveness of a Regional Population Center for improving competence in teaching and research required to solve complex population problems - but still remaining within the available resources of the countries concerned;
2. Develop the capability of up to four university-based Regional Population Centers to make scientifically sound and practical analyses of population problems, and to carry out pilot projects that demonstrate practical programs for helping to deal with population problems;
3. Demonstrate the effectiveness of interdisciplinary action, research, and teaching in involving university faculties and students in efforts to solve questions concerning the relation of a wide range of population parameters to social and economic development; and
4. Involve other universities and cooperate with them in introducing the concept of a population center.

A population center is an administrative institution within a university which provides commitment, support, stimulation and coordination to academic and research programs related to population dynamics. These programs may be of an investigative, educational or service nature; a mature center such as the one at the University of North Carolina is involved in all three of these inter-related endeavors. The Center maintains close relationships with related agencies and institutions in public and private life which have a concern for population dynamics and family planning.

Because a population center touches all academic divisions of a university for optimal effectiveness it should be centrally administered, so as best to facilitate related programs in many schools and departments.

Such a center is not an operating academic unit in the sense of offering courses or degrees. Rather, a population center (1) identifies and attracts to established programs students with a special interest in population dynamics; (2) encourages and supports in established departments courses with special relevance to population dynamics; (3) facilitates and encourages

the registration of students for credit in pertinent courses in a variety of departments, in order to foster the acquisition of many related interdisciplinary skills and perceptions in population dynamics, even though basic emphasis is maintained in a major discipline or profession of choice; (4) provides educational resources (library collection, non-credit seminars, special lecturers, etc.) that no single department or school provides.

A center encourages faculty members in its own and nearby universities to develop research interests in subjects related to population dynamics, or assists them to make explicit the relevance to population of their existing interests. Seed money to initiate research is necessary for these purposes.

A population center also encourages advanced study, so that some advanced students and faculty members can acquire new skills and competencies appropriate both to their basic discipline and to population studies.

Finally, as a direct result of the research activities, a center will publish studies, articles and books in various professional journals relevant to the general topic of an interdisciplinary approach in population/family planning.

The professors assigned to a population center usually hold dual appointments: they perform teaching and related functions in their respective faculties, and they carry on research and demonstration projects with the center. This is a valuable guarantee of the effective integration of university population efforts across faculty divisions.

The population center, except for central administrative offices and certain central resources shared by all students, is not a building or even just one physical location; it exists in many parts of the university.

A population center, in carrying out its coordinating role, does not disperse its funds throughout the university's budget. All funds are controlled by the population center, albeit most of them on behalf of other budgetary units of the university insofar as the supported people and activities can be justified in terms of their relevance to population dynamics.

A population center's support for specific projects and people must be phased out over a specified interval, and guarantees must be provided to continue their support through the university's regular budgetary sources and mechanisms. This is no problem for a university which is growing, provided a portion of that growth is committed to population studies. The need for early consideration and appropriate action on this matter by the African universities concerned will be emphasized and this approach is considered as part of the project strategy.

IV. PLANNED TARGETS, RESULTS AND OUTPUTS

The principal purpose of this project is to establish viable population centers in up to 4 African universities. At the completion of the project in FY 78, these centers will have reached self-sufficiency.

Approximately 10 faculty members and 5 graduate students per center will have obtained advanced training in the United States. In addition, a total of 76 man-months of training per center will have been provided in Africa for local faculty and staff development as well as for host government employees engaged in population activities.

Approximately 65 scholarships will be provided by each center for students from neighboring universities and countries in the geographic region of the centers.

Each participating university library will have been enriched by a 2,500 volume collection pertinent to population dynamics.

Research projects in the fields of population and family planning will have been undertaken and will have been influential in modifying government policies in these fields.

As a result of the above accomplishments, there will be a greater awareness of population dynamics among professionals, government leaders and university faculties.

Other measures of success of the project will be reflected by the productivity of the centers in:

1. The number of students and professors actively engaged in activities related to population;
2. The execution and publication of significant research projects directly resulting from the efforts of staff associated with the center; *Prof publishes*
3. The extent to which curricula have been modified so that an interdisciplinary approach to studies in population/family planning is available to the student body (including graduate students) as a result of the center's activities in this sphere;
4. The number of students earning distinguished marks on subjects related to population and reproduction;
5. The extent of increased awareness and participation in programs concerning population dynamics among university graduates, resulting from the curriculum enrichment and other activities of the population center;

6. The extent to which governments and other agencies request consultation from the center; and
7. The extent to which government agencies otherwise find useful the center's activities in identifying and implementing policy alternatives and service programs.

IV. COURSE OF ACTION

The establishment and development of the four African population centers will be achieved with the following assistance activity on the part of the University of North Carolina:

The University of North Carolina at Chapel Hill will provide administrative advisors, academic consultants, training opportunities, and commodities for African students and faculty, and research funds to seed projects in the African universities in an effort to catalyze permanent program development under local funding.

A small staff will need to be based in Chapel Hill for the life of the project. When the affiliated centers are fully operative, the Chapel Hill staff may consist of four or more people (project director, an associate director, administrative officer, fiscal assistant and secretaries). The director or his surrogate will need to visit the African centers each year

In addition to the Chapel Hill staff the Director will need associates in residence in Africa. These associates will assist with the organizational and administrative aspects of the African centers. The associates will provide, on the average 18 man-months of service during the early stages of development of each center and in this way technical assistance to the center will contribute materially to the center's permanence as a host country institution. The project director, one associate director and administrative officer, will constitute the core Chapel Hill staff for FY 71, and additional consultants may be engaged. The project director and a second associate director will participate in the identification and development of sites for other population centers in Africa.

The UNC representative will assist in the organization of each new African center. One or more seminars for local faculties will be held at an early date. Several participants will come from Chapel Hill; most will come from the national universities in the host country or region.

Over the long run, approximately one man-year of visiting faculty support will be provided annually for each center for the first three years; then on a decreasing rate of 9 and 6 man-months. Each visiting faculty member will participate in the work of the African university for at least several months at a stretch at the invitation of the Vice Chancellor of the universities or his designee. In the course of developing the center, experts from several different disciplines might be provided. Housing and supportive staff on campus will be provided by the cooperating African universities. The contract will defray the costs associated with these visits, including salary (or salary of replacement at the home university), overseas and local travel, and other necessary expenses. The University of North Carolina could provide experts in fields such as the following:

Population Economics
Zoology/Ecology
Physiology/Reproductive Biology
Obstetrics and Gynecology
Preventive Medicine
Nursing
Maternal and Child Health
Social Work
Epidemiology
Education
Environmental Health Science/Engineering
Sociology/Demography
Anthropology
Psychology
Political Science/Public Administration
Statistics
Urban and Regional Planning
Geography
Mass Communication

From each African center up to five faculty members or advanced students would be accepted each year at the University of North Carolina for special studies. These studies would extend for at least one year for each participant, and in some instances might involve enrollment for a graduate or professional degree (e.g. Master of Public Health).

In addition, funds for training purposes would need to be provided for the African center for local faculty and staff development. Small grants would be made for up to one session in order that faculty members on the African campus, or interested staff in government service, could be released part-time from regular duties in order to take advanced work in some aspect of population or family planning.

Each African center would be provided with funds to enable up to 15 students, once the program is well established, to enroll at the center from neighboring universities and neighboring countries, with at least half of the students coming from other countries.

Each center would have research funds under the jurisdiction of the director, for expenditure on his own campus and at nearby institutions. Funds would be spent largely to initiate and encourage promising projects for which continued funding would derive from other sources.. The money available to each director for this purpose should be the equivalent of 12 projects each funded at \$5,000 per year. The A.I.D. contribution to this research will also be based on the declining scale set forth on p. 12. An advisory board, to which visiting professors from the University of North Carolina would be invited as ex officio members, would make recommendations to the local center director on projects suitable for funding. Special efforts should be made to identify appropriate projects, and to fund them, in other universities of the region.

Each center, in cooperation with the Carolina Population Center Library, would assist the libraries of their respective universities to establish a special collection pertinent to population dynamics, accumulating over the 5-year support period a total collection of approximately 2,500 volumes, as well as other documents. The center would acquire appropriate periodicals not otherwise available at the libraries. A special reference librarian would be supported by the center.

A vehicle, a pool of typewriters (5), calculators (5), and one duplicating machine will be provided and maintained under the control of the center for use of participating faculty and students.

The host country will provide all facilities and, except for exchanges and core staff as specified, support for all participating faculty from their own university who are working on their own campuses. The host country will provide on-campus housing and local transportation for consultants.

Each African university-based population center will stimulate multi-disciplinary efforts not only in its own university but in others in the same geographic region, through the mechanisms of small, short-term grants to promising programs and to promising groups of investigators. Each center will in addition stimulate and coordinate educational programs at all levels: graduate, undergraduate, extension and in-service training. The pattern for these endeavors will need to be developed differently according to the preferences and styles of each university, but the project will foster centers which attempt to work with and through the established faculties of a university, rather than seek to establish self-contained operating units within the university.

In time each African center will have a core staff consisting of a director, six half-time associate directors, an administrative-training officer, and a reference librarian, and also a staff of clerical personnel (perhaps six) to serve not only the core staff but the needs of the faculty and students who are identified with the Center. The associate directors will represent different participating disciplines in the activities of the center. They will derive partial support from their respective departments, and will continue on a part-time basis their educational and investigative work on behalf of the department, in addition to their responsibilities to the center.

Agreement in principle has been reached with one African university on participation in the project: the University of Ghana. Exchanges between the University of Ghana and the University of North Carolina have taken place at the highest levels of administrative responsibility and at faculty levels for program development. All necessary preliminary authorization and declarations of mutual interest have been made.

Agreement on the other three participating universities will be sought in FY 72. It is expected that one will be North African, one Francophone West African, one East African.

In FY 72 the center at Ghana will be in operation under its own director and with the resources and personnel exchanges committed. It is anticipated that two additional centers will be phased in in FY 73 and the fourth in FY 74.

The life of the project is proposed for eight years. Support for each center will extend over a period of five years. Funding will be phased in the following way for each African institution:

1st year - All preliminary and planning expenses to be provided by A.I.D. to UNC, except for facilities and participatory planning provided by host countries at their own expense (exception: visits to Carolina Population Center by African colleagues for purposes of planning).

2nd year - A.I.D. share 75%; host country share 25%.

3rd and 4th year - A.I.D. share 50%.

5th year - A.I.D. share 25%.

6th year - Complete funding by host country.

FY 71 funds provide 2 years of forward funding, i.e. for activities in FYs 72 and 73. In FY 72, 73 and 74 funds are added so that the contract remains forward funded for two years. FY 75 funding covers costs of activities in FY 77 and 78.

NON CAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

PROP DATE May 14, 1971
 Original Y
 Rev. No.
 Project No. 698-11-570-360

COUNTRY: AFRICA REGIONAL Project Title: University Teaching of Population Dynamics

Fiscal Years	Ap	L/G	Total	Cont ^{1/}	Personnel Serv.		Participants		Commodities		Other Costs	
					AID	PASA	CONT	U.S. Agencies	CONT	Dir U.S. Ag	CONT	Dir U.S. Ag
Prior through Act. FY 70	DF	G	-	-	-	-	-	-	-	-	-	-
Oper. FY 71	DF	G	1,034	1,034		429	87	62 ^{2/}				455
Budg. FY 72	TC	G	919	919		309	130	36				444
B + 1 FY 72	TC	G	876	876		253	139	16				468
B + 2 FY 74	TC	G	691	691		215	96	10				370
B + 3 FY 75	TC	G	550	550		146	70	5				329
Al Subs.			-	-		-	-	-				-
Total Life			4,070	4,070		1,352	522	130 129				2,066

1/ Memorandum (nonadd) column

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR FOR AFRICA

THRU: AFR/DP, Mr. David Shear *D* 17 NOV 1970

FROM: AFR/TAC, Marjorie S. Belcher *M/S*

Problem: A preliminary proposal for the University Teaching of Population Dynamics Project designed to assist in the development of population centers in up to four African universities, is submitted for your consideration and approval.

Discussion: The project proposes to assist African universities to develop population centers as a means to promote interdisciplinary leadership in population matters. A population center is a unit within a university charged particularly with research and curriculum and administrative coordination functions. It is not an operating academic unit in the sense of offering courses or degrees. A population center's research and coordination activities are aimed toward the development of an interdisciplinary core curriculum for all students pursuing degrees in fields related to those of population and health. The focus of the centers will be on broadening the competence of those specializing in other fields rather than producing population specialists. Thus, the academic insularity prevalent in the universities will be reduced; and future African economists, sociologists, political scientists as well as health workers will have some basic understanding of population dynamics. We believe that this approach should prove particularly effective in the African university context. Although this is a relatively new concept, it has proven to be successful in other countries as well as in the U. S.

The project, 698-11-570-360, is discussed on page 41 of the FY 71 Congressional Presentation which estimated obligations of \$75,000 for FY 71. Preliminary groundwork has been done by Dr. Ernest Neal who visited the Population Center of the University of North Carolina (UofNC) At his suggestion, the Vice-Chancellor of the University of Ghana also visited UofNC to explore the possibilities of mutual cooperation. We now have a request from the University of Ghana and the GOG to proceed with the initial steps of this project by sending a university team to the University of Ghana to make a feasibility study and draw up the plans for the establishment and operation of a population center.

Although the initial study will concern itself with the University of Ghana, three other population centers are planned: one in North Africa, one in a French speaking university in West Africa, and one in East Africa.

A full PROP will be produced after the study is completed. Funds for the study will come from the Regional Population Support Project.

Recommendation: That you provide preliminary approval in principle of this project so that we may proceed with the study.

Approved: Philip Benbrun

Disapproved: _____

Date: 4/18/70

Enclosure:
Preliminary Project Proposal

PHA/POP
Central Project
Documentation File

May 21, 1971

532-360

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR FOR AFRICA

THRU: AFR/DP, Mr. David Shlay

FROM: AFR/TAC, Marjorie S. Felcher

Problem: Approval of the University Teaching of Population Dynamics project proposal.

Discussion: The project proposes to assist in the development of population centers in up to four African universities. A summary of the proposal is contained in the attached memorandum to AA/AFR of November 17, 1970 which gave preliminary project approval.

This PROP was prepared following a field survey undertaken by the University of North Carolina. Based on the survey findings we estimate the total U.S. dollar requirements for the eight year project to be \$4,070,000.

Recommendation: That you sign the attached Project Authorization.

Attachment

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