

AIRGRAM

DEPARTMENT OF STATE

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CLASSIFICATION

Proj. 6630/38
PO-RAF-346-61

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TO - AID/WASHINGTON TOAID A- 218 X

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8/28/67

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FROM - ADDIS ABABA

SUBJECT - NONCAPITAL PROJECT PAPER (PROP)

REFERENCE -

Country Ethiopia Project No. 663-11-620-138⁶

Submission Date August 25, 1967 Original X Revision No. _____

Project Title: UNIVERSITY GENERAL SUPPORT

U.S. Obligation Spent: FY 1960 through FY 1972

Physical Implementation Span: FY 1960 through FY 1972

Gross life-of-project financial requirements:

U.S. dollars - - - - - 2,711,000

U.S. owned local currency - - - - - --

Cooperating country cash contribution - - - 5,000,000
(in \$ equivalent, current exch. rate)

Other donor - - - - - 242,000

Totals \$3,751,000

PAGE 1 OF 13 PAGES

DRAFTED BY

WPNiblosah

OFFICE

Education Div. 58

PHONE NO

DATE

8-28-67

APPROVED BY:

John R. Mosler, Director

AID AND OTHER CLEARANCES

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A. Summary Description

It is generally considered a fundamental imperative that an underdeveloped nation, to implement an economic and social development program, have facilities for training adequate numbers of its population to assume high and middle level leadership roles in a wide range of national and community endeavors. Training of such leaders is the role assigned to HSIU. The United States is committed to assist an Ethiopian development program which will improve the performance of the Ethiopian economy and thereby raise the standard of living of the Ethiopian people. HSIU is an indispensable element in the process of achieving this basic purpose. There is no aspect of IEG or U.S. developmental goals which is not dependent upon the output of HSIU.

The goal of this project is to contribute to the creation of a quality university capable of meeting the major portion of Ethiopia's high and middle level manpower requirements.

The requisite minimum input and achievement on which U.S. participation in HSIU development is conditioned are: that the IEG continue to provide the major portion of the budgetary support for HSIU and intensify its efforts to develop adequate indigenous leadership and place them in positions of responsibility at HSIU; that the output of the University continue to be geared to the manpower needs of the expanding economy; and that HSIU develop an acceptable master academic plan to guide future development.

Based upon the academic plan mentioned above, the U.S. will continue its participation in the process of developing HSIU into a quality undergraduate university capable of producing the middle and high level manpower necessary to implement Ethiopia's development plans.

An important step in this process is for USAID to maintain a degree of flexibility in providing needed assistance to those faculties and divisions of the University which, while not elements of our primary concern, do directly support the faculties or areas of USAID concentration. Thus, as appropriate USAID will provide, under this project, assistance to the total HSIU administration and to faculties other than of Mission concentration. This assistance will take the form largely of salary topping for key personnel. A highly selective participant training program will be carried out to assure the availability of qualified Ethiopian staff to meet both limited needs in such basic faculties as Arts and Sciences and a broad range of administrative requirements of HSIU's central administration. Because of the importance of library facilities in a university program USAID has provided funds for the construction and equipping of a library on the Addis Ababa Campus.

In addition, an AID capital development loan to HSIU is under negotiation. This loan, if it materializes, will be implemented under Project 663-22-680-143, University Facilities, and will provide funds for the construction of a multi-purpose cafeteria-auditorium building on the Addis Ababa campus, a multi-purpose building, a faculty office building, staff houses, and a library on the Public Health College campus at Gondar. The loan will also provide funds for the purchase of \$500,000 worth of equipment for selected colleges and divisions of HSIU and \$375,000 worth of reference books for the J.F. Kennedy Memorial Library and its subsidiaries on other campuses.

In both quantity and coverage non-U.S. assistance to HSIU in areas of less than first concern to USAID has been impressive.

The Swedish Government has provided major assistance by financing the construction and equipping of the Building College and providing 10 operational personnel to staff it. The major continuing Swedish assistance is in the form of operating personnel.

The West German Government has provided major assistance to the College of Engineering in the form of teaching personnel and equipment. The WGG is presently financing construction of a new College of Engineering building.

WHO is providing one staff member for the Medical Faculty.

UNICEF is providing student assistance to the School of Social Work.

UNESCO is providing teaching and administrative staff to the Science faculties.

The British Council provides several teachers to the Arts Faculties. Assistance has been provided by the Ministry of Overseas Development to the Medical Faculty in the form of four major professors, medical equipment, technician assistance and technician training.

Six other foreign governments have supplied limited teaching and technical personnel, especially in the teaching of foreign languages.

Ford Foundation has given major support to the Law School and the University Library. This foundation has also financed the position of Academic Vice President (held by Americans) for several years.

Despite these significant inputs it is generally recognized that much yet remains to be done to establish HSIU as a university capable of performing in any of its schools at a level required by the expanding and ever more complex economy.

The IEG grants to NSIU over the past five years were as follows:

1962-63	Eth. \$6,320,000	U.S. \$ 2,528,000
1963-64	7,045,000	2,818,000
1964-65	8,547,000	3,418,800
1965-66	10,247,070	4,098,828
1966-67	<u>10,247,070</u>	<u>4,098,828</u>
	Eth. \$42,406,140	U.S. \$16,962,456

MUNICIPAL PROJECT FUNDING (OBLIGATIONS IN \$000)

7/31/67

Table 1

Page 1 of 2

COUNTRY: ETHIOPIA

Project Title: University General Support

PROP DATE

No./Day/Mo

Original

X

Rev. No.

Project No. 502-11-400-120

AMIS Alpha

Fiscal Years	Ap	L/G	Total	Cont/	Personnel Serv.		Participants		Commodities		Other Costs	
					AID	PARA	CNT	U.S. Agencies	CUNT	DIF U.S. Ag	CUNT	DIF & U.S. Ag
Prior through Act. FY1967	TC	G	1,721	1,261	62	1,261	219		164		15	
Oper. FY 1968	TC	G	198	110		110	73				5	
Budg. FY 1969	TC	G	217	110		110	102				5	
B + 1 FY 1970	TC	G	106	110		110	80				5	
B + 2 FY 1971	TC	G	106	110		110	80				5	
B + 3 FY 1972	TC	G	106	110		110	80				5	
All Subs.	TC	G										
Total Life	TC	G	2,711	1,611	62	1,611	634		164		40	

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✓ Memorandum (nonadd) column

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	AID-controlled Local Currency		Other Cash Contribution Cooperating Country 4/	Other Donor Funds 5/ (\$ Equiv.)	Feed for Freedom Commodities 6/		
	U.S. - owned	Country- owned 3/			Metric Tons (000)	CCC Value & Freight (\$000)	World Market Price (\$000)
Prior through Act. FY 1967			2,800	160			
Oper. FY 1968			600	40			
Enig. FY 1969			600	40			
B + 1 FY 1970			600				
B + 2 FY 1971			600				
B + 3 FY 1972			600				
All Subs.							
Total Life			5,800	240			

2/ As of preparation date

B. Setting of Environment

A survey of the Ethiopian educational setting at the close of World War II, a mere 21 years ago, when the Ethiopian Government began to address itself to the task of building a modern nation, revealed practically no educational facilities and only a handful of educated people.

Initial efforts in education were concerned with providing elementary and secondary facilities and with the training of elementary school teachers. Modest numbers of young men were selected and sent abroad for university education.

The urgent need for high and middle level manpower in the nation building process led to the creation in Ethiopia of five public institutions of higher learning in the five year period beginning in 1950.

The first of these was the University College of Addis Ababa founded on March 20, 1950. The College of Agriculture was opened at Alemaya in 1951, the College of Engineering in 1953, the Building College and the College of Public Health in 1954.

Each of these Colleges was designed for a specific purpose but a focal point for administration and coordination was lacking. Late in 1959 the Imperial Ethiopian Government requested U.S. assistance in examining possible courses of action for creating a more efficient and more viable system of higher education.

In response to this request a team from the University of Utah arrived in Addis early in 1960, under an AID financed contract, to conduct a study of the higher education needs of Ethiopia. The Utah team recommended that the several Colleges be combined into an integrated national university.

Based on these recommendations the IEG requested assistance in the creation of a university. AID responded favorably and as a result the IEG issued, in February of 1961, an Imperial Charter for Haile Sellassie I University as an autonomous institution incorporating six existing Colleges (the five listed above plus the Theological College). The Charter provided for strong central administrative authority with regard to policy, fiscal control and personnel.

Today HSIU is the basic source of the high level manpower required for the economic and social development of Ethiopia, and as such is a vital element in the manpower planning process. HSIU's significance is high-lighted by the fact that 241 bachelor degrees, 484 diplomas and 18 certificates were awarded by HSIU in June 1967. This output will rise rather rapidly over the next several years.

Beginning in 1952 AID identified several areas in the HSIU which AID believed central to the success not only of the University but of the economic and social development of the country as a whole. These areas were and have continued to be: the College of Agriculture, the College of Education, the College of Business Administration and the Public Health College.

Thus, as early as 1952 AID provided assistance toward the development of the College of Agriculture under a contract with Oklahoma State University. Similarly, since 1954 AID has been a major contributor to the development of the College of Public Health. Our major involvement with the College of Education was begun in 1962 and with the College of Business Administration in 1963.

While the USAID continues to concentrate its efforts and resources allocated to HSIU at points of maximum direct benefit to Ethiopia's development process, it is convinced that none of these points or selected Colleges is capable of adequate growth and performance independently of certain other faculties and factors comprising the University. The inter-relationships and inter-dependencies which exist between, say, the College of Agriculture and a strong science element in the College of Arts and Sciences or between the Public Health College and good central administration, have compelled the Mission to accept a degree of responsibility in improving elements or aspects of the University considered of secondary importance. Beyond this USAID continues to believe strongly that adequate library facilities are indispensable to the entire process of meaningful formal education and, therefore, will complete, under grant financing, the John F. Kennedy Memorial Library for the Addis Ababa campus.

Under a proposed AID capital development loan funds would be provided for the purchase of \$375,000 worth of reference books for the HSIU libraries. These books would bring HSIU library service up to the minimum level required of a small modern university.

The proposed loan under a separate project would also provide funds for physical facilities on the Addis Ababa and Gondar campuses and equipment for selected colleges and divisions of HSIU.

The activities covered by this project support the efforts of the IEG through HSIU to create and maintain a quality institution capable of creating an intellectual environment out of which will come leaders in all major fields necessary to national development. HSIU and the conditions affecting its operation are described in greater detail in the Education Sector Analysis dated June 30, 1967.

C. Strategy

The growth and improved effectiveness of Ethiopia's economic and social processes are major objectives of U.S. effort in Ethiopia. This project, in general support of HSIU, will contribute to the realization of these goals by assisting in the process of producing the high and middle level manpower required for constructive leadership in social, political and economic institutions in both the public and private sectors.

Until very recently foreign universities have been utilized in training the majority of Ethiopian University students. However, the demands of a country with a population in excess of 22,000,000 for high level manpower could not be met indefinitely through the process of foreign training. It was considered imperative for economic, social and political reasons that a quality university be developed in Ethiopia to meet the basic requirements for high level manpower. In addition, it is recognized that the development of HSIU requires a balanced improvement generally to support improvement in any selected area. This, of course, is not to say that in some cases a regional approach through which other African universities would be utilized is not considered more feasible than trying to develop all colleges and departments to the required level of competence. In fact the regional approach is in the process of implementation through the African Higher Education Project.

Although USAID has strongly supported the development of selected undergraduate training at HSIU it is USAID's position that the expense of developing graduate schools makes the provision of graduate training economically infeasible at HSIU for the foreseeable future.

The Founder and Chancellor of HSIU, Emperor Haile Sellassie I, has, since the conception of the University, provided strong moral and financial support. The required legislative action has been taken with despatch and adequate budgetary support has been forthcoming in keeping with the financial potential of the IEG.

The development of HSIU and its constituent colleges into a first class university is vital to all sectors, public and private, of the Ethiopian scene. USAID has attempted to provide major assistance to those colleges whose product is most directly related to economic and social development and to which other major external support has not been available. These are Agriculture, Business Administration, Public Health, and Education and, to a lesser extent, Law.

Under this project major support will be given to the University as a whole through the erection and equipment of the John F. Kennedy Memorial Library. In addition, in order to insure an efficiently functioning institution USAID has considered it necessary to provide support to the administrative functions of HSIU. High level management/controller

personnel were provided over a period of four years through fully funded AID contracts under a different project. This proved to be a very strategic move in that it resulted in the establishment of sound fiscal and management policies and established central budgetary control over the several colleges and departments. The entire HSIU debt of nearly Eth. \$3,000,000 was liquidated during this four year period. This has enhanced the position of HSIU in its dealings with the Ministry of Finance, the Council of Ministers and the Parliament. Finally, under this project the Mission will exercise the flexibility to provide such other teaching or training assistance to non-concentration faculties as are required to gain optimum benefit from our major inputs.

3. Planned Targets, Results, and Outputs

The achievement of the basic objective of assisting the IEG in the production of requisite high level manpower requires the establishment and continual upgrading of a group of colleges and departments capable of training adequate numbers of students in specific disciplines; the creation of a strong and effective central administration to carry out sound management, fiscal and personnel policies; an effective plan for training Ethiopians to a level where they can perform the administrative and academic functions of HSIU in an effective manner; and the development of long range academic and capital development plans. The success of this process is dependent, among other things, upon a well timed transfer of administrative and academic responsibility from expatriate to Ethiopian personnel.

Specific targets of this project are:

1. To provide library facilities capable of supporting the academic and research programs of all facilities housed on the Addis Ababa campuses.
2. To improve administrative and management practice at all levels.
3. To strengthen those facilities which support the colleges comprising areas of USAID concentration.

E. Course of Action

The problems incidental to the establishment of a university from a collection of existing colleges utilizing assistance from a wide variety of foreign governments, the U.N. and Foundations and with limited support from the IEG have been difficult to solve. However, the growth rate and the improvement in the quality of education at HSIU have been reasonable during the six years of its existence. With the exception of

the academic year 1968-69 when 1090 full-time students will be admitted, firm projections for future enrollments have not been made. Present thinking of HSIU officials seems to be that enrollments will tend to level off by 1969-70 at between four and five thousand students. Progress in Ethiopia in economic and social fields indicates that the resulting graduates can be absorbed into the national life.

As economic conditions improve and the IEG is better able to support HSIU, U.S. assistance will be gradually phased out. However, considerable assistance in the form of capital development loans and personnel under salary topping arrangements will be required from USAID for at least another five years.

USAID Contribution

USAID has been intimately involved in the development of HSIU from its inception. As previously noted USAID assistance has been directed primarily to those Colleges which USAID has determined to be most vital to economic and social development and for which no other major external assistance was available; viz. the College of Agriculture, the College of Public Health, the College of Education, the College of Business Administration and to a lesser extent, the College of Law. This assistance has been provided largely through fully funded institutional and individual services contracts for personnel and through grants for equipment. A limited amount of assistance in the form of salary topping was provided to HSIU in FY 1966. Twenty positions received salary topping assistance in FY 1967, and for FY 1968 salary topping will be provided for up to 34 positions.

Of those salary topped positions in FY 1967 seven were in the area of general support and in FY 1968 fourteen will be in the area of general support. Present estimates of the number of general support positions which will be salary topped in FY 1969 call for a minimum of fourteen. General support to Faculties such as Arts and Sciences which are not areas of USAID concentration is important to the realization of USAID objectives in that these Faculties provide instruction to large numbers of students from the Colleges of Education and Business Administration which are areas of USAID concentration. By the same token general support provided to administrative divisions of the University such as Financial and Business Affairs and the Registrar's Office contributes significantly to the realization of USAID's overall objectives.

Participant training is recognized as an important aspect of general support. USAID plans to provide under this project six training grants to the University Administration during FY 1968. Training grants for subsequent years will be provided on the basis of demonstrated need.

As the institutional and individual services contracts expire USAID assistance in the form of personnel will be provided almost entirely through salary topping.

To raise the quality of academic performance and to increase the efficiency of administrative operations in HSIU, USAID has agreed to include an equipment component of approximately \$500,000 in the proposed HSIU capital development loan which is now under negotiation.

Since excellent library facilities are highly essential to the functioning of a modern university USAID has given special consideration to upgrading library facilities at HSIU. To bring the physical facilities up to reasonable standards, USAID granted funds for the construction and equipping of the J.F. Kennedy Memorial Library. All Architectural and Engineering work has been completed and facilities are under construction. A serious delay was caused by the defaulting of the original contractor and now the closing of the Suez Canal appears certain to cause further delay in the completion of the construction. Best estimates at present are that construction will be completed in September or October 1968. An attempt will be made to coordinate the arrival of equipment and furniture with the construction schedule. A book component in the amount of \$375,000 is included in the loan now being negotiated. The 50,000 books to be supplied under this loan will provide reasonably adequate reference materials for all disciplines at HSIU.

Six HSIU participants have been trained in library science under USAID grants and three more are presently undergoing training in the U.S.

External Incomes other than U.S. Government

HSIU has been the recipient of assistance from a wide variety of external sources. Approximately half of the operating budget of Haile Sellassie I University has come from foreign assistance over the years, ranging from 60% to approximately 40% this year.

The United Kingdom has given some research and student assistance to the School of Social Work. UNESCO has provided teaching and administrative staff largely to the Science Faculties. The United Nations Statistical Training Center has supplied limited statistical training, staff and equipment - a total for 1965-66 approximately U.S. \$200,000.

The Swedish Government has provided the University with major assistance to the Building College, supplying the buildings, a sizeable technical and teaching staff, equipment and supplies. It has assisted the Medical Faculty by providing services and staff for the Pediatric Clinic. Total 1965-66, U.S. \$480,000.

Great Britain has provided considerable assistance to the Medical Faculty through the Ministry of Overseas Development support for ~~four~~ major professors, medical equipment, technical assistance, and technician training. The British Council has supplied several teachers to the Arts Faculties. Total for 1965-66, approximately U.S. \$140,000.

West Germany has furnished faculty support to the Engineering College and the Law School. Construction is underway of a building for the Engineering College at a cost of U.S. \$3,000,000.

Five other foreign governments have supplied teaching and technical personnel on a regular basis, primarily in the field of foreign languages: Israel, U.S. \$20,000; Italy, U.S. \$8,000; France, U.S. \$3,000; Belgium, U.S. \$3,000; and the Netherlands, U.S. \$8,000.

I.E.G. Contribution

The I.E.G. contribution to HSIU operations has risen from Eth. \$6,320,000 in 1962-63 to Eth. \$10,247,000 in 1966-67. No announcement has been made at the time of this writing regarding the IEC grant for the ensuing academic year but with an entering class of 1990 it is reasonable to assume that the grant will have to be in excess of Eth. \$12,000,000.

The phasing ~~out~~^{down} of foreign/^{donor} assistance to HSIU will throw an increasingly heavy financial burden on the I.E.G. Following are estimated ~~phasing out~~ figures for the three year period beginning in 1966-67:
~~net decrease~~

1966-67	Eth. \$ 750,000
1967-68	1,025,000
1968-69	3,527,000.

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DISTRIBUTION

ACTION

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FROM - ADDIS ABABA

SUBJECT - Non-Capital Project Paper (PROP)

REFERENCE - TOAID A-218

Country ETHIOPIA Project Number 663-11-680-128

Submission Date: August 25, 1967 Original Revision No. 1

Project Title: UNIVERSITY GENERAL SUPPORT

U.S. Obligation Span: FY 1960 through FY 1972

Physical Implementation Span: FY 1960 through FY 1972

Gross life-of-project financial requirements:

U.S. Dollars - - - - - 2,298,000

U.S.-owned local currency - - - - -

Cooperating Country cash contribution - - - - - 5,800,000
(In \$ equivalent, current exchange rate)

Other donor - - - - - 210,000

Totals \$8,338,000

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 PAGE 2 OF 2

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AID AND OTHER CLEARANCES BNGould Program Officer	CJ Nelson DD	EDU (Info)
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DATE SENT Apr 7, 1970

FROM - ADDIS ABABA

SUBJECT - NONCAPITAL PROJECT PAPER (PROP)

REFERENCE - A) TOAID A-218 (8/28/67)

Country: Ethiopia Project No.: 603-11-000-138

Submission Date _____ original _____ Revision No. 2

Project Title: UNIVERSITY GENERAL SUPPORT

U. S. Obligation Span: FY 1960 through FY 1975

Physical Implementation Span: FY 1960 through FY 1976

Gross life-of-project financial requirements:

U.S. dollars - - - - - 6,100,000

U.S. owned local currency - - - - - --

Cooperating country cash contribution - - - - - 25,233,000
(in \$ equivalent, current exch. rate)

Other donor - - - - - 2,400,000

Totals 34,593,000

PAGE 1 OF 66 PAGES

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PURPOSE OF PPOP REVISION # "2"

The purpose of this revision is to amend those operative assumptions which have changed since the original PPOP submission in August 1967. The Mission considers that these changes are relatively minor since they affect significantly only the time frames and not the objectives and scope of work of the project. This Revision brings into one document all current information and data which are pertinent to the updating of the original PPOP.

The goal of the project - "... to contribute to the creation of a quality university capable of meeting the major portion of Ethiopia's high and middle level manpower requirements" - remains unchanged; however, the elements listed below are planned to be restructured in order that the project objective can be achieved.

A. It is planned to extend the operational and implementation spans through FY 1975 and FY 1976 respectively. The essential reasons for this extension are:

1. To assist in implementing the recently prepared development plan of the university.
2. To support the new, forward looking University administration as it attempts to make the University more responsive to the development needs of Ethiopia.
3. To assist the Ethiopianization of the University, both by preparing Ethiopian staff and by encouraging and assisting in the development of materials based on Ethiopian content.
4. To assist the University plan and implement a College of Development Administration which will bring into one unit such disciplines as Business Administration, Public Administration, Economics, Sociology, and related fields.

By 1972-73 the staff of the University will increase 34% from 517 to 695 distributed as follows:

<u>Year</u>	<u>Ethiopian</u>	<u>Expatriate</u>	<u>Ethiopian on leave</u>	<u>Total</u>
1968-69	186	239	92	517
1972-73	259	256	180	695
% increase	.40%	.07%	.25%	.34%

The largest increase will be in the following faculties:

Agri.	from	61	to	80
Arts	"	98	to	150
Edu.	"	35	to	60
Eng.	"	30	to	45
Science	"	63	to	100

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There will be no increase in the faculty of Theology.

During the same period student enrollment is expected to rise from 3,460 in 1968/69 to 5,460 in 1973/74 an increase of 58%. The largest increases will be in the following faculties:

Engineering	87%
Medicine	80%
Agriculture	79%
Building	67%
Education	63%

The enrollment increase for 1969/70 was approximately 1,000 or one half the five year projection. In order to increase the flow of new students the Testing Center is developing an entrance examination which will associate college entrance from the Ethiopian School Leaving Examination.

It is anticipated that approximately 50 of the new students will be enrolled at Alemaya bringing the total enrollment there to 1,000.

The dramatic expansion of student enrollment in the University system coupled with the problems of Ethiopianizing key institutional roles in both the administrative and academic spheres necessitate continuing assistance to support foreign professionals in these and other positions. While the number of Ethiopian staff is increasing annually, the Ethiopian/foreign staff ratio has held almost constant as the total number of staff increased. Similarly, even though the USAID's expenditures for HSIU have increased annually there is a definite need for external assistance to support the more expensive foreign staff members until the participants in the training pipeline of several donors return to replace the foreigners.

B. The estimated total U.S. contribution has increased because the implementation span (as explained in A. above) has lengthened and because the project now incorporates, or will incorporate in the near future, the residual OPEX and participant training elements of University Business College (Proj. 660-121), Gondar Public Health College (Proj. 540-003), and University College of Education (Proj. 660-136). In the Mission's view, the consolidation of these discrete but closely related activities under one project facilitates project administration for both the University and USAID and enables Ethiopian administrators in education to gain a clearer insight into the scope and magnitude of U.S. assistance while highlighting the need for the HSIU administrators to maximize our assistance. For example, the recently developed technique wherein the University is allowed considerable flexibility to fill a maximum number of teaching slots within a pre-set funding limitation from a mutually agreed list of positions, in an exercise that reveals the depth of our support to the University and the need for HSIU to make the best use of it.

C. In the past two fiscal years there has been a marked increase in donor coordination activities in assisting HSIU. Support for this educational coordination

will become a significant element of the Mission's project implementation strategy.

D. The physical completion of the John F. Kennedy Memorial Library and the procurement of \$375,000 in reference books under the University Facilities (Proj. 660-143) development loan insures that one major planned target - to provide library facilities capable of supporting the academic and research programs of the Addis Ababa University community - will be achieved by the end of FY 1971.

Hall

NONBUDGETAL PROJECT FUNDING (OBLIGATIONS IN \$000)

PEOP DATE Mo/Day/Yr

Original

Rev. No.

2

Project No. 663-11-660-138

Table 1

Page 1 of 2

COUNTRY: **Ethiopia** Project Title: **UNIVERSITY GENERAL SUPPORT**

Fiscal Years	Ap	L/G	Total	Cont ^{1/}	Personnel Serv.		Participants		Commodities		Other Costs	
					AID	PASA	CONT	U.S.	CONT	U.S. Ag.	U.S. Ag.	U.S. Ag.

Prior years

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FY 1969 TC 0 2,318 1,305 61 1,305 336 601 15

Oper.

FY 1970 TC 0 490 400 20 400 70 0

Budg.

FY 1971 TC 0 723 550 35 550 133 5

B + 1

FY 1972 TC 0 733 540 35 540 154 4

B + 2

FY 1973 TC 0 733 540 35 540 154 4

B + 3

FY 1974 TC 0 644 475 35 475 130 4

B + 4

FY 1975 TC 0 539 400 35 400 100 4

Total

Life TC 0 8,180 4,210 256 4,210 1,077 601 36

^{1/} Memorandum (nonadd) column

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ADDIS ABABA

	AID-controlled Local Currency U.S. - Country- owned <u>3/</u>	Other Cash Contribution Cooperating Country <u>4/</u>	Other Donor Funds <u>5/</u> (% Exp. v.)	Food for Freedom Commodities <u>6/</u>	
				Metric Tons (000)	CCC Value Freight (000)
Prior Year • through Act. FY 1969		12,538	NA		
Oper. FY 1970		1,092	540		
Budg. FY 1971		1,961	540		
B + 1 FY 1972		2,261	400		
B + 2 FY 1973		2,311	400		
B + 3 FY 1974		2,380	300		
B + 4 FY 1975		3,410	300		
Total Life		25,933	2,480		

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176

TOTAL

ADDIS ABABA

2/ As of preparation date

A. SUMMARY DESCRIPTION**1. Necessity and Justification for the Project**

The Haile Selassie I University (HSIU) is the principal source of high level manpower required for the economic and social development of the Empire and, as such, is a primary agency in national development plans. The University has three basic aims: to teach and to train its students for productive careers; to extend scholarship and research (and here the University has a special obligation to enlarge the knowledge of Ethiopia among Ethiopians to achieve a better understanding of Ethiopia's unique problems of development and to find effective solutions to these problems); and to support economic and social development through the provision of services.

The high level of administrative competence and leadership at HSIU, its growing importance in national development undertakings, its firm plans for the orderly expansion into a multi-campus university and its efforts to Ethiopianize its staff while not sacrificing academic standards, justify the continuation of U.S. assistance in future years.

2. Project Goals and Targets**a. Near-term objectives to FY 1976**

This PROP proposes the incorporation into the University General Support Project of the former Agriculture Education and Research and Gonder Public Health College projects beginning in FY 1971 and the University College of Education project beginning in FY 1972. It also proposes that the direct-hire personnel funded under Education Advisory Services be incorporated into University General Support, upon approval of the PROP, during FY 1971. However, new and continuing participants to complete programmed activities under Ministry Administration will be funded under Education Advisory Services in FY 1971; the extension of new participant programs started in FY 1971 under Comprehensive Secondary Schools will be funded to completion under University General Support in FY 1972. Folding the above named projects into University General Support will serve the purposes of complementing the University's development plans over the next several years and reducing the number of USAID project management units from five to two in FY 1971 and to one in FY 1972.

The overall objective of the project is to achieve the targets of the former discrete projects at Alemaya, Gonder, and in the Faculty of Education in Addis Ababa within a time frame that is as consistent with those proposed in the individual PROPs as current conditions permit. The second objective, which complements the first, is to assist HSIU to meet its self-established planning goals in terms of enrollment, faculty expansion, and Ethiopianization, particularly in those Faculties of the University in which AID has had an historical interest and in those Faculties which promise to make the largest contributions toward fulfilling Ethiopia's manpower requirements.

b. Long-term objectives to FY 1986

On the basis of authority delegated to the Mission in STATE 053659, the "Outline of the University Development Plan", for the period 1969-1973, has been approved by the Mission in satisfaction of Condition Precedent 3.02 (c) of Loan 663-II-014. The basic data for this Plan was developed in the late spring 1969 by Dr. John Summerskill, the University's Planning Officer funded by the Ford Foundation, and has since been highly refined for the purpose of developing HSIU's long-term--1970 to 1990--plan for the expansion of its physical plant, enrollment and staffing. The Mission has reviewed the twenty-year plan and our informal approval of the main lines of emphasis contained therein has been communicated to the concerned University officials. While formal approval of the Plan by AID is not required, this PROF proposes that AID inputs be consistent with these University development plans for the remaining life of the University General Support project. In addition, the Mission anticipates that the achievement of the project objectives detailed herein will serve as the point of departure for a new University project or projects from FY 1977 through approximately 1986-- a period in which the requirement for foreign assistance to HSIU will reach a peak.

3. General Approach and Plan of Action

The proposed strategy is to provide inputs of OPEX staff, participant training for the replacement of OPEX staff, and advisory services to meet the near-term objectives and thereby assist in creating a university situation in which the long-term objectives stated above can be pursued with reasonable (and perhaps anticipated) levels of domestic and external donor resources.

Table 1
Page 1 of 2 Pages

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN 000)

COUNTRY: Ethiopia Project Title: University General Support Project Number: 663-11-660-130

Fiscal Years	AP	L/S	Total COST		Personnel Serv.		Participants		Commodities		Other Costs	
					AID	PARA	Direct	Direct	Direct	Direct		
Prior through Act. FY 1970	TC	G	2957	1871	75	1871	394		602		15	
OT FY 1971	TC	G	1453	1040	125	1040	283				7	
NY FY 1972	TC	G	1286	724	136	724	418				10	
B-1 FY 1973	TC	G	1426	880	142	880	394				10	
B-2 FY 1974	TC	G	1274	815	152	815	297				10	
B-3 FY 1975	TC	G	885	531	163	531	181				10	
B-4 FY 1976	TC	G	224	--	174	--	45				5	
TOTAL LIFE			9505	5861	965	5861	2012		602		65	

1/ Nonadd column.

2/ Includes \$2,000 each FY for a local hire secretary.

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(in \$ U.S. thousands)

<u>Fiscal Years</u>	<u>AID-controlled Local Currency</u>		<u>Other Cash Contribution Cooperating Country</u>	<u>Other Donor Funds</u> ^{1/} and ^{2/}
	<u>U.S. owned</u>	<u>Country owned</u>		
Prior through Act. FY 1970			13,630	Not Available
OE FY 1971			5,760	1,543
BY FY 1972			6,480	1,885
BY+1 FY 1973			7,680	2,426
BY+2 FY 1974			9,120	3,150
BY+3 FY 1975			10,560	3,889
BY+4 FY 1976			12,000	4,650
TOTAL LIFE	--	--	65,230	17,543

^{1/} The University calculates that the cost per student per year is \$U.S. 1,760 of which the IEG currently finances \$U.S. 1,200. Assuming that the IEG will continue to contribute the same amount per student, the other Donor contribution equals the total cost per student less the IEG and USAID contributions multiplied by the student enrollment.

^{2/} See also Annex B

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B. SETTING**1. The Variables**

It is self-evident that the development of a university in a less developed country occurs within a context that is both complex and dynamic. Thus, plans for the development of a university such as HSIU must be made with a full realization of the wide range of critical and changing variables that will affect implementation of those plans. This sense of realities in planning is particularly important in Ethiopia since so many of the factors affecting the development of the University are, in whole or in part, beyond the control of the Ethiopians themselves or external donors, individually or even collectively. In view of these considerations, the responsible IEG and USAID officials believe it imperative not only to provide a "passing" description of the setting within which the activities proposed in this paper are to take place but also to highlight the uncertainties which constitute a major characteristic of the environment and which (in their eventual resolution) will determine, to a large extent, the course of growth of the University. Similarly, it is of first importance that within the framework of the uncertain as well as the known variables, the assumptions which the planners of this project have made be clearly stated and fully appreciated. The point cannot be over-emphasized that the plans and proposed actions suggested in this paper have a rationality and coherence only within the context as defined by these uncertainties and assumptions, and that any measure of present firmness and validity must be made against this evolving and highly fluid situation. Among the major uncertainties are: a) the effectiveness of political pressure for rapid, if not unlimited, expansion of enrollment at the secondary and university levels; b) the willingness and/or ability of the present or future authorities to determine university enrollment levels in conformance with HSIU capabilities, resource availabilities, and identified manpower requirements; c) the rate at which and extent to which currently "firm" plans to expand University facilities at Alemaya, Gondar, Asmara and elsewhere are achieved; d) the level of IEG budgetary support; and e) the level of assistance to be provided to the University by present donors (in addition to the USAID, the Ford Foundation, the Rockefeller Foundation, UNESCO, the IBRD, and the Governments of England, Germany, France, Israel and Sweden) and other possible donors.

On the basis of the IEG and USAID assessment of the current and prospective situation, the following assumptions have been made in reaching the conclusions and recommendations reflected in this paper:

a. The Physical Plant

There will be a considerable expansion of physical facilities. There will be a new Northwest campus near Gondar but it will have been completed behind schedule, about 1980. Additional facilities at Alemaya and in Addis Ababa will be constructed on schedule, by 1973-74. By 1980 plans will be firm for the construction of a new campus in southern Ethiopia and less firm plans will have been made for a western campus.

b. Curriculum Development

At the Northwest campus the curriculum will include, in addition to health sciences, agriculture, basic arts and sciences, and education. At Alemaya, an accelerated teacher training program will be established in 1971-72 and will be in operation 12 months each year upon completion of the new facilities at the College. Secondary teacher training departments in Addis Ababa, Alemaya, Asmara, and the Northwest campus will have large enrollments by 1980. The Social Science and Development Administration Faculty will offer several curricula. The Duke of Harrar Hospital in Addis Ababa will be completed and the School of Medicine will use this facility as a teaching hospital. Accordingly, the number of students studying medicine will increase and there will be concomitant pressures to expand programs in the basic sciences and applied health sciences.

c. Enrollment

In absolute terms, enrollment will expand dramatically to 10,000 by the end of AY 1975-76 and to between 22,000 and 28,000 by 1990; however, the University Administration and the IEG will successfully resist pressures to expand enrollment at a rate which would impair the University's academic standards.

d. Financing

The IEG will continue to provide minimally adequate funds for recurring and capital costs. At least part of the current financial burden will be offset by the installation of tuition and long-term student loan systems.

e. Staffing

The foreign and international donors will continue to provide fully funded or "salary topped" academic staff to the University during the six-year project period in which approximately 375 Ethiopians will return from training abroad to assume teaching positions at HSIU. The donors will provide teaching staff as follows: U.K. assistance to the Faculties of Arts, Science and Medicine; West German assistance to the Faculty of Technology; Swedish assistance to the Faculties of Arts, Science, and Technology; WHO assistance to Gondar Public Health College and to the Faculty of Medicine; and UNESCO assistance to the Faculties of Arts and Science. It is also anticipated that important assistance will continue from the Ford Foundation and to a lesser extent from the Governments of France and Canada.

f. Levels of Foreign Donor Assistance

It is assumed that foreign and international donor assistance, in the forms of both technical and capital assistance, will gradually increase over the six-year period of this project. It is expected by University planners that such institutions as the IERD, which heretofore has not participated in the growth of the University, will make significant inputs of capital assistance. (See also Table I following the Summary Description for an estimate of the contributions of foreign

donors for the life of the University General Support project).

C. Graduate Studies

The University will initiate graduate study programs at the beginning of AY 1971-1972 in those Faculties wherein it will be both relatively inexpensive to start up such programs and crucial to the future expansion of HSEU in terms of providing needed complementary course offerings to other Faculties. These graduate programs will most probably begin in the Faculty of Arts (for Ethiopian languages and history), the Faculties of Science (in biology) and Education to support the accelerated teacher training programs which will be initiated at Alenaya and in Addis Ababa. The objective of these programs is to produce University Masters graduates to staff the new regional campuses in those departments which the University has chosen to emphasize and accelerate expansion.

2. Justification for the Project

Halle Sellassie I University is one of the largest universities in sub-Saharan Africa. In 1961, H.Y.M. Halle Sellassie I issued the charter which brought into one confederation the University College in Addis Ababa, the Agricultural College in Alenaya and the Public Health College in Gondar. Student enrollment at that time was slightly over one thousand. During the 1969-70 academic year 4,600 students were enrolled in full-time university study and 2,200 were studying part-time. The University has eleven faculties and colleges and employs over 500 regular teaching staff. It includes, in addition to the campuses in Addis Ababa, the two campuses at Gondar and Alenaya, agricultural research stations, hospitals and clinics and libraries.

The need for high-level manpower in Ethiopia has been estimated by the Planning Commission. These estimates were made for the Third Five Year Development Plan (TFYP) which extends from 1968-69 through 1972-73. In the absence of a comprehensive manpower survey, the Commission estimated that nearly 5,300 highly educated administrators, managers, professional and scientific personnel would be required in the TFYP period. They estimated that another 2,500 professional workers would be required to compensate for attrition. The Commission did not foresee the University producing more than 3,000 graduates to fill these positions and estimated that another 2,000 persons would be up-graded and promoted into high-level jobs. Thus, the shortfall would be almost 3,000 trained persons.

For the purposes of University planning it has been concluded that there is little risk of over-producing graduates in the next six years. It is recognized, however, by the University that as of the end of AY 1969-1970 not all University graduates were immediately employed in either the private or governmental sectors. The USAID shares the view of the University that this "unemployment effect" is actually the result of graduates not having knowledge of, and access to, the jobs which are, in fact, available or the graduates holding unrealistic expectations as to the type, location, and prestige of the jobs which they "ought" to be offered

upon graduation. The USAID conducted a quick survey of the "unemployment" situation and found that almost without exception 1970 college graduates were offered jobs but that not all job offers were accepted by the graduates. The quick survey reinforced the USAID's view that there is not, nor will there be, a risk of over-producing college graduates in the foreseeable future, but that some steps will have to be taken to match graduates and available jobs, and to inculcate a spirit of service in the graduates that would cause them to opt for employment in the countryside in less glamorous, but developmentally crucial, jobs.

In July 1970 there were the following numbers of graduates: 4 M.D.s; 424 Bachelor Degrees; 343 diplomas for two or three year courses; and 327 certificates for one or two year courses. The total is 1,908. The projected numbers of Bachelor degree graduates by area of study is as follows:

	1964-69 Actual Annual Averages (Degrees, Certificates & Diplomas)	1970-73 Annual Averages Projected (Degrees)	1974-77 Annual Averages Projected (Degrees)
Agriculture	49	45	80
Arts	38	55	75
CBA	25	70	85
Education	145	120	195
Medicine	6	20	35
Law	18	25	40
Public Health	22	35	60
Social Work	9	10	15
Science	11	30	45
Technology	48	50	90
Theology	<u>3</u>	<u>5</u>	<u>10</u>
TOTALS	364	465	730

As a university, HSIU shares many problems, such as expanding student populations and limited financial resources, common to universities all over the world. However, there are uncommon problems that arise from the unique traditions and development characteristics of Ethiopia. Among the unique problems are: finding ways of fashioning a system of higher education to fulfill the particular manpower requirements of the nation; planning to effect Ethiopianization of the University staff; and developing a curriculum which will be meaningful to the Ethiopian economy and the society while continuing to achieve a high level of scholarship and scientific inquiry. Within the context of the country's and HSIU's needs and objectives, future manpower requirements in the University are determined by the dual operating policies of the University authorities: 1) to allow for limited yearly expansion of enrollment, and 2) to replace expatriates with qualified Ethiopians.

Planning for greater student enrollment at HSIU depends upon the quantity and quality of students coming through the secondary schools and the estimated needs for high-level manpower in Ethiopia. The pattern of secondary school expansion and its effect on University admissions is, of course, a major determinant of the present and future condition of the University. It is probable that the University will receive applications from 2,000 qualified students for the 1970-71 academic year. To admit all of these applicants would push the enrollment of full-time students well beyond 5,000, a situation with which the University is ill equipped to cope. In succeeding years the number of qualified students seeking admission will inevitably increase as the number and quality of the nation's secondary schools expand. This situation is the result of IEG decisions to expand rapidly educational opportunities in Ethiopia, the consequences of which must now be dealt with by the University in terms of re-evaluating and, perhaps, re-setting admission standards. Controlled expansion within certain Faculties which are of primary importance in developmental terms is the intention of the University administration. Whereas the rate of growth of student numbers in higher education in Ethiopia has been fairly constant for the nineteen years since the first University College was founded, it must be noted that if this rate were allowed to continue unabated, there would be 50,000 students at the University by 1990. The Planning Office of the University has taken a conservative estimate: the University will enroll 25,000 by 1990. During the life of this project, the total enrollment will probably climb to 10,000 by 1976 (and to approximately 20,000 to 22,000 by 1986). At present there are 505 full-time staff members. The enrollment, as projected (an increase of slightly over 100 percent in six years) will require at least 857 staff members by 1976 (and 2,000 staff members by 1986).

C. STRATEGY

Based upon the pressing need for manpower in agriculture, engineering and education, enrollment expansion in the six years ahead will be concentrated in the Faculties of Agriculture, Education, Science and Technology. There will be less expansion in other faculties, with a probable increase in the total number of students in the forthcoming Faculty of Social Science and Development Administration which will combine the present Faculties of Business Administration and Social Work, and the Departments of Economics, Public Administration and Political Science currently part of the Faculty of Arts. In the succeeding period, 1976 through 1990, enrollment expansion will be concentrated in the new campuses as they open--in Addis, the North-west campus, and possibly southern and western campuses.

In the near term, the size of the faculties of both Arts and Science must increase even if there is no marked increase of students majoring in these faculties. This is due to the fact that these faculties must teach much of the basic subject matter required in education, engineering, and agriculture as well as the introductory courses required in all faculties.

Expansion in Medicine will depend upon the completion of the Duke of Harrar hospital which will become a teaching facility. At such time the School of Medicine can expand enrollment to accommodate 80 students. The College of Public Health will increase its enrollment during the next few years and the increase will be sharp when the location of the Gondar campus is changed, for the plans provide that the campus will enroll as many as 4,000 students by 1990. Theology will not increase. The Architecture and Building College is presently phasing down with the fields of architecture and town planning being relocated under the Faculty of Technology.

1. Cooperating Country Leadership

It is clear that the future expansion of the University is one of Ethiopia's highest development priorities. This fact is evidenced by the unstinting support of H.I.M., the founder of the institution, even during the most trying University crises, and all of the younger, development minded Ministers in the Government. The continuation of support from the highest levels of the government is crucial to the future growth and expansion of the University.

The administration of HSIU, especially its President, occupies a pivotal, and in certain respects untenable, position in the midst of opposing factions, including certain hostile elements in the Government, the public at large, the students, the University staff, and the foreign and international donor community--all of whom register conflicting demands, requirements, and in some cases, opposition to its plans and administration. In the Mission's judgment, the long-term and more recent success of the University administration in aggregating and resolving these oftentimes conflicting demands, and the fact that the University has had the foresight to chart its development over the next twenty years, are clear evidences of the strength and energy of the University's leadership. We could not reasonably expect to work with a more pragmatic and open administration over the next several years.

2. Cross Relationships

The total USAID program is directed at three major objectives: agricultural and agro-industrial development, higher education development, and improved financial resources management. Each of these objectives is of highest priority to the IEG and some measure of success in accomplishing all of them is crucial to Ethiopia's total development effort. In one respect our investment in the University is more crucial to Ethiopia's development than the other program objectives if only because the University must expand to supply the needed manpower to staff projects and activities in the two other sectors of our concern and to staff all other development activities in the country.

Within the education sector, the University General Support project is intimately related to the \$1.0 million loan (authorized in FY 1969) to finance the architectural and engineering services for the preparation of plans and specifications for the construction of University facilities, and for equipment and books. We have also anticipated, in our FY 1972 submissions, the need for a follow-on loan for the actual construction of the facilities at the main campus in Addis Ababa and at Alemaya.

The project is also directly related to AID's longstanding interest and efforts in improving secondary school education and in improving the quality and utilization of the education systems graduates. Similarly, the project constitutes a key "facilitator" or even indispensable corollary of the IEG-USAID joint efforts in the priority target areas of agriculture and agro-industry development and financial resource management.

D. PLANNED TARGETS, RESULTS AND OUTPUTS

1. One cluster of targets is to achieve the discrete objectives of the former Agriculture Education and Research, Gender Public Health College, College of Education and Education Advisory Services projects within, as nearly as practicable, the time frames established in their separate PROPs. The following is a listing of the targets for the above mentioned projects and estimated dates for the achievements of these targets.

a. Agriculture Education and Research (PROP dated 6/28/67; TOAID A-219)

(1) "To develop by 1972 a completely self-sufficient, minimum size agricultural training institution with annual graduating classes in excess of 100."

(a) The 1970 graduating class was 47 B.A.s and six diplomas. This low output is partially explained by the fact that many Alemaya students withdrew from the University during the 1969 crisis. Eighty-seven of those who withdrew have returned and attended "make-up" classes in the summer of 1970.

(b) The target of 100 graduates per year will not be achieved until the AY 1969-70 freshmen class graduates in 1974. (Includes one year for Ethiopian University Service).

(2) "To achieve by 1972 a student enrollment of at least 500." This AY 1970-71 there are 397 students enrolled. The target of 500 will be achieved in AY 1972-73.

(3) "To increase staff utilization by 1971." This was achieved in AY 1969-70.

(4) "To improve by 1970 the desirability on the part of Ethiopian staff to be employed at Alemaya." This was partially achieved by the construction of new faculty housing in AY 1969-70.

(5) "To initiate by 1969 summer training programs...for rural service personnel outside the student body." This has not been accomplished to date for a variety of largely bureaucratic reasons. However, the Mission proposes to continue to promote the initiation of programs which would link and involve the College to the solution of operational problems in the agricultural sector. The initiation of such programs would be in addition to the University's plans to achieve "full utilization" of the plant for nearly year-round classes by full-time University students.

(6) "...time devoted to research projects (on the part of the staff) will not exceed one-third of total faculty time by 1971." This was achieved in conjunction with (3) above in AY 1969-70.

b. Gondar Public Health College (PROP dated 6/18/69, TOAID A-262)

(1) The numerical targets, stated in the PROP, for the graduation of Health Officers (35-40), Community Nurses (30-35), and Sanitarians (30-35) by 1971-72 were achieved by the end of AY 1969-70.

(2) The schedule for the replacement of expatriate staff by Ethiopians at Gondar through FY 1973 is being met with the exception of Medical Doctors to staff clinical positions and, possibly, personnel for English and Sociology. Neither the original PROP for Gondar nor this ~~revision~~ ^{revision} proposes that AID finance long-term training of Ethiopian staff for medical teaching positions. It is assumed that graduates of the School of Medicine and trainees sponsored by WHO will fill these slots.

c. University College of Education (PROP dated 8/28/67, TOAID A-219)

(1) "To graduate annually by 1972 approximately 200 degree teachers of academic subjects for secondary schools." This target cannot be achieved by 1972. The AY 1969-70 enrollment in the Junior Secondary and Secondary Departments was 592 and the number of degree graduates was 116. It will be necessary to enroll over 600 students with degree objectives to achieve the target. This could be achieved in AY 1975-76 provided that plans for accelerated teacher training in the sciences are implemented and the new classroom and dormitory facilities at Alemaya are constructed as presently scheduled.

(2) "To graduate annually by 1972 approximately 40 degree teachers in technical fields."

(a) This target will not be achieved by 1972 and is not included in the PROP Revision as a target that should be achieved.

(b) There is some doubt among the faculty of Education as to whether a degree program in technical teacher education is really needed at this time. Experience has shown that diploma graduates do a satisfactory job of teaching T.T.E. in the secondary schools. In later years, perhaps by 1974, a degree program in T. T.E. might be needed to upgrade the skills of the diploma graduates.

(3) "To graduate annually by 1970, 80 diploma teachers in technical subjects for the secondary schools."

(a) In June 1970 only four vocational-technical diplomas were awarded. The reason for this small number is that the closing of the University in 1969 precluded the possibility that 21 other students would complete their work on schedule. After the 1970 summer session, however, these 21 students did complete their work.

(b) Since the present annual input of students is between 90 and 100 students to this course and since the drop-out rarely exceeds 20 percent, the goal of graduating 80 diploma students should be reached by June 1971.

(c) "To upgrade annually through 1970, 300 elementary school directors and supervisors through summer course programs."

(a) In 1968, 198 educators were selected for entrance into the planned three-summer sequence. In 1970, 173 completed the program. Subsequent student intakes in 1969 and 1970 were 198 and 187 totaling 573 admitted in the 1968-1970 period. The peak enrollment year was 1970 when 529 students were involved in an "upgrading" process which exceeded the stated target of "300 annually by 1970". If HSIU and the Ministry of Education were to revise the program to include more practical methods for teaching and learning, continued USAID support would be warranted to assist the HSIU to complete the programs of the 346 students now in the second and third years.

(5) "To upgrade annually 300 elementary teachers through summer course programs."

(a) This "upgrading" program was successful. The program was completed by 373 elementary school teachers in three years.

2. The second near-term objective is to assist HSIU to meet its self-established goals in terms of increasing enrollment, faculty expansion, and an increasing out-turn of graduates.

Within the six-year period remaining in the life of the present project, new dormitories and classrooms will be constructed at Alemaya and in Addis Ababa, plans for relocating the campus at Gondar will be pursued, graduate study will be introduced in Addis Ababa, the School of Medicine will be relocated in the new Duke of Harrar Hospital, the Faculty of Technology will be expanded by the addition of buildings ~~afxhuzk~~ designed to complete the facilities already donated by the German Government, and the new Faculty of Social Science and Development Administration will be well established.

AID assistance, as outlined in the following section, Course of Action, will tend to be concentrated in those Faculties of the University in which we have had long-term interest (see 1. above) for the next six years. Concurrently, however, the Mission proposes to make significant inputs of personnel and training to other Faculties which will be assuming increasingly important supportive roles in the training of Ethiopians for careers in development oriented occupations. Given the range of our interests, the Mission believes that the most meaningful targets against which to measure project progress are the planning goals which the University has established. While it would not be valid to assume that AID assistance is the only critical variable in the achievement of HSIU goals (especially in view of the uncertainties which were spelled out in B. SETTING), it may be assumed that without AID assistance the likelihood of their achievement would certainly be reduced. Therefore, we propose that the following HSIU objectives are meaningful and valid targets for the revised project.

	<u>Academic Years</u>						
	<u>69-70</u>	<u>70-71</u>	<u>71-72</u>	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>
Student Enrollment ^{1/}	4,600	4,800	5,400	6,400	7,600	8,800	10,000
Staff [*]	525	505	590	660	705	770	857
Degree Graduates ^{2/}	424	440	455	470	505	625	700

^{1/} Full-time

^{*} In all years except AY 69-70, the total number of staff excludes part-time personnel.

^{2/} Diploma, certificate and extension graduates are excluded.

3. Long-Term Objectives

As has been stated earlier, this PROP Revision does not propose that the University General Support project continue beyond FY 1976. However, the Mission does propose that the AID inputs to the University over the next six years be consistent with, and reinforce, HSIU's long-term 1970 to 1990 plans. The phase-out of this project may also serve as the point of departure for a new project for the period FY 1977 through FY 1986 or FY 1990. In this context, it is worthwhile to indicate the mainlines of the HSIU twenty-year plan.

The plan provides for regional campuses and suggests the following pattern of growth: the University in Addis Ababa will continue to expand with emphasis on education in the sciences, technology, medicine, law, public and business administration, and graduate work. HSIU at Alemaya would offer instruction and research in agricultural sciences, but would also develop programs in a variety of applied and technological fields. The training of senior secondary teachers for eastern Ethiopia, with emphasis on science, would be accomplished chiefly at Alemaya. In the northwestern region, the University will develop a new campus with an experimental curriculum concerned primarily with developmental problems. This curriculum would serve as the core of instruction for students in public health, agriculture, and other fields directly affecting the public welfare. In Addis Ababa, the University will concentrate on the arts and sciences, business administration, and teacher training. In the south, possibly at Shashemane, there would be a new campus which would eventually offer programs in basic science, agriculture, agri-business, forestry, fishing, and administration--including hotel administration and tourism. The University may also establish another campus in western Ethiopia. Its major objectives have not yet been determined.

The estimated enrollment for these campuses in 1990 is as follows:

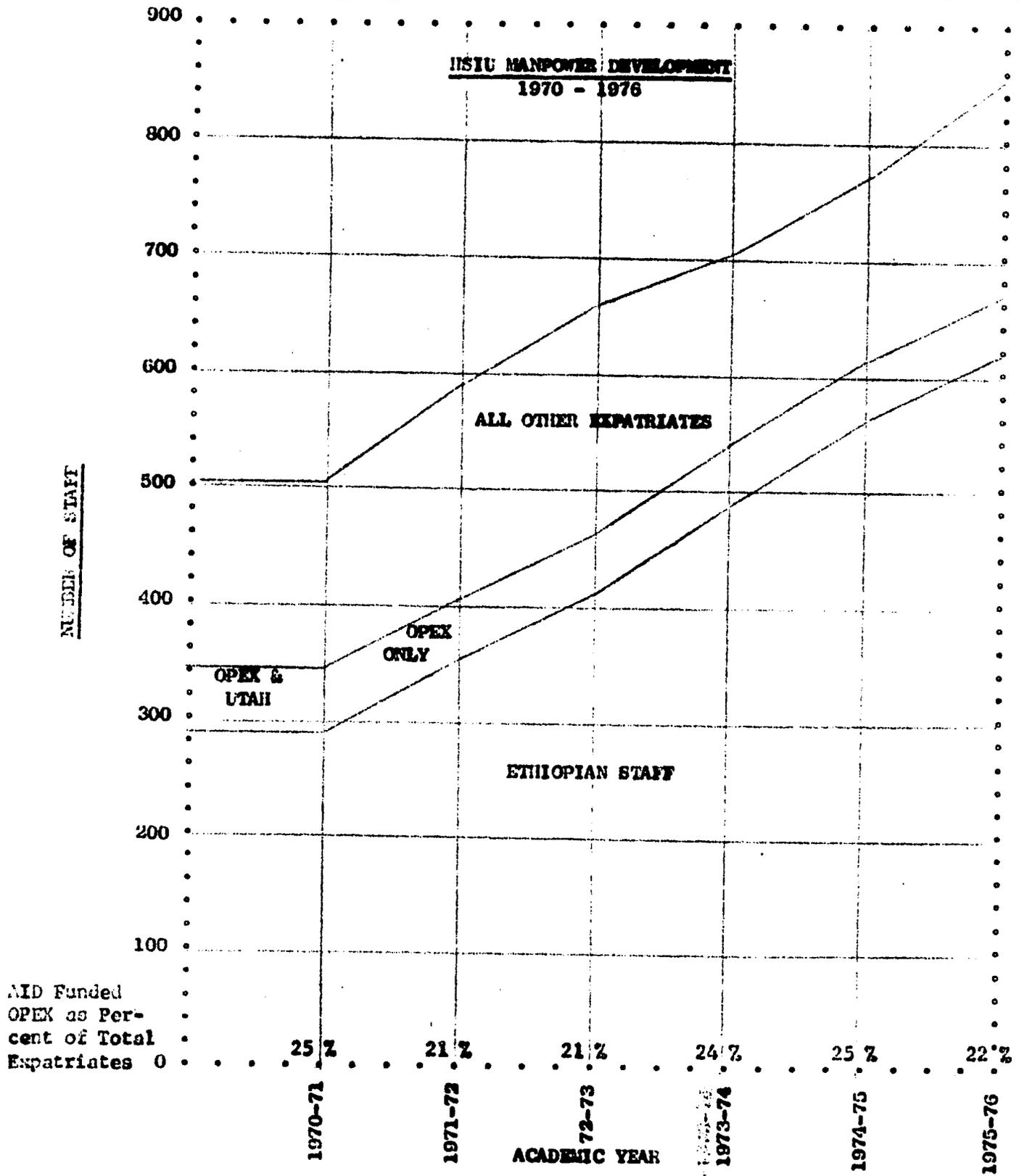
	<u>Range</u>
Addis Ababa Campuses	12,000 to 13,000
Aleneya Campus	4,000 to 5,000
Northwest Campus (near Gondar)	2,000 to 4,000
Asmara Campus	2,000 to 3,000
South Campus	2,000 to 3,000
West Campus	(no estimate)
	<u>22,000 to 28,000</u>

By 1990 twenty-five thousand students spread over the Empire in several branch campuses will require over 2,000 staff members for instruction and administration. This conservative figure allows for a student-faculty ratio of slightly over 12 to 1. On the one hand, the ratio is low for a country with meager financial resources for education and all other developmental activities, but it is also distorted because certain Faculties such as Medicine and Theology, which currently have student-faculty ratios of 1.6 to 1 and 3.3 to 1 respectively, will continue to have low ratios. On the other hand, several large Faculties such as Education, with a current ratio of 17.3 to 1, will continue to maintain more economical student-faculty ratios. On balance, and in consideration of the fact HSIU will be offering graduate work, which requires more intensive supervision of students by faculty members, and will be continuing to encourage its staff to assume heavier teaching loads and to provide services to governmental and private enterprises, the projected overall ratio of 12 students to one faculty member (including academic administrators in the regional universities), appears acceptable.

By 1990, the enrollment at the Addis Ababa campus should include approximately 2,000 students at the graduate level. Graduate programs will include those areas of study which are particularly pertinent to Ethiopian development. They will also be programs which can be initiated without tremendous start-up costs. There will be graduate work in economics and public administration, education and educational administration, science with emphasis on biology and epidemiology, public health administration, law, legal administration, and Ethiopian studies. The function of the graduate programs will be both to supply the nation with high-level expertise and to provide new staff for HSIU.

4. Ethiopianization

The graph on the following page depicts the rate of Ethiopianization at HSIU over the next six years. The increase of Ethiopians on the staff is based on the assumptions that: all of the staff members currently on study leave (numbering 170 as of this date under all auspices including such programs as AFGRAD) will have returned by the end of AY 1975-76; USAID will have selected, trained and returned a minimum of 86 new staff members in the same period; and 66 other new staff will have returned from training under all other auspices (including privately financed study) by the end of AY 1975-76. The USAID's expectation is that by 1976 Ethiopians will account for 72 percent of the University staff, as compared with 43 percent at the beginning of academic year 1970-71. This is a credible target given the assumption that the total number of staff will have increased by 69 percent in the same period.



E. COURSE OF ACTION

1. HSIU Manpower Requirements through FY 1976 (AY 1975-76)

a. College of Agriculture at Alemaya

The faculty at Alemaya must increase a minimum of 36 persons to allow for the expansion in agricultural education and the anticipated accelerated teacher training program which according to current plans will be started in 1971. The maximum need for additional staff will come in the year the dormitory and classroom construction program at Alemaya is finished. It is hoped this will be in ~~1974~~ early CY 1974.

Staff needs have not been anticipated in agriculture education. However, they have been in agricultural engineering, agricultural economics, animal science and plant sciences. In fact, there are many trainees in plant sciences, ample to staff both the department and the research station at Debre Zeit.

Staff needs have not been adequately anticipated in home economics, the basic sciences or the arts. It is imperative that trainees be selected who will eventually staff elementary classes in physics, chemistry, zoology, mathematics and English. By the time the new construction is completed at Alemaya there will be the following minimum additional staff required, some of whom are presently identified or in training:

Mathematics	5 instructors
Chemistry.	3 instructors
Physics.	2 instructors
Botany	2 instructors
Bacteriology	1 instructor
Education.	4 instructors
Home Economics	4 instructors
English.	4 instructors
TOTAL	<u>25</u>

b. Faculty of Arts

At present there are 94 staff in the Faculty of Arts and it is expected that at least 44 additional will be needed by 1976. Expatriate staff is currently 54 which is accounted for by the large number in English, European Languages, economics and history. If the Faculty were to be Ethiopianized entirely by 1976 (which would not be desirable even if it were possible) there would be 98 positions open for trained Ethiopians. At present, there are only 18 in training. The greatest number needed (exclusive of English and European Languages) are in economics history and public administration. The most Ethiopianized departments are Ethiopian Languages and literature and geography.

c. College of Business Administration

There are 18 on the C.B.A. staff in 1970 and there will be need for at least 27 more after the establishment of the School of Social Science and Development. If the manpower plan for educating the present staff is followed, and at least five more potential staff are selected and given advanced training, the requirements for this component of the new School should be satisfactorily met.

d. Faculty of Education

There are 36 on the Education Faculty in 1970, of which 15 are expatriates. If the numbers of teachers produced is accelerated by a special program (which is anticipated) and the student enrollment is increased by an anticipated 850 or more students, there will be a need for at least 24 additional staff members.

Future up-grading of staff and Ethiopianization have been planned in the administration of the Faculty, in psychology and elementary education. The Departments of Secondary Education and Technical Teacher Education have a disproportionate number of expatriates on the present staff and inadequate provision has been made to select and train future staff replacements and expansion. In Secondary Education there is a need to train Ethiopians in the teaching of mathematics, biology, physics, chemistry and English. In Technical Education there is a need for trainees in all of the branches presently taught: business education, home economics, metal work, wood work, electricity, auto mechanics and drafting.

e. Faculty of Technology

On the staff of 26, 11 are expatriates. Plans for careful expansion of the Faculty are being carried out with the assistance of the Government of West Germany. An additional staff of 24 will be needed to meet 1976 manpower requirements. At present the pressing personnel needs are for supervisors in the teaching laboratories. Expansion figures include the present Architecture and Suta Building College.

f. Faculty of Law

There is a faculty of 20 in Law, 15 of whom are expatriates. The support of foreign countries other than the U.S. and especially the interest of the I.L.C. in the Faculty will help to maintain the caliber of the teaching staff. An additional 14 staff members will be needed by 1976.

g. School of Medicine

The present staff numbers 38, 24 of whom are expatriates. The size of the School must remain static until it is moved to the new Duke of Harrar teaching hospital, this should be within one year. Major foreign assistance is given to the School of Medicine by the Ministry of Overseas Development, Great Britain. WHO also makes significant contributions in personnel, and Swedish International Development Authority in pediatrics. UNCLASSIFIED

h. Public Health College

This College makes as significant and direct an impact on the Empire as any other part of the University. Its graduates in Public Health, Nursing, Midwifery and Sanitary Science go into all parts of Ethiopia, rural and urban, and assist individuals and communities in various aspects of basic health services. For this reason, and because of the considerable need for increased health care, the University is anxious to maintain and up-grade the caliber of the staff. Marked growth in enrollment must wait until a new campus is built in Gondar. In the meantime, training needs are being met in Public Health and in Sanitary Science. They are not being adequately planned for in Nursing and Midwifery nor in the Clinical Department. This latter requires qualified M.D.s in Surgery, Internal Medicine, Gynecology and Obstetrics, Pediatrics and General Medicine. Also needed are trainees for positions in Basic Sciences (chemistry, physics, biology, mathematics), English and Sociology.

i. Faculty of Science

This Faculty serves the School of Medicine and the Faculties of Technology and Education, as well as offering subject matter to its own majors. There are presently 71 on the staff, 40 of whom are expatriates. There will be need for at least 44 additional staff members by 1976.

Future staff requirements will be met in chemistry and mathematics; however, personnel presently on study leave will not meet the replacement of expatriates and expansion needs in physics, zoology, botany and geology.

j. School of Social Work

Here the total staff is eight, five of these are Ethiopian. Four are on study leave. There will be a need for three additional staff as the School of Social Science and Development grows. Consequently, there is need for two more staff members being identified and sent for training.

k. Faculty of Theology

This Faculty will probably remain at its present size. There are ten on the staff and three of these are expatriates. Two faculty members are away on study leave.

l. Library

The new John F. Kennedy Memorial Library is staffed by 12 persons, eight of whom are expatriates. Future needs are for six additional staff. These are for such positions as acquisitions, cataloguing, reference, documents, science and engineering library and medical library. Nine people are on study leave. There is need for future training of at least five more Ethiopian librarians.

m. Testing Center

This facility is indispensable to the University. It is necessary in admissions and guidance as well as evaluation and measurement. Presently, two expatriates and one Ethiopian run the Center with the assistance of graduate students. Three are currently on study leave. Additional staff needs by 1976 will total at least three.

n. The Institute of Ethiopian Studies (three Ethiopians and three expatriates), the Office of the Vice President for Business Affairs (19 Ethiopians and one expatriate), and the Academic Administration (two Ethiopians and two expatriates) all have firm plans for Ethiopianization by 1976. Though expatriate scholars will doubtless be attached to the Institute of Ethiopian Studies, the Administration of the University will be totally Ethiopian.

2. Summary of Staff Requirements

SUMMARY OF HSIU STAFF REQUIREMENTS
AY 1970-1971 through AY 1975-1976

<u>Faculty</u>	<u>AY 1970 - 1971</u>			<u>AY 1975 - 1976</u>	
	<u>Eth. Staff</u>	<u>Expat. Staff</u>	<u>Total Staff</u>	<u>Add'l Staff Req.</u>	<u>Total Staff</u>
Agriculture (Alemeya)	52	13	65	56	121
Archit. & Building	19	5	24	21	45
Arts	40	54	94	44	138
Bus. Administration	16	2	18	27	45
Education	15	21	36	24	60
Technology	15	11	26	24	50
Law	5	15	20	14	34
Medicine	14	24	38	30	68
Public Health	41	9	50	50	100
Science	31	40	71	44	115
Social Work	5	3	8	3	11
Theology	7	3	10	-	10
Library	4	8	12	6	18
Test Center	1	2	3	3	6
Inst. Eth. Studies	3	3	6	4	10
VP Business	19	1	20	2	22
Academic Admin.	2	2	4	0	4
TOTALS	289	216	505	352	857

a/ See also Section 4.B. on Ethiopianization.

b/ The University Planning figure is 826; however, this figure fails to include the need for 25 new staff at Alemeys in fields other than the agricultural sciences. UNCLASSIFIED Six additional are needed in agriculture.

It should be noted that the greatest need for staff increase is in Agriculture, the Faculty of Arts, Business Administration, Education, Technology, Medicine, Public Health and Science. The increase in Architecture and Building is proposed by the University Development Officer and reflects the anticipated growth in technical level, not professional level, engineering.

3. The HSIU Plan for the Expansion of the University Plant

The University has developed a five year program which contains a mix of expected foreign and international donor support, both loan and grant financing, and IEG self-financed support for the construction of facilities. The following list summarizes these plans.

<u>SOURCE</u>	<u>TYPE OF FUNDING</u>	<u>LOCATION & TYPE OF FACILITY</u>	<u>EST. COST (\$US 000)</u>
IEG	Self-financed	Addis Ababa classroom building	1,200
IEG	Self-financed	Addis Ababa Administrative bldg.	380
IEG	Self-financed	Alenaya faculty housing	150
IEG	DL	Addis Ababa dormitories	1,600
USG	DL	Addis Ababa cafeteria/auditorium	240
USG	DL	Alenaya dormitories	440
USG	DL	Alenaya classroom building	480
FRG	Grant	Engineering Building (Phase II)	1,340
unknown	-	Addis Ababa science laboratory	1,440
unknown	-	New plant for northwest campus	2,180
TOTAL			\$9,450

4. Proposed AID Assistance

a. It is proposed that AID assistance be concentrated in those University Faculties or Colleges which: a) are training Ethiopians in areas of specialization that are crucial to the fulfillment of the IEG's manpower requirements; b) are ones for which AID has made prior commitments to the IEG to achieve certain educational objectives; and c) directly support other Faculties. Thus, assistance will be concentrated in the following Faculties or Colleges (in descending order of emphasis): Agriculture at Alenaya, Education, Arts, Science, Public Health at Gondar, and Social Science and Development Administration. Limited assistance will also be provided to Business Administration, Law, the Library and the Testing Center.

b. Advisory Assistance

The Chief Education Advisor, presently funded under Education Advisory Services (Project 139), will be transferred to the University General Support project upon approval of this FRDP Revision. The Chief Advisor will serve as the project manager for all USAID assistance to the University, will provide high-level advisory

assistance to the Ministry of Education, and will represent the Mission in donor coordination activities. The Manpower Employment Advisor, currently funded under the subject project, will continue to provide advisory assistance to the various units of the University on planning, staffing, and Ethiopianization. Specific responsibilities will include the careful monitoring of the implementation of the OPEX and participant training inputs to the project. The services of a direct-hire International Development Intern, direct-hire and local hire secretaries will also be funded under this project. The above personnel arrangements together with employment of the other elements of assistance proposed in this PROP ~~XXXXXXXX~~ will complete the consolidation of USAID assistance to the higher education sector in one self-contained project management unit.

c. Contract Services

(1) The Mission and AID/W have not finalized arrangements, as of this writing, for the provision of recruitment and administrative services in the United States for OPEX personnel teaching at HSIU. However, it is assumed that the cost of these services whether provided by a group of U.S. universities or one institutional contractor will be approximately \$100,000 per year.

(2) It is proposed that "salary topping", averaging \$12,500 per annum per approved position (inclusive of transportation costs), be provided to cover 52 positions in selected Faculties and Colleges of the University through academic year 1975-76 (FY 1976). The following tables illustrate the distribution of the OPEX slots by Faculty and over time, for two periods: AY 1970-71 through AY 1975-76 and AY 1976-77 through AY 1985-86. The latter table is included to suggest one AID strategy for assistance to the University which would be congruent with the University's current twenty-year plan.

OPEX REQUIREMENTS

Academic Years 1971-1972 through 1975-1976

<u>Faculty</u>	<u>AY 70-71</u>		<u>71-72</u>	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>	<u>Man Years</u>
	<u>Approved</u>	<u>Filled</u>						
Agriculture	12	10	12	12	12	12	12	60
Arts	14	9	9	9	9	9	9	45
Bus Admin.	6	2	2	-	-	-	-	2
Education	9	4	9	9	9	9	9	45
Law	4	4	2	2	1	1	1	7
PH (NH Campus)	6	4	6	6	6	6	6	30
Science	13	11	10	10	10	10	10	50
Soc. Sci. & Dev. Admin.	-	-	-	2	3	5	5	15
Library	2	2	1	1	1	-	-	3
Testing Center	1	1	1	1	1	-	-	3
TOTALS	67	47	52	52	52	57	52	260
Estimated Cost^{a/}			611	654	699	748	800	3,512

^{a/} Total costs; the table does not suggest annual obligation rates. It is assumed that the cost per OPEX man year will increase seven percent annually.

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PROJECTED OPEX REQUIREMENTS

Academic Years 1976-1977 through 1985-1986

<u>Faculty</u>	<u>76-77</u>	<u>77-78</u>	<u>78-79</u>	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>84-85</u>	<u>85-86</u>	<u>Man Years</u>
Agriculture	12	12	12	12	12	10	10	8	7	6	101
Arts	9	9	9	9	9	9	9	9	7	5	84
Education	9	9	9	9	9	9	9	8	8	5	84
Law	1	1	1	1	1	1	1	1	-	-	8
PH (NW Campus)	6	6	6	6	6	8	8	7	4	4	61
Science	10	10	10	10	10	10	10	10	8	5	93
Soc. Sci & Dev. Admin.	5	5	5	5	5	5	5	2	1	1	39
TOTALS	52	45	35	26	470						
Estimated Cost ^{a/}	856	916	980	1048	1122	1200	1284	1190	990	787	\$10,373

^{a/} It is assumed that the cost per OPEX man year will increase seven percent annually.

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d. Participant Training

Annex A to this PROP ~~MEMORANDUM~~ is a schedule listing approved OPEX positions for AY 1970-71 and the Ethiopians who are now in training for their replacement.

The Mission calculates that the average approved OPEX slot will be filled for four years before the foreign staff member may be replaced by an Ethiopian who has been trained abroad. Thus, the first purpose of the participant training component is to replace OPEX personnel whom AID is funding with the exception of a few HSIU positions for which the Administration prefers to keep OPEX personnel (with long academic/administrative experience) for a period greater than four years.

The second purpose of the proposed participant component is to train Ethiopians to meet the growing staff needs of the University. Thus, not all of the participants will be specifically programmed for OPEX replacement.

The following table presents the proposed participant training schedule by Faculty and over time. It should be noted that the Mission proposes to correct incongruities which have obtained in the past such as the failure to program participants to replace OPEX personnel in the English Department of the Faculty of Arts. The Mission also proposes to program a limited number of participants for training at the Ph.D. level for those Faculties which will have graduate programs-- the product of which will be employed by the University to staff new campuses during the twenty-year planning period.

While the Mission cannot program ASPAU, AFGRAD, and INTERAF scholars (as STATE 099515 dated June 24, 1970, suggested) we note that at the present time fifteen Ethiopians are studying abroad, under AFGRAD, who are expected to return to HSIU. In the Mission's opinion, these programs are manpower "windfalls" for the University but cannot, by their very definition of purpose, be assumed in our planning.

The participant training component will also include the extension of sixteen programs in FY 1972 for the Ministry of Education which were started in prior years under Education Advisory Services and Comprehensive Secondary Schools.

PARTICIPANT TRAINING FOR OPEX REPLACEMENT AND STAFF EXPANSION

Academic Years - New Starts

<u>Faculty</u>	<u>Level</u>	<u>70-71</u>	<u>71-72</u>	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>	<u>Total</u>
Agriculture	MA/MS	7	8	8	2	-	-	25
Arts	MA	6	5	5	5	5	-	26
	Ph.D.	-	2	-	-	-	-	2
Bus. Admin.	MA/MS	1	1	-	-	-	-	2
Education	MA/MS	5	8	8	5	3	-	29
	Ph.D.	-	2	-	-	-	-	2
Law	MA	1	2	-	-	-	-	3
PH (MI Campus)	MA/MS	2	2	2	2	2	-	10
Science	MS	3	3	3	2	-	-	11
	Ph.D.	-	2	2	-	-	-	4
Soc Sci & Dev Admin	MA	-	-	2	1	2	-	5
Library	MS	-	1	-	-	-	-	1
Testing Center	Ph.D.	-	1	-	-	-	-	1
		25	37	30	17	12	-	121

e. Other Costs

The Mission proposes to provide, beginning in FY 1972, \$10,000 for each fiscal year for Other Costs in support of technicians' local travel, for the limited procurement of local goods and services, and to sponsor conferences and seminars.

OPEX REPLACEMENT SCHEDULECollege of Agriculture

OPEX Approved Positions	Names	Contract Ends	Trainees for Replacement	Where Studying	Aussices	Degree	Left	Return
1. Agr. Ed.			Abrehe Berhane	U. of Ill	USAID	MSc	1970	1972
2. Agr. Eng.	Heath	72	Joseph Kifle M.	Canada	Canada	PhD	1970	1973
3. Agr. Eng.			Damisse Gebre M.	U. of Wis.	USAID	PhD	1967	1971
4. Agr. Econ.	Foytic	72	Getachew Tekle M.	Canada	Canada	MSc	1970	1972
			Kifle Megash		USAID	MSc	1970	1972
			Silechi Wolde T.	U. of Wis.	FAO	PhD	1967	1970
			Solomon Bekure	Okla. St.	USAID	PhD	1965	1970
			Tilahun Makonnen	Canada	Canada	DSc	1970	1973
			Yilma Tekle M.	Colorado St.	USAID	MS	1969	1971
5. Animal Sci.	Lockhart	72	Tsegaye Habte M.	Colorado St.	USAID	DVM	1965	1970
			Zere Ezaz	Canada	Canada	DVM	1970	1971
6. Physics-Chem								
7. Mathematics	Fuller	72						
8. Mathematics	Nisson	72						
9. English	Wandel	71						
10. Zoology	Rambo	71	Berhanu Abegaz	Okla. St.	USAID	MS	1968	1971
11. English	Bolt	71						
12. Agronomy			Bontayehu Gelaw	Purdue	Rockefeller	PhD	1968	1970
			Mulugeta Assefa	U. of Wis.	USAID	MSc	1968	1970
			Tesfaye Tessaem	N. Dak. St.	Rockefeller	PhD	1969	1972
			Tsegazeab Woldetatio	U. of Wis.	USAID	MSc	1969	1971
Home Econ (UTAH)	Harder	71						
Plant Sci.	(no OPEX)		Amere Getachan	U. of Fla.	AGGREY	PhD	1966	?
			Haile Michael K.M.	?	Rockefeller	PhD	1969	1972
			Jamé Issa	U of Cal.	USAID	MSc	1969	1971
			Mengistu Illuluka	?	Rockefeller	PhD	1969	1972
			Tadesse Ebba	Canada	Canada	DSc	1970	1973
			Tereha Berhie	Mexico	CIMMYT	MSc	1970	1972
			Zemadu Worku	Mich. St.	Mich. St.	PhD	1969	1973
Basic Sci. (no OPEX) Bot'y			Biru Abebe	Western Ill.	USAID	MS	1969	1971
Bio-Chem			Haile Menhansho	U. of Ariz	USAID	MS	1970	1972
Entomology			Tessera Meganasa	Cornell	USAID	PhD	1967	1970
Inorganic Chem			Yared W. Yohannes	New Hamp.	USAID	MS	1969	1971
Soil Sciences (no OPEX)			Habte Mariam N.	Colorado St.	AFGRAD	PhD	1970	1973
			Mesfin Abebe	U of Cal. RB	USAID	MSc	1968	1971
			Taxirie Mamando	U. of Fla.	USAID	MS	1970	1972

ANNEX ACollege of Agriculture (continued)

There are three expatriates other than OPEX and one University of Utah personnel: Associate Dean, Ford Foundation (phase out in 1972); Plant Sciences, Netherlands Government (phase out December 1970); and Home Economics, PCV. (phase out in 1971).

ANNEX AArchitecture and Building College

This part of the University is being phased down as SIDA withdraws its support. The Architecture and Town Planning sections have been incorporated into the Faculty of Technology. There are 5 expatriates on the faculty: SIDA provides 3 and 2 are Direct Hire from England.

Faculty of Arts

32	OPEX Approved Positions	Names	Contract Ends	Trainees for Replacement	Where Studying	Auspices	Degree	Left	Return
	1. English	Fine	71	Fissha Sissay	Canada	Canada	MA	1969	1971
	2. English	Krimminger	71	Yonas Admassu	Special Project	UCLA		1968	?
	3. English	Conner	71						
	4. English	English	72						
	5. English	Porter	72						
	6. English	Moore	72						
	7. English								
	8. English								
	9. Economics	Wittans	71	Assefa Bekcie	?	AFGRAD	PhD	1966	1971
				Assefa Teferri	?	AFGRAD	PhD	1969	1972
	10. History	Caulk	72	Gebre Selassie Seyoum	U of London	UNESCO	MA	1965	?
	11. History			Merid W. Aregay	U of London	Br Coun.	PhD	1967	?
	12. Sociology			Asheron Legesse	Harvard	NSF	PhD	1963	?
				Shimellis T. Tsadik	U of Chic.	Chic.	MA	1969	1973
				Terefe Wolde T.	Netherlands	Inst. of	PhD	1967	1971
					Social St.	Dutch Gov.			
	13. Political Sci			Teferra-Work Beshah	UCLA	AFGRAD	PhD	1965	?
	14. Public Admn.	Koehn	72	Asmelash Beyene		AFGRAD	PhD	1968	1971
				Mengesha Gessessa	Syracuse	USAID	MFA	1969	1971
	Geography	(no OPEX)		Daniel Gemechu	Canada	Canada	PhD	1969	1973
				Metete Belachen	U of London	Br. Coun.	PhD	1969	1972
	Eth. Lang. & Lit.	(no OPEX)		Getachew Haile	UCLA	AGGREY	MA	1969	1971
	Philosophy	(no OPEX)		Tedessa Beyene	Wash. U.D.	AFGRAD	PhD	1968	1971
				Andreas Eshete	Williams	ASPAW	BA	1964	?
				Hailu Fulas (Dr.)	?	AGGREY	Research	1970	1971

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ANNEX AFaculty of Arts (continued)

In the Faculty of Arts there is a total staff of 94 of whom 54 are expatriates. The distribution of expatriates is as follows:

USAID		9
Economics:		6
OEM	1	
Germany	1	
Ford Foundation	1	
SIDA	1	
Direct Hire	2	
English:		21
OEM	6	
Dr. Coun.	2	
IVC	1	
Direct Hire	12	
European Languages:		4
France	2	
Germany	1	
Italy	1	
Geography:		2
SIDA	2	
History:		4
OEM	1	
Direct Hire	3	
Philosophy:		2
Direct Hire	2	
Political Science:		1
Direct Hire	1	
Public Administration:		1
OEM	1	
Sociology & Anthropology:		4
Direct Hire	4	
TOTAL		<u>54</u>

College of Business Administration

34

OPEX Approved Positions	Names	Contract Ends	Trainees for Replacement	Where Studying	Auspices	Degree	Left	Return
1. Bus. Adm. Dean	Perkett	72	Yohannes Kinfu	Mich St.	USAID	PhD	1966	1970
2. Management	Sullivan	72	Abdulhamid H. Michael Seyoum	Harvard	USAID	MBA	1969	1971
3. Accounting			Araya Debeassai	U. Oregon	USAID	MBA	1968	1970
			Bekele Alemu	Syracuse	USAID	MBA	1969	1971
			Besta Dantew	U.S.Cal.	USAID	MBA	1969	1971
4. Bus. Adm. Gen.			Admassu Bezebich	U. of Wis.	USAID	MBA	1968	1970
5. Bus. Adm. Gen.				U. of Cal	USAID	PhD	1968	1973
			Ayela Tiffre	Berkeley				
			Aynakulu Tesfaye	U. Oregon	USAID	MBA	1968	1970
			Gebeyehu Ejigu	Syracuse	USAID	MBA	1970	1972
(computer sci)			Kassa Gashawbana	Stanford U	USAID	MBA	1970	1972
(finance)			Kabede Senay	U.S.Cal	USAID	MBA	1968	1970
(finance)			Sentayehu Teferra	?	USAID	none	1970	1971
(finance)			Tadesse Negash	U. of Okla	USAID	PhD	1969	1972
(finance)			Taye Abegaz	Ohio U.	USAID	MBA	1969	1971
			Teshager Esseyias	U. of Wis	USAID	MBA	1970	1972
			Zawdie Shibre	U. Cal	USAID	MBA	1968	1971
6. Soc. Science			Abaineach Mitiku	U. Oregon	USAID	MBA	1968	1970
			Wolde Yessus Gebre M.	U. of Cal	USAID	BS	1966	?
				Ricker Coll.		BA	1968	1971
(personnel management-not OPEX topped)			Luladey Mekasha	Houlton, Ma.				
				UC Berkeley	USAID	MA	1966	1970

There are 2 expatriates--they are the OPEX personnel listed.

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Faculty of Education

<u>OPEX Approved Positions</u>	<u>Name</u>	<u>Contract Ends</u>	<u>Trainees for Replacement</u>	<u>Where Studying</u>	<u>Auspices</u>	<u>Degree</u>	<u>Left</u>	<u>Return</u>
1. Library Sci	Mertz	71						
2. Secondary Ed.			Hailu Araya	Columbia	UNESCO	PhD	1968	1970
3. Psychology			Lakew Wolde Tekle	Syracuse	USAID	Edd	1969	1971
4. Curriculum & Administration	Anderson							
5. Technical Ed. (commercial) (to replace Utah)								
6. Technical Ed. (automotive)	Johnson	72						
7. Technical Ed. (drafting)	Dudley	72						
8. Technical Ed. (woodwork)			Bakri Abdullahi Berhane Mahari	U of Mo. Westn Mich	USAID USAID	PhD MA	1969 1969	1972 1970
Elementary Ed. (not OPEX)			Lakew Mulat	Columbia	USAID	Edd	1968	1970

There are 21 expatriates in the Faculty of Education. Four of these are the OPEX personnel listed; 4 are University of Utah Contract personnel in Technical Education; 1 is Utah Contract teaching both in psychology and directing the Test Center; 5 are UNESCO; 5 are Direct Hire; 1 is German Government provided; and 1 is British Council.

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There are no OPEX positions in the Faculty of Technology. The Government of the Federal Republic of Germany has donated a new classroom and laboratory building and supplied necessary equipment and technical personnel both to teach and supervise the laboratories. The Architecture and Building College is now incorporated into the Technical Faculty insofar as university level courses are concerned. Secondary level and technical level courses are still taught in the Building College. All of the trainees are listed here:

<u>Area</u>	<u>Name</u>	<u>Where Studying</u>	<u>Sponsors</u>	<u>Degree</u>	<u>Left</u>	<u>Return</u>
Agricultural Engineering	Zowdie Abate	Israel Inst of Tech	UNESCO	MSc	1966	?
	Mehreteab Yehidago	Czechoslovakia	IUS	none	1966	?
Engineering	Abreha Asefha	Sweden	SIDA	MS	1968	1970
	Ammanuel Tesfazion	Cornell	SIDA	MSc	1969	1971
	Eshetu Muha	Sweden	SIDA	MSc	1968	1970
	Kesete G. Gidan	Canada	Canada	PhD	1970	1973
	Mekuria Tafesse	U of N Mexico	AFGRAD	MSc	1970	1972
	Mikyaa Abayneh	Technion, Haifa	Israeli	MSc	1968	1970
	Megussie Tebedge	Lehigh	AAI	MS	1967	1970
	Ogba Sellasie G.T.	Sweden	SIDA	MSc	1968	1970
	Zowdie Berhane	Technion, Haifa	SIDA	DSc	1968	1971
	Mechanical	Hailu Bogale	Westinghouse	?	none	1967
Mamo Kabele		Canada	Canada	MSc	1970	1972
Architecture	Assefa Bekale	?	SIDA	MARCH	1969	1971
	Assefa Sahle Medhin	USA	AAI	MSc	1968	1971
	Mehtzhan Tedia	?	SIDA	MSc	1969	1971
	Mulugeta Metaferia	Columbia Univ	SIDA	MSc	1969	1971
	Tekheste Ahezeron	Sweden	SIDA	MS	1968	1970
	Girma Mulisa	Technion, Haifa	Israeli	PhD	1968	1971
	Osman Abanur	Germany	German	?	1969	1972
Electrical	(maintenance engineering)					
	Wolde Giorgis W. Mariam	McGill	Canada	PhD	1969	1972
	Haddie Tekeste	?	SIDA	MSc	1968	1970
	Alemayehu Tedfora	Germany	DAAD	DEng	1967	1971
	Belaynesh Asefze	?	Japan	MS	1970	1972
	Esse Yusuf	U of Wis.	SIDA	MSc	1970	1972
	Siddie Gebre Wold	England	Dr.Coun.	MSc	1970	1972
	Aberra Makjira	Canada	Canada	MSc	1969	1971
	Makonnen Mondinagegnehu	USA	SIDA	MSc	1969	1971
	Municipal					
Soil Mechanics						
Earthquake Engineering						
Food Technology						
Surveying						
Mining Engineering						
Testing Engineering						

There are 11 expatriates in the Faculty of Technology; 6 of these are provided by the German Government, the others are all Direct Hire. The Direct Hire are from Bulgaria, Hungary (2), Denmark, and Czechoslovakia.

Faculty of Law

<u>OPEK Approved Positions</u>	<u>Name</u>	<u>Contract Ends</u>	<u>Trainees for Replacement</u>	<u>Where Studying</u>	<u>Auspices</u>	<u>Degree</u>	<u>Left</u>	<u>Return</u>
Dean & Professor	Thompson	71	Kyassa Ayalkibet	UCLA	?	?	1966	?
Admin & Tax	Eallance	71	Fassil Nahum	Yale	USAID	LLM	1970	1972
Law	Messing	71	Legesse W. Mariam	Canada	Canada	PhD	1969	1971
Law	Sklar	72	Schimelis Metaferia	U of Chicago	Chicago	LLB	1968	1971
			Samereab Mikael	Brussels	Belgium	LLM	1970	1972
			Worku Tefera	Northwestern	USAID	LLM	1970	1972
			Yacob Haile Mariam	Penn Univ.	Fulbright	LLM	1967	?

There are 15 expatriates in Law: U.S. 5 (4 USAID and 1 Ford Foundation); Canada 1; I.L.C. 5; Belgium 1; France 1; and ODM 2.

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ANNEX ASchool of Medicine

The School of Medicine must remain at its present size until the new Duke of Harrer Teaching Hospital is finished.

Pediatrics	Abubaker A. Taha	England	ODM Specialty	1969 1971
	Nebiat Tafari	Am ec of Pediatrics	Residency	1969 1971
	Petros Hadgu	Boston Children's Hospital	SIDA Residency	1968 1970
Internal Medicine	Meraio Teklemichael	Univ College Hosp., London	SIDA	1969 1973
	Bayu Teklu	U of Washington Seattle		1970 1973
	Kyasa H. Gaber	Iowa Hospital	Residency	1969 1972
Renal Diseases	Admasu Taferra	Boston Vet Hospital	Residency	1968 1970
Medical Microbiology	Messele Godebou	U of Mich	WHO PhD	1968 1971
Surgical Pathology	Yohannes Wolde Yesus	U of Cincinnati	Residency	1970 1973
Physiology	Yoseph Assen		WHO MSc	1969 1971

There are 24 expatriates on the staff in Medicine. There are: ODM 13; WHO 3; SIDA 2; Wellcome Foundation (England) 1; Netherlands 1, and Direct Hire 4.

Public Health College

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<u>OPEX Approved Positions</u>	<u>Names</u>	<u>Contract Ends</u>	<u>Trainees for Replacement</u>	<u>Where Studying</u>	<u>Auspices</u>	<u>Degree</u>	<u>Left</u>	<u>Return</u>
1. Public Health	Bonlander	71	Asfaw Desta Befekadu Girma Dehab Belal Teshome Demeke	John Hopkins Tulane Indiana U U of Minn	USAID USAID USAID USAID	PhD MSc non-degree MSc	1967 1970 1969 1970	1970 1972 1971 1972
2. Surgery	Eddy	71						
3. Pediatrics		72						
4. Surgery								
5. Nursing-Midwifery			Adanetch Kidane M.	Syracuse	USAID	BSc	1967	1971
6. Internist		72	(Yohannes W.Y. listed under Medical Faculty)					
Sanitary Sci (not OPEX)			Firdu Zawide	U of Newcastle England	OEM	MSc	1968	1971
			Woldie Mariam Gammie	N. Carolina St.	USAID	BSc	1969	1973
			Makonnen Endago	Indiana U	USAID	BSc	1968	1972
			Shiferaw Gesahegn	Indiana U	USAID	BSc	1970	1974
Pharmaceutical Technology			Belachew Desta	Canada	Canada	?	1970	1972
Administration (purchase of medicine)			Amane Ahmed	Columbia	USAID	non-degree	1969	1970

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In addition to the personnel listed under OPEX positions, there are 5 expatriates: MIO 1; PCV 2; Direct Hire 2.

Faculty of Science

<u>OPEX Approved Positions</u>	<u>Name</u>	<u>Contract Ends</u>	<u>Trainees for Replacement</u>	<u>Where Studying</u>	<u>Auspices</u>	<u>Degree</u>	<u>Left</u>	<u>Return</u>
1. Chemistry	Whipple	71	Berhane Kidane	Russia	CYO USSR	None	1966	?
2. Chemistry	Ungar	71	Eradas Dagne	U of Calif	AFGRAD	PhD	1968	1971
			Haile Teclé	U of Mich	Ass't	MSc	1970	1972
			Makonnen Dilgassa	USA	UNESCO	MSc	1969	1970
			Paulos Berhane	U of Mich	Ass't	PhD	1968	1971
			Tarekegn Gebre Yesus	U of Utah	Self	PhD	1968	1971
			Theodoros Solomon	U of South-hampton	Br. Coun.	MSc	1968	?
			Wolde-Ab Iseac	U of Mich	AFGRAD	PhD	1969	1972
3. Zoology	Urban	71	Teferi Gemochu	?	?	MSc	1969	?
			Tesfa Michael T.Y.	John Hopkins	AAI	ScD	1968	1973
4. Physics	Donner	71	Abebe Getachew	Germany	Germany	MS	1966	?
5. Physics	Holland	71	Mulugeta Ekele	Union College	FS Prg	BSc	1969	1970
				Schenectady NY				
6. Physics	Meyer	71	Tewodros Fesesse	USA	UNESCO	PhD	1969	1972
7. Physics	Fascheux	72						
8. Biology	Flemmings	72	Arha Belay	England	Br. Coun.	PhD	1970	1972
			Destu Shamsbo	John Hopkins	USAID	MSc	1970	1972
			Tafesse Mulunch	England	Br. Coun.	PhD	1968	1972
			Tesfai Tekle	USA	AFGRAD	MSc	1969	1971
10. Mathematics	Hirsh	72	Abiy Eifle	U Upsala, Swed	UNESCO	PhD	1968	1971
			Alemayehu Haile	UC Berkeley	AGGREY	PhD	1966	?
11. Mathematics	Attwood	72	Asneron Kidane	?	AFGRAD	PhD	1969	1971
			Atlaw Belilign	?	?	MSc	1969	?
12. Mathematics	Swenson	72	Bisrat Dilnessahu	?	AFGRAD	PhD	1970	1973
			Getachew Wolde S.	USA	AFGRAD	MSc	1969	1971
13. Mathematics			Makonnen Yimmer	U of Ill	U of Ill	PhD	1969	1974
			Seyoum Getu	U of Mo	USAID	PhD	1970	1973
			Tsegaye Moges	England	Br. Coun.	MSc	1970	1972

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ANNEX AFaculty of Science (continued)

In the Faculty of Science there are 40 expatriates.

OPEX		11
Chemistry:		4
Direct Hire	4	
Geology:		4
ODM	1	
Br. Coun.	2	
France	1	
Mathematics:		8
Direct Hire	5	
UNESCO	2	
Ford Foundation	1	
Biology:		6
Direct Hire	3	
SIDA	1	
Br. Coun.	1	
UNESCO	1	
Physics:		1
UNESCO	1	
Science Institutes:		6
Direct Hire	3	
Rockefeller	1	
Wellcome (UK)	1	
Br. Coun.	1	
TOTAL		<u>40</u>

School of Social Work

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<u>OPEX Approved Positions</u>	<u>Name</u>	<u>Contract Ends</u>	<u>Trainees for Replacement</u>	<u>Where Studying</u>	<u>Auspices</u>	<u>Degree</u>	<u>Left</u>	<u>Return</u>
No OPEX approved. There are 3 expatriates: World Methodist 1 Ford Foundation 1 Netherlands 1			Alesetu Gebre S. Andargatchew Tesfaye Nardos Tessenem Mesfin Ambatchew	U of Utah U of Mich Western Res Western Res	USAID Methodist USAID USAID	MA PhD MA MA	1966 1969 1966 1966	1970 1972 1970 1970

Faculty of Theology

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No OPEX approved. There are 3 expatriates, all from India.			Ejigu Dessalegne Lule Melaku Petros G. Sel Wolde S. Gebreyesus	Theol. Coll. of America USA ? Seabury-Eastern Theo. Sem	NCCA NCCA ? EESP of NY	MTh MTh ? EESP of NY	1969 1969 1970 1967	1971 1971 1972 ?
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Library

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1. Librarian	Collard	71	Getachew Dirru	Indiana U	USAID	BSc	1966	1970
2. Librarian	Jaynes	72	Girma Makonnen	Westn Mich	Kas. Spice Company	BSc	1967	1970
Besides the 2 OPEX expatriate personnel, there are 6 Direct Hire.			Kebreab W. Giorgis Senait Adnew Seyoum Tessenem Tesfay Aldiga Tesfaye Reflu Adhane Mengisteab Yetateku Negga	U of Pitt USA USSR ? USA U of W Ontario Bennett Co	AFGRAD Exp in Intl Living USSR UNESCO USAID Ford F. N. Car	MLS BSc BSc MSc MLS MLS AB	1970 1969 1969 1969 1970 1970 1967	1971 ? ? 1971 1972 1972 1971

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Testing Center

<u>OPEX Approved Positions</u>	<u>Names</u>	<u>Contract Ends</u>	<u>Trainees for Replacement</u>	<u>Where Studying</u>	<u>Auspices</u>	<u>Degree Left</u>	<u>Return</u>
I. Testing	Yakley	71	Reported under Mathematics and Educational Psychology (Makonnen Y., Math; Getachew W. S.; and Lakew W.T., Education).				

Besides the OPEX personnel listed, there is one Utah Contract person who directs the Center.

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Institute of Ethiopian Studies

Museology	(no OPEX approved)		Girma Fisseha	Germany	Germany	?	1970 1972
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There are 3 Direct Hire expatriate personnel.
 In the Office of the Vice President for Business there is 1 Ford Foundation expatriate.
 In the Office of Academic Administration there are 2 Ford Foundation expatriates.

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ANNEX B**I. THE COORDINATION OF BILATERAL AND INTERNATIONAL DONOR ASSISTANCE TO HAILE SELASSIE I UNIVERSITY**

HSIU has sponsored two bilateral and international donor conferences: one in 1969 and one in 1970. Such conferences are to become annual affairs which will serve the purpose of informing all donor governments and agencies about the development plans and problems of the University, and will assist the University to evaluate the effectiveness of assistance granted.

The participants at the most recent conference, July 14, 1970, were Ambassadors, Cultural Attaches, Counselors and agency representatives from the Canadian Government, the German Government, the Governments of Israel, the Netherlands, Sweden, the United Kingdom, the U.S., United Nations agencies (UNDP, WHO, UNESCO and the IERD), the Ford Foundation, and the principal officers of HSIU. The agenda included reports on enrollment and enrollment problems, explanations of foreseeable changes in the academic curricula including the establishment of the College of Social Science and Development Administration and the initiation of graduate study in a few departments, and the amalgamation of the Building College with the Faculty of Engineering into a new Faculty of Technology. Problems of faculty recruitment and development were discussed in depth and the report of the Planning Officer was presented. This latter included a three-year financial prognosis, an five year plan for University expansion in detail, and the outline of a twenty-year development plan.

This effort by the University to keep the donors informed in a systematic and uniform manner was much appreciated by the representatives of the various agencies and also gave promise to the hope that increasingly effective donor coordination will best serve the development needs of the University in future years.

II. CHECK LIST OF BILATERAL AND INTERNATIONAL DONOR ASSISTANCE TO HSIU

The following chart depicts the types of assistance that have been granted to the University through bilateral and international donors in the past (1950 to 1970) and indicates the University's expectations as to donor assistance through the next five-year period. (See also the PROP, pages 5-7, 10, 17-23, 27 and 29-43.)

ANNEX CTHE ROLE OF HAILE SELASSIE I UNIVERSITY GRADUATES

Since the founding of the University College of Addis Ababa in 1950, there have been 2,480 degrees earned and 5,972 diplomas and certificates for one or two years of study. These graduates have moved into responsible roles in the national development. Some of the degree students have gone on to further study abroad and returned to make significant contributions to Ethiopia. The following are a few of the HSIU graduates who have risen to important posts in Ethiopia.

1. Dr. Aklilu Habte, President of HSIU, graduate of the former University College of Addis Ababa (UCAA).
2. H.E. Ato Teshome Haile Marian, Supreme Court Justice, graduate of former UCAA.
3. H.E. Ato Belatchew Assrat, Vice Minister of Justice, graduate of former UCAA.
4. H.E. Ato Teshome Gebre Marian, Vice Minister of Mines, graduate of former UCAA.
5. The Honourable Ato Negussie Fitawoke, President of the High Court, graduate of the former UCAA)
6. Dr. Melake Hail Mengesha, Dean of the College of Agriculture, graduate of the Alemaya College.
7. Dr. Makonnen Kibret, Associate Academic Vice President, HSIU, graduate of the Alemaya College.
8. Dr. Akalu Wolde Michael, Dean of the Faculty of Arts, HSIU, graduate of former UCAA.
9. Dr. Abaineh Workie, Dean of the Faculty of Education, HSIU, graduate of former UCAA.
10. H.E. Ato Ayalew Mandefro, Ambassador to Mogadisho, graduate of former UCAA.
11. H.E. Ato Getachew Kibret, Chief Legal Advisor to Ministry of Foreign Affairs, graduate of the former UCAA.
12. The Honourable Ato Abdullah Abdurahman, Vice Mayor of Addis Ababa, graduate of former UCAA.
13. H.E. Ato Mohamed Abdurahman, Commissioner, Ministry of Pensions, graduate of former UCAA.
14. H.E. Ato Kifle Wedajo, Former Deputy Chief of Mission to the United Nations, graduate of former UCAA.

ANNEX C

15. H.E. Ato Aberra Jembere, Vice Minister and Secretary General in the Council of Ministers, graduate of the Law Faculty.
16. H.E. Ato Bulcha Dmekssa, Vice Minister of Finance
17. H.E. Ato Yilma Hailu, Vice Minister in the Prime Minister's Office, graduate of the Law Faculty.