

Proj. 659000 10
 65-000-349-01

AID 9025-1 (7-71) TRACE SHEET
 NONCAPITAL PROJECT PAPER (PROP)

Attachment
 (TL 9:172)

164

I. PROJECT IDENTIFICATION

1. PROJECT TITLE: **Development Training for Portuguese speaking Africa**

2. RECIPIENT (specify): **659-0001**

3. LIFE OF PROJECT: BEGINS FY **1975**, ENDS FY **1978**

4. APPENDIX ATTACHED: YES NO

5. PROJECT NO. (I.D. 1085.2): **698-11-698-385**

6. SUBMISSION: ORIGINAL, REV. NO. _____ DATE _____

7. CONYR./P/SA NO. _____

II. FUNDING (\$000) AND M/M MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	F. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. P/SA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US (U.S. OWNED)		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY	(A) JOINT
1. PRIOR THRU ACTUAL FY												
2. OPRN FY 75	485	-		380		-	105	485				
3. BUDGET FY 76	485	-		405		-	80	485				
4. BUDGET 77	480	-		415		-	65	480				
5. BUDGET 78	250	-		250		-	-	250				
6. BUDGET 79	-	-		-		-	-	-				
7. ALL SUBC. FY	-	-		-		-	-	-				
8. GRAND TOTAL	1,700	-		1,450		-	250	1,700				

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR: **N.A.**

(B) KIND OF GOODS/SERVICES: _____

(C) AMOUNT: _____

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER: **R. B. Chamberlain** TITLE: **AFR/RA/PSA** DATE: **2/13/75**

2. CLEARANCE OFFICER: **E. Dennis Conroy** TITLE: **AFR/RA, Director** DATE: **2/13/75**

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL: _____

2. CLEARANCES

BUR. OFF.	SIGNATURE	DATE	BUR. OFF.	SIGNATURE	DATE
AFR/RA	G. Jespersen		FPC/DPRE	R. Ecbel	2/13
AFR/DP	R. Huesmann	3/6/75	GC/AFR	T. Bork	
AFR/Ds	J. Pielemeier	(draft)			

3. APPROVAL AAS ON OFFICE DIRECTORS: **Samuel C. Adams, Jr.** DATE: _____

4. APPROVAL & AID (See M.O. 1015 I V C): _____ DATE: _____

ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

Development Training for Portuguese African Territories

Budget Summary

Projected Annual Obligations and Expenditures

Obligations

	<u>FY-1975</u>	<u>FY-1976</u>	<u>FY-1977</u>	<u>FY-1978</u>
Participants	380	405	417	250
Other	105	80	65	-
TOTAL	485	485	480	250

Disbursements

	FY 1975			FY 1976			FY 1977			FY 1978		
	U.S.	AFR	TOTAL	U.S.	AFR ^{1/}	TOTAL	U.S.	AFR ^{1/}	TOTAL	U.S.	AFR ^{1/}	TOTAL
Participants												
Maint.	-	-	-	195			209			230		
Tuition & Fees	-	-	-	83			90			100		
Travel & Other	-	-	-	33			36			40		
Admin. Trv./& Subs.	-	-	-	7			8			10		
Reports	-	-	-	2			2			-		
Sub-total	-	-	-	320	60	380	345	60	405	380	35	515
Other Costs	U.S.	AFR	TOTAL									
Salaries & Admin. Supp.	23	-	23	45	-	45	51	-	-	40	-	-
Overhead	12	-	12	25	-	25	29	-	-	25	-	-
Sub-Total	35	-	35	70	-	70	80	-	80	65	-	65
TOTAL	35	-	35	390	60	450	425	60	485	445	35	480

^{1/} Average cost of approx. \$2,500/man year

Part I. Summary and Recommendation

Project Development Team

1. AFR/RA/PSA, Robert L. Chamberlain
2. AFR/RA/TA, George C. Jespersen

Description and Justification of Project

INSERT
Project Summary: The project will provide training opportunities at the post-secondary level both in the U.S. and in Africa for African nationals from those territories which were colonies of Portugal prior to the military coup of April 25, 1974, namely Guinea Bissau, Mozambique, Angola, the Cape Verde Islands, and the islands of Sao Tome and Principe. [Funding will be provided for the training of approximately 45 students in the U.S. and 25 in Africa. Most of the students will come from Mozambique and Angola.] Emphasis will be given to training in agriculture, education, health, rural development, public administration, and economic planning. The project will offer educational opportunities for undergraduate and graduate work as well as non-degree and special academic courses.

Applicants will be screened on the basis of their field of study, educational qualifications, acceptability to the new governments, and the likelihood of their assignments to positions in government corresponding to their levels of training. [At present there are approximately 50 Angolans and 60 Mozambicans residing in the U.S. from whom some candidates will be selected based on the foregoing criteria. Other candidates will be sought in Tanzania, Zambia, Zaire, Senegal and Guinea as well as the territories themselves.]

A. Statement of goal.

1. The goal -- to demonstrate the support of the U.S. Government in the peaceful and orderly transition to independence in the Portuguese territories and to contribute to their development by providing educational assistance for the future leaders of the countries concerned.
2. Measurements of goal achievement -- One measurement will be the degree to which the new governments, Portugal, and other governments in southern Africa and in the OAU acknowledge the program as a contribution to the peaceful transition, stability, and development of the area. Another will be the degree to which the new governments participate in the program by first nominating qualified candidates and later employing them in positions which have a direct bearing on the development of the country.
3. Assumption about goal achievement -- We assume that Portugal will continue to implement its policy of decolonization and that there will be no major political or racial upheavals or economic collapse in the former colonies.

B. Statement of Project Purpose.

1. The purpose of the project is to help Portuguese-speaking Africa meet selected priority requirements for trained manpower by providing training opportunities at the post-secondary level both in the U.S. and Africa.

2. At the end of the project, it is expected that each of the students participating in the activity will either have been employed by the host-country government sponsoring the student or will be employed in some activity directly related to the economic development of the country, such as a research organization or university faculty dealing with agricultural problems, etc.

3. Basic assumptions are: that students will return to their native countries; host country governments will follow through with reasonable opportunities for employment; that the political developments in the participating countries will permit effective implementation of the program.

C. Statement of Project Outputs

1. The project will provide for the training of approximately 45 African nationals in the U.S. and 25 in Africa. Most of the students will start their training in the 1975/1976 school year with an expected training termination date no later than June 1979.

2. Basic assumptions concerning the project outputs are that a sufficient number of qualified students will be found to feed into the program; that spaces will be available in U.S. universities.

D. Statement of Project Inputs

1. Inputs include U.S. funding in FY 1975 -- \$485,000; U.S. funding in subsequent years of \$485,000 in FY 1976; \$480,000 in FY 1977; and \$250,000 in FY 1978; approval by SER/CM of the African-American Institute as the sole source contractor based on their familiarity and contacts with refugees groups, African students and African leaders; agreement of the host governments to fulfill the conditions requisite to approval of candidates. As it is presently formulated, the project does not provide funds for any students other than the initial group, some of whom are already at various levels of education in the U.S. Such persons will be picked up only if they agree to return to their countries upon completion of their programs.

2. Budget - AAI has submitted a detailed budget for the contract costs of the project. To the extent possible, participating host governments will be asked to provide international travel funds. If host-country contributions are not made, funds will be provided under the contract with AAI. The budget has been prepared on the assumption that AID will pay full costs.

Part II. Section I. Project Background

- History and Development of Proposal

On April 25, 1974 the Caetano regime in Portugal was overthrown in a military coup. Shortly thereafter the new Portuguese government recognized the right to independence of its overseas colonies in Africa: Guinea Bissau, Angola, Mozambique, Cape Verde, Sao Tome and Principe. The U.S. established a State/AID Working Group to study how these political developments might affect U.S. interests in Africa and to determine ways in which the U.S. might respond to possible requests for economic assistance.

It was soon evident to the Working Group that in terms of post-secondary training, the new countries would face independence with even fewer manpower resources than was the case when most other African countries achieved their independence in the early 1960's. This situation was the result of educational policies of the former Portuguese government which limited access of African nationals to secondary and higher educational institutions, and the departure of many skilled Portuguese technicians, managers, and professionals following Portugal's recognition of the right to independence for their colonies.

The State/Aid Working Group recommended that the U.S. Government without delay demonstrate to the African leaders in these countries our commitment to their genuine political and economic independence by immediately initiating a program which could provide training requested by the new governments or the African leaders in exile.

Senators Humphrey, and Kennedy and other members of Congress have expressed their interest in Portugal's decolonization of its African territories and wrote into the Foreign Assistance Act of 1974 a specific recommendation that ". . . priority consideration should be given to expanding, immediately, current United States programs of educational assistance to the territories as a timely and substantive contribution to their independence". In a statement in the Senate on August 1, 1974 Senator Humphrey cited the excellent work being done by the African-American Institute (AAI) under ongoing training programs and called for an expansion of the programs.

AAI approached AID with a proposal that AID provide training assistance for nationals from Portuguese-speaking Africa through AAI. AID agreed that they should develop their proposal further and is proposing to implement the program as a regional activity under a contract with AAI. AAI has had considerable experience operating similar projects in Africa and has had extensive and friendly contacts with leaders of the liberation movements in the Portuguese territories as well as contacts with African students in the U.S. In the absence of diplomatic relations with the new governments and a formal, bilateral, AID relationship with the governments, the use of AAI would enable the USG to provide concrete evidence of support of the move toward independence while avoiding any possible involvement in disputes between nationalist factions.

- Prior A.I.D. assistance in related areas

In 1961 A.I.D. first sponsored a broad scholarship program in Africa to help alleviate the dramatic trained manpower shortage. This project, the African Scholarship Program - American Universities (ASPAU), permitted candidates from participating African countries to enter undergraduate training in American universities. There were few restrictions on the fields of study; however, the candidates were carefully selected on the basis of their academic backgrounds and their governments' nomination. To date, a total of 1,594 grants have been awarded and 1,440 students have graduated.

As African manpower needs became better defined during the latter part of the 1960's, program requirements for development-related fields of study were added and country ceilings were adopted in order to assure the broadest participation by African nations.

The major problem in this program was the relatively low repatriation rate (currently 57%). This problem stems principally from the fact that African governments have requested that the graduates continue their studies for higher degrees rather than return home upon the completion of their undergraduate training. The return rate continues to rise as these students complete their post graduate degrees and return home.

At the same time there were insufficient safeguards in the agreements with African countries to ensure that students returned when their scholarship programs terminated. Future programs should anticipate this problem and incorporate the necessary safeguards into formal agreements.

On the other hand, there were major successes in this program in that a high percentage of graduates who returned home were employed in priority, development related positions, primarily with public and quasi-public institutions.

A second scholarship program was initiated in 1963 to provide graduate level education in American universities. This program, the African Graduate Fellowship program (AFGRAD), enrolled up to 125 new students yearly and was clearly directed toward study in development related fields. The candidates were very carefully selected on the basis of their academic qualifications, their governments' nomination and their prospective jobs at the completion of their training.

As in the ASPAU program, country ceilings were adopted to assure that the least developed countries had an opportunity to place candidates.

The repatriation rate for this program exceeds 90% for the 10 year period between 1963 and 1973. Furthermore, the academic completion rate is over 92%. Of the 604 students who have completed their AFGRAD sponsorship, 552 were graduates. A total of 32 African countries have participated.

If there is a problem, it may be that study programs were not as carefully related to specific positions and work as would now be the case. This suggests that new programs should be more specifically job related, and that the positions must now be carefully tailored to priority development needs. (This subject is covered further under "Issues").

The AFGRAD program has been extremely well received by African governments and institutions, particularly universities. The governments have acknowledged the usefulness of the program in helping them meet their manpower needs and in many cases have actively participated in the program by paying international travel costs. Evaluations and other reports have confirmed the usefulness of the program.

- Other Donor Assistance

During the African colonies' struggle for independence other donors have provided various forms of economic assistance to the liberation movements. This has been primarily in the form of food, health, equipment and supplies, and some cash support for refugees. Other donors have expressed their intention to provide the following types of assistance in the future:

<u>Country</u>	<u>(Past)</u>	<u>Type of Assistance</u> <u>(Future)</u>
Denmark	Humanitarian assistance for distribution through international organizations and liberation movements with funds earmarked for World University Service and International University Exchange Fund.	Program will probably be multilateralized or phased out over several years.
Finland	Medical and Humanitarian to Frelimo; educational (under UNESCO auspices) to PAIGC ^{1/}	Would probably participate in UN-sponsored multilateral programs.
Sweden	Humanitarian aid (primarily commodities) to national liberation movements; educational aid to refugees; legal and humanitarian aid to victims of apartheid.	Same type of assistance will likely be increased.
Norway	Support for liberation movements (unspecified).	Norwegian AID Agency may try to phase out as countries become independent.

^{1/} PAIGC - African Party for the Independence of Guinea Bissau and the Cape Verde Islands.

<u>Country</u>	<u>(Past)</u>	<u>Type of Assistance</u> <u>(Future)</u>
Netherlands	Grants to UNDP, World Council of Churches to combat racism, and to liberation movements.	Will probably establish bilateral programs. Aid T.A & would be goods for development, health and education.*
England	N.A.	May establish English teaching programs. Is awaiting specific requests for assistance.
West Germany	Technical assistance and private export credits.	Will probably increase levels.
East Germany	N.A.	Food, optical equipment, clothing and shoes for Mozambique.
France	N.A.	May offer scholarship, technical training or technicians.
Canada	N.A.	Might consider aid through voluntary or international organizations.
OAU	Unknown	Has offered c \$2 million to help FRELIMO overcome initial difficulties in formation of transitional government.
U.N.	Humanitarian aid for refugees	Will establish office in Mozambique to help FRELIMO coordinate assistance
Brazil	N.A.	Will probably offer technical and some financial assistance, and training.
Portugal	N.A.	Training, technicians, and balance of payments support.

* Plans to send a team to Mozambique in March.

- Host Country Activity in Program area

AFR is not aware of any past or present host-country activity in this area. Both the transitional government in Mozambique and the new government in Guinea Bissau have proposed candidates to AAI for training and reportedly would welcome an increased educational training effort.

It is true that the liberation movements, themselves, have run educational systems in the liberated territories for several years. This is particularly true in Mozambique and Guinea-Bissau. However, these schools appear to operate only at the primary level. Secondary education for refugees from these three territories have been conducted to a limited extent in Senegal and Conakry Guinea (in the case of Guinea-Bissau), in Dar-es-Salaam and Zambia (in the case of Mozambique) and in Zambia and Zaire (in the case of Angola). These known secondary schools for refugees are small in number and have been able to serve relatively few students over the past years -- although they do provide one fertile source of candidates for higher education who are clearly politically acceptable to the soon to be named new governments in these countries.

- Studies Done

There has not been a comprehensive study of the educational needs of the three territories. We understand that UNESCO is undertaking such a study now, but that it will not be available until late 1975.

Views of the Country Team

There are no AID Missions in the countries involved. The State Department's Bureau of African Affairs strongly endorses the proposed training and, together with CU, has contributed to the project planning. In addition CU plans to expand its program to include candidates from the territories.

Opinions of other donors

Not applicable.

Economic Analysis

Although comprehensive and fully reliable data on social and economic development needs of Mozambique, Angola and Guinea Bissau are not available, it is apparent from available information that a major constraint on development in the countries will be the lack of sufficient numbers of appropriately trained manpower at all levels and in virtually all fields. The present education system in all of the countries is inadequate to meet more than a fraction of the total needs because it reaches only a small percentage of the population; there are gaps in the curricular offerings; and the countries' financial resources are insufficient to permit additional heavy investment in education in the short run. This project, therefore, is only a stop-gap measure designed to address critically needed manpower requirements. Longer range training programs can be developed when a more reliable assessment of needs becomes available. Congress has urged A.I.D. to look into the economic

needs of the colonies and an economic survey team is expected to visit Mozambique in March 1975.

Technical Analysis

As a result of Portuguese economic and education policies in their overseas territories, few black Africans were able to achieve a secondary education and fewer still ever reached the university level or received professional managerial training. With the exodus of many skilled workers, professionals, managers and government administrators it is clear that all three territories face staggering manpower training problems. In terms of post-secondary training, these new countries face independence with even fewer manpower resources than was true when most other African countries achieved their independence in the early 60's.

For example, the study done by Peter Walker (U.S. Consul General in Mozambique) apparently indicates that the educational system has been developed primarily to educate whites at the university level. There are reportedly only 20 Blacks in a student body of 2,000 at the University of Lourenco-Marques. Walker also reports that of 1,000,000 Blacks of secondary school age, only one percent actually attends secondary school. Further, most of these are being trained for semi-skilled jobs rather than for further, post-secondary education. This grim picture is confirmed by other recent reports: NEWSWEEK magazine says there is only one high-school in Guinea-Bissau; and the U.N. Statistical Yearbook for 1973 shows that at every level of schooling, Angola and Mozambique have only about a third of the number of students in school as Ghana, whose population is comparable to that of Mozambique.

While the number of students who have reached the university level within Angola and Mozambique - Guinea-Bissau has no university - is limited, many Africans have gone to neighboring countries to pursue their education or have come to the U.S.

AAI has conducted an informal survey of the level of training which has been attained by Angolans and Mozambicans who have come to the U.S. The survey does not limit itself to the training received under the South African Student Program (SASP), but includes the training which many have continued on their own or under other sponsorship. (AAI is working on a more detailed field report which will include a breakdown by field of study.) The results of the survey are as follows:

ANGOLANS

There are 37 former SASP Angolans in the U.S. and 12 who are independently or non-sponsored. SASP has sponsored 66 Angolans. 29 are no longer in the U.S.--Many of these are in Zaire; several are working with liberation movements in Angola.

Of the 49 Angolans in the U.S., one has MD, 6 have PhDs in progress; 5 have MA'S, 9 have MA'S in progress; 11 have BA'S, 8 have BA's in progress; 2 have AA'S, 1 has AS in progress; 2 have completed high school; 4 have no degrees.

Of the 28 former SASP Angolans not in U.S. 3 have doctorates in progress; 3 have MA'S; 12 have BA's; 2 have BA's in progress; 3 AA; 6 have no degree.

MOZAMBICANS

There are 57 former SASP Mozambicans in the U.S. and at least 3 who are independently or non-sponsored. SASP has sponsored 70 Mozambicans. 13 are no longer in the U.S. of these, 6 are working with the liberation movement and 2 have returned to Mozambique.

Of the 60 Mozambicans in the U.S., 3 have doctorates (incl. 1 MD): 13 have doctorates in progress; 8 have masters; 8 have masters in progress; 12 have BA'S; 7 have BA'S in progress; 4 have AA'S; 5 have no degree.

Of the 13 former SASP Mozambicans not in U.S. 1 has PhD; 2 have PhD in progress; 1 has MA; 7 have BA'S; 2 have no degree.

Guinea-Bissau:

SASP has sponsored one student from Guinea-Bissau, up to the MA level. He is now a Representative of PAICC in Europe.

In all, SASP has sponsored 137 students from the Portuguese territories.

AFR does not foresee any technical difficulties in implementing the program. AAI has extensive experience in implementing this type of training program. The program itself will be designed to allow AAI sufficient flexibility to fit training programs to host-government requirements and the individual's abilities. When necessary, language training will be provided prior to the start of academic courses.

Social Analysis - Social factors to be considered are: 1) the black African identity of the new governments and the failure of the U.S. to provide direct assistance to the liberation movements during their struggle against an exploiting white, colonial power. The African leaders of the liberation movements in the new governments have indicated their willingness to establish friendly and mutually beneficial relations with the U.S. However, they are actively seeking technical and financial assistance from other governments including countries within the communist bloc. It can be expected that the host-countries will remain aloof until they see the type of response the U.S. makes to their requests for aid and can assess the value of the assistance provided. 2) All of the countries are made up from disparate tribal groups. While this is not expected to be a problem in Guinea Bissau and Mozambique, there are strong feelings of antipathy among the three main Angolan liberation movements, support for which is divided primarily along tribal groupings.

The contractor will be instructed to consider applicants for training from Angola with impartiality. (cf. Part II, Section I, "History and Development of Proposal", last paragraph). 3) One of the objectives of the program will be to encourage the repatriation of students who came to the U.S. for undergraduate training under the SASP program, or who came under other sponsorship^{and} are still in the U.S., to return home. The criteria for student selection lays emphasis on the acceptability of the candidate to the new governments, identification of his intended employment and the likelihood of his contributing to the economic development of his country. 4) The contractor will be instructed to seek out qualified female candidates not only for the sake of providing them with equal opportunities for training but also to help qualify them to participate in the development of their countries. This approach is wholly consistent with host-country policies regarding the role of women in society in the newly-independent countries.

In Guinea-Bissau the constitution guarantees that "all citizens will be equal under the law without distinction for ethnic group, sex, social origin, cultural level, profession, property, religious beliefs or philosophical convictions" (Article 13) and "men and women will have equal rights in the family, in their work, and in public life." (Article 16).

In Mozambique, the president of FRELIMO, Samora Machel, on the occasion of the investiture of the new Transitional Mozambique Government, said the following regarding the role of women. "One of the major fronts in the struggle for the genuine liberation of our people is the liberation of women. Mozambican women are still weighed down by two burdens: on the one hand reactionary traditions which deprive them of initiative in society and reduce them to mere instruments of men and, on the other, the colonial-capitalist system which regards them as objects of exploitation and a means of production. We must wage a close struggle for the emancipation of women and the restoration of their dignity."

The Statutes and Program of FRELIMO (Frente de Liberacao de Mozambique) adopted in 1968 and amended in 1972 call on FRELIMO "to promote the political, social, economic and cultural advancement of the Mozambique women, to achieve the equality of rights between the Mozambique man and woman, and finally to encourage her to participate more actively in the struggle for the national liberation.

Policy Analysis - (cf paragraph 1 under Social Factors)

In the past a number of students under AAI - administered scholarship programs have been reluctant to return to their own countries after the completion of their training programs for fear of reprisals from the Portuguese government because of their political affiliation with one or another of the liberation movements. This is not expected to be a problem under this program as the liberation movements are taking over the administration of the governments. Guinea-Bissau has been independent since September 1974. Mozambique is scheduled to receive full independence on June 25, 1975. Sao Tome, Principe, and the Cape Verde Islands are all scheduled for independence following elections of constituent assemblies in mid-summer 1975. A Transitional

Government was established in Angola January 31, 1975 and full independence has been scheduled for November 11, 1975.

Personal talks with leaders of the liberation movements by AAI staff indicate that an increased educational training effort by the U.S. would be welcomed by the liberation movements. In May the PAIGC (Partido Africano para Independencia de Guinea Bissau and Cabo Verde) observer at the U.N. proposed three candidates to AAI for training. AAI was unable to accommodate the request because the SASP program does not presently provide for training at the undergraduate level.

Financial and Administrative (cf. statement on project inputs and project background).

Section 3 Project Implementation

A. Implementing Plan

1. January 1975 - Completion of Project Approval process, notification of congress and start of contract negotiations. AAI travel to Africa on precontract basis.
2. February 15, 1975 - Obligation of funds. Solicitation of nominations from African governments and liberation movements, preparation of dossiers, and survey of educational needs begin.
3. March 31, 1975 - Review of candidates for summer language training and fall placement ends.
4. April 1, 1975 - Notification of Selection begins.
5. May 31, 1975 - Completion of survey educational needs of the three countries.
6. July 1, 1975 - Summer study and English language training begin in U.S.; study begins in East and Central Africa.
7. August 1975 - 1975/1976 Academic year begins in U.S.
8. October 1975 - 1975/1976 Academic year begins in West and Francophone Africa.
9. December 1-20 - Evaluation of progress to date, including contractor performance, host country support of the project, qualifications, number, and areas of study of students selected.
10. December 31, 1975 - Determination by AID/W whether or not to permit recruitment of additional candidates.
11. January 1976 - Second semester and winter quarter placements begin in U.S. Cycle recommences for second year of intake, if approved.
12. February 1976 - Obligation of funds for contract students and extension of project, if approved.

13. April 1976 - Completion of English language training.
14. June 1976 - Completion of 1975/1976 academic year. Return of first group of trainees to host countries.

-- cf. budget sheet for projected disbursement of funds.

-- No procurement of commodities has been programmed.

B. Evaluation Plan

1. An AID/W assesment of the project would be made in December 1975 to determine whether or not it would be desirable to extend the project to permit the intake of students in subsequent years. Such a decision will need to be taken in time to permit the contractor to begin recruitment of students for placement in the fall for the 1976/1977 academic school year.

2. In addition to the project assessment mentioned in the preceding paragraph, a regular project evaluation will be scheduled for July or August 1976. The evaluation is timed to permit a review of the project after one full academic year and the collection of data on the job placement of the first trainees. Factors to be considered in the evaluation will be:

- a. Return and placement of trainees who have completed one year academic or special training programs compared to projections for June 30, 1976.
- b. Fields of study of trainees and projected employment as they relate to the development needs of the country.
- c. Contractor performance with regard to recruitment, selection, placement, and administrative support of trainees in the U.S. and in Africa.
- d. Participation of host-countries in the nomination of trainees and in the designation of employment comparable to the level and type of training received.
- e. Host-country assessment of the project's usefulness as a means of meeting critical manpower requirements.
- f. Cost comparison of the various types of study opportunities provided.
- g. Student's assessment of the program.

Section 4. Conditions and Covenants

The contractor will be instructed to obtain host-country agreement that once a study/training program has been approved for a candidate, no additional study will be provided until the trainee has returned to the host-country and has worked in a job suitable to his level of training for a period of time equivalent at least to the period of time of the

Section 5. Issues

1. Why should students already studying in U.S. be considered for scholarships under this project? A number of students now in the U.S. came here to pursue undergraduate and graduate studies under the sponsorship of the SASP project. When the graduate program was dropped, they were left without sponsorship and many students had to seek employment in order to continue their studies. A survey completed in December 1974 shows that there are more than 40 students from Angola and Mozambique who are trying to complete their studies and are working at the same time. One of the objectives of this project will be to enable students selected from this group to return to their countries sooner than might otherwise be the case by permitting them to complete their studies on a full time basis. It is hoped the project might also motivate other possible candidates to return to their native countries who would not otherwise do so.

2. How does the project deal with the problem of students not returning to their native countries? There are a number of aspects to this problem. First, the problem is not as great as the statistics on the ASPAU project might indicate. Many of the students who remained in the U.S. after completing their undergraduate programs were, in effect, political refugees. (A number of students have already returned to Africa following Portugal's agreement to grant the colonies their independence). Others stayed because the host-country approved additional study programs. Many of these have clearly stated their intention to return as soon as they complete their graduate studies. As mentioned in the preceding paragraph one of the objectives of this project is to speed up their return. Some students have not and will not return to Africa. While there is no fool-proof method of preventing this with 100% effectiveness, AFR hopes the following elements incorporated into the design of the project will hold the non-return of students to an absolute minimum:

a) This program is not a general scholarship program, but a training program geared to specific country needs. The host-country will be involved not only in the nomination process but will be required to identify the prospective employment of the candidate upon his return. The prospect of a definite job assignment upon completion of training should provide extra motivation for the student to return home.

b) The contractor will be charged with advising the host country governments that once a training program has been agreed upon for a candidate he will not be considered for additional studies in the U.S. without completing a job assignment in Africa.

c) The students will be required to sign statements affirming their intention to return home upon the completion of their programs.

3. Is the project intended to be a continuing program? As it is presently designed, the project provides funds only for a one-shot training program for the initial group of candidates. AAI will need to know by January 1976 whether or not there is to be an additional intake of students in order to initiate the screening of candidates in time for placement in U.S. universities by September 1976. AFR will make an assessment of the implementation of the project in December 1975 and reconsider the program in the context of current A.I.D. policies regarding assistance for Portuguese speaking Africa before making a recommendation on the project. We anticipate that there will be a need for additional training.

RL

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