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THE AGENCY FOR INTERNATIONAL DEVELOPMENT,
THE UNIVERSITIES AND MEDICAL EDUCATION IN THE DEVELOPING COUNTRIES

Philip R. Lee, M.D.
Director, Health Service

Office of Technical Cooperation and Research
Agency for International Development
Department of State

Lee, Philip R.

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The role of universities in international affairs, and particularly in relation to the United States foreign aid effort has received increasingly careful and critical attention in recent years. The Morrill Report ¹, the Gardner Report on A.I.D.-university relations ², and the proceedings of the International Rural Development Conference ³ have clarified many of the basic issues and have provided guidelines for both the universities and the government in this most important field.

The past several years have witnessed a series of developments within the Agency for International Development (A.I.D.) that have improved the machinery for cooperation with universities and upgraded the educational leadership within the Agency.

In 1962 an Office of Human Resources and Social Development, now called the Office of Technical Cooperation and Research, was established with an Assistant Administrator, appointed by the President, in charge. This has helped focus Agency attention on the problems and possibilities in A.I.D. supported technical assistance programs and has more clearly defined the importance of U. S. universities and colleges in the foreign aid program.

A second major organizational move within A.I.D. was the creation of an Office of Research and Analysis within the Office of Technical Cooperation and Research. This Office was established following the recommendations of a special subcommittee of The President's Science

Advisory Committee. The subcommittee studied the need for, the objectives of and the possible scope of research in the foreign aid program. The need was obvious. It seemed almost unbelievable that a program dealing with such complex problems as those related to planned modernization had never been initiated. Congressional approval was requested and obtained, funds were provided and the program began to really get underway in 1962. The distinguished chief civilian scientist of the Office of Naval Research directed the new Office temporarily and was instrumental in establishing sound administrative practices. The new Director, Dr. John Wilkes, brings the skills of a brilliant systems analyst to the small research and analysis unit. This staff is responsible for the intramural research and analysis program and the extramural contract program under which the major portion of the A.I.D. supported research is carried out. Both the Gardner Report ² and the Conference on International Rural Development ³ asked for more research and the inclusion of a research component in selected university contracts involving overseas operations. The funds available to support research have increased from a few million in 1962 to \$6 million in fiscal year 1964 and \$12 million for fiscal year 1965. This orderly growth is based on policy and program guidelines established by the Research Advisory Committee.

The opportunities for imaginative biomedical research have been well defined by Dr. Walsh McDermott, Chairman of A.I.D.'s Research Advisory Committee⁴. The emphasis in the program to date has followed several of

the paths suggested by Dr. McDermott. During the past several years support has been given to studies of health manpower development, nutrition, the economic implications of selected public health programs and malaria eradication. The emphasis during the next few years will be on problems related to population growth.

A third move to strengthen A.I.D.-university relations has been made by A.I.D. with the recent establishment of a special staff on university relations in the Office of Technical Cooperation and Research. This special staff unit will serve the A.I.D. technical services such as agriculture, health, education and industrial development and it will serve the universities as the focal point for A.I.D.-university relations.

Another recent action taken by A.I.D. and the Congress affecting universities was the approval last year of a program of support for American Schools and Hospitals Abroad. This program is now consolidated in a single section of the Foreign Assistance Act and it is administered by the Office of Technical Cooperation and Research. The program is under the overall direction of Dr. Glenn Bartle, President Emeritus of Harpur College in New York and now a consultant to A.I.D. This program has contributed important financial assistance to such well known institutions as Robert College in Turkey, the American University of Beirut and American University of Cairo. At the present time this program provides almost \$20 million annually to support 10 institutions. More than half of the money in fiscal year 1965 is programmed for support of medical, nursing and public health education.

TABLE I

Summary of Trends in AID-University Contracts

	Date	
	<u>December 1961</u>	<u>March 1964</u>
Number of Contracts with U.S. universities	186	252
Number of U. S. Universities Involved	87	119
Number of Contracts Involving Overseas Activity	101	131
Number of U.S. Universities in Overseas Projects	58	71
Number of U.S. Universities Having Training Contracts	46	72
Funding of University Contracts (millions)	\$121	\$177

The picture of A.I.D.-university contracts has changed rather markedly since 1961 (Table I). The Agency now has over 250 university contracts, an increase of almost 70 in a little more than two years. The medical education contracts have not been increased during this period, but there are existing contracts with Illinois, California, Pennsylvania, Indiana, American University of Beirut, Louisiana State and the State University of New York (Buffalo). These contracts plus the medical education projects carried out by direct hire A.I.D. personnel and the Association of American Medical Colleges involved the expenditure of more than \$15 million in fiscal year 1963 and the funds programmed for fiscal year 1965 exceed that amount. There are medical education programs supported by

A.I.D. in the Republic of the Philippines, Indonesia, Vietnam, Thailand, Pakistan, Iran, India, Costa Rica and Paraguay as well as regional programs in Latin America, West Africa and the Middle East. Indirect support through the A.I.D. participant training program is given in more than 20 countries.

There are A.I.D.-university contracts for research projects at Harvard, Johns Hopkins and the Medical College of Virginia. A special study of medical education in the developing countries by the Association of American Medical Colleges is being supported by A.I.D. and A.I.D. is collaborating with the Rockefeller Foundation in a study of health problems and resources in the developing countries. All of these A.I.D. supported activities involve faculty members from U.S. medical schools or schools of public health.

The Agency supports more than 500 foreign scholars in the medical sciences and various public health disciplines who are in training in U.S. medical schools, nursing schools, schools of public health, hospitals and other university related institutions. This participant training program is administered for A.I.D. primarily by the U. S. Public Health Service.

Two important recent developments were the publication of the Gardner Report² and the publication of The Proceedings of the International Rural Development Conference³. Both the Conference and the Gardner Report recognized the need for change in the universities and emphasized a more liberal and flexible policy of governmental support to selected universities to develop their institutional capabilities in the international field, particularly as related to the process of planned modernization in the

developing countries. Specifically the Conference report stated:

". . . institutions from which A.I.D. expects a major contribution over a period of years often require additional personnel, equipment and facilities to enable them to mobilize their resources to meet their responsibility. . . A.I.D. should expect to invest as necessary in American institutions in order to provide high quality, readily available resources for . . . development activities."³ This is a point of view which has been accepted by the Congress for activities carried out by the Armed Forces, the Department of Defense, the Department of Agriculture, the National Science Foundation and the National Institutes of Health, but it has not been used or considered possible in the foreign aid program. Although one such arrangement has recently been worked out to support the continued development of the International Health Division of the Johns Hopkins University School of Hygiene and Public Health, it is essential to clarify legislation to provide the Agency clear authority to make grants to selected universities and colleges for institutional development and for long-term institutional support.

A final organizational move which has helped to further strengthen the partnership between A.I.D. and the universities was the creation in June, 1964, of the Population Reference and Research Branch within the Health Service, Office of Technical Cooperation and Research. In fiscal year 1965 (July 1, 1964-June 30, 1965) the Agency will probably make about \$1 million in institutional development grants in the population field to selected U. S. universities. The purpose of these grants is to help the universities create strong teaching and research faculties in fields relevant to problems of population growth in the developing countries. The program will be coordinated with the grants program in the population field to be

made by the Institute of Child Health and Human Development, National Institutes of Health, and the institutional grants planned by the Ford Foundation and other interested private foundations.

In addition to current A.I.D.-university contracts for overseas programs and research projects, the participant training program and the institutional development grants program the Agency maintains, through the Health Service, close working relationships with faculty members of more than 50 medical schools and schools of public health. Recently the Health Service has distributed the Gardner Report² and a document describing A.I.D. supported health and sanitation projects on a worldwide basis⁵ to all U. S. medical schools and schools of public health as well as to several hundred individual faculty members. The A.I.D. health program document⁵ is one of several which are being prepared for distribution to universities and faculty members in an attempt by the Agency to broaden the knowledge and understanding of A.I.D. programs.

The programs in international public health, biomedical research and training supported by the U. S. Government extend far beyond A.I.D. There are more than 13 U. S. Government agencies and 20 intergovernmental or regional organizations that receive financial support from the U. S. Government that are involved directly or indirectly in international health programs. A study of the various programs in medical education, research, public health and related fields is currently being carried out by A.I.D. and the U. S. Public Health Service.

The U. S. universities and colleges play a major role in international affairs quite apart from their relationship with the U. S. Government. According to a recent report of the Institute of International Education⁶ there were more than 64,000 foreign students enrolled in institutions of higher learning in the United States during the academic year 1962-1963. The number has been increasing every year and undoubtedly exceeds the 1962-1963 figure today. Among the group of foreign students there were 1,208 in medicine, 811 in premedical studies and more than 2,600 in other fields related to medicine and public health. It is of interest that more than 40 percent of the 64,000 students were self supporting, 24 percent were supported wholly or partly by the U. S. universities in which they were enrolled, 15 percent by private foundations or other private organizations, 10 percent wholly or partly by the U. S. Government and 6 percent by foreign governments.

During the academic year 1962-1963 there were more than 1000 foreign medical scholars or faculty members in the United States on academic assignments. Although many of these scholars are financed by A.I.D., the Department of State or the National Institutes of Health, many come on their own or as a result of private foundation support.

There were more than 1400 foreign medical school graduates in internships and more than 5800 in residency training in U. S. hospitals during the academic year 1962-1963. These foreign graduates come from throughout the world for their training. On a percentage basis they came from the following areas of the world: 38 percent Far East, 19 percent Latin America, 17 percent Near and Middle East, 15 percent Europe, 8 percent

North America, 2 percent Africa and 1 percent other areas. Unfortunately a large number of these foreign medical graduates are in programs unrelated to U. S. medical schools or university hospitals.

Several important points emerge from this brief review of the role of A.I.D., the universities and colleges in medical education in the developing countries:

1) The universities and colleges are playing an increasingly important role because of the large number of foreign students, faculty members and research scientists who come to the U. S. for education and training. In addition, the universities are becoming increasingly involved in overseas educational programs and in research related to problems in the developing countries.

2) The role of government is often overemphasized. The U. S. and foreign governments finance wholly or in part less than 20 percent of the costs of foreign students, faculty members and foreign graduates in clinical or research training in the United States.

3) The United States Government supports programs related to medical education in the developing countries primarily through A.I.D., the Department of State, and the National Institutes of Health as well as through U. S. support for the World Health Organization, the Pan American Sanitary Bureau and other multilateral organizations.

4) It is becoming increasingly important for the universities, colleges, foundations, private business and industry and the U. S. Government to develop more effective working relationships in the field of medical education if the United States is to continue to exercise responsible leadership in the field internationally.

5) It is of paramount importance that U. S. faculty members, research scientists and students have a better understanding and appreciation of the complexity and importance of the U. S. foreign aid program. Too few Americans yet realize that our own security, self interest and long-term future development are directly related to the ability of the economically underdeveloped nations of the world to become self supporting and politically independent.

6) The A.I.D. has, within the last three years, created an Office of Technical Cooperation and Research, an Office of Research and Analysis, a special unit on university relations, a Population Reference and Research Branch, a program for support of American schools and hospitals abroad; it has increased by more than 25 percent its university contracts; it has made its first institutional development grant to a U. S. university; and it has given a far higher priority to university participation in the foreign aid program in its efforts to improve the scope and quality of A.I.D. supported projects in the developing countries.

7) It is essential to recognize in our programs of medical education, training and research related to the developing countries that the objective is not merely to teach a new scientific technique, adopt a western practice or build medical facilities, but to do these things in such a way that they make it more possible for individuals in the developing countries to solve their own problems and join more fully in the common struggle for a better life for all mankind.

Summary

This has been a brief survey of some recent developments in A.I.D. and the universities in medical education. These recent changes have already improved the machinery for cooperation between A.I.D. and the universities, they have upgraded the educational leadership in A.I.D. and they should make it possible for more university faculties to effectively participate in what Walsh McDermott has described as "the greatest intellectual challenge of our time"⁴.

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