

I. PROJECT IDENTIFICATION

1. PROJECT TITLE
 Educational Advisory Services (OLC)

2. PROJECT NO. (M.O. 1095.2)
 698-11-660-211 16p

3. RECIPIENT (specify)
 COUNTRY
 REGIONAL Africa INTERREGIONAL

4. LIFE OF PROJECT
 BEGINS FY 1967
 ENDS FY 1977 *

5. SUBMISSION
 ORIGINAL
 REV. NO. 1-9/25/73
 CONTR. NO. afr-635

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

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/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 (B) BUDGET	
1. PRIOR THRU ACTUAL FY	949	372	227	-	-	-	577	372	227			
2. OPBN FY 74	215	88	60	-	-	-	127	88	60			
3. BUDGET FY 75	215	92	60	-	-	-	123	92	60			
4. BUDGET +1 FY 76	215	97	60	-	-	-	118	97	60			
5. BUDGET +2 FY 77	215	102	60	-	-	-	113	102	60			
6. BUDGET +3 FY --	-	-	-	-	-	-	-	-	-			
7. ALL SUBQ. FY	-	-	-	-	-	-	-	-	-			
8. GRAND TOTAL	1,809	751	467	-	-	-	1,058	751	467	-	-	-

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT
Ford Foundation Carnegie Corporation	Both donors provide one-half of total budget requirements	\$1,000,000 **

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER James D. Kraus	TITLE Project Manager, AFR/NARA	DATE 9/25/73
2. CLEARANCE OFFICER Ullmont L. James	TITLE Director, AFR/NARA	DATE 9/25/73

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

BEST AVAILABLE COPY

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE
AFR/NARA	D. Atwell		AFR/DP	E. Hogan	10/16/73
AFR/NARA	D. Cox				

3. APPROVAL AAS OR OFFICE DIRECTORS SIGNATURE AA/AFR, Samuel C. Adams, Jr.	DATE 11/27/73	4. APPROVAL A/AID (See M.O. 1025.1 VI C) SIGNATURE	DATE
ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT			

* Represents last year of funding; activities will continue through FY 1978.
 ** From FY 1974 to end of current funding projections.

NONCAPITAL PROJECT PAPER (PROP)

EDUCATIONAL ADVISORY SERVICES

(American Council on Education, "OLC")

Project No. 698-11-660-211

INTRODUCTION

A.I.D.'s initial contract with the Overseas Liaison Committee (OLC) of the American Council on Education (ACE) began in FY 1967, and was directed at assisting African colleges and universities to develop academic training programs in fields of study related to Africa's need for development (see African Higher Education Program - Centers of Learning "AHEP", Project No. 698-11-660-211). * Since that time the quality of these institutions has developed to the extent that African governments are now indicating an interest in seeking their assistance in diagnosing and solving development problems.

In this regard, current requirements call for strengthening the capabilities of the communities of higher education in Africa to respond more quickly and efficiently to development needs. This PROP describes a new contract relationship between A.I.D. and OLC designed to assist higher education communities in Africa assume an increasing role as contributors to national and regional development. Accordingly, A.I.D. will consider providing up to one-half of the total annual requirement, not to exceed \$215,000 per year. The remaining portion will be provided by other donors; currently, such funds are being contributed by the Ford Foundation and the Carnegie Corporation.

Progress toward achievement of project purposes will be monitored through the Activity Tree Operations Procedure (ATOP) to assure that project "outputs" continue to be relevant. Such procedure will be incorporated into the PAR format where appropriate (See Appendix A).

THE PROJECT GOAL

1. Goal Statement: To improve the role of education in contributing to the processes of national and regional development in Africa.
2. Measures of Goal Achievement: African governments provide increasing budget for educational institutions (as related to development priorities).

* Also see Appendix B.

3. Means of Verification: Check annual budget allocations for education against development priorities as set forth in the development plans of each country or region.
4. Assumptions for Achieving Goal Targets: That African governments recognize the importance of education in the development process.
5. Means of Verifying Assumptions: Check budget allocations for education.

THE PURPOSE OF THE PROJECT

1. Statement of Purpose: To enhance the role of African communities of higher education as contributors to the processes of national and regional development.
2. Conditions which will indicate purpose has been achieved - End of Project Status:
 - a. African communities of higher education begin to involve their programs of study and research more fully in development processes.
 - b. African governments and regional development organizations rely increasingly on training, research, and information provided by African communities of higher education.
3. Means of Verification: Check programs of study and research against country or regional development plans; examine interface between the communities of higher education and African governments and regional development organizations (studies, personnel exchanges, shared programs and/or facilities).
4. Assumptions for Achieving Purpose: That communities of higher education will be responsive to an expanded role in the development process; that African governments and regional development organizations will actively seek assistance from these communities.
5. Means of Verifying Assumptions: Monitor results of ATOP procedure to determine whether communities of higher education have been responsive to an expanded role in the development process and whether African governments and regional development organizations are seeking assistance from these communities.

PROJECT OUTPUTS

1. General Statement of the Outputs: Project purposes will be achieved through an interchange of ideas and experiences among the African communities of higher education and governments and regional development organizations, and between African and American institutions. Such activities are designed to provide a "critical mass" of governmental and academic expertise which we believe will be a stimulus to the identification, analysis, and solution of social and economic problems in Africa.

The interchange of ideas and experiences among the participants will be achieved through a contractor (OLC) who will plan and be responsible for achieving the outputs tabulated below.

2. Tabulation of Planned Outputs

- a. Program Planning and Development: Development of program plans by the contractor and special consultative seminars and individual consultation in the U.S. and Africa.
- b. Specialized Liaison Activities:
 - (1) Exchange of information and cooperation with universities, governments, and organizations (AAU, ECA, AAASA, CAFRAD, IAR, PADI, etc.).
 - (2) Provision of specialized information about higher education in Africa in response to requests from African and U.S. scholars, academic administrators, and academic organizations such as the AASC, TACTICS, Fulbright-Hays, FAFP, AHSA, ASA, to help redirect American scholars to more productive working links with African scholars, universities, and governments.
 - (3) Exchange of information and cooperation with donor and academic organizations such as UNESCO, IIEP, OEDC, IUC, NUFFIC, AUCC, and CIDA ORSTOM.
- c. International Seminar Series: Provision of African scholars to give firsthand reports on recent developments in African higher education, national development, history and culture at selected American universities with large ethnic enrollments. The Series contributes toward sensitizing administrations, faculties, and students to the need to be responsible to the questions relevant to national development in African countries.

- d. Advisory Services to the Africa Bureau: Specialized advisory and consultative services to AID/AFR for the purpose of assisting African regional organizations and A.I.D. Missions to consider specific problems of development in Africa.
 - e. Rural Development Network: The activity will be the principle organizing force for carrying out a wide range of rural development activities with special but not exclusive emphasis on Africa, as follows:
 - (1) An exchange of information on the planning, implementation, and evaluation of rural development programs within Africa and between Africa and other developing regions.
 - (2) Joint sponsorship of seminars, field trips, and workshops Africa.
 - (3) Assistance in helping Africans improve planning and implementation of their own rural development projects through the linking of Africans within the Continent and with rural development experts in other parts of the developing world.
 - (4) Further comparative research on the rural development process and the identification of priority research topics in rural development.
 - f. Publications:
 - (1) OLC International Directory for Educational Liaison
 - (2) OLC Newsletter
 - (3) Reprints (papers and articles relevant to African higher educational development)
 - (4) OLC papers (original papers which will provide up-to-date information on African institutions of higher education, research priorities, educational exchange, etc.)
3. Means of Verification: Check quarterly reports and vouchers submitted by the contractor; visit activities during the course of field trips.

4. Assumptions for Achieving Outputs: That the contractor will be successful in organizing and conducting the activities; that sufficient numbers of qualified Africans and others will participate in the activities; that the publications will be utilized; that achievement of the outputs will contribute toward attainment of the project purpose.
5. Means of Verifying Assumptions: Check quarterly reports and monitor activities; obtain lists of invitees and check against actual attendees; review publication mailing lists and discuss with recipients, and check number of requests for specific materials; use ATOP procedure to test relevance of "outputs" to "purpose" (See Appendix A)

PROJECT INPUTS

1. General Statement of the Inputs: The inputs consist solely of contract services financed in part by A.I.D. The Contractor, OLC, will be responsible for the planning and implementation of all elements of the project and will be the primary source of liaison between and among the participating institutions and governments.

In this role the Contractor will make every effort to assure that the outputs will result in meaningful development activities to be undertaken by African governments and development organizations and contributed to by the communities of higher education. Accordingly, the Contractor will attempt to catalyze the efforts of the academic and governmental communities, and the different disciplines.

2. Tabulation of Planned Inputs: Portion Financed by A.I.D.:

CONTRACTOR: Overseas Liaison Committee

<u>CONTRACTOR STAFF</u>	<u>FY 74</u>	<u>FY 75</u>	<u>FY 76</u>	<u>FY 77</u>	<u>FY 78</u>
<u>Professionals</u>	(man-months per year)				
Chairman	1.5	1.5	1.5	1.5	1.5
Director	6	6	6	6	6
Liaison Coordinator	6	6	6	6	6
Asst. Prog. Off. #1	6	6	6	6	6
Asst. Prog. Off. #2	6	6	6	6	6
Admin. Asst.	6	6	6	6	6
Research Associate	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
Total	37.5	37.5	37.5	37.5	37.5

<u>Non-Professional/Clerical</u>	(man-months per year)				
	<u>FY 74</u>	<u>FY 75</u>	<u>FY 76</u>	<u>FY 77</u>	<u>FY 78</u>
Sec. to Director	4	4	4	4	4
Sec. to Liaison Coord.	6	6	6	6	6
Sec. to Prog. Off. 1 and 2	4	4	4	4	4
Sec. to Admin. Asst.	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
Total	20	20	20	20	20

<u>Short-term Advisors and Consultants</u>	(man-days per year)				
	U.S. Service	35	35	35	35
Overseas Service	<u>54</u>	<u>54</u>	<u>54</u>	<u>54</u>	<u>54</u>
	89	89	89	89	89

Travel

U.S. and Overseas	In support of the outputs, as required.				
Preparation for Rural Development Network, and Conferences and Seminars	1	1	1	1	1

Publications (preparation)

Categories	4	4	4	4	4
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3. Budget - Portion Financed by A.I.D.:

	(In Thousands)				
	<u>FY 74</u>	<u>FY 75</u>	<u>FY 76</u>	<u>FY 77</u>	<u>FY 78</u>
<u>Salaries</u>	84	88	92	97	102
<u>Travel and Transportation</u>	17	17	18	18	19
<u>Fringe Benefits</u>	13	13	14	14	15
<u>RD Network and Conf.</u>	49	37	33	30	26
<u>Miscellaneous</u>	15	14	12	10	8
<u>Overhead</u>	<u>48</u>	<u>46</u>	<u>46</u>	<u>46</u>	<u>46</u>
	226	215	215	215	215

4. Basic Assumptions: That the quality of manpower will be sufficient to conduct the activities; that other donors (Ford Foundation and Carnegie Corporation) will continue to provide at least half of the total annual funding requirement.
5. Means of Verifying Assumptions: Monitor results of the activities; meet periodically with other donors; obtain copies of overall budget from OLC.

RATIONALE

Contract services under the project will seek to assist in effecting a re-direction of priorities by African universities and professional organizations of higher education to relate their studies and research more directly to developmental problems. The contractor will provide liaison with the African university community, lend its support to the strengthening of inter-university ties and seek to broaden the universities' involvement with contemporary social and economic problems.

The broadest mandate that OLC receives from A.I.D. is to develop and maintain the formal relationships required to achieve more specific goals. This means that OLC members should be on such terms with African and American professionals and officials that professional contacts at conferences and during trips may result in exchanges of substantive information and suggestions, for it is often in this manner that OLC may best facilitate the change in African priorities.

ACTIVITY TREE OPERATIONS PROCEDURE (ATOP)

The purpose of ATOP is to assist project managers and contractors to monitor projects in which the main activities are directed toward stimulating others -- organizations, institutions, groups, individuals -- to take action, and in which performance of the activity per se does not itself contribute directly toward achievement of a particular project goal.

Generally, "actions" under such projects are designed to result in "reactions" to be taken by others. Usually the "actions" consist of seminars, workshops, consultation, advisory services, publications, information exchanges, field trips, etc., which are expected to result in "reactions" such as, for example, a new agency created, research developed, projects undertaken, additional information requested, new programs of study instituted, etc. While very few of the "reactions" are specifically planned, nevertheless it is anticipated that such will occur, particularly as they support the general goals toward which the "actions" are directed.

An additional element to be monitored is the "causal relationship" which may exist between two or more "actions" and/or "reactions". While these relationships are more difficult to document, they can provide insights regarding progress toward goal attainment. This will be explained later.

The attached sheet demonstrates how ATOP is used. The activity set forth in the sheet is the "Rural Development Network" to be implemented through OLC. It is composed of four sub-activities, as follows:

1. Exchange of information on rural development programs.
2. Seminars, field trips, and workshops.
3. Assistance in planning RD projects.
4. Comparative research in the RD process and identification of research topics in RD.

The sheet indicates that the activity has been monitored for about 21 months. The first "action" (1.1) occurred during September 1973. It resulted in three "reactions" as follows: (1.2) January 1974, (1.3) March 1974, (1.4) September 1974. Note that two of the "reactions" (1.3 and 1.4) are directly related and could result in a major undertaking within country Y. ATOP would track this progress.

The "causal relationship" exists where the "action" or "reaction" in one sub-activity influences "action" or "reaction" in another sub-activity. For example, 4.2 under the fourth sub-activity was a causitive factor in "reactions" undertaken (2.6 and 2.7) in the second sub-activity. ATOP tracks these relationships to show the interdependence of the sub-activities.

In addition to monitoring actions, reactions, and causal relationships, ATOP can be used to (1) track costs of sub-activities against achievements and (2) to track country participation in regional efforts. This is done through a series of overlays (attached).

Overseas Liaison CommitteeOverview of Activities
(August 1967 to January 1973)

OLC's fundamental commitment has been to liaison. It performs a bridging function among many parties interested in the universities of the developing world: governmental agencies, universities, foundations, and professional personnel both individually and in associations. Its strength lies in its independent face-to-face relationships with knowledgeable persons who are in a position to use their knowledge in academic and governmental decisions.

OLC has evolved an eclectic approach to its role. It encourages the sharing of knowledge, experience, and resources wherever the opportunity arises. Within its competence, it responds to specific requests for advice, consultation and information from both the overseas universities and the American academic community. At the request of universities and professional associations, it cooperates in planning conferences and seminars. It undertakes special studies of human resource development and educational innovation based on a comparative approach to common problems.

OLC's initial contractual relationship with A.I.D. began in 1967 under AID/afr 505. Later, OLC performed various services under AID/afr 636. The information set forth below provides an overview of OLC activities performed for A.I.D. and other grantors from the inception of AID/505 in 1967 to January 1, 1973.

1967

Gathered information on African institutions in order to identify particularly promising opportunities for assistance; discussed with selected African professionals the growing shortage of qualified secondary school teachers; reviewed the potentials related to the creation of a University of East Africa; discussed with appropriate parties the possible creation of UELS* as a regional center; reviewed for possible regional emphasis the potential at Haile Selassie I University of courses in law and public administration; conducted a comparative study of African university tuition costs.

1968

Reviewed curriculum at the universities of Ibadan, Ife, and Lagos; completed a special report on the faculties of agriculture and engineering at the University of Science and Technology, Kumasi, Ghana; reviewed testing methods, child development research, programmed learning, and possibilities for training teachers of the handicapped for the Regional Council for Education, Nairobi, Kenya;

* University of Botswana, Lesotho and Swaziland.

reviewed with AAU* various subject-matter areas for joint cooperative endeavor, including post-graduate studies, research, and publications; completed a prospectus for development of Cuttington College, Liberia; completed a paper for the President of the University of Dakar, at his request, regarding the adaptability of certain features of American higher education to higher education in developing countries; investigated the role of the university in technical training and rural development; conducted a survey of the secondary school teacher supply in Africa to be used in connection with education planning; and met with the Committee on Engineering Education in Middle Africa to examine possible areas of cooperation.

1969

Conducted in the Congo a general survey of education, the results of which pointed to wastage at all levels because of high attrition rates and the increasing disparity among different areas of the country in educational standards -- recommendations were provided to USAID/Kinshasa; conducted a study of the faculty of architecture at Kumasi as a possible training center; reviewed possible expansion of opportunities in technical education at UBLIS; initiated recruitment of U.S. advisors for the Nigerian Ministry of Education; and assisted the Nigerian Educational Research Council to review old and identify new national goals for education in Nigeria.

1970

Completed a report on employment generation in Zambia, Ethiopia, Tanzania, Kenya, and Uganda - five major categories of review included human resource planning, rural development, teacher education, technical education, research, and university education; conducted a review of public health training related to national development problems; financed a tracer study of primary school leavers in Kenya; recommended specific A.I.D. support at UBLIS of staffing at the School of Education and of selected commodities; initiated the African seminar series in which notable African educators speak at U.S. universities; at HSIU** assisted the President to locate Americans to fill positions in the proposed College of Development Administration; identified for A.I.D. social scientists concerned with development in Africa; supplied A.I.D. with information to assist with the INTERAF^{scholarship} program; provided consultation services to A.I.D. regarding its policy toward assistance to African universities for the next several years; and provided consultant services to A.I.D. regarding overall research approaches for rural development in Tanzania.

* Association of African Universities.

** Haile Sellassie I University.

February 1971/June 1971

Provided assistance regarding continued development at UELS; developed a roster identifying social scientists concerned with African problems; strengthened links with AAU through exploration of possible joint sponsorship of selected programs; compiled a list at A.I.D.'s request of non-degree programs at African educational institutions; participated in regional education council meetings related to consolidation of various teacher organizations in Africa; and agreed to sponsor a series of development oriented workshops with AAU.

July 1971/December 1971

Expanded the Board of Directors (OLC) to include minority group members; reviewed plans for joint AAU/OLC workshop on education and development; developed avenues of communication with American universities and organizations to increase interest among American scholars in African development; was represented on a team reviewing manpower needs and technological training at UELS; requested information from 36 African governments regarding manpower needs and fields of study which will best contribute to these needs; broadened its social and academic representation; and obtained multi-year grants from both the Ford Foundation and Carnegie Corporation.

1972

Reviewed U.S. assistance to overall university development at HSIU, including teacher education and agricultural sciences; provided consultant services to UELS to study technical training needs as related to university development plans; conducted an Education Sector Survey in Tanzania regarding manpower needs, national development goals, and educational planning; invited over 16 African scholars to speak at U.S. universities on selected topics including agriculture development, rural economics, and rural health; prepared an International Directory for Educational Liaison which describes over 225 organizations dealing with education in the developing world; assisted and advised African Educational Associations regarding priorities and the role of the university in development, program development and curriculum, localization and staff development, research, and continuing education; and began the design of a 5 year program of rural development activities which will address itself to "development from below".

In addition to the activities set forth above, OLC has published the following formal reports pursuant to A.I.D. requests:

OLC FORMAL REPORTS AND PUBLICATIONS

"A Program for Rural Transformation at Cuttington College" - June 1968
85 pages

"Higher Education in Sierra Leone" - June 1968
61 pages

"Regional Support to African Post-Secondary Education" - June 1968
50 pages

"The Federal University of Cameroon" - August 1968
56 pages

"Report on Technical Education of Haile Salassie I University" - March 1969
55 pages

"Survey of Education in the Democratic Republic of the Congo" - August 1969
102 pages

"Enhancing the Contribution of Formal Education in Africa" - April 1971
32 pages

"The Emergent African University: An Interpretation" - December 1971
58 pages

"A Human Resource Approach to the Development of African Nations" - 1972
24 pages

"Education in Transition" (UBLS) - March 1973

"Report of the OLC Team on the Faculty of Architecture, University of Science and Technology, Kumasi, as a Regional Center: Implications for Special Application to Rural Development" - December 1969
229 pages

"International Directory for Education Liaison" - 1973
474 pages

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR FOR AFRICA

THRU: AFR/DP, Mr. *Edward B. Hogan*

FROM: AFR/NARA, Ullmont *L. James*

Problem: Approval of Revision 1, Educational Advisory Services (OLC) PROP, Project Number 698-11-660-211.

Discussion: Our present contract with the Overseas Liaison Committee (OLC) of the American Council on Education (ACE) began in FY 1967, and was directed at assisting African colleges and universities to develop academic training programs in fields of study critical to Africa's need for development.

In an attempt to clarify a change in activities under the project, a PROP, "Original", was written in March 1971. This document received interim approval pending further clarification of a new project thrust and OLC's role. The present revision provides such information.

As you will note, we request that project funding be provided for an additional three years through FY 1977 and that the total life-of-the-project cost be increased from \$1,164,000 to \$1,809,000.

Recommendation: That you approve the attached PROP.

Attachment