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AFRICAN MANPOWER DEVELOPMENT, 698-0384

Project Evaluation Summary - Part II

(Key to Evaluation Report)

	Pages
Summary	i - v
Evaluation Methodology	vi - ix
Inputs and Outputs	67 - 90
Purpose	65 - 67
Goal	1 - 3
External Factors	10 - 64
Beneficiaries	67 - 90
Lessons Learned	91 - 134

THE AFRICAN MANPOWER DEVELOPMENT PROJECT:

AN EVALUATION

by the

OVERSEAS LIAISON COMMITTEE

THE AMERICAN COUNCIL ON EDUCATION

AUGUST, 1980

TABLE OF CONTENTS

PAGE

MAJOR FINDINGS AND RECOMMENDATIONS i

INTRODUCTION

I. Objective and Scope of the Evaluation vi
II. Methodology vii
III. Acknowledgements ix

LIST OF TABLES xi

ABBREVIATIONS USED IN THE TEXT xiv

A WORD ABOUT THE COUNTRIES INVOLVED xv

SECTION I: AMDP IN PERSPECTIVE

I. The Continuing Need for African Manpower Development 1
II. Predecessor Training Programs 3
III. Regional Training Projects Complementary to AMDP 7
IV. Indigenous African Training Capacity 10
V. African Students Abroad 24
VI. African Students in the U.S 30
VII. Efforts of Other Donors in African Manpower Development 37

SECTION II: OVERVIEW OF THE AMDP

I. Purpose and Proposed Implementation of the AMDP as Stated in the Project Paper 65
II. AFGRAD II 67
III. Non-AFGRAD II Academic Training in the U.S 78
IV. Short-Term Training in the U.S 83
V. Third-Country Training in Africa 87
VI. In-Country Training in Africa 89

SECTION III: PROBLEMS AND ISSUES; SUGGESTIONS AND RECOMMENDATIONS

I. Costs 91
II. Increasing Training Opportunities in Africa 101
III. The AAU and Third-Country Graduate Training in Africa 108
IV. Graduate Level Training in the U.S 112
V. Field of Study 119
VI. Francophone Participation 121
VII. Return Rates 123
VIII. Utilization of Returned Participants 126
IX. Participation of Women 128
X. Coordination with Other Donors' Training Efforts 130
XI. Record Keeping 131
XII. Some Concluding Observations about AMDP 133

BIBLIOGRAPHY 136

APPENDICES

I. Data on AFGRAD II Trainees 142
II. Data on Other AMDP Training Programs and Trainees: Academic in the U.S.; Short-Term in the U.S.; Third-Country in Africa; In-Country 151
III. Persons Consulted During the Evaluation 189
IV. Women and Minorities Involved in the Evaluation 193

MAJOR FINDINGS AND RECOMMENDATIONS*

WE FIND THAT--

1. There is a continuing need for African manpower development, a need greater than that of any other major world area. (I-1)

2. The lack of skilled manpower has served to impede the successful implementation of African development programs. (I-1)

3. While the capacity of African nations to provide indigenous training opportunities has increased significantly since the days of early independence, they are still far short of meeting their own needs for manpower development. (I-1; I-4)

4. Africa has a continuing need to utilize the U.S. as well as other developed countries to provide needed training in fields and at levels not now available on the Continent. (I-5; I-6)

5. There is a surprising lack of knowledge, let alone coordination, among the various donor agencies with respect to what one another is doing in the area of African manpower development. (I-7)

6. Despite the seemingly high number of African students in this country, U.S. government agencies actually sponsor very few of them: much less, proportionately, than most other developed countries. (I-6; I-7)

7. Unlike the situation in most other developed countries which proportionately provide more in the way of scholarship assistance, most African students in the U.S. (i.e., those not sponsored by AID) tend to come from wealthier national and/or family backgrounds. (I-6; I-7)

8. AMDP provides a valuable avenue whereby trainees from Africa's poorer nations might receive needed U.S. training at levels and in development-related fields hitherto unavailable at home. (III-4)

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*Information in parentheses refer to the sections of the evaluation which elaborate on these findings and recommendations.

9. AMDP also provides rich opportunities for the provision of in-country and third-country training in Africa, but--with the exception of a few outstanding examples--training in Africa under AMDP auspices has been fairly minimal.

10. Among the principle factors impeding further utilization of in-Africa training are the lack of knowledge as to what is available, and the paucity of mechanisms necessary to facilitate its conduct. (III-2)

11. The escalating costs of training in the U.S., coupled with the development of in-Africa training opportunities over the past several years, makes it now highly desirable to increase the level of in-country and third-country training under AMDP. (I-4; III-1; III-2)

12. While a good deal of training now conducted in the U.S. will inevitably shift to Africa, the need will continue for some time to provide U.S.-based training in certain fields and at the highest (i.e., doctoral) levels. (III-4)

13. AMDP's present policies and procedures regarding fields of study need reexamination. (III-5)

14. The participation of francophone Africans in certain AMDP activities raises special problems which are not easily resolved. (III-6)

15. The participation of women in AMDP thus far has proven to be a disappointment in terms of numbers, levels, and fields. (II-2 through 6; III-9)

16. AID's records on past AMDP activities are in a disturbing state of disarray. (III-11)

17. Despite its flaws and obvious areas which need improvement, AMDP is for the most part a valuable component of AID's development assistance for Africa. (III-12)

WE RECOMMEND THAT--

1. AMDP be modified in some respects, expanded if possible, and continued most certainly. (III-1 through 12)

2. Many AMDP training activities hitherto conducted in the U.S. (principally academic programs at the master's level in certain fields, and some short-term training programs) be increasingly provided in Africa rather than here. (III-2)

3. To encourage more African-based training AID should provide for the gathering and dissemination of information on what is currently available in the area of African-based training at various levels and in different fields, and identify and work with organizations which are capable and willing to facilitate in-Africa trainee placement. (III-2; III-3)

4. Provided that AID can be convinced of the administrative feasibility of the program, the Agency should in the near future negotiate a contract with the Association of African Universities for the third-country placement of trainees at the master's degree level. (III-3)

5. AID should review its present policies with respect to institution-building and consider increasing the capacity of selected African institutions which might, with some outside assistance, develop as centers for training under AMDP. (III-2)

6. Academic training in the U.S. should in future stress terminal master's degrees in programs not available in Africa, and high-level training for the doctorate, particularly in the scientific and technical fields. (III-4)

7. As it is the most cost-effective way of providing academic training in the U.S., the AFGRAD II program should be expanded. (III-4)

8. AID should continue to restrict training under AMDP to a definable list of continually-updated, development related fields of study; but, it should allow for more flexibility in maneuvering between the confines of that list in order to avoid the unintended exclusion of certain groups of potential participants. (III-5)

9. Special stress should be placed on the provision of in-Africa training opportunities for fracophone participants, both at the master's degree level and for short-term course work; for reasons of cost-effectiveness, U.S. training for such participants should be largely limited to doctoral work. (III-6)

10. AID should urge its contractors, sponsoring African ministries, and possibly USAID missions to take special steps to ensure the prompt return of AMDP participants as they complete their training in the U.S. (III-7)

11. USAIDs should now institute procedures to identify and account for returning AMDP participants; and, AID should, when Project returnees have reached a significant number, conduct an evaluation of their utilization upon return home. (III-7; III-8)

12. Special steps should be taken to increase the numbers of women participating in AMDP, and AID should investigate the possibility of a special "Women in Development" component to the project. (III-9)

13. AID should conduct a thorough study of the African training efforts of other nations and donors in order to put regional training projects like AMDP into a broader perspective; and, AID should take steps to be in better and continuing dialogue with those abroad working in the area of African manpower development. (I-7; III-10)

14. AID should devise better means of keeping records on AMDP participants and activities. (III-11)

15. AID should contract with an independent, outside agency or set of agencies so that it may on a continuing basis collect data relating to African manpower development; analyze trends, issues and problems; and provide the Agency with the information and advice it needs to plan and execute effective training programs. (III-2 through 4; III-7 through 11)

INTRODUCTION

I. Objective and Scope of the Evaluation

This is an evaluation of AID-afr's regional project No. 698-0384, the African Manpower Development Project (AMDP). The project is designed to meet critical needs for managerial and technical manpower, and training and research staff in African countries. The project, which covers a six-year period (FY 76-81), is managed by the Office of Regional Affairs in the African Bureau (AFR/RA). As it did not get fully underway until academic year 1977-78, the project is in effect in its third year of full training operations. The plan in the Project Paper (PP) was that an "evaluation of all aspects of this project will take place by an outside evaluator at the end of 2 1/2 years of project operation ..." The present document comprises that mid-term evaluation.

The objective of this evaluation has been to assess progress made towards meeting the goals of the AMDP; to place the project within the general context of African manpower development; to identify significant project issues and problems; and to recommend any changes in project design or implementation that would assist in achieving the project's purposes.

Specifically, the evaluators were asked to include in their report:

a. A background statement describing manpower needs in Africa; institutional capacity for training in Africa; numbers of Africans studying overseas; contributions of other donors towards African training needs; summary descriptions of predecessor and complementary AID training programs in Africa; and a statement of the objectives of the African Manpower Development Project.

b. An analysis of the accomplishments of the AMDP to date in respect to fields of study, costs, duration of training, percentage of women trainees, percentage of Ph.D candidates, research in Africa, etc.

c. Identification of any significant problems or issues regarding project implementation or achievement of the project's purposes.

d. Recommendations for improving the implementation or design of the project, such as whether the specific mix of training provided under AMDP is sufficiently flexible to address adequately mission training needs; ways in which the project could be modified as to facilitate greater use of in-Africa training resources; ways in which training could be carried out in a more cost-effective manner; and relevance of the training programs to African priority manpower development needs.

II. Methodology

This evaluation was conducted between June 16 and August 31, 1980, by the Overseas Liaison Committee (OLC) of the American Council on Education (ACE). During that time OLC staff, Committee members, and other consultants:

a. Reviewed the Project Paper, recent Country Training Plans, and other relevant project correspondence and records, and discussed the project with appropriate AID/W officials.

b. Examined project records in DS/IT, AFR/RA, and selected missions in Africa.

c. Examined records and reports of the African-American Institute (AAI) concerning the AFGRAD II program which forms a part of the AMDP and for whose management AAI holds a contract (AID/afr-C-1292) from AID.

d. Gathered information on and reviewed as applicable evaluations of present and previous regional training projects which either preceeded or now complement the training activities of the AMDP.

e. Analyzed the place of the AMDP within the general field of African manpower development through a review of available literature, discussions with personnel in agencies other than AID which work in the manpower field, etc.

f. Visited four African countries for the purpose of gathering the views of AID personnel in the field with respect to the importance of the project to the furtherance of AID country programs and objectives; determining whether the project, as now designed, is addressing AID missions' priority training needs; soliciting opinion as to the needs and effectiveness of the project from African personnel in relevant ministries, training institutions, etc.; and, determining why greater use is not being made of in-country and third-country training permissible under AMDP.

The overall evaluation was coordinated by Dr. Charles H. Lyons, Director of OLC. He prepared the initial drafts which form most of the body of the report. The gathering and analyzing of data on AMDP programs and participants from AFR/RA and DS/IT files which is presented in Section II and Appendix II, was done by Dr. Charles Sanders, Professor of Social Work, Howard University, who was specially retained by OLC as a consultant for this evaluation. His data-gathering activities took place during the latter part of June and all of July, 1980. The section of the report which deals with AFGRAD II was completed by Dr. Lyons, who visited AAI in June for the purpose of gathering data and meeting with the Institute staff most directly involved in the AFGRAD II program. The OLC team which visited Africa as a part of this evaluation consisted of Dr. Lyons and Dr. Cleveland Dennard, President of Atlanta University and a former OLC member. The OLC team visited the Ivory Coast, Ghana, Togo, and Zaire from 6 to 19 July, 1980. Three OLC members, Mr. Robert Edwards, Chairman of the Committee and President of Carleton College, Dr. Ann Seidman, Professor of Development Sociology at Clark University, and Dr. James Turner, Associate Professor of Political Science and Director of the Africana Studies and Research Center at Cornell University, met occasionally with those gathering materials, and reviewed and commented critically on drafts of the evaluation as they became available. Ms. Melvena Kelley, OLC Staff Assistant, coordinated administrative details, assisted Dr. Sanders' data

collection efforts, and pulled the various parts of the evaluation together to create the final report. In short, an attempt was made to ensure that this evaluation represented a collective rather than an individual effort; and, while the reader may assume that not all those involved in the evaluation agree with every specific contained herein, he or she should know that all of those connected with the evaluation are in fairly substantial agreement with its more important interpretations and recommendations.

III. Acknowledgements

The footnotes, textual allusions, and listing of the people with whom we consulted provide a partial description of the several people to whom we are indebted. Invariably, we were treated with exceptional courtesy and provided with numerous favors and acts of assistance by all with whom we came into contact. A complete list of all those who helped us would require another report-length document. We trust that all those who assisted us in the evaluation will forgive us for simply voicing a collective thanks.

LIST OF TABLES

PAGE

Table I-4-1: Numbers of Students Enrolled in Higher Education as a Percentage of the Population Aged 20 to 24.....12

Table I-4-2: African Universities by Country: Dates of Founding; Numbers of Staff and Students; Numbers of Non-African Staff and Non-National Students; Faculties; Library Size.....13

Table I-4-3: Numbers of Foreign Students Enrolled in Post-Secondary Education Programs in Africa, by Country.....16

Table I-4-4: Graduate Enrollments in African Universities.....18

Table I-4-5: African University Graduate Enrollments by Country and by Selected Fields of Study, 1975.....19

Table I-5-6: Some Indigenous Training Opportunities in Africa.....22

Table I-5-1: Numbers of African Students by Country in the Top 15 European and North American Host-Countries.....25

Table I-5-2: Top 15 Host-Countries Providing Training for Students from AMDP Countries -- 1975.....29

Table I-5-3: Numbers of African Students from AMDP Countries as Compared to the Populations of the Host-Countries With 1,000 or More Such Students -- 1975.....31

Table I-6-1: African Students in the U.S. by Country: Academic Years 1977/78 and 1978/79.....33

Table I-6-2: Foreign Students in the U.S. by Region, 1978-79 (percentages).....35

Table I-6-3: Primary Source of Funds of Foreign Students: Percentages...37

Table I-7-1: African Students and Trainees in Canada and Sponsored by CIDA in 1978 by Sector of Study.....39

Table I-7-2: African Students in DANIDA-Sponsored Bilateral Scholarship Programs (Courses Conducted in Denmark).....42

PAGE

Table I-7-3: Numbers of African Students/Trainees, by Country, Supported During AY 1978-79 by the French Ministry of Cooperation.....45

Table I-7-4: Africans Following Dutch International Education Courses Who Began Their Studies in 1978: By Country and By Field.....48

Table I-7-5: NORAD Scholarships to African Students 1974-1979 (includes North Africa and South Africa).....50

Table I-7-6: NORAD Scholarships to African Students in 1979: Studies in Norway (includes North Africa).....51

Table I-7-7: NORAD Scholarships for In-Country Training in Africa in 1979.....51

Table I-7-8: NORAD Scholarships for Third-Country Training in Africa by Country in 1979: (includes North and South Africa).....52

Table I-7-9: Students from Countries South of the Sahara Studying in Britain Under British Council Administration: Financial Year 1979/1980.....54

Table 1-7-10: Number of Student Places Created in Bank-Assisted Education Projects in East and West Africa (FY 63 - FY 68)..... 59

Table 1-7-11: Number of Student Places Created in Bank-Assisted Education Projects in East and West Africa (FY 69 - 74).....60

Table I-7-12: Number of Student Places Created in Bank-Assisted Education Projects in East and West Africa (FY 75 - 79).....61

Table II-2-1: AFGRAD II Intake, Waves I-III.....70

Table II-2-2: AFGRAD II Awards By Country.....71

Table II-2-3: AFGRAD II: Fields of Study for Waves I-III.....73

Table II-2-4: Fields of Study for Waves I-III, By Major Program Area.....74

Table II-2-5: AFGRAD II Degree Distribution: Waves I, II and III.....74

PAGE

Table II-2-6: Participation of Women in AFGRAD II: By Countries Sending Women....76

Table II-2-7: AFGRAD Degree Distribution, Waves I-III: Total Percentages and Percentages of Women By Level....76

Table II-3-1: Academic-Fully Funded: U.S. Participation by Country (FY 76-79)....79

Table II-3-2: Sex Distribution: Academic-Fully Funded--U.S....80

Table II-3-3: Academic-Fully Funded--U.S.: Countries with Women Participants....80

Table II-3-4: Academic-Fully Funded: Fields of Study (FY 1976-79)....82

Table II-3-5: Academic-Fully Funded: Women's Fields in AMDP....82

Table II-3-6: Academic-Fully Funded: U.S. Degree Distribution (FY 1976-79)....82

Table II-4-1: Short-Term: U.S. Trainee Participants by Country (FY 1976-79)....84

Table II-4-2: Short-Term U.S. Trainees-FY 1977-79: Sex Distribution....85

Table II-4-3: Short-Term U.S. Trainees: Countries with Women Participants....85

Table II-4-4: Short-Term: U.S. Fields of Study (FY 1976-79)....86

Table II-4-5: Short-Term U.S.: Women's Fields of Study....86

Table II-5-1: Third-Country Trainees, FY 1976-79: Participation by Country Based on Available Data....87

Table II-5-2: Third-Country Trainees: Sex Distribution....88

Table II-5-3: Third-Country Training: Fields of Study (Fy 1976-79)....88

Table II-5-4: Third-Country Training: Women's Field of Study....88

Table II-6-1: In-Country Trainees: Participation by Country (FY 1976-79)....90

PAGE

Table III-1-1: Estimated AID Cost of African Manpower Development Project.....92

Table III-1-2: Original AMDP Budget Estimate, FY 76-81, By Activity.....94

Table III-1-3: Original AMDP Participant Estimate, FY 76-81 By Project Activity.....95

ABBREVIATIONS USED IN THE TEXT

AAI	The African-American Institute
AAU	The Association of African Universities
ACE	The American Council on Education
AFGRAD	The African Graduate Fellowship Program
AFR/RA	The Office of Regional Affairs, The Africa Bureau, The Agency for International Development
AGSA	African Graduate Study Award
AID	The Agency for International Development
AMDP	The African Manpower Development Project
ASPAU	The African Scholarship Program of American Universities
CIDA	The Canadian International Development Agency
DANIDA	The Danish International Development Agency
DSB	The Development Support Bureau (AID)
DS/IT	The Office of International Training, Development Support Bureau, The Agency for International Development
DTPSA	The Development Training for Portuguese-Speaking Africa Project
ECA	The Economic Commission for Africa (United Nations)
FY	Fiscal Year (U.S. Government: October 1 - September 30)
GOG	The Government of Ghana
GOZ	The Government of Zaire
IBRD	The International Bank for Reconstruction and Development (World Bank)
IDO	The International Development Office, Association of Universities and Colleges of Canada
IDRC	The International Development Research Centre (Canada)
IIE	The Institute of International Education
INTERAF	The Inter-African Universities Scholarship Program
I-UC	The Inter-University Council for Higher Education Overseas (United Kingdom)
NORAD	The Norwegian Agency for International Development
NUFFIC	The Netherlands Universities' Foundation for International Cooperation
ODA	The Overseas Development Agency (United Kingdom)
OLC	The Overseas Liaison Committee of the American Council on Education
PAID	The Pan-African Institute for Development
REDSO	The Regional Economic Development Services Office (AID)
SAMDP	The Southern African Manpower Development Project
SATP	The Southern African Training Project
SMDP	The Sahel Manpower Development Project
TETOC	Council for Technical Training in Overseas Countries (United Kingdom)
USAID	The U.S. Agency for International Development -- Commonly refers to AID missions abroad

A WORD ABOUT THE COUNTRIES INVOLVED IN THIS EVALUATION

This study will attempt to place the AMDP within the context of manpower training in sub-Saharan Africa, so it might be useful to define which countries we include in the designation "sub-Saharan Africa." We define the region as including every country in the U.S. Department of State's African Region (AF), with the exceptions of Diego Garcia, Namibia, and South Africa. The countries (45 in number) include:

AFRICAN COUNTRIES

Angola	Ghana	Rwanda
Benin	Guinea	Sao Tome and Principe
Botswana	Guinea-Bissau	Senegal
Burundi	Ivory Coast	Seychelles
Cameroon	Kenya	Sierra Leone
Cape Verde	Lesotho	Somalia
Central African Republic	Liberia	Sudan
Chad	Madagascar	Swaziland
Camoros	Malawi	Tanzania
Congo	Mali	Togo
Djibouti	Mauritania	Uganda
Equatorial Guinea	Mauritius	Upper Volta
Ethiopia	Mozambique	Zaire
Gabon	Niger	Zambia
Gambia	Nigeria	Zimbabwe

When reference in the following pages is made to "Africa," "sub-Saharan Africa," "Africans," "African students," etc., those references pertain to this group of countries.

Not all African countries, however, have or can participate in the AMDP. The Project Paper states: "Every sub-Saharan African Country with which the U.S. has diplomatic relations may participate, excluding South Africa, Nigeria, and Gabon."

The last two cannot participate because the Congress has decided that as, OPEC countries, they may no longer receive AID concessional assistance. Two other countries which do not now and have not in the past participated in AMDP activities are Angola and Mozambique; this is again because of Congressionally-imposed prohibitions. Two other countries which have not participated in AMDP are the Comoros, which have yet to have an AID agreement with the U.S., and Equatorial Guinea, whose diplomatic and AID relationships with the U.S. have been and remain unclear. The following six nations, then, are not to be considered as AMDP participants:

NON-AMDP COUNTRIES

Angola
Comoros
Equatorial Guinea
Gabon
Mozambique
Nigeria

When reference in the following pages is made to "AMDP countries," "students from AMPD countries," etc., these references pertain to the list of African countries presented earlier, minus the above six.

We do recognize that this definition of what constitutes an AMDP country differs from that commonly employed by AID. At present, for example, there are prohibitions against AMDP activities in Ethiopia, and thus Ethiopia is referred to as a non-AMDP country. Until recently, Uganda and Zimbabwe were similarly non-AMDP. For the purposes of this evaluation, and in order to take into account all accumulated data, we define as AMDP countries those nations which at any point from the Project's inception in 1976 until the present did, could, do, or can participate in at least one training activity under AMDP. Thus, for example,

we will be looking at Ethiopian students in the U.S. who were trained under AMDP, despite the fact that AMDP no longer operates for Ethiopia; and, we will be raising questions about Zimbabwe which has never participated in any AMDP activity but can now do so.

The reader should also be aware that there are limitations on training under AMDP which affect certain countries. Some, for example, can participate in only the AFGRAD II component of the Project. These countries include those which have other regional or bilateral programs which contain training opportunities duplicative of AMDP's non-AFGRAD components. These include countries served by the so-called Southern African Manpower Development Project (SAMDP) (Botswana, Lesotho, and Swaziland); the Sahel Manpower Development Project (SMDP) (Cape Verde, Chad, Gambia, Mali, Mauritania, Niger, Senegal, and Upper Volta); and the Development Training for Portuguese-Speaking Africa Project (DTPSAP) (Cape Verde, Guinea-Bissau, and Sao Tome and Principe). Also included in the AFGRAD-only category are the Ivory Coast and the Congo, which do not have bilateral AID programs.

Now to make things a little more complicated: Early in the life of the AMDP, and before the 1976/77 reorganization of the SAMDP, Botswana, Lesotho, and Swaziland were eligible for, and did participate in some non-AFGRAD AMDP activities. This fact will be reflected in the following pages. Similarly, Sahelian countries could and did participate in the breadth of AMDP activities early in the life of the Project, and before SMDP came into existence in August, 1979. Thus, the reader will find, in the following pages, references to non-AFGRAD AMDP activities taking place in these Sahelian and Southern African countries which now are to be considered "AFGRAD-only."

The situation with the DTPSAP is slowly moving in the reverse direction. Until now, there has been no AMDP activity with any DTPSAP country. The project is due to end in FY 81, however, and it is thought that its various activities will be phased into the AMDP at that time.

Until that time, however, they remain ineligible for AMDP programs, but with one possible exception: AFGRAD. The DTPSAP countries have not participated in AFGRAD as yet; but, in preparation for the absorbtion of DTSPAP into AMDP, decisions have been or are about to be made that DTPSAP countries might now participate

In sum, 15 countries are presently AFGRAD-only. They are:

AFGRAD-ONLY COUNTRIES AS OF JUNE, 1980

Botswana
Cape Verde
Chad
Congo
Gambia
Guinea-Bissau
Ivory Coast
Lesotho
Mali
Mauritania
Niger
Sao/Tome and Principe
Senegal
Swaziland
Upper Volta

This leaves 23 remaining countries which are now eligible for the full range of AMDP activities:

COUNTRIES ELIGIBLE FOR ALL AMDP ACTIVITIES AS OF JUNE, 1980

Benin	Rwanda
Burundi	Seychelles
Cameroon	Sierra Leone
Central African Republic	Somalia
Djibouti	Sudan
Ghana	Tanzania
Guinea	Togo
Kenya	Uganda
Liberia	Zaire
Madagascar	Zambia
Malawi	Zimbabwe
Mauritius	

Again to remind, Ethiopia was once in this category, but is no longer; Uganda and Zimbabwe are new additions and have no track record as yet with the Project.

SECTION I: AMDP IN PERSPECTIVE

I. The Continuing Need for African Manpower Development

According to its Project Paper (PP), the justification of the AMDP lay in the fact that development efforts in Africa were being hampered by the absence of trained manpower needed to plan, execute, evaluate, and replicate effective development programs: "the lack of skilled personnel was identified in the majority of African DAPs [Development Assistance Program Papers] as a critical bottleneck." (AID: 1976, p.5) There is ample evidence to suggest that the PP's assessment of the situation was true back in 1976, and continues to be true today.

While one can find indications that there is a general, world-wide lack of sufficient numbers of people skilled in planning and executing development programs, there is ample evidence to support the view that the problem is particularly critical in Africa. By virtually any index of training capacity and manpower availability, sub-Saharan African ranks lowest of any other major world region. African nations have the highest illiteracy rates, and the lowest school-going rates (IBRD: 1979, pp.170-71). It has the smallest number of post-secondary training institutions of any world region, and the lowest ratio of students enrolled in higher education as a percentage of the 20 to 24 year age group (UNESCO: 1978, p.123). Asia has four times the number of University students per capita as does Africa; Latin America, five times; the U.S. 35 times. (Cotter: 1978, p.109) While valient efforts have been made by African Governments to provide training opportunities for their populations, still the development demand for African managerial and technical expertise has far outpaced their indigenous provision.

As a result, which would have been hard to believe a decade ago, there has arisen a new demand for outside expertise in the several development programs now underway in Africa. AID alone, to cite one alarming statistic, has found it necessary to treble the number of American technical experts going to work on various African development projects. (Cotter: 1978, p.110) Other assistance agencies, such as the Canadian International Development Agency (CIDA) face the same situation. (CIDA: 1979, p.62)

Several recent studies and reports have commented on the problem. To take a few of the many examples: In 1975, Uma Lele surveyed for the World Bank 17 development projects in Africa and concluded that the principal barrier to their successful implementation lay in the lack of sufficient manpower needed to manage the projects efficiently and provide to them the necessary technical expertise. (Lele: 1975, p.192) A 1973 U.N.-sponsored seminar on African manpower needs emphasized dramatically the need for managerial and technical expertise. (United Nations, Economic and Security Council: 1973) The Third National Development Plan for Nigeria (which compared to other African countries is not all that badly off) predicted a shortfall of at least 6,000 technicians and managers needed to staff senior-level positions, with many more thousands needed for intermediate- and lower-level skilled positions. (Government of Nigeria: 1974) And, a 1977 review of various African development plans, World Bank reports, and AID documents produced a flood of opinion that the lack of African manpower is among the most often mentioned factors cited to explain the failure of African nations to meet development objectives. (Moock and Moock: 1977) As if we needed further convincing, we were continually struck, in reviewing AMDP documents

and conducting interviews with AID personnel, African officials and others who provided input into this evaluation, by the many expressions of urgent need which knowledgeable people attached to the training of Africans.

The need for trained African manpower for development purposes has, of course, been felt from the very beginnings of Africa's period of independence. And, AID has consistently, and with more success than is generally realized, responded to that need. Aside from the AMDP, which is the subject of this evaluation, mention should be made of AID's three predecessor regional training programs, and four other regional programs which now complement AMDP's present efforts. The predecessor programs are:

1. The African Scholarship Program of American Universities (ASPAU);
2. The African Graduate Fellowship Program (AFGRAD, which for reasons soon apparent is often dubbed "AFGRAD I"); and,
3. The Inter-African Universities Scholarship Program (INTERAF).

The four, now-existing programs which complement AMDP are:

1. The Southern African Manpower Development Training Project (SAMDTP);
2. The Sahel Manpower Development Project (SMDP);
3. The Development Training for Portuguese-Speaking Africans Project (DTPSAP); and,
4. The Southern African Training Project (SATP).

II. Predecessor Training Programs

ASPAU began in 1961 with the support of the Office of Regional Affairs (RA) of AID's Africa Bureau and of some two hundred cooperating U.S. colleges and universities. It was a crash program of sorts, designed to respond quickly to the immediate need for highly trained indigenous African manpower. The

program, which was completely undergraduate in nature, was particularly needed in the first few years of African independence, when the Continent had very few institutions of higher education. It became progressively redundant as the African capacity to supply undergraduate education increased, and was terminated in 1975.

While in operation, however, ASPAU provided a most valuable function, training some 1,600 Africans to the bachelor's degree level. Administered by the African-American Institute (AAI), the program ran on a felicitous mixture of support: African countries generally paid the international travel costs for their students; cooperating American colleges and universities provided tuition-free, four-year scholarships; and AID paid the students' subsistence and other program expenses. AAI was responsible for the student selection and placement, the provision of maintenance payments, and other necessary administrative arrangements. (Johnson and Liddle: 1974, pp.1-2, 22.)

AFGRAD I started in 1963 in order to respond to the African need for professional and technical personnel trained at the graduate level in development-related fields of study. The objective was to fill or upgrade particular scientific, technical, managerial, or other professional positions which African governments considered critical to the development effort. It has been a prime instrument of staff development for African universities: one estimate is that about half of all those who have completed study under AFGRAD I have become staff members of African universities.

This program has been a cooperative effort similar in some respects to ASPAU. African governments have usually paid the costs of international travel, American universities have contributed full tuition scholarships, and AID has

paid the costs of student subsistence and general program administration. AAI has administered the program since its inception, arranging for student selection and placement (utilizing the services of its field representatives and the AFGRAD Sub-Committee of the Council of Deans of the Council of Graduate Schools), the payment of subsistence costs, and general program administration.

Beginning with the seventh or eighth year of intake, an allied program, funded by AID, was begun: the African Graduate Study Award (AGSA) program. The difference between it and the regular AFGRAD I program was that it was designed for students whom AID desired to receive graduate training in the U.S. for specific, job-related purposes, but who for one reason or another did not meet the criteria or high standards of the AFGRAD scholarship program. In the case of AGSA, AAI would do the placement and administer the support necessary, but AID would pay the regular tuition charged by the training institution. (Johnson and Liddle: 1974, p.23) Beginning with wave seven or eight of AFGRAD I, some 20 to 25% of each year's intake were AGSA students.

From 1963 to the academic year 1976/77 (which was the last year of intake into AFGRAD I), some 1,301 scholarship awards were made. (AAI: 1979, p.21) The last 150 or so AFGRAD I students are still pursuing their studies in the U.S. The last of these should be completed in 1981, at which time AFGRAD I will end.

While the need for ASPAU gradually diminished over time, the need for an AFGRAD-type program has remained fairly constant. As a result, when AMDP came into existence in 1976, it made provision for an AFGRAD II. It shall be treated elsewhere in this evaluation.

INTERAF, which began in 1967, evolved as the logical successor to the American-based ASPAU. It has made use of African universities for undergraduate training and has served to provide training for Africans at African universities outside their home countries in subject matter fields which are unavailable at home. The project, therefore, aimed at encouraging maximum use of existing African resources, and minimizing costly duplication of university facilities. It also has served to reduce the more costly necessity of sending African students overseas.

AAI administered the program from 1967 to 1971, initially under a direct contract with AID, and then through a subcontract with the Association of African Universities (AAU). On July 1, 1973, the AAU assumed the overall responsibility for the administration of the program. Though AID has been thus far the major financial supporter of the Program, some other outside development agencies have from time to time utilized the INTERAF mechanism for specific training purposes relevant to their programs. (Johnson and Liddle: 1974, p.26)

From 1967 to 1976 approximately 1,800 students from 33 different countries were involved in the program. 1975-76 were the last years of student intake. Currently about 70 students are still studying under INTERAF auspices, and their periods of study are due to end soon. Thereafter, AID will no longer be involved in funding INTERAF.

III. Regional Training Projects Complementary to AMDP

The following four regional training projects have interesting relationships to the AMDP. The first two, the SAMDP and the SMDP, are for countries which were once served by AMDP but which cannot now participate in AMDP activities (except for AFGRAD II) precisely because they are served by those new regional projects. The last two, the DTPSAP and the SATP, on the other hand, serve countries which presently do not now participate in AMDP but which, at least in some cases, may well be eligible for AMDP in the near future.

SAMDTP was a regional project which ran from 1973 to 1976. It covered the countries of Botswana, Lesotho, and Swaziland, which AID then served only on a regional basis under Development Assistance authorization. In 1976, bilateral programs were begun under Security Supporting Assistance authorization. Owing to the fact that SSA assistance can only be bilateral in nature, the SAMDP had to be broken into three distinct manpower development and training projects, serving individually Botswana, Lesotho, and Swaziland. Technically, then, there is no SAMDTP, though the combination of the three programs is still popularly referred to as a regional program, and it is useful in this report to continue the fiction of considering them as such.

The initial authorization for the redesigned project was made in FY 78, and the project is to have at least a five-year life. Approximately 40 participants come to the U.S. from each of the countries every year;

another 25 from each are annually placed in academic training programs in third countries. Provision is made for short-term training in the U.S. and in Africa. The project is managed under a contract between AID-afr-SA and Transcentury, Inc., which in turn subcontracts with the Phelps-Stokes Fund for student placement.

Because of the existence of SAMDTP, no AMDP activities are conducted with Botswana, Lesotho and Swaziland, save AFGRAD. Some AMDP activity did take place, however, in the brief period from the end of FY 76 to the beginning of FY 78 when AMDP was in operation but the revised SAMDP was not.

SMDP is essentially the AMDP of the Sahelian region. Congress has stipulated that all of AID's development assistance for the Sahel be channeled through the Sahelian program which it created. Thus, it became necessary to redesign regional projects (such as the AMDP) in order to transfer to the Sahel program that which hitherto had been done under their auspices. As the PP for the SMDP states, "The primary reason for this project is to break out training for Sahelians consistent with the funding source of the Sahel Development Program." (AID: 1979, p.1) At the request of member states in the Sahel, however, AFGRAD II has been allowed to continue in the region.

SMDP began on August 15, 1979. It aims to provide long-term training for 200 Sahelians, and short-term training for 200-300 Sahelians during the five year life of the project. Its purpose is "to provide CILSS member states with training designed to increase the numbers of skilled personnel needed for development of rural areas." (AID: 1979, p.1) It has provision

for degree training, mainly at the master's level but with flexibility to train to the doctorate in special circumstances. There is also provision for short-term training in the U.S. and in Africa, and in-country training. In short, it is AMDP's mirror image, minus AFGRAD II.

DTPSAP came into being in 1975. Administered by the AAI, it offers training opportunities both of a short- and long-term nature at the post-secondary level in the U.S. and in other countries. It was originally designed to serve Africans from the former Portuguese colonies of Angola, Cape Verde, Guinea-Bissau, Mozambique, and Sao Tome and Principe. Subsequent Congressional bans, however, excluded the participation of Mozambique and drastically restricted the participation of Angola. The latter's participation has been limited to the 37 students who had been nominated by Angola's Transitional Government which was in existence in 1975-76. Thus, the project now serves essentially Guinea-Bissau, Cape Verde, and Sao Tome and Principe.

DTPSAP had a special mission: to aid specifically those former Portuguese African colonies which had achieved sudden independence in 1975. The project began with the intention of meeting the short-term training needs of the recipient countries, but it has gradually shifted to include more long-term training. Originally there was a strong attempt to provide training in Africa, but language and logistical difficulties made that difficult. Gradually training has shifted to the U.S., and to some extent Brazil and Portugal. AAI has held the contract for its management.

Some 400 participants have been in training under this project. (Brown and Washington: 1978) It is due to end in FY 1981, at which time its functions will probably be absorbed by AMDP.

SATP began in 1976 and is administered by AAI on contract from AID/afr/SA. Its aim has been to supply middle and high level African manpower in preparation for black majority rule in Southern Africa. During its four years of existence, SATP has awarded several hundred grants to Southern Africans -- all in refugee status -- for study in universities, technical schools, commercial training institutions and other post-secondary schools in the U.S. and Africa. The largest proportion of trainees thus far has come from Zimbabwe. As of June, 1980, 492 Zimbabweans have participated in SATP, 122 South Africans, and 18 Namibians.

Given the recent independence of Zimbabwe, and thus its presumed right to participate in the AMDP, a question which AID must now address is whether training Zimbabweans is now more properly to be conducted through the AMDP. If so, and given the high number of Zimbabweans traditionally trained by the SATP, some thought as to the impact on AMDP of the numbers of potential trainees will have to be addressed very soon.

IV. Indigenous African Training Capacity

We will in this part discuss the capacity of African nations to provide regular in-country and third-country training opportunities of a sort applicable to present and future AMDP activities. These include academic training both at the undergraduate and graduate levels, and short- and long-term special training programs. Due to the nature of it, we will not discuss special *ad hoc* (i.e., non-regular) training possibilities which are an

important AMDP option. Suffice it to say that virtually every African ministry, private and public agency, can theoretically mount ad hoc training programs, and thus they are to be considered along with what is presented here as potential training agents for AMDP activities.

Later we will discuss the problem of collecting and disseminating data on indigenous African training activities. It is a real problem, and one which should be addressed immediately should a decision be made to increase AMDP activities in Africa. Let us say here, however, that this part of the report suffers from the present lack of comprehensive data on this subject. While a good deal can be said about indigenous African training capacity, much more information can and ought to be found if a useful and comprehensive portrait is to be presented.

The capacity of African universities to offer high-level training has increased dramatically since independence. In 1960, there were scarcely a dozen universities in sub-Saharan Africa; today, there are 56. While Africa still lags far behind other world regions in the provision of higher education for its population, dramatic gains have been made since 1960. Table I-4-1 presents a comparison between 1960 and 1975 of the numbers of students enrolled in higher education as a percentage of the 20-24 age group in those African countries for which statistics were available in 1975. While still low in absolute terms, the 1975 percentages do demonstrate a dramatic increase over the earlier figures.

Table I-4-2 presents a listing of all African universities by country. The table indicates the dates commonly given for founding (which are frequently confusing as some institutions started as something else and then went through different metamorphoses before being "founded" as universities); numbers

of administrative staff, teaching staff, and students; non-Africans or non-nationals in those categories; faculties; and library sizes (which provide a rough indication of university research facilities).

TABLE I-4-1

Numbers of Students Enrolled in Higher Education as a Percentage of the Population Aged 20 to 24.

Country	1960	1975	Country	1960	1975
Angola	.02	.57 (72)	Mauritius	.15	1.14
Benin		.80	Mozambique		.35 (72)
Botswana		.79	Niger		.13
Burundi	.01	.31	Nigeria	.07	.44 (73)
CAR		.35	Rwanda		.18 (70)
Chad		.16	Senegal	.50	2.16
Congo	.44	2.78	Sierra Leone	.16	.63
Ethiopia	.05	.29 (74)	Somalia	.03	.69
Ghana	.24	1.20	Sudan	.38	1.35
Guinea		.57 (71)	Swaziland		1.69
Ivory Coast	.11	1.74	Togo		1.21
Kenya	.14	.79 (70)	Uganda	.19	.56
Lesotho	.23	.45 (70)	Cameroon		1.29
Liberia	.44	1.64	Tazania		.23
Madagascar	.16	1.21	Upper Volta		.20
Malawi		.27	Zaire	.06	1.00 (74)
Mali		.59	Zambia		1.93

Numbers in parentheses refer to year of data, if other than 1975.
Source: UNESCO, Statistical Yearbook -- 1977.

BEST AVAILABLE DOCUMENT

TABLE [illegible]

[illegible] UNIVERSITIES IN COUNTRY: YEAR OF FOUNDING: NUMBERS OF STAFF AND STUDENTS: NUMBERS OF EXPATRIATE STAFF AND NON-NATIONAL STUDENTS: EXPATRIATE LIBRARY SIZE

COUNTRY (UNIVERSITY) NUMBER SHOWN IN COUNTRY	YEAR OF FOUNDING	ACADEMIC STAFF TOTAL	ACADEMIC STAFF AFRICANS	STUDENTS TOTAL	STUDENTS AFRICANS	EXPATRIATE STAFF	EXPATRIATE STUDENTS	EXPATRIATE										LIBRARY SIZE (VOLUMES)
ANGOLA (1) [illegible] of Luanda[1]	[illegible]	n/a	n/a	n/a	n/a	1900	n/a	X	X		X	X	X	X		X		n/a
BENIN (1) University National de Benin	[illegible]	131	n/a	128	45	1102	17	X	X	X	X	X	X	X				7,400
BOTSWANA (1) (See Text) University College-Botswana[1]	1976	42	n/a	20	n/a	n/a	n/a		X		X			X	X	X	X	40,700
BURUNDI University Officielle de Bujumbura	1964	32	4	118	74	147	197		X	X			X	X		X		16,200
CAMEROON (1) University of Yaoundé	[illegible]	56	n/a	157	54	6209	182	X	X	X	X	X		X	X	X	X	n/a
CENTRAL AFRICAN REPUBLIC (1) University of Bangui	1969	n/a	n/a	11	n/a	161	18				X	X	X					1,200
CHAD (1) University of Ndjamena	1971	24	5	49	18	502	49		X	X				X				15,450
[illegible] University Marien Ngouabi	1977	n/a	n/a	n/a	n/a	n/a	n/a		X	X	X			X	X			75,200
ETHIOPIA (2) University of Addis Ababa University of Asmara	1961	40	-	441	121	6474	96	X	X	X	X	X	X	X	X	X	X	128,100
	1959	15	2	42	17	404	11		X	X				X		X		48,000
GABON (1) Université Omar Bongo	1970	n/a	n/a	205	159	1205	n/a		X	X			X	X				
GHANA (3) University of Cape Coast	1962	118	3	189	57	1221	18	X			X			X		X	X	125,000
University of Ghana at Legon	1948	187	4	567	111	3429	197	X	X	X			X	X	X	X	X	265,100
University of Science & Tech. Kumasi	1961	198		147	49	2038	69	X	X			X		X		X	X	46,000
KENYA (1) (See Text) University of Nairobi	1970	223	n/a	468	101	4457	114		X	X	X	X	X	X	X	X	X	175,100
IVORY COAST (1) Université Nationale d'Côte d'Ivoire	1964	n/a	n/a	191	n/a	n/a	n/a		X	X	X		X	X	X	X	X	n/a
LESOTHO (1) National Univ. of Lesotho[1]	1975	18	n/a	116	n/a	790	n/a			X	X	X			X	X	X	n/a
LIBERIA (2) Cuttington College	1949	17	1	42	26	400	57		X		X			X	X	X	X	50,000
Univ. of Liberia	1951	87	17	801	60	1994	230	X	X	X	X	X	X	X	X	X	X	80,200
MADAGASCAR (1) University of Madagascar	1960	750	n/a	142	n/a	1182	n/a	X	X	X		X	X	X	X			120,300
MALAWI (1) (See Text) University of Malawi	1964	1		24	49	141		X	X	X	X	X	X		X	X		[illegible]
MAURITIUS (1) University of Mauritius[1]	1968	n/a	n/a	12	n/a	n/a	n/a	X		X		X						45,700
MOZAMBIQUE (1) Universidade Eduardo Mondlane[1]	1961	n/a	n/a	117	n/a	1300	75	X	X	X		X				X		400,000
NIGER (1) Université de Niamey	1971	160	4	118	71	141	147		X	X			X	X				5,200
NIGERIA (13) Ahmadu Bello Univ	1962	n/a	n/a	588	115	4552	71	X	X	X	X	X	X	X	X	X	X	281,230
Bayero Univ. Kano[1]	1975	56	n/a	45	n/a	1113	n/a		X	X	X			X	X			n/a
Univ. of Benin	1970	89	4	35	15	1265	111	X	X	X	X	X	X	X	X	X	X	15,200
Univ. of Calabar	1975		-	n/a	n/a				X	X	X	X		X	X	X		n/a
Univ. of Ibadan	1948	238	n/a	184	140	1939	n/a	X	X	X	X	X	X	X	X	X	X	n/a
Univ. of Ife	1961	245		183	29	4388	41	X	X		X	X	X	X	X	X	X	250,230
Univ. of Ilorin	1975	NO INFORMATION AVAILABLE																
Univ. of Jos[1]	1975	56	n/a	207	n/a	1000	n/a		X	X	X	X	X	X	X	X	X	n/a
Univ. of Lagos	1962	95	4	147	40	1416	28		X	X	X	X	X	X	X	X	X	135,200
Univ. of Maiduguri	1975	NO INFORMATION AVAILABLE																
Univ. of Nigeria Nsukka	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Univ. of Port Harcourt[1]	1975	40	n/a	132	n/a	2000	n/a		X		X	X	X	X	X			30,200
Univ. of Sokoto[1]	1975	17	n/a	130	n/a	400	n/a		X		X			X	X			n/a
RWANDA (1) Université Nationale du Rwanda	1963	21	10	111	55	418	41		X	X			X	X	X	X		1,300
SENEGAL (1) Université de Dakar	1957	404	7	480	151	7711	2118		X	X		X	X	X	X	X	X	75,300
SIERRA LEONE (1) (See Text) Fourah Bay College	1827	15	-	143	14	1312	129		X	X				X	X	X	X	16,200
Njala Univ. College	1964	22	1	64	42	414	127	X			X			X				11,422
SOMALIA (1) National Univ. of Somalia	1969	n/a	n/a	28	n/a	1500	n/a	X	X	X	X	X	X	X	X	X	X	n/a
SUDAN (3) Univ of Juba-Khartoum Branch	1955	n/a	n/a	113	n/a	1405			X	X				X				42,300
Univ of Gezira	1975	NO INFORMATION AVAILABLE																
Omdurman Islamic Univ	1965	n/a	n/a	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Univ of Juba[1]	1970	n/a	n/a	75	n/a	30	n/a		X		X			X	X			n/a
Univ of Khartoum	1947	57	1	676	72	1905	129	X	X	X	X	X	X	X	X	X	X	n/a
SWAZILAND (1) (See Text) Univ College-Swaziland[1]	1975	n/a	n/a	30	n/a	70	n/a	X	X	X	X			X	X			40,000
TANZANIA (1) Univ. of Dar es Salaam	1970	72	12	196	129	1370	250	X	X	X	X	X	X	X	X	X	X	n/a
TOGO (1) Université Nationale	1970	n/a	n/a	145	n/a	1180	n/a	X	X	X	X	X	X	X	X	X	X	10,100
UGANDA (1) Makerere Univ	1948	57	1	411	54	1721	409	X	X	X	X	X	X	X	X	X	X	400,200
UPPER VOLTA (1) Université de Ouagadougou	1974	15	1	71	14	121	41		X		X							8,200
ZAIRE (See Text) Université Nationale de Zaire (Kinshasa)																		
Kisangani Campus	1971	n/a	n/a	30	42	1150	n/a			X		X	X					n/a
Lubumbashi Campus	1971	n/a	n/a	74	47	1300	n/a	X					X	X	X	X	X	n/a
Lovanium Campus	1971	n/a	n/a	47	74	1118	123					X		X	X	X	X	n/a
ZAMBIA (1) University of Zambia	1965	87	11	86	194	1352	144	X	X	X	X	X	X	X	X	X	X	150,200
ZIMBABWE Univ of Zimbabwe[1]	1957	n/a	n/a	n/a	n/a	1341	n/a	X	X	X	X	X	X	X	X			n/a

Sources: Unless otherwise noted in the notes below, data in this table is derived from: The Association of African Universities. Directory of African Universities. Accra: AAU, 1976. 1 Vol. in Italian.

1. Data on Lusaka from the International Encyclopedia of Higher Education. San Francisco: Jossey-Bass, 1976. 2 Vols. Vol. 1, p.144. Data on Zaire 1974 figures.
2. Data on U-C Botswana provided on telephone with dean of U-C Swaziland, which becomes part of the University of Botswana-Swaziland.
3. Data on NUL from the University's Calendar for 1978-9.
4. Data on U. of Mauritius from the University's Calendar for 1979-80.
5. Data on Eduardo Mondlane from Ogunmoriye "Information on the University", 1976, presented at the Ibadan Meeting, December, 1976.
6. Data on Bayero from the University's Calendar, 1978-9.
7. Data on Calabar from the University's booklet Information on the University of Calabar 1976.
8. Information on Port Harcourt and on Sokoto staff of the University in January, 1980, by Charles Lyons.
9. Information on Sokoto students staff by Charles Lyons in January, 1980, and from the University's 1978-9 Calendar.
10. Information on Jos students from a public information statement published by the University in 1976.
11. Data on Lubumbashi from the University's Statistics for 1983 and financial enrollment figures published by the University for 1971.

Unless otherwise noted, the data in Table I-4-2 is from an AAU publication of 1976 and thus is somewhat out of date. All of the universities presented in Table I-4-2 are presently members of the Association of African Universities, except Rwanda, Mauritius, Somalia, and Zimbabwe. Zimbabwe will undoubtedly be invited to join now that the political situation in that country has been resolved.

A few words of clarification is needed for some universities. The University Colleges of Botswana and Swaziland together represent the University of Botswana-Swaziland. For all intents and purposes, however, the University-Colleges are tantamount to individual, national institutions. The University of Nairobi has, in fact, two distinct campuses: the main one in Nairobi itself, and Kenyatta University College just outside the town. KUC contains the Education Faculty for the University, and will probably be elevated to full, antonomous university status in the not-too-distant future. Both it and the main campus hold separate memberships in the AAU. The University of Malawi operates on three distinct campuses: Chancellor College, which contains the general arts and sciences program; the Polytechnic; and, the Bunda College of Agriculture. They together hold a single membership in the AAU and presumably the data supplied to it represent combined information. (The enrollement figures appear to us to be low, however, and may be just for one campus.) Though they hold separate memberships in the AAU, Fourah Bay College and Njala University College together comprise the University of Sierra Leone. The National University of Zaire operates on three separate, widely dispersed, and to some degree

antonomous campuses, all technically under the office of the Rector which is located in Kinshasa. A considerable number of non-degree students are enrolled in various parts of the University, which serves to inflate the enrollment figures presented here. Moreover, as UNAZA reported to AAU in 1976, another 6,300 students were enrolled in various post-secondary school programs outside the University's umbrella.

Several things are worth noting in Table I-4-2, faulty, dated, and incomplete as the data are. Practically every African state (save for the smaller lusophone countries) has at least one national university. But, the size, quality and range of offerings varies considerably among universities -- witness the library statistics. Some nations -- Cameroon, Ghana, Kenya, Ivory Coast, Senegal, Sudan, and Nigeria in particular -- contain strong universities, or more properly, university systems. Others simply struggle along with mini-institutions with a few offerings of questionable quality. The implications of this disparity for regional planning are striking.

Another thing which shows up in Table I-4-2 is the level of indigenization. In the anglophone states, faculties are largely Africanized; in the francophone, quite the reverse. Clearly there are implications here for those in a position to provide staff development opportunities for African universities.

Table I-4-2 also gives some indication of the numbers of third-country trainees enrolled in African universities. Table I-4-3 presents further figures on this subject. It shows the total numbers of foreign students enrolled in post-secondary education programs in 1965, 1970, and 1975. The figures are for those states which reported these statistics to UNESCO for

TABLE I-4-3

Numbers of Foreign Students Enrolled in Post-Secondary Education Programs in Africa, by Country

Country	1965	1970	1975 (or 74 or 73 as marked)
Benin	9	72	17
Botswana	--	--	120
Burundi	79	94	174
Cameroon	142	146	234 (74)
Chad	--	--	57
Congo	337	675	275
Ethiopia	115	87	97 (73)
Gabon	--	--	99 (74)
Ghana	186	277	356
Ivory Coast	1940	1716	1383
Kenya	447	998	702 (74)
Lesotho	159	253	213 (74)
Madagascar	661	830	N/A
Malawi	--	--	10
Niger	--	--	247
Nigeria	204	268	446
Rwanda	8	18	51 (74)
Senegal	1742	2061	2118
Sierra Leone	182	241	354
Sudan	296	638	1828
Tanzania	170	360	239 (74)
Togo	54	373	478
Uganda	615	963	482
Upper Volta	3	8	134
Zaire	411	825	N/A
Zambia	--	209	344

Source: UNESCO Statistical Yearbook -- 1977, p.487

inclusion in its 1977 Statistical Yearbook. The figures indicate a general increase in third-country training, though there have been some rather sharp decline in some states' willingness or capacity to serve as third-country training sites (e.g., Benin, Congo, Ivory Coast, and Uganda). Some are clearly committed to serving as regional training centers as their foreign student populations represent a significant proportion of the total post-secondary student populations. Included in this category would be Botswana, Ghana, Ivory Coast (despite its declining overall numbers of foreign students), Kenya, Lesotho, Niger, Togo, and -- in particular -- Senegal and Sudan.

Universities in Africa, as elsewhere, are prone to a certain measure of hyperbole as to their training capacities. It is not uncommon, therefore, for a university to report that it has a program, say, in engineering even though it has no full professor of engineering on its staff and relies upon fairly junior people to do what little training can be provided. Thus, one should exercise some caution in viewing data supplied by universities as to the breadth --let alone the quality -- of their offerings. Nothing can substitute for independent judgment by outside observers.

Similarly, one should exercise caution in interpreting what universities report as to the levels of training provided. A surprisingly large proportion of institutions who responded to the 1976 AAU survey reported that they offered master's degrees, doctorates, etc.; a good many of those, we know, have scarcely the resources to provide a decent undergraduate education. We should bear in mind, particularly in dealing with universities which follow the British pattern, that graduate training is traditionally viewed as self-study, under the loose direction of a university faculty member. Technically, then, a

university can claim to offer the doctorate, although few if any students pursue it. There is a vast difference between merely offering a graduate degree, and providing special post-secondary programs and facilities.

A more realistic impression of graduate training possibilities in Africa might be gained from UNESCO statistics. Its Statistical Yearbook for 1977 contains figures on actual graduate enrollments in African countries. Only 13 African nations reported that they had graduate enrollments:

TABLE I-4-4

Graduate Enrollments in African Universities
1975

Country	Graduate Enrollment
Cameroon	435
Chad	2
Ghana	550
Ivory Coast	224
Kenya	650
Lesotho	2
Malawi	2
Mali	47
Nigeria	1,197
Senegal	185
Sierra Leone	90
Tanzania	115
Uganda	193

Source: UNESCO, Statistical Yearbook -- 1977, pp.408ff.

Of these numbers, a very high proportion were in the humanities, fine arts, and law. Table I-4-5 presents, by country and field, graduate enrollments in fields which might be of possible use for AMDP utilization.

TABLE I-4-5

African University Graduate Enrollments by Country and by Selected Fields of Study, 1975

Country	Education	Social Science	Natural Science	Engineering	Medicine	Agronomy
Cameroon	--	73	96	58	--	--
Ghana	51	--	74	3	--	28
Ivory Coast	--	69	118	--	--	--
Kenya	68	64	108	29	50	96
Lesotho	2	--	--	--	--	--
Mali	25	22	--	--	--	--
Nigeria	294	239	194	21	73	114
Senegal	--	52	47	--	--	--
Sierra Leone	73	1	4	--	--	--
Tanzania	--	--	11	--	--	7
Uganda	22	25	25	--	27	50

Source: UNESCO, Statistical Yearbook -- 1977, pp.408ff.

Making allowances for small programs (e.g., Lesotho), over subscription in programs of secondary priority as far as AMDP is concerned (e.g., education), and questionable quality (e.g., present-day Uganda), it appears that only a handful of countries in Africa have graduate programs of utility to AMDP. They are: Cameroon; Ghana; Ivory Coast; Kenya; Nigeria; Senegal; and possible Tanzania. (A possible addition to this list: Sudan, which does offer graduate work but did not supply its statistics to UNESCO. Another African university, Addis Ababa, has recently established a graduate school, but its utility to AMDP would be problematic.) Fortunately, each of these countries have traditionally shown great receptivity to third-country enrollments in their post-secondary educational institutions. (One possible exception: Ivory Coast, for reasons indicated above; another: Nigeria, whose foreign student enrollments, though high in absolute terms, generally represent a very small proportion of total student enrollment.) Clearly, however, there is a need to improve and enlarge the capacity of African universities to give graduate training if they are to meet African needs.

Beyond the traditional, degree-oriented training programs, there are undoubtedly other possibilities for training in Africa. Unfortunately, one hears of them vicariously and records their existence informally. Thus, for example, we know of the Pan-African Institute for Development (PAID) in Cameroon, the Regional Center for Training Road Heavy Equipment Mechanics (CERFER) in Togo, and so on. Each of these, we know, provides specialized

training opportunities which could be of tremendous use to AMDP. Yet (and as we discuss later) there is no comprehensive guide which can help AID and others to make use of the rich variety of training opportunities we believe to exist in Africa.

Fortunately, others have seen the need for such a guide and an initial attempt at putting one together for West Africa is now underway. This is a study being undertaken by Cynthia Wise of AAI at the request of REDSO/Abidjan. While the completion of it will come after this evaluation is filed, a hint of its contents is possible. Table I-5-6 presents the materials with which she is working and the vast range of training opportunities -- from university-based centers to specialized mini-institutes -- which the study will treat. Surely this kind of work could and should be expanded if the wealth of Africa's indigenous training capacity is to be fully utilized.

Despite the growing capacity of Africa to provide for its own training, however, it, more than any other region in the developing world, will continue to need training opportunities in the developed world, particularly in technology, the sciences, and management fields, and at the more advanced levels.

TABLE I-5-6 Some Indigenous Training Opportunities in Africa

	Economic Planning/ Financial Analysis	Health/ Nutrition	Environment/ Natural Resources	Technology/ Engineering
I. Post-Secondary less than 1st Degree	Government Secretarial Schools, Accra (Ghana) Technical Institute (Sierra Leone) Ecole Nationale d'Economie Appliquee (Senegal) Ecole de Statistique (Ivory Coast	Accra Polytechnic (Ghana) Tubman Nat. Institute of Medical Arts (Liberia) Ecole Nationale des Infirmiers, Infirmieres, & Sage-Femmes (Ivory Coast) Centre Universitaire des Sciences de la Sante (Cameroun)	Kaduna Polytechnic (Nigeria) College of Technology Calabar (Nigeria) Ecole Nationale des Cadres Ruraux, (Senegal) Institut National d'Etudes Forestieres (Gabon)	Accra Technical Training Centre (Ghana) Yaba College of Technology (Nigeria) College Polytechnique Universitaire (Benin) Institut Universitaire de Technologie (Senegal) Centre Inter-Etats de Formation (Upper Volta)
II. University Undergraduate	Ahmadu Bello Univ. (Nigeria) University of Ghana Legon (Ghana) Institut Africain et Mauricien de Statistique et d'Economie Appliquee (Rwanda) Faculte de Sciences Economiques (Zaire) Institut de Statistique, de Planification et d'Economie Appliquee (Cameroun)	University of Ghana Legon (Ghana) University of Ife (Nigeria) Institut Univ. de Technologie de la Sante (Togo) Institut superieur des Techniques medicales (Zaire)	University of Sierra Leone (Sierra Leone) Ahmadu Bello Univ. (Nigeria) Institut Superieur Polytechnique (Upper Volta) Ecole Nationale Superieure Agronomique (Cameroun)	University of Science & Technology (Ghana) University of Nigeria Nssuka (Nigeria) Ecole Nationale d'Ingenieur (Mali) Ecole Nationale Superieure Polytchnique (Cameroun)
III. Post-Graduate	University of Lagos (Nigeria) IDEP, Dakar (Senegal)	Regional Institute for Population Studies (Ghana)	ENDA (Senegal) University of Science & Technology (Ghana)	University of Lagos (Nigeria) University of Science & Technology (Ghana)
III. Post-Graduate	Faculte des Sciences Economiques (Ivory Coast)	Dogliotti College of Medicine (Liberia) Faculte de Medecine et Pharmacie (Senegal) Faculte de Medecine (Ivory Coast)	Faculte des Sciences/ Institut Universitaire d'Ecologie Tropicale (Ivory Coast) Faculte des Sciences (Zaire)	
IV. Specialized short-term Training	Nigerian Institute of Social & Economic Research, Ibadan (Nigeria) IDEP (Senegal)	Regional Institute for Population Studies (Ghana) University of Ibadan (Nigeria) Centre de Formation et de Perfectionnement du Personnel des Services de la Sante (Togo) Institut de Medecine Tropicale Appliquee & Institut de Sante Publique (Senegal)	ENDA (IDEP) (Senegal) Institut du Sahel (Mali) Centre de Formation Piscicole (Ivory Coast)	Technology Consulting Centre (Ghana) Comite Inter-Africain d'Etudes Hydrauliques (IEH) (Upper Volta) Centre Regional de Formation pour Entretien Routier (Togo)

TABLE I-5-6 (cont.)

	Agriculture/ Extension	Rural/Community Development	Education	Management/ Public Administration
I. Post-Secondary less than 1st Degree	Kwadaso Agric. College (Ghana) School of Agriculture Samara (Nigeria) Institut Polytechnic Rural (Mali) Ecole Superieure d'Agronomie (Togo)	Pan-African Institute for Development(Buea) (Cameroun) University of Ibadan (Nigeria) IPDR/Kolo (Niger) Complexe Polytechnique Agricole, PN (Benin)	Milton Margai Teachers College (Sierra Leone) Technical Teachers College (Ghana) C.I.D.E.P. (Zaire) E.N.S. (Congo) E.N.S. (Cameroun)	Institute of Management & Technology (Nigeria) Auchi Polytechnic (Nigeria) Institut d'Administration des Entreprises (Cameroun) Institut de Technologie Tertiaire (Ivory Coast)
II. University Undergraduate	Univ.Sierra Leone/ Njala (Sierra Leone) Cuttington College (Liberia) Ecole Inter-Etats Medecine Veterinaire (Senegal) Faculte de Sciences Agronomiques (Zaire) Ecole Nationale Superieure Agronomique (Ivory Coast)	University of Ghana Legon (Ghana) Ahmadu Bello Univ. (Nigeria) Institut de Developmt. Rural, Thies,(Senegal) Ecole Inter-Etats d'Ingenieurs de l'Equpmt. Rural (Upper Volta)	University of Cape Coast (Ghana) University of Nigeria/ Nsukka (Nigeria) Faculte de Sciences de l'Education (Zaire) Institut National des Sciences de l'Education (Togo)	University of Ghana Legon (Ghana) University of Lagos (Nigeria) Ecole de Droit et des Scienc Economiques (Togo) Ecole Superieure de Commerce (Ivory Coast)
III. Post-Graduate	Inst.Tropical Agr. (Nigeria) University of Ghana Legon (Ghana) Faculte Sciences Agronomiques (Benin)	Un.Science & Technology (Ghana) University of Ibadan (Nigeria) Ecole Africaine et Mauricienne d'Architec. et d'Urbanisme (Togo)	Ahmadu Bello Univ. (Nigeria) Univ. Sierra Leone/ Njala (Sierra Leone) Centre Pedagogique (Mali)	Ghana Inst.Management & Public Administration (Ghana) Centre for Management Devlp. (Nigeria) Institut de Productivite et de Gestion Prov. (Mali)
III. Post-Graduate	Ecole Superieure d'Agronomie et d'Elevage (Niger)	Dept. de Communication Sociale (Zaire)	C.R.I.D.E. (Zaire)	Fac. de Sciences Sociales, Politiques et Administratives (Zaire)
IV. Specialized short-term Training	School of Agriculture, National Root Crops Research Institute (Nigeria) Institut PanAfricain pour le Developpement Douala (Cameroun) Institut d'Elevage et de Medecine Veterinaire des Pays Tropicaux (Tchad)	Co-Operative College (Nigeria) Institut PanAfricain pour le Developpement (Upper Volta) INADES (Ivory Coast) National Women's Vocational Training Centre (Ghana)	Institute of Techn. Education (Ghana) A.A.U. (Ghana) Bureau Regional de l'UNESCO pour l'Educ. en Afrique (BREDA) (Senegal) Conseil Af. & Malg. pour l'Enseignement Superieur (CAMES) (Upper Volta)	Nigerian Institute of Management (Nigeria) Centre Af. & Maur. de Perfectionnement de Cadres (Ivory Coast) Institut de Productivite et de Gestion Prov. (Mali)

V. Specialized Language Training Centres

Centre d'Etudes Francaises pour Etudiants Etrangers (Ivory Coast)

Village du Benin (Togo)

Ghana Institute of Languages (Ghana)

Centre de Langue et Civilization Francaise (Senegal)

Centre Universitaire-Bamenda (Cameroun)

Ecole de Langues Vivantes/ Faculte des Lettres

Source: Cynthia Wise, AAI

V. African Students Abroad

For some time now, the UNESCO Statistical Yearbooks have compiled data on the numbers of foreign students in post-secondary training in the various countries. There are, of course, limitations to the UNESCO data. In gathering them for the Yearbooks, UNESCO must depend on the objectivity, good will, and accuracy of the organizations within member countries responsible for forwarding statistics to Paris. Hence, there is reason for some skepticism as to absolute accuracy. Relatedly, some countries (notably the Soviet Union) do not report such data to UNESCO, and hence they are not included in the tabulations. Another weakness is that UNESCO foreign student data are not disaggregated by fields of study, sex of students, duration of training, and other things which would be highly useful for the purposes of this evaluation. Nor do the data distinguish between scholarship or sponsored students and family-supported or "private" students. Perhaps the most serious drawback is that UNESCO tatistics are always several years out of date. The ones presented below are from the latest UNESCO Statistical Yearbook, which reports for 1977 and uses data supplied for 1975. Nonetheless, the UNESCO Statistical Yearbook-1977 contains the most recently available data on this type. (The 1978 Yearbook is supposed to be out "any day now.")

TABLE 1-5-1

Numbers of African Students by Country[1] in the Top 15 European and North American Countries - 1975

Host Country / Year of Data / Rank / Sending Country	U.S.A. 1975 1	France 1975 2	U.K. 1975 3	Canada 1975 4	West Germany 1975 5	Belgium 1975 6	Romania 1975 7	East Germany[2] 1975 8	Greece 1975 9	Italy 1975 10	Hungary 1975 11	Switzerland 1975 12	Czechoslovakia 1975 13	Yugoslavia 1975 14	Poland 1975 15
Angola	21		5	2		8	10				1	10	15	2	1
Benin	15	1,403	6	34	12	45	7								
Botswana	22	1	57	3	4									3	
Burundi	5	83	5	9	24	125	8		7		1	21	22	2	
Cameroon	430	2,284	80	49	50	43	3		6			22			
Central African Republic	8	156	1	5	5	31	52					9		16	
Chad	2	60	2	5	5	27						2		3	
Congo	17	1,237	2	9	13	39	191		2		8	4	4		11
Equitorial Guinea														1	
Ethiopia	2,290	130	84	69	91	6	19		68	108	45		23	65	9
Gabon	2	849	2	25	10	27						2	1		
Gambia	160	21	52	6	2		1						1	3	
Ghana	1,620	66	508	249	282	1	15		5		24	8	14		11
Guinea	18	271		8	10	6	9				10	8	8	10	2
Ivory Coast	64	2,141	25	61	16	82	2					7		7	
Kenya	1,120	23	988	205	36	3	16		37		5	5	3	11	8
Lesotho	32		45	37	1		2						5	2	
Liberia	840	11	10	5	17		42					1		4	
Madagascar	11	1,268	1		32	19	53		5		1	34	1		
Malawi	60	9	168	46	4										
Mali	19	845	3	31	16	33	8					1		17	3
Mauritania	4	133	5	5	4	4	11						1	6	
Mauritius	29	711	532	100	31	8	11					6	5	1	
Mozambique	11		23	1			3								
Niger	8	340	16	27	2	20						2		1	
Nigeria	11,440	92	2,762	624	498	48	81		37	15	102	12	58	19	45
Rwanda	3	73	4	27	42	148	13			25		42	3		
Senegal	32	1,528	10	18	26		12					11			
Sierra Leone	1,290	48	322	23	50		4				4	2	2		
Somalia	62	25	35	3	40		18			194	5	1	8		8
Sudan	860	64	871	31	69	4	196		179		100	3	69		46
Swaziland	16	1	36	20	1										
Tanzania	170	21	474	274	30		98		3		48	3	9	3	24
Togo	24	1,022	3	38	53	13	2				3	12	5	4	1
Uganda	110	14	152	20	25	5	1		29		4	2	8	6	3
Upper Volta	16	888		8	10	18	28				5	2	2	4	20
Zaire	190	666	14	15	45	748	93		29	38		82		15	2
Zambia	90	25	455	50	2		8					1	2	3	1
Zimbabwe	380	10	646	31			6		10		3	1	5		
Totals	21,431	17,009	8,274	2,430	1,240	1,513	1,027	922	418	386	369	326	264	210	184

[1] Data was not reported for the following African Countries: Cape Verde; Comoros; Djibouti; Guinea-Bissau; Sao Tome and Principe; Seychelles.

[2] East Germany did not disaggregate its African students by country.

Source: UNESCO Statistical Yearbook - 1977 (Paris: UNESCO, 1978) pp. 492-497.

These limitations and caveats recognized, the reader will note some very interesting things in the UNESCO data. Table I-5-1 presents a country-by-country tally, specially derived from the UNESCO data for this report, which shows where students from various African countries were studying in 1975. The host countries presented in the table represent the top fifteen receiving nations in Europe and North America. (Some countries in Africa also train large numbers of non-national African students. See Section I-4.)

The data confirm many popular assumptions. The "big three" host countries are the U.S., France, and the U.K., in that order. The presence of Canada, the two Germanies, Belgium, and Italy among the top fifteen should also come as no surprise to those knowledgeable of overseas training programs for Africans. The "special relationships" established during the colonial period France with francophone states, the U.K. with anglophone countries, Belgium with Zaire and Rwanda, Italy with Somalia and Ethiopia -- all these are reflected in the data.

Another thing to note is that the "big three" host countries -- the U.S., France, and the U.K. -- are really big. The gap between the numbers of African students in them and those in the others on the list is considerable. Of the 56,000 students from sub-Saharan Africa being trained in the top fifteen host countries, in 1975, about 46,700 (or 83%) were in the U.S., France, and U.K.

Perhaps it comes as no surprise that six countries of Eastern Europe are represented in the top fifteen recipient countries (Romania, East Germany, Czechoslovakia, Hungary, Yugoslavia and Poland). But the total number being trained in this group of six is not high: about 2,750, or about 5% of the 56,000 student total for all of the top fifteen. Still this number is significant when one makes the reasonable assumption that the vast majority of the these students (unlike in Western Europe and North America) are not private students but rather recipients of host-country scholarship awards.

(It should be emphasized once again that the Soviet Union did not submit its statistics on foreign students, and hence this picture is undoubtedly incomplete. Indeed, when we were in Lome, we found out that the Soviet Union annually awards 70 scholarships for Togolese to study in the USSR. Each is for five or six years' study in such fields as agronomy, medicine, management and diplomacy. The Togolese government's Office of Bursaries had high praise for the quality of Russian training. Clearly the Soviet Union's training efforts are significant; we wish we had more data.)

Romania's rank (number 7, behind Belgium) came as a surprise. Perhaps this is because of language similarities between French and Romanian. Or, perhaps Romania was in 1975 conducting some special programs for those countries which were reported as having large bloc numbers of foreign students there (e.g., the Sudan, Nigeria), but information on that is lacking. It is difficult to say with certainty what changes in Eastern bloc training have come about since 1975, but some certainly must have taken place. The Sudan,

to take one example, was in 1975 looking to the Eastern Bloc for technical assistance, and that is reflected in the relatively high numbers of Sudanese students reported. That situation probably does not hold true today.

Not surprising but worth highlighting is the correlation between the official language of the sending country and that of the host country. France, Belgium, and Switzerland cater to students from francophone Africa; the U.K. and the U.S. appear to specialize in training anglophone students. Bilingual Canada has a good mix of each, as do for the most part the several other countries in the top fifteen which speak languages other than French or English. Presumably, for these last mentioned, the home language of African students matters little as all in-coming students would have to be taught a third language of instruction. But the number of such students in third-language countries is small, compared to the number in French- or English-speaking host countries. Language obviously makes a difference, and it probably goes beyond mere cultural affility for there are costs involved in training, say, a Togolese student in English so that he may pursue a degree in the U.S. We will get into this later.

One thing which skews the overall data on African students studying abroad is the number of Nigerian students represented in tabulations like these. Their numbers are far and away the greatest; and, they are for the most part supported by Nigerian and not outside resources. Thus, it might be useful to look at some figures which factor out the Nigerian students; and, while we are at it, it might prove illuminating to factor out student numbers from other African countries (Angola, Equitorial Guinea, Gabon, Mozambique) which do not participate in any AMDP activities. Some surprises are in store.

Table I-5-2 shows the proportion of students from AMDP countries in the top fifteen European and North American host countries as of 1975.

TABLE I-5-2

Top 15 Host-Countries Providing Training
for Students from AMDP Countries -- 1975

Rank as Training Site for All Sub-Saharan African Students	Rank as Training Site for Students from AMDP Countries	Country	A. Total # of Students from Sub-Saharan Africa	B. Total # of Students from AMDP Countries	B as % c
1	2	U.S.A.	21,431	9,957	46%
2	1	France	17,009	16,068	94%
3	3	U.K.	8,274	5,482	66%
4	4	Canada	2,430	1,778	73%
5	6	West Germany	1,540	1,032	67%
6	5	Belguim	1,513	1,430	94%
7	7	Romania	1,027	931	90%
8	8	East Germany	922	N.A.	-
9	9	Greece	418	381	91%
10	10	Italy	380	365	96%
11	12	Hungary	369	267	72%
12	11	Switzerland	316	302	96%
13	13	Czechoslovakia	264	201	76%
14	14	Yugoslavia	210	180	86%
15	15	Poland	184	137	74%

Source: UNESCO Statistical Yearbook -- 1977 (Paris: UNESCO, 1978), pp. 493-497.

We see in this table that the U.S., which trains more sub-Saharan African students than any other country, was, at least in 1975, number two in terms of training students from AMDP countries. France ranked number one in this category. The main reason for this reversal of positions lies in the fact that the number of Nigerian students (11,440) represented 53% of the sub-Saharan African student total for the U.S. (21,431). On the other hand, France had comparatively few students from Nigeria, Gabon, and other non-AMDP countries: its enrollments of students from the less well-off states remained quite high.

Another thing that Table I-5-2 shows is that the U.S., despite the overall size of its student population from AMDP countries, ranks the lowest in terms of training students from AMDP countries as a percentage of the total African student enrollments. Among most other countries, that percentage is in the 70% to 90% range (France is 94%); for the U.S. that percentage is a mere 46%. Taking into account the size of the U.S. and its tertiary educational establishment vis à vis other countries' (and hence our capacity to do more training than, say, Canada), and looking only at the number of students from AMDP countries, the U.S., at least in terms of the 1975 UNESCO figures, does not come off very well. (See Table I-5-3)

VI. African Students in the U.S.

For twenty five years, the Institute for International Education (IIE) in New York has annually polled campuses in order to assess the number of foreign students enrolled in U.S. post-secondary institutions. The latest compilation, for the academic year 1978-79, recently became available and

TABLE I-5-3

Numbers of African Students from AMDP Countries
as Compared to the Populations of the Host Countries
With 1,000 or More Such Students -- 1975

Country	A Total Numbers of Students from AMDP Countries	B Population of Host Country (Millions), 1975	Ratio of A to B
U.S.A.	9,957	213.559	1:21
France	16,068	52.748	1:3
U.K.	5,482	55.981	1:10
Canada	1,778	22.727	1:13
West Germany	1,032	61.832	1:59
Belgium	1,430	9.801	1:7

Source for Population Data: Bureau of the Census, U.S. Department of Commerce, International Population Dynamics, 1950-79: Demographic Estimates for Countries with a Population of 5 Million or More. (Washington, D. C.: GPO, 1980)

it provides an opportunity to up-date some of the data presented thus far. As with the UNESCO figures, some cautions and explanations need to be voiced. First, IIE collects data by country only for the larger national groups. Its survey instrument, for example, has a place in which one might enter the number of Nigerian students, but not the number from Niger. Those from Niger are simply grouped into the category "West Africa Unspecified." Second, and like the UNESCO data, the IIE reports does not indicate by country (or region for that matter) breakdowns by field, private/sponsored, sex, level and duration of training, etc. The data do indicate such information for the aggregate foreign student population, however. The data also cover only students enrolled in institutions of postsecondary education, from junior colleges through universities; they do not include those who come here for short-term training, say, at USDA or at Arthur D. Little. For countries where there are less than 100 nationals studying in the U.S., IIE simply provides the number found. In cases involving more than 100, IIE makes an extrapolated estimate based upon the number actually found to which is applied an elaborate, experience-proven formula which tries to take into account the numbers of students presumed to be missed in the survey.

Table I-6-1 presents the IIE data on sub-Saharan African students broken down by country of origin (if data available) for the years 1977-78 and 1978-79. To these numbers should be added the following regional breakdowns (which lump together the Nigers, Togos, etc.) for 1978-79:

TABLE I-6-1

African Students in the U.S. by Country:
Academic Years 1977/78 and 1978/79

	Extrapolated Count 1977/1978	Extrapolated Count 1977/1978	% Change
Botswana		36*	
Cameroon	540	650	20.4
Cape Verde		23*	
Chad		27*	
Ethiopia	1,570	1,520	(3.2)
Gambia	140	150	7.1
Ghana	1,650	1,740	5.5
Ivory Coast	250	220	(12.0)
Kenya	1,430	1,570	9.8
Lesotho		49*	
Liberia	750	760	1.3
Madagascar		25*	
Malawi		47*	
Mali		34*	
Mauritius		29*	
Nigeria	13,510	16,220	20.1
Senegal		34*	
Sierra Leone	790	790	--
Somalia		78*	
Sudan	340	420	23.5
Swaziland		34*	
Tanzania	360	530	47.2
Uganda	360	380	5.6
Zaire	150	180	20.0
Zambia	150	190	26.7
Zimbabwe	580	670	15.2

*Indicates Actual Count -- SEE TEXT.

Source: Open Doors/1979: Report on International Educational Exchange. (New York: IIE, 1980), pp. 128-129.

East Africa Unspecified	69
Central Africa Unspecified	32
Southern Africa Unspecified	19
West Africa Unspecified	117

IIE's figures indicate the total of sub-Saharan African students in the U.S. for 1978-79 was 26,990. This represents an increase of 5,559 from the 1975 UNESCO figure mentioned earlier (21,431) a 26% increase. But when we factor out the number of Nigerian students, 16,220 for 1978-79, then we get a new perspective. The total number of sub-Saharan African students in the U.S. for 1978-79, excluding Nigerians, is 10,770. Presuming that this represents for the most part students from AMDP countries, then we have had a most modest increase of only 813 over the figure for AMDP derived from the 1975 UNESCO data (9,957). This represents a percentage increase of 8%. We presume AMDP has played a significant role in fostering this increase of students from Africa's poorer countries.

It might be interesting to note the place of African students within the general U.S. foreign student population. IIE estimates that there were, in 1978-79, 263,940 foreign students in the U.S. The regional breakdowns are given in Table I-6-2.

TABLE I-6-2

Foreign Students in the U.S. by Region, 1978-79
(Percentages)

Region	Percentage
Asia	58.5
Latin America	15.6
Africa*	10.2
Europe	8.2
North America	5.9
Oceana	1.6
	100.0%

*The IIE data treats entire continents as regions. Thus, North Africa is in the IIE African Region. For this report, the North African figures were combined with those from Asia. Thus, the percentage for Africa above represents only that for sub-Saharan Africa.

Source: Open Doors: 1978-79 Report on International Education Exchange. (New York, Institute for International Education, 1980), p.8.

Africa as a whole, then, ranks third in the number of foreign students in the U.S. But what about the AMDP countries? Removing Nigeria, one finds that the total number of African students in the U.S. represent only 4.1% of the foreign student population, in second to last position, ahead of only Oceana.

A popular misconception about today's foreign students in the U.S. is that a great many of them are here under the sponsorship of AID or some other U.S. Government agency. In fact, very few of them are. Each year IIE surveys foreign students as to their source of support, a survey which for all its faults does present some interesting data and trends. It is reproduced in Table I-6-3. Unfortunately, the data is not disaggregated as to show the primary source of funding of African students, but one might with caution make some inferences about their finances based on the overall data.

The data show that personal and family resources now account for the bulk of support of foreign students, a pattern which has been increasing dramatically in recent years. The second largest area of support is the home government. Combining these categories we see that 76.1% of the support of foreign students in the U.S., according to the IIE data for 1978-79, comes from sources in the home country, that contrasted with 65.9% only three years ago. Clearly training in the U.S. has become increasingly the perogative of foreign students whose personal, family, or national wealth can pay for it.

Conversely, U.S.-based support has declined a great deal. Colleges and universities whose scholarships have been traditionally the third largest source of support for foreign students, have been feeling the financial pinch and this is reflected in the data. More striking, U.S. government support, which in 1976-77 accounted for 5% of the support of foreign students, accounted for only 2.2% of total support in 1978-79. We presume that AID funds have been a major element in this declining category.

TABLE I-6-3

Primary Source of Funds of Foreign Students: Percentages

Primary Source of Funds	1976/1977	1977/1978	1978/1979
Personal and Family	52.4	62.9	64.3
Home Government	13.5	14.5	13.8
College or University	12.7	11.0	9.9
Employment	8.0	2.2	3.6
Foreign Private Sponsor	3.9	3.4	3.5
U.S. Government	5.0	2.7	2.2
U.S. Private Sponsor	2.6	2.3	1.8
Other	1.9	1.0	0.9
	100	100	100

Source: IIE, Open Doors, 1978/1979: Report on International Educational Exchange (New York: IIE, 1980), p. 28.

One might reasonably infer that students from poor families and/or poor countries stand far less of a chance to receive U.S. training; and that, if the U.S. is serious about a more equitable distribution of its AID resources, more support for foreign students from poorer backgrounds may now be warranted.

VII. Efforts of Other Donors with Respect to African Manpower Training

Given the short time period of the contract, it was not possible to conduct as comprehensive a survey of other donors' efforts as we would have liked. What follows, then, is more by way of example than a portrayal of the complete picture. We are convinced, however, that the topic is of considerable importance in planning for future programs in manpower development and would strongly recommend that more time and attention be devoted to it than we were able to do. Virtually every one of the responses to our requests of donors for information led us to new questions and into new

areas for possible investigation. Moreover, the statistical portraits which emerged in compiling data for this report raised many questions as to what host countries were providing in the way of scholarships for their African students. The extent of French training; the surprising extent of Romanian efforts; the country-targeted Italian involvement -- these and other things which emerged from our data are quite tempting subjects for additional research.

We gathered our information from available literature, personal interviews, and responses from those European and North American organizations which we wrote as we presumed they sponsored training programs for Africans. In our letters, we asked for such things as the numbers of students being sponsored, duration of training, fields, indications of past and future trends, and names and addresses of other organizations in the country which also provided training for Africans. As our letters to French organizations seemed to go astray, and as France was early recognized as the major trainer of students from AMDP countries AID was kind enough to cable its liaison office in Paris to run down this information for us. Understandably, most recipients of our letters were busy with other matters and tried to respond with available material which only approximated that for which we were looking. Nonetheless we are grateful for what we received and, while we fell short of our objective of achieving a comprehensive picture, we did come up with some interesting results.*

*Too late for incorporation here, we recently received through AID's kind intercession statistical information on scholarships and training opportunities provided by member states of the Organization for Economic Cooperation and Development. These data, for 1978, are for the following countries: Australia Austria, Denmark, Finland, France, Germany, Italy, Japan, the Netherlands, New Zealand, Norway, Switzerland, and the United Kingdom. We hope, in a subsequent paper, to use this material to cross-check, up-date, and expand the material presented in this section. Also we have received statistics, but little in the way of explanation of them, from the United Nations Development Programme. We hope, in the subsequent paper, to include these as well.

Given their disparate and exemplary nature, it might be best to present the findings gathered from the various donors in alphabetical order, and then to reflect upon what might be said in general.

Canada. The Canadian International Development Agency (CIDA) conducts a variety of training programs: in-Canada, in-country, and third-country. Their published statistics on current activities unfortunately do not break their training opportunities down by country; but, they do by field (See Table I-7-1).

TABLE I-7-1

African Students and Trainees in Canada and Sponsored by CIDA in 1978 by Sector of Study

Economics and Administration	187
Renewable Resources	107
Health and Social Services	55
Mining	45
Engineering	206
Education	129
Public Utilities	58
Fine Arts	4
Industry	27
Natural Sciences	84
Law	3
Total	905

Source: CIDA, Annual Report, 1978-79 (Ottawa: CIDA, 1979), p. 62

CIDA appears to specialize in training Africans: of the 1,138 LDC students and trainees in Canada under CIDA sponsorship, the 905 from African nations represented 80%. And, extrapolating from the UNESCO data for African students

in Canada in 1975 (2,430) we might guess that about one third of African students in Canada come under CIDA sponsorship. In addition, CIDA sponsored (for the 1978-79 academic year) 157 Africans for in-country, and 176 for third-country training. These 333 Africans represented 43% of CIDA's total effort in these areas. (CIDA: 1979, p. 63)

The letter conveying this information to us commented on trends. "Over the past three years we have noticed a decline in trainees in Canada from around 1,500 trainees to about 1,000 on January 1, 1980. We suspect that the number of CIDA first and third country trainees is increasing slightly and hope to clarify this when we produce our mid-Summer statistics."

In addition to CIDA's regular training programs, we must not forget that the International Development Research Centre in Ottawa conducts some training as well as research. Most of the projects in which it is involved contain a training element, and the Centre's Human Resources Awards Program also provides training and development of young professionals. Unfortunately, we could not get precise information on African participation in such programs. (IDRC: 1979, p. 5)

A notable recent Canadian development has been the establishment, in 1978, of the International Development Office (IDO) within the Association of Universities and Colleges of Canada. Funded by CIDA over a three-year trial period, the IDO's mission is to be a broker between the resources of the Canadian universities and the needs of developing countries. To date, the Office has been instrumental in such things as devising a CIDA-funded

supplementation scheme which will facilitate the secondment of Canadian academics to Nigerian universities, and marshalling assistance (in terms of staff and materiel) for the rehabilitation of Makerere University in Uganda. (IDO, AUCC: Winter 78/79, pp. 1-2)

Denmark. The Danish International Development Agency (DANIDA) does provide training opportunities as part of its concessional bilateral programs. Out of a FY 1977/78 total of 494 million D. Kr. (approximately $82 million), some 28 million D. Kr. (or about $4.7 million), or 6% of the total, is devoted to scholarships and training.

The Danes provide essentially three kinds of training assistance. They provide scholarships in development-related fields; conduct a Danish Training Course Program in conjunction with UN specialized agencies; and a Danish Fellowship Program which specializes in short-term courses. The Training Course Program gives special priority to post-graduate studies and advanced training of skilled personnel. In 1977, Denmark financed 56 courses which involved approximately a thousand participants. Nine of these were held in Denmark; 47 in developing countries. The Danish Fellowship Program is designed for people who hold a university degree or equivalent qualifications. These short-term courses are designed to widen the trainee's professional knowledge and experience. In 1977, 478 LDC students were received in Denmark, and 88 were granted fellowships for study in third countries. The average length of study in the Program is six months. (Danida, 1978: p. 7)

DANIDA also provided us with typed statistics on foreign students support for training in Denmark in 1978 and 1979 under DANIDA's bilateral scholarship program. The statistics are disaggregated by region and country.

Of a total 563 such students in 1978, 152 were from sub-Saharan Africa (27%). Of 507 in 1979, 161 were from Africa (32%). Table I-7-2 presents a breakdown by country:

TABLE I-7-2

African Students in DANIDA-Sponsored Bilateral Scholarship Programs (Courses Conducted in Denmark)

Country	1978	1979
Botswana		5
Ethiopia	2	2
Gambia	4	2
Ghana	6	5
Kenya	56	34
Lesotho	3	2
Madagascar		3
Malawi	6	8
Nigeria	6	3
Sierra Leone	2	2
Somalia		2
Sudan	11	28
Swaziland	5	
Tanzania	42	46
Togo		2
Uganda	4	3
Zaire	3	4
Zambia	4	10
	152	161

Source: DANIDA, "Bilaterale Stipendiater -- 1978/1979 Oversight" (typescript)

As Table I-7-2 shows, DANIDA's efforts are heavily devoted to anglophone African training. Unfortunately, we did not receive information on the fields of study being pursued by scholarship holders. The letter transmitting these materials indicated that "a slight increase [in scholarships] over the next decade can probably be expected."

Economic Commission for Africa (ECA). ECA is part of the Economic and Security Council of the United Nations and is engaged to some extent in training and manpower development. Its mandate includes studying African manpower training needs and policies. It also assists in the development of local training capability, and the high-level training of Africans in certain priority areas.

During 1979, for example, it conducted national training workshops in Botswana, Malawi and Togo, and a regional workshop in Kenya for trainers, staff development officers, and training managers. It also conducted an Expanded Training and Fellowship Programme for Africa. Libya, Morocco, and Egypt provided substantial fellowship offers. A total of 75 Africans received training awards under bilateral agreements. An additional 100 trainers participated in four to six week special ECA training workshops.

Much of the manpower development work of ECA is done in conjunction with member countries of the U.N. During 1979, for example, the Netherlands Government co-sponsored with ECA a conference in Addis Ababa on training policy and training coordination; and, 54 trainees benefited from short-term courses offered under joint Dutch/ECA sponsorship. AID has also cooperated with ECA on occasion.

Using consultants, ECA has attempted to study various aspects of African manpower development. Last year, for example, it conducted studies of accelerated localization possibilities in six African countries, skill needs for basic industries, manpower profiles for metals industries, etc. Still, it would appear that ECA is far from fulfilling its mandate to study and coordinate all of Africa's various training needs and opportunities. (UN: 1980, pp.5-7)

France. The French government provides more scholarship and training opportunities for Africans than any other country for which figures are available. Its two main agencies for funding these activities are the Ministry of Cooperation, which specializes in programs for francophone and lusophone Africa, and the Ministry of Foreign Affairs, which provides funding for anglophone programs.

The Ministry of Cooperation's scholarship and training efforts may be divided into six categories. The following is a listing of these six, plus the total numbers of students or trainees during the 1978-79 academic year:

1. University scholarships which average four years' duration -- 1,345

2. "Stages" (i.e., partial university programs) or other specialized training opportunities averaging 18 months -- 1,989

3. Research training programs, generally of two years' duration, handled by the French government's Office de la Recherche Scientifique et Technique d'Outre-Mer (OSTROM) and conducted by a variety of French research facilities -- 211

4. Special training of one or two years' duration, primarily in the area of public works (e.g., roads, railroads, construction) -- 109

5. Short trips for attendance at special conferences, workshops, colloquia, etc. -- 143

6. University and professional/technical school training in Africa, normally conducted in regional institutions supported in part by French funding -- 1,619.

Thus, the total number of African students and trainees supported by the Ministry of Cooperation in 1978-79 was 5,445, and of that number 3,826 were in France and 1,619, in Africa. Table I-7-3 presents a breakdown of numbers of students/trainees by country.

TABLE I-7-3

Numbers of African Students/Trainees, by Country, Supported during AY 1978-79 by the French Ministry of Cooperation

Country	Number
Benin	449
Burundi	210
Cameroon	368
Cape Verde	31
C.A.R.	180
Chad	143
Congo	297
Djibouti	94
Gabon	130
Guinea-Bissau	30
Ivory Coast	146
Madagascar	567
Mali	300
Mauritania	127
Mauritius	250
Niger	148
Rwanda	243
Senegal	653
Seychelles	74
Togo	243
Upper Volta	438
Zaire	324
Total	5,445

The Ministry of Cooperation reports that its scholarship programs will probably remain at about the same level in 1980 and in future years. One important change, however, will be a decrease in the numbers of students it will support in African universities and professional/technical schools. France now expects African nations to begin to pick up the costs of such in-country and third-country training, and aims to decrease its in-Africa scholarships from the present 1,600 to 600 within the near future. Any savings realized from this shift will be transferred to the budgets which provide for in-France training. The Ministry of Cooperation's training budget for 1979 was 120 million French francs (approximately $24 million); for 1980, 135 million FF ($27 million); and the 1981 projection is 145 million FF ($29 million). The numbers of students/trainees is expected to remain the same: the budgetary increases are simply to cover inflation.

The Ministry of Foreign Affairs provides additional scholarships for students and trainees from those parts of Africa not covered by the Ministry of Cooperation (broadly, anglophone Africa). In 1978, it supported 849 students and 566 trainees from the following countries: Equitorial Guinea, Ethiopia, Gambia, Ghana, Kenya, Liberia, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Tanzania, Uganda, and Zambia. The largest numbers came from Ghana (302 students; 211 trainees) and Nigeria (189 students; and 167 trainees).

In all, then, the French government provides approximately 5,000 training opportunities, in France, for African students. Extrapolating from the UNESCO data cited earlier in this Section (17,009 African students in France in 1975), we might reasonably assume that over 30% of all African students in France are supported by agencies of the French government.

The Netherlands. The Dutch pattern of training for people from LDC's is novel. Since the 1950s, training for Third World people has been provided by a special Dutch International Education program. Each year, about 1,600 people from abroad follow a string of courses designed just for them. Usually they are supported by grants from the Dutch Ministry of Development Cooperation, but other Dutch ministries (e.g., Education and Science, Agriculture and Fisheries) also give grants. There are now 17 training institutions -- ranging from the Immunology Training and Research Centre in Amsterdam, to the Institute for Aerial Survey and Earth Sciences in Enschede -- which continually run some 60 different courses designed for people from LDCs. The courses are practical, and of short duration (i.e., shorter than normal university courses). They are conducted in English for the most part, though occasionally courses in French and Spanish are also offered. Responsiblity for coordinating the work of the 17 centers and of the International Education program lies with the Netherlands Universities Foundation for International Cooperation (NUFFIC) in the Hague. (NUFFIC: 1977, p. 1)

Of the 1,600 LDC trainees who come each year, 300 to 400 regularly come from Africa. Table I-7-4 illustrates the number of Africans involved in the Dutch International Education program in 1978, by country and by field.

TABLE I-7-4

Africans Following Dutch International Education Courses Who Began Their Studies in 1978: By Country and By Field

Country	Applied Sciences	Social Sciences	Agricultural Sciences	Medical & Related Sciences	Total From Country
Benin		1	1		2
Botswana	2	1			3
Cameroon	3	2	3		8
Ethiopia	17	4	4		25
Gambia	1				1
Ghana	17	30	19		66
Ivory Coast	1				1
Kenya	21	4	12	2	39
Lesotho		4	5	2	11
Liberia	7	3	1		11
Malawi	3	5			8
Mali	1				1
Mauritius	1	2	2		5
Nigeria	22	24	8	1	55
Rwanda	1		1		2
Senegal	1		1		2
Sierra Leone	5	2	2		9
Tanzania	23	32	7	2	64
Uganda	2	4	4		10
Upper Volta	13		2		15
Zaire	7				7
Zambia	4	4	4		12
Zimbabwe	1				1
Total	153	122	77	7	358

Source: NUFFIC Annual Report, 1978 (The Hague: NUFFIC, 1979), pp. 83-84.

Among its other activities NUFFIC also serves as an intermediary between Dutch universities seeking to establish institution-building linkages with universities in the third world. In 1978, five such linkages with African universities and other higher educational institutions were in operation: two with institutions in the Cameroon to improve their departments of agriculture; one in Nigeria to help establish a department of chemical engineering at Ahmadu Bello University; one with a Kenyan institution to develop intelligence and development tests for East Africa; and one with the University of Zambia's school of mines. (NUFFIC: 1979, p.66)

In addition to the International Education program there are about 100 African students in regular Dutch university programs. Most come from Ghana, Kenya, Nigeria, and Tanzania. As the Ministry of Development Cooperation targets its training efforts through the International Education program, few if any of those students are sponsored by it.

Norway. Each year, the Norwegian Agency for International Development (NORAD) provides support for numerous African trainees. Support is provided under various categories: short, study fellowships in Norway; in-country and third-country awards; and training provided in conjuction with NORAD's special development projects. Unfortunately, information on the last mentioned is not readily available, but some information about the fellowships and in-country and third-country awards is.

NORAD fellowships are given to allow attendance at special organized courses in Norway arranged as part of the Norwegian Government's Technical Assistance Programme. These are professional courses, usually of six to ten months' duration. As a general rule, the fellowships are for study at the

post-graduate level; but, they lead to a special diploma and not a degree. Courses are given in such subjects as shipping, ship inspection, pulp and paper technology, hydroelectric power engineering, fish technology, nutrition, animal husbandry, soil science, and agriculture. (NORAD: 1979, pp.1-3)

As is shown in Table I-7-5, the number of awards for fellowship study in Norway has declined over the past six years, but there has been a dramatic increase in Norwegian sponsorship of in-country and third-country African training. Tables I-7-6, I-7-7, and I-7-8 show, respectively and for 1979, the numbers, by country, of Africans studying in Norway on fellowships; the numbers, by country, of NORAD sponsored in-country trainees; and, the numbers, by country, of NORAD-sponsored third-country awards. While there is a fairly wide distribution of awards by country, one can note that Kenya and Tanzania (areas of heavy Norwegian assistance activity) appear to receive the largest share. (Source for all tables: typescripts from the Fellowship Division, NORAD, dated 3 July, 1980) The letter conveying all this information predicted "a slight increase in [the number of scholarships offered by NORAD] in the years to come ...."

TABLE I-7-5

NORAD Scholarships to African Students 1974-1979
(includes North Africa and South Africa)

	Studies in Norway	In-Country Trainees	Third-Country Trainees	Total
1974	162	47	5	214
1975	135	76	3	214
1976	153	113	49	315
1977	139	138	138	415
1978	144	198	258	600
1979	120	393	156	669

TABLE I-7-6

NORAD Scholarships to African Students in 1979:
Studies in Norway (includes North Africa)

Algeria	1
Botswana	3
Cameroon	1
Egypt	17
Ethiopia	2
Gambia	1
Ghana	2
Guinea	1
Ivory Coast	2
Kenya	18
Lesotho	5
Malagasy	1
Nigeria	1
Senegal	1
Sierra Leone	1
Sudan	6
Tanzania	56
Zambia	1
Total	120

TABLE I-7-7

NORAD Scholarships for In-Country Training in
Africa in 1979

Botswana	99
Cape Verde	20
Guinea Bissau	56
Kenya	101
Tanzania	93
Zambia	24
Total	393

TABLE I-7-8

NORAD Scholarships for Third-Country Training in Africa by Country in 1979: (includes North and South Afric

Algeria	3
Benin	2
Botswana	8
Cameroon	1
Ethiopia	6
Gambia	1
Ghana	3
Kenya	27
Lesotho	1
Malagasy	1
Mali	2
Mauritius	1
Morocco	1
Mozambique	7
Namibia	4
Nigeria	4
Rwanda	1
Senegal	2
Sierra Leone	2
Somalia	2
South Africa	1
Sudan	3
Tanzania	43
Togo	1
Tunisia	1
Uganda	5
Zambia	23
Total	156

U.K. The bulk of the training funded by Britain's Overseas Development Administration is managed by the British Council. In 1979/80, it reports, there are 4,605 sub-Saharan African students studying in Britain under British Council auspices. The breakdown provided by the Council is presented in Table I-7-9.

We recall from earlier conversations with the British Council personnel that most or all of the 497 Nigerians under its sponsorship are being supported by a reimbursable program with the Nigerian Government, albeit through ODA intermediation. The remaining 4,108, we presume, are being supported, at least in part, by ODA. If that is true, then present British donor efforts in the training area are remarkable. Presuming that the total number of African students in Britain given by UNESCO for 1975 (8,274) is approximately accurate for 1980, then Britain is sponsoring the study of approximately half its African students. Another thing of note is that half of the total, 2,344 to be exact, are students from Zimbabwe. The significance of that is intriguing.

The letter conveying these statistics spoke of a general increase in British Council sponsorship of foreign students over the past decade, but sensed that a decrease is likely in the future: "how severe, I could not forecast...." Undoubtedly our correspondent was referring to the position of the Thatcher Government concerning external aid and the present mood within the Parliament with respect to overseas students. The place of Britain as an important host-country for training LDC students could well decline in the near future, thereby putting increased pressure on the U.S. to train even more foreign students, particularly from anglophone countries.

TABLE I-7-9

Students from Countries South of the Sahara Studying in Britain Under British Council Administration: Financial Year 1979/1980

Country	Number
Africa general (exiles, refugees)	11
Benin	10
Botswana	63
Burundi	3
Cameroon	23
C.A.R.	1
Congo	3
Ethiopia	67
Gambia	56
Ghana	100
Guinea	1
Guinea-Bissau	5
Ivory Coast	29
Kenya	90
Lesotho	236
Liberia	16
Madagascar	4
Malawi	66
Mali	10
Mauritania	4
Nigeria	497
Rwanda	1
Sierra Leone	77
Somalia	21
Sudan	153
Swaziland	46
Tanzania	369
Togo	8
Uganda	37
Upper Volta	10
Zaire	15
Zambia	212
Zimbabwe	2,344
Total	4,605

Source: British Council (typescript), 1980

British efforts in training Africans extend to Africa as well. In addition to the many language and other courses offered by the British Council, the U.K., through its Inter-University Council for Higher Education Overseas (I-UC) and its Council for Technical Education and Training in Overseas Countries (TETOC), has had regular programs of supplying British staff to African technical schools and universities. Founded in 1946 and supported by funding from ODA, the I-UC arranges the secondments each year of approximately 150 staff members of British universities to universities in Commonwealth Africa, plus Liberia and (in time past) Ethiopia. (One current exception: Nigeria, which over the past two years has arranged its own staff recruitment from the U.K.) Seconded staff members receive, from a fund set up by ODA, salary supplementation under the so-called British Expatriate Supplementation Scheme (BESS). All such seconded staff must be in fields which meet ODA's definition of "development-related" and they normally serve three-year contracts in the host African university. In addition, the I-UC has programs which send short-term academic advisers to African universities, and runs regular short-term courses in the U.K. for people from participating universities abroad. At any one time, some 400 to 500 such seconded British academics are in teaching posts in Africa. The I-UC is scheduled for incorporation into the British Council by April, 1981. It is unclear what implications, if any, that will have on its traditional style and scope of operation.

TETOC's operations have been similar to those of the I-UC except that it specializes in secondment of staff to post-secondary (but not university) African technical and trades schools. Interestingly, TETOC has derived its seconded

instructors not only from British schools of technology, but also from the membership of cooperating British Trades Unions. ODA has been the traditional funder of its operations. In April of 1980, TETOC's functions were transferred to the British Council in the wake of the Thatcher Government's desire to streamline government-funded operations. The future effects of this transfer are still uncertain.

U.S. Foundations. We should begin with some generalizations. The first is that, up until now, the U.S. foundation "presence" in Africa has been essentially that of Ford, Rockefeller, and Carnegie. Throughout the 1960s and into the 1970s, these foundations were mainly concerned with assisting in the establishment of African training institutions, particularly universities and their departments and institutes. Their aim, broadly, was to raise standards of teaching and research, particularly in education (Carnegie's special role), the social sciences, agriculture, management, and medicine and health.

From the mid-1970s on, things have changed a good deal. Carnegie has for the most part left the sub-Saharan scene; in line with a Carnegie Board decision of 1975, the Corporation has been concentrating its African attention on South Africa and Rhodesia (now Zimbabwe). Ford and Rockefeller, on the other hand, have continued to work in sub-Saharan Africa, but they have of late applied a new justification for their continuance to provide training: training is now seen as an instrument to be used in meeting the objectives of the foundations' several program areas. Put another way, Rockefeller still trains Ph.D. agronomists, not because it wants to improve agricultural education in African universities, but rather because it hopes those agronomists might serve in the

furtherance of the foundation's objective of increasing food production in Third World countries. Perhaps there is a real difference in the justifications for training between now and the earlier period. The net result, however, (one more highly trained African agronomist) is the same.

The Ford Foundation's most recent programs which involve training also exemplify this trend. In 1979, it made an $83,000 grant to the University of Ibadan for training in issues of food policy: in 1977, it granted the University of Dar-es-Salaam $230,000 for a graduate fellowship program for women; from 1972 to 1978 (believe it or not) it funded at $340,000 the development of an M.Sc. program in Agricultural Economics at Makerere University in Uganda.

One of Ford's present objectives is to infuse African educational planning and research with a rigorous social science base. To achieve that aim, it is embarking on an extensive series of training programs: it is or will be sending anglophone Africans abroad for doctoral and post-doctoral programs in the social sciences; French-speaking participants are going to special MA programs at Laval University in Canada and Stanford University in California; in East Africa, the Foundation is supporting advanced training of people fairly high up in ministries of education; at the National University of Zaire, it is engaged in supporting a special and fairly high-powered program of training in educational research.

Rockefeller continues to fund its small but prestigious fellowship program for people from the LDCs, Africa included. It involves study in the U.S., and only for the Ph.D. And, fellowships are awarded in those fields (population and health, agriculture, the social sciences), which are the central programmatic areas of the Foundation.

Attempting to assess future trends in the U.S. foundation community is a bit like reading tea leaves, but some reasonable predictions can be made. Scattered evidence of a Carnegie grant to a Ghana-based outfit here or a Nairobi one there to the contrary, the Corporation is for the most part out of Africa (with the exception of its programs in South Africa). There is absolutely no indication that the Corporation will change this policy in the future. It now appears likely, from several pieces of scattered information, that Ford's international -- including African-training -- activities will take on a new character, and perhaps diminish in scope. Ford's traditional modus operendi of working with and through institutions of higher education in Africa and the U.S. will probably change as the Foundation moves into brand new areas of involvement. Rockefeller will continue with its modest but prestigeous fellowship program at least until 1983, when present commitments end. The Foundation is awaiting the arrival of a new president, and the completion of an extensive review of its past involvement in higher education and training. What all this augers for the future is uncertain.

There may be one or two new actors coming into the African training scene in the 1980s. Kellogg Foundation, which has never operated in Africa before, is presently studying whether it ought to develop programs on the Continent reminiscent of its twenty-five year involvement in Latin America. Should Kellogg decide to move ahead, they might begin with a modest African fellowship program similar to the one which it has run in this hemisphere for a number of years. Musing about that possibility, though, moves us from reasonable prediction to pure speculation.

The World Bank. With one important exception (described later), the World Bank does not conduct any training programs per se, but rather has concentrated its efforts in assisting in the creation of the institutional infrastructure in which such programs are given. That is, it has assisted in the development of African universities and other post-secondary training institutions. Tables I-7-10, I-7-11, and I-7-12 illustrate Bank efforts in creating student places in Africa in three periods, 1963-68, 1969-74, and 1975-79. The tables indicate the countries involved, the numbers of student places which the Bank aimed at creating, the fields of training, and whether the places were in a university or a non-university setting. In all, from 1963-79, the Bank attempted to create a total of 18,952 student places in African post-secondary institutions. As the letter of transmittal from the Bank warned, however, these tables illustrate what the Bank attempted to do, and not necessarily what has actually happened. To take one example, the Bank attempted to create 4,000 "general university" places in Lesotho. But, we know from other sources that the National University of Lesotho presently has less than 1,000 students.

TABLE I-7-10

Number of Student Places Created in Bank-Assisted Education Projects in East and West Africa (FY 63 - FY 68)

	Nigeria	Sudan	Total
Post-Secondary University Technical	667		667
Post-Secondary Non-University Agricultural		630	630
GRAND TOTAL			1,297

Source: Education Department, World Bank (typescript) N.D.

TABLE I-7-11

Number of Student Places Created in Bank-Assisted Education Projects in East and West Africa (FY 69 - FY 74)

	Cameroon	Ethiopia	Ivory Coast	Kenya	Liberia	Nigeria	Senegal	Tanzania	Uganda	Zaire	Zambia	Total
Post-Secondary University												
Technical			810									810
Agricultural	120			300	200				260		170	1050
Engineering											1200	1200
Physical Sciences		730										730
General Univ.					200	1030		145				1375
Post-Secondary Non-University												
Agricultural		90	280					551				921
Technical							565			155	400	1120
Health									165	953		1118
Grand Total = 8,324 places	120	820	1090	300	400	1030	565	696	425	1108	1700	8324

Source: Education Department, World Bank (typescript), N.D.

TABLE I-7-12

Number of Student Places Created in Bank-Assisted
Education Projects in East and West Africa
(FY 75 - FY 79)

	Cameroon	Ethiopia	Gabon	Gambia	Kenya	Lesotho	Liberia	Mali	Senegal	Somalia	Tanzania	Zaire	Total
Post-Secondary Univ.													
Agricultural					305				200				505
Home Economics		760											760
Forestry		40											40
Health Sciences	150									60			210
Law/Administration									180				180
General University Assistance						4000							4000
Non-University - Post-Secondary													
Agricultural					660			590				30	1280
Technical				260		370							630
Merchant Marine									520				520
Forestry			36				100						136
Health		360		20									380
Administration/ Management						130					560		690
	150	1160	36	280	965	4500	100	590	900	60	560	30	9331

Grand Total =
9,331 places

Source: Education Department, World Bank (typescript), N.D.

The Bank has recently published its new Education Sector Policy Paper which offers some interesting indication of future Bank directions in its training-related programs for LDCs. The reader may recall that the previous Bank statement on education, issued in 1974, simply omitted any discussion of the need for high-level manpower training. That, it was subsequently explained, was because the necessity for such training was so obvious as to not require extensive treatment; and because the statement wanted to emphasize the importance of basic education. Some other donors erroneously concluded, however, that the omission of any mention of the necessity for middle- and high-level manpower training signalled that the Bank no longer placed importance on it, and went on to draw some faulty implications for their own training programs. As is indicated in the information already cited, however, Bank interest in creating conditions for the training of middle and high level manpower hardly abated in the wake of the 1974 statement. Over one-quarter of all the Bank's lending in education during the period 1975-78 was devoted to tertiary education. (World Bank: 1980, p.80)

The 1980 statement, unlike its predecessor, treats all levels of education, including higher, and it indicates throughout the necessity of having skilled manpower to implement development programs. At the same time, however, it says that the Bank will be diminishing its support for higher education over the near future: from 26% of total education lending in the period 1975-78, to 18% in 1979-83. That is in order to enlarge Bank assistance of primary and non-formal education (which represented 31% of total education lending in the 1975-78 period, and which the Bank aims to increase to 48% in 1979-83). (World Bank: 1980, p.80) One might thus comment that the Bank continues to believe in

middle- and high-level manpower training, but the pressures of other priorities necessitate a future decline in its activities in this area.

In conclusion, a word about the exception mentioned earlier: the Bank's Economic Development Institute. Located in Washington, the Institute regularly runs short training courses for high level government officials from LDCs. In a sense, these are "in-service" courses for those officials with broad or specific responsibilities for overseeing Bank-assisted programs in their home countries. The Institute has its own regular staff, and it draws upon Bank personnel as well to give occasional training sessions. The courses are targeted, highly specific, and run anywhere from three weeks to four or five months. They specialize in such things as financial analysis, development economics, and topics in the several sectors of bank interest. Each year several hundred LDC officials participate in these courses, including many Africans.

Some General Observations on Training Efforts of Other Donors. One initial reaction which struck us as we compiled the preceding information is that other national donors appear to expend more effort than does the U.S. in sponsoring the training of Africans (that is, when one takes into account their sizes and resources vis à vis the U.S.'). One might make a reasonable guess (based on the IIE data) that only about 5% or so of all African students being trained in the U.S. are supported by AID, other government agencies, U.S. foundations, etc. The situation in other countries is markedly different: perhaps half of all African students in the U.K. are currently supported by host government sources; about a third of those in

France and Canada; and even higher proportions in Denmark, Holland and Norway. As we observed in an earlier section, it is also reasonable to assume that most or all of the African students in training in Eastern Europe are supported by the host countries. Clearly, if training Africans is seen as a priority, the level of effort in the U.S. in supporting that training is comparatively poor.

On the other hand, future trends among the several donors are cause for some concern. We found no evidence that any major donor feels that the future is one of major expansion of training opportunities. The more optimistic simply indicated that they could hold the present line, or expect only modest increases. More alarming, the U.S. foundations, the World Bank, and CIDA are anticipating decreased efforts in providing training opportunities for African manpower. Tight budgets and the press of other priorities is taking its toll. (Interestingly, practically all of those with whom we consulted wished it otherwise: those who know the situation continue to see the importance of providing training for middle- and high-level African manpower.) Most alarming in its implications for the U.S. are the actions of the present British Government which is slashing its overseas assistance budget, and taking other actions which may drastically diminish the number of foreign students in British training institutions. As the only other major English-speaking nation which can provide training opportunities for anglophone Africans, the U.S. will shortly face the dilemma of what to do with increased pressures to accept such Africans.

AID is not alone, incidentally, in seeking to transfer much of the training now provided in the donor country to African bases. CIDA, DANIDA, NORAD, ODA, (as well as, we know from prior contacts, the Germans and the Swedes), and certainly the World Bank each in their own way are attempting to increase the provision of in-country and third-country training in Africa. France alone is an exception to this trend. Perhaps the time has come for dialogue among the several donors about where they see the needs, who is doing what, and what the chances are for mutually beneficial collaboration.

SECTION II: OVERVIEW OF THE AMDP

I. Purpose and Proposed Implementation of the AMDP

The AMDP began in June, 1976. The rationale for its creation lay in the fact that, despite AFGRAD, INTERAF, and other training efforts, Africa continued to have a serious short-fall of manpower needed to plan and execute effective development programs designed to meet the needs of the rural poor. It was equally recognized, however, that considerable modification in AID's training approach was needed if the Agency were to address those special needs. Specifically, that modification called for greater specificity of training so it could more demonstrably achieve the objective of reaching the rural poor.

The AMDP Project Paper (PP) stated that the fields of training under the AMDP were to be more limited than those allowed under the then-existing AFGRAD and INTERAF programs and would be tied in more closely to actual country and AID priorities. The PP provided an illustrative list of subject matter areas which displayed the range of AID's interest: agricultural crop and livestock research and disciplines related to food production; agricultural economics and farm management; veterinary medicine and animal husbandry; cooperatives; agricultural education; public health and paramedical education; nutrition; rural development and social anthropology; communications; public administration, project management and related disciplines such as supply, procurement and accounting; economics, both at the micro- and macro-levels, and particularly

Paper stated that "Degree training, when required for the position, will be primarily for master's or special short duration undergraduate programs, with doctoral degrees limited and considered on a case-by-case basis." (AID: 1976, p. 7)

While AFR/RA is responsible for the overall supervision of the Project, it is carried out of the cooperation of DS/IT, USAIDs in Africa, and one major contractor (AAI).

By November 30 each year AID missions or Sections of Embassies submit their annual training proposals for the number and types of training requested under the terms of the AMDP for the next calendar year. It is expected that these Annual Training Proposals are developed in cooperation with appropriate host country officials to assure a broad review of priorities and manpower needs which are to be met within the parameters of the AMDP's criteria. It is also expected that the representation will be beyond that of Ministries of Education and universities traditionally involved with AFGRAD and INTERAF programs. It is the responsibility of the Mission or Embassy to advise AFR/RA of the composition of the country committee which works on these Annual Training Proposals.

Training plans received from the field are then reviewed in AID/W by a "Training Review Committee." Once accepted, AID/W sends to the field its approval, and provides guidance on the preferred approach for selection and obligation. Approvals invlove inclusion of the amount of approved training provided to each country in the total project budget.

While missions are urged to follow these steps accourding to this timetable in order to arrange things in an timely and orderly manner, the Project does provide for unanticipated training requirements which may arise during the course of the next calendar year. Hence, a small proportion of the Project funds are held back to provide for such contingencies.

The Project was originally designed to provide six training options. Three provide opportunities for training in the U.S.: the so-called AFGRAD II; non-AFGRAD (or "job selected") academic training; and special, short-term (i.e., less than six month) training of a non-academic variety. Three were to have been provided training opportunities in Africa: a so-called INTERAF II for academic training using Third-Country African universities; non-degree, third-country training; and, special in-country training of an ad hoc, unscheduled variety. Each of these options was seen to have its own, distinct administrative character and utility. Of the six training options, the INTERAF II has not been implemented for a variety of reasons. It still remains as an AMDP option, however, should any special reason arise as to necessitate its rejuvenation. In any event, the INTERAF II option, unlike the other five which have been implemented will not be discussed in the following sections.

II. AFGRAD II

AFGRAD II calls for the competitive selection of African participants for graduate training in the U.S. Generally it draws participants from among the recent graduates of African universities. Perhaps its greatest utility lies in the fact that it provides development-related training oportunities to promising, talented people at the beginning of their professional careers. AFGRAD II is also particularly useful for countries where there are no or limited AID project activities.

AAI administers AFGRAD II on contract from AID (AID/afr-C-1292). AFGRAD II features full tuition scholarships which AAI has managed to arrange with cooperating U.S. universities. Host countries (except those designated as Least Developed) pay participants' international transportation, and AFR/RA, through AAI, contributes student living costs in the U.S., as well as AAI's administrative support costs.

The procedure for AFGRAD II participant selection is lengthy and carefully conceived. It involves some 12 steps, taken over fourteen months for each academic year admissions cycle (called "Waves" by AAI). It calls for close collaboration between AAI staff, AID officials in Washington and in the field, selection committees organized in each country proposing candidates, the "AFGRAD Dean's Committee" of the Council of Graduate Schools, and personnel at more than 100 cooperating U.S. universities.

The reader might well wonder what distinguishes AFGRAD II from AFGRAD I as, administratively, there appear to be no real differences between them. The main difference lies in the fields of training and the way in which they are selected. Unlike AFGRAD I, which was more liberal in accepting candidates in a variety of academic disciplines, AFGRAD II must adhere to the more narrow list of development-related fields cited in the PP. Moreover, and unlike in AFGRAD I USAID missions play a critical role in suggesting the particular fields for which training should be provided. Each year, missions are requested to submit country training plans which indicate those areas in which training is most needed. These are then reviewed in Washington and matched against the PP's list of fields. Exceptions to that list need special justification and permission. Finally, the fields-of-training list for each country, the result of this narrowing-down process, is given to AAI for implementation through AFGRAD II. This new feature of AFGRAD II has been the subject of some criticism and debate, as we shall discuss in the next Section.

In January or February of each year AID negotiates a contract with AAI for the running of AFGRAD II. That contract covers the costs of selection as well as student support and other administrative items. In a typical year of full operation (the following figures are for the AAI fiscal year July 1, 1978 to June 30, 1979) the total cost of the program are in the neighborhood of $1,200,000. Of that over $900,000 are for program and a little under $300,000 for administrative costs and overhead. Far and away the largest single program cost ($700,000) is for student maintenance. Moreover, while universities provide tuition waivers for normal academic study, they do levy to AAI (and thus, AID) charges for summer tuition and special training, non-waivable university fees, and special English-language programs. These costs amount to something just under $100,000 a year. Despite that fact, the per-trainee cost to AID has been remarkably low. The average yearly cost to AID of training one AFGRAD II participant (including AAI's administrative fees) has averaged: for the academic year 1977-78, $6,895; for 1978-79, $8,318; for 1979-80, $8,750. (AAI: 1978, p. 23; AAI: 1980, p. 15. 1979-80 estimate supplied by Ms. Heather Monroe of AAI.) (See Section III-1 for a comparison of these with other AMDP training costs.) What serves to keep costs down has been primarily AAI's ability over the years to negotiate the tuition-free scholarships at U.S. universities. By AAI's count, American universities annually contribute around $700,000 in scholarships to the program. (AAI: 1979, p. 31.)

AFGRAD II has had thus far three periods of student intake, or Waves. Numbers involved are as follows:

TABLE II-2-1

AFGRAD II Intake, Waves I-III

Wave	Academic Year of Intake	Number of Participants
I	1977-78	80
II	1978-79	100
III	1979-80	69
	Total:	249

Source: AAI Computer Print-Out, June 18, 1980.

Of the total number of Wave I-III participants, 249, 52 have completed their programs or otherwise severed their connections with AFGRAD II. Thus, 197 are presently in the U.S. receiving AFGRAD II support. (Actually, an early arrival for Wave IV, is now undergoing language instruction, brings the total to 198.)

Table II-2-2 reveals the countries of origin of participants in the first three Waves. The program has had remarkably good success in placing students from francophone Africa, which until recently has looked to countries other than the U.S. for overseas training. In Waves I, II, and III, respectively, 42, 49, and 33 participants come from French-speaking Africa. The total, 124, represents half of AFGRAD II participation.

While Table II-2-2 does show a fairly wide distribution of AFGRAD II awards among the several countries, some, clearly, have received more awards than others: Cameroon, Ethiopia, Ghana, Ivory Coast, Kenya, Malawi, Mali, Senegal, Sierra Leone, Sudan, Togo and Zambia each got ten or more awards.

TABLE II-2-2

AFGRAD II Awards By Country

Country	Wave I	Wave II	Wave III	Total Waves I-III
Benin	5			5
Botswana	3		2	5
Burundi		2		2
Cameroon	6	8	4	18
Djibouti		1		1
Ethiopia	7	6		13
Gambia	1	2	2	5
Ghana		5	5	10
Guinea	2			2
Ivory Coast	6	10	7	23
Kenya	2	6	4	12
Lesotho	4	2	1	7
Liberia	2	4	2	8
Malawi	4	6	4	14
Mali	8	10	8	26
Mauritania		1		1
Mauritius	3	4	1	8
Niger		1	2	3
Senegal	3	6	2	11
Sierra Leone	7	5	3	15
Somalia			6	6
Sudan		7	5	12
Swaziland	2	4	1	7
Togo	7	1	7	15
Upper Volta	1	5	2	8
Zaire	1			1
Zambia	6	4	1	11
TOTAL	80	100	69	249

Source: African-American Institute, The African Manpower Development Project: First Annual Report, p. 9; Second Annual Report, p. 8; AAI Grantee Roster (Computer Printout, June 18, 1980).

Thus, for example, four countries, Cameroon, Ivory Coast, Mali, and Togo, sent 81 of the francophone participants cited above (or 65% of the francophone total). In part, disparities are due to factors of country-size, but there is more to it than that. Why, for example, is there such high participation from such low-population states as Mali and Togo? Moreover, one might well wonder why some prominent African states -- Zaire, for example -- have minimal participation; and others -- like Tanzania -- none at all. Reasons for these disparities range from the different levels of enthusiasm and interest displayed for AFGRAD in the several countries (e.g., Togo vs Niger), to administrative problems in getting things moving (e.g., Zaire), to one or two instances of downright hostility to the program among USAIDs.
(More on this last point in Section III.)

Table II-2-3 gives a detailed summary of the fields of study pursued thus far by AFGRAD II participants. Table II-2-4 aggregates and ranks the same data by major program areas. One might, on the basis of this evidence, say that AFGRAD II has, for the most part, addressed those priority fields cited in the PP (compare the information on the tables with the listing presented in Section II-1). But, we cannot be sure without knowing more about the subject matter actually being pursued. Are, for example, the 25 AFGRAD II fellows in education taking course work related to the needs of the rural poor, which is the PP's intent? One might ask similar questions about the engineering, business, and economics trainees. We just do not know in the basis of this data. (Elsewhere we will raise questions about the restrictive nature of the PP's list of fields. Here our intent is merely to compare AFGRAD II's performance against that list.)

Table II-2-5 presents an analysis of degree distribution for AFGRAD II thus far. As it shows, MA level training represents 64% of all AMDP training, and 36% doctoral or master's/doctoral. While later on we will discuss relative

TABLE II-2-3

AFGRAD II: Fields Of Study For Waves I-III

Field	Number	% of Total
Economics, Principles	24	9.6
Economics, Applied	30	12.0
Psychology	1	.4
Atmospheric/Earch Sci/Geog.	7	2.8
Biology-Anatomy, Botany	3	1.2
Biology-Physiology, Zoology	2	.8
Chemistry	7	2.8
Mathematics	7	2.8
Physics-Atomic, Mechanics, Optro.	2	.8
Physics-Electronics, Quantum	1	.4
Engineering-Civil	15	6.0
Engineering-Elec./Mech.	13	5.2
Computer Sci/Tech.	4	1.6
Business-Mgt., Accounting	19	7.6
Business-Finance, Banking	12	4.8
Labor	1	.4
Medicine & Dentistry	3	1.2
Medical-Allied Fields	1	.4
Public Health	1	.4
Public Administration	11	4.4
Education-Principles, Tchg.	5	2.0
Education-TOEFL, Physical	9	3.6
Educational Administration	7	2.8
Education-Teacher Training	1	.4
Educational Psychology	3	1.2
Home Economics	2	.8
Library Science	1	.4
Agriculture	6	2.4
Agronomy	28	11.2
Animal Husbandry	13	5.2
Agriculture-Other	4	1.6
Rural Development	1	.4
Environment/Conservation	3	1.2
Urban & Regional Studies	1	.4
Languages, Linguistics	1	.4
TOTAL	250*	100%

*Includes one early arrival, Wave IV.

Source: AAI Computer Printout, July 25, 1980.

TABLE II-2-4

AFGRAD II: Fields Of Study For Waves I-III, By Major Program Area

Rank	Program Area	Number	% of Total
1	Economics	54	22%
2	Agriculture & Rural Development	52	21%
3	Engineering/Computer Science	32	13%
4	Business Administration	31	12%
5	Sciences	30	12%
6	Education	25	10%
7	Public Administration	11	5%
8	Medicine & Public Health	5	2%
9	Home Economics	2	1%
10	Other (One each for Labor, Library Science, Languages & Linguistics, Urban & Regional Studies)	4	2%
TOTAL		249	100%

Source: AAI Computer Printout, July 25, 1980

TABLE II-2-5

AFGRAD II Degree Distribution: Waves I, II And III

Degree	Numbers	% of Total
Ph.D	38	15%
Masters/Ph.D	51	21%
Masters	160	64%
TOTAL	249	100%

Source: AAI Computer Printout, June, 18, 1980

merits of conducting doctoral training in the U.S., here we wish only to point out that the proportion of AFGRAD II trainees en route to the Ph.D greatly exceeds that anticipated in the PP. As we will see in Section III, that raises some real issues of cost as well as concept.

By AAI's own admission (AAI: 1978, p. 20) the participation of women in AFGRAD II has not been as great as it would have liked. AAI cites two factors which have limited women's participation: the relatively low numbers of African women completing undergraduate degrees; and, the fact that the fields to which AFGRAD II is now restricted have not traditionally attracted large numbers of women. Whatever the reason the participation of women in AFGRAD II, thus far has not been high: only 30, or 12% of the total. Table II-2-6 presents the number and proportion of women from those countries which have included female participants in the AFGRAD II program. Some, obviously, must be making special efforts to encourage participation by women (Togo, Kenya, and Swaziland, for example); others have only token representation, or none at all.

It is also interesting to note the levels of study and fields of AFGRAD II's women. The overwhelming majority -- 25 -- are pursuing master's degree work; four are in programs leading to master's/Ph.D; only one is in a straight Ph.D program. For comparison with AFGRAD as a whole, see Table II-2-7. Obviously, women are enrolled at lower levels than their male colleagues.

TABLE II-2-6

Participation of Women in AFGRAD II:
By Countries Sending Women

Country	Number	Percent
Cameroon	2 out of 18	11%
Ivory Coast	4 out of 23	17%
Mali	1 out of 26	4%
Niger	1 out of 3	33%
Togo	4 out of 15	27%
Ghana	1 out of 10	10%
Liberia	1 out of 8	12%
Botswana	2 out of 5	40%
Kenya	4 out of 12	25%
Lesotho	1 out of 7	14%
Somalia	1 out of 6	17%
Sudan	1 out of 12	8%
Swaziland	5 out of 7	71%
Zambia	2 out of 11	18%

Source: AAI Computer Printout, June 18, 1980.

TABLE II-2-7

AFGRAD Degree Distribution, Waves I-III:
Total Percentages and Percentages of Women By Level

Degree	All AFGRAD	Women
Masters	58%	83%
Masters/Ph.D	29%	14%
Ph.D	13%	3%
TOTAL	100%	100%

Source: AAI Computer Printout, June 18, 1980.

The proportion of women in different fields also differs from the overall project proportions. In order of predominence here is a listing of fields pursued by AFGRAD II women:

Field	Number of Women
Education (including TESL)	8
Agriculture & Related	6
Economics	3
Business Administration	2
Sciences	2
Engineering/Computer Science	2
Home Economics	2
Public Health	2
Library Science	1
TOTAL	30

Save for the field of Agriculture and Related, women tend to be underrepresented in the major fields popular in AFGRAD II, and over-represented in the less popular. (Compare the above with Table II-2-4.)

Only one trainee in AFGRAD II has conducted dissertation research in Africa: the sole Zairean participant, who has completed his Ph.D and has returned home. Others, we anticipate, will soon reach the dissertation research stage.

III. Academic-Fully Funded: U.S.

African Academic-Fully Funded trainees brought to the U.S. serve as a major component of the AMDP. A summary description is provided in this part of the report. It covers such areas as number of participants; sex distribution; fields of study; and levels of degrees.

In general, Academic-Fully Funded programs have a planned duration of two years. Yet, while this estimate was shown on the records, it was not always accurate. Many trainees do extend their stays here, and remain in the U.S. longer than initially projected. But, it has been difficult to maintain an accurate account of actual terminal periods.

The total number of Academic-Fully Funded participants under AMDP has been, from FY 76-79, 237. The countries with the largest number of trainees were Cameroon, Ghana, Sudan, Ethiopia and Kenya. The countries with the smallest number of participants were Malawi, Mauritania, Rwanda, Sierra Leone, and Upper Volta. Although eligible, at least eight countries have not yet participated in this AMDP activity. These countries in which no requests or allocations had been made were Benin, Burundi, Ivory Coast, Madagascar, Niger, Seychelles, Zaire, and Zambia. There was insufficient data in the records in order to evaluate clearly the participation of three countries: Botswana, Guinea, Mauritius. (See Table II-3-1)

There were a total of 221 males, and 16 females among the 237 participants. Currently, women represent only 6% of the Academic-Fully Funded U.S. trainees. Countries with the largest number of female trainees included Cameroon, Ghana, Kenya, Liberia, and Somalia. (See Tables II-3-2 and II-3-3)

TABLE II-3-1

Academic-Fully Funded: U.S
Participation by Country (FY 76

Country*	Number of Participants
Cameroon	27
Central African Republic	2
Chad	14
Ethiopia	22
Gambia	7
Ghana	27
Kenya	22
Lesotho	9
Liberia	16
Malawi	1
Mali	10
Mauritania	1
Rwanda	1
Senegal	18
Sierra Leone	1
Somalia	4
Sudan	25
Tanzania	18
Togo	10
Upper Volta	1
TOTAL	237

*There were eight countries eligible for this activity in Fy 76-79, but which did not participate (Benin, Burundi, Ivory Coast, Madagascar, Niger, Seychelles, Zaire and Zambia). There were three countries for which there was insufficient data (Botswana, Guinea, Mauritius).

TABLE II-3-2

Sex Distribution

Country*	Male (%)	Female (%)
Cameroon	84%	16%
Central African Republic	100%	-
Chad	100%	-
Ethiopia	100%	-
Gambia	100%	-
Ghana	92%	8%
Kenya	86%	14%
Lesotho	100%	-
Liberia	69%	31%
Malawi	100%	-
Mali	100%	-
Mauritania	100%	-
Rwanda	100%	-
Senegal	100%	-
Sierra Leone	100%	-
Somalia	75%	25%
Sudan	100%	-
Tanzania	100%	-
Togo	100%	-
Upper Volta	100%	-
TOTAL	(94%)	(6%)

Total Number = 237 Total Number of Women = 16

*Refers only to participating countries.

TABLE II-3-3

Academic-Fully Funded--U.S.
Countries with Women Participants

Countries With Women Participants	Total # Of Women	Total # Of Participants	% Of Country Total
Cameroon	4	25	16%
Ghana	3	38	8%
Kenya	3	22	14%
Liberia	5	16	31%
Somalia	1	4	25%

The fields of study pursued by the trainees cover a diverse spectrum. All of the areas, however, are basic to both immediate and long-range needs for social and economic development. Among the seven leading fields of study were: agriculture, economics, public administration, medicine and public health, engineering/computer science, education, and business administration. (See Table II-3-5) The other fields were somewhat evenly distributed among management science, population, and social work.

While males out numbered women in these fields of study, it is of special interest to note the fields being pursued by women. Women tended to concentrate more frequently in the areas of public health, business, economics, public administration and education. While business is not an overall leading field of study, it represented the second highest category of training for women. (See Table II-3-4)

The Academic-Fully Funded U.S. participants primarily sought master's degrees (81% of the total for which we found data). We found a few participants (14) enrolled in programs leading to the Ph.D. or master's/Ph.D. These came from only three countries: Sudan (where Ph.D's accounted for 24% of the country's total in this category), Kenya (19%), and Tanzania (1%). Participants enrolled in bachelor's degree programs came from three countries: Botswana, Lesotho, and Swaziland. Such training, intiated early in the life of the project, is no longer an AMDP option for these countries which now have their own special training projects. (See Table II-3-6)

TABLE II-3-4

Academic-Fully Funded: Fields of Study
(FY 1976-79)

Rank	Program Area	Number	% Of Total
1	Agriculture	80	34%
2	Economics	41	17%
3	Public Administration	23	10%
4	Medicine and Public Health	23	10%
5	Engineering/Computer Science	20	8%
6	Education	14	6%
7	Business Administration	12	5%
8	Management Science	6	2%
9	Population/Statistics	5	2%
10	Social Work	4	2%
11	Developmental Administration	5	2%
12	Other (Science, Tax and International Development, Transportation)	3	2%
	TOTAL	237	100%

TABLE II-3-5

Academic-Fully Funded: Women's Fields in AMDP

Rank	Field	# Of Women
1	Medicine and Public Health	5
2	Business	3
3	Economics	2
4	Public Administration	2
5	Education	1
	Agriculture	1
	Social Work	1
	Management Science	1
	TOTAL	16

TABLE II-3-6

Academic-Fully Funded: U.S.
Degree Distribution
(FY 1976-79)

Degree	Numbers	% Of Total
Ph.D	12	6%
M/Ph.D	2	1%
Masters	176	81%
BS/MA	1	.4%
Bachelor's	24	11%
Associate of Arts	1	.4%
TOTAL	216*	100%

*Information lacking for 20 trainees.

IV. Short-Term: U.S. Trainees

Of the total number of 145 AMDP participants in Short-Term U.S. training, FY 76-79, the largest number came from Malawi, Kenya, Sudan, Liberia, and Ghana. At least six eligible countries were not represented in this activity. These included: Ivory Coast, Lesotho, Madagascar, Niger, Seychelles, and Zambia. There was insufficient data on Botswana. (See Table II-4-1)

We found that 124 males and 14 females participated in this activity (sex distribution data was unavailable on 7 candidates). Among the Short-Term trainees males were the predominant sex, representing about 90% of the trainees. Upper Volat, Zaire, Chad, Senegal, Burundi, and Sierra Leone had the largest participation of women. Indeed, women represented the only Short-Term trainees from Upper Volta and Zaire. They had a special interest in Women's Studies. (See Table II-4-2 and II-4-3)

There was a wide spectrum of subject areas pursued by the Short-Term trainees. The most popular subject continued to be agriculture/rural development, followed by medicine and public health, economics, business administration, statistics, and labor relations. It would appear that the persons came as short-term trainees in order to up-grade their skills for the positions which they were already holding. (See Table II-4-4) Labor and business were more popular among this group than among the academic students.

The small percentage of women who participated as Short-Term trainees tended toward training in agricultural/rural development, medicine and public health, women in development, and social work. (See Table II-4-5)

It appears that most trainees were involved in three-month training periods. But, there have been some individual cases of Short-Term training periods lasting longer, especially in computer science, statistics, public administration, and agriculture (specifically beef production).

TABLE II-4-1

Short-Term: U.S. Trainees
Participants By Country
(FY 1976-79)

Country*	Number of Participants
Benin	1
Burundi	7
Cameroon	2
Central African Republic	1
Chad	8
Ethiopia	8
Gambia	1
Ghana	10
Guinea	1
Kenya	16
Liberia	12
Malawi	18
Mali	6
Mauritania	5
Mauritius	5
Rwanda	1
Senegal	2
Sierra Leone	9
Somalia	5
Sudan	14
Tanzania	6
Togo	5
Upper Volta	1
Zaire	1
TOTAL	145

*Countries with available data and active participation.

TABLE II-4-2

Short-Term U.S. Trainees-FY 1977-79:
Sex Distribution

Country*	# Of Males	Percentage	# of Females	Percenta
Benin	1	100%	0	-
Burundi	4	57%	3	43%
Cameroon	2	100%	0	-
Central African Republic	1	100%	0	-
Chad	3	40%	2	40%
Ethiopia	8	100%	0	-
Gambia	1	100%	0	-
Ghana	10	100%	0	-
Kenya	14	100%	2	13%
Liberia	11	92%	1	8%
Malawi	18	100%	0	-
Mali	6	100%	0	-
Mauritania	5	100%	0	-
Senegal	1	50%	1	50%
Sierra Leone	7	78%	2	22%
Somolia	5	100%	0	-
Sudan	14	100%	0	-
Tanzania	5	83%	1	17%
Togo	5	100%	0	-
Upper Volta	0	-	1	100%
Zaire	0	-	1	100%
TOTAL 124 (85%)	TOTAL 124** (90%)		TOTAL 14 (10%)	

*Based on eligible and participating countries only.

**Data unavailable on 7 participants.

TABLE II-4-3

Short-Term U.S. Trainees
Countries with Women Participants

Countries of Women	Total # Of Women	Percentage Of Total Country
Upper Volta	1	100%
Zaire	1	100%
Senegal	1	50%
Burundi	3	43%
Chad	2	40%
Sierra Leone	2	22%
Tanzania	1	17%
Kenya	2	13%
Liberia	1	8%
TOTAL	14	100%

TABLE II-4-4

Short-Term: Fields of Study
(FY 1976-79)

Rank	Program Area	Number	% Of Total
1	Agriculture/Rural Development	62	44%
2	Medicine and Public Health	14	10%
3	Economics	13	9%
4	Business Administration	12	8%
5	Labor Statistics	10	7%
6	Labor Relations	7	5%
7	Public Safety (Shelter/Police)	6	4%
	Social Work	6	4%
8	Engineering/Computer Science	4	3%
9	Tax Administration	3	2%
	Women's Studies	3	2%
10	Other-Project Planning	2	1%
			100%
	TOTAL	142*	

Data unavailable on 3 participants.

TABLE II-4-5

Short-Term: Women's Fields of Study

Rank	Field of Study	Number of Women
1	Agriculture/Rural Development	6
2	Medicine/Public Health	4
3	Women Studies	2
4	Social Work	3
5	Labor	1
	TOTAL	16

V. Third-Country Training

Although we have sought to provide an overall description of the Third-Country training in this report, there are some limitations in the data. In many instances we could not find accurate records on this aspect of the AMDP. Moreover, while considerable training is being conducted in several countries, little of it is sponsored under AMDP. Nevertheless we do have at least some indication of Third-Country AMDP training under AMDP.

Among the Third-Country trainees we found a total of 73 participants. The countries with the largest number of participants were Chad, Rwanda, and Niger. (See Table II-5-1)

TABLE II-5-1

Third-Country Trainees, FY 1976-79:
Participation by Country Based on Available Data

Country	Number of Participants
Chad	37
Rwanda	12
Niger	7
Central African Republic	6
Togo	6
Cameroon	4
Zaire	1
7 Countries	TOTAL 73

As in other AMDP training activities, males out-numbered women. There were a total of 61 males (or 90% of the total for which data is available) while there was a total of five females (or 10%) among the Third-Country trainees. (Sex distribution data was unavailable for 5 participants.) The largest groups of females were from the Central African Republic and Chad. (See Table II-5-2)

The fields of study among the Third-Country trainees followed the same pattern as in other AMDP activities, with agriculture being the major area of interest. Additional areas of study were social work, management, and education.

TABLE II-5-2

Third-Country Trainees: Sex Distribution

Country	Males #	Males %		Females #	Females %
Cameroon	4	100%		-	-
Central African Republic	4	67%		2	33%
Chad	28	90%		3	10%
Niger	7	100%		-	-
Rwanda	12	100%		-	-
Togo	6	100%		-	-
TOTAL	61*	90%	TOTAL	5	10%

*Data unavailable for 5 participants.

The fields of study among the Third-Country trainees followed the same pattern as in other AMDP activities, with agriculture being the major area of interest. Additional areas of study were social work, management, and education. The small number of women appeared to follow training in social work and education. (See Tables II-5-3 and II-5-4)

TABLE II-5-3

Third Country Training: Fields of Study
(FY 1976-79)

Rank	Program Area	Number	% Of Total
1	Agriculture	45	62%
2	Social Work	15	20%
3	Management	7	10%
4	Education	6	8%
	TOTAL	73	100%

TABLE II-5-4

Third-Country: Women's Field of Study

Rank	Field	Number of Women
1	Education	3
2	Social Work	2
	TOTAL	5

Third-Country trainees on the whole were awarded diplomas or special certificates. In general, it appeared that training periods were at least nine months; but, there was no consistent pattern in the duration of training. Most of the Third-Country training was conducted in the Ivory Coast, Senegal, and Cameroon.

VI. In-Country Trainees

It has been rather difficult to evaluate fully the extent of AMDP training being conducted within the various countries. We found we had to rely on In-Country training records which described plans for activities rather than descriptions of those which actually took place. Field visits, site reports, and an improved recording system might provide a better picture of the In-Country trainees. In spite of the shortcomings the following information was ascertained.

Of the total number of 622 participants In-Country which we found the largest numbers were in Ethiopia and Zaire. From the data available it would appear that only eight countries held In-Country training activities under AMDP. (See Table II-6-1)

There was insufficient information to determine precisely the percentage of women participating in the In-Country training. Given the previous dominant patterns of males, it could be assumed that they outnumber the women. However, it is our impression, based upon interviews in the field, that the percentage of women involved in In-Country training is somewhat higher than in other AMDP activities.

It appears that agriculture and management were the primary areas of interest and for training. The training is primarily given for skill and knowledge development. The most frequent training periods for In-Country seem to be either a week or a month.

TABLE II-6-1

In-Country Trainees: Participation by Country
(FY 1976-79)

Country	Number of Participan
Ethiopia	266
Guinea	2
Kenya	50
Mauritania	20
Sierra Leone	20
Togo	85
Upper Volta	77
Zaire	102
TOTAL	622

SECTION III: PROBLEMS AND ISSUES SUGGESTIONS AND RECOMMENDATIONS

I. Costs

We have chosen deliberately to begin this section with a discussion of problems and issues related to project costs. We recognize that funding is only a means to an end: issues of program quality, utility and relevance are the ones of paramount importance. Yet, practically every aspect of program has cost implications and we would be well advised from the very beginning to bear in mind those issues of funding which in considerable measure determine program problems and possibilities.

It would be useful to recall the cost assumptions and estimates contained in the PP. Table III-1-1 is reproduced from the PP and indicates those assumptions and estimates. In summary, the PP anticipated a total cost of the project, FY 76-81, of $19,419,000. The cost of the project operation in an average year of full activity (i.e., such years as FYs 78 through 80) was estimated at about $4,300,000. While the amounts of money available from one AMDP country to another varies, the average USAID country-mission has annually an allocation of about $200,000 for project purposes (exclusive of AFGRAD II).

Table III-1-2 contains the same information as contained in the original PP budget estimate, but presents it in a different format. This table breaks down the total project live estimate of $19,419,000 by each of the activities which were then proposed. It should be born in mind that these figures (except perhaps in the case of AFGRAD II) do not represent money earmarked for the various training options: it was presumed then and has been true throughout the life of AMDP thus far that USAID missions in the field could pick and choose among the various options according to their individual needs. Thus, some have chosen to stress U.S. training; others, in-country; still others, a mix. Nonetheless, the PP's budgetary presumptions about what it felt USAIDs would likely choose (presumptions largely proven correct by experience to date) are interesting.

TABLE III-1-1

ESTIMATED AID COST* OF

AFRICA MANPOWER DEVELOPMENT PROJECT

	FY 76		FY 77		FY 78		FY 79		FY 80		FY 81	
U. S. Training	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Academic (AFGRAD II)												
New	20	110 1/	80	440	80	440	80	440	80	440		
Continuing	-	-	20	107 6/	80	430	80	430	80	430	80	430
Administrative Costs		38		191		305		305		305		151
Academic (Fully Funded-Degrees)												
New	20	156 2/	80	624	80	624	80	624	80	624	-	-
Continuing	-	-	20	171 7/	80	684	80	684	80	684	80	68
Special (under 6 mos.)	3	20 3/	120	930	120	930	120	930	120	930	120	930
Africa Training												
Academic (INTERAF II)												
New	20	46 4/	40	92	40	92	-	-	-	-	-	-
Continuing	-	-	20	40	60	120	100	206	80	172	40	92
Administrative Costs	-	6		18		30		29		24		13
Special - scheduled (under 6 mos.)	-	- 5/	30	78	30	78	30	78	30	78	30	78
Administrative Costs	-	-	-	11	-	11	-	11	-	11	-	11
Special (ad hoc)	-	24		250	-	250	-	250	-	250	-	268
Manpower Planning		-		18		18		18		18		-
TOTAL		400		2970		4012		4005		3966	2672	2657
8% Inflation				238		321		320		317		213
GRAND TOTAL		400		3208		4333		4325		4283		2870

*Cost in thousands of dollars
1/ - 7/ Footnotes attached

Source: AID, African Manpower Development Project (Project Paper), 1976, Table 1.

FOOTNOTES

1/ $5,495 per student.

2/ $7,800 per student.

3/ $1,750 per month times average length of request to date (4 months) plus one way travel ($750) per trainee.

4/ $2,300 per student.

5/ $400 per month times average length of request to date (5 months) plus two way travel ($600) per trainee.

6/ $5,370 per student.

7/ $7,800 plus one way travel ($750) per year.

TABLE III-1-2

Original AMDP Budget Estimates, (000's)
FY 76-81, By Activity

Activity	Budgeted Amount	Inflationary Increase (8% per annum)	Total Estimate	Percent of Total AMDP Budget
1. U.S. Training				
Academic (AFGRAD II)	$ 4,992	$ 391	$ 5,383	27.72%
Academic (Fully-Funded)	5,559	435	5,994	30.87%
Special	4,970	365	5,035	25.93%
Sub-Total	$15,521	$1,191	$16,412	84.52%
2. African Training				
Academic (INTERAF II)	$ 980	$ 77	$ 1,057	5.44%
Special-Scheduled	495	35	480	2.47%
Special (ad hoc)	1,292	100	1,392	7.17%
Sub-Total	$ 2,717	$ 212	$ 2,929	15.08%
3. Manpower Planning	$ 72	$ 6	$ 78	.04%
TOTALS, 1-3	$18,010	$1,409	$19,419	100.00%

Source: AID, African Manpower Development Project (Project Paper), 1976, Table 1.

The planners of the AMDP presumed that the bulk of project funds (almost 85%) would be used for training in the U.S., and only some 15%, in Africa. To be sure, much of this stress in the budget estimate was due to the generally higher costs of U.S. as opposed to African-based training. But there is more to it than that, as the budget's estimate of participants to be served demonstrates. Table III-1-3 indicates, again by AMDP activity, the number of participants projected in the PP budget. (It should be pointed out that more African-based trainees were anticipated in the so-called "Special Ad Hoc" category, but the PP could not estimate how many Africans would be reached in such programs. We too, are at a loss to offer any comfortable estimate of numbers to date due to the scattered nature of documentation.)

TABLE III-1-3

Original AMDP Participant Estimate, FY 76-81
by Project Activity

Activity	Number of Participants	Est. Length Of Training	Person Months Of Training
1. U.S. Training			
Academic (AFGRAD II)	340	24 Months	8,160
Academic (Fully-Funded)	340	24 Months	8,160
Special	603	4 Months	2,412
Sub-Total - U.S.	1,283		18,732
2. African-Based Training			
Academic (INTERAF II)	100	48 Months	4,800
Special--Scheduled	150	5 Months	750
Special--Ad Hoc		SEE TEXT	
Sub-Total - Africa	250		5,500
Grand Total	1,533		24,282

Source: AID, African Manpower Development Project (Project Paper), 1976, Table 1.

The PP, in other words, presumed that the ratio of training in the U.S. as opposed to Africa would be on the order of four to one, and budgeted accordingly. Given the escalating costs of training in the U.S. which we are about to address, as well as the great desirability for African-based training for other, nonmonetary reasons, it might be well to suggest that, as the AMDP PP is revised, an attempt should be made to redress the imbalance between U.S.- and African-based training presented in the original formulation.

Costs of U.S.-based training are indeed rising at a rate unexpected in the original PP. It assumed, throughout, a rate of inflation of 8% per year. While that may have seemed a reasonable estimate back in 1976, it is no longer. Moreover, certain costs necessary to AMDP program implementation (travel in particular) have escalated even higher than today's inflation rate (let alone the PP's 8% figure). Travel costs, we were told by one mission overseas, have served to put out of reach its participation in short-term U.S. training (which generally involves a great deal of in-U.S., as well as international, travel).

Perhaps some figures would help to put things into perspective. The PP projected costs for each of the U.S.-based training activities according to the estimates available for FY 1976, and then made provision for an 8% yearly increase for inflation. Thus its U.S. student/month cost estimates for the several fiscal years of the project were by program:

Program	FY 76	FY 77	FY 78	FY 79	FY 80	FY 81
AFGRAD II	$ 458	$ 495	535	$ 578	$ 624	$ 67
Academic-Fully-Funded	$ 650	$ 702	$ 758	$ 819	$ 885	$ 95
Special--Short-Term	$1,750	$1,809	$2,041	$2,204	$2,380	$2,57

For comparison one should note the averages currently used by DS/IT in estimating U.S. training costs. For 1980, DS/IT uses for Special -- Short-Term an estimated student/month cost of $2,600, which would at first glance seem not that much out

of line with the PP estimate of $2,380. But it is quite another story for the Academic-Fully-Funded. The student/month costs for such training in FY 80, according to DS/IT, average $1,250; and, that represents a 41% increase over the PP estimate of $885. For FY 81, posts have been warned by DS/IT to expect even sharper escalations in cost: $3,100 per student/month for Special-Short-Term (a 21% increase over the PP estimate of $2,750); and, $1,600 per student/month for Academic-Fully-Funded (a dramatic 67% increase over the PP estimate of $956).

Thus far, the Project has escaped any real budgetary crunch, these critical comparisons notwithstanding. Two factors have served to ease the situation. First, the PP estimated the total amount necessary for activities in FYs 76-80 to be $16,549,000; yet, AID received actual appropriations for those years of $17,586,000, that is $937,000 (or 5%) more than the original PP estimate. Second, there has been a "savings" during those fiscal years of approximately $1,000,000 which were originally earmarked for "INTERAF II" activities which did not take place. The funding first envisaged for such activities was then used to compensate for the rising costs of the other (mainly U.S.-based) training opportunities.

But, the situation in the future is bound to be more serious should the levels of appropriation level off, costs of U.S.-based training continue to escalate, and (as we propose) amounts of money envisaged for in-Africa training in fact be used for that purpose. Already AID/W has warned missions in Africa to take into account reasonable expectations of cost escalations as they budget, year by year, for two-year (or more) training programs in the U.S. Present estimates are that a fully-funded, two-year MA program will cost $40,000 in the near future, and missions have been warned not to mortgage funds that may be available for future activities by making overextended present commitments. Clearly, dollars available in AMDP simply buy less and less fully-funded U.S. training with each passing year.

In contrast, AFGRAD II appears to be in much better shape as far as U.S.-based student costs are concerned. AAI estimates that the average student/month costs AFGRAD II (including AAI administrative costs but excluding the tuition waiver costs absorbed by U.S. universities) to be: for academic year 1977-78, $575; 1978-79, $693; and 1979-80, $729. (AAI: 1978, p. 23; AAI: 1980, p. 2. Ms. Heather Monroe of AAI supplied the 1979-80 estimate.) This compares favorably with the PP's FY 78, 79, and 80 estimates: respectively, $535, $578, and $624. (The reader should note that the academic year roughly approximates the U.S. Government fiscal year. Thus, for example, the estimate for academic year 1977-78 should be compared with the FY 78 figure cited above.)

Unfortunately, one must take into considerations other factors which could adversely affect the total student costs of the AFGRAD II program. The PP estimates were based on the assumption that AFGRAD II (as well as the Academic--fully-funded component of AMDP) would specialize in master's degree programs, and not the longer-term Ph.D. Thus, it budgeted only for two-year U.S. academic programs. There has been a tendancy in AFGRAD II, however, to permit study for the doctorate at a rate much higher than that presumed by the PP. Of the 249 participants in AFGRAD II's Waves I through III, 89 (36%) are expected to take course work leading ultimately to the doctorate. Of those 89, 38 (15% of the total for Waves I-III) presumably had a master's degree on entry into the program; and 51 (or 21% of the same total) were placed in so-called "back-to-back" programs leading first to a master's degree and then to the doctorate. AAI conservatively estimates that it will take three years of academic work for the former participants; and, four, for the latter. Indeed, the time for degree completion is even longer for students from francophone Africa who receive (on average) six months of U.S.-based language training before enrolling in degree programs, and who take generally longer in their

academic programs because of the time needed for them to adjust to the U.S. academic system. Francophone students account for 41 (17%) of Wave I-III participants pursuing courses which lead to the doctorate; and, of those, 32 (13%) are enrolled in "back-to-back" MA/Ph.D programs.

The point here is not that we disagree with AFGRAD II's utility in promoting high-level technical training. Indeed, and as we argue elsewhere in this evaluation, we strongly feel that the AMDP should place a new stress on providing U.S. training for the doctorate. Rather, we only wish to point out that AFGRAD II presently makes student support commitments which are more long-ranging than the original PP envisaged, commitments which have to be made up either through an increased level of support for the program, or a diminution in the number of participants.

Another potential problem to watch with respect to AFGRAD II -- the shape of which we can only conjecture about -- has to do with the level of future support which U.S. universities contribute to the program. This is currently a very tight time for university budgets, and practically all signs point to even tighter times during the coming decade. Universities, then, are beginning to raise serious questions about what they can and can no longer afford. Quite recently two universities which hitherto have supported AFGRAD II have indicated that they can no longer provide the tuition-free scholarships previously made available. Whether other institutions will follow suit, we can only guess. AAI officials assured us, however, that they were very confident that the other cooperating institutions will in all likelihood continue with the program. We were told that AAI has already weathered similar storms in the past, without experiencing damage. We sincerely hope that the AAI assessment will be proven correct, but would caution that the fiscal pressures which most indicators predict for U.S. higher education in the 1980s will be severe, and could have an adverse impact on AFGRAD II -- as well as other parts of the AMDP.

Even should future events prove these caveats unwarrented, the plain fact is that manpower training in Africa is generally far less costly than comparable training in the U.S., and will undoubtedly continue to be so in the near and far future. Some examples:

- The AAU estimates that the average cost of supporting an INTERAF student for one academic year is about $3,000.

- Officials at the University of Benin in Togo told us that tuition for one academic year at the University was, for a Togolese, $130; for a foreign student, $850. Food and maintenance costs were a mere $2.00 a day.

- The USAID office in Lome recently sent a Togolese to Mali for a two-year training program in animal husbandry. Total cost of the PIO/P: $20,000.

- The USAID mission in Zaire is presently cooperating with the GOZ in a program of management training which will reach 160 participants attending a total of eight, ten-day workshops. Total cost to AID: $50,000 (or $312 per participant).

The low costs to AID of training in Africa come about from a variety of factors: less expensive international travel, tuition, maintenance, etc.; in-kind and other contributions which African governments are requested to make for in-country kinds of training; the availability in some countries (e.g., Zaire) of sizeable amounts of local currency generated by the P.L. 480 program; and, generally lower administrative costs.

The critical phrase in the above paragraph, of course, is "comparable training." There are certain kinds of training -- for example, in high technology leading to the doctorate -- which are plainly unavailable in Africa and must be provided elsewhere. There are other kinds of training, for example, the above-mentioned Zaire program of upgrading the competency of grass-roots rural

development administrators, which are best conducted in Africa. We believe that there are other opportunities for training in Africa which AID should begin gradually to substitute for more costly training in the U.S. We know that it would be far more cost effective to do training in Africa; and, we believe that, in certain fields, it may well be possible to conduct training in Africa at a level and quality comparable to that provided in the U.S. Before availing itself of these training opportunities, though, some initial steps must be taken.

II. Increasing Training Opportunities in Africa

We believe that the time has come to increase African-based tr. opportunities under AMDP, to shift the locus of AMDP training from U.S. -- African universities, schools, and institutes. We do not mean to suggest, however, that U.S. training should not continue as an option, and indeed an important option, under AMDP. We see no African alternative to high-level U.S. training in the scientific and technological subjects; nor, in the foreseeable future, in high-level training in management, economic planning, and other professional fields. Indeed, we envisage a new role for U.S.-based training: preparing those who will eventually provide that increased training in in Africa to which we should aspire. On the other hand, there is no reason why a good deal of the training presently being provided in the U.S. -- short-term, highly targeted management skills courses, for example; or, initial graduate study in fields like economics, agronomy, and administration -- might not now be conducted using African resources.

We are not, of course, the first to suggest that AID's African training efforts shift from the U.S. to Africa. We view with some irony, for example, the two reviews of AMDP's predecessor programs, both of which suggested the desireability of shifting AID-funded master's degree training to African insti-

tutions. (PCI: 1973, pp. 7-2; Johnson and Liddle: 1974, pp. 12 and 14.) And, we were even more struck by the AAI 1975 rejoinder to the Johnson/Liddle report. As its recommendations so well complement our own thinking, as well as those of so many others with whom we consulted during the course of this evaluation, it might be useful to quote the first five at some length:

1. Encourage the use of African graduate facilities insofar as the capacity of African universities permit.
2. Build up the graduate component of INTERAF particularly at the master's level....
3. Make graduate or undergraduate awards in African institutions through an African intermediary (AAU) in response to demands of African governments for placements and the capacities of African universities to respond....
4. Encourage the...build up of graduate (almost all at masters level) placements in Africa....
5. Continue AFGRAD...These awards will supplement the present limited African graduate capacity to help meet the anticipated need for at least the next five years for critical, specialized, and professional graduate training, particularly at the doctoral level. These awards will also speed up the growth of African graduate institutions through the educational training of the needed faculty...(AAI: 1975, pp. 21-22). (Italics in original)

We find it remarkable that, five years later, we find ourselves in substantial agreement with these recommendations, as well as, it appears, the great majority of those with whom we consulted.

We know of some African universities, or rather departments within them, which either now offer training at a level comparable to the American master's degree, or with some additional resources might in future do so. We believe that there are others as well; and, elsewhere in this report, we urge AID -- either independently or through an intermediary -- to compile a list of these in-Africa training resources. (As qualitative judgements would be necessary at some stage, AID should consider using an independent, possibly non-African, organization to be such an intermediary.)

The reasons put forward to argue the case for more training in Africa are not limited to cost factors (though such are persuasive as we have already discussed). Mission personnel abroad told us of the greater relevance which training in Africa has, particularly for those in the middle and lower administrative and technical ranks. African training was portrayed as being less culturally disorienting than training abroad. Problems of repatriation are non-existent.

If the idea of doing more in-Africa training has been around so long, and if there seems to be general accord that more such training is desirable, why then, we pondered, has so little in-country and third-country training actually taken place under AMDP? We came across a few answers.

> There is resistence, at least in some African ministries, to what is viewed as the substitution of in-Africa for in-U.S. training opportunities. The desirability of U.S. training for potential participants whose champions can apply considerable pressure on ministry personnel, goes far beyond factors related to the quality of U.S. instruction. There are a host of perquisites which accrue to Africans coming here: enjoyment of goods and services not generally available at home; the ability (in some instances) to purchase and ship home at low cost consumer items in short or no supply in the home country; the opportunity, at least for some, to spend some time outside of a politically oppressive or economically ill society; and, the general but still very real prestige of having been abroad for one's studies. Ministries must

of course be responsive to the desires of their constituents, and that has mitigated against their serious consideration of alternative training venues. One mission we visited showed us a series of letters which its Director had written to the ministry responsible for scholarships urging it repeatedly to nominate people for third-country USAID sponsorship. Not one such nomination has yet been made: the ministry, not USAID, insisted that its AMDP training would all be U.S.-based.

- Personnel within every mission which we visited confessed a general lack of knowledge about where good training opportunities existed both in-country and in third-countries. Repeatedly, we were urged to recommend that some kind of handbook, or regularly sent notices, be provided so that they could note available African training opportunities. As one mission official phrased it, he is constantly kept informed about in-U.S. training programs run by USDA, consultant firms, etc., programs which are now less afforadable. But, he gets practically no information on courses in neighboring countries which might be equally pertinent to his needs.

- We might suggest that the past and present stress on U.S. training may result from some USAIDs' seeing it as a more convenient way of providing needed training. Over the years, there has been built up in the U.S. a relatively efficient (if costly) set of mechanisms to place, support, and train Third World participant trainees. All a mission needs to do is to issue a PIO/P, and DS/IT, through its contracting agencies, who will do all the rest. This is not generally true in Africa, where there are very few African organizations equipped to handle the mechanical details needed for successful placement and support. A mission which wishes to send, say, a participant to a third-country university for graduate training may well encounter mountains of red tape from host government ministries, ministries in the receiving countries, and even the university itself. Though more expensive, training in the U.S. has been traditionally the path of least resistance for many AID officials busy with other matters.

- Relatedly, it takes some effort and commitment on the part of a mission to become involved in in-country training programs. These are generally individual, ad hoc efforts which need careful planning and can require a fairly heavy investment of USAID energies. In the few examples of such in-country training programs which we came across, the relevant USAID's had successfully employed the services of outside (U.S.) consultants to plan, conduct, or backstop the actual training program. But, even that did not relieve the mission of the time-consuming responsibility of putting together the PIO/Ts and gaining approval for them from ministries whose internal machinations sometimes appear Byzantine.

- Another potential problem for missions which wish to embark on in-country training has to do with the necessity of gaining the host-country contribution as well as consent. Under AID regulations, host countries are required to supply such things as per diems and in-country travel for participants, meeting rooms and basic instructional materials, and a certain level of administrative support. Though some might argue that these are costs which are easy for a country to put up as they do not sap precious foreign reserves, they are costs nonetheless and their payment has to come from somewhere. One of the reasons why the Zaire mission has had success in mounting in-country training under AMDP is that the U.S. Government has available for supporting such programs considerable local currency as a result of the P.L. 480 program. USAIDs in other countries are not so fortunate.

- Perhaps the most serious impediment to the provision of more in-Africa training opportunities under AMDP has been the fact that it has never really been tried with any concerted effort. Hence, there are no precedents, established mechanisms, proven track records. In their absence, it is understandable why some are reluctant to take a chance on something new, rather than simply to rely on the familiar and tried-and-true. One African ministry official told us bluntly that he considered AID to be attempting to substitute more desireable U.S. training opportunities for inferior African ones. He preferred, he said, to send his people to known and prestigeous university programs abroad, rather than some fledgling graduate program of unknown quality in a neighboring African country. In the absence of information about the availability, quality, and reputation of in-Africa training centers, one can understand, but not necessarily sympathize with, such a view.

None of these problems is insurmountable, however, and we offer a few suggested solutions. With respect to resistance of some African ministries to the reduction in the number of U.S. training opportunities in order to sponsor more in-Africa training, one might suggest a modest education program. When we encountered someone articulating this position, we, along with a local USAID representative, simply went over the cost factors. The figures are indeed persuasive, and particularly understandable to those in government service who must cope with their own budgetary constraints. Our impression is that the particular ministry official who voiced the objection is now more sanguine about possibilities and receptive to consideration of in-Africa training. Moreover, it is within the power of the local USAID, as at least one has done, to specify to African ministries the options which it is prepared to provide under AMDP. In other words, the mission rather than the host government can determine the mix of AMDP options it chooses to make available.

The problem of the lack of information about African training opportunities also can be overcome, and the study-in-progress of Cynthia Wise, to which we have already alluded, is a step in the right direction. But, considerably more such spade work needs to be done, particularly to cover programs in other parts of Africa, and to put information in a readily usable presentation. As a first step, RA might, either through a contract with an outside agency or in-house, begin to assemble and disseminate information in a format useful to the missions. This work cannot be done on a one-time-only basis as African training centers do have a habit of appearing and disappearing, changing personnel, embarking on new programs and terminating others. Thus, a continuing monitoring process is needed.

The problem of locating suitable in-Africa placement mechanisms is real, but there are some solutions. Elsewhere in the Section, for example, there is a discussion of the possibility of employing the Association of African Universities to do initial, graduate level placement in third-country trainees, and these can be (and indeed to some extent already are) extended further to enable the placement of participants from countries not now served by those organizations. The most troublesome problem will be to find an organization which is able and willing to arrange third-country placement in non-degree technical schools, centers, and institutes. We know of no such organization, but our vision may be faulty. Further investigation is warrented.

There are no easy solutions to the problems cited with respect to in-country training. Undoubtedly, the mounting of in-country programs will continue to place a heavy burden on both USAIDs and host country cooperating agencies. There is no way around that, and hence their commitment must be high. Perhaps, to encourage an increase in the level of that commitment, AID/W might promise higher allocations of AMDP funds to USAIDs and African governments willing to put extra efforts in this area.

Another suggestion for in-country programs has to do with a more imaginative approach in the use of outside consultants. Generally, the principal cost to AMDP for in-country training comes with the provision of consultants who generally fly to the training site once or twice before the program for planning purposes, then return to the site for the duration of the training program. Travel and maintenance costs of such consultants are high, as are the overhead and other fees charged by the sending consultant firm (if one is involved). We suggest that USAIDs might wish to take advantage of the "targets of opportunity" presented by the several American academics and other professionals who find themselves in or near the host-country on other business: Fulbright professors, for example; or, consultants on an AID project. Such

individuals could, at comparatively little cost, mount short courses in their specialization. A model which could be examined is that of USICA, which for years has had a program which takes advantage of the presence abroad (on someone else's dollar) of American experts. USICA provides in-country travel and per diem, as well as a modest honorarium, to such people in return for lectures on certain subjects. Sufficient lead-time and some prior planning would be necessary for such a program, of course; but, as USICA has found out, it is not impossible to find out who plans to be in Africa and when, to alert its posts abroad, and to approach the individual with an offer prior to his or her leaving the U.S.

The last problem we cited is the toughest to solve, but it can be, once things begin to move, precedents are made, reputations become known, and track records established. The proposed solutions for the other problems we have cited might together serve to overcome this one as well. Surely, as a first step, those in the missions as well as in African governments must be given a clearer picture of the training resources already available in Africa, and the advantages of making better use of them.

III. The AAU and Third-Country Graduate Training in Africa

As is described elsewhere in this report, USAIDs, while generally voicing strong support for the concept of third-country training, for the most part do not employ it to any great degree. Two reasons for that are the lack of information on training programs available in other countries, and the administrative obstacles attendant to arranging placement and support. In the best of all possible worlds, missions could generate and exchange information among themselves, and arrange for and supervise AID-funded students taking third-country training in the countries in which missions are located. But, missions in Africa are all understaffed and cannot take on such onerous additional responsibilities. Indeed, there are no AID Training Officers in

Africa; and, two countries which have training resources -- Nigeria and the Ivory Coast -- do not even have AID missions. Thus, if third-country training is to be facilitated, some organization, or more properly group of organizations, external to AID must be employed to facilitate it.

In principle, the most logical such group to handle third-country university placements is the Association of African Universities, whose headquarters are in Accra, Ghana. Founded in 1967, its membership includes practically all universities on the continent of Africa, outside of South Africa. It has had lengthy experience in arranging for the placement (albeit not the selection) of third-country students at the undergraduate level through its INTERAF program (which is described in Section I). It has for a number of years amassed and disseminated (albeit fitfully), through its documentation center information on African universities and their offerings. For these reasons, some personnel within AID/RA, concerned with improving mechanisms for third-country training in Africa under AMDP, have been attracted to the AAU as a possible vehicle to bring that about. Indeed, in April, 1980, AID representatives met with AAU personnel to broach the subject of whether the AAU might consider a contract with AID to perform thrid-country placement of African students at the master's degree level under AMDP. We were asked, in the course of this evaluation, to meet with AAU personnel for the purpose of framing an independent judgement of the proposal and of AAU's capabilities to perform the services desired by AID. That we did, when we were in Accra in mid-July, 1980.

Briefly, the proposal is not to have an INTERAF-like project which would guarantee funds for a fixed number of scholarships each year. Rather, AID would contract with AAU to implement individual PIO/Ps as they emerged from USAID missions during the course of the year. It is thought that approximately

50 such PIO/Ps would be written in the first year of the contract, but that this number would grow as the program became more established and better known. The contract would authorize AAU to provide participants with books, calculators, and other learning aids in short supply in Africa. It would also provide support for the AAU's continuing efforts to publish and disseminate information on African university programs and capabilities. These points were all discussed at the April meeting between AAU and AID, and there appeared to be agreement in principle as to these preliminary thoughts.

What was not discussed in April, but emerged later in discussions and after-thoughts in Washington, was the obvious necessity of strengthening, in some fashion, AAU's ability to take on this new role. It was recognized that the administrative staff of AAU consisted of only three individuals: the Secretary-General, whose duties required him to be in fairly constant travel; a program director, who is already overburdened with other duties; and a documentalist. It was also remembered that the AAU (admittedly when other personnel were in charge) had once had problems with AID over the administration of the INTERAF program. The new proposal which emerged was that AID assign a U.S. Training Officer to Accra to facilitate contacts among the USAIDs, AID/W, and the AAU; oversee management and fiscal responsibilities of the AAU contract; and generally serve as a regional training advisor.

On the basis of our discussions with AID personnel and our visit to the AAU, we believe that third-country graduate placement ought to take place through the Association, provided that a suitable administrative plan is devised. We find very attractive the idea of having an AID Training Officer assigned to Accra to work with AAU; indeed, having such may well be seen as a requirement given the large, potential volume of PIO/Ps that could be generated. As well,

however, it will be necessary for the AAU to enlarge its staff to some degree. As this evaluation is being written, the AAU is preparing its initial proposal for AID consideration. We will be interested in its contents, particularly as they address administrative issues.

We should note that, though the volume of graduate placements for AID will undoubtedly be the largest of an AAU placement program, other international organizations have been talking with the AAU about graduate-level placements for their purposes. Already the German DAAD has committed itself to fifteen or so graduate placements for this coming year, and CIDA, four or five. The Dutch, we were also told, are interested in having the AAU do graduate placements for their development programs, beginning in the academic year 1981-82. It may be useful at some point for AID to compare notes with these other donors.

We also discussed with the AAU whether it might consider third-country placement in non-degree, technical training programs. We were told that the Association could not consider placements in non-AAU member institutions because it lacked the "authority." Thus, some other mechanism will have to be found should it be desireable to develop third-country programs involving technical schools and institutes of a non-degree nature. We were reminded, however, that a number of AAU member institutions do conduct outreach programs, institute courses, and the like of a short-term, non-degree nature. There would be no problem, we were informed, in the AAU acting as an intermediary in third-country placement in those programs. They could well constitute a rich resource for AMDP training. What is needed, however, is a comprehensive listing of such offerings which could be disseminated to USAIDs and others interested in these opportunities. With support, said the AAU representatives, the Association could put together such a document.

(As a footnote, we should mention that, upon our return to the U.S., we were fortunate to meet with the President of the AAU. Contrary to what we heard in Accra, he told us that the AAU could consider third-country placement in non-member institutions. He promised to discuss this with the AAU Board and Secretariat upon his return to Africa.)

IV. Graduate Level Training in the U.S.

The preceeding pages indicate our belief in the desireability (indeed, when costs are considered, the inevitability) of shifting the burden of initial graduate-level training from U.S. to African universities. But, we must be realistic about current prospects. Graduate-level training capacity -- actual or potential -- varies considerably from university to university and from country to country, as does the ability to finance future expansions of university systems. As we observed in Section I-4, there are only a handful of African countries which presently conduct graduate programs of any size; and, fields offered continue to be quite limited. Consequently, there is and will continue to be a need to provide graduate training opportunities for Africans outside their home Continent. For that reason, and as the statistics in Sections I-5 and I-6 demonstrate, the numbers of African foreign students attending universities abroad continues to grow. One might properly ask, however, whether AID -- particularly through its AMDP -- plays any special role in assisting, at least in part, the flow of African students into U.S.-based training programs. Is AMDP making a unique contribution? Can it play an even more special role in the future? We believe both questions deserve affirmative answers.

As was shown in the figures presented in Section I-6, the U.S. has a number of African students in its colleges and universities. Indeed, we train more Africans at the university level than any other country in the world, with the exception of Nigeria. But, the vast majority of Africans studying here are supported by personal or public funds from the home country. Thus, U.S. training for Africans is, and increasingly will be, the prerogative of students from wealthy home or national backgrounds. Indeed, as we have shown in Section I-6, the U.S. ranks second (behind France) in its provision of training opportunities for students from the poorer (i.e., AMDP) African states. Only about 46% of all African students in the U.S. come from those countries. Thus, in the interests of equity, there is a strong argument to be made for AID's targeting, through AMDP, special in-U.S. training opportunities for students from the poorer African countries.

Moreover, it should be remembered that AMDP activities are not general scholarship programs. Rather, they are targeted to development-related fields. Though precise statistics are not available, it is fair to assume that many if not most of the Africans presently studying in the U.S. who are funded from home and personal resources are not enrolled in fields which fall within the narrow perimeters of AID's development priorities. AMDP ensures that at least some of those who come to the U.S. will receive training directly relevant to meeting the needs of Africa's rural poor.

Again while precise statistics are lacking, it is safe to assume that most African students in the U.S. are enrolled at the undergraduate level. We know this is true of Nigerian students, who comprise about half of the U.S.'s African student population. AMDP provides graduate training opportunities which are in short supply in Africa. Provision of such training in developed countries is, in the minds of many, a particularly appropriate activity for donor assistance agencies. We recall the words of Francis X. Sutton of the Ford Foundation, words which were uttered in 1971 but are still relevant today:

> To educate a graduate student costs six times as much to educate a first-year undergraduate. This kind of excessive cost should be borne by the richer nations. Poor countries should be relieved of the expense of 'highest' education. (Sutton: 1971, p. 30)

Joyce and Peter Moock phrased the point this way:

> ...in most African countries, the provision domestically of university programs in highly technical fields, and at the graduate level in particular, will continue to be so expensive that for some time advanced training may be more cheaply effected by sending students in these fields overseas. (Moock and Moock: 1977, p. 33).

Thus, we believe, AMDP's past stress on graduate training in the U.S. has been correct and it should continue.

The stress as to the level of graduate training, however, needs reexamination. For reasons we can imagine, the framers of the AMDP PP emphasized that the Project's U.S.-based training should be primarily for master's degrees, "with doctoral degrees limited and considered on a case-by-case basis." (AID: 1976, p. 7) AID, however, has found it very difficult to put a lid on doctoral work, and we can understand why: African demand for highly-trained manpower is considerable, and many of those knowledgeable of African needs are sympathetic to those demands. Nonetheless, there has been leveled at AID some fairly harsh criticism for allegedly not adhering to the letter of the PP. To quote a recent AID Auditor General's report:

> ...we conclude that (i) for over 10 years the Africa Bureau has failed to enforce AID's policy to minimize participants acquiring successive academic degrees and (ii) the African-American Institute (AAI) portion of the African Manpower Development Project, which is to a large extent a 4 year doctoral program, does not resemble the AAI portion of the AMDP approved by the Deputy Administrator which was to be virtually entirely a 2-year master's degree program. (AID: 1980, p. 32)

We humbly suggest that, rather than commenting on the level of adherence to the intent of the PP, it might be more profitable to reexamine and possibly revise, in the light of past experience and future challenges, what is in the PP. Indeed, we can think of many reasons why the stress on the MA, rather than the Ph.D, should be redressed. There are comparatively few terminal, professional master's degree programs, like the MBA, MPA, and M.Ed, offered by U.S. universities. Such programs are of relevance to AMDP and we would urge their continued use by the Project.

It is quite a different story, though, with respect to master's degrees in the physical and social sciences and in other academic fields. In them, the master's degree is viewed, at best, as a way-station on the path to the degree that really matters: the doctorate. At worst, it is seen as a consolation award for those who cannot succeed in the doctoral program. Taking an academic master's degree program, suggested one of our consultants, is like being "half born." Or, as someone in AID remarked to us, academic MA programs equip people with a plethora of facts, but little instruction on what to do with them. Thus, we would question on educational grounds any policy which stipulates "master's degree only" but which does not take into adequate account exactly what is meant by master's degree training.

The same AID professional cited in the paragraph above wondered out loud about the cost-effectivenss of training for an American academic master's degree. MA programs, he said, generally take two years, and, if language

instruction is needed, another half-year should be added. By the time a participant receives his or her MA, then, AID has already invested half or more of the time and money of a doctoral program. And, the candidate is already in the U.S. and well acclimatized to the academic program. Would it not make sense, our AID friend asked, simply to continue the student along? For a modest increment of effort and funding, AID could train a much more useful professional.

We tend to agree, and would urge AID to reexamine its present restrictive policies with respect to back-to-back degrees and doctoral work. Particularly as AMDP begins to take advantage of in-Africa training opportunities for MA-level work, it might be more cost-effective gradually to reverse present policies and concentrate on providing doctoral, rather than master's, degree academic programs in the U.S. For, while African higher education might be poised to offer some degree of MA-level instruction, it will be some time before it will have the advanced research facilities needed for doctoral programs, particularly in the natural and physical sciences.

We know there will be those who will feel compelled to take issue with these suggestions. Doctoral training, according to the Auditor General's report has the following "adverse consequences:"

1. "overtraining participants" and providing "an imbalance of professors as opposed to other critically needed skills for development."

2. "It costs twice as much for a doctorate as for a master's degree," thereby reducing "the number of participants who can be trained with a given sum of money."

3. "The propensity to stay in the U.S. increases with the duration of study..."

4. Doctoral work keeps people here "during what should be some of their most productive years in Africa." (AID: 1980, p. 32)

We believe these criticisms to be unfortunate and display a certain lack of understanding of realities. First, Africa is far from having an oversupply of "overtrained people." There is no Babu class there; and it desparately needs highly-skilled researchers for development, researchers who may or may not be "professors." Second, one should review the arguments of the cost-effectiveness of MA as opposed to doctoral training. Moreover, AID ought to be concerned with providing needed skills, not engaging in a numbers game. We would much prefer training a few people in critically needed skills than hundreds in skills of marginal utility. Third, could we see some evidence about the non-return rates of recent AID-funded doctoral trainees, not the aggregate figure for all foreign students? Fourth, ought one to be concerned about the enhanced depth and quality of productivity of returnees?

The more influential critics, of course, lie in the Congress. The often cited passage comes from Senator Inouye:

> Programs which provide graduate level education for the select few detract from the many innovative attempts to bring nonformal education to the many. Programs which convey prestigeous degrees to those who are sufficiently trained detract from those programs designed to bring basic administration skills directly to the people, to those who must administer the community-level programs so desparately needed in the developing world. (U.S. Senate: 1976, p. 55)

The point, though, is that AID faces, as it addresses the needs for training African manpower, a multifaceted problem, not an either/or situation. As AMDP attempts to do, so AID and African countries face the problem of dealing with all manner of training needs, from the community to the national level. All are interrelated, and thus all need to be addressed. Moreover, while we as a nation may not have any "competitive advantage" in skills needed for training community development workers in Niger, we definitely do with respect to the provision of high-level technical training. Rephrasing Sutton's point,

poor countries should be relieved of the expense of high-level manpower training. The U.S. and other rich, advanced nations alone have the facilities to provide such training; and, we would be morally derelict if we do not make those facilities available to the developing world.

Ultimately, we anticipate, African nations will have sufficient indigenous resources gradually to diminish their now necessary reliance on overseas graduate training. Indeed, in planning for future AMDP activities, AID should consider training the trainers for Africa's now-fledgling graduate programs. Institutions which might agree to cooperate with AID in becoming regional centers for graduate training might be invited to nominate staff members for staff development in the U.S. Returning AFGRAD II fellows could also be called upon to staff these regional graduate centers.

Indeed we would like to see an enhanced role for AFGRAD II in providing graduate-level training in the U.S. Our bias, obviously, is to continue to provide U.S. training opportunities in fields and at levels unavailable in Africa. Yet, the costs of such necessary training are considerable if they are to be met on a fully-funded basis. Those costs are much less for AFGRAD II. If it is at all possible to get increased support from AID and AAI's cooperating universities, we would recommend a sharp increase in AFGRAD's present level of intake (perhaps even to double it). In our research and travels to Africa we were continually struck by the high levels of training commitments of other nations. Compared to those of France and the Soviet Union, we were told by one African official, the U.S. scholarship opportunities are "a drop in the bucket." AFGRAD II would be a cost-effective way of enlarging the U.S. contribution.

V. Fields of Study

An area of some disagreement between AID/W, USAIDs, and AAI has to do with the limited fields of study permitted under AMDP (see Section II-1 for the PP's list). There have been numerous instances in the past in which a particular mission has asked for AMDP support for a potential trainee, only to be told by AID/W that the trainee's field lies outside those permitted by AMDP. On occasion, frictions have been considerable.

We well understand AID's need to monitor fields of training. AMDP is not a general scholarship program, and must heed Congressional directives to specialize in activities which can be demonstrated to have relevance in meeting AID's objectives. Consequently, we recognize the need for AID to issue specific guidelines to missions and contractors. But, we also recognize that the narrowness of those guidelines have had some troublesome side-effects.

While, for example, a USAID's narrow limitation of training requests may relate to perceived training priorities in a given country, the limitation may result in there not being generated sufficient qualified candidates for training in requested fields. And, as we discuss elsewhere, such limitations might also preclude the participation of women. It could also happen in the case of AFGRAD II that none of AAI's cooperating universities would feel willing or capable of providing the specific training required; or, more common, none would wish to accept candidates which a country may put forth for consideration in the narrowly-defined field. The problem is perhaps more serious for the smaller African countries where the supply of available candidates is already minute, and restrictions by field narrows that supply to a negligible number. Thus, some may lose out on AFGRAD II. AAI has recommended that AID Mission Country Reports include all the priority training fields covered by AMDP. Missions can then specifically identify their priorities. But, if suitable candidates are not available for those priority areas, then the

country should have the option of participating in AFGRAD II by nominating good candidates that may be available in other AMDP fields. (AAI: 1978, p. 24) We find this suggestion appealing, but with one important caveat. Mission people with whom we spoke, while having high praise for AAI's administrative ability, were decidedly skeptical about letting AAI have more rein on determining fields of study. Many cited examples of AFGRAD I training in fields of very questionable relationship to AID's development emphases. A popular, if unfair, portrayal of AFGRAD is that it trains too many TESL teachers and physics professors, and not enough rural development types. One USAID, we understand, feels so strongly that AFGRAD operates with so little mission input and control over training fields and levels that it refuses to let AAI offer the program in its country. If, however, USAIDs monitor AFGRAD II selections during the nominating process and AID/W approves or rejects fields of study, then appropriate controls are exercised. (Indeed AID/W has become increasingly adept in monitoring this, as well as other aspects, of the AFGRAD II contract. The biases we found most probably are a legacy of AFGRAD I.)

Another problem with the list of fields is that it is static: it has not changed much, if at all, since it was first formulated in the PP. Yet, while the overall stress of that list remains largely valid, AID priorities do shift somewhat over time, and thus the list of fields needs to be reviewed annually and adjusted accordingly. We have in mind, for example, the new AID interest in energy.

There are efforts now underway in DSB, for example, to begin a training program in conventional energy exploration, exploitation, and management. Recently, however, AID/W rejected a candidate for training in geology because, it was explained, geology was not on the AMDP list of priorities. It may

well be on AID's right now, and surely the Agency's current priorities ought to be reflected in AMDP's.

VI. Francophone Participation

There are certain, inevitable problems and issues connected with francophone participation in U.S.-based AMDP training, all of which are related to language. To begin with, it costs more, in terms of time and money, to provide academic training in the U.S. for francophone as opposed to anglophone students. Not only do most francophone students require language training upon arrival, but they generally take a reduced course load when they begin their academic work because of difficulties in adjusting to instruction in English. Obviously, less benefit can be derived from the AMDP dollar used for training francophone, rather than anglophone, Africans. But, that is unavoidable if AMDP is to serve all Africa. Elaborating on a point made earlier in this section, however, we do wonder about the cost-effectiveness of U.S. training for francophones for the MA as opposed to the PhD. Perhaps there is more of a reason, then, to place MA-level francophone trainees in French-speaking African universities and specialize in using U.S. training for the Ph.D for francophone Africans.

An even more serious set of problems has to do with short-term, U.S.-based training. As one francophone mission complained to AID/W recently:

> Since 1 January 1980 DS/IT has sent several training announcement to [post]. Unfortunately...only two courses (both presented in West African francophone countries) are in French. All others are presented in USA and in English. Furthermore, USDA course book describes 36 training programs, all in English, and only eight include French interpretation...It has been [our] experience that interpretation services are more expensive than course costs, including international transportation. To send participants to USA for these courses would result in expending more than half of post's AMDP budget on interpretation services.

The cable went on to cite AID's heavy concentration in agriculture, francophone Africa's obvious needs in that area, and urged that steps be taken not to slight these needs. "Francophone countries are," the cable concluded, "in

effect, eliminated from much of the most valuable agriculture sector training that the U.S. Government provides."

Given the largely monolingual nature of USDA and other U.S. training agencies, and the costs of translation, the provision of short-term training for francophone Africans is a knotty problem not easily overcome. One band-aid solution proposed by some missions in West Africa is to pool resources from the various USAIDs to pay for translation for participants from several countries attending the same U.S. short-term course. Inevitably, however, we are drawn to the conclusion that AID will have to stress in-Africa short-term training for francophone participants. Clearly the costs of their coming here are prohibitive. But, having said that, we feel it incumbent on AID/W to work with relevant U.S. agencies in developing courses and personnel which could be provided and sent to Africa. Moreover, potential U.S. training agencies are not completely devoid of people who speak French. In addition, and as we note in another part of this Section, greater use can and ought to be made of existing African training opportunities in French-speaking Africa.

On the more positive side, we found little evidence of any substantial problem regarding the comparability of American degrees in francophone states. There appears to be no problem now with the doctorate, and only a minimal one with the master's. As we were advised, job-selected participants sent to the U.S. by ministries knew in advance the elevated position they would achieve upon return home: in other words, the reward for the MA was clearly indicated. And, American master's degrees are not all that uncommon now in francophone Africa. People have adjusted to them.

As a footnote we should mention that, as lusophone states come into AMDP, they will face problems similar to -- and perhaps greater than -- those now besetting francophone countries. AID might well begin to consider now how it might in future cope with them.

VII. Return Rates

It is too early in the life of AMDP to offer any meaningful analyses of return-rates under the Project. Most of those who come to the U.S. under its auspices are still here; only a very small proportion have been graduated or otherwise have terminated their training programs. Out of 249 AFGRAD II fellows in Waves I-III, only 52 have completed or withdrawn from their programs. A slightly higher proportion is true for the fully-funded academic participants. We know of only one person in AFGRAD II -- a woman from Zambia -- who is an obvious non-returnee: she has married an American. We could find no other cases of clearly non-returning AMDP participants.

Limited though the AMDP experience is with returning participants, we do wish to make some comments in the light of some rather serious assertions made in a recent "Review of Participant Training" completed by AID's Auditor General's office. It alleged that "Significant problems exist concerning the failure of AID-sponsored academic participants to return to their countries upon completion of their training." And, "Among academic participants, all evidence pointed to the fact that the greatest incidence of failure to return... existed in the Africa region." However, the report confessed, "the available data is incomplete and non-consistent"; and, the reference to "all evidence" would appear to pertain only to an AAI estimate that "at least 12% [of AID-sponsored academic participants financed under contracts with AAI] had failed to return to their countries after completion of their training." Though the report qualifies its discussion by saying "This does not mean that the overall

failure to return rate among AID-sponsored African academic participants was identical with the African-American Institute experience," the thrust of its discussion infers otherwise. (AID: 1980, pp. 8-9)

It is interesting to note how AAI phrases the same statistic. In its latest Annual Report on AFGRAD I (presumably the source of the Auditor General's figure), the Institute writes: "The effective repatriation rate of AFGRAD students...is 88.8% for the sixteen year period ending June 30, 1980." (AAI: 1980, p. 4) (emphasis in original) Clearly the glass is either half empty or half full, depending on the point you want to make.

Equally clear, there are some lessons for AMDP in this debate. The Auditor General's report is correct in its opinion that AID has very faulty mechanisms for finding out who has or has not returned, and equally faulty mechanisms for getting non-returnees on their way home. To begin with, there are some definitional questions which must be addressed. What actually is a non-returnee? Is it someone who does not return promptly after the completion of his or her studies? Technically, quite a number of Africans would find themselves in that status, and many through no fault of their own. Throughout our travels to Africa we heard lamentations from AID personnel about the failure of African governments to issue promptly return-tickets and other necessary travel items to finishing participants. In some cases, participants who have completed their course work languish for several months -- some half-a-year or more -- waiting for tickets. Or, is a non-returnee to be defined as one who stays in the U.S. more than (say) a year, or some other arbitrary time period? There are instances, again, which should give pause to those seeking to apply such a definition. Some Africans, for example, finish their course work and remain in the U.S. (not on AID funding) to participate for a year or more in a practical internship with, say, a private management

or banking firm. Eventually, the African will go home; but, by someone's definition he or she may be dubbed a non-returnee. Others stay on in the U.S. for fairly lengthy periods after graduation for understandable political reasons: in times past, Ugandans and Zimbabweans; presently Angolans and Ethiopians. Many, if not most, are intent on returning home once a more acceptable political climate returns; yet, they are for the moment counted as non-returnees.

All this is not to slight the important point made in the Auditor General's report. There are those who overstay, willingly or not, and there are things which can and ought to be done under AMDP and other programs to speed the return of participant trainees.

- Information-gathering should be more thorough. Right now, DS/IT has no way in which it can find out who is to terminate, when. Contracting placement agencies (which, if they are responsible, should have constantly up-dated information available) should be requested to convey information on impending terminations to AID on a regular basis.

- The contracting agency, the sponsoring agency in the home country and possibly USAIDs should make a regular practice of writing each terminating participant, congratulating him/her on successful completion, describing the job waiting back home and its commencement, and conveying information on travel and the shipment of goods. Amazing as it sounds, few if any AMDP participants receive this kind of exit information. No wonder many feel no incentive to go home. Moreover, contracting agencies might consider conducting exit interviews.

- There should be a more flexible policy with respect to travel home. In those AMDP countries not on the "least developed" list, African governments are required to pay the international travel costs. That policy has caused significant problems. Half a dozen AFGRAD I Zairois still sit in the U.S. awaiting the GOZ to send tickets. Ghanaian participants regularly extend their stays in order to arrange for shipment of goods on Black Star lines as required by the GOG. In perhaps the most potentially bizarre case, the Government of Togo has told USAID that it will

no longer pay international travel costs; and, as a compromise AID has made a counterproposal that it (AID) fund the travel to the U.S and Togo, home. The policy almost guarantees a delay in return. (USAID/Togo, incidentally, urged us to make a special plea that AID in future agree to fund all international travel costs, a practice followed by other donors, which generally make available awards which pay all costs. We are reluctant to make this a recommendation without further study: but, we believe the suggestion merits some review.)

AID would do well to think about suggesting and possibly arranging job placements in Africa, though not in the home country, for those reluctant to return home for political reasons. Surely it would be more desireable from everyone's point of view to have a reluctant Angolan work in Ghana or Guinea-Bissau, if that could be arranged, than simply biding time in the U.S.

VIII. Utilization of Returned Participants

As with return rates, it is too early in the life of AMDP to say anything definite about the utilization of returned participants: they are now relatively few in number. We did inquire about those who have returned to Ghana, Togo, and Zaire while we were there, and the USAIDs' Training Assistants indicated that each participant has returned to responsible, development-related positions. While the numbers of AMDP returnees is now small, their numbers will increase rapidly from now on. Hence, we would like to offer some suggestions as to how AID might monitor more carefully the positions and performances of the returnees.

USAIDs generally do not do much in the way of welcoming home returning participants. One reason for that is that they are not always knowledgeable of dates of return. Surely, once DS/IT and its contractors ascertain that information as is recommended above, missions should be duly informed. If missions could arrange on a continuing basis reentry interviews, or formal presentations of Certificates of Achievement, or

other means to get to know returning participants, they could initiate the process of monitoring their professional progress. There is nothing new being suggested here, of course; in times past and at some USAIDs now, presentation ceremonies and the like have been common practice. These are, unfortunately, customs which have lapsed into disuse. They should be revived.

The U.S. embassy, USICA post, and USAID mission in Zaire have with some success over the past few years taken several steps to renew contacts with people who have been to the U.S. under various auspices, including participant training. They are invited to Fourth of July and other celebrations; a directory of returnees -- some 800 -- was assembled in 1974; and, a group of "younger age" returnees has been formed. As a result, U.S. personnel in Zaire have ways in which to monitor the career patterns of those receiving U.S. training. Other USAIDs could learn from this experience. Indeed, several USAID personnel with whom we talked in other countries indicated a willingness to begin, say, with a general invitation to an American celebration.

We also find appealing Marjorie Belcher's suggestion (Belcher: 1980, p. 14) that AID conduct short post-degree refresher programs for former students in the U.S., much as France and the U.K. provide. These programs could not only help in up-dating skills, but would also serve to encourage contact and exchanges of experiences among former participants. They could be organized on a country or regional basis; and, provided that the subjects under discussion are in line with Project training objectives, we see this as a novel future use of AMDP support.

Thank God for USAIDs' Training Assistants! Generally citizens of the countries in which the USAIDs are located, they are a singularly valuable resource for locating people. They know participants personally, have extensive knowledge of their backgrounds, and have a feel for the governmental or para-statal structures in which returnees work. Unfortunately, the information which Training Assistants have is largely informal and anecdotal. It is not written down in any systemmatic way. It should be, however, for, as a Training Assistant moves on, a mission's institutional memory about past training is largely wiped out. Moreover,

Training Assistants operate largely by responding to questions rather than volunteering information. We are convinced that they know a good deal more than they told us but we could not phrase enough questions to get the information out of them. Hence, it would be most useful if USAIDs could ask their Training Assistants to set pen to paper and create records on returnees which, at the moment, lie for the most part in their personal memories.

- At some point in the not-so-distant future (when the number of returnees has reached a sizable number) AID should attempt to locate AMDP returnees and ascertain, in a systematic fashion, their current positions, problems of reentry, relevance of training, etc. This information would be of invaluable use in fine-tuning future AMDP policies and procedures. A model which might be replicated for AMDP is AAI's Operation Search: 1975. (AAI: 1976) As useful as that compendium is, however, we would advise that the future evaluation contain more analysis than did the AAI document; and perhaps it should be done by an organization not holding an AMDP-related contract in order to ensure complete independence of judgement.

IX. Women's Participation in AMDP

Our general impression is that the participation of women in AMDP activities thus far has been disappointing. Women are underrepresented in all training programs, and the proportion of women decreases as one looks from low- to high-level training. We feel that as a minimum USAIDs and AAI should be continually reminded of AID's concerns and urged to increase female participation in AMDP. Perhaps there might be special awards reserved for women; or, rewards and incentives (in the way of increasing USAIDs' AMDP allocations) for missions which nominate higher numbers of women.

We confess, however, that we see little immediate hope of dramatically increasing female participation in AMDP, particularly in the graduate level training programs. We accept the demographic and cultural realities: women represent a small proportion of African university graduates which forms the training candidates' pool; and, an even smaller proportion of those trained

in the narrow fields of specialization served by AMDP. There are simply not that many females who graduate from African universities in, say, soil sciences.

One immediate way to increase the number of women might be to ease the fields requirement for them. In fact, this may already be happening as we have seen in Section II: women make up a significant proportion of trainees in such marginal AMDP fields as TESL, library science, and home economics. If the AMDP door were opened more widely to women in these and other fields of less priority to AMDP, their proportions would undoubtedly increase.

The long-range solution for increasing training in AMDP-designated fields, of course, is to increase the numbers of women studying in those fields at the undergraduate level. We note that the third-country, undergraduate training option is still available, if largely unutilized, under AMDP; and, should AID's balancing of priorities permit, it could be used as a means to enlarge the number of female soil scientists and so on.

As noted earlier, the participation of women in AMDP activities is a function of level, as well as field, of study. The more grass-roots the level of training, the higher the participation. In Zaire, for example, USAID estimates that 20% of the participants in its village-level administrative improvement courses are women. Perhaps, as a way of increasing female participation in AMDP activities, more attention could be paid to working at the lower levels. Special ad hoc, in-country training programs in fields likely to spark female interest (home economics, for example, or nutrition and child care) could be mounted. AID/W might stress the desirability of training like this, but ultimately USAIDs will have to bear the responsibility of mounting the programs.

We were asked for our opinion on whether we thought that increasing the participation by women in AMDP required a special project. We are ambivalent. On the one hand, we recognize the social constraints, see the need for more

concerted attention, and envision some suggested courses of action to increase female participation. These could well constitute a need and set of activities which could comprise a special project. On the other hand, and as we have attempted to illustrate, there is sufficient -- albeit now latent -- flexibility in the Project itself which could be utilized without the need for constructing a special new project. Perhaps, though, there might be a need for a special sub-project under AMDP which specializes in themes of particular relevance to AID's Women in Development program. That is a real possibility.

X. Coordination with the Other Donors' Training Efforts

A phrase one hears now and again in certain corridors at New State is "competitive advantage. AID, so the current ruberic goes, ought not to engage in development pr[illegible] which other donors are or seem to have more ability in doing; rather, AID should specialize in doing what it does better than anybody else. As appealing as this formula appears, there is one catch: no one appears to have a coherent grasp as to the programmatic interests of the other national and international development agencies beyond macro-impressions. No one, we discovered, had any comprehensive knowledge as to what the French, the British, and others were doing in the field of training Africans; and, we strongly suspect, CIDA, DANIDA and other agencies are equally ignorant of AID's training programs. Even in the countries we visited we were struck by the generally low level of understanding of training options provided by the various donors. USAID people seem to talk more with CIDA people than anyone else, and to some extent with the British. But, there seems to be minimal awareness of what the others are doing in the area of training.

There is, we found out in the course of this evaluation, a great deal of information available on training opportunities provided by other donors more than we thought available and certainly more than we could digest in the

short period given to writing this report. We were also struck by the fact that this is the first evaluation of a major AID training project for Africa which attempts to put AID's training efforts within the context of the efforts of others. We trust that our humble beginnings demonstrate that this topic is worthy of more concerted study, particularly if sense is to be made of the "competitive advantage" ruberic. We urge AID to conduct, either in-house or through an outside contractor, a comprehensive study of the training efforts of others, and of AID's proper place within the global matrix.

Further, it would be highly useful if those within AID concerned with training could open new channels of dialogue with the other major donors concerned with manpower development. Occasional visits, conferences, and so forth would prove to be mutually beneficial mechanisms in an overall coordination of effort. Moreover, there would be much to be gained by studying the novel approaches taken by others (the Dutch, for example) and possibly replicating those approaches, at least in part, in U.S. training activities.

XI. Record-Keeping

We experienced considerable trouble in attempting to compile records on non-AFGRAD II AMDP activities (i.e., the information contained in Appendix II). Data on those activities, we found, is compiled separately (and spasmodically) in DS/IT, AFR/RA, and the USAIDs. Ours was the first attempt to pull together and cross-check data from these several sources. Data, we found, was frequently incomplete, sometimes inconsistent, oftentimes downright puzzling. While we did our best to reconcile things, we are still unsatisfied with the result which we know must be incomplete and unavoidably mirrors the inconsistencies which are present in the data.

We recognize that a certain amount of confusion and inconsistency is inevitable in a flexible Project which annually deals with several hundred trainees in a variety of settings, must rely on communications which are

often faulty, and works through overworked AID staff at home and abroad. Moreover, and contrary to the experience recorded in the Auditor General's report (AID: 1980, p. 13), we found that, with time and a set of experienced USAID Training Assistants as a resource, it is possible to reconcile AID/W data with that in the field. Those Training Assistants had the singular ability to associate flesh-and-blood with a PIO/P number, describe what happened in a switch of participants back in 1978, and straighten out the baffling shifts in participants' names. We only visited USAIDs in Ghana, Togo, and Zaire and we are comfortable with the data for those countries. To get the full picture of the history of participants and programs in other countries, we fear, would require similar visits to the remaining USAIDs.

We are convinced that a more systematic approach on participant record-keeping is needed for the future. Such an approach should be computerized, and computer data shared with missions at least annually as to reconcile AID/W and USAID records. Indeed, it would be preferable to share such data more often (say quarterly) so that missions could be advised of cost increases, shifts in fields or levels of training of participants, estimated and actual dates of return, etc. We quite understand the present staffing difficulties of DS/IT and thus recognize why the installation of adequate data processing facilities for AMDP have not been established. AID has now contracted with an outside agency to improve its computerized record-keeping on participants, and we trust the situation will become better in future.

Record-keeping on AMDP third-country participants and in-country training programs represent another set of problems as, we have found, copies of the

PIO/P's and PIO/T's for them do not always find their way to Washington -- or at least to the right file in RA. It would be extremely useful if AID/W were to cable missions regularly (say quarterly) the PIO/P and PIO/T numbers it has in its files for confirmation or correction. Missions should also keep RA better informed as to the termination dates of third-country participants, and the scheduling of its ad hoc in-country training activities. As such approach takes place, AID/W should be notified and a record made.

XII. Some Concluding Observations about AMDP

There are problems with AMDP to be sure, but they should not detract from our overall impression that the performance of AMDP to date has been generally good. Directly and indirectly USAID personnel with whom we spoke overseas had praise for the Project's flexibility and utility. One went so far as to say that the Project is just fine as it is, and we ought not to recommend any further tampering with it!

It is interesting to note that AMDP represents different things in different countries. In Ghana, for example, it has served as a vehicle for sponsoring degree-level training in the U.S. In Zaire, the Project supports almost exclusively a set of in-country training activities. In Togo, USAID makes use of the complete range of U.S., third-country, and in-country training. These different uses of AMDP are due in part to what is feasible in the different national situations -- in Ghana, for example, USAID would like to make more use of third-country training through AMDP, but the Ghanaian government clearly has demanded in-U.S. training. To a greater extent, however, the different uses made of AMDP are a result of conscious mission policy. We were told flatly in Zaire, for example, that the mission has a strong bias towards the promotion of in-country training.

A phrase we heard repeatedly whenever the subject of AMDP came up was "targets of opportunity." The greatest virtue of the Project, we were told by some USAID people, was its ability to respond quickly to special opportunities which can unexpectedly crop up. Another phrase we heard was "cement": AMDP was described as the cement used to fill in the training gaps between USAIDs' development projects.

AMDP also is used to experiment with new approaches. Special, ad hoc, in-country training programs, for example, could be started with AMDP; and, if they proved useful, could be sustained and made more regular through incorporation in a USAID's bilateral program. Indeed, the USAID in Zaire has viewed its entire range of AMDP activities to date as an experimental forerunner of a new bilateral training project, the PP of which is now under review in Washington.

In short, and despite its flaws, we feel that AMDP is a useful component of AID's development assistance program in Africa.

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APPENDICES

APPRENDIX I

AFGRAD II Participants

Waves I-III

GRANTEE NUMBER	NAME	WAVE	EDUCATIONAL INSTITUTION NAME	PLACE	PROGRAM	COUNTRY OF ORIGIN	ENTRY DATE	ACAD OBJ	FIELD CODE	S X	TERMINATION DATE	CD
005750	JEAN DOKASSA	1	PITTSBURGH, U OF, PITTSBURGH	PA	AMDP	BENIN	9/02/77	MS	3010	M	8/31/80	
011200	APOLLINAIRE DAFUNDJI	1	NEW YORK, STATE U OF, BUFFALO	NY	AMDP	BENIN	8/14/77	MA	2240	M	12/31/80	
025300	DANSOU KOSSOU	1	KANSAS STATE UNIV, MANHATTAN	KS	AMDP	BENIN	7/29/77	PHD	6130	M	12/31/80	
051400	YVES PRUDENCIO	1	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	BENIN	9/02/77	M/D	1530	M	12/31/82	
065200	BOURAHIM YEKINI	1	FLORIDA, UNIV OF, GAINESVILLE	FL	AMDP	BENIN	7/15/77	PHD	6160	M	6/30/80	CI
NUMBER OF GRANTEES		5										
005250	JEAN BERAHINO	2	MINNESOTA, UNIV OF,MINNEAPOLIS	MN	AMDP	BURUNDI	9/19/76	MS	6200	M	6/30/81	
034900	LONGIN MINANI	2	TUFTS UNIVERSITY, MEDFORD	MA	AMDP	BURUNDI	9/22/78	MS	3120	M	1/31/81	
NUMBER OF GRANTEES		2										
000250	JEAN-CLAUDE ABOUGOU	1	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	CAMEROON	9/26/77	MS	6041	M	9/30/80	
003050	THERESE ATCHAM	3	MINNESOTA,U OF/EPIS, ST PAUL	MN	AMDP	CAMEROON	9/13/79	MS	2420	F	12/31/82	
005400	JANVIER E. BIDJA-MANKONO	2	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	CAMEROON	3/11/79	MS	2321	M	12/31/81	
017900	JULIEN GONTA	2	CLAREMONT GRAD SCHL,CLAREMONT	CA	AMDP	CAMEROON	6/01/78	MBA	3500	M	5/30/80	CI
022900	BERNARD KAMGA NGAMENI	2	CORNELL UNIVERSITY, ITHACA	NY	AMDP	CAMEROON	10/14/78	MS	6041	M	12/31/81	
030500	YACOUBA MANJELI	2	MINNESOTA, UNIV OF,MINNEAPOLIS	MN	AMDP	CAMEROON	9/16/76	MS	6200	M	6/30/81	
031925	MARCEL NSONGAN MASSIMB	3	OREGON, UNIV OF, EUGENE	OR	AMDP	CAMEROON	9/01/79	M/D	1400	M	6/30/84	
034000	JEAN MELI	2	PENNSYLVANIA,U OF,PHILADELPHIA	PA	AMDP	CAMEROON	5/29/78	MBA	6120	M	5/31/80	CI
045225	ROBERT NGONG	2	COLORADO STATE U,FORT COLLINS	CO	AMDP	CAMEROON	8/31/79	PHD	1530	M	12/31/82	
045450	JEAN DANIEL NGOU NGOUPAYOU	1	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	CAMEROON	8/17/77	M/D	6200	M	12/31/81	
046900	LAURENT NOUNAMO	1	CALIFORNIA STATE U, FRESNO	CA	AMDP	CAMEROON	9/21/77	MS	6130	M	9/30/80	
047750	JEAN PIERRE NYAMSI	1	OHIO UNIVERSITY, ATHENS	OH	AMDP	CAMEROON	11/01/77	MS	3010	M	3/31/80	CI
054112	ABOUBAKAR SAID	3	NEW YORK UNIVERSITY, NEW YORK	NY	AMDP	CAMEROON	7/11/79	MBA	3500	M	8/31/81	
062000	CHARLES THE	1	NO. DAKOTA STATE U, FARGO	ND	AMDP	CAMEROON	9/21/77	MS	6130	M	8/31/80	
062425	MAJORE TIMBA	3	LEHIGH UNIVERSITY, BETHLEHEM	PA	AMDP	CAMEROON	7/11/79	MBA	3500	M	5/31/81	
062700	JEAN TONYE	2	NO. DAKOTA STATE U, FARGO	ND	AMDP	CAMEROON	7/24/78	MS	6100	M	1/31/81	
065475	EMMANUEL YOPAH	2	COLUMBIA UNIVERSITY,NEW YORK	NY	AMDP	CAMEROON	7/11/79	MBA	3500	M	8/31/81	
065700	PAULINE ZEKENG	1	NO. DAKOTA STATE U, FARGO	ND	AMDP	CAMEROON	9/27/77	MS	6100	F	8/31/80	
NUMBER OF GRANTEES		18										
013225	ADEN DOALE	2	COLUMBIA UNIVERSITY,NEW YORK	NY	AMDP	DJIBOUTI	8/21/77	MS	3010	M	5/30/80	
NUMBER OF GRANTEES		1										
012150	HASSAN DIARSO	1	SAM HOUSTON ST U, HUNTSVILLE	TX	AMDP	GUINEA	11/09/77	MS	6160	M	12/31/81	
018500	AMADOU GUEYE	1	NEW YORK, STATE U OF, BUFFALO	NY	AMDP	GUINEA	8/08/77	MA	3060	M	8/31/80	
NUMBER OF GRANTEES		2										
002047	NOAH AMAN	3	WASHINGTON STATE UNIV, PULLMAN	WA	AMDP	IVORY COAST	9/28/79	M/D	6200	M	6/30/82	
002066	NGUETTAKAN AMOUYE	3	WASHINGTON STATE UNIV, PULLMAN	WA	AMDP	IVORY COAST	8/20/79	M/D	1530	M	12/31/84	
002900	LOUISE AMOUAN ASSOUAN	1	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	IVORY COAST	7/01/77	MA	1530	F	12/31/79	CI

GRANTEE NUMBER	NAME	WAVE	EDUCATIONAL INSTITUTION NAME	PLACE	PROGRAM	COUNTRY OF ORIGIN	ENTRY DATE	ACAD DEG	FIELD CODE	SEX	TERMINATION DATE	CD
003500	BOA BADOU	2	MAINE, UNIVERSITY OF, ORONO	ME	AMDP	IVORY COAST	7/24/78	M/D	1530	M	3/31/80	
003950	MAMADOU BAMBA	2	ILLINOIS,U OF,CHAMPAIGN-URBANA	IL	AMDP	IVORY COAST	7/14/78	M/D	1530	M	12/31/83	
010850	BELY ANTOINE DAGBO	2	CLAREMONT GRAD SCHL,CLAREMONT	CA	AMDP	IVORY COAST	7/11/78	MBA	3510	M	12/31/80	
011650	BERNADETTE DIA	2	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	IVORY COAST	7/15/78	M/D	1530	F	12/31/83	
011700	SEIDOU DIARAGATE	1	NEW YORK, STATE U OF, BUFFALO	NY	AMDP	IVORY COAST	10/25/77	MBA	3610	M	12/31/80	
013550	HAROUNA DOSSO	2	NO. DAKOTA STATE U, FARGO	ND	AMDP	IVORY COAST	7/12/78	MS	6110	M	12/31/83	
014598	BLEOUE EHOUE	3	WASHINGTON STATE UNIV, PULLMAN	WA	AMDP	IVORY COAST	8/29/79	MS	6041	M	12/31/81	
025400	KOUADIO STANISLAS KOUADIO	2	IOWA, UNIV OF, IOWA CITY	IO	AMDP	IVORY COAST	1/13/79	M/D	3010	M	6/30/84	
025425	KOFFI KOUAME	3	NEW HAMPSHIRE, UNIV OF, DURHAM	NH	AMDP	IVORY COAST	8/29/79	MS	1500	M	12/31/81	
025475	HANZAN KOUASSI	3	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	IVORY COAST	9/09/79	M/D	1530	M	12/31/81	
025477	PATRICE KOULIBALY	3	ARIZONA,U OF/CESL, TUCSON	AZ	AMDP	IVORY COAST	1/26/80	M/D	1400	M	6/30/82	
027412	GBEULI LOUE	3	OREGON STATE UNIV, CORVALLIS	OR	AMDP	IVORY COAST	10/26/79	MS	1530	M	12/31/82	
049800	AMADOU OUATTARA	1	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	IVORY COAST	7/01/77	M/D	6160	M	12/31/82	
057450	TIORNA SORO	2	CALIFORNIA STATE U, FRESNO	CA	AMDP	IVORY COAST	7/12/78	M/D	6200	M	12/31/80	
060800	AKA TANO	1	MORGAN STATE UNIV,BALTIMORE	MD	AMDP	IVORY COAST	10/11/77	MBA	3610	M	3/31/80	
060850	NUAMAN TANO	1	MORGAN STATE UNIV,BALTIMORE	MD	AMDP	IVORY COAST	10/04/77	MBA	3570	M	1/31/80	
065100	NGUETTIA RENE YAO	2	PENNSYLVANIA ST U, UNIV. PARK	PA	AMDP	IVORY COAST	7/12/78	M/D	6130	M	12/31/83	
065125	THERESE YAO	2	SO. ILL UNIV/CESL, CARBONDALE	IL	AMDP	IVORY COAST	8/24/79	MS	6161	F	8/31/82	
065150	LEA CLAUDINE YEHIRY	1	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	IVORY COAST	7/01/77	MA	1530	F	1/31/80	C1
065350	TINGA YEO	2	ADELPHI UNIV., GARDEN CITY	NY	AMDP	IVORY COAST	7/11/78	MBA	3640	M	1/31/80	C2

NUMBER OF GRANTEES 23

001025	MOHAMED AG INIDYA	3	ARIZONA,U OF/CESL, TUCSON	AZ	AMDP	MALI	6/23/79	MS	3100	M	12/30/81	
005650	KOLADO BOCOUM	1	MAINE, UNIVERSITY OF, ORONO	ME	AMDP	MALI	9/13/77	MS	1530	M	7/31/80	
010825	ABDOULAYE DAFFE	3	ALABAMA, UNIV OF, TUSCALOUSA	AL	AMDP	MALI	7/10/79	MBA	3600	M	12/31/80	
011350	AMADOU DIALL	1	NEW YORK, STATE U OF, ALBANY	NY	AMDP	MALI	5/25/78	MBA	4200	M	12/31/80	
011875	ABDRAHAMANE DIALLO	2	NEW YORK, STATE U OF, ALBANY	NY	AMDP	MALI	10/10/78	M/D	2510	M	6/30/84	
012025	SADIO DIARISSO	3	NORTHWESTERN UNIV, EVANSTON	IL	AMDP	MALI	8/24/79	MS	3010	M	3/31/81	
012050	MAMADOU DIARRA	2	ADELPHI UNIV., GARDEN CITY	NY	AMDP	MALI	7/15/78	MBA	3510	M	12/31/80	
012100	AGUIBOU DIARRAH	1	NEW YORK, STATE U OF, ALBANY	NY	AMDP	MALI	9/26/77	MBA	4200	M	6/30/80	
012325	BOUBACAR DICKO	3	LEHIGH UNIVERSITY, BETHLEHEM	PA	AMDP	MALI	7/11/79	MBA	3500	M	12/31/81	
022700	BOUBACAR KALAPO	2	CALIFORNIA STATE U, LONG BEACH	CA	AMDP	MALI	10/23/78	MBA	3500	M	12/31/80	
023575	SAMBA KASSE	3	PITTSBURGH, U OF, PITTSBURGH	PA	AMDP	MALI	7/11/79	MA	2270	M	12/31/81	
023725	MAMADOU KEITA	2	OHIO UNIVERSITY, ATHENS	OH	AMDP	MALI	1/02/79	M/D	2810	M	8/31/82	
025200	BACARI KONE	1	NEW YORK, STATE U OF, ALBANY	NY	AMDP	MALI	9/07/77	MS	4200	M	6/30/80	
025500	FATOUMATA KONYATE	3	KANSAS, UNIV OF, LAWRENCE	KS	AMDP	MALI	7/18/79	M/D	3100	F	12/31/84	
028900	BOKARY SADOU MAIGA	2	NEW YORK, STATE U OF, BUFFALO	NY	AMDP	MALI	8/30/78	M/D	2240	M	2/29/81	
029025	GADOSSOU MAKADJI	3	CALIFORNIA STATE U,BAKERSFIELD	CA	AMDP	MALI	7/11/79	MBA	3500	M	6/30/81	
044000	OUMAR NDIAYE	1	FLORIDA, UNIV OF, GAINESVILLE	FL	AMDP	MALI	9/15/77	M/D	6100	M	6/30/81	
054250	BAFOTIGUI SAKO	2	MICHIGAN STATE U,EAST LANSING	MI	AMDP	MALI	8/17/79	MS	1530	M	12/31/83	
054675	MODIBO SANGARE	3	NEW YORK,SUNY BUF/IELI,BUFFALO	NY	AMDP	MALI	7/05/79	M/D	3710	M	12/31/85	
054700	SIDI HOCTAR SANGARE	2	WESTERN ILLINOIS UNIV,MACOMB	IL	AMDP	MALI	8/30/78	M/D	2270	M	6/30/84	
057550	CHEICK SIDIBE	1	NEW YORK, STATE U OF, BUFFALO	NY	AMDP	MALI	10/06/77	M/D	5200	M	12/31/81	
057600	CHEICK OUMAR SIDIBE	2	OREGON, UNIV OF, EUGENE	OR	AMDP	MALI	4/30/78	MS	1480	M	12/31/79	C1
060500	AGUIBOU TALL	2	PITTSBURGH, U OF, PITTSBURGH	PA	AMDP	MALI	8/30/78	MBA	4200	M	12/31/80	
060750	DAOUDA TANGARA	1	NEW HAMPSHIRE, UNIV OF, DURHAM	NH	AMDP	MALI	9/15/77	MS	1530	M	12/31/80	
063000	MODIBO TRAORE	2	MICHIGAN, UNIV OF, ANN ARBOR	MI	AMDP	MALI	6/19/78	MS	3220	M	12/31/79	W3
064500	AMADOU WAGUE	1	CINCINNATI, UNIV OF,CINCINNATI	OH	AMDP	MALI	9/01/77	PHD	1430	M	12/31/81	

NUMBER OF GRANTEES 26

016075	MOHAMED AINAINA FALL	2	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	MAURITANIA	4/29/78	MBA	3500	M	8/31/80

NUMBER OF GRANTEES 1

054412	MARIAMA SALIFOU	3	SO. ILLINOIS UNIV, CARBONDALE	IL	AMDP	NIGER	5/29/79	MS	5120	F	8/31/81
056275	AMADOU SEYNI	3	SO. ILL UNIV/CESL, CARBONDALE	IL	AMDP	NIGER	3/17/80	M/D	5120	M	6/30/85
064725	OUMAROU WATTA	2	NEW YORK, STATE U OF, ALBANY	NY	AMDP	NIGER	8/28/79	M/D	5120	M	12/31/84

NUMBER OF GRANTEES 3

011250	MAMADOU DIAN DIALLO	2	MICHIGAN STATE U,EAST LANSING	MI	AMDP	SENEGAL	6/10/78	M/D	1530	M	9/30/83
012550	MOHAMED DIOUF	1	IOWA, UNIV OF, IOWA CITY	IO	AMDP	SENEGAL	9/06/77	MS	3013	M	3/31/80 C1
016000	MALICK FALL	2	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	SENEGAL	7/09/78	MBA	3510	M	8/31/80
037100	JEAN MOREIRA	1	HAWAII, UNIV OF, HONOLULU	HI	AMDP	SENEGAL	9/16/77	MS	3180	M	6/30/80
043323	JEAN PIERRE N'DIAYE	3	ARIZONA,U OF/CESL, TUCSON	AZ	AMDP	SENEGAL	3/15/80	M/D	6160	M	8/31/85
044050	WALY N'DIAYE	2	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	SENEGAL	6/10/78	M/D	1530	M	12/31/83
049700	JEAN LEOPOLD OUDIANE	2	ADELPHI UNIV., GARDEN CITY	NY	AMDP	SENEGAL	5/09/78	MBA	3500	M	12/31/80
054450	AMDIL SALL	1	HAWAII, UNIV OF, HONOLULU	HI	AMDP	SENEGAL	9/16/77	MS	1530	M	7/31/81
060100	AMADOU SY	2	ALABAMA, UNIV OF, TUSCALOOSA	AL	AMDP	SENEGAL	7/09/78	MA	1550	M	12/31/79 C1
062175	OUMAR THIELO	3	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	SENEGAL	6/23/79	M/D	6160	M	12/31/84

NUMBER OF GRANTEES 10

000050	KODJO PIERRE ABASSA	1	FLORIDA, UNIV OF, GAINESVILLE	FL	AMDP	TOGO	9/15/77	PHD	6200	M	5/31/82
001037	KOMI AHADO	3	BOSTON UNIVERSITY, BOSTON	MA	AMDP	TOGO	9/06/79	PHD	1440	M	12/31/82
001850	DOVI AKUE ALIPOE	1	TEXAS TECH UNIV., LUBBOCK	TX	AMDP	TOGO	9/15/77	M/D	1530	M	12/31/82
002052	KODJO AMEGEE	3	OREGON STATE UNIV, CORVALLIS	OR	AMDP	TOGO	12/27/79	M/D	3180	M	6/30/85
003100	LAPODINI ATOUGA	1	TEXAS TECH UNIV., LUBBOCK	TX	AMDP	TOGO	6/28/77	M/D	1530	M	12/31/82
003300	TCHAMBAKO AYASSOR	1	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	TOGO	9/14/77	MS	6170	M	5/31/80
013600	MASSAN DOSSOU	3	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	TOGO	1/10/80	MBA	3610	F	6/30/82
018300	KOKUE AYIVI GUEDEHOUSSOU	2	ADELPHI UNIV., GARDEN CITY	NY	AMDP	TOGO	7/17/78	MBA	3610	F	5/31/80
021997	TOGBE-BENYI JOHNSON	3	SO. ILL UNIV/CESL, CARBONDALE	IL	AMDP	TOGO	3/31/80	MA	1400	M	8/31/82
025000	EGNONTO KOFFI	1	HAWAII, UNIV OF, HONOLULU	HI	AMDP	TOGO	11/15/77	PHD	1530	M	6/30/83
055675	KOFFI ELIKE SEGBOR	3	SO. ILL UNIV/CESL, CARBONDALE	IL	AMDP	TOGO	3/31/80	MS	1450	M	8/30/82
060400	OMAR TAIROU	1	NEW HAMPSHIRE, UNIV OF, DURHAM	NH	AMDP	TOGO	8/20/77	MS	1530	M	8/31/80
061350	KOMI WINNIE TAY	1	OREGON STATE UNIV, CORVALLIS	OR	AMDP	TOGO	9/20/77	MA	1530	M	9/30/82
061375	ALIWA TCHA-TOKEY	3	NEW YORK,SUNY BUF/IELI,BUFFALO	NY	AMDP	TOGO	1/10/80	MPA	4900	F	6/30/82
061375	TCHOTCHOVI TEKO-FOLEY	3	ADELPHI UNIV., GARDEN CITY	NY	AMDP	TOGO	1/25/80	MPA	4900	F	6/30/82

NUMBER OF GRANTEES 15

011900	ARZOUMA DIALLO	2	IOWA, UNIV OF, IOWA CITY	IO	AMDP	UPPER VOLTA	8/01/78	MA	5210	M	7/31/80
012750	IBRAHIMA DJIRO	2	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	UPPER VOLTA	7/15/78	M/D	3540	M	6/30/83
049650	ABDRAMANE OUATTARA	2	HAWAII, UNIV OF, HONOLULU	HI	AMDP	UPPER VOLTA	10/16/78	MS	6160	M	12/31/80
049675	AUGUSTIN OUATTARA	1	OREGON STATE UNIV, CORVALLIS	OR	AMDP	UPPER VOLTA	9/30/77	MS	3160	M	9/30/80
055050	FERNAND SANOU	2	SO.CALIFORNIA,U OF,LOS ANGELES	CA	AMDP	UPPER VOLTA	7/19/78	PHD	5200	M	9/30/81
059512	KOUANA MARTIN SOURABIE	3	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	UPPER VOLTA	10/10/79	MS	6340	M	12/31/81
062775	SAIDOU RICHARD TRAORE	3	PACIFIC-AMERICAN INST, RENO	NV	AMDP	UPPER VOLTA	11/19/79	MBA	3500	M	12/31/81
065950	P AUGUSTIN ZONGO	2	SAM HOUSTON ST U, HUNTSVILLE	TX	AMDP	UPPER VOLTA	9/02/78	MS	6130	M	5/31/80

NUMBER OF GRANTEES 8

027450	MAPIALA-SEDA DIANGUALA	1	FLORIDA STATE UNIV.TALLAHASSEE	FL	AMDP	ZAIRE	9/26/77	PHD	5150	M	6/30/80

NUMBER OF GRANTEES 1

002450	VIDAL ASHCROFT	1	RUTGERS UNIV. NEW BRUNSWICK	NJ	AMDP	GAMBIA	9/01/77	MA	6700	M	6/30/79 C1
005775	LAMIN MOJANG	3	STANFORD UNIVERSITY.STANFORD	CA	AMDP	GAMBIA	9/09/79	[illegible]	3210	M	9/30/84
021475	MOMODOU JALLOW	2	SO. ILLINOIS UNIV. CARBONDALE	IL	AMDP	GAMBIA	8/06/79	MS	3050	M	6/30/81
042000	ALAGE JOBER	3	MISSOURI. UNIV OF. COLUMBIA	MO	AMDP	GAMBIA	8/18/79	MS	1470	M	9/30/81
044050	NDOUDY N'JIE	2	MAINE. UNIVERSITY OF. ORONO	ME	AMDP	GAMBIA	8/15/78	MS	1470	M	12/31/81

NUMBER OF GRANTEES 5

002500	JOYCE APPIAH	2	STANFORD UNIVERSITY.STANFORD	CA	AMDP	GHANA	9/13/78	MBA	3620	F	6/30/80
003200	EMMANUEL ATTIOGBE	2	KANSAS. UNIV OF. LAWRENCE	KS	AMDP	GHANA	8/08/78	[illegible]	3010	M	8/31/80
024175	ANTHONY BROBBEY	3	CALIFORNIA. U OF. LOS ANGELES	CA	AMDP	GHANA	8/24/79	MBA	3620	M	6/30/81
034225	VICTOR GADZEKPO	2	WASHINGTON. UNIV OF. SEATTLE	WA	AMDP	GHANA	4/10/79	MBA	2520	M	6/30/84
049512	ERNEST OBESE-JECTY	2	PURDUE UNIVERSITY.LAFAYETTE	IN	AMDP	GHANA	8/27/79	MS	3560	M	8/31/81
049350	GEORGE OPOKU	2	NEW YORK INST TECH. NEW YORK	NY	AMDP	GHANA	8/27/78	MBA	3100	M	6/30/83
049575	ANDREW OTENG-AMOAKO	3	NEW YORK.STATE U OF.SYRACUSE	NY	AMDP	GHANA	12/29/79	PHD	6330	M	5/31/83
051275	WISDOM PLAHAR	3	WASHINGTON STATE UNIV. PULLMAN	WA	AMDP	GHANA	8/30/79	PHD	6041	M	6/30/83
055225	GODWIN SESHIE	3	FLORIDA STATE UNIV.TALLAHASSEE	FL	AMDP	GHANA	9/13/79	MBA	3610	M	6/30/84
065488	DAMIAN ZAATO	3	INDIANA UNIVERSITY.BLOOMINGTON	IN	AMDP	GHANA	1/14/80	MBA	3510	M	12/31/81

NUMBER OF GRANTEES 10

004475	DANIEL BARCLAY	3	SO. ILLINOIS UNIV. CARBONDALE	IL	AMDP	LIBERIA	8/05/77	MS	5270	M	6/30/81
017250	SAMUEL GOODING	2	PURDUE UNIVERSITY.LAFAYETTE	IN	AMDP	LIBERIA	1/03/79	PHD	1520	M	12/31/81
031200	ROLAND MASSAQUOI	2	CORNELL UNIVERSITY. ITHACA	NY	AMDP	LIBERIA	8/26/78	MS	3110	M	9/30/80
033212	CHARLES MCGILL. JR.	3	MINNESOTA. UNIV OF.MINNEAPOLIS	MN	AMDP	LIBERIA	8/14/79	MA	1510	M	6/30/82
033411	SAM TOGA MCINTOSH	1	BOSTON UNIVERSITY. BOSTON	MA	AMDP	LIBERIA	9/01/77	PHD	1450	M	7/31/79 P1
034475	THOMAS MIEH	2	CONNECTICUT. UNIV OF. STORRS	CT	AMDP	LIBERIA	6/29/79	MS	3600	M	8/31/81
059850	GNENPU STUBBLEFIELD	1	ROCHESTER. U OF. ROCHESTER	NY	AMDP	LIBERIA	8/25/77	MS	4510	F	1/31/80 C1
062350	SAMUEL THOMPSON	2	SYRACUSE UNIVERSITY.SYRACUSE	NY	AMDP	LIBERIA	9/02/78	MBA	3610	M	9/30/80

NUMBER OF GRANTEES 8

002000	SAMUEL ALPHA	2	WEST VIRGINIA U. MORGANTOWN	WV	AMDP	SIERRA LEON	6/27/76	MS	3120	M	12/31/80
003663	MOHAMED SEAN BAILEY	3	CALIFORNIA. U OF. BERKELEY	CA	AMDP	SIERRA LEON	9/11/77	PHD	3540	M	6/30/82
005600	ALEX BOCKARIE	1	MICHIGAN STATE U.EAST LANSING	MI	AMDP	SIERRA LEON	9/15/77	PHD	5273	M	8/31/80
005850	ANDREW BOMAH	1	CLARK UNIVERSITY. WORCESTER	MA	AMDP	SIERRA LEON	9/19/77	PHD	2741	M	6/30/81
006100	FREDDIE BRIGHT	1	GEORGE WASHINGTON UNIV. DC	DC	AMDP	SIERRA LEON	6/23/76	MBA	4300	M	12/31/80
017450	HAMID CHARM	3	ROCHESTER. U OF. ROCHESTER	NY	AMDP	SIERRA LEON	1/07/80	MS	5510	M	5/31/81
027200	DONALD JUXON-SMITH	1	CINCINNATI. UNIV OF.CINCINNATI	OH	AMDP	SIERRA LEON	12/24/77	MS	3100	M	9/30/77 C2
027400	ALIMAMI KARGBO	1	MICHIGAN STATE U.EAST LANSING	MI	AMDP	SIERRA LEON	9/18/77	MD	1530	M	6/30/82
027100	BERNARD LOGAN	1	CALIFORNIA. U OF. LOS ANGELES	CA	AMDP	SIERRA LEON	9/09/77	MD	6690	M	7/30/82
027625	MICHAEL LARRY LUMEH	3	NORTHWESTERN UNIV. EVANSTON	IL	AMDP	SIERRA LEON	9/14/77	MD	3010	M	6/30/84
031550	JOSEPH MASSAQUOI	2	WEST VIRGINIA U. MORGANTOWN	WV	AMDP	SIERRA LEON	8/12/78	PHD	3190	M	6/30/83
042050	AUGUSTUS OLU-HAMILTON	2	NEW YORK.STATE U.STONY BROOK	NY	AMDP	SIERRA LEON	8/10/78	MD	2783	M	8/31/83
055675	ALPHA SAVAGE	2	ARIZONA. UNIV OF. TUCSON	AZ	AMDP	SIERRA LEON	8/13/79	MS	3060	M	12/31/80
064600	PATRICK VAMBOI	1	ILLINOIS. U OF.MED CTR.CHICAGO	IL	AMDP	SIERRA LEON	6/16/78	MS	4414	M	9/30/80

GRANTEE NUMBER	NAME	WAVE	EDUCATIONAL INSTITUTION NAME	PLACE	PROGRAM	COUNTRY OF ORIGIN	ENTRY DATE	DEG	FIELD CODE	SEX	TERMINATION DATE	CD
064875	JONATHAN WILSON	2	DUKE UNIVERSITY, DURHAM	NC	AMDP	SIERRA LEON	6/29/79	PHD	2440	M	8/31/83	
	NUMBER OF GRANTEES	15										
031125	TSHIRE OLIVE MARIBE	3	KENTUCKY, UNIV OF, LEXINGTON	KY	AMDP	BOTSWANA	8/23/79	MS	2380	F	6/30/81	
032650	ALPHEUS MATLHAKU	1	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	BOTSWANA	9/07/77	MA	1470	M	7/31/78	C1
033287	TEPELELO MAZILE	3	CINCINNATI, UNIV OF,CINCINNATI	OH	AMDP	BOTSWANA	9/02/79	MA	1491	F	12/31/81	
036200	DITLHOGO MOKGETHI	1	WILLIAMS COLLEGE,WILLIAMSTOWN	MA	AMDP	BOTSWANA	9/02/77	MA	1470	M	5/31/78	C1
037250	ALFRED MOREMONG	1	CALIFORNIA STATE U, FRESNO	CA	AMDP	BOTSWANA	9/01/77	MSC	2520	M	7/31/80	
	NUMBER OF GRANTEES	5										
000350	ABRAHAM WURISHET	2	ILLINOIS,U OF,CHAMPAIGN-URBANA	IL	AMDP	ETHIOPIA	8/10/78	PHD	6250	M	8/31/82	
002650	AREGAI TECLE	1	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	ETHIOPIA	6/23/78	MA	6590	M	12/31/79	C2
002950	ASTAYKE HAILE	1	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	ETHIOPIA	1/11/78	PHD	6340	M	6/30/81	
011450	DESTA BEYENE	1	NEW HAMPSHIRE, UNIV OF, DURHAM	NH	AMDP	ETHIOPIA	1/10/78	PHD	6161	M	12/31/81	
017250	GHEBRENEGUS ABBAY	2	CINCINNATI, UNIV OF,CINCINNATI	OH	AMDP	ETHIOPIA	8/03/78	MS	2510	M	6/31/81	
019750	HIRUY BELAYNEH	1	WASHINGTON STATE UNIV, PULLMAN	WA	AMDP	ETHIOPIA	1/16/78	PHD	6110	M	2/28/81	
029450	MAMMO WOLDIE	2	WESTERN MICHIGAN U, KALAMAZOO	MI	AMDP	ETHIOPIA	8/16/78	MS	5420	M	8/31/80	
030550	MANTAY Z. MESMER	1	CINCINNATI, UNIV OF,CINCINNATI	OH	AMDP	ETHIOPIA	12/27/77	MA	2510	M	6/30/80	
035000	MINASSE ABEBE	2	KANSAS STATE UNIV, MANHATTAN	KS	AMDP	ETHIOPIA	9/02/78	MS	3120	M	6/30/80	
055000	SEMERE ARAIA	1	KENTUCKY, UNIV OF, LEXINGTON	KY	AMDP	ETHIOPIA	1/12/78	PHD	2580	M	8/31/82	
061650	TELAHUN DESALEGNE	2	BOWLING GREEN ST U, BOWLING GR	OH	AMDP	ETHIOPIA	8/25/76	MA	2610	M	10/31/80	
062400	TILAHUN SAHLU	2	SO DAKOTA STATE U,BROOKINGS	SD	AMDP	ETHIOPIA	8/13/78	MS	6330	M	8/31/80	
065250	YEMANE ZECHARIAS	1	CORNELL UNIVERSITY, ITHACA	NY	AMDP	ETHIOPIA	1/11/78	PHD	2760	M	1/31/82	
	NUMBER OF GRANTEES	13										
007417	ANGELINE CHELULEI	3	INDIANA UNIVERSITY,BLOOMINGTON	IN	AMDP	KENYA	8/22/79	MA	1400	F	6/30/81	
017400	ELIZABETH GITHINJI	1	CALIFORNIA, U OF, LOS ANGELES	CA	AMDP	KENYA	1/19/78	MPH	4600	F	6/30/80	
022737	RACHEL KAMAU	3	WAYNE STATE UNIV, DETROIT	MI	AMDP	KENYA	3/19/80	MA	5145	F	3/31/82	
024600	JAMES KIGATHI	2	RUTGERS UNIV, NEW BRUNSWICK	NJ	AMDP	KENYA	8/31/78	MS	3010	M	12/31/79	C1
033450	STEPHEN MBALU	2	CALIFORNIA STATE U, LONG BEACH	CA	AMDP	KENYA	8/13/78	MPA	4900	M	4/30/80	C1
036575	JOEL MOMANYI	2	MASSACHUSETTS, UNIV OF,AMHERST	MA	AMDP	KENYA	2/01/79	PHD	3960	M	6/30/81	
040050	THOMAS MULUSA	2	MASSACHUSETTS, UNIV OF,AMHERST	MA	AMDP	KENYA	6/28/79	EDD	5150	M	5/31/82	
049800	ALFRED MURATHE-MUTHEE	2	WASHINGTON STATE UNIV, PULLMAN	WA	AMDP	KENYA	2/04/79	PHD	1530	M	2/28/82	
045150	WANJIKU NJOROGE	2	NORTHERN ILLINOIS UNIV,DEKALB	IL	AMDP	KENYA	1/02/79	MA	5700	F	1/31/81	
048875	MESHACH OLE SHANGUYA	3	MISSOURI, UNIV OF, COLUMBIA	MO	AMDP	KENYA	8/20/79	MA	5740	M	9/30/81	
049425	BENJAMIN ORUKO	3	CALIFORNIA, U OF, DAVIS	CA	AMDP	KENYA	9/20/79	PHD	6160	M	6/30/82	
064550	GEORGE WAINAINA	1	SO. ILLINOIS UNIV, CARBONDALE	IL	AMDP	KENYA	8/17/77	MEC	5110	M	12/31/79	C2
	NUMBER OF GRANTEES	12										
020125	SETSOMI MOHLO	3	DENVER, UNIVERSITY OF, DENVER	CO	AMDP	LESOTHO	9/02/79	MA	1400	M	12/31/80	
025350	VUYELWA KOTELO	2	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	LESOTHO	8/27/78	MA	5120	F	7/31/79	C1
030850	SHADRACK MAPETLA	2	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	LESOTHO	8/24/78	MS	2510	M	12/31/80	
035600	MOLISANA GABRIEL MOLISANA	1	HOWARD UNIVERSITY, DC	DC	AMDP	LESOTHO	12/29/77	MS	2790	M	7/31/80	

GRANTEE NUMBER	NAME	WAVE	EDUCATIONAL INSTITUTION NAME	PLACE	PROGRAM	COUNTRY OF ORIGIN	ENTRY DATE	ACAD OBJ	FIELD CODE	S X	TERMINATION DATE	CD
035500	MAITSE MOLOI	1	NEW YORK, STATE U OF, ALBANY	NY	AMDP	LESOTHO	12/29/77	MA	1605	M	6/31/79	
037550	SEFERI MOESUASELE	1	ILLINOIS, UNIV OF, CHICAGO	IL	AMDP	LESOTHO	12/26/77	MA	1605	M	5/31/79	P1
060250	JAMES TAPLE	1	COLUMBIA UNIVERSITY,NEW YORK	NY	AMDP	LESOTHO	8/01/77	PHD	[illegible]	M	1/31/81	

NUMBER OF GRANTEES 7

006050	ISAAC BOTHOMANI	1	NORTHERN ILLINOIS UNIV,DEKALB	IL	AMDP	MALAWI	6/15/77	MA	6900	M	7/31/79	C3
009050	PRAINY CHIKHULA	2	NEW YORK, STATE U OF, BUFFALO	NY	AMDP	MALAWI	8/21/78	PHD	1470	M	9/30/82	
017382	SIMEON HAU	3	FLORIDA STATE UNIV,TALLAHASSEE	FL	AMDP	MALAWI	3/23/80	MS	5507	M	6/30/82	
021650	OVERTOUN JENDA	1	KENTUCKY, UNIV OF, LEXINGTON	KY	AMDP	MALAWI	8/17/77	MPD	2601	M	8/31/81	
023325	NELSON KAPEREMERA	3	WASHINGTON STATE UNIV, PULLMAN	WA	AMDP	MALAWI	9/17/79	MS	5074	M	8/31/80	
024250	DOUGLAS KHONJE	2	SO. ILLINOIS UNIV, CARBONDALE	IL	AMDP	MALAWI	1/05/79	MS	6160	M	6/30/80	
029825	PAUL MAMBA	2	VANDERBILT UNIV, NASHVILLE	TN	AMDP	MALAWI	8/20/79	MA	1680	M	6/30/81	
033600	PATRICK MUENDERA	1	WEST VIRGINIA U, MORGANTOWN	WV	AMDP	MALAWI	6/27/78	MS	2589	M	8/31/79	C1
038375	ANDREW MPHONDE	3	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	MALAWI	1/18/80	PHD	3910	M	12/31/83	
038900	ALFRED MTENJE	2	SO. ILLINOIS UNIV, CARBONDALE	IL	AMDP	MALAWI	8/10/78	MS	8100	M	5/30/80	C1
040100	MATTHEW MUMBWA	2	OKLAHOMA STATE U,STILLWATER	OK	AMDP	MALAWI	8/21/78	PHD	5073	M	8/31/81	
042750	ANTHONY NAMALOMBA	1	PITTSBURGH, U OF, PITTSBURG	PA	AMDP	MALAWI	8/15/77	MBA	4500	M	4/30/79	C1
047062	CHARLES NTHENGA	3	ILLINOIS, UNIV OF, CHICAGO	IL	AMDP	MALAWI	9/03/79	MA	1400	M	3/31/81	
057900	EXLEY SILUMBU	2	DENVER, UNIVERSITY OF, DENVER	CO	AMDP	MALAWI	7/31/78	MA	1450	M	12/31/79	C2

NUMBER OF GRANTEES 14

003600	JAWAHARLALL BAGUANI	1	TENNESSEE, U OF, KNOXVILLE	TN	AMDP	MAURITIUS	9/15/77	PHD	3190	M	6/30/80	C1
005450	DOMAHSANKAR BISSONAUTH	2	NEW MEXICO STATE U, LAS CRUCES	NM	AMDP	MAURITIUS	1/09/79	MS	6110	M	1/31/79	P1
013650	POORNE DOWLUT	2	JOHNS HOPKINS UNIV, BALTIMORE	MD	AMDP	MAURITIUS	6/17/78	MS	6414	M	5/31/79	C1
018650	AJIT GUJADHUR	2	TEMPLE UNIVERSITY,PHILADELPHIA	PA	AMDP	MAURITIUS	9/12/78	MBA	3510	M	5/31/79	C1
040600	INDERJEET MUNOHUR	1	FLORIDA STATE UNIV,TALLAHASSEE	FL	AMDP	MAURITIUS	9/17/77	MS	5290	M	8/30/78	C1
042900	NANDAGOPEN NARAYANEN	2	OKLAHOMA, U OF, OKLAHOMA CITY	OK	AMDP	MAURITIUS	8/17/78	MS	6414	M	5/31/79	C1
053875	KEERTEE RUHEE	3	FLORIDA, UNIV OF, GAINESVILLE	FL	AMDP	MAURITIUS	9/10/79	PHD	6110	M	9/30/79	P1
064400	PARAMASIVUM PILLAY VYAPOORY	1	SAM HOUSTON ST U, HUNTSVILLE	TX	AMDP	MAURITIUS	7/07/77	MS	6520	M	7/31/78	C1

NUMBER OF GRANTEES 8

003375	IBRAHIM AYEH	3	EASTERN MICHIGAN U,YPSILANTI	MI	AMDP	SOMALIA	8/29/79	MS	3400	M	6/30/81	
006328	MOHAMED ELMI BULLALEH	3	CALIFORNIA, U OF, LOS ANGELES	CA	AMDP	SOMALIA	9/09/79	MA	2610	M	6/30/81	
013275	MOHAMED OMER DUBED	3	MICHIGAN, UNIV OF, ANN ARBOR	MI	AMDP	SOMALIA	9/01/79	MS	2690	M	6/30/83	
014975	AHMED ABDI ELMI	3	ARIZONA, UNIV OF, TUCSON	AZ	AMDP	SOMALIA	8/12/79	MS	6340	M	6/30/81	
015850	SAID OSMAN FAHIA	3	EASTERN MICHIGAN U,YPSILANTI	MI	AMDP	SOMALIA	6/29/79	MS	2700	M	8/31/81	
016075	BASRA FARAH HASSAN	3	EASTERN MICHIGAN U,YPSILANTI	MI	AMDP	SOMALIA	6/27/79	MS	5750	F	8/31/81	
055487	AUES SCEK	4	COLORADO, UNIV OF,BOULDER	CO	AMDP	SOMALIA	6/07/80	MS	1441	M	9/31/82	

NUMBER OF GRANTEES 7

001175	MAHMOUD FADL AHMED	3	FLORIDA, UNIV OF, GAINESVILLE	FL	AMDP	SUDAN	10/09/79	MPD	6100	M	12/31/82	
001350	AHMED AZHARIR	2	VIRGINIA, U OF, CHARLOTTESVILLE	VA	AMDP	SUDAN	7/10/78	MPD	1470	M	8/31/83	
002061	ISAM ELDIN AMIN	3	OKLAHOMA, UNIV OF, NORMAN	OK	AMDP	SUDAN	10/26/79	MPD	3073	M	1/31/82	

GRANTEE NUMBER	GRANTEE NAME	WAVE	EDUCATIONAL INSTITUTION NAME	INSTITUTION PLACE	PROGRAM	COUNTRY OF ORIGIN	ENTRY DATE	ACAD OBJ	FIELD OF STUDY	SEX	TERMINATION DATE	CD
014800	HASSABEL ELBASHIR	2	INDIANA UNIVERSITY,BLOOMINGTON	IN	AMDP	SUDAN	8/17/78	M/D	3410	M	8/31/83	
015000	YOUSIF SEIF EL NASR	2	KANSAS STATE UNIV, MANHATTAN	KS	AMDP	SUDAN	8/11/78	M/D	2340	M	3/31/81	
017025	MOHAMED BAKHIET GAILANI	2	KANSAS STATE UNIV, MANHATTAN	KS	AMDP	SUDAN	6/04/79	M/D	6041	M	5/31/81	
020575	KAMIL IBRAHIM	2	COLORADO SCHOOL MINES, GOLDEN	CO	AMDP	SUDAN	8/17/79	MS	2240	M	5/31/82	
026400	ELSA MOHAMED ABDEL-LATIF	2	KANSAS, UNIV OF, LAWRENCE	KS	AMDP	SUDAN	1/08/79	M/D	6699	M	12/31/80	
027438	MIKAYA LUMORI	3	ARIZONA STATE UNIV. TEMPE	AZ	AMDP	SUDAN	1/10/80	PHD	3100	M	6/30/83	
041218	NURELDIN AHMED MUSHARAF	3	OHIO STATE UNIV, COLUMBUS	OH	AMDP	SUDAN	8/30/79	PHD	6220	M	3/31/83	
049200	ASHA OMER	2	KANSAS STATE UNIV, MANHATTAN	KS	AMDP	SUDAN	8/15/78	PHD	5640	F	6/31/81	
054419	FATHI SALIH	3	IOWA, UNIV OF, IOWA CITY	IO	AMDP	SUDAN	1/17/80	M/D	1760	M	12/31/84	
	NUMBER OF GRANTEES	12										
012850	MUSA DLAMINI	2	NEW YORK, STATE U OF, ALBANY	NY	AMDP	SWAZILAND	8/18/78	MPA	4900	M	8/31/79	C1
012900	PHUMZILE LETTI DLAMINI	2	WESTERN ILLINOIS UNIV,MACOMB	IL	AMDP	SWAZILAND	8/21/78	MS	5510	F	8/31/79	C1
013100	THEMBAYENA A DLAMINI	1	WESTERN MICHIGAN U, KALAMAZOO	MI	AMDP	SWAZILAND	8/23/77	MA	1400	F	6/30/78	C1
029650	ELIJAH MALINGA	2	ADELPHI UNIV., GARDEN CITY	NY	AMDP	SWAZILAND	1/13/79	MA	1400	M	12/31/79	C1
034750	MUNTU CORNELIA MHLANGA	2	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	SWAZILAND	8/21/76	MA	5120	F	7/31/79	C1
046987	ESTHER NSIBANDZE	3	CORNELL UNIVERSITY, ITHACA	NY	AMDP	SWAZILAND	1/13/80	MS	1530	F	12/31/81	
051500	ETHNA PUTSOA	1	ADELPHI UNIV., GARDEN CITY	NY	AMDP	SWAZILAND	8/28/77	MED	5073	F	8/31/78	C1
	NUMBER OF GRANTEES	7										
007550	WINTER CHIBASA	1	CALIFORNIA, U OF, DAVIS	CA	AMDP	ZAMBIA	9/14/77	MS	6140	M	6/30/79	C1
019450	HENRY NAAMWENZU	1	CONNECTICUT, UNIV OF, STORRS	CT	AMDP	ZAMBIA	1/01/80	M/D	1520	M	12/31/82	
019850	HARRY HARRISON	1	CORNELL UNIVERSITY, ITHACA	NY	AMDP	ZAMBIA	8/26/77	M/D	6000	M	8/31/82	
022300	CHRISTINE KABUNDA	1	BALL STATE UNIVERSITY, MUNCIE	IN	AMDP	ZAMBIA	2/27/78	MS	3400	F	12/31/79	C7
022775	ERIC KALUBA	3	HAWAII, UNIV OF, HONOLULU	HI	AMDP	ZAMBIA	12/29/79	MS	6210	M	12/31/81	
029500	LOVEJOY MALAMBO	1	OHIO STATE UNIV, COLUMBUS	OH	AMDP	ZAMBIA	8/22/77	MS	1530	M	9/30/79	C1
029750	TOREX MALUZA	2	COLORADO STATE U,FORT COLLINS	CO	AMDP	ZAMBIA	1/08/79	MS	6200	M	6/30/81	
039800	SIBESO MUKUBOTO	1	MASSACHUSETTS, UNIV OF,AMHERST	MA	AMDP	ZAMBIA	1/07/78	M/D	5021	F	5/31/82	
042100	MICK MWALA	2	SO DAKOTA STATE U,BROOKINGS	SD	AMDP	ZAMBIA	8/21/78	MS	6110	M	8/31/80	
042250	STALIN MWENDA	2	SO. ILLINOIS UNIV, CARBONDALE	IL	AMDP	ZAMBIA	8/30/78	MS	6110	M	12/31/80	
059025	SIYAMBANGU SIYOTO	2	SO DAKOTA STATE U,BROOKINGS	SD	AMDP	ZAMBIA	6/28/79	MS	6200	M	5/31/81	
	NUMBER OF GRANTEES	11										

C1 COMPLETED ACADEMIC OBJECTIVE	RETURNED TO AFRICA
C3 COMPLETED ACADEMIC OBJECTIVE	STUDYING IN US/CANADA
C7 COMPLETED ACADEMIC OBJECTIVE	LIVING IN U.S.
H1 WITHDREW - HEALTH	RETURNED TO AFRICA
O1 OTHER	RETURNED TO AFRICA
O3 OTHER	STUDYING IN US/CANADA
O5 OTHER	DECEASED
P2 WITHDREW - PERSONAL	CONTINUING - VISA ONLY SUPPORT
P4 WITHDREW - PERSONAL	STUDYING OTHER THAN US/CANADA
P9 WITHDREW - PERSONAL	OTHER
W3 WITHDREW - ACADEMIC	STUDYING IN US/CANADA

C2 COMPLETED ACADEMIC OBJECTIVE	CONTINUING - VISA ONLY SUPPORT
C4 COMPLETED ACADEMIC OBJECTIVE	STUDYING OTHER THAN US/CANADA
C9 COMPLETED ACADEMIC OBJECTIVE	OTHER
H8 WITHDREW - HEALTH	DECEASED
O2 OTHER	CONTINUING - VISA ONLY SUPPORT
O5 OTHER	LONG TERM RESEARCH IN AFRICA
P1 WITHDREW - PERSONAL	RETURNED TO AFRICA
P3 WITHDREW - PERSONAL	STUDYING IN US/CANADA
P7 WITHDREW - PERSONAL	LIVING IN U.S.
W1 WITHDREW - ACADEMIC	RETURNED TO AFRICA
W7 WITHDREW - ACADEMIC	LIVING IN U.S.

FIELD OF STUDY CODES

01 ARTS	02 DRAMA	03 HISTORY
04 LITERATURE	07 THEOLOGY	10 SOCIAL SCIENCES
11 ANTHROPOLOGY	13 DEMOGRAPHY	14 ECONOMICS, PRINCIPLES
15 ECONOMICS, APPLIED	16 POLITICAL SCIENCE	17 PSYCHOLOGY
18 SOCIOLOGY	20 PHYSICAL SCIENCES, GENERAL	22 ATMOSPHERIC/EARTH SCI/GEOG
23 BIOLOGY-ANATOMY,BOTANY,MICRO.	24 BIOLOGY-PHYSIOLOGY,ZOOLOGY	25 CHEMISTRY
26 MATHEMATICS	27 PHYSICS-ATOMIC,MECHANICS,OPTIC	28 PHYSICS-ELECTRONICS,QUANTUM
29 TRANSPORTATION	30 ENGINEERING, CIVIL & RELATED	31 ENGINEERING,ELEC.,MINING,MECH
32 ENGINEERING,INDUST,METAL,MISC	33 ENERGY	34 COMPUTER SCIENCE/TECHNOLOGY
35 BUSINESS-MANAGEMENT,ACCOUNTING	36 BUSINESS-FINANCE,BANKING	37 BUSINESS-INSURANCE, INT'L
39 LABOR	40 ARCHITECTURE	41 CRIMINOLOGY
42 COMMUNICATIONS	43 LAW	44 MEDICINE & DENTISTRY
45 MEDICAL ALLIED FIELDS	46 PUBLIC HEALTH	47 MILITARY SCIENCE
48 SOCIAL WORK	49 PUBLIC ADMINISTRATION	50 EDUCATION-PRINCIPLES,TEACHING
51 EDUCATION-PHYSICAL, TOEFL	52 EDUCATIONAL ADMINISTRATION	53 EDUCATIONAL TECHNOLOGY
54 EDUCATION; TEACHER TRAINING	55 EDUCATIONAL PSYCHOLOGY	56 HOME ECONOMICS
57 LIBRARY SCIENCE	60 AGRICULTURE	61 AGRONOMY
62 ANIMAL HUSBANDRY	63 AGRICULTURE - OTHER	64 FARMING
65 RURAL DEVELOPMENT	66 ENVIRONMENT/CONSERVATION	67 URBAN & REGIONAL STUDIES
72 AREA STUDIES, AFRICAN	74 INTERNATIONAL RELATIONS	80 LANGUAGES, FOREIGN
81 LANGUAGES, LINGUISTICS	90 TOURISM	91 GENERAL OBSERVATION
92 TRAINING		

APPENDIX II

Data on Other AMDP Training Programs and Trainees: Academic in the U.S.; Short-Term in the U.S.; Third-Country in Africa; In-Country

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

BENIN

1. Academic--Fully Funded--U.S. (NONE)

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION

2. Short-Term

6197307	Dr. Coout, Patrice Gnacalja	6197307	M	Soybean Proc.	SPC	1 MONTH	N/A

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

BURUNDI

1. Academic--Fully Funded--U.S. (NONE)

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
2. Short-Term							
90401	Ndabanbalui, Sylvestre	161364	M	Agriculture	SPC	9 DAYS	SEPT, 1979
90402	(3 Participants)						
	Ntirander Kara, Martin	134286	M	Labor Relations	SPC	1 MONTH	NOV, 1979
	Sinarinzi, Claire	134287	F	Labor Relations	SPC	1 MONTH	NOV, 1979
	Nyenda Kumana, Venerand	134288	M	Labor Relations	SPC	1 MONTH	NOV, 1979
90404	Barahemana, Etienne	N/A	F	Labor Relations	SPC	1 MONTH	NOV, 1979
90405	(2 Participants)						
	Perpetive, B. Washishima	161698	F	Rural Development	SPC	1 MONTH	NOV, 1979
	Rouquoy, Pierre	N/A	M	Rural Development	SPC	1 WEEK	NOV, 1979

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

CENTRAL AFRICAN REPUBLIC

1. Academic--Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY
89190	Bobongo, Laurent	124784	M	Geology	BS	2-YRS	FEB, 1980	
80024	Arba, Leonard	124783	M	Geology	BS	3-YRS	FEB, 1981	

2. Short-Term

6178057	Fehimona, Ettienne	126980	M	Fish Culture	SPC	4 MONTHS	AUG, 1978	

3. Third Country

6178058	Badenam, Andre	126979	M	Fish Culture	SPC	9 MONTHS	N/A	Ivory Coast
6178059	Gomma, Pierre	N/A	M	Fish Culture	SPC	9 MONTHS	N/A	Ivory Coast
6178060	Madoumyo, Pierre	N/A	M	Fish Culture	SPC	9 MONTHS	N/A	Ivory Coast
6178061	Bisset, Jacques	160470	M	Fish Culture	SPC	9 MONTHS	N/A	Ivory Coast
6178062	N/A	N/A	F	Technical Educa.	SPC	9 MONTHS	N/A	Cameroon
6178063	N/A	N/A	F	Technical Educa.	SPC	9 MONTHS	N/A	Cameroon

4. In Country (NONE)

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

CHAD

1. Academic--Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6117459	Mayangar, David	N/A	M	Development Adm.	SPC	1-YR	
6177628	Mounoubai, J.C.	121893	M	Transprt. Mgt.	MS	3-YRS	JUNE, 1980
6177679	N/A	N/A	N/A	Development Adm.	SPC	1-YR	N/A
6177680	N/A	N/A	N/A	Crop Production	MS	2-YRS	N/A
6177681	N/A	N/A	N/A	Grain Prodct. Plcy.	MS	2-YRS	N/A
6178021	Braq	N/A	M	N/A	N/A	N/A	N/A
6178022	Mounouisai	N/A	M	Training Mgt.	MA	2-YRS	N/A
6178023	Niog Ban, Soilgal	N/A	M	Bus. Adm.	AA	2-YRS	N/A
6178035	(2 Participants)	N/A	N/A	N/A	N/A	N/A	N/A
6178036	Nao, Digar	N/A	M	Public Adm.	MPA	2-YRS	N/A
6178039	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6178040	Hissen, Omar	128773	M	Econ. Development	MS	2-YRS	MARCH, 1980
6167257	Mengisteab, Mariam Kloane	N/A	M	Accounting	MS	1-YR	JUNE, 1979

2. Short-Term

6117460	Danyom, Chad Youse	N/A	M	Employment Service	SPC	6 WEEKS	N/A
6177682	N/A	N/A	N/A	Water Mgt.	SPC	6 MONTHS	N/A
6177683	N/A	N/A	N/A	Adult Education	SPC	2 MONTHS	N/A
6177684	N/A	N/A	N/A	Social Work	SPC	2 MONTHS	N/A
6177685	(2 Participants)						
	Isseni, Miah	N/A	M	Food & Grain	SPC	2 MONTHS	N/A
	Zakaria, Ousman	N/A	M	N/A	N/A	N/A	N/A
6178031	(2 Participants)						
	N'Guinera, Baptista	N/A	F	Social Work	SPC	7 WEEKS	N/A
	D'Jondang, Casinta	N/A	F	Social Work	SPC	7 WEEKS	N/A

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

CHAD (CONTINUED)

3. Third Country

PIOT #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY
6178024	Taday, Portoleum	160370	M	Econ. Statistics	Dipl	2-YRS	SEPT, 1980	Rubat
6178025	Bernendora, Jacob	160368	M	Econ. Statistics	Dipl	3-YRS	SEPT, 1980	Ivory Coast
6178026	Dandja, Addoulay	160444	M	Agronomy	Dipl	3-YRS	SEPT, 1980	Rubat
6178027	Ouganget, Rombar	N/A	M	Forestry	Dipl	3-YRS	SEPT, 1980	Rubat
6178028	(3 Participants)	N/A	N/A	Forestry	Dipl	N/A	N/A	N/A
6178029	Djel, Sou Duo	160445	M	Agronomy	Dipl	1-YR	JULY, 1979	Rubat
6178030	Mikail, Gibrail	126188	M	Agronomy	Dipl	1-YR	JULY, 1979	Rubat
6178033	Hadjer, Mohomand	N/A	M	Tsetse Control/ Ag. Economics	BS/MS	4-YRS	N/A	N/A
N/A	Zakaria, Ousman Elhadji	N/A	M	N/A	N/A	N/A	N/A	N/A
N/A	Naidonoum, Navdingan	N/A	M	N/A	N/A	N/A	N/A	N/A
N/A	Sou Dho Diel	N/A	M	N/A	N/A	N/A	N/A	N/A
N/A	Gibrail, Mical	N/A	M	N/A	N/A	1-YR	N/A	N/A
N/A	Bellagar, Toubumatingar-Na	N/A	M	Ag. Economics	MS	2-YRS	SEPT, 1980	Rubat
8022	Kelbloibe, Ignabai	N/A	M	Nutrition	LT	3-YRS	SEPT, 1981	Rubat
80062	Agrudi Slguet Ochta	N/A	M	Social Work	LT	N/A	N/A	Lomé
80044	Namoudjinar	N/A	M	Economics	LT	N/A	N/A	Rubat
8061	Barlemdanalt, Sandjek	N/A	F	Social Work	LT	N/A	N/A	Lomé
80058	Nelounmse, Ndoadoucumgu	N/A	F	Social Work	LT	N/A	N/A	Tunis
8060	Lelmbassa, Noubodaim	N/A	M	Social Work	LT	N/A	N/A	Lomé
8065	Abdoul, Bodir	N/A	M	App. Economics	LT	N/A	N/A	Rubat
8051	Mahamt, Oumar	N/A	M	N/A	N/A	N/A	N/A	Youndé
80043	Beassoum, Tanassenger	N/A	M	App. Economics	LT	N/A	N/A	Rubat
N/A	Tana, Kenypagoni	N/A	N/A	App. Economics	LT	N/A	N/A	Rubat

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

CHAD (CONTINUED)

3. Third Country

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY
8063	Haggar, Oassman Abdoulaye	N/A	N/A	App. Economics	LT	N/A	N/A	Rubat
80047	Lothard Mongabe	N/A	M	Economics	LT	N/A	N/A	Kigali
80034	Nandoumabe, Allarabaje	N/A	N/A	Forestry	Dipl	N/A	N/A	Mali
80038	Mbatta Assane Damace	N/A	M	Forestry	BA	1-YR	N/A	Ivory Coast
80039	Allaffi	N/A	M	Forestry	BA	1-YR	N/A	Ivory Coast
80040	Adoum, Djibert	N/A	M	Forestry	BA	1-YR	N/A	Ivory Coast
80075	Belyo, Koumbaye	N/A	M	Forestry	BA	1-YR	N/A	Ivory Coast
80062	Aquadi, Selgult Aehta	N/A	F	Social Work	BA	1-YR	N/A	Ivory Coast
N/A	Boudenia, Djimet	N/A	M	Forestry	BA	1-YR	N/A	Ivory Coast
80064	(2 Participants)							
	Djekoume, Miambe	N/A	M	English	BA	1-YR	N/A	Ivory Coast
	Allo, Khalil	N/A	M	English	BA	1-YR	N/A	Ivory Coast
8037	Madjeoduen, Madengax	N/A	M	Document Trng.	Dipl	2-YRS	N/A	Senegal
8038	Kabadi, Haroun	N/A	N/A	Agronomy	MS	1-YR	N/A	Senegal
8041	Anouge, Langarson	N/A	N/A	Economics	Dipl	3-YRS	N/A	Senegal

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

ETHIOPIA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6167255	Alemseged, Haica	N/A	M	Dev. Admin.	MA	2-YRS	JAN, 1979
6167256	Yibza, Lakew	N/A	M	Dev. Admin.	MA	2-YRS	JAN, 1979
6167257	Mengisteab, Kidaae	N/A	M	Accounting	MS	2-YRS	JAN, 1979
81007	Berachi, B.	N/A	M	Dev. Economics	MS	2-YRS	SEPT, 1979
61090	Tsedeke, Abate	N/A	M	N/A	N/A	N/A	N/A
81002	Tesfaye, Behrase	N/A	M	N/A	N/A	N/A	N/A
81003	Bshet, Zewde	N/A	M	N/A	N/A	N/A	N/A
70133	Venant, Kemba	N/A	N/A	N/A	N/A	N/A	N/A
80087	Msaky, John	N/A	M	Soil Science	MS	N/A	N/A
N/A	Martin, Shirma	N/A	M	Dev. Economics	MS	N/A	N/A
N/A	Paston, Balele	N/A	M	Agr. Economics	BS	N/A	N/A
80143	Claver, Temalilwa	N/A	N/A	Food Chemistry	MS	N/A	N/A
60107	Bertran, Mahia	N/A	M	Adult Education	MA	2-YRS	N/A
70063	Juma, A.	124874	M	Animal Science	BS	N/A	N/A
80028	Olunga, S.	123791	M	Dev. Economics	MS	2-YRS	MAY, 1979
70074	Makembe, A.	123427	M	Dev. Economics	MS	2-YRS	SEPT, 1979
70075	Owino, M.	N/A	M	Dev. Economics	MS	2-YRS	SEPT, 1979
70096	Lukoo, H.	N/A	M	Agriculture	N/A	N/A	N/A
70101	Ntebe, F.	124544	M	Food Science	MS	1-YR	AUG, 1980
70102	Mwinyimsao, A.	126337	N/A	N/A	N/A	2-YRS	MAY, 1980
70103	Sango, T.K.	N/A	N/A	N/A	N/A	N/A	N/A

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

ETHIOPIA (CONTINUED)

2. Short-Term

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6167258	Alemayehu, Tayes	N/A	M	Tax Adm.	SPC	3 MONTHS	JULY, 1977
6167259	Tessema, Ayele	N/A	M	Tax Adm.	SPC	3 MONTHS	JULY, 1977
6167260	Waksira, Mako	N/A	M	Tax Adm.	SPC	3 MONTHS	AUG, 1977
6177630	Assefa, Deribe	N/A	M	Program Plnng.	SPC	4 MONTHS	AUG, 1977
89183	Astaw, Tsegate	N/A	M	N/A	N/A	N/A	N/A
81006	Seifu, H. Michael	N/A	M	Agr. Project	SPC	5 WEEKS	N/A
70052	Chek, M.	N/A	M	N/A	SPC	10 WEEKS	N/A
70054	Sangana, L.	N/A	M	N/A	SPC	2 MONTHS	N/A

3. Third Country (NONE)

4. In Country

PIOT #							
341	100 Participants	N/A	N/A	Prod. Agr.	SPC	2 MONTHS	N/A
81009	6 Participants	N/A	N/A	Statistics	SPC	12 MONTHS/ Corresp.	N/A
81012	2 Participants	N/A	N/A	Project Plan	SPC	2 MONTHS	N/A
N/A	100 Participants	N/A	N/A	Dist. Level Civil Servants	N/A	N/A	N/A
N/A	100 Participants	N/A	N/A	Personnel Finance	SPC	2 MONTHS	N/A
N/A	21 Participants	N/A	N/A	Records Mgt.	SPC	4 WEEKS	N/A
N/A	29 Participants	N/A	N/A	Trainees in Mgt.	N/A	N/A	N/A

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

GAMBIA

1. Academic--Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6177654	Crouch, Faton	125892	M	Engineering	MS	1-YR	SEPT, 1979
6177655	Jawara, Kabba	N/A	M	Hydrography	MA	1-YR	SEPT, 1979
6177656	Reid, Tommy D.	N/A	M	Public Adm.	MS	2-YRS	SEPT, 1980
6177657	Touray, Omar	124785	M	Trop. Vet. Med.	MS	2-YRS	APRIL, 1980
6177658	Sarve, Jabel	124546	M	Animal Nutrition	MS	1-YR	AUG, 1979
6177659	Barrow, Malang	124545	M	Animal Husbandry	MS	2-YRS	AUG, 1979
80002	Bruce-Oliver, Sam	129630	M	Agronomy	BS	1-YR	MARCH, 1980

2. Short-Term

80001	Crosse, N.	128259	N/A	Agronomy	SPC	2 MONTHS	MAY, 1978

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

GUINEA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
G0101-90115	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2. Short-Term

N/A	N/A	N/A	N/A	Beef Production	SPC	9 MONTHS	JAN, 1980

3. Third Country (NONE)

4. In Country

PIOT #							
6167236	(20 Participants)	N/A	N/A	Hur. Equipment Maint. Operations	SPC	1 WEEK	N/A

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

LESOTHO

1. Academic-Fully Funded- U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6178092	Letsie, Andrew M.	N/A	M	Educ. Instr. Tech.	MS	2-YRS	N/A
6178093	Rakubutu, Moslac	N/A	M	Educ. Instr. Tech.	MS	2-YRS	N/A
60427246	Tube, R.	N/A	M	Economics	MS	2-YRS	N/A
6178094	Potoane, Nthakoana	119794	M	Educ. Instr. Tech.	BS	4-YRS	AUG, 1980
6178000	Cweba, Everetto Q.	131957	M	Agriculture	BS	4-YRS	AUG, 1979
6178001	Leleka, Bataung	125482	M	Agr. Engineering	BS	4-YRS	DEC, 1979
6178002	Tsekoa, Donald	127461	M	Civil Engineering	BS	4-YRS	JAN, 1979
6178003	Rammaheng, Setai	N/A	M	Civil Engineering	BS	4-YRS	N/A
6178004	Nathubha, Francis	126758	M	Tax Law	Acad.	15 MONTHS	JULY, 1977

2. Short-Term (NONE)

3. Third Country (NONE)

4. In Country

NON-AFCRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

MALAWI

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
80051	Asamoa, Boateng	129711	M	N/A	N/A	17 MONTHS	JAN, 1980

2. Short-Term

6178071	Nyasulu, Sennon	N/A	M	Agr. Credit/Adm.	SPC	2 MONTHS	N/A
6178072	Nambwale, Albert Ian	N/A	M	Agr. Credit/Adm.	SPC	2 MONTHS	N/A
6178073	Gopani, MacLaren J.	N/A	M	Agr. Credit/Adm.	SPC	2 MONTHS	N/A
6178074	Kaunda, Saulosi Chyasa	N/A	M	Agr. Credit/Adm.	SPC	2 MONTHS	N/A
6187378	Soko, N.	N/A	M	Econ. Planning	SPC	2 MONTHS	N/A
6187377	Kamwendo, Herbert	129674	M	Remote Sensing	SPC	1 MONTH	N/A
80055	Lahanga, J.H.C.	N/A	M	Agriculture	SPC	N/A	N/A
80056	Mzembe, Clement	129219	M	Agriculture	SPC	2 MONTHS	AUG, 1980
80057	Maido, J.H.	N/A	M	Agriculture	SPC	3 MONTHS	N/A
80072	Kaunda, A.H.	N/A	M	Agriculture	SPC	N/A	N/A
90242	Shela, Osborne	160234	M	Hydrology	SPC	2 MONTHS	MAY, 1979
90243	Ntokotha, Enock M.	921	M	Agr. (Remote Sensing	SPC	2 MONTHS	JUNE, 1979
90244	(4 Participants)						
	Mkandawire, Austin C.	133261	M	Health Care Primary	SPC	1 MONTH	MARCH, 1979
	Nyasulul, Yohane	133262	M	Health Care Primary	SPC	1 MONTH	MARCH, 1979
	Mhango, Caswell	133263	M	Health Care Primary	SPC	1 MONTH	MARCH, 1979
90245	Kobe, Augustine Y.	N/A	M	Economics	SPC	6 WEEKS	AUG, 1979
80073	Malijani, F.S.	129730	M	Plant Quarantine	SPC	6 WEEKS	AUG, 1979
N/A	Khonje, Douglas Johnson	N/A	M	Agriculture	SPC	14 WEEKS	AUG, 1978

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

MALI

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6042524	Kabasory, Ibrahima	N/A	M	Population Science	MS	2-YRS	MARCH, 1978
60426242	Ndiaye, Seydou	N/A	M	Rural Development	MA	2-YRS	JUNE, 1978
60427243	Traore, Alhoussin	N/A	M	Rural Development	MA	2-YRS	JUNE, 1977
60429456	Samake, Dagakoro	N/A	M	Agr. Engineering	MS	2-YRS	MAY, 1978
879435	Coulibaly, Dramane	125891	M	Agr. Economics	MS	2-YRS	JAN, 1980
870436	Toure, Cheika	161869	M	Prog. Management	MS	2-YRS	N/A
870438	Diawara, M.	N/A	M	Agr. Business	MS	2-YRS	N/A
870439	Diiga, H.	N/A	M	Adm. Management	MS	2-YRS	N/A
870437	Kone, Moctar	N/A	M	Farm Management	MS	2-YRS	N/A
60428249	Bah, Amadou	N/A	M	Agr. Engineering	MS	2-YRS	N/A

2. Short-Term

6177627	Coulibali, Sidi	N/A	M	Agr. Engineering	SPC	3 MONTHS	N/A
80409	(3 Participants)						
	Sissoko, M.	161047	M	Economics	SPC	3 MONTHS	N/A
	Keita, M.	161047	M	Economics	SPC	3 MONTHS	N/A
	Diabele, M.	161047	M	Economics	SPC	3 MONTHS	N/A
80412	(2 Participants)						
	Traore	N/A	M	Agr. Policy	SPC	1 MONTH	N/A
	Fane	N/A	M	Agr. Policy	SPC	1 MONTH	N/A

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II ANDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

MAURITANIA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
80008	Fall, Oumar	N/A	M	Agr. Economics	MA	2½-YRS	APRIL, 1981

2. Short-Term

6177634	M'Kheittir, Ould Yahyo	N/A	M	Grain Storage/ Marketing	SPC	2 MONTHS	N/A
6177640	Diop, M. Assane	N/A	M	Manpower	SPC	2 MONTHS	N/A
89179	Toure, Abderrahman	129366	M	Agr. Export	SPC	2 MONTHS	SEPT, 1978
8004	Abdi, Mohamed Ould	N/A	M	Agr. Export	SPC	2 MONTHS	AUG, 1978
89188	DIOP, Demba	180183	M	Agr. Policy	SPC	1 MONTH	SEPT, 1978

3. Third Country (NONE)

4. In Country

PIOT #							
6177643	(20 Participants)	N/A	N/A	N/A	N/A	1 MONTH	N/A

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

MAURITIUS

1. Academic-Fully Funded--U.S. (NONE)

2. Short-Term

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
	(5 Participants)	N/A	N/A	N/A	N/A	3 MONTHS	N/A

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY

FY 76-79

NIGER

1. Academic-Fully Funded--U.S. (NONE)

2. Short-Term (NONE)

3. Third Country

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY
8016	(2 Participants)	N/A	M	Agr. Crop Import	SPC	9 MONTHS	N/A	India
80623	(5 Participants)							
	Amou, Garba	N/A	M	Soil Mapping	SPC	9 MONTHS	N/A	Ivory Coast
	Seini, Issoutou	N/A	M	Soil Mapping	SPC	9 MONTHS	N/A	Ivory Coast
	Amadou, Mohamodu	N/A	M	Soil Mapping	SPC	9 MONTHS	N/A	Ivory Coast
	Mamadou, Ouattara	N/A	M	Soil Mapping	SPC	9 MONTHS	N/A	Ivory Coast
	Issaka, Boubacar	N/A	M	Soil Mapping	SPC	9 MONTHS	N/A	Ivory Coast

4. In Country (NONE)

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

RWANDA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY
90382	Ndagijimana, Emmanuel	133924	M	Computer Science	MS	17 MONTHS	N/A	

2. Short-Term

90384	Bwaghsana, Emile	134113	M	Computer Data System	SPC	11 MONTHS	AUG, 1980	

3. Third Country

90383	(6 Participants)							
	Nsabiza C.P.	133925	M	River Basin/Mgt., Projects	SPC STDY TOUR	4 WEEKS	AUG, 1980	Senegal/U.S.
	Bategekimana, Severin	N/A	M	River Basin/Mgt., Projects	SPC STDY TOUR	4 WEEKS	AUG, 1980	Senegal/U.S.
	Sabushimika, D.K.	N/A	M	River Basin/Mgt., Projects	SPC STDY TOUR	4 WEEKS	AUG, 1980	Senegal/U.S.
	Lwchabura G.K. Lwak	N/A	M	River Basin Mgt., Projects	SPC STDY TOUR	4 WEEKS	AUG, 1980	Senegal/U.S.
	Abare, E. Hitayezu	N/A	M	River Basin Mgt., Projects	SPC STDY TOUR	4 WEEKS	AUG, 1980	Senegal/U.S.
	Barigume, E.	N/A	M	River Basin Mgt., Projects	SPC STDY TOUR	4 WEEKS	AUG, 1980	Senegal/U.S.
90385	N/A	N/A	N/A	Agr. Coop. Mgt. Trng.	SPC	5 MONTHS	AUG, 1980	Benin
90386	Karamba, J. Nepomuscene	N/A	M	Agr. Coop. Mgt. Trng.	SPC	5 MONTHS	AUG, 1980	Benin
90387	Habyalimana, Alphonse	N/A	M	Agr. Coop. Mgt. Trng.	SPC	5 MONTHS	AUG, 1980	Benin
90388	Mugangwa, Ezechias	N/A	M	Agr. Coop. Mgt. Trng.	SPC	5 MONTHS	AUG, 1980	Benin
90389	Munyantarama, Leonidos	N/A	M	Agr. Coop. Mgt. Trng.	SPC	5 MONTHS	AUG, 1980	Benin
90390	Rukebesba, Athanase	N/A	M	Agr. Coop. Mgt. Trng.	SPC	5 MONTHS	AUG, 1980	Benin

4. In Country (NONE)

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

SENEGAL

1. Academic--Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6178007	Stone, Dike/Amadore	123692	M	Agr. Economics	MS	2-YRS	JAN, 1980
6170008	Sene, Ibrahima	123691	M	Agr. Economics	MS	2½-YRS	JULY, 1980
6178009	Yamar, Gaye	123346	M	Internat. Dev.	MPA	1-YR	JULY, 1980
6178010	Kbouma, Amadou S.	126053	M	Ceral Storage	MS	2-YRS	AUG, 1980
6170207	Sidibe, Mamadou	126051	M	Grain Storage	MS	2-YRS	AUG, 1980
6170208	Ndir, Mboye	126054	M	Agr. Economics	MS	2-YRS	AUG, 1980
6187455	Fall, Moustapha	128679	M	Management	MBA	2½-YRS	SEPT, 1980
6180006	Ba, Thierno Mamadou	128544	M	Agronomy	BS	2-YRS	SEPT, 1980
6187458	Rigoulot, Jean Pierre	128519	M	Agr. Economics	MS	1½-YRS	FEB, 1980
6180008	Leye, Serigne	128527	M	Agronomy	BS	3½-YRS	SEPT, 1979
6180009	Ibrahim, Hassan Sheikh I	126113	M	Agr. Economics	BS	3½-YRS	SEPT, 1980
6180010	Abouda, El Khalafalla	123925	M	Agr. Economics	BS	3½-YRS	AUG, 1980
6180011	El-Tayeb, El Sheikh	123604	M	Agriculture	BS	1-YR	AUG, 1979
6180012	Diao, Abdouleye	128533	M	Agronomy	BS	2-YRS	SEPT, 1979
6180013	Diop Momar	128532	M	Hydrology	BS	2-YRS	JULY, 1980
6180014	Cisse, Mamadou	128530	M	Agr. Economics	BS	1-YR	JULY, 1979
6180016	Babgean, Digne	130397	M	Financial Mgt.	MBA	1½-YRS	MARCH, 1980
6180017	Rigoulot, Diop-Ndeye Fatou	130396	M	Horticulture	MS	2-YRS	DEC, 1980

2. Short-Term

6180001	Cisse, Nguenar	128159	F	Soybean Proc.	SPC	2 MONTHS	MAY, 1978
6180005	Gaye, Abdoulaye	128543	M	Research Admin.	SPC	12 MONTHS	MAY, 1979

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

SIERRA LEONE

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6178042	Banqura, Amada	N/A	M	Rural Sociology	MA	2-YRS	JULY, 1978

2. Short-Term

6167266	Kpetewama, T. Alpha	N/A	M	Financial Mgt.	SPC	6 WEEKS	SEPT, 1976
6178070	Iscanoral, Naibi	N/A	M	Agriculture	SPC	2 MONTHS	JUNE, 1977
6178113	Pearce, Eustace	N/A	M	Dev. Finance	SPC	5 MONTHS	FEB, 1978
80025	Carrol, G.R.L.	N/A	F	Nutrition Planning	SPC	6 MONTHS	AUG, 1978
80037	Brown, Alex, R.E.	N/A	M	Water Resources	SPC	1 MONTH	AUG, 1978
80041	Ackello Ogutu, Chris	125894	M	Water Resources	SPC	2 MONTHS	AUG, 1978
80041	Richards, Eva	N/A	F	Labor Statistics	SPC	2 MONTHS	AUG, 1978
90341	Koker, Mohamed	131062	M	Labor Statistics	SPC	1 MONTH	N/A
89181	Bangali, Joe Amara	N/A	M	Public Adm.	SPC	2 MONTHS	AUG, 1978

3. Third Country (NONE)

4. In Country

PIOT #							
6117457	(20 Participants)	N/A	N/A	Tax Audit Tech.	SPC	4 WEEKS	NOV, 1978

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

SUDAN

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6177625	Ahmed, Bothaina	N/A	M	Agr. Economics	MS	2-YRS	FEB, 1980
6187448	Mohamed, Abdel Moneim	123603	M	Water Science	MS	2-YRS	DEC, 1980
6187454	Saeed, Abdel Basset	125692	M	Rural Sociology	Ph.D	2-YRS	JUNE, 1980
6177616	Rahim, Ibrahim Mohameed	126266	M	Rural Sociology	MS	2-YRS	JUNE, 1980
6177617	Hameed, Ahmed Awad	125449	M	Health Education	MS	1-YR	JULY, 1980
6187432	Mahgoub Abdel Hibershi	129131	M	Agro. Industry	MS	2-YRS	SEPT, 1980
6187443	Sabaei, Abdel Bagi M.	124787	M	N/A	MS	2-YRS	FEB, 1980
6187437	Nour, Abdel Lateef Ibrahim	124131	M	N/A	MS	2-YRS	AUG, 1980
6187445	Badri, Osman Abdel Karin	124786	M	N/A	MS	2-YRS	SEPT, 1978
80007	Ibrahim, Ibrahim	130431	M	Agr. Economics	MS	1-YR	SEPT, 1979
80009	Ibrahim, Hassan Sheikh	126113	M	Agr. Economics	Ph.D	3-YRS	AUG, 1979
80010	Abouda, El Khalafalla	123925	M	Agr. Economics	Ph.D	3-YRS	AUG, 1980
80011	El Tayeb, Pli El Sheikh	123604	M	Animal Husbandry	MS	1-YR	AUG, 1979
6187449	Ibrahim, El Amin El Bash	123603	M	Agr. Export	MS	1-YR	AUG, 1978
80026	Lakou, Maurice	124092	M	Horticulture	MS	2½-YRS	JULY, 1980
80022	Suliman, Saeed Mohammed	123922	M	Plnt. Protection	MS	27 MONTHS	DEC, 1979
6187423	Erbon, Yombek	1518/5	M	Horticulture	MS	1-YR	N/A
6187434	El Hag, Badereldin	123924	M	Agr. Engineering	MS	2-YRS	AUG, 1979
6187435	Zein Elabdin, Mohamed	123923	M	Plnt. Protection	MS	2-YRS	AUG, 1979
6187436	Ali, Mohamed Ahmed	N/A	M	Agr. Mechanics	MS	2-YRS	AUG, 1979
6187438	Taher, Farid Bashir	123602	M	Agr. Engineering	Ph.D	3-YRS	JULY, 1980
6187439	Idris, Tag El Sir	123601	M	Animal Husbandry	Ph.D	3-YRS	AUG, 1980
6187440	Adeeb, Ali Mohamed	125719	M	Agr. Engineering	MS	1-YR	SEPT, 1978
6187441	Eidor, Sheikh Eldin fard	N/A	M	Agr. Extension	MS	2-YRS	N/A
6187442	Ghaly, Magdi Yousif	123599	M	Animal Husbandry	Ph.D	3-YRS	AUG, 1980

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 75-79

SUDAN (CONTINUED)

2. Short-Term

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
80003	Wongo, Hilary S.	129670	M	Agriculture	SPC	1 MONTH	N/A
N/A	Osman, Oli Karrar	N/A	M	Training Adm.	SPC	5 DAYS	N/A
6178116	Abdin, Sahrit Mohammed	N/A	M	Training Adm.	SPC	5 MONTHS	DEC, 1978
6178125	Mohamed, El Sammair	N/A	M	Extension Educa.	SPC	2 MONTHS	N/A
6178129	Seed, Abdel Moufin El	N/A	M	Health Plng. Adm.	SPC	3 MONTHS	N/A
N/A	Abdo, Kamal	N/A	M	Irrigation	SPC	2 MONTHS	N/A
90252	Dawood, Khalil S.	133066	M	Epid./Health Adm.	SPC	1 MONTH	JULY, 1979
90255	Ayed, Babiker A.	128347	M	Administration	SPC	4 MONTHS	JULY, 1979
90256	Amir, Ali	132225	M	Engineering	SPC	1 MONTH	AUG, 1979
90257	Haleem, Fathi M.A.	160130	M	Pest Management	SPC	2 MONTHS	SEPT, 1979
N/A	Seed, Tag El	N/A	M	Aquatic Weed Contrl.	SPC	2 MONTHS	SEPT, 1979
6178075	(3 Participants)						
	Eddin, Abul Gassins	N/A	M	Water Management	SPC	1 MONTH	JUNE, 1977
	Darrag, Alo	N/A	M	Water Management	SPC	1 MONTH	JUNE, 1977
	Asanda El Hagnedi	N/A	M	Water Management	SPC	1 MONTH	JUNE, 1977

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

TANZANIA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
70075	O'Dunga, S.	N/A	M	Food Science	MS	1-YR	MAY, 1980
70101	Ndlebe, Kaswua	124544	M	Rural Development	MA	2-YRS	N/A
80102	Winyimsa, A.	N/A	M	N/A	MS	2-YRS	AUG, 1980
70133	Venant, Komba	N/A	M	Nutrition	MS	N/A	NOV, 1977
70074	Makembe, Abdallah	123427	M	Dev. Economics	MS	2-YRS	SEPT, 1977
70075	Osino, M.	N/A	M	Dev. Economics	MS	2-YRS	MAY, 1977
70095	Lakoo, Hamisi	N/A	M	Food Engineering	MS	2-YRS	SEPT, 1977
70063	Juma, Alisa	124874	M	Animal Science	MS/Ph.D	4-YRS	DEC, 1981
80007	Maky, John T.	129637	M	Soil Science	MS	2-YRS	SEPT, 1978
N/A	Balece, Pastoni	N/A	M	Agr. Economics	MS	2-YRS	N/A
N/A	Shirima, J. Martin	N/A	M	Dev. Economics	MS	2-YRS	N/A
N/A	Wilbald, Slas Lorri	N/A	M	N/A	MS	2-YRS	N/A
90132	Wallace-Mwanbung	129839	M	Local Development	MS	2-YRS	AUG, 1980
90134	Mukaruka, Iziralah	160073	M	Dev. Economics	MS/Ph.D	3-YRS	DEC, 1981
90135	Mlay, Simon	129239	M	Dev. Economics	MS	1-YR	JULY, 1979
90137	Chidosa, Robert E.	130610	M	Management	MS	13 MONTHS	FEB, 1980
90144	Mwenisongole, Anbilipile	[illegible]68	M	N/A	MS	1-YR	N/A
959111	Mwinyimsa, Amedi	N/A	M	Manpower Planning	MS	1-YR	N/A

2. Short-Term

70052	Cheka, M.	N/A	M	N/A	SPC	10 WEEKS	N/A
70054	Sangana, M.	N/A	M	N/A	SPC	2 MONTHS	N/A
80075	Moses, Kibwana T.	N/A	M	Investment/Negotia.	SPC	2 MONTHS	JULY, 1978
90150	Mgina, Walkiar	133996	M	Health/Welfare	SPC	3 WEEKS	N/A
90147	Tarimo, Clifford	131675	M	Population/Census	SPC	11 MONTHS	N/A
90142	Kazyale, Mary	160361	F	N/A	SPC	3 MONTHS	AUG, 1979

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

TANZANIA (CONTINUED)

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

TOGO

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY
90282	Aloute, Akule	128542	M	Public Adm.	MA	2½-YRS	MARCH, 1981	
806[illegible]	Agbodjan, Labite	130434	M	Agr. Economics	MS	2-YRS	JUNE, 1980	
90281	Attigbe, Kodjoni	130914	M	Agr. Economics	MS	2-YRS	SEPT, 1980	
80627	Assiongon, Ekeue	160409	M	Agr. Economics	MS	2-YRS	SEPT, 1980	
90284	Epodar, Assionagbor	130016	M	Agronomy	MS	2-YRS	N/A	
90285	Fosho, Loumonui	130915	M	Agronomy	MS	2-YRS	FEB, 1981	
90288	Gbofu, Zytom	134600	M	Agr. Economics	MS	2-YRS	APRIL, 1982	
90287	Hakportie, Komlan	133901	M	Stat/Economics	MS	2-YRS	N/A	
6178018	Jendoh, C.D.	127460	M	Public Adm.	SPC/MA	28 MONTHS	SEPT, 1980	
6178015	Hounges, Komi D.	133903	M	Dev. Planning/ Public Adm.	SPC/MA	28 MONTHS	N/A	

2. Short-Term

6178016	Assigeon, Kodjo V.	160409	M	Agr. Management	SPC	6 MONTHS	JAN, 1979	
6178017	Azandegbe, Eni	N/A	M	Economics	SPC	4 MONTHS	MARCH, 1978	
6178109	Khoumi, Ahlin	125436	M	Public Adm.	SPC	5 MONTHS	JULY, 1978	
6178110	Awute, Kwasi	126435	M	Public Adm.	SPC	6 MONTHS	JULY, 1978	
61780625	Ahado, Etsek	N/A	M	Marketing/Mgt.	SPC	2 MONTHS	AUG, 1978	

3. Third Country

6178107	Agbosse, Kodjo	N/A	M	Agr. Technology	SPC	N/A	SEPT, 1977	Cameroon
6178108	Batoulim, Tch-Kondor	N/A	M	Agr. Technology	SPC	N/A	SEPT, 1977	Cameroon
90203	Kounouho, Agbemelo	161839	M	Livestock Tech.	SPC	2-YRS	OCT, 1981	Mali
90204	Adora, Yaoui	137936	M	Livestock Tech.	SPC	2-YRS	OCT, 1981	Mali
90295	Tolle, Ayrakou	137937	M	Livestock Tech.	SPC	2-YRS	OCT, 1981	Mali
90296	Bakokani, Dadjo	137938	M	Livestock Tech.	SPC	2-YRS	OCT, 1981	Mali

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

TOGO (CONTINUED)

4. In Country

PIOT #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
61090	30 Participants	N/A	N/A	Agr. Management	SPC	10 DAYS	ON-GOING
C178020	25 Participants	N/A	N/A	Modern Management	SPC	7 DAYS	JUNE, 1977
90291	30 Participants	N/A	N/A	Modern Management	SPC	7 DAYS	JUNE, 1979

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

ZAIRE

1. Academic-Fully Funded--U.S. (NONE)

2. Short-Term

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY
90231	Binkita, Mungalu	133485	F	Women In Mgt.	SPC	2 MONTHS	AUG, 1979	

3. Third Country

90233	Kimosiko, Nan Senge Matadi	N/A	N/A	Census Data	SPC	1 MONTH	N/A	Senegal

4. In Country

PIOT #							
90009	(50 Participants)	N/A	N/A	Dev. Plng. Adm.	SPC	4 WEEKS	N/A
90010	(12 Participants)	N/A	N/A	Comm. Education	SPC	3 MONTHS	N/A
90011	(40 Participants)	N/A	N/A	Agr. Management	SPC	2 MONTHS	N/A

NON-AFCRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

UPPER VOLTA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
89180	Quedraogo, Ismael	123952	M	Educ./Agr. Econ.	MA	2-YRS	JUNE, 1979

2. Short Term

89178	Quedraogo, Fati	N/A	F	Women in Dev.	SPC	1 MONTH	JULY, 1978

3. Third Country (NONE)

4. In Country

PIOT #							
N/A	22 Participants	N/A	N/A	Animal Traction/ Commercial Dev./ Agriculture, Credit, Vegetable Production	SPC	4 DAYS	N/A
6117461	20 Participants: Directors, Credit Recovery, Credit Inspector, Extension Agent, Small Farm Credit	N/A	N/A	Seminar Training	SPC	N/A	N/A
6177626	N/A	N/A	M	N/A	SPC	N/A	N/A
6178128	15 Participants	N/A	N/A	Agr. Credit	SPC	2 WEEKS	N/A

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

CAMEROON

I. Academic--Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6167671	Bayiha, Eugene	128867	M	Rural Economics	MA	2-YRS	1980
6167674	Eyinga, Marie Rose	124094	F	Educa. Planning	MA	2-YRS	1979
6167237	Lebga, Phillip	N/A	M	Rural Development	SPC	1-YR	1979
6167238	Nkonyi, Andrew	161730	M	Community Dev.	MA	20 MONTHS	1978
6167672	Memvouta, Bikie	124093	F	Agr.Bus./Mgt.Acct.	MA	30 MONTHS	1980
6167673	Nson, Henri-Nicholas	126201	M	Educa. Planning	MA	30 MONTHS	1979
6177677	Tankou, Maurice	124092	M	Agr. Economics	MA	30 MONTHS	1979
6177678	Mbassa, Moungam	127035	M	Agr. Economics	MA	30 MONTHS	1979
69880035	Rodger Nkembe, Pesauk	129447	M	Sanitary Eng.	MA	30 MONTHS	1979
69890225	Tabi, Francoise	161697	F	Social Work	MA	30 MONTHS	1979
69890227	Ngemb, Louis David	180035	M	Social Work	MA	30 MONTHS	1979
69880060	Messi Abanda, Raymond	132216	M	Library Science	MA	30 MONTHS	1979
69880062	Fogbe, Bwen Philomina	N/A	F	Nutrition	MA	2-YRS	1979
69880061	Ndifange, Michael	132215	M	Library Science	MA	2-YRS	1979
69880063	Evini, Bengome	N/A	M	Animal Nutrition	MA	2-YRS	1979
69880064	Dadzie, Frank	118853	M	Med. Entomology	MS	2-YRS	JULY, 1981
69880065	Sakwe, P.M.	133416	M	Plant Pathology	MS	2-YRS	JULY, 1981
69880066	Simon, Goetla	161089	M	Plant Pathology	MS	2-YRS	JULY, 1981
69880067	Djoubissi, Honore	132210	M	Computer Science	MS	2-YRS	JULY, 1981
69880068	Mbah Acha, Jonas	132209	M	Civil Engineering	MS	2-YRS	JULY, 1981
69890229	Tchoula, Bernard	133523	M	Computer Science	MS	2-YRS	MARCH, 1982
69890230	Djam, Gerome Chia	133522	M	Med. Entomology	MS	2-YRS	JULY, 1982
69890397	Takow Agbor, Julius	134217	M	Agronomy	MS	4-YRS	JULY, 1984
69890391	Teleu, Emile Njandeu	133528	M	Animal Nutrition	MS	2-YRS	FEB, 1982

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

CAMEROON (CONTINUED)

1. Academic- Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION	COUNTRY OF TRAINING
69890393	Nyajom, Martin	133526	M	Animal Nutrition	MS	2-YRS	FEB, 1982	
69890304	Echuenteu, Frederick	133524	M	Soil Science	MS	2-YRS	JAN, 1982	
69890395	Betidi, Robert DA	133525	M	Pediatrics	MD	3-YRS	N/A	

2. Short-Term

69880034	Nyeye, Tifu	N/A	M	Marketing Mgt.	SPC	2 MONTHS	N/A	
6177627	Coulibaly, Sidi	N/A	M	Agriculture	SPC	3 MONTHS	N/A	

3. Third Country

6177663	Ngale, Simon Lyunga	N/A	M	Food Crop Res.	SPC	4 WEEKS	N/A	Ivory Coast
6177664	Sala, Binzi	N/A	M	Food Crop Res.	SPC	4 WEEKS	N/A	Ivory Coast
6177665	Ngala, Abel	N/A	M	Range Mgt.	SPC	4 WEEKS	N/A	Kenya
6177666	Batima, Simplice	N/A	M	Range/Livestock	SPC	4 WEEKS	N/A	Kenya

NON-AFGRAD FI AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

GHANA

1. Academic--Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
70067	Abdbreseh, Daniel	161051	M	Econ. Planning	N/A	18 MONTHS	JUNE, 1979
70018	Allotey, Elizabeth	N/A	F	Economics	MS	2-YRS	AUG, 1979
70017	Apatu, Griffith	N/A	M	Econ. Planning	MS	2-YRS	AUG, 1979
70020	Asipey, Berko Ebenezer	161048	M	Nutrition	MS	1-YR	NOV, 1979
70049	Dankor, Benjamin Akuete	161049	M	N/A	MA	1-YR	AUG, 1979
90330	Cann Hanson, Bernice	161634	F	Dev. Economics	MS	18 MONTHS	AUG, 1980
70068	Kabo, Samuel	161052	M	Economics	MS	18 MONTHS	JULY, 1979
70059	Tsikata, Tsidi Mensak	161050	M	Economics	MS	2-YRS	MAY, 1980
70030	Ansoannur, James	N/A	M	Agr. Economics	MS	2-YRS	JULY, 1979
80081	Darko, T. Tutfuour	N/A	M	Water Reserv.	MS	1-YR	JULY, 1979
80161	Forson, William	129092	M	Econ. Planning	MS	2-YRS	FEB, 1980
80018	Owusu-Ansah, Mark	161611	M	N/A	MS	14 MONTHS	AUG, 1979
80019	Ankoma, Kwabena	129034	M	Dev. Economics	MS	18 MONTHS	JUNE, 1980
80023	Ntl Gyabaan, Joseph	129093	M	Dev. Economics	MS	2-YRS	DEC, 1980
80051	Asamoa-Boateng, Kuti	129711	M	Public Adm.	MPA	2-YRS	JULY, 1980
89187	Mamah, Haruna	64180020	M	Agr. Economics	MS	2-YRS	AUG, 1979
80049	Ankrah, Samuel P.	161603	M	Vital Regist.	Non-Acad.	1-YR	AUG, 1979
80050	Adunum, Darko L.	130398	M	Pop. Planning	MS	18 MONTHS	JULY, 1980
80084	Dankwa, Eric	125263	M	Bus. Adm.	MS	2-YRS	JULY, 1982
80096	Abazinge, Michael	130117	M	Vet. Nutrition	Non-Acad.	18 MONTHS	SEPT, 1980
90311	Reeves, J.A.	131866	M	Statistics	MS	2-YRS	1981 ESTIMATED
90312	Tsiagbe, V.K.	160669	M	Poultry Science	MS	2-YRS	1981
90313	Owusu, Charles A.	160670	M	Financial Mgt.	MS	2-YRS	1981
90315	Osei-Yaw, Agnes	132224	F	Food Science	MS	18 MONTHS	1981 PROBABLE

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

GHANA (CONTINUED)

1. Academic--Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
90324	Osei-Bobie, K.	161603	M	Dev. Adm.	MS	18 MONTHS	1981
90326	Ansah-Atiemo, Fred	134474	M	Econ. Planning	SPC	2-YRS	1981
90327	Oheng, Harry Kingsley	134475	M	Econ. Planning	SPC	2-YRS	1981
90328	Sarkodie-Addo, Andrews	134476	M	Econ. Planning	SPC	2-YRS	1981
80052	Acquaye-Baddoo, Henry V.	118011	M	Public Adm.	SPC	1-YR	JULY, 1981
80070	Addo, Emmanuel	N/A	M	Public Adm.	SPC	3 MONTHS	APRIL, 1979
70036	Gadzekpo, Harold S.	123951	M	Economics	SPC	10 MONTHS	JUNE, 1978
80037	Lartey, Joseph D.	129018	M	Statistics	SPC	2 MONTHS	JULY, 1978
70019	Onyinah, George Kwame	123393	M	Public Budgeting	SPC	4 MONTHS	DEC, 1977
70035	Sexemeka, Ernest	126108	M	Public Budgeting	SPC	10 MONTHS	JUNE, 1978
90314	Ayisi, Okyere Kwado	132154	M	N/A	SPC	2 MONTHS	AUG, 1979
80131	Mensah-Quainoo, Paul K.	132922	M	Dev. Sup. Bureau	SPC	3 WEEKS	AUG, 1979
90321	Mensah-Isaiah K.	132629	M	Statistics	SPC	6 MONTHS	MAY, 1980
90320	Adjekum, F.B.	132224	M	Food Science	SPC	6 MONTHS	AUG, 1980

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

KENYA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6117455	Karanja, C.M.	N/A	M	Agr. Research Farm Mgt.	MS	3-YRS	JUNE, 1979
6177629	Kambo, Simon	122967	M	Agriculture	MS	3-YRS	JUNE, 1980
90182	Mwaniki, Ngure	132484	M	Census/Pub. Adm.	MS	1-YR	JUNE, 1980
6178068	Ackello Ogutu, Christopher	125894	M	Agr. Economics	Ph.D	1-YR	SEPT, 1978
6178069	Mutahi, Edward T.	125895	M	Agr. Economics	Ph.D	1-YR	DEC, 1978
6178076	Oyieng, J.	N/A	M	Population/Census	SPC	1-YR	N/A
6178077	Cheroigin, Hannah	N/A	F	Population/Census	MS	1-YR	N/A
6178078	Keter, Joseph	125460	M	Soil Science	Ph.D	2-YRS	SEPT, 1979
80076	Midiaga, J.	129594	M	Computer Data	MS	16 MONTHS	DEC, 1979
80078	Olhiambo, Mark	160073	M	Agr. Economics	Ph.D	3-YRS	N/A
80086	Nasha, Jophet B.	130014	M	Vet. Epidemology	MS	17 MONTHS	MARCH, 1980
90177	Ochieng, Jacob	132106	M	Mgt. Science	MS	1-YR	JULY, 1980
6178065	Swaniki, Jothan A.	N/A	M	N/A	N/A	N/A	N/A
90178	Ongewe, Deborah	160684	F	Investment	MS	1-YR	AUG, 1980
90179	Cherulyot, Richard	132164	M	Social Serv. Adm.	MS	1-YR	N/A
90180	Mdiranga, Simon	161454	M	Educ. Planning	MS	2-YRS	N/A
90181	Chege, A.N.	132485	M	Guidance/Counseling	MS	1-YR	SEPT, 1978
90183	Kwithi, Lily	132483	F	Mgt. Science	MS	1-YR	AUG, 1980
90185	Njoroge, Hillary K.	134174	M	Public Finance	MS	2-YRS	N/A
90186	Gachui, Fredrick K.	134116	M	Educ. Adm.	MS	1-YR	N/A
90187	Eatto, Simon	137522	M	Educ. Adm.	MS	1-YR	JUNE, 1981
90194	Finyua, Wilson	134096	M	Dev. Economics	MS	1-YR	SEPT, 1980

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

KENYA (CONTINUED)

2. Short-Term

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
6178066	Camara, Papa Assane	N/A	M	Corn Production	SPC	6 MONTHS	N/A
6178067	Toure, Mactor	N/A	M	Soil Science	SPC	6 MONTHS	N/A
80048	Otenyo, J.	N/A	M	Labor Statistics	SPC	2 MONTHS	N/A
80075	(2 Participants)						
	Chege	N/A	M	Labor Statistics	SPC	2 MONTHS	N/A
	Muriuki	N/A	M	Labor Statistics	SPC	2 MONTHS	N/A
80077	Wangia, C.	129232	M	Labor Statistics	SPC	2 MONTHS	JULY, 1979
80099	(2 Participants)						
	Arendery, P.O.	N/A	M	Agr. Credit/ Farm Coop	SPC	2 MONTHS	N/A
	Okeyo, G.	N/A	M	Agr. Credit/ Farm Coop	SPC	2 MONTHS	N/A
80102	(4 Participants)						
	Mutugu, T.M.	N/A	M	Agr. Credit/ Project Analysis	SPC	2 MONTHS	N/A
	Kirugi, S.	N/A	M	Agr. Credit/ Project Analysis	SPC	2 MONTHS	N/A
	Walmbwa, J.	N/A	M	Agr. Credit/ Project Analysis	SPC	2 MONTHS	N/A
	Ng'Aru, J.K.	N/A	M	Agr. Credit/ Project Analysis	SPC	2 MONTHS	N/A
90176	Maina, Rose	132487	F	Investment	SPC	6 WEEKS	AUG, 1979
90188	Munasad, K.	138204	M	Commerce	SPC	2 MONTHS	N/A
90189	Kirui, J.K.	134172	M	Shelter Policies	SPC	1 MONTH	DEC, 1979
90190	Barasa, John	134098	M	Labor Statistics	SPC	1 MONTH	OCT, 1979

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

KENYA (CONTINUED)

2. Short-Term

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
90191	Amata-Endekwa, Jamin	134097	M	Labor Statistics	SPC	1 MONTH	OCT, 1979
90192	Maina, Gibson	134173	M	Shelter Policies	SPC	2 MONTHS	DEC, 1979
90193	Dondo, C.B.	134117	M	World Trade Inst.	SPC	N/A	N/A
90195	Onwoba, Mbera	134175	F	Labor Statistics	SPC	3 MONTHS	DEC, 1979
90196	Ochilambo, Pius	134409	M	Shelter Policies	SPC	1 MONTH	DEC, 1979

3. Third Country (NONE)

4. In Country

PIOT #							
N/A	a. Participants	N/A	N/A	Mgt. Dev.	SPC	8 WEEKS	N/A
	a. Mid-Career Public Officials						
	b. Mid-Level Persons						

NON-AFCRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

LIBERIA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
90201	Asegashie, Carolyn	129713	F	Public Adm.	MPA	16 MONTHS	DEC, 1979
90202	Cooper, Arthur	130606	M	Management	MBA	2-YRS	DEC, 1979
90203	Bailey, Joseph	129432	M	Parasitology	MS	2-YRS	JUNE, 1980
90204	Wright, Wiedia M.	125961	F	Bacteriology	MS	2-YRS	AUG, 1980
90205	Abraham, Allen	126844	M	Computer Tech.	MS	22 MONTHS	JUNE, 1980
90206	Jay Jay, Rooselvelt	131711	M	Public Adm.	MPA	14 MONTHS	JUNE, 1980
90207	Cooper, Sonia	N/A	F	Agr. Veterinary	DVM	1-YR	N/A
90208	Jackson, Alexander	131915	M	Econ. Planning	MA	2-YRS	AUG, 1981
90209	Siazia, William F.	123053	M	Municipal Finance	MBA	2-YRS	MAY, 1981
90212	Brown-Chea, Mirian	133201	F	Dev. Commercial Mgt.	SPC	1-YR	SEPT, 1979
90213	Wilson, James T.	133563	M	Agr. Survey/Census	SPC	16 MONTHS	N/A
90216	Kolenky, Hinady J.	131536	F	Public Adm.	MPA	18 MONTHS	FEB, 1980
90218	Bedell, Winston	135313	M	Agr. Engineering	MS	2-YRS	N/A
6167251	Walters, G. William	119542	M	Agr. Cooperative	MS	2-YRS	MAY, 1979
617252	Scammerville, Arthur	N/A	M	Agr. Finance	MS	2-YRS	N/A
6167254	Bellish, Zerbe	119656	M	Agr. Economics	MS	2-YRS	DEC, 1979

2. Short-Term

90210	Howard, Augustus	132518	M	Export Development	SPC	2 MONTHS	OCT, 1979
90211	Taylor, Bindu B.	160971	M	Capital Marketing	SPC	2 MONTHS	N/A
90214	Doe, James L.	134216	M	Environ. Sanitation	SPC	6 MONTHS	N/A
90215	Johnson, A.B.	134215	M	Rural Community Dev.	SPC	2 MONTHS	NOV, 1979
90217	Coleman, Robert	N/A	M	Scientific Technology	SPC	1 MONTH	N/A

NON-AFGRAD II AMDP TRAINEES AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

LIBERIA (CONTINUED)

2. Short-Term

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
89184	Patten, Richard	N/A	M	Grain Storage	SPC	Short-Term	N/A
N/A	Jetty, Alexander	N/A	M	Marketing	SPC	Short-Term	N/A
80029	Snyder, S. Wogah	159178	M	Procurement	SPC	1 MONTH	AUG, 1978
89182	Walker, Delvin	N/A	M	Pest Mgt.	SPC	1 MONTH	N/A
79177	Beyan, Tyz	N/A	M	Higher Educa. Mgt.	SPC	4 MONTHS	N/A
0384	Cole, Johnette	N/A	F	Women in Dev.	SPC	N/A	N/A
0004	Collins, Charles	N/A	M	Manpower Planning	SPC	2 MONTHS	JULY, 1977

3. Third Country (NONE)

4. In Country (NONE)

NON-AFGRAD II AMDP AND TRAINING ACTIVITIES BY COUNTRY,

FY 76-79

SOMALIA

1. Academic-Fully Funded--U.S.

PIOP #	NAME	STUDENT #	SEX	FIELD OF STUDY	DEGREE	DURATION	TERMINATION
90002	Abdi, A.M.	133443	M	Biology	MS	26 MONTHS	MARCH, 1982
90003	Ibrahim, Komar	161531	M	Nutrition	MS	26 MONTHS	DEC, 1981
90004	Mao, Halimo O.	161734	F	Nutrition	MS	1-YR	JAN, 1981
90016	Da'Ar, Ahmed Abdi	134234	M	Educ. Human Geo.	MS	26 MONTHS	FEB, 1982

2. Short-Term

90009	(2 Participants)						
	Abdi, Yonis	133910	M	University Plnng.	SPC	9 MONTHS	MAY, 1980
	Shuriye, Jama	133911	M	University Plnng.	SPC	9 MONTHS	MAY, 1980
90010	Mohamed, Hassan S.	133912	M	Library Science	SPC	3 MONTHS	MAY, 1980
90018	(2 Participants)						
	Jama Abdi, Mohamed	134572	M	Shelter Training	SPC	1 MONTH	DEC, 1979
	Abdi, Mphamed Essa	134571	M	Shelter Training	SPC	1 MONTH	DEC, 1979

3. Third Country (NONE)

4. In Country (NONE)

APPENDIX III

Persons Consulted During the Course of this Evaluation

I. Consultations in the U.S.

Agency for International Development -- Africa Bureau

E. Dennis Conroy, Office of Regional Affairs
James Dawson, Office of Regional Affairs
Stephen Grant, REDSO/Abidjan
Norman Green, Office of Regional Affairs
Frank Moore, Office of Development Resources
Leonard Pompa, Office of Southern Africa
Glenn Slocum, Office of Sahel and West African Affairs

Agency for International Development -- Development Support Bureau

Richard Callender, Office of International Training

African-American Institute

Gayla Cook
Wilbur Jones
Heather Monroe
Ron Springwater
Cynthia Wise

Rockefeller Foundation

Joyce Moock

Council of Graduate Schools

Michael Pelczar

World Bank

Paul Danguah
Aklilu Habte
Stephen P. Heyneman
Mulageta Wodajo

II. Consultations in Africa

Abidjan, Ivory Coast -- REDSO

Miss Adoo, Training Assistant

Abidjan, Ivory Coast -- African-American Institute

Raphael Bugré, Assistant Representative

Accra, Ghana -- USAID Mission

Irvin Coker, Director
Gerald Graf, Program Officer
James Washington, Program Officer
Emmanuel Darkoh, Training Assistant

Accra, Ghana -- African American Institute

R.T. Orleans-Pobee, Representative

Accra, Ghana -- University of Ghana - Legon

Daniel Bekoe, Vice Chancellor
Alex Kwapong, former Vice Chancellor, now Vice President, United Nations University
E.A.K. Edzii, Registrar

Accra, Ghana -- Association of African Universities

Ampah Johnson, President
Levy Makany, Secretary-General
E. Deganus, Program Director

Accra, Ghana -- Ministry of Finance and Economic Development, GOG

Richard Kwami, Ag. Deputy Director, Manpower Division

Lomé, Togo -- U.S. Embassy

Marilyn Johnson, Ambassador

Lomé, Togo -- USAID Office

John Lundgren, Head
Robert Ritchie, Program Officer
Cecille Quinlan, Executive Secretary
M. Sodji, Training Officer

Lomé, Togo -- USICA

David Andreeson, Assistant P.A.O.

Lomé, Togo -- Ministry of Higher Education

Kueviakoe Dovi, Deputy Director, Office of Scholarships

Lomé, Togo -- Ministry of Planning

Messan Gann, Assistant Director, Office of Training

Lomé, Togo -- Centre Regionale de Formation pour Entrien Routier (CERFER)

Kokou Sognonvi, Director

Lomé, Togo -- University of Benin

M. Da-Traoure, Chief of General Services

Kinshasa, Zaire -- U.S. Embassy

Robert Ottley, Ambassador

Kinshasa, Ziare -- USAID

Norman L. Sweet, Director
Walter Boehm, Program Officer
Citoyen Katunda, Training Assistant

Kinshasa, Zaire -- Center for Administrative In-Service Training (CPA)

Citoyen Gatarayiha, Director
Dr. Vengroff, Consultant on USAID's CPA Project
Dr. Diambomba, Consultant on USAID's CPA Project

Kinshasa, Zaire -- Permanent Council on Accounting

Professor Kinzonzi, Secretary-General

Kinshasa, Zaire -- National University of Zaire (UNAZA)

Msgr. Tshibangu, Rector

APPENDIX IV

The Participation of Women and Minorities in the AMDP Evaluation

In all, seven professionals contributed to this evaluation. Two, Ms. Melvena Kelly and Dr. Ann Seidman, are female. Four, Drs. Cleveland Dennard, Charles Sanders, and James Turner, as well as Ms. Kelley, are minority group members. Dr. Dennard was on the two person team which visited Africa. For the contributions made by others, see the "Introduction."

PROJECT NUMBER: 6980384

PROCESS:	ACTION:	DATED:	INITIALS:
CATALOGUE	✓	4/1/81	LB
ABSTRACT	✓	4/1/81	LB
FICHE			

COMMENTS:

DODIC