

AID 1020-25 (7-68)			SECURITY CLASSIFICATION			001 PROJECT NUMBER		
PROJECT APPRAISAL REPORT (PAR)			UNCLASSIFIED			618-11-650-617		
(U-446) See M.O. 1026.1						Reference Center Room 1656 NS		
002 PAR			003 U.S. OBLIGATION SPAN			004 PROJECT TITLE		
AS OF: MO. DAY YR.			FY Thru FY			Teacher Education in East Africa		
78 169			64 70					
008 COOPERATING COUNTRY - REGION - AID/W OFFICE								
(Kenya, Tanzania, Uganda) East Africa Regional								

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1969)	6,640	6,020	-	-	5,618	-	24	43	95	577	283
PROPOSED OPERATIONAL YEAR (FY 19 70)	2,023	2,010			2,010	-	-			13	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : Operational Year Program :

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/ PASA/ VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	1. Teachers College, Columbia University	1	1	AID/afr-420	
		2.				
		3.				

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative may refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed and the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary):

The concept for a Teacher Education in East Africa Program originated at a conference held in Princeton, New Jersey, December 1960. It was attended by educators and representatives from the United States, the United Kingdom and the East African countries of Kenya, Tanzania, Uganda and Zanzibar. The conference concluded that the most urgent

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
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needs of the East African countries were: (1) to replace the departing expatriates from secondary schools with better qualified teachers; and (2) to accelerate the planned expansion of the secondary school system.

As an outgrowth of the Conference the Agency for International Development concluded a Contract (AIDc 1911, April 25, 1961 - Teachers for East Africa - TEA) with Teachers College, Columbia University (TCCU) to: (1) supply qualified secondary teachers in cooperation with the United Kingdom to help the East African Governments to meet their teacher emergency needs; and (2) provide assistance to the aforementioned governments and to Makerere University College to enlarge and upgrade training programs for secondary school teachers.

American teachers were recruited in annual "Waves". They served under two-year contracts and were posted in more than 100 secondary schools throughout Kenya, Tanzania and Uganda. As previously indicated, TEA was considered by both the United States and the United Kingdom as an emergency measure to relieve the critical shortage of secondary teachers in East Africa. As early as 1962 the U.S. began seeking ways to phase out the TEA/TCCU program within two or three years. When the decision became known, the Peace Corps asked to be allowed to replace TEA teachers with qualified Peace Corps Volunteers. In 1964 "Wave 4" of TEA teachers was the last group recruited by TCCU. The termination of contract personnel was completed by 1967, by which

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time Peace Corps Volunteers had largely taken over their teaching duties.

The contributions made by the TEA teachers are considered significant by the East African Governments. The response of the TEA Program to the teacher supply problem confronting the East African countries helped to fill a critical need. But despite efforts of the East African Governments to increase the supply of teachers during the period 1961-1964, there continued to be a drastic shortage of elementary and secondary teachers throughout East Africa. The problem was aggravated seriously by rapidly growing enrollments at the upper primary and secondary levels.

The decision to terminate the TEA Project and replace the TEA teachers with Peace Corps Volunteers enabled AID and TCCU to direct their attention to other important aspects of educational development for the Region. With encouragement from the TEA Chief-of-Party the East African Ministries of Education and the University of East Africa began giving serious consideration to the countries' most urgent educational requirements.

The basic idea for the development of the Teacher Education for East Africa Program (TEEA) evolved at the Annual University of East Africa Conference held at Mombasa, Kenya January 27-30, 1964. The Conference results also were instrumental in the establishment of a National

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Institute of Education in each of the three East African countries. The Institutes were to serve as the vehicle for institutionalizing cooperative working relationships among the Ministries of Education, Teacher Training Colleges and the Colleges of Education of the three national campuses of the University of East Africa on problems related to: (a) developing and expanding teacher training programs; (b) providing in-service up-grading programs for teachers; (c) curricula development; (d) educational research; (e) selection and use of instructional materials; and (f) a medium through which all educational agencies in the countries concerned might coordinate their educational efforts in the field of teacher education.

The Mombasa Conference requested United States' assistance in supplying experienced American educational personnel to fill positions as tutors in East African teacher training institutions and as staff educators in Institutes and Colleges of Education. From March 27, 1964 to July 1, 1966 the program which functioned under TCCU's direction was carried on through Letters of Agreement between the Agency for International Development and Teachers College, Columbia University. On the latter date, Contract AID/afr-420 between AID and TCCU was signed and the TEEA program was duly authorized. By means of additional agreements between the contracting parties, the Program, which will be discussed and evaluated in the following pages of this report, will continue to December 31, 1971.

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PROJECT EFFECTIVENESS

Defining the Objectives:

AID Manual Order 1026.1 which provides guidelines for project evaluation suggests that any evaluation exercise must proceed from clearly stated program goals and objectives with (a) well defined project targets, based on reliable starting point data; and (b) quality standards and time schedules for resource inputs and planned outputs. In the case of the TEEA project, there has never been complete and general agreement about the objectives to be accomplished or their target dates.

There are in fact a broad spectrum of views about TEEA's objectives, particularly about the role of TEEA tutors. The numerous statements about these objectives can be reduced to two polar positions. At one end of the spectrum is the view that the primary and perhaps exclusive objective of TEEA is simply to assist the East African countries to train some unspecified number of East African teachers. To achieve this TEEA provides American teacher trainers (tutors) who help to fill a manpower shortage in East Africa's teacher training colleges (TTCs). This view of TEEA's purpose is put forward in the contractor's latest recruiting circular which describes the TEEA tutor's role as essentially (albeit not exclusively) to fill a temporary manpower gap. More importantly, the responses to a December 1968 questionnaire showed that a majority of the TEEA tutors view their role in that way. Most

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TEEA tutors do not feel they are expected to achieve any significant improvements in their colleges during their two-year assignments.

Under this view of TEEA, tutors are thus provided essentially to solve the quantitative problem of training East African teachers. In contrast, staff (Educators) are provided to the Institutes of Education to assist with the qualitative problem of developing better curriculum and teaching materials.

At the opposite end of the spectrum is the view that the primary objective of TEEA is to make a permanent improvement in the quality of teacher training programs and institutions in East Africa. Filling the vacancies at TTCs provides the vehicle through which this objective can be pursued. To achieve this objective, the emphasis of the TEEA tutors' work should be aimed at improving the methods and systems employed in the colleges, and at those individuals who will direct the teacher training programs in the future, particularly African tutors and training college administrators.

According to this view of TEEA, the innovative function of the tutor is seen as part of a comprehensive program to improve East Africa's teacher training system. While TEEA tutors assigned to colleges throughout East Africa made qualitative improvements at the college level, other TEEA personnel would work in the Institutes of Education to press for the complimentary changes in curriculum development. The

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higher level Educator would supplement and support the tutors and thereby maximize their influence. Thus, under this conception of TEEA, the two basic inputs of the project would both be directed toward exactly the same objective: to encourage qualitative improvements in East Africa's training systems.

This view of the role of the TEEA tutors has been frequently expressed by both AID and the Contractor. As early as March 1964, for example, Carl Bigelow wrote to Hugh Mohrbacher saying: "The intent (of TEEA) was not primarily to fill vacancies on teacher training college staffs, but rather to place in selected colleges one or more exemplars of outstanding teaching ability. They would assist in upgrading the quality of teacher training colleges through their effect on their students, serving teachers, and their colleagues." The influence on their colleagues was to be achieved "by example and tactful guidance and by participation in organized institutional efforts in self-improvement." Minutes of an AID/TCCU meeting held in February 1965, show that AID fully supported that view.

The TEEA PIO/T is somewhat ambiguous but tends to support this more comprehensive view of the tutor's role. It refers, for example, to the "dual role" of the TEEA tutors to indicate the tutor's role as an "exemplar" as well as his regular teaching role. More specifically, the PIO/T emphasizes the tutor's role in demonstrating modern teaching methods and collaborating with personnel from the Ministries and Institutes of Education to promote the improvement of curriculum and teaching methods.

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Accomplishments:

Regardless of where one places the emphasis, all those concerned with TEEA would agree that assisting the East African countries to train more good African teachers is one objective of the project. Since this objective has not been precisely defined in either quantitative or qualitative terms, it is impossible to say authoritatively whether or not its attainment to date is adequate. There can be no doubt, however, that the provision of highly trained American teacher trainers to fill vacancies at East Africa's teacher training colleges has contributed to the attainment of that objective. On the quantitative side each TEEA tutor probably contributes during his two-year tour to the training of several hundred African teachers. Since African tutors were not, and still are not, available to fill these tutor positions, it would have been impossible to train as many East African teachers without foreign assistance such as that provided through TEEA.

The quantitative effect of TEEA is indicated by the fact that 164 TEEA tutors have thus far been supplied in East Africa. The 89 tutors currently serving in East Africa represent approximately 9% of all the tutors available in East Africa, or about 18% of the expatriate tutors. During the college term most TEEA tutors have a full work load and the colleges themselves are filled to the number permitted by dormitory accommodations. The average teaching load of TEEA tutors is 23 class periods per week. Tutors also spend time outside of

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the classroom working on lesson planning, observing practice teaching, counselling students, directing special interest clubs, participating in in-service courses, developing teaching materials, and engaging in other worthwhile school or community activities. Most tutors take great pride in their work and work hard, although no harder than they did in the U.S.

An exception to the high utilization rate exists at Kenyatta College in Kenya where fifteen TEEA tutors are assigned. These are strong indications that Kenyatta College is overstaffed and that teaching loads could be increased; most TEEA tutors assigned there teach about 16 periods per week, some teach as few as 9 or 10 periods per week. Many of these tutors feel that their contribution is needlessly constrained by this and other facets of the college's administration. Morale of the staff is low.

The Kenyatta College situation has been brought to the contractor's attention on several occasions by the AID project manager. AID has suggested that the number of TEEA tutors at Kenyatta might be reduced so as to leave only those in Science and Math who are most adequately utilized. The Chief-of-Party is searching for ways to ease this problem without seriously upsetting project implementation plans or the Ministry of Education.

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TEEA has also contributed to improving the teacher training programs, although the quality of the East African teachers which TEEA tutors have helped to train is not high by American standards. U.S. standards, however, are unobtainable in East Africa at the present time, and are therefore inappropriate. To try to evaluate newly trained African teachers by an "East African standard" is equally impossible as no formal standard exists; even the standard of "acceptability" is changing constantly. What is important to East Africa is that the standard is rising. What is important in terms of this evaluation is that TEEA tutors are contributing to that improvement.

There is no doubt that teaching standards in East Africa are rising. Newly trained teachers are better trained both academically and professionally. The ratio of trained teachers to untrained teachers is increasing constantly due to the growth in the number of TTC enrollments and to the increased opportunity for teachers to receive in-service training. Moreover, the quality of instruction of both pre-service and in-service teacher training programs is improving.

Identifying the specific contribution of TEEA tutors to this rise in equality must of necessity be a subjective exercise. Even if one could test the ability of newly trained African teachers as they leave the colleges, it would be virtually impossible to attribute their abilities (or lack of them) to particular tutors. Our judgment is, therefore,

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based on impressions formed through field visits to almost all TEEA tutors serving at the time of this report, on discussions with the principals of teacher training colleges at which TEEA tutors are serving, and on the views expressed by Ministry of Education officials.

TEEA tutors spend the great bulk of their time essentially as classroom teachers, just as do other TTC tutors. In comparison with their fellow tutors in East Africa, TEEA tutors are generally superior to African tutors, most of whom are not adequately trained, and are equal or very slightly superior to other expatriate tutors.

The comparison of American tutors with other expatriate tutors in East Africa, most of whom are British, is an interesting one and noteworthy because of its possible applicability to other AID contract personnel in the education field. In contrast to other expatriates, the American tutors are on the average better trained, more knowledgeable and up-to-date in their field, and perhaps more highly motivated. The majority of the TEEA tutors advocate and, unlike many of their associates, actually employ good teaching techniques. On the negative side, TEEA tutors normally have less experience with foreign environments generally, and far less relevant experience with the particular educational environment that exists in East Africa. The adjustment required of TEEA tutors is usually difficult, often long, and sometimes painful. Several TTC principals have remarked that TEEA tutors become highly effective only during the last 6-12 months of their tours.

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Because of the strong role Britain has played in the development of East African education, the adjustment required of British expatriates is significantly less. The net effect of these factors, in the view of most TTC principals, is to make TEEA tutors roughly equal in effectiveness as teachers to other expatriate tutors working in East Africa. TEEA tutors are desired, but seldom preferred over other expatriate tutors.

Almost all TEEA tutors are extremely conscientious and have taken on extra-curricular duties at their colleges. These duties might involve introducing new sports programs, revising a syllabus, doing the college's time-tabling, or any number of other useful tasks. In most cases they have accepted these duties willingly, many times they volunteered, sometimes they have even struggled with conservative headmasters for the "privilege" of organizing an activity which has not before been attempted at that college. Each tutor's particular contribution is determined mainly by his personal interests and abilities, subject to the constraints imposed by his college's administration.

The effectiveness of these efforts to introduce new ideas to improve the teacher training program vary significantly from college to college and tutor to tutor. Success in introducing new ideas has depended largely on:

- (1) the tutor's ability to see problems and to develop workable solutions to them;

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- (2) the tutor's ability to sell his ideas; and
- (3) the receptivity of other staff members, particularly the principal, to new ideas.

The ability of TEEA tutors to see problems at their respective TTCs has been extremely high, sometimes so high that they become depressed by the enormity of their college's needs. In almost all cases, however, tutors do adopt positive attitudes about trying to correct the deficiencies they see.

The ability of tutors to find workable solutions to the problems they see is also considerable, although visits to the TTCs revealed a few remarkable exceptions, i.e. instances where tutors failed to see very obvious opportunities to introduce improved practices.

Although most tutors do adopt special "pet projects" to work on, oftentimes they concentrate their energies on deficiencies which are of relatively minor importance, e.g. the lack of special interest clubs for TTC students. A tutor's particular project is determined by his own special interests and by his perception of his college's needs.

Obviously not all tutors will attach the same relative priority to the many professional problems they encounter. Particularly during the lengthy adjustment period which TEEA tutors undergo, many must find

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it difficult to accurately determine and analyze the problems, attach appropriate priorities to each one, develop and sell workable plans to alleviate the problem, and implement those plans.

If tutors are to have the maximum favorable impact, they must be given professional guidance and leadership. Provision of guidance and leadership to the tutors is among the most important of the Contractor's responsibilities. It is this responsibility, not the provisions of recruitment and logistic support, which justifies the employment of a Contractor such as TCCU for this project. Unfortunately field visits by the Contractor's Kampala headquarters staff have not provided the amount of guidance and leadership required.

Together with the host governments, the Contractor should formulate a concept of what East African teacher education should be and what the critical steps in reaching that objective are. These concepts, along with positive suggestions on how to proceed, should be conveyed to the tutors. Having given the tutors the basic directions, the Contractor should provide frequent field visits by a competent professional educator, preferably the Chief-of-Party, to encourage, advise, and where possible assist the tutors to achieve the desired changes in the colleges.

TEEA has supplied a varying number of staff members (Educators) to the Institutes of Education, and previously to the University College,

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Nairobi, Department of Education. While a thorough evaluation of their work has not been possible, a brief assessment indicates that they are making a very significant contribution. In Uganda, Specialists in Mathematics, Science, and Education are working to improve the curriculum of the teacher training colleges and to upgrade Ugandan tutors. In Tanzania's Institute of Education, TEEA Educators are working on secondary school textbook development. Kenya has a TEEA Mathematics Educator who is working on the primary school mathematics curriculum. Much valuable work has been accomplished and should be recorded in the Chief of Party's annual report. Unfortunately the annual report due January 1, 1969 covering the period January 1, 1968 to December 31, 1968 has not been received by EAORA or the USAIDs.

Objectives:

Regardless of which objective AID is seeking, the TEEA project does clearly provide assistance for alleviating a manpower gap, but it does little to close that gap permanently. Without some provision for training African tutors the need for expatriate personnel will continue indefinitely. In actual fact, while Tanzania has taken adequate steps to reduce the tutor manpower shortage and now can reduce its dependence on expatriates, in Kenya and Uganda the tutor training programs have been so overwhelmed in meeting the demand for tutors brought about by the rapid expansion of their school systems that dependence on expatriate tutors grew steadily between 1964 and

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1968. Reportedly these two countries are planning to begin new tutor training programs, but until the rate of output of trained African tutors catches up and surpasses the rate of growth of TTC staff, the need for expatriates will continue to increase. Until that time the need for expatriate tutors to fill vacant TTC positions will continue, and determination of any phase-out plan for TEEA based on the elimination of the need for expatriate tutors is impossible.

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PART I-B - PROJECT EFFECTIVENESS

009 I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	<p>1. The quality of East African teachers leaving the TTCs should rise in terms of:</p> <p>a) their knowledge of the subject(s) they will teach;</p> <p>b) their understanding of the learning process and their ability to utilize a variety of effective teaching methods; and</p> <p>c) their professional commitment.</p> <p>2. The number and type of tutors in East Africa should contribute to keeping the teacher training colleges adequately staffed to permit them to run at full capacity and to gradually raise the academic level of the colleges from post-primary to post-secondary training.</p> <p>3. The number and variety of in-service training opportunities should be increased so that the number of untrained and under-trained teachers can be reduced.</p> <p>4. Improved syllabuses should be produced and utilized in TTCs and primary and secondary schools.</p> <p>5. Teaching aids should be produced and distributed to the schools and colleges.</p> <p>6. The quality of the training programs offered in the teacher training colleges should be improved by training and/or upgrading African tutors and college administrators.</p> <p>7. East Africans should be trained to fill posts in the Institute of Education and the teacher training colleges which are presently vacant or filled by expatriates.</p>					SEE NARRATIVE I ON PROJECT EFFECTIVENESS

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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) Increase the efficiency of investment in education by making the content of education programs more relevant to the East African environment through the use of TEEA Educators	2	2
	(2) To narrow the middle level manpower gap through the training of East Africans by TEEA tutors	2	2
	(3)		
	(4)		

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I):

(1) The TEEA Educator can be expected to function well because the Contractor has done an excellent job of recruitment. However, they do have problems and these problems are often external to the institute in which they work. In some cases, however, movement is so slow that frustrations run high. Part of these limitations grow out of the inadequately defined status of the institutes. Basically, the question revolves around their relationship to the ministries and to the universities. Apparently institute directors would prefer to be associated with the faculty (department) of education of the university rather than with the ministry. On the other hand, it appears that ultimate authority rests in the ministry regardless of the day to day autonomy enjoyed by the institutes. And, of course, authority, by definition, must be ultimate.

This problem has affected TEEA educators unevenly. For some it does not appear as a problem; for others, contributions are diminished in value.

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Generally, the specialized goals of the specialized educators have been attainable. They have made special contributions in mathematics and science. Syllabi have been produced and effective in-service education programs are in process. It appears that because of the close association of the TEEA educators with East Africa specialists, the practices and programs on which they are working have excellent prospects of becoming permanent. Ministry personnel indicated a heavy dependence upon the efforts of the specialists as did the principals of the teachers' colleges.

(2) Temporarily the TEEA tutor will have an effect on both the quantity and quality of the graduates of the teacher training college. The tutors by filling unoccupied positions in the teacher training institutions made possible an increase in the TTC enrollment. The calibre of an American tutor coupled with his strong desire to do his best as a teacher undoubtedly had a positive effect on the quality of teacher trained at the TTC. These two benefits must be considered to be temporary because the effect upon TTC students will last only as long as the TEEA program continues to supply tutors. The long range effect on the quality of teacher produced probably cannot be measured with any degree of accuracy and in any event the lasting effects of superior tutor instruction probably diminishes rapidly once the student teacher begins teaching.

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PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	NA
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a)		(b) STATUS - PLACE AN "X" IN ONE COLUMN		
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(1)	(2)	(3)
		BEHIND SCHEDULE	ON SCHEDULE	AHEAD OF SCHEDULE
A.	<u>Chief of Party</u>			
	1. Recommend to AID the number of staff and tutors and their locations.			
	2. Personnel Management - frequent field visits, terminations, evacuations, etc.			
	3. Plan and direct annual University of East African Conference on Teacher Education.			
	4. Plan and direct annual tutor workshops.			
	5. Encourage regional cooperation in teacher education and curriculum development activities.			
	6. Provide professional and administrative leadership for the project.			
	7. Ensure efficient and effective use of all project personnel in East Africa.			
	8. Assist contract personnel with commodity orders.			
B.	<u>TCCU New York</u>			
	1. Prepare Workplan.			
	2. Provide overall coordination and leadership.			
	3. Recruitment, selection, and orientation of all project personnel.			
	4. Budget management, accounting and financial services.			
	5. Logistic support - salary determination and payment, medical policies and examinations, shipment of personal effects, etc.			
	6. Policy liaison with AID/Washington.			
	7. Purchase and shipment of contract commodities.			
C.	<u>Country Chairman</u>			
	1. Provide liaison between tutors and host government.			
	2. Provide local administrative and logistic assistance to tutors and educators.			
	3. Provide liaison between tutors and Kampala Office - collect and disseminate information as required.			
D.	<u>Tutors</u>			
	1. Offer regular pre-service instruction in the teachers' colleges to which they are assigned.			
	2. Participate formally and informally in activities designed to help upgrade serving teachers in primary and secondary schools.			

(Continued)

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PAR CONTINUATION SHEET

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3. Demonstrate modern teaching methods and assist in improving the curriculum at the teachers' college.
4. Collaborate with higher personnel (Ministry of Education, Institute of Education and regional personnel and the American Contractor) in promoting the improvement of the curriculum and of teaching methods.

E. Institute Staff

1. Serve as consultants for their subject fields in curriculum groups which are set up to improve syllabi and draft them to changing needs.
2. Teach in-service training and upgrading courses during regular term time and in vacation courses, both in TTCs and at the local University College.
3. Provide direct help through demonstrations at the teachers' colleges.
4. Be available to teach, in their special subjects, the education students at the local University College.
5. Encourage the formation of and assist in the teaching of courses for the pre-service preparation and in-service upgrading of African tutors.

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

(a) On schedule		X
(b) Ahead of schedule		
(c) Behind schedule		
(1) AID/W Program Approval		
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)		
(3) Technicians		
(4) Participants	Behind Schedule	
(5) Commodities (non-FFF)		
(6) Cooperating Country		
(7) Commodities (FFF)		
(8) Other (specify):		

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
026 Understanding of project purposes		035 Working relations with Americans	P
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element	N	038 Home office backstopping and substantive interest	
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	P
031 Adherence to AID administrative and other requirements		040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
		052 Appropriateness of original selection	
PREDEPARTURE		053 Relevance of training for present project purposes	
042 English language ability		054 Appropriateness of post-training placement	
043 Availability of host country funding		055 Utility of training regardless of changes in project	
044 Host country operational considerations (e.g., selection procedures)		056 Ability to get meritorious ideas accepted by supervisors	
045 Technical/professional qualifications		057 Adequacy of performance	
046 Quality of technical orientation		058 Continuance on project	
047 Quality of general orientation		059 Availability of necessary facilities and equipment	
048 Participants' collaboration in planning content of program		060 Mission or contractor follow-up activity	
049 Collaboration by participants' supervisors in planning training		061 Other (describe):	
050 Participants' availability for training	N		
051 Other (describe):			

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK.	062 FFF	063 NON-FFF	064 NO COMMODITY ELEMENT		072 Control measures against damage and deterioration in shipment.	
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					073 Control measures against deterioration in storage.	
066 Quality of commodities, adherence to specifications, marking.					074 Readiness and availability of facilities.	
067 Timeliness in procurement or reconditioning.				N	075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port of entry.					076 Maintenance and spares support.	
069 Adequacy of port and inland storage facilities.					077 Adequacy of property records, accounting and controls.	
070 Timeliness of shipment from port to site.					078 Other (Describe):	
071 Control measures against loss and theft.						

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

The implementation of this project has generally been satisfactory. Tutors and Institute of Education staff have been carefully and promptly chosen, and the high quality of the tutors and Educators in the field testifies to the effectiveness of the recruiting system.

Nevertheless, many tutors suggest that TCCU should place greater emphasis on recruiting teachers with experience in primary education. This would be appropriate for the majority of TEBA tutors who are assigned to primary teacher training colleges where the academic standards are often very low. Primary school experience also gives TEBA tutors assigned to primary TTCs a better appreciation of the problems they must prepare their students to face.

One notable exception to the Contractor's excellent record of prompt recruitment has developed during the past year. The Instructional Materials (IM) Specialist, for whom recruitment was first authorized in June 1968, did not arrive until July 1969.

The long delay in recruiting an IM Specialist was symptomatic of an apparent general deterioration in project implementation from New York during the latter half of CY 1968. Particularly disturbing were the lengthy delays in implementing the new provisions of the 1968 PIO/T. Failure to bring the new salary system into effect,

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for example, had a serious detrimental effect on the tutors' morale.

Implementation in the field deteriorated during the same period because of a shortage of staff in the Chief-of-Party's office. Field visits were almost completely curtailed. The situation was particularly bad in Kenya and Tanzania because the Country Chairman concept was not working well. The responsibilities of the Country Chairman were not well defined, and many tutors did not even know their Chairman's name. It was also found that Country Chairmen working in their spare time could not provide adequate administrative support to the tutors.

Much improvement has been made thus far in 1969 in project implementation. All of the provisions established by the 1968 PIO/T have been, or soon will be, effected, and the Regional Operations Officer has visited each of the tutors. One problem that remains, however, is the insufficient number of field visits made or contemplated by the Chief-of-Party.

With the exception of those assigned to Kenyatta College, tutor morale is now quite high. At Kenyatta, a number of tutors reportedly feel that the new salary provisions are inequitable. Those TEEA tutors who have spent more than one tour have benefited less than newly recruited tutors, although all tutors are better off with the new salary and benefits.

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The planning and implementation of the UEA Conference and TEEA tutor workshops have been on schedule. To make the workshops more effective, the project manager has suggested that tutors participate in their planning.

Problems have occurred with respect to the timely procurement of project commodities, particularly the \$200 worth of teaching materials each tutor is permitted to purchase with contract funds. Most tutors wisely wait until they can assess the needs of their college before deciding what to order, but once they have decided, there are often further long delays before they can obtain the required catalogue and place their orders. Many additional months then go by before delivery is made. Tutors are sometimes half-way through their tour before their instructional materials arrive. The severity of this problem should be reduced by the Instructional Materials Specialist.

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PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	P
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	
082 Availability of reliable data for project planning, control and evaluation.	
083 Competence and/or continuity in executive leadership of project.	N
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	
086 Existence and adequacy of a project-related LDC organization.	
087 Resolution of procedural and bureaucratic problems.	P
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	N
089 Maintenance of facilities and equipment.	P
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	N
092 Political conditions specific to project.	
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	N
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	
100 Planning and management skills.	
101 Amount of technician man years available.	
102 Continuity of staff.	
103 Willingness to work in rural areas.	
104 Pay and allowances.	
105 Other: Availability of counterparts	N

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

The effective implementation of this project has required the cooperation and close support of each of the three East African Governments. Throughout East Africa TEBA personnel have worked in harmony with host government officials in the Ministries of Education, in the Institutes of Education, and in numerous teacher training colleges.

Nevertheless, there are indications that the potential contribution of TEBA tutors toward improving teacher training programs is not fully exploited by the cooperating governments. One indication of this is the posting of tutors which is done almost exclusively on the basis of vacant slots. If TEBA tutors were expected to do more than teach, then their placement would be determined not exclusively by where a vacancy occurred (since tutors can be switched around), but by the type and severity of the problems the various teacher training institutions face, by the willingness of those institutions

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to accept advice, and by the number of TEEA tutors required to make the desired impact. For the most part TEEA tutors are treated just the same as are other tutors. There is no report of any of the Ministries of Education instructing TTC principals to use TEEA tutors in an advisory or supervisory capacity, and they have rarely been used in that way. As a result, an excellent opportunity to introduce new ideas and to give African tutors training on-the-job has been missed. Whether or not upgrading local personnel and improving teacher training programs were the intended objectives of this project, failure to use tutors in this way, particularly after they had a year of experience on-the-job, has inevitably led to their under-utilization.

In their efforts to introduce new ideas TEEA tutors often face the opposition of conservative college principals. The freedom of action given to TEEA tutors is usually limited to their classrooms. If Ministry and Institute of Education personnel were to encourage TTC principals to permit more freedom of action to experienced TEEA tutors, the impact of the American tutors would be proportionately greater. Moreover, the leadership in determining the type of changes TEEA tutors might help to introduce should come from the host government; to date it has not. Implementing this suggestion would be tantamount to giving TEEA tutors a somewhat privileged position with respect to other tutors, but the increased contribution TEEA tutors could make warrants such a step.

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The area in which host government action has been most inadequate is in the training of replacements for TEEA personnel. The extent to which this criticism applies varies from country to country. It appears that Tanzania has progressed the farthest and has stated that it requires only one new TEEA tutor and one Educator this year. Kenya and Uganda have made little progress replacing project personnel with nationals and would like AID to increase the TEEA input.

Funds have been authorized under this project for the training of East Africans who would eventually serve in the Institutes of Education. To date, however, only one man, a Ugandan, has been put forward for Participant Training. Meanwhile, only in Tanzania have the requests for American educators to serve in the Institutes decreased. The reasons suggested for the slow Africanization of Institute posts include the desire to maintain high professional standards and the lack of East Africans qualified to undergo the advanced training required. While these are basically legitimate arguments, it may be that East African educators are insisting on unrealistically high standards.

With the number of East Africans completing Bachelors Degrees increasing rapidly, finding qualified candidates for advanced training should become easier. It is recommended that every effort be made to locate suitable East Africans for Participant Training and that money be made available for this purpose as required.

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Except in Tanzania, the situation with respect to the training of East Africans to serve as tutors is even more discouraging. In Kenya the number of citizens employed as tutors increased between 1965 and 1969 from 137 to 169, but because of the expansion of teacher training, the percentage of Kenya citizens in the TTCs fell from 37% to 26%. In Uganda the quantitative situation is even worse; during the same period the number of African tutors fell from 135 to 127 and the percentage from 50% to 40%. The number and percentage of expatriate tutors, including TEEA, has risen to fill the widening manpower gap.

Only in Tanzania has progress been made in Africanizing the tutor labor force. However, the priorities for continuing this trend seem not to be high since the Tanzania Second Five-Year Plan does not mention tutor training or the staffing plans for new and enlarged teacher training colleges.

Progress in raising the quality of local tutors has been significant in Uganda. Over the past few years most Ugandan tutors have undergone two one-year upgrading courses at the Uganda National Institute of Education. TEEA Educators have been the backbone of these courses. Thus, even though Uganda has produced a few new African tutors, at least it can claim that those Ugandans serving as tutors are now adequately qualified.

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The Kenyans cannot make this claim. The Kenya Government has done virtually nothing to upgrade its many inadequately trained African tutors.

The neglect of pre-service and in-service courses for tutors in Kenya could be interpreted as indicating that the Kenya Ministry of Education attaches a low relative priority to teacher training. This interpretation of the facts is substantiated by the limited time and concern the Institute of Education has devoted to curriculum development for the teacher training colleges. Until this year each college has been developing its own syllabus and examinations for most subjects with little guidance or supervision from the Ministry or Institute of Education or the Department of Education of the University College, Nairobi. TEEA Educators assigned to the Institute of Education have been primarily engaged in primary and secondary school curriculum development rather than teacher training activities.

In Uganda and Tanzania on the other hand, the TEEA Educators in the Institutes of Education have been concerned with rewriting syllabus and upgrading tutors for the teacher training colleges. Their intimate association with teacher training has combined to give the two elements of TEEA a complementary relationship which is not found in Kenya.

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One final problem is the lack of adequate supporting facilities in the TTCs. In almost all colleges, the effectiveness of TEEA tutors, and all other tutors, is reduced by the dearth of teaching materials. The same problem, of course, exists in all developing countries, and the East African countries should not be expected to solve it in the near future.

Another type of supporting facility, laboratory or demonstration schools, are found at each TTC in Uganda, but are extremely rare in Kenya. The Kenya Government should be strongly encouraged to develop a demonstration school at each of its TTCs.

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PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change.

For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 I):

With project implementation scheduled to terminate in two years, major changes in project purposes or design would not be appropriate. However, recommendations made by Harris and Holmes in their report dated August 15, 1969 are being considered - see TOAID A-555.

IV-B - PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

1. Continued as presently scheduled in PIP.	X
2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID W).	
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow.	
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. __.	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

See report by Harris and Holmes dated August 15, 1969 and TOAID A-555.

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