

660016 (4)

AID 1020-25 (7-66) PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1 SECURITY CLASSIFICATION UNCLASSIFIED 001 PROJECT NUMBER 660-11-720-016 PD-AAB-850-D1

002 PAR AS OF: MO. 12 DAY 5 YR. 69 003 U.S. OBLIGATION SPAN FY 61 THRU FY 73 004 PROJECT TITLE SPECIALIZED POST UNIVERSITY TRAINING 15p. 005 COOPERATING COUNTRY - REGION - AID/W OFFICE CONGO (K)

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 19 69) | 2465 | | | | | 2462 | | | | | |
| PROPOSED OPERATIONAL YEAR (FY 19 70) | 250 | | | | | 250 | | | | | |

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : NONE Operational Year Program : NONE

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/VOL AG NO. | 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. NA | | | NA | |
| | | 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 can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if 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):

HISTORY: This is the initial PAR for the Specialized Post University Training Project which began in FY 1961.

Participant training in the Congo began in 1960 when the United States Government granted 300 scholarships to the Government of

MISSION DIRECTOR APPROVAL → SIGNATURE DATE 1/7/70

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PAR CONTINUATION SHEET

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the Congo. These scholarships were provided for short term non-degree studies primarily for Congo Government officials in such areas as legislative services, public and school administration, agriculture, transportation, teaching and technical skills. Since this initial grant the AID training program has in cooperation with the Government of the Democratic Republic of the Congo, undergone many innovations in its priorities and direction.

In 1962 the first undergraduate scholarships were granted to the Congo by AID. To date there have been 16 Congolese who have received bachelors degrees in the United States under AID sponsorship and there are two who will complete their degrees in 1970 and return to work within the government and universities of the Congo.

In 1967, AID began the participant training program which is currently in existence emphasizing training at the graduate level for professors and assistant professors of Congolese institutions of higher learning. This program is specifically aimed at developing Congolese teachers for the staffs of the universities. Twelve graduate scholarships are granted each academic year to qualified Congolese who have been selected as future professors by their universities or to those professors requiring additional graduate studies. The priority areas of study are education, economics and public administration.

The current AID training program also includes a limited number of short-term training programs. The objective of this program is to provide practical experience, such as on-the-job training, in such areas as education, agriculture, public administration, and studies in technical fields.

Since the inception of the training program in 1960, AID has sponsored a total of 582 Congolese for studies in the United States and other countries. The program has been administered in collaboration with the Ministry of Education and the Government of the Democratic Republic of the Congo provides for the international travel costs of the participants. Below is a tabulation of those Congolese who have studied in the United States and/or third countries under the Specialized Post University Training Project since 1960.

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| | <u>Total</u> | <u>Returned</u> | <u>In Training</u> |
|--------------------------------|--------------|-----------------|--------------------|
| Public Administration | 134 | 133 | 1 |
| Education | 123 | 121 | 2 |
| Lovanium University | 64 | 62 | 2 |
| Lubumbashi University | 7 | 2 | 5 |
| Kisangani University | 5 | 1 | 4 |
| ENA (School of Administration) | 75 | 72 | 3 |
| NPI (Pedagogic Institute) | 2 | 2 | 0 |
| Agriculture | 46 | 46 | 0 |
| Communication ^{1/} | 35 | 32 | 3 |
| Transportation | 13 | 13 | 0 |
| Forestry | 3 | 3 | 0 |
| Labor | 8 | 8 | 0 |
| Public Safety ^{2/} | <u>67</u> | <u>67</u> | <u>0</u> |
| TOTAL | 582 | 562 | 20 |

There are currently 16 Congolese participants studying in the United States at the Bachelor, Master's and Doctorate levels and 4 on non-degree technical programs. Below is a tabulation of these participants listing their area of study and American University:

| <u>Name</u> | <u>U.S. University</u> | <u>Field of Training</u> | <u>Employment Year Return</u> | <u>Estimated Date of Return</u> |
|----------------------------|------------------------------|--------------------------|--------------------------------------|---------------------------------|
| MBAKI, Maurice | Univ. of Southern California | MA/Economics | Prof. Universite Officielle du Congo | June 1971 |
| NGOIE, Robert | St. Louis Univ. | MS/Physics | Prof. UOC | June 1971 |
| MAWISA, Vincent | Univ. of Southern California | MA/Economics | Prof. UOC | Feb. 1971 |
| TSHILOMBO, Auguste | Georgetown Univ. | MA/Economics | Prof. UOC | Oct. 1971 |
| MUTONKOLE, Jean-Christophe | Georgetown Univ. | MA/Civil Engineering | Prof. UOC | Oct. 1969 |
| SENDWE, Edouard | Boston Univ. | PhD/Sociology | Prof. Universite Libre du Congo | Feb. 1971 |
| YOUDI, Robert | Stanford Univ. | PhD/Education | Prof. ULC. | Sept. 1971 |

^{1/} Fifteen participants funded under this category from Public Safety Project 660-11-710-014.

^{2/} All participants in this category funded from Public Safety Project.

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| Name | U.S. University | Field of Training | Employment Year Return | Estimated Date of Return |
|----------------------|------------------------------|--------------------------------------|---|--------------------------|
| DIAMBOMBA, Auguste | Stanford Univ. | PhD/Economics | Prof. ULC | Sept 1973 |
| MUYUMBA, Francois | Portland State Univ. | MA/English | Prof. ULC | Aug. 1972 |
| BUBU, Donatien | Univ. of Southern California | MA/Statistics | Prof. Ecole Nationale d'Administration | Feb. 1971 |
| NTIL, Julien | Georgetown Univ. | MA/English | Prof. ENA | Feb. 1973 |
| MBENZA-NGOMA Benoit | Georgetown Univ. | MA/Business Administration | Prof. ENA | Feb. 1973 |
| TSHIWALA, Benoit | Georgetown Univ. | MS/Linguistics | Prof. Lovanium | Sept.1970 |
| TSHITENGE, Jean Paul | Georgetown Univ. | PhD/Business Administration | Prof. Lovanium | Oct. 1973 |
| AKA, Medard | Chapman College | History and Political Science | BA/USAID to place | Feb. 1970 |
| BALUTILA, Omer | Arizona State University | History | BA/USAID to place | Feb. 1970 |
| OKITO, Emmanuel | Georgetown Univ. | Statistics and Census Training | Non-Degree/ Deputy Dir. Census Office | Sept.1970 |
| DJAMANY, Ange | R.C.A. Institute | Television Operation and Maintenance | Non-Degree/ National Television, Radio Technician | Nov. 1970 |
| DIBECT-SANI | R.C.A. Institute | Television Operation and Maintenance | Non-Degree/ National Television, Radio Technician | Nov. 1970 |
| LONGOMBE, Raphael | R.C.A. Institute | Television Operation and Maintenance | Non-Degree/ National Television, Radio Technician | Nov. 1970 |

PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

(1) Overall Performance and Effectiveness of Project Implementation in Achieving Stated Project Targets:

Since 1960, 500 Congolese have received training of one kind or the other under the Specialized Post University Training Project. This figure is particularly significant in view of the fact that on the eve of Independence the Congo was almost devoid of highly trained personnel with advanced training in administrative and technical areas. On June 30, 1960, Independence Day, there were 17 Congolese university graduates, and less than 200 secondary school graduates.

The picture has changed considerably since 1960. Each year increasing numbers of young Congolese graduate from the four universities and the seventeen institutes of higher education as well as the nine hundred secondary schools. This achievement has resulted, at least in part, from the contributions of many of the AID participants. Their training and knowledge enabled the Congo to make substantial progress in training its future cadres.

(2) The Contribution to Achievement of Sector and Goal Plans:

This project has made a significant contribution toward the goal of assisting the Congo to train government and university personnel and improve the general management of the government and universities. The high rate of participants still engaged in the work for which they were trained emphasizes the value of this project as do the current positions of responsibility held by many returned participants. Several participants who received short-term training in the U.S. during the early sixties returned to complete their university studies and have now reached the rank of minister, ambassador, leaders in the private sector, ministerial advisors, etc. Participants who received university training in the U.S. during the early years of the program have obtained such ranks as University Vice-President, Dean of Faculty, and professor.

(3) Anticipated Results Compared to Costs, i.e., Efficiency in Resource Utilization

The AID funds obligated for this project will certainly be more than balanced in the improved work of returned participants. The exposure to the U.S. has had an important impact on most of the participants in that they have not only learned new skills and techniques but have experienced the "democratic way of life." Many are now in policy making positions and are able to transfer U.S. methods and procedures into the local system. At the university level, several AID returnees have already replaced expatriate personnel and are now giving the knowledge they gained in the U.S. to the students.

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(4) The Continued Relevance and Significance of the Project to Country Development and/or the Furtherance of U.S. Objectives

More requests for participant training are received each year than can be financed by AID. On-the-job practical training will be necessary within the various ministries for some time to come in order to assure that the most effective and economical methods and techniques are being utilized. At the university level, the Congolization of teaching staffs is being realized. It is estimated that within the next three years 95 per cent of all university staff will be Congolese. However, the need for summer research grants in the U.S. and a limited number of Ph.D. scholarships will undoubtedly exist. Through the Specialized Post University Training Program, the USAID could be responsive to these needs.

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PART I-B - PROJECT EFFECTIVENESS

00:

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 | | |
| | A. Send 12 Congolese to the U.S. per year to receive M.A. and/or Ph.D.'s to return to teach at one of the four university level institutions in the Congo. This program began in September 1967 (FY 1968). | 23 | 12 | 10 | 12 | 60 |
| | B. Send a limited number (depending on availability of funds and applicable programs) to the U.S. for short-term practical training. This program began in 1967 (FY 1968). | 17 | 9 | 9 | 15 | 80 |
| | C. Send Congolese to the U.S. for short-term training programs in priority manpower areas. This would include all training programs prior to 1967. | 339 | 0 | 0 | 0 | 339 |
| | D. Send Congolese to third countries for short-term training program in priority manpower areas. This would include all training programs prior to 1967. | 121* | 0 | 0 | 0 | 121 |
| | TOTAL | 500 | 21 | 19 | 27 | 620 |
| | *Includes 29 trained in third countries and 92 trained in U.S. and third countries, i.e., 12 week program with 6 weeks in U.S. and 6 weeks in Canada, or France, or Puerto Rico, etc. | | | | | |

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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) Congolization of University teaching staff in priority areas such as education, economics, the sciences and public administration. | 3 | 2 |
| | (2) Development of trained cadres of civil servants within the various ministries. | 3 | 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):

(col. b(1))

Congolization of university teaching staffs is continuing. The goal will eventually be largely met within the next years.

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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? | NA |
| 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? | Y |
| 020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.) | N |
| 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): | |

019 Local newspaper, radio and television coverage is generally given to all departing and/or returning participants. Participant "success stories" are reported annually in the 418 report for further distribution. The USAID has also sent several articles to the Front Lines for publication regarding the training program.

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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 |
| | 1. Begin documentation process for FY 70 University participants. | | X | |
| | a. Obtain nominations from Congolese Universities | | X | |
| | b. Obtain documentation from participants | | X | |
| | c. Forward bio-data, PIO/P and other documentation to AID/W | | X | |
| | d. Orientation activities | | X | |
| | e. Participants depart | | X | |
| | 2. Location of suitable employment for two students returning with BA degrees who departed prior to 1967 shift in project emphasis. | | X | |
| | 3. Intensify follow-up activities regarding returned participants. | | X | |

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PART II - Continued

023 II-A.2 -- OVERALL TIMELINESS

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

| | |
|--|---|
| (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 | |
| (5) Commodities (non-FFF) | |
| (6) Cooperating Country | |
| (7) Commodities (FFF) | |
| (8) Other (specify): | |

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.

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: | X | 032 Quality, comprehensiveness and candor of required reports | |
| 025 Adequacy of technical knowledge | | 033 Promptness of required reports | |
| 026 Understanding of project purposes | | 034 Adherence to work schedule | |
| 027 Project planning and management | | 035 Working relations with Americans | |
| 028 Ability to adapt technical knowledge to local situation | | 036 Working relations with cooperating country nationals | |
| 029 Effective use of participant training element | | 037 Adaptation to local working and living environment | |
| 030 Ability to train and utilize local staff | | 038 Home office backstopping and substantive interest | |
| 031 Adherence to AID administrative and other requirements | | 039 Timely recruiting of qualified technicians | |
| | | 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 | |
| PREDEPARTURE | | 052 Appropriateness of original selection | P |
| 042 English language ability | N | 053 Relevance of training for present project purposes | P |
| 043 Availability of host country funding | P | 054 Appropriateness of post-training placement | N |
| 044 Host country operational considerations (e.g., selection procedures) | P | 055 Utility of training regardless of changes in project | P |
| 045 Technical/professional qualifications | P | 056 Ability to get meritorious ideas accepted by supervisors | P |
| 046 Quality of technical orientation | P | 057 Adequacy of performance | P |
| 047 Quality of general orientation | P | 058 Continuance on project | P |
| 048 Participants' collaboration in planning content of program | | 059 Availability of necessary facilities and equipment | P |
| 049 Collaboration by participants' supervisors in planning training | | 060 Mission or contractor follow-up activity | P |
| 050 Participants' availability for training | | 061 Other (describe): | |
| 051 Other (describe): | | | |

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PART II-B - Continued

3. FACTORS-COMMODITIES

| PLACE AN "X" IN APPROPRIATE BLOCK: | 062 PFF | 063 NON-PFF | 064 NO COMMODITY ELEMENT | | |
|---|---------|-------------|--------------------------|---|--|
| | | | | X | 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. | | | | | 075 Appropriateness of use of commodities. |
| 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 fact that 95% of all returned participants are utilizing their training in the general fields of specialization in which they were trained emphasizes the good overall implementation performance of the project. The fact that many returned participants are now occupying positions of considerable authority and responsibility also speaks well for the caliber of participants chosen for training.

b. Implementing Agency

Not applicable

c. Participants

042

The fact that the Congo is a French speaking country limits the number of Congolese participants in AID/W organized training programs. Many short-term courses, particularly those in economics, finance and public administration, would meet Congolese needs but are not offered in French and thus no participants can be sent. Most university participants must take 4-6 months of intensive English

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training in Washington before enrolling in a university as there is no facility providing this training in the Congo.

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The Congo has not yet officially resolved the problem of degree equivalency, i.e., the European Licence vis-a-vis the B.A. and M.A. participants have had difficulty in obtaining employment and salaries commensurate with their level of education. Over the past two years, however, the USAID has been able to place participants returning with B.A. degrees in positions of responsibility directly related to their area of study. All B.A. participants have been hired at the licencee level and M.A. participants at an even higher level. This is as it should be, but there is no official statement setting equivalency of degrees. The recently formed AID participant alumni association plans to take steps, with USAID support, to officially resolve this question at the highest possible level.

d. Commodities

Not applicable.

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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. | P |
| 082 Availability of reliable data for project planning, control and evaluation. | P |
| 083 Competence and/or continuity in executive leadership of project. | P |
| 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. | P |
| 089 Maintenance of facilities and equipment. | |
| 090 Resolution of tribal, class or caste problems. | P |
| 091 Receptivity to change and innovation. | P |
| 092 Political conditions specific to project. | P |
| 093 Capacity to transform ideas into actions, i.e., ability to implement project plans. | P |
| 094 Intensity and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated. | P |
| 095 Extent of LDC efforts to widen the dissemination of project benefits and services. | P |
| 096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations. | P |
| 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. | P |
| 100 Planning and management skills. | P |
| 101 Amount of technician man years available. | P |
| 102 Continuity of staff. | P |
| 103 Willingness to work in rural areas. | P |
| 104 Pay and allowances. | P |
| 105 Other: | |

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 GDRC and the universities have cooperated with the USAID in making this project a success. The selection of candidates over the past two years has been excellent as shown in the grade reports of university participants and the final reports on short-term participants.

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660-11-720-016

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):

Problems have arisen for returned participants due to the unresolved question of degree equivalency as previously mentioned. Also, all full time university professors are required by Congolese law to possess a doctorate degree. (Those instructors with M.A.'s or licences are either assistant or associate professors.) Thus, to better achieve project purposes, greater emphasis will be placed on training prospective university professors at the doctorate rather than M.A. level. The ideal solution would be for all Congolese university participants to be placed in U.S. universities having three year Ph.D. programs and skipping the M.A. altogether. Those participants, who after one year of study, may not be capable of Ph.D. level work for one reason or another, i.e., language difficulties, inadequate university preparation, etc., could be transferred into a program leading to the M.A. only.

IV-B - PROPOSED ACTION

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

| | |
|--|---|
| 1. Continued as presently scheduled in PIP. | |
| 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. | X |

109 NARRATIVE FOR PART IV-B:

The project should be continued as presently envisioned with emphasis in Ph.D. training for university professors. The PROP will soon be forwarded to AID/W.

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