

6600016 (5)

Attachment Kinshasa TOAIDA-135

AID 1026-15 (7-88) PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1	SECURITY CLASSIFICATION UNCLASSIFIED	001 PROJECT NUMBER 660-15-660-016 PD-AAS-850-17
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002 PAR AS OF: 07/15/71	003 OBLIGATION START: FY 61 THRU FY 72	004 PROJECT TITLE SPECIALIZED POST-UNIVERSITY TRAINING
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 1971)	2931					2931					
PROPOSED OPERATIONAL YEAR (FY 1972)	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/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	3. PARTICIPATING AGENCY	NA			NA	
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NOT-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING					
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

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.

GENERAL NARRATIVE FOR PART I-A (Continued from AID 1026-25 if necessary)
 HISTORY: This is the second PAR for the Specialized Post-University Training Project which began in FY 1961. First one was dated January 7, 1970. Participant training in the Congo began in 1960 when the United States Government granted 300 scholarships to the Government of the Congo.

MISSION DIRECTOR APPROVAL →	SIGNATURE Hermon S. Davis, USAID Director	DATE 8/2/71
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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 18 Congolese who have received bachelors degrees in the United States under AID sponsorship and have returned 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 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 those professors requiring additional graduate studies. The priority areas of study are education, economics and public administration.

This AID training program has also included 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, such as nuclear physics.

Since the inception of the training program in 1960, AID has sponsored a total of 629 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>
<u>GDRC Ministries</u>			
a) Education	123	122	1
b) Agriculture	46	46	0
1) Forestry	3	3	0
c) Labor	10	9	1
d) Transportation	13	13	0
e) Communications 1/	35	35	0
<u>GDRC General Public Administration</u>			
	134	134	0
National Police-Public Safety 2/	95	87	8
Trico Nuclear Center	2	0	2
RTNC-Radio + Television	3	2	1
Maintenance	3	2	1
<u>Educational Institutions</u>			
a) University of Kinshasa	67	62	5
b) Univ. Lubumbashi	10	3	7
c) Univ. Kisangani	8	2	6
d) ENA (School of Adminis.) 77	77	72	5
e) IPH (Pedagogic Inst.)	2	1	1
f) LHM Kimpese	1	0	1
	<u>629</u>	<u>591</u>	<u>38</u>
TOTAL	629	591	38

There are currently 25 Congolese participants studying in the United States at the 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.

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.

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.

<u>Name</u>	<u>U.S. University</u>	<u>Field of Training</u>	<u>Employment upon Return</u>	<u>Est. Date of Return</u>
NBAKI Maurice	Un. of S. Cal.	MA/Economics	Professor Lub. Univ.	Feb. 1972
NGOIE Robert	St. Louis Un.	MS/Physics	Professor Lub. Univ.	July 1971
TSHILOMBO Augustin	Un. of Ca, Davis	MA/Economics	Professor Lub. Univ.	Feb. 1972
MUTONKOLE Jean-C.	Un. of Syracuse	MS/El. Engr	Professor Lub. Univ.	June 1972
MIKOBI Stéphane	Un. of Pittsburgh	MA/Pol Science	Professor Lub. Univ.	Apr. 1973
BOY Anicet-Jacques	Un. of Syracuse	MA/Bus. Adm.	Professor Lub. Univ.	Feb. 1972
MBAKU Adrien N.	Un. of Gainesville	MS/Agr Engr	Professor Lub. Univ.	Dec. 1972
YOUDI Robert	Stanford Un.	PhD/Education	Professor Kis. Univ.	Sept. 1971
DIAMBOMBA Augustin	Stanford Un.	PhD/Economics	Professor Kis. Univ.	Mar. 1972
MUYUMBA François	Un. of Indiana Bloomington	PhD/Education	Professor Kis. Univ.	June 1973
THISEN Jean	Carbondale Un. Carbondale, Ill.	MA/Economics	Professor Kis. Univ.	Aug. 1972
KAZADI Pierre C.	UCLA, Los Angeles	MA/Musicology	Professor Kis. Univ.	Aug. 1971

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.

<u>Name</u>	<u>U.S. University</u>	<u>Field of Training</u>	<u>Employment upon Return</u>	<u>Est. Date of Return</u>
MONONI Faustin E.	Un. of Indiana Bloomington	PhD/Pol. Science	Professor Kis. Univ.	Feb. 1974
DUBU Donatien	U.S. CALIF. Los Angeles	MA/Statistics	Professor N.S. of Adm.	Aug. 1971
NTIL Julien	Portland Un.	MA/Education	Professor N.S. of Adm.	Aug. 1971
MBENZA-NGOMA Alois	U.S. California Los Angeles	MA/Accounting	Professor N.S. of Adm.	June 1972
SUKAMA Jean-Grace	Columbia Un. Missouri	MA/Linguistics	Professor N.S. of Adm.	Feb. 1972
TSHIWALA Benoit	Georgetown Un. Washington, D.C.	PhD/Linguistics	Professor Kin. Univ.	Aug. 1973
TSHITENGE Jean-Paul	Georgetown Un. Washington, D.C.	MA/Business Adm.	Professor Kin. Univ.	Feb. 1972
MUSENGA Joseph	Syracuse Univ.	PhD/Finance	Professor Kin. Univ.	Oct. 1971
BADIBANGA Philippe	St. Louis Univ.	PhD/Physics	Professor Kin. Univ.	Feb. 1975
NGOY Nicolas	Carbondale Un. Illinois	MA/Economics	Professor Kin. Univ.	Aug. 1972
MWAMUFIYA Vincent	Un. of Calif. Davis, Calif.	PhD/Economics	Professor Kin. Univ.	Aug. 1974
LONGOMBE Raphaël	R.C.A. Institute New York	- Television Maintenance	Technician R.T.N.C. Kinshasa	July 1971

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PAR CONTINUATION SHEET

<u>Name</u>	<u>U.S. University</u>	<u>Field of Training</u>	<u>Employment upon Return</u>	<u>Est. Date of Return</u>
DIAWAKU Noé	U.C.L.A. Los Angeles	PhD/Education	Director E.N.I. Kimpese	Feb. 1973
VALINANDE André K.	Georgetown Un. Washington, D.C.	PhD/Linguistics	Professor N.P.I. Kin	Feb. 1974
NTIRUMENYERWA Gervais	Georgetown Un. Washington, D.C.	MA/Law	Professor N.S.of Adm.	Feb. 1973
KOBAKOZETE Joseph	Columbia Un. Cornell	Non-Degree Reactor Operation and Maintenance	Reactor Technician TRICO, Nuclear Center, Kin	Dec. 1971
DIAZENGWA-MPAKA Félix	Columbia Univ. Cornell	Non-Degree Reactor Operation and Maintenance	Reactor Technician TRICO, Nuclear Center, Kin	Dec. 1971
LOKESA Antoine Ind. Financed	Columbia Univ. Cornell	Non-Degree Reactor Operation and Maintenance	Reactor Technician TRICO, Nuclear Center, Kin	Dec. 1971

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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, 629 Congolese have received training of one kind or the other under 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 and fifty 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 to Plans

This project has made a significant contribution toward the goal of assisting the Congo in training Government and University personnel and improving 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 rank as University Rector or Vice-Rector, 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 by the improved work of returned participants. The exposure to the U.S. had had an important impact on most of the participants in that they have not only learned new skills and techniques but also are able to transfer U.S. methods and procedures into the local system. At the University level, several AID returnees have already replaced expatriated 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

Despite the projected formal termination of this project during FY 1972, the effects of this project will not be fully realized for approximately 24 months from the present as there remains a considerable number of participants in training in the U.S. It is hoped that the goals of this project, i.e. the provision of training to well-qualified Congolese who will return to University posts and congolize the universities, will be able to continue under the aegis of the African-American Institute or some other institution with interest exclusively in education.

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. PROJEC TOTA FOR PROJE 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).	42	15	14	15	57
	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	2	2	0	19
	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	519	<u>17</u>	16	15	536
	This total does not include participants sent under Public Safety Training Program. This explains the discrepancy between these figures and those found on pages 1a & 1b. *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 may eventually be met outside the scope of this terminating program, by utilizing other means of funding such as AAI, etc.

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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 NARRATIVE FOR PART I-C.2 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 and certain participants.

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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, P. 1.

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN 'X' IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	1. Terminate documentation process for FY 72 University participants.		X	
	a. Forward remaining documentation to AID/W.		X	
	b. Orientation activities.		X	
	c. Participants depart.		X	
	2. Location of suitable employment for students returning with BA degrees who departed prior to 1967 shift in project emphasis.		X	
	3. Intensify follow-up activities regard- ing returned participants including producing the semi-annual participants newsletter and revising the participant directory.		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	
(b) Ahead of schedule	X
(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:	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 backslapping 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	053 Relevance of training for present project purposes	P
043 Availability of host country funding	054 Appropriateness of post-training placement	N
044 Host country operational considerations (e.g., selection procedures)	055 Utility of training regardless of changes in project	P
045 Technical/professional qualifications	056 Ability to get meritorious ideas accepted by supervisors	P
046 Quality of technical orientation	057 Adequacy of performance	P
047 Quality of general orientation	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 PPP	063 NON-PPP	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.				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 II), 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 training in Washington before enrolling in a university as there is no facility providing this training in the Congo.

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054 The Congo has not yet officially resolved the problem of degree equivalency, i.e., the European License vis-à-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, B.A. degrees in positions of responsibility directly related to their area of study. All B.A. participants have been hired at the licensee 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.

J. 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.	P
086 Existence and adequacy of a project-related LDC organization.	P
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.	P
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 Intent 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 three years has been excellent as shown in the grade reports of university participants and the final reports on short-term participants.

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 licenses 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. ___	X
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

The project is being terminated in FY 1972. No funds will be obligated under this project after FY 1972.