

**AIRGRAM**

**DEPARTMENT OF STATE**

3060013 (4)  
PD-ARC-434-F1

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TO - KABUL AIDTO A 159

FROM - WASHINGTON

SUBJECT - Kabul University Administration Improvement 306-11-680-013

- REFERENCE -
- (a) Project Appraisal Report (PAR) as of 12/1/69 dated at the USAID 5/1/70
  - (b) AIDTO A-135 dated 5/6/70

This PAR is a well-written and documented report. It clearly addresses the conditions that have surrounded this project during the past year and outlines in even more detail than the 1968 PAR the future goals, objectives, plans of action and anticipated results of this activity. These objectives and plans are in accord with the PROP. This PAR and current project correspondence indicate there is continuing progress toward strengthening Kabul University's administration. We share your belief that the project in assisting the development of Kabul University is in effect making a substantial contribution toward the training of future leaders in the country.

Varying interpretations of the language of the PROP have resulted in some misunderstandings and, seemingly, some discrepancies between the PAR evaluation and the PROP approval. With the guidelines given in ref (b), we believe this divergence of opinion will be resolved at the in-depth review scheduled at the USAID in late June.

We recognize that institutional advisory services which form the major part of the activity under this project are difficult to evaluate in quantified terms. Another difficulty which we believe has been addressed in this PAR is the use of American educational institutions as a model for Kabul University. This issue was raised during the PROP review. The PAR now restates in very clear terms that it has always been the objective of this project to develop an institution which meets the needs of Afghanistan and not to transplant an American-type university.

DRAFTED BY JWaffle:ck JHamilton		OFFICE NESA/ID/ED	PHONE NO. 22895	DATE 6/10/70	APPROVED BY: Joseph Ahern, Acting Chf, NESA/ID	PAGE 1	OF	PAGES 2
AID AND OTHER CLEARANCES NESA/SA:NDLegge (subs) NESA/DP:RBirnberg (by phone)						AA/NESA:CMelkinton		

The difficulties in being able to clearly spell out the objectives and results in finite, empirical terms may be one of the reasons for the lack of complete understanding of this project.

As a matter of format, some of the PAR pages were unnumbered and out of sequence which may pose difficulty for the computer as it transfers information to the memory bank.

ROGERS

BEST AVAILABLE COPY

(by name)

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A.T.D.

AID 1020-25 (7-68) <b>PROJECT APPRAISAL REPORT (PAR)</b> (U-446) See M.O. 1026.1	SECURITY CLASSIFICATION <b>UNCLASSIFIED</b>	001 PROJECT NUMBER Room 1056 1/3 <b>306-11-680-013</b>
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002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	2	01	69	FY 66 Thru FY 72	<b>KABUL UNIVERSITY ADMINISTRATION IMPROVEMENT</b>
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					
<b>AFGHANISTAN</b>					

**006 FUNDING TABLE**

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TC	CONTRACT (NON-AOD)	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)	838	811	-	-	648	19	119	-	44	3	
PROPOSED OPERATIONAL YEAR (FY 1970)	241	255	-	-	205	13	14	-	6	3	

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	IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY	1. Indiana University Foundation	1	2	Contract AID/nesa-282	
2. LOCAL CONTRACTOR	1. UNIVERSITY	2.				
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION	3.				
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.

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

This is the second PAR for this project covering the period to December 1969. The project in Kabul University Administration Improvement began in FY 1966 with a short-term consultant followed in early FY 1967 by the three continuing members of the U.S. contract team. A fourth member was added in the same year, and the four specialists have worked in major areas of university administration. In early FY 1970, the middle of this reporting

MISSION DIRECTOR APPROVAL →	SIGNATURE 	DATE <b>5/1/70</b>
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## 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.

## 008 NARRATIVE FOR PART I-A - cont'd

afforded an opportunity to refine the process of changing leadership within an institution. Learning a process is as important as the magnitude of any specific change itself. This project is developing and setting in motion processes which will continue when the project has ended. As small successes were achieved, dialogue on the larger objectives continued. The fairly long list of specific items of work for this project shown in the PIP gives an idea of the complexity of administration and the extent to which effective administration depends upon the success of many small operations which result in important policy changes.

The President, Vice-President, and Deans have moved even more rapidly than expected in lending their support to administrative changes which affect academic matters. One of the best examples of this is their support of a university credit system. Several important committees have been appointed on which American specialists have been requested to participate. These include a committee on university admissions, the role of the Institute of Education, etc.

The growth of Kabul University is rapid, as great demands are being made throughout the country for extension of educational opportunities. The attainment of the goals of this project, i.e., establishment of efficient and effective university administration, has great significance for Afghanistan as the nation seeks to obtain, with its limited resources, the greatest possible spread of educational opportunity and the largest number possible of qualified university graduates to fill key positions in various development activities. Furthermore, the success of this project will help to assure the lasting effectiveness of the U.S. assistance to the Faculties of Agriculture, Education, and Engineering.

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. (SEE fnt. page 2. b for explanation of "x")	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6 PROJECT TOTAL FOR PROJEC LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5 PLANNED BY NEXT JUNE 30	
			2. PLANNED	5. ACTUAL		
	<b>A. General Administration and Policy</b>					
	1. Organizational charts/job descriptions - major chart completed 1968, remainder 1972. Major job descriptions completed 1968, remainder 1972.		X	X		
	2. Personnel/administrative handbooks - 1973.					X
	3. On-the-job supervision and training - 1973.					X
	4. Increasing stability of personnel assignments.	Continuing activity				
	5. Auxiliary services (cafeteria, material center, etc) - 1973. One cafeteria is now functioning.					X
	6. Comprehension of divisional functions.	Continuing activity				
	7. Institutional research.	Continuing activity				
	8. Improved personnel and promotion system	Continuing activity				
	9. Administrative procedures for long-range planning.	Continuing activity				
	10. Common Calendar - 1971.				X	
	11. Semester system - 1971.				X	
	12. Credit system - 1971.				X	
	13. Courses offered across Faculty lines - 1973.					X
	14. Utilization of educational facilities - 1973.					X
	15. Proper lines and delegation of authority - 1973.					X
	16. Coordination of University Library facilities.					X
	<b>B. Long-Range Planning</b>					
	1. Procedure for predicting student enrollments - 1973.					X
	2. Fiscal needs - 1973.					X
	3. Physical plant - 1973.					X
	4. Staffing - 1973.					X
	5. Curricular development - 1973.					X
	6. Extension of higher education - 1973.					X

(Outputs, inputs, targets and phasing)  
 (to be subject of joint AID/USAID )  
 (in-depth review before FY 71. )  
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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 (SEE fnt. page 2. b for explanation of 'x')	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		
	<b>C. Student Personnel Services</b>					
	1. Admissions - established 1969.		x	x		
	2. Orientation Program - established 1968.		Continuing activity			
	3. Student activities - 1973.					x
	4. Student center - programmed and preliminary drawings completed 1969, awaiting funding.					x
	5. Student health center - established 1969.		x	x		
	6. Dormitories - operating satisfactorily 1969. No plans yet for additional needed dorms.		x	x		
	7. Counseling advisory services - 1973.					x
	8. Recreational activities - 1973.					x
	9. Student association(s) - 1973.					x
	10. Student publications - 1973.					x
	11. Student records - noted improvement 1969, continuing activity through 1973.					x
			***** (Outputs, inputs, targets and phasing) (to be subject of joint AID/USAID ) (in-depth review before FY 71) *****			
	<b>D. Business and Fiscal Affairs</b>					
	1. Fiscal management, control and analysis - 1973.					x
	2. Budget preparation, execution, and reporting - 1973.					x
	3. On-the-job training in accounting and machine procedures - 1970.				x	
	4. Procurement - 1973.					x
	5. Inventory and property control - 1971.					x
	6. Warehousing - 1971.					x
	7. Transportation - established 1968.	x				
	8. Planning and supervision of new construction - 1973.					x

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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)	b. 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
	SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) To create an educational system dedicated to producing a new generation with the skills, attitudes and values required in a more dynamic and modernizing environment.	2	2
	(2) Through the development of the administrative procedures and policies of Kabul University, to help build an efficiently administered, self-sustaining, self-improving national university.	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 1):**

This project is in an area which is tremendously important. It deals with host country personnel at a very high level and requires sober reflection and eventual choices on the part of large and complex groups, ranging from an elected Parliament in a nation just beginning to experiment with democratic institutions to a sizeable number of highly trained professors in all the Faculties of the University. These people are mature, responsible, prestigious professionals with whom the advisors consult, to whom the advisors listen, and for whom advisors do only that which the host country personnel have thoughtfully and freely accepted in principle, and not people for whom the foreign advisors decide schedules, curricula, and educative activities.

The Kabul University Administration Improvement Project resembles assistance to a Ministry of Planning. Both deal with officials of a sovereign government; both must be

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## PAR CONTINUATION SHEET

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## 012 NARRATIVE FOR PART I-C.1 - cont'd

flexible, seizing opportunity where it presents itself; both are impinged on by elected citizens in a Parliament which is only beginning the process of learning democratic functioning. Both are subject to some measure of control by other governmental entities.

The status and independence of responsible host country officials are major considerations as a joint activity like the Kabul University Administration Improvement Project is developed. Agreement on high-level abstractions such as "more effective central administration" does not imply instant agreement on the step-by-step way of achieving effective administration.

Mission documentation for this project has used the expression "more effective." More effective means a better quality of educational experience for the students in the University. It means any administrative change which enhances the academic function of the University. It means strong central university administration and central control of policy. It does not necessarily mean a high degree of centralization taking academic initiative away from the specialized Faculties. In this light, the Mission believes achievements in this project to date have been significant and have been achieved in such a way that their achievement has enhanced the possibilities for reaching more difficult and complex objectives.

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<b>PART I-C - Continued</b>		
<b>C.2 - GENERAL QUESTIONS</b>		
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.		<b>MARK IN THIS COL.</b>
013	Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	<b>N</b>
014	Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	<b>Y</b>
015	Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	<b>N</b>
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?	<b>N</b>
017	Have any important lessons, positive or negative, emerged which might have broad applicability?	<b>Y</b>
018	Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	<b>N</b>
019	Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	<b>N</b>
020	Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	<b>N</b>

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):

- 014 Some project work at the policy level has been slowed down by the change in top personnel. Student unrest and the closing of the University focused attention on the immediate rather than long-range problems.
- 017 Three factors have been significant in the development of this project and might serve as a guide in planning in the future. (1) There was a readiness on the part of the RGA for launching the project with a deep commitment for the necessary host country input. The President of the University requested USAID support at the outset. (2) Indiana University has committed its total campus resources to the support and backstopping of this project. (3) The Indiana University field team is made up of experienced, trained professionals from the home campus. They understand their role as advisors, they respect the wisdom and integrity of host country officials, they are an integral part of the total Mission effort, and they are concerned about helping Afghans fashion their own effective university administration based on principles of good organization and not trying to export an American university organization.

One lesson that may have been learned is that a certain degree of instability is to be expected in any institution which is part of a culture in which instability is common at a given stage of development. Goals and expectation should be realistic in terms of the total cultural pattern.

It has also been demonstrated that the RGA can and will provide matching funds or make financial contributions to achieve something to which they are fully committed. This the University did in the procurement of books for the library and an accounting machine in business department. (See 079)

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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.

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
Same	<b>A. General Administration and Policy</b>			
	1. Work side by side with Kabul University officers and deans, advising, interpreting, encouraging, giving ideas and alternatives, and training personnel on the job as it relates to effectiveness in the accomplishment of administrative responsibilities		X	
	2. Send two university officials to Beirut for two weeks' seminar on administrative orientation and procedures.		X	
	3. Send participants for long and short-term study in U.S. (See Part IV of the PIP).		X	
	4. Hold individual and group conferences with administrative officials on the defining and understanding of administrative functions of the several administrative offices.		X	
	5. Advise and assist in the establishment of committees to consider and develop a common calendar, a semester system, a credit system, and make plans for a fuller utilization of existing educational facilities.		X	
	6. Assist Kabul University administration and Faculty deans in developing courses and planning for courses to be taught across Faculty lines.		X	
	7. Hold individual and group conferences with deans and administrative officials to define and understand functions of their respective offices and plan for the distribution of the workload.		X	
	<b>B. Long-Range Planning</b>			
	1. Assist the Kabul University administration in developing long-range plans for predicting student enrollments, fiscal needs, space needs, and staffing.		X	

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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.

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
Same	<b>B. Long-Range Planning - cont'd</b>			
	2. Provide research assistance to conduct studies related to student enrollments and university long-range planning. (SEE bottom pag 5-b)	X		
	3. Provide short-term consultant to give seminar in higher education for study and development of possible plans for the extension of higher education in Afghanistan.		X	
	<b>C. Student Personnel Services</b>			
	1. Hold conferences and advise with Kabul University officers and deans, directors and general directors responsible for student personnel services to interpret, encourage, and train personnel on the job as it relates to effectiveness in accomplishing a student personnel services program.		X	
	2. Hold conferences with top officials on issues and problems related to policy and administration of the total student personnel services program and on the specific details of program operation.		X	
	3. Encourage RGA to use people already trained in this area in the student personnel program.		X	
	4. Participant training for 4 people (See Part IV of the PIP)		X	
	<b>D. Business and Fiscal Affairs</b>			
	1. Advise and assist the appropriate officers in procurement, inventory and property control, and warehousing procedures.		X	
	2. Provide on-the-job training for bookkeepers, accountants, and in bookkeeping machine operation.		X	
	3. Produce machine operating/accounting manual.		X	

\*\*\*\*\*  
 (Outputs, inputs, targets and)  
 (phasing to be subject of )  
 (joint AID/USAID in-depth )  
 (review before FY 71.)  
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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.

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
line	<b>D. Business and Fiscal Affairs - cont'd</b>			
	4. Assist and advise in planning a program for future construction needs of the University, the supervision of new construction, and the maintenance of existing facilities. (SEE below)	X		
	5. Send 4 participants to United States on degree programs and 3 for 6 months each (See Part IV of the PIP.)		X	
	<b>E. Kabul University Library</b>			
	1. Provide U.S. consultant for the development of library science courses and establish on-the-job training programs for library personnel. Hold individual and group conferences with college librarian and faculty deans on improving library collections and interfaculty cooperation with librarian.			X
	2. Hold continuing conferences with Faculty librarians and deans to facilitate administrative procedures that will encourage wider library utilization.		X	
	3. Send 2 participants to U.S. to study library administration and 4 short termers to Teheran. (See Part IV of the PIP.)		X	
	-----			
	B. 2. (This has been set up as a graduate student position. Contractor has been unable to date to field a suitable graduate research student for this position.)			
	D. 4. (Delayed for lack of RGA development budget funds.)			

(Recent Library Consultant provided basic working structure for acquisitions, library utilization, and in-service program.)

\*\*\*\*\*  
 (Outputs, inputs, targets and )  
 (phasing to be subject of joint  
 AID/USAID in-depth review )  
 (before FY 71. )  
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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:	032 Quality, comprehensiveness and candor of required reports	
025 Adequacy of technical knowledge	033 Promptness of required reports	P
026 Understanding of project purposes	034 Adherence to work schedule	
027 Project planning and management	035 Working relations with Americans	P
028 Ability to adapt technical knowledge to local situation	036 Working relation: with cooperating country nationals	P
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	P
031 Adherence to AID administrative and other requirements	039 Timely recruiting of qualified technicians	P
	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	
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	
046 Quality of technical orientation	057 Adequacy of performance	P
047 Quality of general orientation	058 Continuance on project	
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 FFF	063 NON-FFF	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.	P	
067 Timeliness in procurement or reconditioning.				075 Appropriateness of use of commodities.	P	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.		P
070 Timeliness of shipment from port to site.				078 Other (Describe): Sharing of cost of major commodities by host country		P
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.

Over-all implementation has been superior. Backstopping by the contractor for the field team has been outstanding. Direct hire monitoring of this project has been effective and fully adequate.

b. Implementing Agency Actions

The contractor continues to field a strong team of well qualified permanent members of Indiana University staff. Communications between field team and home office are prolific and prompt. The Chief of Party has previous experience working with another university in South Asia.

c. Participants

Both short-term and degree participant programs have been tailor-made at Indiana University for administrative personnel of Kabul University.

d. Commodities

Commodities are not a major part of this project. The policy of the project has been that the host government either contribute to the cost of commodity purchases or make matching

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## 079 NARRATIVE FOR PART II-B - cont'd

purchases. During this period an expensive bookkeeping machine was purchased. The University paid the down payment, approximately twenty-five per cent of the cost, and the balance was paid from contract commodity funds. Contract commodity funds have purchased a number of English acquisitions for the library and the University made available money for the purchase of books in Farsi from Iran.

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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.	
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.	N
083	Competence and/or continuity in executive leadership of project.	N
084	Host country project funding.	
085	Legislative changes relevant to project purposes.	N
086	Existence and adequacy of a project-related LDC organization.	
087	Resolution of procedural and bureaucratic problems.	
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089	Maintenance of facilities and equipment.	N
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	P
092	Political conditions specific to project.	N
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.	P
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.	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.	
100	Planning and management skills.	
101	Amount of technician man years available.	P
102	Continuity of staff.	P
103	Willingness to work in rural areas.	
104	Pay and allowances.	N
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 role of the cooperating country has been effective in the development of this project to date. This has been particularly noted by the following:

1. This is a project in which Afghans are sincerely interested and deeply committed. There has been a definite receptivity on the part of top University officials to seek the advice and assistance from American specialists. RGA officials have called upon the American personnel to advise in any plan of University extension such as the establishment of university centers in the provinces. They have also been included in high-level conferences and on important University committees. Suggestions and recommendations of American specialists have been studied and, where appropriate, have been acted on. Contract team members have been given office space in the center of University administration activities. They have had easy access to all University administrative personnel and pertinent records.

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**106 NARRATIVE FOR PART III - cont'd**

2. Four other donor nations are providing technical assistance to Kabul University. The University administration has been bringing representatives of these donor nations into the activities of this project. It is obvious that University officials envision the objectives of this project as encompassing all of the total University program regardless of the involvement of other countries.

3. The change in Presidents, Vice-Presidents, and most of the Deans during this period had somewhat of a retarding effect on development, but no serious change in policy, attitude, direction, or support for the project. The University now has elected a President and appointed three Vice-Presidents: one for Academic Affairs, one for Student Personnel Services, and one for Administration. (Student Personnel Services had been vacant since 1967.)

The new Constitution for Kabul University was rescinded by an act of Parliament during the period which rendered null and void all appointments made under it. The Constitution was intended to give the University more autonomy under a Board of Trustees. The Legislature acted apparently because of faculty and student reaction to a clause restricting political action and not because of opposition to the organizational plan itself as provided under the new Constitution.

One action that might strengthen this project would be a broader program of short-term participant training for deans and senior administrators for familiarization with American university practices. Leadership for change rests primarily with senior members of the total University staff.

082 The lack of reliable national census data on manpower supply and demand makes difficult educational planning.

083 The frequent changes in key positions during the past year has retarded somewhat the progress of this project.

085 The Parliamentary action in rescinding the new Constitution resulted in a change of top University personnel during this period. (see paragraph above)

092 The student and faculty unrest leading finally to the closing of the University for a period of approximately 6 months had some retarding effect on the improvement of teaching procedures made in projects at the University during this period. However, a majority of the Afghan staff reported in to the University each day even though their attendance at meetings and their presence in their offices was irregular at times. Thus, the work on the development and preparation of instructional materials, in-service training activities with individuals and faculty groups, work in laboratories, related community projects and individual research continued throughout the period.

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## 089 NARRATIVE FOR PART III - cont'd

Maintenance is needed throughout the University. It is not a part of the cultural pattern to begin with. Ministries and other public buildings reflect poor maintenance conditions. Each University team as well as Indiana is working at changing this condition. The University recognizes the need for improvement and is planning to organize a more effective maintenance unit for the coming year.

- 104 The pay scale at Kabul University is low when considered in terms of educational and professional requirements of the various positions. At the same time appointments at the University are on the civil service schedule plus a salary differential which places them above the scale received by other appointees in government. While this differential does not make the university payscale adequate, it places the University in a favorable competitive position for personnel with other units of government.

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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):

The Mission believes that this project should continue as planned with no change in purpose or design.

## 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 PROP approval airgram (AIDTO A-277) recommends an intensive AID/USAID review in FY 1970. Modifications of scope, duration and objectives, (including core targets) if any, will be made after the review.

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## 008 NARRATIVE FOR PART I-A - cont'd

period, the advisor in student personnel services was recalled to campus, so the team continued for the last several months without the assistance of a specialist in this area.

Progress has continued during this reporting period in five major areas of university administration. These improvements and developments have been in the area of general administration\* including progress in clarifying the organization of the University, writing job descriptions, projecting future building needs, and the utilization of educational facilities. In the area of academic affairs, progress has continued to be made in the coordination of the different Faculties, publication of a university catalogue, grading policies and practices, a unified calendar, and a common first-year program. In the area of student personnel services, assistance has been given in improving the university testing program, student health services, student personnel and academic record keeping, the sports program, student publications, student housing, and other student services. In the area of business affairs, progress has continued in improving procedures in budgeting, accounting, purchasing, warehousing, and financial analysis. Also work has been done on developing a transportation system, an improved maintenance program, a safety and security program, and on-the-job training for key personnel. Library assistance in the University has been given to on-the-job training, library utilization, book selection, plans and policies, departmental libraries and library science courses. The objectives in this project are development and improvement in university administration, and the primary thrust has been to assist, advise and bring about improvements in administrative practice. It is difficult to describe the degree of accomplishment in terms of percentage of completion, or numbers of activities initiated. In some areas procedures already exist and the job to be accomplished has been to advise and assist in the improvement of the procedures. In other areas, procedures or activities do not exist, thus the approach has been to establish such procedures. Therefore, the nature of this project is best described as one of consultation and advisement in establishing and improving university administrative procedures in order to build a strong central administration within Kabul University. A strong central administration in this case does not mean strong centralization. The RGA suffers from an excess of centralization. It does mean, however, a central administration strong enough to give guidance and leadership to the University as a whole with the individual Faculties operating within the framework of a single unified university. It means the development of such coordinating forces as the University Senate, inter-faculty service courses, the university-wide testing and admissions program, student personnel services, central budgeting and accounting, a unified calendar, a credit system, a common first-year program, etc.

During the period of this report, there was a change of Presidents, Vice-President, and of most Faculty Deans at Kabul University. The new University Constitution was declared null and void and all appointments made under it were rescinded. The University reverted to the former system of election of a President and Deans. With the technical assistance available through this project, the change in personnel did not result in debilitating instability for the University. The orientation of personnel to their new positions was time consuming, but it

\*and policy

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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. (SEE below for explanation of "x")	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><b>D. Business and Fiscal Affairs - cont'd</b></p> <p>9. Maintenance of existing facilities - 1973.</p> <p>10. Staff personnel services - 1973.</p> <p>11. Communications and records control - 1973.</p> <p><b>E. Kabul University Library</b></p> <p>1. System and budget provision for upgrading collection - 1973.</p> <p>2. Increased usage by faculty and students - 1973.</p> <p>3. Relationships with reading rooms (libraries) in Faculties - 1973.</p> <p>4. Library science courses - operating by 1972.</p> <p>5. Trained personnel - 1973.</p> <p>-----  <b>Ftat</b> "x" indicates time at which U.S. contribution to development in this area will be completed. As in all universities, change and development in most aspects of administration never end.</p>					
						<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

\*\*\*\*\*  
 (Outputs, inputs, targets and phasing)  
 (to be subject of joint AID/USAID )  
 (in-depth review before FY 71 )  
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