

6690092  
 70-115-341-D

AID 1020-28 (7-68) SECURITY CLASSIFICATION 001 PROJECT NUMBER  
**PROJECT APPRAISAL REPORT (PAR)**  
 (U-446) See M.O. 1026.1 **UNCLASSIFIED** 669-21-690-092

002 PAR MO. DAY YR. 003 U.S. OBLIGATION SPAN 004 PROJECT TITLE  
 AS OF: FY 66 Thru FY 66  
 005 COOPERATING COUNTRY - REGION - AID/W OFFICE

**EDUCATIONAL MATERIALS DEVELOPMENT**

**LIBERIA**

**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 )	176	92	18		92	14		10		42	
PROPOSED OPERATIONAL YEAR (FY 19 70 )	5										5

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

**007 IMPLEMENTING AGENCY TABLE**

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

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY					
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION	1. Rita M. Ray	1	6	AID/atr-382	
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING	2. Edna W. Chandler	1	6	AID-669-153	
5. VOLUNTARY AGENCY	4. CONSTRUCTION				AID-669-171	
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):

1. This project was started in 1966. While previously a sub-activity under the Education Administration and Training Project, No. 669-11-740-050 (1964), it has since been amended to the Educational Materials Development Project (092) due to the increased needs in the area of educational publications. The increasing concern of Liberians for local material vs. "imported materials"

MISSION DIRECTOR APPROVAL SIGNATURE DATE

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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.

has resulted in the accelerated demand for indigenous materials through the writing and production of materials in the local context. There has been some resistance from the Department of Education (GOL) to use "irrelevant" or foreign materials. This has been emphasized in several legislative presentations of the Department of Education.

2. The original objectives of this project were to improve the appropriateness and supply of textbooks available to the Liberian public school system. This was envisaged through the use of a textbook committee of the Department of Education and AID/<sup>NGOs</sup>involved in the selection of appropriate materials. In this sense, it was anticipated that the training of Liberian textbook writers and the creation of a Materials Development Center would lead to the development of a supplementary text and instructional materials designed to meet the specific needs of Liberian teachers and students.

As a corollary of an adequate textbook program, the needs of improved administrative practices in the supply, distribution, and accompanying logistic functions would be provided for with the assistance of USAID technical advice.

The original project called for the input of one contract and three direct-hire technicians. It was later determined that one long-term contract person could conceivably give adequate technical advice to see the project through to completion.

Since July, 1966, the Center has produced some forty-odd publications with thirty more to be completed before the project terminates in 1970.

In addition, 34 in-service teacher training workshops have been held where teachers have had orientations on the materials produced at the Center. This has had the additional benefits of increased interest and utilization of the Center's facilities, plus teacher stimulation in writing original materials. Unfortunately, the Center is not equipped to publish textbooks but has aroused sufficient interest in outside publishing houses that they have offered scholarships for personnel to do on-the-job training with editors of these establishments. These trainees' manuscripts are also being submitted and considered for publication. Recently the President of Liberia has indicated an interest in Government's offering similar scholarships.

Much of the output of the Center has been in the area of book adaptation. The completion of books 2, 3, 4 in the Language Arts area is an example of the success of this phase of Center production. It is interesting to note that they have been able to produce these books at a lesser cost than the original. With one level of the aforementioned books already in students' hands, it is expected one other will become available this year and the third next year.

The completion of set production targets has been difficult at the Center because of insufficient typing services, general lack of production manpower, delays in ordering materials, frequent equipment breakdowns, and extraneous educational burdens superimposed on their existing schedules. Despite these "hurdles," substantial material has been produced and should continue to be as the ever increasing services of the Center are demanded.

The Educational Materials Development project has progressed generally on schedule, making a marked impact on the country's school system through its increased production capacity. The project targets have been kept in focus and are well on their way towards

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final attainment.

Those targets where shortfalls have occurred have been the result of internal administrative problems that the Center has not been able to fully overcome. It is felt that in the near future, with added equipment, enlarged facilities, increased Department of Education support, and continued external assistance, the Center should be able to increase its already growing efficiency.

3. There is every reason to feel that, with increased production, new materials will reach the most remote schools and teachers in Liberia. These new materials, such as courses of study, curriculum guides, newsletters, supplementary texts, etc., should have an educational impact on the local education facilities by increasing the skills and knowledge of supervisors and teachers. This presupposes that workshops will continue to be held to introduce new materials used in the school system.

4. If any substantial, qualitative upgrading of the overall Liberian school system is to be made, it will be in part through increased teacher preparation made by the products of the Educational Materials Center. [The whole stress of the Center must continue to be in the direction of increased output, qualitative improvement, and accessibility of said materials to all who are responsible for student education in Liberia.

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## PART I-B - PROJECT EFFECTIVENESS

009

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

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECT TOTAL FOR PROJEC LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	1. Study and evaluate the existing Language Arts and Social Studies curriculum and advise in the production of such materials to formulate a sequential developmental program.	17,570	23,650	17,570	28,580	46,15
	(1) Scope and sequence charts, grades 1-6	1,500	3,500	1,500	500	2,00
	(2) Scope and sequence charts, grades 7-12	1,000	1,500	1,000		1,00
	(3) Elementary Syllabus	4,500	4,500	4,500		4,50
	(4) Secondary Syllabus	1,500	1,500	1,500		1,50
	(5) Social Studies Guide for the elementary school	2,500	2,500	2,500	500	3,00
	(6) Language Arts Guide for the elementary school				3,000	3,00
	(7) Meatta & Musa at Work and Play (experimental) developmental reader	50	50	50		5
	(8) Meatta & Musa at Work and Play (revised following research)	6,420	10,000	6,420	3,580	10,00
	(9) Teacher's Manual for Meatta & Musa				1,000	1,00
	(10) Cursive Writing (experimental)	100	100	100		10
	(11) Teacher's Manual for Teaching Manuscript and Cursive Writing				5,000	5,00
	(12) Momo and His Family (reader)				5,000	5,00
	(13) Liberian Literature, grade 1				5,000	5,00
	(14) Liberian Literature, grade 2				5,000	5,00
	2. Advise in the planning, organizing, and the conducting of a nationwide in-service education program to instruct poorly trained teachers in rural and urban areas in the use of new curriculum materials produced and foreign teachers' manuals being used.	38	38	38	17	5
	3. Advise in the use of instructional aids through use of indigenous materials.	5,000	5,500	5,000	6,000	11,00

## 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.

2.	3.	4. a.	b.	5.	6.
(1) Instructional Aids & Ideas through Use of Indigenous Materials	4,500	5,000	4,500	500	5,000
(2) Independent Activities for the Primary Grades	500	500	500	500	1,000
(3) Teaching Science in the Elementary School through Use of Indigenous Materials				5,000	5,000
4. Recommend a suitable adaptation program of elementary English books published in highly developed countries and advise in its adaptation.					
(1) Liberian Edition of the Pollock Macmillan English Series, Book 2					
(2) Liberian Edition of the Pollock Macmillan English Series, Book 3					
(3) Liberian Edition of the Pollock Macmillan English Series, Book 4					
5. Encourage Liberian writers in the development of local manuscripts to be used as supplementary books to bridge the gap in the textbook program until Liberian textbooks can be produced.					
	10,200	11,000	10,200	25,000	35,200
(1) Peter and His Dog				5,000	5,000
(2) Peter and the Red Boots				5,000	5,000
(3) The Mailman	500	500	500	5,000	5,500
(4) Farming Time				5,000	5,000
(5) Liberians At Work				5,000	5,000
(6) My First A,B,C Book	6,000	5,000	6,000		6,000
(7) The Big Wind	500	500	500		500
(8) Wilmot, the Canoe Boy	3,200	5,000	3,200		3,200
6. Advise on the production and development of elementary educational instructional aids.					
	24,800	31,700	24,800	22,910	47,710

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2.	3.	4. a.	4. b.	5.	6.
(2) Teaching aids: Pocket charts, number placement charts, diaramas, alphabet strips, word pattern cards, self-corrective word cards, puzzles, rulers, color charts, addition and subtraction cards, geometric shapes, picture cards for English, picture number sets, picture phonics cards, supplementary readers from magazine articles, maps	15,600	22,500	15,600	19,400	35,000
(2) 13 Issues of newsletter containing teaching aids	8,200	8,200	8,200	3,500	11,700
(3) Teaching Kit and Manual for Market Women and Their Children (Headstart Program-experimental)				10	10
(4) English Structures	1,000	1,000	1,000		1,000
7. Advise on the organization of a writing program which would result in locally produced Social Studies books.	2,500	2,500	2,500	35,000	37,500
(1) Naweh and Somah Meet Friends (grade 1)				10,000	10,000
(2) Nature Study for Little Liberians (grades 1,2,3)				10,000	10,000
(3) Liberia, the Land and People (grade 4)				10,000	10,000
(4) Holidays in Liberia				5,000	5,000
(5) We Study Health	2,500	2,500	2,500		2,500
8. Advise on the development of the Curriculum and Materials Center and assist whenever time permits with the responsibilities placed upon it by the Department of Education.	32,700	33,200	32,700	33,656	66,356
(1) Guide to the National Exams	700	700	700		700

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2.	3.	4. a.	b.	5.	6.
(2) Liberian Education Review	1,000	1,000	1,000	1,000	2,000
(3) Secondary Handbook	750	750	750		750
(4) Introduction to the Materials Center	700	700	700	800	1,500
(5) Teacher's Handbook for the Department of Education				5,000	5,000
(6) Compilation of papers and recom- mendations of the first NEA conference				2,500	2,500
(7) Education Laws of Liberia	500	500	500		500
(8) Fulfillment	500	500	500		500
(9) Twenty-five Years of Progress in Education	500	500	500		500
(10) Secretary's Annual Report	1,500	1,500	1,500	500	2,000
(11) Lesson Plans	500	500	500	2,000	2,500
(12) Elementary Report Cards	10,000	10,000	10,000	10,000	20,000
(13) Secondary Report Cards	10,000	10,000	10,000	5,000	15,000
(14) Highlights of the Department of Education	500	500	500		500
(15) Workshops with the Secretary	50	50	50		50
(16) Higher Education in Liberia	1,000	1,000	1,000		1,000
(17) Booklists	1,000	1,000	1,000	1,000	2,000
(18) History of University Women in Liberia	250	250	250		250
(19) Secondary Education in Liberia	500	500	500		500
(20) The Department of Education Greets You	250	250	250	250	500
(21) Questionnaires for Curriculum & Materials Center Develop- ment	2,000	2,500	2,000	1,000	3,000
(22) Compilation of National Educa- tion Week Editorials	500	500	500		500
(23) Off to a Good Start (compilation of teaching aids from Newsletter)				2,500	2,500

The following are research projects on local textbook manuscripts which will be placed in grades 1, 2, and 3 in each of the nine counties:

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2.	3.	4. a.	b.	5.	6.
(24)	My First Grade Math			225	225
(25)	Teacher's Manual			9	9
(26)	Second Grade Math			225	225
(27)	Teacher's Manual			9	9
(28)	Third Grade Math			225	225
(29)	Teacher's Manual			9	9
(30)	First Grade Science			225	225
(31)	Teacher's Manual			9	9
(32)	Second Grade Science			225	225
(33)	Teacher's Manual			9	9
(34)	Third Grade Science			225	225
(35)	Teacher's Manual			9	9
(36)	My First Picture Book			225	225
(37)	Teacher's Manual			9	9
(38)	My First Writing Book			225	225
(39)	Teacher's Manual			9	9
(40)	My First Language Arts Book			225	225
(41)	Teacher's Manual			9	9

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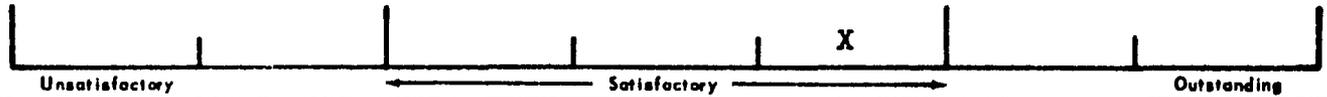
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PART I-B - Continued

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)	Diffuse economic and social growth	3	2
(2)	Improve the quality of education	2	2
(3)	Aid the National Policy of Integration	2	2
(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 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):

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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?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	Y
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?	Y
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	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):

- 014 - The administrative leadership of the Center has not been strong. Creative efforts by teachers and writers have not been encouraged as much as they might have been.
- 015 - Overlapping responsibilities for curriculum development at the national Center and MCSS. In two instances, Mrs. Ray has worked as an advisor to counterparts in preparing manuscripts. Later they were taken to the advisor at MCSS who took an opposite point of view.
- 016 - This project phases out in March, 1970. There is no need to continue consultant services after that period of time since leaders at the Center will then be trained in textbook writing through scholarships; there will be more and more demands for supplementary books now that teachers have had access to local materials for the first time; new equipment will make the publication of manuscripts for supplementary books possible; professional leaders at the Center have now had enough experience to direct their own teacher training workshops.
- 017 - The answer to this question perhaps refers to 015. Each contractor should be familiar with his own contractual duties. These should be clearly defined. Likewise, counterparts should be familiar with these responsibilities. Most of the time, information about a technician is sent to the host country where it is read hurriedly and seldom reviewed. It is felt that there should be some follow-up by AID for better communication.

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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) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1.	<u>Adaptation of books</u>  The Department of Education's requirement that the adaptation committee have books evaluated by staff in the rural areas; the absence from the country for an extended period of the director who makes the final decisions.	X		
2.	<u>Production of first grade readers</u>  Breakdown of press; insufficient materials; lack of manpower; lack of proper equipment for production.	X		
3.	<u>Production of local manuscripts</u>		X	
4.	<u>Language Arts Guide</u>		X	
5.	<u>Textbook Writing</u>		X	
6.	<u>Social Studies Guide</u>			X
7.	<u>Evaluation of Language Arts and Social Studies</u>		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):

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.	(a) On schedule	X
	(b) Ahead of schedule	
	(c) Behind schedule	
	(1) AID/W Program Approval	
	(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
	(3) Technicians	
	(4) Participants	
	(5) Commodities (non-FFF)	
	(6) Cooperating Country	
(7) Commodities (FFF)		
(8) Other (specify):		

## II-B - RESOURCE INPUTS

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

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

024	IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
			033 Promptness of required reports	P
025	Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026	Understanding of project purposes	P	035 Working relations with Americans	P
027	Project planning and management	N	036 Working relations with cooperating country nationals	P
028	Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029	Effective use of participant training element	P	038 Home office backstopping and substantive interest	NA
030	Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	NA
031	Adherence to AID administrative and other requirements	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	
			052 Appropriateness of original selection	P
	PREDEPARTURE			
042	English language ability	P	053 Relevance of training for present project purposes	P
043	Availability of host country funding	P	054 Appropriateness of post-training placement	P
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	
046	Quality of technical orientation	P	057 Adequacy of performance	
047	Quality of general orientation	P	058 Continuance on project	P
048	Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	
049	Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	P
050	Participants' availability for training	P	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		072 Control measures against damage and deterioration in shipment.	
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).				P	073 Control measures against deterioration in storage.	N
066 Quality of commodities, adherence to specifications, marking.				P	074 Readiness and availability of facilities.	N
067 Timeliness in procurement or reconditioning.				P	075 Appropriateness of use of commodities.	FF
068 Timeliness of shipment to port of entry.					076 Maintenance and spares support.	N
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):	
071 Control measures against loss and theft.				N		

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.

For the most part, the project has been implemented on schedule. The production performance by individuals in the Center generally has been quite good. The problems of lack of vehicles, drivers, and organization skills have caused severe problems in book and materials distribution throughout the system.

027 - The unit planning and management have been poor because of the personality and professional clashes of the senior staff. This has been an obstacle to proper planning, policy making, setting of goals, and decision making. To increase the already heavy burdens of internal conflict, the Department of Education has periodically imposed "on call" tasks for the Center to complete without prior warnings. At this point, all normal production of the unit is halted.

071 - There are few measures taken both within and around the Center to safeguard equipment and materials. The allocation of materials to individuals and other education divisions is not carefully recorded nor are materials accounted for.

073 - The present physical location of the Center is close to the sea. Storage area is inadequate, and there is little circulation of air and no dehumidifying facilities to protect paper and equipment from the dampness. The building is both old and poorly constructed. It is planned to move to other quarters in the near future which have improved facilities and space.

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## PAR CONTINUATION SHEET

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079 NARRATIVE FOR PART II-B

- 074 - There are periodic breakdowns of most of the Center's production equipment. Not only are there no replacements for broken and missing parts, but there is no local technician capable of making the proper repairs. There is no regular servicing schedule for equipment. Equipment is used until it breaks down. The operators of the production equipment are expected to be sent for training in the near future.
- 076 - Same comments as 074 above.

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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.	N
084 Host country project funding.	
085 Legislative changes relevant to project purposes.	N
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.	N
089 Maintenance of facilities and equipment.	N
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.	N
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.	
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.

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

- 083 - The existing problems in executive leadership were covered in 027.
- 085 - It is expected that special recognition and budgetary consideration will be given the Materials Center in the near future. With the emphasis on locally produced material, relevant to the needs of the Liberian student, there will be ever increasing production demands made on this facility. In the area of workshops alone, there has been continual requesting of the Center's services by all county supervisors. Whereas in the past the conducting of workshops was managed on a request basis, it has now been changed to a scheduled, periodic system throughout the country.
- 088 - The resources of the country are extremely limited; therefore, a strict adherence to priorities must be followed. Since this unit's function is so basic to qualitative changes in instruction and teacher preparation, it is reasonable to assume they will be given whatever additional considerations are possible in terms of money, personnel, and equipment.

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## PAR CONTINUATION SHEET

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**106 NARRATIVE FOR PART III**

089 - The inadequate operational upkeep of equipment has been referred to in Item 074.

100 - See Item 027 (page 7)

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## PART IV - PROGRAMMING IMPLICATIONS

## IV-A - EFFECT ON PURPOSE AND DESIGN

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

For example, changes might be indicated if they would:

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

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

With the growth and accomplishment of the Educational Materials Development project, plus the continued meaningfulness and relevancy of the targets to the educational needs of the Liberian school system, there need be no changes in purpose or design of its thrust.

Taking it a step further, the demonstrated positive results growing out of the Center's activities, such as writing workshops, seminars, and conferences, have given it increased significance to the developmental needs of Liberian education.

Judging from the number and variety of publications produced at the unit and the recognition of its vital assistance role by the Department of Education and the teachers, we can assume that its impact has been recognized and appreciated by all concerned educationists. Most of the success of the project is due to the close coordination of the Department of Education, the local Center staff, and the USAID technician.

With the increasing demands being made on the Center, we can readily project its continued growth and production capability. As government increases its inputs of personnel and commodities, we can envisage a quantitative and qualitative increase

## IV-B - PROPOSED ACTION

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

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

109 NARRATIVE FOR PART IV-B:

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**UNCLASSIFIED****669-11-690-092****PAR CONTINUATION SHEET**

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**107 NARRATIVE FOR PART IV-A**

in output. There has been a noted professional improvement in the staff. The increase of personnel who will be returning from on-the-job training experiences with foreign publishing houses should be felt in increased production. Many of the internal administrative problems should be resolved as more and better prepared personnel become available.

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