

66900923  
 DATE FILED 12-1-69  
 ROOM 1636 NS

AID 1020-28 (7-68)			SECURITY CLASSIFICATION		001 PROJECT NUMBER	
<b>PROJECT APPRAISAL REPORT (PAR)</b>			UNCLASSIFIED		669-11-690-092	
(U-446) See M.O. 1026.1						
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN		004 PROJECT TITLE
AS OF:	4	17	70	FY 66	THRU FY 70	EDUCATIONAL MATERIALS DEVELOPMENT 12p
008 COOPERATING COUNTRY - REGION - AID/W OFFICE						
Liberia						

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)	171		32		92	14		10
PROPOSED OPERATIONAL YEAR (FY 19 70)	5									5	
CCC VALUE OF P.L. 480 COMMODITIES (\$000)			Thru Actual Year : -0-			Operational Year Program : -0-					

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	d. 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/afr-382	
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):

The previous PAR covered events through 8/5/69. Since that date the contract with Mrs. Ray has terminated. A primary school and nature study book were completed. A language arts guide for elementary schools was also completed. In addition there was the submission of two research proposals: "To Discover the Starting Point of Speaking and Recording Vocabularies of Liberian Children" and "Research Study for Textbook Writers". The development of an outline for "African Studies Programs for the Elementary School" also occurred during the reporting period.

MISSION DIRECTOR SIGNATURE	DATE
APPROVAL →	6-11-70



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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.

2. 3. 4. 5. 6.  
a. b.

- |  |          |       |
|--|----------|-------|
| (1) Instructional Aids & Ideas through Use of Indigenous Materials.                | 7, 7,500 | 5,000 |
| (2) Independent Activities for the Primary Grades.                                 | 500      | 1,000 |
| (3) Teaching Science in the Elementary School through Use of Indigenous Materials. |          | 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                             | 10,000 | 10,000 |
| (2) Liberian Edition of the Pollock Macmillan English Series, Book 3                             | 10,000 | 10,000 |
| (3) Liberian Edition of the Pollock Macmillan English Series, Book 4 (In production - Macmillan) |        | 10,000 |

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.

- |                             |       |       |
|-----------------------------|-------|-------|
| (1) Peter and His Dog       | 5,000 | 5,000 |
| (2) Peter and the Red Boots | 5,000 | 5,000 |
| (3) The Mailman             | 500   | 5,200 |
| (4) Farming Time            | 5,000 | 5,000 |
| (5) Liberians At Work       | 5,000 | 5,000 |
| (6) My First A,B,C Book     | 6,000 | 6,000 |
| (7) The Big Wind            | 500   | 500   |
| (8) Wilmot, the Canoe Boy   | 3,200 | 3,200 |

6. Advise on the production and development of elementary educational instructional aids.

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2.

3.

4.  
a.

b.

5.

6.

(1) 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.	34,000	35,000
(2) 13 Issues of newsletter containing teaching aids.	11,600	11,700
(3) Teaching Kit and Manual for Market Women and Their Children. (Headstart Program-experimental)	10	10
(4) English Structure	1,000	1,000

7. Advise on the organization of a writing program which would result in locally produced Social Studies books.

(1) Naweh and Somah Meet Friends (grade 1)		10,000
(2) Nature Study for Little Liberians (grades 1,2,3)	(In production Macmillan)	10,000
(3) Liberia, the Land and People (grade 4)		10,000
(4) Holidays in Liberia		5,000
(5) We Study Health	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.

(1) Guide to the National Exams	700	700
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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.

2.

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

3.

4.  
a.

b.

5.

6.

## 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.	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
(31)	Teacher's Manual			9
(32)	Second Grade Science			225
(33)	Teacher's Manual			9
(34)	Third Grade Science			225
(35)	Teacher's Manual			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
(42)	Noweh & Somah	200		-0-

The following materials are completed and will be produced when supplies are received:

(1)	Handbook, Department of Education	5,000
(2)	Liberian Elementary Story Book 2	5,000
(3)	Time & Thomas explored Peter and his Dog	5,000



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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 noted 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?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination? <b>Omit (See AIDTO CIRC A-612)</b>	
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?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <b>NARRATIVE FOR PART I-C.2</b> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

- 014 - Improvement in administrative leadership is evident over the last reporting period, however, there is considerable room for additional improvement especially in the area of encouraging creative efforts by teachers and writers.
- 017 - When two USAID technical assistance groups are working in overlapping areas considerable care should be taken to define perimeters of operation to prevent duplication of efforts.
- 019 - Several of the studies and other material developed under the aegis of the contract could be submitted to professional journals. (The Reading Teacher, Vol 23, No. 4, February, 1970 carried an article by Mrs. Ray.)

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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) 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
	<p>Active participation in advisory service phased out in April, 1970. Residual activities concerning the arrival and utilization of textbooks financed by Project Support Loans will continue for some time and will be the responsibility of technicians assigned to the Education Technical Support Project 112.</p> <p>Completion of the project objectives can be considered satisfactory. However, there remains the feeling that much more could have been accomplished if additional secretarial services and additional materials (paper, ink, duplicating equipment, etc.) had been available to supplement the services and materials provided by the Department of Education.</p>			

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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	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	
	P	052 Appropriateness of original selection	
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	N
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	P
048 Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	N
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).				F	073 Control measures against deterioration in storage.	P
066 Quality of commodities, adherence to specifications, marking.				F	074 Readiness and availability of facilities.	P
067 Timeliness in procurement or reconditioning.				F	075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port or entry.				N	076 Maintenance and spares support.	N
069 Adequacy of port and inland storage facilities.				F	077 Adequacy of property records, accounting and controls.	P
070 Timeliness of shipment from port to site.				F	078 Other (Describe):	
071 Control measures against loss and theft.				F		

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.

- 027 - Personality and professional clashes of senior staff still continue at the Center. Some improvement has been made since the last report. Disruptions in production still continue as the Department of Education imposes non-Material Center work on the unit.
- 056 - The Liberian Instructional Materials Center is dominated by the Director who is reluctant to accept ideas from her subordinates. The Director is also involved in multifarious other activities and spends much time outside the country and seldom delegates authority in her absence.
- 059 - Facilities have moved to more adequate quarters. Additional equipment is needed to increase the production capacity.
- 076 - Additional equipment, provided by UNICEF, has solved the breakdown situation for the moment. However, the inadequacy of spares and services make every breakdown a major work stoppage, since replacement parts must be ordered from the manufacturer.

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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.	
100	Planning and management skills.	N
101	Amount of technician man years available.	N
102	Continuity of staff.	N
103	Willingness to work in rural areas.	N
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):

- 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 conduct 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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