

**GRAM**

PD-AAF-685-F1

**DEPARTMENT OF STATE**

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FROM . DAKAR - OWAORA

SUBJECT . PROJECT APPRAISAL REPORT (PAR) NJALA UNIVERSITY COLLEGE  
625-11-660-507

REFERENCE . Dakar 3309

1. Attached are colitbo plates of subject PAR.
2. PAR Section 006 funding table figures are in error. Inasmuch as we do not have the correct figures available to us, we would appreciate AID/W filling in correct figures.
3. We believe PAR and earlier submitted U-307 report on contractor evaluation represent a fair and realistic appraisal of the Njala University College project.
4. In light of continued poor contractor performance and inability of project to meet regional and multidonor criteria, we recommend a review of the entire project as set forth in reftel.

*[Signature]*  
LUKENS

Enclosure: a/s to PR  
11-17-69  
EJ

PAGE 1 OF 1 PAGES

DRAFTED BY: <i>[Signature]</i>	OFFICE: FRM/ECON	PHONE NO.:	DATE: 11/12/69	APPROVED BY: <i>[Signature]</i> X. Fred Carpenter Acting Director
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AID AND OTHER CLEARANCES  
Reg. AGR: J Reese *[Signature]*

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**PROJECT APPRAISAL REPORT (PAR)**  
(U-446) See M.O. 1026.1

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001 PROJECT NUMBER

625-11-660-507  
(636-11-110-015)

A.I.D.  
Reference Center  
Room 1656 NS

002 PAR MO. DAY YR. 003 U.S. OBLIGATION SPAN  
AS OF: 9 30 69 FY 63 Thru FY 73

004 PROJECT TITLE

**NJALA UNIVERSITY COLLEGE**  
(Sierra Leone)

005 COOPERATING COUNTRY - REGION - AID/W OFFICE

CWAORA

**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 1970)	370	370			340		-			10	20
PROPOSED OPERATIONAL YEAR (FY 19 )											

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : \$540,000 Operational Year Program : \$120,000

**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 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER.	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	1. University of Illinois	1	1	AID/afr-293	
		2.			(AID/afr-648)	
		3.				

**PART I - PROJECT IMPACT**

**I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.**

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

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

(1) Immediately after Independence in 1961, it was widely recognized that fundamental alterations had to be made in the infrastructure of Sierra Leone. While the government development plan, i.e., the Carney Report, addressed itself to the need for balanced economic growth and expenditure, priorities were soon placed on agriculture and education. It was determined that, in order to achieve modernity, the agricultural sector of the economy must be changed from a subsistence

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CONTINUATION SHEET

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structure to an intensive commercial form to overcome both the inadequate domestic food supply and to provide material for basic industries. At the same time, it was determined that low returns were being derived from educational investments. This latter inadequacy was attributed to structural and social reasons that caused the educational system of Sierra Leone to be unrelated to developmental requirements or the agricultural sector.

Independence ushered into power a tribal and provincial based coalition of leaders who sought to redress the economic and social disparities that existed between the Freetown region and the rural areas of the country. They undertook to accomplish this by maximized developmental efforts in the provincial sections of the country.

As a means of overcoming these disparities as well as fostering the economic and political interests of rural society, the idea of a new institution of higher education was conceived. It was determined that such an institution, "fundamentally different in approach from any existing in the country", could also provide the manpower to initiate the long sought agricultural revolution and, so, Sierra Leone's leaders sought a new institution designed to combat the "unmet needs of agriculture and education and the pressing problems of rural communities".

After preliminary consideration of various alternatives, the Agency proposed that a survey be carried out to examine the feasibility of utilizing the agricultural experiment station at Njala and the adjoining Njala Teacher Training College as "the embryo of a land grant college".

(The University of Illinois carried on a reconnaissance survey in February 1963 and published a report entitled Education and Agricultural Development in Sierra Leone.)

Lacking any sort of sophisticated cost benefit analysis or manpower projections, the report, nevertheless, encouraged the Government of Sierra Leone to embark on this project. It was anticipated that manpower developed by the institution would be readily absorbed into the various agro-industries and commercial plantations then developing under the aegis of the Sierra Leone Produce Marketing Board (SLPMB). The subsequent demise of the production component of the Board severely effected the absorption of agricultural manpower into the economy and necessitated a curtailment of candidates in the agricultural programs of the University College.

The intent and support of the Government of Sierra Leone had been clearly revealed in the 1964 Parliamentary Act which officially created the University College. This Act sought to establish a full-fledged university with Faculties of Agriculture, Basic Sciences and Education and empowered to "provide suitable instruction and hold examinations for and grant degrees, diplomas and other academic distinctions". The new University College was officially inaugurated on February 12, 1965 and offered a four years Bachelor's Degree program patterned on the American pattern of seminars, research activities and course examination. In addition to these degree programs, two year certificate courses were provided in agriculture trades and crafts, and home economics. These certificate programs

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were designed to train agriculturists, home economists and craftsmen to meet immediate manpower needs.

Students in the Faculty of Education are enrolled in an integrated professional and academic program in which all students receive education in the basic biological, physical and social sciences and English, and may graduate as qualified teachers in science, geography, English and agriculture. The Science Curriculum Center at the University College contributes to the basic science awareness of the students and seeks to upgrade science instruction in Sierra Leone's secondary, private and teacher training schools through the preparation of curricula material and the provision of in-service training.

The Faculty of Agriculture was designed to a) furnish manpower for the agricultural sector of the public service, b) produce middle and upper level technicians and administrators in agriculture and related enterprises, and c) provide researchers, service personnel and instructors for Njala and various government agricultural stations.

The third Faculty of the University College is Basic Sciences which enrolls no students of its own and performs as a service faculty for the other programs within the university. Offering instruction in five departments (biology, chemistry, mathematics, physics and zoology), this Faculty has sought to orient the traditional science subjects to the professional needs of future agriculturists, science teachers and home economists.

Research projects are selected with regard to their potential for enhancing agricultural production in Sierra Leone. Consequently, priorities have been given to research dealing with increased production of cash crops, their marketing and utilization and the other social and cultural factors that affect economic progress. One of the most relevant research efforts at Njala is a coordinated research project involving fourteen staff members in twelve experiments on a seventy-two acre site. Entitled "The Crop Production Capacity of Selected Sierra Leone Soils Under Continuous Cultural Practices", it represents a unique effort to undertake major research with an extremely limited budget on river terrace soils within the confines of the campus.

While Njala was intended to promote a rural transformation through extension efforts, the lack of a substantial research program, and the fact that there is significantly little information about rice farming, cattle production, forage crops, etc., that could be disseminated to rural peoples to promote changes in the non-monetized or subsistence sector, hinder such efforts. This lack of information, the problems related to personnel within the extension division and the lack of a focus for its efforts has limited the effectiveness of the University College in making significant contributions to traditional rulers or to operational officers of the Ministry of Agriculture.

(2) While the problems enumerated elsewhere in this report have hindered the operation of the contractor, he generally has been effective in developing curriculum content for the various faculties and in advising on the organization and administration of the university college. While this curricula content and organizational

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structure may replicate similar content and structure at the University of Illinois, this is to be expected.

In the development and implementation of research activities, the university college has had limited success. Fiscal constraints on research funds have undoubtedly affected research design and implementation. Greater concentration on agricultural research seems required despite budgetary constraints and the Illinois overseas staff should exert efforts to focus attention on these needs.

During FY 1969 the major occurrence regarding Njala University College was the designation of the project as a "regional center of learning". In his letter of March 13, 1969, Assistant Administrator Robert Smith indicated to the Minister of Education that AID was "preparing for the continuation of the University of Illinois contract team at Njala, with such modifications in the staff and scope of work that are consistent with the emphasis on Agricultural Education and the related sciences". As a regional center it was stipulated that [REDACTED] following criteria: (a) to attract external students and staff to the university college, (b) for them to attract interest in and support for the Agricultural Education program from other donors, and (c) for Government to maintain an ongoing commitment to the university college in terms of financial commitments.

During the 1968-1969 academic year, the university college enrolled fifty foreign students out of a total enrollment of 297 or some seventeen percent. Included in this enrollment were some twenty-one African students sponsored by the INTERAF program. Students were enrolled from Trinidad-Tobago, Ethiopia, Tanzania, Ghana, Camerouns, Nigeria, Gambia and the United States.

TABLE I  
ENROLLMENTS AT NJALA UNIVERSITY COLLEGE, 1964-1968\*

Academic Program	1964	1965	1966	1967	1968
Degree					
Agriculture	40	64	82	98	67
Education	17	30	47	86	111
Agricultural Education	-	-	-	7	19
Home Economics	4	4	6	6	9
Certificate					
Agricultural (general)	35	50	31	52	47
Agricultural (trades and crafts)	6	6	7	15	12
Home Economics	-	12	16	13	13
Higher Teachers Certificate	-	-	3	21	19
One-year Agricultural Education	-	-	10	8	-
Total	102	166	203	306	297

\*Source: H.M. Lynch-Shyllon. Handbook of Useful Statistical Data on Staff and Students of Njala University College and Other Relevant Analyses.  
Njala: Officer of the Registrar, Njala University College, 1968, p. 9 (mimeographed).

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During the period 1965-1969, the university college has trained some 184 middle and high level agriculturists, who have sought positions on the labor market, and 62 agricultural and science educators. Assessment of job placement or absorptive capacity of degree graduates and certificate recipients remains incomplete. The contractor seems aware of the need for such figures and has been asked to solicit such information. It has been reported that all of the prospective teachers have been employed but the degree of employment of the agriculturists requires careful assessment and should reflect the future level of admission into agricultural degree and certificate programs at the university college.

In light of reduced numbers of bursaries offered by the Government of Sierra Leone there will probably be fewer host country students attending either university college in the country. This has enabled the Njala registrar to increase the numbers of foreign students to be enrolled during 1969-1970 to a level of some twenty-two percent. During 1969-1970, there will be fourteen nationalities represented on the staff of the university college. Support for these staff members comes from a variety of universities and foreign governments although the monetary level of this contribution is much less than that of the United States. If one of the aims of regionalism is to minimize the image of the United States, as a donor to so-called regional projects, then ways must be found to increase the inputs of other donors. If the Food and Agriculture proposals for a major integrated agricultural scheme are implemented in Sierra Leone, then ways must be found to bring Njala University College more actively into the project.

To date, the contractor and the university college have failed to stimulate neighboring African states to send observers to Sierra Leone to assess the Agricultural Education program. Such visitations should be encouraged, drawing upon the travel money provided in the grant agreement.

In summary, the contractor has continued to work toward the accomplishment of the objectives of the project. While lacking full understanding of the implications of Njala being designated a regional center, the contractor is most anxious to support moves to solidify interest in the university college. In terms of the more specific aims of the project, progress remains uneven with the quality of work of some technicians clearly less than satisfactory.

(3) In the seven years, during which this project has evolved, the combined obligations of the U.S. and Sierra Leone Governments to the Njala University College have been some \$12.4 million. This excludes the amounts or contributions in kind by other donors, e.g. topping-up of salaries by the British Ministry of Overseas Development, provision of teachers by the Canadian University Students Overseas (CUSO), or Voluntary Service Overseas (VSO), West German Government gifts of laboratory equipment, etc. Consequently, the financial input into the program of the university college is substantial.

It is important to note that Sierra Leone has invested a substantially greater share of the recurrent and capital expenditures for the University College than any of the outside donors. It is, therefore, unfortunate that the institution

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is viewed as an American-financed and supported school when, in fact, the U.S. contribution is considerably less than that of Sierra Leone. In addition to the provision of a 3,060 acre campus, valued at \$1.8 million, the GOSL has now invested approximately \$8.6 million in the construction of campus facilities, the remuneration of staff, and the provision of scholarships for students.

GOSL Financial Contribution to Njala University College<sup>1/</sup>

	<u>Recurrent</u>	<u>Capital</u>	<u>PL 480</u>	<u>S.L.P.M.B. Grant</u>
1963	445,281	42,420	-0-	-0-
1964	560,115	18,522	-0-	140,000
1965	929,861	448,000	-0-	112,000
1966	1,106,000	462,000	-0-	28,000
1967	1,157,800	-0-	280,000	-0-
1968	840,000 <sup>2/</sup>	-0-	140,000	-0-
1969	<u>720,000</u>	<u>-0-</u>	<u>120,000</u>	<u>-0-</u>
	\$5,759,057	\$970,942	\$540,000	\$280,000

1/ Government allocations for scholarships are not included.

2/ Figures for FY 68 and 69 are government obligations; other figures are actual allocations.

While the U.S. contribution to this project to date has totaled some \$3.75 million, expenditures to finance the University of Illinois contract represent \$2.76 million of which some 56.9 per cent has been spent on the support and financing of U.S. technicians. It should be noted that the Educational Development Center (EDC) contributions, scholarships provided by the Inter-African University Scholarship Program (INTERAF) and teaching service provided by Peace Corps Volunteers are included within the \$3.75 million dollar amount provided the University College. Utilizing a figure of \$7.3 million as the basic recurring cost of the institution to both the United States and Sierra Leone during the period 1963-1969, we find that the per student cost of the university college is \$9,146 for the 499 who have either passed through the institution or who are presently enrolled. When computing the cost per graduate, the figure is an even more discouraging \$31,874. Consequently, the per student cost of staffing and maintaining the Njala complex is enormous, particularly in a context where the per student cost at the primary school level is some \$10 per annum. Even when it is noted that these figures include the cost of the seed multiplication center at Rokupr, they still seem excessive to the benefits derived, to date, from the university college.

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These costs are attributable to the levels of salaries and benefits paid to Illinois contract personnel (\$1.5 through 1969) and the low student academic staff ratios of the college. In 1967/68 this ratio was 1:5.1 in comparison to a figure of 1:4.5 in 1968/69. It should be noted that the GOSL is critically concerned about the disproportionate amount of the national budget devoted to higher education and the proliferation of courses, personnel and facilities between Fourah Bay College and Njala University College. In FY 1969, the GOSL obligated Le 1,167,500 for higher education which represented 23.6 per cent of the education budget and 4.1 per cent of the total national budget. Concern about this level of expenditure and the problems of university graduates' absorption into the economy prompted the Ministry of Education to create a "National Commission on Higher Education" which will begin to hear testimony on the needs and problems of higher education in Sierra Leone in October 1969. The Report of Messrs. Carney (IDEP/Dakar), Darling (Wye College), Fafunwa (University of Ife) and Llewellyn (University of Wisconsin) and Miss Lettie Stuart (YWCA/Geneva) should offer definitive guidance as to Government's acceptance of the objectives outlined for the project.

(4) Accepting the importance of formalized agricultural education as a way of (a) imbuing the concept of the place and importance of progressive agriculture in a modernizing society, (b) channeling current information about improved agriculture through young people into traditional homes and (c) developing reading skills-including the mastery of a vocabulary suitable for reading about modern agriculture - to afford a means of transmitting other information about agricultural innovation; then the production of teachers with competency in agricultural education is a relevant and important activity. Since all of the countries of West Africa currently suffer from deficiencies in their agricultural sectors, agriculture education may be seen as one way of stimulating action to overcome the lack of emphasis placed on progressive agriculture and food production. As Njala University College offers the only on-going and serious effort at producing agriculture education teachers in the Anglophone countries of West Africa, it has a unique and significant contribution it can make. The increasing emphasis being given to agriculture education as a primary and secondary school subject should create ongoing demands for manpower produced by the institution.

In terms of Sierra Leone's own agricultural development, the University College has a potential that remains unfulfilled. Fiscal stabilization and a revived economy have enhanced the prospects for greater emphasis upon agricultural development in Sierra Leone. The Government seems likely to continue its responsible fiscal management despite the termination of the IMF stand-by arrangements, in March 1970, which should generate additional monies for the agricultural sector. The reorganization of the SLPMB resulted in greatly increased marketing of agricultural commodities in 1968 (export of agricultural products rose from Le 3.8 million in 1967 to Le 12.8 million in 1968) which should generate renewed interest in agricultural production. These factors should directly benefit the university college by increasing the demands for manpower in the agricultural sector and by generating renewed emphasis upon agricultural development.

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An additional factor that should enhance the role of the university college is the UNDP/FAO Special Fund "Integrated Development of the Agricultural Sector in Sierra Leone" Plan (IDASS) which is intended to offer guidelines for the future development of agriculture in the country. At the present time, the planners are projecting that significant demands will be made upon the college in terms of the production of middle and upper level manpower and the carrying on of agronomic research. The IDASS also plans for the utilization of the University College for the training of farmers, agricultural instructors and supervisors and other types of agricultural personnel in in-service programs. Government's acceptance of all or part of the UNDP/FAO project will necessitate drawing upon Njala for its training expertise. In essence, then, it is probable that Government will be dependent upon the University College to achieve the objectives outlined in its agricultural program.

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Overall Appraisal of Country Performance Related to Njala University College

The prime consideration of the host country is for the satisfaction of national agricultural human resource development at the expense of regional considerations. Minimal efforts have been undertaken during the last fiscal year to broaden the role of Njala in training West African degree and certificate students, enlisting substantive participation from West African countries, making proposals for technical assistance and capital development from international donor organizations and coordinating closely with AAI/AAU and the STRC. Perhaps a more important consideration is the lack of lateral and vertical communication within the country between government branches, the two university colleges of the University of Sierra Leone (Fourah Bay College is undertaking basic agricultural and nutritional research and publishing its findings while the professional rapport between the two campuses remains minimal) and the University of Illinois Contract Team.

Government of Sierra Leone officials are not attuned to the concept of regionalism and the role we are seeking for Njala University College to play in the West African region. Their impression and image of USG participation remains that of a continuing bilateral arrangement. Regionalism has nonetheless been integral to Sierra Leone thinking for nearly a century as Fourah Bay College served as the source of high level manpower for Nigeria, Ghana and the Gambia until their own institutions of higher learning were formed in the post World War II period. Additionally and more distressing was the inadequate appreciation American officials in Sierra Leone had of the imperatives of regionalism since CWAORA must continue to rely upon Embassies to serve as local spokesmen for the philosophy and practical aspects of regionalism.

The prospect for curricula change more relevant to, at least, Sierra Leone's agricultural requirements is an encouraging aspect of host country performance. The Ministry of Education seems oriented to the necessity of reorienting the curriculum of the primary and secondary schools toward rural science and agriculture. In addition, the forthcoming UNDP/FAO proposals for priority agricultural development should help to catalyze efforts in the direction of agriculture and a greater reliance upon the manpower and research services of Njala. There are fifteen projects to be proposed requiring agricultural manpower that should come from within Sierra Leone. If the Government accepts all or part of the FAO project proposals this should enhance the role of the university college. However, for the college to be most effective, improvement in articulating the training pipeline to defined agricultural requirements is mandatory.

That the USG, through the University of Illinois Contract, is the predominant external donor is, unfortunately, undisputed. We must urge Sierra Leone, the University of Sierra Leone, Njala University College and the various branches of Government to increase their efforts in soliciting other donor support so that there can be a diminution of the US image. We believe that the discontent and friction described in latest Evaluation of Contractor Performance Reports (U-307s) could be reduced with a concerted effort by the host country to attract other donors. We would also encourage the USG to utilize the leverage it holds to stimulate UNDP, FAO, WHO and ILO to examine closely the merits of Njala University College.

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## PART I-B - PROJECT EFFECTIVENESS

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

CODE NO. AID/W USE ONLY	This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	1. Develop trained agriculturists and research workers (middle and high level manpower):					
	A. Degree programs					
	1) Agriculture	37	25	21	15	120
	2) Home Economics	3	1	1	2	17
	B. Certificate programs					
	1) General Agriculture	61	37	26	30	210
	2) Agricultural Trade and Crafts	7	13	9	6	82
	3) Home Economics	15	7	4	8	63
	2. Train teachers for teacher training colleges and post primary institutions:					
	A. Degree programs					
	1) Agricultural Education	0	0	0	5	51
	2) Science or Arts Education	11	19	16	15	185
	3) Home Economics Education	2	3	2	2	12
	B. Certificate programs					
	1) Agriculture Education (HTC)	2	2	2	12	38
	2) Intensive Agricultural Education	10	0	0	0	10
	3. Preparation of local staff personnel (through in-service courses and participant training):	11	21	21	30	50
	4. Instruct, through in-service courses, agriculture and science teachers in the use of new curriculum materials and new methodologies in their classrooms.	2,000	2,000	2,000	3,500	6,000

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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) The preparation of upper level manpower in agriculture, the related sciences and agricultural education for regional programs.	3	2
	(2) The preparation of middle level manpower in agriculture and agriculture education for West African sector programs in agriculture and education.	3	2
	(3) The development of pragmatic research programs and demonstration extension services applicable on a regional basis for purposes of catalyzing agricultural growth and food production.	2	1
	(4) The enhancement of regional cooperation through exchanges of students, agronomic research findings and extension techniques to the end of utilizing existing or anticipated resources to better advantage.	2	1

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 i):

The rather recent designation of Njala University College as a regional-center has limited the ability of the contractor to implement programs designed to accomplish certain regionally biased project goals. The general indifference toward the agriculture sector, its problems and the inadequate expenditures from the public sector for agriculture are constraints that effect the utilization of the products of the university college both within Sierra Leone and the West African region.

Similarly, the lack of sufficient agronomic research at Njala and the lack of liaison between the research efforts and extension programs of Sierra Leone and the other CWAORA countries limits the impact the university college can have on agricultural growth and/or the monetization of the subsistence sector.

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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?	Y
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?	Y
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.)	Y
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	
013-Despite the "regionalization" of the project the contractor has, to date, failed to actively solicit other foreign donor support or helped the University College to effectively present an image as a regional institution.	
014-The lack of centralized decision making in the Ministry of Agriculture on agricultural matters continues to affect the project as does the disarticulation between the Ministry of Agriculture and Njala University College programs.	
015-The UNDP/FAO "Integrated Development of the Agricultural Sector for Sierra Leone" (IDASS) planning has been carried on with little regard to the available research and manpower development facilities of the University College. IDASS now expects to make substantial demands on Njala without consideration of lead time, financing, etc.	
016-Anticipating that the GOSL will accept part or all of the IDASS proposals and that external assistance can be solicited to finance these projects, considerable modifications in the training programs of the University College will have to be instituted.	
017-The crucial necessity of having the recipient country participate in the development and articulation of sector needs and the programming of means for addressing these needs has been reiterated by problems arising in connection with this project. Diplomacy within technical assistance and through the actions of the technicians has been restated.	
018-The problems of determining the applicability of agronomic research to cross-cultural and cross-national situations requires analysis and articulation.	
019-The entire project, particularly the extension efforts and the coordinated farm research programs, justifies inclusion in U.S. public media. There are a variety of stories concerning individuals and activities that would be particularly attractive in the U.S. "farm belt".	
020-Media coverage of University College programs has been limited to adverse reporting of various administrative and personnel problems.	

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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
1.	Develop trained agriculturists and research workers.  The University College continues to experience difficulty in placing the degree recipients in agriculture sector positions, and to the end that substantial numbers are unemployed or underemployed, the project is ahead of schedule.			X
2.	Train teachers of agriculture for training colleges and post-primary schools.		X	
3.	Train extension workers who can disseminate for practical use information on agriculture and the results of research.  The cessation of research projects at the Rokupr Rice Station and Njala Oil Palm Station has limited the information available for dissemination. The contractor is still trying to mount research in tropical crops and animals to gain information to distribute to extension workers. Similarly, the contractor has experienced considerable delays in inaugurating an extension program.	X		
4.	Encourage the development of positive attitudes towards agriculture labor.  Njala University College continues to experience difficulty with its "Student Work Experiences Program" and is ready to experiment with various alternatives to induce a greater commitment on the part of the students to agriculture.	X		
5.	Adapt research findings to the specific needs of the region.  It is doubtful if the contractor is aware of specific agronomic, extension or educational needs of the region to which he is required to adapt his research.	X		
6.	Foster the introduction and development of new products and processes specifically adapted to the region.	X		

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PART I - 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 N <sup>o</sup> .	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
	The fact that the research efforts of the contractor remain at a formative stage, that there is little knowledge of agricultural or educational requirements in the West African region and that little innovative research or experimentation is planned severely limits progress toward this objective.			
7.	Determine the characteristics and geographic distribution of the different kinds of soils in Sierra Leone; indicate the best and most efficient uses to which land can be utilized.  The activity is on schedule because of the efforts of two former agronomists on the Illinois overseas staff and their efforts in soliciting assistance from the Wageningen Agricultural University in the Netherlands to carry on this mapping and research.		X	
8.	Develop by breeding and selection the varieties of plants best suited to each section of the region with special emphasis on rice research.  The contractor has had little success in recruiting crops specialists with expertise in tropical crops. Little research has been carried on except to adapt temperate crops to tropical conditions.	X		
9.	Assist in selection and training of participants for study in the U.S.  Twenty one participants have been sent for training in the United States with the ultimate aim the Africanization of those positions presently held by Americans and other expatriates at the University College.		X	
10.	Develop related research for agricultural production and marketing, agricultural economics, engineering, administration of credits and extension.  While this activity is behind schedule, the very encouraging work of the Agricultural Economics Specialist or Agricultural Extension Specialists in establishing off-campus activities in Kenema, Mang and Tiama, covering these types of projects,	X		

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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
11.	<p>should facilitate the achievement of this objective.</p> <p>Establish a central clearing house for the publication and dissemination of the results of scientific work developed in the institution. This will include the development of bulletins and reports on research results of the College, and seminars for educators and agriculturists of other countries of the region.</p> <p>Utilizing AID procured equipment, a Publications Centre has been established at the University College that prints university bulletins, various journals, materials for the Educational Development Center/African Primary Science project and various other manuscripts.</p>		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	
(b) Ahead of schedule	
(c) Behind schedule	X
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	X
(3) Technicians	X
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	X
(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	N
		033 Promptness of required reports	N
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	N
026 Understanding of project purposes	N	035 Working relations with Americans	
027 Project planning and management	N	036 Working relations with cooperating country nationals	N
028 Ability to adapt technical knowledge to local situation	N	037 Adaptation to local working and living environment	N
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff	N	039 Timely recruiting of qualified technicians	N
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		053 Relevance of training for present project purposes	
042 English language ability		054 Appropriateness of post-training placement	P
043 Availability of host country funding	N	055 Utility of training regardless of changes in project	
044 Host country operational considerations (e.g., selection procedures)	P	056 Ability to get meritorious ideas accepted by supervisors	
045 Technical/professional qualifications		057 Adequacy of performance	
046 Quality of technical orientation	P	058 Continuance on project	N
047 Quality of general orientation		059 Availability of necessary facilities and equipment	N
048 Participants' collaboration in planning content of program		060 Mission or contractor follow-up activity	
049 Collaboration by participants' supervisors in planning training	P	061 Other (describe):	
050 Participants' availability for training	P		
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	
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).				072 Control measures against damage and deterioration in shipment.
066 Quality of commodities, adherence to specifications, marking.				073 Control measures against deterioration in storage.
067 Timeliness in procurement or reconditioning.				074 Readiness and availability of facilities.
068 Timeliness of shipment to port of entry.				075 Appropriateness of use of commodities.
069 Adequacy of port and inland storage facilities.				076 Maintenance and spares support.
070 Timeliness of shipment from port to site.			P	077 Adequacy of property records, accounting and controls. P
071 Control measures against loss and theft.			P	078 Other (Describe):

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

The project was implemented as a bilateral project, with a full complement of Mission personnel to backstop and support the project, so that there was continual supervision of the contractor and evaluation of his performance. Earlier Evaluation of Contract Performance Reports (U-307s) assess that performance as satisfactory and proceeding on schedule with notable exceptions relating to personnel and research-extension efforts. With such supervision and backstopping the project was able to implement a training program and procure commodities.

c. A participant training program was implemented in 1963, and to date, twenty-one Njala University College staff have received training or are currently undergoing training. Only ten of the trainees are receiving instruction in agricultural or agricultural-education programs which is a serious deficiency. Remedies are being taken at the present time to rectify this situation. The contractor has been requested to supply to CWAORA a projection of all further training necessary to achieve the objective of providing an adequate number of Sierra Leoneans to take the places now occupied by Americans and other expatriates.

d. To date, some \$100,000 has been obligated for the procurement of commodities to support the operations of the contractor at Njala University College. With a few notable exceptions, these commodities have generally been carefully selected and reflect the requirements of the technicians. Due to the industry and ability of a former contract team member earlier delays in procurement and delivery have been eliminated by the institution of new ordering and receiving forms and procedures.

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## PART III RULE 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.	N
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.	P
083 Competence and/or continuity in executive leadership of project.	N
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	P
086 Existence and adequacy of a project-related LDC organization.	N
087 Resolution of procedural and bureaucratic problems.	N
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089 Maintenance of facilities and equipment.	
090 Resolution of tribal, class or caste problems.	N
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.	N
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	N
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	N
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).	N
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	N
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.	
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):

080. Recent developments, despite the change in Minister of Agriculture, have permitted an amelioration in cooperation between NUC and the Ministry of Agriculture. The Ministry of Planning has attempted, but not entirely with success, to establish itself as the clearing house and prime coordinator of data accumulation, synthesis and interpretation for the GOSL. These developments, coupled with forthcoming FAO proposals for an agricultural planning unit suggest an increasing role for NUC in preparing Sierra Leone human resources for agricultural employment. It is anticipated, therefore, in spite of past and present constraints that coordination and cooperation will improve however slowly.
083. The impression is received from discussions that executive leadership is practically non-existent; that the Ministry of Agriculture is amorphous and unresponsive. This situation has prevailed since the Ministry of Education has assumed direction of Njala's destiny. The Ministry of Education considers

## 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.

Njala merely as an educational institution and concerns itself little with the linkages to the agricultural domain. This is another example of the lack of the lateral communication, cooperation and executive leadership in Sierra Leone.

086. Allusion has been made above (080, 083) to the unstructured project related LDC organization and the effort underway to alter this discouraging arrangement by FAO influence.
087. The resolution of procedural and bureaucratic constraints even with FAO, GOSL and NUC cooperation and planning promises to absorb considerable time and energy before substantive progress can become evident.
090. The institution was conceived as a way of furthering the ambitions of the rural populace and a way of overcoming various fissiparous attitudes. Events of November 1968 have been interpreted as tribally inspired which resulted in a certain polarization between various staff members with differing tribal backgrounds. In recent month these antagonisms seem to have dissipated so that the college may be able once again to attempt to meld various ethnic groups together.
092. The bi-partisan political complexion of the college council and the administration has forestalled consideration of the future of the institution in strictly a political party context. This is despite the close identification of the Principal with the discredited military regime and the impetus to the development of the school given by the former, and now exiled, Prime Minister.
093. The incapacity to transform ideas into action is a question of awaiting the completion of the gestation period of human resource development in agriculture. This process is well underway and cannot be accelerated beyond its present pace. Presently, expatriate technical assistance and international organizations are supporting the burden of development.
094. The impression that NUC can sustain and expand the impact of the project after U.S. inputs are terminated is linked to the successful completion of the participant training pipeline. Recruitment of returned participants is positive as is that of West Africans and/or other LDC professors. Concerted means and intent toward sustaining project impact are discerned in conversations with senior GOSL and NUC officials. However for the future, specialized agricultural manpower needs, as they pertain to FAO proposals, will be drawn from external technical assistance.
095. Any future USG contributions to NUC are almost entirely dependent upon GOSL efforts to enlist other donor support and to meet CWAORA regional criteria. Success in this is, therefore, dependent upon NUC/GOSL undertakings to disseminate, to potential donors and WA recipient countries, information about Njala and the services of Njala graduates. Few efforts have been taken to present Njala as an integral part of the WA agricultural scene. Yet, without any appreciable efforts there is expected to be 75 non-Sierra Leonean students among the projected 325-350 students for the 1969/1970 academic year. AAI/INTERAF has contributed measureably to this total. Additional and better planned host country efforts toward presenting the advantages of agricultural education at Njala are not only necessary but imperative to perpetuate what has been undertaken.

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.

097. In spite of the institutional facade of marketing boards, cooperatives, district agricultural officers and supervisors, and other infrastructure, the enforcement of relevant procedures in agriculture remains a problem. The lack of cadres with appropriate skills and attitudes within the shallow institutional facade remains the major constraint to minimal agricultural development. Sierra Leone has been a rice importing nation since the diamond "boom" of the early 1950s drew rural peoples into non-agrarian activities.

099-104 Host Country Technician Factors:

099. Due to the very limited development of facilities, materials and staff in the primary and secondary school science curriculum, it is difficult to expect host country technical personnel to participate in a cooperative endeavor in the agricultural development process. The situation at the level of college-trained agriculturists, although critical, still permits the Njala University College to employ 73 Sierra Leoneans in senior staff positions, a commendable contribution, as of April 1969.
100. The critical need for managers of all types, particularly in agriculture, has prompted NUC to consider seriously the creation for 1970/71 of a Department of Agricultural Management, if support can be solicited.
101. The available amount of Sierra Leonean technical man years is abundant. The question of more efficient utilization of the local senior staff looms as an obstacle, well entrenched in attitudinal cement. To dislodge professors from their habitual interpretation of academic versus practical loads is extremely difficult; service orientation to national needs is easy to verbalize but excruciating to realize, in fact.
102. Continuity of staff at Njala has been compromised through tribal and ethnic difficulties on-campus and the rural setting of the University College.
103. As educational achievement rises, it depresses the desire to serve in rural areas. This problem is recognized but, too often, unappreciated by Western observers. Until the incentive and agricultural infrastructures are amended to conform with national priorities, those that can will gravitate away from agriculture and, concomitantly, rural assignments.

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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 H): The changing role of Njala to meet increasing manpower needs both domestically (in line with FAO/IDASS projection) and regionally will require some project adjustments. Recommendations from the Principal at Njala, reflected elsewhere in this report, concerning the composition of the University Contract Team are an effort in this direction. There will be a diminishing USG personnel cost factor as these recommendations include the elimination of some personnel slots. These changes will contribute to the achievement of project goals with more efficiency.

The project as presently designed is destined for appreciable change as the FAO project proposals are funded, necessitating specialized agricultural skill training. This training may require a gearing-up for accelerated non-degree preparation; recycling, on-the-job supervised training and a reduction in the emphasis upon scientific preparation. We envisage a changing orientation which will diminish U.S. participation to a more acceptable level. The contract representatives have suggested an FAO technical assistance role at Njala to complement their project development. The overall changes will make the articulation between the training pipeline and project manpower requirements more rapid and relevant.

## 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.

109 NARRATIVE FOR PART IV-B: The philosophy of the University of Illinois contract team is not entirely applicable to the country and regional circumstances. The land grant college philosophy transplanted from the U.S. to W.A. is difficult to graft (viz. Michigan State Univ./Nsuka, Nigeria). The basic assumptions of this philosophy of agricultural development are in doubt as they are evolved in action. The ethic of disciplined, concerted, coordinated and dynamic agricultural development is out of phase with the context. The costs in external donor human and capital resources are far from commensurate with the attitudinal change and skill acquisition contemplated in the project's objectives. Subjective assessments of this order are becoming increasingly easy to document in quantitative terms as input costs soar (over \$12 million: 9 from the host country and over 3 from the U.S.) and graduates are unemployed or are participating only peripherally to the development process.

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