

002 PAR AS OF: MO. 1 DAY 2 YR. 6 03 U.S. OBLIGATION SPAN FY 62 Thru FY 70 004 PROJECT TITLE ELEMENTARY AND SECONDARY EDUCATION (Faculty of Education.)
 005 COOPERATING COUNTRY - REGION - AID/W OFFICE PD-AAK-266-C1 AFGHANISTAN PRC/TA A30070

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)	1906	1869	25	-	1456	-	350	12	63	-	-
PROPOSED OPERATIONAL YEAR (FY 19 70)	237	230	-	-	230	-	-	7	-	-	-

GCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : None Operational Year Program : None

007 IMPLEMENTING AGENCY TABLE

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

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/ PASA/ VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY	1. Teachers College, Columbia University	1	1	AID/nesa-207	
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING	2.				
5. VOLUNTARY AGENCY	4. CONSTRUCTION	3.				
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 purposes of this subproject from its inception and the changes that were made in the purposes and functions of the Faculty of Education during 1968 were fully documented in the previous PAR. The USAID and the contractor have continued to pursue the original goals of the activity and to assist the Faculty in its revised role and new directions wherever possible within the manpower ceilings and resources available. The work in this activity has

MISSION DIRECTOR APPROVAL: [Signature] DATE: 18 February 1970

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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.

progressed well during this reporting period and the overall performance and effectiveness of project implementation is rated as satisfactory. The contractor after some delays in recruiting, filled all vacant positions on the field team. Progress in writing and preparing texts and teaching materials to support the revised curricula was made. Leadership in the Faculty of Education was consistent and effective until the last month of the period when the Dean was appointed to a position in the Prime Minister's new Cabinet. There are indications that a new dean will be elected soon. Enrollments have not only been maintained but have exceeded expectations. The total experience with this activity during the past reporting period indicates an increasing ability and readiness of the Faculty to carry on by itself.

The Faculty of Education subproject continues to be very important to the development of Kabul University and the training of educational leaders. The contractor has been effective in implementing the project. The training program, now in its final stages, saw the return and placement of five more participants. The USA interest and support has been adequate and effective.

(A new dean, a former USAID participant, was elected early in January, 1970, from among the qualified members of the Faculty.)

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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.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)			
		4. AS OF PRIOR JUNE 30	5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE	7. ACTUAL CUM. TO DATE
	<u>Professional Education</u>				
	Trained faculty members (Does not include Institute of Education personnel who are available to assist the Faculty.)	30	26	26	36
	Total enrollment (Enrollments are still unpredictable due to a possible reorganization of the school year)	504	507	504	575
	Faculty of Science students taking professional sequence annually (See 013)	75	75	-	75/yr.
	Graduates annually (The class of 1969, due to an extended school year will not graduate until July, 1970.)	66	35	-	35/yr.
	<u>English Teacher Training Dept.</u>				
	Trained faculty members (Participants returned sooner in this field than anticipated. Some scheduled for return to the Institute of Education were assigned in the Faculty.)	15	7	13	14
	Curriculum	1	1	1	1
	Textbooks (8 sets of experimental materials developed; after testing and revision are scheduled for publication.)	3			3
	Graduates annually	58	51	-	60/yr.

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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 H.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) To create an educational system dedicated to producing a new generation with skills, attitudes and values required in a more dynamic and modernizing environment.	2	2
	(2) Through the development of the Faculty of Education to help build an efficiently administered, self-sustaining, self-improving national university.	3	2
	(3)		
	(4)		

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

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-251)

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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?	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?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
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 1020-251 as necessary):	
014 Much progress was made during this period but it is generally recognized as being less than it would have been had the Faculty and students been in regular attendance. As in other activities at Kabul University the student unrest and the closing of the University for a period of approximately 6 months did inhibit somewhat the progress the field team was making in assisting the Afghans. The development of the new curriculum program and the preparation of text and other teaching materials was dependent on the availability of Afghan staff. While a majority of the staff reported in to the University each day, their attendance was at times irregular.	
013 While the number of students from the Faculty of Science taking professional courses in the Faculty of Education remains constant (75), it is significant that this cooperation between the two faculties continues. It also indicates that with this success it is very possible that such cooperation could be extended to other areas and with other faculties.	

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<p>Personnel Input:</p> <p>Chief of Party Adm - Secy (Castro) Secy. L. H. (Staker) Ed. Psychology and Research Social Studies Advisor</p> <p>Mathematics Education Advisor Science Education Advisor English Methods Advisor Composition Advisor Linguistics Advisor</p> <p>Advanced Reading Advisor</p> <p>Participant Training Inputs:</p> <p>Social Studies Abhar, M. N. M.A. Geography Siddiqi, S.M. M.A. Toefel Faiz, M.F. M.A. Literature Fayez, G.M. M.A. Literature Mirazad, H. M.A.</p> <p>Science Quraishi, A. H. M.A. Science Hassanyar, A.S. M.A. Science Isaqi, M.I. M.A. Psychology Roushan-Rowan, Mohd M.A. Sociology Puktanie, M.A. NDP*</p> <p>Practical Arts Faqiri, G.Y. M.A.</p> <p>The following major actions or steps apply to both the professional education area and the English teacher training program. Actions being taken to achieve the targets are the same in both cases.</p>		X	
			X	
		X Return	delayed	
			Returned	
			X	
			X	
			X	
			X	
			Returned	
			Returned	
1.	Select and send participants		X	
2.	Afghans assuming increased direct teaching load		X	
3.	Create additional necessary positions in the Faculty		X	
	*Means Non-degree Program (NDP)			

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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		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS			
4.	Assist returned participants in orientation to their new work.		X	
5.	Provide situations for student teaching		X	
6.	Develop a coordinated teacher education program with the Faculty of Science		X	
7.	Develop (revise, write) Course outlines, textbooks, and other teaching materials		X	
	a. Calculus and analytical geometry materials		X	
	b. Physics Materials. Courses in this area will not be offered yet for another year			
	c. eight sets of English materials		X	
	d. Social Studies Materials		X	
8.	Give advice and assistance to the dean and other administrative officials on organization and planning for the Faculty of Education		X	
9.	Advise and assist in the curriculum development program of the Faculty of Education.		X	

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PART II - Continued

023 II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

(a) On schedule	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	
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
026 Understanding of project purposes	P	035 Working relations with Americans	
027 Project planning and management	P	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	
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	P
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	N	053 Relevance of training for present project purposes	P
043 Availability of host country funding		054 Appropriateness of post-training placement	N
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	P
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		059 Availability of necessary facilities and equipment	
049 Collaboration by participants' supervisors in planning training		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.	P
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					073 Control measures against deterioration in storage.	
066 Quality of commodities, adherence to specifications, marking.					074 Readiness and availability of facilities.	P
067 Timeliness in procurement or reconditioning.					075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port of entry.					076 Maintenance and spares support.	
069 Adequacy of port and inland storage facilities.					077 Adequacy of property records, accounting and controls.	P
070 Timeliness of shipment from port to site.					078 Other (Describe):	
071 Control measures against loss and theft.						

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

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

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-251 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 overall implementation performance in this activity during the reporting period has been satisfactory. With the exception of one position, the contractor maintained a fully staffed field team. The psychology research position was filled in July, 1969 making the team complete. There was notable improvement in staffing over the previous period. The technicians are experienced in technical assistance work and are being effective in their respective roles. The activity has been adequately monitored by qualified direct hire technicians. The participant training program is entering its final phase. Three participants departed in the summer of 1969 for a 2-year period of study. Most all are scheduled to return to the project by termination date, June 30, 1971. The management of commodities has been satisfactory.

b. See narrative above.

c. Participants.

There has been an improvement in getting new ideas accepted and contractor Mission follow-up has been more effective during this period.

042 English Language Ability

Problem:

The problem, common to many projects in Afghanistan, is that counterparts selected for advanced training in the U.S. frequently do not have a level of competency in the English language sufficient to succeed in graduate work in American colleges and universities.

Consequences:

Consequently, many candidates must spend considerable time in studying English before they depart which prolongs or extends the scheduled training period.

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There is also the temptation to substitute other candidates who are more proficient in English for those who would be better qualified in the field for which the advanced training is needed.

Corrective Actions:

Candidates are being identified earlier so that there is sufficient time for special work in English, if needed, before the onset of the formal training period abroad. The Mission, the Contractor, and the RGA have cooperatively worked out plans for a more careful selection of participants for training in the U.S.

054 Post-Training Placement Problems

Problems:

It is not uncommon to have delays of several months after a participant returns before he is assigned or appointed to the position for which he was trained.

Consequences:

The returning participant often is without salary for a period of time. He becomes disillusioned with the University and its policies. His services are not available to the project. Participants have been known to refuse appointments which they felt were not in their best interests.

Corrective Actions:

While this is essentially an RGA problem, the contractor with the support and cooperation of USAID is working closely with the administration of the University to reduce the number of such problems to a minimum. The RGA and the participant sign an agreement before he departs on a program of training which clearly sets forth his employment conditions and obligation when he returns. The contractor has pursued closely through follow-up activities with the participants an orientation to their new assignments. This has proved to be very helpful.

d. Commodities.

Commodities are not a significant aspect of this activity. The management of commodities has been satisfactory.

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PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	
082 Availability of reliable data for project planning, control and evaluation.	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.	
086 Existence and adequacy of a project-related LDC organization.	P
087 Resolution of procedural and bureaucratic problems.	N
088 Availability of LDC physical resource inputs and/or supporting services and facilities. <i>*(Increased and improved budget - new positions added)</i>	P
089 Maintenance of facilities and equipment.	
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	N
093 Capacity to transform ideas into actions, i.e., ability to implement project plans. <i>*(Doing more and better planning)</i>	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.	N
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	P
100 Planning and management skills.	P
101 Amount of technician man years available.	P
102 Continuity of staff.	P
103 Willingness to work in rural areas.	
104 Pay and allowances.	N
105 Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

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

The overall host country performance on this subproject during this period has been satisfactory. Even though the students were not present for much of the period, the development of curriculum materials continued. The Dean gave excellent leadership to faculty organization and plans for the future. His faculty meetings were alive, responsive, and reflected a spirit of enthusiasm and confidence. New Afghan positions were added to the Faculty during this period and staff appointments to fill them were made. A winter seminar for the in-service training of English teachers was planned. The reporting period can be characterized as a time that gave assurance that the Faculty can well stand on its own feet after June, 1971.

083 As this appraisal is being prepared, it is being announced that the Dean has
087 been appointed to a position in the Prime Minister's Cabinet. This means that the leadership of the Faculty will revert to the Assistant Dean until a new dean is elected or appointed. Electing a new dean for the Faculty of Education will not be a simple matter since there are at present in the Faculty only three members who hold sufficient rank to qualify for election

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as dean. The Assistant Dean is not one of the qualified members. While one can feel fairly confident that the Faculty will resolve this problem soon and continue to move ahead, it should be noted that the continued development of the Faculty and its program will depend on continuous strong and competent leadership. Whereas lack of continuity has been referred to above because of frequent changes in the deanship, it should be noted that in the case of each change the dean was selected from the Faculty itself, trained in the U.S., and familiar with the Faculty's objectives, thus preserving a high degree of continuity.

- 092 The student and faculty unrest leading finally to the closing of the University for a period of approximately 6 months had some retarding effect on the improvement of teaching procedures made in projects at the University during this period. However, a majority of the Afghan staff reported in to the University each day even though their attendance at meetings and their presence in their offices was irregular at times. Thus, the work on the development and preparation of instructional materials, in-service training activities with individuals and faculty groups, work in laboratories, related community projects and individual research continued throughout the period.
- 104 The pay scale at Kabul University is low when considered in terms of educational and professional requirements of the various positions. At the same time appointments at the University are on the civil service schedule plus a salary differential which places them above the scale received by other appointees in government. While this differential does not make the university pay scale adequate, it places the University in a favorable competitive position for personnel with other units of government.

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PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

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

For example, changes might be indicated if they would:

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

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

The Mission does not recommend any changes in the purposes or design of this activity. They remain as stated in the PROP. After giving full consideration to the redefined role and purposes of the Faculty of Education as described in the last PAR, the USAID Mission decided to abide by the original objectives for this activity in full confidence that they were sufficient to establish a viable, secure faculty by 1971. It was agreed that the project would keep the June 30, 1971 termination date and that USAID would do whatever is possible within manpower ceilings and resources available to assist the Faculty of Education until scheduled project termination. The Mission is considering an umbrella-type project to provide a continuing American presence during the transition period to full Afghan responsibility. If such a project cannot be developed before the termination of this project, the Mission plans to continue the necessary assistance to reinforce institutional development through direct hire staff.

IV-B - PROPOSED ACTION

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

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

109 NARRATIVE FOR PART IV-B:

As discussed in 107 above, the Mission plans physical termination on June 30, 1971 as scheduled. Plans for maintaining an American presence in this activity for the purpose of reinforcing institutional development through the transition period will be made later. (See narrative above.)

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