

AID 1020-25 (7-66)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)		UNCLASSIFIED		617-11-690-027	
(U-446) See M.O. 1026.1					
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	1	2	6	FY 65 Thru FY 72	EDUCATIONAL DEVELOPMENT
005 COOPERATING COUNTRY - REGION AID/W OFFICE				006 FUNDING TABLE	
UGANDA 002510				EDUCATIONAL DEVELOPMENT	

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CON-TRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1969)	550	171	184		169	183		3		9	2
PROPOSED OPERATIONAL YEAR (FY 1970)	159	62	63		62	31				3	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : 3 Operational Year Program : N. A.

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/VOLAU NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY					
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING	Joseph M. Barrow	1	6	ATD/af-328	
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

PART I - PROJECT IMPACT

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

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

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

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

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 1 as necessary):

The project as designed has broadly stated goals, i.e. to assist in the development of the Ministry of Education's capability for educational planning and to provide in-service training in school administration to key personnel in the Ministry by means of short-term observation and study tours in the U.S. or in third countries. These types of assistance affect both the qualitative and quantitative aspects of the educational system in accordance with Uganda's growing educational needs.

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
	Ralph H. Fisher, Acting	Jan 22, 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.

Both the GOU and USAID give high priority to the provision of expertise and training for educational planning. Since 1962 the Ministry of Education has had an established Planning Unit. The Ministry believes that educational planning has political implications which must be dealt with and controlled by Ugandans. External technical assistance in the Ministry, therefore, has been requested cautiously, particularly during the first few years following independence. The contribution of the project, though relatively modest, has been significant for the achievement of sector and goal plans since the Ministry has Ugandanized its educational leadership in key posts and has tripled the number of secondary schools within seven years. The project has been responsive to the Ministry's requests for technical assistance in educational planning. Although the Ministry has not used all the assistance available under the project, the assistance requested has been utilized effectively and on a timely basis.

In 1965, one short-term architect, Martin Pitt, representing Drumney-Rosane-Anderson of Boston, was provided for 113 days and gave timely assistance to the Ministry of Education's Planning Unit in the preparation of documents for a major loan.

The provision of a full-time School Architect, Joseph M. Barrow, since 1965 to the present has reinforced the Ministry's capacity to cope with Uganda's program for the construction of schools, particularly at the secondary level. Originally it was envisioned that Mr. Barrow's main duty would consist of the preparation of standard school designs that could be used throughout Uganda. The Ministry extended Mr. Barrow's duties as School Architect to include many other duties (see Part IB-1). Therefore, the Mission amended Mr. Barrow's scope of work to bring in line with the duties the Ministry was requiring of him.

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In 1966 the Ministry of Education requested that a feasibility study be made of educational radio, television and correspondence courses. A University of Wisconsin team made the study but its report has been tabled because of the low priority accorded mass media technology in Ugandan education.

Short-term in-service training programs, including study-observation tours in the U. S., have been provided from 1965 to date for 48 key personnel in the Ugandan educational system.

The positions of USAID Chief Education Officer, the Teacher Education Advisor (Assistant Education Officer) and one local-hire secretary are funded under the project.

Within the limited scope of the project, overall performance and effectiveness have been timely and successful in achieving project targets. The Mission has urged repeatedly that the Ministry identify and appoint a counterpart for the School Architect provided under the project but due to the extreme shortage of qualified Ugandan architects, none has been forthcoming. The need for external assistance in school design and construction will, therefore, continue in the foreseeable future.

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Although an accurate assessment of project cost/benefit is difficult to make, the Ministry has stated that the services of the School Architect have saved it many thousands of shillings because he has stressed simplification of design and the adaptation of construction methods to Uganda's environment and school needs. Ministry officials also have attested to noticeable improvement ~~and~~ in the work of education personnel it has selected for training in the U. S. under the project. The project is flexibly designed and thus has continuing relevance and importance for the development of Uganda's educational program as well as for the furtherance of U. S. objectives. The Ministry has indicated interest in further planning assistance from the USAID, particularly by providing a well qualified Educational Planner on the same basis that the School Architect is presently being furnished.

PART I-B - PROJECT EFFECTIVENESS

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

9

2.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
	3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
		a. PLANNED	b. ACTUAL		
<p>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.</p> <p>1. School Architect provided to the Planning Unit, Ministry of Education, has accomplished the following:</p> <p>a. Service as Architectural Officer in the Ministry of Education.</p> <p>(1) Maintained liaison with the Department of Town and Regional Planning in connection with recommendations for areas of school sites, both rural and urban.</p> <p>(2) Inspected and reported on conditions at Tororo Girls' School, particularly in connection with maintenance activities.</p> <p>(3) Analyzed structural systems utilizing local materials, such as laminated wood structures.</p> <p>(4) Initiated preparation of a Facilities Maintenance Manual for distribution to school headmasters.</p> <p>(5) Assembled material for a Planning Unit Operations Manual.</p> <p>(6) Analyzed roofing problems at several schools with flat roofs and made recommendations for solution.</p> <p>(7) Prepared a report on Education in Uganda for a visiting donor team.</p> <p>b. Development of the Architectural Section of the Planning Unit, e.g. improved the organization, direction and supervision of personnel's work. Personnel of the Architectural Section, in addition to the School Architect, consists of three Ugandan draftsmen/construction supervisors and one blue-print machine operator.</p> <p>c. The following new design approaches for class, laboratory and dormitory facilities were developed:</p> <p>(1) Educational building designs and site plans, including the review of drawings prepared by consultant architects for:</p> <p>(a) United Nations High Commission for Refugees; additions to four secondary schools (Comboni College, Mvara Secondary School, Aga Khan Secondary School and Mbarara High School).</p> <p>(b) Kololo Secondary School; addition of classrooms and an experimental laboratory design.</p> <p>(c) Namirembe Primary School; an experimental low-cost elementary school design in which vertical concrete louvers were utilized instead of conventional windows.</p> <p>(d) Refugee Student Hostel, Kampala; prepared preliminary design.</p> <p>(e) Kitante Primary School; prepared design and maintained liaison with the consulting architect.</p>					

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PART I-B - PROJECT EFFECTIVENESS

009

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

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	<p>d. Primary Teacher Training College Project:</p> <p>(1) The School Architect provided technical advice to the Ministry of Education on all architectural and engineering plans submitted on the project. The two colleges will enroll 1000 students each and will be unique in East Africa in design and instructional programs.</p> <p>e. Secondary School staff housing, urban:</p> <p>(1) Prepared a basic design and an outline of specifications for an apartment building containing sixteen two-bedroom units utilizing a compact, economical arrangement.</p> <p>(2) Investigated and developed plans for low-cost primary school design and construction. Such schools, both urban and rural are to be constructed with donated materials and either volunteer or paid labor. Project to be finalized pending further discussion with appropriate education officers.</p>					
	<p>2. Participant Training in the U. S., Short-term:</p> <p>Through FY 1969, 48 participants have been sent to the U. S. or third countries for periods of up to seventeen weeks each. Participants have been selected from top echelon officials in the Ministry of Education and of Administrators in primary and secondary education throughout Uganda.</p>	48	48	42	6	66

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)	Development of the Ministry of Education's capability for educational planning in the area of school building construction and design, including the development of standard school designs.	3	2
(2)	Improvement of capability of key educational leadership to perform work in specified types of activity, e.g. school administration, and inspection.	2	2
(3)			
(4)			

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

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

- (1) This goal has been achieved successfully, by the performance since 1965 of a U. S. School Architect. Future impact of this technical assistance will depend on the GOU's ability to Ugandanize this post in the Ministry of Education. Ugandan architects in GOU's training pipeline are extremely scarce and even when available in the future are unlikely to be attracted to Ministry employe because of low salaries.
- (2) The extent of educational improvement in Uganda as a direct result of in study in the U. S. for key personnel in the Ministry of Education is dep on the changes in school administration which can be effected. The indi school inspector, district education officer or headmaster is able to ef desired change only within the competence of his authority. Several ins where innovation of this sort has occurred are: The headmaster of the la secondary school in Uganda (enrollment 2,000) who has instituted a syste guidance and counselling in his school since returning from the U. S.;

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a Chief Education Officer who subsequently to his training in the U. S. became director of the Center for Continuing Education, Makerere University College, and utilized modern techniques in college extension courses for adults as a result of observation in the U. S.; a former Chief Inspector of Schools who is now the first Secretary of the regional East African Examinations Council and has utilized U. S. concepts and technical assistance in the formative design of the future examination system to replace the original Cambridge examination system.

PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	Y
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

021 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-251 as necessary):

- 014 and 015 The Ministry utilized the School Architect for a period of time on work connected with the World Bank loan for secondary school expansion. This diverted the technician from his original scope of work which emphasized the development of standard school design (refer 008, page 1-A, paragraph 2)
- 017 A more careful assessment of a Ministry's capabilities in a certain field (in this case, planning), at the project's beginning should be able to predict realistically whether a technician's services may be so widely demanded as to be vulnerable to diversion from the sub-project's central purpose. In this case the School Architect's scope of work was rewritten to align it with what the Ministry demanded of him. This was different from what was originally conceived as the technician's main job, i.e. standard school design.
- 019 Mr. Barrow's hometown newspapers could make an interesting story of his accomplishments in Uganda as an educational architect in a newly independent country.

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A- - 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
1.	One short-term U. S. architect - 113 days in 1965 (Martin, Pitt, representing Drumme-Rosene-Anderson)		X	
2.	One U. S. school architect (Joseph M. Barrow, to work as Architect Officer in Ministry of Education, Planning Unit).		X	
3.	Feasibility study, radio/TV/correspondence via a vis education in Uganda (Uganda 3 weeks - Kenya 1 week in 1965).		X	
4.	Observation visits and short-term training in the U. S. for total Ugandan participants. FY 1965 - FY 1972. 66		X	

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

(a) On schedule	X
(b) Ahead of schedule	
(c) Behind schedule	
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	

II-B - RESOURCE INPUTS

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

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026 Understanding of project purposes	P	035 Working relations with Americans	N
027 Project planning and management		036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element		038 Home office backstopping and substantive interest	
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	
031 Adherence to AID administrative and other requirements	P	040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
		052 Appropriateness of original selection	P
PREDEPARTURE			
042 English language ability	P	053 Relevance of training for present project purposes	P
043 Availability of host country funding	P	054 Appropriateness of post-training placement	
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	P
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	
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	
050 Participants' availability for training		061 Other (describe):	
051 Other (describe):			

035: (See continuation sheet, page 6-A)

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- 035: The contractor, as Ministry Architect, was designated by the Minister of Education to be his technical advisor in reviewing and approving the schematic and final design drawings of the Primary Teacher Training College Project. While the USAID was not completely satisfied with the liaison provided by the contractor between the Ministry, the project architects and the USAID, the schematic drawings were successfully completed and approved by the Ministry and the USAID.

PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	064 NO COMMODITY ELEMENT	X	072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).				073 Control measures against deterioration in storage.
066 Quality of commodities, adherence to specifications, marking.				074 Readiness and availability of facilities.
067 Timeliness in procurement or reconditioning.				075 Appropriateness of use of commodities.
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.
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 project has been implemented on a timely basis and is on schedule. There is a continuing need to improve the GOU's ability to conduct effective educational planning and to help develop the capabilities of the Planning Unit in the Ministry of Education.

b. Implementing Agency (School Architect)

Limited technical assistance by one architect is being supplied on a topped-up basis in all architectural and engineering aspects of school building planning, design and construction. Problems have been discussed in Parts I-C-(1) and I-C-2, 014, 017 and 019. The Ministry has requested continuance of this technical assistance and as a result Mr. Barrow has agreed to return as School Architect for a third two-year tour on opex basis, i.e. contracted to the GOU with topping-up by USAID.

The feasibility study of educational radio/TV/correspondence for Uganda done in 1966 has been received by the Ministry of Education but the Ministry has not commented on it to date.

c. Participants.

The participant training component of the project is on schedule. Since the inception of the project in FY 1965 through FY 1969, 48 participants in school administration have been programmed for observation/study tours of up to 17 weeks duration in the U. S. or in third countries. For the most part these participants have returned to the positions they occupied before training. However a number have gone on to jobs involving more responsibility in the educational establishment. That they were selected by the Ministry for training was an indication that they had leadership potentiality

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worthy of development. The Chief Education Officer, Ministry of Education, who himself is a returned participant under this project, has said that although it is difficult to quantify achievement as a direct result of training in the U. S., he can state definitely that he has observed in a number of instances an improved standard of accomplishment on the part of returned participants. They seem to have awakened to a new level of professional self-criticism and consequent achievement.

d. Commodities.

Although there is no commodity element in the project at present, the cumulative funding record indicates a small amount of support materials for the Education Division, USAID/Uganda. These commodities have been funded under the project and implementation 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.	P
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	
086 Existence and adequacy of a project-related LDC organization.	
087 Resolution of procedural and bureaucratic problems.	P
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.	
091 Receptivity to change and innovation.	
092 Political conditions specific to project.	
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	N
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	P
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	
100 Planning and management skills.	
101 Amount of technician man years available.	
102 Continuity of staff.	
103 Willingness to work in rural areas.	
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):

094: Refer to Part I-C(1) narrative for comment re a Ugandan counterpart to the U. S. School Architect.

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):

It is wise to continue to assist with educational planning because:

1. The need to improve planning has a high priority both in the GOU's and USAID's educational objectives in Uganda, i.e. to provide the maximum number of suitable student learning and living spaces (in the Ugandan context) for the limited amount of money available.
2. The continued provision of some planning assistance offers an opportunity to help strengthen the planning process.
3. By continuing to provide some assistance there is an opportunity to make a greater impact in the area of effective educational planning.

No immediate change in project purpose is envisaged. Possible changes in project design are dependent on the Ministry of Education's growing receptivity to technical assistance from a U. S. force. For example, the provision of a highly qualified Educational Planning Officer in the Ministry would enhance the GOU's capability to weigh priorities for action in new developmental directions such as expansion of primary or secondary facilities in relation to revised growth rates in relevant age groupings. The project has already indicated that a small U. S. planning input can result in construction savings far out of proportion due to more efficient and economic designs of school buildings.

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).	X
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. Indefinite. Explain in narrative, PROP will follow.	X
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:

At present the project is scheduled for phase-out in FY 1972. However, the project is considered by the Mission to be open-ended without definite termination date due to its importance in the provision of both short-term and long-term assistance in the high priority field of educational planning.