

P-5000A

AID 1020-25 (7-68)  
**PROJECT APPRAISAL REPORT (PAR)**  
(U-446) See M.O. 1026.1

SECURITY CLASSIFICATION  
**UNCLASSIFIED**

001 PROJECT NUMBER  
615-11-995-123  
71-2 (?)  
65789

002 PAR MO. DAY YR. 003 U.S. OBLIGATION SPAN  
AS OF: 0 8 1 7 0 FY 6 4 Thru FY 7 0  
005 COOPERATING COUNTRY - REGION - AID/W OFFICE  
Kenya

004 PROJECT TITLE  
National Youth Service  
PD-ABA-573

**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)	3280	313	33	13	792	16	0	2375	10	30	11
PROPOSED OPERATIONAL YEAR (FY 1971)	0	0	0	0	0	0	0	0	0	0	0

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

**007 IMPLEMENTING AGENCY TABLE**

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

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR 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. World ORT Union	3	2	GOK/ML/NYS/12/A	
		2.				
		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):

Background The Kenya National Youth Service (NYS) was started in 1964 after Kenya gained her independence. Its initial aims were to give training to young unemployed Kenyans, to build an effective work force for national development projects and to provide an opportunity for former "Forest Fighters" who fought

MISSION DIRECTOR APPROVAL →	SIGNATURE <i>Harold O. Smith</i>	DATE 7 Jan. 1971
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## PAR CONTINUATION SHEET

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for Kenya's independence and members of politically oriented "Youth Wings" to help with a systematic development of their country.

A target of 7,000 servicemen and women was set but has not yet been achieved. Numbers reached 5,000 in 1966 but have since dropped to about 3,200 largely because of budgetary restrictions. However, there are indications that the Government of Kenya (GOK) intends to expand the service in the future. A women's branch of the Service was started in 1966 and consists of approximately 10% of the total service population.

Recruits contract for a two-year term of service. Initially it was for one year, but this was quickly changed to improve post-service employment chances by providing a longer training period.

After 18 months in the Service, the servicemen and women are allowed to leave if they find employment. If they are accepted into one of Kenya's armed services they need only stay for one year. Otherwise, they serve out their two years and may re-enlist if they want to.

The general pattern of service for males is: two months basic training, three months education, three months manual field work such as agriculture or bush clearing, etc., three months education for some but not all, and three more months manual field work. They are then allowed to specialize in one of the fields the Service offers; agriculture, road plant operation, carpentry, fitting, turning, motor mechanics, electrical installation and maintenance or masonry. However, all but a few find themselves working in agriculture and road plant operation.

For the women the pattern is: two months basic training, two months education, four months agricultural field work, followed by specialization in storekeeping, dressmaking, office work, agriculture, or vehicle driving.

All recruits receive some education in English, Mathematics, Science, Civics, History and Geography while in the service. The wide difference in previous educational experience from none at all to second year secondary education, obviously requires a flexible educational structure.

The most sophisticated type of training the servicemen can receive while with the NYS is at the Service's Vocational Training Center (VTC) located in Mombasa. This unit is situated in a former British naval camp because of the abundance of buildings, including potentially good workshops. Here the serviceman receives 9 months of training in one of six trades: carpentry, masonry, electricity, fitting, turning and motor mechanics. After finishing the 9 months course the serviceman is required to serve another 6 months. Although the VTC is run as a regular Service unit it is a disciplined camp under a Service Commandant.

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Vocational Training Program A USAID funded contract dated October 11, 1965 was concluded between the Government of Kenya (GOK) and the World ORT Union (ORT) to provide assistance to the National Youth Service (NYS) in developing and implementing a vocational trade training program. This contract was for a period of three years and was amended on March 18, 1968. The major purpose of the contract was to train local staff to a level where they were capable of continuing the vocational training program when the ORT team left. The scope of work was:

To assist in the advisory services and to teach special courses during the period in which the NYS counterparts were being trained to assume full responsibility for the program. The fields of specialization of the staff would include vocational education, motor mechanics, electricity, welding and metal working and other trades such as plant mechanics, lathe and machine operators, heavy and light vehicle maintenance, and general building construction including woodworking, masonry and plumbing.

2. The Chief of Party of the ORT team would be assigned to NYS headquarters, Nairobi (but physically located in Mombasa) and would be responsible for the development of the NYS vocational trade training program. In cooperation with other members of the NYS staff he would determine the particular fields of the training specialists.
3. The duties of the contractor's field staff would include, but not be limited to:

Development of training programs for their fields of specialization.

Conducting courses for the training of teachers who would teach trainees.

Conducting a limited number of classes for trainees.

Assisting and advising in the layout of shops.

In order to improve the implementation of the project the contract was amended on March 18, 1968 in regard to the description of the project and the scope of work. The purpose of the project was stated to be "to develop and implement a formal vocational training program and to establish an institution which will be capable of training 500 men every eighteen months with the capacity

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of passing the Kenya Trade Tests, Grade III to selected trades." To achieve this objective the Vocational Training Center must be developed, syllabi prepared for specific trades, local instructors and teachers trained to perform teaching functions and staff officers trained to administer the program. The scope of work was amplified as follows:

"In order to attain its primary goal to establish an ongoing institution staffed with adequately trained Kenyan personnel at all levels, it is agreed that the essential positions must be established and counterparts be trained both in pedagogy and technical skill in accordance with the current time plan. The field team shall initiate its activities on and maintain such schedule in order to assure adequate training of counterparts prior to the phase-out of the field staff services."

On January 1, 1969 a new contract was concluded between GOK and ORT. This contract expanded upon the previous contract as amended and further required:

A revised work plan describing the proposed plan of action and phased project goals during the period of the performance of this contract to be prepared by the contractor and submitted to NYS and USAID within ninety days.

Specifically this plan pinpointed dates for the appointment and training of counterparts so that a full local staff would be prepared to operate the VTC when the ORT team departed Kenya.

This series of contract changes reflects a subtle shifting of focus and has influenced the outcome of this project. The first scope of work emphasized the training of counterparts and minimized the class instructor role for the ORT team. The second contract change responded to the realities of the situation by recognizing that finding counterparts would be a long term process and thus the team was to concentrate on an operational role as instructors so that the VTC enrollment could be increased and output boosted. The final contract change was the result of the realization that time was running short and that firm deadlines were necessary to attempt to insure that a local staff was trained and in place before the project ended. Unfortunately there is little assurance at this time that a local staff will be ready by the September 1971 phase-out date to take over the responsibility of running the VTC.

The VTC is a popular institution. Men in the National Youth Service (NYS) consider selection to attend the VTC as an honor and a special

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privilege. A consequence of this high regard is a remarkable freedom from discipline problems and dropouts. NYS volunteers are quick to recognize the value of receiving training at the VTC, and once there, try to make the most of it.

The VTC was never intended to train all or most of the NYS volunteers. Only those who showed most promise are selected to attend. However, the number who actually have been trained in the VTC from its beginning to the present is comparatively small. The total number of men trained since this project began is 683.

The target of 500 NYS servicemen to be trained every 18 months has never been reached. Even now the most optimistic plans call for a future output of 450 VTC trained NYS servicemen every 18 months. Essentially the problem of lower than desired enrollment rests with the ever-present and widespread dilemma concerning counterparts. This project along with most U.S. as well as other donor-assisted projects has suffered because counterparts in Kenya could not be identified, trained and, above all, retained. The ORT contract team time and again trained young Kenyans to become instructors at the VTC and then lost them to the private sector. This problem in this project has been discussed at the highest USAID/K and GOK levels and various schemes have been tried to diminish or eliminate the causes for high counterpart turnover. Two of the most successful efforts have been to sharply revise upward the salary scale for VTC instructors and to greatly increase the numbers to be trained for each position. According to optimistic forecasts, by the time the ORT team leaves in September 1971 there will be a full complement of Kenyan instructors at the VTC. However, the overpowering lure of more money elsewhere continues to create an unstable situation regarding Kenyan instructors at the VTC. Until Kenya has a more adequate supply of skilled manpower, government institutions such as the VTC which cannot match private sector pay scales will continue to lose highly trained personnel.

The ORT contract team has been responsible for establishing the VTC as an institution. Course content has been carefully developed, good quality teaching materials have been produced and effective administrative procedures have been developed. The Contractor has consistently assigned highly skilled individuals to act as instructors. They have set up good workshops and developed excellent detailed study guides. The VTC will continue to serve the purposes for which it was created as long as the ORT, or some other expatriate, team remains, or as soon as a sufficient number of adequately trained counterparts are available to staff it. The VTC as an institution is approaching a critical period in September 1971 when the ORT team phases out and the continuation of the program is the responsibility of the Kenyan staff. There is real and serious concern that the Kenyan staff will be inadequate to meet the demands of the institution.

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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)				
		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		
	1. Number of Tradesmen trained	683	1164	612	889	1013
	2. Number of Tradesmen passing Grade III Trade Test	457	700	407	565	565
	3. Number of Tradesmen passing Grade II Trade Test	15	30	15	25	25
	4. Counterpart Instructors trained	11	14	11	24	24
	5. Training (Director)	0	1	0	1	1
	6. Number of Workshops established	5	5	5	0	5
	7. Syllabi development	5	5	5	0	5
	8. Instructional Materials written for trades and revision	5	5	5	0	5
	9. A/V Aids produced (units)	60	60	60	30	90
	10. Establishment of timetables, organization plans	1	1	1	0	1
	11. Establishment of organization for maintenance and servicing of school plant	1	1	1	0	1
	13. Establishment of Central (tools) store system	1	1	1	0	1
	NOTE: Narrative for numbers 1 through 5 is found on continuation sheets pages 2A & 2B.					

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## PAR CONTINUATION SHEET

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Item 1 - The first intake of the VTC trainees occurred on August 2, 1966. Between that time and July 6, 1970 which marks the date the latest group completed their courses, 886 servicemen were accepted for training. The following trainee enrollment profile can be constructed:

TRADE	NUMBER ACCEPTED	DROPOUT	COMPLETED COURSE	IN TRAINING TODAY
Masonry	205	10	144	51
Carpentry	193	12	136	45
Electricity	114	5	79	30
Motor Mechanics	174	5	120	49
Turning	61	2	51	8
Fitting	94	13	58	23
Welding	45	21*	24	0
TOTALS	886	68	612	206

\* Although the dropout rate is below 8 per cent, this figure is exaggerated because 19 of the 21 welding trainees were transferred to other Field Units when a decision was made to close down the welding course because of the high cost of training coupled with difficulty in recruiting ORT welding instructors.

Item 2 - Of the 612 individuals who completed a course 532 made application to take a trade test through the VTC. A total of 407 passed Trade Test III the first time they attempted to do so. Following is a breakdown of Trade Tests results.

TRADE	CANDIDATES	PASSED ON FIRST ATTEMPT	FAILED ON FIRST ATTEMPT
Masonry	123	112	11
Carpentry	112	90	22
Electricity	79	46	33
Motor Mechanics	104	79	25
Turning	44	27	17
Fitting	48	37	11
Welding	22	16	6
TOTALS	532	407	125

The VTC does not keep records of trainees who sit and pass Trade Test III at a later date. The ex-trainee usually makes his arrangements to take the test either through NYS headquarters in Nairobi, or

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privately, once he has left the service. There is evidence that most trainees who didn't take or didn't pass Trade Test III attempt to do so at a later date.

Item 3

These numbers are difficult to ascertain because most of those servicemen who sit for Trade Test II usually do so only after work experience and arrange for the test themselves. The Assistant Technical Instructors (ATIs) who received their training at the VTC took their Trade Test II and then returned to the VTC as instructors of course are known.

Items 4 & 5

By July 1969 there were to have been established nine counterpart posts consisting of one Senior Technical Instructor and eight Technical Instructors (TI) and sixteen other posts to support these counterparts. Those who are appointed to these posts are called Assistant Technical Instructors (ATI). These posts were duly created by the GOK, and between the time of their creation and the present a total of 28 individuals have actually begun training to fill the 25 positions. The results of this recruiting and training have been discouraging. Of the three individuals identified as possible candidates for the position of Senior Technical Instructor, none was found to be suitable for filling that post. A total of ten individuals has been appointed to undergo training as Technical Instructors. Of this total five remain to date. Eighteen candidates have been appointed to Assistant Technical Instructors positions and only three remain. As a counter-measure the GOK has raised the amount of money offered as salary to TIs and ATIs, but this rise, although substantial, apparently is not by itself enough to reduce the attrition rate. The VTC has instituted a new procedure which may be one solution to the problem of training instructors. Promising young men who are finishing their VTC course are identified and recruited to become ATI "Cadets" after they pass Trade Test III. They then will be further trained in their skills to the Trade Test II level and also during this post VTC training will be instructed in pedagogy. Then they will become ATIs. There is a hope that these ATI Cadets will have a loyalty to the VTC that outsiders do not possess and consequently will tend to remain. At present eleven Cadets have been recruited and are undergoing their training to become ATIs.

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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) Establishment of a human resource base with the skills required to develop Kenya as a modern cash economy.	3	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 I):

This project has a high potential impact on the listed program goal. Once the VTC is established as a viable institution, it will turn out approximately 500 skilled workmen every eighteen months. In addition to this projected output, the VTC can serve as a model for other similar institutions. Actual impact, however, has been less than anticipated. In the five years the project has been underway, slightly less than 700 individuals have been trained. This is less than half the expected total. The reasons for this smaller figure can be found in a number of temporary conditions which adversely affected the early portion of this project. Included in these reasons are slow contract staff recruitment, poor contract leadership continuity, and inadequate physical facilities. All of these are discussed elsewhere in this PAR.

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## PART I-C - Continued

## C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
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?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

021 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

017 - The whole question of counterpart training is significant. In an LDC where there is a severe shortage of trade skills and a high demand for these skills in the private sector, how are local instructors of these skills in public institutions to be recruited, trained and retained? The lesson to be learned from this project is that a public institution such as the VTC cannot compete with the private sector for skilled manpower given the usual constraints of government civil service. In order to compete the government must adopt one of several alternatives:

1. force skilled manpower to become instructors;
2. offer inducements to instructor candidates equal to or better than the private sector can offer;
3. retain expatriates as instructors until the supply of local craftsmen permits the government to compete with the private sector for them.

In this particular case, the GOK, for political reasons, is unwilling to consider either of the first two alternatives. Therefore it is likely that after the ORT team leaves the VTC in September of 1971, the GOK will find it necessary to replace at least some of them with other expatriates.

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## PART II - IMPLEMENTATION REPORT

## II-A - STATUS OF SCHEDULE

022 -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.	Negotiating New Contract		X	
2.	New Plan of Operation		X	
3.	Revision of Syllabi		X	
4.	Revision of Instructional Materials		X	
5.	Appointment of Counterpart Positions	X		
6.	Craftsmen Training	X		
7.	Training of Counterparts	X		
8.	Training of Director	X		
9.	Establishing timetables and organization plans for instruction, maintenance and servicing of school plant		X	
	<p>Items 5-8 above all involve the problem of replacing the ORT contract team with qualified local personnel. The causes, results of delays and remedial steps taken relating to this central problem are discussed in detail elsewhere in this PAR.</p>			

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## PART II - Continued

023

## II-A.2 - OVERALL TIMELINESS

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

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	
(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	P
026 Understanding of project purposes	P	035 Working relations with Americans	
027 Project planning and management	N	036 Working relations with cooperating country nationals	
028 Ability to adapt technical knowledge to local situation		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	P	039 Timely recruiting of qualified technicians	N
031 Adherence to AID administrative and other requirements		040 Other (describe):	

## 2. FACTORS-PARTICIPANT TRAINING

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

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## PAR CONTINUATION SHEET

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Factors - Implementing Agency

The vocational trade training program was implemented in mid-1965 when the first ORT contract representative came to Kenya to visit the VTC site and discuss the program with USAID/Kenya and GOK officials. He indicated that instructors would be available soon after the contract was negotiated. The contract was signed in October 1965, but because there was a delay in recruitment, the first VTC classes did not begin until August 2, 1966, and then only five of the seven planned positions were filled. The seventh technician did not arrive until early 1967. The contract technicians recruited by ORT have been competent craftsmen. They all knew their trade well and were able to set up a good course of study in their areas of speciality.

In July 1966 the original chief of party resigned after only five months of service, and it was not until January 1967 that he was replaced. His successor completed a two-year tour and left in February 1969. A new chief of party arrived in May 1969 and was forced to leave his post in August of that year for medical reasons. One of the remaining technicians was appointed acting chief of party until September 1969 when he was made chief of party. Thus in approximately four years of project implementation, there have been four chiefs of party. This frequent change of key personnel combined with long periods when contract leadership was uncertain because of a temporary chief of party was in charge most likely had a restraining effect on project progress.

In addition to staffing problems and the counterpart problem discussed elsewhere, a number of other factors combined to retard progress. When this project began, there was no power or water supply at the Vocational Training Center site. Electrical equipment could not be used until early 1968, thus seriously limiting the scope and type of instruction offered. Running water only recently has been installed.

During the first years of implementation there was a tool and teaching material shortage which was not fully overcome until the end of 1967. Needed alterations to the existing buildings and the subsequent installation of equipment were not completed until mid-1968, thus limiting class size and postponing the training of some of the counterparts. A system of ordering and transporting materials and supplies had to be developed. The Nairobi central stores have not had the expertise to supply the tools and spares from their stocks requisitioned by the VTC, and there have been excessive delays in delivery. There was no effective system of storekeeping in the VTC until this past year and the VTC did not have a separate budget.

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030 - Although training local staff has been a major problem, the ability of the ORT team to train local individuals, had they been available, remained undiminished.

## PART II-B - Continued

## 3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	064 NO COMMODITY ELEMENT	072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).				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 1020-25 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.

Basic equipment for the VTC was procured and installed under this program during a period covered by the previous PAR. Since that time the GOK has provided the supplies necessary to sustain course instruction at the VTC.

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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.	
083	Competence and/or continuity in executive leadership of project.	
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.	
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	
089	Maintenance of facilities and equipment.	P
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.	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.	N
100	Planning and management skills.	
101	Amount of technician man years available.	N
102	Continuity of staff.	N
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 GOK considers the National Youth Service to be an important organization assigned to a key role in the development plans for Kenya. Therefore, this project has received consistent and positive support from the government. The GOK agreed to take responsibility for the direct management and administration of the ORT contract, and consequently the present contract signed in January 1969 is a direct agreement between ORT and the GOK. USAID/Kenya is required to provide only a minimum of guidance to either the GOK or the ORT Chief of Party.

The negative responses all have to do with the counterpart problem which is discussed in detail elsewhere.

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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):

This project is scheduled to terminate in September 1971, ten months from now. There is little change in project purpose or design can do at this time. As mentioned elsewhere in this PAR, the VTC is in danger of facing greatly reduced operations or a complete close-down because of the lack of skilled Kenyans to act as instructors once the ORT contract team departs. Serious consideration should be given to this problem by the GOK and donor agencies interested in Kenya's development. One possibility currently under consideration is the use of Peace Corps Volunteers as VTC instructors to provide the additional time necessary for the solution of local VTC staffing problems. Negotiations are now underway to determine the feasibility of such a move.

## 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.	

109 NARRATIVE FOR PART IV-B:

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