

AID 1020-28 (7-68)

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

SECURITY CLASSIFICATION

UNCLASSIFIED

001 PROJECT NUMBER

306-12-660-093 (Fac. of Engr.) 2

3060093 (7)

002 PAR

MO. DAY YR.

003 U.S. OBLIGATION SPAN

004 PROJECT

AS OF:

1 5 6 8

FY 66

Thru FY 73

PD: AAC-449-E1₂

Technical Education
Faculty of Engineering
A.I.D. Reference Centre
Room 1653 BS

005 COOPERATING COUNTRY - REGION - AID/W OFFICE

AFGHANISTAN

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 1968)	5146	4944	20		3371	51	597	106	690	25	286
PROPOSED OPERATIONAL YEAR (FY 1969)	632	534	8	-	435	-	99	90	-	-	-

CCC 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 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. Education Development Center Inc.	1	1	AID/nesa-76	
		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 1020-28 I as necessary):

U. S. Aid to the Faculty of Agriculture and Engineering began in 1956. This date was the beginning of these faculties (combined in one). AID assistance was provided by University of Wyoming under contract with ICA. In 1963, USAID and the American Embassy/A decided not only to continue assistance when Engineering became a separate faculty, but to step up its work by contracting with a consortium of U. S. engineering schools. Two pertinent documents are TOAID-519

MISSION DIRECTOR APPROVAL →

SIGNATURE

[Signature]

DATE

3/19/69

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SECURITY CLASSIFICATION

PAR CONTINUATION SHEET

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008 NARRATIVE FOR PART I-A

October 20, 1963 and TOAID A-581, November 2, 1963, and its attachment, subject: Engineering - AIT Programming.

From late 1961 until the Fall, 1963, reports of a proposed USSR-assisted Polytechnic at the university level and several secondary school-level technicals to provide students for the Polytechnic caused some concern to planners, both Afghan and American.

As a result of AID's decision in 1963 (above) it was decided 1) to encourage qualified AIT students to enter the Faculty of Engineering, 2) to improve the students' background in certain selected lycees in mathematics, science and English. Two years ago, through Faculty of Engineering recruiting, a winter on-the-job pre-engineering program was developed where provincial students could be trained to qualify to enter the Faculty.

It is anticipated that the annual graduate output by June 1973 will be between 85-95 per year. Slight corrections may be made in these figures if the Faculty of Engineering elects to include an architectural extension in their curriculum in the future.

This is the first PAR on this project.

The development of the Faculty of Engineering, especially since 1963, has been well planned, well implemented, and has achieved regular programmed target objectives. The competency of the present contractor, EDC, has been such that performance has been very good, target objectives have been clearly defined and understood by all, and clearly recognizable step-by-step progress has been made in achieving objectives.

A well organized and prestigious Faculty of Engineering will clearly contribute to Education Sector Goal 3: "To develop an integrated, efficiently administered self-sustaining National university dedicated to training leaders with special emphasis on agriculture, education and engineering."

Results to date have been good. A well planned Afghan engineering faculty is being developed. Commodity purchases have been wisely handled and commodity purchases have been based on a sound plan. This equipment has been installed and is being used for the purposes planned. Developing a Faculty of Engineering is an expensive activity. Contract technical assistance has been expensive, but of high caliber.

The relevance of the development of the Faculty of Engineering to country economic and industrial development is recognized by all. As other RGA/USAID project objectives develop, e.g., USAID/A's assistance in the development of small industries, the Faculty of Engineering graduates will become even more in demand.

UNCLASSIFIED

SECURITY CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

306-12-660-093 (Fac. of Engr.)

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)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	I. Number of Graduates					
	a. Civil Engineering	202	49	56		527
	b. Mechanical Engineering	136	24	31	271	254
	c. Electrical Engineering	37	15	15	166	103
		29	10	10	55	92
	d. Agricultural Engineering				44	
	e. Chemical Engineering	0	0	0	6	38
	f. Architecture	0	0	0	0	20
		0	0	0	0	20
	II. a. Master of Science Graduates	0	0	0	0	18
	b. Number of Trained Staff Members	19	17	19	23	52
	1. Civil Engineering	9	10	9	10	15
	2. Mechanical Engineering					
	3. Electrical Engineering	5	3	5		8
	4. Agricultural Engineering	2	2	2	3	7
		0	0	0	0	0 ^{b.}
	5. Chemical Engineering					
	6. Architecture	0	0	0	0	5
	7. Physics	0	0	0	2	2
		2	1	2	3	4
	8. Chemistry					
	9. Mathematics	0	0	0	0	3
	10. English	1	1	1	1	4
		0	1	0	2	4
	III. Number of Trained Supporting Staff Members a.	6	10	6	16	31
	a. Business Office	1	2	1	4	8
	b. Shop	3	3	3	4	6
	c. Laboratories	2	5	2	2	17
	(The host country has not been able to come up with enough people to be trained. It is now planned that there will be more persons available in Dec 1968 as result of technical school graduation.)					

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009 OUTPUT REPORT AND FORECAST FOR PART 1-B-1

	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		
IV. Student Enrollment - 1st year		143	147	140	150
a. 2nd year		75	81	100	
b. 3rd year		56	71	90	
c. 4th year		71	69	80	
d. 5th year		0	0	0	
e. Total		345	368	410	400-500
(Student enrollment in FY 68 much higher than expected because of prestige of Faculty of Engineering, larger numbers of secondary school graduates, and larger numbers coming from provinces.					
V. Building Completed: a. Engineering Annex	0	0	0	1	1
b. Seismic Station	1	1	1	1	1
VI. Classrooms Provided	6	0	0	6	12
VII. Laboratories Established	8	0	0	8	8
1) Chemistry Extension	1	1	1	1	1
2) Engineering Shop	0	0	0	1	1
3) Unit Operations	0	0	0	0	1
4) Physical Metallurgy	0	0	0	1	1
5) Analytical & Physical Chemistry	0	0	0	1	1
6) Mapping & Surveying	0	0	0	1	1
7) Concrete	0	0	0	1	1
8) Building Materials	0	0	0	1	1
9) Soils	0	0	0	0	1
10) Projects	0	0	0	0	1
11) Bituminous Products	0	0	0	1	1
12) Fuels & Lubricants	0	0	0	1	1
13) Instruments & Controls	0	0	0	0	1

009 OUTPUT REPORT AND FORECAST FOR PART 1-B-1

AID 1020-25 1 (7-66)
 SECURITY CLASSIFICATION
 UNCLASSIFIED
 PROJECT NUMBER 306-12-660-093 (Fac. of Engr.)

PAR CONTINUATION SHEET

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	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		
14) I.C. Engines	0	1	0	1	1
15) Steam	0	0	0	1	1
16) Sanitary Engineering	0	1	0	1	1
(14) & 16): I.C. Engineers and sanitary laboratories have had to wait completion of Engineering Annex somewhat behind schedule in completion.)					
VIII. Engineering Central Storeroom established	0	0	0	1	1
IX. New Curricula Established	3	0	0	3	3
1) Agricultural Engineering	1	1	1	1	1
2) Architecture	1	1	1	1	1
3) Change from 4 to 5-year curricula	1	1	1	1	1
4) Chemical Engineering	0	0	0	1	1
5) Graduate Study	0	0	0	1	3
X. 1) Extension Courses Taught	0	0	0	1	4 ea.yr.
2) Research Reports Completed	2	3	0	5	23
3) Teaching Load of USET Staff (%)	30 %	30 %	30 %	30 %	0 %
(2): Three research reports were completed but in August, September 1968, two months behind schedule.)					
XI. 1) Teaching Load of Afghan Staff (%)	70 %	70 %	70 %	70 %	100 %
2) Pre-Engineering Enrollment	125	125	125	150	150 ea.yr.
(Pre-engineering enrollment planned at 144, actual 125. All feel this is good for such a new activity.)					
3) Afghans Serving as Faculty Committee Chairmen (Because of good development of Afghan staff, 7 Afghans are serving as Faculty Chairmen rather than the planned 6.)	7	6	7	6	10 ea.yr.

SECURITY CLASSIFICATION

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009 OUTPUT REPORT AND FORECAST FOR PART 1-B-1

	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		
XII. 1) Afghan Share in Operating Budget (%)	60 %	60 %	60 %	70 %	100 %
2) Textbooks Supplies	12,031	500	803	12,500	14,000
3) Reference Books Supplied to Library	811	500	811	1,300	3,800
XIII. 1) Periodicals Supplied to Library	2	3	2	10	20
2) Technical Material in Simplified English	1	1	1	1	6
3) Number of Graduates in Alumni Society	0	0	0	25	400
XIV. 1) Conduct Engineering Manpower Survey	0	1	0	0	1
2) Develop Advisory Program in Placement of Graduates	0	0	0	1	1
Raw data gathered -- Survey not completed					

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) To develop an integrated, efficiently administered, self-sustaining national university dedicated to training leaders, with special emphasis on agriculture, education and engineering.	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):

Within the sector goal for the development of Kabul University listed in (1), the activity target for this project is to assist in developing an established Faculty of Engineering in Kabul University by 1973 with trained teachers plus a supporting staff, curricula, and training programs in four major fields of engineering (civil, electrical, mechanical, agricultural) in appropriate class rooms and laboratory facilities. Based on the rapid increase in enrollment in 1968 due primarily to (1) the increasing prestige factor of the faculty (2) the larger numbers of secondary school graduates, and (3) the larger numbers coming from the provinces, see Page 2-a Section IV of this PAR, the faculty should provide 85-95 B.S. graduates each year by July 1, 1973.

A viable Faculty of Engineering developed according to guidelines suggested above, will become an ever increasing integral component in the country's economic and industrial development. The industrial segment is only now starting to develop. The leaders of this development are becoming increasingly aware of the part that the Faculty of Engineering should play in this development. An

UNCLASSIFIED

SECURITY CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

306-12-660-093 (Fac. of Engr.)

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illustration is that employers are now coming to the Faculty to interview and hire graduates. The faculty through its expertise in trained personnel, its facilities for industrial research and its willingness to assist, should play a very important role in the nation's entire economic and industrial development.

Permanency of the Faculty's present high status in the University must rest ultimately on improvement of the lower levels of schooling throughout Afghanistan, especially at the secondary level, so that the schools can produce the kind and caliber of student required by the Faculty for its entering class. The present heavy drawing on AIT's middle-level technician graduates and the pre-engineering vacation course offered lycee graduates are not the preferred permanent solutions to the problem of adequately prepared entering students.

UNCLASSIFIED

UNCLASSIFIED

306-12-660-093 (Fac. of Engr.)

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?	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):

014 - The RGA decision to start the Russian-assisted Polytechnic Institute some years after the Faculty of Engineering had been planned and initiated caused much concern to USAID and the concerned Afghans. This decision required considerable re-thinking of the best size for the Faculty of Engineering, the engineering majors to be developed within it, and the kind of U.S. implementing agency required.

017 - AID/W and USAID/A should have taken a careful look into the Afghan request for a Faculty of Engineering "meeting international standards." This vague prestige term should have been more thoroughly discussed and the more specific goals understood by both Afghan and American personnel prior to project approval. At times it has beclouded the issues as the Faculty tries to produce graduates best trained for the engineering work to be done under existing conditions in Afghanistan.

UNCLASSIFIED

UNCLASSIFIED

306-12-660-093 (Fac. of Engr.)

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)	(2)	(3)
		BEHIND SCHEDULE	ON SCHEDULE	AHEAD OF SCHEDULE
1	Recruit USET staff members		X	
2	Develop procedures for selecting participants & monitoring their performance		X	
3	Select participants and supervise U.S. training		X	
4	Select and locally train supporting staff (Approx. 50% on schedule. The University has not provided sufficient staff for training.)	X		
5	Develop a testing procedure for selection of students		X	
6	Promote an acceptable university policy for staff salaries and fringe benefits		X	
7	Promote a placement policy for graduates		X	
8	Promote an engineering manpower survey (Work was delayed because of AID budget restrictions. Completion of a reduced project expected by end of FY-69.)	X		
9	Promote an alumni organization		X	
10	Complete Seismic Station		X	
11	Complete Engineering Annex (Work is proceeding, but has been slowed because of lack of RGA funds. At least one year behind schedule.)	X		
12	Install furniture in extension to chemistry laboratory		X	
13	Establish a physical metallurgy laboratory (Awaiting completion of new building (annex))	X		
14	Establish a mapping and surveying laboratory (Awaiting completion of new building (annex))	X		
15	Install basic laboratory equipment in annex (Awaiting completion of new building (annex))	X		
16	Plan and install new engineering shops (Awaiting completion of new building (annex))	X		
17	Establish a unit operations laboratory		X	
18	Establish an analytical and physical chemistry laboratory		X	
19	Procure supplementary equipment for laboratory		X	
20	Procure supplies for laboratories and shop		X	
21	Procure textbooks		X	

UNCLASSIFIED

SECURITY CLASSIFICATION

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PART 11 - IMPLEMENTATION REPORT

11-A - STATUS OF SCHEDULE

022 A-1 INDIVIDUAL ACTIONS

PIP Item #		(1) Behind Schedule	(2) on Schedule	(3) Ahead of Schedule
22	Provide basic reference books and publications for library		X	
23	Provide technical materials in simplified English		X	
24	Develop maintenance program for laboratories and shop (Slowed by lack of Afghan personnel.)	X		
25	Establish a curriculum on Agricultural Engineering		X	
26	Develop cooperative curriculum on Architecture		X	
27	Develop 5-year curricula on all subjects		X	
28	On-the-job training for Afghan staff members		X	
29	Develop and assist in a pre-engineering program		X	
30	Develop and assist in a 6-month practical training program (Physical start may be delayed beyond 2/69, but work is proceeding)	X		
31	Develop a program of applied research		X	
32	Develop extension classes in engineering		X	
33	Develop a faculty administrative structure (Current University difficulties may cause future delay) leadership		X	
34	Develop a 2-year graduate program (Slowed both by reduction in AID funding and the leadership difficulty at University.)	X		
35	Set up seminar and symposium system		X	
36	Teach courses where no suitable Afghan is available		X	

UNCLASSIFIED

PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

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

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

II-B - RESOURCE INPUTS

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

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	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	P
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	P
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	P	053 Relevance of training for present project purposes	P
043 Availability of host country funding		054 Appropriateness of post-training placement	P
044 Host country operational considerations (e.g., selection procedures)		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	
047 Quality of general orientation		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	P	060 Mission or contractor follow-up activity	P
050 Participants' availability for training	P	061 Other (describe):	
051 Other (describe):			

SECURITY CLASSIFICATION

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306-12-660-093 (Fac. of Engr.)

PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	X 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).			P	073 Control measures against deterioration in storage.	
066 Quality of commodities, adherence to specifications, marking.			P	074 Readiness and availability of facilities.	
067 Timeliness in procurement or reconditioning.				075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port of entry.			P	076 Maintenance and spares support.	P
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 1020-25 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.

Since 1963, when present contractor began work, overall implementation has been excellent and expensive. The project is on schedule and is considered successful to date by both Afghans and Americans. Normal problems exist, of course, and are discussed in Part I.A.1., II.A., and III.

b. Implementing Agency. Present contractor, Education Development Center, has fielded the U.S. Engineering Team (USET) drawn from the eleven consortium schools. Team staffing has continuously been up to authorized strength, and personnel has in the main been excellent. The consortium steering committee takes very active interest in the activities and problems of the project and is supportive of the team. Through the work of USET and its good relations with the Afghan dean and faculty members, this Faculty is probably the best administered, has the best caliber of instruction and is the most prestigious at Kabul University. The consortium institutions provide participant training as planned by USET. USET has selected, purchased, and installed suitable equipment for the Faculty, and a maintenance program has been initiated.

c. Participants. Since the USET is drawn from consortium institutions (with few exceptions), field personnel are familiar with study programs available and placement and programs can be carefully planned. The participant training schedule is proceeding as planned, but it will be a tight squeeze in the last years of the project to get the necessary number of faculty members trained.

d. Commodities. The bulk of necessary commodities has already been obtained and is in use, except for items awaiting installation in the second engineering building when it has been completed. The University Senate has before it a proposal by the Dean of this Faculty to create technician-level jobs for maintenance of complex equipment.

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UNCLASSIFIED

306-12-660-093 (Fac. of Engr.)

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.	P
082 Availability of reliable data for project planning, control and evaluation.	N
083 Competence and/or continuity in executive leadership of project.	F
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.	N
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	N
089 Maintenance of facilities and equipment.	
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	F
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.	F
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.	
102 Continuity of staff.	
103 Willingness to work in rural areas.	N
104 Pay and allowances.	N
105 Other:	

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

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

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

The RGA has provided both in quality and quantity all that it was able under existing host country conditions, indicating interest in and support of this activity. Afghans will continue to take pride in this Faculty, and there is a clear trend toward increasing annual budgets for the University. Continuation of the strong and informed Afghan leadership of this Faculty should make it possible to secure adequate annual budgets from university funds. It is possible that, after American withdrawal, the main problem of the Faculty will not be material resources but will have to do with the RGA being able to maintain the Faculty of Engineering (FOE) at a quality level following USAID's technical assistance withdrawal.

The ability of the RGA to maintain a faculty at a quality level of operation, both academic and administrative, is naturally a concern. The Education Division is aware of this and has made every provision possible in its planning within the Mission and with its joint planning with Afghan authorities to provide; 1) the methods for training future Afghan leadership; 2) an extensive participant and on-the-job training program for present and future Afghan staff; 3) a new physical plant adequate for

UNCLASSIFIED

UNCLASSIFIED

306-12-660-093 (Fac. of Engr.)

PAR CONTINUATION SHEET

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present and future operations; 4) a large commodity element to provide the equipment and supplies with which to operate the program and; 5) the appropriate logistical support. In the past, heavy teaching loads on the part of USAID/contractor advisors were necessary. However, the Afghan staff, as trained participants and engineers, have become available and have assumed the major portion of the teaching loads. In FY 1969, approximately 80% of the contact hours were taught by Afghan staff members. Plans call for 82% in FY 1970; 85% in FY 1971; 95% in FY 1972; and 98% in FY 1973 of all teaching to be done by the Afghan staff. The Afghans know this and appear eager to assume this responsibility.

The Afghans have demonstrated their desire and intent to provide the proper support to ensure the maintenance of the faculty at a satisfactory level in the future by 1) increasing each year the operating budget; 2) building a new engineering annex at their expense; 3) assigning the top members of the incoming class to the university to the Faculty of Engineering each year; 4) assigning to the Faculty staff some of the best men for training and; 5) stressing the position of prestige in both government and industrial circles that the Faculty enjoys. The Faculty of Engineering is the only school in the nation offering a program in civil, mechanical, electrical and agricultural engineering.

Steps are now being taken by the Afghan staff at the FOE and by the USET advisors to ensure closer relations with industrial development and to encourage quality engineers with experience to either return to the Faculty or to be available on a part-time consulting basis.

1. A follow-up on all participants that have received foreign training is being compiled both at the Faculty and at the USAID/Training Office.
2. As part of a senior research seminar under the direction of Dr. Quaissaunes, former Afghan Dean of Engineering, a comprehensive "retrival" register is being developed. From time to time, certain of the most capable of the men whose experience and qualifications are indicated in the register can be invited to return to the Faculty.
3. Fully functioning joint Faculty of Engineering and industry committees have been formed to advise on a two-way basis on the development of the Faculty and the development of small industry.

Judged by the above planning, the excellent progress to date, the demonstrated support provided by the RGA and the position in the entire economy enjoyed by the Faculty of Engineering, there is every reason to assume and expect that the Faculty of Engineering will continue to operate at a quality level after June 30, 1973, the end of USAID's support.

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Part III - Narrative (continued)

- 082 - Afghanistan has neither a national census nor any broadly based manpower information on workers available or required. Though this has not been a serious handicap to planning for achievement of short-range targets for this project, the lack of information can become an important obstacle to planning in the future. A reasonably complete manpower study must be conducted by the RGA, either with or without foreign donor assistance. Cost cannot be estimated before the design of the study is known.
- 087 - Several operating problems during the past five years have had their roots in the procedural and bureaucratic problems of the government as a whole (the new national constitution) and the university in particular (the university constitution. Many procedures relating to funding, personnel and program are cumbersome and antiquated. Though the Dean of this Faculty has been unusually adept at dealing with some of the difficulties, they continue to exist, and their resolution is outside the province of this project. The Kabul University Administration project is tackling those problems which depend for their solution on University action.
- 088 - The two difficulties with respect to this item have been: 1) the prolonged legal tangle between the RGA and the construction contractor which has caused the second engineering building to remain unfinished, with consequent inability of the University to spend the funds earmarked for the building; and 2) the lack of the supporting services of a middle-level technician level of employee which has hampered the Faculty in carrying forward its maintenance program. Problem 1) is being solved by the RGA, and problem 2) is before the University Senate in the form of a detailed proposal prepared by the Dean of the Faculty of Engineering.
- 094 - The intent to continue support of this activity is clearly evident. However, capacity will depend on increase of the material resources at the RGA's disposal. The only corrective action possible under this project is to continue to make clear the nature and quantity of inputs required.
- 099 - Technical education and technical experience were practically nil in Afghanistan when the Faculty and AIT were started. These projects have trained sufficient Afghans to form a critical mass in both schools, but future staff replacements may be a problem. A suggested partial solution has been presented in the first few paragraphs of this narrative.
- 103 - Kabul is the "big city," and Faculty graduates prefer to remain here. They will be induced to go to rural area development projects only when the RGA provides sufficient inducements in salary incentives and social services (schools, medical facilities, housing, etc.)
- 104 - Though pay and allowances in this Faculty are no lower than in other agencies, the inadequacies cause "moonlighting" by almost all faculty members, thus leaving little energy or time for any but the bare minimum of job performance. The solution is, of course, higher salary scales. This project might contribute a research study, but further action is in other hands.

UNCLASSIFIED

306-12-660-093 (Fac. of Engr.)

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):

Mission does not recommend any change in either purposes or design of this project.

Mission believes that a small, viable graduate program can be achieved within present project design.

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. ___. 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:

After project termination, the Mission should probably continue to express to the appropriate agencies of the ROA its continued interest in the healthy development of the Faculty of Engineering, and should encourage action on those matters which are the province of the host government and which place roadblocks in the way of the Faculty's growth. (SEE Part III.)

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