

AID 1020-25 (7-68)			SECURITY CLASSIFICATION			001 PROJECT NUMBER		
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1			UNCLASSIFIED			663-11-110-002		
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN		004 PROJECT TITLE		
AS OF:	01	02	70	FY 54	Thru FY 72	AGRICULTURE EDUCATION & RESEARCH		
005 COOPERATING COUNTRY - REGION - AID/W OFFICE								
ETHIOPIA								

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 1969)	14024				12335	730		518	155	286	
PROPOSED OPERATIONAL YEAR (FY 1970)	119				65	54					

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. OPEX (EWA)	1	2		
		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):

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MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
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GENERAL NARRATIVE - PART I - A. 1/

As the basic problems of reestablishing the government were approached following World War II, it became apparent to the IEG that if the economy of the country were to be improved the major economic sector, agriculture, would need priority attention.

Through an AID-financed contract, Oklahoma State University pioneered in initiating Ethiopia's first agricultural institutions by establishing the agricultural high school at Jimma, the College of Agriculture at Alemaya and the Agricultural Research Station at Debre Zeit. The College became part of Haile Sellassie I University in 1961, and the functions of its extension department were transferred to the Ministry of Agriculture in 1963.

The real impact of the College has been hampered in the past by low enrollments and a high teacher-student ratio. However, policy changes during 1968 by Haile Sellassie I University have brought about a rapid increase in total enrollment at the College of Agriculture.

The College has been, and will continue to be, the major source of trained high level agricultural manpower in Ethiopia, and for this reason serves a vital function in the overall development of the agricultural sector. Development plans formulated in the Third Five Year Development Plan (1969-1973) call for increasing numbers of trained agricultural personnel. The successful and efficient operation of the College of Agriculture on an expanded enrollment basis is critical to the success of these plans.

OVERALL PERFORMANCE OF THE PROJECT

The initial objectives of this project have been basically realized. The College of Agriculture is largely staffed and administered by Ethiopians. To date the College has graduated 425 Bachelor of Science graduates. The Research Station at Debre Zeit is fully operational and staffed by Ethiopians. The Jimma Agricultural High School, built and developed under the original OSU contract, was transformed in 1967 to a two-year post High School, Agricultural Institute, and is administered by the IEG Ministry of Agriculture. The College of Agriculture is the primary institution producing trained agricultural personnel for both government and the private sector.

Because of the importance of the College to overall development of the agricultural sector, the Mission conducted an in-depth study of the college during the summer of 1967 to determine both the operational efficiency of the institution and the need for future USAID support. 2/

- 1/ This initial PAR covers total life-of-project to date (FY 1954 through FY 1970).
2/ "USAID/Ethiopia In-House Committee Report on Haile Sellassie I University College of Agriculture", USAID/E, 1967.

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This report has been accepted by HSIU and partially reflects Mission and HSIU policy regarding the College of Agriculture. The report concludes that there is a need for limited assistance from the U.S. for three to four years and a significant improvement in the administration and operation of the College by HSIU.

To meet this need external assistance has been required. USAID has assisted through the salary-topping of certain essential staff positions following the termination of the Oklahoma State University contract in September 1968.

In FY 1969, the IEG assumed responsibility for the administration of the College upon the final departure of the OSU contract team. The period of transition has been difficult, however, since Ethiopian Government funds are limited and the College's teachers are relatively inexperienced.

Currently, nine USAID-funded OPEX personnel are at the College, with contracts through academic year 1971-72.

CONTRIBUTION TO THE AGRICULTURAL SECTOR

The College is making a significant contribution to agriculture in Ethiopia and this contribution can be expected to increase substantially in the years ahead.

The Animal Sciences Department, for example, has several research projects which should produce results which will be immediately applicable to the Ethiopian environment. Some success has been achieved in introducing better breeds of dairy and beef cattle and poultry into the surrounding community. Animal rations that have been developed at the College are prepared and furnished to farmers at cost.

The Plant Sciences Department is doing research on plant diseases and plant protection methods and is conducting variety field trials. Some seed multiplication is being done on the farm. The Department also produces vegetable, live stock and poultry products for the College dining hall and staff. Over 120 different kinds of Eucalyptus trees are growing in experimental plots and seedlings of the better varieties are being provided to farmers who wish to plant them.

The Agricultural Engineering Department is conducting experiments with improved crop storage facilities and farm mechanization. However, this Department needs considerable strengthening.

Through a Farmer's Cooperative, sponsored by the Department of Agricultural Economics, the College has made a significant impact on the area it serves. Four hundred farmers belong to the Cooperative -- 200 are quite active. The Cooperative has a contract with the French Military at Djibouti, under which vegetables, fruits and poultry are shipped twice weekly. The Cooperative grosses some Eth.\$500,000 annually. The farmers who participate regularly average a gross income of Eth. \$300 per month with several grossing as much as Eth. \$1,000 per month.

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With increased student and farmer participation and the adoption of pricing policies, the need for College budgetary support to the Cooperative will eventually be eliminated.

The Experiment Station at Debre Zeit is staffed by five faculty members who devote a portion of their time each year to teaching assignments at the College of Agriculture. This station has been fully staffed and managed by Ethiopian faculty members since 1966, and has produced many practical and valuable results from experimental work conducted since its establishment in the late 1950's. Its most pertinent contributions to Ethiopian agriculture have involved the development and introduction of improved strains of wheat and teff.

Under this project, 81 participants have been programmed through FY 1970. Returned participants (61 to date) are teaching at College, working at the Debre Zeit Research Station or employed by IEG Ministries concerned with Agricultural Development.

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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)				6. PROJECTED TOTAL FOR XXXXXX XXXXXX AY 73-74
		3 Actual AS of XXXXXX 4/70	4. AS OF PRIOR AY 69-70		5. ^{3/} PLANNED XXXXXX XXXXXX AY 70-71	
			a. PLANNED	b. ACTUAL		
	1. Number of students graduated from the College of Agriculture. (cumulative)	425	407	425	464	857
	2. Annual enrollment in the College of Agriculture, including Junior Class students who serve one year Ethiopian University Service with the IEG before returning to school for their senior year.	444	350	444	494	694
	3. Annual enrollment, Home Economics, College of Agriculture.	30	20	30	30	90
	4. Full-time Ethiopian Staff.	43	20	43	43	50
	5. Number of College of Agriculture graduates employed full-time in agriculture or in agriculturally related positions in Ethiopia. (cumulative)	339	339	339	376	696
	<u>3/</u> Based on actual AY 69-70 data, (009. 4b.)					

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 establish and have fully operational by September 1972 the HSIU College of Agriculture fully staffed and administered by Ethiopians.	3	2
	(2) To establish by 1972 a capability within the College of Agriculture to produce approximately 100 qualified B.Sc. degree graduates annually.	2	2
	(3) To conduct research and produce publications on a wide range of agricultural matters.	2	2
	(4) To establish the College and its branch research station by September 1968 as the primary Ethiopian institution producing trained agriculturalists for agriculture and agro-industrial activities.	3	2

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):

011. Continued

(5) To provide permanent College of Agriculture faculty members by training participants to fill OPEX salary-topped positions. 3 3

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012. PART 1-C.1

Entry (1). The College started in 1954 under TCA Contract with OSU with an entirely American professional staff. At present, with a total staff on board of 65, only 22 are non-Ethiopian. While there are no fully defined plans at the College of Agriculture for training or developing Ethiopian personnel to replace USAID funded OPEX staff, attention is being given this matter and it is expected that such a plan will be developed before the beginning of academic year 1970-71.

Entry (3). Limited funds are available for faculty research at the College of Agriculture.

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?	N
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

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

(a)		(b) STATUS - PLACE AN "X" IN ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1	USAID/Ethiopia In-House Committee Report on HSIU College of Agriculture completed and submitted to HSIU and AID/W.		X ^W 6/67-5/67	
2	Recommendations of report accepted and implementation initiated by HSIU.		X 6/67-9/67	
3	Names of five candidates submitted for participant training.		X 6/67-11/67	
4	Individual personnel services contracts negotiated and signed for eleven salary-topped teaching positions at College of Agriculture.		X 1/68-6/68	
5.	Five participants nominated and selected by HSIU and USAID.		X 1/68-2/68	
6	Participant candidates approved by Inter-Ministerial Council.		X 3/68-5/68	
7	Participant orientation.		X 9/68-7/68	
8	HSIU provides additional Ethiopian staff members for positions recommended in the USAID In-House Committee Report.		X 7/68-9/68	
9	Steps taken by HSIU to achieve time-phased increase in student enrollment to a total of more than 500 by 1970-71 school year.			X 7/68-9/70

W PIP scheduled target dates:
Physical start - Physical completion
(PIP, dated November 1968).

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022 No.	PART II-A (Cont'd)	(1)	(2)	(3)
10.	College of Agriculture arranges teaching schedules to achieve and maintain an average of 240 student credit hours per teacher by 1970-71 school year.	X 7/68-9/70		
11.	HSIU takes constructive actions designed to make services on the Alemaya campus more attractive and rewarding to Ethiopian Staff.	X 7/68-9/70		
12.	Five participants depart for U.S. and are in training.		X 9/68-7/70	
13.	Terminate OSU contract.		X 9/68-9/68	
14.	Eleven salary-topped staff members join faculty at College of Agriculture and continue for two year tour.		X 9/68-7/70	
15.	Submit names of six candidates for participant training.		X 9/68-11/68	
16.	Negotiate and sign USAID Loan to IEG for HSIU involving selected equipment for Alemaya.		X 9/68-1/69	
17.	Project Appraisal Report (PAR) prepared.	X 10/68-1/69		
18.	Select and nominate six participants by HSIU and USAID		X 1/69-2/69	
19.	Six participant candidates approved by Inter-Ministerial Council.		X 3/69-5/69	
20.	Orientation for six participants.		X 7/69-7/69	
21.	Steps taken by HSIU to establish continuing programs to further utilize training facilities of the College through short courses for rural service personnel.	X 7/69-7/70		
22.	Six participants depart for U.S. and in training.		X 9/69-9/71	
23.	Evaluate need for six salary-topped teaching positions beyond 1969-70 school year.		X 9/69-1/70	

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022 PART II-A (Cont'd)

	(1)	(2)	(3)
24. Individual personnel services contracts negotiated and signed for six salary-topped teaching positions at College of Agriculture.		X 3/70-6/70	
25. Termination of eleven salary-topped teaching positions. (See Addendum, page 5-D).		X 6/70-6/70	
26. Three participants selected, approved and in training in U.S.		X 6/70-6/72	
27. Five advanced degree participants complete training and return to join teaching staff of the College of Agriculture.		X 6/70-9/70	
28. Six salary-topped staff members join faculty of the College and continue for two year tour. (See Addendum, page 5-D).		X 9/70-6/72	
29. Six advanced degree participants complete training and return to join teaching staff of the College.		X 6/71-9/71	
30. Terminate six additional salary-topped teaching positions.		X 6/72-6/72	
31. College of Agriculture completely Ethiopian staffed and operating at efficient level. (See Addendum, Page 5-D).		X 6/72-NA	
32. Three advanced degree participants complete training and return to join teaching staff of College of Agriculture.		X 7/72-9/72	

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022 Item 25 and 27.

Due to increased enrollments at the College, nine salary-topped teaching positions have been authorized for a two-year contract through academic year 1971-72.

022 Item 30.

Foreign faculty members are desirable for the College and the University. In the foreseeable future the need for specialized staff and experience not available in Ethiopian staff will require some recruitment of foreigners.

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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)	5/	X
(3) Technicians		
(4) Participants		X
(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	
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
026 Understanding of project purposes	P	035 Working relations with Americans	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	P	054 Appropriateness of post-training placement	P
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	P
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	P
048 Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	P
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):			

5/ Education World Affairs (Provides OPEX personnel)

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	064 NO COMMODITY ELEMENT	
				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 1020-25 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.

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079 PART II-B.a. Overall Implementation Performance

While a few of the anticipated target goals will be achieved after the target date (see PART II-A.b.), most major actions are now on schedule.

During the 1968-69 school year enrollment in the College of Agriculture numbered 305 students. With a current enrollment (1969-70) of 444 students, the College should achieve an enrollment of 500 by 1970-71.

The University-wide student strike during 1968-69 resulted in the failure of some of the degree candidates to graduate as scheduled; only 33 students graduated in 1969 (as compared to 38 graduates in 1968 and 50 graduates in 1967). However, in June 1969 the cumulative number of graduates from the College of Agriculture (425) exceeded the initial estimate of 407 (PIP, November 1968). Barring future disruptions, the goal of graduating 100 Bachelor of Science students annually by 1972 should be accomplished.

b. Implementing Agency.

OPEX personnel recruited by EWA are technically competent and are performing their functions in a satisfactory manner. However, there should be some mechanism to ensure that the contractor is more diligent in complying with requests for personnel.

A request to EWA for an Agricultural Economist was submitted in September 1968, nine months before the previous incumbent departed. To date the position remains vacant. To fill the void and to enable 21 students to graduate, Mr. Malcolm Novins, Private Enterprise Advisor, USAID/Ethiopia, taught Agricultural Economics at the College. Originally scheduled to teach for only four weeks (two days a week),^{6/} Mr. Novins will continue to teach at the College until the end of the current 1969-70 school year.

c. Participants

Many participants trained under this project have returned to Ethiopia to assume responsible positions at the College. Eighty-one (81) participants have been programmed through FY 1970. Of these, 61 have returned to Ethiopia, 17 are still in training in the U.S., and 3 are awaiting departure to the U.S. Of the 61 returnees, 21 are currently at the College of Agriculture and 7 are at the Debre Zeit Research Station.

^{6/} USAID/Ethiopia "Mem-Com"., October 13, 1969.

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079 PART II-B.

Of a total of 65 staff members at the College of Agriculture, 43 are Ethiopian.

Several of the returned participants who are no longer at the College now hold responsible positions in private industry and IEG Ministries; thus extending the total impact of the participant training element beyond the College of Agriculture.

d. Commodities

N/A

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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.	P
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.	N
084 Host country project funding.	N
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.	P
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	N
089 Maintenance of facilities and equipment.	P
090 Resolution of tribal, class or caste problems.	P
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	P
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	P
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	P
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	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.	P
100 Planning and management skills.	N
101 Amount of technician man years available.	P
102 Continuity of staff.	P
103 Willingness to work in rural areas.	P
104 Pay and allowances.	P
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 1):

SECURITY CLASSIFICATION
UNCLASSIFIEDPROJECT NUMBER
663-11-110-002

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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.

106 PART III.

During the summer of 1969 the intensive efforts of H.I.M. in securing qualified leadership for the College of Agriculture clearly exemplified the determination of the IEG to attain the project goals.

The IEG has also taken steps to coordinate the activities at the College with private and governmental organizations. For example, the "Seminar on planning Agricultural Education and Research" held in April 16-18, 1969, was attended by representatives from the Livestock and Meat Board, the Coffee Board, The College of Agriculture, and the Ministries of Agriculture, Education, Health and Community Development, and the Planning Commission.

082 and 100. During the current school year the College administration required assistance from the Special Advisor to the Vice President at Haile Sellassie I University and USAID/E in long term planning and management techniques.

083. The College has had two Deans since the OSU contract was phased out in 1968.

084. and 088. The IEG provides limited funds for faculty research at the College of Agriculture.

UNCLASSIFIED

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):

Before approving AID-funded positions beyond June 1972, a plan to train replacements for the current OPEX staff should be approved and in operation.

The participant training program for FY 1971 for the College of Agriculture should emphasize replacement of topping-off positions by Ethiopians.

Prior to June 1971 the entire USAID position regarding the College of Agriculture should be the subject of intensive review in terms of AID assistance in the areas of faculty, research, buildings and equipment, and operational funds.

IV-B - PROPOSED ACTION

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

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

109 NARRATIVE FOR PART IV-B:

The PIP will be revised to reflect the continuation of OPEX salary-topped teaching positions necessitated by an increased student enrollment that has exceeded earlier projections.