

PD-AAJ-972

AID 1020-25 (7-68)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR) (U-46) See M.O. 1026.1				UNCLASSIFIED	
				660-11-410-019	
002 PAR	MO:	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	1	2	15	69	FY 66 Thru FY 72
005 COOPERATING COUNTRY - REGION - AID/W OFFICE				Labor Education	
(Congo (K))					

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19)	100	100			100						
PROPOSED OPERATIONAL YEAR (FY 19)	35	35			35						

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : 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. African American Labor Center	6	6	AID/afr-245	
		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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008 NARRATIVE FOR PART 1-A

HISTORY: This is the initial PAR for the Labor Education project which began in FY 1966. All dollar funds are obligated and controlled by AID/W while local currency funds, which make up the bulk of the AID contribution are obligated and controlled by the USAID. To date, 168,509 zaires or \$337,018 have been obligated from the Trust Fund for this project. The current agreement will terminate December 31, 1969, and a new but similar agreement will be signed for CY 1970 for 52,000 zaires or \$104,000. All local funds have come from the USAID Trust Fund which are Congolese-owned, jointly controlled local currencies turned over to the USAID for meeting its local currency administrative costs. This project, though funded by AID, is administered by the African-American Labor Center (AALC), which maintains an office in Kinshasa.

The overall purpose of the project is to strengthen the labor movement in the Congo by the development of a cadre of trained leaders knowledgeable in labor union organization and administration. A secondary purpose is to develop skills needed to run a well organized labor movement, i.e., cooperatives, accounting, bookkeeping, typing, etc.

Since its establishment in 1966 the African-American Labor Center has effectively assisted the labor movement of the Congo. The AALC had assistance agreements with each of the three important labor organizations prior to their merger in June 1967. The significance of this past assistance with the UTC, the CSLC and the FGKK was clearly indicated when the newly established UNTC signed its first agreement with the AALC outlining a two-year program (1968-1969). Under this agreement, an intensive labor education program has been undertaken at the Cadre Training Center in Kinshasa and in numerous provincial centers; a commercial school has been opened to give instruction in typing, bookkeeping, accounting, etc., to union members, and also to employees from ministries and the private sector; and a cooperative training program has been inaugurated. Also, agreement has been obtained for a mobile health clinic Impact Fund project administered by AALC. Plans are currently being finalized to finance through AID establishment of a Labor Institute, a study program in Lubumbashi to provide instructions in industrial relations, collective bargaining and labor law, and a regional labor education program for trade unionists from Rwanda, Burundi, and Chad. These new programs will be implemented during CY 1970 and funded with 52,000 zaires (\$104,000) from the USAID Trust Fund. A local currency counterpart grant of 150,000 zaires (\$300,000) is contemplated for renovation of an existing building for the Labor Institute.

(1) Overall performance and effectiveness of project implementation in achieving stated project targets.

After the initial budgetary problems (see 079) the Labor Education project was generally well administered and achieved its project targets.

The Labor Education project currently comprises the following four sub-

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projects. Each has its own specific sub-goals, all of which are aimed at the targets mentioned in the previous section of the PAR:

a. Formation des Cadres.

This program has as its goal the training of UNTC officers from all over the Congo and thus, the development of a cadre of knowledgeable leaders. One month seminars were held for ranking provincial union officials in Lubumbashi, Kisangani, Mbandaka, Luluabourg, Kikwit and Matadi. An average of 35 UNTC officers took part in each seminar. The UNTC provided ten instructors who were all trained in European countries, by ILO and/or at Congolese universities. Among the subjects taught in these seminars were: history of the labor movement; duties of union officers; organization of union meetings; economic and administrative organization of the Congo; job classification and wages; labor law; financing a trade union; and collective bargaining. The first seminar was held in April 1968 and was followed by nine more. All lectures are stenciled by AALC/K and given to the seminar participants as well as a copy of the Congolese labor laws.

By the end of June 1969, 286 UNTC officers had participated in a seminar and a three-month intensive seminar was held in Kinshasa for 35 of the most promising officers. During the Kinshasa seminar, many lectures were given by university professors, ILO experts and AALC personnel, as well as experts from the Ministries of Finance, Agriculture, and Justice.

Through the Formation des Cadres program the UNTC has now a small but vocal group of union officers well informed on every aspect of free labor union activities.

b. Education Ouvriere

This program is for the training of shop stewards in the interior of the Congo. Congolese labor law provides for twelve working days paid leave for the education of shop stewards and the seminars were thus organized based on a twelve day period.

Despite numerous difficulties, (inadequate hotels, transportation, and communication facilities) eight seminars were held during CY 1968, one in each province. With the experience gained in 1968, twenty provincial seminars, a special eight-month seminar for Katanga and ten Kinshasa seminars were planned and realized during CY 1969. Subjects taught during these seminars include grievance procedure; how to conduct a union meeting and prepare minutes; how to speak in public; employment contacts; social security regulations; job classification; and labor legislation.

At the end of 1969, 2,170 shop stewards had received training under this program and are now training their local union membership on a day to day basis.

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c. Co-operatives

In the cooperative field AALC, in cooperation with UNTC, decided to concentrate on the formation of a limited number of experts who would be fully qualified to establish and administer UNTC co-operatives and teach others what they've learned.

In November 1968, a three-month seminar for seventeen participants was inaugurated in Kinshasa. Lecturers came from UNTC, the Ministry of Agriculture and the faculty of agriculture at Lovanium University. The program was organized by AALC and directed by a cooperative expert from Israel. The six most promising students of this seminar were then sent for three months of training at Inkisi, the oldest and best organized cooperative in the Congo. In August 1969, these same six students were sent to the AALC Pan-African Co-operative Center in Dahomey for a special four-week intensive training program.

It is planned to begin organizing UNTC cooperatives in early 1970 using these six participants to form the nucleus of the cooperative development program. AALC will assist UNTC in the initial stages of the first co-operative. David Klugman, a trade unionist and an expert on cooperatives, was sent to the Congo by AALC in October 1969 to help in implementing this program.

d. Commercial School

At the request of UNTC, AALC agreed to organize a vocational training program to upgrade existing skills of secretaries and administrative assistants in the Kinshasa area. The National Institute of Professional Preparation, INPP, assisted in the organization and implementation of this on-the-job training program. One hundred employees from the labor movement, private sector and various ministries were selected to begin the eighteen month course in June 1968. Employers agreed to release the participants four afternoons a week from 2:00 to 6:00 p.m. in order that they could attend classes.

Experienced teachers from INPP taught bookkeeping, typing, shorthand, office procedures, correspondence, mathematics, French and English.

The eighteen month program ends in December 1969 and it is too early to evaluate the real results of the training received. However, many of the students have already received promotions based on their increased productivity as a result of their new skills.

(2) The Contribution to achievement of sector and goal plans:

The project has made a significant contribution toward the goal of developing a well organized and effective democratic labor movement in the Congo.

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(3) Anticipated Results Compared to Costs

Not numerically measurable. The relatively small amount of AID funds obligated for this project and the results achieved as indicated above indicate a quite successful project.

(4) The continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives

See 012

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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 PROJECT LIFE
		3 ACTUAL CUM. TO DATE 12/15/69	4. XXXXXXXXXX XXXXXXXXXX CY 1968/69 a. PLANNED b. ACTUAL		5. PLANNED BY NEXT JUNE 30 12/31/70	
	<u>D. Commercial School</u> To upgrade clerical skills and general office procedures of clerical staffs in the union, the Ministries and private companies. One 18-month program has been given to date and two 12-month programs are planned for CY's 1970-1971.	100	100	100	100	300
	<u>E. Lubumbashi Study Program</u> This program will be launched during CY 1970. The purpose is to provide shop stewards of Katanga Province, the Congo's major industrial concentration, with courses in collective bargaining, labor law, basic economics and general labor matters. It is planned that one of the two AALC advisors will be stationed in Lubumbashi, the Provincial capital.	0	0	0	250	1,000
	<u>F. Regional Program</u> This program will begin during CY 1970 and will provide labor education programs to select labor leaders from Burundi, Rwanda, and Chad.	0	0	0	10	50

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Presently, UNTC maintains contacts with all kinds of labor organizations--Russian, Arabs, Israeli, etc. It is essential that American values be made known to the Congolese worker particularly during UNTC's formative years. AALC's role in keeping alive the spirit and techniques of free labor can be of primary value in maintaining a democratic oriented labor movement.

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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?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

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

014 The full cooperation of UNTC and in particular the Secretary General, Andre Bo-Boliko, has had an important impact on the output and accomplishments of the project.

019 Publicity is often found in labor journals on the AALC program in the Congo. This project does not, however, lend itself to direct AID publicity since, in theory, this project, as in other places in Africa, is between AALC and the local labor union.

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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) 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. Replacement of recently departed AALC Advisor.		X	
	2. Drafting and signing of CY 1970/1971 project agreement with AALC and WNTC.		X	
	3. Location of suitable facility for proposed Labor Institute.		X	
	4. Organization of cooperative program.		X	
	5. Organization of Lubumbashi office.		X	
	6. Recruitment of candidates for commercial school.		X	

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

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

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

II-B - RESOURCE INPUTS

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

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
	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 *	NA	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	P
045 Technical/professional qualifications	N	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	N	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):			

* Participants trained in Dahomey and this English language ability not necessary.

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PART II-B - Continued

3. FACTORS-COMMODITIES

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

During the initial period of AALC activity, (October 1966 to October 1967), in the Congo, the administration and operation of the local currency special account was far from satisfactory. An audit (Report No. 69-2 dated September 19, 1968) was conducted by the USAID/K Controller's Office and several instances of financial mismanagement were uncovered. This was due primarily to the fact that the AALC Advisor did not fully understand USAID procedures and the USAID did not have adequate followup to assure satisfactory management. Recommendations were made in the above mentioned audit which led to tighter control by USAID and the AALC Advisor was thoroughly briefed on the new procedures and closely followed them. The program has been managed smoothly since then.

b. Implementing Agency

The AALC program in the Congo was off to a slow start but is now moving with the confidence of UNTC leadership and members toward a real impact program in the Congo. The USAID is well satisfied with current AALC project implementation and program content.

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c. Participants

Six Congolese have recently returned from a four-week cooperative training course at the AALC Pan-Africa Co-op Center in Dahomey and are now in the process, in cooperation with AALC/Kinshasa, of organizing a cooperative program in the Congo. In a way one could say that the entire AALC project is a participant training program since it involves in-country seminars in labor education and vocational education. It is perhaps too early to evaluate the real result of these training programs but the USAID will be encouraging followups.

d. Commodities

There have been no commodities financed under this project.

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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.	P
083 Competence and/or continuity in executive leadership of project.	P
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	NA
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.	P
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).	NA
098 Other:	NA
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	N
100 Planning and management skills.	P
101 Amount of technician man years available.	N
102 Continuity of staff.	P
103 Willingness to work in rural areas.	P
104 Pay and allowances.	P
105 Other:	NA

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):

As mentioned in other sections of this PAR, the GDRC/UNTC has given strong support to this project. Due to UNTC interest in this program the number of seminar instructors provided by their offices was increased from four to thirteen thus increasing participation in the worker education program from 440 to 2,170 students. UNTC has provided the AALC Advisors with every conceivable administrative support and is extremely attentive to counsel by AALC Kinshasa and New York officials.

099

The level of technical education is not high within UNTC. However, through the AALC cooperative program, education and experience will be extended to UNTC cooperative members during the CY 1970. The six participants already extensively trained in this area have a high degree of technical competence and hopefully will be able to extend their knowledge to many others during the next few years.

101 - See Above.

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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):

As explained in detail in the Labor Education Project Evaluation mentioned below, the USAID local currency availabilities will soon be negligible and AID/W complete funding of the project is requested. This change in funding, however, will not change the purpose nor design of the project as presently conceived.

An area in which AALC will be encouraged to increase their efforts is that of followup with students participating in the seminary program in order to determine the real benefits of the training and assume lasting institutional development upon U.S. withdrawal.

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.	
4. Extended beyond its present schedule to (Date): Mo. <u>12</u> Day <u>31</u> Yr. <u>'72</u> Explain in narrative, PROP will follow.	X
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

An evaluation was conducted on this project during October 1969. The report, which was forwarded to AID/W November 13, 1969, by TOAID A-263, favorably recommended Trust Fund financing of the project through CY 1970 and afterwards AID/W funding of all project costs. As previously mentioned, new sub-projects will be added during CY 1970 but the basic goals and targets of the program will remain unchanged.

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