

6640237 (14) R

<b>AID 1020-25 (7-88)</b> <b>PROJECT APPRAISAL REPORT (PAR)</b> (U-446) See M.O. 1026.1	<b>SECURITY CLASSIFICATION</b> <b>UNCLASSIFIED</b>	<b>001 PROJECT NUMBER</b> <b>664-11-110-237.2</b> (formerly-664-51-660-073)
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<b>002 PAR</b> AS OF:	MO. <input type="text" value="6"/>	DAY <input type="text" value="1"/>	YR. <input type="text" value="70"/>	<b>009 U.S. OBLIGATION SPAN</b> FY <input type="text" value="70"/> Thru FY <input type="text" value="70"/>	<b>004 PROJECT TITLE</b> <b>PD-AAC-043-D/I.D.</b> <b>University of Tunis - Reference Center</b> <b>Faculty of Law and Economics - Room 1656 NS</b> <div style="text-align: right;">14p.</div>
<b>008 COOPERATING COUNTRY - REGION - AID/W OFFICE</b> <b>TUNISIA</b>					

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 )	169	169	-	-	67	-	95	-	-	-	7
PROPOSED OPERATIONAL YEAR (FY 19 )	107	107	-	-	53	-	50	-	-	-	4

<b>CCC VALUE OF P.L. 480 COMMODITIES (\$000)</b> → Thru Actual Year	<b>Operational Year Program :</b>
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**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. Univ. of Minnesota	1	1	AID/Afr-469	
		2. Franchi Construction Co.	1	4		
		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

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008 NARRATIVE FOR PART 1-A (cont.)

of this nature are not anticipated. Another aspect was added to the project with the appointment of a full-time professor of economics for the Faculty of Economics and the recruitment currently underway for another professor in the field of agricultural economics to teach at the Faculty of Agriculture. Both these positions are in further support of the U.S. program goal to improve the quality of university instruction and both directly relate to the improvement of economics education. The latter appointment will also support the targets of Project 664-11-110-237.1, Agricultural Economic Research and Planning.

As of this date, the construction and equipping of the new buildings for the Faculty of Economics has been completed, twelve participants, nine under the contract, are in the U.S. working towards their Ph.D.s in economics and five others will be selected this month for placement at Minnesota or other comparable U.S. universities in calendar year 1971, and five U.S. professors have visited Tunisia and offered seminars to teachers and students at the Faculty. The Dean of the Faculty of Economics, who has just been named Minister of Education, continues to strongly support this project.

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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	4. AS OF PRIOR JUNE 30		5 PLANNED BY NEXT JUNE 30	
			c. PLANNED	b. ACTUAL		
	1. Number of returned participants with graduate U.S. degrees teaching in the Faculty. The projected total for project life is based on (a) actual number of Ph.D. candidates studying in the U.S. plus five more due to go this year and (b) projected Faculty enrollment of 1,100 economics students with an estimated full-time Faculty of 38.	-	-	-	-	17
	2. Number of man-weeks of short courses and seminars taught at the University of Tunis by U.S. professors. Estimate of 18 man weeks per year is based on three men each year for six weeks. In FY 69 three professors came for three weeks and in FY 70 two professors came for three weeks. Based on project experience, the goal now sought is to have two men, each for periods of six to nine weeks.	15	18	9	15	87
	3. Functioning of a well-organized library which is utilized for teaching purposes. No major change in library utilization since last PAR. However, one Tunisian was selected for U.S. graduate training in Library Science and has since been admitted to the Master's degree program at the University of Minnesota.	10%	-	-	10%	100%
	4. Termination of construction of new buildings.	100%	98%	100%	100%	100%
	5. Equipping of new buildings.	100%	95%	100%	100%	100%

**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.		c.	d.
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	POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	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) Improve the quality of instruction at the University of Tunis, particularly, but not exclusively, in the Faculty of Law and Economics.	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):

The question of degree equivalencies has still not been resolved. If this issue cannot be satisfactorily settled, this could result in failure to achieve project objectives.

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## PART I-C - Continued

## C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	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) Revised 1/ 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.	Send 5 participants to U.S. in winter 1969-70.		X	
2.	Send 5 participants to U.S. in winter 1970-71.		X	
3.	Decide on seminars during 1969-70 school year.		X	
4.	Complete deliveries of locally procured equipment purchased through 104(f) financing under Project Agreement 664-51-660-073.2.		X	
5.	Services of one full-time economics professor beginning with the 1970-71 school year to assist the faculty with its research and teaching programs.		X	
6.	Complete deliveries of U.S. procured equipment purchased through AAPC under Development Loan 664-H-015.		X	
7.	Investigate and follow up any claims related to item 6 above.		X	
8.	Have receiving reports for item 6 above signed by GOF, and request expenditure report for item 4.		X	
9.	Decide on seminars for the 1970-71 and future		X	
10.	2/ Send a participant for graduate studies in Library Science in winter 1969-70. Note: This accomplished under General Training Project 664-11-690-229. While it is not absolutely certain that this participant will be assigned to the Faculty of Economics' library upon his return to Tunisia, all libraries at the University of Tunis		X	
11.	2/ will stand to benefit from his training. Begin negotiations for services of one full-time professor of agricultural economics, possibly beginning with the 1970-71, but not later than the 1971-72 school year, to assist the Faculty of Agriculture with its research and teaching programs and to coordinate coursework in economics as related to agriculture with the Faculty of Economics.		X	
	3/ Officially revised on January 26, 1970.			
	2/ Revisions since January 26, 1970.			

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	
		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		038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	P
031 Adherence to AID administrative and other requirements		040 Other (describe): See 079 b. about seminars	N

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	
PREDEPARTURE			
042 English language ability	P	053 Relevance of training for present project purposes	
043 Availability of host country funding	P	054 Appropriateness of post-training placement	
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Adequacy of performance	
047 Quality of general orientation	P	058 Continuance on project	
048 Participants' collaboration in planning content of program		059 Availability of necessary facilities and equipment	
049 Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	
050 Participants' availability for training	P	061 Other (describe):	
051 Other (describe):			

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## PART II-B - Continued

## 3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	X	064 NO COMMODITY ELEMENT	
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					072 Control measures against damage and deterioration in shipment.
066 Quality of commodities, adherence to specifications, marking.					073 Control measures against deterioration in storage.
067 Timeliness in procurement or reconditioning.					074 Readiness and availability of facilities.
068 Timeliness of shipment to port of entry.					075 Appropriateness of use of commodities.
069 Adequacy of port and inland storage facilities.					076 Maintenance and spares support.
070 Timeliness of shipment from port to site.					077 Adequacy of property records, accounting and controls.
071 Control measures against loss and theft.					078 Other (Describe):

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 or 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.

Project implementation has proceeded smoothly and on schedule with regard to (1) contract campus backstopping and Chief of Party field support and (2) participant training. Block 040 was marked less than satisfactory due to problems with the visiting professor seminar component of the project (see Section "b" below for details). However, it is fully anticipated that the contractor will benefit from this year's experience. The major lesson learned is that it is imperative to recruit visiting professors well in advance, to select people who are not too narrowly specialized, and to provide them with well defined topics in sufficient time for them to adequately prepare their lectures.

For the first time steps have been taken to recruit one full-time professor of economics for the Faculty of Economics and a professor of agricultural economics for the Faculty of Agriculture who will also have tie-ins with the Faculty of Economics. Both positions were strongly requested by University of Tunis officials.

b. Implementing AgencyStaff Recruitment

On the basis of discussions held in Tunisia during the Minnesota contract's annual project review, it was agreed by the GOT, USAID and the contractor

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## PAR CONTINUATION SHEET

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b. Implementing Agency (continued)

## Staff Recruitment -

that the University of Minnesota would attempt to provide some teaching assistance in agricultural economics to the Faculty of Agriculture of the University through the recruitment of a staff member to join the Minnesota Team with primary responsibilities in the area of teaching and curriculum development. This staff member should, in addition to being a well-trained agricultural economist competent in the French language, be able to develop contacts and work with the Graduate School of Business Administration and the Faculty of Economics of the University of Tunis in the development of teaching programs in economics and management as applied to agricultural problems.

The University of Minnesota has also recruited Mr. Jean-Claude Koeune as a full-time professor to join its Team in Tunisia. He will teach one course in general economics at the Faculty of Economics, probably for first year students, and may offer a seminar for advanced students in his field of specialization--the economics of human resources and population. He will offer guidance on such matters as curriculum development and thesis preparation of doctoral students. Additionally, he will have an office in the Planning Secretariat of the Ministry of Plan where he will pursue research on applied problems in his field of specialization.

Seminars

Professor Brownlee visited Tunisia the end of June 1969 to review the 1968-69 seminar program with USAID and to plan the program for the 1969-70 school year. At that time it was decided to keep all options open but to attempt to secure the services of two visiting professors for six to nine week periods rather than three for three to six weeks as was the case the previous year. Also, the possibility of a summer "live-in" seminar was explored (but later rejected as impractical).

During this past year there were two visiting professors as anticipated. However, neither was able to stay longer than three weeks. Also, their performances were extremely uneven with Professor Thorbecke doing an unusually outstanding job, both in terms of quality and sheer number of contact hours with Tunisian students and professors, and Professor Carter providing the barest minimum service. In the case of the latter, he only offered one one-hour lecture to students in the senior year of the Faculty of Economics during the whole first week of his visit. In his second week he gave three lectures to students, each approximately two hours in length. In his third week he spent the first two days preparing for lectures he would give the end of the week, but then his wife became ill and he left suddenly without lecturing at all. He did not offer any seminars to professors at the Faculty.

Professor Erik Thorbecke of Iowa State University was a visiting lecturer at the University of Tunis from February 24 to March 12. His lectures were

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Seminars (continued)

to regular classes of third and fourth year economics students of the University of Tunis. He gave seven hours of lectures to 80 third year students in the course on Economic Growth on the subject of the Role of Agriculture and Exports in Growth Models, four hours of lectures to 15 fourth year students in Economic Planning on the subject of Methods of Planning in Latin America, and two hours of lectures to 70 fourth year students of Management and Planning on the subject of Structural Reforms in Latin American Agriculture. In addition to his lectures to the students, Professor Thorbecke gave three seminars to the Economics Faculty on the subject of Agriculture and Exports in Growth Models. The Dean and professors of the Faculty of Economics and USAID were extremely pleased with the contribution Professor Thorbecke made to both the seminars and, in a more informal way, to the total project.

The marginal performance of Professor Carter can be attributed to a number of factors; the principal ones being that he was given very little advance notice of his acceptance for this assignment so had little lead time to prepare for his visit and his field of specialization was too narrow. Also, since his background was more in business than in economics, it was decided that he would offer seminars to both the Faculty of Economics and the Superior Institute of Management. However, the coordination between these two Tunisian institutions with regard to his utilization was weak because the week of his arrival the Dean of the Faculty of Economics was called out of the country and the Director of the Business School was given responsibility for the directorship of another institution in addition to the Business School. Finally, Professor Carter was not the flexible, self-starting type who could rise above these problems on his own.

c. Participants

Five participants were sent to the U.S. in January 1970 for graduate studies in economics. These students were enrolled in undergraduate courses in economics and a course in English for foreign students at the University of Minnesota during the winter and spring quarters. Reports indicate that they are making good progress in their work in both English and economics. Consequently, it has been decided that it will be unnecessary for them to enroll in the summer program of the Economics Institute at the University of Colorado. Rather, they will take graduate level courses in economics this summer at the University of Minnesota. Beginning with the fall quarter of the 1970-71 school year, they will be placed in other American universities, to which they have applied, such as Chicago, Yale, Michigan, John Hopkins and UCLA. Any who are not accepted to the above schools will be accepted at the University of Minnesota.

Professor O. H. Brownlee of the Department of Economics of the University of Minnesota will visit Tunisia in late June 1970 to interview students recommended by Dean Ayari as potential candidates for graduate work in economics at U.S. universities and to select up to five for participant training to begin sometime during the next school year. Professor Brownlee will also discuss with Dean Ayari the scholastic progress of the nine contract participants currently studying economics in the U.S. and the development of their academic programs.

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d. Commodities

There is no commodity component under the Minnesota contract. All dollar and dinar commodities for the Faculty of Economics, financed from non-contract sources, have arrived. These include the multiple copies of Samuelson's basic economics text. These will be used in a course to be taught next school year.

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## PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

## SPECIFIC OPERATIONAL FACTORS:

080	Coordination and cooperation within and between ministries.	
081	Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	
082	Availability of reliable data for project planning, control and evaluation.	P
083	Competence and/or continuity in executive leadership of project.	P
084	Host country project funding.	P
085	Legislative changes relevant to project purposes.	P
086	Existence and adequacy of a project-related LDC organization.	P
087	Resolution of procedural and bureaucratic problems.	N
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089	Maintenance of facilities and equipment.	
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	P
092	Political conditions specific to project.	
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.	
096	Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	
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.	P
101	Amount of technician man years available.	P
102	Continuity of staff.	P
103	Willingness to work in rural areas.	
104	Pay and allowances.	
105	Other:	

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

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

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

The Dean of the Faculty of Economics has continued to maintain high interest and provide full support for U.S. assistance efforts in the field of economics' education. One evidence of this has been his request for a full-time professor of economics under the Minnesota contract to assist him with teaching and research. Another indication of his interest is the fact that, although this year he was appointed Secretary of State for National Planning, he did not turn over his Deanship to someone else and met with USAID and contractor personnel as frequently as in past years with regard to Faculty of Economics matters. (Note: Dean Ayari has just this month been named Minister of Education. It is too early to judge the effect this will have on the project; e.g., will he still hold on to the Dean's position, but there is every reason to believe that this move will further insure smooth project implementation).

The Dean of the Faculty of Agriculture has for the first time requested the services of a full-time professor to teach and to help develop his program of agricultural economics. This action has many side benefits. First, discussions have already been held within the GOT on establishing links between the Faculties of Agriculture

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106 NARRATIVE FOR PART III (cont.)

and Economics with regard to the teaching of economics as related to problems of agriculture. Secondly, if this assignment proves as fruitful as expected, a further request may come within the next year or two for assistance to the Faculty of Agriculture in the development of its program of agricultural engineering. This, in turn, would have links with the School of Engineering. Finally, the agricultural economics' position will serve to enhance and strengthen USAID and the University of Minnesota's efforts to develop a Bureau of Economic Studies within the Ministry of Agriculture under Project 664-11-110-237.1.

087 - See comments on degree equivalencies under 012.

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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):

The hiring of a full-time professor of economics for the Faculty of Economics and the recruitment of a full-time professor of agricultural economics for the Faculty of Agriculture does not change the nature of technical assistance inputs. These actions are viewed as logical next steps, considered desirable by all parties--GOT, USAID and the contractor-- in a project of carefully planned but limited assistance to economics education at the University of Tunis. Project purpose and time frame all remain essentially unchanged.

## IV-B - PROPOSED ACTION

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

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

109 NARRATIVE FOR PART IV-B:

UNCLASSIFIED

SECURITY CLASSIFICATION