

3060092(3)

AID 1020-25 (7-68)			SECURITY CLASSIFICATION			001 PROJECT NUMBER		
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1			UNCLASSIFIED			306-11-690-092, 00		
002 PAR		MO.	DAY	YR.	003 U.S. OBLIGATION SPAN		004 PROJECT TITLE	
AS OF:		11	15	68	FY 56 Thru FY 72		PD-AAC-445-D1	
005 COOPERATING COUNTRY REGION AID/W OFFICE					006 FUNDING TABLE			
17 1968 AFGHANISTAN					AGRICULTURE EDUCATION (Faculty of Agriculture)			

AID DOLLAR FINANCING OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1968)	4.728	4.074	135	-	3.127	151	519	278	368	60	60
PROPOSED OPERATIONAL YEAR (FY 1969)	554	486	-	-	416	-	70	68	-	-	-
CCC VALUE OF P.L. 400 COMMODITIES (\$000)			Thru Actual Year				Operational Year Program				
			None				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	U. of Wyoming	1	1	Contract AID/nesa-215	

**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):

The basic economy of Afghanistan is essentially agricultural. Approximately eighty-five percent of the population is engaged in Agriculture. Over the centuries, the farmers have engaged in Agriculture with little or no exchange of crop knowledge. Since World War II, however, a general awakening has occurred resulting in an appreciation of the fact that improved economic and social

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
	<i>[Signature]</i>	11-31-1969

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## PAR CONTINUATION SHEET

008 NARRATIVE FOR PART 1-A - Cont'd

conditions can be had if and when crop production is increased and natural resources are developed. The recognition of this fact led to the establishment of the Faculty of Agriculture and Mechanical Arts in 1956 as a part of Kabul University. This began as a program of education to help meet the needs of Afghanistan for university-trained personnel in these areas.

The Wyoming University operation in Afghanistan began with a series of contracts dating from September 1954. The first contract was superseded in 1959 by AIDc-1077, and the current contract was negotiated in 1966. These contracts over this period of time have provided technical assistance to such projects as National Agriculture Development, AIT, Vocational Agriculture Education, Faculty of Agriculture and Engineering, Kabul University Development, Helmand Valley Agriculture Development, and Agriculture Education. In 1962, Kabul University separated the two branches of the Faculty of Agriculture and Mechanical Arts creating a separate Faculty of Agriculture and a Faculty of Engineering. Thus, the Faculty of Agriculture project is the current activity in a series of projects by this contractor dating from 1954. The Kabul University Library part of this project was transferred to the Kabul University Administration project (Indiana University) in July 1968.

The objectives of this project include helping the University obtain a student enrollment for the Faculty, produce graduates, train the staff, develop and establish appropriate curricula, develop the physical plant, assist in the procurement of equipment and materials, develop an experimental farm and a continuing research program, and advise in the administration and faculty services of the Faculty. It is expected that the Faculty of Agriculture will produce graduates who will have the knowledge, skills, and competencies to perform as farm managers, agriculture extension agents, teachers of vocational agriculture in secondary schools, do practical and basic types of investigations and research in such areas as plant propagation, the use of fertilizers, seed selection, plant and animal diseases, etc. A basic four-year undergraduate curriculum has been developed in the faculty in six areas: Animal science, plant science, agriculture extension, agriculture education, agriculture engineering, and agriculture economics. While these curricula overlap in their academic course work they provide a planned sequence of training and experiences to prepare graduates to operate effectively in their respective fields. These curricula provide basic studies in the sciences, mathematics, economics, horticulture, agronomy, pathology, and appropriate specialized professional courses in agriculture education, extension programming and research. Practical work in the laboratories and on the experimental farm provides experiences to undergird the students academic preparation for future leadership in the various jobs to which the students will be assigned upon graduation.

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## 008 NARRATIVE FOR PART 1-A - Cont'd

The overall performance and effectiveness of this project has been satisfactory at times and marginally satisfactory at other times during its history. Two factors have had a handicapping influence on the progress and effectiveness of this project during this reporting period. These have related to the quality of the Afghan leadership and personnel assigned to the project and the quality and timeliness of the assignment of the American advisors. The first factor has been the quality of the administrative leadership operating in the Faculty of Agriculture at Kabul University. This has presented serious obstacles in obtaining local budgetary support, suitable organizational structure, and policy implementation for the development of the total Faculty program.

Second, the leadership of the field team during many of the earlier years was weak. During the past two years the Wyoming Team has had a succession of changes in the leadership of the team. There have been four chiefs of party during this period, and until the past twelve months the field team was not carried at the full authorized strength.

While the present Wyoming Team has not completely surmounted all the effects of the above factors, the Wyoming University support of the project is now at a high level, and out of the current changes in leadership taking place at Kabul University and in the Faculty, it is anticipated that there will be much stronger and more stable administrative support for the project.

This project bears directly on one of the Mission's sector goals in education. Further, trained personnel in the several areas of agriculture contributes to the manpower resources available for agriculture research, agriculture education, and the Ministry of Agriculture, thus making it a very significant project for the country as a whole and the furtherance of U.S. objectives in Afghanistan. In terms of dollar costs to AID and the agriculture needs of the country for research and trained personnel, the appraisal of the project at this time indicates both its significance and effectiveness.

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## PART I-B - PROJECT EFFECTIVENESS

009

## I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

1. CODE NO. AID/W USE ONLY	2.  This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30 1968	
			a. PLANNED	b. ACTUAL		
	<p><b>1. Enrollment and Graduates</b></p> <p><b>Enrollment, Undergraduates, Annual</b></p> <p>a) PIP prep'd 11/67 forecast 350, but PBS of 7/68 projects 390.</p> <p><b>Graduates Annually</b></p> <p><b>Enrollment, Post-graduate (to begin FY 71)</b></p>	370	325	370	390 <sup>a)</sup>	400
	<p><b>2. Trained Staff (M.S. or higher)</b></p> <p>b) Though PIP projected 55, an attrition seems likely now.</p>	-	32	38	18	75
	<p><b>3. Curricula</b></p> <p>a. Undergraduate</p> <p>Six undergraduate curricula have been fully established</p> <p>b. Graduate - M.S. Degree</p> <p>Work has not yet started on the development of a graduate program. It is anticipated that at least one will be established by 1973.</p>	22	-	-	-	5
	<p><b>4. Physical Plant, Equipment, Materials</b></p> <p>While commodity procurement is generally on schedule, the construction program on farm buildings, annex building, etc., is behind. For the period of 11 months preceding this report, construction work has been at a standstill.</p>	6	6	6	6	55 <sup>b)</sup>
	<p><b>5. Continuing Research Program</b></p>					1
	<p><b>6. Faculty Services</b></p>					1
	<p><b>7. Effective Administration (SEE Part 1.A.-008 Narrative)</b></p>					1

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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?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	Y
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 general poor background of entering freshmen largely related to their secondary education has a significant influence on the quality of graduates from the Faculty of Agriculture.

The Afghan staff is lacking in administration and clerical skills, thus affecting the efficiency of their operation.

017 An important lesson learned from the project was the need to ascertain in advance the host government willingness to recruit students and to set proper standards for admission. It was recognized that, as in many countries, the Faculty of Agriculture faces a problem in obtaining good entering students because agriculture is a low-prestige career.

018 It would be advisable for AID/W to catalog and provide to USAID/A the information already extant on agriculture in Afghanistan. Information secured by USAID/Agriculture is made available; however, information on agricultural research and surveys made by FAO, technicians from other countries, and the Ministry of Agriculture is very difficult to find copies of, even if one knows it has been published at some time.

019 A story could be built around the activity during the development of the Faculty of Agriculture Research Farm when Americans and Afghans worked around the clock on their land-leveling project.

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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.

## PART 11 - A-1 - 022 INDIVIDUAL ACTIONS

PIP Item No.		(1) Behind Schedule	(2) On Schedule	(3) Ahead of Schedule
R	Negotiate with Faculty of Economics with view to collaboration on courses above	x		
R&W	Establish Agricultural Engineering Major (in cooperation with Faculty of Engineering)		x	
R&W	Develop four Ag Engineering courses: Farm Power, Conservation Engineering, Irrigation Design, Farm Machinery		x	
W	Identify, train and assist on-the-job two counterparts		x	
R&W	Collect and organize teaching and reference materials		x	
R&W	Develop and offer service courses related to Ag engineering		x	
3. b.				
R&W	Identify areas for graduate training specialization	x		
W	Assist in development of graduate training specialization	x		
R&W	Select and acquire tools, equipment and facilities for graduate research	x		
R&W	Develop reference file and acquire teaching materials on related scientific subjects	x		
R&W	Select and acquire essential journals and reference books		x	
4.				
R	Complete erection of building structure	x		
R	Install benches, cabinets, shelves, etc., in shop end of building (submit specifications, establish funding, secure craftsmen and supervise work)	x		
R	Hook up electrical and water systems to university system	x		
R	Inspect and accept building	x		
R	Erect shop, fertilizer and seed storage building, machinery storage building	x		
R	Construct laborers' quarters, added machinery storage, livestock sheds, dairy building and hay shed (revise blueprint, select contractor)	x		
R	Bring electrical service to the Farmstead (submit specifications, inform Afghan Power Co.)	x		
R	Dig fourth irrigation well (submit specifications, select contractor)	x		
R	Erect perimeter chain link fence (portions stone wall where local pressure great)		x (Completed)	
R	Construct plastic greenhouse	x		
R	Landscape farm entrance (land leveling, jouey, seeding and planting)		x (Completed)	
R	Construct water regulatory dams and drops		x (Completed)	

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## PART 11 - A-1 - 022 INDIVIDUAL ACTIONS

PIP Item No.		(1) Behind Schedule	(2) On Schedule	(3) Ahead of Schedule
R	Initiate horticultural area (complete fourth well, plant plow down crop, order root stock)		x	
R	Complete domestic water system (dig deep well, order and install pump and distribution pipe)	x		
R	Construct poultry unit (revise blueprint, select contractor)	x		
R	Construct farm manager's residence (revise blueprints, select contractor)	x		
R	Stock livestock unit with quality animals (select animals, arrange shipping procedures)	x		
R	Select and order machinery to replace items retired about 1972		x	
R&W	Develop layout and specifications		x	
R	Establish funding	x		
R	Let contract and supervise construction	x		
R	Select prefab unit (on-site erection included)	x		
R&W	Select and order miscellaneous equipment, texts and other teaching materials	x		
R&W	Identify research areas and teaching for next decade; and plan acquisition of materials, texts for new areas	x		
R&W	Develop locally written texts or supplementary books as needed (plan, gather data, organize, write, publish)		x	
5.				
R&W	Develop list of research subjects for Afghan agricultural research		x	
W	Help each Faculty professor to outline one research project - assist in getting started, analyze data, report writing, publishing results		x	
W	Each U. S. advisor undertake one research project, involving an Afghan co-worker		x	
R&W	Promote cooperative & interdisciplinary research projects		x	
R&W	Promote establishment of an Afghan Journal of Science	x		
6.				
R&W	Promote use of Faculty laboratories, materials by researchers in AID/Ag projects and Ministry of Ag. projects	x		
R	Distribute all research findings to concerned groups		x	
7.				
W	Teach Afghan faculty how to register students, keep records of grades, nature and content of a faculty bulletin		x	

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## PART 11 - A-1 - 022 INDIVIDUAL ACTIONS

PIP Item No.		(1) Behind Schedule	(2) On Schedule	(3) Ahead of Schedule
R&W	Develop student recruitment and selection procedures (including graduate students)	x		
W	Teach how to conduct a faculty meeting	x		
W	Include course in Principles of College Administration for selected participants	x		
R&W	Establish inventory and stockroom system and control		x	
R	Convert present mechanic workshop to staff room for lower-level administrative support staff.	x		
	*R indicates RGA responsibility W indicates Wyoming Team Responsibility R&W indicates Joint Responsibility			
	<u>Causes, Results, Remedies</u>			
2.	<u>Staff Salaries:</u> Main problem is absence of a technician level of employee at the University badly needed by both Agriculture and Engineering. The latter Faculty has prepared and presented a proposal to the University Senate, where pressure must continue to be applied by <u>both</u> Faculties, with assistance as appropriate from the Kabul University Administration project.			
3.a. & b.	<u>Program:</u> The basic and pervasive factor in the problems here has been the lack of cooperative, energetic and determined leadership in this Faculty for both determination of internal plans and also promotion of relationships with other entities or organizations, e.g., Faculty of Economics and Ministry of Agriculture. The solution is either to develop or obtain suitable and adequate leadership for this Faculty.			
4.	<u>Physical Facilities:</u> Lack of strong Afghan leadership is again a factor, causing a) general lack of commitment to getting the job done; b) failure to request through proper RGA channels the local currency needed. Also, an important but one-time kind of difficulty has been the RGA's long legal tangle with the contractor who initiated construction. The Kabul University Administration project is exerting pressure in connection with the contractor difficulty, and a successful resolution seems imminent.			
5. & 6.	<u>Service Activities:</u> Again, it has been impossible to keep activities on schedule in this Faculty because of weak Afghan leadership. Solution is either massive improvement or replacement of present leadership.			
7.	<u>Administration:</u> SEE 3.a. and 6. above. Same reasons, same action.			
	<u>Summary Comment:</u> It will readily be seen from the above that work on some of the vital aspects of Faculty development is behind schedule. This does not mean that the Faculty as a whole is weak or of questionable value. It does mean, however, that at some level (possibly a combination of levels) close attention must be given to the Faculty leadership problem, so that, if present hopeful moves do not produce results, there will be unremitting pressure to obtain results.			

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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 <b>(Marginal)</b>	<b>X</b>
(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	<b>P</b>
025 Adequacy of technical knowledge	<b>P</b>	034 Adherence to work schedule	
026 Understanding of project purposes	<b>P</b>	035 Working relations with Americans	<b>P</b>
027 Project planning and management	<b>P</b>	036 Working relations with cooperating country nationals	<b>P</b>
028 Ability to adapt technical knowledge to local situation		037 Adaptation to local working and living environment	
029 Effective use of participant training element	<b>P</b>	038 Home office backstopping and substantive interest	<b>P</b>
030 Ability to train and utilize local staff	<b>P</b>	039 Timely recruiting of qualified technicians	<b>P</b>
031 Adherence to AID administrative and other requirements		040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	<b>P</b>
		052 Appropriateness of original selection	
PREDEPARTURE			
042 English language ability	<b>P</b>	053 Relevance of training for present project purposes	<b>P</b>
043 Availability of host country funding	<b>P</b>	054 Appropriateness of post-training placement	<b>P</b>
044 Host country operational considerations (e.g., selection procedures)	<b>P</b>	055 Utility of training regardless of changes in project	<b>P</b>
045 Technical/professional qualifications	<b>N</b>	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation	<b>P</b>	057 Adequacy of performance	<b>P</b>
047 Quality of general orientation	<b>P</b>	058 Continuance on project	
048 Participants' collaboration in planning content of program		059 Availability of necessary facilities and equipment	<b>P</b>
049 Collaboration by participants' supervisors in planning training	<b>P</b>	060 Mission or contractor follow-up activity	<b>P</b>
050 Participants' availability for training	<b>N</b>	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	X	063 NON-FFF	064 NO COMMODITY ELEMENT	072 Control measures against damage and deterioration in shipment.	P
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					073 Control measures against deterioration in storage.	
066 Quality of commodities, adherence to specifications, marking.					074 Readiness and availability of facilities.	P
067 Timeliness in procurement or reconditioning.					075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port of entry.					076 Maintenance and spares support.	P
069 Adequacy of port and inland storage facilities.					077 Adequacy of property records, accounting and controls.	P
070 Timeliness of shipment from port to site.					078 Other (Describe):	
071 Control measures against loss and theft.						

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance. Overall implementation performance divides fairly sharply into two periods: the period up to about FY 66, when implementation was less than adequate; and the most recent period, FY 66 to present writing, when implementation has improved notably. In view of the administrative difficulty stated in the narrative for Part I-A, the number of undertakings which are on schedule is a credit to the Afghan and American personnel. The problems of this project at present will yield to administrative improvement and strong support by the responsible Faculty officers.

b. Implementing Agency. Contractor is now keeping the field team up to authorized strength and is providing personnel well qualified in their respective fields. Communication among the home office, field team, and USAID/A is excellent.

c. Participants. The scheduled training is proceeding according to plan. In the main the participants are successful in their study programs, and the record of their retention on the project is good. Factors 045 and 050 are closely related. It has been extremely difficult to discover and prepare for U. S. study a sufficient number of qualified candidates, and in a few cases the participants have failed to achieve study targets. There are two basic reasons, both of which are complex and which interlock: 1) the quality of education in Afghan primary and secondary schools is poor, and the type of schooling sets undesirable pervasive patterns of thought and behavior which cannot completely be rectified at university level; 2) any work related to agriculture is still considered low class in the Afghan culture, with the result that the best entering students tend not to choose this Faculty. But even

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## PART 11-B. 079. NARRATIVE

the best students are not adequately prepared for what Americans consider college-level study, and thus the Faculty of Agriculture's problem is compounded. The only possible direct attack on this problem is longer and more intense periods of grooming for participant study. The U. S. team is doing this.

d. Commodities. The major commodity purchases for this project have already been made, and commodities are on site. In fact, delays in building construction have created a problem of adequate storage for the quantity of tools and machinery which has been provided.

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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.	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.	N
087	Resolution of procedural and bureaucratic problems.	N
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	N
089	Maintenance of facilities and equipment.	
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	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.	Interest 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.	
104	Pay and allowances.	N
105	Other:	

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

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

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

**See Page 8-a for Narrative**

- 082 Lack of sufficient data plagues most development projects in Afghanistan, as country planning is not usually based on firm facts carefully examined. This project's research studies in various aspects of agriculture are slowly building up a part of the needed data, the USAID/A Ag. Division is sponsoring other studies, and the Ministry of Agriculture is making an effort.
- 083 SEE Part 1-A, Narrative. USAID position/known to University officials. Action is responsibility of host country institution.
- 084) These are closely related. RGA resources are very limited, but the University's  
088) budget is growing constantly. Lack of funds prevents not only purchase of  
089) material items needed for maintenance but also plays a part in preventing employment of well-qualified personnel to diagnose and carry out maintenance needs.
- 087 Procedural and bureaucratic problems are an expected phenomenon in Afghanistan. These have been aggravated in this project by the administrative problem, for which SEE Part 1-A, Narrative.

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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.

## PART 111. 106 NARRATIVE

- 100 Again, this is a pervasive problem and one reason why U. S. technical assistance is required. The corrective action requires effort on the part of their Afghan associates. For a Dean, or Assistant Dean, action might require some emphasis in participant study.
- 104 Again a general condition in Afghanistan. Pay and allowances are not lower in this project than in other similar activities, but inadequate salaries can and do affect employee willingness to work beyond the call of duty.

106 NARRATIVE FOR PART 111

Much progress has been made in the development of the Faculty's capacity to sustain this activity after U. S. inputs are terminated. With good leadership the Afghan professional staff will be adequate to the job. Though progress on some operational factors has been slowed by inadequate administration in this Faculty, recent new appointments indicate great potential improvement and potential new thresholds of administrative competence. Slow provision of funds, especially the Development Budget, and construction contractor problems have prevailed, not only on this project but on all University construction. Over the past two years the University has moved with determination to increase enrollment in this Faculty, with the result that an adequate number of students no longer presents a problem. The probability of an adequate maintenance program rests in part with this Faculty (for tools and equipment) and in part with overall University development (for buildings).

During the remainder of FY 69 the Mission and the U. S. team must encourage and assess the new leadership in this Faculty, since a number of important jobs must get under way quickly with only three full fiscal years remaining until project termination.

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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):

Change of either project purposes or design is not recommended. While the project is behind schedule in terms of initial plans, we have questioned whether this may not reflect unrealistic expectations on AID's part at the outset. It is clear that USAID has always assigned more importance to an Agriculture Faculty than the Afghans have, in part because of our own program emphasis in the Agriculture field. It is doubtful that the University ever placed top priority on this activity. However, no revisions in purpose is anticipated.

## IV-B - PROPOSED ACTION

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

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

## 109 NARRATIVE FOR PART IV-B:

By project termination at the end of FY 1973, this particular project in the Faculty of Agriculture will have had AID assistance for eleven years. The Mission believes this project will have met USAID project objectives and should phase out on schedule, but that USAID should maintain some support for the Faculty for a period beyond that date in the form of an advisor or continued education involvement by short-term consultants with a continuing modest participant and commodity program.

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