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PROJECT APPRAISAL REPORT (PAR)

1. PROJECT NO. <b>512-11-110-094.6</b>	2. PAR FOR PERIOD: <b>Start TO 3/74</b>	3. COUNTRY <b>Brazil</b>	4. PAR SERIAL NO. <b>74-11</b>
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5. PROJECT TITLE  
**Brazilian University to University Agricultural Education Improvement - North/northeast**

6. PROJECT DURATION: Began FY <b>73</b> Ends FY <b>74</b>	7. DATE LATEST PROP <b>7/72</b>	8. DATE LATEST PIP <b>-</b>	9. DATE PRIOR PAR <b>-</b>
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10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: <b>\$120,000</b>	b. Current FY Estimated Budget: \$ <b>-</b>	c. Estimated Budget to completion After Current FY: \$ <b>-</b>
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

d. NAME <b>Ohio State University</b>	b. CONTRACT, PASA OR VOL. AG. NO. <b>Host country contract</b>
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I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)		B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	HOST		
X		X Programs of technical assistance and training must develop a rationalized planning base so as to be able to more profitably apply available assistance resources. Ohio State Campus must rapidly gain a more complete understanding of the purpose of this project and recruit to fill the second technician slot no later than June 1974.	December 1974
		X Brazilian training under this program should be modified to have character more similar to "graduate assistance programs" in the U.S.	June 1974
		X Tripartite agreements between assisting and assisted schools as well as with the Ministry of Education in order to clarify understandings of responsibilities under the project.	Immediate
		X Administration of equipment and materials portion of GOB input should be more clearly defined.	June 1974
		PARTICIPANTS: MEC: Blumenschein, Bergamim ABEAS: King Carr Ohio State: Hansen, Bender USAID: Cohen	

D. REPLANNING REQUIRED						E. DATE OF MISSION REVIEW	
REVISED OR NEW:	<input type="checkbox"/> PROP	<input type="checkbox"/> PIP	<input type="checkbox"/> PRO AG	<input type="checkbox"/> PIO/Y	<input type="checkbox"/> PIO/C	<input type="checkbox"/> PIO/P	<b>4/9/74</b>
PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE				MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE			
<b>Achable: ARDO: [Signature] 9 May 74</b>				<b>HLusk: AD/TO: [Signature] 5/10/74</b>			

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**II. PERFORMANCE OF KEY INPUTS AND ACTION AGENTS**

A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY	B. PERFORMANCE AGAINST PLAN							C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X)				
	UNSATISFACTORY		SATISFACTORY			OUTSTANDING		LOW		MEDIUM		HIGH
	1	2	3	4	5	6	7	1	2	3	4	5
1. Ohio State University				X						X		
2.												
3.												

Comment on key factors determining rating

The one on-board Ohio technician has been extremely useful and has a very clear understanding of project purpose. Recruitment of project second position has met with considerable delay. The Ohio campus in attempting to recruit for the second position has repeatedly demonstrated a distinct lack of comprehension of project requirements. Continued delay in filling this second slot could result in its elimination.

4. PARTICIPANT TRAINING	1	2	3	4	5	6	7	1	2	3	4	5
					X							X

Comment on key factors determining rating

Initial participant training in-country has gotten off to a relatively good start with a certain amount of expectable minimal problems.

5. COOPERATION	1	2	3	4	5	6	7	1	2	3	4	5

Comment on key factors determining rating

N.A.

6. COOPERATING COUNTRY	a. PERSONNEL	1	2	3	4	5	6	7	1	2	3	4	5
	b. OTHER					X							X

Despite delays in contracting for U.S. technical assistance, Brazilian effort ensured that the project activity began on time. Initial pairing of assisting/assisted schools was done in the best possible manner available at the time.

Brazilian funding for the first year of the project has been adequate. The project between the University of São Paulo and the University of Paraíba is somewhat stronger than the project between the University of Viçosa and the Agronomy School of Pará. The latter mentioned project's basic problem appears to be the lack of a complete understanding of project purpose on the part of the Director of the Pará School.

7. OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5

(See Next Page for Comments on Other Donors)



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IV. PROJECT PURPOSE

1. Statement of purpose as currently envisaged.

2. Same as in PROP?  YES  NO

To establish a permanent functioning administrative mechanism under the leadership of ABEAS for planning and implementing bilateral technical assistance in agricultural education and administration between agricultural schools in Brazil.

a. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>1. Assisted North/Northeast agricultural universities able to participate actively in national programs of assistance in strengthening the agricultural education system.</p> <p>2. ABEAS will be providing national leadership in a system for aiding agricultural colleges throughout Brazil to implant assistance programs in administration, teaching, curriculum and research.</p>	<p>1. In that this program of assisting weaker schools, has just begun, these schools are still in no position to be giving assistance to other potential recipient institutions.</p> <p>2. ABEAS' Role in coordinating assistance under this program has been central. ABEAS has served as a focal point for the initiation and coordination of higher agricultural education assistance in Brazil.</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

To increase rural income, improve the distribution of rural product and expand rural employment.

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Considerance.

The strengthening of under graduate agricultural education in Brazil will serve to increase the quality of agricultural technicians who will have a primary role in the resolution of Brazil's agricultural problems at all levels of endeavor.

### Additional Comments

1. An unplanned for output of past U.S. technical assistance in agricultural education was in the very technique of giving assistance. This benefit and experience are now being specifically applied under the current project.
2. On initial impact, the Ministry of Education has been so positively impressed with the idea of the multiplication of domestic technical assistance resources that it is currently considering the establishment of other inter-university assistance programs in other disciplines.
3. An additional unprogrammed benefit of this project has been improved lines of communication between assisted universities and the Ministry of Education. These lines have provided for better understanding as to staffing and material needs for the schools in question.