

PD-AAA-292-41

5120263 (13)

AID 1020-25 (7-68)	SECURITY CLASSIFICATION UNCLASSIFIED	001 PROJECT NUMBER 512-11-660-263.1
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1		11p.

002 PAR AS OF: 1 2 3 1 6 9	MO. DAY YR.	003 U.S. OBLIGATION SPAN FY 5 9 Thru FY 7 2	004 PROJECT TITLE GRADUATE ECONOMICS EDUCATION
008 COOPERATING COUNTRY - REGION - AID/W OFFICE BRAZIL			

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1969)	1564	840	18	-	518	656	208	-	25	50	89
PROPOSED OPERATIONAL YEAR (FY 1970)	425	294	20	-	97	110	174	1	15	-	8
CCC VALUE OF P.L. 480 COMMODITIES (\$000) →			Thru Actual Year : -				Operational Year Program : -				

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY	1. Vanderbilt University	1	1	AID/1a-367	
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING	2.				
5. VOLUNTARY AGENCY	4. CONSTRUCTION	3.				
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

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):

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
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SECURITY CLASSIFICATION

## 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.

Preface

This project was conceived with the objective of establishing an effective graduate training facility in economics at the University of São Paulo. The project is directed at assisting the GOB in developing trained economists for the private and public sectors to plan and carry out its programs of economic and social reform. It also attempts to increase the supply of qualified professors of economics, thereby increasing the number of students who can be trained in the field and the number of schools which can offer such programs.

The project <sup>at IPE</sup> began in 1966 with a contract with Vanderbilt University. During 1966-1967 a one-year course leading to a certificate in economics was initiated, and from this has developed the Master's degree program, instituted in 1969. Concomitant developments have included sending to the United States for Master's and Doctoral degrees approximately 45 participants, who are expected to return to their institutions as faculty members. The first Ph.D. returned in late 1969 and was incorporated into the IPE faculty. Six Master's degree recipients have also returned to IPE.

Originally, the certificate program enrolled 20 students. With the inception of the Master's program total enrollment reached approximately 30 students.

Since 1966 USAID has provided the services of two contract technicians to teach courses at IPE and advise on curricular and administrative developments. From 1966 to 1969 an additional contract technician carried out similar duties at the Getulio Vargas Foundation in Rio de Janeiro. The Graduate school library at IPE has been improved each year.

A major innovation occurred in 1968 with the initiation of an extension program directed at improving the economics staff of six other universities through using IPE faculty to teach courses at those institutions and through holding seminars at IPE on the teaching of economics for the faculties of the related institutions. The GOB has requested that this effort be doubled.

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

Seemingly, implementation has been excellent. The general target of implementing a Master's degree program has been met, and the strengthening of this program is now taking place. Faculty members at IPE and other institutions have received Master's degrees from U.S. institutions, and some are now receiving doctoral training. The selection of candidates has been excellent, and they are being incorporated into their faculties on their return. The graduate training program in economics is now one of the best in Latin America. Graduate enrollment is increasing and will continue to increase.

At present the project is on schedule.

UNCLASSIFIED

512-11-660-263.1

## 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.

2. Contribution to achievement of sector and goal plans.

One of the sector goals is to stimulate the expansion and improvement of Brazil's higher education system through the development of programs in vital areas, particularly at the graduate level. This project is directed at this goal and is assisting in its achievement. The need for well trained economists to assist in planning and effecting national economic and social goals is being met. Graduates of the program are employed in the public and private sector and the GOB has asked IPE to expand the number of universities under its extension program. The large number of participants sent to the U.S. for graduate degrees in economics is also assisting in that process.

3. Anticipated results compared to costs.

The U.S. investment in the program has been minimal in comparison to the benefits thus far obtained. No direct cost/benefit ratio has been computed, however.

4. Continued relevance, importance and significance of the project to country development and/or furtherance of U.S. objectives.

The need for well trained economists and for the development of sound graduate programs continues to be highly relevant to Brazil's development. In addition to the Master's degree program now instituted but needing further refinement, minimal planning for a Ph.D. program is taking place at present. The IPE program also serves as a model for other university programs and consequently influences economic education throughout Brazil and Latin America.

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512-11-000-205.1

## 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	
			a. PLANNED	b. ACTUAL		
	1. Institution of admission tests	completed				
	2. Initiation of one year graduate course leading to a certificate	completed				
	3. Institution of 18 month to 2 year graduate program leading to a master's degree	initiated				
	Reaching a capacity of 40 students	30	30	30	30	40
	4. Planning the development of a PhD program	10%	10%	10%	20%	100%
	5. Improvement of IPE faculty by graduate training in the U.S.					
	Masters	6	6	6	8	10
	Ph.D.	1	1	1	2	12
	6. Upgrading economics faculties of other universities by graduate training in the U.S. - Number of Institutions	6	6	6	8	10
	Number of Participants	30	30	30	40	50-55
	7. Improvement of teaching of economics in <u>other</u> selected Brazilian universities					
	a. Through IPE staff teaching courses in 12 other institutions	6	6	6	8	12
	b. Seminars at IPE for professors from other institutions					
	1. Number of universities served	8	6	8	12	12
	2. Qualitative impact on level of instruction				10%	30%
	8. Improvement of professional economics libraries					
	a. At IPE	50%	50%	50%	80%	100%
	b. Other institutions	15%	15%	15%	40%	100%
	9. Development of full time staff at IPE	8			10	20
	10. Development of IPE Research capacity through increasing the numbers of significant research projects by staff.					

SECURITY CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

512-11-660-263.1

## PART I-B - Continued

010

## B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



## PART I-C - PROJECT SIGNIFICANCE

011

## C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
b.	SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) To stimulate the expansion and improvement of Brazil's Higher Education system through developing programs in vital areas, particularly at the graduate level	2	3
	(2) Increasing the number and improving the quality of trained economists to help meet Brazil's development requirements	3	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 1):

- b. (1) There has been developed a high quality, one year, postgraduate certificate program in economics, which is attracting high quality students in increasing numbers. The institution of a three semester master's degree program, beginning in 1969 will further affect this goal. This program relates productive research to the academic programs and thereby assists in creating additional research capability. It is serving as a model program for other universities. Its greatest effectiveness will depend upon how many additional institutions will be influenced by the program being developed. At the request of the GOB, staff from the project were requested to offer extension courses at 12 other universities, this program to be financed by the GOB. The program originally enrolled 20 students in the one year certificate program. With the initiation of the master's degree program enrollment has increased to 30 students. In addition the extension program now affects the education of economists in 6 additional universities. One of the unexpected side effects resulting from the high quality of the program

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UNCLASSIFIED

SECURITY CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

512-11-660-263.1

## 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?	Y
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?	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):	

(Continuation of Part I-C.2)

being developed and of the staff has been the increased pressure for the improvement of undergraduate education in economics which is coming from undergraduate students wanting an improved preparation for graduate work.

In part, the success of this total program will depend upon the ability of the Brazilian institution to retain its present highly qualified staff as well as to retain newly returned doctoral degree holders. The institution has already lost two of the top faculty to the federal government.

013. Effectiveness of this project in improving graduate education has led to a student demand for improved instruction at the undergraduate level.
014. Slowness of payment of CONTAP funds have had a detrimental effect on program.
017. The high quality of personnel involved in this activity both U.S. and Brazilian and the real sense of a cooperative venture between the two are examples of the type of personnel and relationships necessary for successful projects.

UNCLASSIFIED

UNCLASSIFIED

512-11-660-263.1

## PART II - IMPLEMENTATION REPORT

## II-A - STATUS OF SCHEDULE

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

(a)		(b) STATUS - PLACE AN "X" IN ONE COLUMN		
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1.	U.S. technicians teach courses and advise IPE on research, Administration, and planning		X	
2.	Initiation of master's degree program First theses problems selected and research begun		X X	
3.	Improvement and Expansion of Master's Program		X	
4.	Expansion of Extension Program to other institutions		X	
6.	Short term consultants offer distinguished Lectureship Program		X	
8.	Purchase and distribution of books for library improvement		X	
9.	Planning for Ph.D. program		X	
10.	Incorporation of Returning Participants into IPE and other University Faculties		X	
11.	Departure of Participants for U.S.		X	

UNCLASSIFIED

UNCLASSIFIED

512-11-660-263.1

PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

(a) On schedule	
(b) Ahead of schedule	X
(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	
025 Adequacy of technical knowledge	P	033 Promptness of required reports	
026 Understanding of project purposes	P	034 Adherence to work schedule	
027 Project planning and management	P	035 Working relations with Americans	P
028 Ability to adapt technical knowledge to local situation	P	036 Working relations with cooperating country nationals	P
029 Effective use of participant training element	P	037 Adaptation to local working and living environment	P
030 Ability to train and utilize local staff	P	038 Home office backstopping and substantive interest	P
031 Adherence to AID administrative and other requirements	P	039 Timely recruiting of qualified technicians	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	
PREDEPARTURE		052 Appropriateness of original selection	
042 English language ability		053 Relevance of training for present project purposes	P
043 Availability of host country funding		054 Appropriateness of post-training placement	P
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications		056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Adequacy of performance	P
047 Quality of general orientation		058 Continuance on project	P
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		061 Other (describe):	
051 Other (describe):			

SECURITY CLASSIFICATION

UNCLASSIFIED

PROJECT NUMBER

512-11-660-263.1

## 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).				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.

\* The only commodities involved in this project are books used to improve the economics libraries at IPE and at other Brazilian universities.

a. The project is ~~proceeding~~ on schedule. Progress is excellent. The contract technicians have worked effectively with IPE faculty and have developed a close relationship. Ability to use the Portuguese language and exceptional technical competence account for part of the effectiveness.

b. Status of implementing agency actions - The Vanderbilt University team has turned in an exceptional record for implementation. Part of this is due to factors mentioned above. Another part is due to deep dedication on the part of that staff to the project and its goals and their desire to develop the best possible program. In part also this result comes from the fact that the IPE faculty also are dedicated to doing a top notch job.

c. Participants - Recruiting and selection procedures used by the Vanderbilt team and IPE faculty have resulted in a consistent flow of high quality candidates. Their academic records in the U.S. have been excellent and a larger proportion than was originally estimated have been invited to continue beyond the master's degree to the doctorate. Efforts should be made to increase the number of participants and the depth of their training beyond that foreseen in the PROP. Returning participants are being incorporated into the project.

d. Commodities - The commodity input consists solely of books for university libraries. Book purchases were slow in the early years of the project; however they are now on schedule and the total obligation will undoubtedly be expended before the end of the contract.

UNCLASSIFIED

SECURITY CLASSIFICATION

UNCLASSIFIED

512-11-660-263.1

## 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.	
083	Competence and/or continuity in executive leadership of project.	P
084	Host country project funding.	N
085	Legislative changes relevant to project purposes.	P
086	Existence and adequacy of a project-related LDC organization.	
087	Resolution of procedural and bureaucratic problems.	
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	
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.	
094	Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	
095	Extent of LDC efforts to widen the dissemination of project benefits and services.	P
096	Utilization of trained manpower (e.g., participants counterpart technicians) in project operations.	P
097	Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098	Other:	

## HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:

099	Level of technical education and/or technical experience.	P
100	Planning and management skills.	P
101	Amount of technician man years available.	
102	Continuity of staff.	P
103	Willingness to work in rural areas.	
104	Pay and allowances.	P
105	Other:	

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

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

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

084 - The extension program, which includes the offering of courses in economics at other institutions, is financed by CONTAP funds. The GOB has requested an expansion of this program. The delay in payment of CONTAP funds has been a difficult factor. Continuation of such funding is also in doubt. If the funds are not forthcoming, the extension program will have to stop. The cooperating universities will not be able to finance the program for another two years.

In general, however, the performance of the host country has been good, and the performance of IPE as the cooperating country agency has been exceptional.

UNCLASSIFIED

UNCLASSIFIED

512-11-660-263.1

## 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):

Two changes are suggested:

1. Because of the high quality of participants selected and because the project is now attempting to influence economics education at 12 other universities, the number of participants should be increased and as many as possible be extended to complete Ph.D. training.
2. Careful consideration should be given to extending this project beyond its present termination date in order to assist IPE to develop a Ph.D. program. By 1972 a sufficient number of Ph.D.'s should have been added to the faculty to permit rapid development of the program.

## 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. ___ 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:

This project should be extended in order to permit the development of a Ph.D. program. Such an extension will also permit a greater qualitative impact on the 12 universities now being given some assistance by IPE.

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