

PD-AAA-743-A1

518 0075 (8) I.D.

AID 1020-25 (7-68)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)		UNCLASSIFIED		518-11-690-075.1	
(U-446) See M.O. 1026.1				Resource Center Room 1056 NS 4p.	
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	0	1	31	FY 67	Thru FY 71
005 COOPERATING COUNTRY - REGION - AID/W OFFICE				EDUCATION DEVELOPMENT Primary Education	
EQUADOR					

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 70)	Estimated 827.3	827.3			658.0		34.1		5.5		129.7
PROPOSED OPERATIONAL YEAR (FY 19 71)	Estimated 162.0	162.0			114.0		6.0		1.0		41.0
CCC VALUE OF P.L. 480 COMMODITIES (\$000):			Thru Actual Year : 70				Operational Year Program : 71				

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 New Mexico	1	1	AID/la-401	
		2.				
		3.				

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary):

During the 1969 school year the Program of Studies for the Ecuadorean Normal Schools was revised and approved by the Normal School Directors and the Ministry of Education. The new program of studies is presently in operation in 2 of the 3 experimental normal schools, Uyumbicho and Manuel J. Calle. All teacher training institutions are expected to adopt the new program by the 1970

MISSION DIRECTOR APPROVAL	SIGNATURE	DATE
		4/13/70

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## PAR CONTINUATION SHEET

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school year.

Five Ecuadorean "participants" who were trained on the New Mexico Campus helped in a reading workshop for the teachers of the first and second grades at the Normal "Leonidas García" of Guayaquil. Many of the ideas that will be utilized in the new first grade readers were discussed, and reading methodology was demonstrated during the group meetings.

A six-week textbook editing workshop for eight Venezuelan teachers was held starting in July of 1969. The Venezuelan Ministry of Education requested assistance from the Ecuadorean Textbook Technicians so that a new program of textbook development in Venezuela would get off to a better start. Many of the materials that have been developed by the Ecuadorean professionals are being utilized in the new Venezuelan program.

The Andean Pact Countries discussed a regional textbook program during 1970, and Ecuador, because of its progress in this area, is expected to assume a leading role when the program begins.

A practice teaching workshop was held for teachers of primary and secondary schools of the three normal schools and their annexes within the Ministry of Education, New Mexico University contract. A total of 180 teachers participated.

In September and October of 1969 the University of New Mexico group, at the request of the Ministry of Education, assisted 85 primary school directors in the areas of supervision and guidance. Also during this scheduled period the new textbook program was discussed, and suggestions were solicited from the school directors.

In the Department of Textbooks of the Ministry of Education an editorial services specialist has been partially trained to design and coordinate the work of the textbook illustrators and writers. This editorial services specialist has also undertaken the responsibility for the purchase of textbook paper for the impressions that have been prepared, and for seeing that printing specifications are met by the contract printers.

Contracts for the printing of the first grade mathematics, science, and reading books have been given to "El Comercio" of Quito and to Artes Gráficas, Serefelder of Guayaquil. The projection is that 300,000 books in each area (mathematics, science and reading) will be ready for distribution and use for the 1970 school year.

At present the printing of the teacher's guides related to the usage of the first grade books is completed. (The manuscripts for the second grade books of mathematics, science and reading are in the final stages of completion at this time.)

The first training workshop for teachers in the use of the new books will be held at Juan Montalvo Normal School, February 23 to 28. There will be 33 teachers and

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**32 supervisors attending.**

(1) Stated project targets have been achieved effectively, particularly in the textbook program. The target dates for the preparation of the manuscripts for printing were met and the printing contractors have received the materials needed. The manuscripts for the second grade books in the areas of science, mathematics and reading are near completion.

(2) This project contributes to the achievement of sector goal plans related to the socioeconomic development of Ecuador. With the limited resources allotted to the program, however, major reform in primary education cannot be achieved. It is anticipated that the primary school textbooks will have considerable positive impact not only in improved education but also in increased understanding between coastal and Sierra peoples.

(3) The costs of this project have constantly undergone close scrutiny and examination. Budgets have been developed in close cooperation between the contract and the monitoring office. Resources have been utilized in a most efficient manner, with very few exceptions.

(4) This project has high importance and significance to the development of improved education in Ecuador, particularly since only a small portion of students now have textbooks. Teacher training and the provision of textbooks will continue to be relevant to the country's development for many years in the future.

Significant remedial action undertaken during the past year involved the establishment of the editorial services to design and coordinate the work of the textbook illustrators and writers.

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## PART I-B - PROJECT EFFECTIVENESS

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

DE D. /W E LY	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)				
		3  ACTUAL CUM. TO DATE	4.  AS OF PRIOR JUNE 30		5.  PLANNED BY NEXT JUNE 30	6.  PROJECTED TOTAL FOR PROJECT LIFE
			a.  PLANNED	b.  ACTUAL		
	<p><b>Note: The PIP is being established for this project. The output targets specified below are illustrative of those being included in the PIP.</b></p> <p>1. To establish a MOE textbook department staffed to write and produce textbooks and teacher guides in reading, math and natural sciences in grades 1-6 for distribution to all the primary school students. (The numbers indicated in columns 5 and 6 refer to the numbers of students benefiting from this service.)</p> <p>2. To conduct training seminars and workshops for teachers and administrators in the three pilot normal schools and their annexes.</p> <p>3. To conduct workshops for teachers and supervisors on the use of the new textbooks.</p>	-	-	-	900,000	2,500,000
		5	4	4	1	12
		1	-	1	1	12

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## 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 target



## 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)	Country development of an improved educational system.	3	1
(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);

- (1) d. The actual impact of this project will result in the future when large numbers of teachers have been trained and when students have utilized textbooks under teachers skilled in how to use them properly.
- (1) c. The potential impact is dependent upon the execution by the Ministry of Education of a well-planned in-service program for training teachers in the proper utilization of textbooks and continuing supervision to ensure proper use. Similarly, the revised teacher education curricula needs to be maintained and diffused to other normal schools after the departure of the contractor.

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**UNCLASSIFIED****518-11-690-075.1****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?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018 Has this project revealed any requirement for research or new technical aids on which AID W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID W has copies of existing coverage.)	N
021 <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):	

014 The Minister of Education refused to approve the participation of a teacher training specialist on the ground that consultative services from Germany were more desirable.

019 The process of developing these textbooks and background materials for teachers, and samples of text and illustrations lend themselves for publicity in the U. S., particularly in areas with large Spanish-speaking populations.

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- |  | (1) | (2) | (3) |
|--|-----|-----|-----|
| 14. Authors prepare materials and illustrations for grade two books. |     | x   |     |
| 15. Grade one books printed and distributed.                         |     | x   |     |

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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. Augment the number of textbook writers.	X		
	2. Contract the services of three illustrators on a full time basis.		X	
	3. Prepare bids and assign contracts for the printing of the three first grade texts.		X	
	4. Participation of a teacher training specialist for the three normal schools and their annexes	X		
	5. Assign former participants to the three normal schools and their annexes .	X		
	6. Obtain a presidential decree absolving the Ministry of Education from tax payments on the importation of paper for the printing of the textbooks.		X	
	7. Help the Ministry to initiate a training program on the proper use of the new textbooks and guides.		X	
	8. Aid the Ministry in establishing a plan for the proper warehousing of the texts and guides.		X	
	9. Advise the Ministry on the planning of new school buildings.		X	
	10. Reorganize three pilot normal schools to carry out revised curricula.	X		
	11. Coordinate follow-up activities, supervision and evaluation activities at each pilot normal school.		X	
	12. Adoption of revised curricula by the Ministry.		X	
	13. Prepare objectives and guides for professional courses in new curricula.			(NA yet)
	(continued)			

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

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

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

II-B - RESOURCE INPUTS

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

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	P
031 Adherence to AID administrative and other requirements	P	040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
PREDEPARTURE		052 Appropriateness of original selection	
042 English language ability	N	053 Relevance of training for present project purposes	P
043 Availability of host country funding	P	054 Appropriateness of post-training placement	N
044 Host country operational considerations (e.g., selection procedures)	N	055 Utility of training regardless of changes in project	N
045 Technical professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	N
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	N
048 Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	P
049 Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	P
050 Participants' availability for training	P	061 Other (describe):	
051 Other (describe):			

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J18-11-690-075.1**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.
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): <b>The community element in this project has been minimal. See 079 below.</b>
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 local 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 F 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 program of studies for the Ecuadorean normal schools was revised and approved by the normal school directors and the Ministry of Education.

Because of the overall performance of the Ministry's Textbook Department, the Venezuelan Ministry of Education requested and obtained technical assistance from the textbook technicians in order to have a more successful textbook development program in Venezuela. Many of the materials developed by the Ecuadorean authors are being utilized in the new Venezuelan program.

During the February 1970 meeting of Ministers of Education of the Andean Pact countries, the Ministry presented a review of the work accomplished to date in the textbook development field, and it is very possible that the Ministry will be asked to develop textbooks for the countries of the Andean Pact.

b. Implementing Agency

The university contractor understands the project purposes and commands resources for implementing the project. Occasionally the planning and management of the project were marginal. In recent months planning and management have been quite satisfactory. In the textbook program the training and utilization of local staff have been carried out

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in an outstanding manner. The preparation of materials on campus has given much assistance and support to the field staff in carrying out in-service activities.

c. During the period of this Project Appraisal Report there has been no participant training. Overall, the participant training to date has contributed to program achievements and progress.

d. Commodities

The only commodities included in this project are textbooks for background information for writers. Books have been carefully selected and promptly delivered. There are now substantial numbers and varieties of books in the writers' library.

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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.	
083	Competence and/or continuity in executive leadership of project.	N
084	Host country project funding.	
085	Legislative changes relevant to project purposes.	N
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.	
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.	
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.	
100	Planning and management skills.	
101	Amount of technician man years available.	
102	Continuity of staff.	
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 AIC 1020-25 11)

Significant gains were accomplished in the program despite the obstacles presented by the former Ministry of Education authorities which considered that only technical assistance from Spain and Western Germany were satisfactory. In recent months, new authorities were appointed in the Ministry that are giving the textbook development and teacher training program full support, and promise to increment the staff of authors and obtain legal status for the Textbook Department.

Budgets are still funded at a fraction of the full amount and bureaucracy and overly rigid procedures still predominate in the Ministry of Education.

The major needs at the present time are to carry out with success the program to train teachers in the proper utilization of the texts and to provide for a successful distribution and maintenance of the books.

Because the Ministry did not allow us to bring to Ecuador a teacher training

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specialist and there were strikes and instability at the normal schools, the teacher training program could not proceed at an acceptable pace. It is now expected that the Ministry will request a teacher training specialist who will work in particular in the principal normal school of the nation to establish, through it, patterns for the other normal schools.

The Ministry has promised to increase the staff of authors in order to complete the textbooks and teacher guides, within three years and in general provide all that is necessary to accomplish this target, including legal status for the Textbook Department.

083. The new Ministry authorities have promised to take effective steps to improve the program and accelerate it.

085. The Ministry has promised to try to obtain legal status from the legislature for the Textbook Department.

102. There is the possibility that several members of the team of authors will abandon the program either for personal reasons or because of dissatisfaction with salaries.

Though there have been frequent changes of high level MOE personnel within the past two years; i. e. 4 Ministers of Education and other supporting department heads, the textbook development program has remained a priority of the Ministry and its various educational divisions.

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**518-11-690-075.1****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):

At this particular time Mission experience with this project does not necessitate any major adjustments in the project purposes or design.

**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: \* The PIP for this project is currently being prepared.

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