

PD-AAB-378-E1

5270067 (4)

AID 1025-1 (7-71) (FACE SHEET)  
NONCAPITAL PROJECT PAPER (PROP)

A/AID/PA

(661-PP)

17p. PAGE 1 of 10 PAGES

I. PROJECT IDENTIFICATION

1. PROJECT TITLE <b>EDUCATION REFORM ASSISTANCE</b>		APPENDIX ATTACHED <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. RECIPIENT (specify) <input checked="" type="checkbox"/> COUNTRY <b>PERU</b> <input type="checkbox"/> REGIONAL <input type="checkbox"/> INTERREGIONAL		4. LIFE OF PROJECT BEGINS FY <b>72</b> ENDS FY <b>76</b>	5. SUBMISSION <b>11 June 71</b> <input type="checkbox"/> ORIGINAL <input checked="" type="checkbox"/> REV. NO. <b>1 - 32 MAR. 72</b> DATE CONTR./PASA NO. _____

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US _____ (U.S. OWNED)		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY (A) JOINT (B) BUDGET	
1. PRIOR THRU ACTUAL FY												
2. OPRN FY <b>72</b>	<b>332</b>	<b>46</b>	<b>10</b>	<b>50</b>	<b>83</b>	<b>10</b>	<b>137</b>	<b>89</b>	<b>27</b>			
3. BUDGET FY <b>73</b>	<b>629.7</b>	<b>85.4</b>	<b>24</b>	<b>64</b>	<b>75</b>	<b>62</b>	<b>122.4</b>	<b>95.9</b>	<b>36</b>			
4. BUDGET 11 FY <b>74</b>	<b>454.3</b>	<b>89.3</b>	<b>24</b>	<b>42</b>	<b>72</b>	<b>62</b>	<b>158.6</b>	<b>102.4</b>	<b>36</b>			
5. BUDGET 12 FY <b>75</b>	<b>635.6</b>	<b>91.4</b>	<b>24</b>	<b>52</b>	<b>74</b>	<b>49</b>	<b>144.2</b>	<b>99</b>	<b>36</b>			
6. BUDGET 13 FY <b>76</b>	<b>390.4</b>	<b>53.9</b>	<b>24</b>	<b>42</b>	<b>72</b>	<b>49</b>	<b>144.8</b>	<b>100.7</b>	<b>36</b>			
7. ALL SUBQ. FY												
8. GRAND TOTAL												

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR <b>GOP</b>	(B) KIND OF GOODS/SERVICES <b>Goods and Services</b>	(C) AMOUNT <b>\$600,000</b>
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III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER <b>Marvin E. Hurley</b>	TITLE <b>Education Officer</b>	DATE <b>4/20/72</b>
2. CLEARANCE OFFICER <b>Louis V. Peres</b>	TITLE <b>Director</b>	DATE <b>4/26/72</b>

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL  
(Cont. III)  
Other Clearances: HRO:WAdams [Signature]  
OE:SWeinger [Signature]  
PRH:CBelcher [Signature]  
CON:JMartin [Signature]  
AD/O:EMelaven [Signature]

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE

3. APPROVAL AAs OR OFFICE DIRECTORS SIGNATURE _____ DATE <b>3/31/72</b>	4. APPROVAL A/AID (See M.O. 1025.1 VI C) SIGNATURE _____ DATE _____
TITLE _____	ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

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Significant advances in the education sector are evolving rapidly in Peru. Consistent therewith USAID has readjusted its approach to these GOP initiatives. This redesign began in July of 1971 on the basis of a PROP approved by AID/W through FY 72 with the stipulation that a revision be presented this year to cover the life of project which would reflect MINED current sector planning and assistance requests leading to a program most appropriate for U.S. participation (State 8135 of 2 July 71). It is on the foregoing basis that this document is prepared. Therefore, it incorporates at the outset an overview of GOP developments in the education sector, specifies past and present responses USAID has made and then presents in standard format the PROP per se.

### SECTORAL SETTING

Current Education Scene - The revolutionary government which took office in October 1968, identified education as the pivotal sector in its reform program. Its president, General Juan Velasco Alvarado underscored this with the statement: "Without an effective, profound and permanent transformation in Peruvian education, it is impossible to guarantee the success and continuity of the Revolution." This conviction and commitment of the GOP is evident in the evolution of educational concepts, ideas and objectives which are being incorporated in reform plans, programs and initiatives.

The chronology of reform began in 1969 with initial focus being the restructuring of the university system. This was followed in early 1970 with the appointment of a National Commission consisting of over 100 leaders in education and other fields to prepare a basic design for overall educational reform. The Commission working with dedication, made a diagnosis of the education situation in the nation and reported its distress with what it encountered (See TOAID A-250, Oct. 8, 1970) --persistent high level of illiteracy; inappropriate preparation of youth in relation to manpower requirements, as well as their personal aspirations; inequities in urban and rural education and among different economic groups; and other elements-- all of which were inconsistent with stated GOP objectives to make education a major tool for national development. Rather the sector appraisal indicated a need for remedial action.

The Commission's prescription was an integral transformation of the existing system. The new design was conceptualized in rather utopian form in a document issued in September of 1970. The publication, commonly referred to as the "Blue Book", is the bible for the evolving education program. The prime sectoral objectives which it establishes are achievement of: (1) prevalence of opportunity; (2) relevance of program; and (3) productivity in use of resources within a system which fosters social mobility and the development of an independent national conscience.

It is generally acknowledged that the conceptualization of the reform and its objectives are of far-reaching significance. Some of the ideas incorporated --nuclearization, decentralization, diversified curriculum-- reflect the germination of seeds implanted by prior U.S. technical assistance; others have been culled from current education research and experimentation related to early childhood education and special services; and then thirdly, at least one component --the ESEP (an institutional hybrid which would offer at 10-12 grades program

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adaptations from comprehensive high school, technical institute, junior college, community college) is a unique element deemed essential for social change and the building of a skilled manpower output.

The next step was the preparation of a law which would translate the conceptualized framework of the "Blue Book" into a program of action to implement the reform on a formal basis. Such a law has now been drafted; was distributed for public discussion, suggestions for revisions were given serious consideration; and the final version promulgated on 21 March 1972.

The Ministry of Education has not stood still waiting for legal sanction before initiating constructive action. Rather it is already giving shape and substance to reform concepts through the formulation of a sector plan and the design of specific implementation actions. The Education Sector Plan for 1971-75 was prepared in line with the National Development Plan for 1971-75. In the support of and in an in-depth elaboration on this latter document all sectors were called upon to come forth with specific plans for review by the National Planning Institute and the powerful Committee of Advisors to the President (COAP). The Ministry of Education was the first to have its plans prepared, presented and approved. Later, in review of these education sector planning and programming documents high level representatives of international lending agencies (See Lima 5942 of 8 October 71) have been impressed by their comprehensiveness, their thoroughness and by the methodology used. The Mission views (See Lima 220 of 4 October 71) coincide with the foregoing and mention is made that "in contrast with many national plans it sets forth financial requirements, acknowledges national limitations, the need for external assistance and for more productive use of existent resources".

In October 1971 the Minister of Education emphatically stated that a functional reorganization of the Ministry was an essential prelude to placing any reform in operation. He called for a sweeping realignment and simplification of the Ministry structure including further decentralization of operations on a regional basis. This new structure is now in place; new leadership talent has been brought in and others promoted from within; training programs for a recently designated new regional staff have been conducted; and as a result the entity gives evidence of a new "action orientation". The stage is being set for the major task which lies ahead -- implementation.

USAID Program Design - In recognition of the foregoing developmental advances in education and in anticipation of the new law the Mission analyzed its on-going education assistance activities, reformulated its strategy and restructured its program. Actually education has been a significant component of the U.S. assistance program in Peru for over two decades. The organizational format/dimensions/ and emphases have varied from: (1) the original Institute of Inter-American Affairs with relatively direct action involvement; (2) to the SECFANE program, a binational service operating in diverse educational fields on a cooperative basis under U.S. leadership with over 15 direct-hire technicians, which was phased out in 1962/63 in line with U.S. policy; (3) to the university contract with Teachers College Columbia University in 1963 which provided planning and curriculum development assistance through a staff of five technicians located

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in the Ministry of Education, until terminated shortly after the GOP revolution in late 1968; and then (4) until recently a program with one U.S. direct-hire specialist in higher education with project activities initiated principally on a targets of opportunity basis.

The review of its education program as undertaken by the Mission this past year was of an intensive nature. To the extent possible --given limitations of data, time and staff-- this was done within the perspective of a sector approach looking at the education sphere as a whole. The result was the adoption of a strategy whereby an on-going analysis is made of evolving GOP plans and projects, with the Mission then responding to host country initiatives in areas which are not covered by other external assistance sources; are judged by the Mission as being of priority concern; and as being within its resources possibilities to achieve with success. Therefore, previous projects in public education and university education have been terminated; the Stanford University contract for further development of ESAN (Graduate School of Business Administration) was not extended; and the books/films programs are now integrated with total education assistance efforts. Now one program --Education Reform Assistance (ERA)-- is in effect to carry forward the new strategy. This is geared not to provide major financial inputs, but rather to undergird selected aspects of the reform where gaps in resources and assistance appear, namely: (1) education/manpower research and planning; (2) leadership development and training; and (3) improvement of instructional effectiveness through utilization of modern materials, methods and technology. In the implementation of the new ERA program it is planned to use the Instituto Peruano de Fomento Educativo (IPFE) as an intermediary agency when feasible so as to capitalize on the resources of this private agency whose objectives are also common to that of the AID program.

On-going Cooperation - The program in FY 72 reflects the initiation of the revised approach and GOP requests have been consistently within the areas identified. Initial inputs which reflect this are: (1) An education/manpower prog was signed in November; an advisor is on board; and a program underway which is described by GOP education authorities as "integral to the reform"; (2) with cooperation of IPFE have promoted in-country seminars and training for personnel dealing with administration, as well as teacher training and retraining especially in science and math; (3) conducted evaluation of the books program leading to restructuring of this program component; and (4) provided short-term consultants in curriculum and media development.

These new directions are also validated for the future in programming discussions undertaken with GOP. The National Planning Institute (INP) has indicated that USAID assistance to the university level is of high priority, becoming higher as the reform progresses. In fact the suggestion was made by INP that U.S. assistance to primary and secondary levels be phased to coincide with advances in the reform plan for these levels. The total reform is envisioned as a long-range process requiring more than a decade for experimentation, revision and implementation. These views coincide with those of the Mission and have formed the conceptual basis for program strategy and the PROP. Thus, AID may now have an opportunity not only to capitalize on the base put down by past years' assistance, but to constructively influence GOP advances in this priority development sector.

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There are two other prongs to on-going Mission education efforts. One is an initiative undertaken in response to an AID/W innovation --the phase-out-Grant-- on the basis of which the Mission encouraged and ESAM (Graduate School of Business Administration whose AID contract arrangement terminated in December 71) to develop a project (\$250,000) which has been presented. At this point in time this remains one of three such projects on a world-wide basis still under consideration. In addition, a program of school construction (non-university level) is proceeding in the earthquake area (for which \$2.54 million was provided --over 1/2 obligated-- from the 7.4 million total grant). USAID education and other staff have supported the Ministry in its efforts to assure that the reconstructed schools reflect reform changes and can be integrated into the national plan for educational improvement.

This revised and up-dated PROP is designed to continue the above purposes and projects by building on past assistance, cooperating in current programs and preparing for future inputs (either directly or in concert with other assistance agencies) in support of GOP initiatives in implementing selected elements of its reform. In effect then the stance is one of USAID having the capacity to respond to GOP's growing awareness of the pressing need to utilize external assistance to successfully carry out its revolutionary education reform.

#### A. STATEMENT OF SECTOR GOAL

##### 1. Goal

The long-range goal of the GOP is the establishment of an effective and productive education system responsive and relevant to Peruvian development objectives. The goal of this project is to provide assistance to some of the key elements of the educational reform which are basic to the attainment of the goal of the GOP.

##### 2. Measurements of Goal Achievement

The reform law was promulgated on 21 March 1972. Measurement of goal achievement can be done periodically on a benchmark basis of an assessment as to whether: (1) the implementation of law proceeds in manner it specifies; (2) the Ministry fulfills its annual operational plans while interim targets for 1975 are attained; and (3) the entire transformation is completed by 1980 when full implementation of reform is contemplated. The calendar for implementation of the reform at Basic and ESEP levels is attached as Ref. A. This sets forth the phasing for the reform in relation to specific target goals.

##### 3. Assumptions about Goal Achievement

The GOP will (1) continue to give pivotal priority to its educational reform; (2) acquire resources required in sufficient quantity to effect the reform measures; (3) promulgate or alter the necessary laws, regulations and procedures in order to implement the educational reform; (4) prepare and retain sufficient high-level administrative and teaching personnel in Ministry of Education positions to carry

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out the educational reform program; (5) obtain effective cooperation and support of the people, community, students, teachers, industry, etc., in implementing the reform; and (6) design programs of study for the educational system to prepare persons adequately and turn out sufficient numbers to achieve the development goals of the GOP.

## B. STATEMENT OF PURPOSE

### 1. The Purpose

To contribute to the achievement of the long-range goal set forth above through the provision of assistance to GOP initiatives in the implementation of selected elements of its education reform in areas where other donors are providing little or no assistance. USAID contribution will be geared to: (1) strengthening the capacity for research in education/manpower analysis and planning; (2) development of instructional resources --teachers, administrators-- to provide for essential personnel talent and upgrade the system; and (3) foster experimentation in and utilisation of a diversity of materials, methods and media for improvement of instruction and productive use of resources. This would be accomplished by means of limited inputs of a complementary, supplementary or catalytic nature including advisory assistance, materials and equipment, as well as training activities.

### 2. Conditions Expected at the End of Project

By end of project (FY 76) it is expected that the following conditions of basic significance in creating the capacity to attain the goal of the GOP will exist:

- a) An operational, educational sector institution for research, data collection, data analysis and the capacity for translating data into implementation program required for educational reform.
- b) A core of quality talent in administration, supervision, management of education, as well as teaching and guidance, will be available to give continuing momentum and leadership in their fields.
- c) The Ministry of Education will be independently or cooperatively sponsoring the development and use of proven educational methods/media and materials to achieve improved effectiveness in education programs; and university programs will be underway to supplement the lecture --mimeographed note system-- by the use of textbooks, and university bookstore/lending libraries and reference studies; and that as a result programs of study will be more relevant and productive.
- d) The National University Council (CONUP) or similar organization will be functioning effectively in its role of coordinating the universities, and will be evaluating the universities and their programs of study. The Peruvian Institute of Educational Development (IPFE) will be operating effectively in upgrading the Peruvian education sector and encouraging the private sector to play an important role in the process.

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### 3. Basic Assumptions About Achievement of Purpose

It will be essential that:

- a) The GOP continues to support the education reform, including issuing the required laws, regulations, etc., and providing the necessary resources.
- b) The Ministry of Education will make staff available from the Educational Reform Implementing Group to participate in and give direction to the Manpower Advisor's activities; assist in obtaining the cooperation of sectors within the Ministry of Education who will participate in the manpower project; stimulate the collaboration of other Ministries and Institutions of the GOP involved in Economic and Social Development process and distribute materials developed on a demonstration basis so as to encourage the widest possible practical application; and provide suitable office space and clerical services for the Manpower Advisor and for any short-term specialist who works on the project.
- c) The National University Council, or similar organization, will continue to have power and similar responsibilities under the new Education Reform Law that it currently has and that the community, university faculty and students will accept its actions. The Peruvian Institute of Educational Development (IPPE) will continue to receive cooperation and support from the Ministry of Education and that the private sector will continue providing needed financial support.
- d) The Ministry of Education will be implementing improved instruction and curricula offerings and new technology/teaching methods and equipment; that the National University Council, the Peruvian Institute of Educational Development and the universities will be operating and supporting a university-wide bookstore project.

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**C. PROJECT OUTPUTS****1. Outputs, Output Magnitudes, and Target Completion Dates**

<u>Outputs</u>	<u>Magnitude of Outputs</u>	<u>Target Completion Dates</u>
All dates refer to calendar years and are rough estimates of expected completion dates.		
<b><u>Education/Manpower Research and Planning</u></b>	<b><u>Education/Manpower Research and Planning</u></b>	<b><u>Education/Manpower Research and Planning</u></b>
1. GOP mechanism/system for collecting and analyzing manpower education data.	1. Manpower informational system adopted by Ministry of Education.	1. 4th quarter 1973
2. Trained professional personnel in the Ministry of Education.	2. Minimum of 10 personnel trained: two at master's degree level in Manpower/Education Research; two teams of 4-5 persons for observation/on-the-job training in Manpower Analysis and Educational Planning.	2. 2nd quarter 1974
3. Library/reference material center.	3. A center containing relevant books, materials, research papers, studies, etc., in the areas of Human Resources and related areas.	3. 4th quarter 1973
4. Evaluation and Information Center	4. 4-5 professional personnel in Planning Office with adequate "tools" to evaluate progress of reform and present alternative courses of action.	4. Preliminary 1st quarter 1973; full operation 4th quarter 1974
<b><u>Leadership Development and Training</u></b>	<b><u>Leadership Development and Training</u></b>	<b><u>Leadership Development and Training</u></b>
1. Trained personnel in the Ministry of Education, National University Council, universities and other educational institutions	1. Minimum of 24 personnel trained (6 per FY) in secondary and university administration, guidance and counseling, curriculum and management/planning in both academic and observation/on-the-job programs.	1. 2nd quarter 1976

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Outputs	Magnitude of Outputs	Target Completion Dates
2. Curriculum Center.	2. 5-7 professional personnel studying curricular problems and evaluating and readjusting curriculum for basic regular and basic adult education.	2. 2nd quarter 1973
3. In-service training courses/workshops.	2. Up to 1000 re-trained secondary, normal school and other professional personnel in special fields such as mathematics and science (250-300 per FY).	3. 2nd quarter 1976
4. Trained graduate students in administration and management.	4. Up to 200 graduates in administration and management from ESAN and other selected entities.	4. 2nd quarter 1976

#### Innovative Instructional Technology

1. Trained Ministry of Education personnel in curriculum planning and information programs.
2. Publication of curricula for various segments of basic regular and basic adult education.
3. An evaluation report on the in-service training courses in mathematics and sciences.
4. A study of university textbook activities in Peru.
5. An agreement between USAID/CONUP/IPFE/RTAC to establish a system of university bookstores.

#### Innovative Instructional Technology

1. Well trained offices/staffs in curriculum planning and information programs.
2. Curricula for the basic regular and basic adult grades related to reform plans.
3. Report.
4. Report.
5. 4-6 university bookstores functioning by end of FY 73; 4-6 additional ones by end of FY 74; 4-6 additional ones by end of FY 75.

#### Innovative Instructional Technology

1. 2nd quarter 1973
2. Draft in 3rd quarter 1972  
Finalized 2nd quarter 1973
3. 1st quarter 1972
4. 2nd quarter 1972
5. 2nd quarter 1975

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Outputs	Magnitude of Outputs	Target Completion Dates
6. Trained Ministry of Education personnel in the instructional materials and media fields.	6. Trained personnel in the instructional materials and media fields.	6. 2nd quarter 1976
7. In-service training seminars/workshops for university librarians.	7. Up to 45 re-trained librarians.	7. 4th quarter 1974

### 3. Basic Assumptions about Production of Outputs

Close working relationship between advisors and counterparts.

Appropriate personnel available for training and the GOP will release them from official work in order to pursue the programs of study/observation/on-the-job training.

Provision of adequate budgetary resources by GOP to assure retention of personnel trained as well as appropriate and adequate facilities to carry out work.

### D. PROJECT INPUTS

#### 1.2 Kind of Inputs, Magnitude of Inputs, and Date Scheduled for Delivery

##### Inputs - U.S.

Kind	Magnitude	Schedule
<u>a. Personnel - Long Term</u>	<u>a. Personnel - Long Term</u>	<u>a. Personnel - Long Term</u>
1 General Education Advisor	Up to 12 man months/year for period covering FYs 72-76	Beginning 9/1/71
1 Education Advisor	Up to 12 man months/year for period covering FYs 72-74	Beginning 1/1/72
1 PASA Education/Manpower Research Specialist	Up to 12 man months/year for period 11/1/71 to 10/31/75	Beginning 11/1/71
<u>b. Personnel - Short Term</u>	<u>b. Personnel - Short Term</u>	<u>b. Personnel - Short Term</u>
Planning, management information, curriculum, instructional materials consultants/advisors.	Up to 18 man months/year for period 7/1/71 to 6/30/76	(Grant, Durstine, Burns, Medina, etc.) 3 in FY 72; others to be determined.

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Kind	Magnitude	Schedule
Manpower statistics/ planning consultant/ advisor.	Up to 4 man months/year for period 7/1/72 to 6/30/73.	To be determined
Manpower planning/vocational guidance consultant/ advisor.	Up to 4 man months/year for period 7/1/73 to 6/30/74.	To be determined
<b>c. <u>Participants</u></b> Various professional education fields, both long term and short term.	<b>c. <u>Participants</u></b> Up to 34 participants FYs 72-76 for up to 210 man months of training.	<b>c. <u>Participants</u></b> To be determined
<b><u>Inputs - GOP</u></b>		
<b>a. <u>Personnel</u></b> Qualified counterpart to U.S. personnel (Manpower Education Advisor and short term consultants).  Core personnel.	<b>a. <u>Personnel</u></b> Minimum of one direct counterpart for each U.S. advisor/short term consultant.  10-13 Ministry of Education personnel for curriculum center and operations chart room.	<b>a. <u>Personnel</u></b> Beginning 11/1/71 through FY 76  Beginning 3rd quarter 1972
General Administrative Personnel.	Sufficient to operate the offices with which U.S. personnel are working.	Beginning 11/1/71 through FY 76
<b>b. <u>Commodities</u></b> General office supplies, equipment, etc.	<b>b. <u>Commodities</u></b> Sufficient to operate the offices with which U.S. personnel are working.	<b>b. <u>Commodities</u></b> Beginning 11/1/71 through FY 76
Under university bookstore project each university will provide adequate space, and administrative personnel.	Sufficient to operate the university bookstore.	Beginning FY 73-76
<b>c. <u>Participants</u></b> Long-term advanced degree and short-term observation.	<b>c. <u>Participants</u></b> Up to number specified above. To be determined GOP agrees to continue pay- ing salaries, etc.	<b>c. <u>Participants</u></b>

The estimate direct counterpart, commodities and participants costs per year for the GOP are: \$150,000.

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The total indirect contribution of the GOP is estimated to far exceed total cost of project when such factors as interrelationships developed, number of students affected by curricular and innovative teaching methods, and total teaching personnel, etc. are considered.

### 3. Basic Assumptions

The GOP continues to provide the necessary counterpart resources for carrying out the project as well as sufficient number of participants and commodities to carry out the project plans.

## E. RATIONALE

As has been indicated, the Revolutionary Government places its education reform plans as of highest priority and President Velasco, as well as the present Minister of Education, General Alfredo Carpis Becerra, continually stress the necessity and importance of the "new Peruvian" and the "new Peru" which must evolve from the new Education Reform if the country is going to raise itself from the doldrums of the past, meet the economic and social needs of the present and provide for a future consistent with the potential of Peru.

The GOP acknowledges that external assistance is a sine qua non for implementation of its Education Reform. "Because of the magnitude and transcendental nature of the Reform external inputs are an indispensable ingredient as a supplement to national resources". The amount required is variously estimated, but that most consistently mentioned is about \$100 million or approximately one-third of total anticipated investment costs for the 1971-1975 period of the Sector Plan.

Peru is receiving a diversity of external assistance to education on grant, credit and loan bases. In addition to the USAID efforts, the Mission, as described under the Agriculture Program, has been involved in developing an agricultural education program at the National Agrarian University, La Molina, which will soon be phased out. The Peace Corps has about 50 volunteers working in education mainly in regional centers giving impetus to reform implementation and the upgrading of teachers.

The Ford Foundation (FF) has worked closely with USAID in developing the Science and Mathematics Cooperative Program and has now developed a project to furnish technical assistance for the National University Council, as well as for research aspects of the Educational Reform. In all of these, it will complement or supplement the efforts now being made by USAID.

In September 1971 the GOP signed its first credit arrangement for education assistance. This was with Hungary for \$13 million with repayment in Peruvian products. Under the Agreement equipment will be provided for the ESEP schools to be placed in operation under the reform.

On the loan side assistance has been obtained from the Inter-American Development Bank (IDB) and is being sought from the World Bank (IBRD). The

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IDB has loans to four of the largest public universities for building construction. These loans total \$7,791,662 of which more than \$6,000,000 has been disbursed. A feasibility study of higher education has the support of IDB and is scheduled to be completed by CONUP in 1972.

In regard to IBRD, after a "reconnaissance mission" from the Bank last July/August, a UNESCO "identification mission" under the cooperative IBRD/UNESCO support agreement was here in September/October, and a follow-up was in January. While MINED sources indicate \$60 million may be available from this source, it is understood the Bank/UNESCO estimate is \$22 to \$25 million for areas including: ESEP and Basic Education school construction and equipment; Adult Vocational Education; and Education Technology Development, most specifically installations and equipment. At the moment a status report is awaited and then a preparation mission followed by project appraisal. Under this process any implementation of an IBRD loan is probably a year off.

While no formal mechanism exists for the coordination of these diverse activities USAID initiative has been instrumental in bringing the entities together for periodic "comparing of notes". Also USAID recently conducted a survey and review of external assistance projects from about twenty sources. As can be noted in the chart on the next page this indicated a "branching" or concentration in the areas of equipment for non-formal education; in-service teacher training; and construction for university level. Significant gaps in assistance appear in the fields of instructional materials and media utilization; education/manpower research and planning; economics of education; and administrative leadership development. These are the areas which AID proposes to address. In all cases, the Mission cooperates closely with other donors and is in regular contact with them. U.S. assistance is truly cast in a setting of multilateral cooperation.

## COURSE OF ACTION

### 1. Implementation Plan

a) The Education/Manpower Research project is to coordinate the data collection, research and studies in the field of human resources carried out by various entities with the needs for such information in the implementation of the Education Reform.

A preliminary study has been made to identify the kinds of data and information required in order to realize the objectives of the Reform Law. A complementary study is now being completed which details the activities, data, studies, etc., of all the agencies and organizations working in the area of human resources. Then a graphic model of the education system with the number of students by level compared with occupational structure/requirements by economic sectors will be developed. By the end of December 1972 it is proposed to have available a dynamic model relating anticipated output from the educational system with the projected needs of the labor market by occupational groups and by urban and rural division. For all of these studies and model development inputs four short-term consultants will be utilized. At the same time participants will be selected for training.

**1972 External Assistance****to Education in Peru****(Excluding USAID)**

	System-Wide	Pre-School	Primary	Secondary	University	Vocational and Other
Construction		CJLR	CJLR	CJL	B	GJST
Equipment		CJL	CJL	CJL	B	GJST
Materials			L	L		GJOR
Media Technology	A					
Methods/Curriculum		E	E	E	F	EGJST
Guidance			E	E		
Teacher Training			EP	EPU	FPU	GLJST
Organization/Administ.			O	O		D
Management/Finance						
Statistics/Data		EI	EI	EI	FI	I
Research/Planning	P				F	KN
Analysis/Evaluation					F	

**External Assistance Entity**

A. Adenauer Foundation	H. Hungary	P. Peace Corps
B. BID	I. ILO	R. USSR
C. CARE	J. Great Britain	S. Switzerland
D. UNDP	K. Kellogg Foundation	T. Italy
E. UNESCO	L. UNICEF	U. USIS
F. Ford Foundation	N. Nat. Inst. of Health	
G. West Germany	O. OAS	

**Note:** This chart only identifies major concentrations of external assistance.

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In 1973 onward the following will be prepared: (1) a dynamic model relating anticipated output from the educational system by occupational groups with the projected needs of the labor market by economic sector and by urban and rural division; (2) another dynamic model to be developed relating in each one of the nine education regions the anticipated output from the educational system by occupational groups with the projected needs of the labor market corresponding to economic sector, occupational groups and by urban and rural division. And also (3) another model by occupational groups to be developed relating the quantitative and qualitative needs of the labor market with the output of the educational system. Again short term consultants will be brought on board; and as additional participant training is deemed necessary, such selection will be effected.

b) Development of Administrative and Leadership Talent -- Up to twenty-four participants to be trained at the professional level, to help develop their administrative, teaching and academic backgrounds in the fields of secondary and university administration, guidance/counseling, supervision and management planning.

There will be up to six participants in each of FYs 73-76. The participants will be employees of the Ministry of Education, universities, etc., and they will be committed to return to relevant positions in implementing the education reform.

The Mission will continue its collaboration with the Ministry of Education in providing effective, innovative in-service training courses for teachers/professors of mathematics, chemistry, and will initiate courses/workshops in other fields as they become necessary and fit in with the implementation of the educational reform plans. Up to 300 teachers to be trained/upgraded in each of FYs 75-76.

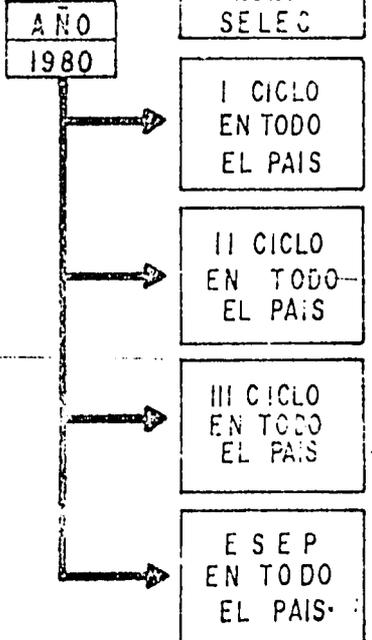
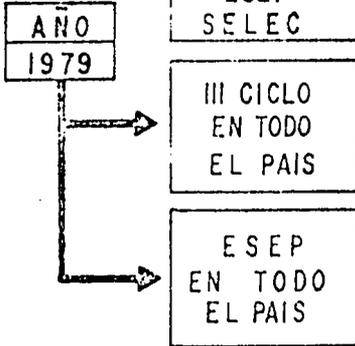
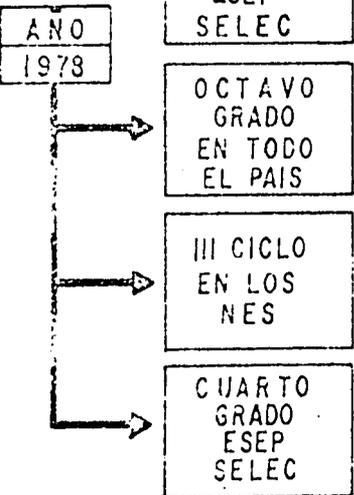
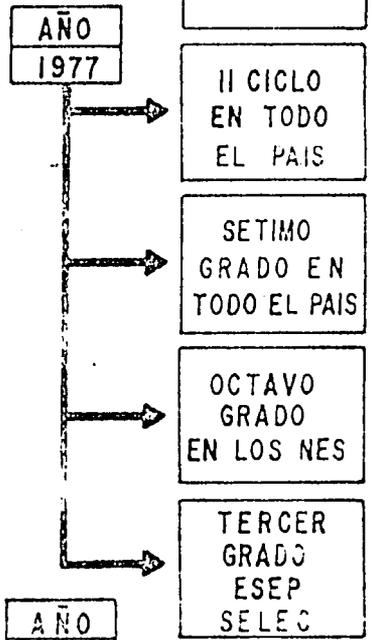
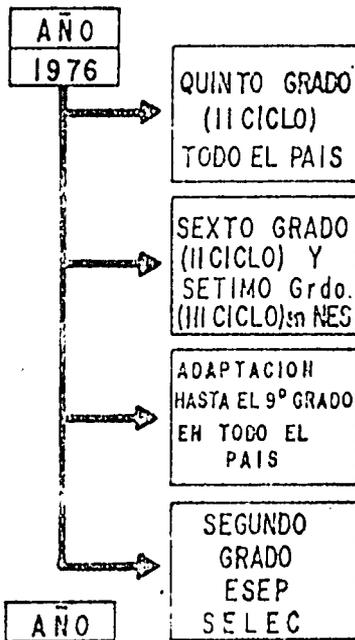
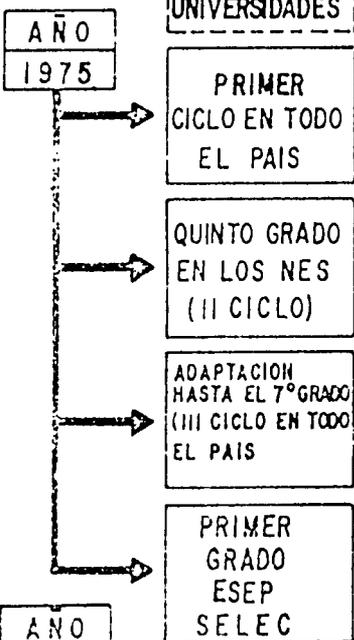
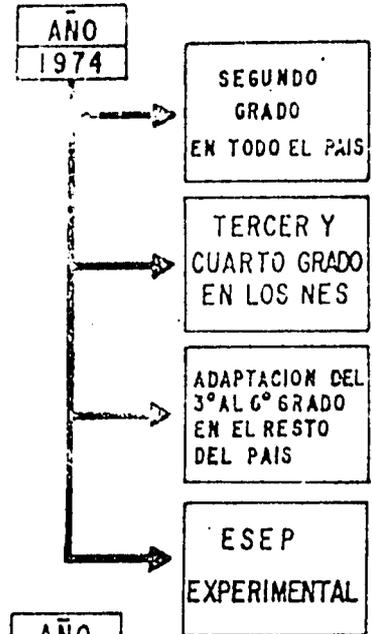
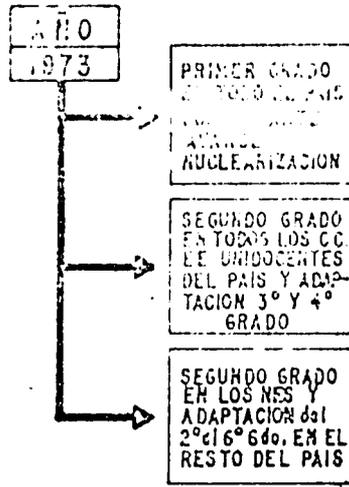
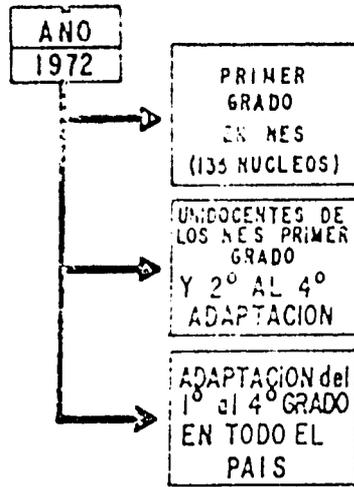
c) Innovative Instructional Technology - Here initial efforts are being and will be directed toward achieving broadened perspectives on the part of Ministry and other personnel as to the application of diverse technology components to education. This is and will be done via consultants, training and initiation of evaluation programs. Also, specifically the Mission plans to collaborate with CONUP, IPFE, the universities, and ETAC in establishing a university system-wide bookstore program which will make it possible for students/professors at a significant portion of the 33 universities to purchase or rent textbooks at lowest possible costs. In FY 73 it is anticipated that up to \$100,000 worth of textbooks will become available to the Peruvian universities. At the same time a program for upgrading of librarian services will be provided to effect more productive use of available resources.

Short term consultants will continue to be provided as needed and requested by NINED in its fields of curriculum development, information, instructional materials, and media. A curriculum center should be in effect before 1974 with appropriately trained personnel. On-going revision of materials will thence be conducted to assure their greatest relevance to the labor market and the Peruvian scene.

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In FY 73 the Mission proposes to build on and augment its inputs in education within the redesigned strategy framework as outlined in this document. As has been pointed out this means assistance geared to achieve end-of-project status in 1976. In its program USAID will provide assistance, directly and in collaboration with private groups and other agencies to the Ministry of Education, universities and other education entities as appropriate so as to strengthen OCF capacity to: (1) conduct research and plan for reform program implementation and evaluation; (2) develop quality leadership for educational growth and efficient management; and (3) utilize a variety of instructional resources for increased effectiveness of the education process and productivity of the system. The attainment of these capacities will be the principal indicators of progress toward the long-range goal which is to be reached as a result of implementation of the Education Reform with participation from diverse sources --national and external.

# CALENDARIO DE IMPLANTACION DE LA EDUCACION BASICA REGULAR Y ESEP



**NOTA**  
 Los Núcleos Seleccionados (NES) implicarán la elección prioritaria de éstos en zonas de Desarrollo