

PROJECT APPRAISAL REPORT (PAR)

5960012-18

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1. PROJECT NO. 596-11-660-012.1		2. PAR FOR PERIOD: Oct. 1971 TO Dec. 1972		3. COUNTRY ROCAP		4. PAR SERIAL NO. 73-1 7p.	
5. PROJECT TITLE CSUCA REGIONAL INSTITUTIONS							
6. PROJECT DURATION: Began FY 69 Ends FY 75		7. DATE LATEST PROP 9/4/70		8. DATE LATEST PIP N/A		9. DATE PRIOR PAR Oct., 1971	
10. U.S. FUNDING		a. Cumulative Obligation Thru Prior FY: \$		b. Current FY Estimated Budget: \$ 195,000		c. Estimated Budget to completion After Current FY: \$	
11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)							
a. NAME University of Puerto Rico				b. CONTRACT, PASA OR VOL. AG. NO. AID/ROCAP-83			

I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HOST		
x		x	1) transfer project coordinating role from CSUCA to IICA	Pro Ag signed with IICA Feb., 1973
x		x	2) integrate Honduras into program and reintegrate El Salvador into program by providing visiting professors and participant training grants to Puerto Rico visiting professors participants	<u>Hond.</u> <u>El Salv</u> Feb./73 July/73 Aug./73 Augs/73
x		x	3) provide Tufts professors at Guatemala and Costa Rica Schools of Agronomy	February 1973
		x	4) Complete regional plans for standardization of basic two year agronomy curriculum and establishment of specialty areas in each of the C.A. Schools of Agronomy. Committee completes plans Plans presented to CPZAS Plans adopted by CSUCA members	Feb. 1973 Mar. 1973 Apr. 1973
		x	5) Implement deans 1973 "Action Plan" (See Pro Ag 73-6 for schedule of events)	January 1973 thru December 1973
		x	6) Complete regional plans for establishing Standard entrance and graduation requirements of CA schools of agronomy	June, 1973

D. REPLANNING REQUIRES						E. DATE OF MISSION REVIEW	
REVISED OR NEW:	<input type="checkbox"/> PROP	<input type="checkbox"/> PIP	<input checked="" type="checkbox"/> PRO AG	<input type="checkbox"/> PIO/T	<input type="checkbox"/> PIO/C	<input type="checkbox"/> PIO/P	February 26, 1973
PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE DC/HRD: NPHolz				MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE Oliver L. Sause, Director ROCAP			

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

A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY	B. PERFORMANCE AGAINST PLAN							C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X)				
	UNSATISFACTORY		SATISFACTORY			OUT-STANDING		LOW		MEDIUM		HIGH
	1	2	3	4	5	6	7	1	2	3	4	5
1. UNIVERSITY OF PUERTO RICO					X							X
2.												
3.												

Comment on key factors determining rating

U. of Puerto Rico has provided competent visiting professors to assist the deans and replace participants. Backstopping and supervision of field personnel has improved substantially with the appointment of a campus coordinator and a field coordinator. Honduras will receive their first visiting professor in February 1973.

4. PARTICIPANT TRAINING														
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Comment on key factors determining rating

C. A. universities have sent 14 participants to the Univ. of Puerto Rico, eleven will receive Masters degrees by the end of FY-73 (vs. 16 planned in FY 1972 PAR). Closing of the Universities of El Salvador and Honduras has been major deterrent in recruitment of candidates. Number of participants has been inadequate, but quality has been excellent.

5. COMMODITIES														
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Comment on key factors determining rating

Basic teaching materials have been provided to visiting professors through contract funds.

6. COOPERATING COUNTRY	a. PERSONNEL	CSUCA												
	b. OTHER	CPEAS												

Comment on key factors determining rating

CSUCA: Coordination by CSUCA did not improve appreciably during the rating period. As a means to improve project implementation, IICA/ZN has been requested to assume a number of responsibilities, including planning and organization of seminars, ad hoc meetings, preparation of annual "Action Plans", etc. On the basis of IICA's excellent performance, the deans agreed to shift project coordination role to IICA in 1973. ROCAP therefore will sign project agreement with IICA in February 1973, replacing CSUCA as implementing agency.

CPEAS: The Deans have cooperated fully in some aspects of the project but because of shortages of funds, closing of the Universities and turn over of personnel have not been able to meet all their commitments.

Participant training quotas have not been met primarily because of the closing of the universities of Honduras, El Salvador and Nicaragua for various time periods during

7. OTHER DONORS														
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(See Next Page for Comments on Other Donors)

the last seven months. Severance of relations between the University of El Salvador and CSUCA resulted in suspension of the program at that University, faculty strikes precluded initiation of the project in Honduras and the National Agriculture School in Nicaragua has been closed since the December earthquake. The major deterrent, however, has been lack of funds to pay the salaries of the professors while on training grants.

According to the Deans' 1972 "Action" plan, the regional agricultural specialty and curriculum standardization plans should have been presented to CSUCA in December 1972. The deans appointed a committee to draft the plans at their August 1972 ad hoc meeting, and work began shortly thereafter. During the ensuing 6 months three of the five universities were closed for extended periods of time and new deans were appointed in Costa Rica and El Salvador. In Honduras, three deans have been on the job since July 1972. In spite of the committee's efforts, they were unable to secure the necessary data from two of the schools during this period.

With the transfer of project responsibilities from CSUCA to IICA, it was again possible to reunite the deans at an ad hoc meeting in January 1973 to work on the regional specialization plan. It is expected that the plan will be completed for presentation to CPEAS in March, 1973.

With more dynamic leadership on the part of CSUCA and more interest on the part of CPEAS, a regional plan could have been developed shortly after the completion of the second basic science seminar in July, 1972.

Under IICA leadership, positive steps have been taken to expedite the project, as evidenced by the ambitious 1973 work plan which includes 5 regional and 2 national seminars for C. A. agronomy faculty members.

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II. 7. Continued: Comment on key factors determining rating of Other Donors

IICA has played a major role in project coordination and implementation in 1972. IICA provided the services of a very competent coordinator.

### III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					
		CUMULATIVE PRIOR FY	CURRENT FY 73		FY 74	FY 75	END OF PROJECT
			TO DATE	TO END			
Key faculty members obtain MA degree in Puerto Rico	PLANNED	6	8	10	18	-	32
	ACTUAL PERFORMANCE	6	8				
	REPLANNED			2	8	-	
Regional workshops and seminars.	PLANNED	2	0	5	5		12
	ACTUAL PERFORMANCE	2	0				
	REPLANNED						
National seminars and workshops	PLANNED	1	2	2	2		5
	ACTUAL PERFORMANCE	1	0				
	REPLANNED						
	PLANNED						
	ACTUAL PERFORMANCE						
	REPLANNED						
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS		<p>COMMENT: The visiting professors have developed courses of study for the C.A. universities and teaching materials which have been distributed to all cooperating universities. Three regional seminars were held in 1972 for C.A. agronomy and basic science teachers.</p> <p>COMMENT: Two basic science seminars were held in which C.A. professors participated in developing criteria &amp; recommendations for establishing minimum standards. A document containing these recommendations will be presented to CPEAS and CSUCA for adoption in February 1973.</p> <p>COMMENT: CSUCA did not have sufficient personnel to devote to this project therefore IICA was requested to assume the coordinating role. In 1973 IICA will administer the financial aspects of the program.</p>					
1. Improve curriculum materials and faculty training.							
Establishing of minimum standards for 2 yr. basic agronomy curriculum.							
Coordination by CSUCA							

4. Academic standards maintained by UPR professors.	The deans have been pleased with the performance of the visiting professors. Most of them have been requested to extend their tours. Four of the first five UPR professors were retained for more than one year.
5. Specialized departments	A committee composed of two deans, the UPR Field coordinator and an IICA representative has been charged with the responsibility for collecting data and developing a plan for regional agriculture specializations. Progress was retarded because of the closing of two participating universities. Contact was reestablished with the University of El Salvador in January 1973, allowing the committee to resume work. The plan will be presented to CPEAS in March 1973 and to CSUCA for adoption shortly thereafter.

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**IV. PROJECT PURPOSE**

A. 1. Statement of purpose as currently envisaged. **to assure that** 2. Same as in PROP?  YES  NO

**Higher education programs oriented to Central American needs for professional agriculturists are:**

- A) coordinated
- B) high quality
- C) efficient (productive)

B. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>1. Five C. A. Agronomy programs develop and initiate five different areas for specialization.</p> <p>2. Minimum standards established in the C.A. Schools of Agronomy to facilitate transfer of student from one university to another without loss of credit hours.</p> <p>A) 2 year basic studies curriculum.</p>	<p>1. Specialties have been selected by the faculties of Agronomy. Professors for the specialty areas are being trained in Puerto Rico and through regional and national seminars. A regional plan for development of the specialty areas will be presented to CPEAS in March 1973 and to CSUCA for the approval of the University Rectors.</p> <p>A) Two basic science seminars were held for the purpose of arriving at minimum standards for the first two years of the agronomy curriculum. Document is being prepared by committee of deans in which recommended standards are proposed. Document will be presented for adoption to CSUCA in early 1973.</p> <p align="right">(continues on next page)</p>

**V. PROGRAMMING GOAL**

A. Statement of Programming Goal

**Central America meets needs for highly educated professional agriculturists.**

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

**While this project may not substantially increase the number of professional agriculturists it will make a significant contribution in improving the quality of those entering the field.**

**Through the establishment of specialized areas in the Central American faculties of Agronomy, the urgent need for limited numbers of highly specialized professional agriculturists can be met at a minimum cost per graduate.**

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|--|---|
| <p>B) Course credit hours, thesis and other graduation requirements.</p> | <p>B. basic studies standardization document includes recommended science, mathematics and sociology courses for all years of agronomy curriculum. Deans have not developed regional plans for other graduation requirements as yet.</p>  |
| <p>C) Entrance requirements</p>  | <p>C. No regional standards have been developed as yet.</p>   |
| <p>3. Cost per graduate reduced in the schools of agronomy.</p>          | <p>3) Cost per graduate has been relatively high in all faculties in all of the CA universities because of the low percentage of graduates (about 9% of initial enrollment from 1964 to 1971). The percentages of graduates in the C.A. schools of agronomy follow a similar pattern (from 5.5% in Guatemala to 8.0% in Nicaragua). Cost per student graduate averages about \$13,500, well below what it would cost for 5 years of university work in the United States. These costs are figured only on those graduates who received the title of "Agronomo" (those that completed the thesis requirement) and would be substantially reduced if "egresados" were included (those who complete all course work but not the thesis requirement). There are usually about 50% more "egresados" than graduates each year. The 1965 enrollment in the five agronomy schools was 397 by 1972 it had increased to 2197 and by 1977 it is expected to increase to 5817. Increased enrollment will reduce the per student cost and should have a positive influence on the percentage of graduates.</p> |