

580092-0
 PD-AAA-957-01

| | | | | | |
|--------------------------------|-----|-----|-----|----------------------------------|--|
| PROJECT APPRAISAL REPORT (PAR) | | | | SECURITY CLASSIFICATION | 001 PROJECT NUMBER |
| (S-146) See M.O. 1226.1 | | | | UNCLASSIFIED | 518-15-825-095 890-092.2 (518-15-899-096-2 starting 7/1/69) |
| 002 PAR NO. | MO. | DAY | YR. | 003 U.S. ORG. IS | 004 PROJECT TITLE |
| AS OF | 6 | 30 | 69 | 711 | Youth Affairs (Subproject under Civic Development starting 7/1/69) |
| 005 COUNTRY | | | | Reference Center Room 1656 NS | |
| 006 COUNTRY | | | | 10p. | |

007 FUNDING TABLE

| AID DOLLAR OBLIGATIONS (PAR) | TOTAL | CONTRACT | SERVICES | PARTICIPANTS | COMMODITIES | | OTHER COSTS | | |
|------------------------------|-------|----------|----------|--------------|-------------|----------|-------------|----------|-----|
| | | | | | DIR. PASA | CONTRACT | DIR. PASA | CONTRACT | |
| | 80 | 6 | 26 | - | - | 1 | - | 33 | 2 |
| | | | 3.0 | - | - | - | - | 54.3 | 1.2 |

Operational Year Program : -

008 AGENCY TABLE

If contractor or participating agency is identified, enter the name and contract or PASA number of each in appropriate spaces below; if the name of contractor, agency, or participating agency is not known, enter from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in column 1 and 2, using the coding key in this table.

| TYPE CODE | AGENCY | CONTRACT/ PASA/ VOLAG NO. | LEAVE BLANK FOR AID/W USE |
|---------------------|--------|---------------------------|---------------------------|
| | | | |
| 1. U.S. CONTRACTOR | | N/A | |
| 2. LOCAL CONTRACTOR | | | |
| 3. THIRD COUNTRY | | | |
| 4. U.S. AGENCY | | | |
| 5. LOCAL AGENCY | | | |
| 6. OTHER | | | |

009 PROJECT IMPACT

GENERAL STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

The purpose of this section is to provide a brief summary of the principal events in the history of the project and to provide a brief summary of the overall efficiency, effectiveness and significance of the project. This section should be written in a narrative form and should be based on the information provided in the PAR. The narrative should be written in a clear and concise manner and should be based on the information provided in the PAR. The narrative should be written in a clear and concise manner and should be based on the information provided in the PAR.

The project is a result of close contacts established by the State of Michigan with various universities in which an interest was shown in the project. The project was initiated using SDAAs and pilot projects were initiated using SDAAs. The project is a result of close contacts established by the State of Michigan with various universities in which an interest was shown in the project. The project was initiated using SDAAs and pilot projects were initiated using SDAAs.

DATE
 Sept. 10, 1969

Project No. 518-15-825-095

away from active participation in field work would be of benefit to Ecuador. Although the initial programs were oriented toward the construction of roads, schools, health, the idea of the project was to provide the vehicle through which attitude changes would occur. During FY 69 new approaches were sought which would produce more profound and rapid attitude changes. It was decided to experiment with sensitivity training laboratories for all future youth volunteers. Initial results from the sensitivity labs have been very promising as a means of stimulating youth volunteers while at the same time removing the traditional patron attitudes.

At the present time emphasis is being placed on the training labs, and when enough students have experienced that situation and had a time to reach within the normal environment, it will be necessary to re-examine the youth program to see where changes, modifications, or adaptations need to be made.

In spite of any changes or modifications that will be made, it is considered that the youth project has high relevance to overall Mission goals within the development framework of Ecuador, and when the program becomes more operational after basic experimentation has been carried out, the impact on overall change in the country will be extensive given the important role which university students who fall within the sector play.

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. PROJECT TOTAL FOR PROJEC- LIFE |
|---|--|--|---------------------------|-------------------------------|-------------------------------------|--|
| | | 3 ACTUAL CUM. TO DATE | 4. AS OF PRIOR JUNE 30 | | 5. PLANNED BY NEXT JUNE 30 | |
| | | | a. PLANNED | b. ACTUAL | | |
| | i. Training courses | 2 | | Project started in FY 1969 | 15 | not k |
| | ii. Number of Participants in Training Courses | 50 | | | 375 | not k |
| | iii. Number of Participants in Volunteer Activities | 480 | | | <u>1</u> | " |
| | iv. Number of communities involved | 10 | | | <u>1</u> | " |
| | <u>1</u> / Given experimental nature of program, no projections were made. | | | | | |

UNCLASSIFIED

518-15-825-095

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) | Bringing about attitude changes among educated elite. | 3 | 2 |
| (2) | Bringing about student volunteer efforts as change agents for development. | 3 | 2 |
| (3) | Encouraging community development | 2 | 2 |
| (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 I):

- (1) The only reason why column C is rated 3 while column D is rated 2 is that the numbers of students and youth who have thus far participated in labs have been small. When the group is larger and a way of measuring attitude changes is developed, it is expected that column D will reflect this.
- (2) Here the problem is distinct. There is no tradition of student volunteerism, and all development has to be done from scratch. Political activities within universities have restraining effects at times.

UNCLASSIFIED

UNCLASSIFIED

518-15-825-095

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? | N |
| 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? | Y |
| 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): | |

017 - After initial experience it is believed that the motivational approach has universal applicability in the generation and formation of Youth Volunteer activities.

018 - There is a need to know more about attitude changes, how to bring them about and how to measure them.

019 - As little publicity as possible should be given to AID's role, given the delicate nature of working with students.

UNCLASSIFIED

UNCLASSIFIED

518-15-825-095

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 |
| | <p>i - Complete training courses - schedule developed each quarter.</p> <p>ii - Continuing follow-up on those who have participated in training programs. (Reason: lack of staff)</p> <p>iii - Developing new methods/techniques related to training effort. (Reason: staff being trained in new methods in US and Latin America.)</p> <p>iv - Providing support to volunteer efforts. (Reason: determination of our role and philosophy not yet fully developed.)</p> | <p></p> <p>X</p> <p>X</p> <p>X</p> | <p>X</p> <p></p> <p></p> <p></p> | <p></p> <p></p> <p></p> <p></p> |

UNCLASSIFIED

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: | X | 032 Quality, comprehensiveness and candor of required reports | |
| 025 Adequacy of technical knowledge | | 033 Promptness of required reports | |
| 026 Understanding of project purposes | | 034 Adherence to work schedule | |
| 027 Project planning and management | | 035 Working relations with Americans | |
| 028 Ability to adapt technical knowledge to local situation | | 036 Working relations with cooperating country nationals | |
| 029 Effective use of participant training element | | 037 Adaptation to local working and living environment | |
| 030 Ability to train and utilize local staff | | 038 Home office backstopping and substantive interest | |
| 031 Adherence to AID administrative and other requirements | | 039 Timely recruiting of qualified technicians | |
| | | 040 Other (describe): | |

2. FACTORS-PARTICIPANT TRAINING

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

SECURITY CLASSIFICATION
UNCLASSIFIEDPROJECT NUMBER
518-15-825-095**PART II-B - Continued****3. FACTORS-COMMODITIES**

| PLACE AN "X" IN APPROPRIATE BLOCK: | 062 FFF | 068 NON-FFF | 064 .NO COMMODITY ELEMENT | X | |
|--|------------|----------------|---------------------------------|---|--|
| | | | | | 072 Control measures against damage and deterioration in shipment. |
| 065 | | | | | 073 Control measures against deterioration in storage. |
| 066 | | | | | 074 Readiness and availability of facilities. |
| 067 | | | | | 075 Appropriateness of use of commodities. |
| 068 | | | | | 076 Maintenance and spares support. |
| 069 | | | | | 077 Adequacy of property records, accounting and controls. |
| 070 | | | | | 078 Other (Describe): |
| 071 | | | | | |

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.

Because of Mission reorganization to strengthen Title IX activities, this project functions within an environment dedicated to its implementation.

b. **Implementing Agencies**: Because of the possible political nature of this project, little effort has been sought to interest GOE entities in supporting youth activities. Rather, the long-range plans call for development of a student volunteer organization, independently financed. Initial efforts now in volunteer projects and training labs are designed to permit the emergence of the leadership corps for that movement.

c. **Participants**: It is not anticipated that there will be any participants. All training efforts will be carried out within Ecuador.

d. **Commodities**: No commodity purchases other than reference books have been purchased, or are anticipated.

UNCLASSIFIED

518-15-825-095

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. | NA |
| 081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise. | NA |
| 082 Availability of reliable data for project planning, control and evaluation. | N |
| 083 Competence and/or continuity in executive leadership of project. | P |
| 084 Host country project funding. | NA |
| 085 Legislative changes relevant to project purposes. | NA |
| 086 Existence and adequacy of a project-related LDC organization. | N |
| 087 Resolution of procedural and bureaucratic problems. | P |
| 088 Availability of LDC physical resource inputs and/or supporting services and facilities. | N |
| 089 Maintenance of facilities and equipment. | NA |
| 090 Resolution of tribal, class or caste problems. | N |
| 091 Receptivity to change and innovation. | P |
| 092 Political conditions specific to project. | N |
| 093 Capacity to transform ideas into actions, i.e., ability to implement project plans. | N |
| 094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated. | P |
| 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). | NA |
| 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. | N |
| 102 Continuity of staff. | NA |
| 103 Willingness to work in rural areas. | P |
| 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):

- 032 - No data available, but they are being obtained and developed as project needs demand.
- 086 - There is no LDC project related organization. The creation of one is part of the overall project targets.
- 088 - Since no LDC entity for support exists, neither are there funds available. Independent financing for an independent youth movement is feasible from local sources.
- 090 - Class difference exist and are a basic reason for the project's existence. If the project is successful they will be diminished or eliminated.
- 092 - The political climate is not conducive to basic changes in the society, nor to direct youth cooperation with the government. If the project is successful, greater willingness in future governments to accept change will mean closer GOB cooperation.
- 093 - Such a capacity does not exist. When it does this will be another indication of project success.
- 101 - With a rapidly proliferating university system where territorial distance makes total coverage and effectiveness difficult without increased manpower.

UNCLASSIFIED

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):

Since this project is a relatively recent activity, insufficient experiences are available to determine reactions and changes and the course for future planning. Until this information is available, the broad outlines of the Youth Affairs PROP will be followed.

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. | X |

109 NARRATIVE FOR PART IV-B:

The original PROP has been submitted to AID/W; a PIP is scheduled to be prepared in the near future.