

2770398 (3)

AID 1020-25 (7-68)			SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)			UNCLASSIFIED		Reference Center Room 1656 NS	
(U-446) See M.O. 1026.1					277-11-680-398	
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN		004 PROJECT TITLE
AS OF:	1	18	69	FY 67 Thru FY 72		PD-AAC-290-E1
005 COOPERATING COUNTRY - REGION - AID/W OFFICE				004 PROJECT TITLE		
TURKEY - NESAs				NATIONAL EDUCATION RESEARCH AND PLANNING		

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19 68)	352	330	22		262		52			16	
PROPOSED OPERATIONAL YEAR (FY 19 69)	69	57	12		42		19			4	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : NA Operational Year Program : NA

007 IMPLEMENTING AGENCY TABLE

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

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY				365	
2. LOCAL CONTRACTOR	1. UNIVERSITY	Michigan State U.	1	1	AID/NESA-	
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING					
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

PART I - PROJECT IMPACT

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

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

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

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

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary): This project began on January 9, 1968 with the signing of a contract between AID and Michigan State University. A Chief of Party, Dr. Ben Bohnhorst, carried out initial orientation and planning activities in Ankara through the summer of 1968. During that period: (a) three senior MSU consultants made studies, (b) tentative first year plans were written, and (c) initial communication links were formed among key GOT agencies. Dr. Kenneth Neff

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
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PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

Narrative for Part I-A Continued:

joined the full-time staff in Ankara on August 20, 1968. Dr. Wilbur Brookover, MSU Program Analyst, revisited the project in October and November. These developments led (a) to a total reconsideration of project plans and targets for the total life of the project, upon which basis a PROP for the project was prepared, and (b) to coordination of work between Ankara and the MSU campus, including planning at MSU for a standing seminar on national educational and social development to serve all Turkish project participants who will deal with data, issues, and problems fed from Ankara. Overall assessments include:

1. Project implementation was progressing more slowly than scheduled due to lack of ministerial decision as indicated in Part I-C-1. On April 17 the Ministry acted positively to implement the requested staff position.
2. The project now promises to make significant contributions to development of Turkish education by streamlining procedures of the central offices of the MOE, eliminating significant areas of waste and inefficiency, and strengthening decision-making by providing solid bases of research fact.
3. This project will lead ultimately to establishment of a modern data management system and modern electronic facilities for operating an on-time educational data bank within the MOE. This facility should also serve to spread this form of modern technology to other key leadership agencies and institutions in Turkey. These developments will contribute significantly to helping modernize government operations.

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PART I-B - PROJECT EFFECTIVENESS

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

ODE NO. ID/W JSE NLY	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. * Note: Targets for this project are listed in PROP, TOAID A-29, Jan. 17, 1969.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE (1972)
		3 ACTUAL CUM. TO DATE 4/18/69	4. AS OF PRIOR JUNE 30, 1968		5. PLANNED BY NEXT JUNE 30, 1969	
			a. PLANNED	b. ACTUAL		
	* GOAL I - Develop adequate professional resources					
	Target 1.1: Send participants to US for training	3 part.	9 part.	3 part.	6 part.	22 part.
	" 1.2: Conduct staff seminars and in-service training	30 hrs.	15 hrs.	20 hrs.	35 hrs.	150 hrs.
	" 1.3: Begin library of research reference materials	75 titles	200 titles	75 titles	200 titles	400 titles
	" 1.4: Recruitment of staff for planning and research office	10 men	18 men	10 men	18 men	26 men
	" 1.5: Stimulate contacts between planning office and resources in Turkish higher education	(Several valuable contacts made to date with SPO, Hacettepe University, Middle East Technical University and Ankara University on plans for developing data management systems.)				
	<u>GOAL II - Establish a systems approach to information management</u>					
	Target 2.1: Complete survey of existing data systems	Prelimin. staff papers done in Turkish containing survey and staff proposals	Exc. decisions are needed to implement improved systems, staff recommendations to be translated into English.	Exec. decisions to be made		Improved nation-wide system of school reports and records
	" 2.2: Propose alternative systems of data collection					

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PART I-B PROJECT EFFECTIVENESS CONTINUED

Target 2.3: Survey existing data processing equipment and recommend needs

Staff paper done in English	Staff paper to be translated in Turkish	Exec. Decisions to be made allowing implementation of data processing system	Electronic data processing system to be established
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GOAL III - Study education in Turkey

Target 3.1: Design study of secondary school age population

Staff discussions have begun	Complete design and start data gathering	Data gathering under-way	Publish studies and use as part of basis for Third Five-Year Plan
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" 3.2: Design study of secondary school finance

Preliminary staff study in Turkish, Completed	Translate study into English, start data gathering	Data gathering under-way	Publish studies and use as part of basis for Third Five-Year Plan
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GOAL IV - Use data system to support budgeting and planning activities

Target 4.1: Provide "ready force" services as needed

Several special ad hoc studies completed	Translate selected "ready force"	Continue services when requested by Minister	Establish RPO as info of MOE
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GOAL V - Assist develop RPO's organization

Target 5.1: Draft personnel roles for RPO

- completed -

Target 5.2: Project personnel needs through 1973

- completed -

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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 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) The Mission shall attempt to initiate, and encourage educational institutions to accept and utilize western resources for the purpose of developing an educated human reservoir which will make effective contributions to Turkey's modernization and growth.	3	1
	(2) The increased utilization of research and the scientific method in identifying needs, and in developing improved practices, programs and policy.	3	1
	(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) The serious discrepancy in the potential - actual impact to date has been due to tardy implementation of targets by the Ministry of Education and thus the resulting tardy training schedules. To date only 3 participants have been sent for academic training and the in-service training has been minimal because of lagging recruitment of staff members. On April 17 the Minister decided to establish the requested 22 positions and the outlook for the next year seems much brighter. The next test in creating this human resource bank shall be in the ability to recruit the number and quality of personnel needed for the RPO staff.

(2) The relative newness of the Project, has, again, been responsible for a large discrepancy in actual development. The training system has been excellently established with adequate flexibility to provide for individual needs and differences. Furthermore the data processing equipment to facilitate research and data analysis has been promised. However, the research and data analysis potential will depend on the desire and ability of the MOE to recruit competent manpower.

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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. No previous PAR has been submitted		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?	Y
018	Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019	Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020	Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021	NARRATIVE FOR PART I-C.2 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 reluctance of the Minister of Education to make the requested manpower allocations has been previously mentioned as retarding the schedule of achievement. This allocation has now been made but continued forward movement will be dependent on further Ministerial support.

The attaining of project objectives will also be affected by the cooperation of related agencies in the MOE. Reluctance of general directors to cooperate and use the projected data bank could result in some sterility of effort.

017 Project plans were carefully developed a year ago with the Director of the RPO and approved by him. However, authorities within the MOE have evidenced little genuine desire to develop a strong, central RPO that will be of service to the entire Ministry. In countries with traditional approach to education, changes evolve slowly and are often resisted. Although the 22 additional positions for the RPO now have been approved by the Minister, there still remains the problem of filling them quickly and with competent people. Had this approval been given several months ago and the positions filled, USAID believes the project would have been on schedule in most major aspects.

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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) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
TARGET NOS.	(The target items herein are taken from the January 17, 1969 PROP, TOAID A-29)			
1.1	Three participants sent, three more to go in June. (See also comments under I-C.1 page 3)		X	
1.2	Planning seminars held for RPO staff.		X	
1.3	MSU has ordered and sent to Ankara nucleus of reference library on education planning and research.		X	
1.4	Recruitment of staff for RPO (see also comments under I-C.1 page 3)	X		
1.5	Contacts made: with directors of computer centers being developed at Hacettepe and Middle East Tech- nical Universities; with the heads of education departments at Hacettepe and at Ankara Universities; and with the Institute for Educational and Social Re- search at Ankara University. These contacts in- clude also simultaneous communications with key officials in SPO, MOE and National Board of Educa- tion.		X	
2.1	Staff surveys have been made of all current MOE, procedures and forms used to gather and report educational data.		X	
2.2	Staff proposals are being developed for improving data gathering and reporting forms and procedures.		X	
2.3	A staff paper has been completed proposing coopera- tive ways of establishing and developing electronic computer facilities for the MOE.		X	
3.1	Staff members have discussed purposes and sorts of data needed for a study of secondary age populations in Turkey. Progress with explicit designs will wait until appropriate staff have been transferred to RPO hopefully in February.		X	

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	(1)	(2)	(3)
3.2 A staff paper has been completed reviewing alternative sources of finance for Turkish secondary education. Designs for more intensive studies of school financing will be developed from this preliminary study.		X	
4.1 "Ready force" outputs have included: Annual tabulations of school data, preparation of national education budget proposals for improving nation-wide scholarship programs, proposals for improving adult education practices, coordination within MOE of assignments for working on annual Second Five Year Plan targets and preparation of data and speeches for use by the Minister.		X	
5.1 Job descriptions have been prepared for research and planning personnel needed by RPO.		X	
5.2 A staff training and development plan for RPO has been projected through 1973 as part of the PROP for this project.		X	

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

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.

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

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	
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
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	
031 Adherence to AID administrative and other requirements		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	P	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)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications		056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Adequacy of performance	
047 Quality of general orientation		058 Continuance on project	
048 Participants' collaboration in planning content of program	P	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): General level of competence of staff recruits	P	No returned participants	X

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PART II-B - Continued

J. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FF	063 NON-FF	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).			X	073 Control measures against deterioration in storage.
066 Quality of commodities, adherence to specifications, marking.				074 Readiness and availability of facilities.
067 Timeliness in procurement or reconditioning.				075 Appropriateness of use of commodities.
068 Timeliness of shipment to port of entry.				076 Maintenance and spares support.
069 Adequacy of port and inland storage facilities.				077 Adequacy of property records, accounting and controls.
070 Timeliness of shipment from port to site.				078 Other (Describe):
071 Control measures against loss and theft.				

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance. Although the planning for the project is on time, the general schedule of progress must be marked as behind schedule. This has been due principally to the lack of implementation by the Minister of Education. (Section I C-1). MSU has been aware that adjustments in the training of participants would be necessary because of this tardy decision and they are now in the process of making these needed modifications.

b. Implementing Agency. Michigan State University is rendering good services in implementing this project. Competent men have been stationed in Ankara. Senior faculty have been selected to work with the training program on campus.

c. Participants. Good men have been selected by the MOE to be trained as participants. One of the three who have enrolled at MSU has not had an easy time adjusting to the university. Nevertheless, it is expected he will succeed. The other two are making outstanding records. Three more scheduled to go to MSU in June promise to be successful. The main problem facing the project at this time is whether enough additional participants may be quickly found who are comparable in quality to these initial participants.

d. Commodities. Pooks, duplicating equipment, an executive typewriter and a desk computer have arrived for use on the project. All are being utilized. There has been some difficulty with the desk computer, but it is expected to be corrected soon. Dr. Neff plans to use it in training courses.

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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.	N
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	
082 Availability of reliable data for project planning, control and evaluation.	
083 Competence and/or continuity in executive leadership of project.	P
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	
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.	P
100 Planning and management skills.	
101 Amount of technician man years available.	
102 Continuity of staff.	N
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 AID 1020-25 I):

The overall country performance in support of this project has been gratifying. The SPO recognizes the need for this project and endorses efforts to build a central Research Planning Office. Turkish universities appear to be interested in cooperating. Some elements within the MOE may have doubts about the desirability of a strong central RPO, and negotiations among these elements (Item 080) may have retarded decision-making as noted earlier in this PAR. The above delaying action may retard acquisition of adequate staff (Item 102) more than might be hoped. But the Minister and other key MOE officials are supportive of the project's efforts.

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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): Experience to date does not call for adjustment in project goals. The project's purposes and design are set forth most completely in PROP, TOAID A-29, to AID/W on January 17, 1969. Present experience indicates these plans should continue to be pursued. Some modification in training procedures and time schedules may be required due to the tardy decision for additional RPO staff.

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).	X
3. Continued with significant changes in the PIP, which will require a revised PROP. A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Month) (Day) (Year). Explain in narrative, PROP will follow.	
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and location.	
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 initial contract which launched this project was signed January 9, 1968, and extends through June 30, 1969. The PROP sent to AID/W on January 17, 1969, projects plans through June 30, 1973.

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