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OPERATIONAL PROGRAM

GRANT PROPOSAL

512-0007 44

Total OPG Request:

Spread over three years	US\$	377.150.=
Total local contribution		
Spread over three years		670.000.=
Total project cost:	US\$	1'047.150.=

Project title

Job Orientation, Functional
Counselling, Training, and Place
ment of Youth from the Masses of
Poor Families for Immediate Gain
ful Employment.

Project location

Guayaquil, Ecuador, South America.

PVO Name and location

Benemérita Sociedad Filantrópica
del Guayas,
Fco. García Avilés 322 y Vélez,
P. O. Box 358,
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Central Headquarters

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Date of Submission to
U.S.A.I.D.

June 26, 1975

A. PROJECT BACKGROUND

-The "Escuela de Benemérita Sociedad Filantrópica del Guayas" was founded in 1849. The 129 years old school has since its inception concentrated on providing a free education for youth from poor families, predominantly in the province of Guayas. The school has remained true to this purpose. The program and services have been expanded an initial enrollment of 39 to 1,044 in 1978. These include 639 in the primary grades, 70 in the pre-artisanal year, and 335 in the vocational school (1^o, 2^o, 3^o and 4^o for one department).

-Located in inadequate quarters in the center of a crowded city, a number of benefactors like philanthropic citizens, banks, two Rotary Clubs, merchants, and other industries contributed to the construction of modest, functional buildings for the vocational school. Over US\$200.000 was donated since 1971 for this use alone.

-Three industrial sponsors provided the financial resources to bring an executive volunteer of the International Executive Service Corps to Guayaquil, to make an on-site assessment. This individual is recognized with substantive international experiences as a worldwide authority on vocational and technical education in secondary and post-secondary institutions and manpower training programs in industry; having served in industry and as the administrator (State Director of Industrial Technical Education) for the entire school system of the State of New York, for many years.

-On-site assessment was made of the vocational school program. Characteristics of the labor market and job levels, needs of the youth of poor families, and the acceptance of the school's graduates and early school leavers were studied. A simple evaluation was made of existing secondary and post-secondary institutional

programs, as well as government sponsored industrial training. This proposal is based on this authorities study and recommendations.

-With the long-established history of the school, a rough estimate of over 20,000 youth from poor families, have completed their primary education; with approximately 6,000 receiving an additional "artisanal" training to develop, which at the time were marketable skills. The simple job skills and the limited technical knowledge required for these occupations and the ~~occupations~~ ^{job opportunities} themselves have changed significantly. Many artisan crafts have been replaced by modern production techniques and equipment and new materials for new products. National industrialization progress has created new jobs requiring many levels of competence. What was at one time a viable program and services requires substantial updating. In fact, total updating and expansion are needed to uniquely attack persistent unemployment and to replace hopelessness for 862 youth annually from among the poor with new opportunities for self-support and as contributing citizens to the Nation's well-being.

(Experiences in Project and related areas)

-The "Sociedad Filantrópica" has, without foreign or other technical assistance attempted, with modest success, to modify its program and services with its own staff and resources. Lacking specialized expertise due to many contributing constraints, the artisanal training has not evolved into training consistent with changing labor market demands. The Sociedad recognizes the need to make drastic program and human resource service changes beyond those that were made in moving the facilities to a new site.

(Host country activity)

- In 1971 the Sociedad took steps to improve the quality and quantity of its program to more adequately reach disadvantaged youth. As a result, gifts from private individuals, were solicited (as cited earlier) for new buildings. Over US\$ 200.000 was contributed for the Sociedad's use in building construction.
- Concerned individuals of Guayaquil, have ever since 1849 contributed through endowments and cash contributions to the Sociedad to serve youth of poor families.
- Out of the Sociedad's resources, an annual expenditure of US\$ 172.000 is made for the total school program.
- Selected industries have indicated their willingness to become more active in support of the institution. The Chamber of Industries has stated its interest in providing substantial financial support over a period of years. Anticipated Financial support from these sources are included as part of the total support. Additional financial support will be forthcoming from other selected industries who feel that investment in human resource development through this long-recognized institution's program is in their interest as well as the Nation's.
- The City Council of Guayaquil, and the Provincial Council of Guayas, recognizing society's responsibility to elevate the masses of the poor have endorsed the Sociedad on its contribution through training and education and have pledged their continuing support.
- The Sociedad's school carries on a working relationship with the Ministry of Education, who have approved the primary school program. Graduates who so desire are eligible to transfer into the public school system, and receive a scholarship. However these number are limited due to family poverty.

-This project proposal was prepared with the knowledge and support of U.S. Consul General, Robert Bishton (Guayaquil, Ecuador). In earlier meetings he had indicated the possibility of financial support as the project is consistent with the intent of the laws and regulations governing the development, improvement and extension of realistic projects to serve the greatest numbers of youth among the poor for gainful employment and improved health and diet standards.

After a review of the first draft of this proposal, as related to long-range plans of the Sociedad, the Consul General granted permission to use his name in support of this proposal as a much needed, practical project to serve disadvantaged youth.

B. PROJECT PURPOSE AND DESCRIPTION

Target Group of Beneficiaries

The target population includes the training of 862 youth annually from poor families so that upon completion or dropping out from the program they may be trained for gainful employment. The indirect beneficiaries of the training are an estimated 6,034 individuals in these homes.

Of the 862 enrolled in training an estimated 258 will come from families where the head earns below the national poverty level.

Basing numbers on the per cent of youth in the last eight years who have worked "after school hours", approximately 520 will be working part-time as a result of their in-school training in occupations related to that training. The earnings will vitally affect the 520 family units by contributing to better diet, health care, adequate clothing and shelter, and to a satisfactory standard of earning and living...and to provide

hope that each may be able to move away from the debilitating effects of poverty on the development of human potential.

The earnings of the graduates (resulting from the skills and technology developed during the training and education program in this proposal) will make the transition from poverty to productive citizenship possible through employment at an intermediate wage earning level within the semi- or skilled-trade worker.

Project Purposes

There is one overriding general purpose and five specific purposes to the project as follows.

(a) General Purpose

-To provide realistic training for a vocation for 862 youth annually from among severely disadvantaged poor families. The training will develop marketable skills for immediate gainful industrial employment and is designed to raise the families of these youth out of poverty and other disadvantage.

(b) Specific Purposes

(1) To develop a functional orientation, guidance, counselling, and referral capability to schedule 862 youth annually into grade 7th and, upon completion of this year of occupational orientation and exploration, to schedule each into a curriculum appropriate to the needs and capabilities of that individual.

(2) To extend the above services to develop the ability to provide job placement services to the (a) 184 graduates, (b) 50% (at least) of the drop outs, (c) an additional 180 youth in the school-industry cooperative work experience part of instruction (3rd and 4th years), and (d) the estimated 520 youth who will work part-time after school hours.

(3) To start in a modest way with 18 students, who are interested and have the potential to follow through, to provide training and other support in establishing small business enterprises. Based on experience at the end of the project, the number served will be increased by additional program offerings in the practical organization and management of a small business.

(4) To raise the quality of instruction by developing teacher and supervisory and administrative capabilities to implement updated curricula, methodology, instructional materials, measurement of student achievement, and other changes in the school's program and services. For the 862 enrollees this means accelerated instruction at a higher quality level and a lengthened instructional day (six clock hours) and school year (from 30 to 36 weeks).

(5) To develop curriculum and instructional materials that are not available but are vitally needed in the teaching-learning process in the seven departments for the five major training program from grade 7^o through 1^o; 2^o; 3^o and 4^o. These materials relate to the 16 different occupational clusters for which training is provided.

General Description of the Project

The project is designed to change the nature, scope, methodology and productivity of a long-established artisanal training program by basing the learning experiences (curriculums) on current labor market demands. The end result should extend job training for immediate employment of the 184 graduates annually plus a number of the dropouts to entry jobs at different competency levels in sixteen major occupational clusters.

The project is designed to develop an ungraded (not requiring high school graduation) education and training program. The program will serve 500, 625 and 862 youth from poor families during the three years of the project. Thereafter the annual enrollment will be 862. The program will be developed to:

- (a) Prepare youth for work in the shortest practical period, and
- (b) To be accepted readily into industrial employment.

The project is designed to motivate and encourage over twice the number of disadvantaged youth (from 405 to 862) for whom the "Sociedad" has provided primary education through the sixth grade, to continue into practical training program as preparation for gainful employment.

Conditions expected at the end of the project.

During the projected three - years life span of the project the following conditions are expected.

- (1) To have fully operational an education and training school that provides for an expanded number of job training of opportunities as follows:
 - a) A first year of basic orientation and exploration under live hands-on practical experiences through rotation in five different groups of occupations. These experiences will be coupled with realistic instruction for career selection and training. The number served at the end of the project in this preparatory year is 262.
 - b) An operational trimester plan of integrated co-operative industry-school work experience (wage earning) that will involve 160 youth during the third year. The expansion of teacher skills (through teacher training updating activities) will develop

15 school-industry coordinators. This development should assure the employment of an anticipated 160 graduates each year. An additional by-product will be the assistance provided by the teacher-coordinators in following up potential early school leavers (drop-outs) from 1st and 2nd (estimated at 26 trainees) assisting them to find employment at jobs requiring the level of skill each has acquired.

- c) Two additional trimesters of advanced work experience in industry in the fourth year (4th) for graphic arts and machine and metal trades options will lead to higher level employment opportunities for 24 of the 160 graduates.
- d) Essential student and teacher instructional materials will be developed, reproduced and used to increase the effectiveness and efficiency of the whole teaching and learning program. These relate to non-commercial teaching course outlines, teaching plans, students instruction sheets, etc. These will developed for each of the seven departments (curriculum) for each grade level (7th and 1st, 2nd, 3rd and for two departments).
- e) Adequate instructional supplies (wood, metal, electric/electronic, printing, building-materials, etc.) will be provided in adequate quantities to permit the development of marketable skills for 862 students who are expected to be enrolled in the total vocational program.

(2) Specific systems to be operational due to the OPG Grant.

- a) A uniquely effective initial year of training geared solely to orientation, exploration, guidance and career counselling with hands-on experiences. The system embraces continuing counselling for 192 students at the second year and services at the third and fourth years (for another 184 students) that are coupled with the industrial on-the-job cooperative work experiences.

Job referral and placement for the 184 annual graduates and additional dropouts are integral parts of the system.

- b) Labor market studies and analyses in the five major training programs and 16 occupational clusters as foundational to the planning of all instruction and learning. Further application of this information will be reflected in the changed curriculums which will place greater emphasis on skill development, essential technology, related vocational subjects and technical communications competence.
- c) An instructional program, with equipment, accessories, etc., which simulates that of industry. Sufficient numbers of operable training stations to more effectively develop marketable skills at higher levels numbers of students hereinbefore identified.
- d) Teaching staff upgraded in skill and technology, and updated in teaching methodology. The staff will grow during the project from the full-time equipment of 22 teachers to over 60. The development of the administrative and supervisory seven (chiefs) leadership personnel.
- e) A curriculum and instructional materials development capability to continue to prepare essential teacher and student materials to enhance the quality of instruction.
- f) A modest, functional technical library of student and teacher resource materials that will form a required part of the instructional program.

C. PROJECT ANALYSIS

(Future Proposed Program Direction)

With the modernized capability of adequately developing human potential for gainful employment (862 youth annually enrolled), the inclusion of a hands-on orientation and industry-school cooperative work-experience as part of the instructional program, needed curriculum and student-teacher resource material, improved staff competencies and administrative leadership, and up-to-date equipment, and physical plant, and complementary counselling personnel, will improve and extend the quality, quantity and productivity of the vocational school. The end result is to serve a greater number of needy youth (a minimum of 457 additional), and indirectly, upgrade the standards of living among poor families.

1. Statement of economic effects

- The multiple exits within the training program will permit those disadvantaged youth who drop out of school to enter the labor market in a job on a higher level of employment that would be possible without basic skills.
- The unique preparatory year of orientation, exploration, and related instruction, geared realistically to making occupational training choices, referral into training, will lower the dropout rate of the 262 youth in 70, enhance the quality and quantity of student's education and training achievement; resulting in better placement at higher job and wage-earning level.
- Utilizing industrial work stations and on-the-job cooperative work experience as a part of the total training program should reduce the institutional per capita training costs. At the same time, each trainee should receive a small stipend as learner's pay from

industry. While this is limited income, for the 184 students in the 3rd and 4th year, cooperative work-experience phase, it provides additional family earnings for 1.104 persons.

2. Statement of Technology to be used and its appropriateness

- The foundation of the Sociedad's long-range Plan rests on the relationship between (a) an evolving series of curriculums (total learning experiences), (b) the tools and methodology of teaching youth who have identified an occupational goal, and (c) improved professional staff capabilities matched with labor market needs and changing characteristics of the work force.
- The technology involves studies and careful analyses of skills and related technology for occupational clusters at many entry levels. These are translated into curriculums, essential instructional resource materials for teachers, and complementary materials for students. The curriculum is circumscribed by a physical plant and training with necessary equipment and accessories as training stations. Library resources supplement shop and classroom instruction.
- The Sociedad's long-range plans, identify a series of constraints in reaching greater numbers. The three-year development program and services, utilizing expert technical assistance, will assure that the vocational school will serve youth more effectively, economically, and conserve human resources.

3. Statement of Sociocultural factors and implementing agency environment

- The changing program and services incorporates a greater amount of instruction and practice in industrial safety and hygiene than is evidenced in any other institutional

- training program. This concentrated effort should help to develop a greater consciousness about personal safety as well as the importance of protecting valuable industrial equipment and instruments against damage. Work ethics, work attitudes, and industrial productivity are intended to produce more responsible workers for industry. Lost time and lost pay due to industrial accidents will be reduced substantially as a result of this instruction.
- The Sociedad's program and services at the vocational school which heretofore have not been offered to young women, will provide for the enrollment of 26 the first year after the development stage, and continued thereafter. The per cent of enrollments will be increased annually, consistent with industrial employment practices, until the objectives of equal opportunities for disadvantaged youth of both sexes is reached.
 - There are no known interests that will be harmed by the project. With the tremendous economic expansion envisioned over many years, increased investments in industry, and the continuing shortage of semi- and skilled workers requires that greater numbers, particularly among the poor families, be provided this opportunity to be educated and trained as contributing members of society. The employment of 234 graduates and dropouts annually will raise the economic level of at least 1,304 persons annually to move out of the poverty range.

4. Statement of Project relationship to other considerations

- The project is on a one-to-one relationship. Any youth of school age, who may profit by instruction, and whose families cannot afford to provide the child or teen-age youth, with an education, is eligible to apply for admission.

The Sociedad's program and services, as stated before, is free. The entire school population for 129 years still

constitutes the poorest majority that are unserved by any other public or private organizations.

-There is a tie-in with the Ministry of Education so the graduates of the primary school may be eligible for the secondary level if scholarships are provided. However, as far as the vocational school and its education and training for employment is concerned, the Sociedad is autonomous. It bears a more direct relationship with the industries it serves.

The project is intended to have a multiplier effect. Once the program is developed and becomes operational, with 69 qualified teachers developed during the project, it will be possible to serve almost double the number of students. Importantly, after five years (1984) the program may be further extended to provide training for adults among the poor masses.

-This developmental project is also intended to establish the feasibility of replicating the program and services. There is a worldwide movement to place emphasis on extending "equal" opportunities for education and training among the masses of the poor through vocational education coupled with on-the-job cooperative work experiences. This unique program of the Sociedad's provides a breakthrough that may stimulate establishing a network of similar institutions that may be publicly and/or privately financed and administered.

D. PROJECT DESIGN AND IMPLEMENTATION

1. Implementation Plan

After considerable study and development of a long-range Plan, in which all major factors are phased-in realistically, it will take three years of development efforts to make all elements in the Plan operational.

a. First year- 1979

- The project requires the employment of 10 additional full-time teachers.
- The project will require appointment of an associate director, a chief of the preparatory guidance year, and a chief for a new first year of basic core training as local hires.
- The local hire associate director will be assisted by external specialists in developing this staff and in providing supervision in the performance of all duties essential to establishing a functional institution of a high quality and productivity.
- An experienced vocational industrial education administrator, (foreign technical assistance) with additional expertise in curriculum and instructional materials development and industrial teacher training, will be appointed to serve as the key leadership person for the duration of the project. Services of other volunteers will be solicited to assist in developing the teacher and all curriculum and instructional resource materials.
- The local hire associate director under guidance and training of the external administrative leader will serve to coordinate all school-related activities of the 69 teachers and supervisors. However, all staff persons are accountable to the Principal under whose direction and control the school is administered.
- Specifications will be prepared for commodities like audio-visual aids and devices; educational technology apparatus; equipment; library resource material; etc., needed for grade 7^o. Awards will be made and an estimated 75% will be delivered and installed. Local funds will be used together with limited amounts from this OPG.
- The Sociedad has always had a Treasurer to manage its fiscal affairs within the policies established by its Board.

Similarly, the Sociedad's President serves as the administrative head. The school Principal is accountable to the Board through the President for the administration and management of the program and services.

- Disbursement and procurement procedures, which the Sociedad has followed, will be modified if necessary, to meet U.S.A.I.D. requirements for systems of control and records. As related to the OPG, a separate accounting system, conforming to U.S.A.I.D. regulations and auditing procedures will be established.
- Curriculum outlines for all courses in the 7^o guidance cycle and the common case of related subjects will be prepared for teacher use.
- Supplemental student resource materials will be developed.
- Technical library materials and commodities (also one-third) will be ordered and installed.
- Appendix A includes a phase chart which identifies other major categories of activities to implement the project. These include developmental and continuing operational periods with proposed time schedules. Foreign technical assistance will be utilized to develop leadership and training capabilities in counterpart personnel. The proposed administrative, supervisory, and instructional staff for implementing the project are continued in the Sociedad's long-term plans.

b. Second year - 1980

- Curriculum planning, continued from years 1^o and 2^o and started in 1980 for years 3^o and 4^o will be completed for the remaining departments. These include course outlines with identified teaching-learning resource materials based on job analyses of the 16 occupational groups.
- At least 13 new teachers will be hired to teach the shop or related subjects. Each teacher will receive basic industrial teacher training. Skills and methodology will

- need to be updated regularly by providing additional teacher training over a period of years.
- The administrative building and physical plants changes resulting from changed curricula requirements will be completed.
 - Contracts will be awarded and deliveries of equipment, commodities, etc., will be completed for year 2°
 - Another one-third of the technical library resource materials and furnishings will be received and made available to students and teachers as early as possible throughout the year.
 - The program and services will be evaluated and reported quarterly. The fourth quarter in-depth evaluation and measurement will be assessed for any possible redirection and to implement recommendations as early as possible.
 - Specifications for the instructional resource materials center's small run equipment will be specific, procured, installed and operating.
 - Teacher prepared curriculum materials will be produced for years 1°, 2°, and 3°. After a one-year test period some of these will need to be reworked.
 - Teacher training and administrative leadership training will be provided to the seven department chiefs (teacher-coordinators) and the associate director.
 - A Handbook will be developed to identify the functions, responsibilities, and areas of service for the departmental Vocational Advisory Committees.
 - Quarterly project evaluations and measurements of progress will be made and reported. The fourth quarterly report will be in greater depth. Corrective steps will be taken where needed.

c. Third year - 1981

- Curriculum plans for seven departments and 16 different occupational clusters will be revised as a result of use during 1980 and 1981.
- All equipment, commodities, tools, etc., required for the shops, related classes, curriculum development center, and the technical resource library will be delivered, installed, and operational.
- All training stations will be operable to provide effectively for the instructional/learning hours required in the curriculums of the seven departments and the 16 occupational clusters (options).
- The remaining number of new teachers (to bring the staff up to the full-time equivalent of 69 teachers, coordinators, and other professional persons) will be employed and received basic industrial teacher training.
- The administrative leader, teacher-coordinators, and teachers will be developed to the point where all local personnel will operate, manage, and administer the total program and services without external foreign assistance.
- The Vocational Advisory Committees for the seven departments will be fully operational and will function according to a preplanned agenda and regular meeting schedule. Each committee will hold at least three productive meetings in 1981.
- The orientation, exploration, guidance, cooperative school-industry work experience phase, and small business management services will be fully operational.
- Accounting and record keeping systems will incorporate any changes resulting from the project.
- Quarterly evaluations and measurement of project progress will be made. The joint committee will study the project in depth. The findings will be included in required written reports. Recommendations will provide input into

further qualitative and quantitative adjustments that may be required.

2. Measurement and evaluation of project accomplishments

- The project will be monitored by the Principal and Associate Director, and their counterparts at the school under general direction of the Sociedad President.
- The school organization chart requires the formation and use of small vocational advisory committees to advise, counsel, and assess the program and services of each department. These committees should impact on the adequacy of the program in meeting industries' needs and the quality of the school's product; those whom it prepares for work.
- The planned program of work is shown graphically on Chart 1, Appendix A. This schedule identifies the planned accomplishments from the development to the operational stages. A supplemental Chart 2, Appendix B shows the planned increased annual enrollment in the total program beginning in 1982, when 862 students will receive full-time instruction. This compares with an enrollment of 405 students in 1978. The projections are realistic as they compensate for varying numbers of dropouts based on experience. It is anticipated, that with higher productivity the retention rate will increase.
- In the area of curriculum materials, teacher and student instructional and library resources; teacher training and leadership development; and organization and management, there are extremely limited, if any, such materials available. Extremely limited activities were being carried on to develop them prior to the initiation of the project. Local resources have not been available to develop these materials. The resultant products of the

project are needed and will be used to develop a vastly different, but functional and efficient program and services for youth of poor families. Limited curriculum and resource materials exist in any school in the country at this time.

-The planned accomplishments for each of the three years includes, but is not limited to the following:

FIRST YEAR: 1979

- a. A full-time local hire associate director for the school will be appointed for the first time.
 - b. A full-time external vocational education administrator, teacher trainee and curriculum materials expert will be employed. This single individual will provide leadership for the duration of the project. All other supportive external technical assistance staff will be under the expert's leadership.
 - c. Basic labor market analyses, fundamental to curriculum planning for the seven departments will be completed and used in preparing course outlines and instructional materials during the second and third years of the project.
 - d. The curriculum for grade 7^o will be developed incorporating the new program plans.
- The development of instructional resource materials will be approximately 50% complete.
- f. The first entering group in grade 7^o will include 200 students who will receive training according to the new curriculum plan for this grade.
 - g. Staff upgrading, appointments of 10 new teachers, re-assignment of others will require the teacher training and the leadership programs to be started by the middle of the year.
 - h. The total school enrollment for all grade levels will be 525.

- i. New and repaired equipment, tools, etc., will provide additional operable work stations primarily for students in grades 7^o and grade 1^o.
- j. The number of graduate job placements is expected to reach 80. As stated earlier, the project is also pointed toward assisting potential dropouts to find employment at the level of skill and technology that each student has developed.

SECOND YEAR: 1980

- a. The second class of 268 new entrants will be enrolled and progressed through the grade 7^o cycle.
- b. Total school enrollment will increase to 650.
- c. The number of placements of graduates and dropouts is expected to reach 110.
- d. Curriculum materials for the common core vocational subjects and the remaining 50% of the instructional materials for grade 7^o will be finished. About 25% of the instructional materials for grade 1^o will be completed.
- e. The administrative building housing the technical resource library and the modest curriculum and instructional resource materials development center will be completed. Minimal furnishings and equipment will be received.
- f. It is estimated that all of the equipment for grade 1^o and 50% for grade 2^o will be delivered and installed.
- g. Teacher training and administrative leadership development will concentrate on developing teacher-coordinator capability for service in the cooperative work experience part of the instructional program.
- h. At least three departmental vocational advisory committees will be formed and will have met three times during the year according to a planned program and schedule.

THIRD YEAR: 1981

- a. The school enrollment will reach the stated target population of 862 youth from poor families. Following this OPG, development project, the Sociedad plans to admit young girls into the technical school consistent with industrial manpower requirements and employment practices and social changes within the country.
- b. The graduating class of 184 is expected to be placed in industry. Services will be provided to place at least 25 of the dropouts.
- c. The external expert and leader will complete his assignment. The associate director will have developed a high level of administrator competence to assume full duties beginning in 1982.
- d. All departments and curriculum will move from the development to the operational stage without external services beginning in 1982.
- e. An estimated 75% of the teacher prepared instructional material will be developed and reproduced for student and teacher use. The school should have the capability to sustain the development effort to keep all curriculum and instructional resource materials updated continuously.
- g. The instructional resource and development center and the technical library will be fully operational.
- h. It is anticipated that practically all of the equipment and accessories will be installed and provide operable work stations to educate and train 862 students annually according to curriculum plans in each department.
- i. Seven department vocational advisory committees will have been formed to serve according to a handbook prepared for such functions. Each committee will meet at least four times a year. The advisory committee will assist the measurement and evaluation of the project as described later.

j. Following services will be provided to assist at least 10 of those youth who received basic small business management training to establish modest business.

Evaluation of Project Accomplishment

1. Routine Evaluation

a. The associate director and the external administrator expert will conduct quarterly evaluations into major aspects of administration, management, supervision and instruction.

- A phase chart (activities plotted against time frames) will be prepared as a monitoring device. An informal (quarterly) report will be made to the Sociedad President and the school Director.

Note: The fourth quarterly evaluations will be carried on in depth. A formal report will be prepared.

"Criteria for the Evaluation of Vocational Education Programs and Services" will be used. The methodology and materials developed by the Pennsylvania State Department of Education will provide valid measures for these evaluations.

- The entire staff will participate in such evaluations. Staff development and immediate changes in directions (as may be required) are a by-product.

- Department Vocational Advisory Committee members will assist from the point of view of industry interest in quality and quantity.

2. In-Depth Evaluation

a. There will be two in-depth evaluations before the end of the first year. Another such evaluation will be completed before the end of the second year. One final

- comprehensive evaluation will be made before the project is completed.
- b. The first two yearly evaluations will provide guidelines for any interim corrective directions, if needed. The reports will also reflect the degree of progress, possible constraints, and any other factors that will improve the methodology or technology used to achieve the project objectives.
 - c. A copy of each annual evaluation will be sent directly to U.S.A.I.D.
 - d. The first two in-depth evaluations will constitute the fourth quarterly evaluation reports each year.
 - At least one independent outside evaluator will be selected by industry from among the Vocational Advisory Committees or from the Chamber of Industries.
 - e. The final evaluation will follow established procedures by which vocational education programs are evaluated. The Plan, instruments, and methodology will conform to the evaluation standards established within the United States (with applicable modifications). Reference is made to the evaluative criteria, instruments and methodology developed for the Office of Education and used widely among vocational and technical schools. These materials were developed by the American Vocational Association.
 - f. An external State Director of Vocational Industrial Education programs and services, a representative of U.S.A.I.D., a representative of industry identified by the Chamber of Industries, and the school Director will constitute the joint evaluation team.
 - g. Again, a copy of the evaluation will be given to and reviewed carefully with the USAID project head or other delegated responsible person. This report will synthesize the findings for (a) measurement toward

achieving the project purposes and (b) evaluation of qualitative aspects bearing on the total school's program and services.

3. Joint Evaluation

- a. The above identified fourth quarterly evaluations for the first and second years identify the Sociedad's counterpart and cooperating organization participation. Note: The design, criteria, methodology, and instruments of two validated evaluation systems will be used with necessary adaptations. The less formal evaluations, (Pennsylvania materials) will be used for quarterly evaluations. The American Vocational Association system and instruments will provide valid measures for the final joint evaluation report.

4. Financial Plan

Three tables on Financial Planning follow. Four categories of costs are included: (a) Personnel, (b) Training, (c) Commodity, and (d) Other Costs. The dollar amounts computed in terms of current cost are identified for OPG funds, Local Funds, and Totals by category and nature.

-The Finance Plan shows progressive increases according to the amount of developmental work to be carried on each year, together with goods and other services that are to be provided. The local funded portion will continue beyond the three year development period at the level necessary to maintain program quality. There is the added possible growth of total services to train, upgrade or update adults with low earning skills. This OPG proposal shows the Sociedad's intent to provide higher levels of local funds.

-The costs of commodities (equipment, instruments, and tools), are estimates based on prevailing costs outside of the country and government relief from any import taxes. Experiences over the life of the project may require adjustments in these estimated costs.

5. Conditions

The three tables indicate supportive resources for items identified in the Financial Plan to be US\$ 670.000 of local funds.

-The Sociedad's Charter and Decrees are statutory evidence of government approval of the school; its organization, administration and operation of the program and services for youth from poor families.

6. Statutory Considerations

Consideration is given in this proposal to the statutory requirements of Section 611 of the Foreign Assistance Act of 1961, as amended.

FINANCIAL PLAN

First Year (1979)	Aid OPG Funds	Local funds	Total Funds
a. <u>Personnel Costs</u> (12 month basis)			
1. Salary U.S. direct hire: Administrative leader	27.000		27.000
a. Relocation, housing allowance, benefits, etc.	13.000	7.000	20.000
2. Salary local hire: associate director	7.000		7.000
3. Salary local hire: coordinator, instructional services	5.200		5.200
4. Salary local hire: chief, pre-artisanal department		4.500	4.500
5. Salary local hire: chief, technical core subjects department		4.500	4.500
6. Salaries local hire: other teaching staff		90.000	90.000
b. <u>Training Costs</u>			
1. Local purchases: raw materials for training.	3.000	3.000	6.000
2. U.S. purchases of curriculum and instructional resource materials	2.500		2.500
3. U.S. and/or third country purchases of additional items (b.2.)	1.500		1.500
4. Local and U.S. purchases of teacher training and technical library materials and devices	3.000	1.000	4.000
c. <u>Commodity Costs</u>			
1. U.S. purchases of equipment	36.000		36.000
2. U.S. and/or third country purchases of equipment		36.000	36.000

d. Other Costs

1. Lighting at new training stations	6.000	6.000
2. Power installation for new training stations	3.000	3.000
3. Transportation and subsistence for external evaluator	2.500	2.500
4. Machinery installation and maintenance	6.000	6.000

TOTAL FUNS FOR FIRST YEAR

<u>98.200</u>	<u>163.500</u>	<u>201.700</u>
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SECOND YEAR 1980

(Based on 1979 costs for
services and goods)

	Aid OPG Funds	Local Funds	Total Funds
a. <u>Personnel Costs</u> (12 month basis)			
1. Salary U.S. Direct hire: Administrative leader	29.000		29.000
(a) Housing allowance, benefits, etc.	9.500	7.000	{7.000 9.500
2. Salary local hire: Associate director	3.250	4.000	7.250
3. Salary local hire: Coordinator of instructional services	5.500		5.500
4. Salaries of local hire: teaching staff and 7 chiefs		120.000	120.000
b. <u>Training Costs</u>			
1. Local purchases of raw materials for training	4.500	4.500	9.000
2. U.S. purchases of curriculum, resource aids and devices	5.000		5.000
3. U.S. and/or third country purchases of additional items (b.2.)	2.000	1.000	3.000
4. U.S. and local purchases of teacher training and technical library materials and devices	3.000	3.000	6.000
c. <u>Commodity Costs</u>			
1. U.S. purchases of equipment	76.000		76.000
2. U.S. and/or third country purchases of equipment		68.000	68.000
d. <u>Other Costs</u>			
1. Lighting at new training stations and installation		18.000	18.000
2. Machinery installation and maintenance		13.000	13.000
3. Support costs for external evaluator		2.500	2.500
TOTALS FOR SECOND YEAR	US\$	137.750	241.000
		378.750	

THIRD YEAR 1981
(Based on 1979 costs for
goods and services)

	Aid OPG Funds	Local Funds	Total Funds
a. <u>Personnel Costs</u> (12 month basis)			
1. Salary U.S. direct hire: administrative leader	31.000		31.000
(a.) Housing allowance, relocation, benefits, etc.	14.000	7.000	21.000
2. Salary local hire: associate director		7.500	7.500
3. Salary local hire: coordinator, instructional services	5.700		5.700
4. Salaries local hire: teachers and 7 chiefs		150.000	150.000
b. <u>Training Costs</u>			
1. Local purchases of raw materials for training	4.500	4.500	9.000
2. U.S. purchases of curriculum, resource aids and devices	2.000		2.000
3. U.S. purchases of technical library items	1.000	1.000	2.000
c. <u>Commodity Costs</u>			
1. U.S. purchases of equipment	79.500		79.500
2. U.S. and/or third country purchases of equipment		64.500	64.500
d. <u>Other Costs</u>			
1. Lighting at training stations for total target population		18.000	18.000
2. Machinery installation and maintenance		13.000	13.000
3. Support costs for final evaluation U.S. hire	3.500		3.500
TOTALS FOR THIRD YEAR	US\$	141.200	265.500
		406.700	

S U M M A R Y

Total of First Year Funds	98.200	163.500	261.700
Total of Second Year Funds	137.750	241.000	378.750
Total of Third Year Funds	141.200	265.500	406.700
GRAND TOTALS FOR THE THREE- YEAR LIFE OF THE PROJECT	<u>377.150</u>	<u>670.000</u>	<u>1'047.150</u>

Chart 2 PROJECTED STUDENT ENROLLMENT
 BY CURRICULUMS AND GRADE LEVELS BY 1982
 AND THE NUMBER OF GRADUATES ANNUALLY

CURRICULUM	GRADE LEVELS				
	7 ^o	1 ^o	2 ^o	3 ^o	4 ^o
"PRE-ARTISANAL"	262				
MACHINE AND METAL TRADES		28	24	20	8
ELECTRICAL/ELECTRONIC AND AIR CONDITIONING TRADES		42	36	30	
BUILDING CONSTRUCTION TRADES		84	72	60	
AUTOMOTIVE TRADES		42	36	30	
PRINTING (GRAPHIC ARTS) TRADES		28	24	20	16
TOTAL ENROLLMENT BY GRADE LEVELS	262	224	192	160	24
TOTAL ANNUAL ENROLLMENT			862		
TOTAL NUMBER OF GRADUATES EACH YEAR					184

STUDENTS ASSIGNED TO EACH DEPARTMENT FOR FIVE WEEKS WITH INTERVALS OF ONE WEEK FOR RELATED COURSEWORK INSTRUCTION