

AID 1020-25 (7-66)				SECURITY CLASSIFICATION				601 PROJECT NUMBER			
PROJECT APPRAISAL REPORT (PAR)				UNCLASSIFIED				529-15-690-013			
(U-446)											
602 PAR		MO.	DAY	YR.	003 U.S. OBLIGATION SPAN			004 PROJECT TITLE			
AS OF:		6	3	1969	FY 62	Thru FY	72	Human Resources Development			
605 COOPERATING COUNTRY - REGION - AID/W OFFICE								A.I.D. Reference Center			
VENEZUELA											

606 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 69)	3,412	1,639	537	80	1,551	930	-	49	81	177	7
PROPOSED OPERATIONAL YEAR (FY 19 70)	300	225	34	-	191	55	-	-	-	20	-

603 VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : None Operational Year Program : None

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	9. PARTICIPATING AGENCY	1. Univ. of Wisconsin 2. Commonwealth of Puerto Rico 3. American Institutes for Research	1	1	AID/1a-316	
2. LOCAL CONTRACTOR	1. UNIVERSITY		1	0	AID/1a-403 ✓	
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION		1	2	AID/ced-1555 ✓	
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING					
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

PART I - PROJECT SUMMARY (see cont. sheet - page 10)

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.

003 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 if necessary):

The project was initiated in FY 1962 to assist the Venezuelan Government in developing the institutions and human resources required to 1) provide the economy with increasingly skilled manpower, 2) extend educational opportunities to more people, and 3) improve manpower survey capability and placement services.

(see continuation sheet p.10)

MISSION DIRECTOR APPROVAL	DATE
<i>[Signature]</i>	5 June 1969

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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)				
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	<p>a. <u>Provide the economy with increasingly skilled manpower.</u> The Instituto Nacional de Cooperación Educativa (INCE) has developed a competent, efficient nationwide organization for providing: 1) industry with employable recruits, trained in specific skills; 2) unemployed youth with basic skills which will increase their employability; and 3) specific on-the-job skills training tailor-made to the requests of industry. Literacy training has also been an important aspect of INCE programs, thereby encouraging continuing self-study by individuals. INCE has been fortunate to have its funding based on a national payroll tax, supplemented by Ministry of Education proportional contributions. While INCE has provided training for over 450,000 people in its eight years of operation, there is still a severe discrepancy between INCE programs and industry needs. The primary responsibility for this problem seems to be with the National Office of Coordination and Planning, as much as with INCE itself. There is need for careful manpower planning and coordination of human resources development programs.</p> <p>In addition to personnel development, INCE has developed a corps of over 500 training guides, some using modern programmed instruction. INCE and this Mission have sponsored 2 Interamerican Seminars for Training Directors during this reporting period and a third one is planned for 1970.</p> <p>b. <u>Extend educational opportunities to more people.</u> School enrollments have experienced a significant increase during this reporting period. At the elementary level, 22% more children are now in school than were in 1961-1962, 76% more students at the secondary level, and 86% more at the higher education level.</p> <p>(See cont.sheet - page 12)</p>					

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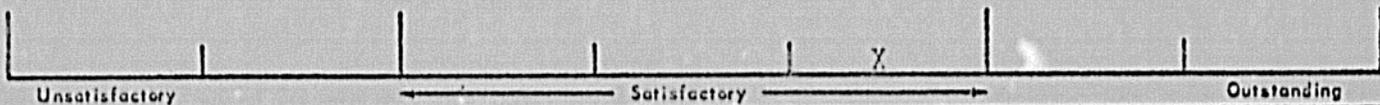
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PART I-B - Continued

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)	INCE skills training program	3	2
(2)	Ministry of Education educational system modernization and extension of educational opportunities.	3	2
(3)	Ministry of Labor National Employment Service	3	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):

Project 2: (Ministry of Education educational system modernization and extension of educational opportunities) has largely met the latter objective, although a significant percentage of those eligible for education are still not in school. This project accomplishment must necessarily be dependent on a much larger financial base for eventual accomplishment especially, in the rural area. Currently, it is estimated that 18.1% of the national budget is destined for educational purposes, although some effectiveness is lost because variety of agencies carry out this function; more consolidation is needed.

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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.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	Y
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 c. 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?	Y
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):

013: AID-assisted efforts in textbook development for rural schools began in FY 62. GOV Presidential Decree 567, issued in 1966, promised free textbooks for all elementary students. While current school year purchases of textbooks have reached nearly \$4.5 million, the total need is only about 15% covered. It is significant, however, that 75% of those textbooks purchased were AID-assisted titles.

014: Political considerations have had a significant braking effect on programs in education during CY 1968, due to the split of most educators from the incumbent party prior to elections.

017: a) Mission is attempting to develop more unified, coordinated program in education sector, concentrated in fewer areas and levels than previously.
 b) Greater effort must be made for total-program planning, especially the determination of terminal dates for each project area. This could stimulate both Mission and GOV to strive for accomplishment of objectives at a pre-determined date.
 c) Adaptation and translation of existing U.S. series of elementary textbooks in mathematics and science offers much promise as a quick and inexpensive means of obtaining quality materials.

018: Need for an academic training program specifically designed to develop nationals for a diversified high school appropriate to the reality of their nation. The SALA university consortium concept offers such a possibility.

019: a) Elementary textbook development and free textbook program
 b) Vocational education curriculum and teacher-training programs at the Barquisimeto Experimental Pedagogical Institute.
 c) INCE organization and training programs, especially for school dropouts and unemployed youth.
 d) The National Employment Office Service of the Ministry of Labor.

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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)		(b) STATUS - PLACE AN "X" IN ONE COLUMN		
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(1)	(2)	(3)
		BEHIND SCHEDULE	ON SCHEDULE	AHEAD OF SCHEDULE
	<p>Note: In general the individual actions contained in this project are so diverse in scope that they do not lend themselves to evaluation as defined here. Section II-B evaluates project performance by broad categories (overall, technical assistance, participant training). A more refined evaluation would necessarily require a review of each project during the ten year history of this PAV. Technicians currently with USAID Mission cannot retroactively evaluate projects in which they did not participate.</p>			

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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:		032 Quality, comprehensiveness and candor of required reports	P
			033 Promptness of required reports	P
025	Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026	Understanding of project purposes	P	035 Working relations with Americans	P
027	Project planning and management	N	036 Working relations with cooperating country nationals	P
028	Ability to adapt technical knowledge to local situation		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	N
031	Adherence to AID administrative and other requirements	P	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	
			052 Appropriateness of original selection	P
	PREDEPARTURE			
042	English language ability	P	053 Relevance of training for present project purposes	P
043	Availability of host country funding	P	054 Appropriateness of post-training placement	N
044	Host country operational considerations (e.g., selection procedures)	N	055 Utility of training regardless of changes in project	P
045	Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	P
046	Quality of technical orientation	P	057 Adequacy of performance	P
047	Quality of general orientation		058 Continuance on project	
048	Participants' collaboration in planning content of program	N	059 Availability of necessary facilities and equipment	P
049	Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	P
050	Participants' availability for training	P	061 Other (describe):	
051	Other (describe):			

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	064 NO COMMODITY ELEMENT	X	
					072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					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.

Mission considers performance of individual U.S. contractors to have been the most effective of all implementing agencies listed. Contractors were carefully sought out, based on recommendations of professional associations, university contacts, individual contractors, or officials of this or other Missions. Prior to final selection, an exchange of correspondence enabled Mission to more fully explore project needs with candidates, and evaluate their potential for fulfilling the requirements. Venezuelan agencies have contributed cash in increasing amounts to these projects; currently GOV cash participation is approximately fifty per cent. These GOV agencies, therefore, are intensely involved in the selection process. This has resulted in the selection of contractors who have done some outstanding work not only because of their high academic preparation and U.S. experience, but also because they have the Spanish language facility and have had, almost without exception, Latin American experience.

Other contracting agencies have performed acceptably well, with the exceptions noted later.

The participant training programs, also, have contributed to the more effective development of the programs described. An unresolved problem has been the GOV tendency to include political affiliation among criteria for selection of candidates, rather than selection purely individual and professional merits. Thus, with a recent change in Government, the Mission is confronted with a new series of requests for participant training from educational leadership who are of the newly incumbent party. A bill is currently tabled in the Venezuelan Congress which would create a

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(See cont.sheet page 13)

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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.	
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.	P
083	Competence and/or continuity in executive leadership of project.	P
084	Host country project funding.	P
085	Legislative changes relevant to project purposes.	N
086	Existence and adequacy of a project-related LDC organization.	P
087	Resolution of procedural and bureaucratic problems.	P
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089	Maintenance of facilities and equipment.	P
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	P
092	Political conditions specific to project.	
093	Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
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. <u>could be much better</u>	N
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.	P
101	Amount of technician man years available.	P
102	Continuity of staff.	P
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):

085: New education law, which would provide for much more flexibility and opportunities for innovation and reform, has been shelved in Congress for nearly two years. Fundamental and widespread educational reform is dependent on the approval of the new law.

096: Recently trained participants usually placed in positions of responsibility and authority. In case of comprehensive high school training at University of Wisconsin, however, very few have been assigned to experimental high schools; most hold administrative or supervisory positions elsewhere.

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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):

1. Each project should be more clearly defined regarding its contributory effects on the total program planning. Terminal dates should be cooperatively fixed by GOV/AID consultations. This also implies the ability to fund on a long-range basis. Terminal dates should stimulate both AID and participating agency to greater effort to achieve goals within program schedule, and more specifically program all necessary components.

2. AID should encourage GOV to issue an official statement of policy and commitment to each comprehensive project. This would assure greater continuity in cases of institutional modification or personnel changes, and spur subordinates to dedicate more attention to fulfillment of the project.

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 (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.	

109 NARRATIVE FOR PART IV-B:

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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):

1. Such project should be more clearly defined regarding its contributory effects on the total program planning. Terminal dates should be cooperatively fixed by GOV/AID consultations. This also implies the ability to fund on a long-range basis. Terminal dates should stimulate both AID and participating agency to greater effort to achieve goals within program schedule, and more specifically program all necessary components.
2. AID should encourage GOV to issue an official statement of policy and commitment to each comprehensive project. This would assure greater continuity in cases of institutional modification or personnel changes, and spur subordinates to dedicate more attention to fulfillment of the project.

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, only at the local level (not requiring submission of an amended PIP to AID/IO).	X
3. Continued with significant changes in the PIP but not sufficient to require a revised PRO.P. A formally revised PIP will follow.	
4. Discontinued at its present schedule to (Date): Mo. Day Yr. Explain in narrative, PRO.P. will follow.	
5. Substantively revised. PRO.P. will follow.	
6. Discontinued in depth to determine its effectiveness, future scope, and direction.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. Day Yr.	
8. Other. Explain in narrative.	

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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.

007 Implementing Agency Table (Page 1)

a. Implementing Agency	Type Code		d.Contract/PASA/ VOLAG No	e.Leave Blank for AID/W Use
	b.	c.		
4. U.S. Contractors	1	6	Various PIO/T's	
5. American Library Association	4	2	AID/csd-1538	

008 Narrative for Part 1-A (Page 1)

1. The Instituto Nacional de Cooperación Educativa (INCE) was created by law on August 22, 1959. Its purpose was to develop an autonomous institution with capabilities for training middle-and lower-level manpower for diversified industries and services, for providing skills training for unemployed youth, and for providing industry with on-site skills and literacy training programs. At INCE request, the Mission developed a technical assistance plan for educational and skills training program development, and an academic training and observation tour program for personnel development. Mission evaluates INCE as an unusually successful venture, both in relation to its stated objectives and to the investment in AID capital and human resources. Lower and middle level manpower development needs are being reasonably satisfied; INCE is increasingly involved in supervisory and management training, flexibly or individually designed to specific company needs. The major problem remains manpower planning on a national scale.

2. The Ministry of Education requested Mission assistance in several contributory programs designed to extend a more effective system to increasing numbers of citizens. Included were programs to modernize curriculum, develop educational materials appropriate to the rural sector, assist in the improvement of teacher education at the college level (especially vocational education), and develop personnel to implement the new curriculum and the diversified high school. Mission participation in this sector is considered to have been reasonably successful, considering the relatively small investment in relation to the immensity of the task of reforming and modernizing an educational system which is static due to legal extremes. Several hundred Venezuelan educators have received training; many now occupy key Ministry positions. Technical assistance, in curriculum innovation, modernization, and textbook development have resulted in tangible, positive changes. The problem of the system bound to laws seems to be on the road to partial solution; a new law of Education is expected soon which should provide for more flexibility and decentralization. Further technical assistance and participant training will undoubtedly be required, but Venezuelan educators are aware of and increasingly capable of fulfilling these responsibilities to their nation.

3. The Ministry of Labor requested Mission assistance in providing specialists to instrument the development of a National Employment Service, and training programs to upgrade Ministry personnel for the implementation of that new nationwide service. The National Employment Service is now a viable organization, although still in its infancy. Several years will be required to develop a service fully aware of and responsive to natural needs, as well as available to the outlying depressed areas.

(See next page - continues)

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PAR CONTINUATION SHEET

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Project efficiency, effectiveness, and significance

1. INCE has grown to a skills training institution of international importance. Several INCE-sponsored seminars have been held with broad interamerican participation. In 1968, 77,521 persons received INCE training to prepare them for initial employment or upgrade their on-the-job capability. Current INCE programs are designed to include middle and upper level supervisor development, as well as basic skills training. Since its creation in 1959, INCE has provided training for 442,804 Venezuelans. More than 500 separate titles of training guides have been developed and are in use. A limiting factor to increased effectiveness is the lack of adequate manpower survey information from the National Planning and Coordinating Office.
2. Since 1961-1962 school year, the Ministry of Education has provided educational opportunities for 22% more students at the elementary level, 76% more at the secondary level, and 86% at the higher education level. Since the resumption of democratic government in 1958, results for the ten-year period 1958-1967 were even more dramatic: elementary enrollments increased 78%, secondary increased 310%, and higher education increased 279%. Budget expenditures were increased 99% over the 1958 level. Elementary school construction was increased by 161%, and secondary by 233%.

More than 200 Venezuelan educators were provided academic or observation tour training to prepare personnel for the diversified high school during this reporting period. Under a cooperative MOE/USAID/University of Wisconsin contract, many of these educators now hold key administrative and supervisory posts throughout the nation. Many also teach at the teachers college and university level.

The curriculum modernization continues to move ahead aggressively. Twenty-seven elementary, Normal, technical and high schools are now participating in the experimental trials with these programs; feedback is very positive and encouraging. MOE is now developing a ten-year plan for the dissemination and extension of this modern curriculum, with concomitant teacher training.

Mission-assisted efforts in developing appropriate educational materials for the rural school have been very productive. Nineteen primary textbook titles have been developed and printed. Under GOV Presidential Decree 567, designed to provide elementary school students with free textbooks, more than 1,750,000 AID-assisted textbooks were purchased and distributed this school year. While personnel capability, especially authors, is still quite deficient, a good start has been made. A more recent project innovation is the establishment of Textbook Rental Libraries. Four contracts have been signed with educational institutions. This seed money is expected to grow and eventually provide high-quality, low-cost textbooks to students, in addition to stimulating the local book industry to be more competitive and provide better quality textbooks.

Mission-assisted programs for improved teacher education have been concentrated in the two Experimental Pedagogical Institutes. Short-term technicians are continuing to provide valuable leadership in modernizing the curriculum and organizational-administrative structure of the Caracas Pedagogical Institute. At the Experimental Pedagogical Institute of Berquisimato, five U.S. vocational education specialists are continuing a long-term assignment in curriculum and personnel development. The first group of college-trained vocational education teachers will graduate in July, 1970. The program has achieved a high level of prestige and demand within Venezuelan secondary education.

PAR CONTINUATION SHEET

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The GOV has consistently given strong support to AID-assisted educational programs, as evidenced by their substantial financial support.

GOV has achieved significant accomplishments in quantitative improvements in education; a greater percentage of children are in school than ever before. Qualitative improvements are urgently required, however. At the elementary level, only about 32% of the children finish 6th grade; less than 10% finish the secondary school cycle; only 5% of the eligible population is currently enrolled in higher education. The massive drop-out rate leaves society with individuals neither educated nor trained. A quality educational system, which satisfies quantitative demands as a first requirement, is an elusive and ever-changing target.

3. AID-assisted programs to the Ministry of Labor were highly productive, and have now reached the terminal stage. More than 165 Venezuelan labor and employment specialists were provided with training programs. U.S. Employment Service specialists assisted Venezuelan counterparts in the development of a 200-page manual, now in use as a basic training guide and in the implementation of services in 18 regional offices. Also, an Occupational Dictionary in Spanish was prepared by the Employment Service in 1965 and this publication is being used by other Latin American countries.

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More than 200 Venezuelan educators participated in the AID/MOE/University of Wisconsin program for the diversified high school. Most of these educators now hold positions of significant authority and responsibility within the national educational system.

The curriculum modernization effort now includes the first four years of the elementary school and the first four years of the secondary level. The curriculum contains several U.S. developed programs, and AID-contracted technicians were instrumental in their development. Twenty-seven schools are now involved in the field-testing. MOE is developing a ten-year plan for dissemination and teacher-training necessary to establish the program in all schools. Promotion and retention rates are reportedly significantly higher under the new curriculum.

The textbook and educational materials effort, with AID-assisted technicians and participant training, has produced 19 textbooks, of which 1,750,000 copies were printed and distributed in the current school year. Serious deficiencies still exist in the textbook development effort. Mission believes it impractical to create state industry for textbook development, thus limiting private initiative. Latest GOV plans include translation and adaptation of U.S. elementary mathematics and science books; Mission concurs this is the quickest and most economical way to acquire modern, quality materials.

AID-assisted vocational teacher education program development at Barquisimeto Experimental Pedagogical Institute, is proving most productive and widely accepted. Enrollments are increasing significantly; first graduating class scheduled for July 1970. This program promises to make key contribution to the effective development of the diversified high school.

(See next page - continues)

PAR CONTINUATION SHEET

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c. National Employment Service AID-assisted program for Ministry of Labor has trained 165 participants during this reporting period. A 200-page operations manual was developed for use in 18 regional field offices, and has reportedly been valuable for personnel development and day-to-day implementation.

Note: The above goals and accomplishments do not lend themselves to the quantitative evaluations requested in blocks 3 through 6. Therefore, other quantitative measures have been included in the narrative statements.

079 II-B-a. Overall implementation performance (page 7)

professional civil service corps, and hopefully divorce politics from education, among other professions. While participant training programs, especially academic ones, are seldom designed specifically for Latin Americans and within the Latin American reality, they are valuable to the extent the individual can extrapolate from his experiences to his job. Proposed projects, such as SALA, could help resolve this discrepancy. A third factor limiting participant training effectiveness is the GOV tendency to disperse returning participants. In the case of the large UWM program for the comprehensive high school, we now find few of those educators who received training concentrated in the experimental high schools, curriculum reform groups, etc. The Participant Training Directory is now in its final stages of printing; this should help educational and other leaders more effectively select out people who have been prepared in required specialties, and place them for maximum effectiveness. The trainees sometimes constitute a thin line of professionals in relation to the total personnel of a sector. They usually have moved to leadership posts, but when this is distributed over the geographic reaches of Venezuela, it tends to lose effectiveness in comparison with a concentrated effect.

b. Implementing Agency (1)

Mission considers individual contracting to have been most consistently successful, as pointed out in preceding section. The University contract generally provided adequate academic experiences for participants; serious deficiencies in the area of technician contracting were experienced, however. The Mission finally recruited their own technicians, and informed the University, who contracted upon our recommendation. A second problem of the University contract was their failure to comply with accountability reports as specified in the contract. Ministry of Education officials and this Mission repeatedly requested the required accounting reports; these were never fully provided, except in broad accounting terms. As a result, it is improbable that the Ministry or this Mission could seriously consider another university contract.

The Commonwealth of Puerto Rico and the OTC have cooperated well in Mission programs, and consistently provided capable technicians, in some cases outstanding.

c. Participant Training (2)

GOV financial participation in Mission programs has progressively increased; currently, a fifty per cent cash participation is negotiated. Although fund availability is almost a universal problem, both Mission and GOV have been able to finance and carry out most required projects. Mission feels pleased that programs have achieved sufficient importance and quality to warrant this degree of local participation.

SECURITY CLASSIFICATION

UNCLASSIFIED

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Selecting the best candidate for participant training and assuring his availability is always difficult. Most qualified leaders are needed for current tasks. Nevertheless, the quality of candidates has been consistently high.

The tendency to disperse returned participants was pointed out previously. They have generally been able to take from their training experiences and apply to the reality within which they find themselves. A greater concentration of the returnees in key projects, such as the experimental high schools, audio-visual materials centers, guidance services, pedagogical institutes, etc. would possibly contribute to a greater impact and acceleration of innovative programs. It is expected that the Participant Training Directory, now nearly completed, will help GOV and Mission achieve more homogeneous utilization of returned participants.

d. Commodities

No commodity element was included in project.

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