

PROJECT APPRAISAL REPORT (PAR)

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| 1. PROJECT NO. 514-11-650-119 | 2. PAR FOR PERIOD: May, 1968 TO June, 1971 | 3. COUNTRY Colombia | 4. PAR SERIAL NO. 0003 |
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5. PROJECT TITLE

Secondary Education Project

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| 6. PROJECT DURATION: Began FY <u>68</u> Ends FY <u>71</u> | 7. DATE LATEST PROP May 8, 1968 | 8. DATE LATEST PIP None | 9. DATE PRIOR PAR None |
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| 10. U.S. FUNDING | a. Cumulative Obligation Thru Prior FY: \$ <u>1,509,400</u> | b. Current FY Estimated Budget: \$ | c. Estimated Budget to completion After Current FY: \$ |
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

| a. NAME | b. CONTRACT, PASA OR VOL. AG. NO. |
|--------------------------|-----------------------------------|
| University of New Mexico | USAID 514-93-T &- 102-T |
| University of California | USAID 514-103-T |
| University of Oklahoma | |

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

| A. ACTION (X) | | | B. LIST OF ACTIONS | C. PROPOSED ACTION COMPLETION DATE |
|---------------|-------|------|---|------------------------------------|
| USAID | AID/W | HOST | | |
| | X | | 1. Participant training in Spanish at the University of New Mexico permitted many professionals to attend who would not otherwise have been able to do so, and this training was very important with regard to the success of the project. AID/W should explore the possibility of using Spanish language participant training for other projects. | |
| X | | | 2. The USAID should recommend that the GOC: a) make every effort to accelerate teacher education to meet INEM personnel requirements by allocating sufficient funds for this purpose directly to the Faculties of Education. b) continue to delay extension of the INEM program to satellite schools until the end of FY72. c) create university extension services in the Faculties of Education to provide technical assistance to the INEMs as quickly as possible. | |
| X | | | 3. The USAID should not accept university contract personnel who are not fluent in Spanish at least at the S-3; R-3 level, except when the individual has unique professional qualifications and has been accepted by the GOC with full knowledge of the advisor's limitations with regard to Spanish | |

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| D. REPLANNING REQUIRES | <input type="checkbox"/> REVISED OR NEW: <input type="checkbox"/> PROP <input type="checkbox"/> PIP <input type="checkbox"/> PRO AG <input type="checkbox"/> PIO/T <input type="checkbox"/> PIO/C <input type="checkbox"/> PIO/P | E. DATE OF MISSION REVIEW July 26, 1971 |
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| PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE James F. Smith | MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE Marvin Weissman |
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II. PERFORMANCE OF KEY INPUTS AND ACTION AGENTS

| A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY | B. PERFORMANCE AGAINST PLAN | | | | | | | C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X) | | | | | |
|--|-----------------------------|---|--------------|---|---|-------------|---|---|--------|---|------|---|---|
| | UNSATISFACTORY | | SATISFACTORY | | | OUTSTANDING | | LOW | MEDIUM | | HIGH | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | |
| 1. University of New Mexico | | | | | X | | | | | | | | X |
| 2. University of California (Berkeley) | | | | | X | | | | | | | | X |
| 3. University of Oklahoma (Sala) | | | | X | | | | | | | | | X |

Comment on key factors determining rating The University of New Mexico achieved all objectives of the phase A plan. All three universities were successful in ad hoc technical assistance to the INEM schools as shown by the demand for their services on the part of INEM administrators and the fact that the INEM openings were well administered in those instances where the teams had sufficient technical assistance inputs. None of the three contract teams was successful in bringing about a strong liaison between the MinEd and the Faculties of Education or in creating a viable extension service in the Faculties of Education to provide technical assistance to the INEM schools. This was due to lack of budget support from the MinEd. The U. of Oklahoma had above average difficulties in relating to the Faculty of Education staff and Dean, in part to lack of experience abroad and to lack of facility with Spanish. None of the plans of the contract teams were achieved completely due to the fact that the GOC in November, 1970 decided not to loan fund technical assistance. For this reason, when the grant funded contracts expired, the technical assistance contract teams returned to the United States.

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| 4. PARTICIPANT TRAINING | | | | | | | | X | | | | | | X |
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Comment on key factors determining rating All administrators and guidance personnel sent to the U. of New Mexico have returned and are in key positions in the INEM schools or in ICCE. These people are strongly motivated and in the face of proposals in some quarters to reduce the INEM schools to vocational schools, they have been able to organize and forcefully present the case for the INEM schools to the Minister. Those INEM rector trained at the U. of New Mexico have had fewer problems with administration and much greater success in dealing with problems of adjustment to the new curriculum and organization than those who have not, according to a study performed by ICCE.

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| 5. COMMODITIES | | | | X | | | | | | X | | | | |
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Comment on key factors determining rating Commodities were basic support equipment, materials, and vehicles for the contract team with the exception of microteaching equipment used in connection with the U. of California team project.

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| 6. COOPERATING COUNTRY | a. PERSONNEL | | | | | | X | | | | | | | X |
| | b. OTHER | | | X | | | | | | | | | | X |

Comment on key factors determining rating The personnel associated with the administration of the INEM project during the first two years of the project were outstanding in every respect. The key administrator was an architect/engineer, who took a leave of absence from his construction company, to administer the ICCE organization, which was responsible for reform. Very high level personnel were employed by ICCE. The administrators and guidance personnel selected for participant training were among the best available. After the election in April, 1970, all but one of the key personnel of ICCE left. The new group has not been able to achieve the standards of performance of the previous one. The provision of bilingual secretaries and adequate office space was generally met in a minimal fashion, and in the case of the U. of Oklahoma, it was less than satisfactory. This was due in part to the failure of the MinEd. to transfer adequate funds to the universities for this purpose. Had the GOC elected to continue these university contracts through loan funding, objectives might have been achieved more rapidly. On the other hand, it is questionable how much continued technical assistance might have accomplished in view of the fact that 1) the universities have been closed for months, and 2) the atmosphere did not appear at the moment to be particularly receptive for technical assistance in the University of Antioquia and the University del Valle.

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| 7. OTHER DONORS | | | | | | | | X | | | | | | X |
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II. 7. Continued: Comment on key factors determining rating of Other Donors IBRD has provided two loans, 522-CO and 679 for a total of \$14.1 (U.S.) to help finance the construction of nineteen INEM schools and to provide equipment for them. UNESCO has contributed technical advisors to the two faculties of education for teacher training for the INEM schools

III. KEY OUTPUT INDICATORS AND TARGETS

| A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS | | TARGETS (Percentage/Rate/Amount) | | | | | |
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| | | CUMU- LATIVE PRIOR | CURRENT FY | | FY 72 | FY ____ | END OF PROJECT |
| | | | DATE | TO END | | | |
| Produce and employ 228 administrators and 1,383 teachers (total, 1,611) by CY 1971. | PLANNED | 8 | | | | | 1,611 |
| | ACTUAL PERFORMANCE | 400 | 387 | | | | |
| | REPLANNED | | | 300 | 429 | | 1,611 |
| Develop curriculum guides, administrative handbooks, and guidance manuals; publish and distribute them, and train personnel in their use. | PLANNED | 100% | | | | | |
| | ACTUAL PERFORMANCE | 100% | | | | | |
| | REPLANNED | | | | | | |
| Architectural design and educational specifications completed. | PLANNED | 100% | | | | | |
| | ACTUAL PERFORMANCE | 100% | | | | | |
| | REPLANNED | | | | | | |
| Create extension services, Faculties of Education for tech. asst., INEMs, 1970. Create strong liaison between MinEd. and Faculties of Educ. | PLANNED | 50% | | 100% | | | |
| | ACTUAL PERFORMANCE | 0 | | | | | |
| | REPLANNED | | | | 100% | | 100% |
| B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS | COMMENT: Management capacity improved through the creation by decree of six autonomous institutes, one of which (ICCE) will be given responsibility for administration of secondary reform. | | | | | | |
| 1. Strengthen management capacity of the MinEd. | | | | | | | |
| 2. Extend INEM school curriculum and organization to other schools through a system of satellite feeder schools. | COMMENT: ICCE has decided to postpone achieving this objective due to the short supply of INEM trained teachers. A new coordinated plan for teacher education, which is to begin in FY72, should help resolve this problem. | | | | | | |
| 3. Develop a program for educational research and continuous evaluation of the project. | COMMENT: ICOLPE has been created for educational research, and it is presently carrying out evaluation of some aspects of the INEM project. The evaluation process could be improved through technical assistance. | | | | | | |

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.
 To introduce basic innovations in the secondary education system in the fields of curriculum design and methodology, school organization and administration, teacher education and in overall management in connection with a project for the establishment of nineteen comprehensive high schools.

2. Same as in PROP? YES NO

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| B. 1. Conditions which will exist when above purpose is achieved. | 2. Evidence to date of progress toward these conditions. |
| <p>1. The new curriculum has been designed, and the new school organization and administration is in operation in ten schools.</p> <p>2. The Faculties of Education are oriented to the INEM philosophy, teacher production has been increased to meet INEM needs, and extension services have been created to provide tech. assist. to INEMs.</p> <p>3. INEM curriculum and school organization have been extended to the satellite schools.</p> <p>4. MinEd. management of secondary education has been reorganized.</p> | <p>1. The Rectors and Vice-Rectors of the INEM schools are strongly committed to the INEM concept.</p> <p>2. The new curriculum design and the new school organization and administration is in operation in nine schools. A second group of nine schools has been sent out for public bids. 3,000 teachers received in-service training in 1969-70. The Ministry of Education has delegated the administration of the secondary reform to ICCE.</p> <p>3. The Faculties of Education are developing coordinated plans for teacher education. The GOC is budgeting 65 million pesos for teacher education in 1972.</p> <p>4. Plans for the extension of the INEM schools have been developed and will be executed in 1972.</p> <p>5. The Ministry of Education management of secondary education was reorganized by decree in 1968.</p> |

V. PROGRAMMING GOAL

A. Statement of Programming Goal to reorganize the education system to achieve increased relevancy, external efficiency, internal efficiency, and participation of the less favored economic class.

B. Will the achievement of the project purpose contribute more closely to individual and societal needs than was the traditional program? Cite evidence.
 The new curriculum design is more closely related to individual and societal needs than was the traditional program. The total INEM program was designed to meet manpower needs in technical, commercial, and service areas. Evidence on comparative rate of return will not be available until after the first graduation of a class. The rate of retention of the INEM schools is significantly higher than the average of secondary schools in the country. The percentage of the less favored economic class participating in the INEM schools is higher than the average in high schools in the country due to the selection process and through the guidance and special assistance programs to keep these students in school. Evidence on retention rates is not yet available.