

AID 1020-25 (7-68) PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1	SECURITY CLASSIFICATION UNCLASSIFIED	001 PROJECT NUMBER 277-11-770-357
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002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	1	3	0	FY 62 Thru FY 73	ACADEMIES OF ECONOMICS AND COMMERCE
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					
TURKEY - NESA					

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1968)	1,253	1,249			978	4	251		20		-
PROPOSED OPERATIONAL YEAR (FY 1969)	271	271			123		146		2		-
CCC VALUE OF P.L. 480 COMMODITIES (\$000) →			Thru Actual Year : n/a				Operational Year Program :		n/a		

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 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	Michigan State Univ.	1	1	NESA 85-1	

PART I - PROJECT IMPACT

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

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

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

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

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

MISSION DIRECTOR APPROVAL →	SIGNATURE <i>[Signature]</i>	DATE <i>[Date]</i>
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PAR CONTINUATION SHEET

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NARRATIVE FOR PART I-A

(1) Overall performance

The broad, overall objective of this project is to improve the quality of graduates from the five Academies of Economics and Commercial Sciences so that these people can make a greater contribution to Turkey's requirements for managerial talent. When a graduate has completed successfully four year's work at one of these institutions, he is awarded a diploma. Each of the academies is somewhat different in its approach to learning, thus it is not possible always to give an evaluation which applies equally to all. Therefore, in this appraisal, some of the project results are averages for the group. Where significant differences in performance have occurred, these are discussed separately for each institution.

In general, the project has progressed along the pattern of an "S" shaped learning curve. The years 1964-67 were frustrating with little progress that could be measured quantitatively. When the first field team arrived they found gross indifference toward any prospective innovations. The team worked to introduce new concepts in curriculum and instruction as well as toward overcoming the attitude of indifference. Acceptance of this field team was slow. Observable change and progress began to occur late in 1967.

The second MSU group, coming in mid-1967, continued for the first few months in the same pattern as the original team. They then began stressing cooperative teaching with a Turkish faculty counterpart who was able to introduce permanently into the classroom new concepts and methods, initiated earlier.

By spring and early summer, 1968, student boycotts were underway. Many of the students' demands were for the exact kinds of reforms that the MSU advisors had been urging the academies to adopt. However, there is a difference of opinion among the academy presidents as to the degree of positive results of the boycotts.

(2) The contribution to achievement of sector goals and plans

In consonance with Turkish Five-Year development plans the academies have begun to realize the necessity for planning. Therefore, 1968 was, truly, a planning year to establish further short and long-range objectives. As a major example, all the academies have made curriculum changes in varying degrees. A new curriculum plan is a starting point for a number of other plans. These plans encompass at least four years' activities in the future. In some cases curriculum planning is for a total of four years. However, both Izmir and Eskisehir Academies have already made sweeping changes in curriculum.

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Of the targets laid out for the development of institutions, two were of a major and controlling nature. The accomplishment of the minor targets are, to one degree or another, contingent upon achieving the two main targets. These are: (1) Curriculae revision and the adoption of a modern program of business administration education, and (2) Upgrading faculty by sending a substantial number of participants to MSU to train in Business Administration.

Eskisehir Academy over a year ago adopted a completely revised curriculum patterned after an American college of business. A true semester system has been instituted; class size is being limited and attendance required.

Izmir's reforms adopted in the summer of 1968 and implemented in the fall are the most far-reaching of any academy. They include a semester system; five departments with majors in each; electives as well as required courses; grade point system and a new method for students to progress through the curriculum. There are both night and day programs.

Arkara Academy has moved less rapidly. A new president is looking hard at the problems of academy development. Some curriculum revisions have been effected, e.g., a reduction in the number of required law courses and the introduction of many modern business courses. Departments have been organized and majors and electives established.

Istanbul and Adana Academies are hampered by leaders who were educated years ago in the conservative, European tradition. Progress has been minimal and , sweeping changes are in the distant future.

During the past 18 months, new courses have been developed in Marketing, Quantitative Methods, Management Principles, and Human Relations. These supplement other new courses previously developed by MSU advisors. Ten new textbooks relating to the above courses are in various stages of preparation and are expected to be published early this year (1969). Each member of the contract team will have produced at least one book to be translated and printed in Turkish. In some cases these have been written with a Turkish co-author, and in some cases, individually. Perhaps even more important is the fact that four participants who have returned are now writing and publishing their own modern books in fields of Business Administration; these four also are involved in translating American texts.

Both the Turks and the Americans perceive the participant program to be the key to long range change and development of the academies. By the end of 1967 the participant element in the project had broken down; over a four year period 27 candidates had been sent to MSU; only one was sent for academic year 1967-68. Subsequently, the Academies and the Ministry of Education, upon USAID insistence, recruited more widely for participants. As a result, 25 degree candidates and 5 short termers are scheduled for US training in US FY 1969. Of this number, 16 degree candidates have gone as of January 1969; the remainder, both short and long

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The need for and utilization of research is receiving increased attention by the academies. Two years ago the research was largely historically descriptive. While the volume of research done in the academies is small, there has been a marked shift in emphasis to empirical research. Eskisehir Academy created three research institutes: (1) Agricultural Economics, (2) the European Common Market and (3) Marketing. These new institutes are active and are publishing their findings. At the Izmir Academy new course work includes research, analysis and policy.

(3) Anticipated Results Compared to Costs -
Efficiency in Resource Utilization

The real gauge of lasting success lies with changes in concepts, attitudes and value systems. Therefore judgments concerning successful results of the project must, in large part, be based upon qualitative factors, such as willingness to discuss sensitive areas and consider alternative actions and changes in values placed on various academic subject areas.

In the early phases of the project American Advisors were looked upon by many of the faculty with some degree of suspicion and resentment. While this has not been overcome completely, the majority of the faculty accept the advisors and are willing to discuss sensitive problems with frankness. The five academy presidents unanimously requested further AID assistance at the November project review.

Approximately 80% of the students studying business administration in Turkey are enrolled in the five academies. Another 17% is enrolled in privately-supported academies. Since many of the faculty teach at both kinds of institutions, it is reasonable to believe that improvements made in the five academies will be adopted quickly by the private institutions, thereby reaching some 90% of business school enrollees.

The academies now are beginning to absorb returned participants into the teaching staff much more quickly. Previously, the academies required an individual to achieve the rank of associate professor (Docent) before he could be a classroom instructor. Demands for teachers which have resulted from improved curriculum and increases in numbers of students have forced the academies to use the returned participants. During the current academic year and for the first time, people are teaching at Ankara and Eskisehir academies who do not hold a Docent degree. As pressures increase to secure qualified teachers, so will there continue to be an increase in utilization of participants.

New textbooks and substantial case material introduced through the project are increasingly used by Turkish instructors. There is a continuing need for translation of many managerially oriented texts of general application, also for development of further text material based upon the Turkish environment. Americans and Turks working on the project expect to arrange for the preparation, selection and publication

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of at least five such books a year. They also expect to build up the libraries to a level of reference utility, and will attempt to achieve sufficient changes in teacher pay to induce greater common use of texts and broadened use of reference materials and collateral reading.

(4) Continued Relevance of the Project

The academies are just beginning to appreciate fully the potential role they can play in Turkey's development. Eskişehir and Izmir have taken the lead in identifying problems and working on solutions which will help them pursue a more active role. While progress has not been as rapid as hoped, all the academies are different institutions than they were at the beginning of the project. The seeds of change have been planted and the academies are responding.

If the academies are to accomplish their development plans and provide the trained managers needed by Turkey, they will need continued assistance. While their needs are many, the prime need is for a large supply of highly qualified teachers of Business Administration Courses. This can be best accomplished through a vigorous participant program.

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PART I-B - PROJECT EFFECTIVENESS

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

09

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 1/30/69	4. AS OF PRIOR JUNE 30, 1968		5. PLANNED BY NEXT JUNE 30 1969	6. PROJECTED TOTAL FOR PROJECT LIFE (1973)
			a. PLANNED	b. ACTUAL		
	1- Design new curriculae in Business Administration					
	(a) IZMIR	85%	20%	20%	90%	95%
	(b) ESKIŞEHİR	90%	90%	90%	95%	95%
	(c) ANKARA	60%	20%	20%	75%	90%
	(d) ISTANBUL	10%	10%	10%	15%	50%
	(e) ADANA	10%	10%	10%	15%	50%
	Comment: Istanbul and Adana lag because of a lack of progressive leadership					
	2- Implement newly designed curriculae in Business Administration					
	(a) IZMIR	90%	85%	90%	95%	95%
	(b) ESKIŞEHİR	85%	85%	85%	90%	90%
	(c) ANKARA	30%	20%	20%	45%	90%
	(d) ISTANBUL	10%	20%	10%	15%	50%
	(e) ADANA	10%	20%	10%	15%	50%
	3- Write new text books in Turkish	7	13	7	13	13
	4- Translate standard texts into Turkish	5	5	5	20	20
	5- Prepare cases for instructional purposes	10	6	5	13	15
	6- Increase numbers of books in libraries (Average 200 per year per academy)	80	80	80	100	200/per year

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PART I-B - PROJECT EFFECTIVENESS

309

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

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE (1973)
		3. ACTUAL CUM. TO DATE 1/30/69	4. AS OF PRIOR JUNE 30, 1968		5. PLANNED BY NEXT JUNE 30 1969	
			a. PLANNED	b. ACTUAL		
	7- Encourage Faculty research publications	5	7	5	10	13
	8- Establish instructional departments within academies administrative structure					
	(a) IZMIR	80%	40%	30%	90%	95%
	(b) ESKISEHIR	90%	85%	85%	95%	95%
	(c) ANKARA	70%	20%	20%	80%	95%
	(d) ISTANBUL	20%	20%	20%	20%	60%
	(e) ADANA	20%	20%	20%	20%	60%
	Comment: Ankara recently issued directives; but, implementation is questionable. Istanbul and Adana remain traditional due to conservative leadership.					
	9- Institute new examination procedure					
	(a) IZMIR	80%	30%	25%	85%	95%
	(b) ESKISEHIR	80%	50%	50%	85%	95%
	(c) ANKARA	25%	20%	15%	40%	75%
	(d) ISTANBUL	0	0	0	0	0
	(e) ADANA	0	0	0	0	0
	10- Increase number of teaching faculty (new staff positions)	15%	25%	15%	30%	90%
	11- Improve process of selecting and training participants	60%	60%	40%	75%	90%
	12- Send participants to US for Graduate Study (2 years)	35	20	19	25	90

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PART I-B - PROJECT EFFECTIVENESS

X09

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 1/30/69	4. AS OF PRIOR JUNE 30, 1968		5. PLANNED BY NEXT JUNE 30 1969	6. PROJECTED TOTAL FOR PROJECT LIFE (1973)
			a. PLANNED	b. ACTUAL		
	13- Send short-term participants to the US (professors and docents)	10	15	10	5	12
	14- Hold seminars to train business librarians	0	1	0	0	1
	15- Hold Management Development seminars for business and government managers	0	0	0	1	4
	16- Present seminars in functional areas of business	3	2	2	4	7
	17- Present summer institutes for non-English speaking Turkish professors and docents	3	3	0	3	3
	18- Establish new doctoral seminars	1	3	1	3	6
	19- Establish graduate seminars in research methodology	2	2	2	1	3

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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) The development of institutions, particularly institutions for the training of trainers, adequately staffed and equipped to meet Turkey's needs for essential services and trained manpower.	3	1
	(2) Improvement in the quality of Turkish education and evaluation of the level of educational attainment through better curricula, better teaching and learning materials and methods, in-service training and in various other ways.	3	1
	(3) The increased utilization of research and the scientific method in identifying needs, and in developing improved practices, programs and policies.	2	1
	(4) The Human Reservoir	2	1

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 1):

General Comment:

Three of these education sector goals were stated in the country program book in prior years but with the advent of Program Memoranda the emphasis has shifted to program goals. The program Memorandum submitted in August 1968 identified the problem of American attempts to influence existing educational institutions through U.S. direct faculty or advisory services. The fourth goal above is a broad goal for the AID program in Turkey as described in the Program Memorandum. The PROP, submitted in January 1969, presents a new strategy for this project.

Three earlier sector goals which were stated at the initiation of this project are listed here and pertinent comments made for purposes of measuring progress:

(1) This is a project of institution building - a project whose broadest goal is to change the Academies into modern schools of business. Before institutions can

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change, a foundation must be built upon which that change can occur. In the case of the Academies, building that foundation has meant, to a large extent, changing attitudes of those persons who were in positions to make decisions which would bring about substantive change. This in itself has been an educational process.

Change takes time, and it is generally slower and more difficult to remodel than to build a-new. To date, time and effort have largely been directed to building that foundation. Only within the last year or so have substantive changes begun to appear in the form of substantial curriculum reform and modernization. In order for these changes to have the full impact that is desired, a large infusion of young faculty trained in modern business administration knowledge and techniques will be necessary. The impact of the young people trained at Michigan State University is beginning to be felt. The full impact cannot be expected to come until those who have been U. S. trained advance in rank to a point where they are in a position to influence policy and action.

In spite of desires to improve and move forward on the part of the academies there are important factors outside their direct control that limit their ability to make changes. Severe budgetary limitations make it virtually impossible to build a qualified full-time faculty. Continuing pressures to accept more students complicate this problem. In the area of curriculum the Academies have full autonomy to innovate. However in important related areas they operate under a body of outdated and outmoded law.

(2) This Project has attempted in various ways to improve the quality of teaching in the academies. Until this academic year, the field team members were all involved in teaching classes of their own with various Turkish faculty members observing and discussing course content, technique, and overall curriculum. During this academic year, the field team has continued its teaching but with Turks taking the active responsibility for much of the basic instruction, organization, examination and grading.

The team has attempted to infuse both students and faculty members with the attitude that reading and assimilating a great variety of resource materials is important in a good education. This is in opposition to the still commonly held notion that one good textbook per course is sufficient. The team members have introduced auxiliary readings in their classes and have encouraged other professors to do so.

In addition, the project has incorporated a matching fund component with the Ministry so that additional instructional materials will be purchased for the woefully inadequate libraries. The lira budget set aside for this element has been used for the purchase of business administration materials in English, French, German, etc. In addition to outright purchase, some of the funds have been used to pay for translation and publication costs of materials in Turkish. In prior years, approximately \$30,000 were spent for materials in four academies. In FY 1969, \$20,000 and an

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equivalent amount of Turkish lira are available, far from being adequate.

In-service training has been carried on for the most part on a very informal basis. The teaching efforts of the field team members have brought them into daily contact with those who have observed this teaching and this year with those who have chief responsibility for the section. In addition to this, the professors are sometimes asked to speak in seminar fashion to groups of Turkish professors concerning a new course, new materials, or new methods. To a small extent, new ideas have been brought to the Turks by specially provided seminars. During this last fiscal year Dr. Henshaw, for example, held a seminar in Istanbul on the use of computer processing in business problems. In Izmir, Dr. Smykay met with both businessmen and educators from the Academy on the development of case materials as the basis of instruction.

(3) With respect to the third sector goal of increased utilization of research in identifying needs, the Project has not been particularly successful. Very little research had been done prior to the arrival of the Michigan State team. Since their arrival, team members have begun to emphasize the importance of research but have been frustrated in their attempts to increase its use or meaning in the Turkish mind. Conservative leadership and attitudes of those associated for long periods of time with academy education has continued to dominate decision making.

Some progress has been made in creating a bridge of communication between the academies and their respective business communities. At Izmir several meetings have occurred during which businessmen were asked to make suggestions regarding the curriculum and effectiveness of the academy graduates as well as to obtain vital information for the development of teaching materials. At Eskisehir there is an increasingly close tie between the academy and businessmen and a reliance upon business people to make a substantial input into the decisions made by administration. Other academies have made some small attempts in these directions and team members are encouraging more.

(4) The human reservoir goal - This project is contributing to the human reservoir by training a large portion of the students who are preparing for management positions in both the private and public sectors. Of the total number of students who are studying business administration or related subjects in Turkey, over 75 per cent of them are trained in the Academies. In order to provide means by which high quality business administration skills and knowledge can be offered to these students, the project has emphasized increasing the quality and quantity of young faculty members. Rapid increase in the size of faculty has been seriously handicapped by the failure of the government to authorize sufficient faculty positions; although at current salary scales even some of these kadro positions are unfilled. Within the last year, however, there has been a substantial increase in the government's interest to provide more positions. In the earlier stages of the project the participant program encountered serious difficulties in finding a sufficient number of qualified people.

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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?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	Y
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

021 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

013-014 During the life of the project prior to June 1968 much effort was expended in developing attitudinal change among faculty members, and in promoting an understanding of the philosophy and programs of modern American Business Administration. While curriculum reform and revision were underway in all the academies prior to June 1968, two of the academies were able to respond quickly and positively to students' demands which were made during the 1968 summer boycotts.

During the summer boycotts, especially at Izmir, curriculum reforms were made possible due to student demands and the ability of U. S. trained participants to articulate these demands into progressive innovations. Student disenchantment with the academy program, therefore, was actually turned into productive change when coupled with attitudes regarding education espoused by project experts.

016 The academies have been brought to a point in their development where major curriculum revision has taken place in three of the academies. The academies now have identified many of their problems and are continuing to identify more. One major problem facing these institutions is to secure adequate numbers of trained faculty to enable them to implement new programs. Therefore, it seems appropriate to reduce the number of American professor-advisors and to program more participants so that they may implement the curriculum reforms which they will have accepted. A PROP submitted on January 14, 1969 to present this new strategy was approved April 10, 1969.

017 This project is a good example of the apparent waste of time and money to be expected when a large US team is sent on the basis of an American plan to reform a set of existing (and ineffective) LDC institutions along a set of ideas quite strange to the LDC (Turkish) leaders involved. Deep mental frustration resulted which is easing only through (a) years of growing contact and (b) the return of younger faculty trained in US ideas and practices. A more modest technician input would have been more effective.

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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		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
Target:	<u>EVALUATE PRESENT CURRICULUM</u>			
1	Evaluate course mix and relationship of courses with- in the existing curriculum.		X	
2	Expand or revise existing curriculum by including new courses appropriate to a modern school of Busi- ness.		X	
3	Review and revise where necessary, the sequence of courses in academic programs.		X	
4	Seminars for Academies faculty and representations from Government and business sectors to discuss business education in Turkey.	X		
Target:	<u>IMPLEMENT CURRICULUM PLANS</u>			
1	Design and introduce new courses in functional areas of Business Administration.		X	
2	Write new text materials.		X	
3	Translate standard texts into Turkish.		X	
4	Introduce case method teaching.		X	
5	Establish formula for controlling class size.	X		
6	Expansion and improvement of courses previously introduced by MSU.		X	
Target:	<u>EVALUATE ADMINISTRATIVE STRUCTURE FOR THE ACADEMIES</u>			
1	Investigate feasibility of reorganizing academies by functional departments (marketing, management, etc.)		X	
Target:	<u>ANALYZE-EVALUATE AND RECOMMEND PROCEDURES, REGULA- TIONS AND LEGAL FRAME-WORK WHICH INFLUENCE EFFICIENCY OF THE ACADEMIES</u>			
1	Evaluate examination procedures.		X	
2	Evaluate admission requirements.	X		
3	Evaluate requirements for classroom teaching.	X		
4	Increase number of kadros.	X		
5	Introduce semester system.		X	
6	Revise selection criteria for project participants		X	
Target:	<u>DEVELOP LIBRARIES</u>			
1	Acquire new books.	X		
2*	Train librarians.	X		
3	Encourage library research by including library work in course requirements.	X		
	* Librarians -- No formal schedule was ever adopted, but two librarians from Eskisehir Academy were brought to USIS in Ankara for short training programs.			

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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		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS			
Target: 1	<u>DEVELOP A PROGRAM OF CONTINUING BUSINESS EDUCATION</u> Seminar for managers (public and private sectors) functional areas.	X		
Target: 1	<u>STIMULATE BUSINESS RESEARCH IN THE ACADEMIES</u> Train graduate students in research techniques.	X		
2	Encourage graduate student research projects of high quality.	X		
3	Collaborate with Turkish professors in research.	X		
Target: 1	<u>INCREASE SUPPLY OF BUSINESS ADMINISTRATION TEACHERS</u> Participant training in United States for senior faculty.	X		
2**	Strengthen Doctoral program in academies.			
3	Conduct Summer workshops in Business Administration Academies faculty.	X		
4	Conduct short seminars in functional areas for academy faculty.		X	
	** No formal schedule was ever adopted, but MSU professors have made significant suggestions as to improvements in the Doctoral program.			

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

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

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management		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		039 Timely recruiting of qualified technicians	P
031 Adherence to AID administrative and other requirements		040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
		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)		055 Utility of training regardless of changes in project	
045 Technical/professional qualifications		056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Adequacy of performance	P
047 Quality of general orientation		058 Continuance on project	P
048 Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	N
049 Collaboration by participants' supervisors in planning training		060 Mission or contractor follow-up activity	
050 Participants' availability for training	N	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	069 NON-FFF	X	064 NO COMMODITY ELEMENT	
					072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					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 1020-251 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. Quantifying overall results with respect to five separate institutions is next to impossible. In general, we had hoped that more would have been accomplished by this time. The technical performance of the contract team has been good; the responses of the five academies has varied from excellent to poor. Progress in specific areas is evaluated as follows:

CURRICULUM CHANGE: At Eskisihir, Izmir, and Ankara there has been significant progress. Ankara is just beginning to make some progressive movement with the implementation of new courses. Both Istanbul and Adana have remained virtually static.

TEXT AND REFERENCE MATERIAL: Contract Personnel have been instrumental in writing and in motivating others to important works. Each technician has produced or has in progress one or more books. However, little of this material has been adopted as text material by Turkish instructors.

PARTICIPANT PROGRAM: This program broke down because the supply of junior faculty who met English language and GOT two-year employment rules was exhausted. The Academies and the Ministry achieved GOT permission for sending new recruits prior to their employment by the Academies, removing this obstacle.

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RETURNED PARTICIPANTS: Although some ground has been gained in using returned participants as instructors, this program has a long way to go. Traditional restraints in using "Assistant Professors" and the absence of a traditional "Teaching Assistants" has caused some reluctance to fully utilize the U. S. trained returnees.

ADMINISTRATION: Only now has the need to change the administration structure begun to become apparent to the academies. Realization of the need has come with the adoption of new curriculum. The academies will need assistance with this in the near future.

Virtually no progress has been made toward resolving problems of a legal nature which face the academies. Solution of this kind of problem lies at a much higher level than the project.

b. Implementing Agency

The project is being implemented through a contract with Michigan State University. A team of six professors from the MSU College of Business Administration has been working with the Academies. The strategy used to work toward the objectives began with the Americans introducing modern Business Administration courses such as Marketing, Organization, and Administration, Business Finance, Managerial Accounting, etc. These had other courses, have been taught by the Americans. Gradually the emphasis has been shifted. As the Turks became more familiar with new courses, Turkish professors have been urged to teach them. The role of the Americans has changed from that of teacher to one of advisor, coach, and helper.

The actual teaching has been accomplished through interpreters. Young faculty members (assistants) have been used for this purpose. The Americans had to train these young people in modern concepts and knowledge as well as in teaching methods. This has been quite successful.

The MSU group has been successful in working with the Turks in responsible positions. Relations between the MSU group and the Academy Presidents and senior faculty have improved during the last two years and now are extremely good. Mutual trust has led to extremely frank discussion of many problems which are most sensitive and critical and has led to new approaches and solutions to these problems.

c. Participants

The Academies required the following qualifications for a candidate before he could be selected to go to Michigan State University for the Master of Business Administration degree.

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1. Must hold the rank of assistant in an academy;
2. Must have had two years' service with the Government of Turkey before departure;
3. Must be qualified in English; and
4. Must contract to work for an academy a minimum of two years for each year spent in training.

(# 2 & 4 GOT statutory requirements for overseas training for any government employee, which #1 is.)

The supply of qualified people was exhausted quickly so that in 1967, only one participant was sent. In order to rejuvenate the program it was necessary for the academies and the Ministry of Education to agree to revise the requirements. This has been accomplished. To be eligible to go to MSU as a participant for this program a candidate:

1. Must be a graduate of high quality from a recognized institute of higher learning;
2. Must be acceptable to an academy for employment on the faculty;
3. Must be qualified in English;
4. Must contract to work for an Academy a minimum of two years for each year of training received in the United States.

In addition, the following agreements have been made by the academies and the Ministry of Education.

1. The Academies agree to employ successful participants as assistants upon their return to Turkey;
2. The Ministry of Education agreed, within budget limitations, to provide the academies with sufficient positions (kadro) to employ the successful participants upon their return.

(054) The project has not been quite so successful in solving the problem of post training placement. Academy regulations prevent anyone without a Ph. D. from teaching. While a few participants have the Ph. D. (Turkish or European) before going to MSU, most do not. Therefore, there is a time lag between the return of a participant and the time he actually enters the classroom to teach.

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While the academies in the past have rigidly adhered to this rule, there was a breakthrough in the fall of 1968. Several major professors have agreed, on an experimental basis, to have their assistants who have been MSU trained teach portions of their classes.

d. Commodities

Twenty thousand dollars have been allocated this fiscal year (1969) for the purchase of textbooks to build libraries. A matching amount of Turkish lira is expected to be available from GOT sources for the same purpose. It is too early to fully assess the success of this program. However, requests for books are beginning to arrive from the academies and ordering from publishers will begin soon.

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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. | |
| 083 | Competence and/or continuity in executive leadership of project. | N |
| 084 | Host country project funding. | |
| 085 | Legislative changes relevant to project purposes. | N |
| 086 | Existence and adequacy of a project-related LDC organization. | N |
| 087 | Resolution of procedural and bureaucratic problems. | |
| 088 | Availability of LDC physical resource inputs and/or supporting services and facilities. | |
| 089 | Maintenance of facilities and equipment. | |
| 090 | Resolution of tribal, class or caste problems. | |
| 091 | Receptivity to change and innovation. | N |
| 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. | |
| 095 | Extent of LDC efforts to widen the dissemination of project benefits and services. | |
| 096 | Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations. | |
| 097 | Enforcement of relevant procedures (e.g., newly established tax collection and audit system). | |
| 098 | Other: | |

HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:

- | | | |
|-----|---|---|
| 099 | Level of technical education and/or technical experience. | |
| 100 | Planning and management skills. | |
| 101 | Amount of technician man years available. | |
| 102 | Continuity of staff. | |
| 103 | Willingness to work in rural areas. | |
| 104 | Pay and allowances. | N |
| 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 P 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):

In order to properly assess the role of the cooperating country the discussion should be divided into several parts and various points should be kept in mind. The Academies are technically under the Ministry of Education but have what is known as "scientific autonomy". This means that in such matters as curriculum design, scheduling, employment and placement of professors, the Academies have decision making powers. However, they do not have fiscal autonomy nor complete administrative freedom. They must operate under the laws of Turkey and regulations of the Ministry of Education. Therefore, it is necessary: (1) to look at the performance of the Academies in the areas where they have control, (2) to look at the performances of the Academies in areas where they have no direct control, and (3) to look at the performance of the Ministry of Education in regard to Academy problems.

In addition, since there are five Academies operating semi-independently, and in somewhat different environments, all have not progressed in exactly the same way or, at the same speed. (One Academy is now a Faculty within Ege University.)

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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.

It has been only within the last year or so that the majority of educational leaders in Turkey have developed a genuine appreciation of the importance of modern Business Administration education to the economic development of Turkey. With the exception of the Academy President at Eskisehir and a few senior faculty members the leadership in all the academies was at best only mildly interested in making change. The Ministry of Education, because of its lack of control in "scientific" matters relating to the academies, did not interfere with decisions (or lack of decisions) concerning curriculum matters.

However, within the last year or eighteen months there has been a marked change in attitude both at the Ministry level and at the academy level. Early in 1968 the Minister addressed the Inter-Academy Board and strongly suggested that the academies revise their curriculae and become modern schools of Business Administration providing the kind of training needed today. The Ministry has also stressed its willingness, within budgetary limits, to authorize and provide money for faculty expansion. Capital support for new buildings has been forthcoming. All except Istanbul have or, are getting new buildings. The current budget is miserly in the extreme (1/10th per student compared with that of regular universities!) with no encouragement from the Ministry or the concerned Director General for increased support.

The academies too, have changed their attitudes. The Eskisehir Academy is an exception to this. It revised and implemented a modern Business Administration curriculum two years ago. However, partly due to changes in leadership, and partly due to changes in attitude, the other four academies have made changes during the past year. Under new Presidents, the academy at Izmir has made sweeping changes and Ankara's president has brought about significant curriculum changes. Changes at the Istanbul and Adana Academies have been substantially less spectacular, but some changes have been accomplished. Ege University has invited Izmir Academy to join it as a faculty of Economic and Commercial Science. (The consolidation occurred in June 1969.) The negative factors affecting project progress are discussed below.

083 There are now, among the academies, two very strong Presidents, one moderately strong president, and two who are ineffectual in terms of project goals. One of the ineffectual presidents is generally opposed to change. The other is hampered by lack of experience, lack of adequate funds for development, and dependence upon the other Academies to supply faculty members on a visiting basis.

In June 1968 administration of Government of Turkey special project lira funds was transferred from AID to the Ministry of Education. With this transfer, for the first time, a Turkish project coordinator in the Ministry of Education was appointed to coordinate the activities of the project and supervise (jointly with the Chief of Party) the expenditure of funds. The project immediately became entangled in bureaucratic redtape (much of it generated in the office of the project coordinator) with the result that it has become a tremendously frustrating and time consuming job to get funds released for project activities. The overall effect of these bureaucratic

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actions on the part of the Ministry of Education representative has been to reduce the efficiency of the project and made it much more difficult to reach project goals.

085 The laws under which the academies operate are, in many respects, outdated and substantially circumscribe developmental activities of the Academies. For example, if a President leaves office, a new president must be chosen from among the ranks of professors at the institution. This precludes the institution from considering the possibility of securing strong leadership from outside the institution.

Other provisions of existing laws impose what seems to be unreasonable time requirements before young people are allowed to teach. To correct these and other situations, it will be necessary to pass a new law. To date there has been little interest or effort devoted to changing the law.

087 Somewhat related to the problems of law are the problems of regulations and bureaucratic procedure which surround the academies. Where things seem important the Turks seem capable of finding ways around regulations. But they do not seem willing to make concerted efforts to change the regulations.

104 One of the unfortunate truths of higher education in this country is the extreme low pay of instructors. In both universities and academies, instructors begin and work for many years at a wage which will not support even professional subsistence. As a consequence most instructors find it imperative to find employment outside the institution to earn an adequate living. This makes communication and discussion concerning innovation and change difficult indeed and it also militates against attracting intelligent young people to the teaching profession.

091 Covered in main narrative, page 1d.

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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): The major objectives of the project thus far have been to introduce modern business administration courses into the Academy programs, to introduce modern teaching methods, and to induce the Academies to revise their curriculae to include and emphasize new teaching methods. In order to accomplish these major objectives a substantial input of American advisor-professor was needed. As noted elsewhere, curriculum revision and reform is well underway in Eskisehir, Izmir and Ankara.

While curriculum revision remains important, the problem of implementation has now become of prime importance. The long run development of the Academies depends upon a large number of people trained in modern Business Administration and modern teaching methods. In order properly to implement the new programs the Academies must secure qualified people to back the new courses. Unfortunately, the Turkish educational system does not produce properly qualified people to meet the Academies' needs. Therefore it seems appropriate that the project should concentrate on assisting the Academies by increasing the participant program. At the same time the need for a large number of advisor-professors has diminished and the number should be reduced.

IV-B - PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

- | | |
|---|--|
| 1. Continued as presently scheduled in PIP. | |
| 2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W). | |
| 3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow. | |
| 4. Extended beyond its present schedule to (Date): Mo. <u>6</u> Day <u>30</u> 197 <u>8</u> Explain in narrative, PROP will follow. XXXXX submitted | |
| 5. Substantively revised. PROP will follow. XXXXX was approved 4/10/69. | |
| 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:

The PROP reflects a greater emphasis on the participant program and increased advisory activities, rather than teaching, by the MSU team.

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