

LB/OPNS  
5110439-11

AID 1020-25 (7-66)  
**PROJECT APPRAISAL REPORT (PAR)**  
 (U-446) See M.O. 1026.1

SECURITY CLASSIFICATION  
**UNCLASSIFIED**

001 PRC T NUMBER  
 511-11-690-439.3

002 PAR MO. DAY YR. AS OF: 1 6 69  
 003 U.S. OBLIGATION SPAN FY 66 THRU FY 78  
 004 PROJECT TITLE  
**Teacher Training**

005 COOPERATING COUNTRY - REGION - AID/W OFFICE  
**Bolivia**

006 PD-AAA-114-A1

**006 FUNDING TABLE**

| AID DOLLAR FINANCING OBLIGATIONS (\$000)   | TOTAL | CONTRACT (NON-ADD) | PERSONNEL SERVICES |      |          | PARTICIPANTS |          | COMMODITIES |          | OTHER COSTS |          |
|--|-------|--------------------|--------------------|------|----------|--------------|----------|-------------|----------|-------------|----------|
|  |       |                    | AID                | PASA | CONTRACT | DIR. PASA    | CONTRACT | DIR. PASA   | CONTRACT | DIR. PASA   | CONTRACT |
| CUMULATIVE NET THRU ACTUAL YEAR (FY 19 69) | 278   | 239                | -                  | -    | 239      | 37           | -        | -           | -        | 2           | -        |
| PROPOSED OPERATIONAL YEAR (FY 19 70)       | 70    | 30                 | -                  | -    | 30       | 40           | -        | -           | -        | -           | -        |

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<br>2. LOCAL CONTRACTOR<br>3. THIRD COUNTRY CONTRACTOR<br>4. PARTICIPATING AGENCY<br>5. VOLUNTARY AGENCY<br>6. OTHER: | 0. PARTICIPATING AGENCY<br>1. UNIVERSITY<br>2. NON-PROFIT INSTITUTION<br>3. ARCHITECTURAL & ENGINEERING<br>4. CONSTRUCTION<br>5. OTHER COMMERCIAL<br>6. INDIVIDUAL<br>7. OTHER: | 1. <b>U.S. Contractors</b> | 1         | 1  | <b>AID 1a-319</b>          |                              |
|   |   | 2.                         |           |    |                            |                              |
|   |   | 3.                         |           |    |                            |                              |

**PART I - PROJECT IMPACT**

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

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

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

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

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

On February 28, 1967 an agreement was signed between the Ministries of Economy, Education, Rural Affairs of the GOB, and USAID/B for an overall educational development plan of teacher training to broaden the knowledge, capacity and insight of teachers, administrators and supervisors; thus improving and expanding instruction, administration, and supervision abilities of personnel in the Bolivian education system.

|                             |                                 |                  |
|-----------------------------|---------------------------------|------------------|
| MISSION DIRECTOR APPROVAL → | SIGNATURE<br><i>[Signature]</i> | DATE<br>12/17/69 |
|-----------------------------|---------------------------------|------------------|

SECURITY CLASSIFICATION:  
**UNCLASSIFIED**PROJECT NUMBER  
511-11-690-439.3**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.

This project included plans for in-service training in: 1) analysis of school needs and problems, 2) methods of supervision and administration, 3) elementary science, 4) modern mathematics, both elementary and secondary, 5) physics, 6) chemistry, 7) biology, and 8) normal school development. There were also plans for high level international congress to evaluate, analyze, and make recommendations concerning Bolivian Education, held in 1967.

During this project, 1,654 Bolivian educators have participated directly in training seminars. Also, an undetermined number have received training by those trained in the original seminars.

USAID has provided technical advisors contracted from U.S. and "Third Country" institutions to cooperate with Bolivian personnel in carrying out the in-service training programs mentioned above.

As part of the dual purpose of this program, Bolivian personnel have been and are being trained as instructors so that they will eventually be able to maintain their own in-service programs with a minimum of outside assistance.

Progress thus far has been satisfactory. It is expected that, if the program continues as planned, Bolivia will have competent personnel to continue in-service programs when USAID terminates its assistance to this project in FY 1972.

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## PART I-B - PROJECT EFFECTIVENESS

009

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

| 1.<br>CODE<br>NO.<br>AID/W<br>USE<br>ONLY | 2.<br>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<br>ACTUAL<br>CUM. TO<br>DATE                   | 4.<br>AS OF PRIOR<br>JUNE 30 |              | 5.<br>PLANNED<br>BY NEXT<br>JUNE 30 | 6<br>PROJECTED<br>TOTAL<br>FOR<br>PROJEC<br>LIFE |
|   |  |  | a.<br>PLANNED                | b.<br>ACTUAL |                                     |  |
| X   | A. Provision of special instructors for in-service teacher training seminars.  | 13   | 13                           | 13           | 15                                  | 15   |
|   | B. In-service training seminars  | 22   | 16-20                        | 22           | 34                                  | 55   |
|   | C. Extended programs in in-service teacher seminars FY 70<br>*This program is in connection with teacher orientation in the use of new materials (textbooks and revision curriculum) produced by the curriculum revision, textbook production project 511-11-690-439.2. This project will now be directed by personnel of the Curriculum Laboratory who are competently trained to implement this orientation program. USAID-HRD will make recommendations and give advice when solicited. |  |                              |              | 1                                   | 1  |
|   | D. Personnel trained by direct participation in seminars.<br>*1,654 people have been directly involved in in-service seminars realized under this project. An undetermined number, (feed back indicates a rather large number) have also received training by these participants.  |  |                              |              |                                     |  |
|   | E. Financial planning for future U.S. consultants<br>*Financial contributions in in-service seminars can be substantially reduced due to the utilization of local instructors trained under this project.  |  |                              |              |                                     |  |

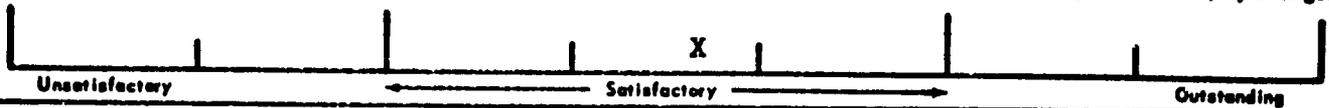
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PART I-B - Continued

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.

| e.<br>CODE NO.<br>(AID/W USE ONLY) | SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance<br>SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal | c.<br>POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS | d.<br>ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE |
|------------------------------------|--|---|---|
|                                    | b.<br>SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)   |   |   |
|                                    | (1) To provide tools for educational change through analysis of existing education practices in Bolivia.   | 3   | 3   |
|                                    | (2) To upgrade the academic training of teachers through in-service training programs.   | 3   | 2   |
|                                    | (3) To upgrade supervision and administrative procedures and practices in Bolivian Education through in-service programs.  | 3   | 3   |
|                                    | (4) To coordinate in-service programs with text-book production and curriculum revision being implemented in project 511-11-690-439.2.   | 3   | 3   |

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

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

1. The analytical seminars held in 1967 and the high level National Congress held in Bolivia, attended by international consultants, produced excellent results in initiating a developmental program. Due to frequent political changes the impact of this initiative cannot be accessed. It appears, however, that current indicators favor a continued effort by the GOB to complete project targets.
2. This project target has progressed satisfactorily. However, the limited GOB Education budget is unlikely to be able to support this project target as much as was hoped.
3. This phase of the program has progressed well but is also limited in multiple effectiveness by limited GOB budgetary conditions.
4. This project target is planned directly with project 511-11-690-439.2; curriculum revision, and production and distribution of new curriculum materials.

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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? | N |
| 017 | Have any important lessons, positive or negative, emerged which might have broad applicability?  | Y |
| 018 | Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?  | N |
| 019 | Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?                                 | N |
| 020 | Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)                                      | N |

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

- 014 - One of the most difficult conditions to overcome in teacher training programs has been the division of Bolivian Education among various Ministries of Government. The social barrier that exists between the various peoples has been extremely inhibitive in realizing a coordinated educational effort in Bolivia. This is now changing due to the insistence of this project on unifying all seminars for teacher training.
- 017 - As a result of this project, there is now strong evidence that education can and should function as one coordinated effort instead of the diversified programs employed under numerous ministries. Seminars, previously thought impossible, have been held with a positive effect with rural and urban educators working together to analyze and solve educational problems of Bolivia.



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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  |   |
| (b) Ahead of schedule  | X |
| (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  |   | 034 Adherence to work schedule                                | P |
| 026 Understanding of project purposes                                      | P | 035 Working relations with Americans                          | P |
| 027 Project planning and management  | P | 036 Working relations with cooperating country nationals      | P |
| 028 Ability to adapt technical knowledge to local situation                | P | 037 Adaptation to local working and living environment        | P |
| 029 Effective use of participant training element                          | P | 038 Home office backstopping and substantive interest         | P |
| 030 Ability to train and utilize local staff                               | P | 039 Timely recruiting of qualified technicians                | P |
| 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                           |   |
| PREDEPARTURE   |    | 052 Appropriateness of original selection                    | F |
| 042 English language ability   | NA | 053 Relevance of training for present project purposes       | P |
| 043 Availability of host country funding                                 | N  | 054 Appropriateness of post-training placement               | P |
| 044 Host country operational considerations (e.g., selection procedures) | P  | 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                                       | P  | 058 Continuance on project                                   | P |
| 048 Participants' collaboration in planning content of program           | P  | 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 PFF | 063 NON-PFF | 064 NO COMMODITY ELEMENT |    |   |
|---|---------|-------------|--------------------------|----|---|
|   |         |             |                          |    | 072 Control measures against damage and deterioration in shipment. NA |
| 065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization). |         |             |                          | F  | 073 Control measures against deterioration in storage. NA             |
| 066 Quality of commodities, adherence to specifications, marking.               |         |             |                          | F  | 074 Readiness and availability of facilities. P                       |
| 067 Timeliness in procurement or reconditioning.                                |         |             |                          | NA | 075 Appropriateness of use of commodities. P                          |
| 068 Timeliness of shipment to port of entry.                                    |         |             |                          | NA | 076 Maintenance and spares support. NA                                |
| 069 Adequacy of port and inland storage facilities.                             |         |             |                          | NA | 077 Adequacy of property records, accounting and controls. P          |
| 070 Timeliness of shipment from port to site.                                   |         |             |                          | NA | 078 Other (Describe):   |
| 071 Control measures against loss and theft.                                    |         |             |                          | NA |   |

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.

The project is generally on schedule in terms of reaching targets essential in achievement of project outputs.

Direct hire and contract technicians have trained local counterpart educators to continue with in-service training programs in the selected priority areas of training for this project.

The project's current training programs reflect progressive, positive qualities which will show significant achievements in the future.

b. Implementing agencies' action

The teacher training project has had both direct hire and contract advisors working as instructors in the various areas of action. Due to effective training in priority areas the majority of in-service programs can now be conducted by local counterpart educators with limited technical advice by USAID technicians. However, the expansion of related areas and the establishment of new priorities would be useful to Bolivian in-service education. The limited GOB Education Budget has not provided funds for this expansion of the teacher training project.

c. Participants

The Curriculum Laboratory, which is one of the main implementing agencies in this project, is now completely staffed with locally hired educators. The majority have received specialized training as in-service training program technicians.

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PAR CONTINUATION SHEET

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The problem of maintaining a stable, permanent staff to continue project targets has been solved for the present, and new members who have not received training will receive it as soon as possible.

d. Commodities

The project has received USAID commodity support consisting of books, pamphlets, audio-visual teaching aids and printed materials for use in seminars. One difficulty incurred has been delays in the signing of requisitions to expedite printing materials necessary for in-service teacher training.

043 - see 084

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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.  | P |
| 081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.  | P |
| 082 Availability of reliable data for project planning, control and evaluation.                              | N |
| 083 Competence and/or continuity in executive leadership of project.   | N |
| 084 Host country project funding.  | N |
| 085 Legislative changes relevant to project purposes.  |   |
| 086 Existence and adequacy of a project-related LDC organization.  |   |
| 087 Resolution of procedural and bureaucratic problems.  | P |
| 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 cast problems.  |   |
| 091 Receptivity to change and innovation.  |   |
| 092 Political conditions specific to project.  |   |
| 093 Capacity to transform ideas into actions, i.e., ability to implement project plans.                      | 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.     | P |
| 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.  |   |
| 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 1):

- 082 - There has been an inadequate availability of project evaluation in in-service training programs due to the host country lack of follow up evaluation for feedback. Measures have been taken in the curriculum laboratory to eliminate this negative aspect. Records are now being kept which will allow follow-up evaluation.
- 083 - Ministerial continuity has not been satisfactory. On the district level, leadership response has been positive.
- 084 - Project funding by the host country has been difficult due to limited budget. This is always a problem in host country cooperation and will be a significant factor in sustaining this program.

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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):

USAID/B does not propose any substantive changes in project targets or objectives at this time. While progress is continually impeded by unstable political conditions it is felt that positive results are being achieved and continuation of the program is appropriate.

**IV-B - PROPOSED ACTION**

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

|  |   |
|--|---|
| 1. Continued as presently scheduled in PIP.  | 3 |
| 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. 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:

This program is a priority input for the development of Bolivian education. It should be continued and improved.

The views, objectives, and evaluations discussed are an "overall" average for the total scope of the project. Some in-service seminars could be classified as highly successful and significant while others have had limited success.

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**PAR CONTINUATION SHEET**

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**Clearances:**

PR: EJSzepesy *JK*

PR: PKolar *JK*

HRD: MHarding (draft) *JK*

HRD: Slandfield *JK*

ADP: HBirnbaum *JK*

AADO: WBrister *WAB*

DD: LPerez *JK*

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