

DUPLICATE 5110439-21

PD - RAA - 115-01

PROJECT APPRAISAL REPORT (PAR)

16 p.

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1. PROJECT NO. 511-11-690-439.3	2. PAR FOR PERIOD: 7/28/71 TO 6/30/74	3. COUNTRY Bolivia	4. PAR SERIAL NO. FY-1975-1
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Educational Administration

6. PROJECT DURATION: Began FY 1972 Ends FY 1974	7. DATE LATEST PROP 1/3/73	8. DATE LATEST PIP	9. DATE PRIOR PAR 7/28/71
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10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$667	b. Current FY Estimated Budget: \$667	c. Estimated Budget to completion After Current FY: \$
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME San Jose State University	b. CONTRACT, PASA OR VOL. AG. NO. Contract AID/GOB-511-86
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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		

This project has been completed and no further actions are being proposed or recommended. The recommendations and lessons learned from the project were incorporated into the design of the new Educational Management and Rural Development grant project and the Educational Management and Instructional Development Loan.

- Besides the lessons and recommendations already incorporated into the above new projects, the Mission should also bear in mind for application to new projects the suggestions summarized below. These are based on project experience and are mostly related to the management of the San Jose State University contract:
1. The in-country project team leader should have principal responsibility and authority for project implementation. The home office coordinator should play a secondary, supportive role, although on a continuing basis.
 2. The home office and overseas advisory team should use the same accounting system to assure comparability of accounts. Without this, there will be unnecessary misunderstandings about expenditures and reimbursements.
 3. Local support staffing should be truly bi-lingual. The project suffered from secretarial assistance in Bolivia which was not able to work effectively in English as well as in Spanish.
 4. Technicians named to work on overseas projects should be able to adapt their technology to local needs. In-depth pre-departure and home office.

D. REPLANNING REQUIRES

REVISED OR NEW: PROP PIP PISO/AG PISO/T PISO/C PISO/P

DATE OF MISSION REVIEW: September 5, 1974

PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE: [Signature] 27 Aug 74

MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE: John B. Clason, Director

SECURITY CLASSIFICATION
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PROJECT NUMBER

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.

orientation is essential to assure that the technician is able to begin effective work soon after his arrival in-country.

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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. San Jose State University					X								X
2.													
3.													

Comment on key factors determining rating

a) The following performance factors were rated superior: Understanding of Project Purpose, Relations with Host Nationals, Local Staff Training and Utilization, Adherence to Work Schedule, Candor and Utility of Required Reports, Administration of Participants, and Responsiveness to AID Direction. Performance factors rated satisfactory included: Planning and Management, Technical Qualifications, and Timely Recruiting of U.S. Personnel.

b) The basic contractor's scope of work consisted of developing a viable comprehensive program for administrative reform of the Ministry of Education. The contractor succeeded in attaining most of the targets listed in the PROPOSAL as indicated under Section IV of this PAR. Regarding Educational Planning, it was decided that emphasis (Cont. 2.a.)

4. PARTICIPANT TRAINING	1	2	3	4	5	6	7	1	2	3	4	5
					X							X

Comment on key factors determining rating

The applicable performance rating factors during this period were rated highly satisfactory, including English Language Ability, Host Country Funding, Orientation, Participant Availability, Trainee Selection, Relevance of Training to Project, Employment Appropriate to Project, and Supervisor Receptiveness.

A total of seven MOE employees received long-term training (of one year duration) (Cont. 2.c.)

5. COMMODITIES	N.A.											
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Comment on key factors determining rating

Performance under this project component is not being rated as no P/Os were issued under this project until June 28, 1974 when \$20,000 originally obligated for travel and per diem in Bolivia were reprogrammed and utilized to fund one vehicle and office equipment for the MOE Administrative Reform Unit (CR/).

6. COOPERATING COUNTRY	a. PERSONNEL	1	2	3	4	5	6	7	1	2	3	4	5
						X							X
	b. OTHER						X						X

Comment on key factors determining rating

a) Personnel Factors: The following applicable performance factors were rated satisfactory: Competence/Continuity of Project Leadership, Ability to Implement Project Plans, Use of Project Trained Manpower, Technical Skills of Project Personnel, Planning and Management Skills, Technical Man-years Available, Continuity of Staff, Willingness to Work in Rural Areas, and Adequacy of Pay. The GOB counterparts to the U.S. advisors consisted of the staff of CRA, Special MOE unit created to carry out administrative reform within the MOE and their Acceptance of and Association with Project Purpose was considered superior.

b) Other Factors: With the exception of Availability of Reliable Data/Statistics, a factor which was rated negative in view of GOB lack of reliable baseline information, all other performance factors were rated satisfactory or superior. Bolivian project leadership remained fairly constant during contract tenure. (Cont. 2.a.)

7. OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5
				X						X		

(See Next Page for Comments on Other Donors)

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.												
2.												
3.												

Comment on key factors determining rating

in this area be postponed until the development of the National Education Plan was completed. This MOE decision was based on the fact that other donors were providing assistance to the MOE in this area. (See Section II.7). Preliminary work on the proposed USAID/GOB Education Management Loan, however, involved the Planning Division and closer relationships were formed between Planning and the Administrative Reform (CRA) units. This resulted in a high level of Planning participation in the Reform efforts.

4. PARTICIPANT TRAINING	1	2	3	4	5	6	7	1	2	3	4	5
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Comment on key factors determining rating

in the United States in the following fields: audio-visual aids, educational psychology, school administration and evaluation, and school orientation. In addition, three participants originally funded in FY 1973 started their training programs (of one year each) in September, 1974. (Cont. 2.b.)

5. COMMODITIES	1	2	3	4	5	6	7	1	2	3	4	5
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Comment on key factors determining rating

6. COOPERATING COUNTRY	a. PERSONNEL	1	2	3	4	5	6	7	1	2	3	4	5
	b. OTHER												

Comment on key factors determining rating

However, the number of counterparts was reduced from a total of 12 to 7 during the final phases of the project. The present staff has evidenced outstanding leadership in developing and beginning implementation of the Administrative Reform in 4 states. This same group, enlarged, have been named by the Minister to implement the US/ID/GOB loan. The "President" of the Commission has also been named Director of the MOE Administration Division.

7. OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5
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(See Next Page for Comments on Other Donors)

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.												
2.												
3.												

Comment on key factors determining rating

4. PARTICIPANT TRAINING	1	2	3	4	5	6	7	1	2	3	4	5
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Comment on key factors determining rating **Nearly all returned participants have remained active in governmental activities in education. Those still employed by the MOE maintain the same or higher positions within the MOE than before the training. One left the MOE to devote full-time as a University professor, and two are now employed in other Government agencies. This record is high considering that the contract operated under 4 Ministers of Education. Participants have rated their training as of high importance in their work with the MOE.**

5. COMMODITIES	1	2	3	4	5	6	7	1	2	3	4	5
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Comment on key factors determining rating

6. COOPERATING COUNTRY	a. PERSONNEL	1	2	3	4	5	6	7	1	2	3	4	5
	b. OTHER												

Comment on key factors determining rating

7. OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5
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(See Next Page for Comments on Other Donors)

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II. 7. Continued: Comment on key factors determining rating of Other Donors

No other Donor has contributed directly to the Administrative Reform program, however, the UNESCO has supplied one expert and the OAS two experts to assist the MOE in developing the Education Diagnosis and National Plan. The collection of data for the Diagnosis was well done as was the initial interpretation of the data. Organization of the summary volume and development of the National Plan has, however, been slow and impeded the work of CRA and the Contractor from time to time as the Reform needed to consider carefully the results of the Diagnostico and the prioritization of projects included in the National Plan.

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					
		CUMULATIVE PRIOR FY	CURRENT FY		FY ____	FY ____	END OF PROJECT
			TO DATE	TO END			
1. Reports prepared on Educational planning, salary scales, school facilities, fiscal planning, and other educational administration. *	PLANNED	7	2	2			9
	ACTUAL PERFORMANCE	9	9				
	REPLANNED			11			20
2. Manuals prepared on administrative change, supervision and evaluation, plans and programs, educational planning, information gathering, guidance and counseling, administration, etc. **	PLANNED	1	6	6			7
	ACTUAL PERFORMANCE	1	8				
	REPLANNED			8			9
3. Number of Administration Training Centers organized. * Organizational plan prepared for the Centers in Sucre and Tarija.	PLANNED	1	1	1			2
	ACTUAL PERFORMANCE	1	1				
	REPLANNED			1			2 *
4. Number of school district and regional administrators trained.	PLANNED	245					245
	ACTUAL PERFORMANCE	135	133				
	REPLANNED			133			268
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS		COMMENT:					
1. Curriculum for Administration Training Centers		The San Jose advisors prepared twenty-four instructional programs in Spanish and delivered them to the Ministry of Education in June, 1974.					
2. * Reports.		COMMENT: The titles of the reports prepared are as follows: (Cont. 3.a.)					
3. ** Manuals.		COMMENT: The titles of the manuals prepared are as follows: (Cont. 3.a.)					

PROJECT NO.	SUBMISSION (Number)	DATE	PAGE 3.a. of _____ PAGES
	<input type="checkbox"/> ORIGINAL <input type="checkbox"/> REVISION _____		

1. Structures for Commitment and Action, Next Step in Bolivian Education.
2. Toward Communication and Consensus within the Bolivian Educational System.
3. Analysis and Change of Administrative Structure and Application in Bolivia.
4. Guidelines for Developing Adequate Remuneration Scales for Professionals in Public Education.
5. A Recommended Organizational Plan for School Facilities, School Construction and Maintenance, Preliminary Report.
6. An Analysis of the Functions and Tasks of the Department of Administration and Finance of the Direction of Administration of the Ministry of Education.
7. Analysis and Change, a Manual for Administrative Reform.
8. Teacher Education in Bolivia.
9. Mobile Units Programs and Specifications for Training Laboratory.
10. Plan de Sueldos.
11. Teaching and Administrative Personnel.
12. Analysis and Evaluation of IBM Proposals.
13. Communication/Information System, a Working Paper.
14. Final Report, Lloyd C. McCleary.
15. Supervision and Evaluation.
16. Information and Communication System for Effective Administration: Analysis and Design.
17. Analysis and Change of the Administrative Organizational Structure.
18. Investigación de Necesidades y Prioridades de Capacitación.
19. Proposed, Administrative Training Program for Sucre and ISER.
20. Administrative Organization of the Department of Guidance-Counseling of MOE of Bolivia. Follow'up Report on this Activity.

(Cont. B.3.)

1. Analysis and Change, a Manual for Administrative Reform.
2. Manual de Organización y Funciones de la Supervisión Escolar para los niveles, Nacional, Regional y Local.
3. Plan de Reorganización del Departamento de Curriculum.
4. Sistema de Administración de Planes y Programas de Enseñanza.
5. Analysis of Change of Administrative Structure and Application in Bolivia.
6. Manual of Organization and Functions for the National Office of Administration.
7. Manual for Guidance and Counselling.
8. Manual for District Level Integrated Administrative Services "SIDA".
9. Manual for the District Technical Council.

The reports and manuals which were written originally in English have been translated and published in Spanish.

II. 7. Continued: Comment on key factors determining rating of Other Donors

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					END OF PROJECT
		CUMU- LATIVE PRIOR FY	CURRENT FY 74		FY ____	FY ____	
			TO DATE	TO END			
5. Number of MOE and CONEPLAN administrators trained to work in educational reform.	PLANNED	12					12
	ACTUAL PERFORMANCE	12					
	REPLANNED						
6. Number of MOE supervisors, planning experts, curriculum specialists, management specialists, and data processing technicians trained.	PLANNED		22				22
	ACTUAL PERFORMANCE		22				
	REPLANNED			22			22
7. Number of trained chief administrative officers from the Departments and Regions.	PLANNED		11				11
	ACTUAL PERFORMANCE		28				
	REPLANNED				28		28
8. Number of professors trained to serve as instructors in the Administration Centers.	PLANNED				9		9*
	ACTUAL PERFORMANCE						
	REPLANNED				0		0
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS	COMMENT:						
1.	* Although the professors were identified, they were not trained as there was no time during the last part of the project to do so. They will be trained, however, under the new Educational Development Loan and Grant projects.						
2.	COMMENT:						
3.	COMMENT:						

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II. 7. Continued: Comment on key factors determining rating of Other Donors

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)					
		CUMU- LATIVE PRIOR FY	CURRENT FY74		FY ____	FY ____	END OF PROJECT
			TO DATE	TO END			
9. Number of National and District level personnel trained by ISAP in area of finance.	PLANNED	0	0	0			0
	ACTUAL PERFORMANCE		20				
	REPLANNED			20			20
10. Number of National and District level personnel trained by ISAP in the area of personnel administration.*	PLANNED	0	0	0			0
	ACTUAL PERFORMANCE		20				
	REPLANNED			20			20
11. Number of MOE District level secretaries trained by ISAP.*	PLANNED	0	0	0			0
	ACTUAL PERFORMANCE						
	REPLANNED			30			30
12. Number of Central level supervisors and directors trained by ISAP in the area of administration.*	PLANNED	0	0				0
	ACTUAL PERFORMANCE		20				
	REPLANNED			20			20
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS	COMMENT:						
1.	* These training programs, which were not included in the original project design, were developed at a later stage during project implementation as a result of increased ISAP capability and negotiation, and increased coordination between ISAP and MOE.						
2.	COMMENT:						
3.	COMMENT:						

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

To establish a basis for a development-oriented system of education by unifying all publicly endowed educational services within the Ministry of Education and providing a competent, efficient and economic administrative organization based on the criteria of rationalization, integration, and decentralization.

B. 1. Conditions which will exist when above purpose is achieved.

2. Evidence to date of progress toward those conditions.

1. Education at all levels, except university, will be integrated under the authority and responsibility of the Minister of Education.

1. The GOB has promulgated three major decrees and two resolutions to integrate the rural and urban educational system under the Ministry of Education and Culture (MEC).

First, in 1970 a presidential decree was written to formally integrate the rural education administration program, then within the Ministry of Rural Affairs, into and within the official jurisdiction of the Ministry of Education and Culture. This decree established, for the first time since the 1952 revolution, a single national-level educational administration office for all the country's public, private and quasi-private educational system. Although this decree pre-dated this project, the organizational design for integration did not. In essence, the project was designed to provide technical assistance which would design the organizational arrangements best suited for this integration.

(Cont. 4.a.)

V. PROGRAMMING GOAL

A. Statement of Programming Goal

To establish institutions with a capability to train the human resources required for socio-economic development.

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

The project achievements have made a significant contribution to the programming goal. These achievements may be highlighted as follows: (a) adoption by the Ministry of an administrative reform based on: (i) rationalization of human, physical and financial resources; (ii) integration, both administratively and technically, of the rural and urban education systems; and (iii) decentralization of decision making to the district and local levels; (b) establishment of the foundations for an AID loan of \$9.650 million and a supporting grant-funded technical assistance program of \$1.5 million which will further the project purpose and the programming goal. As a result of these efforts, it is anticipated that the re-organized Ministry and its training institutions will be strengthened to provide relevant education to both the urban and rural areas. This institutional development should directly contribute to the Ministry's absorptive capacity for additional externally-assisted programs in the urban and rural areas. Accordingly, the project has achieved its purpose in a very satisfactory manner.

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IV. PROJECT PURPOSE

1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

B. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
	<p>Second, in September, 1972, the same month that initial contract explorations with San Jose State University were started, the GOB set forth two significant decrees, the Law of Administrative Organization of the Executive Branch No. 10460 of September, 1972, and the National Plan for Administrative Reform, 1973-1977. These decrees served as the basic legal fulcrum for organizational planning and change throughout the tenure of the project.</p> <p>Third, two ministerial resolutions have established: (a) a separate integrated administrative branch of the Ministry of Education (Resolution No. 470, June 25, 1973) to serve all the administrative needs of the system; and (b) a Ministerial Resolution (No. 586, August 3, 1973) creating district-level integrated administrative offices. These offices, officially named District Educational Development Centers, function to bring all the administrative services of regional, rural and urban education(Cont.</p>

4.b

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

U. 1. Conditions which will exist when above purpose is achieved.

2. Evidence to date of progress toward these conditions.

2. Approved structural base for modernized:
(a) Personnel administration system

programs under one authority and provide resources that can be utilized and applied effectively at the local school district level serving as catalysts for educational change in both the rural and urban schools. These centers, will be built and equipped under the education loan program.

(a) Personnel Administration System: A MOE Resolution No. 486, July 3, 1973, approved the Manual of Organization and Functions for the Department of Personnel Administration (non-certified staff) and MOE Resolution No. 128, March 14, 1974, approved Manual of Organization and Functions for the Department of Personnel Administration (certified staff). These offices are presently operating at full strength and following very closely the new manuals. Apart from this national-level office, personnel administration procedures, manuals and organizational arrangements have been adopted for the decentralized district levels by Resolution No. 586, August 3, 1973.

(Cont. 4.c.)

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged. 2. Same as in PROP? YES NO

u. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>(b) Fiscal Planning/budgeting accounting, and procurement</p> <p>(c) School statistics: data collection, analysis, storage and retrieval</p> <p>(d) School facilities planning and maintenance system</p> <p>(e) Management procedures which should result in a more functional education sector operation</p>	<p>(b) <u>Fiscal Planning and Budgeting, Accounting and Procurement</u>: Apart from formally organizing a new integrated Office of Finance at the National level within the Department of Administration of the MOE, there is now an approved manual for the organization and function of this office as per MOE Resolution No. 486, July 3, 1973. A program, planning and budgeting procedural manual for system adoption has been prepared.</p> <p>(c) The Ministry of Education changed its mind here, and asked the San Jose advisors not to provide technical assistance in this area. Therefore, the project has not had a direct impact in this area.</p> <p>(d) On the basis of a report on school facilities planning (QR No. 3 Appendix E), the national school construction office (CONES) made internal administrative and organization changes.</p> <p>(e) As a result of the technical assistance in this area, management procedures have been improved, established, changed and/or effected as follows: (Cont .4.d.)</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

B. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
3. Fifty well-trained Ministry administrators and professors placed in key administrative/instruction positions	<p>(1) Administration functions were separated from technical pedagogical functions at the national and district levels.</p> <p>(2) A new system of curriculum development in the National Curriculum Office was developed.</p> <p>(3) Job, functions, and task manuals for all central-level ministerial offices were written and followed-up with specific training of personnel. It is too early to evaluate the level of changed behavior, however.</p> <p>(4) A new national and district level program in pupil and personnel administration, which included program goals and objectives and functional analysis was established; a follow-through training program for approximately 150 persons was completed.</p> <p>3. 178 key personnel of both the Ministry of Education and the district SIDA offices (Sucre, Cochabamba, Santa Cruz and Oruro) have received administrative training. From April 9 to April 14, 1973, a workshop seminar was conducted in La Paz by CRA and San Jose State University personnel for 135 (Cont. 4.e.)</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

- A. 1. Statement of purpose as currently envisaged. 2. Same as in PROP? YES NO

B. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
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<p>4. Two indigeneous institutions staffed by Bolivian professionals preparing the administrative and supervisory</p>	<p>administrators (See C.R. No. 5, pages 82/83) from all over the country. From March 26 to April 9, 1974, ISAP offered an 85 hour course to 20 district administrators and from April 1 to May 4, 1974, a second 85 hour course was offered to 23 functionaries of the Ministry. By June 30, 1974, about 90 more persons from the national and district level were trained by ISAP in specialized courses in "finance administration", "administration of personnel", and "statistics". In addition, clerical staff of the district offices of Sucre, Santa Cruz, Cochabamba and Oruro began training on May 21, 1974, on site. All together, administrative training has been offered to about 400 Bolivian administrators and office staff. Finally, three MOE employees started one-year training programs in the U.S. in the areas of educational administration and organization.</p> <p>4. It was not possible to get these programs completely established and operational. However, a Supreme Decree and a MOE Resolution were promulgated establishing the Superior Institute of Education</p>
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V. PROGRAMMING GOAL (Cont. 4.f.)

A. Statement of Programming Goal

C. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged. 2. Same as in PROP? YES NO

<p>B. 1. Conditions which will exist when above purpose is achieved.</p> <p>personnel required by the education sector.</p>	<p>2. Evidence to date of progress toward these conditions.</p> <p>and much of the ground work has been laid for the development of these institutes under the education loan. (See Watson's report in C.R. No. 7, pp. 88-118 and C.R. No. 10). The primary reason for the limited progress in this area was due to the fact that the MOE did not proceed to prepare the facilities for the two selected institutions (in Sucre and Tarija).</p>
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V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.