

AID 1020-25 (7-68)				SECURITY CLASSIFICATION				001 PROJECT NUMBER			
PROJECT APPRAISAL REPORT (PAR)				UNCLASSIFIED				512-11-650-042.1			
(U-446) See M.O. 1026.1											
002 PAR		MO.	DAY	YR.	003 U.S. OBLIGATION SPAN			004 PROJECT TITLE			
AS OF.					FY.		Thru FY.	Secondary Education Planning and Consulting Services			
005 COOPERATING COUNTRY - REGION - AID/W OFFICE											
BRAZIL											

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 1970)	1881	1450	413	2	1338	4	95			17	12
PROPOSED OPERATIONAL YEAR (FY 1971)	439	385	42	-	393		57			5	12

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : Operational Year Program :

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.	TYPE CODE		d.	e.
		IMPLEMENTING AGENCY	b.	c.	CONTRACT/PASA/VOLAG NO.	LEAVE BLANK FOR AID/W USE
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:	1.				
		2. San Diego State College Foundation	1	1	AID/1a-332	
		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):

General Narrative Statement on Project Effectiveness, Significance and Efficiency

Appraisal must be based on the implementation of major objectives and targets. Two dominant project objectives have been and continue to be:

MISSION DIRECTOR APPROVAL →	SIGNATURE <i>K. J. Ballantyne</i>	DATE Oct 30 1970
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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.

Continuation: I-A.

- 1) Development of an efficient and viable planning organization and capacity within the MEC (Ministry of Education) Department of Secondary Education (EPEM, Planning Group for Secondary Education) which would then be able to offer technical assistance to State Secretariats.
- 2) Development of similar efficient and viable planning organizations (EPEM) and capacities within selected State Secretariats of Education according to a MEC timetable and sequence of States to be assigned in this endeavor.

To assist MEC in the fulfillment of these broad objectives, AID contracted with the San Diego State College Foundation (SDSCF) to provide a group of educational planning experts as technical assistance advisors to EPEM -- this Contract AID/1a-332, was originally signed on December 1, 1965.

Several points of historical significance are important to note here as they serve as a backdrop against which Project effectiveness, significance and efficiency during CY 1969 must be viewed:

1. The EPEM staff to date has been composed of professional educators of whom only three have had previous experience in the field of planning.
2. The SDSC contract team likewise has been composed of high level university professors, two of whom had had previous experience overseas in the types of educational planning experiences needed in Brazil. A complete turnover of staff was experienced in 1967-68. Only one of the six new members was competent in Spanish (none in Portuguese) when they arrived in Brazil. Language instruction at post proved insufficient to enable most team members to reach a fluency level equivalent to FSI-3. Thus, several technicians were often limited to seeing and evaluating the local educational scene largely through the eyes of their English-speaking Brazilian counterparts.
3. The HRO Secondary Education position (contract representative) was vacant from October 1967 until June 9, 1969. During that period the HRO chiefs acted in this capacity in addition to their other duties.
4. Awaiting reorganization of MEC, its Department of Secondary Education (DES), under which EPEM is assigned, had no director or effective leadership until an EPEM member was given this responsibility in October 1969.
5. Broad Educational Planning under the project during 1968 was focused on preparing plans for a proposed USAID/GOB Education Sector Loan to assist in the construction and equipping of multipurpose schools at the ginásio level (comparable to US grades 5-8) and the concomitant training of staff. The loan emerged from earlier EPEM/SDSC planning efforts. Four of the original six States assisted by EPEM presented plans for funding under the loan, which, although incomplete in many respects, were judged to be sufficient as an initial effort.

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Continuation: I-A.

6. As the EPDM-State planning relationships had been diverted almost exclusively to loan related activities, the EPDM/SDSC program entered a phase of low productivity, when USAID/GOB loan negotiations temporarily languished.

During this time EPDM curtailed its visits to the States and planning reverted to the national level, with the result that decisions had to be made without the counsel of the state institutions most likely to be affected. Meanwhile, educational planning activities in additional states were initiated and their planning capacity evaluated by EPDM and SDSC at the request of MEC. This was the next step in expanding EPDM work to "new" states.

7. By July 1969, reorganization plans of MEC proposed the combining of Primary and ginásio levels into a new division of Fundamental Education, leaving only the colégio level as secondary education.
8. Beginning in July 1969, USAID, SDSC and EPDM started to rectify the existing planning situation and to emphasize the broader aspects of educational planning as originally conceived under the project. They also tentatively included the newly conceived (but not yet formalized) Fundamental Education as an added responsibility under EPDM. This interim change is evidenced in the Secondary Education PROP, the FY 1970 ProAg and the 1970 SDSC contract scope of work. These documents were developed cooperatively and call for a strengthened and enlarged EPDM staff with corresponding emphasis on new areas of planning endeavor.

Although this summary narrative is longer than requested, it serves as a necessary background for the critical and sometimes negative analysis contained in the sections which follow.

S U M M A R Y

- 1) Overall Performance and Effectiveness of Project Implementation: Generally satisfactory, given circumstances over which the entities concerned had little or no control.
- 2) Contribution to Achievement of Sector and Goal Plans: Effective planning is basic to program development. EPDM and SDSC continued to develop and refine guidelines for pending MEC reorganization and reform. The EPDM sponsored "Polivalente" concept of multipurpose schools to increase the efficiency, scope and availability of educational opportunity for Brazilian students was adopted by MEC. Beginning steps were taken toward integrating primary and ginásio programs into the Fundamental Education concept. Preliminary activities were initiated for extending EPDM efforts and increasing the planning capacity of additional states.

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Continuation: I-A.

- 3) Anticipated Results Compared to Costs: CY 1969 was less productive than previous years. It was a year in which efficiency in resource utilization was admittedly low because of the circumstances described above.
- 4) Continued Relevance: The relevance of the project is increasing in terms of both country development and the furtherance of US objectives. Integrated educational planning for the entire primary and secondary sectors is now being established. The USAID-GOB loan program for educational development will extend needed resources to additional states and an increasingly wider segment of the educational sector. Both national and state eligibility under loan proposals depend on the presentation of carefully developed, systematic, interrelated plans which, in turn, will be largely the result of the EPEM/SDSC effort.

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PART I-B - PROJECT EFFECTIVENESS

009

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

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
		States	States	States	States	
	<p>1. Develop efficient education planning units in the States of Rio Grande do Sul, Bahia, Minas Gerais, Espirito Santo, Pernambuco and Guanabara.</p> <p>This target is behind schedule. Three factors need to be considered in analyzing the cause of the delay: (1) In 1969 many members of the state planning units resigned, come to work with PREM to implement the secondary loan activities. In 1970 these units have to be reorganized; (2) PREM and this contractor have spent little time in the states providing technical assistance; (3) Perhaps the planning units are not closely enough integrated within the Secretariats of Education, where they would have more permanency.</p> <p>2. Establish criteria for the selection of new states in which education planning units are to be developed.</p>	10	5	5	23	23
		Activity completed on schedule				
	<p>3. Revise overall guidelines for the curriculum of the polivalente schools.</p> <p>4. Prepare plans and guidelines for an emergency training program designed to prepare new and orientate old teachers, supervisors and administrators for the polivalente ginásios.</p> <p>5. Review State Plans submitted to PREM for Loan Finances.</p> <p>6. Articulate elementary and secondary education. Define problems, status and state organization.</p>					
		On-going activity. Minor revisions continue to be made according to state and local needs				
		On-going activity which has been behind schedule				
		Original activity completed. Yearly review of State implementation plans will continue				
		On-going activity. MEC to define National Reorganization Law for Fundamental Education by next June 30				

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PART I-B - PROJECT EFFECTIVENESS

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

CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	7. Develop cadres of trained educational planners at state level. This target is behind schedule due to the fact that no training courses were given and the Contractor had few direct contacts with state planning units. Selection of qualified personnel for USA participant training has been difficult to achieve because of infrequent visits to the states and the English language requirement.	On-going activity but behind schedule			50	
	8. Provide advisory service on school budgeting. This target is behind schedule. EPEM did not concentrate on this activity.	Activity needs strengthening				
	9. Provide advisory service on the improvement of secondary curriculum, course content, teaching materials and teaching methods. This target is behind schedule due to the fact that EPEM concentrated on setting up overall guidelines only for the <u>ginásio</u> polivalente level. Consideration was not given to the <u>colégio</u> level.	On-going activity - Emphasis will come by next June 30 after MEC defines Reorganization law limiting Secondary education to last 5-4 years of present system				
	10. Upgrade teacher training institutions to enable them to implement the new comprehensive school curriculum. This target is partly behind schedule since the training program has not begun. However, much planning has been done in the area of the <u>ginásios</u> polivalentes.				10	
	11. Carry out social/economic research and the incorporation of sociological factors in planning. This target is behind schedule due to (1) the lack of an adequate work plan; (2) the assignment of the SDSC specialist to do work of a general nature and (3) the delay in assigning EPEM counterparts.	On-going activity weak. Needs strengthening;				

PART I-B - PROJECT EFFECTIVENESS

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

CODE NO. ID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	<p>12. Analyze needs for qualitative improvements in the state secondary education systems and make recommendations for courses of action.</p> <p>This target is behind schedule for lack of adequate host country and Contractor work plans and the assignment of technicians to the task.</p>					Activity to receive greater focus in 1971-72

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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) Stimulate the development of a network of comprehensive secondary schools, called <u>polivalente</u> .	3	2
	(2) Develop efficient state educational planning units; support the institution building process within education leading to a more productive output of the system on a self-regenerating basis.	3	1
	(3) Stimulate reform of Brazilian educational policy, structure and administration, together with the training of the human resources essential for leadership, so that the system may more efficiently utilize the investment of external and national resources.	3	1
	(4)		

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

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

State planning units are presently being reorganized and reinforced by the Secretariats of Education. The doldrum period is now past as the Education Sector Loan for the four States and the MEC/State agreements have been signed.

EPEM has resumed intensive work with these States. Parts of the regional plans which were sketchy must be fulfilled "to the satisfaction of AID" before tranche releases will be made.

EPEM/SDSC teams are being revitalized with ^{new} members and increased responsibilities according to plan.

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

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. See Narrative Summary, page 1A, item 6, 7 and 8.

017. It is increasingly apparent that the effort to improve educational planning must: be broad-based and systematic to cover the entire spectrum of the sector; be coordinated with other sectors; be in-depth and not limited to a single, isolated segment.

Although the stress of the USAID program in Secondary Education Planning and Consulting Services is obviously on secondary education, major attention has been given to only the ginasio (or junior high school) segment of secondary education. Theoretically, we have covered the total planning area by including an expert in elementary education on both the EPDM and SDSC staff and by including colegio (high school) expertise in both groups also. In practice, however, neither the elementary nor high school level has received attention. Planning has not been integrated closely enough with the total educational spectrum.

In the future USAID, SDSC and EPDM should put even greater emphasis on the process of planning as we seek to institutionalize planning at both the national and state levels.

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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.

PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
No PIO WAS PREPARED FOR THIS P. OD.	1. CONTRACTOR PROVIDES A TEAM OF CONSULTANTS:			
	A. A CHIEF OF PARTY/EDUCATION ADMINISTRATION SPECIALIST (HUNTER)		X	
	B. THREE SECONDARY EDUCATION SPECIALISTS (WINN, ODELL, FOSTER)		X	
	C. ONE ELEMENTARY EDUCATION SPECIALIST (KENDALL)		X	
	D. ONE SOCIAL RESEARCH SPECIALIST (DUNCAN)		X	
	E. ONE GRADUATE ASSISTANT (PEARSON): 7 MAN-MONTHS		X	
	F. SHORT-TERM CONSULTANT (6 MAN-MONTHS)	X		
	2. MR. LEWIS (SDSC) VISITED RIO ON AN INSPECTION TRIP (CONTRACT, PERSONNEL, ACCOUNTING, ETC.) JAN. 15-22, 1969.			X
	3. CONTRACTOR ASSISTS EPEM IN THE PREPARATION OF GUIDELINE DOCUMENTS WHICH SERVE AS BASIS FOR THE FIRST GOB/USAID SECONDARY EDUCATION LOAN AGREEMENT			
	A. GUIDELINES FOR TEACHER EDUCATION FOR THE GINÁSIOS POLIVALENTES;		X	
	B. EVALUATION FORM FOR ATTAINMENT OF POLIVALENTE PHILOSOPHY;		X	
	C. GUIDELINES IN THE ANNEX OF THE LOAN APPLICATIONS;		X	
	D. EQUIPMENT LISTS FOR THE APPLIED ARTS AREAS;		X	
	E. GUIDELINES FOR THE CONSTRUCTION OF THE APPLIED ARTS SECTIONS OF THE BUILDING;		X	
	F. GUIDELINES FOR DRAFTING OF EDUCATIONAL SPECIFICATIONS FOR THE POLIVALENTE;		X	
G. GUIDELINES FOR THE VISITS TO NEW STATES;		X		
H. PLANS TO ASSIST IN SECURING THE RECRUITMENT OF LONG-TERM PARTICIPANTS.	X			
4. STATE TEAMS, UNDER THE DIRECTION OF EPEM, WORK IN 5 STATES WITH HELP OF CONTAP FUNDS, IN FORMULATING PROGRAMS AND PROJECTS AND REVISING PLANS.			X	
5. CONTRACTOR TECHNICIANS ACCOMPANY EPEM TECHNICIANS TO THE STATES TO HELP DEVELOP AND TO ASSIST STATE PLANNING UNITS:		X		
A. PERNAMBUCO		X		
JANUARY (2 DAYS) (WINN)				
MARCH 13 (HUNTER, FOSTER)				
APRIL 27-29 (FOSTER)				
SEPTEMBER 22-26 (FOSTER, DUNCAN, KENDALL)				

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

Q22 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.G. 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) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<p>b. Bahia March (2 days) (Hunter, Foster) May 5-6 (Foster) May 27-31 (Foster, Duncan)</p> <p>c. Rio Grande do Sul April 15-17 (Odell and Hunter)</p> <p>d. Espirito Santo March (2 days) (Kendall) May 14-15 (Winn)</p> <p>e. Minas Gerais April 23-24 (Winn)</p> <p><u>Observation:</u> The execution of this step has been weak. Three delaying factors need to be considered, namely (1) the Institutional Act nº 5 of Dec. 13, 1968 brought about a slow down of all Project Activities for several months (2) the EPEM budget for travel was limited and (3) EPEM discouraged the contractor from visiting the States and in some cases prohibited them to do so. In fact the contractor personnel could not visit a State without being accompanied by an EPEM member. EPEM tends to ask the States for plans and then reviews them rather than assisting the State in developing an efficient planning unit.</p>	X		
	6. Four contractor technicians accompanied by an EPEM member visit São Paulo (March 11-13) to see examples of the pluricurricular school in operation and to see examples of private secondary schools.			X
	7. Contractor assists EPEM in the development of general guidelines concerning the ginásio polivalente.			X
	8. Contractor assists EPEM in the development of plans and guidelines for an emergency training program to prepare new and orientate old teachers for the polivalente ginásios in the four States	X		
	<p><u>Observation:</u> Contractor was restricted in making visits to universities pending the signing of the USAID/GOB Sector Loan for Education, therefore only preliminary plans were prepared.</p>			

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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) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
9.	<p>CONTRACTOR ASSISTS EPEM TO EXPLORE:</p> <p>A. ARTICULATION OF ELEMENTARY AND SECONDARY EDUCATION IN STATE PLANNING;</p> <p>B. INCORPORATION OF SOCIO-ECONOMIC FACTORS IN STATE PLANNING.</p> <p><u>OBSERVATION:</u> THESE TWO ACTION ACTIVITIES ARE BEHIND SCHEDULE DUE TO THE FACT THAT THE ASSIGNMENT OF TECHNICIANS (ONE IN CHARGE OF EACH PROJECT) WAS MODIFIED TO INCLUDE OTHER ACTIVITIES. THEREFORE, DETAILED WORK PLANS WERE NOT SUBMITTED. ALSO THERE WAS A DELAY IN GETTING THE EPEM COUNTERPARTS APPOINTED.</p>	X		
10.	DAVID REARWIN COMPLETES A TWO YEAR CONTRACT AS ADMINISTRATIVE ASSISTANT AND DEPARTED FOR THE U.S. ON JUNE 5 th		X	
11.	CONTRACTOR TECHNICIAN (DUNCAN) ATTENDS BRAZILIAN NATIONAL CONFERENCE ON EDUCATION IN SAO PAULO, JUNE 22-28. THEME RELATED TO SECONDARY EDUCATION.		X	
12.	<p>CONTRACTOR TECHNICIANS ACCOMPANY EPEM TECHNICIANS TO TOTHER STATES TO APPRAISE READINESS AND INTEREST OF A STATE TO RECEIVE ASSISTANCE IN STRENGTHENING THEIR PLANNING UNITS:</p> <p>A. GUANABARA MAY 11 (HUNTER)</p> <p>B. AMAZONAS MAY 20-23 (ODELL)</p> <p>C. MATO GROSSO MAY 29-30 (WINN)</p> <p>D. MARANHÃO</p> <p>E. PIAUÍ JUNE 9-13 (KENDALL)</p> <p>F. CEARÁ</p> <p>G. SANTA CATARINA</p> <p>H. PARANÁ JUNE 3-5 (ODELL) JULY 14-15 (ODELL)</p> <p>I. RIO GRANDE DO NORTE</p> <p>J. PARAÍBA JULY 15-19 (DUNCAN)</p> <p>K. ALAGOAS</p>	X		

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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) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<u>OBSERVATIONS:</u> CONSIDERING THE AMOUNT OF WORK INVOLVED IN APPRAISING A STATE, THE LENGTH OF TIME SPENT IN EACH PLACE TO DO THIS JOB SEEMS TO BE INADEQUATE.			
13.	THEODOLO INDO CERDEIRA OF EPEM ATTENDED REGIONAL CONFERENCE ON EDUCATIONAL PLANNING (SUDESUL) IN FLORIANÓPOLIS, SANTA CATARINA, JULY 7-12.		X	
14.	"APPLIED ARTS IN THE POLIVALENTE" CONFERENCE IN RIO; 14 TEACHER EDUCATORS FROM 7 STATES PARTICIPATED; CONFERENCE DEALT WITH THE PHILOSOPHY OF THE POLIVALENTE SECONDARY SCHOOL AND WITH TEACHER PREPARATION FOR THEM - JULY 11.		X	
15.	SDSC CONTRACT BUDGET MATERIALS FOR CY 1970 WERE FORWARDED TO AID/RIO SEPTEMBER 30, 1969.		X	
16.	JOANNA COARACY, EPEM TECHNICIAN ATTENDS A TRAINING COURSE CONCERNING "SOCIAL SENSITIVITY" IN THE U.S. SEPTEMBER 15-OCTOBER 5.		X	
17.	LUIZ DELFIN INSUASTY (BOGOTA, COLOMBIA) CONTRACTED TO PROVIDE TECHNICAL ASSISTANCE ON PLANNING - OCTOBER 9-NOVEMBER 8.		X	
18.	RICHARD F. TONIGAN (UNIVERSITY OF NEW MEXICO) CONTRACTED TO PROVIDE TECHNICAL ASSISTANCE ON PLANNING EDUCATIONAL FACILITIES (OCTOBER 20-NOVEMBER 13).		X	
19.	SAN DIEGO STATE COLLEGE VICE-PRESIDENT O'BYRNE INSPECTED THE PROJECT OCTOBER 4-10, 1969.		X	
20.	THIRTEEN PARTICIPANTS (MEMBERS OF ST. SECRETARIATS OF EDUCATION, ST. COUNCILS OF EDUCATION AND STATE/NATIONAL EPEM PLANNING UNITS) MAKE A FIVE WEEK OBSERVATION STUDY TRIP RELATED TO EDUCATIONAL PLANNING TO PUERTO RICO (ONE WEEK) AND CALIFORNIA (TWO WEEKS). OCTOBER-NOVEMBER.		X	

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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) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	21. SELECTION OF THREE LONG TERM PARTICIPANTS TO STUDY FOR THE MA DEGREE IN EDUCATION PLANNING AND ADMINISTRATION. LEAVE FEB, 1970 (CARMEN BAHIA, LYRA PAIXAO, LILIA BASTOS).	X		
	22. DR. DONALD FOSTER BECAME CHIEF OF PARTY ON NOV. 20, TO REPLACE DR. JAMES HUNTER WHO WAS COMPLETING HIS TOUR.		X	
	23. PLANS MADE FOR DEPARTURE OF DRs. IRA WINN, WILLIAM ODELL AND JAMES HUNTER IN JAN. 1970.		X	
	24. END OF TOUR REPORTS SUBMITTED BY WINN, ODELL, HUNTER.		X	
	25. RECRUITMENT ACTIVITY TO BRING IN NEW CONSULTANTS TO ARRIVE FEBRUARY 1970 TO FULFILL TWO OF THE THREE POSITIONS.		X	

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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	
(c) Behind schedule	X
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	X
(3) Technicians	X
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	INVOLVEMENT WITH AID/GOB SECTOR LOAN X

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) S.D.S.C.

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	N
CONTRACTOR		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	N
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	N	036 Working relations with cooperating country nationals	P
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	
042 English language ability	N	053 Relevance of training for present project purposes	P
043 Availability of host country funding	P	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	N	060 Mission or contractor follow-up activity	P
050 Participants' availability for training	N	061 Other (describe):	
061 Other (describe):			

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 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): Small commodity budget not used for major items, rather mainly for books and instructional materials.
071 Control measures against loss and theft.						

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

027. The Project is generally behind schedule due to the general conditions described in the summary narrative and part II A, Major Actions. Lack of a good work plan and inadequate quarterly reporting also contributed to the delay. Steps have been taken to remedy this situation; however, it is at times difficult for SDSC to stimulate EPDM to respond to the demands of more dynamic planning.

032. Although contractor's reports are made in a timely manner, the quarterly work schedules were vague and contained no real or specific objectives and targets. An item would read "visit the States" but not include purpose, goals, results to be accomplished, etc. quarterly reviews were generally limited to "visited the States", "Worked on Guidelines", etc. Mission has required a detailed, yearly work plan with specific quarterly targets for each team member. Specific plans for trips to the States must now be approved in advance. Trip reports are more complete and contain a specific area for recommendations and evaluation. Team now is beginning to present "Position Papers" when they professionally disagree with EPDM points of view.

034. The definition of "full time" for local EPDM staff officially means approximately 40 work hours per week. Most staff hold down at least one other job. According to Brazilian custom and retirement laws, they would be at a decided disadvantage if they abandoned their other position(s) regardless of EPDM salary considerations. The total effect on EPDM is a confused system of erratic hours that makes it difficult to assemble the entire group for a protracted length of time.

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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.

Continuation: II.B.

This has had its effect on the SDSC team who are not happy to just "talk with each other" when their counterparts are absent. Mission has insisted that contractor improve the accountability of his team's work schedule.

041. Three of four proposed participants were rejected for training when their language ability failed to improve after 18 to 24 months study. Mission requirements for initial participant selection has been raised to 35 on the ALIGU and more emphasis is placed on intensive training and more adequate prognosis of success.

049. Only three long term participants were sent in 1969. The SDSC team did not submit a carefully pre-planned program from the participants' supervisor. However, the five week short term program for high level officials was well planned. SDSC supplied each participant with a tentative schedule which included suggestions previously elicited from the participants' suggestions. An acceptable end of tour summary report was prepared by the participants.

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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.	-
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.	N
085 Legislative changes relevant to project purposes.	P
086 Existence and adequacy of a project-related LDC organization.	-
087 Resolution of procedural and bureaucratic problems.	-
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	P
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.	-
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.	N
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	-
098 Other:	-
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
99 Level of technical education and/or technical experience.	P
100 Planning and management skills.	N
101 Amount of technician man years available.	N
102 Continuity of staff.	P
103 Willingness to work in rural areas.	-
104 Pay and allowances.	P
105 Other:	-

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

083. CONTINUITY IN EXECUTIVE LEADERSHIP OF PROJECT IS A PROBLEM. THE EPEM ADMINISTRATOR IS ROTATED EACH YEAR AMONG THE MEMBERSHIP, MOST OF WHOM ARE NEITHER PLANNERS NOR ADMINISTRATORS WITH NATIONAL EXPERIENCE. NEGOTIATIONS FOR THE 1970 PRO-AG EMPHASIZED THE NEED FOR GREATER CONTINUITY IN ADMINISTRATION AND MANAGEMENT.

091. RECEPTIVITY TO CHANGE AND INNOVATION. ALTHOUGH THE POLIVALENTE GINÁSIO REPRESENTS A MAJOR REFORM IN BRAZILIAN EDUCATION, THE GUIDELINES HAVE BEEN STYLIZED ALONG PRECONCEIVED IDEAS AND THE EPEM STAFF IS LARGELY RELUCTANT TO ACCEPT NEW SUGGESTIONS FROM THE SDSC ADVISORS. EPEM AND SDSC HAVE RECENTLY REDEFINED THEIR WORKING RELATIONSHIPS IN TASK FORCES WITH MORE SPECIFIC ADVISORY DUTIES AND RESPONSIBILITIES.

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PAR CONTINUATION SHEET

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Continuation: III.

100. Planning and Management Skills. New EPDM members will be carefully screened. The proposed move to Brasilia during 1970 is also expected to serve as a staff catharsis, which will increase its management capability. The new SDSC Chief of Party (November, 1969) brings added strengths in planning and management skills to his team's efforts.

101. Amount of technician man years available. EPDM did not fill five of its positions in 1969. The eleven persons on board in 1969 will be augmented to 30 under the new ProAg; three of these have already been added.

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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):

Despite the difficulties experienced during this reporting period, the overall experience with this project has been generally considered to be satisfactory or positive. The Polivalente Plan developed by EPEM/SDSC and four state groups formed the basis for USAID Sector Loan No 1 of \$32,000,000.

The Polivalente Plan also forms the basis of the last four years of the proposed Fundamental Education Reform of MEC. The EPEM/SDSC team remained intact and was able to produce a basic "Plan for the Improvement and Expansion of Secondary Education" (PREMEM) at a time when the MEC/USAID controversy in Higher Education led to bitter street demonstrations and the USAID sponsored team was disbanded. Later the USAID team supplying assistance to EATEP in Primary Education was also phased out and EATEP disbanded. (EATEP, Planning Group for Primary Education.)

Fundamental Education is expected to become a reality in 1970. It is further expected that EPEM/SDSC will be absorbed into this new MEC structure, as well as continuing national planning activities for the colegio level. This is an enlargement of scope and is based on general Brazilian satisfaction with EPEM results to date.

IV-B - PROPOSED ACTION

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

- | | |
|--|---|
| 1. Continued as presently scheduled in PIP. | |
| 2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W). | X |
| 3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow. | |
| 4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow. | |
| 5. Substantively revised. PROP will follow. | |
| 6. Evaluated in depth to determine its effectiveness, future scope, and duration. | |
| 7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___ | |
| 8. Other. Explain in narrative. | |

109 NARRATIVE FOR PART IV-B:

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PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change. For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 I): Cont'd

A portion of the technical assistance offered under this project may be assumed under sector loan activities in the future; however, the importance of planning in a non-loan related sense is also expected to increase.

IV-B - PROPOSED ACTION

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

- | | |
|--|---|
| 1. Continued as presently scheduled in PIP. | |
| 2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W). | X |
| 3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow. | |
| 4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow. | |
| 5. Substantively revised. PROP will follow. | |
| 6. Evaluated in depth to determine its effectiveness, future scope, and duration. | |
| 7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___ | |
| 8. Other. Explain in narrative. | |

109 NARRATIVE FOR PART IV-B:

The present PIO (1970) includes references to Fundamental Education and adjustments to combine planning for primary and ginasio levels. As the MEC reorganization is further defined and Fundamental Education becomes a reality, other minor changes are expected to be necessary in 1971. By 1972 the project, coupled with education sector loan programs, may have to be substantively revised, calling for a new PROP.

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