

PD-AAA-154-C1

5120042 (8)

AID 1020-25 (7-68)	SECURITY CLASSIFICATION	001 PROJECT NUMBER
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1	UNCLASSIFIED	512-11-610-042.9

002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	01	01	71	FY 68 Thru FY 71	A.I.D. Reference Center Room 1606 HS
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					
BRAZIL					APTITUDE TESTING

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)	200	200			155		45				
PROPOSED OPERATIONAL YEAR (FY 19 70)	63	63			40		21			2	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : 0 Operational Year Program : 0

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	1. American Institutes for Research	1	2	GOB-12- 608	
		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):

Preface: This project was conceived in 1965 with the objective of establishing an effective institution capable of constructing, administering and interpreting aptitude tests. The project was directed at assisting the GOB to develop technicians capable of using psychological testing for the purpose of selection and guidance of students entering the ginásios.

The program began in 1966 with an AID/W contract with the American ./.

MISSION DIRECTOR APPROVAL →	SIGNATURE <i>R. B. ...</i>	DATE Dec 9, 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.

I-A - 008 (Continuation)

Institutes for Research (AIR). This contract was superseded in 1968 by a USAID/Brazil financed host country contract between AIR and the Getúlio Vargas Foundation (GVF). Under these contracts USAID has provided the full-time services of two technicians to train staff members and construct tests at GVF. The foundation library in the field of aptitude testing has been improved each year, and four participants have been sent to the United States for master degree training. The first participant has returned and is serving on the GVF staff.

1. - Overall performance and effectiveness of the project implementation in achieving stated project targets:

Implementation of test development and standardization has been satisfactory. Approximately 13,000 tests have been administered, scored and analyzed.

Assembling a trained Brazilian staff and participant training fell behind expectation. Approximately half of the staff development planned - was achieved.

2. Contribution to achievement of sector and goal plans:

Training Brazilian staff members responsible for implementing the secondary education sector loan was accomplished prior to termination of the project on December 31, 1970. This phase will initiate the practical application of aptitude testing in the four Brazilian states participating in the loan.

3. Anticipated results compared to costs:

The U. S. investment was minimal in terms of improving student selection and thereby increasing the number of students who successfully complete a course of instruction. No direct cost/benefit ratio has been computed.

4. The continued relevance, importance and significance of the project to country development and/or the furtherance of U. S. objectives:

Improving the capability of matching aptitude to instructional programs, as well as to employment, continues to be relevant to the efficient use of Brazil's human resources in the development process. Psychological tests can markedly improve the selection process, thus reducing the failure rate in schools and job turnover.

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.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	<u>INSTITUTIONAL DEVELOPMENT</u>					
	Assemble a staff of 12 psychologists in Psychological Measurement	6	3	4		6
	Masters Degree training for 5 participants	4	4	2		4
	Recruitment of qualified persons for graduate training has been extremely difficult. Psychological testing is a new field of endeavor in Brazil and students graduating from Brazilian Universities as psychologists choose pursue a career as clinical psychologists -not psychological Measurement Psychologists.					
	Attainment of financial self-sufficiency	0	0	0		0
	The Getulio Vargas Foundation has not directed any effort toward selling the psychological testing services now available. Contacts established with testing and guidance personnel in the four secondary education sector loan states during October/November and December 1970 should have a beneficial impact on foundation personnel concerning potential "marketability" of their services.					
	<u>TEST DEVELOPMENT AND STANDARDIZATION</u>					
	Construct and print, in final "self ready" form, 30 different tests for determining academic, technical, and commercial aptitude	30	30	30		30
	Establish norms	100	0	0		100

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PART I-B - PROJECT EFFECTIVENESS

009

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

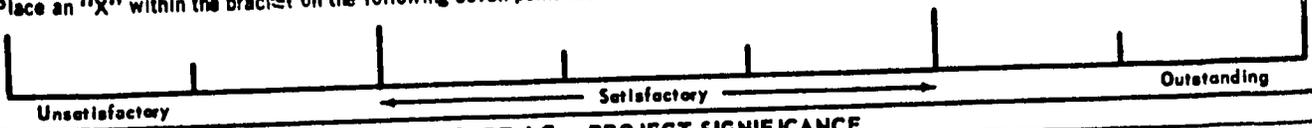
1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED 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		
	Produce Manual of Procedures for administering and interpreting tests	100.	40.	75	100.	
	<u>PRACTICAL APPLICATION</u>					
	Train EPEN, PREEM personnel in use of tests	100.	0.	0.	100	
	Conduct training programs for selected staff State Depts. - Secondary Educ. Sector Loan States	100	0.	0.	100.	
	Extend utilization of tests in additional state of Guanabara schools.					
	This program will not be implemented until March 1971 at the earliest. This implementation to be done by		GVF after project termination.			
	SENAI implement test utilization program	0			0	
	SENAC " " " "	0			0	
	The Fundação has not aggressively pursued marketing of the testing service, therefore this output was not achieved					
	DEI/MEC implement test utilization program	1 school			1 school	
	A demonstration testing program was conducted at the Guanabara Federal Technical school in June 1970. Nationwide implementation will require state by state contact by Fundação personnel.					
	Perfect Data Processing Methods	100	75	75	100	
	The Fundação secured all equipment necessary to mechanically process test papers.					
	A. L. R. consultants trained Fundação personnel in data processing.					

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PART I-B - Continued

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

010 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) Assist in the improvement of the Secondary Education System through better student selection	3	1
	(2) Improvement of SENAI Program (National Industrial Apprenticeship Service)	3	2
	(3) Improvement of SENAC Program (National Commercial Apprenticeship Service)	3	2
	(4) Improvement of Division of Industrial Education of Ministry of Education and Culture	3	2

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. Currently, the selection of students for secondary schools in Brazil is based upon criteria developed by the individual schools. These criteria could be improved by the use of standardized testing which would include measurements for both general and special abilities. If applied nationally, this type of improvement could provide all students an equal opportunity to qualify for available spaces in the secondary school system. Although the project has made no impact on this goal, to date, a start in this direction was made through training personnel in the secondary education loan states in use of aptitude tests.

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PAR CONTINUATION SHEET

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PART I-C PROJECT SIGNIFICANCE

Section C-1 Relation to Sector and Program Goals (cont.)

- 2 & 3 - Utilization by SENAI and SENAC of the tests developed by this project was a desirable project activity. Additional utilization in the future will depend on establishment of rapport between these organizations and the Getúlio Vargas Foundation plus demonstration that use of a standardized test for selection is financially and educationally advantageous in the Brazilian educational setting.
- 4- Competition for available vacancies in federal technical schools operated by the Director of Industrial Education of the Ministry of Education and Culture is keen. Directors of the schools which are located throughout Brazil have no standard test instrument on which to base selection and also no measure of the student's ability to profit from instruction of a technical nature. Each Director develops his own selection device. Such a procedure does not give equal opportunity potential students because of the range of selection devices used.

Utilization, through AID supported research, of a validated, standardized aptitude test has demonstrated in Africa that the drop-out rate can be significantly reduced. The federal technical schools are interested in improving selection procedures and in diminishing per capita costs through retention of a greater number of students for the entire duration of the instructional period.

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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?	N
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 1 as necessary):

In initiating the project and during the early period of its implementation there was greater interest in the project shown by AID/W than by the host institution. When the project was converted to Mission financing, the contract was converted from AID/W/AIR to Host Country/AIR which the Mission believes, helped to develop greater interest on the part of the Getúlio Vargas Foundation in the project. This is expressed by the increased Getúlio Vargas Foundation financial inputs into the project.

The Mission believes that AID/W should explore further use of "host country" contracts in the execution of future regional projects.

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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
1.	-Test Development			
	a) - Test Preparation		X	
	b) - Preparation for Administration		X	
	c) - Test Application		X	
	d) - Data Analysis/Evaluation		X	
2.	-Colégio Técnico Battery			
	a) - Test Preparation		X	
	b) - Preparation for Administration		X	
	c) - Test Application		X	
	d) - Data Analysis/Evaluation		X	
3.	-Implementation and Promotion			
	a) - Collaboration with EPEM - PREMEM		X	
	b) - Collaboration with DEI/MEC		X	
	c) - Collaboration with SENAI		X	
	d) - Collaboration with SENAC		X	
4.	-Training			
	a) - U.S. Institutions		X	
	b) - In-House Training		X	
	c) - Consultants		X	
5.	-Institution Building			
	a) - Development of Resources	X		
	b) - Publications and Information Dissemination		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	X
(b) Ahead of schedule	
(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
025 Adequacy of technical knowledge	P	033 Promptness of required reports	P
026 Understanding of project purposes	P	034 Adherence to work schedule	P
027 Project planning and management	P	035 Working relations with Americans	P
028 Ability to adapt technical knowledge to local situation	P	036 Working relations with cooperating country nationals	P
029 Effective use of participant training element	P	037 Adaptation to local working and living environment	P
030 Ability to train and utilize local staff	P	038 Home office backstopping and substantive interest	P
031 Adherence to AID administrative and other requirements	P	039 Timely recruiting of qualified technicians	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	P
042 English language ability	P	053 Relevance of training for present project purposes	P
043 Availability of host country funding	P	054 Appropriateness of post-training placement	P
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	
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	N	061 Other (describe):	
051 Other (describe):			

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	064 NO COMMODITY ELEMENT	X	072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					073 Control measures against deterioration in storage.
066 Quality of commodities, adherence to specifications, marking.					074 Readiness and availability of facilities.
067 Timeliness in procurement or reconditioning.					075 Appropriateness of use of commodities.
068 Timeliness of shipment to port of entry.					076 Maintenance and spares support.
069 Adequacy of port and inland storage facilities.					077 Adequacy of property records, accounting and controls.
070 Timeliness of shipment from port to site.					078 Other (Describe):
071 Control measures against loss and theft.					

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

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

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25! 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 primary implementation problem in this AID/W regional project was the delay in locating a host country institution capable and interested in conducting work in testing research and application. When the Getúlio Vargas Foundation accepted the host country role, the project moved forward at a satisfactory pace.

During the first two years of operation, local currency generated/through Program Loans was not available. It became apparent during this period that the objectives of the project could not be fully realized without this type of support. The funds were needed to employ and train qualified personnel and to produce and administer tests. As the testing institution matures, charges for service will be made eliminating need for local currency support.

The project progressed at a satisfactory rate, considering that aptitude testing was introduced into Brazilian thinking so recently. The inclusion of an information disseminating segment within the project assisted in forming Brazilian educators on value of aptitude testing.

b. Implementing Agency -

The prestige of the Getúlio Vargas Foundation was of value in achievement of project goals. The personnel of the Foundation assigned to this project were particularly capable. Foundation leaders saw the potential of the project in development

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Part II-B (cont.)

of a testing research institution of extreme importance in achieving desired development goals in Brazil. They did not, however, develop a promotion or sales staff to implement utilization of testing service.

c. Participants:

Until the host country agency became deeply involved in this project, there was not an institutional base upon which to develop a participant plan. The Getúlio Vargas Foundation provided that base. Locating qualified candidates for participant training who wish to dedicate their professional lives to a relatively unknown field also proved to be difficult.

d. No commodities are provided.

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PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:

080	Coordination and cooperation within and between ministries.	
081	Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	
082	Availability of reliable data for project planning, control and evaluation.	
083	Competence and/or continuity in executive leadership of project.	P*
084	Host country project funding.	P*
085	Legislative changes relevant to project purposes.	
086	Existence and adequacy of a project-related LDC organization.	P*
087	Resolution of procedural and bureaucratic problems.	
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	
089	Maintenance of facilities and equipment.	
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	P*
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.	
095	Extent of LDC efforts to widen the dissemination of project benefits and services.	
096	Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	
097	Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098	Other:	

HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:

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

* see narrative below

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):

The Getúlio Vargas Foundation has exhibited increasing interest in this project and have placed the testing institution in the Foundation's Division of Human Resources. While the Foundation leaned heavily on the professional advisors furnished through the Project-Agreement with USAID, Foundation management responsibilities have been executed by capable administrators. Active involvement in planning and executing seminars aimed at upgrading and developing the professional staff is considered an indicator not only of the efforts to improve the adequacy of the Foundation to implement the project but also of their interest in continuing the project after U.S. inputs are withdrawn. The actual monetary input provided by the Foundation has increased steadily from NCr\$19,500 in 1967 to NCr\$138,000 in 1968 to Cr\$500,000 in 1969-70.

The Foundation established their Center of Psychological Research (CETPP) to provide a project related function to implement the program. This receptivity to change is not intended to imply that the same degree of success in acceptance of change will be achieved in those organizations for which the tests are being designed to service.

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PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

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

For example, changes might be indicated if they would:

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

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

The overall experience in the project was one of success. The objective of developing standardized aptitude tests in three areas (academic, industrial and commercial) proceeded as planned.

A change in emphasis of the project was made at the end of the first two years of operations. While excellent assistance was given by the Secretary of Education of the State of Guanabara in development and refinement of aptitude tests of an academic nature, the receptivity in other states had not been tested. The receptivity of the leaders of both National Apprenticeship Training Programs (Commercial and Industrial) indicated that possibly implementation of an aptitude testing program on a national scale could be more readily accomplished by working from the national to regional level of SENAI and SENAC. It was felt by HRO that a more clearly defined demonstration of the effectiveness of aptitude tests in reducing student drop-out could be made by working mainly in the commercial and industrial field.

An additional shift in emphasis occurred at the end of three and one half years. The last four months of 1970 was devoted to training personnel responsible for implementing the Secondary Education Sector Loan in use and interpretation of aptitude tests.

IV-B - PROPOSED ACTION

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

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

Emphasis on utilization of aptitude tests in ginásios polivalentes in the Secondary Education Sector Loan States will introduce standardized processes for selection of students and at the same time serve as a valuable educational guidance tool for teachers and administrators in the ginásios.

UNCLASSIFIED

SECURITY CLASSIFICATION