

AID 1020-25 (7-68)			SECURITY CLASSIFICATION			001 PROJECT NUMBER		
PROJECT APPRAISAL REPORT (PAR)			UNCLASSIFIED			512-11-610-042.3		
(U-446) See M.O. 1026.1								
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN		004 PROJECT TITLE		
AS OF:	12	10	70	FY 66 Thru FY 70		Improvement of Industrial Apprenticeship Training (SENAI)		
008 COOPERATING COUNTRY - REGION - AID/W OFFICE								
Brazil								

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	D:R. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19 70 )	332		37	202		73		20			
PROPOSED OPERATIONAL YEAR (FY 19 )	0	-	0	-	0	-	0	-	0	-	-

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	0. PARTICIPATING AGENCY	Dept. of Labor	4	0	LA(LB)	
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING				07-67	
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

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): **The project assistance to the National Industrial Apprenticeship Service (SENAI) of the National Confederation of Industries. Four principal activities transpired during the life of the project:**

1. A Methodology and Procedure Manual was developed to determine industrial man-

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
	<i>[Signature]</i>	January 5, 1971

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## PAR CONTINUATION SHEET

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008 (cont.)

power requirements in a given community. Thirty five SENAI staff members were trained in use of the methodology.

2. 439 Staff members were trained in techniques of assisting supervisory personnel within industry conduct their own in-plant-training programs for their workers (Empresa Project).
3. An instructional manual on preparation of Programmed Instruction was produced and 15 staff persons were trained in techniques of P.I.
4. A survey of 106 SENAI schools was conducted to determine efficiency of utilization of physical facilities and personnel. Recommendations were sent to all School Directors.
  - a) - Overall performance and effectiveness of project implementation in achieving stated project targets:

Overall performance was approximately 40%, if rated on a 0 to 100% scale. While excellent utilization continues to be made of the manpower survey procedure, utilization by SENAI personnel of skills learned by the Empresa Project training is minimal. It should also be noted that only two of the 15 trained to produce Programmed Instruction materials are using the skill acquired. SENAI has made no effort to implement recommendations for improvement of efficiency of the schools.

- b) - Contribution to achievement of sector and goal plans:

The project has made a favorable contribution to achievement of sector plans through development of a technique for securing accurate statistics on industrial manpower requirements and through training of personnel to upgrade skills of workers on the job.

- c) - Anticipated results compared to costs:

As most of the training provided SENAI personnel is not being utilized effectively, the favorable results achieved have been relatively costly.

- d) - Continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives:

Brazil has begun to place emphasis on its export trade. As the export trade expands, it will be increasingly evident to Brazilian industrial and commercial leaders that competition for markets will require quality products. At this point, the improving of skills of industrial workers will assume new importance and SENAI industries' official training entity will be called upon to assist in the skill improvement training. The

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significance of the Emprêsa portion of this project will then be realized.

Knowledge of manpower requirements is vital to effective planning. The procedure for determining manpower requirements developed during this project will have increasing relevance and importance as Brazil's industrial and commercial enterprises develop and grow.

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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		
	1. Development of a methodology for determination of community or regional industrial manpower requirements.	One			One	
	2. Conducting seminars and demonstrations in use of methodology to train SENAI staff members:  Jundiaí Belo Horizonte Recife	One One One			One One One	
	3. Training 225 persons from SENAI staff in: Methods of Assisting Industries conduct worker Improvement Programs within Industry	[redacted] persons			[redacted]	
	4. Demonstrate, through pilot projects, use of methodology in industrial establishments	Three			Three	
	5. Conduct a research study on efficiency of SENAI on utilization of physical facilities and human resources	One			One	
	6. Issue a report containing recommendations for improving efficiency of utilization of facilities and human resources	One			One	
	7. Train 15 SENAI staff members in techniques of developing Programmed Instruction materials.	[redacted]			[redacted]	

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) Identify manpower needs and shortages for the present and near future.	3	2
	(2) Strengthen existing vocational training institutions.	3	2
	(3) Improve the quality of industrial training programs to produce skilled and semi-skilled manpower.	3	2
	(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 1):

The identification of manpower needs and shortages, for the present and near future, as stated in block No. 1 above, is basic to educational planning. For curriculum to be relevant, it must be based upon the realities of the primary, secondary and tertiary sectors of the economy. Techniques for gathering this data were developed, as were special courses for translating survey results into educational planning, more responsive to the country's needs today and the foreseeable future. The strengthening of existing training institutions is fundamental to the forward movement of the educational sector. The implantation of the concepts of relevancy, accountability, as well as behavioral objectives, were some of the salient points made in educational study and its accompanying recommendations. The third objective was responding to the educator's responsibility to assist industry in becoming more efficient and productive in caring for internal needs and eventually reaching efficiency levels permitting intervocational competition.

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

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

016 The project was terminated June 30, 1970, one year earlier than planned. The project manager and PASA technicians had completed the objectives of the project agreement, and also noted that there was reluctance on the part of SENAI counterparts to implement recommendations for improving efficiency of SENAI school operation and for embarking on any significant plan for assisting industry improve workers on-the-job.

017 More complete feasibility studies should be made prior to entering a project. A superficial study, such as the one conducted prior to this project, did not penetrate the economic and cultural factors which affected project success, and was not sufficient basis for embarking on a development project.

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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.	Developed a system for collecting and analysing data relating to present and future industrial manpower needs of Brazil.		X	
2.	Specialized training courses were given to SENAI project leaders in methods of conducting manpower surveys and interpretation and utilization of the data collected.		X	
3.	Initiated three pilot projects for the purpose of demonstrating methods and techniques for starting, administering and maintaining industrial skill improvement programs.		X	
4.	Developed an integrated employee development program, designed to triple the effectiveness of the Empresa Project. Use of this program permitted SENAI to start employee development programs in plants not having training directors.		X	
5.	Prepared a training program to teach industrial supervisors effective instructional techniques.		X	
6.	Analyzed the SENAI school system (114 schools) to determine principal problems and establish a priority and plan for attacking these problems.		X	
7.	Presented a course in Programmed Instruction, designed to develop SENAI programmers for preparation of PI courses for school and industry.		X	
8.	Provided assistance to SENAI in the development of a course for training construction workers.		X	
9.	Provided films, books, journals and related materials in connection with school and industry programs.		X	
10.	Trained 439 Empresa Project leaders from the 21 regional departments in method used in initiating industrial training programs.		X	
11.	Provide short-term training for 32 SENAI school administrators and technicians in the U.S. to observe industrial schools and manufacturing plants, having programs applicable to the needs of SENAI.		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)		(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(1)	(2)	(3)
		BEHIND SCHEDULE	ON SCHEDULE	AHEAD OF SCHEDULE
12.	Conduct a special meeting on control and evaluation of Emprêsa training projects for regional coordinators. Forty seven attended and represented twelve states.		X	
13.	Conducted a special meeting on Emprêsa Implementation Techniques, attended by forty nine technicians.		X	
14.	Training materials developed:		X	
	1. - 460 Slides			
	2. - 3 Manuals, 400 copies printed and distributed			
	3. - 64 Charts			

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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>X</b>
	(b) Ahead of schedule	
	(c) Behind schedule	
<p><b>BLOCK (c):</b> 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.</p>	(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):	

**II-B - RESOURCE INPUTS**

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

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	N
026 Understanding of project purposes		035 Working relations with Americans	
027 Project planning and management	N	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation		037 Adaptation to local working and living environment	
029 Effective use of participant training element		038 Home office backstopping and substantive interest	
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	
031 Adherence to AID administrative and other requirements		040 Other (describe):	

**2. FACTORS-PARTICIPANT TRAINING**

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
		052 Appropriateness of original selection	
PREDEPARTURE		053 Relevance of training for present project purposes	
042 English language ability		054 Appropriateness of post-training placement	
043 Availability of host country funding		055 Utility of training regardless of changes in project	P
044 Host country operational considerations (e.g., selection procedures)		056 Ability to get meritorious ideas accepted by supervisors	
045 Technical/professional qualifications		057 Adequacy of performance	
046 Quality of technical orientation		058 Continuance on project	
047 Quality of general orientation		059 Availability of necessary facilities and equipment	
048 Participants' collaboration in planning content of program	P	060 Mission or contractor follow-up activity	
049 Collaboration by participants' supervisors in planning training	P	061 Other (describe):	
050 Participants' availability for training			
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	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.	P
070 Timeliness of shipment from port to site.					078 Other (Describe):	
071 Control measures against loss and theft.						

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

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

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-251 as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

Overall implementation performance was satisfactory. The objectives of developing and demonstrating the methodology for determining industrial manpower needs was the most successful portion of the project. The second most successful portion was training SENAI personnel in methods of assisting industrial supervisory personnel conduct their own on-the-job training programs (Empresa portion). Only partial success could be claimed because, although asked by USAID, SENAI has not reported on the number of industrial plants which were provided service, nor number of workers upgraded through SENAI assistance. The portion of the which addressed itself to improving the efficiency of operation of SENAI schools accomplished no measurable results. Although recommendations for improvement were prepared by the PASA technicians and sent to regional SENAI Department by the National Director of SENAI, none of the recommendations were implemented and the National Director made no effort to follow-up.

b. Implementing Agency Actions

The PASA Chief of Party apparently did not recognize the need to establish, in conjunction with SENAI, a work plan containing desired project objectives, tied to proposed completion dates. As a result, objectives outlined in the Project-Agreement were only partially achieved, as noted in (a) above.

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**c. Participants**

Short-term participant training was provided for 32 SENAI staff members. All participants were leaders within the organization and most were Directors of SENAI Regional (State) Departments. The persons were well qualified and have, in several cases, initiated new training programs based on observations made of U.S. Manpower Development and Training Act (MDTA) Projects.

**d. Commodities**

Books and professional training magazines were the only commodities provided. These arrived as planned and were made part of the professional library of the SENAI National Department and the Guanabara Regional Department.

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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.	
087	Resolution of procedural and bureaucratic problems.	N
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.	N
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.	N
100	Planning and management skills.	
101	Amount of technician man years available.	N
102	Continuity of staff.	
103	Willingness to work in rural areas.	
104	Pay and allowances.	
105	Other:	

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

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

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

- 087 - The Project Agreement was between USAID and SENAI National Department. The National Department has delegated almost all authority of program operation and policy determination to the Regional (State) Departments. As a result, implementation of actions recommended by the PASA technicians had no strong national administrative backing.
- 091 - Lack of desire to change the current role of SENAI, plus legal difficulties of dismissing permanent teachers whose particular trade skill may have become obsolete, resulted in a minimum level of receptivity to change.
- 093 - As noted on page 7 - SENAI persons were trained to assist industry conduct in plant training - however, were reluctant to embark on a program using the newly acquired training skills.
- 099 - PASA technicians found that their SENAI counterparts were seriously lacking in technical experience. Many possessed no practical industrial experience

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099 (cont.)

nor knowledge of theory of industrial training. Many were administrators trained in disciplines totally unrelated to industry.

101 - SENAI did not provide PASA technicians with full-time counterpart personnel, although requested to do so in formal evaluation and review meetings with USAID Project Managers.

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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 original ProAg called for a joint evaluation by SENAI and USAID personnel at least six months prior to the end of the first two years of the project. The report of the joint evaluation team recommended continuation of the Empresa portion of the project, the termination of the Manpower survey portion and the addition of a technical advisor in the area of Programmed Instruction. Mission personnel ceilings prevented the addition of the P.I. advisor. Normal completion of tour reduced the PASA staff to one man. This technician was experiencing extreme difficulty in encouraging SENAI to implement a program of industry in-plant training advisory service, as mentioned on page 7. He voluntarily shifted to the P.I. task and in March 1970 stated that he could finish the P.I. training program by July, 1970.

The Project Manager, in consultation with the Chief of the Office of Human Resources and the PASA technician, agreed that the project should be terminated one year prior to planned termination. SENAI agreed to USAID's suggestion that the project end on June 30, 1970.

## IV-B - PROPOSED ACTION

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

1. Continued as presently scheduled in PIP.	
2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W).	
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo. ___ 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. <u>6</u> Day <u>30</u> Yr. <u>1970</u> (June 30, 1970)	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

Terminated as noted above.

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