PD-AAA-244-C1 13 p. 5120094-(10)

AID 1020-25 (7-68)

PROJECT APPRAISAL REPORT (PAR)

(U-446) See M.O. 1026.1

SECURITY CLASSIFICATION: UNCLASSIFIED

001 PROJECT NUMBER: 512-11-110-094.4

002 PAR AS OF: MO. 05 DAY 02 YR. 69

003 U.S. OBLIGATION SPAN: FY 63 Thru FY 71

004 PROJECT TITLE: AGRICULTURAL EDUCATION - SUPERIOR SCHOOL OF AGRICULTURE "LUIZ DE QUEIROZ (ESALQ)

008 COOPERATING COUNTRY - REGION - AID/W OFFICE: RIO DE JANEIRO, BRAZIL

MAY 29 1969

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 1968)	1822	1782	27		1327	12	61	1	223		171
PROPOSED OPERATIONAL YEAR (FY 1969)	421	406	15		196		150		60		

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:
1. U.S. CONTRACTOR
2. LOCAL CONTRACTOR
3. THIRD COUNTRY CONTRACTOR
4. PARTICIPATING AGENCY
5. VOLUNTARY AGENCY
6. OTHER:

TYPE CODE c:
0. PARTICIPATING AGENCY
1. UNIVERSITY
2. NON-PROFIT INSTITUTION
3. ARCHITECTURAL & ENGINEERING
4. CONSTRUCTION
5. OTHER COMMERCIAL
6. INDIVIDUAL
7. OTHER:

a. IMPLEMENTING AGENCY	TYPE CODE b.	TYPE CODE c.	d. CONTRACT/ PASA/ VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
1.				
2. Ohio State University	1	1	AID/la-161	
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):

This project is of the same pattern as three other USAID-financed university-to-university institution-building projects designed to assist selected Brazilian schools of agriculture modernize their approach to agricultural education. It differs from the other three in that it operated in the richest, most advanced state in Brazil.

(cont. on pg. 1A)

MISSION DIRECTOR APPROVAL → SIGNATURE: [signature] DATE: May 16, 1969

PRINTED 9-68

UNCLASSIFIED

SECURITY CLASSIFICATION

SECURITY CLASSIFICATION	PROJECT NUMBER
UNCLASSIFIED	512-11-110-094.4

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 from pg. 1)

Project strategy has been along conventional institution-building lines: technical assistance by U.S. agricultural educators and participant training of Brazilian teaching staff at the participating U.S. university.

Specifically, the project has sought to strengthen the under-graduate level of the Brazilian University and to build a post-graduate program in agriculture and home economics, employing the land-grant college technique of teaching, applied research and community service as basic ingredients.

The ultimate aim of the project is to create a body of competent agricultural experts and leaders in the State of São Paulo and neighboring regions. In addition, ESALQ is providing graduate-level training for teachers from other Brazilian universities of agriculture located in the less developed portions of the country. For example, ESALQ provides training for participants from the University of Arizona-University of Ceará contract.

Improvement in agricultural education is necessary in Brazil, a country whose agricultural potential is great, but whose overall productivity in this sector has, by and large, been inadequate by any reasonable standards. São Paulo, fortunately, has a better record in this respect than the rest of the country.

Project progress has been satisfactory or better, as noted in the text of this PAR. The São Paulo intellectual climate is the most sophisticated in Brazil, and establishing rapport between ESALQ and Ohio State professors and convincing the farmer they had something to learn from their U.S. colleagues posed some problems in the early years of the project's history. It appears at the time of this appraisal that satisfactory working relationships have been established.

It is worthy of note that this project has not suffered delays due to inadequate financial support by the host institution. (As noted above, São Paulo is the most advanced state in Brazil, financially in the best condition by far).

Begun in 1964, our present plans are to phase the project out in FY 1971.

RITY CLASSIFICATION: UNCLASSIFIED

PROJECT NUMBER: 512-11-110-094.4

PART I-B – PROJECT EFFECTIVENESS

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

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		
Ten U.S. professors carrying out activities in teaching, research and extension in the following departments:					
A. Animal Science, Agronomy (Forages), Entomology, Rural Economics, (Sociology and Marketing), Food Technology, Poultry Science, Home Economics, Plant Pathology.					
B. Establishment of a modern under graduate Home Economics School					
1. Estimated 8 students (original 1st year enrollment) to graduate at project phase out.	**28 (8 Freshmen & 20 sophomores)**			**20 addit. students enrolled each year**	**80 (Many from outside S.Paulo**
2. One U.S. technician scheduled to assist thru project phase out.	**1 U.S. tech. on board**				**1 to end of project life**
3. ESALQ teaching staff for developing program.	**4 faculty members**			**9 planned to enter program in 1969**	**12 faculty (ESALQ)members by project phase out.**
4. Project Participant Training for Faculty Members	**4 in U.S. OSU for training M.S.**			**4**	**8**
5. Development of the Home Economics curriculum and research and library services.	**Estimated faculty research studies are underway. Plans for a permanent Home Economics university residence center have been drawn up. Constr. will begin in '69.**				
C. Participant Training:	**Returned**				
Ph.D. degree	**1**	**11**	**9**	**12**	**14**
M.S. degree	**7**	**10**	**10**	**14**	**32**

(cont. on pg. 2A)

PART I-B – PROJECT EFFECTIVENESS

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

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		
(continuation from page 2)					
D. Graduate Programs established in various departments	10	10	10	11	12
E. Graduate school enrollment	1198	125 (increase)	112 (increase)	125 (increase)	1500

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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:

			x			

Unsatisfactory ← Satisfactory → Outstanding

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.

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

a. CODE NO. (AID/W USE ONLY)	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	(1) Assist Brazil in its efforts to achieve an economic growth of 5% p/annum by upgrading post graduate instruction and research in selected rural universities.	3	3
	(2) Increase farm production through improved institutional extension and research programs in collaboration with state agricultural entities.	3	2
	(3) Render assistance to state and other agencies for the improvement of agricultural productivity, through action programs leading to improved marketing of agricultural products	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 I):

The well-stabilized host administration favorable to the project suggests that scheduled targets are likely to be achieved within the projected time span.

A critical need for marketing improvement exists in the state and nation. Marketing course work, lecture materials and teaching equipment have been updated and modernized. Project assistance to the São Paulo State Department of Marketing has contributed to the development of valid analyses of costs and margins for various agricultural commodities. A quarterly marketing report for the São Paulo area is being developed. Departmental faculty members have prepared 25 marketing studies for publication. Project staff have assisted in cooperation with ESALQ staff, in a training program conducted by INDA at Campinas, São Paulo.

(cont. pg.3A)

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 from pg. 3)

The U.S. Land Grant College concept of agricultural education adapted to Brazil's situation has been applied by the contractor in its program for ESALQ institutional development. Professional qualifications of agricultural personnel, including ESALQ professors and research and extension workers under the State Secretary of Agriculture, are being upgraded. Eleven graduate research students are enrolled in the M.S. program; five are oriented toward economics and six toward rural sociology and extension type programs.

ESALQ is influential in shaping agricultural policies within the State of São Paulo. Active cooperation exists between ESALQ and the state Secretary of Agriculture (SA). Some agricultural activities are being developed through cooperation with IRI technicians.

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PART I-C – Continued

C.2 – GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

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

014/- In 1968 nine donors (CAPES, CNPq, etc.) made contributions (research grants, supplementary scholarship assistance, equipment) to the ESALQ for program development.

017/- The value of participant training to assure continued goal achievement over the long run has been recognized by ESALQ officials. By project phase out, an estimated three-fourths of faculty participants scheduled for U.S. training will have returned to ESALQ to carry forward project goals originally introduced.

Importance of timely assignment by the contractor of project professors with adequate language usage capability has also been impressed upon those responsible for the project.

The need for timely USAID action is also indicated over the long-run to resolve such problems as might arise from employment by project of local employees and responsibility for severance payments and other emoluments when the project phases out.

SECURITY CLASSIFICATION: UNCLASSIFIED

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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. Undergraduate and graduate teaching programs in the agricultural sciences evaluated and restructured as considered advisable.		x	
	2. Updating and upgrading ESALQ Research programs in 9 study areas.		x	
	3. Assisting in undergraduate and post-graduate curriculum revision.		x	
	4. Upgrading ESALQ staff through participant training programs. Academic and short-term training provided participants.		x	
	5. Creating effective cooperative relationships between state and national agricultural agencies and ESALQ.		x	
	6. Improvement of University library and encouraging extended use of library facilities by students and professors.		x	
	7. Providing some teaching materials, supplies and equipment not available in Brazil.		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):

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.	(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):	

II-B – RESOURCE INPUTS

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

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

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

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP 052 Appropriateness of original selection	P
PREDEPARTURE 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	P
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	P
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	P
048 Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	P
049 Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	P
050 Participants' availability for training	P	061 Other (describe):	
051 Other (describe):			

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PART II-B – Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF		063 NON-FFF		064 NO COMMODITY ELEMENT	

065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).	P	072 Control measures against damage and deterioration in shipment.	
066 Quality of commodities, adherence to specifications, marking.	P	073 Control measures against deterioration in storage.	P
067 Timeliness in procurement or reconditioning.	P	074 Readiness and availability of facilities.	P
068 Timeliness of shipment to port of entry.	P	075 Appropriateness of use of commodities.	P
069 Adequacy of port and inland storage facilities.	P	076 Maintenance and spares support.	P
070 Timeliness of shipment from port to site.	P	077 Adequacy of property records, accounting and controls.	P
071 Control measures against loss and theft.	P	078 Other (Describe):	

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.

Overall implementation performance is satisfactory. The contractor's technical staff is competent and demonstrates clear understanding of contract objectives. The ESALQ administration cooperates effectively in planning and carrying out objectives. Goal implementation has had a stimulating effect on curriculum development, teaching and research at ESALQ, which has resulted in measurable progress in upgrading of Brazilian faculty and staff.

The Dean of ESALQ is a well-prepared professional who is leading the institution competently. Generally, ESALQ professors, despite such problems as lack of good basic textbooks written in Portuguese, sufficient laboratory facilities and equipment, are improving their teaching and research methodology and procedures. Project personnel have found ready acceptance of assistance efforts. The administration at ESALQ is receptive to ideas on upgrading the curriculum.

Satisfactory backstopping activity is guiding the relationship between the project and USAID/B. Official 1968 visits by key USAID officials to the project site have been favorable. Excellent communication exists between the USAID Contract Representative, other USAID officials concerned, the home office, and between project Chiefs-of-Party, project technicians and their Brazilian counterparts.

(cont. on pg. 7A)

(continued from page 7)

b. Implementing Agency.

The performance of the implementing agency has been satisfactory. Ohio State University technicians have developed lecture and laboratory materials in their areas of specialization for use at ESALQ. The contractor has made significant contributions to new patterns of administration and organization that have emerged at ESALQ. Cooperative Agreements between the Secretary of Agriculture of the State of São Paulo and the school which are mutually beneficial to the two institutions. The professional capability of contractor personnel is considered satisfactory.

c. Participants.

This project presently has 21 staff members either studying in U.S. University graduate schools or returned to ESALQ from such study to resume teaching duties. Four staff members from the recently established Department of Home Economics are presently working on Master's degrees at Ohio State University. The participants are of high caliber and all are returning to continue on the staff at the school. As mentioned below, it has been difficult in sending the number of participants programmed because of the problem of depleting resident staff numbers.

d. Commodities.

Commodities have reached the project in a manner consistent with purchasing and customs clearance procedures which at times have been delayed.

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PART III – ROLE OF THE COOPERATING COUNTRY

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

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	P
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
082 Availability of reliable data for project planning, control and evaluation.	P
083 Competence and/or continuity in executive leadership of project.	P
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	P
086 Existence and adequacy of a project-related LDC organization.	P
087 Resolution of procedural and bureaucratic problems.	P
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	P
089 Maintenance of facilities and equipment.	P
090 Resolution of tribal, class or caste problems.	NA
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	P
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	P
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	P
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	P
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	P
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	P
100 Planning and management skills.	P
101 Amount of technician man years available.	P
102 Continuity of staff.	P
103 Willingness to work in rural areas.	N
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):

103/- Generally, the white collar tradition is fairly well established at the university level. The larger part of the student body is drawn from the urban areas (some estimate 75%); few have had any meaningful farm experience. ESALQ requires all students to spend one semester on a farm before graduation. Professors also generally lack bonafide agricultural [redacted] required to link their interests, teaching or learning and research activities to farm problems. The project training program with its emphasis on rural development, is creating a changed point of view on the part of both faculty and students.

SECURITY CLASSIFICATION: UNCLASSIFIED

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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):

1. The project design to achieve stated objectives is adequate. The project framework provides good support for project targets. OSU and ESALQ inputs to the effort are satisfactory.

2. The project is lodged in a professional climate favorable to achievement of goals for agricultural development in Brazil.

3. The contractor and host institution are jointly seeking to introduce institutional building activities to increase ESALQ's capability to meet urgent manpower needs in Brazil's agriculture.

4. The host institution does not appear to be under any critical financial stress or other condition which might create difficulties for the project.

5. By project phase out (FY-1971), if trends continue, it is anticipated the project will have succeeded in assuring enduring institutional development at ESALQ.

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.____ Day____ Yr.____	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

1. This project is meeting its operational needs and other obligations in a timely way. It is moving forward in consonance with stated objectives to assist institutional building activities at ESALQ and should be continued to the anticipated phase-out date.
2. At phase-out, however, some ESALQ areas will have reached a point where they will be able to carry on as self-regenerating entities but others of similar value to institutional development may still be in a position to use technical assistance.