

AID 1020-2 (7-68)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)		UNCLASSIFIED		512-11-110-094.1	
(U-446) See M.O. 1026.1					
002 PAR		003 U.S. OBLIGATION SPAN		004 PROJECT TITLE	
MO. DAY YR.		FY THRU FY		Agricultural Education - University of	
IS OF: 2 0 2 7 7 0		FY 5 1 THRU FY 7 2		Viçosa (UFV).	
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					

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 70)	7,917	5,597	1,532	7	4,434	454	477	6	686	321	
PROPOSED OPERATIONAL YEAR (FY 19 71)	254	28			140		106		8	16	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : 68 - 180 Operational Year Program : 70 - 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					
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION	1. Purdue University	1	1	SCC-14064	
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING	2. Purdue University	1	1	AID/W-639	
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):

This project is assisting the Federal University of Viçosa (UFV) to modernize its approach to agricultural education research and extension. Project strategy is to support a shift from a traditional and outmoded treatment of agricultural teaching and research to an approach with practical applications, using as a base improved undergraduate departments and a graduate school of agriculture specializing in teaching, research and community service. The establish-

APPROVAL → SIGNATURE: R. Ballantyne DATE: Dec 4, 1970

PAR CONTINUATION SHEET

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ment of sound inter-relationships between the undergraduate and graduate sectors is stressed.

The relevance and significance of the project is related directly to the primacy of agriculture within the Brazilian economy. Overall agricultural productivity is low although steadily showing some improvement; agricultural techniques are generally outmoded. With the exception of education, in which general weakness retards Brazilian development across the board, agriculture represents the greatest sectoral bottleneck to more rapid Brazilian economic progress.

Conventional institution building activities at both undergraduate and graduate levels have been the key techniques used. American professors from the Purdue University are assigned to undertake assistance responsibilities at the UFV. The training of Brazilian professors at Purdue University constitutes an important developmental thrust. Staff training under project auspices is helping to break the manpower bottleneck in the agricultural sphere. The quality and quantity of agricultural training at the undergraduate and graduate levels have been significantly upgraded as a result of project activity.

Principal phases of the program include work in plant science, animal science and agricultural economics. Work in forestry began in mid-1960 and has been chiefly concerned in the development of a new school of forestry. Plans to expand forestry research are underway.

The project is being implemented in an efficient manner; overall performance is better than satisfactory in reaching the goals established. The successful work undertaken by the project has resulted in increased support to the UFV from U.S. foundations and Brazilian organizations such as IPEA. The National Council of Research of Brazil has designated the UFV postgraduate program as a "Center of Excellence" for the teaching of graduate agricultural sciences.

In carrying out its programs, both human and financial, project resources are being used effectively. The project has assisted the UFV to develop a young, aggressive and well-trained staff. At present, a successful effort is being made by the staff to a) identify priority research needs b) marshal their own resources to attack problems c) obtain the active cooperation of outside research institutions to work in problem areas d) plan the details of research and e) seek more effective means to place research results in the hands of those who will use it. Advanced programs on the Ph.D. level are being planned in Agricultural Economics. M.S. programs for introduction in new areas are being planned in forestry, home economics, food technology and statistics.

Through the University's new departmental structure, inter-disciplinary aspects of agricultural education and research are being advanced. Project influence is resulting in a close relationship established between teaching and research, and between the UFV and public service and agrobusiness entities in the country.

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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)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE 9/30/70	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30 1971	
			a. PLANNED	b. ACTUAL		
	A. Development of General University Facilities and Capabilities.					
	1. Develop physical facilities to meet program demands. Total Area of structure. (sq.m.)	165.697	158.25	165.697	170.000	
	2. Develop library capacity to support total university program.					
	a. Increase library facility in use from 314 m ² to over 400 m ² (not attained).	90	80	90	100	
	b. Professional staff (number)	5	4	5	6	
	c. Total Collection					
	Number Periodicals Current.	500	500	500	550	
	Number Titles Total.	17,500	15,500	17,500	20,000	
	d. Library Use.					
	Average number withdrawals per month.	2000	1500	2000	2400	
	Ratio - Total Users to Monthly withdrawals	1.3	1.1	1.3	1.5	
	3. Promote increased staff numbers and capabilities.					
	a. Total professional staff.					
	1) (number)	170	-	170	190	
	b. Proportion of staff holding MS degree.					
	1) Number	57				
	2) Change in since 1965.	36			65	
	c. Proportion of staff holding Ph.D. degree					
	1) Number	13				
	2) Change in since 1965.	9	-	-	20	

PART I-B - PROJECT EFFECTIVENESS

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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 9/30/70	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30 1971	
			a. PLANNED	b. ACTUAL		
	B. Develop capacity to provide Graduate Training.					
	1. M.S. programs recognized and approved by federal government (CNPq). (Number) (% of 1965 level - 1965 used as a base year because of availability of data).	8 266+	6 200%	8 266+	9 300%	
	2. Ph.D. programs recognized and approved by Federal Government (CNPq).	1	0	1	2	
	3. Graduate level courses offered. (Number). (% of 1965 level)	80 211%	69 182%	80 211%	95 250%	
	4. Faculty conducting graduate training. (Number) (% of 1965 level)	66 347%	54 284%	66 347%	421%	
	5. New graduate students enrolled. (Number) (% of 1965 level)	121 200%	70 117%	121 200%	156 260%	
	6. Graduate Degrees granted. (Number) (% of 1965 level)	66 412%	45 281%	66 412%	80 500%	
	C. Develop research capacity and the Experiment Station Concept.					
	1. Staff involved in research conducted under Experimental Station. Total Number.	65	50	65	80	
	2. New research projects registered. (Number) (% of 1965 level)	85 160%	75 142%	85 160%	105 200%	

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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)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO INDEX 9/30/70	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30 1971	
			a. PLANNED	b. ACTUAL		
	D. Develop undergraduate education in Agriculture, Home Economics, Forestry.					
	1. Total Students Enrolled (Number) (% of 1965 level)	330 165%	300 159%	330 165%	900 179%	
	2. Total Courses Available (Number) (% of 1965 level)	166 138%	157 131%	166 133%	175 146%	
	E. Develop university outreach.					
	1. University Research and Extension Publication. (Number) (% of 1965 level)	500 137%	475 130%	500 137%	550 153%	
	2. Develop extension, increasing response to needs of agricultural technicians.					
	a. Training programs - technicians. (Number) (% of 1965 level)	24 200%	20 167%	24 200%	25 203%	
	b. Technicians attending progress. (Number) (% of 1965 level)	450 214%	400 190%	450 214%	500 233%	
	c. Training programs - Farmers (Number) (% of 1965 level)	24 65%	24 65%	24 65%	24 65%	
	d. Farmers attending programs (Number) (% of 1965 level)	1000 84%	1000 84%	1000 84%	1000 84%	

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)	b. 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 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) Increase coordination between state and regional agencies working for agricultural development and achievement of more unified national planning.	3	2
	(2) Increase agricultural productivity through improved research and rural extension practices, and more effective farm technology within the state and region.	3	2
	(3) Strengthen professional and technical competency and expand institutional capacity to provide leadership and technical guidance in development of the State's total resources.	3	2
	(4) Modernize agricultural teaching, research and extension.	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 I):

A major portion of project work at the UFV has been connected to the graduate training program. Considerable research has been done in horticulture, agronomy, animal nutrition, agricultural economics, biochemistry and forestry. Research work has been problem oriented. There is a growing awareness at the UFV that relevance in research programs should be maintained in order that the University may have an impact on agricultural production. The University recently set up an Experiment Station in the western part of the State in recognition of the potential of developing agriculture in the area.

While the general objectives of this project have been to develop a strong postgraduate program at the UFV, it is also contributing meaningfully to a) fill the high level manpower training gap in agriculture; b) carry out essential relevant research in commodities and production to assist in the total economic development of the country and c) provide country agricultural entities with an extended, modern, institutionalized program for upgrading agricultural workers on all levels of achievement and fields including agricultural extension.

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PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	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?	N
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?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

- 013 - The UFV in view of its recent federalization is in a process of reorganization. All details of reorganization are not yet effected but it is anticipated that there will not be impediments in the over-all University structure to hamper project activities. The UFV will consist of three basic science institutes; a school of agriculture with a number of applied science departments; a school of forestry, and a school of home economics. There will also be "conselhos" headed by directors for the coordination of extension and of research.
- 014 - Rockefeller and Ford Foundation assistance grants for scholarships and research have assisted project goal achievement. State and national (ACAR and ABCAR) extension agencies have collaborated in carrying out advanced project activities.
- 019 - Adequate publicity has been given such project aspects as the development of new vegetable and crop varieties. Research work in plant breeding, seed development and pastures are progressing and lends itself well to publicity.

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

2 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. Assist in continued development of the Agricultural Economics Institute:		X	
	a) External and internal coordination of departmental committee activities.		X	
	b) Develop and maintain graduate courses and related research.		X	
	c) Develop extension work in agricultural economics.		X	
	2. Assist development of the undergraduate program of Agricultural Engineering and planning and growth of the Agricultural Engineering Institute:		X	
	a) Plan, develop and start a graduate curriculum and research program.		X	
	b) Plan and develop an extension program as, for example, courses in Grain Handling.		X	
	3. Develop support for the Horticulture Division graduate curriculum and supporting research.		X	
	4. To develop the Soil and Fertility Division through strengthening the graduate curriculum and supporting research.		X	
	a) To develop extension programs in Soils and Soil Management.		X	
	5. Send a participant to the US to study operation and management of dairy training facilities.		X	
	6. Assist in the development of the Department of Food Technology:		X	
	a) Develop and initiate undergraduate courses.		X	
	b) Procure some practice laboratory equipment.		X	
	c) Send a participant trainee to US in fruit and vegetable processing.		X	
	d) Assist returning participant to improve undergraduate teaching and research in processing area.		X	

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

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
	7. Assist in development of the University library:		X	
	a) Help in the procurement of books and journals and updating of materials needed by programs of each institute. Provide an annual allotment of project funds to assist in book purchases in the US.		X	
	8. Technical assistance to the School of Forestry:		X	
	a) Participant training to strengthen capacity in undergraduate and teaching and research		X	
	b) Short-term technical assistance provision of consultants.		X	
	9. Technical assistance to the Department of Animal Science:		X	
	a) Assist growth and development of graduate curriculum and M.S. level research.		X	
	b) Providing participant training for advanced degrees in the U.S.		X	
	c) Initiate and develop an extension specialist service including a demonstration research program in Pastures, Animal Nutrition and an Animal Performance Testing program.		X	

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PART II - Continued

02

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
		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	
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
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	
PREDEPARTURE			
042 English language ability	P	053 Relevance of training for present project purposes	P
043 Availability of host country funding	-	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

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

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.

This project is meeting its established goals and targets satisfactorily well and on schedule. Objective implementation to revitalize and modernize UFV post-graduate curricular and research programs are being achieved. Specific goals to assist in planning and equipping new science laboratories, storage spaces and processing plans have been virtually reached by the contractor.

The quality of project work is excellent. UFV planning and development operations also mesh well with the contractor's assistance efforts.

b) Implementing Agency

The Purdue University under its contract with USAID/Brazil has introduced and disseminated Land-Grant College concepts of integrated teaching, research and extension, adapted to the needs of Brazil. AID inputs to the contractor have enabled impressive gains to be made in faculty improvement and in curriculum modernization on both undergraduate and graduate levels. Research and extension work of the UFV have been greatly strengthened by Purdue University professors working closely with counterpart personnel.

c) Participants

At the end of June 1970, a total of 77 UFV staff members representing about 75% of the total staff were enrolled in graduate training. Ten (10) of these were studying in the U.S. as USAID/B participant trainees and 6 others were receiving

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PAR CONTINUATION SHEET

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scholarship from Ford Foundation Sources. Most of the staff studying abroad were also recipients of supplementary assistance from regular UFV funds. Additionally 61 other staff members were enrolled in graduate work at the UFV.

d) Commodities.

The project's commodity program has been immensely successful. It has resulted in the improvement of key laboratories at the UFV carrying out basic research at this time in the life of the project.

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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
1	Amount of technician man years available.	P
2	Continuity of staff.	P
103	Willingness to work in rural areas.	P
104	Pay and allowances.	P
105	Other:	

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

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

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

As already mentioned in this report, federalization has created marked improvement in the financial support given UFV teaching and research programs. Reorganization of the UFV through application of reform measures suggested by enlightened educational authorities/ ^(from MEC) has advanced modernization of the institutions organization and administrative procedures. Staff salaries have been improved and the institution's holding power increased.

UNCLASSIFIED

SECURITY CLASSIFICATION

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):

A major portion of the "institution building" job has been carried out at the UFV as a result of this project. By present project's phase out date in approximately October 31, 1972, the UFV will be capable of supporting further developmental activities as by the contractor.

Through the project, a young, aggressive and well-trained staff has been bequeathed to the UFV. However, this capable staff at phase out of the project will need help in a) identifying priority research needs, b) marshalling resources to attack problems, c) obtaining active cooperation of research institutions to attack problems and d) develop means to disseminate results of research.

This project investment, at scheduled phase-out date, could profit from further support given its research side. Specific instances of continued technical assistance could be a) research activities to resolve problems of agricultural production, b) further assistance of some programs to the M.S. level of instruction and research, as forestry, agricultural engineering and food technology and c) assistance given to new Ph.D. level programs at the UFV.

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:

All USAID/ARDO university to university agricultural projects will be evaluated in _____ after which future scope and duration will receive appropriate consideration.