

PD-AAA-245-A1

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AID 1020-25 (7-66)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)		UNCLASSIFIED		512-11-110-094.2	
(U-44C) See M.O. 1026.1				A.I.D. Reference Center	
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	11	30	70	FY 63 Thru FY 72	Agricultural Education - Federal University of Rio Grande do Sul (UFRGS).
005 COOPERATING COUNTRY - REGION - AID/W OFFICE				Room 1656 ES	
Brazil					

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 1970)	2,723	2,650	34		2,157	38	156		337	1	
PROPOSED OPERATIONAL YEAR (FY 1971)	388	347			233.5	38	106		7.5	3	

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

007 IMPLEMENTING AGENCY TABLE

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

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	1. University of Wisconsin	1	1	AID/1a-147	
		2.				
		3.				

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary):

This project is assisting the UFRGS to modernize its approach to agricultural education. Project strategy is to assist the University to develop a modern graduate school of agriculture specializing in teaching, research and community service and establishing sound inter-relationships between these sectors.

MISSION DIRECTOR APPROVAL →	SIGNATURE <i>Robert J. Balkentine</i>	DATE Jan 27, 1971
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## PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

The significance of the project is related directly to the importance of agriculture in the Brazilian economy. Agriculture employs approximately half of Brazil's work force yet accounts for only one-third of the national income. Brazilian crop productivity is low by any standard and agricultural techniques are generally outmoded. With the possible exception of education, which retards development across the board, agriculture represents the greatest sectoral bottleneck to more rapid Brazilian economic progress. Within this framework, the project is aimed at upgrading an institution contributing human and technical resources for increased agricultural productivity and, equally important, placing these new resources into direct contact with the agricultural producer and his community.

Project impact is discernible in: (a) increased training and preparation of manpower to carry forward agricultural reform in the state and the nation; (b) better qualified and trained Brazilian personnel entering key positions in agriculture; (c) establishment of a permanent institutional base with regulations to improve the curriculum for undergraduate and postgraduate instruction at the UFRGS.

Through its graduates, the program is providing needed M.S. level teachers to handle undergraduate instruction at the Faculty of Agronomy and Veterinary Sciences (FAV) and the School of Agricultural Economics (IEPE).

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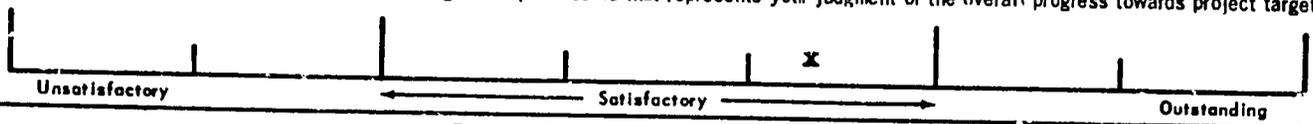
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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)			
	(1) Remove hindrances to agricultural progress in the areas of manpower preparation, teaching, research and extension.	3	3
	(2) Accomplish the advancement of postgraduate agricultural research leading to increased productivity in the state and nation.	3	2
	(3) Upgrade and update agricultural research leading to increased productivity in the state and nation.	3	2
	(4) Update and modernize the teaching, research and extension programs at the UFRGS.	3	2

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

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

Project assistance to postgraduate teaching, research and extension at the UFRGS is helping the institution to improve Brazil's agricultural manpower situation (see pg. 1a). The lack of trained personnel is one of the critical factors limiting agricultural production in the country. With project aid, leadership to solve problems of crop production is being generated through the UFRGS M.S. program.

Through various state extension and community cooperative programs involving the UFRGS research areas, crop production (wheat, rice, etc) has been greatly increased in RGS. New varieties of seeds and modern farming techniques are being applied as a result of the M.S. program research and development at UFRGS.

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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?	Y
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: Outside cooperation has been liberally provided project-oriented research and extension activities. (a) The University has established agreements for joint action on various crop research projects with such outside entities as: the State Extension Agency (ASCAR); the RGS Secretariat of Agriculture; the Ministry of Agriculture; the Rice Institute of RGS (IRGA); the Central Bank and others. (b) In 1968, more than Cr\$ 300,000 were received for scholarships, agricultural equipment, etc., from donors such as the Central Bank, the National Scholarship Organization (CAPES), CNPQ, SUDESUL and others. c) Ford and Rockefeller Foundations have contributed scholarship grants and funds for special equipment.
- 017: a) When contract staff members, because of professional competency and capability gain the respect of host institution students and counterpart personnel, they become more than mere "advisors" and extend the value of the project; b) Strong project leadership in harmony with host institution and project goals is an absolute requirement. This means that the project leader must be allowed a great deal of freedom of discussion within the policy framework of the project.
- 019: The project soils recuperation and improvement activities in RGS farm communities are particularly well adapted to publicity media, such as films, magazines and newspapers and provide a popular appeal. Soils work has been documented through filmstrips, newspapers, picture blow-ups and magazine coverage (some in the U.S.) with outstanding success.

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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		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS			
	<p>1. <u>Assisting the instructional and teaching programs of the Faculties of Agronomy, Veterinary Sciences and Rural Economics. Complete restructuring of courses. Establish a permanent structure and regulations for the postgraduate courses in Agricultural Sciences. *</u></p> <p>2. <u>Provide assistance to update and upgrade UFRGS research programs in 10 study areas including data compilation, processing and publication of research data.</u></p> <p>3. <u>Encouraging and actively assisting extension activities to put results of research at the disposal of state agricultural clientele. Also assistance given the University to develop the 3500 acre University experimental farm.</u></p> <p>4. <u>Upgrading UFRGS staff through the project participant training programs. Academic and short-term training provided participants.</u></p> <p>5. <u>Providing some teaching materials, supplies and equipment not available in Brazil.</u></p> <p>6. <u>Assisting in the upgrading and improvement of University libraries and encouraging extended use of the library by students and professors.</u></p> <p style="text-align: right;">offering</p> <p>* <u>Note:</u> Any uncertainty concerning the UFRGS/postgraduate courses and granting advanced degrees (similar to those in the U.S.) was dispelled in February 1970, when the National Research Council (CNPq) received GOB approval to certify higher education institutions sponsoring graduate training in Brazil.</p> <p>In June 1970, the UFRGS established a Graduate Committee which was empowered to make recommendations to the CNPq concerning the University departments or teaching areas designated within departments to be certified to grant M.S. degrees. Both FAV</p> <p style="text-align: right;">... cont/</p>		X	
			X	
			X	
			X	
			X	

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and IEPE received the requisite authorization and were approved by the CNPq.

UFRGS Agricultural postgraduate areas certified by CNPq are in: Plant Sciences including such postgraduate course disciplines as the following: Pest Control, Cultivated Grasses, Plant Physiology and Bases of Agricultural Practices; Soils: Soil Chemistry, Soil Mineralogy, Fertilizers, Soils Analyses, Morphology and Grading, Microbiology and Material Handling, Soils Survey and Classification, Geology and Use of Soil and Water; and, Economics: Rural Management, Marketing of Livestock Products, Rural Credit, Agricultural Development and Rural Sociology (rural economics, sociology theory, mathematics, economic statistics, communications).

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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	
(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	<b>P</b>
		033 Promptness of required reports	<b>P</b>
025 Adequacy of technical knowledge	<b>P</b>	034 Adherence to work schedule	<b>P</b>
026 Understanding of project purposes	<b>P</b>	035 Working relations with Americans	<b>P</b>
027 Project planning and management	<b>P</b>	036 Working relations with cooperating country nationals	<b>P</b>
028 Ability to adapt technical knowledge to local situation	<b>P</b>	037 Adaptation to local working and living environment	<b>P</b>
029 Effective use of participant training element	<b>P</b>	038 Home office backstopping and substantive interest	<b>P</b>
030 Ability to train and utilize local staff	<b>P</b>	039 Timely recruiting of qualified technicians	<b>P</b>
031 Adherence to AID administrative and other requirements	<b>P</b>	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	<b>P</b>	053 Relevance of training for present project purposes	<b>P</b>
043 Availability of host country funding	<b>P</b>	054 Appropriateness of post-training placement	<b>P</b>
044 Host country operational considerations (e.g., selection procedures)	<b>P</b>	055 Utility of training regardless of changes in project	<b>P</b>
045 Technical/professional qualifications	<b>P</b>	056 Ability to get meritorious ideas accepted by supervisors	<b>P</b>
046 Quality of technical orientation	<b>P</b>	057 Adequacy of performance	<b>P</b>
047 Quality of general orientation	<b>P</b>	058 Continuance on project	<b>P</b>
048 Participants' collaboration in planning content of program	<b>P</b>	059 Availability of necessary facilities and equipment	<b>P</b>
049 Collaboration by participants' supervisors in planning training	<b>P</b>	060 Mission or contractor follow-up activity	<b>P</b>
050 Participants' availability for training	<b>P</b>	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	072 Control measures against damage and deterioration in shipment.	
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 1020-25 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.

This project is successfully providing the advisory and technical services necessary to improve and modernize the UFRGS postgraduate centers of agricultural education, specifically, the Faculty of Economic Science (IEPE) and the Faculty of Agriculture and Veterinary Sciences (FAV). Additionally U.S. participant training for faculty upgrading is provided for under the contract with the University of Wisconsin.

Over the life of the project the Federal University of Rio Grande do Sul (UFRGS) has made a reasonable effort to support the research programs and activities generated by the contractor's project technicians and Brazilian counterparts. The University has also subscribed willingly to reform measures adopted by the Ministry of Education and Culture to improve the organization and administration of various faculties and departments of the UFRGS integrating project activity.

All indications point to future support on the part of the University for the expanding postgraduate program in agricultural education and research. The contractor is continuing to assign very able professors to the project; this policy has developed much confidence in the contractor's efforts on part of the host institution.

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**b) Implementing Agency**

AID inputs made through the contractor have enabled the UFRGS to advance the land grant college concepts of integrated teaching, research and extension adapted to Brazil's needs. The contractor has helped the host institution to make impressive gains in faculty improvement and curriculum modernization, particularly on graduate teaching and research levels. Project backstopping has been excellent.

The assistance of the Wisconsin contract group has greatly strengthened the capability of the UFRGS to turn out better prepared research workers, extension specialists, teachers and others needed for improved rural development in Brazil.

**c) Participants**

The participant training program of this project has improved markedly during 1970 so far as English language teaching, recruitment of well-qualified trainees, and meeting departure schedules are concerned. In 1970 ten staff members departed for academic degree training in the U.S. Returned participants are contributing to improvement of departmental operations and program development.

**d) Commodities**

The commodity program in 1970, although receiving reduced inputs under the contract, enabled the postgraduate teaching and research programs to move ahead with greater thrust and target achievement. Materials purchased for the project were well designed to advance pragmatic ongoing teaching and research efforts.

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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.	N
085 Legislative changes relevant to project purposes.	F
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).	YA
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.	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):

- 084: In the past, Federal Government restrictions affecting the University's budget have created some uncertainty with respect to the maintenance of adequate levels of financial support to postgraduate programming and the research effort. Making the Ministry of Education and Culture a signatory to the 1971 PRO/AG is expected to assure some stability of funding for project oriented activities.

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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. Project purposes should remain the same - continued development of postgraduate teaching, research and extension at the Federal University of Rio Grande do Sul.
2. Review of this project in terms of the new Institutional Development Agreement (IDA) was carried out in December 1970. The Review was guided by AID/W. However, the project design is adequate and it is not anticipated that major alterations will be necessary.

**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.	X

109 NARRATIVE FOR PART IV-B:

Project 512-11-110-094.2 was reviewed in December 1970 in connection with conversion to IDA.

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