

PD-AAB-378-D1

MANPOWER AND EDUCATION PROP; EDUCATIONAL REFORM ASSISTANCE

Reference: (a) TOAID A-118 of 15 May 1970

COUNTRY: Peru

Project N°: 527-11-690-067.3 1/

Project Title: Education Reform Submission Date: June 11, 1971

U.S. Obligation Span: FY 1972 - FY 1975

Physical Implementation Span: FY 1972 through FY 1976

Gross life-of-project financial requirements *

- (a) U.S. dollars \$1,019,000
- (b) Cooperating Country: N/A
- (c) U.S. owned local currency: N/A

1/ Replaces former projects N°s. 527-11-690-067.1 and 527-11-660-067.2

* Physical implementation begins FY 1972 and continues through FY 1976 only.

Prepared by:

PRM: JFasullo/EDU:MHurley: rdes

Clearances:

PRM: CBelcher: CB

CON: JBMartin: JM

Approved by:

D/LVPerez: [Signature]

AD/O: EJMelaven: gm

I. SUMMARY DESCRIPTION

A. Background

The history of U.S. assistance to Peruvian education is detailed in Ref. (a). Briefly, however, the initial focus was on basic education and since 1963 emphasis has been placed on planning and curriculum development through a contract with the Teachers College of Columbia University working in the Ministry of Education. The contract was terminated by mutual GOP/AID agreement in June 1969. The Government which assumed power in October, 1968 has identified reform and modernization of Peru's education system as a high priority. As the GOP proceeds with the reform process there has been a growing awareness that continued external technical assistance is required if the education reform effort is to succeed.

The GOP began the education reform process in 1969 at the university level with the establishment of a National University Council (CONUP) with power to make required changes to modernize the university system. In early 1970 the GOP established a National Educational Reform commission consisting of 120 of the leading Peruvian scholars and educators to devise a plan for National Educational Reform. Through this Commission the GOP has taken the first legal steps to initiate the reform plan by enacting a decree law to reorganize the administrative framework of the educational system along more efficient lines (See USAID Airgram TOAID 'A-54).

During this transition period AID has provided limited assistance to CONUP, and to the Instituto Peruano de Fomento Educativo (IPFE), a private sector organization devoted to promoting Peruvian education development.

B. Necessity and Justification for the Project

The GOP has made educational reform one of its highest priorities and fully recognizes that the development process is impeded by the lack of human resources with the essential occupational skills and abilities. There is ample evidence that the GOP intends to allocate time, money, effort and its limited in-country expertise to rebuilding the education system.

The reform measures taken so far and those planned for the future in large part reflect past U.S. technical assistance inputs. Moreover, the GOP ranks current small U.S. assistance to education as of highest priority. The areas to which assistance is to be provided by this project (see C below) are key to successful implementation of the reform. The GOP has little or no expertise here and other donors are not providing assistance. It appears that the opportunity for AID to make a substantial contribution to the success of the reform by supplying these critical components of professional "know-how", with relatively modest financial inputs, are extremely favorable.

C. Purpose of the Project

Large gaps in assistance appear in the areas of manpower/education research and planning; administrative leadership development and economics of modern educational techniques. These are the areas which AID proposes to address in coordination with the efforts of other donors. The project seeks to assist Peru to:

1. strengthen its capacities for research in manpower/education planning and research areas;
2. support leadership training in the area of educational administration;
3. develop a variety of modern teaching techniques for increased instructional effectiveness.

D. Requisites for Continued U.S. Contribution and Participation

Continued U.S. assistance is predicated on the following minimum GOP actions:

1. Continue its current level of support to the educational reform movement.
2. Maintain the authority of CONUP to institute basic educational and structural reforms within the university system.
3. A demonstrated willingness to effect a reallocation within the sector of available funds to respond to planned first priority requirements.
4. That improved instruction and curricula offerings and new techniques will be accepted and implemented.

E. Relationship to Other Assistance Donors

Peru has a diversity of external assistance to education. The Mission cooperates closely with other contributors and is in regular contact with them. The major donors and their major inputs are described below:

- The Peace Corps has 50 volunteers involved in upgrading teacher training in mathematics and science. The project is closely tied in with a UNICEF project to equip normal school laboratories.

- The Ford Foundation is developing a project to furnish technical assistance for the CONUP and the Educational Reform Commission, which will supplement the AID inputs. The FF also cooperates with the IPFE program to upgrade science teaching.

- The Inter-American Development Bank has loans to four of the largest public universities for building construction. A feasibility study of higher education has the support of IDB and is being undertaken by CONUP in 1972.

- The North Carolina Contract assists an agricultural educational program at the Agrarian University of La Molina.

- In addition, USAID plans to work in close collaboration with UNESCO and ILO in giving assistance to the Ministry of Education in carrying out research and planning programs essential to educational reform.

While no formal mechanism exists for the coordination of these diverse activities, USAID initiative has been instrumental in bringing the entities together for periodic exchanges of program information.

II. PROJECT DESCRIPTION

A. Setting or Environment

Beginning in 1969, the Government of Peru embarked on an ambitious program of reform of the educational system. The plan proposes a total integration of educational activities at all levels that will respond to the socio-economic needs of the nation. The aim is to structure an educational system which is both flexible and readily adaptable to the extreme geographic, social and economic differences that are found in Peru. The priority goals as stated by the GOP for education are to: (1) prepare the student better for future employment; (2) stimulate modernization of the social structure; (3) utilize to more effective advantage the resources available to education; and (4) contribute to making Peru economically self-sufficient. To implement the process the GOP has taken a number of steps including: (1) convened an Educational Reform Commission which has presented an extensive report with recommendations for significant changes; (2) decreed an administrative reorganization of the Ministry of Education; (3) initiated plans for a rationalization of university programs under a National Council (CONUP) and (4) is now on the verge of promulgating a new education law to implement other reform recommendations.

The rapid expansion of enrollment and the increase of educational institutions, however, has forced the reform program to neglect quality components in such areas as research and planning, administration and the introduction of modern teaching techniques. This quantitative expansion has brought with it a series of other problems. School construction has not kept pace and class size is now often as high as 70 students. The supply of qualified teachers has not kept pace so that now it is estimated that 50% of the primary and 30% of the secondary teachers are not certified. Also, an overwhelming percentage (estimated at 95%) of the education budget goes for salaries leaving little for instructional supplies, books, maintenance, etc. As a consequence, the quality of instruction has suffered and deteriorated as the system responded to quantitative demands.

The nature and magnitude of the reform effort clearly indicate that successful long-range implementation rests in large part on good planning for resource allocation, efficient administration and modern teaching techniques. While Peru has expertise to handle many of the anticipated problems arising from the reform, the GOP is well aware of its weaknesses in these areas. Peru lacks much essential information to make plans specific and meaningful; the country also requires additional administrative leadership; and it has little knowledge as to the possibilities of utilization of modern technology for education advancement and a modern relevant educational system. This project proposes to address these deficiencies, particularly in the absence of assistance from other donors in these importance program areas.

B. Strategy

The USAID strategy for the period covered by this PROP will be directed towards helping to support the efforts of Peru's Educational Reform Program in three key areas where positive solutions can best be achieved, or accelerated, without duplicating the efforts of other donors.

The USAID will continue its assistance to the IPFE for its program in assisting the National University Council, the recommendation of the Reform Commission, and upgrading math and science teaching. Additionally, USAID's strategy calls for increase of involvement and cooperation with private sector attempts to develop the educational system, which has the double effect of encouraging greater private sector effort and increasing the effectiveness of the resources which AID is able to supply.

At this stage, the Mission effort is not designed to provide major financial inputs. Rather the strategy is to emphasize and re-inforce selected aspects of the reform, help train essential leadership resources and provide USAID the entree and flexibility to respond to subsequent GOP initiatives as they prove consistent with mission assessment of education development requirements.

C. Planned Targets, Results and Outputs

The principal goal of the project is the establishment of an effective educational system responsive and relevant to development goals of the GOP. This is to be achieved by providing assistance to the Ministry of Education, universities and other GOP agencies as appropriate so as to strengthen GOP capacity to:

1. Conduct research and plan for reform program implementation and,
2. Develop quality leadership for educational growth and efficient management.
3. Utilizing a variety of modern teaching techniques for increased effectiveness of the education process.

The three aforementioned goals are interrelated and cannot be achieved in isolation from each other. However, specific project activities which will contribute to their fulfillment are:

- a. Assistance to CONUP in continuing their rationalization of university programs so that current resources can be used to better advantage.
- b. Extension of support to General Studies Programs, including the upgrading of mathematics and science instruction through assistance to intensive teacher training courses, workshops and participant training.
- c. Improvement of the quality of instruction at selected universities through textbooks and library programs.
- d. Modernization of the technology of instruction through programs of experimentation and training in the utilization of new materials and media.
- e. Implementation of efficient university management procedures through seminar, "on-the-job" and participant training programs.
- f. Collaboration with the Ford Foundation and ILO in developing Peruvian capacity for generating and analyzing statistical data for education planning purposes through the actual implementation of a manpower study with special focus on the demand for technical/professional output at secondary/university level.
- g. Provision of short-term technical assistance and participant training -- especially in research, administration, and instructional technology -- to create an infrastructure for planning, implementation and innovation in achieving reform goals.

It is expected that by the end of the project the GOP (especially the MOE) will have: an operational educational sector institution for research, data collection, data analysis and the capacity for translating data into implementation programs required for educational reform. CONUP will be functioning effectively in its role of coordinating the universities, and will be evaluating the universities and university programs; IPFE will be operating effectively in upgrading the Peruvian education sector and encouraging the private sector to play an important role in the process; the MOE will be independently developing and using proven educational methods/media and materials to achieve improved effectiveness in education programs; and university programs will be under-way to supplement the lecture - mimeographed note system by the use of textbooks and lending libraries and reference studies.

D. Course of Action

This Mission will continue its close working relationship with the MOE, CONUP and IPFE in its efforts to upgrade the education program. It will also work closely with other international agencies and foundations in achieving the ultimate goal of developing an effective educational system. This course of action will require one educational advisor (direct-hire) to administer the program.

In addition this program will require the services of one USAID/PASA technician (manpower study), 18 short-term consultants (about 18-mm) specialized in the fields of science, mathematics, financial administration, media utilization, demography and management information. These persons will be contracted via USAID/IPFE possibly using Florida State University as the contract vehicle.

Participant training is also envisioned as a key component of the project. About ten individuals will receive training each year in manpower/planning, administration and economics of education and instructional technology areas.

Thus, the project seeks to assist the GOP to create the conditions whereby -- in selected endeavors -- the present and future flow of GOP resources can be effectively utilized, and any additional resources - be they from internal or external sources - could flow and be applied to carry forward GOP initiatives in educational reform.

Table 1
Page 1 of 1
COUNTRY: PERU

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

Project Title: Manpower and Education

PROP DATE June 11, 1971
Revision N° One
Project N° 527-11-690-067.3

Fiscal Years	Ap	L/G	Total	Cont	Personnel Serv.			Participants		Commodities		Other Costs	
					AID	PASA	CONT	U.S. Ags.	CONT	Dir US Ags.	CONT	Dir & US Ag.	CONT
Prior through Act. FY <u>1970</u>	AG	G	2,909	2,057	111		1,587	72	212	40	31	629	227
Oper. FY <u>1971</u>	AG	G	187.1		68			1.5		2.2		115.4	
Budg. FY <u>1972</u>	AG	G	331.6	52.6	57	40	52.6	50		10		122	
B + 1 FY <u>1973</u>	AG	G	315	45	54	40	45	50		7		119	
B + 2 FY <u>1974</u>	AG	G	214	40	43		40	35		5		91	
B + 3 FY <u>1975</u>	AG	G	158	30	40		30	15				73	
Total Life			4,119.7	2,224.6	373	80	1,754.6	223.5	212	64.2	31	1,149.4	227



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ORIGIN AID-30

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SUBJ: EDUCATION REFORM ASSISTANCE PROP;
PROJECT NO. 527-11-690-067.3

SUBJECT PROP WAS REVIEWED ON JUNE 29, 1971 AND WAS APPROVED THROUGH FY 1972. APPROVAL WAS GRANTED MORE ON BASIS OF ORAL PRESENTATION BY USAID EDUCATION ADVISOR THAN THE DOCUMENT ITSELF AND WAS DONE PRIMARILY TO ENABLE MISSION TO PROCEED WITH NECESSARY PERSONNEL ACTIONS (E.G. PASA MANPOWER SPECIALIST) IN A TIMELY MANNER. FURTHER FUNDING IS SUBJECT TO SUBMISSION OF REVISED PROP BY END DECEMBER, 1971. THIS REVISION MIGHT WELL BE DONE IN COOPERATION WITH MINED AND PROVIDE A VEHICLE TO FOSTER ADVANCE PLANNING ON THEIR PART LEADING TO REQUESTS FOR ASSISTANCE IN THOSE ASPECTS OF THE PROGRAM WE FEEL WOULD BE MOST APPROPRIATE FOR U.S. PARTICIPATION. NEW PROP IS EXPECTED TO INDICATE THE SPECIFIC PROJECT PURPOSE, END OF PROJECT STATUS AND BENCHMARKS FOR EACH INTERMEDIATE YEAR TO PROVIDE A BASIS FOR MEASURING PROJECT SUCCESS. ORAL PRESENTATION OUTLINED IN SOME DETAIL THE OUTPUT TARGETS BROKEN

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PAGE 02 STATE 120082

DOWN BY DIFFERENT LEVELS OF EDUCATION AND THE PARTICULAR INSTITUTIONAL OUTPUTS EXPECTED TO UNDERLIE THESE RESULTS. THESE SHOULD BE INCLUDED IN PROPOSED REVISION. ROGERS

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