

AID 1020-25 (7-69) PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1 SECURITY CLASSIFICATION UNCLASSIFIED 001 PROJECT NUMBER 511-11-690-439.2 Reference Center Room 1656 NS

003 PAR MO. DAY YR. 003 U.S. OBLIGATION SPAN AS OF: 11 28 69 FY 65 Thru FY 72 004 PROJECT TITLE PD-AAA-114-31 Curriculum Revision and Textbook Publication 006 COOPERATING COUNTRY - REGION - AID/W OFFICE Bolivia

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 1969)	172	95	-	-	95	11	-	11	-	55	-
PROPOSED OPERATIONAL YEAR (FY 1970)	135	37	-	-	43*	23	-	-	-	69	-

*Includes local and TCN, Thru Actual Year : N/A Operational Year Program : N/A

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:	Utah State U.	1	1	AID-1a-319	

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):

In August, 1966, it was mutually decided and an agreement signed between the Ministries of Economy, Finance, Education, Rural Affairs, and Planning of the GOB and USAID for a project of curriculum development and textbook production. The purpose of the project was to revise, expand, upgrade and modernize the elementary curriculum in the areas of Mathematics, Language Arts, and Science

The project was inaugurated with the organization of a Curriculum Laboratory

MISSION DIRECTOR APPROVAL SIGNATURE DATE 12/17/69

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PAR CONTINUATION SHEET

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which was staffed by selected Bolivian Teachers, "Third Country" advisors and USAID contract technicians.

During CY 1967, orientation in curriculum revision and development, and textbook writing was the main focus for the personnel of the Laboratory. Three teams, one for each of the above named subject areas, consisting of 3-4 Bolivian teachers and a "Third Country" advisor, participated in this organization and orientation period.

The Laboratory has since prepared a conceptual guide, grades 1 through 5, to be used as a basis for scope and sequence development in writing manuscripts for a series of textbooks, in Mathematics, Language Arts, and Science.

During CY 67-68 manuscript preparation in the above named subjects began. Seminars on a district and national level, in the same subject areas, were held to improve the quality of teaching in each area.

The Laboratory personnel and technical advisors have completed manuscripts for first grade textbooks and teachers guide editions in Science, Mathematics, and Language Arts. 200,000 Science books, including 10,000 teachers guides, are in the terminal stages of printing for distribution in January, 1970. They have also terminated a revision of the curriculum, grades 1 through 5 in the same subject areas with the addition of social studies.

The Laboratory is now under the direction and administration of Bolivian personnel which have been trained for that purpose. Also, the social studies area has been included in the project.

Previous progress has not been completely satisfactory due to the complexity of such a new program. However the trend in the program has been one of improvement and the project is now well organized and functioning according to expectations.

It is expected that when USAID terminates its involvement in this project, Bolivia will have a permanent and effective institution with which to continue curriculum development and evaluation.

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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		
a. Complete the preparation of texts and material for Science and Language Arts for grades 1 through 3. This is behind schedule because of inadequate organization and trained personnel, both on the part of USAID and the GOB.				1	1
b. Develop a program of orientation and evaluation of new materials.				1	1
c. Develop and conduct a series of in-service seminars in modern educational practices.	25	25	25	35	55
d. Devise a national system of textbook distribution. In final stage Science texts are to be distributed in January 1970.				1	1
e. Publication of 200,000 copies of Science textbooks for Grade 1, including 10,000 copies of Teachers Guide. Publication is behind schedule due to the lack of capacity in the printing industry. However, distribution should be made in early 1970.				1	1
f. Revision of Curriculum in four areas: Science, Mathematics, Language Arts and Social Studies, grades 1 through 5.				1	1

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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?	Y
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):	
014 - The publishing companies involved in the textbook production over-estimated their capacity and production has been behind schedule.	
017 - Multiple contracting for textbook production produces bottlenecks which constantly inhibit smooth production. One contract for all phases of production would solve this problem.	
018 - There is a great need for research in the field of linguistics in a multi-lingual country such as Bolivia.	
019 - The textbooks published are the first elementary texts with accompanying teachers guides in the history of Bolivia. Initial pre-tests showed highly positive results.	

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a)		(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<p>A. Laboratory Organization & Personnel</p> <p>a. Organization of Bolivian Administration to phase out U.S. administration</p> <p>b. Completion of four teams in subject matter areas of curriculum development</p> <p>c. Contracting of technical advisors (cause: delay in locating qualified technicians)</p> <p>B. Curriculum Revision Grades I-V in Math, Science, Social Studies and Language Arts.</p> <p>C. Training of Laboratory personnel (delay due to changes in personnel. This problem is now solved with a permanent staff).</p> <p>D. Textbook production. (Delay due to the inability of local printing companies to comply with scheduled dates caused by lack of printing capacity).</p> <p>E. Seminars for teacher training</p> <p>a. Orientation to new materials</p> <p>b. Curriculum improvement</p> <p>c. Evaluation program for new texts</p> <p>F. Distribution plan for new science texts. (Texts should be distributed by January 1970.)</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	

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PART II - Continued

023 II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

<p>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.</p>	(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)

<p>024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:</p>		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	N
031 Adherence to AID administrative and other requirements	P	040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

<p>041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:</p>		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	N	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):			

PART II-B - Continued

3. FACTORS-COMMODITIES

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

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) 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.

After some general difficulties and delays, because of the difficulty in locating competent technicians, the project now seems to be on schedule. The Laboratory is now a permanent institution of the Ministry of Education functioning under Bolivian Administrative direction with a limited amount of USAID technical assistance.

Curriculum development and textbook production are also reflecting positive qualities initiated in this project.

b. Implementing Agency

Since the organization of the Curriculum Laboratory USAID has provided technical assistance. This part of the program has now been partially phased out as Bolivian personnel become competent to carry out the projects.

Many delays were encountered because of the instability of the Laboratory personnel as they did not remain in the Laboratory after they had received training. This was due to the Ministry of Education's lack of acceptance of the Laboratory. Initially there were serious delays caused by the Host Country inability to fund salaries of the personnel in the Laboratory. This has been completely corrected and adequate input of host funds for salaries is now being made.

c. Participants

The Laboratory is now directed by a Bolivian administration, and Bolivian teams

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compose the curriculum development areas of Science, Mathematics, Language Arts, and Social Studies. Those who have not received training in their specific specialty, are now being trained or will receive training before the complete phase out of USAID in the project.

d. Commodities 073

The Laboratory has received USAID commodity assistance and property consisting of: books, pamphlets, audio-visual training aids, furniture, expendable materials for routine administrative functions, and paper and printing materials for textbook publication.

Control measures against deterioration in storage of the paper for printing could be improved. Action has now been taken to improve accounting control and proper storage of this material.

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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:	
000 Coordination and cooperation within and between ministries.	N
001 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
002 Availability of reliable data for project planning, control and evaluation.	P
003 Competence and/or continuity in executive leadership of project.	P
004 Host country project funding.	N
005 Legislative changes relevant to project purposes.	P
006 Existence and adequacy of a project-related LDC organization.	P
007 Resolution of procedural and bureaucratic problems.	P
008 Availability of LDC physical resource inputs and/or supporting services and facilities.	P
009 Maintenance of facilities and equipment.	N
090 Resolution of tribal, class or caste problems.	P
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	N
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, counterart technicians) in project operations.	P
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	N
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.	N
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):

080 - At the beginning of this project the various institutions administrating education in Bolivia were separate and distinct entities with little or no coordination or cooperations. This project has been instrumental in breaking this barrier which has lead to a more cooperative attitude.

084 - The GOB has not been able to function in the supplying of materials for the Laboratory due to an inadequate budget. It is hoped this phase of the project will improve.

089 - The GOB has not been able to maintain facilities and materials related to the Curriculum Laboratory. This problem is under scrutiny by the Ministry of Education and positive results are expected.

092 & 097 - There have been several delays in the project due to the frequent change of Ministers of Education and political instability in the GOB. However, it is expected that the institutionalization of the laboratory as a permanent entity in the Bolivian Education system will improve this situation.

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102 - There has been considerable delay due to the lack of continuity of staff in the Laboratory. This has been corrected and a permanent staff is now employed in the areas of administration, production, language arts, science, math, and social studies.

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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):

USAID/Bolivia does not propose any substantive changes in the objectives of this project. While at times progress has been limited due to minor deficiencies on the part of both USAID and the GOB, these difficulties have been overcome and the project seems to continue to be a valid enterprise for USAID/Bolivia.

IV-B - PROPOSED ACTION

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

1. Continued as presently scheduled in PIP.	X
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:

This project should be continue as presently scheduled with minor modifications as necessary to improve and expedite ongoing functions.

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Clearances:

PR:PKolar PK

HRD:Slandfield (in draft)

ADP:HBirnbaum HB

DD:LPerez LP

ADO:WBrister WB

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