

109

PD-998-318-F1

5260095-10 149

AID 1020-25 (7-68)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1		UNCLASSIFIED		526-51-699-095.1	

002 PAR			003 U.S. OBLIGATION SPAN			004 PROJECT TITLE		
AS OF:	MO.	DAY	YR.	FY	Thru FY	ELEMENTARY AND SECONDARY EDUCATION (Vocational Agricultural Education)		
	3	3	70	6	70			
005 COOPERATING COUNTRY - REGION - AID/W OFFICE								
PARAGUAY								

006 FUNDING TABLE

	AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CON-TRACT (NON-ADO)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
				AID	PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT
Est. (FY 1970)		6	Funds obligated under the previous project Rural Education Development but still being used for financing Summer Seminars)									
Est. (FY 1970)		217	150	-	-	-	-	64	-	3	-	
Est. (FY 1970)		35		35	-	-	-	-	-	-	-	

CCC VALUE OF P.L. 480 COMMODITIES (\$000) None Thru Actual Year : None Operational Year Program : None

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. Not applicable				
		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.

Includes 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 activity was conceived during the era of planning curricula for the Rural Education Centers of the Rural Education Development Project (REDP). On June 27, 1962 the Minister of Education and the Director of REDP signed a resolution providing for the teaching of industrial arts and vegetable growing at the 5th and 6th grade level (Agro-Industrial). Subsequently the resolution was modified to provide for the Agro-Industrial program to be initiated at the junior high-school level instead of grades 5 and 6.

Deputy Director

7.111 Ed. Dir.

Program Office

MISSION DIRECTOR APPROVAL	SIGNATURE	DATE
	Peter M. Cody, Director	April 30, 1970

UNCLASSIFIED SECURITY CLASSIFICATION

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.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)																																
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30 1969		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE																												
			a. PLANNED	b. ACTUAL																														
	<p>1. <u>Establishment of Departments of Vocational Agriculture Education in the four Regional Education Centers</u> (Incarnación, Villarrica, Concepción, San Lorenzo) and at Pilar.</p> <p>2. <u>Development of a six year Two-Cycle (Jr. High School/Sr. High School) Balanced Curriculum in vocational agriculture at the Secondary Level</u> for use in above-mentioned Departments.</p> <p>Target Achieved</p> <p style="text-align: right;">at present time</p> <p>3. <u>Total Estimated Number of Students Enrolled/in Vo-Ag (3/1/70) Departments in Centers and at Pilar.</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th><u>Total</u></th> <th><u>1st yr. Students</u></th> <th><u>2nd yr. Students</u></th> <th><u>3rd yr. Students</u></th> <th><u>4th yr. Students</u></th> </tr> </thead> <tbody> <tr> <td>2,500</td> <td>1,200</td> <td>600</td> <td>450</td> <td>250</td> </tr> </tbody> </table> <p>4. <u>Status of Completion Implementation of Six-year Curriculum (3/1/70)</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th><u>S.Lorenzo</u></th> <th><u>Pilar</u></th> <th><u>Encarnación</u></th> <th><u>Villarrica</u></th> <th><u>Concepción</u></th> </tr> </thead> <tbody> <tr> <td>3 yrs.</td> <td>3 yrs.</td> <td>3 yrs.</td> <td>2.1/2 yrs.</td> <td>2 yrs.</td> </tr> </tbody> </table> <p>5. <u>Projection of Number of Graduates (end of year)</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th><u>1972</u></th> <th><u>1973</u></th> <th><u>1974</u></th> <th><u>1975</u></th> </tr> </thead> <tbody> <tr> <td>100</td> <td>125</td> <td>125</td> <td>125</td> </tr> </tbody> </table>	<u>Total</u>	<u>1st yr. Students</u>	<u>2nd yr. Students</u>	<u>3rd yr. Students</u>	<u>4th yr. Students</u>	2,500	1,200	600	450	250	<u>S.Lorenzo</u>	<u>Pilar</u>	<u>Encarnación</u>	<u>Villarrica</u>	<u>Concepción</u>	3 yrs.	3 yrs.	3 yrs.	2.1/2 yrs.	2 yrs.	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	100	125	125	125	5	5	5	*	*
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100	125	125	125																															
		(Figures indicate No. of years of 6-yr. curriculum already completed by students).																																
		* Not applicable as project in its present form being terminated with departure at end of FY 1970 of USAID Vo-Ag Advisor.																																

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.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	<p>6. <u>Development of a Corps of Trained Teachers of Vocational Agriculture to fill full-time teaching position requirements of the five Departments of Vocational Agriculture Education.</u></p> <p><u>Target Achieved</u>, with a total of 18 teachers having been given in-service training as well as special summer seminars for refresher courses in selected areas of vocational agriculture education. Eleven of these teachers had received 2 1/2 years of training in agro-industrial arts at the Vocational Training School in Asunción prior to the arrival of the USAID Vo-Ag Advisor in 1965. This training however was oriented primarily towards industrial arts. Through the in-service and seminar training program of the present project, these teachers' skills were expanded and improved to meet requirements of secondary Vo-Ag teaching; an additional seven teachers were recruited by the USAID Advisor and provided Vo-Ag training during the five-year period since the arrival of the Advisor.</p> <p>7. <u>Development of Course Content to meet the basic general requirements for a balanced curriculum and to meet specialized requirements for Vo-Ag Education in the four agricultural areas in which the Regional Centers are located.</u></p> <p><u>Target Achieved.</u> <u>Programa General del Curso de Agricultura Vocacional</u> prepared by Ministry of Education in July 1967 under guidance of USAID advisor. Course content delineated for each year of six-year curriculum, with special emphases varying according to regional requirements, e.g. livestock in Pilar and Concepción, tung at Encarnación, intensive vegetable farming and sugar at Villarrica, etc.</p> <p>8. <u>Development of Improved Teaching Methods and Materials with emphasis on putting classroom theory into actual practice in the school laboratories and in the field, including use of demonstrations on "practice farms" at each of the Regional Centers and at Pilar.</u></p> <p><u>Target Achieved.</u></p>	18	18	18		

PART I-B - PROJECT EFFECTIVENESS

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

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		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5 PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	<p>9. <u>Establishment of "practice farms" or field plots at each of the Regional Centers and at Filar.</u></p> <p><u>Target Achieved</u>, with land being made available at each of the Centers and at Filar by the local communities or by the Ministry. Farm equipment and tools such as tractors, plows, hand tools, etc. were provided from commodity funds under this project.</p> <p>10. <u>Conduction of Annual Seminars for Refresher, Vo-Ag Teacher Training in specialized areas of Vo-Ag Education.</u></p> <p><u>Target Achieved</u>, with five annual seminars having been held each year since 1966 with average teacher attendance of about 15 for each seminar. Specialized subject matter included Agricultural Machinery (Use and Maintenance), Livestock Production, Cereal Grains Production, Land Conservation, etc.</p> <p>11. <u>Development of Liaison with Local Communities in each of the four major regions for the purpose of demonstrating new techniques of farm and livestock production.</u></p> <p><u>Target being Achieved</u> as Regional Center programs continue. Students discuss school programs and ideas with parents who may decide to try out some of the suggestions on their own farms, e.g. plant new seeds, fertilize, try new breeding or cultivating methods, etc. The Vo-Ag teaching methods encourage this liaison by actually including field demonstrations on private farms where feasible.</p>	5	5	5	*	*
	<p>10. <u>Conduction of Annual Seminars for Refresher, Vo-Ag Teacher Training in specialized areas of Vo-Ag Education.</u></p> <p><u>Target Achieved</u>, with five annual seminars having been held each year since 1966 with average teacher attendance of about 15 for each seminar. Specialized subject matter included Agricultural Machinery (Use and Maintenance), Livestock Production, Cereal Grains Production, Land Conservation, etc.</p>	5	5	5	*	*
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	* Not applicable as project in its present form being terminated with departure at end of FY70 of USAID Vo-Ag Advisor.					

PART I-B - PROJECT EFFECTIVENESS

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

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		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30 1969		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	<p><u>12. Establishment of Improved Institutional Support within Ministry of Education for Vocational Agricultural Education.</u></p> <p><u>Target Not Achieved:</u> During the major portion of the implementation span of this activity (FY 1965-70) the Ministry's leadership and organization were not conducive to major constructive changes and improvements in institutional capabilities. During the last year such changes have taken place in the Ministry but specific improvements in Vocational Agricultural Education at the Ministry level are projected over the next two-to-four year period as developments take place within the context of the total proposed USAID-GOP program for Elementary and Secondary Education which is now being jointly planned in connection with the new proposed AID development loan.</p>					

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) Establishment of institutional and administrative systems of reform and improvement in key institutions to enable them to take the lead in redirecting Paraguay's education system towards meeting requirements for accelerated development.	3	2
	(2) Development of institutional framework, including trained manpower resources, required for sustained increases in agricultural output.	3	2
	(3)		
	(4)		

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

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I): (1) & (2): Establishment of Departments of Vo-Ag Education in the four Regional Centers and Pilar, development of a modern six-year Jr./Sr. High School Vo-Ag curriculum and improved course content and teaching methods represent significant contributions towards achievement of the goal of establishing improved educational systems in key institutions for redirecting the educational system and reducing disparities in educational opportunities of urban and rural students. A direct and substantial impact will be made on increasing the quantity and quality of agricultural manpower resources, with an estimated 100 to 125 Vo-Ag graduates projected by the end of CY 1972. These graduates, who will have high school diplomas as well as Vo-Ag training, will become farmers or businessmen in agro-industry and will be the future leaders in their communities. A few of the graduates also will go on to the Faculty of Agronomy & Livestock at National University or other higher education such as Zamorano (Honduras) or the U.S.

~~The risks of substantial risk that the above stated impact will be forestalled by factors not involved in the achievement of project targets if the USAID can arrange to provide continuity in U.S. advisory services in Vo-Ag Education over the next three to four years. Such services could be funded either through loan or grant-financed contract. (See Part IV, Programming Implications)~~

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?	NY
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?	
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	NY
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <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. See Section II Implementation Report, Status of Schedule, p.5, re delay in contributions by local communities of land for "practice farms".

017. See Part II-B-c Participant Training and Part IV, Programming Implications.

PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

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

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<p>1. Implementation of this project to a large extent was contingent upon termination of construction of the Regional Education Centers. Since completion of three centers was late (from one year in Encarnación to two years in Concepción), initiation targets for Voc-Ag Education also were behind schedule approximately one and one half years.</p> <p>2. Local communities, in all instances, promised to acquire eight to twelve hectares of land for use of the "practice farms". Delays in obtaining the land and in establishing boundaries put the field demonstration phase of teaching behind schedule.</p>			

PART II - Continued

023

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	X
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country Delay in obtaining land for "farms"	X
(7) Commodities (FFF)	
(8) Other (specify): Delay in construction of Centers	X

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:	X	032 Quality, comprehensiveness and candor of required reports	
		033 Promptness of required reports	
025 Adequacy of technical knowledge		034 Adherence to work schedule	
026 Understanding of project purposes		035 Working relations with Americans	
027 Project planning and management		036 Working relations with cooperating country nationals	
028 Ability to adapt technical knowledge to local situation		037 Adaptation to local working and living environment	
029 Effective use of participant training element		038 Home office backstopping and substantive interest	
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	
031 Adherence to AID administrative and other requirements		040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:	X	TRAINING UTILIZATION AND FOLLOW UP	
		052 Appropriateness of original selection	
PREDEPARTURE		053 Relevance of training for present project purposes	
042 English language ability		054 Appropriateness of post-training placement	
043 Availability of host country funding		055 Utility of training regardless of changes in project	
044 Host country operational considerations (e.g., selection procedures)		056 Ability to get meritorious ideas accepted by supervisors	
045 Technical, professional qualifications		057 Adequacy of performance	
046 Quality of technical orientation		058 Continuance on project	
047 Quality of general orientation		059 Availability of necessary facilities and equipment	
048 Participants' collaboration in planning content of program		060 Mission or contractor follow-up activity	
049 Collaboration by participants' supervisors in planning training		061 Other (describe):	
050 Participants' availability for training			
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	X 064 NO COMMODITY ELEMENT	Factor Description	
				072 Control measures against damage and deterioration in shipment.	
065			N	Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).	073 Control measures against deterioration in storage.
066			P	Quality of commodities, adherence to specifications, marking.	074 Readiness and availability of facilities.
067			N	Timeliness in procurement or reconditioning.	075 Appropriateness of use of commodities. P
068				Timeliness of shipment to port of entry.	076 Maintenance and spares support.
069				Adequacy of port and inland storage facilities.	077 Adequacy of property records, accounting and controls.
070				Timeliness of shipment from port to site.	078 Other (Describe):
071				Control measures against loss and theft.	

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. Is rated as satisfactory, with a better-than-average "input/output return" being attributed to the U.S. investment in Direct-Hire Advisory Services. (See par. e. below).
- b. Implementing Agency. Not applicable.
- c. Participant Training. No U.S. training has been possible because of lack of English language capability of the Paraguayan Vo-Ag teachers. In-service English language training has not been possible inasmuch as the Vo-Ag teachers are all working at full-time teaching positions. Training in Latin America at Zamorano in Honduras also has not been possible to date because the present Paraguayan teachers are all "over age" in terms of the 21 years-of-age restriction for 1st-year students. In-service training during summer vacation periods* and continual advisory assistance and guidance of the U.S. Vo-Ag Advisor have provided enough training to bring skills of the present teachers up to minimal acceptable standards. (See Part IV, Programming Implications).

* These seminars funded from \$6 thousand obligated under the previous Rural Education Development Project.

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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.

- d. Commodities. A total of \$64 thousand of equipment and supplies has been provided, including \$57 thousand for U.S. procurement of such items as tractors, other farm implements and tools and laboratory equipment; local procurement totalling \$7 thousand includes seed, fertilizer, fuel, etc. Commodities purchased through G.S.A. in some instances were more than two years in arriving but the delay did not adversely affect the project because construction of the Centers also was behind schedule.
- e. Direct-Hire Advisor. The U.S. Vo-Ag Advisor, Mr. W. Haskell Sullivan, has been on board since February 1965. During his five-years of technical assistance, substantial progress has been made in establishing a modern Vo-Ag educational program in Paraguay. A major share of this progress is attributable not only to Mr. Sullivan's professional and technical abilities but also to his understanding of the Latin American environment and his Spanish language fluency. ~~Mr. Sullivan's position is scheduled for termination at the end of FY 70 because of the need to comply with OBBT requirements. (See Part III, Programming Implications)~~

UNCLASSIFIED

SECURITY CLASSIFICATION

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.	
081	Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	
082	Availability of reliable data for project planning, control and evaluation.	
083	Competence and/or continuity in executive leadership of project.	
084	Host country project funding.	
085	Legislative changes relevant to project purposes.	
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.	
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	P
092	Political conditions specific to project.	
093	Capacity to transform ideas into actions, i.e., ability to implement project plans.	
094	Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	N
095	Extent of LDC efforts to widen the dissemination of project benefits and services.	
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).	
098	Other:	

HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:

099	Level of technical education and/or technical experience.	
100	Planning and management skills.	
101	Amount of technician man years available.	
102	Continuity of staff.	
103	Willingness to work in rural areas.	
104	Pay and allowances.	
105	Other:	

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

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

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I): In general, GOP actions and attitudes have been positive in relation to this project. The Ministry of Education usually has taken action on suggestions made by the U.S. Advisor, e.g., increase in teaching staffs when necessary. Pressure has been put on local communities to provide land as promised for the "practice farms". Ministerial decree provision has been made for a reasonable operational budget for the Vo-Ag Departments in the Centers. Administrative cooperation at the Center level however has been less than satisfactory, especially in terms of forced matriculation for the first year of the six-year curriculum. This has resulted in a disproportionately large number of first-year students (1200), many of whom are not suited for Vo-Ag training, a 50% drop-out at the end of the first year, and substantial over-taxing of facilities.

094: See Part IV Programming Implications.

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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):

a. Advisory Assistance: The Vo-Ag Departments that have been established in the Regional Centers have not yet had time to reach the institutionalization stage where self-sustained effective performance is possible. In Pilar and Encarnación students now are entering their 4th year of the full six-year cycle, and those that graduate at the end of 1972 will be the first in Paraguay. First graduates from the other Vo-Ag Departments will come a year later at the end of 1973. Present standards and procedures for curriculum and course content need to be further developed to ensure the effectiveness of the training. In view of OPRED requirements the present U.S. Direct-Hire Advisory position is being abolished at the end of FY 1970. Continuity of U.S. advisory assistance in Vo-Ag Education will be considered to the extent feasible as a part of the total new project package now being negotiated with the GOP in connection with the proposed AID development loan for elementary and secondary education improvement.

b. Participant Training: To the extent possible under the above-mentioned new project package, consideration should be given to sending three-to-four young secondary school graduates to Zamorano, Honduras for vo-ag teacher training so that they will be available as replacements when members of the present vo-ag teacher corps retire.

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:

This project is terminated as a U.S. Direct-Hire activity. To the extent feasible, a continuation of U.S. advisory assistance in Vo-Ag Education will be considered within the context of the total new assistance package mentioned above. This will depend on priorities established and agreed to by the GOP and USAID.

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