

2770398(4) F

AID 1020-25 (7-68)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)		UNCLASSIFIED		277-11-680-398	
(U-446) See M.O. 1026.1				A.D.D. Emergency Center Room 1656 NS	
002 PAR	MO.	DA.	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	1	5	70	FY 67 Thru FY 73	NATIONAL EDUCATION RESEARCH AND PLANNING
005 COOPERATING COUNTRY - REGION - AID/W OFFICE				PD-AAC-290-F1	
Turkey - NESA				17p.	

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)	419	387	32		304		71			12	
PROPOSED OPERATIONAL YEAR (FY 1970)	187	187			138		49				

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	0. 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:	Michigan State Univ.	1	1	AID/NESA-365	

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):

Summary: Since the preparation of the first PAR in April, 1969, the Turkish Government has indicated its support of the project through the creation of 16 new kadro positions in the Research and Planning Office and by the recruitment of new personnel to fill these positions. Most of the new staff members, however, were not proficient in English, thus further delaying the achievement of project objectives.

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
	<i>[Signature]</i>	7/6/70

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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.

Narrative for Part 1-A Continued:

Because of this delay, the RPO and project coordinators decided to concentrate their research efforts on the study of secondary education and its financing. The results of this study will be used as the basis for the other studies called for in the PROP. The RPO will soon conclude an agreement with SISAG (Hacettepe's Computer Center) to provide the data processing services including systems design, systems development and systems support for the RPO.

Recent decisions by the Minister of Education have enlarged the RPO's staff, changed its title to the Planning, Research, and Coordination Office, and greatly enlarged its functions and responsibilities.

Because the participant training is behind schedule, project objectives have been revised somewhat. The GOT is firmly committed to the project and USAID feels that it should continue because of the potential impact it may have on educational planning, programming, and budgeting.

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PART I-B - PROJECT EFFECTIVENESS

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

CODE IO. D/W SE ILY	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 (1973)
		3 1/5/70 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30 1969		5. PLANNED BY NEXT JUNE 30 1970	
			a. PLANNED	b. ACTUAL		
	I - Develop adequate professional resources					
	I.1: Send participants to the U.S. for training	6	9	6	10	22
	I.2: Continue staff seminars and in-service training	85 hrs.	35 hrs.	35 hrs.	90 hrs.	150 hrs.
	I.3: Augment research reference library	250		200 titles	260	400 titles
	I.4: Recruit professional staff	22 persons	18 persons	6 persons	22 persons	22 persons
	I.5: Promote working relationships between MOE and Turkish higher education	Verbal agreement for SISAG to provide computer facilities	Valuable contacts made with SPO, METU, HU and Ankara Univ. on developing data management systems.	Conclude contract with SISAG RPO staff studying PPBS at HU		
	I.6: Staff members return from training in U.S.	1	0	1	2	22
	II - Establish a systems approach to information management					
	II.1: Develop a records and reporting system	SISAG of Hacettepe Univ. will provide computer facilities until volume warrants a separate MOE facility. Maximum use will be made of the IBM 1620 computer facility now a part of the RPO.				

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PART I-B - PROJECT EFFECTIVENESS

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

2. DE IO. D/W SE ILY	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. 1/5/70 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30 1969		5. PLANNED BY NEXT JUNE 30 1970	6. PROJECTED TOTAL FOR PROJECT LIFE (1973)
			a. PLANNED	b. ACTUAL		
(Cont'd.)						
	II.2: Conduct first annual statistical collection for secondary and higher level schools.	Four staff studies being completed on middle level schools basis for statistical data collection	No studies completed due to lack of staff	Completion of four basic studies on secondary edu.	Data collection system for secondary schools will serve as the basis for extension to higher education and primary sch.	
	II.3: Develop data processing system and train personnel for facilities in Turkish universities	Contract negotiated with SISAG pending administrative problems to be resolved.		Contract concluded with SISAG	SISAG will provide data processing facilities until volume warrants separate MOE facility.	
	II.4: Develop storage and retrieval system and train personnel		Services to be provided by	SISAG		
	III - Study the educational situation in Turkey					
	III.1: Continue collecting, processing, and analyzing data for secondary study	Four studies of middle level schools being prepared. SURA information being collected.		Studies completed. Information for SURA meeting collected.	SURA and SPO provided with information.	
	*SURA: Council					

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PART I-B - PROJECT EFFECTIVENESS

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

2. DE O. D/W SE ILY	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 1/5/70 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30 1969		5. PLANNED BY NEXT JUNE 30 1970	6. PROJECTED TOTAL FOR PROJECT LIFE (1973)
			a. PLANNED	b. ACTUAL		
	(III Cont'd.)					
	III.2: Design and initiate a study of Turkish higher education.))))	
	III.3: Design and initiate a study of higher education finance.))))	
	III.4: Analyze trends at the secondary and higher levels of Turkish education))))	
	III.5: Design study of secondary school age population))))	
	III.6: Design study of secondary school finance))))	
	IV - Use the data system to support budgeting and planning activities and operations in the MOE and in the SPO))))	
	IV.1: Collaborate with MOE Directorates to formulate TFY 1970 sub-sector plans for general secondary technical/vocational and teacher training schools))))	
	IV.2: Collaborate with the SPO to formulate the TFY 1970 Education Sector Plan))))	
	IV.3: Review and analyze the MOE TFY 69 and 70 budgets))))	

These two objectives have been deleted from the contract by mutual agreement.

The four staff papers completed for the seminar contribute to this end.

Two of the staff seminar papers contain major elements of this design.

No progress due to lack of staff and current reform of the budgeting system in Turkey

Insufficient staff

Insufficient staff and research base not well enough developed yet.

Review completed. Not enough staff for analysis.

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PART I-B - PROJECT EFFECTIVENESS

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

1. JDE IO. J/W ISE VLY	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. 1/5/70 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30 1969		5. PLANNED BY NEXT JUNE 30 1970	6. PROJECTED TOTAL FOR PROJECT LIFE (1972)
			a. PLANNED	b. ACTUAL		
	<p>IV.4: Review and evaluate MOE projects in TFY 1969 and those proposed for TFY 1970.</p> <p>IV.5: Provide "ready force" services as needed</p> <p>V - Assist the RPO to develop its internal organization</p> <p>V.1: Continue to improve and establish the permanent administrative structure.</p>	<p>The RPO staff reviewed such projects, but little evaluation was accomplished.</p> <p>RPO has provided basic information during election campaign and for defense of education budget in Parliament; also provided information for orienting the new Minister of Education.</p> <p>Reorganization in progress due to the combining of the RPO with the old Bureau of Research and Evaluation. The Minister of Education has announced that he plans a "revolutionary" re-organization of the Ministry of Education and he has asked the RPO to provide research and planning support for this.</p>				

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PART I-B - ~~077-411~~-680-398

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)	The increased utilization of research and the scientific method in identifying needs, and in developing improved practices, programs, and policy.	3	1
(2)	Encourage educational institutions to accept and utilize western resources for the purpose of developing an educated human reservoir which will make effective contributions to Turkey's modernization and growth.	3	1
(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) The tardy selection of new staff personnel has hindered the completion of studies to fulfill this goal. However, the RPO is now moving forward in this area. The recent decision to give the RPO all planning, research and evaluation functions for the MOE makes more manpower available but also greatly enlarges the scope of work of the RPO. Specific research outputs are beginning to appear and progress should be more marked once the SISAG contract is signed and the information system development catches up with the rest of the project.
- (2) Courses taught by NERP advisors at Ankara University, in-house seminars, and the RPO's desire to send its personnel to university courses on the PPBS system are all indications of progress toward this goal.

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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?	Y
014	Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015	Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	NA
016	If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017	Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018	Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019	Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
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):

013-SPO has expressed interest in forming research and planning offices in other government ministries performing functions similar to the Ministry of Education's RPO. Also, it may be possible to train other GOT personnel in such fields as the PPBS because of courses created in a local university with the encouragement of RPO and MSU advisory personnel.

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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) 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
	<u>I. Analyzing Priority Problems</u>			
	A. Development of PPB for the MOE			
	1. RPO and MOF meet to determine documentation needs.		X	
	2. RPO aids MOE directorates to prepare needed documents with emphasis on programs at secondary levels.		X	
	B. Publish a digest of educational development statistics.		X	
	1. RPO to publish first edition with emphasis on secondary school programs.	X		
	2. Distribute copies to directorates, SPO, and SURA.	X		
	C. Analyses of secondary school age population		X	
	1. Ankara based RPO staff complete short term studies		X	
	2. MSU participants complete designs for expanded studies.		X	
	3. Results of studies distributed to SPO and other directorates.	X		
	<u>II. Selection and training professional staff</u>			
	A. Ankara			
	1. Recruit 16 new professional staff	X		
	2. Hold seminars		X	
	B. At MSU			
	1. Plan graduate programs		X	
	2. Seminar for participants to develop long range research studies.		X	

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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) 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
	(II.B. Cont'd.)			
	3. Receive additional participants	X		
	4. Return participants after completing course work	X		
	<u>III. Selection and training technical staff</u>			
	A. Recruitment of technical personnel to operate data systems.)		
	B. Provide technical training)		
	<u>IV. Data systems development</u>)		
	A. Records and reports)		
	1. Survey present practices)		
	2. With SISAG assistance, design new records and reports system)		
	3. Field test new forms)		
	4. Check and evaluate data results)		
	5. Incorporate new systems into annual data collection.)		
	B. Data processing)		
	1. Plan interim use of presently available equipment)	X	
	2. Plan and order new equipment)	X	
	3. Order materials needed)	X	
	4. Install new equipment)		
	5. Process annual collection of data)		
	C. Storage and retrieval)		
	1. Design system of magnetic tape storage	X		
				In general all areas of work are behind schedule because of the extreme tardiness of the MOE to appoint new kadro and because so many of the new recruits did not know English. New schedules are now being determined which will modify and update the original PROP.
				Not planned this year

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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) 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
	(IV.C. Cont'd.)			
	2. Transfer card punch data to magnetic tape	X		
	3. Retrieve historical data	X		
	4. Reevaluate and refine system after first annual data collection.	X		
	V. <u>External support from MSU</u>			
	A. Field team operations		X	
	1. Two full-time advisors in FY 1970		X	
	2. PPBS consultant)		
	3. ADP Specialist)		
	4. Statistical analyst)		
	B. Campus coordination			
	1. Part-time services of campus coordinator		X	
	2. Part-time services of program analyst	X		
	3. Part-time services of a secretary		X	
	4. Part-time services of administrative assistant		X	
	5. As needed, MSU makes available full faculty resources.		X	

) Cancelled for this year

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

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.

(a) On schedule	
(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	X
(5) Commodities (non-FFF)	
(6) Cooperating Country	X
(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)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
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		038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff	P	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:		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)	P	056 Ability to get meritorious ideas accepted by supervisors	
045 Technical/professional qualifications	P	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	P	060 Mission or contractor follow-up activity	
049 Collaboration by participants' supervisors in planning training	P	061 Other (describe):	
050 Participants' availability for training		Only one returned participant	
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		072 Control measures against damage and deterioration in shipment.	
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).						073 Control measures against deterioration in storage.	
066 Quality of commodities, adherence to specifications, marking.						074 Readiness and availability of facilities.	
067 Timeliness in procurement or reconditioning.					P	075 Appropriateness of use of commodities.	
068 Timeliness of shipment to port of entry.						076 Maintenance and spares support.	N
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.

Project implementation was somewhat delayed by the late selection of RPO personnel and by the fact that most of those selected were not qualified in English. Because of this work plans have been revised; instead of the completion of overall studies on the Turkish educational system, the project will complete one on secondary education to serve as the model for later studies after the project is terminated.

b. Implementing Agency Actions: Michigan State University has rendered very competent services in implementing this project. MSU staff members have proven capable and competent in dealing with all aspects of project implementation. MSU campus services have been quite satisfactory.

c. Participants: The MOE has selected competent participants for this project, though the departure of some has been delayed by their lack of knowledge of the English language. Four participants will depart this summer and twelve will leave for training at MSU in the next fiscal year.

d. Commodities: The only problem has been the repair of a desk computer which proved to be quite time-consuming and ultimately had to be exchanged. Books, duplicating equipment, and a typewriter have arrived in time and are being used.

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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.	
083 Competence and/or continuity in executive leadership of project.	P
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	
086 Existence and adequacy of a project-related LDC organization.	
087 Resolution of procedural and bureaucratic problems.	P
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	
089 Maintenance of facilities and equipment.	
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	
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.	
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.	
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.	P
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.	N
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):

Recent GOT decisions have indicated increasing support for and recognition of the potential of this project. All planning functions of the Ministry of Education will now be coordinated by the RPO. The RPO (now titled Planning, Research and Coordination Office) will also take over all research and evaluation activities for the MOE; the former National Board's Bureau of Research and Evaluation has been absorbed by the new PRCO. Hence, personnel has been greatly expanded and its functions increased.

104 - The present inability of the MOE to pay competitive salaries for technical personnel such as programmers, makes it virtually impossible to recruit and/or keep them. The Minister of Education is trying to remedy this situation with special legislation.

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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):

Though some of the specific targets of this project have been revised, the objectives remain the same and should not be revised. Time schedules and work plans have been revised accordingly.

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).	X
3. Continued with significant changes in the PIP (but not sufficient to require a revised PIP). 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:

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SECURITY CLASSIFICATION

AIRGRAM

DEPARTMENT OF STATE

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CLASSIFICATION

For each address check one ACTION | INFO

DATE REC'D.

215 INFORMATION
ACTION

TO -

ANKARA AIDTO A 358

N-10
INFO.

FROM -

WASHINGTON

SUBJECT -

National Education Research and Planning 277-11-680-398

REFERENCE -

Project Appraisal Report (PAR) as of 1/5/70;
signed at the USAID 6/15/70

D/ SENT

11/19/70

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A.I.D./W appreciates the care with which ref PAR was prepared and the frankness with which the project's problems and weaknesses are discussed. We trust the Education Minister's decision to enlarge functions and responsibilities of Mr. Karcioglu's office will give added impetus to educational planning, research and coordination.

This document was discussed with the USAID's former education officer during his recent TDY in A.I.D./W. The PAR evaluates the contractor's performance as good, and indicates that even though the apparent commitment of the host country is high, performance is low, leading to an overall rating of "unsatisfactory." This rating is supported by the individual items marked "behind schedule," and narrative discussions.

Last year's PAR gave a rating of "satisfactory" to "Overall Achievement." Given this rating drop, A.I.D./W is concerned and wishes to highlight two points:

1. Participants: Twelve participants are behind in English language training. Has the accelerated program at TAA been effective? Assuming these people require further study beyond the January U.S. academic term and will need at least two years' work for degrees, will there be further revisions of project objectives (page 1A, last para of the PAR)?

PAGE 1 OF 2

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY:
HEHamilton:ck	NESA/ID	22895	8/28/70	James M. Blums, NESA/TECH

AID AND OTHER CLEARANCES

NESA/ID:Waffle (draft)
 NESA/NE:MWampler
 NESA/DP:RBrubers

AA/NESA:CMelkinton
 A/AID:RHubbell (info)

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CLASSIFICATION

(Do not type below this line)

2. Computer Services: The long awaited SISAG contract has failed to materialize and since "no one seems to be in a hurry" at the MOE, what alternatives are there for computer usage, as two of the major steps outlined in Part I-B are heavily dependent on SISAG?

We would have found it informative had "Project Effectiveness," Goals II through IV, pages 2 through 2c, been quantified, if possible. If numbers were not appropriate, percentages would have been helpful. We fully appreciate the difficulties that might be involved and the fact that every project will display different characteristics.

If conditions change to the extent that an overall "unsatisfactory" rating is no longer warranted, we would appreciate that information. It should be noted that the drafter of the PAR now questions the rating assigned.

In addition to the above, we note the studies of primary and higher education have been dropped from the program plans and that the US A.I.D. believes the GOT can carry out these studies after the project termination. We are concerned that the delay in the training element will not permit enough overlap between project technicians and returned participants to assure a staff competent to carry out such studies without further assistance. US A.I.D. comments are requested.

ROGERS

James H. Blase, NESA/
TECH