

002 PAR AS OF: 6/1/68	003 U.S. OPERATION SPAN: Thru FY 69	004 PROJECT TITLE: DG-CENTRAL UNIVERSITY, QUITO PD-MAN-397 5180088/10 ISN-3202.7
005 COOPERATING COUNTRY - REGION - AID/W OFFICE		

006 FUNDING TABLE

AID DOLLAR FINANCING OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-F ID)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1968)	2,866	2,780	9	0	1,488	20*	291	15	1455	142	546
PROPOSED OPERATIONAL YEAR (FY 1969)	-	-	-	-	-	-	-	-	-	-	-

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : Operational Year Program : 0

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. Univ. of Pittsburgh	1	1	AID/1a-362	
		2.				
		3.				

PART I - PROJECT IMPACT

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

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

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

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

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-251 as necessary):

This is the initial project appraisal report of the University of Pittsburgh contract. Consequently, the total life-of-project is covered by this report.

Contract 1a-362 between the Agency for International Development and the University of Pittsburgh was signed on January 1, 1966 to assist the development of participant-training; although most participant-training was done under the contract, some direct financing of participant training by USAID was necessary.

MISSION DIRECTOR APPROVAL	SIGNATURE	DATE July 30 1968
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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.

ment of the Universidad Central del Ecuador.

Narrative for Part I-A

The staff of the University of Pittsburgh was reduced to a Chief-of-Party working in student welfare and university planning, and one advisor in the Instituto de Investigaciones Económicas in June, 1968. According to current plans, the Chief-of-Party will terminate in June, 1969 and the other advisor will terminate the project in December of 1969.

The University of Pittsburgh was involved in development and improvement of the following areas at the Universidad Central del Ecuador: Basic Science, Engineering, Education, Administration, Central Administration, Student Services, Libraries, and Participant Training and part of the assistance to the specific areas.

**BASIC SCIENCE:** In October 1964 the Faculty of Basic Studies was established to provide the first two years of general university preparation in the sciences, humanities, and social sciences. This Faculty also had as its task the advanced training of those who chose one of the academic disciplines as their field of academic specialization. Within a year the name of the Faculty had been changed to the Faculty of Basic Sciences, indicating a greater acceptance of the coordinated teaching of the natural and exact sciences as a service to the professional faculties than was the case for the humanities and social sciences. The Faculty, because of its size, its power within the university, the threat felt by other Faculties, the lack of a dynamic dean, and of a central faculty, was soon eliminated. With the demise of the Faculty, Centers for each of the natural sciences, for mathematics and for foreign languages were created, maintaining the general concept, and filling the gap.

**ENGINEERING:** A transformation from "blackboard teaching" to a mixture of classroom teaching and laboratory utilization now characterizes the education process within the Faculty of Engineering. A credit and semester system proposed by Pittsburgh has been adopted and is almost fully in operation. An increase in the number of Full-time professors, including many returned participants, has contributed to the success of the assistance program in this faculty. During the assistance project the following laboratories were ordered, received, and put into operation: materials stress laboratory soils and asphalt laboratory, and the chemical engineering laboratory. Funds from USAID, and BID have permitted the purchase of equipment, while Ecuadorian Government agencies have provided the funds for the erection of the necessary buildings. The new laboratories are not only providing facilities for students, but also are providing contract services to governmental and private agencies.

Pittsburgh has also provided financial assistance to two national conferences of Ecuador's Schools of Engineering and Polytechnic Institutions. The success of these conferences led to the establishment of the National Association of Schools of Engineering and Technological Institutes.

When in 1966 consultants in Engineering were reduced from three to one, concentration was redirected from curriculum development to the installation and completion of laboratories. Phase-out at an earlier date of the remaining consultant indicates the general level of success in this Faculty by the Pittsburgh team.

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**EDUCATION:** Although Pittsburgh, in view of the low quality of secondary school teachers being produced, identified education as an area of prime concern, it was unable to work effectively in an assistance program within the Faculty of Philosophy. It presented a total organizational plan and curriculum to the Faculty, but the Faculty did not adopt many of the points contained therein. Since 1966 attempts to render direct technical assistance to the Faculty have been negligible.

Pittsburgh shifted its modus operandi, realizing the impossibility of direct assistance within the Faculty, to a plan of cooperation with the Ministry of Education, on the theory that since the Ministry determines the curriculum for secondary schools, it could put change leverage on the universities.

As part of this assistance, Pittsburgh consultants have assisted in the planning, organization, and development of the basic cycle program that is now being introduced at Ecuador's secondary schools. Also, Pittsburgh consultants have been instrumental in playing the leading role in conducting eight in-service training seminars for 2,000 secondary school educators throughout Ecuador.

**ADMINISTRATION:** Two consultants have provided assistance to the School of Administration and the Institute of Administrative Studies. One consultant remains in this program, scheduled to leave Ecuador in December 1969, the last of the Pittsburgh team to leave.

Assistance has been given to the development of a curriculum for the two branches of administration, and to the development of a program in accounting and financial management. Programs for the introduction of a credit system, and for encouraging full-time professors have not been successful.

With Pittsburgh assistance and encouragement various short courses have been planned and carried out by the Institute of Administrative Studies as one way of self-financing. Also, several research and consultation projects have been embarked upon, which have generally been successful. Lack of sound leadership on a full-time basis has, however, been a deterrent to effective development in these areas as well.

**CENTRAL ADMINISTRATION:** Efforts were made by Pittsburgh to plan and implement central administrative services, a new concept at the Central University. Emphasis was placed especially in the area of financial management. Six people from the School of Administration were trained by a Pittsburgh consultant, and in Chile, and returned to form the core of the central administrative services. Rules, regulations and manuals were prepared for budgeting, purchasing, inventory, income and expense control, accounting and auditing. With a change in administration, little interest was shown for these reforms, and to date little has been accomplished to strengthen this area.

However, efforts are being made to promote further centralization of administrative services by establishing a University Personnel Department. In addition, an Audio Visual Center has been established by the donation in 1967 by AID of various equipment. A former participant, trained in Educational media at the University of Pittsburgh is now Director of the Center, which provides services to all Faculties and administrative units of the university, as well as providing training in the use of media to students of the Faculty of Education.

## PAR CONTINUATION SHEET

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**STUDENT SERVICES:** Perhaps the area of greatest contribution under the University of Pittsburgh assistance program to Central University has been in the area of student services. Students realize the deficiencies of their universities, but usually are not sufficiently motivated to action. Recognizing the need for breaking this apathy, for instilling a feeling of interest in and dedication to the institution of the part of the students, University authorities, with the advice and assistance of the Pittsburgh consultants, have worked aggressively on the development of student services during the last year and a half. Student services have been centralized by creating a Department of Student Welfare. Financial assistance from the university to needy students has been greatly increased. Eligibility to live in the student residence came to depend upon the financial needs of students. A university bookstore has been created to provide low cost textbooks to students. A credit cooperative is now being formed. The former Secretary of the Rector has been named Director of the Student Welfare Department with his chief assistant being a social worker.

**LIBRARY:** A former participant now heads the Central Library facility of the Central University and has been reorganizing the entire university library system. He has also made a significant contribution by writing a new law which would make it possible for students to borrow books from the libraries of state universities. Should this law become practice, the antiquated caución provisions would be eliminated and would make easy student use of library books possible.

**PARTICIPANT TRAINING:** During the past five years of the project, 36 participants have been sent abroad for training. When those abroad have completed their programs, 60 man-years of training will have been provided.

Utilization of returning participants by Central University has been satisfactory. In particular the record in engineering, physics, and mathematics has been excellent. Utilization in the natural sciences and service areas such as audio-visual and libraries has been good. Only in the fields of education and administrative sciences has utilization been most inadequate.

Two steps which were taken at Central University in the last two years which have contributed significantly to increasing the effectiveness of the participant training program were, 1) the creating of a Scholarship Committee for Foreign Studies; and 2) the drafting and implementation of a contract of employment between the Central University and the participant. The former Committee has given effective and decisive guidance in the areas of selection, extension, and reintegration of scholarship holders.

(1) The overall performance and effectiveness of project implementation was satisfactory. Because of the highly political nature of the Central University, many planned reforms were not possible. However, the ideas have been sown, and some progress towards their achievements has been possible. In other areas, extensive reforms have been carried out. Most of the stated targets were effectively achieved and those that remain unrealized are chiefly attributable to inaction on the part of the Central University and its Faculties.

## PAR CONTINUATION SHEET

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(2) This project was conceived to achieve sector goals, such as the social, economic, and political development of Ecuador. It is now known that the programs were not sufficiently thought out, and that their impact on these areas can be at best only marginal, given the lack of desire for any meaningful changes on the part of university authorities and students.

(3) The costs under this project have been constantly examined. During the last two years (FY-68 and FY-69) limited resources were provided because of the curtailment of AID funds, and these have been utilized in an effective manner. It is doubtful, however, that continued support is justified until Ecuadorian universities are ready to support the structural changes necessary for true reforms, and students are oriented toward productive study and research.

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## 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.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECT 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>1. <u>In the Basic Science</u></p> <p>1963</p> <p>a) Curriculum changes: chemistry, physics, biology, and mathematics. X</p> <p>b) 1 Participant X</p> <p>c) Construction delayed because of inadequate plans X</p> <p>d) Help to create the Basic Science Studies Faculty X</p> <p>1964</p> <p>e) Three principal branches of natural science were established: natural science, social science and humanities to enroll 1047 students. X</p> <p>f) A new system of instructions was established X</p> <p>g) Two new chemistry laboratories placed in operation (to accommodate 1000 students) X</p> <p>h) Two new biology and two new physics laboratories assigned to basic sciences X</p> <p>i) Student counseling service initiated X</p> <p>1965</p> <p>j) Seven new science laboratories in operation; 3,000 students per week X</p> <p>1966</p> <p>k) Selected science equipment (\$400,000) purchased under IDB loan. X</p> <p>2. <u>Public Administration</u></p> <p>1963</p> <p>a) Curriculum changes X</p> <p>b) Participants X</p>					

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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		
	c) Courses provided to <u>CENDES</u> : accounting, tax auditing, production management	x				
	1965 d) Assistance provided to Institute of Administrative Studies. Provide active program of in-service-training and practical research for both business and public administration	x				
	1966 e) Financial support as well as technical assistance in the planning, execution and evaluation of public and private administrative training was provided	x				
	3. <u>Education</u>					
	1963 a) Curriculum changes					
	1964 b) Completion of psychology laboratory (80 students)	x				
	c) Courses held jointly with Ministry of Education (teacher training), secondary school administration, curriculum, supervision, science for normal school teachers	x				
	1965 d) Workshops held for secondary school administrators and professors in conjunction with Faculty of Education and international agencies (1,000 participants)	x				

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## PART I-B - PROJECT EFFECTIVENESS

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

009

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.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				5. PLANNED BY NEXT JUNE 30	6. PROJECTS TOTAL FOR PROJECT LIFE
		3. ACTUAL CUM. TO DATE	4. AS OF PRIGP JUNE 30				
			a. PLANNED	b. ACTUAL			
	<p>1966</p> <p>e) Two education seminars for 1,000 secondary school administrators and teachers from 200 schools were held in Quito and Guayaquil to orient in national education reforms in the new basic cycle.</p> <p>4. <u>Engineering</u> <u>Civil Engineering</u></p> <p>1963</p> <p>a) Participant X b) Provided laboratory equipment X</p> <p>1966</p> <p>a) Assisted in layout and installation of sanitary engineering, soil mechanics, and asphalt labs X d) An engineering seminar held for all deans and directors of engineering schools X</p> <p>5. <u>Chemical Engineering</u></p> <p>1966</p> <p>a) Two participants X b) Construction started X c) Provided laboratory equipment X d) Approximately \$10,000 worth of chemical engineering equipment arrived during this period as part of the original USAID grant to Central University X</p> <p>6. <u>Linguistic</u> 1963</p> <p>a) One participant X</p>						

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## 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	
			6. PLANNED	7. ACTUAL		
	b) Completion language laboratory 48 students c) Teaching staff increased from 9 to 17 - 300 students, 4-3300 students using language laborat.	X X				
	1965 d) Plans were drawn and electronic modification financed in the language laboratory of the foreign language departments	X				
	7. <u>Library</u> 1963 a) Three participants b) 3,500 books purchased for library c) Books requested by University of Pittsburgh have been provided by RTAC to increase and improve Central and Faculty libraries	X X X				
	8. <u>University Administration</u> 1963 a) Established Central University student records system b) Project started for revision of entire financial and accounting system c) New Department of Finance created in 1964 d) Inventory system established e) Personnel selected and trained to head subdivisions of the new financial management department f) Methods and procedures designed for new Purchasing Division g) Studies completed on the structure of the Universidad Central administration, salary schedules, student loans, and mechanization of accounting and	X X X X X X X				

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## 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.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTS 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		
	financial procedures.	X				
	h) 20 full-time faculty members (versus none in 1961) and 30% students full time (versus 10% 1961).	X				
	1966					
	a) The University of Pittsburgh team has also assisted Central University authorities in the administration of the IDB loan.	X				
	9. <u>Technicians</u> (Physics, business administration)	X				
	Chemistry	X				
	Education Science	X				
	Teacher training	X				
	Civil engineering	X				
	Public Administration	X				
	Sociology	X				
	Language and History	X				
	University organization	X				
	10. <u>Equipment</u>					
	Language laboratory	X				
	Psychology laboratory	X				
	Basic Chemistry Laboratory	X				
	IDB loan: physics, biology, math (grant civil engineering) (Chem, grant engineering) and geology laboratory	X				
	1966					
	The Pittsburgh University team served as consultants in the selection of equipment for Central Univ. faculties and as purchasing agent of all this equip-					

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## 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.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				5. PROJECTS TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			6. PLANNED	7. ACTUAL		
	ment which is still arriving under \$100,000 IDE.					
	<p>11. <u>Faculty of Medicine</u> 1966</p> <p>1. Microscopes were provided to the Faculty of Medicine. X</p> <p>2. A Pittsburgh advisor worked with staff and students of the Biology Department in initiating experiments for testing various processes in fruit production and preservation. X</p>					
	<p>12. <u>Dentistry - 1966</u></p> <p>1. Supported and furnished short-term consultant to a National Dental Seminar at Central University on the teaching of dentistry. X</p>					
	<p>13. <u>Faculty of Economics and Administration</u> 1966</p> <p>1. Assisted in and helped support a National Congress of Faculties of Economics and Administration on the teaching of Economics and Administration. X</p> <p>2. Supervised a study by the Institute of Administrative Studies in the Department of Immigration of Ministry of Foreign Affairs. X</p>					

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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?	N
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?	NA
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <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 if as necessary):	

017.- An extensive reform program was initiated without considering the role of the University in Ecuadorian society and the political realities of the universities. Likewise, a broad reform program was started where no real dissatisfaction with the old system was present. Such programs in the future must be planned not taking these points into account, but rather the programs must be planned around these central concepts:

- 1) role of university
- 2) political realities
- 3) existence of dissatisfaction

019.- The aspects of the program which were newsworthy have already been publicized. Now in the planning-out stage, little publicity could be effectively utilized.

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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)	X
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country (Central University)	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	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		037 Adaptation to local working and living environment	
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	P
031 Adherence to AID administrative and other requirements	P	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	P
PREDEPARTURE		053 Relevance of training for present project purposes	P
042 English language ability	N	054 Appropriateness of post-training placement	P
043 Availability of host country funding	P	055 Utility of training regardless of changes in project	P
044 Host country operational considerations (e.g., selection procedures)		056 Ability to get meritorious ideas accepted by supervisors	
045 Technical/professional qualifications	P	057 Adequacy of performance	P
046 Quality of technical orientation		058 Continuance on project	P
047 Quality of general orientation	P	059 Availability of necessary facilities and equipment	N
048 Participants' collaboration in planning content of program	P	060 Mission or contractor follow-up activity	P
049 Collaboration by participants' supervisors in planning training	P	061 Other (describe):	
050 Participants' availability for training	P		
051 Other (describe):			

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## PART II-B - Continued

## 3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	002 FF	003 NON-FF	004 NO COMMODITY ELEMENT			
					072 Control measures against damage and deterioration in shipment.	P
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).				P	073 Control measures against deterioration in storage.	P
066 Quality of commodities, adherence to specifications, marking.				P	074 Readiness and availability of facilities.	P
067 Timeliness in procurement or reconditioning.				P	075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port of entry.				P	076 Maintenance and spares support.	P
069 Adequacy of port and inland storage facilities.				P	077 Adequacy of property records, accounting and controls.	P
070 Timeliness of shipment from port to site.				P	078 Other (Describe):	
071 Control measures against loss and theft.				P		

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance. Description of Significant Causes and Solutions

Within the general plan of the contractor, the overall implementation has been satisfactory. It must be said, however, that the overall plan of work was not realistic from the start, since it did not take into account the role of the University of Ecuador, a traditional society that rewards not for achievements, but for family connections and pull, where each Faculty thinks of itself as an independent unit, and above all else is dedicated to that concept, and where no real discontent with the system or the quality of education exists. Pittsburgh had a broad plan of work to improve the quality of education, to eliminate unnecessary duplication, and to produce better qualified graduates in all areas of university instruction. These goals, acceptable in the US, were just not relevant to the realities of Ecuador or Ecuadorian universities.

Discontent among students with their society, their own condition within the society and the university were overlooked until the relatively late period of the contract when they were given an importance and where a program was developed to answer these problems. In this aspect, Pittsburgh saw the situation where it could provide assistance, and modified its program to include student welfare as a principal area of concern.

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ES-11-660-033

## 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.	P
082	Availability of reliable data for project planning, control and evaluation.	N
083	Competence and/or continuity in executive leadership of project.	P
084	Host country project funding.	N
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.	N
089	Maintenance of facilities and equipment.	N
090	Resolution of tribal, class or caste problems.	P
091	Receptivity to change and innovation.	
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.	N
095	Extent of LDC efforts to widen the dissemination of project benefits and services.	N
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).	P
098	Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:		
099	Level of technical education and/or technical experience.	
100	Planning and management skills.	P
101	Amount of technician man years available.	P
102	Continuity of staff.	P
103	Willingness to work in rural areas.	P
104	Pay and allowances.	
105	Other:	N

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):

- 082 - Little reliable data exists within the university, or in the country as a whole. Few valid or valuable studies have been conducted, and the resultant lack of information has proven to be a handicap to the project.
- 087 - Bureaucracy and maintenance of a system have been serious handicaps.
- 088 - The university, under its present archaic system, lacks needed funds from the government for proper functioning. A change in the system would produce great efficiencies that would make additional funding unnecessary.
- 091 - No real interest is or was evidenced in favor of change and reform.
- 093-d) Since little real interest was shown for reform, it is not surprising that implementation of reform plans has been at best hesitatingly done, and generally not done at all.
- 104 - Salaries that permit recruitment of top professors on a full time basis are not available at the university.

UNCLASSIFIED

SECURITY CLASSIFICATION

## 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):

In view of total country needs, a university assistance program cannot be given a top priority. With scarce resources available, it has been necessary to terminate the Pittsburgh project. With large sums of money available, it would be worth reconsidering university assistance again, but in the future only at those universities where dissatisfaction with the system is evident, where political activities of the university are not as extensive as at the Central University, and where change will affect the zone in which the university is located. An example would be the small agricultural university of Morabi, which could profit from such an assistance program because of its predisposition and willingness to make basic reforms, including on its own initiative, and whose impact in the rich agricultural zone would be of overall benefit to Ecuador.

In any future program, the human element of students, professors, and administrators must be the prime concern. Equipment donations and other donations generally have a counter-effect in that they create an awareness that to achieve part of the program from the contractor's viewpoint, this "leverage item" can be used. A university views this as a way to get something for nothing, and the result is disastrous.

## 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 31 Yr. 69                            | X |
| 8. Other. Explain in narrative.  |   |

109 NARRATIVE FOR PART IV-B: