

PAR NO.	NO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	C	E	T	FY 1970	The FY 1970
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					006 PROJECT TITLE
Laos					EDUCATION DEVELOPMENT Teacher Training

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 1970)	4126	1999	676		1285	291		1123		37	714
PROPOSED OPERATIONAL YEAR (FY 1971)	411	224	90		218	36		57		4	6

CCC VALUE OF P.C. AND 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. 1026.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	d. IMPLEMENTING AGENCY	TYPE CODE		CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY	International Voluntary Service	5	2	ATDC-1110	
2. LOCAL CONTRACTOR	1. UNIVERSITY					
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION					
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING					
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

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 paragraphs) 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, if 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 if necessary).

Narratives in previous PARs apply. Routine accomplishments are noted in 009 on page 2. A substantial increase in the number of graduates of teacher training schools occurred during the past year: In 1969, 511 were graduated; in 1970, 715.

MISSION DIRECTOR APPROVAL	SIGNATURE	DATE
	<i>Walter J. Brown</i>	September 5, 1970

UNCLASSIFIED

439-11-690-064

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.

1. Overall performance and effectiveness:

Previous narratives apply. Also, an additional measure of effectiveness is the increasing use of the ESP as a source of leadership in education. The principals of all three of the operating Fa Ngum secondary schools and of the Sam Thong secondary school are former students of the English Section of the ESP and are participant trainee graduates of U.S. universities.

2. Contribution to mission and sector goals: No Change

3. Anticipated results compared with costs: No Change

4. Continued relevance of the project: No Change

UNCLASSIFIED

SECURITY CLASSIFICATION

UNCLASSIFIED

439-11-690-064

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		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	* 1. Elementary school teacher graduates:	4573	4573	4573	5337	8714
	* 2. Secondary school teacher graduates:	310	310	310	311	810
	* 3. Conduct in-service training courses for Teacher Training institution administrators and faculty, and public school supervisors of student teachers engaged in practice teaching.	35	35	35	40	65
	* 4. Staff with competent Lao all teacher training institution administrative and faculty positions (except for foreign languages and special subjects)	10	10	10	23	225
	* 5. Provide Lao language texts for all teacher training courses (except for foreign language and special subjects)	14	19	14	23	30
	* 6. To develop a viable program of instruction and sequential course outlines paying particular attention to the balance between general subjects and professional subjects and theory and practice.	(percentage of completion based upon project manager judgement and that of his counterparts)				
		30%	30%	30%	35%	100%
	* 7. Develop and implement an acceptable program of student selection, retention, and personnel services.	15%	15%	15%	20%	100%
	NOTE: The major construction target of 81 building for nine teacher training institutions will be reached shortly with only 12 buildings remaining to be completed. Also, the development of the one year teacher training programs to two years, of the two year programs to four years, and of the four year programs to six years are accomplished. With these targets reached, they will not be reported further on this table and the above targets are established for PAR reporting purpose.					
	* - Progress indicators for Program Management Information (PMI) System. (additional indicators may be added after experience is gained with the PMI System)					

UNCLASSIFIED

139-11-690-05b

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 toward project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions H.O. 1020-25)

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)	b. SECTOR AND PROGRAM GOALS (SEE COUNTRY FIELD SUBMISSION FOR CLARIFICATION OF USAID LAOS GOALS)	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVED (RATED 1-5)	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE (RATED 1-5)
	The USAID Laos program goal is to foster the maintenance of a neutral and independent government in Laos by providing advice and assistance in the fields of (1) stabilizing the economy, (2) alleviating war caused suffering and disruption, (3) maintaining necessary government services, (4) improving social infrastructure and (5) development the economy. Project purposes related to this goal are:		
	(a) To improve the social infrastructure by helping the Royal Lao Government develop an educational system that is responsive to the real needs of the people of Laos.	3	2
	(b) To maintain essential government services by helping provide educational opportunities for the youth of Laos.	3	2
	(c) To contribute to economic growth by developing the educated manpower essential to economic progress.	3	2

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 foregoers 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 1):

The long-range goal of the teacher training project relates directly to the project's purposes: To help Laos develop an autonomous and self-sustaining educational system equipped to train instructional and administrative personnel for its elementary and secondary schools and its teacher training institutions. The project seeks to achieve this goal by improving the quality of training that teachers receive and increasing the number of teachers. The goal of establishing Lao as the language of instruction in the schools is an integral part of project purpose (a).

UNCLASSIFIED

PART 2 - General Questions
 C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question check "Y" for Yes, "N" for No, or "N/A" if Not Applicable in the right hand column. For each question write "N/A" in column priority in the space below the question.

Q	MARK IN THIS COL.
013 Have there been any significant unusual or unanticipated events not covered as far in this PAR?	N
014 Have needs, conditions or activities other than project research had a substantial effect on project output or accessibility?	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?	N
017 Have any important lessons, positive or negative, emerged which might have local applicability?	N
018 Has this project revealed any requirements for research or new technical aids on which AID/N 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? (State date AID/W has copies of existing coverage.)	N

019. NARRATIVE FOR PART C.2. Describe each explanation/ note for the number of the entry to which it pertains. (Continue on form AID 100-351 as necessary).

019.

In addition to suggestions in previous PARs, current self-help efforts in the construction of permanent campus buildings are appropriate for media coverage.

UNCLASSIFIED

SECURITY CLASSIFICATION

LINE ITEM NO.	MAJOR ACTION OR RECOMMENDATION OR UNLAWFUL ACTION	STATUS - PLANNED DATE	SCHEDULED DATE HEAD OF DEPT.
	The major construction target of 40 buildings for nine teacher training institutions will be reached shortly with only 12 buildings remaining to be completed.		
	Provide landscaping, land fill, walkways, street surfacing and fencing at the teacher training school.		
	Develop an efficient system for the maintenance, repair and logistical support for all teacher training schools. (see 089 on page 8)	X	
	Develop student record system which will include both academic and health records. (We are hoping to obtain specialist for short term TDY for assist.)	X	
	Improve student teaching opportunities by developing off-campus practice teaching centers, lengthening the practice teaching period and conducting pre-service workshops for both campus and off-campus supervisors.		
	Develop summer in-service training programs for elementary teachers.		
	Provide teachers under <u>US</u> contract to teach and to assist with <u>administration</u> , <u>curriculum</u> , and <u>developing teaching aids</u> .		
	Revise curricula outlines.		
	Increase the number and qualifications of Lao teachers and administrators through participant training programs in <u>administration</u> , <u>supervision</u> and <u>academic fields</u> .		
	Require all instruction in teacher training institutions to be in Lao except for second language instruction e.g., English, French and Japanese.		
	Develop textbooks and instructional aids for teacher training in the Lao language.	X	

UNCLASSIFIED

PROJECT	DESCRIPTION	STATUS	COMPLETION DATE
	<p>Graduate annually the following numbers of public school teachers;</p> <p>(a) 500 elementary school teachers who have a minimum of eight years of education to teach in grades 1-3.</p> <p>(b) 310 elementary school teachers who have a minimum of 10 years schooling who are eligible to teach up to grade six and in emergencies in grades 7 and 8.</p> <p>(c) Graduate secondary teachers; 1970 - 18; 1971 - 31; 1972 - 38; 1973 - 70; 1974 - 94; 1975 - 125; 1976 - 150.</p> <p>Participate to the extent feasible with other countries in creating a degree granting college of education.</p>	<p>(a) X</p> <p>(b) X</p> <p>(c) X</p> <p>X</p>	

003	01 - OV	01.1 TIME/JOBS	
In general, project implementation is inferior to that of the host country.			
01.001 (c):	01.001 (c):	01.001 (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 assure their project responsibilities, cooperating country funding, arrival of technicians.			
01.002	01.002	01.002	
01.003	01.003	01.003	
01.004	01.004	01.004	
01.005	01.005	01.005	
01.006	01.006	01.006	
01.007	01.007	01.007	
01.008	01.008	01.008	
01.009	01.009	01.009	
01.010	01.010	01.010	
01.011	01.011	01.011	
01.012	01.012	01.012	
01.013	01.013	01.013	
01.014	01.014	01.014	
01.015	01.015	01.015	
01.016	01.016	01.016	
01.017	01.017	01.017	
01.018	01.018	01.018	
01.019	01.019	01.019	
01.020	01.020	01.020	
01.021	01.021	01.021	
01.022	01.022	01.022	
01.023	01.023	01.023	
01.024	01.024	01.024	
01.025	01.025	01.025	
01.026	01.026	01.026	
01.027	01.027	01.027	
01.028	01.028	01.028	
01.029	01.029	01.029	
01.030	01.030	01.030	
01.031	01.031	01.031	
01.032	01.032	01.032	
01.033	01.033	01.033	
01.034	01.034	01.034	
01.035	01.035	01.035	
01.036	01.036	01.036	
01.037	01.037	01.037	
01.038	01.038	01.038	
01.039	01.039	01.039	
01.040	01.040	01.040	
01.041	01.041	01.041	
01.042	01.042	01.042	
01.043	01.043	01.043	
01.044	01.044	01.044	
01.045	01.045	01.045	
01.046	01.046	01.046	
01.047	01.047	01.047	
01.048	01.048	01.048	
01.049	01.049	01.049	
01.050	01.050	01.050	
01.051	01.051	01.051	
01.052	01.052	01.052	
01.053	01.053	01.053	
01.054	01.054	01.054	
01.055	01.055	01.055	
01.056	01.056	01.056	
01.057	01.057	01.057	
01.058	01.058	01.058	
01.059	01.059	01.059	
01.060	01.060	01.060	
01.061	01.061	01.061	
01.062	01.062	01.062	
01.063	01.063	01.063	
01.064	01.064	01.064	
01.065	01.065	01.065	
01.066	01.066	01.066	
01.067	01.067	01.067	
01.068	01.068	01.068	
01.069	01.069	01.069	
01.070	01.070	01.070	
01.071	01.071	01.071	
01.072	01.072	01.072	
01.073	01.073	01.073	
01.074	01.074	01.074	
01.075	01.075	01.075	
01.076	01.076	01.076	
01.077	01.077	01.077	
01.078	01.078	01.078	
01.079	01.079	01.079	
01.080	01.080	01.080	
01.081	01.081	01.081	
01.082	01.082	01.082	
01.083	01.083	01.083	
01.084	01.084	01.084	
01.085	01.085	01.085	
01.086	01.086	01.086	
01.087	01.087	01.087	
01.088	01.088	01.088	
01.089	01.089	01.089	
01.090	01.090	01.090	
01.091	01.091	01.091	
01.092	01.092	01.092	
01.093	01.093	01.093	
01.094	01.094	01.094	
01.095	01.095	01.095	
01.096	01.096	01.096	
01.097	01.097	01.097	
01.098	01.098	01.098	
01.099	01.099	01.099	
01.100	01.100	01.100	

This section appraises the effectiveness of U.S. resources (inputs). There follow illustrative lists of factors, grouped within the blocks after only those factors which significantly affect project accomplishments, with the letter P if effect is positive and the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contractor/Participating Agency/Voluntary Agency)

001	001	001	
IF NO IMPLEMENTING AGENCY IN THIS PROJECT, PLACE AN "X" IN THIS BLOCK			
002	002	002	
003	003	003	
004	004	004	
005	005	005	
006	006	006	
007	007	007	
008	008	008	
009	009	009	
010	010	010	
011	011	011	
012	012	012	
013	013	013	
014	014	014	
015	015	015	
016	016	016	
017	017	017	
018	018	018	
019	019	019	
020	020	020	
021	021	021	
022	022	022	
023	023	023	
024	024	024	
025	025	025	
026	026	026	
027	027	027	
028	028	028	
029	029	029	
030	030	030	
031	031	031	
032	032	032	
033	033	033	
034	034	034	
035	035	035	
036	036	036	
037	037	037	
038	038	038	
039	039	039	
040	040	040	
041	041	041	
042	042	042	
043	043	043	
044	044	044	
045	045	045	
046	046	046	
047	047	047	
048	048	048	
049	049	049	
050	050	050	
051	051	051	
052	052	052	
053	053	053	
054	054	054	
055	055	055	
056	056	056	
057	057	057	
058	058	058	
059	059	059	
060	060	060	
061	061	061	
062	062	062	
063	063	063	
064	064	064	
065	065	065	
066	066	066	
067	067	067	
068	068	068	
069	069	069	
070	070	070	
071	071	071	
072	072	072	
073	073	073	
074	074	074	
075	075	075	
076	076	076	
077	077	077	
078	078	078	
079	079	079	
080	080	080	
081	081	081	
082	082	082	
083	083	083	
084	084	084	
085	085	085	
086	086	086	
087	087	087	
088	088	088	
089	089	089	
090	090	090	
091	091	091	
092	092	092	
093	093	093	
094	094	094	
095	095	095	
096	096	096	
097	097	097	
098	098	098	
099	099	099	
100	100	100	

2. FACTORS-PARTICIPANT TRAINING

001	001	001	
IF NO PARTICIPANT ELEMENT IN PROJECT, PLACE AN "X" IN THIS BLOCK			
HEADLINE			
002	002	002	
003	003	003	
004	004	004	
005	005	005	
006	006	006	
007	007	007	
008	008	008	
009	009	009	
010	010	010	
011	011	011	
012	012	012	
013	013	013	
014	014	014	
015	015	015	
016	016	016	
017	017	017	
018	018	018	
019	019	019	
020	020	020	
021	021	021	
022	022	022	
023	023	023	
024	024	024	
025	025	025	
026	026	026	
027	027	027	
028	028	028	
029	029	029	
030	030	030	
031	031	031	
032	032	032	
033	033	033	
034	034	034	
035	035	035	
036	036	036	
037	037	037	
038	038	038	
039	039	039	
040	040	040	
041	041	041	
042	042	042	
043	043	043	
044	044	044	
045	045	045	
046	046	046	
047	047	047	
048	048	048	
049	049	049	
050	050	050	
051	051	051	
052	052	052	
053	053	053	
054	054	054	
055	055	055	
056	056	056	
057	057	057	
058	058	058	
059	059	059	
060	060	060	
061	061	061	
062	062	062	
063	063	063	
064	064	064	
065	065	065	
066	066	066	
067	067	067	
068	068	068	
069	069	069	
070	070	070	
071	071	071	
072	072	072	
073	073	073	
074	074	074	
075	075	075	
076	076	076	
077	077	077	
078	078	078	

11. The success of AID's program (under authorization).
 12. Quality of commodities, advice and services.
 13. The success of procurement and distribution.
 14. The success of shipment to and from the field.
 15. Adequacy of port and inland transport facilities.
 16. The success of shipment from port to field.
 17. The success of area support from the field.

18. The success of the program in the field.
 19. The success of the program in the field.
 20. The success of the program in the field.
 21. The success of the program in the field.
 22. The success of the program in the field.
 23. The success of the program in the field.
 24. The success of the program in the field.
 25. The success of the program in the field.

18. The success of the program in the field.
 19. The success of the program in the field.
 20. The success of the program in the field.
 21. The success of the program in the field.
 22. The success of the program in the field.
 23. The success of the program in the field.
 24. The success of the program in the field.
 25. The success of the program in the field.

26. The success of the program in the field.
 27. The success of the program in the field.
 28. The success of the program in the field.
 29. The success of the program in the field.
 30. The success of the program in the field.
 31. The success of the program in the field.
 32. The success of the program in the field.
 33. The success of the program in the field.

A significant development is AID's recent decision to engage a contract to serve as advisor to director of the English Section and the Director of the proposed College of Education. This advisor will study and make recommendations for future AID role in this activity. The Mission is encouraging others. The RUC and the UNDP is seriously considering providing \$413,125 for equipment, \$135,000 for training and \$295,000 for equipment for the development of science, chemistry and mathematics programs at the Ecole Supérieure de Technologie.

b. Implementing Agency - The IVS contract has been reduced from 28 to 14 volunteers. Training in teaching English as a foreign language is now required for all IVS staff before assuming their teaching posts in Laos.

c. Because of the success of the ENI's service training programs for elementary teachers the summer training programs for the secondary education and technical training projects will be converted from participant training in Thailand to local training in Laos.

d. Commodities. No change.

No.	Name	Grade	Age	Sex	Religion	Marital Status	Address	Remarks
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

Here the following ...

88. Maintenance of buildings and grounds at ... EMI should now ... with the appointment of the ... of ... resource supervision ... will be responsible ... the ... of facilities ... campus.

89. Beginning with the ... year ... teacher training ... will report from the ... of ... system to the ... of ... scale.

90. The EMI Vierthier ... short of expected ... in planning and operations ... agricultural personnel ... working on a plan to improve ... and ... the plan will ... related with a general program to ... at the ... of ... that are ... in the ... of teacher training ... should correct many administrative ...

1. The first part of the report is a
 2. description of the work done during
 3. the period from 1st January to 31st
 4. December 1954. It is divided into
 5. three main sections: (a) the work
 6. done in the laboratory, (b) the
 7. work done in the field, and (c)
 8. the work done in the office.
 9. The second part of the report is
 10. a summary of the results obtained
 11. during the year. It is divided into
 12. three main sections: (a) the
 13. results obtained in the laboratory,
 14. (b) the results obtained in the
 15. field, and (c) the results
 16. obtained in the office.
 17. The third part of the report is
 18. a list of references.

19. The fourth part of the report is
 20. a list of acknowledgments.

21. The fifth part of the report is
 22. a list of the names of the
 23. members of the staff who have
 24. worked on this project during
 25. the year.

26. The sixth part of the report is
 27. a list of the names of the
 28. members of the staff who have
 29. worked on this project during
 30. the year.

No change.

Item	Quantity	Value	Remarks
1. Paper	100	5.00	
2. Ink	50	2.50	
3. Stationery	200	10.00	
4. Printing	100	5.00	
5. Binding	50	2.50	
6. Miscellaneous	100	5.00	
7. Total		30.00	

31. The seventh part of the report is
 32. a list of the names of the
 33. members of the staff who have
 34. worked on this project during
 35. the year.

No change.