

002 PAR NO. 147
 AS OF: 05/10/70
 FY: 70
 AMOUNT: 718

EDUCATION DEVELOPMENT
 Secondary Education

LAOS

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (WEN-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER	TOTAL COST ON TRACT
			AID	PARS	CONTRACT	DIR. FEE	CONTRACT	DIR. FEE	CONTRACT		
CUMULATIVE NET THRU ACTUAL YEAR (FY 19 70)	2,128	1,609	-	-	953	197	-	313	-	9	646
PROPOSED OPERATIONAL YEAR (FY 19 71)	959	691	-	-	330	148	-	119	-	-	361

CCC VALUE OF P.L. 880 COMMODITIES (\$000)

YTD AMOUNT

COMMODITY NO.

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PRSA number of each in column a in the case of voluntary agencies, enter name and registration number from I.C. 1581.1, Attachment A. Enter appropriate 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 NO. (if any)
			b.	c.	
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER	1. PARTICIPATING AGENCY UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER	1. University of Hawaii	1	1	A11/ea
		2.			
		3.			

PART I - PROJECT IMPACT

1A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE ETC.

This summary narrative should begin with a brief (one or two paragraphs) summary of the principal events in the project since the last PAR. Following this should come a concise narrative statement which evaluates the project's 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 vector and goal aims;
- (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 region.

Organize the above outline, as necessary and appropriate, significant unmet needs and/or actions undertaken to plan for the future. This should be done after the rest of PART I is completed. It should integrate the factual analysis in 1B and 1C with the overall narrative of the project's impact. The narrative can refer to other sections of the PAR with due comment. If the project's objectives, previous PAR has not significantly changed, or if the project is the only one for which a separate narrative is required.

1A. NARRATIVE FOR PART I-A (Continued on parts AID 147-2) (if applicable)

Narratives in previous PARs apply

Fa Ngum Vientiane Comprehensive High School is entering its fourth year of operation, Fa Ngum Phone Hong its second, and Fa Ngum Savannakhet will open this October 5, 1970. The three schools will enroll 33 students

MISSION DIRECTOR APPROVAL

SIGNATURE *James A. ...*

DATE 5/14/70

UNCLASSIFIED

SECURITY CLASSIFICATION

2,261 students completed the entrance examinations. The staff for the three schools will (school year 1970-71) include 33 full time teachers, three principals, and eight office workers, four custodians - all of whom are Lao, two American and one British IVS teachers of English, and three French nationals, teachers of French. The University of Hawaii advisory team now consists of eight members with the ninth member scheduled to report for duty January 1, 1971. Eight of the nine seventh grade textbooks are published and in use. The last seventh grade and all eighth grade texts have been written and prepared for printing and.

- (1) Overall performance and effectiveness: No change
- (2) Contribution to Mission and sector goals: (see OI and OI2) Pages 1, 2
- (3) Anticipated results compared to goals: No change
- (4) Continued relevance of project: No change

PART 40 - PROJECT EFFECTIVENESS

KSA - OUTPUT REPORT AND FORECAST - (See Detailed Instructions)

2. This section is designed to record progress (or lack of progress) toward output target which was scheduled in the PMT System. Significant variance (greater or less than authorized) should be indicated in the report.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
	4. ACTUAL CUM. TO DATE	5. AS OF PRICE JANIE 50		6. PLANNED BY NEXT JUNE 50	7. PROJECTED TOTAL FOR PROJECT LIFE
		a. PLANNED	b. ACTUAL		
Adoption of curricula (Grades 7, 8, 9, 10, 11, 12, 13)	4	3	3	4	To FY-76 7
*Textbooks written by Lao teachers and published in Laos	8	9	8	21	112
*Teachers and administrators (full time) on board	33	24	24	42	234
*Total students enrolled	733	33	733	1165	3600
Construction of buildings completed and equipped (School #1, Fa Ngum Vientiane)	12	12	12	12	12
Construction of buildings for School #2 (Fa Ngum Phone Hong)	12	5	5	12	12
Construction of buildings for School #3 (Fa Ngum Savannakhet)	12	2	0	12	12
Construction of buildings for School #4					12
Construction of buildings for School #5					12
Construction of buildings for School #6					12
*Total Construction (buildings completed and equipped for six schools)	36	19	17	36	72
*Progress indicator inputs for Program Management Information (PMI) System (Additional indicators may be added after experience is gained with the PMT System.)					

010

B.1 - OVERALL INVESTMENT OF PROJECT FAMILY

Place in * / () which is included in the following sub-sections: a) Total project; b) Total project; c) Total project; d) Total project; e) Total project; f) Total project; g) Total project; h) Total project; i) Total project; j) Total project; k) Total project; l) Total project; m) Total project; n) Total project; o) Total project; p) Total project; q) Total project; r) Total project; s) Total project; t) Total project; u) Total project; v) Total project; w) Total project; x) Total project; y) Total project; z) Total project; aa) Total project; ab) Total project; ac) Total project; ad) Total project; ae) Total project; af) Total project; ag) Total project; ah) Total project; ai) Total project; aj) Total project; ak) Total project; al) Total project; am) Total project; an) Total project; ao) Total project; ap) Total project; aq) Total project; ar) Total project; as) Total project; at) Total project; au) Total project; av) Total project; aw) Total project; ax) Total project; ay) Total project; az) Total project; ba) Total project; bb) Total project; bc) Total project; bd) Total project; be) Total project; bf) Total project; bg) Total project; bh) Total project; bi) Total project; bj) Total project; bk) Total project; bl) Total project; bm) Total project; bn) Total project; bo) Total project; bp) Total project; bq) Total project; br) Total project; bs) Total project; bt) Total project; bu) Total project; bv) Total project; bw) Total project; bx) Total project; by) Total project; bz) Total project; ca) Total project; cb) Total project; cc) Total project; cd) Total project; ce) Total project; cf) Total project; cg) Total project; ch) Total project; ci) Total project; cj) Total project; ck) Total project; cl) Total project; cm) Total project; cn) Total project; co) Total project; cp) Total project; cq) Total project; cr) Total project; cs) Total project; ct) Total project; cu) Total project; cv) Total project; cw) Total project; cx) Total project; cy) Total project; cz) Total project; 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tk) Total project; tl) Total project; tm) Total project; tn) Total project; to) Total project; tp) Total project; tq) Total project; tr) Total project; ts) Total project; tu) Total project; tv) Total project; tw) Total project; tx) Total project; ty) Total project; tz) Total project; ua) Total project; ub) Total project; uc) Total project; ud) Total project; ue) Total project; uf) Total project; ug) Total project; uh) Total project; ui) Total project; uj) Total project; uk) Total project; ul) Total project; um) Total project; un) Total project; uo) Total project; up) Total project; uq) Total project; ur) Total project; us) Total project; ut) Total project; uu) Total project; uv) Total project; uw) Total project; ux) Total project; uy) Total project; uz) Total project; va) Total project; vb) Total project; vc) Total project; vd) Total project; ve) Total project; vf) Total project; vg) Total project; vh) Total project; vi) Total project; vj) Total project; vk) Total project; vl) Total project; vm) Total project; vn) Total project; vo) Total project; vp) Total project; vq) Total project; vr) Total project; vs) Total project; vt) Total project; vu) Total project; vv) Total project; vw) Total project; vx) Total project; vy) Total project; vz) Total project; wa) Total project; wb) Total project; wc) Total project; wd) Total project; we) Total project; wf) Total project; wg) Total project; wh) Total project; wi) Total project; wj) Total project; wk) Total project; wl) Total project; wm) Total project; wn) Total project; wo) Total project; wp) Total project; wq) Total project; wr) Total project; ws) Total project; wt) Total project; wu) Total project; wv) Total project; ww) Total project; wx) Total project; wy) Total project; wz) Total project; xa) Total project; xb) Total project; xc) Total project; xd) Total project; xe) Total project; xf) Total project; xg) Total project; xh) Total project; xi) Total project; xj) Total project; xk) Total project; xl) Total project; xm) Total project; 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zo) Total project; zp) Total project; zq) Total project; zr) Total project; zs) Total project; zt) Total project; zu) Total project; zv) Total project; zw) Total project; zx) Total project; zy) Total project; zz) Total project;

2a) Satisfactory

3a) Satisfactory

4a) Satisfactory

PART I-C - PROJECT SIGNIFICANCE

001

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (As detailed in Attachment A. 1, 1024.1)

This section is designed to indicate the potential and actual impact of the project development on the program goals and objectives in col. b and the potential and actual project impact in col. c and d.

CODE NO. (AID/W/OPS ONL.)	SCALE FOR COLUMN c: 3= Very Important/Secondary Importance 2= Secondary/Disruptive/Advocate/Disruptive/Disruptive 1= Unsatisfactory/Negligible	SCALE FOR COLUMN d: 3= Significant/Disruptive/Advocate/Disruptive/Disruptive 2= Secondary/Disruptive/Advocate/Disruptive/Disruptive 1= Unsatisfactory/Negligible	ACTUAL IMPACT OF GOALS TO DATE RELATION TO PROGRAM GOALS BY YEAR
	<p>SECTOR AND PROGRAM GOALS (SEE COUNTRY FIELD SUBMISSION FOR CLARIFICATION OF USAID LAOS GOALS)</p> <p>The USAID Laos program goal is to foster the maintenance of a national 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) developing the economy. Project purposes related to this goal are:</p>		
	A. To improve social infrastructure by helping develop secondary schools which are responsive to the real needs of the people of Laos.	3	3
	B. To maintain necessary government services by helping provide needed education for the youth of Laos.	1	2
	C. To develop the economy by helping develop the educated manpower which is essential to an expanding economy	2	2

For goals where column c. is rated 1 or 2 and column d. is rated 1, entries in the space for narrative. The narrative should also indicate the extent to which the potential impacts (rated 1 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 frustrated by factors not within the achievement of project targets. If possible and relevant, it also would be useful to mention any sensitive past and/or any current activities that long-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each satisfactory note must be identified by the number of the entry (col. b) to which it pertains.

010 NARRATIVE FOR PART I-C.1 (Continue on form AID 1070-22 (1))

A. One of the major strengths of the Lao Comprehensive High School Project has been its demonstrated power to unify large segments of the nation. Starting as an unknown in 1967 it has earned wide acclaim. Many of the highest officials of the Royal Lao Government have made both public and private statements for Attapeu to Luang Prabang and Sam Neua in full support of the worthiness of the comprehensive schools. Some of their sons and daughters have joined the growing numbers of applicants for admission. In 1967 eight hundred (800) youth completed the entrance examination, 1277 in 1968, 1730 in 1969, and 2261 in 1970. The latter was attained even though a ceiling was put on the age limit for this group. In addition to the close relationship of the school curriculum to the manpower needs of the people, the use of the Lao language as the medium of instruction is also a potent unifying factor. Further unifying evidence is found in the multiplier effect created by the RLH in its request for help in the transition of all the nation's colleges (junior high schools) to the use of the Lao language and the inclusion of pre-vocational offerings.

PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which additional space has not been provided on the main PAR. Attach each narrative by its First and Section Designation.

The project has proven to be an effective medium for the development of coordination expertise. In addition to the cooperative activities enumerated in O80, page 8 and the accommodations provided for evacuated youth discussed below, several institutions, local and international have provided much of the training of the teaching and administrative personnel. The principals of all three of the operating Fa Ngum schools and of the evacuated Sam Thong school are former students of the English section of the National College of Education and were participant trainee graduates of U.S. universities. Other teachers were developed not only in U.S. but also in France, Canada and Thailand. Further coordinated activity brought the resources of the American Women's Club to making a substantial supplement to the Lao Ministry of Education's scholarship fund and to the purchase of the lumber for the student constructed evacuee dormitories.

Parents and students from both of the present schools have frequently expressed their gratitude to the Royal Lao Government for the privilege accorded their children. Of further interest is the fact that families from both the Royal Lao Government and the Pathet Lao are represented in the Fa Ngum Comprehensive High Schools. All have cooperated fully in school matters. The project has contributed also in a small way to international social infrastructure. Within the last year more than 200 professional people have come from foreign countries to see and to study the Fa Ngum schools, and as a result the Lao are developing justifiable pride in their educational accomplishments.

B. The needs of people in all countries of the world demand that their governments provide, in varying degrees, schools for the nation's children. The latest figure available places the Royal Lao Government's expenditures for its schools at approximately 22 percent of the national budget. Since the annual number of high school graduates (Baccalauréat Français) is less than 100 (less than 25 with Lao names) the project with its potential of over 500 graduates each year makes a significant contribution to the Royal Lao Government's school efforts. Even with the project's contribution the total secondary school offering is still woefully inadequate.

C. Research has established the fact that a high correlation exists between the economic development of any country and its school expenditures. All economic developments are dependent upon educated and trained personnel. The Fa Ngum Comprehensive High School graduates will make a significant impact on the economy of Laos as its graduates enter the labor market.

Due to the educational exigencies of the evacuated youth of Sam Thong (147), Saravane-Attoupe (300), the secondary education project also contributes to the attainment of Mission objective of alleviating wartime disruption. These youths are continuing their education in facilities at Vientiane and Pakse respectively. Fa Ngum and Sam Thong students built the dormitories which house the Sam Thong students.

To achieve the above purposes it is necessary to obtain the following project goals: See O08 (1) on Pages 1A and 1B of FY 69 PAR. Further, these project goals are in accord with the sector (Education Division) goals (see O11 on Page 3 of FY 69 PAR.)

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PART 1 - Questions

C.2 - GENERAL QUESTIONS

These questions are to be completed after the prior PART 1 has been completed. They are to be completed by the project sponsor or a representative of the project sponsor. For each question, indicate the answer by marking the appropriate box.	ANSWER Y N U
013 Have there been any significant, unusual or unanticipated events since the start of the project?	N
014 Have major, unplanned or activities other than project activities had a significant effect on project activities?	Y
015 Have any problems arisen as the result of advice or activities which were not in the project proposal?	N
016 If the answer to this question is yes, or for any other reason, is the project being terminated, suspended or modified?	U
017 Have any important changes, positive or negative, emerged since the start of the project?	Y
018 Has this project created any requirement for research or other activities which are not included in the project proposal?	N
019 Do you consider all the project activities to be profitable to the sponsor?	Y
020 Has there been a lack of effective cooperative country implementation? This has affected the progress of the project?	U

021 **EXPLANATION FOR PART 1-C.2** Identify each explanation with an appropriate reference to the project proposal. Use the form AID 102-15 if necessary.

- 014 No change except in addition see 012, Paragraph 2, Page 1A.
- 015 No change
- 017 No change
- 019 No change

PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1-INDIVIDUAL ACTIONS (See detailed instructions I.C. 1016.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting month as reflected in the Project Implementation Plan, Part I.

PIP ITEM NO.	ACTIONS OR STEPS CAUSING THE RESULTS OF DELAY: REMEDIAL STEPS	(B) STATUS - PLACE ACTION IN ONE COLUMN		
		BEHIND SCHEDULE	ON SCHEDULE	AHEAD OF SCHEDULE
1	Annual ProAg and PIO/T (Hawaii contract) signed by USAID/RLG		X	
2	Ministry of Finance, through appropriate RIG offices, signs arrêté making land available to the Ministry of Education for the new schools		X	
3	Construction of twelve buildings to accommodate up to 500 students for each school (legal clearance of the school site delayed construction of Fa Ngum Savannakhet but the school will open as scheduled in borrowed rooms of the Savannakhet Technical School)	X		
4	Through an arrete Ministry of Education provides for comprehensive secondary schools each named Fa Ngum		X	
5	RLG appoints directors and planned appropriate staff for each school		X	
6	Students selected by national achievement test		X	
7	Curriculum for seven-year program developed and approved with five tracks: academic, agriculture, commercial, home economics, and industrial arts		X	
8	RLG requests fourth comprehensive secondary school to be built in one of the major cities		X	
9	Discussion of need for a total of six (or more) comprehensive schools		X	

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PART II - Continued

023 II-A.2 -- OVERALL TIMELINESS

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

- (a) On schedule X
- (b) Ahead of schedule
- (c) Behind schedule
- (1) AID/W Program Approval
- (2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)
- (3) Technicians
- (4) Participants
- (5) Commodities (non-FFF)
- (6) Cooperating Country
- (7) Commodities (FFF)
- (8) Other (specify):

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	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			
042 English language ability	P	053 Relevance of training for present project purposes	P
043 Availability of host country funding	N	054 Appropriateness of post-training placement	P
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Admirability of performance	P
047 Quality of general orientation		058 Continuance on project	P
048 Participants' collaboration in planning content of program		059 Availability of necessary facilities and equipment	
049 Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	P
050 Participants' availability for training	N	061 Other (describe):	
051 Other (describe):			

PART II-B - Continued
 5. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	SEE NON-PPF	SEE NO COMMODITY ELEMENT	029 Control measures against drug and opium traffickers
065 Timeliness of AID/AE program approval (i.e., FID/C Transfer Authorization).			070 Control measures against deforestation
066 Quality of commodities, reference to aspect (actions, marking).	N		071 Readiness and availability of facilities
067 Timeliness in procurement or conditioning.			072 Adequacy of use of commodities
068 Timeliness of shipment in port of entry.			073 Maintenance and spare parts
069 Adequacy of port and inland storage facilities.			074 Adequacy of property records, accounting and records
070 Timeliness of shipment from port to site.			075 Other (Specify):
071 Control measures against loss and theft.			

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your agency's overall 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 other headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local work 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. State above listed factors are causing significant problems (mark 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, by Mission (029) 25) as needed, with the following narrative section headings: b. Implementing Agency; c. Participants; d. Commodities. Use the narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with a "not applicable" section heading.

- a. Overall Implementation Performance. No change except this is the fourth year of operation
- b. Implementing Agency - no change
- c. Participant Training - no change except to add "Laos now has developed sufficient expertise that short term secondary teacher training will be shifted from Thailand to Laos. As the recently initiated long term training for secondary school teachers at the Lao National College of Education becomes fully developed, long term training too can be accomplished locally."
- d. Commodities Training - change as follows:
 - 066 "In spite of specific instructions GSA-secured audio-visual equipment continues to arrive with 220 volt, 60 cycles instead of the specified 110 volt, 50 cycles"
 - 067 "Change to read, "The powered lawn mower for the tractor ordered over two years ago has not arrived. Students have not been able to "keep up" with the large, fast growing lawn by using hand mowers and other grass cutting tools."

PART III - ROLE OF THE COOPERATING COUNTRY

The following list of evaluative items are to be processed by the evaluator. In the check box, only check "S" if the item is significantly affected and/or necessary, with the letter "N" if the item is not affected or satisfactory in the current review of the item is significant but not satisfactory.

SPECIFIC OPERATIONAL FACTORS:		
080	Coordination and cooperation within and between ministries.	R
081	Coordination and cooperation of LDC gov't. with public and private institutions and private enterprises.	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.	P
086	Existence and adequacy of a project-related LDC organization.	P
087	Resolution of procedural and bureaucratic problems.	
088	Availability of LDC physical resource inputs and/or support services (e.g., electricity).	N
089	Maintenance of facilities and equipment.	N
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	P
092	Political conditions specific to project.	P
093	Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094	Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	P
095	Extent of LDC efforts to widen the dissemination of project benefits and services.	P
096	Utilization of trained manpower (e.g., participants, counterpart (professionals) in project operations).	P
097	Enforcement of relevant procedures (e.g., newly established tax collection and audit systems).	
098	Other:	
HOST COUNTRY COUNTERPART TECHNICAL FACTORS:		
099	Level of technical education and/or technical expertise.	N
100	Planning and management skills.	N
101	Amount of technical manpower available.	N
102	Continuity of staff.	P
103	Willingness to work in rural areas.	
104	Pay and allowances.	N
105	Other:	

In the space below the evaluator provide a succinct discussion and overall appraisal of the quality of country contributions related to this project, particularly over the past year. Consider broader trends and prospects. Use detailed instructions on the separate list of considerations to be covered.

For this item, check marked "N" include brief statements covering the nature of the problem, the course of the implementation of current targets (i.e., its importance) and the nature and cost of corrective action being planned, if any, clearly and explicitly.

106 NARRATIVE FOR PART III (Continued on form AID 105025): Narrative in previous PARs apply with the following additions:

- 080 Add "The Ministry of Agriculture officials provided consultation and specific training to the teachers and students of the Fa Ngum schools in setting up and implementing a six paddy rice research project at the schools. Also the Ministry of Education collaborated with the Ministry of Welfare by providing funds and Fa Ngum student labor to build dormitories for evacuated students"
- 081 Add "The Ministry of Plan is collaborating with the commercial department of the Fa Ngum schools in a manpower occupational opportunity survey"
- 091 Add "21 directors and teachers from the nation's colleges received four weeks orientation to the comprehensive type school during the current summer (1970) "

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PART IV - PROGRAMMING IMPLICATIONS
IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience is compatible with the program and its changing nature. Indicate if any adjustments in program purposes or design, and why, and the appropriate level implications. Where any of the above conditions or others that may be relevant. (See Detailed Instructions for additional illustrations and instructions.) Relevant experience is hereby indicated that were described earlier can simply be referenced. The spelling out of specific changes should be left to the program's accompanying 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 program needs or goals;
3. produce desired results at lower cost;
4. give more assurance of meeting institutional development upon D.A. completion.

III? NARRATIVE FOR PART IV-A (Continue on form AND FORM 13)

No change (1970 graduation data are not available at this time)

IV-B - PROPOSED ACTION

103 This project should be (Place an "X" in appropriate blank(s))

1. Continued as presently scheduled in PIP.	3
2. Continued with minor changes in the PIP, made at Division level (see continuing submission of an amended PIP by 20/70).	
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROCP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo. _____, Day _____, Yr. _____. Expense is remaining, PROCP will follow.	
5. Substantively revised. PROCP will follow.	
6. Evolved in such a way to determine its effectiveness, future scope, and direction.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. _____, Day _____, Yr. _____. Expense is remaining.	
8. Other. Explain in narrative.	

104 NARRATIVE FOR PART IV-B:

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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)				
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			g. PLANNED	b. ACTUAL		
	1. Provide adequate administrative facilities for the 22 provincial school administrators and for the national Department of Elementary Education.	20	21	18*	19	23
	2. Develop national and provincial systems for making school budgets, procuring and distributing school supplies, and maintaining building and equipment.				Increasing responsibility being assumed in supply and distribution system with a revised catalog and standard requisition, supply, warehousing, and inventory procedures.	
	3. Establish six-year elementary schools ("groupes scolaires") in 500 of the local administrative districts ("tassengs"), which is the approximate number of tassengs in secure areas.	262	250	262*	280	500
	4. Establish three-year primary schools in 2000 villages, an average of 4 primary schools for each groupe scolaire.	1343	1400	1343	1500	2000
	5. Reach an enrollment level for children of ethnic minorities equal to the level of enrollment for lowland Lao children.				Adequate statistics are not yet available to determine progress toward achievement of this target. This information was described at the statistics training courses.	
	6. Attain an enrollment in Grades 4-6 equal to 40% of the total elementary school enrollment.	21%	26%	21%*	30%	40%
					* Decrease in percentage of actual grade 4-6 enrollment due to security and opening large numbers of new classes, grades 1-3, for refugees.	

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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)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
7.	Establish Parent-Teacher Association or other forms of voluntary community organization in support of 300 groupes scolaires (60% of the total number) as an initial goal.	110	90	110	125	300
8.	Add 8 specialists in curriculum development and 2 specialists in testing and guidance to the staff of the PIG Department of Elementary Education.	0	0	0	2	10
9.	Establish objectives for 8 major elementary curricula areas in terms of skills, attitudes and knowledge desirable for Laos.	0	0	0	1	8
10.	Coordinate Grade 3 and Grade 6 examinations with curriculum objectives.	0	0	0	0	2
						(Sixth-Grade exams are scheduled for study at 1971 PSI conference).
11.	Establish a system of village demonstration schools in coordination with practice teaching programs at 8 teacher training institutions.	1	3	1	3	7
	<i>off-campus PRACTICE teaching centers</i> <i>METHODS OF TEACHING CLASSES AT</i>					(Pilot practice teaching programs in rural schools are being undertaken by 3 teacher training schools)
12.	Appoint a Teaching Counselor for each of the 22 school districts, to coordinate local in-service training programs and demonstration schools and to supervise curriculum implementation.	0	0	0	10	22

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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) 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 (2) 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
	(3) (b) To maintain essential government services by helping provide educational opportunities for the youth of Laos	3	2
	(4) (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 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):

The relationship of the project purpose to the mission goal is direct: to assist Laos develop a self-sustaining elementary education which must provide the country with large numbers of semi-skilled, literate persons to support economic and social development. The project seeks to achieve this goal by training teachers, improving curriculum, establishing guidance systems, and improving administrative procedures.