

REV. 3-7-66 (6)
 PD-AAD-024-A1

AID 1020-25 (7-68)		SECURITY CLASSIFICATION	001 PROJECT NUMBER
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1		UNCLASSIFIED	367-1-610-060

002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	10	6	70	FY 54 Thru FY 74	TEACHER & TECHNICAL EDUCATION
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					
NEPAL					

006 FUNDING TABLE 35p

AID DOLLAR FINANCING-OBLIGATIONS ('000)	TOTAL	CON-TRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19)											
PROPOSED OPERATIONAL YEAR (FY 19)											
				SEE PAGE		1-A					

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

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	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.				
		2. Southern Illinois University	1	1	AID/nasa-253	
		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 1020-25 I as necessary):

Progress in the implementation of goals established for FY 1970-1971 has been barely satisfactory. Conditions have existed which have caused disappointments in implementation in several of the sub-activities. The sporadic nature of advisory contact with the College of Education resulted in the lack of achievement of specific actions which were much too broadly set. In addition, leadership

MISSION DIRECTOR APPROVAL →	SIGNATURE William C. Ide <i>[Signature]</i>	DATE Mar 23/71
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PAR CONTINUATION SHEET

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PAR ~~XXX~~ FUNDING TABLE REVISED FOR NEPAL

AID Financing Obligations \$000 or \$000 Equivalent	Total	Con-tract (Non-Add)	Personnel Services			Participant		Commodities		Other Costs	
			AID	PASA	Con-tract	Dir. PASA	Con-tract	Dir. PASA	Con-tract	Dir. PASA	Con-tract
Cumulative Net Thru Actual Year (FY 1970)											
TC/DG \$:	3,901		871	-	1,614*	550	209	529	16	111	1
104(g) IC \$ Equivalent:	2,719										
PC	55										
Proposed Operational Year (FY 1971)											
TC/DG \$:	403		58	-	212	74	50	3	5	1	-
104(g) IC \$ Equivalent:	116										
PC	45										

*includes 11 for Local & ICN Personnel costs.

at the institution has continued to be ineffective, although individual faculty members have carried on surprisingly well in achieving the more important actions.

In the Education Materials project, the inability of GON to provide additional writers and poor leadership has reduced potential output. However, through the combined efforts of a Primary Curriculum Committee, JENC writers, and personnel from teacher training institutions, new curricula are being produced for the primary schools, instructional materials written and published, and beginnings are being made to teach the materials to teachers, supervisors and administrators. These new materials can be the seeds which, if "cultivated," will stimulate improvement in education.

PRIME (Program for the Revision and Improvement of Mathematics Education) and the Science Teaching Enrichment Project (STEP) -- both developed basically through the efforts of Peace Corps Volunteers - provide a cutting edge for development at the secondary school level. The Department of Education also has a Secondary Curriculum Committee and has appointed subject matter specialists who may be ready to spark an advance in the general secondary schools. They need advisory assistance.

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The GON has decided to incorporate a few basic agricultural and home science vocational subjects into regular secondary schools. Enrollments in multipurpose high schools (specially designated schools containing in most cases four basic vocational wings in

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addition to regular academic subjects: agriculture, home science, business science, and trades/industry) in FY 1970 totalled more than 5,000 students with more than a thousand students in each of the vocational wings. The GON has made it official that the existing twenty-nine schools will be evaluated. A "test run" has been made on four schools. The Government plans only a limited expansion in the number of multipurpose schools. The GON has also provided money and personnel to place a vocational wing in an increasing number of general secondary schools. The administrators in charge have limited the curriculum in each vocational subject area to an achievable size.

The National Vocational Training Center (NVTC) graduated its first class of seventy-eight in FY 1970. There was widespread demand for diploma holders from the business science course and placement was very high; the Agricultural Development Bank hired most of the agricultural diploma holders; there was only a modest interest in Trades/Industries diploma holders, and only an occasional request for the home science students. In several cases, none of the home science girls were interested in the employment which was offered. To their credit, the administrators of NVTC have begun to evaluate originally-developed syllabi in terms of placement opportunities and "consumer" demand. More than one hundred seventy-five students entered the new first year class.

Although, as mentioned above, the situation at the College of Education has been disappointing, the progress among the Primary Teacher Training Centers is not so. Students are coming from the rural areas to be trained and are returning to their districts to teach. In one PSTTC which serves the hill areas, only four students out of a student body of almost two hundred are from the area surrounding the Center. In another Center, only six students out of a similar sized student body are "locals." Teacher educators are being trained in Nepal to fill vacant positions in existing centers.

In FY 1970 a breakthrough was made in the student teaching program at the College of Education. In the areas of science and mathematics, cooperating teachers have been trained as assistant supervisors of student teaching and are being remunerated for their services. An expansion of such a plan could make a significant contribution to the improvement of teaching in the secondary schools.

The necessity for strengthening district control of education is receiving increasing support by the GON. Particular provisions have been made in an Education Code newly-adapted this year. Almost forty per cent of the districts now have or will soon have administrators who are gazetted officers, i.e., officials who normally have a bachelor's degree and have been admitted into the prized ranks reserved for professionals.

Finally, implementation is being pushed with means inside and outside Nepal. The American Teach Corps seems to have found acceptance among Nepali educators. Several years ago, Nepal became the first Asian country to use the Teach Corps. The number was small, and provided assistance largely to primary education. The FY 1970 group of sixteen cut across most of the development project activities.

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Participant training also holds potential for assisting the implementation process. In 1966, little more than eight or ten participant positions were available to Nepalis. For FY 1971, the total will reach more than one hundred fifty, including those who have

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been nominated for long term and short term training as well as those who will participate in study-observation tours. Contributions to training are being made by Pakistan, India, Philippines, Ceylon and the American University at Beirut (AUB).

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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.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	8. Assist in science education (STEP) in its curriculum development efforts at grades VI-X. Provide technical assistance in the preparation of a manual for the use of local resources in science instruction.	h/	h/	h/	h/	h/
	9. Support inservice education activities for secondary teachers: (1) English language training for ninety teachers with intermediate degrees for four months, (2) Training in teaching Nepali for forty teachers for two months, and (3) Two guidance and counseling workshops for ten candidates each for three months.	NA	60	59	150	200
		NA	40	65	140	400
		NA	-	-	20	60
	<u>Primary Education</u>					
	1. Establish minimum salaries of trained teachers.	Rs 115	Rs 155	Rs 115	a/	a/
	2. Conduct in-service training courses for district education officers, teachers, administrators and supervisors.	1	3	3	1	5
	3. Primary Curriculum Board will conduct and coordinate study in each subject area with curriculum revision in Language Arts, Arithmetic, Social Studies, Science, Self-help, Health and Physical Education, and evaluate to improve its operation.	3	6	6	0	6
	4. Complete study of one district near Kathmandu for an educational development plan of free and compulsory education.	0	1	1	0	1
	(Continued)					

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		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			g. PLANNED	b. ACTUAL		
	<p><u>Secondary & Multipurpose Education</u></p> <ol style="list-style-type: none"> 1. Improve the physical facilities at Multipurpose and secondary schools. 2. Upgrade teachers, teaching, and administrative staff. Provide salaries and allowances for headmasters and teachers in multipurpose schools. Provide grants-in-aid to 400 middle and 400 secondary schools. 3. Prepare and produce vocational education materials for instruction. 4. Improve classroom instruction, teaching, materials, layout of facilities and community extension activities in multipurpose high schools. 5. Establish a guidance and counseling program in nineteen MHS and in some general secondary schools. 6. Initiate a zonal school survey in one zone to establish guidelines for district level school growth and development. Conduct a five-week third country study tour for six persons to acquaint them with school management. 7. Conduct a five week vocational education study tour for six persons to select Asian countries for study in vocational education programs. 	a/	a/	a/	a/	
		b/	b/	b/	b/	!
		c/	c/	c/	c/	!
		d/	d/	d/	d/	!
		e/	e/	e/	e/	!
		f/	f/	f/	f/	!
		g/	g/	g/	g/	!

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			a. PLANNED	b. ACTUAL			
BEST AVAILABLE COPY	6. Make increasing contacts with agencies, institutions, trades and businesses having personnel needs related to the WTC program.	f/	f/	f/	f/	f/	
	7. Improve technical and teaching skills of WTC teaching staff.	g/	g/	g/	g/	g/	
	8. Conduct inservice training for 30-50 vocational instructors from WTC's.	h/	h/	h/	h/	h/	
	9. Establish grade nine at the Demonstration WTC.	i/	i/	i/	i/	i/	
	10. Conduct two guidance and counseling workshops, for approximately 10 candidates each, for three months.	NA	-	-	20	60	
	11. Complete the livestock facility at WTC.	70%	100%	70%	100%	100%	
	12. Complete food processing buildings at WTC.	75%	95%	75%	100%	100%	
	13. Establish a Home Management house in a local village for practical experience in child care, home management, food preparation and servicing.	j/	j/	j/	j/	j/	
	14. Survey the need for new construction and prepare plans.	k/	k/	k/	k/	k/	
	15. Subsidize an educational field trip for second year diploma program students to contiguous countries in all four vocational areas.	l/	l/	l/	l/	l/	
	(Continued)						

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	5. Train teachers for remote areas.	19 <u>h/</u>	6 <u>h/</u>	6 <u>h/</u>	31 <u>h/</u>	50 <u>h/</u>
	6. Add four more model schools to the fifteen already in operation so that nineteen districts will be served by model schools.	15	4	4	0	19
	<u>Vocational Education</u>					
	1. Strengthen the role of the Board of Studies relating to curriculum, community involvement and in helping secure employment for the graduates of NVTC	<u>a/</u>	<u>a/</u>	<u>a/</u>	<u>a/</u>	<u>a/</u>
	2. Establish firm written policies and procedures in preparing vocational education teachers of Agriculture, Home Science, and Trades and Industries.	<u>b/</u>	<u>b/</u>	<u>b/</u>	<u>b/</u>	<u>b/</u>
	3. Institute a two-year I.Ed. and a four-year B.Ed. program in the area of business education with an initial enrollment of 15 students.	<u>c/</u>	<u>c/</u>	<u>c/</u>	<u>c/</u>	<u>c/</u>
	4. Provide practical work experiences in related vocational areas for 150 students per entering class.	<u>d/</u>	<u>d/</u>	<u>d/</u>	<u>d/</u>	<u>d/</u>
	5. Expand the students' guidance and counseling services at NVTC.	<u>e/</u>	<u>e/</u>	<u>e/</u>	<u>e/</u>	<u>e/</u>
	(Continued)					

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BEST AVAILABLE COPY	<u>Teacher Education</u>					
	1. Prepare an organizational chart for the College of Education.	NA	a/	a/	a/	a/
	2. Complete the faculty Self-improvement and Evaluation Project.	b/	b/	b/	b/	b/
	3. Revise the school calendar to synchronise it with those of the public schools.	c/	c/	c/	c/	c/
	4. Establish a "sister school" relationship with a foreign institution	d/	d/	d/	d/	d/
	5. Complete the study of the I.Ed. and P.Ed. curricula and recommend changes to the Academic Council of the University.	e/	e/	e/	e/	e/
	6. Institute a textbook rental system designed to be fully operational within five years. The system will be managed by the Librarian and the Library staff.	NA	f/	f/	f/	f/
	7. Improve services of the Library.	NA	g/	g/	g/	g/
8. Select from faculty for participant training.	NA	h/	h/	h/	h/	
	(Continued)					

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			a. PLANNED	b. ACTUAL		
	<u>Education Materials</u>					
	1. Complete the writing and printing of textbooks and teachers' manuals for Language, Grades 4 and 5; English, Grade 6; Mathematics, Grade III; Science 4 and 5; Social Studies, Grade 5 and Self-Help, Grade V.	e/	-	b/	c/	d/
	2. Prepare reading kit and manuscripts for at least three supplementary readers.	e/	e/	e/	e/	e/
	3. Prepare and publish handbook for authors and writers.	0	f/	0	f/	f/
	4. Expand the bindery section of the Press Division.	NA	e/	e/	e/	e/
	5. Prepare and publish a Production Manual.	0	1	1	0	1
	6. Establish an editorial board.	NA	h/	e/	h/	h/
	7. Review functions of Education Materials Commission.	-	i/	i/	i/	i/
	8. Conduct training to upgrade operations of JETC.	-	i/	i/	i/	i/
	9. Establish working program for the Audio-Visual Services Division.	-	f/	f/	f/	f/

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PART I-B - PROJECT EFFECTIVENESS

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. PROJECTED TOTAL FOR PROJECT LIFE
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	16. Develop plans and implementation procedures for use of the Teach Corps.	<u>p/</u>	<u>p/</u>	<u>p/</u>	<u>p/</u>	<u>p/</u>
	17. Re-establish and enforce a properly supervised building maintenance schedule.	NA	<u>g/</u>	<u>g/</u>	<u>g/</u>	<u>g/</u>
	18. Prepare, publish, and distribute a handbook for the faculty of the Kirtipur School.	NA	<u>r/</u>	<u>r/</u>	<u>r/</u>	<u>r/</u>
	19. Utilize services of the Teach Corps.	25	17	15	<u>s/</u>	71 <u>s/</u>
	20. Conduct an inservice training course of one month for teachers of nearby primary schools.	NA	NA	A	5	10
	21. Complete the writing, printing, and distribution of professional textbooks in arithmetic, social studies, and pedagogy. Begin writing textbooks in the language arts and science.	NA	3	0	not established	not established
	22. Complete the three year cycle of the extension program.	NA	5	5	0	<u>t/</u>

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	9. Plan and carry out a student recruitment program, increase enrollment and improve the student teacher ratio.	NA	<u>i/</u>	<u>i/</u>	<u>i/</u>	<u>i/</u>
	10. Increase the number of entering students.	NA	<u>i/</u>	<u>i/</u>	<u>i/</u>	<u>i/</u>
	11. Conduct a ten week training session for secondary school science teachers.	<u>k/</u>	2	2	1	<u>k/</u>
	12. Conduct a two month training session for District Education Officers in basic principles of school administration.	1	3	3	1 <u>1/</u>	5
	13. Draft a plan for inservice training of non-qualified secondary school teachers.	NA	NA	NA	225	<u>n/</u>
	14. Continue and strengthen the PRIME and STEP programs in cooperation with Peace Corps and UNESCO.	<u>n/</u>	<u>n/</u>	<u>n/</u>	<u>n/</u>	<u>n/</u>
	15. Add <u>two</u> full time Nepalese members to the staff for development of PRIME program and complete writing mathematics texts for Grade Seven, begin writing mathematics texts for Grade Eight, train 22 teachers of mathematics, prepare a workbook for Grade 6 and print 1500 copies, prepare a workbook for Grade 7 and print 750 copies, write manuals for the teaching of mathematics.	<u>o/</u>	<u>o/</u>	<u>o/</u>	<u>o/</u>	<u>o/</u>

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Secondary & Multipurpose Education

- a/ Contract let and construction begun in Pokhara MPHS. Other grants-in-aid provided to selected MPHS's.
- b/ Grants-in-aid distributed, salaries and allowances for headmasters and teachers provided.
- c/ Writing teams in agriculture and home science produced sample instructional units; plans for creation of writing teams in business education hampered by personnel changes in Ministry of Education; trades and industry not active.
- d/ Program of school visitations by vocational advisors and counterparts conducted by Contract Team; Future Farmers Program and Young Farmers Program established in four MPHS.
- e/ Visitations to secondary schools to identify potential guidance and counselor trainees conducted by Vocational Guidance Specialist; in-service guidance workshop conducted for twelve trainees, part one of a three-part training program.
- f/ Visits to Lumbini and Narayani Zones conducted by Secondary and Multipurpose Education Advisor to select zone for district-by-district survey; Ministry selection of Narayani Zone but no further action to implement study. Idea of district school management committees was incorporated in revised Education Code. Study tour was cancelled.
- g/ Study tour completed.
- h/ Grades 6-8 STEP materials have been fieldtested and, with revision, are ready for publication. Grades 9 and 10 materials have been structured and grade 9 is ready for use, pending approval by the Science Education Board and acceptance by SLC Board of a separate SLC examination for students in program. First unit (of six) in use of local resources manual printed and distributed.

Primary Education

- a/ Teachers' salaries have been switched from the developmental to the regular budget, and USAID/N is not currently giving grants-in-aid toward raising trained teachers' salaries. The Ministry of Education strongly advocated a basic salary of 155 rupees for trained teachers. The Finance Ministry felt the financial burden could not be supported since the budget was already seriously in deficit.
- b/ This year, 85 students will be enrolled. Since it takes time for students to complete the eighth grade, then complete a PSTTC course, only figures showing completion of teacher training have been included.

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Vocational Education

- a/ No Board of Studies meetings held during this period.
- b/ No resolution of roles and responsibilities of staff at NVTC or College of Education in area of vocational teacher training.
- c/ Disagreement as to role and responsibilities of NVTC and College of Education (see b/) prevented any action on this item.
- d/ Practical work experience program conducted by business education, home science and agriculture vocational units for fifty-two second year diploma graduates.
- e/ Cumulative records, regular student counseling interviews, and placement services were provided NVTC students. NVTC hosted guidance and counseling workshop for MPHS trainees.
- f/ Two extended business tours were conducted by the Counselor, NVTC and Chairman, General Education Department. In addition, advisors and counterparts made individual contacts.
- g/ A six weeks winter vacation staff upgrading program for nineteen NVTC and DMPHS staff was conducted with emphasis on curriculum improvement and evaluation.
- h/ A total of 38 in-service teachers have been identified for training with an initial group of 12 business education teacher trainees in classes at this time.
- i/ Program ongoing with twenty-nine students enrolled.
- j/ Conflict in priorities, funding has delayed implementation of this project. It was included on a "funds available basis."
- k/ Technical assistance provided NVTC administration.
- l/ Technical advisors did not participate in this activity. Student groups visited technical institutes in Northern India.

Education Materials

- a/ Completed: Language, Grade 4, Text, Manual, Workbook
English, Grade 6
Mathematics, Grade III
Social Studies, Grade 5, Text and Manual
Self-Help, Grade 5
- b/ Completed: Language, Grade 5, Text and Workbook
Science, Grade 4, Text

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- d/ Very little work has gone forward on this to date. No plans are in store for FY 1971.
- e/ Plans were submitted to the Academic Council and returned to faculty committee for further revisions. Plans will be resubmitted 10/25/70. It is hoped that the new curricula will be in operation by the end of FY 1971.
- f/ Nothing has been done to date. No plans have gone forward for FY 1971.
- g/ A participant will be sent in FY 1971 to India for library science training.
- h/ Selection have been made from the faculty.
- i/ Nothing has gone forward, and no plans have been made for FY 1971.
- j/ No plans in FY 1971.
- k/ No information available on number of previous workshops; so total cannot be determined.
- l/ One gazetted DEO (District Education Officer) workshop will be added in FY 1971 to train former ZEO's (Zonal Education Officers) for the new task of DEO.
- m/ Target remains 225 for the time being until experience in FY 1971 indicates the feasible number that can be trained.
- n/ Cooperative efforts with HMG and the Peace Corps were productive. STEP will have its first separate ProAg in FY 1971.
- o/ One full time Nepali has been added to the PRIME staff. All text writing and printing on target, but no manuals on the teaching of mathematics have been written. Ultimate target calls for texts and manuals through grade 10.
- p/ In the fourth year of the Teach Corps, there was a full-time Team Leader. All materials produced by TC 1969 have been edited and translated. All materials produced by TC 1970 have been edited and translations are still in progress.
- q/ A leader SIU local contract is helping to train building maintenance personnel.
- r/ The handbook is nearing completion, and hopefully will be completed by the end of FY 1971.
- s/ Requests for FY 1971 have not been complete from the Department of Education. The estimate is 20 + a Team Leader for FY 1971. For the first time in FY 1970, six teachers were stationed at PSTTC's and five were at the NVTC. One was at JEMO.
- t/ Birgunj no longer has a PSTTC because it has become part of the College of Education I.Ed. program. After FY 1970, there will be 4 extension programs going at the 4 remaining PSTTC's.

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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.

- g/ Complete: Language Arts, Grade 5, Manual
 Language Arts, Grades 1-3, Texts, Manuals, and Workbooks
 (new editions)
 Arithmetic, Grades 1-5 (new editions)
 Social Studies, Grades 1-5 (new editions)
 Science & Health, Grades 3-5 (new editions)
 Practical Arts, Grades 1-4, Guides only
 Practical Arts, Grade 5, Text (new edition), Manual
 English Language, Grades 7, 8
 Physical Education, Grades 1-5, Teachers' Guide
 Art Education, Grades 1-5, Teachers' Guide
- d/ Preparation of realistic timetable for this goal will be a future activity of HMG with U.S. assistance.
- e/ Reading kit has been written and illustrated but not printed. Approval from the Director General, Department of Education; is now needed to produce 1000 kits for FY 1971. Five (5) supplementary readers have been written, illustrated, and printed by UNESCO. This is now a combined USAID/UNESCO project.
- f/ Three units written, tested, edited, and translated into Nepali. Unit 4 in progress.
- g/ No room to expand.
- h/ Meets twice per month plus smaller meetings as needed; reviews work in progress, time schedules, reviews communications, plans programs.
- i/ Not done.
- j/ Limited Nepali personnel time and availability make upgrading still a one-on-one basis through small committees.
- k/ Activities extremely limited by shortage of personnel and limited demand for its services. Trying to obtain aid through UN agencies. Radio program only functions intermittently. A Radio Advisor is expected soon for a term of five years.

Teacher Education

- a/ Very little has been done with this project. It was planned for FY 1970. The proposal has been dropped.
- b/ Proposal was turned down by the Ministry of Education. There are no further plans for reactivating the project. College faculty wanted it very much.
- c/ Two PSTTC's begin and end exactly with local schools, the other two begin two months earlier than the local schools.

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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. (AIDAW USE ONLY)	b. 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
	SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) Encouragement of Economic Development	2	1
	(2) Encouragement of National Unity	3	2
	(3)		
	(4)		

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

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I):

Ideally, students leaving the education system should have been exposed to habits of thinking and skill training which will equip them for useful economic work. Their attitudes should also encourage them to be innovators in any area where their services are needed. Instead, the system encourages students to memorize answers to relatively sterile, academic questions and they absorb the concept that they must obtain a job with the government if they are to be considered successful.

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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?	Y
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 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 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

014 - A continually increasing demand for education puts a heavy strain on the supply of competent teachers and administrators. Also, funds available for all phases of national development must be rationed according to priorities. Education continues to have a relatively low national priority, although individual villages are placing a relatively high priority on education. In addition, an effective system of tax support has yet to be worked out. As a result of the lack of sufficient financial resources, teachers' salaries have been low, particularly those of primary teachers. Under such conditions, it is difficult to retain trained personnel and to encourage the recruitment of qualified candidates.

015 - UNESCO-UNICEF have contributed several technicians in the area of primary teacher training, science teacher training and have supplied materials, mostly in science. Consultation and planning with UNESCO-UNICEF officials have prevented duplication and waste of manpower and resources.

016 - The GON has shown an increasing willingness to assume fiscal responsibility for recurring items of the individual activity budgets. The GON in FY 1971 will assume full responsibility for the Primary Education budget. As was true of last year, assistance is highly necessary as education personnel strengthen their own capability to develop curricula, write instructional materials, and implement training programs in the effective use of such materials. In certain areas such as Primary Teacher Training, continued efforts should be exercised to have multilateral agencies assume greater responsibility.

017 - Although the final results are not in as yet, it seems reasonable to assume that little progress can be made in raising the quality of education and improving the training of teachers unless appropriate and relevant curricula are produced and sound instructional materials are written and made available. It takes time and technical assistance to create host country writers and to write the materials.

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

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

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<u>Secondary & Multipurpose Education</u>			
	1. Improve the physical facilities at multipurpose and secondary schools.	X		
	2. Upgrade teachers, teaching, and administrative staff. Provide salaries and allowances for headmasters and teachers in multipurpose schools. Provide grants-in-aid to 400 middle and 400 secondary schools.		X	
	3. Prepare and produce vocational education materials for instruction.	X		
	4. Improve classroom instruction, teaching, materials, layout of facilities and community extension activities in multipurpose high schools.	X		
	5. Establish a guidance and counseling program in nineteen MPHS's and in some general secondary schools.	X		
	6. Initiate a zonal school survey in one zone to establish guidelines for district level school growth and development. Conduct a five-week third country study tour for six persons to acquaint in school management.	X		
	7. Conduct a five-week vocational education study tour for six persons to select Asian countries for study in vocational education programs.		X	
	8. Assist in science education (STEP) in its curriculum development efforts at grades VI-X. Provide technical assistance in the preparation of a manual for the use of local resources in science instruction.		X	
	9. Support inservice education activities for secondary teachers: (1) English language training for ninety teachers with intermediate degrees for four months, (2) Training in teaching Nepali for forty teachers for two months, and (3) Two guidance and counseling workshops for ten candidates each for three months.		X	
	(Continued)			

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PAR CONTINUATION SHEET

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Several of the project activities have pointed to the necessity of the GON providing effective counterparts for technicians if progress is to be made. In FY 1971, the provision of key host country personnel to several project activities has been made a condition for signing project documents. Also, in the absence of individual initiative in the schools, a strong administrative structure with well defined authority and responsibility is essential. Until this structure is developed and competent administrators are assigned to positions, project activities need very strict monitoring.

018 - Research would be useful in several ways. Means and structures for financing the schools would have a high priority. Study is also needed on ascertaining patterns for effective district level administration, supervision and financing of education. Information is needed as to the scope of educational opportunity desired for Nepali children and the costs of manning such an envisioned system with competent teachers. This research, however, will need to take place in Nepal and thus, it does not involve initiative by AID/W.

Some research is being conducted on the holding power of the primary schools. This effort needs to be extended. More needs to be learned about the children in the schools; i.e., their interests, levels of achievement, and the like. The conditions necessary for the education of more girls and women should also be carefully studied.

019 - The story of the writing and production of textbooks might be of interest to certain news media in the United States.

020 - Most of the publicity given to education consists largely of reports of speeches of government officials, notices of dedications of new schools and an occasional letter reminding that education should be more suited to the country's needs.

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II-A - STATUS OF SCHEDULE

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

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	5. Expand the students' guidance and counseling services at NVTC.		X	
	6. Make increasing contacts with agencies, institutions, trades and businesses having personnel needs related to the NVTC program.	X		
	7. Improve technical and teaching skills of NVTC teaching staff.		X	
	8. Conduct inservice training for 30-50 vocational instructors from MPHS's.		X	
	9. Establish grade nine at the Demonstration MPHS.		X	
	10. Conduct two guidance and counseling workshops, for approximately 10 candidates each, for three months.		X	
	11. Complete the livestock facility at NVTC.	X		
	12. Complete food processing buildings at NVTC.	X		
	13. Establish a Home Management house in a local village for practical experience in child care, home management, food preparation and serving.	X		
	14. Survey the need for new construction and prepare plans.		X	
	15. Subsidize an educational field trip to India for second year diploma program students in all four vocational areas.		X	
	<u>Education Materials</u>			
	1. Complete the writing and printing of textbooks and teachers' manuals for Language, Grades 4 and 5; English, Grade 6; Mathematics, Grade III; Science 4 and 5; Social Studies, Grade 5 and Self-Help, Grade V.	X		
	2. Prepare reading kit and manuscripts for at least three supplementary readers.	X		
	(Continued)			

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

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<u>Primary Education</u>			
	1. Establish minimum salaries of trained teachers.	X		
	2. Conduct in-service training courses for district education officers, teachers, administrators and supervisors.		X	
	3. Primary Curriculum Board will conduct and coordinate study in each subject area with curriculum revision in Language Arts, Arithmetic, Social Studies, Science, Self-help, Health and Physical Education, and evaluate to improve its operation.		X	
	4. Complete study of one district near Katmandu for an educational development of free and compulsory education.		X	
	5. Train teachers for remote areas.		X	
	6. Add four more model schools to the fifteen already in operation so that nineteen districts will be served by model schools.		X	
	<u>Vocational Education</u>			
	1. Strengthen the role of the Board of Studies relating to curriculum, community involvement and in helping secure employment for the graduates of NVTC.	X		
	2. Establish firm written policies and procedures in preparing vocational education teachers of Agriculture, Home Science, and Trades and Industries.	X		
	3. Institute a two-year I.Ed. and a four-year B.Ed. program in the area of business education with an initial enrollment of 15 students.			
	4. Provide practical work experiences in related vocational areas for 150 students per entering class.			
	(Continued)			

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

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

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	9. Plan and carry out a student recruitment program, increase enrollment and improve the student teacher ratio.	X		
	10. Increase the number of entering students.	X		
	11. Conduct a ten-week training session for secondary school science teachers.		X	
	12. Conduct a two-month training session for District Education Officers in basic principles of school administration.		X	
	13. Draft a plan for inservice training of non-qualified secondary school teachers.	X		
	14. Continue and strengthen the PRIME and STEP programs in cooperation with Peace Corps and UNESCO.		X	
	15. Add two full-time Nepalese members to the staff for development of PRIME program and complete writing mathematics texts for Grade Seven, begin writing mathematics texts for Grade Eight, train 22 teachers of mathematics, prepare a workbook for Grade 6 and print 1500 copies, prepare a workbook for Grade 7 and print 750 copies, write manuals for the teaching of mathematics.	X		
	16. Develop plans and implementation procedures for use of the Teach Corps.		X	
	17. Reestablish and enforce a properly supervised building maintenance schedule.	X		
	18. Prepare, publish, and distribute a handbook for the faculty of the Kirtipur School.	X		
	19. Utilize services of the Teach Corps.		X	
	20. Conduct an inservice training course of one month for teachers of nearby primary schools.		X	
	(Continued)			

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II-A - STATUS OF SCHEDULE

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

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	3. Prepare and publish handbook for authors and writers.	X		
	4. Expand the bindery section of the Press Division.	X		
	5. Prepare and publish a Production Manual.		X	
	6. Establish an editorial board.	X		
	7. Review functions of Education Materials Commission.	X		
	8. Conduct training to upgrade operations of JEMC.	X		
	9. Establish working program for the Audio-Visual Services Division.	X		
	<u>Teacher Education</u>			
	1. Prepare an organizational chart for the College of Education.	X		
	2. Complete the faculty Self-improvement and Evaluation Project.	X		
	3. Revise the school calendar to synchronize it with those of the public schools.		X	
	4. Establish a "sister school" relationship with a foreign institution.	X		
	5. Complete the study of the I.Ed. and B.Ed. curricula and recommend changes to the Academic Council of the University.		X	
	6. Institute a textbook rental system designed to be fully operational within five years. The system will be managed by the Librarian and the Library staff.	X		
	7. Improve services of the Library.	X		
	8. Select from faculty for participant training.		X	
	(Continued)			

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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	
(b) Ahead of schedule	
(c) Behind schedule	X
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	X
(7) Commodities (FFF)	
(8) Other (specify): <u>Inability of cooperating country to provide sufficient counterparts.*</u>	X

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

II-B - RESOURCE INPUTS

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

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	
026 Understanding of project purposes		035 Working relations with Americans	
027 Project planning and management	N	036 Working relations with cooperating country nationals	N
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	N
030 Ability to train and utilize local staff		039 Timely recruiting of qualified technicians	
031 Adherence to AID administrative and other requirements		040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
PREDEPARTURE		052 Appropriateness of original selection	
042 English language ability		053 Relevance of training for present project purposes	
043 Availability of host country funding		054 Appropriateness of post-training placement	
044 Host country operational considerations (e.g., selection procedures)	N	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications		056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation		057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	
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	
050 Participants' availability for training		061 Other (describe):	
051 Other (describe):			

* Ambitious nature of goals in relationship to number of available U.S. advisers.

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

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

(a)		(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
	<p>21. Complete the writing, printing, and distribution of professional textbooks in arithmetic, social studies and pedagogy. Begin writing textbooks in the language arts and science.</p> <p>22. Complete the three year cycle of the extension program.</p>	X	X	

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	X	064 NO COMMODITY ELEMENT	a/	072 Control measures against damage and deterioration in shipment.
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).						073 Control measures against deterioration in storage.
066 Quality of commodities, adherence to specifications, marking.						074 Readiness and availability of facilities.
067 Timeliness in procurement or reconditioning.					X	075 Appropriateness of use of commodities.
068 Timeliness of shipment to port of entry.						076 Maintenance and spares support.
069 Adequacy of port and inland storage facilities.						077 Adequacy of property records, accounting and controls.
070 Timeliness of shipment from port to site.						078 Other (Describe):
071 Control measures against loss and theft.						

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

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

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-28 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.

The majority of the technicians have made a genuine effort to carry out their assigned responsibilities. They have worked with counterparts made available to them and have moved the program forward. New curricula have been developed during the past year, new instructional materials have been written, and teachers, administrators and supervisors have been trained. Institutions such as the National Vocational Training Center, the Janak Materials Education Center, and the Primary Teacher Training Centers have continued to be operative. The National Vocational Training Center graduated its first class of seventy-eight students and to this date approximately two-thirds are gainfully employed. The Teacher Training Center at Pokhara has developed into an excellent facility for the training of teachers for the northern and far western districts of Nepal. Most of its graduates return to teach in the districts from which they have been sent.

In some project activities, implementation is not up to the schedule to which one would have desired. In certain instances, technicians have not made the best of their working relationships with their counterparts. Their own personal inadequacies, their own conception as to what was important, misconceptions and differences with counterpart personnel as to their advisory function versus teaching responsibilities, and lack of depth in areas of their assigned responsibilities have impeded implementation. In far

(and value)

a/ Only a small number/ of commodities have been purchased by the U.S. contractor.

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PAR CONTINUATION SHEET

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more instances, the host country has not seen fit to provide enough counterparts or counterparts with sufficient enthusiasm, drive, personal interest in the success of the projects they administer, and unwillingness to separate personal and political considerations from an understanding of their own personal and professional importance in the educational development of Nepal. The ephemeral nature of the assignment of responsibilities in the Ministry of Education has affected continuity of operations. The majority of the personnel in the highest positions of the Ministry of Education were "Acting" during the past year, as well as for several years previously. (The Secretary of Education was only recently confirmed in his post as a regular Secretary.) Unfortunately, cooperation between several segments of the Ministry was strained during the report period. (Relations between the various sections of the Ministry have recently improved, but relationships between some Ministry officials and the Minister of Education are reported to be poor.) Despite this, the technicians, through assistance in the formation of Curriculum Committees, have brought about a considerable amount of cooperation among such segments of the Ministry of Education as the Department of Education, Janak Materials Production Center, and Teacher Education. Mission officials have been aware of the counterpart situation and the conditions as described in the Ministry of Education and have determined to lend full support.

Implementation has been made difficult by the "broadly-conceived" nature of the current Contract with Southern Illinois University. The concepts of broadness and interrelatedness have certain advantages but they require considerable technician time. Technicians have had to be "broadly effective." Such a competence has been difficult to achieve where, for example, assignments have covered both vocational and multipurpose secondary school education. This inherent problem has been exacerbated by the weak leadership of the contract team.

On the positive side -- improvement of quality in education must begin with the development of curricula based on national policy and the writing and production of instructional materials. Those in existence have been meager and often inaccurate. It takes competent technicians working closely with counterparts to produce such materials. To meet the demands of better curricula and improved teaching materials, the assistance of "rupee hire" technicians has been enlisted. These technicians have made an excellent contribution toward producing the foundational materials through which teacher training can become effective.

Finally, education continues to have a low priority in Nepal's overall national budget, although, it must be said, the GON has made a serious effort to assume its financial responsibilities for recurring costs. The percentage of the national budget spent for education continues to decline in respect to amounts expended for other high priority projects. Partly because of such a low priority given to education, the GON disapproved at the last moment the Ministry of Education requests for higher salaries for primary teachers and failed to create positions for a first group of district supervisors. However, for the first time, gazetted positions were approved in FY 1970 for twenty-nine of the existing seventy-five District Education Officers.

In conclusion, it must be emphasized that progress has been going forward despite difficulties. Because of incomplete communication with AID/W, the successes do not seem to have become apparent.

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PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter F 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:

030	Coordination and cooperation within and between ministries.	N
031	Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	-
032	Availability of reliable data for project planning, control and evaluation.	N
033	Competence and/or continuity in executive leadership of project.	N
034	Host country project funding.	N
035	Legislative changes relevant to project purposes.	-
036	Existence and adequacy of a project-related LDC organization.	-
037	Resolution of procedural and bureaucratic problems.	-
038	Availability of LDC physical resource inputs and/or supporting services and facilities.	-
039	Maintenance of facilities and equipment.	-
040	Resolution of tribal, class or caste problems.	N
041	Receptivity to change and innovation.	N
042	Political conditions specific to project.	-
043	Capacity to transform ideas into actions, i.e., ability to implement project plans.	-
044	Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	N
045	Extent of LDC efforts to widen the dissemination of project benefits and services.	-
046	Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	-
047	Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	P
048	Other:	-
HOST COUNTRY GOVERNMENT TECHNICIAN FACTORS:		
099	Level of technical education and/or technical experience.	N
100	Planning and management skills.	N
101	Amount of technician man years available.	N
102	Continuity of staff.	N
103	Willingness to work in rural areas.	-
104	Pay and allowances.	-
105	Other:	-

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

For each item 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.

(OO NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

During the past year, the Ministry of Education has taken several positive steps and initiatives toward assuming increasing responsibility for educational development. An official Education Code has been put into effect which will tend to assist implementation of several project activities. For example, heavy emphasis has been placed on strengthening district level control of education. Within the Department of Education of the Ministry of Education, curriculum committees at both Primary and Secondary levels are functioning. Additional personnel have been added to support the activities of the Primary committee. Secondary education now has specialists in the major subject areas, although one or two are not very effective as yet. Vocational education has received strong support at the highest level, and the Ministry of Finance seems willing to provide funds and personnel for expanding the program. Joint development projects have received increasing financial support from the GON. Primary education is now totally financed by the host country.

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b. Implementing Agency

Information for this section can be found in the U-307 semi-annual reports written for FY 1970. Contract personnel, in general, continued to function in areas similar to the previous year, that is, in the National Vocational Training Center, the Multi-purpose High Schools, the Primary Teacher Training Centers, and the Education Materials Center. One change was made. The Mathematics and Science Adviser assumed new responsibilities as Secondary and Multipurpose Education Adviser.

As a whole, the team has demonstrated adequate technical knowledge for their assignments. In some instances, team members have not had an opportunity to use their technical knowledge to full advantage, largely because of the ineffectiveness of counterparts. In several other instances, team members might have functioned more effectively given more maturity and depth of experience for their assignment. In one instance, working relationships broke down completely, necessitating a change in the adviser's assignment. (This paragraph explains the "negative" rating given to item #036.)

For a large part of the period under evaluation, Contract personnel expressed a need for a more vigorous leadership of the team. Relationships among members often became strained and full of tension. Segments within the area of Contract responsibility were not well coordinated. Team leadership was changed. (This paragraph explains the negative rating given to item #027.)

Since the Contract has been in operation, the atmosphere of respect for the home campus has been clouded. The situation seemed to change little with the appointment of a full time coordinator. (This paragraph explains the negative rating given to item #038.)

c. Participants

Continued use has been made of participant training to improve the impact of technical assistance. More participants than in previous years are being trained in nearby countries such as India, Pakistan, and the Philippines. Some dissatisfaction with the quality of practical or on-the-job experience has been noted in the comments of students returned from the United States.

The great majority of participants return to the type of responsibilities described in their PIO/Ps. In many cases, they have returned to positions with which advisers have already established a working relationship.

Political, family and factional relationships continue to play some part in the selection of participants. These factors have assumed less importance as more obviously qualified candidates become available, PIO/P information is compiled and circulated at an early date, and conscious attempts are made to select on a nationwide basis. (Explanation of negative rating for item #044)

d. Commodities

Procurement of commodities has been minimal. Most items have consisted of books and similar types of instructional materials. Book procurement at one time was seriously delayed but the condition has been remedied by contracting with new suppliers.

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Maintenance of equipment at the JEMC has in most instances been first rate. Some slackness in care has been noted during the year at NVTC, largely in the T&I Department. Care of equipment in the multipurpose schools is generally poor but is improving, particularly where special classroom facilities have been constructed. Special attention to the problem of care and maintenance is being given by visiting specialists, especially those in Business Education and Trade and Industrial Education.

090: The educational system is largely staffed and controlled by one cultural group. Their interests tend to be academic and related to government and business. As a group, they are considered to be conservative. "Working with the hands" is not necessarily spurned by a particular caste, although certain castes are found to be predominant in specific trades. However, in an area such as agriculture, caste lines are obscured. Once a student enters the educational system he too often, regardless of caste, feels that he has escaped from having to earn a living by manual labor.

093: Such areas as curriculum development and the writing of instructional materials appropriate to students involve the learning of new skills for most host country educators. They have required and will continue to require close advisory assistance for several years to transform ideas effectively into action.

094: Although this item has not been marked, it should be commented upon. The Ministry of Education seems determined to keep activities moving in the areas of curriculum development and the writing of materials. Activity has been extended from Primary into Secondary Education. Pressure exists at higher levels to expand vocational school education as rapidly as possible, and consideration is being given to the implications of expansion in terms of teachers, supervisors and materials. A more effective district level organization is being conceived. As teacher educators are trained, an additional Primary Teacher Training Center will be added in Western Nepal. The Ministry of Education, it would seem, is willing to give more than "lip service" to means for improving the quality of education. They need and desire technical assistance to make their intentions and plans a reality in the schools.

099: Several key people in the Ministry of Education such as the Director General and the current Acting Deputy Director of Secondary Education have no background in education. Several years ago this situation was not true. In the various project activities, more competence is being developed with the assistance of participant training and advisers. Department of Education specialists in Secondary Education who have recently returned from participant training need much follow-up advisory help.

100: Most counterparts have difficulty in organizing a work day or a work year. They do not fully appreciate the importance of continuous communication with the field, coordination, the gathering of resources to solve a problem of personnel management, or a willingness to insist upon high work standards. One hope for improvement lies in the everyday working relationships of counterparts with technicians.

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However, considerably more progress might have been made if personnel in the Ministry of Education had been made more sure of their positions. As has been pointed out, several key officials were "acting." For much of the year, serious rivalry and lack of communication existed between the Acting Secretary of Education and the Director General. Three project activities were placed under the management of the Secretary and four under that of the Director General. Recently, the problem has been alleviated by the transfer and replacement of the Acting Secretary.

Despite the above situation, progress has been made because technicians have been able to work with a more stable group at the lower echelons.

080: Until recently, the Ministry of Education has been seriously beset by the rivalry and factionalism noted previously. Communication still needs to be greatly improved between the Department of Education which controls Primary Education, Secondary Education, Multipurpose Education, and the JEMC, and the rest of the Ministry of Education which controls Vocational Education (beyond high school level), Teacher Education, and the STEP and PRIME programs.

Some measure of cooperation with other Ministries has been achieved through the activities of the Governing Council and the Boards of Studies of the National Vocational Training Center. On the whole, however, the Ministry of Education has still not shown sufficient strength, competence, and aggressiveness in assuming its proper role in technical education. The multipurpose school program will be considerably more effective if cooperation is achieved with local agencies representing such activities as agriculture extension, cottage industries, and panchayat development.

082: A Planning, Statistics and Research section is responsible for gathering educational data. However, the sources of data in the field are not as yet competent enough to keep a continuous and accurate flow of information coming to the Center. The situation should improve. The Under Secretary in charge of the section has returned from extended training with UNESCO. Four section officers have been made available to him and the section's budget has been increased. In the field, the Ministry of Education has raised twenty-nine of the seventy-five District Education Officers to a gazetted rank enabling recruitment from four year college graduates. A formula is being established for increasing district supervisory services.

083: Frequent changes within the Ministry of Education have already been pointed out. Top leadership at the Education Materials Center and the College of Education has remained in the hands of less competent, unimaginative persons.

084: As discussed above, overall funding for education has been inadequate.

089: It is a slow and difficult process to convince the leadership of the importance of maintenance of building facilities. At the NVTC and the Pokhara Training Center, the assignment of maintenance supervisors has produced good results. At the College of Education and Laboratory School, the results have not been successful.

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PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change. For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 I):

To date, efforts in assisting the GON in educational development have been directed on a broad front. This approach has involved using the resources of a University contract where the scope of work has been "broadly conceived." USAID's experience to date indicates there has been an imbalance between the project's objectives and the number of U.S. advisors, as well as a lack of effective organization on the part of the host government. Even considering the basic historical factors which inhibit any kind of effective reform, the project has been judged "barely satisfactory." In order to improve the rate of progress, USAID/N has concurred that a change of project design is required. Basically, the project is to be redesigned to concentrate efforts on (a) curriculum reform, (b) textbook writing (including teachers manuals), (c) textbook distribution, and (d) pre-service and in-service training of teachers in the use of the new materials.

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.	X
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

USAID/N has worked with Mr. Bert Newbry of AID/W in preparing a revised education project. (NOTE: As of the date of transmission of this report, USAID/N with the assistance of Mr. Ken Martin of AID/W, is discussing a new education project with HMG.)

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101: A few project activities such as Primary Education curriculum development and an experimental program in Mathematics Education have been supported by the addition of counterpart technicians. On the other hand, the Education Materials Center and supervision of the Primary Teacher Training Centers, because of the failure of the GON to provide sufficient counterpart technicians, have not been as effective as they might. The problem of the supply of sufficient counterpart technicians has been made a particular issue in the signing of Project Agreements for FY 1971.

102: The comment applies largely to the Ministry of Education, although the College of Education has suffered considerably from the "pirating" of staff for development projects.

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PAR - MISSION CLEARANCES

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Program Officer

Kenneth L. Martin, Acting Chief
Education Division

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Controller

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