

4930162 (4)
 PD-AAD-609-61

AID 1020-25 (7-60)	SECURITY CLASSIFICATION	001 PROJECT NUMBER
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1	UNCLASSIFIED	493-11-640-162, 01

002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	06	30	70	FY 64 Thru FY 70	Rural Education Sub-Project "A" TEXTBOOKS AND TEACHING MATERIALS
006 COOPERATING COUNTRY - REGION - AID/W OFFICE					
Thailand					

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19 70)	7,317 1/2	150	582		147	2,089	3	4,489		8	
PROPOSED OPERATIONAL YEAR (FY 19)	990 2/2	150	88		147	95	3	657			

13p.

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:	Resources Development Corporation	1	5	AID/EA 56	

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):

This project is one part of the Rural Education Project. The Textbook and Teaching Materials Project began in FY 64 as an independent project. The original purpose of the project was to provide free textbooks for needy children in north and northeast Thailand for grades one through four. This project was linked to the Mobile Trade Training Units and the Changwat Education activities and all were merged to form

MISSION DIRECTOR APPROVAL	SIGNATURE	DATE
		5-11-71

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PAR CONTINUATION SHEET

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008 NARRATIVE FOR PART 1-A (Continued)

the Rural Education Project in FY 1967.

The broad purposes of the Rural Education Project are to expand educational services in rural areas (designated as insurgency areas) and to improve the quality of the expanded services.

The responsibility for textbooks and related matters lies with the Department of Educational Techniques, Ministry of Education. Their tasks include: the development of new curriculum material and the revision of extant material; the preparation of textbooks; and the preparation of teaching materials to fit the new or revised curriculum for all levels of education.

This project has been implemented primarily through the supply of commodities (mostly paper) and through participant training for key personnel in the Department of Educational Techniques. Thus far, more than five million texts have been printed and distributed in provinces in the North and Northeast to children in grades one through four.

The project was strengthened in FY 69 with provision of a short-term contract to train Thai writers in the art of developing programmed learning materials for printing under the project. This added two valuable improvements, the first being the improvement of content and the second the simplification of format so that even the least well-trained rural teachers are increasingly able to utilize the books effectively. Different departments in MOE have had personnel included in the participant training program. One returned participant is presently engaged in developing units of material for vocational education.

In a country in which functional literacy is estimated to be about twenty per cent, the value of textbooks for the coming generation is self-evident. The move into programmed material is expected to have a widespread impact on the preparation of materials in all departments of the MOE.

The costs have been shared in that the US input in paper and contract assistance has been matched by the Thai inputs for writing, editing, printing, and distributing the books.

1/ Total net cumulative obligations as of June 30, 1970.

2/ The breakdown by activity of net obligations constitutes an estimate based on project agreement gross obligation figures for each activity. Total residual estimated net obligation, ^{was} estimated by activity and subtracted accordingly. (Records for FY 64, 65 and 66 were destroyed in a warehouse fire and it is impossible to reconstruct exact costs for this sub-project.)

PART I-B - PROJECT EFFECTIVENESS

009

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

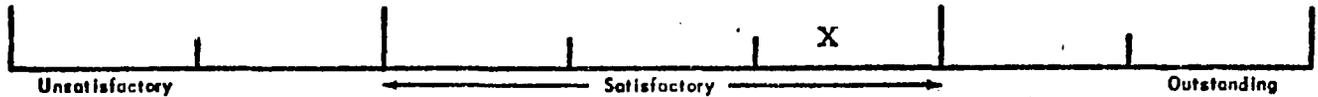
1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	3. ACTUAL AND 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		
	<p>Actual texts published</p> <p>U.S. trained Thai personnel returned to positions in the Dept. of Educational Techniques in the fields of: Science, Mathematics, Social Studies, Audio-Visual Techniques, and Publishing Techniques.</p> <p>(Note: Texts published during FY 69 include five titles for grades five through seven and six titles for grades one through four.)</p>	6,128,448	5,628,448	6,128,448	8,628,448	9,000,000
		16	18	16	17	17

PART I-B - Continued

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

010

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)	Human Resource Development	3	2
(2)	Improve Image of the Royal Thai Government in Rural Areas	3	2
(3)	Assist RTG in carrying out its commitment to provide more equitably balanced educational opportunities for security-sensitive rural areas.	3	2
(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):

- By providing improved textbooks to rural youth the RTG teacher has been able to conduct an educational program with added resources, thus potentially affecting the quality of education. Returned participants have been able to influence the nature and the quality of textbook development toward improved levels.
- Each of the 9 million textbooks will be used for three to five years in a school where books are scarce. The RTG's interest in the welfare of rural citizens can be demonstrated by provincial education authorities.
- In areas where students are hard-pressed to purchase needed school textbooks and where educational quality is below that of Urban areas, the RTG was able to supply textbooks and teachers' guides of improved quality, thus offering better materials for rural areas.

In rural areas receiving free textbooks, RTG teachers made many requests for additional books indicating the communities and the rural educators felt that the project input was helpful and needed.

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PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	Y
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?	Y
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

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

- 016 The project was modified sharply during FY 68-69. In its early stages, the USOM input was essentially the provision of imported newsprint with the MOE providing the Thai language manuscripts unassisted.

With the provision of contract help under PIO/T 80296, in FY 69, we became involved in curriculum content, since the heart of the act of programming a textbook lies in a close analysis of specific behavioral changes expected of the learner at each step in the teaching-learning process.

- 017 Commodities should not be provided in a project if they are the sole basis for the existence of that project. Commodities should be a part of a well-balanced package which includes technical assistance. Secondly, a pilot project which is geographically limited and without commitment on the part of the host government to extend the benefits throughout the country is questionable.

- 018 The answer is "yes" in a sense, because the U.S. as the leader in developing programmed software such as books for its own schools, should seize on the virtues of books as something to be exported to countries in which teacher qualifications are very low. Programmed books are one useful method of teaching the teacher as the pupils learn. Also, software is cheaper and easier to maintain than are more sophisticated mechanical and electronic hardware devices for teaching.

Programmed learning has great potential for affecting the quality and techniques of learning. As a part of some project of education, programmed learning should be considered as a potential for assisting Thailand's educational development.

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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
	1. Provision of paper		X	
	2. Printing of Texts (at times a shortage of counterpart funds slowed the production of texts).	X		
	3. Provision of Contract Advisor for Programmed Text Techniques. (The PIO/T was forwarded in July, 1968 and was not concluded as a contract until September 1969).	X		
	4. Participant training in U.S.		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):

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

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

II-B - RESOURCE INPUTS

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

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

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:	032 Quality, comprehensiveness and candor of required reports	P
	033 Promptness of required reports	P
025 Adequacy of technical knowledge	034 Adherence to work schedule	P
026 Understanding of project purposes	035 Working relations with Americans	P
027 Project planning and management	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	037 Adaptation to local working and living environment	
029 Effective use of participant training element	038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff	039 Timely recruiting of qualified technicians	
031 Adherence to AID administrative and other requirements	040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:	TRAINING UTILIZATION AND FOLLOW UP	
	052 Appropriateness of original selection	
PREDEPARTURE		
042 English language ability	053 Relevance of training for present project purposes	P
043 Availability of host country funding	054 Appropriateness of post-training placement	P
044 Host country operational considerations (e.g., selection procedures)	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	
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	060 Mission or contractor follow-up activity	
050 Participants' availability for training	061 Other (describe):	
051 Other (describe):		

PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	002 FFF	003 NON-FFF	X	004 NO COMMODITY ELEMENT		072 Control measures against damage and deterioration in shipment.	
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					N	073 Control measures against deterioration in storage.	
066 Quality of commodities, adherence to specifications, marking.					F	074 Readiness and availability of facilities.	P
067 Timeliness in procurement or reconditioning.						075 Appropriateness of use of commodities.	F
068 Timeliness of shipment to port of entry.					N	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 1020-251 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.

On the whole, the project is behind schedule in that the original target was to have 9 million texts written, printed, and distributed to northeast rural schools by the end of FY 70. We have marked items C, 2 and 6 in Block 023 to indicate that faster progress could have been made, particularly if the contract advisor had been available as planned and if larger amounts of local currency had made it possible to print larger orders (paper was available).

The original goals of this project were essentially to place free texts in sensitive areas as rapidly as possible as a contribution to improving the RTG's image in the counter-insurgency effort.

The BALPA exercise has had, as expected, the effect of reducing the technical expertise available to develop the project and has increased the difficulty of surveillance of commodity use.

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PAR CONTINUATION SHEET

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NARRATIVE FOR PART II-B (CON'T)

b. Implementing Agency -- Contract:

The contract between Resources Development Corporation and USOM was implemented in order to introduce programmed learning to Thailand.

The senior programmer and editor were both experienced and technically competent in the area of programmed learning, having been in the business of providing consultative services to industry and education in specialized programmed learning for several years.

The objectives of the contract were realistic and attainable since these were developed cooperatively by USOM education officials, Ministry of Education officials, and the Contractor.

As a result of carrying out the contract objectives, selected Ministry officials (50) have gained tangible knowledge of and some capacity in producing and validating programmed learning materials in elementary mathematics and vocational subjects.

c. Participants:

Eleven of the twelve participants who received long-term U. S. training and five who received three months on-the-job training for programmed learning in the U. S. have returned to the Ministry of Education in their related training positions for which they were selected.

d. Commodities:

Paper ordered from the U. S. for this project did not arrive on schedule (see Items 065 & 068). As an example, paper needed for the 1968 printing list, with the PMIC agreed upon in 1967, did not arrive in Bangkok until the beginning of 1969. Therefore, a great number of texts had to be printed with locally-purchased paper. This meant that the number of texts to be printed with U. S. -supplied paper reduced due to the higher costs of purchasing paper locally.

Khuru Sapha Press has been most cooperative in utilizing paper for printing textbooks when the paper arrives. In several instances, its own regular printing jobs were put aside in order to meet the scheduled textbook publication and distribution.

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PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	P
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	
082 Availability of reliable data for project planning, control and evaluation.	
083 Competence and/or continuity in executive leadership of project.	
084 Host country project funding.	N
085 Legislative changes relevant to project purposes.	
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 supporting services and facilities.	P
089 Maintenance of facilities and equipment.	
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	N
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	N
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	
100 Planning and management skills.	
101 Amount of technician man years available.	
102 Continuity of staff.	
103 Willingness to work in rural areas.	
104 Pay and allowances.	
105 Other:	

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

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 1):

Overall, the MOE has carried its share effectively. They supplied more staff after BALPA eliminated our one technician; their additional staff members were actually superior in performance to their original staff. Several key members of MOE have been keen on developing newer programmed techniques in preparing manuscripts.

1084 Local currency (counterpart fund) is not released by DTEC until the Project Agreement has been signed. This often left only three months of the year for a long list of titles to be published. Khuru Sapha Press put its own work aside in order to hastily publish the project's texts. In FY 69, DTEC reduced the printing budget to 1.8 million Baht from 3.9 million Baht.

1094 The "intent" of the RTG regarding the lessons-learned from this project has positive and negative aspects. The RTG will probably continue to emphasize programmed learning approaches in textbook production. As stated elsewhere the RTG probably will not continue the same emphasis on free textbook.

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PAR CONTINUATION SHEET

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106 NARRATIVE FOR PART III (Continued)

- 095 The decision to provide free texts on a nationwide basis is difficult for an Asian nation to face in view of population increase, limited budget, and a tradition of "squeezing" as many school costs as possible out of the individual family with children. Any decision in regard to this by the RTG is probably far down the road. Although free texts present a problem for the RTG, they have adopted with enthusiasm the "programmed text" concept and are staffing up to produce such books on a long-range basis.

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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):

1. This activity began in FY 64 and U.S. funding was completed as of 06-30-70 as per the PROP pouched to AID/W on 7/28/69. In May, 1966 an RTG Cabinet announcement stated that it was the policy of the RTG to "provide free elementary textbooks within the limits imposed by available funds". Although much thought has been given to a free textbook program by the MOE, security conditions and the economic situation have brought a low priority to such a program. New priorities for educational development will be presented in the RTG's Third Five-Year Development Plan and USOM assistance to education will reflect those priorities.

The goals of this project are being met, and will be completed during FY 71. In addition to the actual printing of texts, participants trained under the project have assumed and will continue to assume responsible positions in the Department of Educational Techniques.

(Continued)

IV-B - PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

- | | |
|--|--|
| 1. Continued as presently scheduled in PIP. | |
| 2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W). | |
| 3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow. | |
| 4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow. | |
| 5. Substantively revised. PROP will follow. | |
| 6. Evaluated in depth to determine its effectiveness, future scope, and duration. | |
| 7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___ | |
| 8. Other. Explain in narrative. | |

109 NARRATIVE FOR PART IV-B:

See Par. (I), item 107 above.

This project is completed.

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107 NARRATIVE FOR PART IV-A (Continued)

2. Due to various delays in project documentation, The Department of Educational Techniques was also delayed in contracting for the printing of the final textbooks. These texts will be printed during FY 71. Although no U. S. funds are being provided in FY 71, the RTG has agreed to supply local currency for printing costs in order to utilize all of the paper supplied under the project. By the end of FY 71, approximately nine million free texts will have been supplied to elementary school children in 24 security-sensitive provinces.

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