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 PIC/PAB/PT 15 37
 10-11-61-1

AID 1020-25 (7-68)	SECURITY CLASSIFICATION	001 PROJECT NUMBER
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1	UNCLASSIFIED	493-11-610-194

002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:				FY <input type="text"/> Thru FY <input type="text"/>	BRD Vocational Education 13 p
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					
Thailand - EA - Technical Education					

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 1968)	015	720	175	-	720	120	-	-	-	-	-
PROPOSED OPERATIONAL YEAR (FY 1969)	800	520	100	-	520	177	-	-	-	-	-

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : **NONE** Operational Year Program : **NONE**

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. California State Polytechnic College 2. Oklahoma State University 3.	1	1	AID/EE-308 AID/EA-23	

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 World Bank assisted Vocational Education Project was planned by the Royal Thai Government to alleviate the shortage of trained manpower in agricultural and industrial skills, in middle management and in instructor cadres for these specialties. The Thai Government is providing funds for 238 new buildings and renovation of 60 present buildings in 25 schools; six million dollars worth of imported commodities (cont)

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
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PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

1-A General Narrative Statement on Project Effectiveness, etc. (con't)

008 - Narrative for Part 1-A

with a World Bank loan; training of 150 instructors in the U. S. and 50 in the Philippines.

The curriculum is being improved and additional instructional material is being developed. The total input of the RTG is 628 million Baht over a five (5) year period which includes the operating expenses of the schools during this period.

The U. S. Government is providing four (4) U. S. AID direct-hire specialists and two (2) University contract teams; the five (5) man team in Agriculture from California State Polytechnic College and the six (6) man team from Oklahoma State University.

The end result will be better trained Technical and Agriculture Instructors with an increase both in quantity and quality of skilled personnel. By the end of school year 1971-72, these twenty-five (25) schools will be graduating each year 2110 skilled mechanics, 1,550 skilled agriculture personnel and 220 instructors for these specialties.

CURRICULUM STUDY AND IMPROVEMENT

The members of the contract teams from California State Polytechnic College and Oklahoma State University have been studying the curricula in agricultural subjects and in Trade and Technical specialties. The agricultural specialists and their Thai counterparts have advocated changing the thirteen (13) or more subjects studied an hour or two each week for three (3) years to fewer courses studied more in depth each year. The Trade and Industrial specialists determined the requirements of each of the six (6) standard trades taught in the Trade schools. Starting with the 11th grade curriculum the operation sheets, job sheets, information sheets and instructors guides were prepared. During the 1969 summer vacation period, April and May, the instructors of the fourteen (14) Trade and Technical schools in the project gathered at Thewes Technical Teachers College to participate in proving the adequacy of the job sheets by performing the jobs in the shops. The curriculum for the 12th and 13th grades will be revised and improved at an early date.

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PART I-B - PROJECT EFFECTIVENESS

009

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

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECT TOTAL FOR PROJEC LIFE
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	<p>Prior to this project, these fourteen trade schools were graduating approximately 1,000 per year, the ten Agricultural schools graduating approximately 500 per year and the two Vocational Teachers Colleges (Technical and Agricultural) were graduating approximately 170 per year.</p> <p>This year (1969) they graduated 1,590, 1090, 213 respectively. The goal for FY-72 was planned for 2,110, 1,550, 220 respectively which will be exceeded. Also the quality of training is improving.</p>					

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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

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



PART I-C - PROJECT SIGNIFICANCE

011

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

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

a. CODE NO. (AID/W PROJECT)	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 Resources Development	3	2
(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):

In a country preponderant in agriculture but moving forward in industrial development where each year the percentage of the population in agricultural pursuits is decreasing while the number of mouths to be fed is increasing and industry is requiring a greater percentage of the work force, there looms a large training job to be done. First, fewer farmers have to produce more food. Second, more people each year have to be ready to work in factories, communication, transportation, commerce and the construction trades.

Prior to starting this project a study of manpower requirements was made for the First Five Year Plan 1961-66, one by the Joint Thai-U. S. Task Force on Human Resource Development as reported in their Preliminary Assessment dated October 3, 1963 and by the International Bank for Reconstruction and Development May 7, 1965. The IBRD (World Bank) study shows an annual requirement of 19,700

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(con't)

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012 Narrative for Part 1-C. 1 (con't)

skilled workers of which 2,600 should come from the Trade Schools plus an additional 1,000 technicians from the Technical Schools (Junior College level). All indications show that by the time this project is completed in the Fall of 1971, this goal will have been met or exceeded.

The IBRD study also shows an annual requirement of 1,300 graduates of vocational agriculture schools plus 100 technical (Junior College) level agricultural school graduates to meet the needs of increasing commercialization of farming. These requirements include leadership in farmer cooperatives, additional extension workers and personnel for agricultural services such as distribution of farm machinery, fertilizers, pesticides, seeds, seedlings and feeds. Improvement in farm practices and animal production is a necessity. The agricultural schools will provide 1,500 graduates per year by school year 1971-72.

The required instructors are being trained through in-service and pre-service programs.

All of this relates directly to the Program Goals of Economic Development of Thailand and will continue after this project is completed.

The major factors affecting the achievement of project targets within the time limit established in the loss of American Technicians through BALPA and the failure of the Ministry of Education to employ sufficient personnel in the Maintenance and Supply Division of the Department of Vocational Education for procurement, receipt, inspection, storage and distribution of equipment and tools for the project schools. Even with the shortage of personnel, the project is progressing well.

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493-11-610-194**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?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
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.)	Y
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

019 - There is excellent material in this project for publicity emphasizing the local government's financing the total cost (over \$30 million) except advisory service and some participant training.

020 - There has been very little publicity on this project.

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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>The only major delay was in release of local funds for construction of new buildings. This has been corrected and 238 new buildings are under construction at 25 schools.</p> <p>The construction schedule of May 28, 1968 showed completion of all new buildings by April 1, 1969. After delayed release of funds for construction, the present schedule is for completion by August 1, 1969.</p>			

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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

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.

(1) AID/W Program Approval

(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)

(3) Technicians

(4) Participants

(5) Commodities (non-FFF)

(6) Cooperating Country

(7) Commodities (FFF)

(8) Other (specify):

II-B - RESOURCE INPUTS

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

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

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

2. FACTORS-PARTICIPANT TRAINING

041	IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
	PREDEPARTURE		052 Appropriateness of original selection	P
042	English language ability	P	053 Relevance of training for present project purposes	P
043	Availability of host country funding	P	054 Appropriateness of post-training placement	P
044	Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	P
045	Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	P
046	Quality of technical orientation		057 Adequacy of performance	P
047	Quality of general orientation		058 Continuance on project	P
048	Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	P
049	Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	P
050	Participants' availability for training	P	061 Other (describe):	
051	Other (describe):			

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PART II-B - Continued**3. FACTORS-COMMODITIES**

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	064 .NO COMMODITY ELEMENT	X	
					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.					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 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

NARRATIVE FOR PART IIB

3.

a. Overall Implementation Performance

There are no U. S. dollar financed commodities in this project 493-11-610-194 and there is no dollar generated or PI 480 generated local currency used in the project.

There is a large input of commodities by the Thai Government financed with a six million dollar loan from the International Bank for Reconstruction and Development (World Bank).

Also there will be earth moving equipment from another project, 493-11-810-189 Technical Training for Accelerated Development, used for land leveling, contouring and irrigation work at the Agricultural schools of this project as well as other agricultural schools.

The AID direct-hire personnel assigned to the project were largely responsible for the identification of equipment and tools required, working with and advising (cont)

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NARRATIVE FOR PART IIB (con't)

3. (con't)

a. Overall Implementation Performance (con't)

on receipt, inspection, warehousing, distribution and use of all the six million dollars worth of Thai procured equipment for this project.

The earth moving equipment value \$540,000 in Project 493-11-810-189 signed thirteen months ago has not been ordered according to recent information (May 9, 1969) from G. S. A. The Thai Department of Technical and Economic Cooperation held the procurement order for months then passed it back to USOM for G. S. A. procurement. The PIO/C was re-worked in accordance with G. S. A. standards. A recent follow up with G. S. A. indicated they had never received the PIO/C.

b. Implementing Agency is the Ministry of Education, Department of Vocational Education.

c. Participants

Under the earlier projects, participants were trained who are now working in schools in this particular project such as: fourteen trained in advanced courses in Agriculture and eight given advanced training in Trade and Technical courses are now working in schools of this project.

In this particular project -

Four Department Heads from Thewes Technical Teachers College were sent to Utah State University. They earned their degrees (one Bachelor's and three Masters') and have returned to their former positions.

Three Agricultural Instructors were sent to California State Polytechnic College. One dropped out and two earned Masters' Degrees. They are on the staff of Bangpra Agricultural Teachers College.

Four Trade and Industrial Instructors are at K Oklahoma State University at present.

Seven Agricultural Instructors are at California State Polytechnic College at present.

Twelve Trade and Industry Instructors have been nominated (PIO/P's forwarded).

(con't)

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NARRATIVE FOR PART 11B (con't)

3. (con't)

c. Participants (con't)

The above are USAID financed except the Royal Thai Government keeps them on their regular salary and pays their international travel.

Forty-eight Trade School Instructors were sent on Thai financed training for one year to Dunwoody Technical Institute in Minneapolis in May, 1968. They have completed their training and are enroute to Thailand to assume their former positions with added responsibilities.

Fifty-one Trade and Industrial Instructors were sent on Thai financed scholarships for one year training in September, 1968 to Philco-Ford school in Philadelphia.

Seven Thai financed Agricultural Instructors are studying at university and graduate levels in the Philippines.

d. Commodities

Explained in "a." above.

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493-11-610-194**PART III - ROLE OF THE COOPERATING COUNTRY**

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

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

104. PART III ROLE OF THE COOPERATING COUNTRY

The Civil Service designated salaries for Vocational Instructor positions are too low to attract or retain the more competent men. At present, the Vocational Education Department of the Ministry of Education is trying to recruit college graduates of Agriculture and Engineering. The only way they can interest anyone is to offer to put him on the payroll and immediately send him to the U. S. on a Thai scholarship to earn a Master's Degree. Even with this inducement, the response is very limited because industry has a better salary schedule.

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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):

There have been no changes in purpose or design of the project and none are contemplated. The IBRD - Vocational Education Project was well planned to accomplish specific things and is progressing according to plan.

IV-B - PROPOSED ACTION

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

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

109 NARRATIVE FOR PART IV-B: