

1. Table of Achievements

Evaluation Items		Results/Remarks										
Major Items	Minor Items											
Overall Goal Teaching Method in Science and Mathematics will be improved in TTC/TTS.	Is Teaching Method in Science and Mathematics improved in TTC/TTS?	- The Team observed some improvements of teaching method through series of interviews and lesson observations. - The number of the lessons (not topics) which apply the new teaching method is increasing corresponding to the number of topics which are introduced by TIJ participants every year. However, it needs further study if the number of topics attests the quality of Teaching Method.										
Project Purpose Quality of TTC and TTS teachers in science and mathematics will be improved	Is delivery of lessons of TTC and TTS teachers improved? (increase more than 10%)	- The results of Pre-project survey conducted in 2004 and Post-project survey in 2007 are as follows: <table border="0"> <tr> <td>Pre-project survey</td> <td>Post-project survey</td> </tr> <tr> <td>Math 2.5/5.0</td> <td>Math 3.5/5.0</td> </tr> <tr> <td>Physics 3.0/5.0</td> <td>Physics 3.3/5.0</td> </tr> <tr> <td>Chemistry 3.1/5.0</td> <td>Chemistry 4.0/5.0</td> </tr> <tr> <td>Biology 2.7/5.0</td> <td>Biology 4.2/5.0</td> </tr> </table> - Each subject's score is the average of 10 lessons in Math., 8 lessons in Physics, 4 lessons in Chem., 6 lessons in Bio.	Pre-project survey	Post-project survey	Math 2.5/5.0	Math 3.5/5.0	Physics 3.0/5.0	Physics 3.3/5.0	Chemistry 3.1/5.0	Chemistry 4.0/5.0	Biology 2.7/5.0	Biology 4.2/5.0
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Is subject content knowledge of specific topics? (get more than 50/100)	- The results of Pre-project survey conducted in 2004 and Post-project survey in 2007 are as follows: <table border="0"> <tr> <td>Pre-project survey</td> <td>Post-project survey</td> </tr> <tr> <td>Math 20.4/100</td> <td>Math 60.0/100</td> </tr> <tr> <td>Physics 27.9/100</td> <td>Physics 51.8/100</td> </tr> <tr> <td>Chemistry 46.1/100</td> <td>Chemistry 80.1/100</td> </tr> <tr> <td>Biology 37.8/100</td> <td>Biology 77.6/100</td> </tr> </table> - Each subject's score is the average of 34 teachers in Math., 19 teachers in Physics, 14 teachers in Chem., 15 teachers in Bio. (who took both of Pre-project and Post-project survey in the same subject area.)	Pre-project survey	Post-project survey	Math 20.4/100	Math 60.0/100	Physics 27.9/100	Physics 51.8/100	Chemistry 46.1/100	Chemistry 80.1/100	Biology 37.8/100	Biology 77.6/100	
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Output 1 Participants of TIJ got the knowledge of subjects, teaching method in TTC/TTS and guide/evaluate in WS/ICT	1. Have the participants of TIJ got the following knowledge? - subject - teaching method in TTC/TTS - guide/evaluate in WS/ICT	- The results of the evaluation the attitude and comprehension 3.6/5.0 (2004 WS, Pakse and Luang Prabang) 3.8/5.0 (2005 ICT, Savannakhet) 3.6/5.0 (2005 WS, Bankeun) 3.8/5.0 (2006 ICT, Saravan) 3.9/5.0 (2006 WS, Pakse) 4.2/5.0 (2007 ICT, Luang Namtha) 4.2/5.0 (2007 WS, Savannakhet)										
	2. Are the number of good practice increase?	- The number of good practices Four (4) good practices in 2005 Nine (9) good practices in 2006 Twenty-nine (29) good practices in 2007										
Output 2 Participants of WS/ICT got the knowledge of subjects and teaching method in TTC/TTS	1. Have the participants of W/ICT got the following knowledge? - subject - teaching method in TTC/TTS	- The results of the evaluation the attitude and comprehension 3.3/5.0 (2004 WS, Pakse and Luang Prabang) 3.8/5.0 (2005 ICT, Savannakhet) 3.2/5.0 (2005 WS, Bankoun) 3.6/5.0 (2006 ICT, Saravan) 3.4/5.0 (2006 WS, Pakse)										

	<p>2. Are there any follow up workshop other than WS/ICT?</p>	<p>4.2/5.0 (2007 ICT, Luang Namtha) 4.2/5.0 (2007 WS, Savannakhet)</p> <p>- TTC/TTS teachers other than TIJ participants participated WS or ICT every year. These programs work to disseminate the gains of TIJ to all other science and mathematics teachers. - However, WS and ICT cannot cover all the topics of TIJ, some of TIJ participants conducted in-house workshop to follow those topics which were not handled during WS or ICT. The following data is the number of workshops for WS/ICT participants conducted by TIJ participants.</p> <table border="1" data-bbox="779 379 1288 451"> <thead> <tr> <th></th> <th>2005</th> <th>2006</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>Number of Workshop</td> <td>13</td> <td>27</td> <td>32</td> </tr> </tbody> </table>		2005	2006	2007	Number of Workshop	13	27	32																											
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<p>Output 3 The collection of teaching guides for TTC/TTS is developed and utilized through teachers' Local Activity.</p>	<p>1. Are TG utilized?</p> <p>2. Are Teaching Guides developed?</p>	<p>- Utilization of TG (teaching guides) The following data is the result of questionnaire to the participants in each WS and ICT;</p> <table border="1" data-bbox="779 547 1272 675"> <thead> <tr> <th></th> <th>2005 WS</th> <th>2006 ICT</th> <th>2006 WS</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>93.0%</td> <td>95.3%</td> <td>97.0%</td> </tr> <tr> <td>Physics</td> <td>100.0%</td> <td>100.0%</td> <td>97.3%</td> </tr> <tr> <td>Chemistry</td> <td>92.3%</td> <td>89.3%</td> <td>100.0%</td> </tr> <tr> <td>Biology</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> </tr> </tbody> </table> <table border="1" data-bbox="779 699 1153 826"> <thead> <tr> <th></th> <th>2007 ICT</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>95.7%</td> <td>97.7%</td> </tr> <tr> <td>Physics</td> <td>93.3%</td> <td>95.0%</td> </tr> <tr> <td>Chemistry</td> <td>100.0%</td> <td>100.0%</td> </tr> <tr> <td>Biology</td> <td>100.0%</td> <td>100.0%</td> </tr> </tbody> </table> <p>-TG is useful for TTC/TTS teachers to refer the model lesson plan with "Student-Centered" teaching method but it is not designed just as the lesson plan for TTC/TTS lectures. -TG is used as sample lesson plan for teaching practice of student-teachers. However, this new wave of teaching causes some conflicts in the primary/lower-secondary schools. It is because that the principal and the teachers there never observed this kind of lessons. - Also the pupils/students have no experience to be made them think, judge, and express their opinions feely. It causes the evaluation of the performance of teacher-participants scored low.</p> <p>- TG-2 (product in 2004), TG-3 (2005), TG-4 (2006) are already published and distributed to all the teachers in TTC/TTS. Additionally, several copies of TG have already been distributed to primary and lower-secondary schools through TTC/TTS. TG-5 (2007) is under editing process as of 19 Dec. 2007.</p> <p>Therefore, the collection of TG would be published before the end of the Project as the Activities continue.</p>		2005 WS	2006 ICT	2006 WS	Math	93.0%	95.3%	97.0%	Physics	100.0%	100.0%	97.3%	Chemistry	92.3%	89.3%	100.0%	Biology	100.0%	100.0%	100.0%		2007 ICT	2007	Math	95.7%	97.7%	Physics	93.3%	95.0%	Chemistry	100.0%	100.0%	Biology	100.0%	100.0%
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<p>Activities 1. To train candidates of science and mathematics leaders</p>	<p>1-1 [TIJ] Did TIJ Implementation organizations give lectures on Japanese school system, education system and teacher training system?</p> <p>1-2 [TIJ] Did TIJ Implementation organizations make participants</p>	<p>- Naruto University of Education conducted the training on Japanese school system, education system and teacher training system in every TIJ. The following table shows: the training hours on Japanese education/ total training hours</p> <table border="1" data-bbox="779 1225 1377 1281"> <thead> <tr> <th></th> <th>2003</th> <th>2004</th> <th>2005</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td></td> <td>76.5h / 187.5 h</td> <td>44 h / 207 h</td> <td>64 h / 234 h</td> <td>68 h / 237 h</td> </tr> </tbody> </table> <p>- Naruto University of Education conducted the training which made the participants compare educational situation of Lao PDR and Japan in every TIJ.</p>		2003	2004	2005	2006		76.5h / 187.5 h	44 h / 207 h	64 h / 234 h	68 h / 237 h																									
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	compare educational situation of Lao PDR and Japan?	The training for the comparison was conducted within the training on Japanese education.								
	1-3[TIJ] Do TIJ Implementation organizations give lectures and practices on subjects and method?	- Naruto University of Education conducted the training which provided lectures and practices on subject matter and teaching methods for specific topics in every TIJ. The following table shows: the training hours on the subject/ total training hours <table border="1"> <thead> <tr> <th>2003</th> <th>2004</th> <th>2005</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>111 h/ 187.5 h</td> <td>163 h/ 207 h</td> <td>170 h/ 234 h</td> <td>169 h/ 237 h</td> </tr> </tbody> </table>	2003	2004	2005	2006	111 h/ 187.5 h	163 h/ 207 h	170 h/ 234 h	169 h/ 237 h
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	1-4[TIJ] TIJ Implementation organizations give lectures on evaluation?	- Natuto University of Education gave not only lectures but also practices how to evaluate lessons in TIJ. The training for the evaluation was conducted within the training on the subject.								
	1-5[WS/ICT] Did Lecturers (participants of TIJ) give lectures on the knowledge which obtained in TIJ?	- TIJ participants gave lectures on the knowledge which obtained in TIJ in each WS and ICT.								
	1-6[WS] Did Japanese short-term experts offer lecturers necessary advices on their lectures and evaluation?	- Short-term experts provided not only suggestions and advice but also some lectures on teaching methods, subject matter, and Japanese education.								
	1-7[WS] Did TIJ Participants present their dissemination activities on Review meeting?	- On Review Meeting, TIJ participants presented their activities conducted to disseminate the knowledge and skills which they got in TIJ. The number of presentation was limited and the quality of the reports did not meet the expectation of short-term experts at the first year. However, both of number of presentation and its quality improved year by year after the instruction given by the experts.								
2. To train people in the target except above-mentioned 1	2-1[WS, ICT] Did Lecturers (participants of TIJ) give lectures on Japanese school system, education system and teacher training system?	- TIJ participants gave lectures on Japanese school system, education system and teacher training system.								
	2-2[WS, ICT] Did Lecturers (participants of TIJ) make participants to compare educational situation of Lao PDR and Japan?	- TIJ participants conducted the training which makes the participants compare educational situation of Lao PDR and Japan in every TIJ.								
	2-3[WS, ICT] Did Lecturers (participants of TIJ) give lectures and practices on subjects?	TIJ participants train the teachers through the practice of trial class and practical class.								
3. To prepare teaching guides	3-1[TIJ] Did TIJ Implementation organizations make participants to prepare tentative teaching guides on some topics which are difficult for TTC/TTS students and students of primary and lower secondary schools to understand?	- Every TIJ, Naruto University of Education made the participants prepare the draft of Teaching Guides. During the succeeding WS, TIJ participants discussed on those drafts with WS participants.								
	3-2[WS] Did Lecturers and short-term experts make participants to confirm teaching	- TIJ participants and Short-Term experts discussed on those drafts of Teaching Guides with WS participants to make them fit to the situation of Lao classroom and students. Then, the TG was confirmed. The process of making (confirming) TG is considered an effective way to improve teaching capability of TTC/TTS teachers.								

	guides?												
	3-3[ICT]Did Lecturers give lectures by using teaching guides prepared after WS?	- TIJ participants utilized the confirmed TG to train ICT participants. PMU Evaluators recognized the usefulness of TG.											
	3-4[Local Activity]Have TTC/TTS practiced Class Observation?	- Class observation is conducted at each TTC/TTS regularly. The teachers are requested to observe each other following the schedule. Some of the teachers visit primary/lower-secondary schools to conduct class observation.											
	3-5[Local Activity]Have TTC/TTS held School Workshop?	- TTC/TTS teachers conduct their local activities continuously. However, it is difficult to collect all the reports from the teachers. The following table shows only the average number of the activities conducted by TIJ participants; <table border="1"> <tr> <td>Lao school year</td> <td>2005</td> <td>2006</td> <td>2007</td> </tr> <tr> <td>Average number of activities</td> <td>3.13 (30)</td> <td>3.88 (40)</td> <td>4.87 (50)</td> </tr> </table> (the lower number shows the total number of TIJ participants as of the year)	Lao school year	2005	2006	2007	Average number of activities	3.13 (30)	3.88 (40)	4.87 (50)			
Lao school year	2005	2006	2007										
Average number of activities	3.13 (30)	3.88 (40)	4.87 (50)										
	3-6[Local Activity]Have TTC/TTS practiced model class in neighbor schools?	- TTC/TTS teachers are requested to visit primary/lower-secondary school are least once a year. Some of them conduct demonstration lessons which apply the new teaching method. Most of primary/lower-secondary teachers accept this method.											
	3-7[Local Activity]Have TTC/TTS practiced Class Observation in practicing model class in neighbor schools?	- Some of TTC/TTS teachers visit primary/lower-secondary schools to monitor the teaching practice of student teachers. It provides good opportunity for primary/lower-secondary teachers to know the now teaching method.											
Input (Japan)	Personnel	- The total number and M/M of long-term experts as of 19 Dec. 2007: Total of two (2) experts with forty-two (42) M/M It will be forty-eight (48) M/M at the end of the Project. - The total number and M/M of short-term experts as of 19 Dec. 2007: Total of sixteen (16) experts with sixteen (16) M/M <table border="1"> <tr> <td>Japanese Fiscal year</td> <td>2004</td> <td>2005</td> <td>2006</td> <td>2007</td> </tr> <tr> <td>No. of experts</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </table> For details, see ANNEX 3-1 (List of Japanese Experts)	Japanese Fiscal year	2004	2005	2006	2007	No. of experts	4	4	4	4	
	Japanese Fiscal year	2004	2005	2006	2007								
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training	- The total of thirty (30) persons participated "Science and Mathematic Education for Primary and Secondary School" held at Naruto University of Education. For details, see ANNEX 3-4 (Participants List of Training in Japan), ANNEX 3-5 (The Number of Participants of WS and ICT)												
Local costs	- The Japanese side has allocated necessary budgets for the Activities of the Project as of 19 December 2007 as shown in the following table. Unit: US Dollars <table border="1"> <tr> <td>Japanese Fiscal Year</td> <td>2004</td> <td>2005</td> <td>2006</td> <td>2007</td> </tr> <tr> <td>Local Operating Cost</td> <td>57,084</td> <td>43,495</td> <td>57,220</td> <td>46,860</td> </tr> </table>	Japanese Fiscal Year	2004	2005	2006	2007	Local Operating Cost	57,084	43,495	57,220	46,860		
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Input (Laos)	Personnel	- See ANNEX 3-6 (List of Counterparts Personnel Assigned for the Project)											
	Local costs	- The Lao side has allocated necessary budgets for the Project as of 19 December 2007 as follows. Unit: Lao currency (Kip) <table border="1"> <tr> <td>Japanese Fiscal Year</td> <td>2004</td> <td>2005</td> </tr> <tr> <td>Local Operating Cost</td> <td>15,066,000</td> <td>100,291,200</td> </tr> </table> <table border="1"> <tr> <td>Japanese Fiscal Year</td> <td>2006</td> <td>2007</td> </tr> <tr> <td>Local Operating Cost</td> <td>109,456,360</td> <td>82,467,000</td> </tr> </table>	Japanese Fiscal Year	2004	2005	Local Operating Cost	15,066,000	100,291,200	Japanese Fiscal Year	2006	2007	Local Operating Cost	109,456,360
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		<p>- The cost sharing for WS/ICT is done as follows;</p> <table border="1"> <tr> <td>Expense for Accommodation</td> <td>Lao side</td> </tr> <tr> <td>Expense for Transportation</td> <td>Japanese side</td> </tr> <tr> <td>Expense for Per Diem</td> <td>Japanese side</td> </tr> </table>	Expense for Accommodation	Lao side	Expense for Transportation	Japanese side	Expense for Per Diem	Japanese side
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Expense for Per Diem	Japanese side							
Important Assumptions	<p>Project Purpose Level</p> <ul style="list-style-type: none"> - Participants of TII, WS, and ICT do not quit their job. - Enough budget for trainings is approved by MOF. 	<p>- During the Project implementation, seven (7) teachers quitted, one (1) teacher moved, two (2) teachers died, and one (1) administrators retired. But it did not affect to the implementation of the Project because the total number of teachers trained under the Project is increasing because of the increasing of the number of TTC/TTS teachers.</p>						
	<p>Output Level</p> <p>Participants of TII, WS, and ICT do not quit their job.</p>	<p>- It is difficult for MOE to provide appropriate budget for the Project. Then, Japanese side allocated some amount instead. It results the sustainability of the Project lowers.</p>						
Pre-conditions	<p>The targeted members will understand this project and have commitments for improving quality of teacher training.</p>	<p>- As shown in the National Developing policy, the government of Laos put higher priority to teacher training. Thus, the pre-conditions are satisfied.</p>						

2. Implementation Process of the Project

Evaluation Items		Results/Remarks
Major Items	Minor Items	
1. Progress of activities	Progress of the Activities in relation to the schedule	- See Table of Achievement (ANNEX 2-1) and Plan of Operation (ANNEX 1-2)
2. Achievement level of the recommendations of the Mid-term Evaluation	2-1 Is PDM revised?	- PDM has been revised as recommended by the Mid-Term Evaluation Mission. This revision has been reflected on PDM ver.3 and taken effect on October 17, 2007.
	2-2 Is class observation implemented effectively?	- TTC/TTS teachers recognize that class observation is effective to improve the skills for Lesson Planning and implementation. - Class observation is scheduled by each TTC/TTS. Some of them conduct it once per month and others conduct it once per semester. - Usually it is conducted among the subject unit. Pakse TTC introduced the Mentor system which makes a couple of young teacher and experienced teacher.
	2-3 Is the Purpose of TG re-confirmed?	- TTC/TTS teachers understand that TG is not designed to assist TTC/TTS lectures directly but utilized to introduce the new teaching method through several kind of activities.
	2-4 Is the role and responsibility of PMU clarified?	- The role and function of counterparts are declared in R/D (2004) and the function of PMU is stated in M/M (2004). As of Mid-Term Evaluation, the team observed the counterparts seemed not to be active on the Project activities. The Terminal Evaluation Team also observed that PMU has less contribution to the local activities. They recognize that the local activities are voluntary activity of TTC/TTS teachers because it is out of the Project scope. - The counterparts at TTC/TTS level are doing their role especially for the local activities with TU participants.
	2-5 Did DTT make enough effort to disseminate the knowledge/information?	- The benefit of the Project is being disseminated only by local activities done by TTC/TTS. They spent their own budget to conduct those activities and it is not easy to be continued. It seems that the sustainability of the local activities is rather weak. - TTC/TTS teachers are willing to improve their teaching capability more and contribute primary/lower-secondary teachers. It needs some kind of gathering for them to exchange their ideas to maintain the gains of the Project. It is highly expected to the Lao government to make effort to provide this opportunity to TTC/TTS teachers. - There is no specific strategy concretized to make TTC/TTS teachers act as trainers for In-Service training for primary/lower-secondary teachers as of Terminal Evaluation.
	2-6 Are local activities monitored?	- The monitoring activities are still limited because of the busyness of PMU members. However, the monitoring activities held in January to March 2007 conducted the teachers' assembly to hear the actual progress of the Project directory from them. It was effective to make PMU members know the situation of each TTC/TTS and how the teachers are acting. Actually, this activity was done with the expense shouldered by Japanese side. - It is highly recommended to the Lao government to conduct regular monitoring to maintain the gains of the Project.
3. Adequacy of the way of technical transfer	3-1 Have appropriate knowledge and skills transferred to C/P?	- The counterparts at TTC/TTS level equipped the knowledge and skills how to conduct local activities through the communication with Long-Term expert and as the counterparts of Short-Term experts. - The counterpart at Central level seems not to be equipped the knowledge and skills for the Project implementation. It is because not only their busyness but also the design of the Project. It makes PMU not lead the Project activity much and makes difficult for Japanese expert to work closely with him. Thus, less knowledge and skills are transferred.
	3-2 Does the project bring about changes in idea and attitude of TTC/TTS teachers and MOE officials on science and mathematics lessons and teacher training?	- The Project changed the teachers' attitude and practices toward science and math lessons with "Student-Centered" teaching method. They apply this method to their lessons and practice lesson observation. - TTC/TTS teachers considered that the teaching method introduced by SMAIT is effective to improve the teaching practice in primary/lower-secondary teachers. They conducted the local activities voluntarily to help the school teachers. It helped change primary/lower-secondary teachers' attitude and habit preferably towards the lesson preparation and implementation. However, the implementation of the activities is difficult because of expense burden. - MOE officials recognized that the Project has embodied the idea of "Student-Centered" teaching method which is already introduced to Lao teachers. They also recognize the Project's performance and its impact. However, it is not so easy for them to support the Project, especially for the local activities, financially and technically.
	3-3 Are the themes and topics discussed in the training programs	- They are appropriate because the topics discussed in the training are selected based on the teachers' needs with the academic advice given by the professors at Naruto University of Education.

	appropriate?	<ul style="list-style-type: none"> - The number of the topics is limited. However, to spent enough time for each topic made teachers master both content and method. - TIJ did not contain the topic how to present the teachers' study. For WS held in 2007, Naruto professors tried to make their review meeting characterized as seminar-workshop. They taught the TIJ participants how to prepare their manuscripts more academically. This made the participants know how to make their presentation clear and effective.
	3-4 Is the Project recognized properly in MOE?	<ul style="list-style-type: none"> - MOE officials recognize that the teaching method introduced by SMATT is appropriate to improve the teaching capability of teachers especially in primary/lower-secondary. They also appreciate the Project because it is only SMATT which provides practical training to equip teachers with Student-Centered approach.
4. Management and implementation of the Project	4-1 Is JCC functioning properly?	<ul style="list-style-type: none"> - JCC is held every half year. The agenda is well selected and prepared timely according to the progress of the Project. It functions well as milestones of the project implementation and reminds all the personnel concerned of the direction and the means of the Project.
	4-2 Is there sufficient communication within the project?	<ul style="list-style-type: none"> - Daily communication and discussion among PMU members doesn't seem to be sufficient. It makes Japanese expert shoulder almost all activities to manage the Project. - The communication between the professors of Naruto University of Education and JICA are seemed to be limited, which is shown as the discrepancy of the interpretation both of Project purpose and Overall Goal because of different understanding.
	4-3 Is the monitoring activities being implemented appropriately?	<ul style="list-style-type: none"> - The monitoring system was established on 12 July 2005 together with the first modification of PDM. According to the framework of monitoring, PMU is a key factor to run the system. Mid-Term Evaluation Mission recommended PMU members to visit the sites to grasp the actual situation and understand the progress of the Project. However, the monitoring activities are limited because of the busyness of the members.
	4-4 Is there strong ownership of Lao people?	<ul style="list-style-type: none"> - PMU members highly appreciate the performance of the Project especially the input of new teaching method and TG as output of the Project. They show their willingness to promote the dissemination of the teaching method. However, the budget for these dissemination activities is limited and it is mainly contributed by TTC/TTS. Even Lao teachers are showing their positive attitude, the practice for maintenance and development of the Project outputs seems to be limited. - TTC/TTS showed their leadership to disseminate the gains of the Project to primary/lower-secondary teachers. TTC/TTS spends their own money for the dissemination through local activities. It becomes to be difficult for them because there is no financial support done by JICA after the termination of the Project. It is highly recommended for the Lao government to do some measures to allocate appropriate budget for these activities.
	4-5 Is there appropriate mechanism for PMU to monitor the activities of TTC/TTS to feedback those result and to improve the Project.	<ul style="list-style-type: none"> - When TTC/TTS teachers conduct their local activities they are requested to report their activities. However, they feed it back mainly to Japanese Expert. - This is strongly related to the independency and sustainability of the Project after its termination. It should be established appropriate mechanism to make PMU take initiative of the monitoring and maintenance of the benefit of the Project.

3. Evaluation by Five Criteria

Evaluation Items		Results/Remarks
Major Items	Minor Items	
1. Relevancy		
1. Relevancy between the Project Purpose and the needs of the target group	Do the science and mathematics teachers in TTC/TTS have the needs to improve their teaching capabilities?	<ul style="list-style-type: none"> - TTC/TTS teachers recognized the necessity of the improvement of their teaching capability before the Project. They become to feel the importance and the needs of professional development more for effective teaching through the training programs. - Teacher Education Strategy (2006) mentions that the teacher education in Lao PDR has several challenges in terms of qualitative and quantitative improvement. Especially, it recognizes the importance of the improvement of teaching-learning process. It also requires the teachers to equip knowledge and skills to perform it. - Therefore, the approach of the Project is considered to meet the needs of Lao teachers.
2. Relevancy between the Overall Goal and the development policy of Lao PDR	Is the Overall Goal consistent with the development policy of Lao PDR?	<ul style="list-style-type: none"> - Policy papers such as Sixth Five-Year Socio-Economic Development Plan (2006-2010), National Growth and Poverty Eradication Strategy (2004), and Millennium Development Goals Progress Report (2007) describe strong needs of human resource development and give top priority to education. The Lao government also emphasizes the provision of enough number of teachers with higher quality. - Primary Education Curriculum (1998) mentions to try to replace "Teacher-centered (Knowledge transmission)" method to "Student-centered (Knowledge discovery)" method. Lower-secondary curriculum (1994) also mentions to apply "active pedagogy which based on student-centered approach and activity-based approach." Corresponding to these approaches, Lower-secondary teacher education curriculum (1995) puts weight on "process skill development", "new method of teaching" and "produce simple teaching aids by using local materials." - Therefore, the approach of the Project is considered one of the answers to assist the policy of Lao PDR.
3. Relevancy with Japan's foreign aid policy	Is the project consistent with Japan's Country Assistance Strategy for Lao PDR?	<ul style="list-style-type: none"> - According to Japan's Country Assistance Program for Lao PDR (2006), the government of Japan gives one of the highest priorities to raise the quality of basic education. Since the quality of education much relies on the quality of teachers, the government of Japan targets the teachers for future-teachers. - Therefore, the approach of the Project meets Japan's ODA Policy.
4. Appropriateness of the project design	Is the assistance provided by the Project is appropriate to improve teaching capability of TTC/TTS teachers?	<ul style="list-style-type: none"> - The Project's framework consists of the series of training programs, such as TIJ, WS, and ICT. These are designed to give effective support to TIJ participants. They learn the new teaching method through TIJ by the professors at Naruto University of Education. After coming back to the country, they conduct their local activities to try to use what they have learned in Japan. Then, the TIJ participants conduct WS with the assistance of short-term experts who are the professors took care of them during TIJ. The TIJ participants are checked their performance by the professors and given advice for the improvement. Finally, they conduct ICT by only themselves. - Teacher education institutes in Lao PDR are only five (5) TTC and three (3) TTS for basic education and National University of Lao for higher education. The Project targets those eight (8) TTC/TTS because all of new teachers who start teaching in primary/lower-secondary schools have to graduate from those institutes. - Therefore, the methods taken by the Project is considered highly appropriate to bring up TIJ participants as leaders in science and math in Lao PDR
2. Effectiveness		
1. Achievement level of the Project Purpose	1-1 Have the quality of TTC and TTS teachers in science and mathematics improved?	<ul style="list-style-type: none"> - The Project Purpose has been achieved. (as shown in Table of Achievement)
2. Sufficiency of three (3) Outputs to achieve the Project purpose	2-1 Are the following three (3) conditions sufficient to achieve the Project Purpose? <ul style="list-style-type: none"> - Improvement of TIJ participants' capability - Improvement of WS/ICT participants' capability - Preparation, distribution and utilization of TG 	<ul style="list-style-type: none"> - All the Outputs have contributed to achieve the Project Purpose. - The Project defines the quality of teachers as acquirement of subject knowledge and improvement of teaching methods. Those two (2) characteristics of teaching capability are conveyed to all the TTC/TTS teachers through TIJ, WS, and ICT. TG serves as complementary material to maintain those two (2) items. This combination the training and TG functions to train TTC/TTS teachers effectively. - Therefore, the Outputs are considered sufficient to achieve the Project Purpose.

3. Other factors than three (3) Outputs	3-1 Are there any factors promoting the implementation process?	<ul style="list-style-type: none"> - One of on-going projects in MOE, TTEST, also targets TTC/TTS teachers. TTC/TTS teachers make use of the benefit of two projects practically. TTEST provides general/theoretical approach to improve teachers' teaching capability and SMATT provides specific/practical approach. - This factor is considered to multiply the effect to each other.
	3-2 Are there any factors constraining the implementation process?	<ul style="list-style-type: none"> - No factor which constrains the Project is found.
4. Change in situation after Mid-Term Evaluation	4-1 Have any participants of TIJ, WS and ICT quitted their job after Mid-Term Evaluation?	<ul style="list-style-type: none"> (as shown in Table of Achievement) - During the Project implementation, seven (7) teachers quitted, one (1) teacher moved, two (2) teachers died, and one (1) administrators retired. But it did not affect to the implementation of the Project because the total number of teachers trained under the Project is increasing because of the increasing of the number of TTC/TTS teachers.
	4-2 Have the budget for training been allocated enough after Mid-Term Evaluation?	<ul style="list-style-type: none"> - MOE has limited budget for the Project. However, TTC/TTS contribute much after Mid-Term Evaluation. It is because that TTC/TTS recognize the usefulness and effectiveness of the Project.
3. Efficiency		
1. Production of Outputs	1-1 Have the three (3) Outputs produced properly?	<ul style="list-style-type: none"> - Three (3) Outputs have been achieved. (as shown in Table of Achievement)
2. Quantity, quality and timing of input	2-1 Is the dispatch of Japanese experts appropriate in terms of number, specialization, communication skill, timing, and duration?	<ul style="list-style-type: none"> - The timing of the dispatch of Short-Term expert restricted by the availability of the experts not by the necessity. It fixes when WS can be conducted but it seemed to be appropriate. - The dispatch of Long-Term experts is appropriate to manage the whole period of the Project. - This combination-dispatch of long-term and short-term experts works effective to maintain and disseminate the outcome of TIJ.
	2-2 Is the implementation of TIJ appropriate in terms of number of participants, contents, period and duration of the training?	<ul style="list-style-type: none"> - The implementation of TIJ is appropriate. - The content of TIJ meets the needs of the participants and they took enough time to master and equip them. TIJ participants are satisfied the training activities. - The number of participants trained in Japan is also appropriate and effective to disseminate the outcome of the Project.
	2-3 Are the suitable C/P assigned in terms of number, ability, timing, age, and position/status?	<ul style="list-style-type: none"> - Number of C/P are assigned. (see ANNEX 3-6) However, it is difficult for Long-Term expert to transfer specific skills and techniques. It is because that the role and responsibility of C/P has not been defined clearly since the project formulation period and it is difficult for Long-Term Expert to work closely with them because of their busyness. - It made less transfer of the skills and techniques to C/P.
	2-4 Are the sufficient budget measured taken by Lao government?	<ul style="list-style-type: none"> - MOE made some effort to allocate budget but it was difficult. However, each TTC/TTS contributed to shoulder the expense especially for WS, ICT, and local activities. (see ANNEX 3-3)
3. Other factors which affect the efficiency	3-1 How the Project utilize the experiences and outcomes of former projects?	<ul style="list-style-type: none"> - The Project utilized the VCD on Lesson Study, which is the product of JICA teacher training project which conducted in other country. However, it seems to give less influence to the teachers. It may not so effective to introduce the concept of Lesson Study while the teachers start practicing new teaching method and Class Observation.
	3-2 Are there any unnecessary or unutilized input to the Project?	<ul style="list-style-type: none"> - No unnecessary input is found.
4. Impact		
1. Prospect of the achievement of the Overall Goal?	1-1 Are TTC/TTS teachers increasing the number of the topics which applies new teaching method introduced by the Project?	<ul style="list-style-type: none"> - The number of the topics which applies the new teaching method increases every year accordingly by TIJ participants. However, those topics are not prepared directory to be implemented as the lesson of TTC/TTS students. The professors at Naruto University of Education expected TTC/TTS teachers to apply the concept, knowledge and skills which the teachers have equipped through the series of training. This practice may result to increase the number of the lessons which apply those gains of the Project but it is not easy to count as the number of the topics. - TTC/TTS teachers start applying the new teaching method to the other topics than those are introduced in TG by themselves.
2. Causal connection between the Overall	2-1 Does the quality improvement of TTC/TTS teachers improve the	<ul style="list-style-type: none"> - The logical connection of Project Purpose and Overall Goal (those are mentioned in PDM Ver.2) was discussed by the Mid-Term Evaluation Team and suggested to be modified. However, it still has some space for discussion involving its Objectively Verifiable

Goal and Project purpose	teaching method in TTC/TTS.	Indicators. - Observing the project activities and achievements, it expects much preferable change in TTC/TTS teachers about the consciousness and practice to develop new teachers who are going to teach primary/lower-secondary teachers in the near future. It requires TTC/TTS teachers to understand enough about the new teaching method. It also requires them enough knowledge and skills to make their students perform the new teaching method.
3. Condition for further development	3-1 Preparation of In-House training programs to disseminate the gain of the Project to the other subject teachers than science and mathematics.	- TTC/TTS have already started introducing the new teaching method to the teachers who are teaching other subjects than science and mathematics. They have introduced how to make teaching plan, how to conduct and evaluate demonstration lessons, and how to make improvised materials because those topics are not specified by the subject area.
	3-2 Preparation of In-Service training program to disseminate the gain of the Project to primary/lower-secondary teachers.	- TTC/TTS have already started to introduce the new teaching method to primary/lower-secondary teachers by maximizing any opportunities, such as school workshop, demonstration lesson for schools, lesson observation, and Science Festival and any other local activities. - Primary/lower-secondary teachers welcome the new teaching method and willing to be trained by TTC/TTS teachers. - On the other hand, it is difficult for primary/lower-secondary pupils/students to adjust to the new teaching method. For example, when student-teacher try to conduct the lesson applying the method but the children do not know how to communicate with each other or how to express their own idea because it is very first time for them to be exposed to the new method.
4. Spillover effects	4-1 Are there any influences on the policy of teacher education?	- DTT, MOE welcomes the new teaching method introduced by the Project as "Student-Centered approach" which MOE is trying to make teachers master for practical use. - MOE promotes this new teaching method and disseminates to primary/lower-secondary schools. To do it, MOE considers applying the method to the curriculum and textbooks.
	4-2 Have any differences in gender, ethnicity, or social status caused any different impact?	- Method and skills used by the Project have not caused any discrimination in terms of gender, ethnicity, or social status.
	4-3 Are there any unexpected impacts? If any negative impacts are there, are there any measures to eliminate them?	- No major unexpected impact observed. - When TTC/TTS student-teacher go teaching practice, they try to apply the new teaching method to his/her lesson. However, the children cannot react/response well to the approach done with new method, the performance of the student-teacher's performance low. It is recommended each TTC/TTS explain in advance to the principals of those schools about the method which student-teachers are going to use.
5. Sustainability		
1. Maintenance of the benefit of the Project	1-1 Are the teaching skills developed by the Project accepted and utilized in the educational field in Lao PDR?	- The new teaching method seems to be used by TTC/TTS teachers. - The new teaching method is accepted and utilized among TTC/TTS teachers and is found effective. They are willing to use this method to their lessons. - TTC/TTS students accept the method through their teachers' lectures and instruction given just before their teaching practice. They are willing to use this method when they become teachers because its effectiveness and appropriateness for primary/lower-secondary pupils/students. - TTC/TTS teachers are also willing to disseminate this method to primary/lower-secondary schools because the method enhances pupils' activity which attracts them and promotes their understanding. Improvised materials are also to help the teachers who have no appropriate material to perform the children's activity. - DTT and TEADC, MOE have found the strong points of the new teaching method, which meets their needs, and they welcome the Project's dissemination activities.
	1-2 Do TTC/TTS teachers have the motivation and incentive to utilize the teaching skills developed by the Project continuously?	- As mentioned above, TTC/TTS teachers have found it is effective and attractive to the students and know those students might be using the method to their lessons in the future. - "Primary Education Curriculum (1998)" mentions that "Teacher-centered (Knowledge transmission)" method is necessary to be replaced by "Student-centered (Knowledge discovery)" method step by step. It tells that the new teaching method is required for all the teachers who teach primary/lower-secondary pupils/students. - Thus, TTC/TTS teachers must continue to use and teach this method.
2. Institutional	2-1 Do TTC/TTS have sufficient	- TTC/TTS have the capacity already to support and maintain the training programs developed by the Project. However, it is difficult for them

sustainability	capacity to support and maintain the training programs developed by the Project?	to allocate enough money for these activities.
	2-2 Do DTT implement the training programs developed by the Project continuously?	- It is still ambiguous whether DTT implement SMATT training programs continuously. They are not so active for the Project even its implementation period. It is difficult to say that DTT implements the training programs continuously.
3. Financial sustainability	3-1 Does the government allocate the appropriate amount of budget for training programs?	- It seems to be difficult for the Lao government to allocate the appropriate amount to conduct training programs after JICA cooperation is over.
	3-2 Are TTC/TTS able to maintain the training programs financially?	- It is TTC/TTS who contribute financially to conduct WS and ICT by sharing its cost with JICA. It becomes more burdensome for TTC/TTS to continue the programs without JICA
4. Technical sustainability	4-1 How do TIJ participants maintain and upgrade the knowledge and skills which they earned through TIJ?	- TIJ participants are showing their positive attitude to apply the method to their lectures and try to disseminate it to primary/lower-secondary teachers. However, if there is no opportunity for them to meet each other to exchange their experience and share their ideas to maintain the skills and knowledge, it might be weaken and dull.
	4-2 How do TTC/TTS teachers maintain and upgrade the knowledge and skills which they earned through WS/ICT?	- It is already mentioned above, if there is no opportunity for TIJ participants to horn this method, they will lose this method in the future.
	4-3 How are TG utilized and updated to maximize them?	- TG is already distributed and used in TTC/TTS. It can be utilized for long as source book for the teachers who try to apply the new teaching method. However, it does not contain enough information/explanation about new teaching method. It is better to distribute it with suitable workshop or some guidebook to maximize its capacity. - To update or compose new TG, it is required the suitable period and place. However, it is not so easy to check its quality without resource-persons like Naruto professors or subject specialists.

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List of Japanese Experts

(1) Long-term experts

Subject	Name	Institute	Leave Japan	Arrive at Laos	Leave Laos	Arrive at Japan
Project coordination/ Training planning	Maki TANAKA	Expert, JICA	15-Jun-04	16-Jun-04	13-Jun-06	14-Jun-06
Project coordination/ Training planning	Shigeru MIYAJIMA	Expert, JICA	4-Jun-06	5-Jun-06	(13-Jun-08)	(14-Jun-08)

(2) Short-term experts

(2)-1 JFY 2004

Subject	Name	Institute	Leave Japan	Arrive at Laos	Leave Laos	Arrive at Japan
Mathematics education	Noboru SAITO	Naruto University of Education	7-Aug-04	8-Aug-04	4-Sep-04	5-Sep-04
Physics education	Kozo ATOBE	Naruto University of Education	7-Aug-04	8-Aug-04	4-Sep-04	5-Sep-04
Chemistry education	Katsuo MURATA	Naruto University of Education	7-Aug-04	8-Aug-04	4-Sep-04	5-Sep-04
Biology education	Katsuyuki SATO	Naruto University of Education	7-Aug-04	8-Aug-04	4-Sep-04	5-Sep-04

(2)-2 JFY 2005

Subject	Name	Institute	Leave Japan	Arrive at Laos	Leave Laos	Arrive at Japan
Mathematics education	Noboru SAITO	Naruto University of Education	11-Aug-05	12-Aug-05	2-Sep-05	3-Sep-05
Physics education	Kozo ATOBE	Naruto University of Education	11-Aug-05	12-Aug-05	2-Sep-05	3-Sep-05
Chemistry education	Katsuo MURATA	Naruto University of Education	11-Aug-05	12-Aug-05	2-Sep-05	3-Sep-05
Biology education	Hirokazu ABE	Yamaguchi University	11-Aug-05	12-Aug-05	2-Sep-05	3-Sep-05

(2)-3 JFY 2006

Subject	Name	Institute	Leave Japan	Arrive at Laos	Leave Laos	Arrive at Japan
Mathematics education	Noboru SAITO	Naruto University of Education	3-Aug-06	4-Aug-06	25-Aug-06	26-Aug-06
Physics education	Kozo ATOBE	Okayama	3-Aug-06	4-Aug-06	25-Aug-06	26-Aug-06
Chemistry education	Katsuo MURATA	Naruto University of Education	7-Aug-06	8-Aug-06	25-Aug-06	26-Aug-06
Biology education	Arimune MUNAKATA	Miyagi University of Education	2-Aug-06	4-Aug-06	25-Aug-06	26-Aug-06

(2)-4 JFY 2007

Subject	Name	Institute	Leave Japan	Arrive at Laos	Leave Laos	Arrive at Japan
Mathematics education	Noboru SAITO	Naruto University of Education	4-Aug-07	5-Aug-07	8-Sep-07	9-Sep-07
Physics education	Kozo ATOBE	Okayama	4-Aug-07	5-Aug-07	8-Sep-07	9-Sep-07
Chemistry education	Katsuo MURATA	Naruto University of Education	7-Aug-07	8-Aug-07	1-Sep-07	1-Sep-07
Biology education	Katsuyuki SATO	Naruto University of Education	4-Aug-07	5-Aug-07	8-Sep-07	9-Sep-07

List of Equipment Provided by JICA

No.	Item	Specification	Serial No.	Price (USD)	Date of Purchase (received)	Remark
1	Desktop Computer	HP Pavilion a618L	THT434109X	755	4-Sep-04	Monitor;CNN4291HTH
2	Desktop Computer	HP Pavilion a618L	THT43011CH	755	4-Sep-04	Monitor;CNN4291FJT
3	Desktop Computer	HP Pavilion a618L	THT43410B0	755	4-Sep-04	Monitor;CNN4291HTT
4	UPS for computer	Atlanta 800VA	ALT807-0374005112JLM	70	4-Sep-04	
5	UPS for computer	Atlanta 800VA	ALT807-0374005101JLM	70	4-Sep-04	
6	UPS for computer	Atlanta 800VA	ALT807-0374005101JLM	70	4-Sep-04	
7	UPS for photocopy	Socomec Sicon 3000VA	SOCOTAH111900090	990	4-Sep-04	
8	Printer (black and white)	HP LaserJet 1015	SGFBL90152	300	4-Sep-04	
9	Mobile Printer (color)	HP DeskJet 450C	SG46H310YT	410	4-Sep-04	
10	Facsimile	Panasonic KX-UF590	FBP2B200009	400	4-Sep-04	
11	Photo copy	Sharp AR-M205	45146806	3,500	4-Sep-04	
12	Digital Camera	Cyber-shot DSC-P8	3027456	450	4-Sep-04	
13	Projector	Toshiba Data Projector TLP-T61M	80632638	4,000	4-Sep-04	
14	Scanner	HP ScanJet 4070	CN468AL02J	250	4-Sep-04	
15	Notebook Computer	HP Compaq Presario 2509AT	CNF4290621	1,325	6-Sep-04	
16	Printer (color)	HP Color LaserJet 2550L	CNHFC02253	600	8-Sep-04	
17	Photo Scanner	HP Scanjet 4370 Photo Scanner	CN63JA229F	170	30-May-06	
Total				14,870		

No.	Item	Specification	Serial No.	Price (JPY)	Date of Purchase (received)	Remark
18	Windows XP Professional	Version 2002		298	25-Jun-04	(JPY)32,300
19	Office Professional	Edition 2003		488	25-Jun-04	(JPY)53,000
20	FileMaker	Developer 7		736	2-Aug-04	(JPY)79,800
21	Japanese Textbooks	Total 119 Textbooks in Science and Math for Primary/Lower Secondary School		700		(JPY)75,888
Total				2,222		(JPY)240,988

Contribution by Lao Side and Japanese Side for Local Operating Cost

(1) Local Operating Cost

(\$)

	Lao Side	Japanese Side	Total
JFY2004	1,389	57,084	58,473
JFY2005	8,791	43,495	52,286
JFY2006	11,248	57,220	68,468
JFY2007 tentative	8,357	46,860	55,217
Total	29,785	204,659	234,444

*JFY2004: 15 June 2004 - 31 March 2005, JFY2005: 1 April 2005 - 31 March 2006, JFY2006: 1 April 2006 - 31 March 2007, JFY2007: 1 April 2007 - 30 November 2007

(2) Breakdown of the Lao Side Contribution by TTC/TTS

	Amount	Luang Namtha TTS	Luang Prabang TTC	Khangkhai TTC	Bankeun TTC	Dongkhamxang TTS	Savannakhet TTC	Saravan TTS	Pakse TTC	Total
JFY2004	\$ (in Kip)	0 (0)	878 (9,521,000)	0 (0)	0 (0)	0 (0)	120 (1,300,000)	0 (0)	391 (4,245,000)	1,389 (15,066,000)
JFY2005	\$ (in Kip)	1,370 (15,635,000)	1,128 (12,866,000)	914 (10,430,000)	1,630 (18,594,200)	335 (3,820,000)	1,091 (12,450,000)	1,607 (18,334,000)	715 (8,162,000)	8,791 (100,291,200)
JFY2006	\$ (in Kip)	1,221 (11,879,000)	1,461 (14,216,000)	1,461 (14,220,000)	1,094 (10,645,000)	434 (4,220,000)	2,686 (26,137,000)	566 (5,510,000)	2,326 (22,629,360)	11,248 (109,456,360)
JFY2007	\$ (in Kip)	882 (8,700,000)	1,245 (12,284,000)	772 (7,620,000)	680 (6,715,000)	243 (2,400,000)	2,588 (25,542,000)	696 (6,870,000)	1,250 (12,336,000)	8,357 (82,467,000)
Total	\$ (in Kip)	3,473 (36,214,000)	4,711 (48,887,000)	3,148 (32,270,000)	3,404 (35,954,200)	1,012 (10,440,000)	6,485 (65,429,000)	2,869 (30,714,000)	4,682 (47,372,360)	29,785 (307,280,560)

*Rate: JFY2004 \$1=10,846Kip, JFY2005 \$1=11,409, JFY2006 \$1=9,731Kip, JFY2007 \$1=9,868Kip

Participants List of Training in Japan (TIJ)

JFY 2004 (11 October, 2004 - 19 December, 2004)

Organization	Sex	Name	Study Field
DTT	M	Mr. Khamphouang BOUNMIXAY	mathematics
Savannakhet TTC	M	Mr. Thongkhene KHAMSOUKTHAVONG	mathematics
Saravan TTS	M	Mr. Somchit PHENGSONVANAVONG	mathematics
Pakse TTC	M	Mr. Bounthong MUENSOPHA	physics
Saravan TTS	M	Mr. Sengaloun KHANASA	physics
Luang Namtha TTS	M	Mr. Khamting NORLAANG	physics
Luang Namtha TTS	M	Mr. Sivilay KEOPHILAVAN	chemistry
Luang Prabang TTC	M	Mr. Sengthong PHONGVILAY	chemistry
Bankeun TTC	F	Ms. Chanthamala SOUTHAMMAVONG	biology
Khangkhai TTC	F	Ms. Kenchan PHANTAVONG	biology

JFY 2005 (11 October, 2005 - 18 December, 2005)

Organization	Sex	Name	Study Field
DTT	M	Mr. Keth PHANHACK	mathematics
Bankeun TTC	M	Mr. Oudone THAPVONGSA	mathematics
Savannakhet TTC	M	Mr. Boonleuth JUNDEENOO PARB	mathematics
Luang Prabang TTC	F	Ms. Viengkham NINESAVANG	mathematics
Khangkhai TTC	M	Mr. Vanny YANGCHIAMOUA	physics
Pakse TTC	M	Mr. Samlane THAVITHONG	physics
Savannakhet TTC	M	Mr. Sihanoulath THANAKHANTY	chemistry
Khangkhai TTC	F	Ms. Soutaphone RATSAVONG	chemistry
Savannakhet TTC	F	Ms. Bouakeo SOUMPHONPHAKDY	biology
Luang Namtha TTS	F	Ms. Amphone VILAYKHAMPAN	biology

JFY 2006 (16 October, 2006 - 17 December, 2007)

Organization	Sex	Name	Study Field
Khangkhai TTC	M	Mr. Phimphone SONPHASOUK	mathematics
Bankeun TTC	M	Mr. Khampao SIPANGAVONG	mathematics
Luang Prabang TTC	F	Ms. Souksakhone PHOUTTHAVONG	mathematics
Pakse TTC	F	Ms. Mayuly CHAMLEUNSAB	mathematics
Pakse TTC	M	Mr. Somxay THEPSOMBATH	physics
Savannakhet TTC	M	Mr. Souksanh NOUAN THAVONG	physics
Khangkhai TTC	M	Mr. Soutchanthong CHANTHAVONG	chemistry
Saravan TTS	F	Ms. Siliphone SIVIXAY	chemistry
Khangkhai TTC	M	Mr. Souysoinvang IENGMINGKHAM	biology
Luang Prabang TTC	M	Mr. Vatthana SIOUDOMPHANH	biology

The Number of Participants of Workshop (WS) and In-Country Training (ICT)

	Luang Namtha TTS	Luang Prabang TTC	Khangkhai TTC	Bankcun TTC	Dongkhamxang TTS	Savannakhet TTC	Saravan TTS	Pakse TTC	PA / Others	TEADC	DTT, MOE	Total
August 2004 WS												
Pakse	0	0	0	0	3	10	8	5	4	0	1	31
Luang Prabang	6	12	10	12	0	0	0	0	4	1	2	47
March 2005 ICT												
Savannakhet	6	14	9	3	3	14	4	7	5	0	0	65
August 2005 WS												
Bankeun	8	15	9	7	3	14	6	12	3	1	1	79
February 2006 ICT												
Saravan	4	14	16	9	5	10	4	6	5	0	0	73
August 2006 WS												
Pakse	3	14	17	9	5	10	6	9	3	0	1	77
February 2007 ICT												
Luang Namtha	9	19	11	7	2	13	10	16	0	0	0	87
August 2007 WS												
Savannakhet	5	10	1	11	4	26	15	19	2	0	0	93
Total	41	98	73	58	25	97	53	74	26	2	5	552

List of Counterpart Personnel Assigned for the Project

<Central level>

1. Ms. Sengdeuane LACHANTHABOUN (Project Supervisor)
Vice Minister of Education
2. Dr. Mithong SOUVANVIXAY (Project Manager)
Director General, DTT, MOE
3. Mr. Maaly VORABOUTH
Deputy Chief, Evaluation Division, DTT, MOE
4. Ms. Viengxay LATIISAVONG
Technical Staff, Teacher Training Division, DTT, MOE

<TTC/TTS level>

Luangnamtha TTS

5. Mr. Nolasing FONGMYXAY
6. Mr. Khamting NORAANG

LuangPrabang TTC

7. Mr. Hongkham BOUTHDOUANGTHIP
8. Ms. Souksakhone PHOUTTHAVONG

Khangkhay TTC

9. Mr. Phimphone SONEPHASOUK
10. Mr. Vanny YANGCHIAMOUA

Bankeun TTC

11. Mr. Oudone THAPVONGSA
12. Ms. Phouttada LAVILAYSHENG

Dongkhamxang TTS

13. Ms. Singthong SISAVATT
14. Ms. Souchita PATSAPHANH

Savannaketh TTC

15. Mr. Thongkhene KHAMSOUKTHAVONG
16. Ms. Bouakeo SOUMPHONPHAKDY

Saravan TTS

17. Mr. Sengaloune KHANH-ASA
18. Mr. Somchit PHENGSOUVANAVONG

Pakse TTC

19. Mr. Phone PHOUVANNO
20. Ms. Noukone PHICHIT



List of Interviewees

MOE

Ms. Sengdeuane LACHATHABOUN	Vice Minister
Dr. Mithong SOUVANVIXAY	Director General, DTT
Mr. Maaly VORABOUTH	Deputy Chief, Evaluation Division, DTT
Ms. Viengxay LATHSAVONG	Technical Staff, Teacher Training Division, DTT
Mr. Khamphouang BOUNMIXAY	Director of Cabinet
Mr. Shigeru MIYAJIMA	Japanese Expert for the Project
Ms. Satomi UENO	Educational Advisor

TEADC/ Faculty of Education Sciences, NUOL

Mr. Bounchanh KHOUNPHILAPHANH	Head of Academic Unit
Mr. Sounthone SENGSOURIYAVONG	Head of Post Graduate Unit
Dr. Xaya CHEMCHENG	Vice Head of Department of Science and Mathematics
Mrs. Manichanh SAYAVONG	Lecturer

Luang Prabang TTC

Mr. Somluay SONTIYATHUAI	Director
Mr. Hongkham BOUTHDOUANGTHIP	Head of Science and Mathematics
Ms. Souksakhone PHOU'ITHAVONG	Mathematics Teacher
Ms. Kansone SIRIPAPHANH	Biology Teacher
Ms. Padaphet INTHAVICIIT	Mathematics Teacher
Mr. Sengthong PHONGVILAY	Head of Science Unit
Mr. Vatthana SIOUDOMPHANH	Physics Teacher

Bankeun TTC

Mr. Oudone THAPVONGSA	Director
Ms. Phouthada LAVILAYSENG	Head of Science and Mathematics
Mr. Khamphao SIPANGAVONG	Deputy Head of Science and Mathematics
Mr. Khamphone KEOMEUANGSONG	Teacher of Science Unit
Ms. Sysavone KEOPHASY	Teacher of Mathematics Unit

Saravane TTS

Mr. Khambone INTHALATH	Director
Mr. Somchit PHENGSOUVANNAVONG	Deputy Director
Mr. Sengaloun KHANASA	Head of Office
Ms. Souliphone SIVIXAY	Biology Teacher
Mr. Oudomphone ONMANIVONG	Math Teacher
Mr. Xaypaseut VILAYCHIT	Physics Teacher

Pakse TTC

Mr. Khampaine MEKCHONE, Director	Director
Ms. Nukone PHICHIT	Biology Teacher
Mr. Samlane THAVITHONG	Physics Teacher
Ms. Mayuly, CHAMLEUNSAP	Mathematics Teacher