

TEACHER TRAINING IN LAOS

Overview and Goals

by

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Stockholders in a company expect their organization to produce the best possible product and services for consumers. Justly so. Citizens in any country should rightfully expect the best planned educational program, the best possible organizational structure, the proper motivation of professional personnel, as well as continuing evaluations of monies expended. Fundamentally, the stockholders base such an evaluation upon the established goals of the company, as established by their representative officers, and an analysis of what has been accomplished toward the established goals at a given point in time. Changes in the established goals and procedures will inevitably be made from time to time but should be fully understood and explained to the stockholders in order that they can, in turn, change their evaluative instruments.

In 1956* the goals established for Education included the following with the goals for teacher training placed in capital letters. The development of this paper is directed toward teacher education but must, of necessity, draw upon the situation and the implications for elementary and technical-vocational education as well as secondary education.

Goals of USAID Education (1956)

1. Efforts should be directed to the end making available to all children school facilities necessary for completion of three (3) years of elementary education. Such efforts should demand contributions from each local community (village) to the fullest extent of local resources,

*Ras Oliver Johnson, "A Study of Education in Laos", 1956, Vientiane, Laos.

particularly with respect to the construction of school buildings and the maintenance of school buildings. Only those things which are not available to the villagers should be provided; some of the things which should be provided are materials for adequate roofing, nails, tools, and, in some cases, cement. The villages have amply demonstrated their willingness and ability to construct their own school buildings. This should not be overlooked; neither should the initiative be destroyed by outside sources providing these things. Training in school building planning should be given to village headmen.

2. Complete elementary schools should be provided as rapidly as possible. These should be carefully located so as to make a complete elementary education available to as many children as possible. Since this type of school usually serves a much larger area than the elementary school which offers only the first three grades, the problem of organizing many villages for cooperative effort in constructing a complete elementary school is much more difficult than when working on the village level. Therefore, it appears that a greater degree of leadership and responsibility must be assumed by the National Government with respect to the construction of complete elementary schools.

3. What has been said above with respect to complete elementary schools holds true for secondary schools, even to a greater degree.

4. The facts seem to indicate that the most crucial need with respect to school buildings is in the area of secondary education facilities. This is the real bottleneck in the provision of an adequate school program in Laos. IT SHOULD BE UNDERSTOOD THAT TEACHER TRAINING CENTERS PRESENTLY FALL WITHIN THE LEVEL OF SECONDARY EDUCATION BY VIRTUE OF THE FACT THAT MOST OF THE TEACHERS HAVE ONLY COMPLETED AN ELEMENTARY SCHOOL EDUCATION WHILE A SMALLER NUMBER HAS COMPLETED THE FIRST CYCLE OF THE SECONDARY SCHOOL. Education beyond the secondary level can best be provided, presently, through study in schools outside Laos.

5. THE DEVELOPMENT OF TEACHER TRAINING FACILITIES AND TECHNICAL EDUCATION FACILITIES ARE CRUCIAL NEEDS. THERE IS A SHORTAGE OF TEACHERS EVEN WITH LIMITED TRAINING. THERE IS ALSO A TERRIFIC SHORTAGE, ALMOST TOTAL ABSENCE, OF SCHOOL EQUIPMENT, AND INSTRUCTIONAL MATERIALS WHICH ARE LOCALLY PRODUCED. Laotians have the aptitude necessary for the development of the skills essential to the production of these things. What is needed is leadership training and assistance in securing the basic tools which must be imported. Students at the Savannakhet

Technical School have amply demonstrated what can be done in the production of school equipment such as blackboards, desks, beds, tables, chairs, benches and simple tools.

It would, therefore, seem highly appropriate and desirable to develop a school equipment production center as an adjunct to both the Savannakhet and the Vientiane Technical Schools. A Technical School, with a Production Center, should also be established at Luang Prabang. Each of the Technical Schools and Production Centers should be provided with means of distributing school equipment to the schools within their respective areas. The distribution of locally produced equipment should be coordinated with the distribution of instructional materials produced in Vientiane and materials imported by the Ministry of National Education.

6. With the natural and human resources in Laos and with a rapidly growing school system with extremely limited instructional materials -- limited in kinds, quality and quantity --- the development of a Center for the Production of Instructional Materials should be given high priority. At present, most of the materials used in elementary schools are small textbooks produced by the Offset Press process. The master copy for these books is made in the Instructional Materials Department of the Ministry of National Education; these master copies are sent to Saigon, Vietnam, or to the Philippines where they are reproduced and bound with very inexpensive bindings. These must then be shipped to Vientiane from which point they are distributed to the schools of Laos by reshipping to the Provincial Inspectors of Primary Schools, who in turn distribute them to the school by whatever means they are able to devise.

With two technicians -- one who would give training in the writing of materials, and one who would direct and give training in the operation of an Offset Press, together with a press, could carry on a program of production and training which would have lasting value. To pursue a policy of procurement from the outside does not make sense; neither does any policy which does not utilize every opportunity to help Laotians to become more self-sufficient.

7. THE QUALITY AND QUANTITY OF TEACHER EDUCATION NEEDS TO BE INCREASED. The Ministry of National Education needs reorganization along lines already proposed in order to increase its efficiency and its effectiveness in giving guidance and direction to the total educational system. These two sets of needs are closely related. Providing for the meeting of these needs and those set forth in numbers 1-6 above are the essentials for curriculum improvement.

Goals of USAID Education (1965)* (Teacher Training)

The long-range objectives become and continue to be to assist Laos, as an independent and sovereign nation, to develop its own autonomous and self-sustaining educational system as needed to train the instructional and administrative personnel for its elementary and secondary schools and its teacher training institutions. When such facilities, programs, staff have been developed and are in operation, the Lao then can adopt their own curricula, use their own language as the medium of instruction, and develop their own human resources in keeping with their own culture, values, and traditions.

The long-range objective is broken down into certain quantitative and qualitative targets to be achieved by June, 1971, the proposed terminal date of the Project, or before. These targets are to graduate annually numbers of personnel as follows:

1. 276 elementary school teachers who have a minimum of 8 years of total schooling and who are eligible to teach in Grades 1-3;
2. 270 elementary school teachers who have a minimum of 10 years of total schooling and who are eligible to teach in Grades 4-6 (and, of course, in Grades 1-6) and in emergencies in Grades 7-8;
3. 104 secondary school teachers (84 regular, 20 English language) who have a minimum of 13 years of total schooling and who are eligible to teach in Grades 7-10;
4. 52 secondary school teachers who have a minimum of 15 years of total schooling and who are eligible to teach in Grades 11 and 12 and the terminal year, 30 of whom will probably go into advanced study;
5. 20 advanced secondary education and teacher education professors who have a minimum of 17 to 18 years of total schooling and who are eligible to teach at all levels at the ESP (formerly NEC), the major teacher training institution in Laos.

(By June, 1971 the teacher training institutions should be graduating from all programs about 722 teachers and professors annually. Probably about 600 will go into teaching immediately. The others will go into advanced study.)

*TOAID-11142, March 30, 1965 (drafted by: H. Bollinger)

6. 20 secondary school vocational teachers who have a minimum of 13 to 15 years of total schooling and who are eligible to teach in their special fields in Grades 7-13.

(At the moment the cost of training secondary school vocational teachers is borne largely by the UN Special Fund, the Lao Government, and the French Government, with relatively small contributions by the U.S. and other governments. There is no reason why the program cannot be changed to graduate about 20 teachers annually by June, 1971.)

Project Results to Date (Teacher Training)

1. Physical facilities have been constructed, or are planned for 1967-68, to complete the development of the Ecole Supérieure de Pédagogie to house and instruct 1500 students; to complete the development of the Ecole Normale d'Instituteurs--Pakse and Luang Prabang, for housing 550 students each; completed development of the Ecole Normale d'Instituteurs, Sam Thong, to house seventy students and Vang Vieng to house 35 students.
2. Plans are complete to start construction at Savannakhet to develop an ENI to house 550 students; to develop an ENI at Ban Keun to house 220 students and to expand Vang Vieng to house 220 students.
3. 434 graduates from Teacher Training institutions were made available for teaching (421 for elementary schools and 13 for secondary schools) in 1967.
4. In 1966-67 seventy-one of 170 teachers in teacher training were Lao, all having some training abroad.
5. A new curriculum was developed and accepted for the English Section (ESP) to train teachers for all subject areas in secondary schools. A full seven-year training program has been inaugurated.
6. A four-year teacher training program has been initiated in three schools for upgrading quality of teachers. These graduates will have an equivalent of ten years of education instead of the previous seven or eight years.

7. The two and four year teacher training programs receive over 75% of their instruction in the Lao language in the ENI's and Lao Section (ESP) (English and French are taught as a foreign language.)
8. The project has sponsored four hundred sixty-two participants for training outside of Laos (29 in the U.S.) for a total of 3173 man-months of training.

Goals of USAID Education (1967)* (Teacher Training Goals for 1975)

The goals of Teacher Education should be increased to develop better quality and greater preparation of teachers going into the Laotian schools. Therefore, through a gradual upgrading of students entering the Teacher Training institutions from the increased number of Colleges and Lycees, a gradual reduction will be undertaken in entering students after only six years of primary education until the lowest entrant level will be eight years and then ten years of previous academic training.

1. Develop the ESP so as to house and educate 1500 students annually. Classroom, laboratory and housing space will be developed to handle this number of students for a broadened academic offering including practical arts.
2. ENI's Pakse, Luang Prabang and Savannakhet developed to house and educate 550 students each (total of 1650 students).
3. ENI's Vang Vieng, Sam Thong and Ban Keun be developed to house and educate one hundred students each (total of 300 students).
4. Upgrade teacher training graduates until by 1975 no teacher trainee will have less than ten years of education; by 1980 no teacher trainee will have less than twelve years of education.
5. Entering students for the Ecole Superieure de Pedagogie, ENI Pakse, ENI Luang Prabang, ENI Savannakhet will have ten years of previous education by 1975.
6. The two and four year programs for teacher training at the Ecole Normale d'Instituteurs for teacher training will be developed upon ten years of previous education; the Ecole Superieure de Pedagogie program will be built upon twelve years of previous education by 1975.

* Dr. Ralph H. Hall, Goals for Teacher Training, Laos, 1967.

7. One hundred thirteen-year teacher trainees to receive one year abroad; one hundred fifteen-year trainees to receive two years abroad (Bachelor Degree); ten seventeen-year trainees to receive one additional year abroad (Master Degree); one Master Degree trainee to be given work toward Doctoral Degree.
8. Nine hundred teacher trainees will be graduated yearly for teaching in elementary schools; 150 graduates for first cycle secondary teaching and fifty graduates for second cycle and teacher trainers by 1980. One Ph. D. to be produced every two years for administration work in the Ministry of Education and in Teacher Training starting in 1980.
9. By 1975 fifteen hundred students enrolled at the ESP (500 in two-year program and 500 in four-year program above grade ten; 250 in two-year program and 250 in four-year program above grade twelve); five hundred students at each ENI (Pakse, Luang Prabang, Savannakhet) (250 in two-year and 250 in four-year program at each ENI taken from graduates of ten years previous education); Vang Vieng, Sam Thong and Ban Keun ENI's enroll one hundred students each in a two-year program above the tenth grade.
10. All Lao faculty members of teacher training institutions to have had participant training specialized experience abroad for increased performance potential in the jobs assigned, by 1975.
11. Instruction in teacher training institutions by 1980 to be in the Lao language except for language instruction in English, French, Japanese, etc.
12. All textbooks for use of teacher training to be in the Lao language by 1975.
13. Summer training programs for School Administrators should be incorporated into the program by 1975. These should include:
 - a. School Administration and Supervision
 - b. School Records and Accounting
 - c. School Maintenance
 - d. Student Services (food, lodging, recreation)
 - e. Curriculum Development

This program should be such that attendance will be for ten weeks; that pay increments are experienced after a given amount of training; that competent faculty be employed.

14. Based upon an estimated ten percent teacher loss after graduation (bourses would only account for one-half the graduates), expected number of trainees available per year starting in 1975 would be:

| YEAR: | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 |
|-------|------|------|------|------|------|------|------|------|------|------|------|
| 12 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 |
| 13 | 179 | 269 | 269 | 269 | 269 | 269 | 269 | 269 | 269 | 269 | 269 |
| 15 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 |
| 17 | | | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 80 |
| 18 | | | | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Dr. | | | | | | 1 | | 1 | | 1 | 1 |
| <hr/> | | | | | | | | | | | |
| | 824 | 914 | 994 | 1002 | 1002 | 1003 | 1002 | 1003 | 1002 | 1003 | 1003 |
| <hr/> | | | | | | | | | | | |

Number prepared for:

1980

| | | |
|-------------------------|---|-----|
| Elementary Teaching | : | 600 |
| Grades 7-9 | : | 179 |
| 1st Cycle | : | 45 |
| 2nd Cycle & T.T. | : | 80 |
| Jr. College (14-15 Yr.) | : | 9 |

HISTORICAL BACKGROUND OF EDUCATION IN LAOS

Education is always a function of time, place, and social circumstances. This is no less true in Laos than in other social systems. The development of the system of education in Laos indicates a great deal about the process of social change that has taken place in this country during the past century and especially during the past fifty years when the "French presence" had its greatest impact. The traditional system of education had been essentially Buddhist, organized in a system of pagoda schools under the direction of the Buddhist clergy. Finally, in 1946, the Buddhist Pagoda schools and the French-secular schools were merged officially into one national Laotian school system under the Ministry of National Education.

Present problems for the education system lie in the need, but present lack of economic resources for expansion, lack of trained teachers, lack of higher education, lack of clearly defined national objectives and a feeling of national unity, the diversity of ethnic groups, the ambivalent feeling with respect to French culture; the emphasis placed upon the study of French language and French culture while neglecting the historical language and culture of the Laotians; and the lack of relationship between the curriculum and the pressing needs of an emerging new nation in a highly competitive modern world.

Every program, if it is to be effective, must have a clearly defined rationale. This calls for an understanding of the facts regarding the situation. Unfortunately, the crucial need for factual data in program planning has not been met in Laos. Emotions and good intention cannot provide a sound basis for over-all program planning anymore than it can provide a basis for program planning in any specific area.

The present lack of trained persons in Laos cannot, factually, be attributed to inherent characteristics of Laotians. Rather, the present fact of limited number of trained persons including teachers, can be found in the following historical circumstances:

1. The French first established themselves along the coastal areas of Indo-China and because of the geographical isolation of Laos, and its limited known resources they did not enter Laos until much later.

2. Because of the belief that Laos was not significant economically, the French never developed Laos as they did the countries along the coast.
3. The Annamites (Vietnamese) were trained as Civil Servants and teachers before the French penetrated the interior of Indo-China.
4. When the French moved into what is now Laos, they carried their Vietnamese civil servants with them and they continued to dominate the civil service field and other positions of leadership in Laos until after 1945.
5. The Civil Servant training centers (institutions) were in Hanoi and other cities outside Laos.
6. The children of civil servants had a decided advantage over the children of persons who were "outside the pale" and thus on competitive examinations for entrance into training institutions the Laotians were at a decided disadvantage. The fact that the Laotians were at a great disadvantage was recognized and for a while the University of Hanoi provided for "certain exceptional measures" in dealing with Laotian applicants, but from 1932 onwards the University terminated these "exceptional measures" and began to insist on the baccalaureat as a condition for every student's admission. This return to the strict letter of the law practically put an end to professional recruitment of Laotians. Only a few doctors and secondary teachers were able to escape its effects. Even in Vientiane, the very heart of Laos, the young Laotians were handicapped to such an extent that the number of Lao pupils in the secondary classes remained extremely small, because of the social, economic, and political circumstances which surrounded them and the fact that local authorities applied the same educational system to all irrespective of the fact that the Laotians were at a great disadvantage in the competitive system. In 1945, the school unit in Vientiane numbered 2,000 pupils, of whom 1,150 were Annamites and 850 Laotians. It is reported that in March 1945, when the coup de force came, that the whole of the Annamite staff was dispersed which formed two-thirds of the primary teachers and assistant teachers. This came at the very time that the sharp increase in number of schools and enrollment in these schools was taking place. The problem of training a new staff still has not been met; personnel and facilities simply do not exist. Securing teachers is rendered more difficult because of the advantages offered in salaries and prestige to civil service and governmental positions.

EDUCATION IS TODAY THE NUMBER ONE NEED OF LAOS. This is an inescapable fact of any competent observer. The locus of the problem is in political, social, and economic circumstances and NOT in the inherent nature of the Laotians.

THE EDUCATIONAL SYSTEM*

In order to describe the educational system in Laos, it might be well to state that it is very similar to the systems in France, Cambodia and South Vietnam; it also has many similarities to the educational system of Thailand with which Laos is most closely associated ethnically and linguistically. These similarities are important in educational program planning in Laos. The system in Laos may be described as follows:

Elementary Education

Elementary education is divided into two cycles of three years each -- the elementary cycle (Phatom I-III) and the complementary cycle (Phatom IV-VI or intermediate first and second year classes, and higher class). On completion of these two cycles pupils are awarded the CEPC or Certificat d'Etudes Primaires Complementaires (Certificate of Complementary Primary Studies). French and Lao languages are being introduced in the first year of the Primary School.

Most of the elementary schools in Laos offer work covering the first cycle only. In 1955-56, out of a total of 1,137 elementary schools listed by the Ministry of National Education 1,028 were Primaires Elementaires or schools of the first cycle, of which 90 were closed throughout the school year due to the lack of teachers and the lack of funds to pay teachers; 109 were Groupes Scolaires or schools offering work covering both cycles, of which five were closed throughout the school year. (See Appendix A).

The enrollment in the first cycle was 58,810 as compared with 8,188 in the second cycle for the school year 1955-56. In 1965-66 school year, this number had changed to 117,077 first cycle children and 27,692 second cycle children. There were 2,104 teachers in 1955-1956 and 4,673 in 1965-1966. (Appendix A). These figures indicate that there have been an average of two teachers per school. Most of the teachers assigned to the first cycle have had only six years of formal education (or less); while those assigned to the second cycle have had from eight to ten years.

*A more complete description can be found in "Student Records from Laos" May, 1967, Dr. Ralph H. Hall, USAID/Laos.

Secondary Education

Secondary education comprises two cycles. The first, lasting for four years, prepares pupils for the DEPC or Diplome d'Etudes Primaires Complementaires (Diploma of Complementary Primary Studies); the second, lasting three further years, leads to the baccalaureat 2e (Secondary School-Leaving Certificate). Until 1965, the baccalaureat 1er (First Baccalaureate) was granted upon completion of the sixth year of secondary education. In 1955-1956, secondary education was provided in seven establishments; the Lycee Pavie in Vientiane (now called the Lycee Vientiane) which is the only full secondary school in Laos; the Normal School in Vientiane (now a part of the Ecole Superieure de Pedagogie); five colleges (secondary schools offering the first cycle of secondary education) located at Pakse, Savannakhet, Thakhek, Luang Prabang and Xieng Khouang (no longer in Royal Lao Government controlled territory). The latter, Xieng Khouang, began in 1955-56 with 42 students in the first year. The number of students attending all these establishments in 1955-1956 was 1,321. In 1966-1967 these schools had been enlarged and others added. Vientiane Lycee had an enrollment of 1,745 students; the colleges of Pakse, Savannakhet and Luang Prabang were twelve year Lycee's with an enrollment of 1,553 students; Thakhek and Saravane were full ten year colleges with an enrollment of 447 students; Attapeu, Borikhane, Champassak, Kongkok, Khong Island were in their second year and Sam Thong, Sayaboury and Vang Vieng in their first year of the four-year program. The total enrollment in Public Secondary Schools in 1966-67 was 4,165 students with 176 teachers. Also in 1966-1967 twelve private secondary schools had been established. They are located in Vientiane (5), Luang Prabang (2), Paksane (2), Pakse (1), Savannakhet (1), Sam Thong (1), with a total enrollment of 1,676 students and 61 teachers.

In 1955-56, one Normal School with an enrollment of 102 students was located in Laos. In 1966-1967, there were five Normal Schools for teacher training. These are included under Secondary Education since the programs are secondary level training except for the nine-year program at the Ecole Superieure de Pedagogie. The former Normal School has been absorbed into the Ecole Superieure de Pedagogie (ESP) which now has a two, four, five, seven and nine year program enrolling 1,507 students; the Ecole Normale d'Instituteurs (Normal Schools) located in Luang Prabang and Pakse have a two and four year program with an enrollment of 445 students; the Ecole Normale d'Instituteurs located at Sam Thong and Vang Vieng have one year programs with an enrollment of 109 students. A total

faculty of 170 are employed in teacher training (71 Lao, 30 American, 60 French, 9 other nationalities). 434 graduates were prepared in the 1966-1967 school year for teaching in the schools.

In spite of the great shortage of trained persons in Laos, the present system prevents the realization of the goal of a corps of trained persons for the many needs of the country. In the first place, persons who certainly have not had the opportunity to show what they are capable of, are eliminated by rigid examinations with no alternative course for further education. In the second place, approximately fifty percent of the persons who qualify on the examinations are rejected because there is neither the classroom space nor the teachers to teach them. Education presently receives about 8 percent (8%) of all the foreign aid to Laos; yet, the Laotians state that education is their greatest need.

Another anomaly regarding the education system is that in a country which is terribly underdeveloped, a classical curriculum is followed with almost no provision for developing the knowledge, attitudes, and skills necessary for economic and social development. A basic tenet in the Laotian philosophy of education has been the idea that education is for making gentlemen, and gentlemen never engage in any kind of work which may soil the hands. When implementation occurs for the Educational Reform Act of 1962, this philosophy will gradually change.

The entire educational system greatly discriminates against women. Further, Laotians are almost wholly lacking among the secondary teaching personnel; the secondary schools are staffed by French teachers who spend their vacation periods in France, and the average tenure of French teachers is relatively short. These factors naturally lower the effectiveness of the teaching personnel.

Technical Education

Technical education is a part of the over-all secondary education development in Laos but since it has as its objective the development of specialized personnel, is here being treated as a separate activity. The technical school in Savannakhet was opened in 1955-1956 with 36 students; in the school year 1966-1967 it had an enrollment of 389 students in the grades 7-10. The Vientiane Technical School opened for operation in 1956-1957 with 140 students; the enrollment in 1966-1967 was 402 students in grades 7-12 (9 students in grades 11-12). The Vientiane Lao-German

Technical School in 1966-1967 had an enrollment of 118 students in grades 11-13 (this school started operation in 1964-1965) and in 1967-1968 was to emphasize grades 7-10 and de-emphasize grades 11-13. These schools are designed to provide training in various trades, such as carpenters, auto mechanics, lathe and drill press operators, masons, electricians, clerks and stenographers.

Other Schools

The Institute of Law and Administration, established in 1923, had four sections in 1966-1967 -- Diplomatic, Economics, Law, General Administration with an enrollment of 60 students, grades 11-14.

The Vientiane Medical School, established in 1959, had a four-year program (grades 11-14) in 1966-1967 to train about 60 per year as medical assistants.

Higher Education

There are no institutions in Laos which can be classified as colleges or institutions of higher learning. It would seem to be the better part of wisdom not to attempt to develop such institutions except for the junior college program now underway at the Ecole Superieure de Pedagogie which has a fifteen-year program. First, efforts should be directed toward developing a sound elementary and secondary school system with a sound teacher training program to meet the present crucial needs and to serve as a foundation for the later development of a National College or University. Higher education needs can be met at present through institutions outside of Laos, particularly in Thailand. Sound planning would seem to dictate that program development, for the present and the next decade, in all Ministries of the National Government should be designed in terms of the reality of the lack of a corps of highly trained and specialized personnel. No greater injustice could be heaped upon the Laotians than for those who have come to assist the Laotians to foster, in the beginning, national programs which are not based upon objective data with respect to Laos. Further, there should be a deliberate effort to take advantage of what can be learned from other situations.

Administration

Education is the responsibility of the Minister of National Education who

is assisted by the Director General of Education. The Director General of Education is in turn assisted by a Director of Primary and Adult Education, Director of Secondary Education, Director of Teacher Training, Director of Vocational and Technical Education and several supporting bureaus.

The Director of Primary and Adult Education is represented in the provinces by Primary School Inspectors. There are twenty-one Primary School Inspectors as of 1966-1967. The Director of Secondary Education is represented by the Principal of the Lycees and Colleges and the Director of Teacher Training is represented by the Directors of the Ecoles Normales d'Instituteurs while he also acts as Director of the Ecole Superieure de Pedagogie.

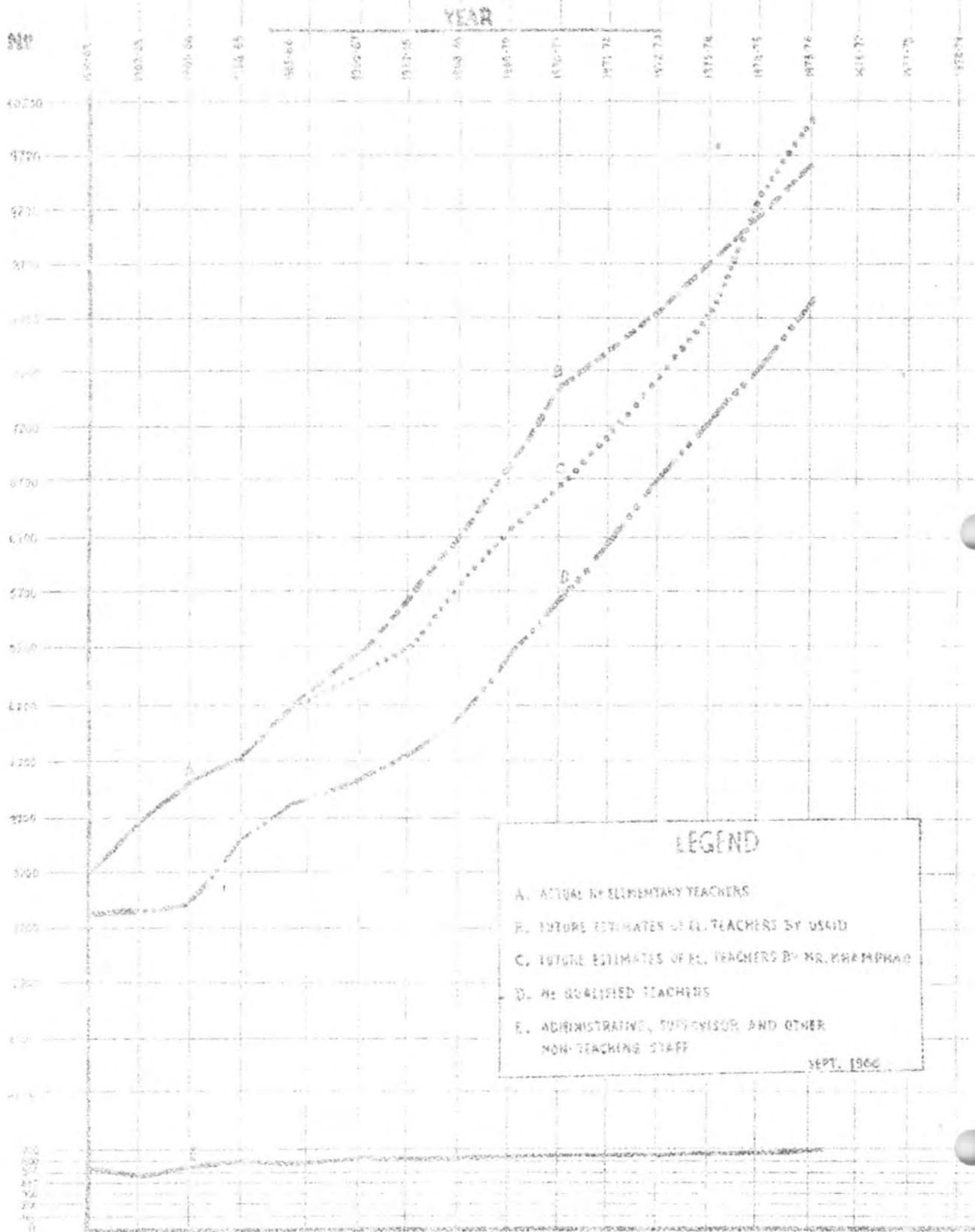
Since 1946, holders of the secondary school-leaving certificate, young bacheliers, have automatically been receiving scholarships for study abroad. In 1956, other students who while not being bacheliers, but having already specialized (often from the diploma or elementary certificate level), were sent to South Vietnam, Cambodia, or Thailand. Records of the Ministry of National Education show that in 1956 there were 75 Lao students in France; 4 in South Vietnam; 23 in Thailand; 32 in Cambodia; 4 in the United States; and 1 in England, for a total of 139. Since 1956, 1550 participants have been sent to other countries for study by USAID, of which 29 have studied in the United States. The number of participants sent to France, England, Canada, Australia is unknown at this time as are the figures for participants sent by USIS of students sent to the United States for observation and study. Estimates approximate 2,000 additional participants have had some study outside of Laos toward further work in Education.

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The tables and graphs which are included in these appendices give in greater detail the information incorporated in the foregoing text. These materials have been previously published as addendums to papers and reports.

APPENDIX A

ELEMENTARY STAFF NEEDED FOR LAOS



LEGEND

- A. ACTUAL NO. ELEMENTARY TEACHERS
- B. FUTURE ESTIMATES OF EL. TEACHERS BY USAID
- C. FUTURE ESTIMATES OF EL. TEACHERS BY MR. KHAMPHAO
- D. NO. QUALIFIED TEACHERS
- E. ADMINISTRATIVE, SUPERVISOR, AND OTHER NON-TEACHING STAFF

SEPT. 1966

TABLE I

Elementary Pupils and Teachers in Laos

| Year | Pupils | Total Teachers (Including Administrative Staff) | | |
|--|---------|--|--------------------------------|-------|
| | | Breakdown of Teachers by Qualifications | | |
| | | Qualified | Emergency CREC and Monks | |
| 1955-56 | 66,998 | 2,115 | | |
| 1956-57 | 77,167 | 1,957 | | |
| 1957-58 | 77,204 | 2,660 | | |
| 1958-59 | 95,957 | 2,925 | | |
| 1959-60 | 99,302 | 3,028 | | |
| 1960-61 | 91,313 | 2,869 | | |
| 1961-62 | 88,312 | 3,166 | 2,806 | 360 |
| 1962-63 | 108,603 | 3,641 | 2,846 | 795 |
| 1963-64 | 117,111 | 4,000 | 2,901 | 1,099 |
| 1964-65 | 128,040 | 4,203 | 3,432 | 771 |
| 1965-66 | 144,769 | 4,673 | 3,815 | 858 |
| (Estimations by Mr. Khamphao Phonekeo) | | | | |
| 1966-67 | 154,000 | 4,900 | 4,016 | 884 |
| 1967-68 | 168,000 | 5,200 | 4,280 | 920 |
| 1968-69 | 172,000 | 5,760 | 4,650 | 1,110 |
| 1969-70 | 182,100 | 6,232 | 5,125 | 1,107 |
| 1970-71 | 189,000 | 6,640 | 5,605 | 1,035 |
| 1971-72 | 197,000 | 7,150 | 6,175 | 975 |
| 1972-73 | 206,000 | 7,680 | 6,722 | 958 |
| 1973-74 | 215,000 | 8,235 | 7,248 | 987 |
| 1974-75 | 230,000 | 9,432 | 7,753 | 1,679 |
| 1975-76 | 250,000 | 10,000 | 8,356 | 1,644 |
| 1979-80 | 339,900 | 13,132 | | |

September 22, 1966

Actual figures through 1965-66. Later figures estimated by Mr. Khamphao Phonekeo, Director of Elementary and Adult Education.

TABLE II

Elementary Teachers Available

Based on present and proposed teacher education programs in Laos, with an attrition rate of 10% in one and two year programs and 30% in four year programs.

Number of Teachers Available

| <u>Year</u> | <u>ESP</u> | <u>Pakse</u> | <u>L.P.</u> | <u>SVKT</u> | <u>Santhong</u> | <u>Vang Vieng</u> | <u>Paksane</u> | <u>Sayaboury</u> | <u>Total</u> |
|-------------|------------|--------------|-------------|-------------|-----------------|-------------------|----------------|------------------|--------------|
| 1966 | 180 | 60 | - | - | 35 | - | - | - | 291 |
| 1967 | 210 | 66 | 45 | - | 54 | 35 | - | - | 410 |
| 1968 | 250 | 90 | 90 | - | 72 | 45 | 38 | - | 575 |
| 1969 | 222 | 125 | 125 | 45 | 72 | 45 | 45 | 28 | 707 |
| 1970 | 226 | 160 | 125 | 45 | 72 | 45 | 45 | 28 | 716 |
| 1971 | 233 | 160 | 125 | 125 | 72 | 45 | 45 | 45 | 850 |
| 1972 | 238 | 160 | 125 | 125 | 72 | 45 | 45 | 45 | 855 |
| 1973 | 245 | 160 | 125 | 125 | 72 | 45 | 45 | 45 | 862 |
| 1974 | 250 | 160 | 125 | 125 | 72 | 45 | 45 | 45 | 867 |
| 1975 | 250 | 160 | 160 | 160 | 72 | 45 | 72 | 72 | 991 |

Note: The above does not take into account elementary teachers who may come out of the increasing number of secondary schools, nor those who may come back from study abroad and become elementary teachers.

APPENDIX B

EDUCATION

Literacy Rate: 12 percent (est.)^{1/}

Elementary Schools

| | <u>Total</u> ^{2/} | <u>Number of Classrooms</u> ^{3/} | <u>Enrollment</u> ^{4/} | <u>Teachers</u> ^{5/} |
|---------|----------------------------|---|---------------------------------|-------------------------------|
| Public | 2,771 | 4,132 | 160,760 | 4,911 |
| Private | 87 | 369 | 18,924 | 415 |
| Total | <u>2,858</u> | <u>4,501</u> | <u>179,684</u> | <u>5,326</u> |

Secondary Schools^{6/}

| | <u>Total</u> | <u>Enrollment</u> | <u>Teachers</u> |
|---------|--------------|-------------------|-----------------|
| Public | 14 | 4,165 | 176 |
| Private | 12 | 1,676 | 61 |
| Total | <u>26</u> | <u>5,841</u> | <u>237</u> |

^{1/} Estimated for some years as 15-16%; however, a recent UNESCO survey shows that only 12% of the population has completed the 4th grade, considered the minimum schooling for literacy.

^{2/} RIG figures for the 1966/67 school year as of 4/1/67; they include 718 public and 25 private schools in areas not now under RIG control.

^{3/} Also for the 1966/67 school year. The total reflects only those in use in RIG-controlled regions.

^{4/} Actual enrollment as of 4/1/67 in only the schools operating in RIG territory; includes 115,546 boys (about 64%) and 64,138 girls (36%).

^{5/} The 4,911 public school teachers include the following:

| | |
|-----------------------------|-------|
| Administrators | 304 |
| Classroom teachers | 4,313 |
| Other | 294 |
| In army | 35 |
| Whereabouts unknown | 74 |
| Substitutes, on leave, etc. | 185 |

The RIG maintains on its payroll public school teachers in areas held by the enemy; if and when they re-appear in secure territory they are re-assigned. Note that 74 are now in this category. The 304 administrators include 53 in the Ministry; the balance is comprised of PSIs and their staffs, non-teaching school principals, etc.

^{6/} RIG figures for the 1966/67 school year, as issued 15 March 1967; they cover only schools in areas to which RIG has access.

*Fact Sheet, USAID/OPE, Nov. 6, 1967.

Public Elementary Schools by School District

| <u>District</u> | <u>Schools</u> ^{1/} | <u>Classrooms</u> ^{2/} | <u>Enrollment</u> | <u>Classroom Teachers</u> ^{1/} |
|------------------------------|------------------------------|---------------------------------|-------------------|---|
| Attapeu | 65 | 62 | 2,633 | 76 |
| Ban Keun (Vientiane) | 66 | 145 | 4,750 | 145 |
| Borikhane | 72 | 117 | 4,467 | 127 |
| Champassak | 106 | 189 | 7,731 | 183 |
| Houa Khong | 97 | 74 | 2,621 | 80 |
| Houa Phan | 104 | 44 | 1,398 | 44 |
| Kengkok (Savannakhet) | 186 | 287 | 11,699 | 293 |
| Khammouane | 275 | 245 | 7,747 | 245 |
| Luang Prabang | 279 | 371 | 14,061 | 394 |
| Nong Bok (Khammouane) | 55 | 110 | 3,429 | 110 |
| Paklay (Sayaboury) | 87 | 148 | 5,623 | 148 |
| Phone Hong (Vientiane) | 57 | 109 | 3,921 | 109 |
| Phong Saly -- Out of contact | | | | |
| Saravane | 135 | 143 | 4,712 | 147 |
| Savannakhet | 174 | 296 | 13,999 | 301 |
| Sayaboury | 100 | 159 | 5,677 | 161 |
| Sedone | 135 | 258 | 9,948 | 261 |
| Sithandone | 95 | 167 | 5,594 | 167 |
| Vang Vieng (Vientiane) | 131 | 165 | 4,917 | 165 |
| Vientiane | 167 | 575 | 26,858 | 673 |
| Vapikhamthong | 125 | 183 | 7,049 | 177 |
| Xieng Khouang | 260 | 285 | 11,926 | 307 ^{2/} |
| Total | 2,771 | 4,132 | 160,760 | 4,313 |

Private Elementary Schools by Province

| | | | | |
|-----------------------------|-----------|------------|---------------|------------|
| Attapeu | - | - | - | - |
| Borikhane | 2 | 10 | 323 | 10 |
| Champassak | 3 | 8 | 316 | 8 |
| Houa Khong | 1 | 1 | 119 | 2 |
| Khammouane | 13 | 46 | 1,683 | 46 |
| Luang Prabang | 5 | 42 | 1,881 | 46 |
| Saravane | 1 | 1 | 64 | 2 |
| Savannakhet | 6 | 37 | 2,554 | 43 |
| Sedone | 7 | 63 | 3,771 | 63 |
| Sithandone | 2 | 5 | 102 | 6 |
| Vientiane | 43 | 154 | 8,051 | 185 |
| Vapikhamthong | 1 | 2 | 60 | 2 |
| Xieng Khouang | 3 | - | - | - |
| Totals ^{1/} | 87 | 369 | 18,924 | 413 |

^{1/} The footnotes on the first page of the Education section explain the apparent discrepancies between the number of schools, both public and private, and the number of classrooms.

^{2/} Includes 206 paid by the military.

USAID-assisted Public Elementary Schools by Province
(FY 1955 - 30 June 1967)

| <u>Province</u> | <u>USAID-assisted</u> | | <u>USAID-financed</u> |
|-----------------|-----------------------|-------------------|------------------------------|
| | <u>Schools</u> | <u>Classrooms</u> | <u>Textbooks Distributed</u> |
| Attapeu | 14 | 25 | 36,351 |
| Borikhane | 56 | 91 | 53,762 |
| Champassak | 39 | 75 | 95,205 |
| Houa Khong | 14 | 49 | 38,284 |
| Houa Phan | 1 | 7 | 27,070 |
| Khammouane | 74 | 182 | 143,905 |
| Luang Prabang | 35 | 144 | 144,569 |
| Saravane | 30 | 54 | 56,747 |
| Savannakhet | 70 | 205 | 269,753 |
| Sayaboury | 16 | 48 | 131,387 |
| Sedone | 77 | 149 | 128,151 |
| Sithandone | 43 | 67 | 70,797 |
| Vientiane | 113 | 364 | 334,950 |
| Wapikhamthong | 73 | 116 | 72,863 |
| Xieng Khouang | 5 | 40 | 87,726 |
| | <u>660</u> | <u>1,616</u> | <u>1,691,520</u> |

Groupes Scolaires by Province^{1/}

| | <u>Total</u> | <u>USAID-Assisted</u> |
|------------------------------|--------------|-----------------------|
| Attapeu | 4 | 3 (12) |
| Borikhane | 6 | 1 (7) |
| Champassak | 10 | 5 (24) |
| Houa Khong | 10 | 4 (24) |
| Houa Phan | 6 | 1 (7) |
| Khammouane | 15 | 9 (63) |
| Luang Prabang | 27 | 13 (110) |
| Phong Saly -- out of contact | - | - |
| Saravane | 4 | 5 (16) |
| Savannakhet | 29 | 15 (98) |
| Sayaboury | 8 | 3 (27) |
| Sedone | 11 | 10 (55) |
| Sithandone | 8 | 7 (21) |
| Vientiane | 50 | 19 (137) |
| Wapikhamthong | 8 | 5 (31) |
| Xieng Khouang | 7 | 2 (30) |
| | <u>203</u> | <u>102 (662)</u> |

^{1/} These figures are not additive to the total of elementary schools, but represent elements of that total. Groupes Scolaires are the only public elementary schools offering sixth grade instruction.

Public Secondary Schools

| <u>Lycees</u> | <u>Enrollment</u> ^{1/} | <u>Teachers</u> |
|-------------------------------|---------------------------------|---|
| Vientiane - 13 years | 1,745 | 79 (11 Lao, 2 US, 62 Fr., 4 other) |
| Pakse - 12 years | 541 | 22 (3 Lao, 1 US, 18 Fr.) |
| Savannakhet - 12 years | 549 | 24 (3 Lao, 1 US, 20 Fr.) |
| Luang Prabang - 12 years | 463 | 21 (3 Lao, 1 US, 17 Fr.) |
| | | |
| <u>Colleges</u> ^{2/} | | |
| Saravane - 10 years | 139 | 7 (1 Lao, 1 US, 5 Fr.) |
| Thakhek - 10 years | 308 | 10 (1 Lao, 9 Fr.) |
| Attapeu | 65 | 2 (2 Lao) |
| Borikhané | 63 | 2 (1 Lao, 1 Fr.) |
| Champassak | 36 | 1 (1 Lao) |
| Kengkok | 71 | 2 (1 Lao, 1 Fr.) |
| Khong Island | 66 | 2 (1 Lao, 1 Fr.) |
| Sam Thong | 38 | 1 (1 Lao) |
| Sayaboury | 28 | 1 (1 Lao) |
| Vang Vieng | 53 | 2 (2 Fr.) |
| | <u>4,165</u> | <u>176</u> (30 Lao, 6 US, 136 Fr., 4 Other) |

1/ RIG figures for 1966/67 school year, issued March 15, 1967.

2/ Except as otherwise noted, all now offer 1-year (7th grade) courses. The Ministry plans to start an additional grade at each in each of the next three school years, so that by the beginning of the 1969/70 school year all colleges will have 4-year programs.

Private Secondary Schools^{1/}

| | | |
|---|--------------|----------------------------|
| <u>Vientiane</u> | | |
| Somboun Inthavong Lycee | 208 | 6 (Misc.) |
| Chengsavong College | 98 | 4 (") |
| Chinese High School ^{2/} | 350 | 1 (Chinese) |
| Esperence College (Catholic) | 83 | 2 (Misc.) |
| Darasmouth School | 130 | 4 (") |
| <u>Luang Prabang</u> | | |
| Dao Hung College (Catholic) ^{3/} | 166 | 11 (2 Lao, 2 Fr., 7 misc.) |
| Chinese High School | 120 | 6 (1 Lao, 5 Chinese) |
| <u>Paksane</u> | | |
| Esperence Lycee (Catholic) | 64 | 5 (Fr.) |
| Mazenod College (") | 62 | 5 (Fr.) |
| Pakse - Chinese High School | 280 | 13 (Chinese) |
| Savannakhet - Chinese High School | 80 | 3 (") |
| Sam Thong - Sam Thong College (Lao) | 35 | 1 (Lao) |
| | <u>1,676</u> | <u>61</u> |

1/ RIG figures for the 1966/67 school year, issued 3/15/67.

2/ Offers 3 years above sixth grade; all others offer 4 years.

3/ Carries a small group up to seven years.

| <u>Teacher Training Schools (1966/67)</u> | | <u>Enrollment</u> | <u>Teachers</u> |
|---|---------------------------------|-------------------|-----------------|
| ESP, Vientiane | 2-, 4-, 5-, 7-, 9-year programs | 1,507 | 116 |
| ENI, Luang Prabang | 2- and 4-year programs | 236 | 21 |
| ENI, Pakse | 2- and 4-year programs | 309 | 26 |
| ENI, Sam Thong, 1-year program | | 70 | 4 |
| ENI, Vang Vieng, 1-year program | | 39 | 3 |
| Total | | 2,161 | 170 |

| <u>Sectional Enrollment</u> | ESP | ENI, LP | ENI Pakse | ENI SamThong | ENI Vang Vieng | Total |
|-----------------------------|-------|---------|--------------|-----------------|-------------------|-------|
| Lao | 400 | 236 | 309 | 70 | 39 | 1,054 |
| English | 186 | - | - | - | - | 186 |
| French | 921 | - | - | - | - | 921 |
| | 1,507 | 236 | 309 | 70 | 39 | 2,161 |

| <u>Enrollment by Years of Study</u> | ESP | ENI, LP | ENI Pakse | ENI SamThong | ENI Vang Vieng | Total |
|-------------------------------------|-------|---------|--------------|-----------------|-------------------|-------|
| 1st year | 467 | 131 | 211 | 70 | 39 | 918 |
| 2nd year | 309 | 105 | 98 | - | - | 512 |
| 3rd year | 289 | - | - | - | - | 289 |
| 4th year | 227 | - | - | - | - | 227 |
| 5th year | 87 | - | - | - | - | 87 |
| 6th year | 54 | - | - | - | - | 54 |
| 7th year | 55 | - | - | - | - | 55 |
| 8th year | 10 | - | - | - | - | 10 |
| 9th year | 9 | - | - | - | - | 9 |
| | 1,507 | 236 | 309 | 70 | 39 | 2,161 |

| <u>Graduates - 1967</u> | ESP | ENI, LP | ENI Pakse | ENI SamThong | ENI Vang Vieng | Total |
|-------------------------|-----|---------|--------------|-----------------|-------------------|-------|
| 1-year program | - | - | - | 67 | 35 | 102 |
| 2-year program | 85 | 32 | 36 | - | - | 153 |
| 4-year program | 166 | - | - | - | - | 166 |
| 7-year program | 13 | - | - | - | - | 13 |
| | 264 | 32 | 36 | 67 | 35 | 434 |

| <u>Faculty Staffing, by Nationalities</u> | | | | | | |
|---|----|----|----|---|---|----|
| Lao | 30 | 16 | 20 | 3 | 2 | 71 |
| American | 24 | 2 | 2 | 1 | 1 | 30 |
| French | 53 | 3 | 4 | - | - | 60 |
| Canadian | 2 | - | - | - | - | 2 |
| English | 2 | - | - | - | - | 2 |
| Thai | 3 | - | - | - | - | 3 |
| Other | 2 | - | - | - | - | 2 |

Technical Schools (1966/67)

| | <u>Enrollment</u> | <u>Teachers</u> |
|----------------------------------|-------------------|-----------------|
| Vientiane: Grades 7-9 and 11-12 | 402 | 42 |
| Savannakhet: Grades 7-10 | 389 | 39 |
| German (Vientiane): Grades 11-13 | 118 | 28 |
| | <u>909</u> | <u>109</u> |

Enrollment by course

| | <u>Vientiane</u> | <u>Savannakhet</u> | <u>German</u> | <u>Total</u> |
|--------------------------------|------------------|--------------------|---------------|--------------|
| Commercial & Economic | 99 | 92 | - | 191 |
| Industrial Technology | 9 | - | - | 9 |
| Skills Training | 165 | 157 | 75 | 397 |
| Orientation (Aptitude Testing) | 108 | 140 | 43 | 291 |
| Short Course (Mechanics, etc.) | 21 | - | - | 21 |
| | <u>402</u> | <u>389</u> | <u>118</u> | <u>909</u> |

Enrollment by Grade

| | | | | |
|------------------------|------------|------------|------------|------------|
| Grade 7 (Orientation) | 108 | 140 | - | 248 |
| Grade 7 (Commercial) | - | 36 | - | 36 |
| Grade 8 | 126 | 102 | - | 228 |
| Grade 8 (Short Course) | 21 | - | - | 21 |
| Grade 9 | 106 | 68 | - | 174 |
| Grade 10 | - | 43 | - | 43 |
| Grade 11 | 32 | - | - | 32 |
| Grade 11 (Orientation) | - | - | 43 | 43 |
| Grade 12 | 9 | - | 36 | 45 |
| Grade 13 | - | - | 39 | 39 |
| Totals | <u>402</u> | <u>389</u> | <u>118</u> | <u>909</u> |

Faculty Staffing by Nationality

| | | | | |
|----------|-----------|-----------|-----------|-------------|
| Lao | 14 | 15 | 22 | 51 |
| French | 25 | 22 | - | 47 |
| German | - | - | 6 | 6 |
| USA | 1 | 2 | - | 3 |
| Canadian | 1 | - | - | 1 |
| Chinese | 1 | - | - | 1 |
| Totals | <u>42</u> | <u>39</u> | <u>28</u> | <u>109*</u> |

*In addition to 30 Lao technical teachers are studying abroad:

| | | | |
|----|---------|---|----------------|
| 10 | France | 3 | Germany |
| 6 | Japan | 3 | Czechoslovakia |
| 5 | Italy | 2 | Yugoslavia |
| 1 | Belgium | | |

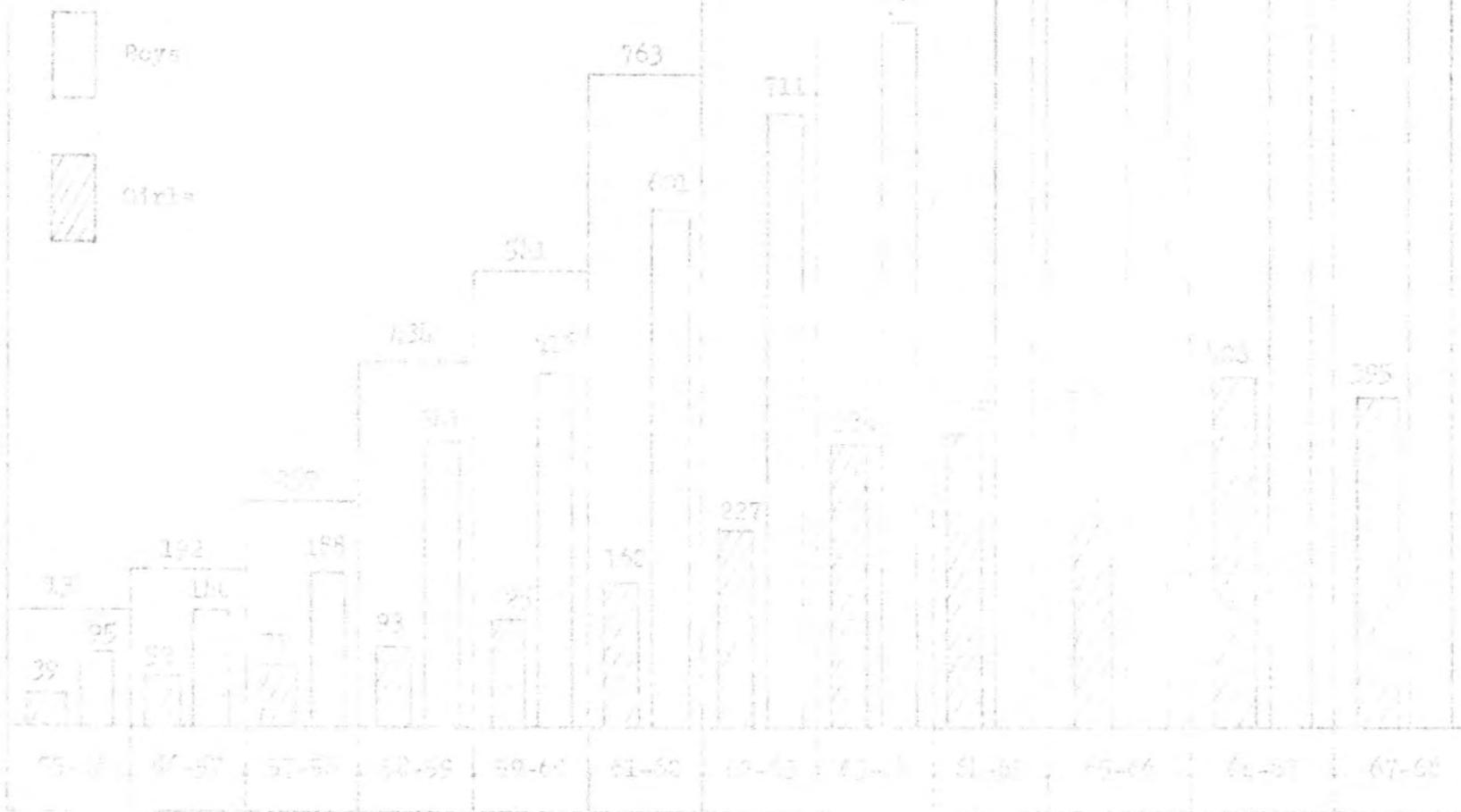
Other Schools

Institute of Law and Administration (est. 1923); four sections:
Diplomatic, Economics, Law, General Administration; annual enrollment about 60

Vientiane Medical School (est. 1959); four-year program to train about 60 per year as medical assistants.

- ENROLLMENT -
Ecole Supérieure de Pédagogie

1955 - 1966



Presented at That Luang Fair, November, 1967 (Ministry of Education)

Cycle of Educational Progress

- Teacher Training -

