

ENI Participation

At the beginning of the 1969-70 school year, IVS/EDU had two volunteers working at Luang Prabang and Pakse with only one in Savannakhet. Their activities were as follows:

- a. Aid director of schools in planning for and utilizing USAID support. This included counterpart funds, P IO/C commodity support, building done at the schools and POL products.
- b. Teach directly, through counterpart or interpreter subjects for which the Lao couldn't supply teachers. In Luang Prabang it was History, Geography ~~and~~ Community Development and English. At Pakse it was agriculture and community development. In Savannakhet it was English and some assistance in planning agriculture and practical arts projects.

FA Nguam - ~~one~~ two teachers were assigned to teach English at FA Nguam but only completed the year.

Problems (End untered:) *Encountered*

Problems can usually be divided into those that can be solved those that will be solved in the near future and those that will take some time. Probably more of the material orientated problems fall into the first two groups and the intanagable ones fall into the problems that take longer to solve because of changes that must take place in people. *intanagable*

- a) Physical problems presented by the location of the classrooms. In addition to the location, the condition of the classrooms left something to be desired. The classrooms were scattered around the campus and very little time was scheduled to permit the teachers to get from one side of the campus to the other. Also, the teaching situation was such that the teacher was forced to carry all of his materials from class to class. In most of the classrooms the lighting was poor, there were few outlets for utilizing projectors and other A-V aids that require electricity.

Also within the realm of physical problems the following deficiencies were reported during the school year:

- poor lighting
- poor ventilation
- improper dimensions of the classroom - wide and shallow which made it impossible for the students on the ends to read the blackboard.
- lack of adequate restroom facilities.
- impossible for students to get a drink of water due to scheduling and location of classrooms.

- b) Moral problems that were often caused by lack of communication.

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This was often due to the time lag between the time a decision was made and when the teachers were informed of the decision. Teachers would report to class only to find out - often from the students who invariably knew almost everything before the teachers - that class had been called off for some reason or another.

c) There was a lot of concern shown by the teachers over the fact that all of the graduates from the English Section were going elsewhere rather than returning and teaching in the English Section. Of the six Lao who returned from the USA with Masters Degrees plus the two or three who returned from Hawaii, not a single one will be at Dong Bok this fall.

d) Lack of Administrative Support

Policies and procedures are not enforced by the administration. This applies to both students and staff. The chain of command usually runs from the lowest level direct to the director of the school. This makes for inefficiency. Most administrative personnel are reluctant to make any but the most routine decisions.

Often this chain of command ran beyond the director of the school on to the Director of Teacher Training in the Ministry of Education. Many minor decisions were never made and the problem was passed on for Dr. Somphou's action.

This problem is a characteristic of many Lao Systems. Here, as probably elsewhere, it is aggravated by poorly (if at all) trained administrative people.

Future Action

The proposed staffing pattern for the 1970-71 school year calls for a decrease of five people from 30 positions down to 25 positions. This decrease was due partially to priorities and funds available as determined by the contractee. The following is part of an old report that shows our staffing in the past and its progression up to the high in 1966-67 school and the trend since.

A. Early Staffing Patterns - July 1959

The first ED. team consisted of eight members. Due to the unsettled condition in the country during that period, it was never completely filled. The original staffing pattern called for seven "Practical Arts" type people and one science teacher.

In July of 1961 another contract was written for Ed. personnel for 4 people. Again, this wasn't filled completely. One position remained open. Two of the three who came were practical arts and one was an English Teacher.

During this period coups and battles were plentiful. The team was evacuated and it wasn't until October of 1962 that everyone was back in Vientiane. At that time 9 of the 12 positions were filled. All but two were practical arts types.

B. 1963-64

During this period, the contract was filled for the first time. In early December 1963 a 13th position was added. Of the thirteen positions, three were academic plus one staff position.

C. 1964-65

In July of 1964 our contract strength went from 13 up to 22. The addition came too late to be filled completely for the 64-65 school year. Six of the addition were for English teachers for the secondary schools. Two of the added slots were to absorb the two Education Advisors/Teachers at the ENI's who were previously under the RD contract. The remaining slot was for a math teacher in the English Section.

The trend in staffing was to expand English and Academic subjects and to absorb two positions in educational institutions previously staffed by IVS/RD people. We still had 9 people in Practical Arts.

D. 1965-66

The staffing pattern for the 1965-66 school year called for 24 ~~XXXXXXXX~~ positions. The pattern was as follows:

Administrative	2
Instructional Program Administration	1
Academic Teachers- English Section	3
English Teachers, French Section	2
English Teachers, Field	5
Regional ENIs	2
Practical Arts	7
Advisor to Librarian	$\frac{1}{2}$
Teacher, Sec. Sc. Advisor	1
Business Mgr.	$\frac{1}{2}$

E. 1966-67

The staffing pattern for this school year was for 38 positions. By October of 1966, 36 of the positions had been filled. The team was composed of four staff positions, seven practical arts positions, eight English teachers in Dong Dok, eight academic teachers and ten field positions.

F. 1967-68

The height of the program was reached during this period when the contract called for 40 positions which included 4 staff positions, 14 field slots and the remaining 22 positions at Dong Dok.

G. 1968-69

The 68-69 staffing pattern reflected the continuation of trends developed in the past. Where possible, expansion in the existing programs were met by Lao personnel that had been trained on the job or from those that had returned from training abroad. Approximately nine Lao fell into this classification. The staffing pattern reflected a shift in RLG policy in shifting the four-year programs from the central teacher training institution in Vientiane to the regional centers. One administration position was eliminated and a second position was down-graded to Team Leader. Slots for seven teachers of English as a second language to the language of instruction were eliminated. Three unstaffed positions were either eliminated or combined with other slots to affect further reduction and to allow for increased emphasis in higher priority areas.

During the 1968-69 school year the British agreed to try to provide five English teachers for the ESP. Meanwhile the Australians extended Miss Blessing's contract to allow her to stay for the third year.

H. 1969-70

In 1969-70 the staffing pattern called for 30 positions which included four full-time English Teachers and three part-time plus two social studies; three science; two math; one pedagogy and three practical arts. There were twelve other positions which called for three English Teachers at Fa Ngum and the remainder being located outside of Vientiane at the regional ENIs.

Of the thirty positions, we had only filled 24 by the early part of 1970. Part of the positions were not filled due to security conditions at the time. Only slots in regional centers were staffed.

I. 1970-71

This fall we~~re~~ proposed a staffing pattern of 30 positions however, five positions were eliminated by USAID. At this writing twenty of the twenty-five positions have been filled. The composition of the IVS/ED team was approved as follows:

English		
Dong Dok	.....	4
Fa Ngum	.....	3
Social Studies	.....	5
Math/Science	.....	7
Practical Arts	.....	2
ENI Advisors	.....	3
Pedagogy- TEFL	.....	1

J. Trends

The following could be listed as trends, observations or in some cases simply comments on things that have or are happening in connection with our involvement at Dong Dok.

1. The indication is that we should become more involved in the practical arts program again. The problems of doing so will be the same as before i.e. quality of personnel available, low salary scale, policies which do not provide the necessary incentative - poor workers are not fired and good workers are not rewarded. A worker can not rise above a coolie, no matter how good he is, without a recognized qualifying certificate of some sort.
2. The increased input of manpower by other countries. This year the Australians have added one person which will bring their contribution for this year up to a total of three teachers.

The British have decided to increase their personnel from two to three teachers in the English Section. They have also indicated that they will recruit a senior instructor to serve as an advisor to the Ministry in coordinating the English Programs in Laos.

USAID has written up a position for a "curriculum advisor" who will be assigned to Dong Dok.

I believe UNESCO is planning on assigning instructors at Dong Dok to develop the University. This will probably mean that USAID will provide the buildings and the French will provide the staff and curriculum.

3. One trend that has not changed is that of recruiting people in specific fields for specific slots. We will have to try and attract more and more qualified teachers to keep abreast of the movement towards higher education. In comparison with former work plans, the indication is that teachers with more experience and graduate work will be necessary as the advanced years of study will demand more specialization in the teaching assignments.
4. The Technical Schools have repeatedly asked for English Teachers and I feel that the staffing of these schools is justified. Formerly, we had one English Teacher assigned to Vientiane and two assigned to Savannakhet.
5. On the farm, future work will involve either a phasing out or an increased input of expertise to restore the farm to condition it was in 1966. This will call for a competent and skillful volunteer to build up a working relationship with the Lao personnel now working with the farm.

6. Activities in the maintenance area will be centered around keeping the essential utilities functioning. Immediately, this will entail a lot of hard work and planning to get the campus so it is presentable.

In general IVS has in the past, and should in the future, assigned whatever needs to be done to who ever can do it.

Larry Woodson
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