

Thirteenth National Annual Conference

Primary School Inspectors

Champassak. January 10 - 21, 1971

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Introduction

The Thirteenth National Annual Conference of Primary School Inspectors continued emphasis on studies designed to improve the instruction program in primary schools.

Mr. Khamphao, Director of Primary and Adult Education, in his address at the Opening Ceremony, traced the progress of the conferences thus: From the first through the sixth conference, the Ministry of Education held the meetings in Vientiane on the occasion of the That Luang Fair, but there was not much success, because everyone was busy with fair activities; there was too little time for the conference. At the sixth annual meeting, the PSIs and their Director proposed to organized future conferences in other provinces and to extend the time from three to ten days. His Excellency, the Minister, agreed and the conferences were held as follows:

- 7th Conference, 1965, at Pakse
- 8th Conference, 1966, at Luang Prabang
- 9th Conference, 1967, at Khongsedone
- 10th Conference, 1968, at Savannakhet
- 11th Conference, 1969, at Houei Sai
- 12th Conference, 1970, at Khammouane
- 13th Conference, 1971, at Champassak

At conferences held previous to 1964, as Mr. Khamphao has stated, time was spent mostly in discussion of administrative and budgetary problems; since that time attention has turned to educational studies.

Notable accomplishments have evolved from these conferences year after year. In 1965 a National Teacher Association was organized for professional unity and welfare. Primary school regulations were established by official decree. Parent-Teacher Associations, which began organization in 1969, have become a vital force not only in assisting construction and repair of school facilities and furniture but also in the development of closer relationships between the community and the schools and increased interest and appreciation of parents in the education of their children. In 1969, evaluation of the implementation of the Education Reform Act of 1962 in primary education resulted in general revisions of the primary school instruction program and led to increasing consideration of the subject matter curriculum. In January 1970, the analysis of the mathematics curriculum was initiated, and a revised course outline for grades 1-6 was prepared. This year two major objectives were attained which will have broad and continuing influence on the primary education program, (1) recommendations for implementing measures to reform the sixth grade final

examination in June 1971 and (2) proposals for revising the history curriculum.

Conference trends verify the growing interest of educational leadership to know more about what is taught in schools, why it is taught, and how it is taught. Increasing emphasis on comprehensive appraisal of the curriculum in relationship to the objective of primary education and its systematic revision to insure firm adaptation to the needs of the country reveal commitment to improve the quality of education, an indispensable complement to the steady advancement in quantity.

The involvement in the conferences of representatives from all departments of education has brought clearer understanding of their relationships and interdependence as well as recognition of common problems and cooperative search for solution. Participation by officials from other Ministries has increased mutual appreciation of responsibilities and respect for the contribution of each sector to the economy of the country.

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Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971PARTICIPANTS

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|----------------------------------|---|
| 1. Mr. Khamphao PHONEKBO | Director of Primary and Adult Education |
| 2. Mr. Bounthong | Assistant Director/Administration |
| 3. Tiao Vannitha | Assistant Director/Supervision |
| 4. Mr. Chanthasemy CHIEMSIKOURAJ | PSI/Attapeu |
| 5. Mr. Khamheuang | PSI/Borikhane |
| 6. Mr. Keomany SINBANDITH | PSI/Champassak |
| 7. Mr. Phanh THAVONESOUK | PSI/Houakhong |
| 8. Mr. Mouny S. PHARMIXAY | PSI/Sam Neua |
| 9. Mr. Soukaseum BOUNSOUEI | PSI/Khammouane |
| 10. Mr. Chanpheng DAVONG | Ass't. PSI/Luang Prabang |
| 11. Mr. Chanthalat LITHHOUVONG | PSI/Saravane |
| 12. Mr. Long INTHOMPRADITH | PSI/Savannakhet |
| 13. Mr. Phout CHANTHAVONG | Ass't. PSI/Sayaboury |
| 14. Mr. Sounthong KHAMINGSAVATH | PSI/Sedone |
| 15. Mr. Khamdeng PHANNAVONG | PSI/Sithandone |
| 16. Mr. Thanh PHROMSAVANH | PSI/Vientiane, South |
| 17. Mr. Khamphoui SILAVONG | PSI/Vientiane, North |
| 18. Mr. Somseng NAMMATHAO | Ass't. PSI/Wapikhamthong |
| 19. Mr. Moualia | PSI/Xieng Khouang |
| 20. Mr. Linh LOUANGSISONGKHAM | PSI/Phone Hong |

- 21. Mr. Khamphoui PHANOUVONG PSI/Ban Keun
- 22. Mr. Vanna PHENGSAVADDY PSI/Paklay
- 23. Mr. Phonma MANNORINH PSI/Nongbok
- 24. Mr. Siphong CHOUMMANIVONG PSI/Kengkok
- 25. Mr. Saly VONGSOUVANH Ass't. PSI/Vang Vieng
- 26. Mr. Bounlieng Deputy Director, English Section,
Teacher Training Center
- 27. Mr. Phou RASPHONE Director of Secondary Education
- 28. Mr. Pheng SUNDARA National Department of Education
Personnel Section
- 29. Mr. Houphanh PHANTHAVONG Technical Services Bureau
- 30. Mr. Ninh SEUAMSOTHABANDIT Technical Services Bureau
- 31. Tiao Sathiene NACHAMPASSAK Technical Services Bureau
- 32. Maha Kenechanh Ministry of Cults
- 33. Mr. Noi MANIBOTH Lao Teachers Association
- 34. Mr. Pane PHOUANGPHET Chief/Accounting, Secondary Education
- 35. Mr. Kao OUTSAMA Director of the Department of Plan

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

AGENDA

Sunday, January 10, 1971

- 1100 Arrival of Primary School Inspectors at Champassak
- 1130 Enrollment of all participants at the workshop
secretariat (Groupe Scolaire/Champassak)
- Afternoon Free

Monday, January 11, 1971 Opening Ceremony

- 0900 Arrival of participants at the meeting
- 0915 Arrival of guests
- 0930 Arrival of:
 - Messrs. Chaokhoueng/Champassak
 - Director General of National Education
 - Director of Primary and Adult Education

Speech by Chaokhoueng/Champassak

Speech by Director of Primary and Adult Education

Director General of Education reads message from the
Vice-President of the Council, Minister of National
Education, Fine-Arts, Sports & Youth.

Refreshments

Departure of guests

1430 - 1700 Plenary session (Presided over by the Director of
Primary and Adult Education)

Reports by Primary School Inspectors (at least 15 minutes each)

1. Attopeu
2. Vang Vieng
3. Borikhane
4. Keng Kok
5. Champassak

Tuesday, January 12, 1971

0815 - 1200 Reports by Primary School Inspectors

1. Nong Bok
2. Houa Khong
3. Mr. Pane Rasvong
4. Paklay
5. Sam Neua
6. Ban Keun
7. Khammouane
8. Phone Hong
9. Luang Prabang

1430 - 1700

10. Xieng Khouang
11. Saravane
12. Wapikhamthong
13. Savannakhet
14. Vientiane-North
15. Sayaboury
16. Vientiane-South
17. Sedone
18. Sithandone

Wednesday, January 13, 1971

0800 - 0920 Mr. Green
Chief/USAID/EDU

0920 - 1015 Mr. Richard Koontz - Asia Foundation

1015 - 1200 Presentation of Proposals for CEP (Sixth Grade Final Exam)
Reform

1430 - 1600 Mr. Sisouphanh Choumanivong
Executive Secretary of the Mekong Committee

1600 - 1700 Tiao Somsavath Vongkot - ADO Program Activities
Director of Agriculture

Thursday, January 14, 1971

- 0800 - 0830 French Cultural Mission
- 0830 - 1015 World Conferation of the Organizations of the Teaching Profession, Mr. Khamphao Phonekeo, Director of Primary and Adult Education
- 1015 - 1200 Lao Teachers Association
- 1430 - 1700 Lao Teachers Association

Friday, January 15, 1971

- 0830 - 1100 Mr. Khamphat Sihanat
Director of Technical Education
- 1100 - 1200 Lao History Curriculum - Tiao Vannitha, Deputy Director for Supervision of Elementary Education
- 1500 - 1630 Guided tour to Wat Phou
- 1630 - 1700 Dr. Somphou Oudomvilay
Inspector General, Director of Teacher Training, and Pedagogic Research

Saturday, January 16, 1971

Visit Schools in Muong Phonethong

Sunday, January 17, 1971

Picnic at Tha Hayone

Monday, January 18, 1971

- Work Group I - Reform of Sixth Grade Final Examination (CEP)
- Work Group II - Revision of the History Curriculum

Tuesday, January 19, 1971

0830 - 1200 Mr. Phou Rasphone
Director of Secondary Education

1430 - 1700 Work Groups

Wednesday, January 20, 1971

0800 - 1200 Mr. Sommay Pathoumxiad
Director General of Sports and Youth

1430 - 1700 Work Groups: Committee Reports and Discussion

Thursday, January 21, 1971

0800 - 1000 Work Groups: Committee Recommendation

1000 - Closing Ceremony

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

Opening Ceremony Speech

Mr. Khamphao Phonekeo
Director of Primary and Adult Education

Mr. Director General of the Ministry of Education, Representatives of
His Excellency, the Minister of Education

Mr. Chao Khoueng

Gentlemen and Dear PSIs:

On behalf of PSIs from all areas and provinces throughout the Kingdom, and on my own behalf, President of the 13th PSI Conference, may I tell you how much I am happy to see you all here, honoring this conference.

May I take this grand occasion to thank the Chao Khoueng and all the civil servants in Champassak province, particularly teachers who have worked for the conference, supported it, and provided facilities; as a result, this conference is at the level of conferences abroad. Certainly, if there were no support from you all, this conference would not be well arranged, because in our country, in whatever province, we lack all kinds of facilities. Let the Chao Khoueng and all other benefactors be assured that we are all used to "eating in a pagoda and sleeping in public rest houses", particularly the PSIs, whose duty it is to stay close to the population and teachers in rural areas; they are used to struggling against poverty and difficulties more than others, so you do not have to bother too much about their lodging.

By only being here in Champassak, which is well known in Lao history, we consider ourselves very lucky because during the 10-day conference, beside sight-seeing in this beautiful town, we will also have the opportunity to visit Wat Phou stone palace, one of the great historical monuments of Laos.

Mr. Chao Khoueng and Gentlemen, you may want to know what in fact this conference does in 10 days, and what will be the result? In response to this question, I would like to look back a little.

From the first through the sixth PSI conference, the MoE held the meetings in Vientiane on the occasion of the That Luang Fair, but it was not very successful, because everybody was busy with the That Luang Fair activities; thus, too little time was left for the conference. At the sixth conference, PSIs proposed to organize the next conferences in other provinces and to extend the time from three to ten days. His Excellency, the Minister, also agreed upon this and scheduled the conferences as follows:

- 7th Conference, 1965, at Pakse
- 8th Conference, 1966, at Luang Prabang
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Education problems are complicated ones. If we want to maintain economic and social progress, according to the 1962 Education Reform Act, problems must be solved continuously.

In foreign countries, even in highly developed countries such as the United States, for example, they are not without problems -- above all student dissatisfaction with society, racial discrimination, narcotic addiction. In France, two years ago, students and teachers throughout the country demonstrated against the education system, which did not respond to society's needs.

In our country, although we do not have many students at university level, as abroad, primary school problems arise very often as you all know. To keep up with the changing conditions, the MoE has solved problems every year.

Results of PSI Conferences of the past can be summarized as follows:

1. A Teacher Association was organized in 1965, thus getting teachers together for the improvement of their situations.
2. General revision of the primary school curriculum in coordination with the 1962 Education Reform Act.
3. Setting up primary school regulations which comprise 107 articles.
4. Organization of PTAs in every school as a means to solve problems on school construction, social problems, and to create close relationship between the school and the parents.
5. Establishment of Teacher's Day and Arbor Day. Revision of subject matter course outlines.

As for this year, the two following topics will be studied. They are:

1. Sixth Grade Final Examination Reform
2. Revision of Primary School History Curriculum

As for the first item, there is an immediate necessity to change the Sixth Grade Final Examination System because the one we are using is too much outdated. It is an old system which can be used when the number of candidates is not higher than 5,000 per year. It is now not convenient for us because with the old system we are not able to know to what extent the candidate who passed the exam has knowledge; and moreover it is too time-consuming to score the tests.

As for the second item, we understand that the Government has a clearcut policy to make children have a sense of patriotism, to make them want to protect and keep the heritage from our ancestors. But before introducing this policy, there is an absolute necessity to make children feel deeply impressed by the history of their country, make them know ancient civilization of Laos, its capability, and the fame of Lao ancestors. We should also make children respect and preserve good Lao customs.

I believe that as long as Lao people cannot understand each other, or let foreigners teach in our schools, or foreign languages are taught instead of Lao, we will never have complete independence. We must understand that foreign teachers do not only hand down knowledge to children but also their culture which is not appropriate for our society. Children are unaware that they are influenced by foreign culture and they do not develop a sense of patriotism.

PSIs, I am very happy to meet with you here. One year has passed very quickly. I know that it was a year with much disturbance in education because there were student and teacher refugees from three provinces: Xieng Khouang, Attapeu, and Saravane. However, you did not show the least discouragement. May I praise you all with sincerity for your perseverance in your work in difficult times.

I am sure that in the meeting, you will feel free to express your opinions.

Each time you request a favor, His Excellency, the Minister of Education, takes your request into consideration and then submits it to the Government. Some good results are:

1. Exemption of exam fees for teachers' children
2. Exemption of certificate fees for teachers' children
3. Allowance granted to heads of provincial Primary School Inspectorates.
4. Increase of CREC teachers salary by 100%

I think about 80% of your requests have been responded to favorably. For the remainder, although the Government understands the teachers' situation, it is unable to satisfy them due to the financial difficulties that the Government has to face.

But please understand that the PSI conference is to consider technical problems, in particular; it is a conference to help the Government to seek solutions to problems not to act against it. The Government sees your difficulties, but we have to solve them step by step as the country's situation permits.

In closing, I have the conviction that you will all use your knowledge and your intelligence to solve our problems in this conference. Anyhow, compared with the previous years, you have made considerable progress in the way you put forth your suggestions. This makes me very satisfied with you because everything has transpired as expected -- that is the creation of unity and your feeling free to give suggestions.

Now, I declare the 13th PSI Conference open.

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Dr. Somphou Oudomvilay
Director of Teacher Training

Dr. Somphou did not arrive at Champassak as scheduled (1400-1500 hours on 1/15/71). After having waited for him until 1450 hrs, the group set forth for Wat Phou according to trip schedule. As the convoy of cars was moving from the meeting place, Dr. Somphou arrived. It was then decided that Dr. Somphou would deliver at Wat Phou his speech which follows:

PSIs and Gentlemen:

It is for me a great honor to have the opportunity to talk to you on Teacher Training. I think no one has been lucky as I am to deliver a speech at Wat Phou. I see that everyone is tired, so I will talk about fifteen or twenty minutes about Teacher Training and its results. Last month there was a first seminar on National Teacher Training to evaluate what we have done. I have tried to participate in your conference every year. When I was really unable to participate personally, I have sent my representatives. The Five-Year Plan (1971-1975) for Teacher Training Education will be able to produce 600 teachers, 3,000 primary school teachers, and 600 secondary school teachers to replace French teachers, who teach in grades seven to ten. This year fourteen French teachers were withdrawn; next year some more will be withdrawn. Expansion of two-year and four-year Teacher Training Schools to eight locations is, for the time being, sufficient. The Teacher Training Department has tried to solve the problem of newly-graduated teachers being reluctant to teach in rural areas. The middle of last year, the Department sent teachers to different rural areas to practice teach and to acquaint them with rural life. The results seem to be satisfactory; however there is difficulty in learning theory. So, this year, students will have to practice teach the whole year through in different areas. Moreover, after one year of practice, students will have to continue working for one year in the area where they did their practice teaching before they will be awarded their certificates. The unit marking system cannot be used yet because we still have French teachers. When teachers are all Lao, it will be easier to use this marking system. Another point about the marking system was already explained by Mr. Veovan at Thakhek last year, and that it has been used. That is, instead of using letters, we use figures. Why do we use this system? Because there is fairness.

In educational research, it has been decided that a demonstration school be established, but Primary Education has to cooperate by providing good teachers so that this school will be a model school.

Some students are too young; after their graduation, they cannot be assigned to teach because of their age. Those who are too old cannot follow the course with others. So, from now on, every entrance exam application must come through PSIs who will explain the problem to Directors of Groupes Scolaires. PSIs must check on the age of the candidates prior to sending their application to the Department; otherwise applications will be rejected. Now you can ask what you want to know that is not covered by my talk. I myself do not know what you are all interested in. If you do not ask me about students sent to work in different areas, I would like to ask you.

Then Dr. Somphou distributed copies of the final report of the last seminar.

The following are questions from some PSI's with answers from Dr. Somphou.

Champassak:

- Q. Why is assignment of newly-graduated teachers to schools very slow? Some teachers were not present on the day school opened.

Newly-graduated teachers lack discipline and training to teach physical education and youth movement.

- A. Assignment of teachers to schools is the duty of the Primary Education Department and not Teacher Training. Maybe the teachers concerned completed their applications too late.

According to the 1962 Education Reform Act, the Teacher Training Department include every subject matter in the curriculum. In Savannakhet, for example, the result seems to be satisfactory. Pakse will have to function accordingly in the future.

Nong Bok:

- Q. Some teachers were already assigned to schools and sometimes the Department said that the application papers were not correct and wanted them done again. If teachers were authorized to go to Vientiane, then there would be no one to teach.

- A. In the future there will not be any problem because during the fourth year when students practice teach, they will have one full year to complete their papers. This problem will be eliminated.

Houei Sai:

- Q. How are fourth-year students, who are authorized to study further, selected? Percentage or marks?

- A. According to our plan, in five years from now, we should have 600 teachers; that means the first year, 150 students, the second year, 250 students; the third year, 250 students; and the following years, we shall have about 40%.

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Mr. Phou Rasphone
Director of Secondary Education

PSIs and Gentlemen,

I am very honored to be able to participate in this 13th PSI Conference. It is the third time for me. Before talking about secondary entrance exams, I have good news to tell you. This year secondary entrance exams will take place on June 3, 1971. The entrance exam date for technical schools and Dong Dok school will be the same as for secondary. Previously, we announced the exam date too late, so that even after the deadline applications continued to flow in.

Regarding secondary school administration, I would like to thank you all for your cooperation and help. Please understand that it is a Lao school system, as a whole, and not just primary or secondary; and above all, please do not think that primary education has nothing to do with secondary education. At the secondary level we encountered many difficulties. There are not enough schools, and the number of students continue to increase. Last year, there was trouble in Savannakhet because school supervisors were not careful. According to regulations, the school will accept students from its area, only. From now on, applications will be checked thoroughly. We learned from the past that Vientiane students went to take exams in Paksane. When they passed, they asked for the confirmation and then came to study in Vientiane again. We will make the regulations as fair as possible. There were complaints from parents of students, who stated that they had built the school, but their children could not study in it.

What should we do about refugee schools; for instance, Attopeu and Saravane, which were moved to Pakse; and Xieng Khouang to Vientiane. What should we do about the students who will take secondary school entrance exam? I think they will have a special exam because they are all together. But this is not definite yet. I will have to discuss this matter with the Director of Primary Education.

I would like to talk a little about the Fa Ngum entrance exam. Before, French language was very important. In the school year 1966-67, there was some reform, but French language still exists. Questions that used to be asked on exams were not fair. We usually asked one or two questions in a subject that has been taught for the whole year. From this system we do not know to what extent students know that subject. Another thing is that we do not have enough teachers to correct tests; we used to request teachers from primary schools to help us.

After the establishment of Fa Ngum School, there were some changes made in order to know if students really learned. Last June, the new test system was tried out at Fa Ngum Schools. Before I try out the new system, I discussed it with the Director of Primary Education and the Primary School Inspectors of Vientiane North and South. "Won't students' parents criticize us because there is no decree on the new system?" The PSI Vientiane North and the PSI Vientiane South commented that: "It doesn't matter; everything has been explained clearly on the exam forms which were sent to all PSIs." I do not have a copy with me. The new exam takes half a day to give and another half day to check. In general knowledge, there are fifty questions; in math, there are measurement and conversion of units. Some questions are actually not in the curriculum, but teachers want them on the exam. It is up to the teachers to decide. At first, I did not want teachers to ask about what is not included in the curriculum. However, after a thorough explanation, I agreed and authorized teachers to ask some questions that are not taught in school. A period of forty-five minutes is allowed for mathematics; spelling is kept in its usual form, and correction, as well. For the French test, answers will be written down on a sheet of paper. Last year, Fa Ngum School did not have enough teachers to give the test; they requested teachers from primary schools to help them. The correction method is simple; a perforated sheet of paper is placed on the students' answer sheet; when a crossmark appears, the answer is correct. If there is no crossmark visible, the answer is wrong. When there are several crossmarks, or the color of the ink is different, a zero is given. Students who passed the exam were good students, and students who failed have not complained thus far. It would be good if primary schools, only, used this test system, because students will then be familiar with it before they enter secondary schools. I will discuss it with secondary school directors and Primary School Inspectors; if there is no inconvenience, the new system will be adopted for use. When you have finished with proposals to reform the sixth grade final examination (CEP), I will study it for coordination with the secondary curriculum.

Mr. Khamphao:

According to what Mr. Phou Rasphone said, the new system seems to be very much facilitated, and at the same time, easy to cheat, and there will be more paperwork! My wish is to make it simpler to go forward and not retreat. It should be tried out in one or two exam centers first, with one subject matter for the country. I think it is easy for students to help their friends on these tests by just pointing at the right block.

Mr. Khamphoui:

1. Mr. Phou Rasphone said if an answer sheet is dirty or has many crosses for one question, a zero will be given. I think it is not fair. At first, a student may mark in one block; then after a deep reflection, he may change his mind.
2. Cheating: I have already presented this problem at the general meeting. The answer sheet will be made in four different sets so that the right answer block will be in four different places.

PSI/Vientiane/North

1. Cheating: If students want to cheat, there is no system to prevent them.
2. Time Consuming: I think it will not consume much time. If it did, many other countries would not use it. It will not involve much paperwork either because the same question sheets can be used in other exam centers or other provinces. Although a student knows the questions, if he has not learned his lessons he will not be able to answer.

PSI/Saravane:

- A. If refugee students take the same exam with Sedone students, I am afraid that Saravane students will all fail. Is it possible for Saravane students to have a separate exam?
- Q. Mr. Phou Rasphone: I cannot answer you right now. I have to consult the Primary Department first; also, I would like to know the opinions of the ENI and Technical School Directors.

Mr. Khamphao: Actually there are refugees from three provinces. If they have to mix with regular students, I doubt they will pass the exam. But are you sure, PSIs, that you will be able to bring all your students? I am afraid that if you cannot find your old students, you will bring in your relatives! It does not suffice to bring 30 students when the requirement is 30. It should be your old students.

PSI/Sedone:

- Q. You said that the new system of examination was tried out at Fa Ngum School. How many candidates were there? Did teachers check students papers to see how many questions were left unmarked?
- A. In Vientiane area, there were 1,300 candidates. We did not check back on students papers because we had no time to do so. But we will soon study this question.

PSI/Xiang Khouang:

- Q. In my area, there are nine Groupes Scolaires. In addition to these, there is another groupe scolaire at Phone Hong. Is it possible for the latter to join Phone Hong exam center? The rest will join Ban Sone exam center.
- A. I think there will not be any problem, but before reaching any decision, I would like to consider this question first.

- Q. Last year, a dormitory was built next to Fa Ngum School for students with no relatives in Vientiane. Students had to get up at five o'clock in the morning to go to the market and then prepare meals themselves. Students' parents complained that they were fighting on the frontline for city people living happily and if the Government could not look after their children, they would stop fighting.
- A. I watched this matter closely. Subsistence allowance of K3,200 was granted to each of these students in addition to rice. This subsistence was obtained by deducting from other projects. I wanted older students to look after younger ones. It was impossible to raise their standard to the lycee's. That was an emergency case.

PSI/Nong Bok:

- Q. During the 9th PSI Conference at Sithandone you said that a secondary school would be built at Nong Bok in 1971. Do you still plan that project?
- A. That project was not accomplished. This year there will not be any construction, but the project will be included in the Five-Year Plan.

Maha Kene Chanh:

- Q. Won't there be any relationship in the history curriculum between primary and secondary school?
- A. Actually Fa Ngum is analyzing curriculum relationships. Decisions will be made in future.

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Mr. Khamphat Sihanath
Director of Technical Education

First of all I would like to thank Mr. Khamphao Phonekeo for inviting me to address this meeting on changes in Technical and Vocational Education. I think that Primary School Inspectors know how many branches there are. Technical schools are responsible for teaching technical and special subject matter. For this reason, technical schools are in part responsible for the development of the country. We must adapt the curriculum to the needs of the country for its development. We will not produce technicians with skills not needed by the country. If we train people in certain skills, and there are no jobs available, they will create difficulties for the Government. Foreign countries are well aware of this problem.

I would like to report to you briefly on what has happened in Technical Education. A school was first established at Pak Pasak, named Vocational Centre, under the direction of the Ministry of Public Works. About 1950, it was transferred to the Ministry of Education, where it was considered as one section of the lycee. In 1963, there was a decree setting up a Department of Technical Education. The first director was Mr. Eun; in 1964, it was Mr. Viravong; from 1965 to 1970, it was Mr. Camsing; at present, I am in charge. In 1964, Germany established a technical school. At first it was thought that the new school would be under Public Works, but it was finally placed under the MoE. There are actually three technical schools with over 1,000 students. I would like to comment on Rural Craft Schools. According to ministerial decrees, these schools are under the Department of Technical Education, but in reality they are under Primary Education. There are only three schools of this type: Ban Keun, Phone Hong, and Khammouane.

In Vientiane, there are two technical schools. The subject matter taught is similar, mainly carpentry, masonry, metalwork, auto mechanics, welding, and commerce. For the commercial section, the results seem satisfactory, because every year students are employed by business firms or government offices. The industry section needs to be improved. I think it is appropriate for us to take care of what is lacking. After I took over this position, there were comments from outside the school that the lacks were due to the former director because of his own policy. I do not want to criticize him; he has done very well. Our country needs to be developed according to our Five-Year Plan. The Departments of Labor and Plan cooperated in a survey and discovered that what our country needs most is manpower. We do not have sufficient manpower to meet our requirements. Students who have graduated from the French Technical School cannot work. This shows that perhaps the French curriculum is not suitable for Laos, at least for the time being.

On the other hand, students who graduated from the German Technical School are more in demand, and, furthermore, their employers seem to be very satisfied with them. Another disadvantage is that the former school does not have the cooperation it should from other departments.

If we know in advance what kind of manpower is needed, we will be able to produce it. At present, according to the figures we have, foreign employees and laborers in Laos are over 1,000. As far as we know, students who graduated from Pak Pasak Technical School are too weak in skills. Instead of working in their own field of training, in accordance with the Government's policy, they apply for jobs in other fields, such as nursing or teaching; there are some who continue studying, but not in the technical field.

When we think of funding for operating a technical school, we feel it is very expensive, because unlike other schools, technical schools must have equipment. Learning from books only is unproductive. The cost of equipment is, on the average, Kip 14,000 a year for each student. If we let students do as they wish, our plan will never succeed. I think we should solve this problem. Mostly, people think that "Technical and Vocational" have the same meaning. In foreign countries these two words have different meanings. A technical school trains students to be engineers, and students who are admitted to this school must have a technical baccalaureat. A vocational school emphasizes techniques; general knowledge is taught only about 20% of the time. One reason why our students are weak in techniques is that the French set up a program with technical subjects and general knowledge each taught 50% of the time. The program used in French technical schools is different from what they are using here. In the German Technical School, students spend 28 hours weekly in the shops.

Most students who study in technical schools are those who failed the lycee entrance exam. They study in the technical schools because they want to have a certificate equivalent to that of the lycee. If students pass the technical baccalaureat, they have the same privileges as those who pass the baccalaureat from the lycee. Some of them went abroad for further study, but they were all sent back, because they were unable to follow the courses. The program used here is not a full French program, just half of it.

We have to find an appropriate solution for our problem. I would like to talk now about my plans for reform. I am sorry I do not have enough copies to distribute to you. First of all, I would like each province to make a better statement on the number of applicants to take entrance exams for admission to technical schools, so that we can compare with the applicants to take exams for admission to ENIs and lycees. In developed countries, it is said that technical education is not good because they know in advance what work students are going to do when they finish their schooling. Even in Laos, people think that students from a technical school will be laborers when they leave school and that they will never be intelligent politicians. But for our country which is in development, technical education is important. I am happy that students who graduated in previous years, work in the custom house, police department, and in the army. One day they may need to use their technical knowledge. I know that students do

not like technical education; that is why most of them take the lycee entrance exam. Only when they have failed, they turn to the technical school. For this reason, technical students are weak. If a full French program were used, students would not be able to follow it. For this reason I would like "6eme A" and "6eme B" (7th grade) to be parallel. Students' orientation should be held in the second year. Good students will study in the technical section; students who are good at languages will study in the commercial section; and students who have professional vocation will study in that section.

During the last two years, there was more emphasis on French language. In ten years French will be reduced and finally taken out of the program. I have changed some teaching programs and also hours of study. I am sorry I did not bring the old schedule to compare it to the new one. Students in the technical section will have to use only their brain; in the professional section they will have to use their hands in a productive manner. Actually, in professional education, there are two branches: commerce and industry. We do not have business brains like our neighbors. Students in the commercial section must learn accounting and typing. I have been working for two years, and I have found out that secretaries who graduated from the commercial section need to improve a lot. They make many mistakes in typing. In an office, if we have one good secretary, it is enough; we do not need to recruit two or three secretaries as we do now. According to the 1962 Education Reform Act, the Technical Department is entitled to control all kinds of professional training. Any ministry that wants to train their personnel in a professional field, they can; but the training plan should be established by the Technical Department. This department will cooperate with all other departments. Now, the Department of Public Works is training their personnel. When they establish a school, it will be under the Technical Department's control. The same will be true for girls' education, but I have not studied this matter thoroughly yet. I would like Rural Craft Schools to expand more because nowadays we need many masons, carpenters, and so on.

After they have finished two years' schooling, I think that Rural Craft School students should be more efficient and should train two additional years in an accelerated program. I am sure that these students will not be ambitious for further study abroad. Actually, students who will prepare for "CAP" (Certificat d'Aptitude Professionnelle) are recruited at the age of 14. After 4 years of study, they will be 18. At this age, students do not want to work, so they seek to study more.

The following table shows students who passed CEP exam but failed at secondary school entrance exam.

Area	Total Candidates	Passed	Passed	Failed
			Sec. Sch. Entrance Exam	Sec. Sch. Entrance Exam
Sedone (6 PSIs)	1,689	1,016	348	668
Vientiane (4 PSIs)	1,584	913	261	652
Vientiane (6 PSIs)	3,029	1,995	343	1,652
X. Khouang & Sam Neua	380	261	53	208
Luang Prabang (4 PSIs)	1,585	942	212	730

We must help those students to have a job. For this reason, I would like Rural Craft Schools to be expanded as much as possible.

As for technical schools, I think that Luang Prabang and Pakse should each have a school, but when we think of the expenses on 3 existing schools, it is very costly; in one year we have to spend Kip 68,000,000.

As for Rural Craft School, I do not have the questionnaire with me, but I will send it to you; please cooperate. I would like to know where each center should be established? What section is needed the most, to suit the region's environment? I will get in touch with the Department of Rural Affairs for their help. In Rural Craft Schools, adults can also attend, after the harvest; they can do other work, as it is done in Africa.

For expansion of the Technical School in the Pakse region, there is higher priority than in any other region. Very soon, I will study this project with the International Labor Office because the Ministry of Plan told me to do so if I have any project. Before, it was very hard to operate the school because the old director followed the French policy strictly. As for myself, I will accept aid from all countries that want to help us. We cannot expect to receive French aid only. I am sure that if we have funds, my plan can succeed.

In 1963, the United Nations trained 60 Lao teachers. Some of them quit school and are working at Nam Ngum Dam. I think we should establish Technical Teacher Training Schools to train Lao instructors, and courses will be at last in Lao.

Mr. Noupanh:

- Q. If we do not find jobs for students who passed the CAP exam, will they not forget what they have learned?
- A. In foreign countries, before producing technicians, they study the needs first. From now on we have the Ministry of Social Welfare and the Department of Labor to deal with this question.

Acting PSI/Sayaboury

- Q. Are the years of study at Vientiane Technical School and the German Technical School equal? If not, why are they not?
- A. According to my plan, the Vientiane Technical School will not use the French system any more, but will use the Lao system which will be based on the German School. We do not expect our school to be immediately effective as the German School, but at least there will be some improvement. The German Technical School has three years of study on specific subjects. Thus it should be called a Vocational Center and not a Technical School, because they have more hours of practice than theory.

PSI/Ban Keun:

Q. In 1966 and 1969 we sent Rural Craft students to train in Udorn. Why didn't we send our students to train again the following years?

A. Tiao Vannitha:

To encourage students, this year the Ministry has requested scholarships for six people to train in Thailand.

PSI/Champassak:

Q. We heard that students who graduated from the French Technical School and from the German Technical School have a wide gap in knowledge and capability. How true is this?

A. First of all, and from now on, I would like you not to call them French Technical School and German Technical School. In my opinion, I would like to call them Lao Technical Schools with German aid and French aid. Because we do not have a definite curriculum, we have to let them operate. In the future, I will establish our own curriculum. But what is useful and practical in the old curriculum will be kept and adapted for Lao people. I will request advice from the International Labor Office, as I have said. By then, I think the gap of knowledge and capability between students of these two schools will not be so wide.

PSI/Houa Khong:

Q. You said that you would build a Rural Craft School at Houa Khong. Can that be done? If not, we will be able to build a school ourselves, and it will be completed in October. Will you have instructors for us?

A. I cannot promise anything yet, because at present, Rural Craft Schools are under Primary Education administration. I will discuss the question with the Ministry of Plan to see if there are any funds from foreign aid. The RIG alone has no way to achieve this. My main objective is to assure that students serve the country in the field of their training.

PSI/Vientiane-North:

Q. Would regional vocational schools teach subjects that are suitable to the region? For example, typing is not needed in some country areas. Needlework or beauty care should be taught.

A. That is precisely why I am going to send questionnaires to you to have your thinking. But, please, understand that we cannot have everything we want, due to the lack of funds and teachers.

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Mr. Pane Rasvong
Commission of the Plan

(Mr. Pane Rasvong attended a meeting in Sedone. After the meeting, he visited the Primary School Inspectors Conference in Champassak. Following is Mr. Pane's statement to the conference group, followed by comments from Mr. Khamphao)

I am not prepared to participate in this conference officially. This is only a visit, after other business. I made this trip down South, to attend a meeting in Sedone, and the meeting also brought up problems on schools to discuss. The Commission of the Plan has been thinking of helping our educational system as much as it can, but it is a little hard to get things done as fast as we want. Any delays we have had were good lessons for us in working out the second five-year plan. I hope that we have many opportunities to work together. The Commission of the Plan and Primary Education have been getting along together very well. One of the reasons for my trip to the South was to observe among provinces in this part of the country what kind of problems are being faced. I may be able to help Mr. Khamphao, as another source of support, in solving possible problems at meetings in Vientiane. I also need, on this trip, to gather various facts for preparing a master plan. I have nothing else to say at present, but if I attend your meeting next year, I will have more things to talk about.

Mr. Khamphao's Comments:

For twenty years before the Five-Year Plan was established, never were we provided funds by the Government for construction of schools. The Government, however, constructed schools at Sikhay, That Khao, and other places, which cost Kip 900,000 for each project. With assistance from our friendly country, many self-help schools in communities have been built in provinces throughout the Kingdom. Beginning from 1964, we made an agreement with the United States Government to construct 25 standard Groupes Scolaires; in 1969 the project was completed. All expenses for the construction were paid by the United States Government. This nice room we are meeting in is part of that project.

Construction of schools under the Five-Year Plan for Luang Prabang is nearly completed. If we continue to have the Five-Year Plan, our country will certainly progress. Urban Self-Help School Construction projects for Champassak are now beginning. For FY72 we are going to ask for five more schools of this type, but, according to the priority status of the Ministry, Secondary Education has first priority for funding. As for the five new school construction projects I just mentioned, I don't know which province

will be eligible. We will have to determine the capability and willingness of the people in each province, because this type of project requires local contribution for two million kips as counterpart. The Government is expecting to provide a five million kip fund to each project in addition to the local contribution of two million kip, plus commodities which USAID is going to provide. Arranging it in this way, I think the project should be feasible. We do not want to do too much asking for help from a foreign country. I am very glad to have you here as a guest, and if you still have time before you go back, please do visit us again.

Address by Norman W. Green, Chief, USAID
Education Division at the 13th Conference
of Primary School Inspectors

Champassak, January, 1971

I am very glad to have this opportunity to speak before the 13th Annual Conference of Primary School Inspectors. USAID Education personnel look forward to those meetings and are happy to be able to take part in them. Today I want to report to you on the progress of some of USAID's educational activities in Laos. After, if you have some questions, I or Mr. Fitzgerald, or the CEAs will be glad to answer them.

Beginning with Secondary Education, we feel that the USAID project to help with the development of comprehensive high schools is progressing very well. The Fa Ngum School in Vientiane is now in its fourth year; Fa Ngum Phone Hong is now in its second year; and this year a new Fa Ngum School in Savannakhet began its first year. Over 700 students are enrolled in these three schools. Plans have been made for opening a fourth school in Luang Prabang next October and we will soon be discussing the possibility of a fifth school, the site of which has not yet been determined.

The nine members of the University of Hawaii team continue to help with the development of the curriculum and materials and the training of teachers for the comprehensive schools. Textbooks, all in the Lao language, of course, are now being printed for the second year of studies. Many subjects of interest and importance to Lao students are being included in the curriculum and important work is also being done on such things as student guidance and student testing.

In Community Education, we are also continuing with some construction work. An office and warehouse has just been completed for Mr. Thanh's area and we are supporting about nine self-help construction projects for groupes scolaires in urban areas. I am concerned that perhaps not enough school construction is taking place in urban areas. We will be interested to hear comments about this later if this is a problem in particular areas. Self-Help projects are, of course, also continuing in rural areas as a Community Development activity. Over 300 rural classrooms will be completed again this year and in many areas, projects for the construction of school furniture are also underway.

Special mention needs to be made of the refugee program. During 1970, and continuing this year, USAID has given increased attention to the organization of programs to assist refugees. There was a dramatic need for assistance last year when 30,000 people were moved from the Plain of Jars to the Vientiane Plain, and also later when Sam Thong fell, but the refugee problem is national and is continuing. For humanitarian, economic, and political reasons, USAID has established high priority to supporting the Lao government's program to get the refugees settled and self-sufficient as soon as possible.

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The education program for refugees is not in anyway a separate activity. However, during the first year after a refugee group has moved, some special assistance should be given to the people to enable them to establish a school. This assistance includes teachers; some kind of roofing material for a temporary school buildings; lumber to make tables and benches; a blackboard and chalk; notebooks, slates and pencils; textbooks and a few basic teaching materials; and perhaps some assistance for the construction of temporary buildings if there are few adult males in the village.

I would like to use the refugees from the Plain of Jars as an example. Under the leadership of Mr. Khamphong, the basic requirements I mentioned have been provided for the refugee settlements on the Vientiane Plain. First, the school age children in these villages were counted, then one comprehensive Community Education activity plan was made covering all of the locations, then the materials were assembled and the work was done. 6,000 new refugee children are now attending school.

The important thing is that the work on the Vientiane Plain was done quickly and the schools now exist. I know we all agree that these refugee people deserve this special assistance. One important reason for their becoming refugees is to give their children the kind of education you are offering. These children have already lost too many years of schooling; they should not have to wait another year or so to have a school established. I am aware that conditions differ in various parts of the country, but I want to say that USAID stands ready to help each of you with your refugee school problems and we recommend to you the procedures that were used on the Vientiane Plain, or some variations of them to suit your area.

This brings me to the subject of textbooks, for all schools - refugee or otherwise. As you probably know, USAID has already reprinted some of the reading books and is now reprinting the rest of the readers, the arithmetic books, and the geography books for P-2 and P-3. If we have approval and funds, we expect to reprint the science and hygiene books and perhaps some other books in the future. As agreed to jointly by the Ministry and USAID, these books are being printed in limited numbers for use in refugee schools. If the requirements of the refugee schools are satisfied, the books then may also be distributed to isolated rural areas.

I would like to explain this policy. Over 2.5 million textbooks were printed by USAID the first time. It was then decided that the responsibility for reprinting the books would belong to the Lao government. USAID has now made an exception to this policy because of the refugee situation. If books are lost in Xieng Khouang or Saravane, for example, and if the schools for these areas are re-established in new locations, the requirement for textbooks for these new schools is an extra burden for the Lao government which USAID is willing to assist. Since the justification for our request to the USAID Director to reprint textbooks was based on the refugee situation, it will be very embarrassing to us and detrimental to the program if these books do not reach the refugee schools. This applies to the school notebooks as well.

It is obvious that reprinting a limited number of textbooks for refugee schools is only a partial answer to the textbook problem. More books are needed for all schools, and will be needed continuously in the future. In this regard, I would like to make a few recommendations:

1. That a committee study the existing books to determine which ones are essential for the students. It may be that some of the books do not need to be reprinted or might be reprinted only for use by teachers. 60 different books are probably too many basic texts for elementary school, especially if you are going to ask parents to purchase them.
2. That stricter procedures be made to ensure that books are cared for properly during the year, returned at the end of the year, and properly stored during vacation periods.
3. That a system for printing books for sale be carefully worked out. My opinion is that the actual sale of books should be handled by private business, such as is done in Thailand, and not by government employees.
4. That the Ministry request additional funds for reprinting textbooks on a continuing basis for use by teachers and for use in areas where books cannot be purchased. Perhaps this could be presented as a special project in the Five-Year Development Plan. In any case, I feel certain that if the Lao government will provide kip costs for reprinting textbooks, USAID and other donors would give close consideration to finding ways of providing paper for the printing.

That is probably enough recommendations for now. The main point is that serious thinking is urgently needed concerning these problems. USAID can help in some ways, but not by printing books for sale, and not by printing more than a few books for special reasons, such as for refugees. But I must say that consideration of any assistance, such as paper, or training programs, or additional warehousing space, really depends upon the development of a practical, carefully planned system by the Ministry to solve these problems.

On a different subject, plans for in-service training programs this year are well advanced and will include as many as 1,000 teachers. The program to qualify CREC teachers through training is an important step forward and one which will give these teachers both the qualifications and the incentive they need to continue teaching. I am also pleased that a training program will be held in school maintenance, which is an important matter needing greater attention. For these and other training programs, USAID provides a per diem allowance mutually agreed to and in accordance with USAID and Lao government regulations.

The ten men now training at Dong Dok to become classroom supervisors should eventually make a very good contribution to the improvement of teaching. Their appointment is another excellent step forward for elementary education. So, too, is the selection of five persons for training as elementary curriculum specialists. They, too, will become a valuable part of the education program.

It is gratifying to see the work going on in curriculum improvement. The seminar on Lao geography that was held last year was excellent. There should be many more seminars of this type, involving personnel from all departments of education. It will also be extremely interesting to see the results of the work being done to improve elementary mathematics and history. You will be interested to know that USAID plans to construct a building at the Fa Ngum Vientiane School which will be used as a curriculum center for secondary education. The work there should closely complement and should be closely coordinated with your work with the elementary school curriculum.

In Teacher Training, construction work has now been completed at the Savannakhet ENI and will soon be completed at Pakse. One final building is scheduled for construction at Luang Prabang, and two women's dormitories and some additional classrooms are scheduled for the ESP and Vientiane ENI. With that, major construction work by USAID at the teacher training schools will have been completed for the being.

USAID is very interested in the future development of the ESP and the program to train a greatly increased number of secondary school teachers at a higher level. With the up-grading of the ESP, it will no longer be necessary to send so many students for study abroad. It also seems evident that as the ESP grows, it will take on an increasingly important leadership role in continuing the improvement of the quality of education in Laos.

In both quantity and quality, the Lao school system has made tremendous improvements over the past few years. In spite of numerous and sometimes quite extreme difficulties, the administrative and teaching staff continue to do a remarkable job. There are problems, of course, but you have surmounted many of them in the past and I am sure under your present leadership you will find ways to overcome those problems that still exist. USAID stands ready to help you where we can.

I thank you sincerely for this opportunity to meet with you, and now if you have any questions or comments, we will be glad to discuss these concerns with you. Thank you.

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Mr. Khamphao talked about reforming the sixth grade final exam (CEP) and about sending education officials to Thailand to study the testing program. Mr. Khamphao then asked Tiao Vannitha to continue on the subject.

Tiao Vannitha:

I called you, the committee, for a meeting to lay down principles and to prepare for you to visit Thailand. After that Mr. Phanh was designated President of the Test Reform Committee, and each member was assigned a test topic. Mr. Phanh will now talk to you.

Mr. Phanh:

As we all know, sometimes a good student fails the exam and a poor student passes. Some other students do not know anything. What they wish is to pass the exam and then try to get a job. So the Department has to reform the test so that the CEP certificate will have value. How can we make students understand exam questions? We must make them answer many questions to be able to know to what extent they have knowledge. Those who prepare exam questions must arrange them so that the questions correspond to the lessons. Reform is needed not only in the examination but also in the grading, to score fairly and quickly. In Thailand they have been working on exam questions for five years, but they are not satisfied yet. We have just begun, and if we exchange our viewpoints, I am sure testing can be much improved. Now, I would like everyone to give his opinions.

Mr. Thanh:

I would like to explain to you briefly. Exam questions are not new, and all of us are responsible for them. We have particular responsibilities:

1. Preparing the examination
2. During the examination
3. After the Examination

I have not thought of all this myself; some ideas came from Thailand.

1. Preparation

It is not good to give children just a few days' notice before giving the exam. We should give them enough time to prepare for the exam.

a. Examination Room

If the exam room is not clean, not ventilated, or is too warm, too cold, too congested, school children cannot answer well; the same is true if a room is not sufficiently lighted or smells of pig excrement.

b. Number of Candidates

If the number of candidates is too high, they can cheat easily. In one room, the number of students should not exceed thirty to forty, so that they can sit at ease and can be comfortable. Their minds will work more efficiently.

c. Materials

There are candidates who are not intelligent cannot write their names correctly, cannot finish on time. Time should be extended about 5% for slow candidates. Examiners should dress themselves properly, should not be in flagrant to the point that children will become frightened.

2. During the Exam

Examiners should talk gently to candidates; above all, they must not threaten to fail them when they cheat, but give them encouragement by saying the test is easy and everyone can pass. I can remember when an examiner wore dark glasses, for example, Mr. Tay Keoluangkhot, of whom I was very afraid.

Examiners should not talk too much. Be sure that candidates do not write before they are told to do so or do not turn a page ahead of time.

Examiners should announce the test time at the very beginning and when there are three minutes left. Examiners should not stay in the back of the room, thus frightening the children, nor should they stand on a platform or wear dark glasses. I would suggest that examiners stay in a corner.

What should we do when a candidate cheats? I think we should not tell him to leave the exam room because the others will be disturbed. We can take action later while correcting his test. When the time up, tell candidates to put down their pen or pencil; then collect the tests and count them.

Mr. Khamphao:

The best thing to do is to divide examiners into working groups.

Mr. Khamphoui:

Exam questions and correction sheets have been prepared for all subjects. Formerly, we spent much time writing questions. Students also had to spend more time writing their answers. More examiners had to work on correction. There was no justice because examiners did not think the same way. It will be best if a correction sheet is made from plastic, because we can see through it. A student may mark more than one answer. In this case, a zero will be given to that question. If everyone agrees on the utilization of the new system, the Department will put it into use.

Mr. Khamphao:

It seems complicated, maybe, because it is new. We may use the new system with some subjects or in some areas at first and see the results. If it is not satisfactory, we can make some revisions. Let's not be content only to imitate what other countries do.

Mr. Sounthong:

At this time, the work assigned to PSIs is too much. I will send the new system to the Department after the conference.

In the 1962 Education Reform Act, it is not clearly specified how many hours are reserved for each subject yearly.

Time allotment and subjects taught are not uniform in schools throughout Laos. If some students cannot answer questions, it is not just because they are not good students. Exam questions should cover all the program, from the beginning to the end, so that we will know how much students have learned. We must ask ourselves what we expect from students. If in 100 students, all of them can or cannot answer a particular question, or 80% of them can answer, that question is not useful. If about 50-60% of the students can answer a particular question, it is useful. It is not feasible to use the new system this year because we have only three months left.

The mathematics Curriculum has been prepared.

What is said in the 1962 Education Reform Act about Lao language is not clear. We do not know where to begin and where to stop. We will have to ask ENI teachers to lend a helpful hand because they have had a seminar, and then we can have coordination between the sixth-grade and secondary curriculums.

Mr. Thanh:

I would like to talk about History and Geography. We have many obstacles, especially in History. Books are not available.

Khamphao:

Your discussion, I think, is good, because education in our country is still far behind. We want to improve it, but we don't know how. To do so, we have to have transportation and examination centers. I have thought about this. When I first thought about it, I didn't expect it would be so difficult, as we now have up to 200-300 exam centers. It might be that the Department sent tests on subject matter to centers where the students did not study that subject matter.

Examiners can do well in marking the test papers in the beginning, but when they have marked up to 200 to 300 papers they might become tired and careless. I think that the new marking system is good, but I still would like to have the recommendations of the committee. I would like all PSIs to try the new system in one of their CEP exam centers this year, because I am eager to see the results. If the students are confused by the new tests and don't do well we won't consider them all failed. I am very happy with the Curriculum Research Center of Fa-Ngum. At present, the Department has a library and is studying the curriculum; it is not really research, however, because the Research Section does not have a staff capable of doing research work. It is very difficult to send a person to be trained in this kind of job because we don't have anyone eligible for training. Books of many countries, grades 1-6 are being ordered for the library. We must go slowly; however, if we don't do anything, we will have more problems in the future.

Tiao Vannitha:

We cannot use the new system to correct composition and spelling. Shall we leave out these two subjects or shall we keep them? I think we should keep them because we want to know also the students' ways of thinking.

We can know in which centers students are strong or weak by giving the same test to 100 students in urban areas and another 100 students in rural areas, for example. They have done this in Thailand. The result appears that the top students are in Bangkok, and students from the Northeast are second.

Mr. Khamphui:

With the new system we are also able to know who is good at Lao language without doing composition. We can make students use their head as much as we want to. Even spelling, the new system can be used. We have to prepare good questions; students will have only to check the answer. (No composition, no spelling).

Mr. Thanh:

Question on compositions can be done. They use them in Thailand.

Mr. Keomany:

What Mr. Thanh said may not be right because it is not the student's idea. On the contrary, the composition is his own idea.

Mr. Thanh:

If we do not begin to use the new system now, when shall we use it. Other countries have gone far ahead.

Mr. Khamphao:

The system we are using now is very old and deficient; even French people do not use it any more. There is no more spelling now. Spelling does not show students basic knowledge. In the 11th grade there is no spelling in the program. Even French people who studied up to the Bachelor's Degree cannot write French correctly. I don't think spelling is necessary for CEP examination.

Mr. Keomany:

Students cannot speak Lao correctly without composition. I would like to see composition maintained. Composition is left out in Thailand because they have been learning their own language for long long time. As for Lao people, we cannot speak Lao correctly yet. Spelling can be left out, but not composition.

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

Committee Report and Recommendations

Sixth Grade Final Examination

Committee Members

1. Mr. Phanh Thavonesouk Chairman
2. Mr. Sounthong Khamsingsavath
3. Mr. Thanh Phromsavanh
4. Mr. Khampheui Silavong
5. Mr. Bounthong
6. Mr. Khamheuang
7. Mr. Soukaseum
8. Mr. Siphong
9. Mr. Phomma
10. Mr. Vanna
11. Mr. Mountry
12. Mr. Chantharath
13. Mr. Phouth
14. Mr. Saly Vongsouvanh
15. Mr. Pane Observer
16. Mr. Bounlieng Observer
17. Mr. Phou Rasphond Advisor

Final Report

After consideration and discussion, the Primary School Inspectors at their 13th Annual Conference, January 11-22, in Champassak, recommended as follows:

1. The procedures for the sixth grade final examination that we have been following have many defects, in particular:

1.0 Test Content

- 1.0.1 The tests do not cover all of the subject matter taught in P. 6. Some subjects such as RECITATION, SINGING, PHYSICAL EDUCATION and YOUTH MOVEMENT, which are important in the curriculum, are not included. When there is no grade given for these subjects, instruction in schools is weak and does not provide good results relevant to the ideals set by the 1962 Educational Reform Act.
- 1.0.2 The tests do not correspond with the curriculum of each subject. The test items in all subject matter areas used in test question in previous years, were only a few of the many taught throughout the year. This make teachers and pupils very concerned about what will be on the test and they would stress learning the subject matter content they think will be included on the exam. Instruction is, therefore, unfavorably influenced by emphasis on anticipated test content.
- 1.0.3 The tests are not in balance with the curriculum of each subject. Some of the subjects are allotted little time on the teaching schedule but have many questions on the exam. and on the other hand, some subjects have much time on the teaching schedule but have very few questions. For example, GENERAL KNOWLEDGE has 2 hours and 10 minutes per week but the time given in the examination was 40 minutes; MATHEMATICS has 4 hours and 15 minutes per week but the examination time gives one hour. Even the points are not given properly according to the importance of the subject. Math. has 20, and General Knowledge has 20.
- 1.0.4 The test is not specific in what is to be measured. For example, in the problem on the number system that involves changing of unit measurement, if a student worked it wrong, his mistake would not be apparent nor identified as an error in computation of the problem or in changing the unit of measurement.
- 1.0.5 The test does not consider the future study of the pupils. Students who passed may have weaker basic knowledge than the ones who failed, which is revealed in continuing their study, in understandings, and in applying their knowledge.

1.0.6 Irregularity of the Tests. In examination centers, some have difficult tests but some have easy tests, and so the abilities of the candidates who passed the examination are different.

1.1 Conducting the Examination

- 1.1.1 The existing procedures for conducting examinations take too much time of teachers and children because there are too many examination centers. Travel and living expenses of the exam committees are costly to the Government. The receptions that may be held interrupt teachers and villagers.
- 1.1.2 The procedures for conducting the written and oral tests do not achieve the objectives expected, and time is wasted because most of the committees pay much attention to the written part of the test only.
- 1.1.3 The once-a-year examination given at the end of the year makes the students and teachers think only of that time and not of the importance of progress in learning throughout the school year.

1.2 Checking and Grading the Test Paper

- 1.2.1 The detailed answers that we have been requiring take too much time for checking because the checker has to go back to read the questions.
- 1.2.2 Checking papers by many committees. Having many people check papers in groups affects uniformity in grading; one may like an answer in a certain way, and another may like it a different way, depending on individual attitudes.
- 1.2.3 Taking much time in checking papers causes unfairness in grading. If it takes a long time to check papers, the committees may become tired and less conscientious which will cause different grades for papers that may likely be worth the same, depending on the particular time they are checked.

2. Reform of the Sixth Grade Final Examination

In order to make testing more appropriate and effective, it is recommended to reform the sixth grade final examination as follows:

2.0 Test Content (See Attachment No. 13/1.1.1)

The tests should:

- 2.0.1 Cover all subjects matter in P. 6 in order to have grades for all subjects taught.

- 2.0.2 The tests should cover the curriculum of each subject in the grade. Instead of selecting just one of the various topics for the test; there should be questions on every major topic taught. This means that the number of test items must be increased.
- 2.0.3 The test items on each subject matter should be in proportion to its importance. The subject matter which has much to cover and is taught many hours should be emphasized on the test.
- 2.0.4 The test should specify exactly what is to be measured. Test items should be clearly stated. Ask the pupil, first, about the specifics in a subject to determine how good he is; then as a composite question involving application of principles. (See example given in 1.0.4)
- 2.0.5 The test should indicate the pupils' potential for continuing study. When a student has passed the test in one subject, it should be established that he really is capable in that subject and that he would do well in further study.

2.1 Conducting the Examination

Conducting the examination should be reformed as follows:

- 2.1.1 Shorten the examination duration by using as few centers as feasible.
- 2.1.2 Combine the two parts of the examination into one. (Written and Oral)
- 2.1.3 Arrange to have better trimester examinations.

2.2 Checking and Grading the Test Paper

When tests have been changed from the subjective (essay) to the objective type, checking will be easier, fairer, and will take less time, because one correct answer will get only one point. This value will not be changed by the sensitivity of the checker.

2.3 Arranging the Subjects for the Tests and Giving Grades

To make testing convenient grading can be done in two ways by dividing the subjects shown on attachment no. 13/1.1.1 into two parts:

- 2.3.0 Subjects to be Graded on the Final Examination See attachment no. 13/1.1.2

2.3.1 Subjects to be Graded from Work Done in the Classroom

See attachment no. 13/1.1.3. The average grade for the trimester examination (in classroom) will allow 10 additional points, for each subject, on the final examination grade.

2.4 Instructions for Preparing, Completing, and Scoring Tests

2.4.0 Preparing the Test

Each test item should have 4 alternative answers, marked with A, B, C, and D.

2.4.1 Completing the Test

The pupil will mark X over the letter he thinks represents the correct answer.

2.4.2 Scoring the Test

One point should be given for each correct answer.

2.5 Examination Standards

The examination will be available and appropriate for two types of candidates.

2.5.0 Candidates from Public Schools

If a candidate gets a minimum total of 220 points on his trimester and final exams, he passes.

2.5.1 Other Candidates

Other candidates include those from Private Schools. Those who make 190 points on the exam, with no consideration of trimester exam grades or other classroom scores, will be promoted.

3. Experimental Project

- 3.1 To experiment with these procedures at the end of the 70-71 school year.
- 3.2 To experiment two centers in each Inspectorate. One center in the urban area and the other out of the urban area.
- 3.3 To test in all subjects shown on attachments no.'s 13/1.1.2 and 13/1.1.3.
- 3.4 Each Inspector will prepare tests in all subjects, according to the regulations stressed at the conference or the samples distributed and then submit the tests to the Department of Primary and Adult Education before the end of April 1971.

- 3.5 The Department of Primary and Adult Education will select certain types of tests and send them to each PSI.
- 3.6 When the experimental examination results have been obtained, all PSIs will make an evaluative report and send one copy to MoE.
- 3.7 Each PSI will prepare draft suggestions to revise the new tests for presentation at the 14th PSI Conference.
- 3.8 All PSIs will plan and arrange properly for the experimental examination in all matters (committees, pupils, and P.6 teachers)
- 3.9 If the number of candidates who pass the exam is very low, please adjust percent passing as have been done before.

4. Suggestion for Further Action

To improve student deportment and to conform with the ideals of the Educational Reform Act of 1962, it is suggested that points for good-behavior be included in trimester grades.

Weekly Teaching ScheduleGrade 6

Subjects	Time Allotment		Total Number of Hours
	Periods	Duration	
<u>1. General Knowledge</u>			
1.1 Science	3	30 min.	
1.2 Hygiene	1	30 min.	
1.3 History	1	30 min.	9 hours
1.4 Geography	2	30 min.	10 minutes
1.5 Ethics and Civics	2	20 min.	
1.6 Religion	1	30 min.	
1.7 Sports and Youth Movement	5	60 min.	
<u>2. Mathematics</u>			
2.1 Four Operations	5	45 min.	4 hours
2.2 Problem Solving	1	30 min.	15 minutes
<u>3. Lao Language</u>			
3.1 Vocabulary	5	25 min.	
3.2 Grammar	1	30 min.	
3.3 Composition	2	30 min.	5 hours
3.4 Dictation	1	30 min.	35 minutes
3.5 Penmanship	2	30 min.	
3.6 Word Translation	1	30 min.	
<u>4. French Language</u>			
4.1 Conversation	4	30 min.	
4.2 Reading	3	30 min.	
4.3 Grammar	1	30 min.	
4.4 Verb Analyzation	1	30 min.	7 hours
4.5 Phases Construction	2	30 min.	35 minutes
4.6 Recitation	1	30 min.	
4.7 Penmanship	1	30 min.	
4.8 Dictation and Questions	1	65 min.	

Attachment No. 13/1.1.2

Draft of the Sixth Grade Final Examination Reform for each Subject.

Subjects	Number of Test Items	Duration
1. <u>Lao Language</u>		
1.1 Vocabulary	50	
1.2 Grammar	30	1 hour 20 min.
	(80)	
2. <u>Mathematics</u>		
2.1 The Four Operations	40	40 min.
2.2 Problem Solving	40	50 min.
	(80)	
3. <u>French Language</u>		
3.1 Vocabulary	50	
3.2 Grammar	30	1 hour 20 min.
	(80)	
4. <u>General Knowledge</u>		
4.1 Science	30	
4.2 Hygiene	20	40 min.
4.3 Geography	30	
4.4 History	20	40 min.
	(50)	
4.5 Ethics	15	
4.6 Civics	15	30 min.
4.7 Religion	10	
	(40)	

Attachment No. 13/1.1.3

Draft of the Sixth Grade Final Examination Reform for each Subject.

The grades for these subjects are to be added to the final exam grade.

- Drawing and Sewing
- Physical Education
- Youth Movement
- Singing
- Permanship
- Reading and Recitation

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

Committee Report and Recommendations

History Curriculum

Committee Members

1. Tiao Vannitha Chairman
2. Mr. Maha Kenechanh
3. Mr. Noupanh
4. Mr. Moualia
5. Tiao Sathian Na Champassak
6. Mr. Chanthasemy
7. Mr. Khamphoui Phanouvong
8. Mr. Chanpheng Dara
9. Mr. Keomany Sinbandith
10. Mr. Linh
11. Mr. Khamdeng
12. Mr. Long
13. Mr. Somseng
14. Mr. Noi Observer
15. Mr. Pheng Soundara Observer

Primary EducationHistory Course Outline (Proposed)Grade 1

1. Yam and time (Lao word YAM means a period of 3 hours)
2. Lives of plants, animals, and human beings

Grade 2

1. Day and time
2. Story of things around us
3. Story of our clothing
4. Man today and man in early times
5. Making things

Grade 3

1. Discovery and invention
2. Development of transportation
3. History of regions
4. The national symbol and important dates
5. Religious days
6. Laos

Grade 4LAO HISTORY

1. Ancient times
2. Laos in early times
3. The period of Lane Xang Luang Prabang dominion
4. The period of Lane Xang Vientiane dominion

OTHER HISTORY

1. Birth and story of the earth
2. Communications
3. Development of neighboring countries

Grade 5LAO HISTORY

1. Lane Xang Vientiane dominion (continued)
2. Lane Xang is divided into three kingdoms
 - a. Lane Xang Vientiane
 - b. Lane Xang Luang Prabang
 - c. Champassak dominion
3. Lane Xang after losing its independence

OTHER HISTORY

1. The development of other countries
2. Social Changes

Grade 6LAO HISTORY

1. Lane Xang Luang Prabang after losing its independence
2. Champassak after losing its independence
3. History of Muong Phouane
4. Present times
5. Biography and Antiquities

OTHER HISTORY

1. Discovery of the new world
2. The development of other countries
3. Social changes

Teaching Syllabus for HistoryGrade 1

Study duration : 5 months (start second trimester)

Total : 20 periods

15 lessons

5 reviews

Study per month: 3 lessons

1 review

Part I Yam and time

1. Daytime

a. morning

b. noon

c. afternoon

2. Nighttime

a. evening

b. midnight

c. before daybreak

Part II Life of plants, animals, and man

1. Life cycle of a tree

2. Life cycle of an animal (cat)

3. Life cycle of man

4. Comparison of the growth of plants, animals, and man

5. Old age

6. Some living things have a short life span

7. Some things have a long life span

8. How does a child grow?

9. How does a child grow? (continued)

10. A child matures slowly

11. Plants and animals mature rapidly

Note: Review the lessons studied, if there is time available at the end of the year.

Grade 2

Study duration :	8 months (start first trimester)
Total :	32 periods
	24 lessons
	8 reviews
Study per month:	3 lessons
	1 review

Part I Day and time

1. Day - 24 hours
2. Week - 7 days
3. Month - 30 days (also explain Lao months)
4. Year - 12 months
5. Dry seasons and rainy seasons

Part II Story of things around us

1. The family
2. The school
3. The wat
4. The village

Part III Story of our clothing

1. Clothes made of bark
2. Clothes made of animal skins
3. Clothes made of silk
4. Clothes made of cotton
5. Clothes made of fur
6. Clothes made of rubber

Part IV Life of man today and in early times

1. Our food
2. Where do we get our food?
3. Making our living
4. How we domesticate
5. How we farm

Part V Making things

1. Tools for farming
2. Tools for home
3. Means of transportation

Note: Review the lessons studied, if there is time available at the end of the year.

Grade 3

Study duration : 8 months (start first trimester)

Total : 32 periods

24 lessons

8 reviews

Study per month: 3 lessons

1 review

Part I Discovery and inventions

1. Fire
2. Metal
3. Paper
4. Alphabets
5. Numerals
6. Printing

Part II Development of transportation

1. Land transportation
2. Water transportation
3. Air transportation

Part III Political Units

1. Tasseng
2. District
3. Province

Part IV The national symbol and important dates

1. National flag
2. Independence day
3. Constitution day
4. Army day

Part V Religious days

1. Makhabousa (Buddhist all saints day)
2. Visakhabousa (Birth, enlightenment, and death of Buddha)
3. Khaovatsa (Buddhist lent)
4. Khaopadapdin (Rice growing day)
5. Hokhao salak
6. Aukvatsa (End of Buddhist lent)

Part VI Laos

1. The birth of the Lao nation
2. The origin of the word "Lao"

Note: Review lessons studied, if there is time available at the end of the year.

Grade 4

Study duration : 7 months (start first trimester)

Total : 56 periods

42 lessons

14 reviews

Lao History : 28 lessons

Other History : 14 lessons

Study per month: 6 lessons

2 reviews (first 3 lessons and last 3 lessons)

LAO HISTORYPart I Ancient times

1. Muong Xiengthong or Souvannaphoum
2. Khorm nation
3. What caused the Khorm to seek refuge in Souvannaphoum
4. The Loua or Lava nation

Part II Laos in early days

1. Laos in the beginning
2. Dominion of Nong Sae or Hane Chao
3. Khounbourome, the great king

Part III The era of Lane Xang Luang Prabang Dominion

1. Lane Xang dominion
2. King Fa Ngum
3. King Fa Ngum rules the country
4. Fa Ngum brings buddhism to Laos from Cambodia
5. Reign of King Samsenethai Taiphourvanath
6. Reign of King Lanekhamdeng
7. Reign of King Saiyachalkapathphenepheo

8. King Saiyachakkaphatphenepheo and war with Vietnam
9. Reign of King Souvannabanlang (Tiao Thenekham)
10. Reign of King Pya Lah Senetaiphouvanath
11. Reign of King Tiao Somphou and Tiao Visounnaras
12. Reign of King Phrachao Phothisarath

Part IV The era of Lane Xang Vientiane

1. Reign of King Somdeth Phrachao Saiyasethathirath
2. Reign of King Saiyasethathirath and war with Xiengmai
3. Saiyasethathirath establishes Vientiane as the capital city
4. Saiyasethathirath and war with Burma
5. Saiyasethathirath builds That Luang
6. Saiyasethathirath and war with Phitsanouloke
7. Saiyasethathirath assists Thailand to fight Burma
8. Saiyasethathirath and victory over Burma
9. Saiyasethathirath and war with Muong Ongkane

OTHER HISTORY

Part I The birth and the story of the earth

1. History of the earth
2. History of plants
3. History of animals
4. Origin of man
5. Life of man in pre-historic times
6. History of man

Part II Communication

1. How people communicate
2. Communication by sound
3. Communication by sight

Part III The development of neighboring countries

1. Thailand
2. Cambodia
3. Burma
4. Vietnam
5. China

Note: Review the lessons studied, if there is time available at the end of the year.

Grade 5

Study duration : 7 months (start first trimester)

Total : 56 periods

42 lessons

14 reviews

Lao History : 28 lessons

Other History : 14 lessons

Study per month: 6 lessons

2 reviews (first 3 lessons and last 3 lessons)

LAO HISTORYPart I Lane Xang Vientiane (Continued)

1. First reign of the King Senesourintha
2. The viceroy Voravangso
3. Second reign of the King Senesourinthaleusai
4. Reigns of Pya Nakhorn Noi and Phra NorHuong
5. Reign of Phra Voravongsathamnikkarath
6. Reigns of Phra OupYouvarath and Phra Bandith Phothisane
7. Reigns of Phra Monkeo and Phrachao Tornkham
8. Reign of Phrachao Souriyavongsathamnikkarath

Part II Lane Xang is divided into three dominions

1. Lane Xang Vientiane dominion
 - a. Reign of Phrachao Ongloh
 - b. Reigns of Phrachao Nantharath and SaiOngveih
 - c. Reign of Phrachao Siribounyasane
 - d. Phrachao Siribounyasane and war with Thailand

2. Lane Xang Luang Prabang dominion
 - a. Reign of Phrachao Kingkitsarath
 - b. Reign of Chao Ongkham and Inthasome
 - c. Reign of Chao Sotika and Phrachao Sourivong
3. Lane Xang Champassak dominion
 - a. Phrachao Soisisamouthphouthangkoune

Part III Lane Xang Vientiane after losing independence

1. Reign of Phrachao Nanthasaine
2. Reign of Chao Inthavong
3. Reign of Chao Anou
4. Chao Anou brings back independence
5. Chao Anou and war with Thailand
6. Insurrection of viceroy Tisa against Chao Anou
7. Chao Anou withdraws his army
8. Thailand comes to fight Chao Anou
9. Thai army invade Vientiane
10. Chao Anou regains Vientiane
11. Chao Rasvong routs Thai army
12. The end of Chao Anou's Reign and the King of Vientiane

OTHER HISTORY

Part I Development of other countries

1. India
2. Japan
3. Malaysia
4. Ceylon
5. Egypt
6. Greece
7. Rome

Part II Social changes

1. Development of man's culture
2. History of the slave system
3. Abolishment of the slave system
4. Labor conditions
5. Social laws
6. Colonial liberation
7. United Nations Educational Scientific and Cultural Organization. (UNESCO)

Note: Review lessons studied, if there is time available at the end of the year.

Grade 6

Study duration: 7 months (start first trimester)

Total : 56 periods

42 lessons

14 reviews

Lao History : 28 lessons

Other History : 14 lessons

Study per month: 6 lessons

2 reviews (first 3 lessons and last 3 lessons)

LAO HISTORYPart I Lane Xang Luang Prabang after losing its independence

1. Reign of Chao Anouratha
2. Reign of Phrachao Manthatourath
3. Reign of Phrachao Soukaseum
4. Reign of Phrachao Chantharath
5. Reign of Phrachao Ounkham
6. Reign of Phrachao Khamsouk (Phrachao Sakkarin)

Part II Champassak dominion after losing independence

1. Reign of Chao Saiyakoummane
2. Reign of Chao Visaiyarathkhattiyavongsa
3. Reign of Chao Manoi
4. Reign of Chao Rasbouth Yo
5. Reigns of Chao Houi and Chao Nak
6. Reign of Chao Ngouthtithanthone (KhamNay and Khamsouk)

Part III History of Muong Phouane

- 1.
- 2.
3. (not completed)
 by committee
- 4.

Part IV Present time

1. Reign of Somdeth Phrachao Sisavangvong
2. Struggle for independence
3. Laos regains independence
4. Laos accepted as a neutral nation

Part V Biography and Antiquities

1. Biography of the viceroy Phetsarath
2. Story of Phrabang
3. Story of the Emerald Buddha
4. Story of That Luang
5. Wat Phou in Champassak
6. That Sikhottaboune (Sikhottaboune Pagoda)
7. That Ing Hang (Ing Hang Pagoda)
8. That Mak Mo (Mak Mo Pagoda in Luang Prabang)

OTHER HISTORYPart I Discovery of the new world

1. Marco Polo
2. Christopher Columbus
3. Vasco de Gama
4. Magellan

Part II Development of other countries

1. France and England
2. Russia
3. America

Part III Social changes

1. World war I
2. Birth of democracy
3. World war II
4. United Nations
5. Struggle against Racial discrimination
6. Education
7. Buddhism shows the way for the advancement of mankind

Note: Review lessons studied if there is time available at the end of the year.

Thirteenth National Annual ConferencePrimary Schools InspectorsChampassak January 10 - 21, 1971ATTOPEU

1. General Situation After the fall of the new town, which became the Attopeu administration center, to the enemy on 4/30/70, one groupe scolaire, seven elementary, and two CREC schools were left in the area. Before, there were 1,643 students, but now there are only 543.
2. School Expansion It is not possible to expand education in this area because the situation is still critical. Moreover, the number of students is decreasing. They evacuate to safer areas.
3. Teachers After their evacuation to the rear with the Chao Khoueng, teachers who had no school to teach in were sent to the PSI/Sedone and the PSI/Savannakhet.
4. Students Results of the secondary school entrance exams were:

<u>ENI Two-Year</u>		<u>ENI Four-Year</u>		<u>Pakse College</u>		<u>Tech. School</u>		<u>Fa Ngum Sch.</u>	
<u>Cand.</u>	<u>Passed</u>	<u>Cand.</u>	<u>Passed</u>	<u>Cand.</u>	<u>Passed</u>	<u>Cand.</u>	<u>Passed</u>	<u>Cand.</u>	<u>Passed</u>
5	2	6	3	74	14	9	2	0	0

5. PTA There were 4 PTAs at Attopeu. As they were beginning to have some activities, Attopeu fell. Actually, we do not know yet the whereabouts of the PTA presidents.
6. Textbooks Before, there were enough textbooks for students. Now we are short of them. "KHA" children do not know how to take care of textbooks. When we told them to buy, they said they did not have money.
7. Uniform At first, 100% of the students wore uniform. Now some wear uniform; some others do not.
8. Teachers Association When Attopeu fell, the Association had Kip 264,450. I have asked the treasurer whether or not the Government is going to refund the money to the Association. The treasurer said that he was waiting for the minister's decision.

Problem The big problem in Attopeu is ways of transportation. Shipping of school supplies to different schools and transporting sick teachers to a hospital are still a problem, due to the lack of transportation.

Mr. Khamphao:

1. We have printed books especially for refugees. If you have received these books, please ship them to refugee schools in dangerous areas. Students in town can buy books themselves.
2. Do not let teachers stay without work. Send them to another area. If there is nowhere to send them out, put them in a nearby school to observe methods of teaching or to replace as regular teacher temporarily when he is sick. Do the same with GREC teachers.

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

BAN KEUN

1. General Situation - Many refugees moved to Ban Keun Primary School Inspectorate.

Practice teachers were facilitated in their work.

In the rainy season, we have difficulties in transportation, especially in September when many parts flood. Previously, schools at Phou Khaokhouay were short of supplies, but, the problem has been eliminated; a road has been built by the military.

2. Schools - In Ban Keun area, there are:

10 Groupe Scolaires
4 Demi-Groupe Scolaires
36 Primary Schools
9 CREC Schools

3. Teachers - Fifteen new teachers were assigned to Ban Keun, fifteen Xan Tho, thirty-five Xan Tri.
4. Students - New grade one pupils numbered 710. The total number of pupils is 6,381. Children not in school are 530. Number of grade one pupils increased because of the influx of refugees from Xieng Khouang area.
5. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Examination	499	360
Entrance Examinations		
Technical School	10	6
ENI (2 yrs)	93	11
ENI (4 yrs)	29	3
Fa-Ngum Comprehensive High School	53	15
Rural Craft School	71	30

6. PTA - PTA organization is going well. They plan to teach children to do highland cultivation and plant tobacco for sale to get money.
7. Uniforms - About 90% of the pupils in urban areas wear uniforms and 40% in rural areas.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971BORIKHANE

1. General Situation - Most rural areas have no security. Six schools were closed because villagers dare not guarantee teacher security. The number of students increased considerably in urban areas because of refugee students from Xieng Khouang province. Half-day sessions have become necessary.

2. Schools - In Borikhane Primary School Inspectorate, there are:

Groupe Scolaire	10
Demi-Groupe Scolaire	3
Elementary School	45
CREC School	10

3. Teachers - This school year, the PSI/Borikhane was assigned twenty-five teachers: Eleven Xan Tho and fourteen Xan Tri; eleven teachers will retire. The total number of teachers in Borikhane Primary School Inspectorate is 166.

4. Examinations -

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Exam	256	163
ENI (2 yrs)	10	0
ENI (4 yrs)	29	3
College Entrance Exam	99	15
Fa-Ngum Entrance Exam	13	3
Technical School Entrance Exam	9	5

5. Students - In Borikhane area, the number of students increased by 638, making the total number of students 6,021. About 3,000 children are not in school. They are in areas where there is no security.

6. PTA - In Borikhane province there are 43 PTAs. The proceeds from the associations are mostly used in buying barbed wire, furniture, and making school repairs.

Mr. Khamphao:

I am satisfied with all PTAs because the role they have in helping the Government is more than expected. I would like to suggest that a non-school person keep the Association's money and that teachers watch closely with him.

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

CHAMPASSAK

1. General Situation - There are many difficulties in going to visit schools this year, due to the political situation, especially in the southern part of the province, but, nevertheless, educational activities received good cooperation from other Government agencies.
2. Problems - Problems of the Primary School Inspectorate Champassak are:
 1. Lack of teachers
 2. Lack of school buildings
 3. Inadequate communication
 4. Political situation
3. School Construction - There are nine school construction projects with thirty-two classrooms. Out of this number, twenty-four are masonry-type and the other eight are frame. These projects are delayed because USAID has problems transporting logs, and the sawing of logs is slow. Also there was late delivery of the reinforcing steel. Later another problem occurred; the AP was not properly prepared. For example, the same school construction plan was used for Sedone and Champassak, but the provision of commodities was different. I therefore stopped the work on the school temporarily to straighten out the situation. We are now back at work on the school again as USAID has provided the supplies requested.
4. Teachers - The Primary School Inspectorate of Champassak this year has 272 teachers. Out of this number, twenty-seven are new teachers, but we still need twenty-five more.
5. In-Service Training - Teachers who have attended in-service training courses seem to be more intelligent and full of new ideas, but their new knowledge is not transmitted to others because they lack materials, such as stencil film for printing teaching materials.
6. Students - The enrollment at the opening of this school year is 9,843 students, an increase of 844 students.

7. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Exam	439	257
Entrance Exams		
College	96	21
Technical School	29	5
Fa Ngum High School	12	2
ENI (four-year)	98	18
ENI (two-year)	15	6

Examination Problems - The College Entrance Examination and others were not properly prepared. In schools, the instruction was given in Lao language, but the tests were in French. This caused only a low percentage of students to pass.

8. Shortage - There is a shortage of textbooks for all subjects, especially Lao Reading Books and French Reading Books for Grades four, five, and six.
9. PTA. The PTAs have assisted with many school construction projects. After the PTAs were established, more parents participated in educational activities. I consider this very important.
10. Student Uniforms - About 95% of the students wear uniforms.

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Primary School Inspectors

Champassak January 10 - 21, 1971

HOUA KHONG

1. General Situation The security situation remains at the same level as last year. The area that has security in the province is 40%, mostly along the Mekong River.
2. School Construction Besides the kind of schools built by villagers and Government, there is another type of school built by soldiers in remote areas, where the Inspectorate cannot provide teachers. There is lack of security where they operate as Front Line schools. This type of school is called Military Development School. There are now 38 schools of this type with 44 military teachers and 1,784 students.

The PSI provides them with educational materials such as notebooks, pencils, slates, and other supplies every three months like regular public schools. The number of school and students are not under the PSI's statistical control because there are no Government teachers assigned to these schools. Students who have completed Grade Four from these schools continue their study in Groupe Scolaires or Demi-Groupe Scolaires, depending on their own decision.

At first, the Commander of the military teachers requested that his men get the same salary as CREC teachers, but when he realized that CREC teachers get K1,500 a month, he gave up asking for salaries for his men.

3. Students The number of children who entered Grade One this year is 920. The total enrollment is 5,492 students. There are still 1,682 children not in school. There are ten Groupe Scolaires, three Demi-Groupe Scolaires, thirty Primary, one Kindergarten, and one Community Craft school.
4. Teachers There are 144 teachers this school year.
5. School Supplies USAID has been providing very good cooperation with us and has helped with transporting school supplies to the PSI/Warehouse with special attention.

We have been receiving supplies adequate for our requirements except Reading Books in French language and Lao Reading Books, grade one.

6. School Furniture USAID has given plywood and nails for making 847 student desks and benches. 284 sets for 16 schools have been completed. Villagers provide labor and the legs for desks and benches.

7. Examination

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Exam	211	147
College Entrance Exam	151	40
ENI (four-year) Entrance Exam	37	4
ENI (two-year) Entrance Exam	28	5
Technical College Entrance Exam	12	2
Fa Ngum Entrance Exam	0	0

8. PTA Sixty per cent of the schools have PTAs in their areas; other schools that do not have PTAs are refugee or Tribal schools.

9. Uniform 100% of the pupils who live along the Mekong wear uniforms, but students who go to schools far from the Mekong do not usually wear uniforms.

Beginning from 1965, every year before the new school session, we always have a two-day meeting of teachers in August. All of the teachers who work under my supervision come to the meeting. In the meeting, teachers have an opportunity to talk over their problems, to exchange ideas, and it is also a nice time for them to come into town to buy things.

Mr. Khamphao: I would like to ask you to send in the statistic of military teachers and students in your area so it will be easier for us to send school supplies like we do for Xieng Khouang. I do not recommend paying the teachers salaries the same rate as the CREC teachers because by so doing they will get two salaries.

For the Annual Teachers Conference, the Ministry wants it to be held between August 15 - 25, just before teachers go back to their posts, so that some of the teachers who have not had the chance to see their Inspectors, can do so at that time. There are some teachers that have not seen their own Inspector for five years.

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

KENG KOK

1. General Situation - There are six muongs (districts) under my administrative supervision, but only two areas such as Muong Phoumachedy and Muong Champhone, are convenient for contact and administration as these muongs are located between Route 13 and the Mekong.

Six schools have been closed in Muong Phouvieng due to the situation in the country. Nineteen classrooms in Muong Phong that had been closed have been opened again and conducting classes as usual now.

2. School Construction 1967-70

	<u>SCHOOLS</u>	<u>CLASSROOMS</u>
Completed	13	32
Under Construction	12	27
Projects Expected to Begin this Dry Season		20

Concerning these construction projects, USAID did not understand why we have to build more schools when we still have about 40 empty classrooms available. The fact is that these schools that are proposed for construction are to replace old ones; the Deputy Director and the USAID representative went out to see the sites themselves.

3. Teachers - There are 327 teachers working under the PSI/Kengkok Primary School Inspectorate, but we still need 30 more, even though they are not qualified; we are glad to have CREC teachers.
4. Students - Enrollment, 1970, is 12,993 and 1971 is 14,471, which means an increase of 1,479 over last year.
5. Examination - There were 638 candidates who applied to take the sixth grade final examination; 311 passed.
6. PTA - There are 67 PTAs in my area. Since the time PTAs were established, we seem to have much facility in sending out school supplies and communications. Another important role of the PTA is that they have built up many schools by themselves, as well as 59 houses for teachers.
7. Student Uniform - About 90% of the students in urban areas wear uniforms; uniforms are not common in rural areas.
8. Training - Eight teachers participated in local in-service training programs, and one studied abroad.

Keng Kok

Mr. Khamphao:

I would like to talk about sending teachers for training, especially with SEAMES, now that Laos is one of the SEAMES conference members among the seven countries. Cambodia and Burma are also going to be members very soon as these countries have customs and culture quite similar. One of objectives of SEAMES is to have each country establish a Research Center in one of the various fields; Laos will establish a Cultural Research Center. There will be a SEAMES specialist assigned to each center to help the operation. Laos has sent its representative for training to gain more new ideas. I am thinking of having modern primary schools, like Fa Ngum, in our country, and to let participants who trained in foreign countries teach in these schools, with adequate teaching materials, as an experiment. Now that our educational system is still following the French system, we feel that we are far behind. If the evaluation of the experiment is favorable, we are going to continue using the new system; that is, if it is approved by the Government. Only one or two aspects will be tried in the beginning if transportation problems occur. Everytime we send our participants away for training, they return and they work in the same position as before and that means nothing.

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Primary School Inspectors

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KHAMMOUANE

4. General Situation - In Khammouane Primary School Inspectorate, there are always difficulties, hindering educational activities in rural areas. The murder of teacher Siha, at Ban Xieng Le on Feb. 27, 1970, causes panic among teachers. Those who taught in schools along Route 13 (Thakhek - Savannakhet) were threatened by enemies to the point that they could not continue to teach. Finally, they had to move into town.

2. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Examination	464	293
Entrance Examinations		
College	122	26
ENI (4 yrs)	64	10
ENI (2 yrs)	28	1
Fa Ngum Comprehensive High School	-	-
Technical School	-	-

3. Repairs - I requested Public Works to estimate the cost of school building repairs as agreed with the Department of Primary Education, but they never came, stating in many meetings that the Ministry of Finance said they did not have funds, so there was no need to make estimates. If the Ministry of Finance has good intentions, they can send us the necessary funds.

Retired teachers who want to teach in private schools have to have many papers. I do not think that is fair, because they have been serving the country for many years. We have to have confidence in them.

Khammouane

Mr. Khamphao:

I am particularly interested in the teacher's murder. I would like to find out why he was murdered. When you return home, tell teachers to be alert. Some teachers who were assigned to rural schools were show-offs, for being educated. In large towns a teacher's value can be measured by his education; but in rural areas you will have to bow to circumstances to be able to live in the community.

Retired teachers who want to teach in private schools do not have to provide many papers. The Department will help.

Thirteenth National Annual Conference

Primary Schools Inspectors

Champassak January 10 - 21, 1971

LUANG PRABANG

1. General Situation - Pak Tha was very often disturbed by enemies. In habitants had to move to Houa Khong, causing the school to close down. At schools in Pak Ou area, the army used the school yard as their camp in three locations, so these schools too had to close down. At Pak Seuang, His Majesty the King provided for construction of a seven-room school, which expected to be opened next school year.
2. Teachers - The total number of teachers in Luang Prabang is 500, including twenty-eight newly assigned teachers. However, teachers are short; for example, two schools at Xieng Ngeun had to request military teachers, because in my area there are too many women teachers. They cannot be assigned to insecure areas. Sometimes three teachers give birth at the same time. We also have problems with men teachers. The Department has ruled that teachers who have taught for two years can serve in the army. This is one of the reason why men teachers are short.
3. Schools - In Luang Prabang Province, schools are as follows:

Groupe Scolaires	25
Demi-Groupe Scolaires	19
Primary Schools	77
CREC Schools	36
Kindergarten	1
4. Students - The total number of students in the province is 15,478, excluding students from private schools.
5. School Supplies and Textbooks - What the Department sent to us was not enough; for example, chalk, French Reading Books, Lao Reading Books for all grades, and office equipment.
6. PTA - PTAs in town had good cooperation from villagers. As for refugees, who don't have money, they provided labor.
7. Uniforms - In town 90% of the students wear uniforms; 30% in rural areas.
8. Miscellaneous Problems - In Luang Prabang Inspectorate there are two vehicles which are in poor condition. If we take vehicles to a private garage, they want cash. I would propose that USAID lend a helpful hand. I have one outboard motor but no boat. Sometimes, official trips to schools in my inspectorate were scheduled but could not be made because there was no flight. The cost of living is very high I would like to request the Department to consider some way to help.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971NONG BOK

1. General Situation The security situation is very bad in Nong Bok. Children cannot fully study their lessons because lights must be out at 2000 hours. Teachers must assume guard duty every night.
2. Teachers We have thirteen more new teachers this year, the number of teachers in Nong Bok is up to 131. A problem is that in the middle of the year when teachers send their requests for transfer, the PSI Office does not approve but the Ministry does approve. Whenever the Ministry approves a request for transfer, please send us a substitution!
3. Students There are 4,387 students in school this school year. This number includes 767 new students. We still have 2,030 children not in school.
4. PTA There are twenty-six PTAs in the Nong Bok area. After the PTAs were organized, it seems that more parents take part in the important role of educational activity.
5. Requirements We need:
 - Reading textbooks Grades One, Two, and Three.
 - Four typewriters
 - Materials for teaching geometry

Mr. Khamphao:

The requests for transfer sent in by female teachers, who have to accompany their husbands, must obtain a leave document and must teach until the end of the month before they can go. We have to follow the regulations set, carefully; even though it hurts in the beginning, it will work out eventually.

There are some inspectors who do not want to be responsible for approving a request for transfer, themselves; they send requests to the Ministry to decide. Doing like that is not appropriate.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971PAKLAY

1. General Situation - All the education staff, except teachers, have to perform guard duty at night.
2. Educational Expansion - It is hard to expand education in rural areas because the inhabitants do not know the value of education.
3. Schools - In Paklay Primary School Inspectorate, there are ninety-seven schools, but twelve are closed; thirteen Groupe Scolaires, eight Demi-Groupe Scolaires, fifty-two Primary schools, twelve CREC schools, and one new school.
4. Teachers - There are 250 teachers, including forty new teachers. For the school year 1971-72, the requirement of teachers is fifty, with fifteen Xan Tho and thirty-five Xan Tri to reopen schools that were closed.
5. Students - This year there are 8,472 students enrolled. According to survey, 8,566 school-age children, or 50%, are not in school.
6. Training - I have just returned from training in Malaysia. The Director said that a training center would be established. I would like to request that the construction be urged, otherwise it will be forgotten.
7. Requirements - Typewriter, calculating machine, safe.
8. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
ENI (2 yrs)	153	32
ENI (4 yrs)	216	29
Technical School	23	3
College	12	0
Fa-Ngum Comprehensive High School	31	2

9. Shipment of Commodities - Last year, the shipment of commodities from Vientiane warehouse to Paklay was regular and we received all items as listed. Shipment of commodities from Paklay to different Groupe Scolaires was not facilitated due to lack of transportation.

Paklay

10. Problems - I report every year about the hospital shortage in my area. The teachers who attended the first-aid training course returned with empty hands. High authorities said that medicine would be sent later on, but until now we have not seen anything yet. Since school opened, twenty-five students have died.

I requested the authorization to have seat and other repairs to my jeep. Tiao Vannitha said that I had to bring the seat to Vientiane. If I did so, I would not be able to use the vehicle.

I would like to request funds to have the house I live in repaired, because it is very old. It was built in 1930.

The secondary school construction that Mr. Khamphao approved is completed. It cost 2,400,000K. When I requested for teachers from the Director of Secondary Education, he said there was no teacher. Villagers are very discouraged.

For teachers sent to train abroad, the Department stated that it needed teachers who speak English. Teachers in the countryside will never have the opportunity to train abroad because they have not learned English.

Mr. Khamphao:

Problems on ways of communication are talked about every year. I don't know for what reason, people who go up to Paklay by barge do not accept letters; perhaps they do not want to take responsibility? I am thinking of sending letters to Paklay through Thailand.

I approved the secondary school construction because once we have a school, we may get teachers more easily.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971PHONE HONG

1. General Situation - Many refugees came to my area because it has enough security. There was a clash in Ban Na Thep and then the Naiban and teachers were restricted by our Government troops to the military base quarters for six days being accused as enemy spies. I had to work hard to identify them and get them released. The villagers, then, asked for the teacher again. I agreed to give them the teacher, but they had to agree to be responsible for the teacher's security.

Some school supplies have been distributed to refugee schools.

2. Schools - Groupe Scolaires 8
 Demi-Groupe Scolaires 3
 Primary Schools 42
 CREC School 3
 Rural Craft School 1
3. Teachers - I received forty-four new teachers this year. The total number of teachers is 240. Out of this number, only seventy-two attended training courses. We need six Home Economics teachers; eight dramatic arts teachers; and one music teacher.
4. Students - The total enrollment is 7,093, an increase of 970 students.
5. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Examination	362	244
Entrance Exams		
ENI (2 yrs)	92	16
ENI (4 yrs)	70	12
Fa-Ngum Comprehensive High School	280	81
Lycee Vientiane	31	6
Technical School	15	4
Fine Arts School	6	6
Rural Craft School	45	17

Phone Hong

6. School Supplies - We have received adequate supplies except for Reading Books, grades 1-6; Arithmetic, grades 2, 3, and 6; Science, grades 1 and 3; French Reading Books, grades 3 and 4.
7. Uniforms - 90% of the students wear uniforms.
8. PTA - This is our third year since the PTAs were established. The PTAs have helped much in construction of schools and furniture except in refugee schools where there are no PTAs. In addition, students were taken on observation tours to many places and helped villagers with their work. This impressed the villagers very much.

Mr. Khamphao:

According to the reports of many Inspectors, it seems that many have received new teachers. I believe that the need for teachers should be less now. The higher authorities are considering the discontinuation of the **two-year course** for teachers, if it does not affect the situation, for the reasons I have given. The same is true for First Aid Teachers. The courses that were prepared were not appropriate. The Public Health officials and I had three meetings, but on the last day the programs were not completed. The courses were given by French teachers and the participants could not understand the language; the instruction was not successful. They had expected to get medicine when they returned to their schools, but they did not.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971SAM NEUA

1. General Situation - Last year I reported to the PSI conference at Thakhek that only three CREC schools were left in Houa-Phan province. A little time after the conference, Houa-Phan was disturbed by enemies. We had to move to Na-Kouang and Done-Nha. I mean to say that there was no school at all under my supervision. Eight schools under my supervision in Muong Hiem, Luang Prabang province, had to move to a place near Ban Sone. So we built a PSI Office at Phone Kay, and I have been working there since November.
2. Schools - In this school year, schools in my area are as follows:

	<u>Schools</u>	<u>Rooms</u>
Groupe Scolaire	2	17
Demi-Groupe Scolaire	3	24
Primary School	9	40
CREC School	7	7

These schools are located in Xieng Khouang, Vientiane, and Luang Prabang provinces.
3. Teachers - There are ninety-nine teachers under Houa-Phan Primary School Inspectorate:

Kan Tho Teachers	17
Kan Tri Teachers	45
CREC Teachers	37
4. In-Service Training - Almost all teachers in my area have undergone training, except for new teachers. CREC teachers who were trained in Vientiane seem to work satisfactorily, but they had difficulty moving to Vientiane. I hope the next training can be held at Ban Na Sou because it will be more convenient to regional teachers who attend the training. Teachers are short of teaching materials.
5. Students - In this year there are 3,117 pupils. Last year there were only 1,494, so there is an increase of 1,623 pupils.

6. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Exam	101	49
Technical School Entrance Exam	4	2
Entrance Exam for ENI (4 yrs)	19	6
Entrance Exam for ENI (2 yrs)	70	16
Entrance Exam for Sam Thong College	8	2
Entrance Exam for Lycee Vientiane	7	4
Entrance Exam for Fa-Ngum	8	1

7. PTA - There are twelve PTAs. Membership fees could not be collected from members because all parents are very poor; instead, they provide labor.
8. Uniforms - Not many pupils wear uniforms because most of them are refugees. In Groupe Scolaires, pupils wear uniforms and are very well-behaved.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971SARAVANE

1. General Situation - According to the official order, after May 12, 1970, the PSI and teachers moved to Sedone. School supplies were all damaged.
2. School Construction - There was no school expansion; only four rural self-help schools for refugee students were built with assistance from USAID. The four schools were constructed in Ban Oudomsouk, Ban Houei Namphak, Ban K-15, and Ban K-6.

Some of the students go to public schools in Sedone; some accompanied their families to other provinces. Mr. Bounlap, member of Parliament, is requesting for an authorization to construct a house at K-3 $\frac{1}{2}$. He is expecting to use the second story of the house as the Muong's office (for Saravane) and the four rooms downstairs as classrooms for the refugee students.
3. Teachers - There are sixty-two permanent teachers, according to the statistic of the beginning of this school year.

	<u>Teachers</u>
Died	1
Remained in enemy area	2
Transferred to PSI/Sedone	45
Transferred to PSI/Wapikhamthong	5
Transferred to PSI/Champassak	5
The rest of the teachers are still with PSI/Sedone	

Of eighty-three CREC teachers, eight remained in enemy area. Seventy-five are now in Sedone, but five of them asked to return to Saravane to farm with their families. The rest have been transferred to PSI/Sedone. First transfer, 36 teachers; second transfer, 14 teachers; third transfer, 10 teachers.

4. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Examination	50	23
Entrance Examinations		
ENI/Pakse	21	3
Technical School	6	1
College	64	23
Fa-Ngum Comprehensive High School	47	7

5. Requirement - Lao language textbooks, Reading Grades 1-3. French reading books are also needed.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971SAVANNAKHET

1. General Situation Savannakhet Primary School Inspectorate is composed of eight Muongs and one Municipality. The eight regions are divided into three types:
- Muongs under PL control where educational activities cannot be operated. There are two muongs of this type: Muong Sepone and Muong Phinh.
 - Muongs where both sides are fighting. Education is moving very slowly in four muongs of this type: Muong Phalane, Dong Hene, Phakkhagna and Outhoumphone.
 - Muongs where the situation is good and education is going well. There are two muongs of this type; they are Muong Khanthaboury and Muong Saraphoun.

There are some problems in Savannakhet City Area with the enrollment in schools increasing so high each year, causing lack of classrooms.

2. Students This year - 19,991 students
 Last year - 18,467
 Increase 1,524 students

3. Teachers Number and types of teachers are as follows:

Xan Ek Teachers	2
Xan Tho Teachers	162
Xan Tri Teachers	203
CREC Teachers	123

Although the number of teachers in Savannakhet seems to be high, more teachers are still required. There are many difficulties in accepting CREC teachers to teach in schools. Sometimes we don't need CREC teachers but have to accept them when they come with refugees.

4. Schools The Urban Self-Help School Construction project (two-story building with ten classrooms) which started in July 1970, up to now, has reached only 20%. The delay was caused by the hesitation of the American technician to lay the foundation of the construction, but we hope that the work will go well for the rest of the project. Other problems are:

Savannakhet

The construction materials shown on the list approved are not sufficient to cover the requirements of the project; estimated cost of materials on the list are too low; and the Government turn-over tax.

Construction of Rural Self-Help Schools has problems, because USAID does not realize the need of schools of this type in some areas, but I think that it is important to construct the schools (in military zone). USAID thinks that Refugee Schools have more priority, for example, in Seno.

For kindergarten, I assume that it is also important to have them in every groupe scolaire, but the problem is that we don't have any more kindergarten teachers. We used to send kindergarten teachers to train in Thailand, but they have transferred to other places.

5. School Supplies and Textbooks We have received adequate school supplies except for textbooks. Instructing children to take good care of the books is very difficult to do. Selling books is also difficult. I suggest that authorization be given to private printing to print the books for sale. It would be the best way. When a student tears his book, he can buy one and the problem of shortage of textbooks will be over.
6. PTA There are 71 PTAs in PSI/Savannakhet area.

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

SAYABOURY

1. Brief Story of Education in Sayaboury

1904 - Our country was administered by the French; this province was only a district under the direction of Luang Prabang.

1941 - Occupied by the Thai Government and named "SAMABOURY DISTRICT" under administration of Lane Xang Province (Paklay). The word Lane Xang was used, because there were more elephants in this place than any where else.

After Laos became independent in 1947, this territory was returned to Laos and named "SAYABOURY PROVINCE".

The Primary School Inspectorate was established in 1947.

1947 - 1951 Tiao Khamphanh Saiyasane was the PSI. At that time, there were two groupe scolaires, three elementary schools, thirty teachers, and 127 students.

1951 - 1953 Mr. Sisouphanh Sone was the PSI with two groupe scolaires, seventeen elementary schools, fifty-three teachers, and 1,062 students.

1953 - 1955 Tiao Chanthavong Thongsakhone was the PSI with four groupe scolaires, twenty-two elementary schools, seventy-three teachers, and 991 students.

1955 - 1959 Phya Thanh Phavorachit was the PSI with four groupe scolaires, sixty elementary schools, ninety-nine teachers, and 4,163 students.

1959 - 1960 Mr. Noukeo Littana was the PSI with five groupe scolaires, ninety-four elementary schools, 119 teachers, and 5,607 students.

1960 - 1965 Mr. Ninh Seuamsothabandith was the PSI with six groupe scolaires, 102 elementary schools, 181 teachers, and 6,411 students.

Because this province is very mountainous, there are difficulties in communication. Paklay was thus separated and assigned a Primary School Inspector, Mr. Vanna Phengsavaddy.

- 1965 - 1968 Mr. Bounthanh Soundara was PSI, with four groupe scolaires, eighty-five elementary schools, 163 teachers and 4,941 students.
- 1968 - Mr. Phomma Vanthong is the PSI with a total of eighty-four schools. Out of this number, thirteen are groupe scolaires. There are 228 teachers and 8,583 students. There are many types of people in Sayaboury, of which 70% are regular Lao and the others are Meo, Yao, Khah, and so on... Communication is very difficult in this area, as travel is mostly by horse, elephant or foot.

2. Schools Since the Twelfth PSI Conference at Khammouane, up to now, the PSI/Sayaboury has constructed 22 additional classrooms.
3. Students This year 3,251 children entered Grade One. The total enrollment is 8,583 students. The number of children who are still out of school is about 30%

4. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Exam	423	255
Entrance Exam to College	-	17
Entrance Exam to ENI-two years	-	24
Entrance Exam to ENI-four years	-	4
Entrance Exam to Technical School	-	10
Entrance Exam to Home Ec School	-	1

5. Uniform About 80% of the children in the urban areas wear uniforms; 30%, in the rural areas.
6. PTA There are sixteen PTAs in Sayaboury region. Money collected by these PTAs is used for repairing school furniture, school fences, and so on .. Because we now have PTAs, parents are more concerned and have more responsibilities in education. Consequently, they have become aware of its importance.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971SEDONE

1. General Situation - Sedone province is the center of supply for the six provinces in the South (Wapikhamthong, Sedone, Saravane, Attopeu, Champassak, and Sithandone). Unfortunately, there was trouble in these areas, so education was affected.
 1. The number of pupils increased considerably because of the influx of pupils from Saravane. We had to organize half-day sessions in urban schools.
 2. The instability of the situation obliges teachers to perform guard duty in accordance with the Government's policy. By so doing, teachers do not have enough time to prepare themselves to teach. So, the result of teaching is less than expected.
 3. School inspection was not done because the situation in the South did not permit. Some schools were not visited at all. Teachers did what they could.
2. Teachers - There were not enough Xan Tho teachers. Xan Tri teachers had to assume Xan Tho teacher duty. This has affected pupil achievement.
3. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Exam	966	572
Secondary School Entrance Exam	798	194
4. School Construction - During the past year, we made considerable progress. In urban and rural areas we constructed twenty more classrooms, but this number does not meet the requirement yet. One part of the construction was only temporary classrooms which were built with village labor without the Government's contribution. Another part of the construction was realized with village labor, personal contribution, or foreign aid, in accordance with the self-help project. Besides, Ban Nakeo, ten-room Groupe Scolaire, is being built; it is about 30% complete. It is estimated that the school will be ready for use next school year.
5. Training - Teachers have been trained as follows:

Director of Groupe Scolaire training	2
French Language	3
Material Production	1
Statistics	2
School Supervisor (in process)	1
6. PTA - Thirty-three PTAs have been organized.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971SITHANDONE

1. General Situation - We have good cooperation from provincial officials, Tasseng, Naiban, Government and USAID rural affairs officials. Most of the villages in the islands benefit from this good cooperation because security prevails in their areas.

Villages on the left bank of the Mekong River are expanding. However, some villages on Khong Island which are not very populated are slow in progress. Schools have to be opened temporarily in each area, creating difficulties for teachers to reach them.

Villages on the right bank of the Mekong River in Moulapamoke area, from Ban Mai, Champassak to Selamphao, common border with Cambodia, education is expanding extensively. In 1969-70, a Demi-Groupe Scolaire, an Elementary School, and regional schools have been set up. For villages that are far away from the Mekong River, or situated alongside the Selamphao stream, education expansion is not facilitated due to enemy activities. Actually, Moulapamoke is in the enemy hands, causing interruptions to instruction since the beginning of school year 1970-71.

2. School Expansion - After the Twelfth PSI Conference, schools have expanded as follows:

a. Grades 4-6 (Groupe Scolaires and Demi-Groupe Scolaires)	8	rooms
b. Grades 1-3 (Groupe Scolaires and Demi-Groupe Scolaires)	2	
c. Primary Schools	4	
d. CREC Schools to Primary Schools	3	
e. New Primary Schools	3	
f. New CREC Schools	3	
Total	23	rooms

3. Teachers - Twenty-nine teachers were assigned from the Department of Primary Education. Eight requested to teach in rural areas; three teachers died. Teachers are still required in my area. In some classrooms, there are 70 pupils; some others are unable to accept additional pupils due to lack of furniture and space.

Sithandone

4. Training - Seven teachers were trained in Vientiane during Summer Vacation.

Home Economics	2
Linh and Naly Method	2
Directors of Groupe Scolaire Training	2
Statistics	1

5. Examinations

	<u>Passed</u>
Secondary School Entrance Exam	21
ENI (4 yrs)	4
ENI (2 yrs)	1
Savannakhet Technical College	1

6. PTA - There are twenty-five PTAs. Some villagers who do not have money do not want to be members. They said that they would help with labor whenever there is school construction, school repair, or school expansion.

7. Uniforms - About 70 to 80% of the pupils wear uniforms in town; 40 to 50%, in rural areas.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971VANG VIENG

1. General Situation In Vang Vieng area there is enough security, except for Muong Met and Kasy. Also, there are no facilities for communication.
2. Educational Expansion School construction in this area is progressing. The number of students increases considerably, especially in the urban area. Therefore, double sessions had to be introduced. Construction in 1970 is as follows:

New additions to Groupe Scolaires	9 buildings	18 classrooms
Replacement schools in rural areas	5 buildings	9 classrooms
Under construction	5 buildings	9 classrooms

3. Teachers

Total number of teachers	279
New teachers	46
Transferred to other areas	8

As in other areas, more teachers are still needed.

4. Training Training is divided into three categories:
 1. Saturday classes
 2. Summer training
 3. Meetings
5. Examination Last year there were 307 CEP (sixth grade final examination) candidates, 187 passed; 285 took secondary entrance exams, 25 passed.
6. PTA There are 7 PTAs. Each association has its activities, for example, to provide table legs for school furniture.
7. Social Activity Vang Vieng Primary School Inspectorate has organized a Club to promote sports, physical education, and mutual assistance. For example, if a teacher is sick, the club will help him by providing K300 per day for a period of 30 days. After that period, K150 will be provided to the sick teacher.
8. Uniforms About 90% of teachers and pupils in urban areas wear uniforms; 70% in rural areas. Refugees have no uniforms.
9. Requirements The requirements of Vang Vieng Primary School Inspectorate are as follows:
 1. One truck
 2. Funds for making school furniture and repairing school buildings
 3. Office equipment

10. Proposal I would like to propose that allowances to Directors of rural Groupe Scolaires be equal to those in urban areas.

Mr. Khamhao: What we request from the higher authorities, sometimes we get but sometimes not. Actually, we have heads of three sections in each Primary School Inspectorate. These people proposed others to get allowances, also. So, it is better not to give allowances to anybody, because there will be no end. For request of allowances for Directors of Groupes Scolaires in rural areas, it is in the process. Any Groupe Scolaire that has more than 360 students, the Director will be proposed for A-2 allowance. Even for Groupe Scolaires in urban areas, if the number of students does not reach 360, the director will not receive any allowance.

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

VIENTIANE/NORTH

1. General Situation I will not talk much as information is already in my Report Booklet. There is one major problem in Sanakham. There is no enemy there, but communication is very difficult. There is not enough security in Nam Tone, Muong Nasaithong. Schools in this area,-- they sometimes open and sometimes close.
2. Schools There are altogether 90 schools under the PSI Vientiane North supervision. Number and types of school are as follows:

Groupe Scolaire	18
Demi-Groupe Scolaire	17
Primary School	40
CREC School	15

To solve the problem on the increasing number of students in urban area, according to the Five-Year Plan, eight-room two-story schools are being constructed in the following locations.

1. Sikhay (completed)
 2. Nong Bouathong
 3. Dong Na Sok
3. Teachers Concerning assignment of teachers to new posts, I would like to request officials to please consider and adjust the system we are using; send teachers out more promptly, so that they can be at their posts in time for the opening of the new school year. There have been many delays in sending out teachers in the past years, which have caused many problems for children waiting in the schools. One other problem is that when a female teacher is assigned to a rural post, she refuses to go, because her husband is working in the city. There are now 528 teachers under PSI Vientiane North.

Xan Ek Teachers	3
Xan Tho Teachers	214
Xan Tri Teachers	247
CREC Teachers	64

Vte-North

4. Students Enrollment for this school year is 20,018 students.
5. School Supplies and Textbooks Supplies received from the MoE are sufficient except for chalk and reading textbooks grades one through six. I also need typewriters for various groupe scolaires.
6. PTA There are twenty PTAs in my area. I am very pleased that MoE has introduced the PTA system. We can see that PTAs have helped much in the educational projects, such as:
 1. PTA Phone Hong built three toilets for schools.
Cost 57,727K.
 2. PTA Sanakham built one four-room school and recently added another classroom.
 3. PTA Pakomy built one four-room school.
 4. PTA Nong Niao built one two-room school.
 5. PTA Dong Na Sok an old highly respected lady (Mae Too Bao) donated a 5,600 square meter site for construction of a new school building.
 6. In Nong Niao school area, Nang Tai Soukphilalak, donated 800,000K for construction of a school, Ban Viengthong, and sufficient furniture and education materials.

Besides the associations shown above, there are also other associations which have helped with labor, money, materials and time in the educational activities. Above all, I can say that these associations have been very devoted to the education system.

Thirteenth National Annual Conference

Primary School Inspectors

Champassak January 10 - 21, 1971

VIENTIANE/SOUTH

1. General Situation - I am quite fortunate, because within a radius of 70 km of my area, there are not any critical happenings. Travel at night is safe.
2. Schools - There are 122 schools in my area with 557 classrooms, of which 59 are new classrooms.

School Construction in Urban Areas is another important step in the development of schools, but it is requested that the Government put in more funds for each project, because the two million kip fund provided by the Government seems to be too low, and the PTA has to carry heavy responsibility. Some of the PTAs are poor. The portion provided by USAID seems to be appropriate.

School Construction in Rural Areas gets good cooperation from all concerned. Almost every PTA is really willing to build schools in their villages; most people understand the Government's policy on educational development.

Refugee School Construction - Many problems concerning education for refugee children occurred during the past year, but the problems were beautifully solved by all concerned, and refugee children are usually in schools eventually.

3. Teachers - There are 708 teachers in my area.
4. Enrollment - There are 25,761 students.
5. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Exam	1,499	975
Entrance Exams		
Lycee	273	22
Technical School	5	0
ENI	265	13
Fa Ngum High School	475	18

Vientiane/South

6. PTA - There are 93 PTAs in all or in 80% of all schools, except for refugee schools. Many questions have been asked as to whether the PTA system is authorized by the Ministry of Interior. Otherwise, it is illegal. I, myself, could not offer any answer to these questions. I suggest that authorization be obtained if we do not have it.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971WAPIKHAMTHONG

1. General Situation - All school construction projects are going well. The Samiah school had to be closed since January 16, 1970, due to the security situation. Teachers have to do guard duty every night, as in other provinces; furthermore, they were supposed to attend military training on Saturdays and Wednesdays, but I have asked the Military Officer to excuse them from training on Wednesdays because it interferes with the children's education.

In Wapi, everytime there is a provincial conference, topics on schools are always discussed.

2. Schools - In 1969-70 school year, eight new schools were built. These schools will provide nineteen classrooms; at the present time, thirteen have been completed. The ones that are not yet finished are in Ban Hanglao and Ban Kouthlamphong. Number and types of school in the PSI/Wapi area are as follows:

Groupe Scolaires	11
Demi-Groupe Scolaires	5
Primary Schools	49
CREC Schools	54

For the 1970-71, the PSI/Wapi is planning to build seven more new schools with nineteen classrooms.

3. Teachers - The PSI/Wapi was assigned thirty more teachers; twenty were sent by the Ministry and ten were from other provinces. Eight teachers have transferred to other provinces and one has retired. The number of teachers now in Wapi is 229.

Xan Ek Teachers	2
Xan Tho Teachers	50
Xan Tri Teachers	111
CREC Teachers	66

4. Students - For the new school year, there are 1,831 children enrolled in Grade One. The total number of students in Wapi now is 8,268; this does not include 209 students in private schools. There are about 15,000 children still out of schools for the time being; most are in the remote areas and places occupied by the enemy.

Wapikhamthong

5. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Examination	326	186
Entrance Examinations		
Technical School	15	2
College	131	32
EMI (4 yrs)	107	6
EMI (2 yrs)	20	5
Fa-Ngum Comprehensive High School	15	-

6. School Supplies - We have received adequate school supplies except for reading books.
7. PTA - There are sixty PTAs in my area. They have helped to construct school furniture and purchase barbed wire for school fences.

Mr. Khamphao:

For self-help school construction projects, sometimes I had to send telegrams to ask you for information; that's because the subject schools were not on the proposed school construction list for the year. So, for future action, if you approve a project, please just report to us immediately so that we don't waste too much time.

Thirteenth National Annual ConferencePrimary School InspectorsChampassak January 10 - 21, 1971XIENG KHOUANG

1. General Situation - My area has encountered difficulties more than others. We lost everything as you all know. Many schools were closed, so at the end of last school year, only 4,800 pupils were left.
2. School Constructions - Classrooms built in replacement of those lost were 118 classrooms under construction. Twelve in Long Tieng, twelve in Pha Khao, ten in Ban Mo, twelve in Na Luang, and four in Muong Cha.
3. Teachers - The problems of teachers worried me because the Department ruled that any teacher who did not want to be assigned to Xieng Khouang could transfer. When teachers were asked, over fifty wanted to move from Xieng Khouang.

The number of new teachers assigned to Xieng Khouang this year is sixty-seven. The number of permanent teachers is 191; CREC and military teachers, 245.

4. Students - Because of insecurity, students were evacuated from Xieng Khouang. At the end of the year, the number of students in the whole province was 4,800. At present, students in schools number 12,669 of whom, 4,323 are newly-enrolled pupils in Grade One.
5. Examinations

<u>Type of Exam</u>	<u>Candidates</u>	<u>Passed</u>
Sixth Grade Final Examination	282	223
Entrance Examinations		
College	111	27
ENI (2 yrs)	118	15
ENI (4 yrs)	2	-
Fa-Ngun Comprehensive High School	22	2
Technical School	31	3

The low percentage of student who passed the exams, as shown above, is due to the trouble in the area. Students could not study regularly. Sometimes students were requested to repair the airfield, bridges, or make fences.

Xieng Khouang

6. School Supplies - If Samthong does not fall, there are enough teaching materials in the warehouse to last one year. This year one group of students who were evacuated from Xieng Khouang are in school in Phone Hong. I would like these students to be integrated in the Phone Hong Primary School Inspectorate. The PSI/Xieng Khouang can look after them, but villagers in the surrounding area may not be happy.
7. PTA - They were not very successful because of the trouble. Unlike others, the PTA Presidents in this area are Directors of Groupe Scolaires, because villagers have more confidence in them than in any other people.
8. Comments - I would like high level authorities to reconsider the Xieng Khouang teacher situation. When Attopeu and Saravane fell, a three months salary advance was granted to teachers in these areas. As for Xieng Khouang teachers, they got nothing.

Mr. Khamphao:

Salary advance does not concern only the Education Department. You have your Deputy. You should have asked your Deputy to intervene. For school supplies, I would like you to provide them to students in Phone Hong temporarily because they are in your statistics, and the school budget has been divided according to the statistics.

