

UNITED STATES AID MISSION TO LAOS

OFFICE MEMORANDUM

May 9, 1972

TO : Mr. Charles A. Mann, Director  
FROM : Hunter Fitzgerald, Acting Chief, Education Division  
SUBJECT: Education Division Monthly Report for April, 1972

Refugee Schools

The construction of twenty-two temporary classrooms in the Hin Heub area is seventy five per cent complete.

During the reporting period a training course for fifty-four Xieng Khouang teachers who currently do not have classes to teach began.

Another similar course is being conducted by the PSI/Vang Vieng for displaced Muong Kassy teachers. The CE project has submitted an Activity Plan in which ORA funds common use instructional materials.

Temporary emergency classrooms were completed for over 100 Meo refugee school children in the PSI Vientiane/North area.

Community Education

Four training courses for CREC/Refugee instructors have been completed. The instructors trained in these seminars will train over 1,000 CREC/Refugee teachers during July. This is part of a Ministry of Education program to upgrade and qualify untrained teachers.

An additional fifteen supervisors and five testing and guidance specialists began a four-month course on April 10 at the Teacher Training Center. This is the last part of a project to insure each Primary School Inspector has a middle level trained supervisor on his staff who will be responsible for the improvement of instruction. Upon the completion of their training here in Laos the group will proceed to Thailand for another six months of intensive training.

Community Education (continued)

All nine FY 72 urban self-help construction projects are underway and it appears the RLG, Ministry of Finance, is releasing monies without undue delay to pay for labor contracts and local construction materials.

Teacher Training

Mr. Liston, Vocational Education Advisor, USOM/Education, Thailand, submitted his final report developed while on TDY late in March. Mr. Liston in his report reviews the current Vocational Education Program in Laos which serves a limited segment of the population. He notes that little attention has been focused on that portion of the population which has no opportunity to enter or move up through the established formal education system. He describes a very interesting possible non-formal vocational education project for Laos. In this program Lao Mobile Training Schools (described in some detail in his report) would move out of certain designated population centers and offer short course training in skills needed. A copy of Mr. Liston's report is attached for your review.

Mr. Khamphat, Director of Vocational Education, departed April 16, 1972, on a USIS Leadership Development grant. He will visit selected vocational education programs in the United States, Japan, and the Philippines and will return in June.

Secondary Education

A draft plan for a "second cycle" (grades 11-13) shop building for industrial arts courses is being prepared by University of Hawaii advisors.

Other construction projects are in progress. Phases I - III of Fa Ngum Phone Hong are 100% completed and Phase IV is approximately 65% completed.

The cooperative projects between the University of Hawaii and the United Nations Development Program (UNDP) curriculum teams are now in draft form of formal letters of agreement which will be reviewed by contract representatives of both teams and appropriate Lao Ministry of Education officials. The current plans call for cooperative efforts in nine categories.

Secondary Education (continued)

Draft proposals for changes of the school year for Fa Ngum schools and to open grade 11 entrance examinations at Fa Ngum schools to colleges and teacher training grade graduates are being discussed and finalized.

General

The Resident Auditor General has submitted the Audit of the Education Sector to the USAID/Controller who has forwarded a copy of the report to the Education Division.

The Resident Auditor General submitted a list of deficiencies for "Education Project - Funded Property and Equipment" to the Education Division for review and possible action where appropriate. Each project manager is working on his project's section and a formal report will be submitted to the USAID/Controller when completed.

Each project manager submitted the required materials for the upcoming Director's Spring Review and they are currently in the Program Office.

Educational Materials

Educational materials completed this month:

SE	Science, Grade 8 (Chemistry)	6,000 copies
SE	Science, Grade 8 (Physics)	6,000 copies

Educational materials being printed:

SE	Lao Literature, Grade 9	6,000 copies
SE	Woodworking, Grade 9	3,000 copies
SE	Agriculture Plant Production, Grade 8	2,000 copies
SE	Science, Grade 9 (3 parts)	6,000 copies
CE	Science, Grade 1	10,000 copies
CE	Science, Grade 6	2,000 copies
CE	Hygiene, Grade 2	8,000 copies
CE	Hygiene, Grade 5	2,000 copies

Educational Materials (continued)

## Educational materials being printed:

CE	Hygiene, Grade 6	2,000 copies
CE	Reading, Grade 1 (Part I)	20,000 copies
CE	Reading, Grade 1 (Part II)	20,000 copies
CE	Reading, Grade 2	12,000 copies
CE	Reading, Grade 3	6,000 copies
CE	Reading, Grade 4	6,000 copies
CE	Reading, Grade 5	6,000 copies
CE	Reading, Grade 6	6,000 copies

Other Donors

The new buildings at the Lao-German Technical School were dedicated during the reporting period and the Education Division staff was invited to the evening reception which followed the dedication.

7,000 copies of a reading for fun book, Somchai Goes to the Market, were turned over to the Ministry of Education for distribution.

Personnel

Mr. Norman Green, Chief, Education Division, departed on home leave.

Mr. Richard Costantino returned from home leave and assumed his new duties as Community Education Advisor/Operations.

Mr. Soukane Souksamlane returned to USAID and is assigned to the Community Education Project as Office Manager.

Reporting Units

Teacher Training  
Community Education  
Secondary Education

EDU:HA Fitzgerald:ei      DIST: EPM-2, AGR, PHD, PSD, PWD, OICC, SMB-2,  
IVS, EDU-19, Laos Desk, SA/IR/TECH/ED, C&R-2  
DIST: OD/DD-2, AD/M, AD/FIN, AD/FO, AD/P, AD/RA, Each AC, HRDD,

## VOCATIONAL EDUCATION FOR LAOS

(Present and Future)

The Vocational Education Department is responsible for that education which is designed to provide an individual with the necessary training to enter the labor market as a skilled worker in his chosen vocation.

There are three basic centers for Vocational Education:

- a. Vientiane Technical School
- b. Savannakhet Technical School
- c. Lao German Technical School

Five \*Fa Ngum High Schools are being developed to offer orientation to entering vocational training, Vientiane, Phone Hong, Luang Prabang, Savannakhet and Pakse. Chart "A" graphically describes the available vocational and pre-vocational education in Laos. Besides these programs, there are three (3) small craft training programs which are non-formal semi-skill training for village life under the Primary Department. These programs are small, poorly coordinated and meet various needs, but not necessarily vocational.

All other education is based on the traditional formal education of preparing the individual to go to higher education. Teacher Training is being developed but based on the traditional education subjects and does not include preparing teachers to teach skill training.

The following is an attempt to identify the role Vocational Education can play in developing Laos into an independent nation.

\*Fa Ngum (Comprehensive)

Approximately thirty percent (30%) of the population has been displaced from their former homes where they were self-sufficient; the refugee program of the R.L.G. is helping these people to become established in new locations and utilizes their agriculture skills in establishing new communities. With about one third of the population dependent on the Lao Government for part of their daily necessities of life, additional measures must be initiated to assist these people in becoming self-sufficient again. Furthermore, there is an additional large percentage of the male population in the military service of the R.L.G. Presently these citizens are non-productive. At some future date these citizens will return to civilian life where they could become dependent on the central government. There is a large rural population in Laos who have not changed their way of living for several hundred years. These people need to be given the opportunity to become a part of the total national development.

The National Education Reform Act of 1962 for Laos indicates that the leaders of the country are aware of the need for a type of education to enable each citizen to become a productive individual within the economy. To implement what the Lao recognize as essential in education, it will require a type of Vocational Education program that can meet the needs of a large percentage of the population in a limited time with the smallest possible cost. This program must transfer those citizens who are dependent upon the R.L.G. to the role of producers who can contribute to the development of their country.

Until the necessary resources are provided to make Vocational Education available to assist the majority of the citizens of Laos to become more productive, there is little hope in having an economy free from external assistance.

These resources must develop:

- a. An organization
- b. Curriculum
- c. Trained teachers
- d. Facilities
- e. Instructional materials

These resources must provide:

- a. Training
- b. Commodities
- c. Technical assistance

These resources must build and utilize the products of the existing vocational program to create a national vocational program. These resources must design a program to help meet the needs of a majority of the population, refugee, military and rural. If the program cannot do this in a specified length of time, then the resources should not be provided.

After identifying the basic major problems, there can be drawn some general conclusions about the present Vocational Education Program that should be studied by the R.L.G. for possible inclusion in the next 5 year plan.

The three existing Vocational Schools are sound and basic to nation building. The graduates of these schools may or may not find immediate employment. The products of these schools offer Laos an opportunity to develop a program that will prepare the major portion of the population for life's work.

Because of the economic situation in Laos and the needs of the people, Vocational Education should be developed in two directions:

1. To continue to develop the existing Vocational Program with some expansion.
2. To develop a combination of short term skill and semi-skill Vocational Programs designed to help meet the refugee, army and rural population needs.

The following is an outline for the future development of Vocational Education in Laos.

#### The Department of Vocational Education

The Director of Vocational Education will need to develop a staff for his department. The basic criteria for selection of staff members should be experience in Vocational Education in Laos.

See Chart "B" for a diagram covering long range planning of the Director's Office. The development of the Director's staff is extremely important and should be planned to include external administrative training for Lao within the system who have proven their professional worth and dedication.

Lao German, Vientiane and Savannakhet Technical Institutes

Expand the Lao German Technical School by operating double sessions. This could be accomplished by using the same facilities, same curriculum and same staff and require the students of the second session to pay tuition for their education. This would enable this school to increase the number of trained students without increasing the financial burden to the R.L.G. The teachers would be paid overtime according to the R.L.G. regulation. The present German director, Mr. Paul Rupp, has expressed the belief that Lao needs skilled workers and not high level technicians during the period of development. The present program is producing skilled workers at the level needed in Laos but in limited numbers. Additional Lao staff for the Lao German Technical Institute will be needed during the next five year plan and Laos will need to request training outside of the country to fill this need.

A school is only as good as its Lao director. During the next five year plan experienced Lao staff within each of the existing Vocational Schools should be identified for special intensive training in the administration of the Lao Vocational Program. This training will have to be acquired outside of Laos. A minimum of two members from each school should receive this administration training, and upon completion of training be returned to the school they were selected from. This program will require five (5) years to be carried to completion. When the individual for administrative training has been identified, a teacher must be trained to replace the experienced staff member selected before the administrative training can be initiated.

The R.L.G. should be encouraged in the next five year plan to have the Vientiane Technical Institute and the Savannakhet Technical Institute develop plans to move in the following directions:

Lao teachers to assume responsibility for instruction and all teaching to be conducted in the Lao language.

Develop comprehensive instruction materials for use in each of these schools in the Lao language. (The Lao German Tech. has developed material for the 7th, 8th and 9th grades which could be utilized.)

Skill training should be kept at the present level; however, these schools could double the number of graduates with a second session. This could be done by charging tuition and paying the staff overtime wages for the second session.

#### Fa Ngum Schools

To supplement the existing Vocational Education Program and to eliminate any duplication, the Fa Ngum schools should provide the courses that will enable a graduate to go abroad for engineering training or commercial education on the university level. Skill type training for those desiring this type of program should be held to a minimum.

In developing the Vocational Education Section of the next 5 year plan, the resources that will be made available should be directed to helping that sector of the population which has received very limited assistance in the past, (Refugee, Military and Rural Citizens.)

Taking into consideration the available qualified staff, the desire to initiate programs to meet needs and the short time the present system has

been in operation, it appears there has been a basic education problem created. This problem is staff utilization. Observation at one school revealed a 4.1 to 1 student teacher ratio; however, this was in a skill type training program. There are many reasons for this situation to exist, among them are; low salaries, inadequate training, poor curriculum, lack of experience in developing skill training programs, a limited quantity of tools, supplies, materials etc. and low interest upon the part of the teachers. Double sessions in the existing Vocational Schools has been suggested to increase the number of graduates without increasing costs to the R.L.G., relieving political pressure by allowing additional students to enter these schools and increasing the income of the teachers. With additional graduates, it will make it possible to expand the Vocational System at a more rapid rate.

#### Future Development for Vocational Education

The following is a description of a program which the R.L.G. might consider for inclusion in the next five year plan.

#### Non Formal Education

The basis for this type of education is:

1. Interest of the individual.
2. A limited educational program of essential skills and basic literacy to fit the individual into the available labor market or to improve life's conditions.
3. The individual partially financing the education program.
4. The education content controlled through programmed learning materials.

5. A curriculum which is not fixed but has flexibility to meet any LDC's skilled labor needs. As the country develops technically, the non-formal education curriculum has flexibility and can be adjusted to the technical skill level needed.
6. The economic, possible market, personal improvement and human resource needs of the Government

This program could be called Lao Mobile Life Training Schools.

(L.M.L.T.S.)

Goals of L.M.L.T.S.

To provide training facilities for Lao citizens who have a felt need for training with minimum expense and time.

To supplement the regular school program that is not available to meet the ever increasing demand for skilled and semi-skilled manpower, in accordance with the National Economic Development Planning while preparing the citizen for employment and/or life improvement.

To provide the Ministry of Education the means to implement, the 1962 Education Act.

To provide skill training to the school drop-outs, out-of-school youth and adults.

To maintain cooperative working relationship with other vocational institutions which offer vocational training and use them as a source for instructors.

- L.M.L.T.S. Nationally would provide short term fundamental skill training for life improvement.
- Community LMLTS would work closely with Community Advisory Committees to provide life improvement needs for each locality.
- Economy LMLTS would develop skills, understanding, attitudes, and abilities leading to occupational competency.
- Individual LMLTS would be made available to all Lao citizens who want, need, and can profit from training and are 15 years of age regardless of education level.
- Citizenship LMLTS would be responsible for developing each individual's understanding of citizenship responsibility.
- Staff LMLTS employees would assume the responsibility to meet immediate needs of each individual citizen for life improvement.
- Program LMLTS would continuously investigate and analyze occupational fields, employment trends, instructional techniques and needed equipment to prepare Lao citizens for life improvement.
- Service LMLTS would provide follow-up services for students who have dropped out of school or who were unable to use the training received.
- Evaluation LMLTS would continuously evaluate the program with educational leaders and the Community Advising Committee.

The LMLTS would become a regular part of the Ministry of Education's educational program. LMLTS would provide a mobile short term non-accredited school program combining literacy and skill training to meet the individual needs of each locality. LMLTS would be a mobile school of the Vocational Education Department. The Vocational Education Department would organize schools to meet the needs of the population in all areas of Laos.

There are five major population centers in Laos: Vientiane, Savannakhet, Pakse, Xieng Khouang and Luang Prabang. Each of these centers of population will need an LMLTS type school as development of the program proceeds. From each of these LMLTS centers it would be possible to take a short term practical education to all of Laos. Each of these areas would develop a different number of LMLTS according to the interest and demands of the population. Each LMLTS would have a headmaster who would be totally responsible for the community relationship, training program, and efficient operation of the LMLTS. Non-Formal Education would be provided to:

Any citizen who desires training for self-improvement; this could include ministry employees, members of the armed forces, refugees or the urban or rural population.

Some examples of the training which could be provided by this program are:

- a. Agriculture, vegetable gardening, animal raising, and basic crops.
- b. Barbering
- c. Dressmaking

- d. Tailoring
- e. Food and Nutrition
- f. Hairdressing (Cosmetology)
- g. Electric wiring and installation
- h. General mechanics course to include some welding, auto and small engine repair, and metal working.
- i. Driver training to include the basic understanding of the automobile and daily maintenance requirements.
- j. Two and four cycle air cooled engine maintenance (to include motorcycle repair).
- k. typewriting
- l. Bookkeeping
- m. Radio repair
- n. Basic building construction
- o. Bamboo and rattan work
- p. Blacksmith work

The above list could be supplemented by any other skills that a survey of local needs indicates would be appropriate.

Everyone that takes any of the courses offered in the LMLTS would receive training in basic health first aid, simple treatment, family planning and understanding of narcotics.

#### Operation of the L.M.L.T.S. Program

Each short course would be completed in 240 hours.

Altogether there could be three (3) cycles of training each year, each cycle could have three (3) shifts of training a day, each shift would take three hours 0900-1200, 1300-1600 and 1700-2000 hours. The number of shifts each day and the hours of operation would depend on local situations, the number of individuals wanting training, the number of teachers and the number of hours each teacher is required to teach.

Skill training requires individual assistance by an instructor; therefore, the classes in most areas should not exceed 15 students per session. There are exceptions such as typing, dressmaking, bookkeeping etc. It would be possible for a teacher to train up to 135 students each year if the above schedule was used; however, there are many variables that affect this type of training so scheduling would have to be done on a local basis. If possible, the teachers should be cross-trained so that they could teach more than one skill. Examples of this are: typing - bookkeeping; hairdressing - food - nutrition - dressmaking; welding - metalwork - blacksmith; electricity - radio etc. In this way a teacher might teach one skill in the morning and another in the afternoon or evening.

#### Contents of Subject Matter for LMLTS

The contents of each course should be organized in a series of units or topics that carry out the objectives listed for the course. The contents should combine needed literacy with skill training so the basic knowledge and basic skills are meaningful and usable in life. The contents should be suitable and adaptable to the students.

When the list of fundamental knowledge and desired skills are available, the easiest way to control the training is by applying the latest educational techniques; which are:

- a. Job sheets.  
(What are you going to do?)
- b. Operation sheets  
(How are you going to do it?)
- c. Information sheets  
(Why are you going to do it?)
- d. Evaluation sheets  
(How well do you know what is taught?)

These course content sheets will control the quality of instruction. The course content sheets will determine the material and equipment needed to carry out the instructional program. When the course content sheets are available, a teacher in-service training program will be needed. When the teachers in each IMLTS learns to follow and teach from the job sheets, there will be quality control and a known skill level developed in each student. Teaching aids would be made available for each job sheet as necessary. In each IMLTS classroom there will be a master progress chart for each session with the name of each student appearing on this chart. When the job sheets are completed, the student will be given credit on the progress chart. The student will realize that all sheets are to be completed if a thorough knowledge of a subject is to be learned. However, this will allow for individual differences in the class as to speed of learning. A

certain number of job sheets must be completed satisfactorily if the individual expects to acquire maximum learning from his or her training and be able to function in the skill. This type of training does not use grades as a basis for determining the level of skill acquired.

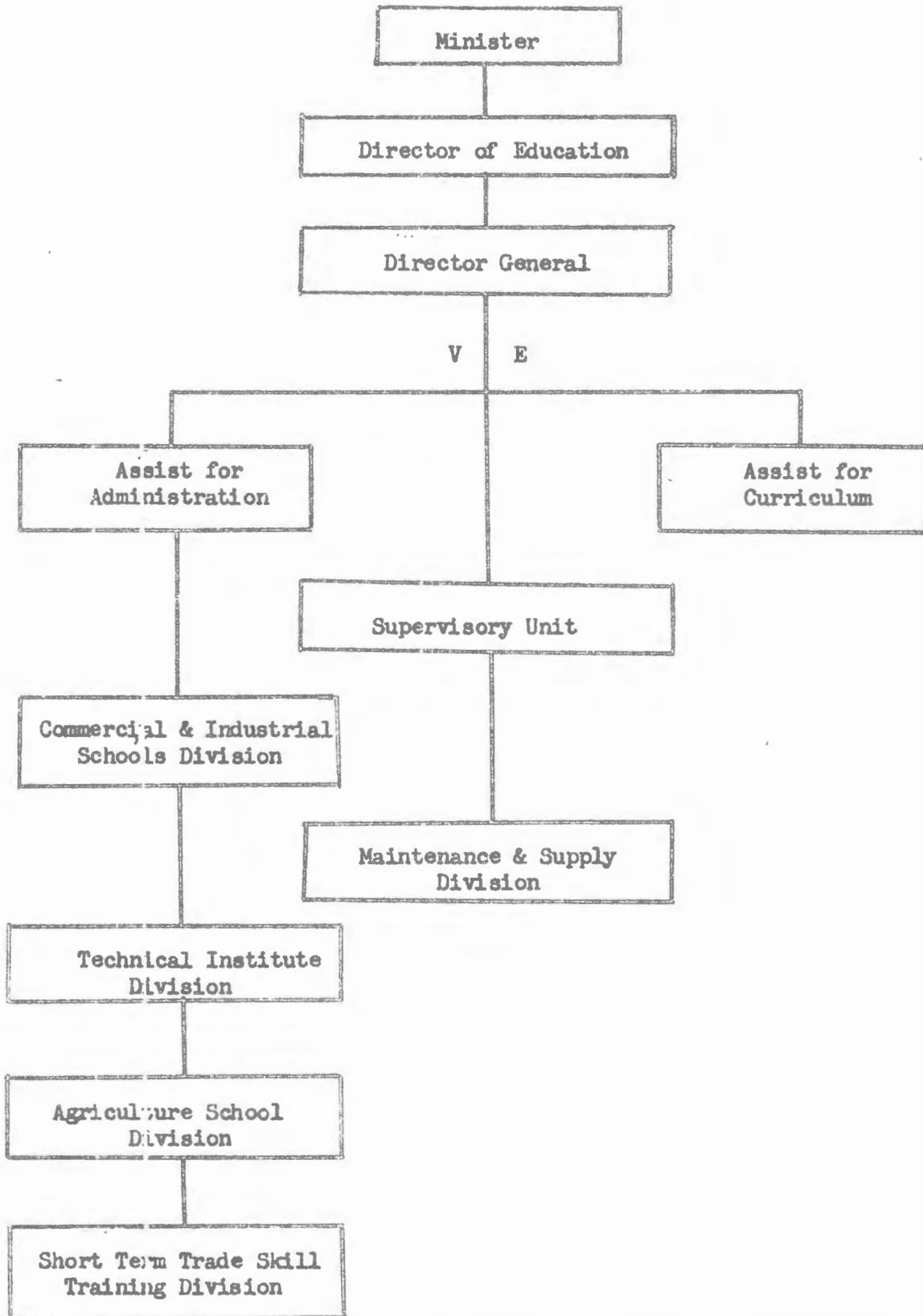
#### Summary and Conclusions

There is an established Vocational Education Program in Laos. This program provides training for citizens who have had at least six years of education and continues on for three to six additional years. Little attention has been focused on that portion of the population which has no opportunity to enter or move up through the established formal education system. The vocational schools could provide the necessary teachers to establish a non-formal education program for Laos (IMLTS). This program, as described, would provide an opportunity for any or all Lao citizens to improve their present circumstances through short course training. The Ministry of Education through a program similar to the Lao Mobile Life Training Schools, (described above) would provide the citizens of Laos visual proof that the central government has an interest in improving their situation in life.

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CHART "B"



## Developing a Pilot IMLTS

## Program for Laos

Selection Site for Pilot Program

The site for a pilot program should be selected with the following in mind; needs of the citizens of the area; ease of access for initial supervisory purposes; availability of structures to house program and teachers, and a source of water and electric power. (Time span 1 month)

Survey to Determine Training Needs

A survey of the area should be conducted to determine the training needs and desires of the population. This survey would determine the number of teachers and the type of skill training these teachers should have.

(Time span 2 months)

Selection and Orientation for Teachers

The selection, orientation and language training for the teachers if they are going out of country is a very necessary part of the program. Information as to the type of training they would receive, type of material they would develop for use in a Lao program and necessary background information on the program they would establish in Laos upon their return.

(Time span 3 months)

Training of Teachers

Students completing the programs of the Lao German, Vientiane or the Savannakhet Technical Institutes along with graduates of the Fa Ngum schools could be enrolled in a teacher training and intensive skill development

program. (This program could be conducted in Thailand)

Time span for such training should be 1 year. 4 months intensive skill development, 4 months of Pedagogy and 4 months of practice teaching in an existing school. (Total 12 months)

#### Development of Instruction Material

The teacher trainees while in the intensive skill development part of their training and during the practice teaching could translate and modify teaching and instruction materials for use in Laos.

Time span for development of such material the same as the teacher training 12 months.

#### Tools, Equipment and Consumable Supplies

The teacher trainees would develop the lists of tools and equipment for teaching each skill while in training. Lists of consumable supplies would have to be modified to reflect the number of trainees enrolling in each skill area.

Time span would be the same as for teacher training and materials development. (12 months).

#### Purchase of Tools and Supplies

Since the level of training is very basic in an IMLTS type of program most tools, equipment and supplies should be available on the local market. The teacher of the specific skill area should assist in the selection of items to be purchased for training purposes. (Time span 2 months)

### III

#### Establishing the Training Program

The teachers should be on hand to set up shops and classrooms and enroll the trainees. (Time span 15 days)

There are other steps which would have to be taken prior to establishing on IMLTS program. They would include: Budget; teaching positions; requests for assistance from out of country donors; etc. The writer is not in a position to obtain this information.

ED/VE:TAListon:cs:  
April 6, 1972

