

OFFICE MEMORANDUM

April 3, 1971

TO : Mr. Norman Green, Chief, Education Division

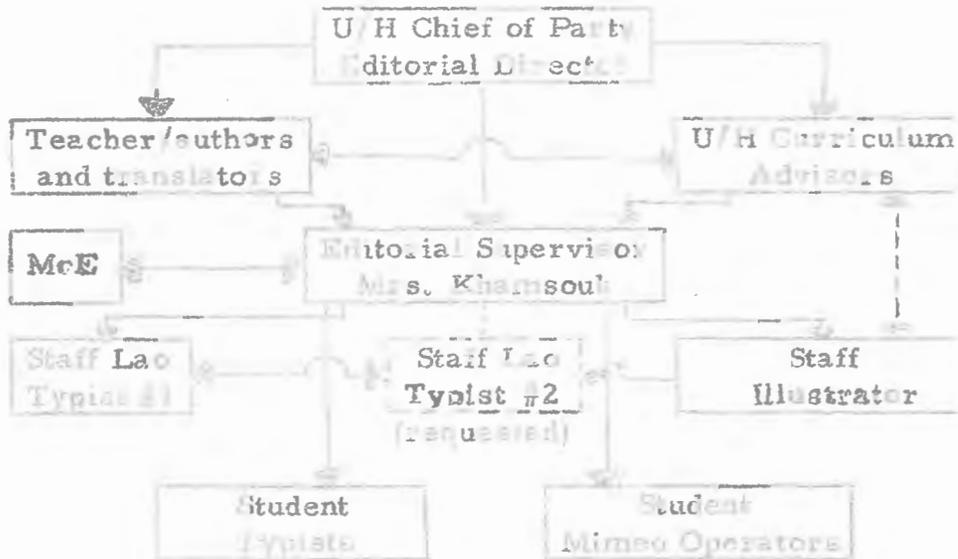
FROM : Lucius Butler, *Lucius Butler* Chief of Party, University of Hawaii System

SUBJECT: March 1971 Monthly Report for Secondary Education Project

Problems

1. Curriculum Office Support Staff Shortage

The past three months have seen several changes in the development of operational procedures since the appointment of Mrs. Khamsouk as editorial supervisor.



The position of staff illustrator has been vacant for more than a year, and the resultant backlog of manuscripts needing illustrations has caused considerable delay in six texts being sent to the printer.

The transfer of the staff translator to another division is expected to take effect on April 10th. It is hoped that this position can be re-allocated to a staff illustrator position and filled without delay.

Secondary Education Monthly Report, March 1973

The staff Lao typist is not able to keep up with the current rate of textbook manuscripts being written and translated. At least twelve manuscripts need typing before they can be sent to the printer.

Efforts to use part-time student typists have been only partially effective and is now limited to draft mimeograph stencil typing. One regular USAID/EDU typist has been used on an overload basis, but this is also inadequate to meet the pressing needs.

At least one more full-time Lao typist is urgently needed on the curriculum office staff for one or two years in order to clear off the backlog of manuscripts, maintain the present rate of published materials and increase the overall efficiency of the entire curriculum office support personnel.

The education position for local contract now held by the electrical generator operator could be utilized for this typist need if PWR or some other division could pick up this non-education function and release the position for the curriculum center.

(Note: Specific data on production delays are indicated in the Textbook Production Progress section of this report.)

2 Additional Classroom-Curriculum Office Needs at Fa Ngum, Vientiane

Analysis of instructional areas available at Fa Ngum School, Vientiane, as the second cycle (grades 11-13) years are being implemented indicates three factors which compound the non-availability of classrooms for instructional use. First, the presence of the University of Hawaii team on the campus at present requires the use of two classrooms. These quarters are still too small to make efficient use of the American staff, part-time Lao counterparts and the curriculum office USAID Lao staff. Second, the presence of the refugee junior high school from Sam Thong on the Fa Ngum, Vientiane, campus requires the use of five classrooms. Third, the need for "set-up" and "take-down" time for science, home economics, industrial arts and agricultural demonstrations and the nature of equipment and furniture

in these specialized areas of instruction including the two typing rooms, mean that utilization of these instructional areas for general academic classes both misuses their intended purpose and stifles the use of equipment procured for the enrichment of instruction.

Further, as an experimental "pilot" school, Fa Ngum Vientiane is the place where the Hawaii team curriculum advisors implement one new grade each year in the Lao language of instruction. Not only is it much more efficient to have them "on campus" every day for consultation, but additional classroom space is required for experimental implementation activities.

Determination of the number of instructional spaces (I) required for a given number of pupils (P) divided into a given number of sections (S) for a given number of instructional hours per week (hpw) when the school's hours (H) for a given classroom (C) provide (CH) can be approximated by the following formula:

$$I = \frac{S \times hpw}{CH}$$

Fa Ngum, Vientiane, is a developing school in that one new grade is added to the curriculum each year. The 1971-72 (FY 72) school year saw grade 11 added; in FY 73 grade 12 will be added and in FY 74 grade 13 will be added.

Determining the number of sections for a given school (or fiscal) year is based upon the present rate of acceptance of students into the first year of the program in grade 7. The present rate is 105 pupils (P) divided into three sections (S) for general education and orientation. When these 105 students are promoted to grade 8, they will choose one of four practical arts "tracks" and be divided into four sections (S). Grades 9 and 10 also each have four sections (S).

The number of sections in the "second cycle" of grades 11 through 13 is dependent upon two additional factors. First, the drop-out rate due to the entrance examination required by the RLG Ministry of Education may reduce the number of sections. Second, the transfer of students to Vientiane from Phone Hong

where there is no "second cycle" planned will increase the number of sections.

This (FY 72) year there are 17 sections in Fa Ngum, Vientiane, divided as follows:

Year 1	Grade 7	3	
Year 2	Grade 8	4	
Year 3	Grade 9	4	
Year 4	Grade 10	4	
Year 5	Grade 11	<u>2</u>	(4 sections in practical arts)
Total sections		17	

The next few years will see an increase as indicated in the following chart:

<u>Year</u>	<u>Grade</u>	<u>FY 73</u>	<u>FY 74</u>	<u>FY 77</u>	
1	7	3	3	3	
2	8	4	4	4	
3	9	4	4	4	
4	10	4	4	4	
5	11	3	5*	5*	(* includes transfer students from Phone Hong)
6	12	2	3	5*	
7	13		<u>2</u>	<u>5*</u>	
Total sections:		20	25	30	

Thus, the total number of sections will increase from 20 in FY 73 to 30 in FY 77 simply to serve the minimum needs of first and second cycle students in Vientiane and second cycle transfer students from Phone Hong. Added to these sections would be any graduates of provincial junior high schools who receive instruction in Lao as that aspect of the Hawaii contract and 1972 Educational Reform Act are implemented.

The hours per week (hpw) for each section varies slightly from grade to grade but totals 36 hours per week for all subjects. Since our immediate concern is general (non-specialized) instructional areas, the practical arts (6 to 8 hpw) and science (4 hpw) can be subtracted

since they use specialized instructional areas. This reduces the hours per week (hpw) for each section to about 25 hpw to include in the formula.

The classroom hours (CH) available in any given classroom during the week is determined by the number of hours each day multiplied by number of days each week when school is open. School is held Monday through Friday for eight periods per day, including a lunch period, or a total 35 (CH) classroom hours available each school week. $[8 \times 5 = 40]$

Returning to the formula to determine the number of instructional areas required:

$$I = \frac{S \times \text{hpw}}{\text{CH}}$$

where S = number of sections
hpw = hours per week for each section
CH = available hours per week for each classroom

In FY 72, 12 to 13 classrooms are required:

$$I = \frac{17 \times 25}{35} = \frac{425}{35} = 12.14$$

In FY 73, 14 to 15 classrooms are required:

$$I = \frac{20 \times 25}{35} = \frac{500}{35} = 14.28$$

In FY 74, 18 to 19 classrooms are required:

$$I = \frac{25 \times 25}{35} = \frac{625}{35} = 17.85$$

In FY 77, 21-22 classrooms are required:

$$I = \frac{30 \times 25}{35} = \frac{750}{35} = 21.42$$

An effort to regain part of the lunch hour loss by staggering the lunch hour simply regained those hours lost through scheduling decisions made necessary by accommodating teachers who have teaching duties elsewhere as well as at Fa Ngum, Vientiane. The current shortage of Associate and Bachelor degree experienced teachers in Laos makes this accommodation a requirement for securing adequate staff at these levels of instruction.

The present utilization of the 24 classrooms in the two "group scolaire" two story classroom buildings is as follows:

Classroom Building A

1.	Fa Ngum School library	1
2.	Sam Thong Refugee School	5
3.	General classrooms	6

Classroom Building B

1.	Fa Ngum School office	1
2.	Text storage and maintenance	1
3.	Hawaii Team	2
4.	Commercial: typing rooms	2
5.	Teachers lounge/workroom	1
6.	Student teachers workroom	1
7.	Mechanical drawing room	1
8.	General classrooms	3

There are, then, 9 classrooms available for general instruction purposes. This trimester, the student teachers workroom has been combined with the teachers lounge/workroom and some math classes are being scheduled in the mechanical drawing room. There are still classes meeting in science and agriculture rooms to meet the need for instructional areas. We have word that the Sam Thong refugee school will be on campus for another year or more. The Hawaii team needs 4-5 classrooms to carry on curriculum and textbook development activities for the "second cycle" (grades 11-13) efficiently while beginning to train curriculum specialist counterparts. The need for a simple, but effective language laboratory is past due, but no instructional area can be assigned for this purpose under the present conditions. Other experimental programs in social studies are also being delayed for lack of adequate instructional space.

The need for a curriculum center-classroom building to be completed by October, 1972, is apparent in view of the data provided above. This building would be utilized to house the Sam Thong refugee school, expand the space of the Hawaii team, provide a curriculum reference library, a textbook storage room and a language laboratory.

This action would release seven classrooms in the present classroom buildings and make available 17 or 18 classrooms to meet the FY 73 need of 18 to 19 classrooms, provide additional flexibility in future planning and permit innovation in teaching methods and individualized instruction.

I therefore urge that the P/O/T and P/O/C now approved and being implemented by OICC through USAID/PWD be given as high a priority as possible so that the program can be implemented at a high level during these next critical years.

3. USAID/PLG Cooperation Decal

It has been called to our attention that the cooperation symbol which we have been placing on buildings in the form of plaques and equipment in the form of decals has an error in design relative to the right-left placements of the PLG and USA symbols. We have ordered the new plaques from Supply Management Branch and are in the process of replacing the numerous plaques at each school with one of the corrected plaques in a central location.

The problem which we face is that the corrected cooperative decals have not yet arrived at Supply Management Branch and it seems a waste of time and effort to place the erroneous cooperation decals on new equipment in view of the amount of effort required to remove the old decals and replace them with new decals when they arrive from the supplier.

I have instructed the Hawaii team advisors to cease using the erroneous decals until we can figure out what action should be taken in this situation.

Progress Activities

A. Personnel Development

Reports from HBDD/PT on returning participants and USAID/IT on College of Education graduates to be available projected over the next few years indicate the possibility of implementing the career ladder program

earlier than previously thought possible. The January monthly report indicated the major non-financial factor as being the replacing of the experienced teachers before being able to send them for the next "step of training."

Hiring of teachers in mid-year requires special RLG action, but some degree of success has been realized in immediate utilization of Thai-trained teachers who return in March due to a difference in school year organization between Thai and Lao educational institutions.

A summary teacher supply projection chart is appended to this report.

B. Fa Ngum Directors Meeting at Ministry of Education

The four school directors of Fa Ngum schools met with Secondary Education Director Phou Bessphone, his new Deputy Director Bounnak, and Hawaii team advisor Lucius Butler on Saturday, March 25th, at the Ministry of Education building.

Reports and discussions were held on the following topics of mutual interest and concern:

1. Fa Ngum Budget Policy, now in progress on an experimental basis, was working well, generally.
2. Logistics System needs to be bi-lingual insofar as possible. Need to check with USAID/SMB for possible use of federal stock numbers and Lao language nomenclatures.
3. Project Vehicles already turned over to RLG are "shared responsibility" items. Spare part procurement procedures were reviewed and discussed.
4. Possible second-cycle (grades 11-13) tracks for language (no practical arts) and practical arts (no language) were presented and discussed.
5. Proposal for two year "orientation and general education" sequence to replace the present one year "orientation" sequence was presented and discussed. No decision was reached.
6. Classroom utilization and planning system was presented and discussed.

7. Pakse school plans for opening in October, 1973, was announced and discussed.
8. Career Ladder Program proposal was discussed with keen interest. Directors felt this program gave teachers hope for the future. Caution was made that this is intended to be a Ministry of Education program, utilizing multi-national, multi agency resources, not just a USAID/Hawaii team program.
9. A progress report on the UH team/UNDP team cooperative efforts was made to the group by Vientiane director Bounmy. It was pointed out that the three UNDP advisors would clear their program and materials with UH science math advisor Francis Wong and later with his successor Dr. Leslie Allen. (Details of these arrangements are given elsewhere.)
10. Mr. Phou Rasphone closed the meeting with an expression of thanks from the Ministry of Education for the recent book production activities particularly math, science, Lao and industrial arts texts. He also expressed appreciation for the several proposals which have been presented during the past six months. Dr. Butler responded with appreciation for the increased support and cooperation between the Lao government, represented by Secondary Education and the U. S. government, represented by USAID/Education, in making it possible for the University of Hawaii team to work toward the goals of the project agreement at an increased rate of progress.

C. Science-Math Cooperative Efforts with UNDP Team

The United Nations Development Program (UNDP) Team of five educational specialists is located at the College of Education at KM-9 (Dong Dok). Their major task is teacher-training and materials development in science and mathematics.

Several months ago UNDP team Chief of Party Raoul Noite and UH team Chief of Party Luctus Butler were engaged in discussions of cooperation which were discontinued due to a misunderstanding introduced by a third party regarding Fa Ngum school policies.

Continued efforts by math-science advisor Francis Wong resulted in a series of meetings during the month of March and the following plan for the next school year, beginning in October, 1972.

Seven or eight students, all of whom will receive their B. A. degree in education in June, 1973, will spend the entire year "intern-teaching" one section of their speciality under the supervision of a senior teacher at Fa Ngum, Vientiane. Back-up will be provided by UNDP team science and math advisors and coordination by UH team math-science advisor Dr. Leslie Allen, who will join the Hawaii team in July, 1972.

The Fa Ngum school will provide a workroom for the seven or eight intern teachers, their three advisors and the UH team advisor. This room will be located in the science laboratory building and provides space for the French-language units of instruction to be adopted and implemented in the Lao language and, after use, revised for the basis of textbooks and supplementary study materials in the following areas:

Chemistry, grade 11 science
Biology, grade 10 science
Advanced Algebra (Geometry), grade 11 mathematics

The school director of Fa Ngum, Vientiane, has agreed to schedule the sections of these three courses so that the intern teachers would be on Fa Ngum campus all day Thursday and Friday and Saturday morning. This will permit the students to come to Fa Ngum directly from their homes three days each week and to the College of Education for methods classes three days each week.

A companion activity to this combination intern-teaching/curriculum development cooperative effort is the beginning of a scheduled series of meetings by subject matter specialists in mathematics and (later) science drawing interested subject specialists from the UH team, UNDP team, IVS team, Fa Ngum, Lycee and the College of Education. It is hoped that professional subject area newsletter/journals in the Lao language will result from the discussions and activities of these group.

It is believed that these cooperative efforts of the University of Hawaii team and the United Nations team will make maximum utilization of the resources of both teams as well as other subject specialists in working toward implementation of the Educational Reform Act of 1962 by introducing Lao language instruction in second cycle (grades 11-13) secondary school science and mathematics at a high level of expertise not otherwise possible.

The additional value of this cooperative effort is the recruitment potential

of approximately eight Lao math and science teachers with the Bachelor's degree for teaching in Fa Ngum schools. Their experience of international teaching should provide them with a good basis for choosing Fa Ngum as their first teaching assignment.

D. Textbook Production Progress

The Hawaii contract team has, since arrival in Laos in June, 1967, produced almost 5,000 pages of instructional materials in 50 textbooks and unit texts. Eighteen titles were finished textbooks and 32 titles were first draft mimeographed unit texts.

For the period June, 1967 through June, 1971, 29 titles comprising almost 3000 pages were produced. Of these 16 titles with 1140 pages were mimeographed unit texts.

Since July, 1971, for the 9 month period until March 30, 1972 there were 21 titles produced comprising almost 2000 pages. Of these 16 titles were mimeographed first draft unit texts with 860 pages.

The present status of each textbook for grades 7 through 10 which are being produced currently as of March 30, 1972, is given below by subject area. The term "100% written" refers to all types of manuscripts and is the first major step of production. The term "in process" includes all editorial and clerical processes of the curriculum office staff. The term "in press" indicates that the finished manuscript has been turned over to USAID/CM for contract printing. Delay factors indicated are typing, illustrator, re-write and author.

Status of Textbook Production by Subject Area:

a. Lao Language and Literature

Grade 9 - Language, in process (typing delay)

Grade 9 - Literature, 268 pages in press

Grade 10 - Language, in process (typing delay)

Grade 10 - Literature, in process (typing delay)

Status of Textbook Production by Subject Area: (continued)

b. Social Studies

- Grade 7 - Lao Government supplementary text (MoE approval)
- Grade 9 - America, Australia, in process (typing delay)
- Grade 10 - Africa, Mid-East, in process (re-write delay)

c. Science

- Grade 8 - General Science II (in 4 parts) 341 pages, 6000 copies
- Grade 9 - Introduction to Chemistry/Physics (in 3 parts) 490 pages, in press
- Grade 10 - Biology, 60% written

d. Mathematics

- Grade 9 - Geometry, in process (illustrator delay)
- Grade 10 - Algebra, 50% written

e. Commercial

- Grade 9 - Business Math, 40% written (translator delay)
- Grade 9 - Abacus, in process (typing, illustrator delay)
- Grade 10 - Advanced Typing, 30% written (author delay)
- Grade 11 - Accounting I, in process (typing delay)
- Grade 12 - Accounting II, in process (typing delay)

f. Home Economics

- Grade 9 - Clothing, in process (illustrator delay)
- Grade 10 - Health and Grooming, 50% written

g. Industrial Arts

- Grade 9 - Woodworking, 216 pages, in press
- Grade 10 - Metalworking, 90% written
- Grade 11 - Electricity, 90% written

Status of Textbook Production by Subject Area: (continued)h Agriculture (ungraded materials)

Plant Production, 200 pages, in press
 Field Crops, 235 pages, in process (illustrator delay)
 Agriculture Curriculum Guide, in process (typing delay)
 Agriculture mimeographed resource units:
 Loong Ngan Production, 8 pages
 Guava Production, 11 pages
 Orange Production, 14 pages
 Jack Fruit Production, 3 pages
 Banana Production, 11 pages
 Sapodilla Production, 7 pages
 Soils and Fertilizer, 86 pages (typing delay)
 Swine Production, 71 pages (typing delay)
 Cattle Production (typing and illustrator delay)
 Farm Management (typing and illustrator delay)

E Curriculum Implementation

Hawaii team curriculum advisors have visited the project schools in Phone Hong, Savannakhet, and Luang Prabang to assist the Hawaii team secondary education advisors in the task of curriculum implementation. During the period from January 1 through March 31, 1972, curriculum advisors visited the following project schools outside of Vientiane:

<u>Date</u>	<u>Phone Hong</u>	<u>Savannakhet</u>	<u>Luang Prabang</u>
1/4-7			D. Heieie
1/10		J. Rantala*	
1/10-12			H. Blake
1/12	J. Rantala*		J. Rantala*
1/20		J. Rantala	
1/20		H. Blake	
1/27-31		W. Rankin	
1/28			I. Kumabe
2/22-25	F. Wong		
2/25-29			J. Rantala
3/6-9			F. Wong
3/20-23		D. Heieie	
3/21-24			I. Kumabe

<u>Date</u>	<u>Phone Hong</u>	<u>Savannakhet</u>	<u>Luang Prabang</u>
3/27-30		J. Fultz	
3/31-4/1			D. Heitele

*Visits made by Dean Everly, Dr. Ihara, Dr. Butler, and Mr. Rantala.

It has been again pointed out by both the curriculum advisors and the administration advisors that the low-level of training in subject matter and teaching methods makes the task of curriculum implementation very difficult. In view of returned participants, it is expected that this situation will be partially cared for by the new 'breed' of teacher which are now beginning to work at the project schools.

Thus, assuming that the Director of Secondary Education will be able to appoint these Associate degree graduates to project schools and we can meet the goal of all textbooks for grades 7 through 10 being available in time for the opening of school in October, 1972, next school year should be much more fruitful in terms of curriculum implementation. We also hope that there will be more stability in staff assignments so that in-service trained teachers will remain with project schools more than one year.

F. Construction Progress

Construction at Phone Hong, Savannakhet and Luang Prabang continue at a slow pace, although some progress is being made. A visit to Phone Hong is planned for early April to resolve the problems related to the previous reservoir construction and the use of agriculture land for fill on the project. The support of USAID/EDU and PWD in working out these problems is greatly appreciated.

G. TESL Testing Research Project

Arrangements are being made for Miss Flora S. H. Ling to conduct a research project in the area of Teaching English as a Second Language (TESL) during the period from mid-May through mid-July. We have suggested some type of placement-progress test for secondary school students. We are waiting

for final word and are confident that her training in this area at the University of Hawaii (M. A. program) under an East-West Center grant will be lasting value to the teaching of English in Laos.

attachment - Personnel Development, Teacher Supply Projections

EDU/SE:LAButler:ei

**HUMAN RESOURCE DEVELOPMENT
TEACHER SUPPLY COLLECTION**

SUBJECT: Human Resources Development Division: Secondary Education
 College of Education: English Section (Dong Doi)
 * United Nations Program Development: French Section,
 3rd Cycle (Dong Dok)

SUBJECT	ADM	Agr	Commerce	Home	Industrial	Math	Science	Social	UNFL	TOTAL
AREA	CODE			Economics	Arts			Studies		
1972										
Diploma	2							20		22
Associate						2	3	4		9
Bachelors										
Masters										
1973										
Diploma	5							57		62
Associate	1					1	4	1		7
Bachelors										
Masters	2									2
1974										
Diploma								76		76
Associate	3									3
Bachelors										
Masters										
1975										
Diploma										
Associate										
Bachelors	1		2							3
Masters										
1976										
Diploma										
Associate										
Bachelors										
Masters										
1977										
Diploma										
Associate										
Bachelors										
Masters										

* Graduates of the English Section of the College of Education are divided into two groups: Math-Science and English-Social Studies. Numbers are total number of students presently enrolled. This number may be reduced by students dropping out of the program or graduates receiving a scholarship for further training abroad.

** UNUP trained math-science teachers who will be doing their in-service-teaching at Pa Ngam School, Vientiane.