

OFFICE MEMORANDUM

January 31, 1972

TO : Mr. Norman Green, Chief, Education Division

FROM : Lucius Butler, Chief of Party, University of Hawaii Team

SUBJECT: January Monthly Report for Secondary Education

Problems

1. Lao language-arts teacher level

The goal of Lao language as the language of instruction for secondary schools requires teaching of the subject of Lao language. At the present time there are no programs for training teachers of Lao language for secondary schools. The college of education continues to conduct training programs in French and English as languages of instruction and their curriculum does not include courses in Lao language.

A 1971 summer workshop offered several weeks of methods training to about 20 (grade 10?) graduates of the Buddhist Institute to temporarily fill the need. This is the level of teachers available to teach Lao language in grades 7-13 in secondary schools.

It appears obvious that training of teachers of Lao language should be conducted in the Lao language rather than English or French. Participant training programs do not seem to be an appropriate alternative.

One possible source of Lao language teachers is from the first graduating classes at Fa Ngum, Vientiane. They will have had seven years of Lao language classes for four hours per week. They also have received all of their seven years of

Problems (continued)

secondary schooling in the Lao language. There remains the need to teach them how to be teachers. A summer workshop would help, but I believe something much more substantial is required.

If a joint effort with teacher training could be worked out so that a two-year (grades 14 and 15) curriculum could be offered with Lao (rather than English or French) as the language of instruction, the need for higher level teachers of Lao language could be met.

A separate proposal for practical arts teacher training (grades 14-15) is being drafted. This might be expanded to also include Lao language teachers.

2. TESL Consultant Requirement

One of the major purposes of the English language program at Fa Ngum project schools is to prepare students for successful entry into English language training institutions in Asia, such as RECSAM, and in English speaking areas abroad, such as the USA, Australia, etc.

Analysis has not yet been completed and the summer of 1972 will find a East-West Center grantee who will have finished her course work in TESL at the University of Hawaii in Laos for her field work assignment. It is planned that she should complete an analysis of strengths and weaknesses of English language instruction at Fa Ngum project schools, assuming Ministry of Education and USAID clearances.

Problems (continued)

Each subject area in the curriculum has had a curriculum advisor assigned, either full or half time. The exception to this is foreign language curriculum. English language training has been largely handled by International Voluntary Services personnel and French language training has been largely handled by French teachers from the French Cultural Attache. These teachers have done well using textbooks from France and England.

An English language guide has been the work of a group of Lao, English, and American English teachers working in Laos. Their guidelines have been of assistance, but much more specific performance objectives, rationale and daily lesson helps are needed if implementation of an English language program is to have a real impact on the students of Fa Ngum project schools.

The next two to five years will see an ever-growing number of Lao teachers of English trained at the Vientiane College of Education (grade 13 level) and at the University of Hawaii and other universities (BA level). These teachers will need guidance, assistance and encouragement from an expert in the TESL field.

The inclusion of one or more other languages in Fa Ngum project schools will also need professional guidance and assistance from time to time. This, together with the English language implementation needs, require the full-time activities of a TESL-trained person. National coordination of English materials and methods are additional duties which require both planning and presentation time.

Problems (continued)

Teacher training institutions in Laos are likewise in need of assistance and guidance in English language training. Since these schools are, for the most part, on the grades 7 through 10 level, the curriculum could easily be correlated by such an English language consultant.

3. **Electrical equipment and available volt/cycle in Laos**

We continue to have problems with USA-produced audiovisual equipment which is equipped with 115 volt, 60 cycle motors and bulbs. Fa Ngum project schools have 220 volt, 50 cycle current which is usually put through a transformer reducing voltage from 220 volts to 110 volts. The cycles remain at 50 cycles because the transformer cannot change this.

The Model 500 Technicolor 8mm loop cartridge projector motors have burned out on several occasions and some adjustments have been necessary to use USA-produced tapes in Laos. It is unfortunate that USA producers seldom have 220 volt and/or 50 cycle equipment available. Almost any Asian source would provide these specifications. In the long run, the USA equipment requires greater maintenance and repair, which often results in less utilization of technology after the departure of the American advisors.

Progress of Activities

A. **Teacher Supply Progress**

1. **USAID/HRDD, Participant Training, reports the following teacher**

Progress of Activities

A. Teacher Supply Progress (continued)

trainees in various schools in Thailand who will be receiving diplomas or degrees in March and June, 1972:

Agriculture	-	2 diploma, high school
Commercial	-	1 bachelors degree 1 associate degree
Industrial Arts	-	3 associate degree
Mathematics	-	1 bachelors degree 2 associate degree
Science	-	2 associate degree
Social Studies	-	<u>4</u> associate degree
Total		16 teachers

Also one bachelors degree in English from the University of Portland will be awarded.

We have requested that all 17 of these participants be returned to Laos for teaching experience before going on for further training. With the four schools now in operation, 16 teachers would mean about four per school to care for the 105 new students entering grade 7 at each school. Five to eight teachers will be leaving for further training in Thailand in May, 1972, which further reduces the gains achieved, but assuming most of the 16 teachers are assigned to Fa Ngum project schools, the teacher situation should be less critical in October, 1972, than it was in October, 1971.

2. The final year student-teachers from ESP include eight math-science teachers and 20 English-social studies teachers. Assuming half of these being assigned to Fa Ngum project schools, we may be able to encourage some of our grade 10 graduates who are now

A. Teacher Supply Progress (continued)

teaching to go on to second-cycle Fa Ngum (grades 11-13), as they are replaced by grade 13 graduates from ESP, English Section.

3. Teachers who have been teaching at Fa Ngum project schools for three to five years, who are either high school or associate degree graduates, and who desire further training are being encouraged to apply, through the MoE, for training scholarships in line with a career-ladder program recently developed for the project. The major non-financial factor is still the question of replacing these experienced teachers in the classroom during their years of training.

Some progress is being made, more progress is anticipated during the next few years and special teacher training efforts for Lao language-arts and practical arts teachers are being planned.

A career-ladder program, based upon the concept of two-to-five years of teaching experience between each two year participant training scholarship should result in a corps of professional teachers dedicated to the teaching profession and possessing associate, bachelors or masters degrees.

B. Curriculum Revision Progress:

An analysis of the current one year (three trimester) orientation sequence for the four practical arts divisions indicates the four 8-week sessions do not provide sufficient time for an adequate orientation.

A proposal has been drafted and is under discussion to revise the orientation sequence by making it a two year (six trimester) program as follows:

B. Curriculum Revision Progress (continued)

First Year (grade 7)

1. **Home Economics: Food and Clothing**
2. **Agriculture: Gardening and Animals**
3. **Industrial Arts: Drawing, Wood, Metal**

Second Year (grade 8)

1. **Commercial: Business Orientation**
2. **Home Economics: Health and Grooming**
3. **Industrial Arts: Electricity and Power Mechanics**

This would provide a wider range of experiences for all students as well as provide each student with more time and experience upon which to base his choice of a practical arts division for grades 9 and 10.

The grade 9 and 10 courses for each of the practical arts divisions would be as follows:

Agriculture

Grade 9 Crop Production and Farm Mechanics

Grade 10 Livestock Production and Farm Mechanics

Commercial

Grade 9 General Business and Lao Typing

Grade 10 Business Math and English Typing

Home Economics

Grade 9 Food Preparation, Nutrition and Health

Grade 10 Clothing, Textiles, Crafts and Flower Arrangement

Industrial Arts

Grade 9 Woodworking or Metalworking

Grade 10 Drafting or Electricity

B. Curriculum Revision Progress (continued)

Implementation of this proposal would not require any adjustment for grade 8 students in October, 1972, except in the Commercial division. It will be possible to offer a one-trimester course in Lao typing for this one class of students as a second Commercial division course.

C. Building Projects and Plans**Vientiane**

1. All classroom and special buildings completed
2. Curriculum Center building plans being redrawn after PWD review was completed

Phone Hong - completed as of January 28, 1972

- | | |
|-----------------------------|----------------|
| 1. Classroom Building A | 100% (Phase I) |
| 2. Classroom Building B | 23% |
| 3. Toilet Building A | 100% (Phase I) |
| 4. Toilet Building B | 36% |
| 5. Science Building | 100% (Phase I) |
| 6. Agriculture Building | 45% |
| 7. Greenhouse and Nursery | 62% |
| 8. Shop Building A | 100% (Phase I) |
| 9. Shop Building B | 61% |
| 10. Auditorium | 100% (Phase I) |
| 11. Home Economics Building | 46% |

C. Building Projects and Plans

Savannakhet - completed as of January 28 - 40%

1. Classroom Building A	44% (1/3 occupied)
2. Classroom Building B	24%
3. Toilet Building	95%
4. Science Building	100% (occupied)
5. Agriculture/Home Economics	100% (occupied)
6. Auditorium	33%
7. Shop Building	9%
8. Greenhouse and Nursery	12%
9. Farm Equipment Building	12%

Luang Prabang - completed as of January 21, 1972 75%

1. Science Building	71% (occupied)
2. Agriculture/Home Economics	76% (occupied)
3. Toilet Building	87%

Other buildings in Phase II and III

Phase II plans have been reviewed by secondary education, Ministry of Education, PWD and OICC and are being sent out for bids.

Phase III will include the auditorium and one classroom building which were removed from Phase II due to lack of funds.

NOTE: Hawaii Team Phone Hong Advisor Ah Chong Zane returned from home leave during the month and has resumed his Monday through Friday residence in Phone Hong, with Saturday-Sunday in Vientiane.

NOTE: Dr. H. Everly, Dean, College of Education, and Dr. T. Ihara, Campus Coordinator for the University of Hawaii contract team, conducted their annual inspection visit on January 8-14. They were able to visit each school site, meet numerous RLG officials and consult with various USAID/Laos personnel in the course of their visit.

D. Textbook Production Progress:

1. Some delay in production has been the result of more careful checking and locating errors by staff members. Re-typing and making corrections in illustrations and text materials required additional time.

2. The lack of a staff illustrator has delayed the final production of several textbooks. Among these are the Woodworking and Home Economics grade 9 texts. The MPC is not able to handle the work and we are reluctantly utilizing a staff translator and various curriculum advisors to accomplish this work.

3. The attached three sheets provide the status of each textbook from grades 8 through 10. Wavy lines indicate work accomplished before July 1, 1971. Dates are completion dates during the past seven months. Percentages are the amount of work completed as of January 31, 1972.

Attachments A, B, and C

FA NGUM CURRICULUM CENTER - LAO TEXTBOOK PRODUCTION SCHEDULE - GRADE 9

EDITORIAL STEPS	CURRICULUM AREAS										
	TEXTBOOK OUTLINE	MANUSCRIPT COMPLETED	ADVISOR CHECK	MOE APPROVAL	LAO TYPING	ENGLISH/FRENCH TYPING	ILLUSTRATION CAP-TIONS BOOK COVER	CONTENT CHECK	STYLE FINAL CHECK	USAID/EDUCATION JAN 30, 1972	PRINTED & DELIVERED
AGRICULTURE: LIVESTOCK	Mimeographed Draft Edition to be classroom tested during 1971 - series completed 12/28/71										
BUSINESS: ENGLISH TYPING	~~~~~										
BUSINESS: BUSINESS MATH	10/15/71	40%									
HOME ECONOMICS	10/10/71	11/5/71	12/10/71	12/20/71	1/12/72	1/25/72	30%	70%			
INDUSTRIAL ARTS: WOOD	9/15/71	12/23/71	12/24/71		1/5/72	2/27/71	2/27/71	12/28/71	1/30/72		
LAO LANGUAGE	~~~~~	8/15/71	9/30/71	10/14/71	1/20/72	1/20/72	1/24/72	1/27/72	80%		
LAO LITERATURE	~~~~~	~~~~~	~~~~~	10/14/71	5%						(Sengdeuan)
MATHEMATICS	~~~~~	9/12/71	1/20/72	10/14/71	10%						
SOCIAL STUDIES: AMERICAS	~~~~~	40%									
SOCIAL STUDIES: AUST., NZ.	~~~~~	30%									
SCIENCE: (3 PARTS)	~~~~~	10/2/71	11/12/71	10/27/71	12/10/71	12/22/71	12/24/71	12/24/71	40%		

