

## USAID ASSISTANCE TO EDUCATION IN LAOS

USAID's educational development activities in Laos are organized under three projects:

- I Community Education
- II Secondary Education
- III Teacher Training

This paper describes the past accomplishments, present activities, and future objectives of the three projects.

USAID's activities in the Secondary Education and Teacher Training projects are supported, respectively, by contracts for personnel services with the University of Hawaii and the International Voluntary Services, Inc. (IVS).

## INTRODUCTION

Education has for several years been a major area of United States assistance to the Royal Lao Government. Following are major examples of physical accomplishments in the education field as of June 1969:

Textbooks Distributed .....	2, 903, 395
Classrooms Constructed .....	2, 511
Students Enrolled in Assisted Schools .....	185, 000
Students Completing Courses in	
Assisted Teacher Training Schools .....	3, 104
Teachers Provided In-Service Training ...	4, 129

USAID has obligated \$11, 671, 000 for education since 1955.

In the field of primary education the United States has helped to build and repair schools and classrooms, develop and print Lao language textbooks, furnish equipment and supplies, construct offices and warehouses for Primary School Inspectors, and provide in-service and participant training for teachers and school administrators.

In cities and major towns, 22 permanent masonry-type groupes scolaires buildings of 12 rooms each for the first six grades have been built. Their locations are as follows:

<u>City or Town</u>	<u>Province</u>	<u>Number</u>
Vientiane	Vientiane	6
Luang Prabang	Luang Prabang	4
Sayaboury	Sayaboury	1
Houei Sai	Houa Khong	1
Paksane	Borikhané	1
Thakhek	Khammouane	1
Nong Bok	Khammouane	1
Savannakhet	Savannakhet	2
Khong Sedone	Wapikhamthong	1
Pakse	Sedone	2
Champassak	Champassak	1
Khong Island	Sithandone	1

Substantial groupes scolaires buildings have also been built, some on a force account basis and some on a self-help basis, in numerous other places. These include Vang Vieng; Xieng Ngeun (Luang Prabang Province), Sam Thong and Long Tieng (Xieng Khouang Province), Muong Cao (Borikhane Province), Kengkok, Muong Phalane and Lahanam (Savannakhet Province), Muong Wapi (Wapikhamthong Province), Houei Kong (Attapeu Province), and many others. Altogether, USAID has assisted 111 groupes scolaires buildings throughout the country.

Almost all USAID support for the construction of primary school classrooms, aside from the 22 masonry-type groupes scolaires listed above, is channeled through the Rural Self-Help project, with technical assistance provided by Rural Public Works. The number of classrooms which USAID has helped to construct or repair amounted to 1626 from FY 1964 to FY 1969.

The practice of self-help construction is now being applied to urban as well as rural areas. In FY 69, USAID supported the self-help construction of 33 classrooms in urban areas under the Community Education project.

Primary school textbooks totaling 2,682,288 have been developed in the Lao language in all subjects for the first six grades. The subjects consist of health, civics, history, geography, arithmetic, reading, gardening, poetry, Lao fables, ethics, youth movement, and home economics.

In consultation with the Royal Lao Government, United States assistance in the field of primary education is being reoriented to give greater emphasis to Grades 4-6 than to Grades 1-3. The reason for this change in focus is to make education at the Grades 4-6 level available to a larger number of students and thus reduce the high drop-out rate at the completion of Grade 3. This will insure an increasingly higher rate of literacy in Laos.

With the rapid development in primary education over the past few years, teacher training has assumed constantly greater importance. The United States has provided, or is providing buildings, equipment supplies and some teaching staff for the following teacher training

**institutions:**

<u>Type of Institution and Location</u>	<u>Buildings</u>
<b>School of Pedagogy Dong Dok (Vientiane)</b>	12 classroom buildings, 5 practical arts buildings, 4 laboratory buildings, 2 girls' dormitories, 12 boys' dormitories, 1 dispensary, 2 kitchens, 3 dining rooms, 1 director's house, 8 faculty houses, 24 faculty apartments, 1 warehouse, 1 auditorium/gymnasium, etc.
<b>Normal School Leang Prabang</b>	Classroom-office building (6 rooms), classroom building (12 rooms), 2 dormitories converted to 4 classrooms each, 3 other 200-student dormitories, demonstration school, dining hall, 3 faculty houses, etc.
<b>Normal School Pakse</b>	2 classroom buildings (one 6-room and one 12-room), 2 dormitories converted to 4 classrooms each, 3 other 200-student dormitories, dining hall and kitchen, 3 faculty houses, etc.
<b>Normal School Vang Vieng</b>	2 classroom buildings and kitchen (on self-help basis)
<b>Normal School Sam Thong</b>	Classroom building and kitchen/dining room (on self-help basis)
<b>Normal School Savannakhet</b>	Classroom building (12 rooms), 2 dormitories, auditorium/dining hall, demonstration school

In addition to the above institutions, the RLC has established normal schools at Ban Keun (Vientiane Province) and Kene Thao (Sayaboury Province). Both of these schools are self-help construction projects of the Ministry of Education.

There are now some 2,400 students in training as teachers in these

institutions. This number will grow as these teacher training schools continue to expand. Lao language textbooks in pedagogical subjects are being developed for these schools. A total of 176,107 copies have been delivered to date.

The United States has also recently entered the field of secondary education at the request of the Royal Lao Government. Under this arrangement, a grade 7-10 school was opened in Vientiane in October 1967. When completed, it will accommodate about 900 students and will be extended to a full seven-year program. A second school was opened in Phone Hong in October 1969, and a third school at Savannakhet will be opened in October 1970.

These new secondary schools are designed to assist the Royal Government in carrying out the objectives of the Lao Educational Reform Act of 1962. Instruction is given in the Lao language, thus initiating action toward the Royal Government objective of Laotianizing all educational instruction by 1980. The new schools also innovate by offering both vocational and academic tracts of instruction. Secondary-level textbooks in the Lao language are being developed for all subjects, with a current delivered total of 45,000 copies.

The Lao Education Reform Act of 1962, referred to above, stresses the non-political, national role of education, the need for practical training for economic and social improvement, and the importance of community-oriented school activities and curricula. The USAID Mission has found the Act to be compatible with its own sector goals for educational development.

## PART I: COMMUNITY EDUCATION

### I. Summary Description

#### A. Justification for the Project

The development of a national elementary education program based on sound economic and educational foundations will serve the political, social, and economic objectives of Laos and the national objectives of the U. S. To maintain its popular support, the government must respond to the demands of parents throughout Laos for schooling of their children.

It is a political and social necessity for Laos to have a national elementary school system which reaches children in remote villages as well as urban centers, which reaches children of minority groups as well as children of the predominant Lao culture, and which reaches settlements of refugees whose flight to freedom was largely promoted by a desire for a better life for their children.

The precarious political situation in Laos makes the need for a strong elementary education program even more urgent. Elementary education in Laos is helping to develop a literate citizenry and a sense of nationalism. The village school nourishes a respect for country, King, and flag and fosters a common language, a common history, and common aspirations in even the most isolated village.

A sound elementary education program also contributes to the development of a viable economy in Laos. The elementary education program must produce the large number of literate, semi-skilled workers needed to support economic development, as well as provide the foundation for advanced training for skilled manpower required for government and private enterprise.

#### B. Project Goals

The principal goal of the Community Education project is to assist the Royal Lao Government in the development of a self-sustaining elementary school system adequate to the needs of Laos in terms of both quantity and quality. There is a need for greater efficiency in the existing educational program and a closer adjustment of the program to the social and economic needs in Laos. The following improvements to the existing school system should

be achieved:

1. Methods of continuously relating the elementary school program to national, social, and economic objectives should be established;
2. Systems for helping teachers implement changes in curriculum should be developed;
3. Children from rural areas and from refugees and minority groups should be given more opportunities to obtain a complete elementary education;
4. Internal financial resources needed to sustain and expand the school system should be developed;
5. Procedures for the administration of the elementary school program should be improved.

### C. Self-Help

U. S. participation in this project includes assistance to the Royal Lao Government to determine additional revenue sources, probably in the form of a local tax, to support and selectively expand the school system and other government services. Since 1962 villagers have steadily increased their contribution to construction and repair of schools. Increasingly they are providing roofing, cement, and other imported materials previously supplied by USAID. It is estimated that the villagers' contribution to classroom construction has increased from about 50 to 75 per cent in stable areas. The Mission provides limited support in imported materials and construction supervision especially for the development of classrooms for the upper elementary level. However, Mission support is still required at a high level in refugee areas.

Self-help principles are being increasingly applied in urban areas for the construction and improvement of schools, especially since the organization of parent-teacher associations which are providing stimulation, leadership, and funds for these activities. However, teachers' salaries and other administrative expenses which are financed by the national budget are a growing burden which the government cannot

support unless it establishes new internal financial resources.

#### **D. General Plan of Action**

The development of the elementary education program in Laos is primarily a self-help activity of the Lao government and the Lao people, supported by timely technical assistance and some material aid from the U. S. and other donors.

The general approach to achieving the goals of this project will be as follows:

1. The Royal Lao Government and local communities will finance salaries of local educational personnel and most other operational costs of the elementary school system;
2. New classrooms will be constructed on a self-help basis, with some imported building materials provided by USAID and other donors, largely through the Rural Development Activity;
3. Four direct hire Community Education Advisors will be assigned to the project to provide technical assistance through counterpart arrangements and in-service training;
4. USAID and other donors will provide participant training for selected educators employed by the Ministry;
5. USAID and other donors will provide some commodity support for school supplies, textbooks, training aids and administrative materials, and equipment.

## **II. Setting or Environment**

### **A. Relation to Sector Goals**

1. Laos needs to develop literate, skilled personnel with varying degrees of education to fill positions in government and business. The shortage of trained manpower in Laos is acute. The estimated literacy rate in Laos is about 20 per cent. Less than 50,000 persons have received the sixth grade certificates in Laos since 1946.

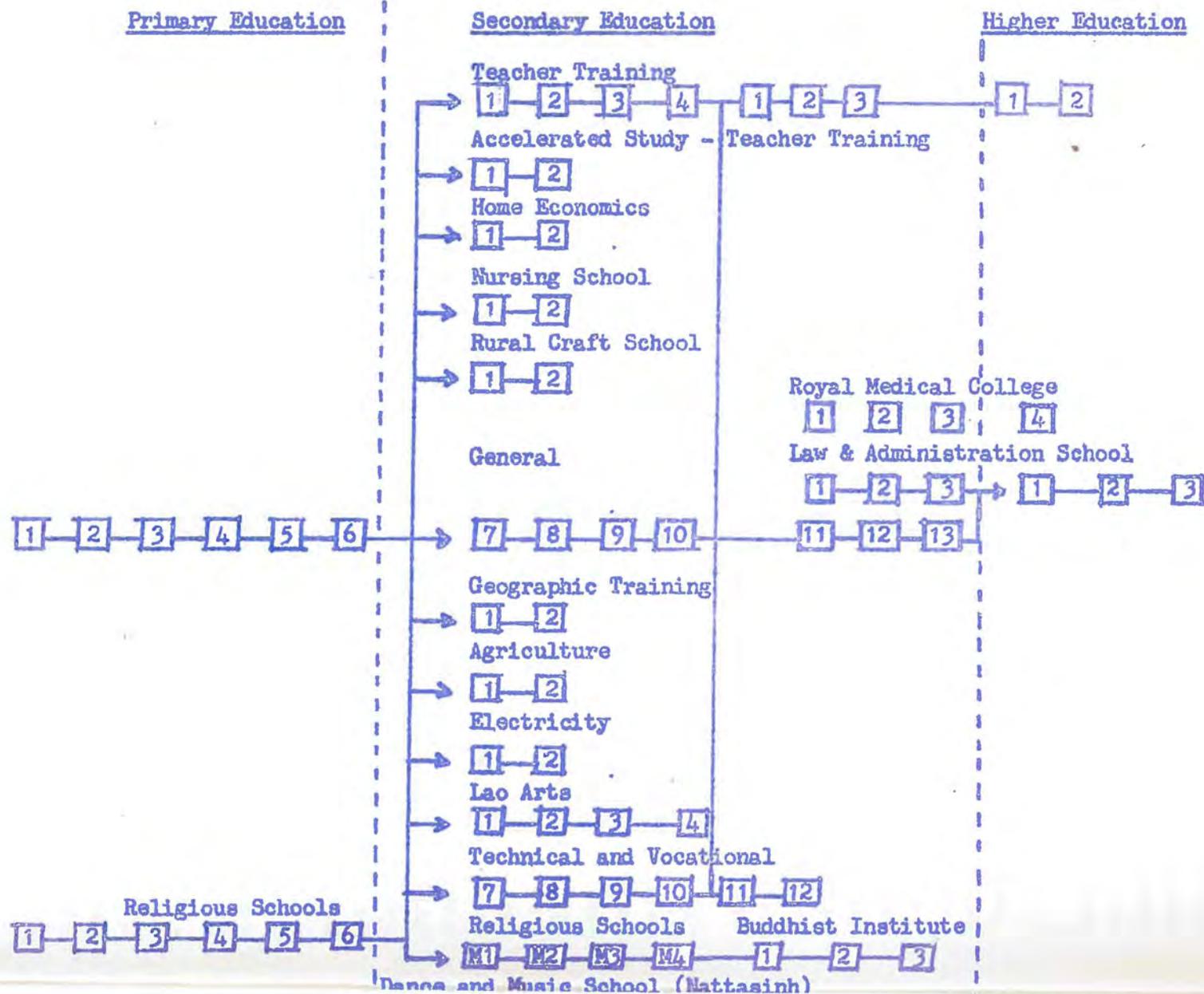
Responsibility for the development of skilled manpower falls to higher levels of education and to other agencies, but the foundations for advanced study must be well laid in the elementary schools. The Community Education project aims at giving students a sound basis and proper orientation for further training in skills and professions required in Laos. In addition, the elementary schools must produce the large number of semi-skilled, literate persons needed to support economic, agricultural, and social development in all parts of the nation.

2. The Royal Lao Government must meet the legitimate desires and needs of the rural population for basic health, educational, and agricultural development, and at the same time assimilate the rural people into the social, political, and economic streams of the Lao culture. One of the greatest demands on the part of the people throughout the country is for educational opportunities for their children. For its political well-being, the RLG must respond to the demand for schools, while concurrently encouraging as much self-help contribution as the people can bear. The people will not be put off by too meager a response on the part of the government - an incompetent teacher presiding over a crowded one-room school will not satisfy their aspirations for their children. However, their aspirations are necessarily limited by the extent to which the RLG is able to provide the salaries of additional teachers required to staff an expanding school system. The present demand is for a reasonable accessibility to a full elementary education for an estimated fifty per cent of the school-age population, and the demand continues to grow.

The RLG regards the public elementary school system as a requisite of nationhood. It has had considerable success in expanding the school system during recent years: Between 1963 and 1968, the enrollment in public elementary schools increased from 108,000 to 167,000, the number of schools in operation increased from 1,600 to 2,050, and the number of school personnel increased from 3,600 to 5,300. The structure of the system is well-established, but further selective expansion and an improvement of operations are required.

3. The Lao school system (see diagram, following page) is in a period of movement away from its French colonial tradition toward fuller implementation of the Education Reform Act of 1962. The goal is for the system to become a native product of Laos, in

LAO NATIONAL EDUCATION STRUCTURE



particular to establish the Lao language and to staff all schools with native Lao teachers. In its present transitional stage, the educational program is considered to be overly academic. This is because most of the instruction in the secondary schools is still given in the French language and because entrance into secondary schools still depends to some degree on a student's ability to use French. Because of these requirements, much emphasis is given to French language training in the elementary grades to the neglect of other subject matter more crucial to the needs of Laos. In addition to the effects imposed on the school program by the continued use of a foreign language, other aspects of a foreign philosophy of education still influence the system: Examinations are formidable hurdles at the end of each cycle of the program; many students develop a disdain for manual activities; and competition to enter technical schools is very weak compared with the desire for admittance to a lycee, with its promise of study abroad and a future white collar job. Principal goals of the 1962 Reform Act are to change these attitudes and to eliminate "elitist" ideas in education. Manual arts, pre-vocational training, guidance and improved examination programs along with the preparation of special teachers and instructional materials, as well as other innovations, are being introduced into the Lao school system to achieve these goals.

Laos requires educational programs that are efficient in terms of meeting economic and social needs; it cannot afford to misuse its limited resources. Presently, there are too many drop-outs and too many grade-repeaters in the system. A great preponderance of the students are in the lower elementary grades, but those who do reach higher levels often fall by the wayside because of failure in language or in other examinations, and are left with training of no particular value to the country. (See educational pyramid on next page) Solutions to these problems are being found as the school system moves progressively toward the goals of the 1962 Reform Act.

The Community Education project will help to develop the leadership that is required to implement an indigenous educational program suited to the needs of Laos. The system should be community-oriented and community-supported, with a curriculum based on national objectives and local and national needs. The Lao language should become the language of instruction at all levels. USAID has already strongly supported the use of Lao as the language of instruction in the elementary schools by printing 2,682,288 Lao textbooks

**Enrollment in Lao Schools - Public and Private  
School Year - 1968-69\***

<u>Grade</u>	<u>Public</u>	<u>Private</u>	<u>Approx. % in Each Grade</u>
16	32		.01
15	57		.03
14	86		.04
13	361		.16
12	377		.17
11	536		.24
10	1,063	155	.5
9	1,474	145	.7
8	2,118	240	1.0
7	3,635	550	1.9
6	11,101	3,146	6.5
5	12,395	2,272	6.6
4	16,770	2,696	8.9
3	27,218	3,207	14.0
2	37,264	3,898	18.9
1	80,081	6,055	39.7

194,568 (89.7%)

22,364 (10.3%)

for all grades. Work is now progressing on the development of materials in the Lao language for secondary education.

4. The curricula and programs at all levels of education should continue to be changed or adapted to fit the needs of an agricultural economy and to prepare citizens to meet the country's real need for human development.

The problem for the Ministry of Education is to translate the principles of the 1962 Reform Act into practical units of study and suitable teaching materials which teachers can follow in order to put the principles into action. The Ministry knows where it wants to go in general but it has not drawn up precise objectives and curriculum outlines for each subject matter area. Furthermore, the Ministry is thinking too much in terms of the facts and information the students should acquire and not enough in terms of the kinds of attitudes and skills which should also be developed. A student, for example, can name the past kings of his country, but may develop little sense of his role as a citizen in a modernizing nation, or he will learn some facts of science, but his attitude about health problems may be far from scientific.

The education system in Laos continues to grow larger and more expensive. The increase in enrollment in public elementary schools has averaged ten per cent per year for the past six years. At this rate, the number of pupils will double (from 180,000 to 350,000) between 1969 and 1976, which also means that the number of teachers and classrooms should also double in that time (from 4,500 to 9,000). At this rate of increase, about 60-65 per cent of the school age children will be attending school, which can be considered as a satisfactory achievement for Laos, if the education they are receiving is satisfactory for Laos. It is imperative that this country obtain an efficient return on its investment in education. It cannot afford to have children attend one or two years of school and then lapse into illiteracy. Nor can it afford to turn out sixth grade graduates whose educational background is such that they create a problem instead of a resource for the government.

Reform will come, and will be continued, in Lao elementary education through the development of qualified leadership in the

areas of curriculum development and supervision and through a coordinated program of pre-service and on-the-job training for teachers. There is no rapid way for this to be accomplished, but a start has been made. Since 1962, teacher training schools, with the support of the Teacher Training project, have graduated over 2,000 elementary teachers, and approximately 2,000 teachers and principals have been given one-month summer in-service training courses under Community Education. In addition, 350 teachers and other school personnel have had short term participant training, mainly in Thailand. Teacher training programs will be continued, and ways will be sought to make them self-sustaining.

The need remains for more qualified educational leadership, which can be developed through long-term participant training, and for an evaluation and reform of the present elementary curriculum in relation to the national objectives of Laos. Methods of institutionalizing curriculum reform and programs for leadership development will be given high priority in the Community Education project.

#### B. Obstacles To Be Overcome

In summary of the environmental problems discussed above, the following are the economic, social, legislative, and administrative obstacles which must be overcome if the project goals are to be achieved:

1. Additional internal financial resources must be developed to support the school system. This problem is political, legislative, and administrative, as well as economic.
2. The administrative structure of the elementary school system has been developed but training is needed to make administrative operations and procedures more efficient.
3. Further expansion of the school system is needed, particularly at the upper elementary level in rural areas, and especially for minority groups and refugees.
4. The capability of the Ministry of Education to plan and

effect educational changes must be improved. Adequate legislation establishing the goals and philosophy of education exists but implementation is being achieved gradually as:

- a. Lao language is being established as the language of instruction at all levels;
- b. Lao teaching personnel is being trained in adequate numbers to staff schools at all levels;
- c. Leadership in the areas of curriculum development and supervision is being developed;
- d. Concise curriculum objectives and course outlines and units of study for each subject matter area are being prepared; and,
- c. Better guidance and in-service programs are being provided.

### III. Strategy

#### A. Methods Proposed for Achieving Project Objectives

The center of attention for the Community Education project is the classroom teacher and the skills and resources he possesses for instructing the children in his class. Four USAID education advisors concentrate on developing the Lao educational leadership and the procedures and techniques required to effect continuous improvements in elementary curriculum and classroom instruction. At the same time they will continue to help with the expansion of the system and the improvement of its administration.

1. The leadership positions that need to be established include: (a) curriculum specialists at the Ministry level, (b) testing and guidance specialists at the Ministry level, and (c) teaching counselors (supervisors) at the provincial level. None of these positions presently exist in the education structure. The system is now composed almost entirely of line positions, with the line officers attempting to perform the staff functions needed by any well-operating

educational program. Nowhere in the ministry's staffing pattern are there places for persons who can devote full time to developing and evaluating elementary programs in reading, science, social studies, arithmetic or any other area of the curriculum. No one is appointed to appraise teaching materials or to develop pupil testing programs or to formulate in-service training programs to help teachers use new methods and materials. At least eight positions for curriculum specialists should be established at the Ministry to provide the type of leadership in curriculum development that is required. At least two positions for testing and guidance specialists should be established at the Ministry to develop testing programs in accord with curriculum objectives and pupil guidance programs to permit an easier transition for sixth grade students into secondary schools or vocations. The CE project will offer participant training for persons appointed to these positions and, of greater importance, will provide counterpart Community Education Advisors to follow-up on the participant programs.

At the provincial level, there should be at least one Teaching Counselor on the staff of each of the 22 Primary School Inspectors. The counselors are needed for non-administrative duties like conducting training courses, visiting classrooms, coordinating practice teaching programs, and organizing demonstration lessons. Their main function will be to help teachers implement reforms; their guidance will come from the curriculum specialists at the Ministry. The CE project will provide a combination of local and participant training for 22 Teaching Counselors, will help to establish them in their jobs, and will assign Community Education Advisors as counterparts to ensure that counselling procedures and techniques are implemented locally.

2. The procedures and techniques that need to be established for the continuous improvement of elementary curriculum and classroom instruction include the following:

a. A series of summer workshops should be held to determine objectives and curriculum outlines for each subject matter area of the elementary program. Chaired by the appropriate curriculum specialist, the workshops

should be attended by a variety of teachers and other personnel from different levels of the educational structure. The workshops should be held in cycles to permit periodic re-evaluation of the objectives, curriculum, and materials for each subject area. The CE project will support the initial series of workshops and provide them with technical advice and follow-up assistance.

b. The report of each summer work shop will be the basis for the development or improvement of the curriculum, materials, and pupil testing programs for each subject matter area. This work will be done by curriculum specialists, with technical assistance from project advisors, and will be subject to classroom trial and evaluation before adoption. The improvement of curriculum, materials, and testing programs is a continuing process for any school system. USAID's role will be to help to develop the organization and personnel needed for these activities and to inaugurate procedures which the Ministry can carry on in the future.

c. Procedures must be developed for helping teachers to follow new objectives and curricula as they are gradually revised and improved for each subject matter area, and to help teachers utilize better methods and materials for classroom instruction. These procedures, which should be closely co-ordinated with pre-service training programs for teachers, are best conceived as extensions of the work of the teacher training schools. For example:

(1) Elementary schools selected by the teacher training colleges for student practice teaching programs can also be designated as demonstration community schools. These schools can be used in numerous ways for in-service training and for experimental and pilot projects.

(2) Practical units of study should be developed at the teacher training schools and tried out at the demonstration schools. The 1962 Reform Act advocates that teachers make use of centers of interest in order to interrelate different subject areas and to apply them to local conditions, but teachers have been given little guidance or encouragement in using this method of instruction. Suggested units related to practical

topics such as health, gardening, community development, and other village needs should be drawn up as models, evaluated, and then disseminated through the school system.

(3) Greater use should be made of teachers' manuals, magazines, and other professional materials for disseminating information.

(4) Saturday classes for teachers in methods of teaching should be continued.

(5) One-month training courses for military personnel, monks, and village volunteers who are assigned as classroom teachers should be planned and carried out.

(6) In-service training programs for regular government teachers should be developed at the teacher training colleges. Teachers should be able to take courses voluntarily, receiving credits which would apply toward promotions or salary increases.

All of the above techniques and procedures for improving curricula and implementing reforms in classroom instruction depend upon the employment of staff personnel at the national and provincial levels, upon close co-ordination between the Teacher Training and Community Education projects, and upon a large amount of technical assistance from Community Education and Teacher Training advisors.

3. Continued attention will also be given to expanding the school system and to increasing its administrative efficiency. Methods to be used for this aspect of the Community Education program will be as follows:

a. All construction of new elementary classrooms, whether in rural or urban areas, will be carried out on a self-help basis, with some support from USAID and other donors for imported construction materials, through either the Rural Development or the Community Education project.

b. Parent-Teacher Associations and other forms of voluntary community organization will continue to be encouraged, and assistance will be offered in establishing additional sources of

revenue to support the operation of schools.

c. USAID and other donors will provide some school supplies, office equipment, FOL, vehicles, and other commodities to assist the school system. Special attention will be given to providing school supplies to refugee and forward area schools.

d. Administrative management related to budgeting and fiscal programs, building construction and maintenance, and procurement and distribution of supplies will be improved through technical assistance by the Community Education Advisors participant and in-service training for Ministry of Education administrative staff.

4. Although the project activities described above cover many aspects of elementary education, it should be noted that USAID support is not provided for several important phases of the program either because they are viewed as being of secondary importance or because adequate assistance is being given by other donors.

a. No USAID support is provided for educational radio programs. The development of this media, which could have considerable impact on Laos, is being assisted by Great Britain, New Zealand, Australia, and Canada under the Colombo Plan.

b. No USAID education support is provided for literacy and basic education for adults. Although there is a need and a demand for adult education programs in Laos, the country does not yet have the required personnel and administrative resources to carry them out, except on a sporadic, local basis. Small pilot projects in adult literacy and basic skills training programs are supported by the USAID Rural Development project when such projects have demonstrable strong support from and appeal to the local population.

c. No particular attention is given to educational programs for girls and young women although proficiency in developing programs in this field is very limited.

d. Only marginal support has been given to rural craft schools being established by the Ministry. These schools offer programs in agriculture, crafts, and other skills for rural youth who have completed elementary schools. The need for the craft school program will grow as the number of sixth grade graduates increases.

Any of the above activities would profit from technical assistance and a modest amount of commodity support from USAID or other donors. If, in the future, the Mission should consider expanding the Community Education project-meaning, primarily, increasing the number of advisors assigned to the project - the activities mentioned above would be possible places for extension of technical assistance.

#### **B. Cooperating-country Leadership**

There is no question of the Lao Government's willingness to support elementary education. The development of the school system is a political necessity, and the RLG has seen fit to devote 16% of its civilian budget to education. Government funds are supplemented by local voluntary support, both of which reflect the great demand for education. Educational development has the support of the Prime Minister and the Deputy Prime Minister (who is also Minister of Education) and the legislature. Active leadership for primary education is in the hands of a young, articulate, and nationalistic director and an increasingly competent group of primary school inspectors. The goals for educational development held by these leaders are basically the same as the goals stated for this project.

#### **C. Relationship to Other Projects**

The three projects within the educational sector - Community Education, Teacher Training, and Secondary Education - are closely inter-related. Progress in one sphere is dependent upon developments in the other two. Community Education's efforts, for example, to direct the elementary education curriculum toward more practical subjects are presently hindered by the academic, French-oriented nature of the secondary education program but, on the other hand,

secondary education programs, particularly in the areas of science and vocational subjects, suffer from the weak basic training given to students in these subjects in the elementary schools. Greater efforts must be made to coordinate the two levels of the educational system.

The Community Education project is also closely related to Teacher Training project and depends upon the new graduates of the training schools to staff the expanded number of elementary classrooms. In addition, in-service training programs for elementary teachers should be similar to pre-service training and should be sponsored by the teacher training colleges. Practice teaching programs for student teachers are another area needing close coordination. In fact, much of the leadership needed for the improvement of elementary education can, and should, come from the teacher training schools.

Elementary education contributes to, and is supported by, programs in other sectors, particularly agriculture, public health, and refugee relief. School health programs and school gardening activities receive assistance from field agents of the appropriate ministries and in turn give students training in improved practices in hygiene and agriculture. Elementary schools are also an important aspect of the resettlement programs for refugees, who look upon education for their children as one of their basic requirements.

For many years, the construction of schools in rural areas has been a principal activity of the Rural Self-Help project in the Rural Development program. Planning for these schools is coordinated through the Community Education project, with teachers and school supplies being furnished by the Ministry of Education. These construction activities will continue, with emphasis placed on the construction of upper elementary classrooms in rural areas and on schools for refugee and minority groups, and school development will continue to be an important aspect of the community development program in Laos. Many of the school construction projects also receive technical assistance from USAID's Rural Public Works activity.

#### IV. Planned Targets, Results and Outputs

The elementary education program in Laos will have reached

institutional viability and self-sufficiency, and AID support through the Community Education project can be terminated, when the following results have been obtained:

1. The educational efficiency of the system is improved, so that,
  - a. The percentage of elementary pupils enrolled in Grades 4-6 increases from the present 22% to 40%;
  - b. The percentage of pupils promoted to the next grade each year increases from the present average of 55 per cent to an average of 80 per cent.
2. The educational system is expanded, so that,
  - a. The number of six-year elementary schools is increased from 200 to 500, which will amount to about one school for each local administrative district under government control;
  - b. The number of three-year primary schools is increased from 1,200 to 2,000, thereby providing an average of four lower-level village primary schools for each complete six-year district elementary school;
  - c. Schools are established equitably between urban and rural areas and between Lao and ethnic minority groups;
3. The administrative efficiency of the system is improved, so that,
  - a. Administrative personnel effectively perform budgeting operations, procurement procedures, warehousing and distribution operations, building maintenance, and other such administrative functions;
  - b. The Ministry develops a greater capability in educational planning and statistical analysis;
4. Financial support for the school system is funded on a firm and equitable government revenue program;

5. **Methods of adjusting the educational program more closely to economic and social needs are established by:**
  - a. **The employment of at least eight curriculum specialists to review and to guide needed revision or co-ordination of existing curricula and materials in each subject matter area in the elementary program in order to implement the 1962 Reform Act;**
  - b. **Establishing workshops, curriculum committees, and other procedures for the continuous evaluation and improvement of education and the methods and materials needed to obtain the desired objectives;**
  - c. **Coordinating the elementary and secondary education and testing programs;**
6. **Methods of improving the qualifications of teachers are developed by:**
  - a. **The employment of at least 22 provincial Teaching Counselors;**
  - b. **Establishing supervisory techniques such as classroom visitations, Saturday workshops, demonstration schools, and local training courses;**
  - c. **Cooperation between the elementary and teacher training programs on in-service and pre-service training, practice teaching, demonstration schools, publications of professional materials, and other methods of implementing curriculum reform;**
  - d. **Establishing a personnel program which relates advancement for teachers to voluntary summer in-service training courses at teacher colleges;**
7. **Reciprocal relationships between schools and communities become well established, so that,**
  - a. **The elementary curriculum is more closely adjusted to local, social and economic needs;**

- b. Schools increasingly function as community centers;
- c. Communities support the schools both materially and through PTAs and local government.

No school system ever completes the task of raising the quality of its instruction and administration, or of adapting its curriculum, or of improving its service to the community. The long-range objectives outlined above for the Community Education project do not, therefore, establish a completed education program for Laos. That would be impossible. Rather, they establish the personnel and procedures required by the ministry to carry on the work of improving the quality and scope of the elementary school system in this country. They aim at the self-sufficiency and self-improvement, with the goal of giving more meaning and effectiveness to the educational program.

No special goal is made to enroll a certain percentage of the school age children to school. The enrollment level is expected to grow, on demand from the people, from about 40 per cent to about 60 per cent within the next eight years (from 180,000 to 350,000). The RLG will do well to keep up with this demand, and at the same time devote more energy to improving the quality of the program.

The training, the planning and evaluating, and the gradual development of educational efficiency required to achieve the project objectives cannot be undertaken rapidly. It is estimated that the project objectives can be achieved by fiscal year 1976, but even after that date it would be desirable to have some continued American contact with the elementary education program in Laos.

#### V. Course of Action

Achievement of project targets depends to a great extent upon self-help efforts by the RLG and local communities, with some support through technical assistance, training, commodities and construction from USAID and other donors.

- 1. The self-help inputs for this project should include:
  - a. Payment of salaries for teachers and other personnel, which

in FY 69 amounted to 1.9 million dollars (950 million kip), and which can be expected to increase about 7 per cent per year;

b. Training of about 5,000 new teachers by FY 76, in order to meet the requirements of an expected increase in enrollment of 10 per cent per year;

c. Construction by self-help methods of approximately 5,000 new classrooms by 1976 (USAID will provide some construction materials for about half of these classrooms, at the rate of 300 rooms per year, for upper elementary grades and for schools for refugees and forward areas. Additional construction materials will come from Lao and other donor sources.

d. A substantial increase in funds for the operation and maintenance of schools, which in FY 69 amounted to only \$24,000 aside from teachers' salaries;

e. Employment of the following personnel in staff positions planned under this project:

8 curriculum specialists

2 specialists in pupil testing and guidance

22 teaching counselors

22 construction and maintenance supervisors

2 budget and fiscal officers

2 educational planning specialists

f. Funding the reprinting of textbooks and other teaching materials;

g. Planning, legislating, and implementing an in-service training program for teachers based on voluntary attendance of courses at teachers colleges, for which credit is given toward promotions;

h. Review and revision of curriculum and materials of elementary education, and co-ordination of the program with secondary education especially in regard to student testing and guidance programs;

i. **Establishing Parent-Teachers Associations and other forms of voluntary community organization in support of the education program.**

2. **USAID will provide long-term, third-country participant training program for Ministry of Education personnel in the following fields:**

a. **Elementary Curriculum Development - for eight persons, whose study programs will lead to bachelor's degrees in elementary education with specialties in such fields as language arts, arithmetic, elementary science, etc., and who will be assigned as curriculum specialists at the Ministry;**

b. **Testing and Guidance - for two persons, whose study programs will also lead to bachelor's degrees and who will also be assigned at the national level;**

c. **Administration - for five persons, who will be given approximately two-year study programs in budget and fiscal procedures, educational planning, and other specialized administrative functions and who will be assigned at the national level;**

d. **Supervisors - for 22 persons, who will be assigned as provincial Teaching Counselors after about six months of participant study combined with extended preliminary local and follow-up training.**

The above participant training programs are considered to be the minimum needs for program development under the Community Education project. However, there would be a desirable uplifting of the elementary education program in Laos if other officials and teachers could be given some experience abroad, even if only of short duration. Other donors will be encouraged to offer such training to school inspectors, school principals, and teachers.

3. **USAID Community Education Advisors will help to plan and carry out a variety of in-service training programs for teachers and administrators of the type listed below:**

a. **The inauguration at the teachers' colleges of summer**

courses for teachers, which they can take voluntarily to upgrade their qualifications and to attain promotions;

b. Training for 22 Teaching Counselors of about six months duration, combined with six months of participant training;

c. Conferences for school inspectors;

d. Workshops for provincial personnel officers, warehousemen, maintenance supervisors, budget and fiscal officers, and statisticians;

e. Workshops for school principals;

f. Saturday classes for teachers;

g. Short, basic training courses for military personnel, monks, and village volunteers who are teaching primary grades.

4. USAID will continue to provide commodities to support the operation and administration of the elementary school system. During the past years, Australia has also furnished a considerable quantity of school supplies including slates, chalk, notebooks, paper products, colored pencils, and stencils. France and Canada have furnished French language textbooks and Canada has contributed paper for the printing of textbooks. USIS has provided some booklets, charts, maps, and other teaching materials. Private donors, including especially the American Women's Club of Laos, have contributed sports equipment and other school materials.

5. Construction activities under the Community Education project will be limited to the following:

a. Self-help school construction projects in urban areas, for which some imported materials will be provided through approved activity plans;

b. The construction in FY 70 of an office-warehouse for the new provincial school administrator for Vientiane (South);

c. The construction at a later date of similar administrative facilities for school inspectors in areas which are presently insecure;

d. The enlargement of 18 existing provincial education offices to allow work space for Teaching Counselors and Building and Maintenance Supervisors.

6. Kip funds will be provided by USAID for some commodities, for in-service training, and for local printing costs.

## PART II: SECONDARY EDUCATION

### I. Summary Description

The magnitude of the foreign support given to the Royal Lao Government's annual budget, the excess of import over export produce, the presence of large numbers of third country national technicians, and the pyramidal school statistics are all substantial indicators of the dearth of skilled personnel in the Lao work force. Secondly, the commendable desire of the RLG to strengthen the nationalism of its people has received support in spirit and in kind from many parts of the world.

The comprehensive-type secondary school is especially designed to make substantial contributions toward the improvement of each of the above concerns. It is the goal of the comprehensive high school program to develop a hard core of literate and skilled personnel, liberally educated, who identify closely with their country, its goals and aspirations.

At the end of the first cycle (Grades 7-10) each school will have the capacity to produce annually 100 young citizens who will have salable skills and be well prepared to continue to higher education levels in either academic or trade pursuits. Many will go on to the second cycle of the comprehensive school (Grades 11, 12, and 13) which will fully prepare them for university work in either Thai, English or French speaking countries.

In 1967 the Lao Ministry of Education requested USAID to help build a prototype comprehensive school to open in October 1967. The U. S. agreed to build the structure (\$350,000), equip the school (\$95,000 + K7,000,000), provide technical consultation (contract \$240,000 per annum) and fund a participant training program (\$50,000 to \$90,000, progressive, per annum). The RLG provided the land for the school, teaching personnel, administrative and service staff, scholarships (board, clothes and student supplies), some school supplies and custodian-guard residences. The approximate total of RLG annual costs when the school is fully developed is \$35,000 per year for faculty and staff salaries, maintenance and materials.

The Education Reform Act of 1962 provided the opportunity for the development of schools in the Lao language and a subsequent arrêté legally named and opened the "pilot" Fa Ngum Comprehensive High School in Vientiane.

#### 11. Setting or Environment

Secondary education in Laos traditionally has been the province of the French. Their inputs, while considerable and useful, have served to perpetuate the use of a foreign language as the medium of instruction in public secondary schools. This has tended to produce an elite group which has held itself aloof from the other citizenry, and which has little empathy or concern for the problems of the country as a whole. Further, this elite has traditionally concentrated its studies in those fields which have little relationship to the skills and technical training needed for the development in an emerging country. The system tended further to put a premium on foreign language aptitude, thus denying higher educational opportunity to all but a select few. In 1968 the entire nation graduated 116 students from the secondary schools. Of 195 taking the French baccalaureate examination, 81 passed. Of these, 27 were French, 13 Vietnamese, and 41 national Lao.

During the same year the Ministry of Education established the Lao baccalaureate which will in due time benefit this project. Of the 103 who took the Lao baccalaureate examination, 35 passed. Of these, 34 were Lao and one Vietnamese.

Need for the project is highlighted when the above statistics are related to the current 76,000 children enrolled in Grade 1.

Recently the ruling of the Prime Minister's Cabinet that comprehensive high school students may choose their foreign language concentration removed the last "legislative" barrier to the full development of the comprehensive high school program. (The barrier was actually a French-Lao Cultural Accord.) The rising nationalism in Laos has been the primary factor in making the program socially respectable. High level officials have publicly endorsed the program and each year of the project has found an increased percentage of prestige family children among the competing

candidates. The RLG needs to find new and increased sources of revenue. The Minister of Finance stated that the budget would be able to provide the estimated 17, 500, 000 kips (\$35, 000) yearly operational costs per school required when these schools are in full operation. As the Lao economy and RLG revenues continue to grow it seems reasonable to believe that Laos should be able to support a truly national comprehensive high school program providing outside donors build and equip the needed schools and continue to provide necessary technical assistance to develop materials and train teaching staff.

### III. Strategy

The strategy is to develop at least six new comprehensive high schools including the present schools in Vientiane and Phone Hong. Four other schools will be constructed during subsequent years at sites mutually agreeable to the RLG and USAID. It is planned that three of these schools (Vientiane and two others) will offer both secondary cycles (i. e. grades 7-13); the other three schools will extend to tenth grade only and will serve both as terminal educational institutions for students not going further to school and as feeder schools to the three full cycle comprehensive schools.

The U. S. will build the structures, equip the schools, develop and finance the first printing of the necessary textbooks, fund a participant training program and provide consultation services. The consultants will add to the training of the Lao staff, such training as is necessary to enable the Lao to continue the development of the program without foreign technical assistance.

The RLG will be required to provide site land for each school, administrators, teachers and service personnel, and operational and maintenance costs, and will collaborate with the contract team in the development of curriculum instructional materials and the writing of necessary textbooks.

### IV. Planned Targets

The project is designed to produce (1) junior high school "graduates" with a solid academic base and pre-vocational skills

(basic principles, understandings and first level know-how) and (2) full high school graduates capable of accepting middle level skilled positions or continuing schooling at the university level. In FY 74 the six schools will enroll 3,150 students and will have "graduated" 700 from the junior high course. Fifty-six textbooks in the Lao language will have been cooperatively written (Lao-U. S.) and published, totaling 127,000 volumes. One hundred eighty one teachers, seven administrators and many service personnel (custodians, etc.) will have had special training. Also in 1974, the first class of second cycle students will graduate from the Vientiane school.

The U. S. will fund a participant training program until the end of the project (FY 76) and provide consultation services through the second year of the sixth school. Six technical consultants and one commodities specialist should be based at the pilot school, Vientiane, until publication of the last (13th grade) textbooks in FY 75; the Chief-of-Party and the commodities specialist should continue through FY 76 at Fa Ngum. In addition, one consultant will be assigned full time for the first three years of each new school (except two years for the last - sixth - school).

## PART III: TEACHER TRAINING

### I. Summary Description

The absence of an adequate pool of literate and readily trainable manpower is one of the principal inhibitors to progress in Laos. Until the general citizenry of the country has sufficient schooling to understand and respond to new techniques and opportunities offered in agriculture and in small industrial and commercial enterprises, development will take place only at an extremely modest pace. The necessity and justification for this project are tied closely to the goals of the Community Education and Secondary Education activities which can be met only if trained teachers are available to staff the expanding number of elementary and secondary classrooms of the country. The teachers trained under this project will educate Lao children in basic academic and vocational skills, as well as in the values and attitudes which are pre-requisite to the modernization of the Lao society.

### A. Goals and Targets

This project aims to increase the numbers of graduate Lao teachers and to raise the quality of the graduates by (1) gradually increasing entrance requirements from six years of formal training to ten years, (2) training Lao administrative staff and streamlining administrative methods, (3) revising curricula, (4) introducing laboratory facilities, (5) preparing Lao textbooks, (6) expanding the facilities and increasing the number of teacher trainees in the teacher training institutes, (7) increasing in-service training activities, (8) improving student and financial record systems and (9) developing a maintenance and logistics capability within the Ministry of Education.

To meet the need for increasing numbers of qualified teachers in Laos, the following specific targets have been established:

1. Assist the Ministry of Education (MoE) in the expansion of teacher training facilities to accommodate a total enrollment of 3,169 students by the end of 1971 and an ultimate enrollment of 3,500 (enrollment at the end of FY 1969 had reached 2,466) by 1976. This goal is based

on the projection of future teacher requirements which demonstrate that Laos must be capable of producing 900 new students per year by 1976 in order to accommodate the growth projected in the primary and early secondary student population. Following 1971, increasing emphasis should be placed on producing a higher proportion of graduates from the four-year and longer training programs in order to (1) improve general teacher quality, (2) meet the gradually expanding requirements for staffing the upper level elementary schools, and (3) prepare an adequate supply of secondary teachers to gradually replace foreign staff. Under the terms of the 1969 Lao-French Cultural Agreement, France will withdraw all French first-cycle secondary staff by 1975, approximately 290 teachers. In order to meet the teacher training and other secondary level staff needs, planning is currently underway to expand the Vientiane teacher training school to a full university level degree-granting institution.

The following table of projections for graduates of the various teacher training programs by the Ministry of Education meets minimum requirements believed to be achievable with current resources:

Teacher Training Graduate Projections  
1969 - 1976

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>Totals</u>
yr program	199	355	380	380	380	380	380	380	2,834
yr program	218	350	290	400	430	430	430	430	2,978
yr program	20	30	30	50	55	60	65	75	385
yr program	<u>10</u>	<u>20</u>	<u>25</u>	<u>25</u>	<u>30</u>	<u>35</u>	<u>40</u>	<u>50</u>	<u>235</u>
<b>Totals</b>	<b>447</b>	<b>755</b>	<b>725</b>	<b>855</b>	<b>895</b>	<b>905</b>	<b>915</b>	<b>935</b>	<b>6,432</b>

2. Improve the quality of instruction at the teacher training institutions by:
  - a. Gradually increase the entrance requirements;
  - b. Improve curricula and courses of study;
  - c. Train Lao administrators, faculty and staff via participant training programs and advisory services;
  - d. Conduct workshops, seminars, demonstrations and teacher meetings emphasizing teacher training methods;
  - e. Improve the Ministry of Education capability for physical plant maintenance;
  - f. Improve administrative and supervisory practices;
  - g. Establish permanent student and financial accounting records;
  - h. Provide instructional materials including professional education textbooks in the Lao language.

Continued U. S. participation is contingent upon the Lao Government's continued operational support of teacher training facilities and continued support of adequate staff; and Ministry cooperation in developing new curricula and materials, teacher certification standards, in-service training programs and overall supervision of the several teacher training schools.

#### B. Planned Inputs

The U. S. contribution thus far has consisted principally of technical advisory assistance, construction assistance necessary to expand training facilities, classroom instructors under International Voluntary Services contract and participant training in Thailand and the U. S. for prospective teachers and school administrators. The principal commodity inputs have been largely construction materials. However, other equipment and supplies

have been given to aid in the actual operation of the schools. The project's requirements for construction will be satisfied with the construction schedule for FY 1971. Equipment and supplies will continue to be provided until 1975. The RLG has contributed and will continue to contribute most of the operational costs of the schools.

A projected summary of the financial inputs during the required life of project, including U. S. and RLG, follows:

Teacher Training Financial Requirements

<u>Year</u>	<u>U. S.</u> <u>(\$000)</u>	<u>RLG</u> <u>(K000)</u> <u>1/</u>
1969	729	200,000
1970	700	215,647
1971	445	237,211
1972	417.5	260,932
1973	234.5	287,025
1974	200	315,727
1975	180	347,299
1976	124	382,028
	<u>3,030.0</u>	<u>2,245,869</u>

1/ Includes teacher salaries, operating costs and scholarships

II. Setting or Environment

At the outset of independence there were formidable obstacles to developing a modern society in Laos, important among which was the virtual lack of a national education system. Under the French colonial administration, the minimal educational structure was controlled by French staff and served to develop a minority elite group with cultural prejudices in favor of France. Laos was largely passed over by the French in favor of Vietnam and Cambodia for the development of effective educational centers. As a result, the majority of educated civil servants in Laos under French administration were of foreign origin.

Certainly no attempt was made to develop an educational system addressed to the unique socio-economic needs of the total population, nor to develop the local administrative and teaching corps required to maintain such a system.

The basically rural, subsistence nature of the economy and the plague of intermittent warfare over the last decade have contributed to the fact that Laos remains extremely deficient in trained manpower. The absence until the last few years of relatively widespread education directed toward the teaching of practical skills has been crucial factor. Large numbers of foreign nationals still occupy the bulk of Lao positions requiring middle and higher level skills. To help meet the need for skills training AID is currently sending dozens of Lao to Thailand for training at the high school level. Although some 95% of total school enrollment is at the primary level (and 80% of this within the first 3-year cycle), the expanding enrollment in upper elementary levels is creating increasing pressures on the system both to expand secondary and technical opportunities and to train the required staff.

Although the secondary school system is relatively small, Laos is not yet able to produce sufficient numbers of qualified personnel to support it. France, therefore, has continued since independence to make a major contribution to the administrative and teaching staff for the public secondary schools. There are presently 16 public secondary schools, 12 of which provide up to the first 4-year cycle (college); the others offer the full 7-year course (lycée) leading to the French baccalaureate. Some 300 French teachers continue to staff these as well as teacher training institutions and two French-assisted secondary technical schools. An indispensable step in replacing foreign staff is increasing the number of secondary graduates who would be eligible to enter the secondary teacher training courses. There were only 116 graduates of the complete secondary cycle in 1968, of whom only 75 were Lao nationals. Less than two per cent of the entire student population even reached Grade 13, the final year of secondary school.

While elementary education enrollment has expanded dramatically in recent years, the lack of teachers with even minimum qualifications has made it necessary to employ unqualified teachers, so-called CREC teachers, who might have from four to six years of schooling but no teacher training. There are presently 850 of these teachers throughout the rural elementary system. Continuous upgrading of these personnel

through special in-service training programs and gradual replacement of them with trained teachers is required as the general educational level improves.

A particularly difficult problem, which is not unknown to other developing rural countries, exists in the fact that teachers are very often reluctant to re-locate to village areas where they are needed. In an effort to overcome this problem, the Ministry of Education has established small teacher training schools in a remote rural areas as a means of providing teachers within the indigenous population.

Progress is being made in a number of key areas, however. Since 1962 the government with U. S. and other foreign assistance has concentrated on developing a national teacher education system adequate to support the rapidly expanding elementary and secondary school population and to replace foreign staff. Beginning with only one normal school inherited from the colonial period, the system has now grown to a total of eight such schools throughout the country. At the heart of the 1962 Education Reform Act lies a major elementary level curriculum revision designed to make the Lao school system "...no longer an academic institution, but a system in the service of the country's economic development." The curriculum changes, including introduction of practical subjects and skills training, accompanied by a reduction in French language instruction and French academic curricula, are being incorporated into the elementary system. At the same time the new syllabus is being included in the teacher training instruction.

Among the more important changes that have taken place over the past few years have been (1) the establishment of a Lao language track at the Ecole Supérieure de Pédagogie (ESP) in Vientiane, which will serve as a guide for converting the entire teacher training course at ESP into Lao language instruction and will support the new Lao-language secondary school system, and (2) the introduction of practical subjects complete with laboratory facilities at the teacher training institutions. These courses will provide elementary and lower secondary level teachers with the necessary instruction to implement the "practical" portion of the 1962 Education Reform Act.

### III. Strategy

At the time Laos became an independent country, there was only one teacher training school in the country, which had been started under the French colonial administration. In 1955 there were 100 students. U. S. assistance was initially directed toward expansion of facilities for the central teacher training school in Vientiane, which was relocated and enlarged in 1959. Beginning 1962-63, however, U. S. assistance aims were broadened to include development of additional schools in provincial centers which could serve the local rural populations as elementary facilities and enrollment began to grow. By 1969, the U. S. had assisted in construction of a total of six schools (Vientiane, Pakse, Luang Prabang, Sam Thong, Vang Vieng, and Savannakhet). Two additional RLG-supported facilities have been established in Ban Keun and Kene Thao. In order to achieve the wider project goals, activities are focused simultaneously on the following key elements (1) expansion of physical plant and grounds to accommodate the required number of trainees, (2) upgrading Lao administrators and teachers via in-service techniques and participant training, (3) revision of curriculum and introduction of new methods, and (4) development of the Government's maintenance and logistical capability. In these activities, Lao teacher training officials have responsibility for operating, administering and managing the project with advisory and material assistance from the U. S.

The table below indicates short range enrollment projections at the existing institutions through 1971. The long range target of 3,500 has been set for 1975-76, taking into account a gradual rise in the number of students whose previous schooling will have been increased and numbers of those who will extend from the two-year to longer teaching training courses.

<u>Institution</u>	<u>1971</u>
Vientiane ESP <sup>1/</sup>	1,293
Pakse ENI	492
Luang Prabang	431
Savannakhet	348
Vang Vieng	160
Sam Thong	119
Ban Keun	186
Kene Thao	<u>140</u>
	<u>3,169</u>

1/ The seven-year program at the ESP will increase its enrollment to accommodate the recent plan to replace all French first cycle teachers. Details for this program, still in planning stage, will be submitted later.

The construction of additional facilities to accommodate the above enrollments will require about \$202,000 which is programmed for FY 1970. Currently planned construction for the life of the project should be completed by FY 1972. USAID direct hire and IVS contract personnel will be maintained at the present level until 1972-73 when phase-out will begin; phase-out is scheduled for completion in 1976.

Government leadership appears to be adequate to insure success of the project. No major legislative or administrative changes are required although additional Government funding will be required to assure adequate support for operational costs and teacher salaries. It is likely that within the Directorate of Teacher Training some reorganization will be required. A staffing study will be needed before final determinations can be made. The Ministry of Education is presently in full agreement with the objective of this project.

Since the national system of teacher training schools is the only source of qualified Lao teachers for public elementary and secondary schools, apart from the few students who receive training abroad a close relationship must be maintained among the various elements not only with regard to producing sufficient numbers of teachers to staff the school system but also with regard to coordination of teacher training with planned curriculum changes, promotion of Lao language instruction, development of in-service training programs, examination revisions and other special educational programs.

#### IV. Planned Targets, Results, and Outputs

The projected date for the complete phase-out of AID support for this project is 1976. It is expected that by that time, some 3,500 prospective teachers will be enrolled and that the qualitative improvements in curriculum, administration, in-service training and instructional materials, as outlined in the PIP, will have reached a self-perpetuating stage. By 1976, the following quantitative targets should be realized:

1. Development of physical facilities at teacher training schools to accommodate the following enrollments:

Vientiane	1,500
Pakse	550
Luang Prabang	550
Savannakhet	550
Vang Vieng	100
Sam Thong	100
Ban Keun	100
Kene Thao	100
	<u>3,550</u>

2. Higher requirements for teacher training graduates so that by 1976 no teacher trainee will have less than eight years of total education; by 1980 the normal projection would assure that no teacher trainee should have less than ten years of total education.

3. Entering students for the normal schools in Pakse, Luang Prabang, and Savannakhet will have eight years of previous education by 1976 and, by 1980, ten years of previous education.
4. Plans will be well underway at the Vientiane facility to provide full university degree training based on 12 years of previous education.
5. By 1976, under optimum conditions, 935 teachers will be graduated annually, including at least 800 eligible to teach in Grades 4-10, about 30 teachers eligible to teach the upper three years of secondary school, and some 20 with additional qualifications enabling them to staff the advanced teacher training classes will be graduated annually.
6. The medium of instruction in teacher training institutions will have become increasingly converted to Lao. With the departure of first cycle French instructors in 1975, the remaining courses taught in French language will be progressively converted to Lao language.
7. All basic textbooks for teacher training institutions will have been prepared in the Lao language.

Thus by 1976 teacher training institutions should have attained institutional viability and self-sufficiency. The ultimate objective of raising the quality of the graduates to degree level will require several years more; however, by 1976, the institutions should have sufficient numbers of professional staff who have participated in the gradual development of facilities and higher standards to provide an adequate base for the university institutions. The extent of French, U. N. and other foreign involvement in the university system has not yet been determined.

A crucial aspect of the project which has not been clearly determined is the RLG financial ability to absorb the responsibility of additional teachers which the project provides to the public schools. The entire security

situation in Laos over the coming few years will largely influence the amount of the domestic budget which can be allocated to education.

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