

**A BRIEF HISTORY OF USOM SUPPORT TO  
EDUCATION IN THAILAND**

**USOM / THAILAND**

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EDUCATION IN THAILAND

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— *One of a series of reports  
on U.S.A.I.D's participation in  
Thailand's development* —

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*Prepared by USOM Office of Education  
as an internal staff document*

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## Introduction

"Countries are underdeveloped because most of their people are underdeveloped, having had no opportunity of expanding their potential capital in the service of society."\* Presumably, it was a belief similar to this one, stated by Adam Curle, which lay behind the Thai-U.S. cooperative effort to improve education when the program began in 1952.

Despite the progressive attitudes of many of Thailand's leaders in the early twentieth century, in the mid-1900's the country's educational system was not producing literate, skilled workers or leaders in quantities adequate to the job of governing and producing at a level required in the modern world. As a recent study of development prospects in Thailand put it, "the education system has seriously lagged behind developments in the country's rapidly expanding economy and is not able to meet present demands, much less those likely to arise in the future. These shortcomings are the combined result of low overall coverage of formal education and of the relatively underdeveloped state of education from secondary schools upward."

The Thailand Population Census of 1960 gives this picture of the educational level of the population as a whole:

| <u>School Grade<br/>Attained</u> | <u>Percent of<br/>Population</u> |
|----------------------------------|----------------------------------|
| None                             | 37.2                             |
| 1-3                              | 12.5                             |
| 4                                | 42.1                             |
| 5-7                              | 3.2                              |
| 8-12                             | 4.1                              |
| 13 and over                      | 0.6                              |
| Median                           | 4.0                              |

In 1969 the Education Planning Office of the Ministry of Education concluded that the average annual increase in school enrollment for the academic or regular stream was 3.75 percent per year. With a net population increase of over 3 percent per year, the situation was not improving very rapidly.

Educational administration in Thailand is the responsibility of a number of different organizations. Universities are under the aegis of the Office of the Prime Minister, through

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\*Adam Curle, "Some Aspects of Educational Planning in Underdeveloped Areas," *Howard Educational Review*, Vol., 32, No. 3, Summer, 1962, p.300.

the National Education Council (NEC). Overall manpower planning is also carried out in the Office of the Prime Minister, in the Manpower Planning Office (MPO) the National Economic Development Board (NEDB). The Ministry of Education (MOE) is responsible for the secondary education system. This includes public schools, which the government administers itself, and private ones, which it oversees. The MOE is also responsible for adult education programs, for technical and post-secondary teacher training institutions, and for the content and professional quality of all educational levels except the universities.

Rural primary schools are mainly the responsibility of the Ministry of the Interior (MOI), which since 1966 has administered them through the Division of Rural Elementary Schools of the Department of Local Administration (DOLA). There are 25,000 such schools. However, about 500 elementary "model" schools remain under the MOE. Furthermore, the municipalities themselves are responsible for elementary schools within their geographical limits. Finally, the National Education Council is responsible for planning and coordinating the total education system of the Kingdom and stimulating inter-ministerial communication, cooperation and detailed planning.

The principal thrusts of USOM's support to education in Thailand have been in teacher training, in rural school development, and in vocational and skill training. The chief unifying factor in all of these has been the clear need of the Ministry of Education to improve the proficiency of teachers at each level. In teacher training, the problem has been the development of the faculty members of the teachers' colleges. In vocational education, the crucial need was to help the shop teachers to develop personal skills in the crafts to be taught.\* In rural education, the first task was to retain the teachers, who were themselves little more than grade-school graduates.

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\*Often those who observe vocational education training schools in developing countries forget that the source for teachers of skills there and in the U. S. are exactly opposite. In the U. S., men who are master mechanics and journeymen in their trade are recruited to come to colleges for a brief time, often as little as six weeks, to

This training of teachers has been accomplished in large part here in Thailand, with direct-hire advisors and contract technicians working alongside the ablest Thais in the schools and colleges, in seminars and workshops, and in demonstration situations.

In addition, much of the training of those who were to teach others to teach required formal study in the U.S. and the earning of degrees. Others were sent for short periods of study and observation, arranged to expose them to the "possible", lift their levels of aspiration, and increase their self-confidence and motivation.

Along with all this activity has been the need, implicit in all the projects, that as Americans and Thais work together, they improve the crucially-required skills in management, planning, and decision-making throughout the field of education in Thailand.

#### Teacher training and faculty development

Although every aspect of the education programs has a vital element of training for teachers and administrators, some were specifically targeted at producing professors of education to staff the colleges of education.

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learn teaching methodology. After that they begin teaching a skill they have mastered and used for 6 or more years as apprentices. They bring with them to the classroom high standards of craftsmanship and familiarity with industrial processes.

In developing countries, on the other hand, infant industrial plants and "papa-mama" repair shops are not yet ready for apprentice programs and do not turn out numbers of skilled men. Furthermore, of those skilled men who are trained in a trade, only a small proportion has a level of general education in mathematics and language high enough that they could hope to qualify for a teacher's credential. Nor would such semi-literates' joining a high school faculty add anything to the concept of the dignity of manual work; they merely would be isolated from other faculty members.

Therefore vocational teachers are trained from scratch. At a later point in industrial development, as in some Latin American countries, industry can be given tax benefits as part of a program of on-the-job training, from which some individuals may then opt for teacher training.

### Prasarnmitr College of Education

A contract with Indiana University, which ran from November 1954 to August 1962, was notably successful in helping the Ministry of Education (MOE) develop the thriving Prasarnmitr College of Education in Bangkok. One of the stated aims of the contract with Indiana was to "develop teacher training programs capable of producing educational leaders of sufficient quality and quantity so that Thailand ultimately will be able to accomplish through its own resources the larger task of educational improvement throughout the Kingdom."

With the rising aspirations of an ever-increasing population, the College has not by any means been able to produce all the teachers required. It has, however, become one of the brightest lights in Asia in teacher training, with its outstanding education library, research activities based on Thai problems, and an annual graduation of a thousand BA's in education. This growth in Thai capability has enabled the MOE and the College to establish and staff branches at Bang Saen, Songkhla, Pitsanuloke, and Maha Sarakham. In addition, the Prasarnmitr College of Education contributes heavily to the staffing of the non-degree granting, regional, teachers' colleges.

Exactly 150 persons were sent under this contract to the U.S. for advanced training. Nineteen earned the doctorate degree, 115 the master's degree, and the remainder studied in disciplines essential to the teaching needs of the new curriculum. Except for two deaths, all who were sent returned to serve.

### Chulalongkorn University

Teacher training as a means for the development and improvement of an established faculty was the goal of the University of Texas contract which began in 1952 and closed at the end of 1959. The project provided for a revised curriculum in engineering and in the basic sciences, improvement of the technical library, laboratory equipment, and advanced degree study abroad for 32 faculty members.

### Asian Institute of Technology (SEATO Graduate School of Engineering)

In September 1959, the first regional graduate school in Asia opened with the help of an AID/~~University of Colorado~~ contract. Colorado

*Colorado State University*

initially supplied a dean and the major part of the faculty. The contract has continued to this date.

In 1968, the regional engineering school became the Asian Institute of Technology. This was the first material accomplishment of U.S. sponsored efforts to develop regional education and training institutions under the guidance of SEAMEO, the Southeast Asian Ministers of Education Organization. Degrees awarded by AIT are recognized by the Thai Civil Service System as being equal to those earned in the UK and U.S. The goal of AIT since the beginning has been to provide high quality training at the master's degree level in engineering fields related to national development. With its increased status and support, a doctoral program in engineering may soon be added.

#### Rural school improvement

While many elements of USOM support to Thai education over the years have been aimed variously at teacher and faculty development and the improvement of the stock of technical skills, the bulk of the Kingdom's school enrollment - 90 percent - is in the first four grades of the primary schools. The primary schools most deprived of good teaching have been, of course, those in rural areas.

Much of the inadequacy of rural schools in Thailand can be attributed to the fact that Bangkok officials are oriented toward the city, or cities, and find little reward in concentrating on the impoverished village schools and their poorly-prepared teachers. Lack of water, poor housing, difficulty of travel, and banditry result in the refusal of many teachers to accept isolated posts, particularly women. Several MOE projects supported by USOM have been aimed at plans to help rural schools. Among these are the following:

#### General Education Development - GED

From 1958 through 1964, the GED Program helped greatly to focus attention on rural schools and their improvement. The whole country was divided into 12 regions and in each one a Thai staff of supervisors headed by a Regional Education Officer was established to stimulate and coordinate the efforts of educators in the provinces clustered under each Region. USOM provided an advisor for each of the 12 centers for about two years.

The heart of the program involved encouraging regional teachers' colleges and local school supervisors to work together in programs to upgrade the skills of rural school teachers. The project was centered in 95 existing schools in or near the regional headquarters. About 20,000 educators met at these headquarters for seminars, demonstrations and workshops over the life of the project. Under the project, 134 persons received training in the U.S., and 125 persons made third-country study tours.

The current Rural Training Project is built upon the experience of the GED project. However, in line with current Mission guidelines, it concentrates on the north and northeast sections of Thailand.

### Rural Training

The Rural Training Project began in 1964. USOM's participation in it is scheduled to run through 1973. It emphasizes four elements essential to rural education in north and northeast Thailand: skill training for out-of-school youth and adults; the provision of textbooks for rural schools; a curriculum suited to the needs of rural youth; and more active and improved supervision by regional, provincial, and district school officials.

The Mobile Trade Training Units (MTTU's) have proved to be successful in opening up skill training to young adults. There are two basic reasons for this. The units are moved out into rural areas, to bring the training to the youth. Also, there are no prerequisites for admission. The will to learn is the only requirement placed on students.

The goals of the MTTU's are twofold. First, skill training is provided for those who want jobs, or want to perform the skill on their own or in a shop. Second, training is provided for those who wish to use it for the benefit of their own family. Skills taught include auto repair, wiring and electricity, tailoring and sewing, wood construction and masonry, cooking and nutrition, radio repair, beauty shop operation, and welding. USOM support to the MTTU's has been in the nature of equipment for teaching and vehicles. As of 1969, there are 27 MTTU's in operation. The eventual target is 54 by 1972.

USOM's contribution to the textbook element of the project has consisted entirely of paper imports. The MOE provides manuscripts, editorial work, printing, and distribution. About five million textbooks have been printed so far.

Beginning in FY 70, the MOE and USOM have agreed to modify the project to provide, through contract advice, for the training of a dozen or more Thai writers from the MOE in the art of programming text materials for books. This kind of modern software will greatly increase the learning rate in such subjects as arithmetic, science, and technical skills. Significant improvements are expected in curriculum content through this effort, since programming requires a specific initial statement of the behavioral changes desired in the learner. Thus each learning task is automatically examined, not in terms of tradition, but in terms of the new behavior desired.

The third element of the project, improvement and coordination of administration and supervision, has resulted in greatly increased help by provincial supervisors to teachers in the field. It has required that many more visits by Bangkok officials be made to rural schools, and has toned up the entire administration of rural schools in the Northeast.

Some grave problems remain, however. Probably the greatest arises from the fact that the rural elementary schools and their teachers now have two masters. The MOE remains responsible for teacher training, curriculum development, and supervision of instruction, but since 1966 the Ministry of the Interior (MOI) has become responsible for the actual day-to-day operation of the rural elementary schools, including budget, personnel, and facilities.

To improve coordination of the efforts of these two ministries, the National Education Council (NEC), which is in the Office of the Prime Minister and is required by law to plan for education at all levels, has suggested to the Department of Technical and Economic Cooperation (DTEC), MOE, MOI, and USOM that beginning in FY 70, the Rural Training Project be reevaluated and redirected toward more effective means for improving rural schools at all levels.

### Curriculum

Major revision of the curriculum will be required if the lower schools

are to serve the people well. Two factors must be basic to any curriculum revision. One is the need for increased relevancy of the matter to be learned. This is essential in order that farmers will be willing to keep their children in school for more than the current four years, and in order that children maintain interest in school. The other factor is the need to provide in the high school curriculum something other than straight preparatory work for college entrance. Most of those who start high school do not, after all, finish it.

Furthermore, since 90 percent of all children in the country leave school at the end of the fourth grade, it appears that neither they nor their parents see much value in further schooling even if by chance they happen to live close enough to be able to reach a school providing grades above the fourth. Naturally, lack of classroom space is another problem. Also, after having left school at the fourth grade, most pupils are still illiterate in any functional sense. To add to the problems, it is well-known that in rural areas even those who may at one time be classified as literate suffer from a sharp regression rate because of the absence of anything relevant to read or of the need to write.

As for the secondary school level, in city and country alike, the curriculum is totally classic in nature, aimed only at preparation for the external college examination, and requiring only a superior memory for success. Fortunately, an infant project to develop comprehensive high school curriculums in 20 of the Kingdom's 1,575 high schools gives evidence that Thai leadership is aware of this. This project will stress alterations in the school curriculum that will make the learning experience more meaningful for rural youth who will not go on to higher education.

The backbone of this project will be the creation of an integrated relationship between the National Education Council of the Office of the Prime Minister, the Educational Planning Office of the MOE, Khon Kaen University, a number of teacher training schools, the high schools, and the elementary schools. This will be the first time that an attempt has been made to achieve this kind of mutual stimulation between the different levels of the education structure.

#### Vocational education

The task that has faced Thai-American efforts in skill training has been a shifting one. As vocational educators and the school system they

served gained experience in response to the needs of a developing society, increasingly higher age groups were chosen for such training. As early as 1917, carpentry and agriculture were seen as fit subjects to be taught to twelve-year old children in the fifth grade of school. After World War II, terminal training in skills were still found in the "primary extension" schools of grades 5, 6, and 7 for children who could not get into what was then the lower secondary school, a parallel stream also at grades 5, 6, and 7. These were the old so-called "carpentry schools." USOM's support to vocational education in Thailand reflects faithfully the changes that have taken place since that time in the structure and method of skills training in Thailand.

#### Historical overview

Starting in FY 1952, attention went to three fields: practical training in "primary extension" schools, an effort to provide useful terminal education for students who could not get into what was then the lower secondary schools; trade training, at Bangkok Technical Institute which at that time taught at grades 11, 12, and 13; and vocational agriculture. This latter was aimed initially at two specific schools, Surin and Mae Joh, but later was extended to serve vocational agriculture schools in general.

U.S. vocational education technicians appear in mid-1953. Until December, 1956, all vocational advisors were direct-hire. Then, Wayne State University contract personnel began to replace the U.S. direct-hire staff at Bangkok Technical Institute, and to give some assistance to the younger institutes at Chiang Mai, Korat and Songkhla. By the late fifties, however, the MOE had made a policy decision to commit the nation to full-scale primary education through years 1-7. As a result of this change in priorities, USOM technical assistance to vocational education at "primary extension" schools was withdrawn in 1957. This same MOE decision thrust the Department of Vocational Education into a prolonged process of adjustment, not yet completed, during which vocational education is being relocated to years 11-12-13, and technical education at the level of years 14-15, and occasionally, 16. Generally, USOM assistance has emphasized the development of teacher training potential and the improvement of vocational education supervision. It has also included, particularly in the early years, some commodity support for the equipping of school shops, and especially Bangkok Technical Institute.

From 1959 to 1965, a contract with the University of Hawaii was provided to assist the Department of Vocational Education in establishing trade training programs in six basic trades at twenty of the existing trade schools, as these schools were becoming established at the 11-12-13 year level. These contract services were funded under a USOM project which was classified as a part of the U.S. contribution to SEATO, and which was therefore entitled SEATO Skilled Manpower.

Beginning in 1963, USOM encouraged and assisted the Department of Vocational Education in the creation of a Maintenance and Supply Division which would serve all vocational schools in the Kingdom. Also in 1963, USOM began procuring from U.S. excess property sources a number of bulldozers, graders, trucks, tractors and the like. These were distributed to vocational agriculture schools for use in clearing land, improving land contour, improving access roads, and performing routine farming tasks.

In 1964, in recognition of the growing threat to Thailand's security posed by the communist insurgency, USOM/Thailand reassessed the priorities of its total participation in RTG programs and, in the process, concluded that the vocational education assistance as then constituted should be terminated on June 30, 1965. As a result of the same reassessment, an Office of Rural Affairs was created within USOM, to assist the new RTG Office of Accelerated Rural Development (ARD). A major goal of ARD was to open up remote areas of northeastern Thailand by constructing new roads. Equipment for this road construction became a major commodity item in the USOM program--and the production of skilled operators, mechanics and allied construction workers a major requirement.

Seeking a means of training operators and mechanics before the arrival of even the first of the ARD heavy construction equipment, USOM turned to the Ministry of Education and asked to use the tractors, trucks, and bulldozers that had just been provided the preceding year to the vocational agriculture schools. Permission was granted, and training was begun at the schools to which the equipment had already been delivered. The training project, assigned to the Division of Education in August of 1965, was originally titled Thai Training for ARD. It was later renamed Technical Training for Accelerated Development (TTAD), when training was made available to other RTG agencies as well as ARD.

The ARD training requirement continued and grew, and so in August 1966, training activity was centralized at the Northeast Technical Institute at Korat. In support of this training effort, USOM has provided additional heavy equipment, both new and excess, as well as other commodities. Advisory services have been provided through a contract with the Philco-Ford Corporation, as well as by means of direct-hire personnel, and personnel of other U.S. Government agencies. By the close of FY 1969, almost 2,700 persons had been trained under the project.

Loan for the Improvement of Vocational Education (LIVE)

The largest current project in the vocational education field, the LIVE Project, is designed to expand and improve 25 schools, including 14 trade schools, a technical teacher training college, 9 agricultural schools and an agricultural teacher training college.

The Government of Thailand is providing the baht equivalent of \$16 million for building construction and approximately \$10 million in operating costs and teacher training during the five-year life of the project. A loan of \$6 million from the World Bank has been received for tools and equipment. The U.S. Government is providing advisory assistance through four direct-hire vocational education specialists, a five-man contract team of agriculture specialists from California State Polytechnic College and a six-man team of trade and industrial specialists from Oklahoma State University.

The project started in October 1966, and the completion is planned for five years from that date. By that time the 14 trade schools will have in training 7,000 young men in the mechanical, electrical and building trades. Two thousand students will be graduating yearly. The 9 agricultural schools will be training 4,000 in agronomy, horticulture, animal husbandry and farm machinery, and graduating 1,250 per year. The two vocational teacher training colleges will be graduating about 280 teachers per year. About 250 instructors of the present school staffs will have received advanced training in the U.S. during the life of this project. Four-fifths of the training costs in this endeavor are being borne by the Royal Thai Government.

### Manpower planning and education

As Thailand's economic planners gained more experience, and as they evaluated the first Five-Year Plan, they felt the need for improved planning in estimating the country's manpower needs, and the corresponding response that would be required from the educational establishment. So, in 1963, the NEDB and USOM cooperated in asking Michigan State University (MSU) and Stanford Research Institute (SRI) to assist the RTG in developing a planning capability in education and manpower.

SRI provided one man for two years to assist the Manpower Planning Office of the NEDB. The contract was terminated without extension, as a result of an evaluation which indicated that the MPO was overloaded, under-staffed, and unable to make maximum use of the assistance provided. MSU provided help to the MOE to develop a staff for the Education Planning Office, and to the NEC to develop its planning staff. Both the Education Planning Office and the NEC are now functioning satisfactorily as survey, research, and planning groups, and the MSU contract has been terminated.

As USOM completed its program of direct support to educational planning, the Ford Foundation agreed to provide advisors for NEC and MOE to carry the process a step further. Through this program of assistance, Thai staff will continue to receive training in manpower planning, and their professional capabilities will be raised to a further level of sophistication. Much yet remains to be done by the Thai planners in developing the will and attitude to set priorities and make the difficult decisions required if resources are to be allocated to one aspect of education and held level in another according to the requirements of a development plan. The Third Five-Year Plan, now being developed, will show whether or not the requisite decision-making ability has been achieved.

### Obstacles Encountered

The development goals of foreign assistance invariably imply change, behavior that is different from the familiar ways of doing things. This will to change may be present in a very small percentage of persons in positions of power; but to most bureaucrats, change is threatening,

a thing to be avoided. In education, one example will serve. Almost every department in the MOE does its own purchasing of supplies, negotiates with garages for the repair of its own vehicles, operates its own instructional materials services, and maintains its own personnel and finance section. The waste is enormous, but the pooling of common services and purchasing threatens each department head, and therefore the customs persist.

The processes by which decisions are made and priorities established is another block to effective education planning by the RTG. In the Ministry of Interior an annual budget of funds for rural elementary schools is dispensed to each changwat. Unfortunately, this money comes as a lump sum; neither the MOI nor the changwat is required to set up in advance a budget that will reduce some expenditures, level others, or increase certain priority areas which may have been selected to promote development.

One of the worst, and perhaps least noticed, evils of modern education in Thailand is the decision to assign a personal, civil service rank to each teacher and school officer, with appropriate insignia visible on the military-type uniform required of all civil servants. There was a time when the ajarn, or teacher, was loved and respected as highly as the priest or abbot in the countryside. Now, if he is junior to the rice officer or the Nai Amphur, people often lose respect for him or reject his advice, and he himself feels inferior to other ranks.

A final basic block to educational improvement in Thailand is the need to balance quantity and quality as goals of educational investment. What is needed is a radical change in the whole educational structure, not merely increased support to existing activities. Such a change should involve major curriculum shifts to increase the relevance of what is taught, and much more emphasis on the more effective utilization and training of teachers.

AID's procedures have in some instances not been conducive to rational program development. The ebb and flow of dollar support, changes in Mission personnel, alterations in overall policy goals, as well as the uncertain availability of future year funds, all conspire to render AID assistance a gamble for host country agencies. They tend, therefore, to see USOM support as a welcome addition to their

total resources; past experience, however, makes them more cautious about gearing it into their long-range plans and projections.

#### Quality versus quantity

Thailand is faced with a problem of immense importance as it examines primary education and tries to cope with increasing enrollments in the first grade of school, and at the same time tries to improve the quality of elementary education. At the present moment a recent statement by Gunnar Myrdal describes Thailand's predicament.\*

There has been a tendency in all the South Asian countries to think primarily in terms of quantitative targets, such as the number of pupils enrolled in a certain category of schools, and less often in terms of qualitative improvements. All these countries have attached great importance to raising the literacy rate of their populations. To achieve this objective, they have relied almost exclusively on an increase in primary school enrollment; adult education has been given a relatively low priority.

The Karachi Plan, adopted by the Ministers of Education of the Asian member states of UNESCO in Karachi in 1959, calls for the provision of not less than seven years of compulsory, universal, and free schooling as a target for 1980. In the light of Myrdal's statement and taking Thailand's experience as an example, one may question its relevance to the problems Asian nations are presently facing in manpower development.

#### The future

Present plans for USOM cooperation with the RTC in the field of education show two basic projects continuing, and one on the drawing board. USOM support to the LIVE Project is scheduled to carry through 1971. It will continue to stress the production of new vocational training teachers, the basic re-direction of the curriculum and shop

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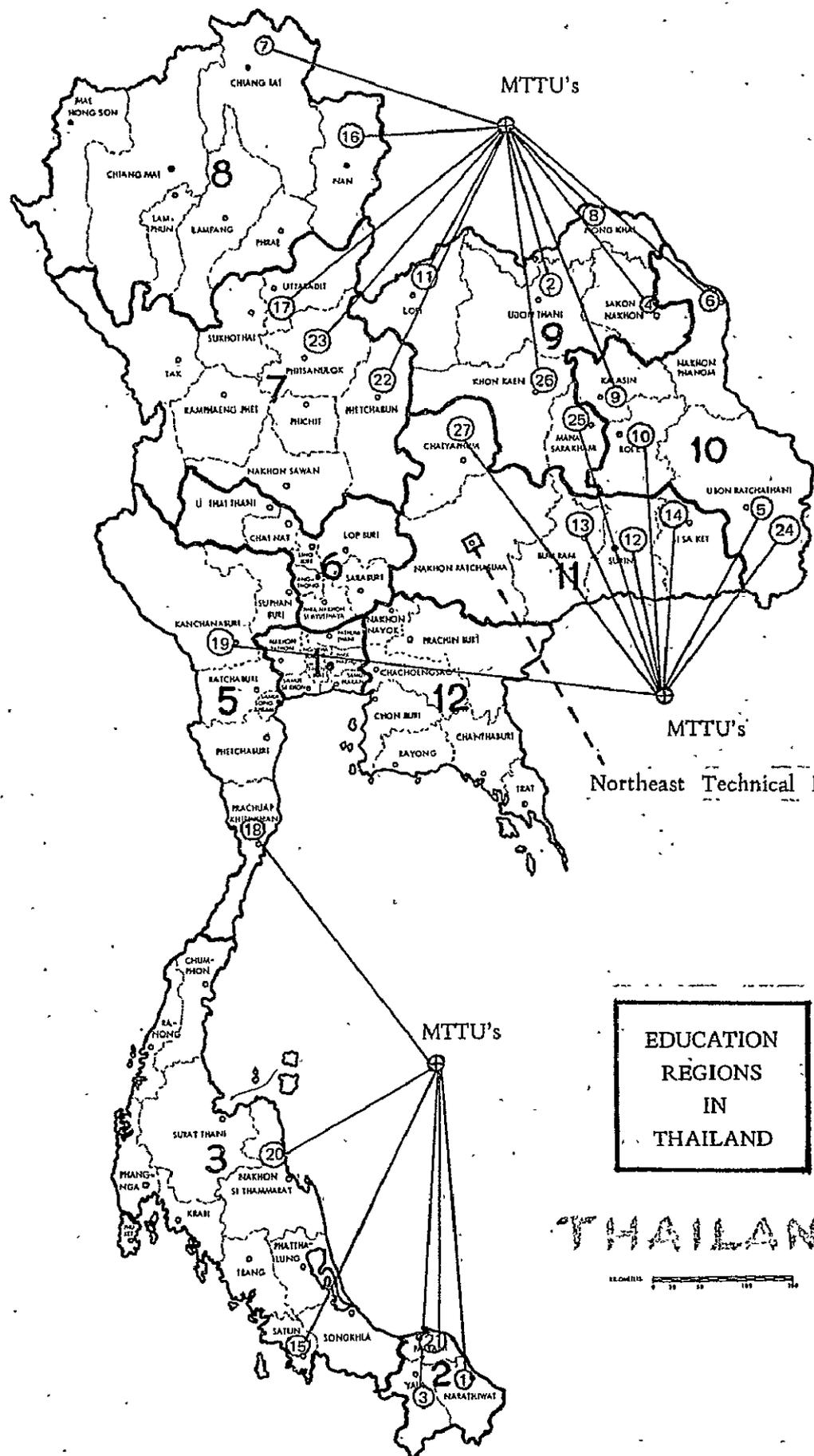
\*Gunnar Myrdal, Asian Drama, Pantheon, 1968, p. 1657.

practice to be more commensurate with modern needs, and the re-training of shop teachers already in service. Full utilization of relationships with the Department of Labor, the Ministry of Agriculture, and the private sector will be pursued in this project.

The Rural Training Project is being extensively modified at the request of the NEC, the MOE, and the MOI. The principal changes will show an increased emphasis on the production of teachers, the vitalization of the curriculum, and increased administrative cooperation among NEC, MOI, and MOE at all levels.

Thai Training for Accelerated Development, a plan to develop through NETI short and longer range training courses designed to be quickly responsive to emerging training needs for the Northeast, is being studied in depth at this time. It is still too early to tell what direction it will take.

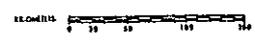
# APPENDICES



MTTU's  
Northeast Technical Institute

EDUCATION  
REGIONS  
IN  
THAILAND

THAILAND



USOM FINANCIAL INPUTS IN  
SUPPORT OF THAI EDUCATION PROGRAMS

(In Thousands)

| Year | U. S. CONTRIBUTION |       |         |            |         |       | Total Oblg. |
|------|--------------------|-------|---------|------------|---------|-------|-------------|
|      | Part.              | Tech. | Comm.   | Cont. Ser. | P A S A | Other |             |
| 1952 | 19.7               | ----- | 180.0   | -----      | -----   | ----- | 199.7       |
| 1953 | 107.2              | 136.0 | 450.0   | -----      | -----   | ----- | 693.2       |
| 1954 | 266.9              | 197.3 | 267.8   | 332.4      | -----   | ----- | 1,064.4     |
| 1955 | 158.4              | 210.3 | 278.3   | 674.0      | -----   | ----- | 1,321.0     |
| 1956 | 423.7              | 181.9 | 315.2   | 1,289.7    | -----   | ----- | 2,210.5     |
| 1957 | 320.8              | 199.0 | 346.5   | 296.0      | -----   | ----- | 1,162.3     |
| 1958 | 375.8              | 102.2 | 208.6   | 436.0      | -----   | ----- | 1,122.6     |
| 1959 | 467.5              | 129.3 | 28.5    | 546.0      | -----   | ----- | 1,171.3     |
| 1960 | 220.8              | 172.7 | 146.1   | 755.4      | -----   | ----- | 1,295.0     |
| 1961 | 204.5              | 231.4 | 58.4    | 182.0      | -----   | ----- | 676.3       |
| 1962 | 237.6              | 232.6 | 88.0    | 505.0      | -----   | ----- | 1,063.2     |
| 1963 | 379.0              | 274.4 | 125.0   | 332.8      | -----   | ----- | 1,111.2     |
| 1964 | 302.0              | 447.0 | 180.0   | 1,005.0    | -----   | ----- | 1,934.0     |
| 1965 | 33.0               | 126.0 | 49.0    | 98.0       | -----   | ----- | 306.0       |
| 1966 | 284.0              | 122.0 | 760.0   | 1,421.0    | 96.0    | 1.0   | 2,684.0     |
| 1967 | 590.0              | 228.0 | 1,629.0 | 773.0      | 225.0   | 2.0   | 3,447.0     |
| 1968 | 519.0              | 362.0 | 2,007.0 | 634.0      | 213.0   | 8.0   | 3,743.0     |
| 1969 | 995.0              | 289.0 | 1,512.0 | 620.0      | 30.0    | ----- | 3,446.0     |

Note: These totals reflect only those funds spent for education under the Bi-lateral Agreement; regional funds are not represented. Figures are derived from Annual Financial Reports for 1959-1963; figures for 1964-1969 are from the Country Assistance Programs.

THAI EXPENDITURE OF COUNTERPART FUNDS \*  
FOR USOM-SUPPORTED PROGRAMS

| <u>Year</u> | <u>\$ 000's**</u> |
|-------------|-------------------|
| 1952        | 11.0              |
| 1953        | 1,059.0           |
| 1954        | 821.0             |
| 1955        | 830.0             |
| 1956        | 741.0             |
| 1957        | 906.0             |
| 1958        | 927.0             |
| 1959        | 1,078.0           |
| 1960        | 962.0             |
| 1961        | 539.0             |
| 1962        | 294.0             |
| 1963        | 250.0             |
| 1964        | 394.0             |
| 1965        | 260.0             |
| 1966        | 1,137.0           |
| 1967        | 1,004.0           |
| 1968        | 1,994.0           |
| 1969        | 1,124.0           |

\* Local currency costs of USOM-supported projects have since 1963 been provided entirely by the RTG. This so-called "counterpart fund" is divided into two basic sections: the project account, which is administered by the RTG in direct support of project activities; and the Trust Fund, administered by USOM to cover USOM-incurred local costs.

\*\* Baht equivalent.

## SUMMARY OF EDUCATION PARTICIPANTS \*

U.S. and Third Country, September 1951-June 30, 1968

| <u>Field of Specialty</u>                                     | <u>Number</u> |
|---------------------------------------------------------------|---------------|
| Planning, administration,<br>supervision and management ..... | 422           |
| Social studies .....                                          | 65            |
| Teaching methods .....                                        | 157           |
| General science .....                                         | 117           |
| Teacher training .....                                        | 186           |
| Education .....                                               | 257           |
| Others .....                                                  | <u>82</u>     |
| TOTAL                                                         | 1,286         |

\* Individuals sent abroad, by the RTG with USOM assistance, in connection with USOM-supported projects, for training, observation or study.

## EDUCATION PARTICIPANTS

U.S. and Third Country, September 1951-June 30, 1968

| <u>Title of Field of Training</u>                                                | <u>Number</u> |
|----------------------------------------------------------------------------------|---------------|
| Planning, administration, supervision, management                                |               |
| Vocational education administration .....                                        | 195           |
| Elementary education supervision,<br>elementary curriculum and supervision ..... | 96            |
| Education tests and management .....                                             | 11            |
| General university administration .....                                          | 3             |
| Institutional management .....                                                   | 1             |
| Business administration .....                                                    | 7             |
| Industrial education administration .....                                        | 4             |
| School administration .....                                                      | 52            |
| Others .....                                                                     | <u>53</u>     |
|                                                                                  | TOTAL 422     |
| Social studies                                                                   |               |
| Sociology .....                                                                  | 9             |
| Psychology .....                                                                 | 8             |
| History .....                                                                    | 3             |
| Geography .....                                                                  | 4             |
| Philosophy .....                                                                 | 3             |
| Art .....                                                                        | 7             |
| Others .....                                                                     | <u>31</u>     |
|                                                                                  | TOTAL 65      |
| Teaching method                                                                  |               |
| Teaching of mathematics .....                                                    | 11            |
| Teaching of science .....                                                        | 22            |
| English language, language arts,<br>English literature .....                     | 55            |
| Others .....                                                                     | <u>69</u>     |
|                                                                                  | TOTAL 157     |

## EDUCATION PARTICIPANTS (Continued)

| <u>Title of Field of Training</u>            | <u>Number</u> |
|----------------------------------------------|---------------|
| General science                              |               |
| Zoology .....                                | 7             |
| Botany .....                                 | 5             |
| Physics .....                                | 15            |
| General science .....                        | 11            |
| Chemistry .....                              | 6             |
| Engineering and electrical engineering ..... | 25            |
| Technology .....                             | 1             |
| Statistics and mathematics .....             | 17            |
| Others .....                                 | <u>30</u>     |
| TOTAL                                        | 117           |
| Teacher training                             |               |
| Special education training .....             | 11            |
| Industrial training .....                    | 16            |
| Teacher training .....                       | 146           |
| Others .....                                 | <u>13</u>     |
| TOTAL                                        | 186           |
| Education                                    |               |
| Health education .....                       | 4             |
| Vocational education .....                   | 79            |
| Educational research .....                   | 18            |
| Others .....                                 | <u>156</u>    |
| TOTAL                                        | 257           |
| Others                                       |               |
| Nursery and kindergarten .....               | 3             |
| Others .....                                 | <u>79</u>     |
| TOTAL                                        | 82            |
| GRAND TOTAL                                  | <u>1,286</u>  |

PARTICIPANTS TRAINED \*

F

EDUCATION

| Fiscal Year  | Total        | U.S.       |            | 3rd Country |            |
|--------------|--------------|------------|------------|-------------|------------|
|              |              | Long Term  | Short Term | Long Term   | Short Term |
| 1951         | -            | -          | -          | -           | -          |
| 1952         | 7            | 3          | 4          | -           | -          |
| 1953         | 26           | 22         | 4          | -           | -          |
| 1954         | 81           | 68         | 13         | -           | -          |
| 1955         | 58           | 56         | 2          | -           | -          |
| 1956         | 68           | 52         | -          | 16          | -          |
| 1957         | 124          | 71         | 16         | 2           | 35         |
| 1958         | 95           | 85         | 1          | -           | 9          |
| 1959         | 168          | 145        | -          | 1           | 22         |
| 1960         | 82           | 50         | -          | 6           | 26         |
| 1961         | 82           | 30         | 5          | 7           | 40         |
| 1962         | 127          | 40         | 20         | 10          | 57         |
| 1963         | 87           | 49         | 20         | 2           | 16         |
| 1964         | 20           | 14         | 2          | 4           | -          |
| 1965         | 7            | 2          | 5          | -           | -          |
| 1966         | 95           | 35         | 24         | -           | 36         |
| 1967         | 91           | 50         | 11         | -           | 30         |
| 1968         | 120          | 89         | 2          | -           | 29         |
| 1969         | 174          | 102        | 27         | -           | 45         |
| <b>TOTAL</b> | <b>1,512</b> | <b>963</b> | <b>156</b> | <b>48</b>   | <b>345</b> |

\* Includes regional, as of June 30, 1969

## SENIOR RTG OFFICIALS IN THE FIELD OF EDUCATION

### Office of the Prime Minister

#### National Education Council

Chairman, Executive Committee: Dr. Sukich Nimmanheminda  
Secretary-General: Dr. Kamhaeng Balankura

#### University Development Commission

Director: Dr. Sippanondha Ketudat

#### National Economic Development Board

##### Manpower Planning Office

Director: Dr. Prom Panitchpakdi

### Ministry of Education

Minister: Dr. Sukich Nimmanheminda

Deputy Minister: Gen. Kris Sivara

#### Office of the Under-Secretary

Under-Secretary: Mr. Sanan Sumitra

#### Education Planning Office

Director: Mr. Somchai Vudhitreecha

#### Department of Teacher Training

Director-General: Mr. Bunthin Attagara

#### Department of Secondary Education

Director-General: Dr. Kaw Swasdi Panich

#### Department of Elementary and Adult Education

Director-General: Mr. Kriang Iamsakun

#### Department of Vocational Education

Director-General: Mr. Bhongs Sakdi Varasundharosoth

#### Department of Educational Techniques

Director-General: Mr. Charoon Vongsayanha

#### Department of Religious Affairs

Director-General: Col. Pin Muthukanta

SENIOR RTG OFFICIALS IN THE FIELD OF EDUCATION (Continued)

Ministry of Interior

Department of Local Administration

Division of Rural Elementary Education

Chief: Mr. Pajthana Suwanphanich

## ASSISTANT DIRECTOR FOR EDUCATION

|                     |         |    |         |
|---------------------|---------|----|---------|
| William P. Saunders | 6/51    | to | 7/56    |
| Frank L. Holmes     | 8/56    | to | 2/58    |
| Robert G. Van Duyn  | 2/58    | to | 6/61    |
| Frederic T. Shipp   | 7/61    | to | 5/65    |
| T. C. Clark, Jr.    | 7/65    | to | 11/65   |
| William M. Williams | 1/16/66 | to | present |

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STAFFING AS OF SEPTEMBER 1969

OFFICE OF EDUCATION

|                                   |                     |
|-----------------------------------|---------------------|
| Assistant Director                | William M. Williams |
| Deputy Assistant Director         | Robert P. Johnson   |
| Special Assistant Human Resources | Alton C. Straughan  |

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

|                                                   |                   |
|---------------------------------------------------|-------------------|
| Chief                                             | David Graham      |
| Technical Education Advisor (Equipment)           | David P. Lawson   |
| Vocational Education Advisor (Trade and Industry) | Lyle B. Pember    |
| Vocational Education Advisor (Agriculture)        | James E. Woodhull |

DIVISION OF RURAL EDUCATION

|                         |                   |
|-------------------------|-------------------|
| Acting Chief            | Robert P. Johnson |
| Rural Education Advisor | Elhura Barganier  |
| Rural Education Advisor | James A. Colman   |
| Rural Education Advisor | Ralph E. Jones    |
| Rural Education Advisor | Thomas A. Liston  |

CALIFORNIA STATE POLYTECHNIC COLLEGE CONTRACT \*

|                                  |                   |
|----------------------------------|-------------------|
| Chief of Party                   | Warren T. Smith   |
| Livestock Specialist             | Hal S. Carlton    |
| Agricultural Engineer Specialist | Donald B. McCann  |
| Crops Specialist                 | Carl Murry        |
| Farm Management Specialist       | Raymond T. Rhodes |

OKLAHOMA STATE UNIVERSITY CONTRACT

|                                 |                        |
|---------------------------------|------------------------|
| Chief of Party                  | Clyde B. Knight        |
| Radio-Television Advisor        | Richard L. Castellucis |
| Electrical Advisor              | Cecil W. Dugger        |
| Automotive Advisor              | Neal I. Vest           |
| Welding and Sheet Metal Advisor | Jimmie Wilson          |

\* Stationed upcountry

Enrollment, Teachers and Students / Teachers Ratio by Grades,

SAKON NAKHON

North  
Dakota

| Grades                              | 1968     |                    |       | 1967     |                    |       | 1966     |                    |       | 1965     |                    |       | 1964     |                    |       | 1966     |
|-------------------------------------|----------|--------------------|-------|----------|--------------------|-------|----------|--------------------|-------|----------|--------------------|-------|----------|--------------------|-------|----------|
|                                     | Students | Teachers           | S/T   | Students |
| Total                               | 80,054   | 2,293              | 34.91 | 82,351   | 2,165              | 38.03 | 74,133   | 2,125              | 34.88 | 72,413   | 2,033              | 35.61 | 70,294   | 2,029              | 34.64 | 170,600  |
| Primary (Gov't & Private Schools)   | 77,566   | 2046+129<br>= 2175 | 35.66 | 80,147   | 1929+133<br>= 2062 | 38.86 | 71,986   | 1860+136<br>= 1996 | 36.06 | 70,214   | 1769+133<br>= 1902 | 36.91 | 68,103   | 1742+162<br>= 1904 | 35.76 | 112,900  |
| Secondary (Gov't & Private Schools) | 2,488    | 66+52<br>= 118     | 21.08 | 2,204    | 58+45<br>= 103     | 21.39 | 2,147    | 81+48<br>= 129     | 16.64 | 2,289    | 80+51<br>= 131     | 17.47 | 2,191    | 62+63<br>= 125     | 17.52 | 57,700   |

North Dakota: primary enrollment 2 times larger than secondary (1966)  
 Sakon Nakhon: primary enrollment 31 times larger than secondary (1968); 36 times larger (1967)

Over 5 yr. period  
 1. Elementary enrollment up 14%  
 2. Secondary enrollment up 13%

Over 4-yr. (64-67) period:  
 1. Elementary enrollment up 18%  
 2. Secondary enrollment up 6%

NSO:Amnat-D/SA  
 August, 1969

