

THE AGENCY FOR INTERNATIONAL DEVELOPMENT

EDUCATION PROGRAMS IN EAST ASIA

EAST ASIA TECHNICAL ADVISORY SERVICES

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EDUCATION IN EAST ASIA

Throughout the lesser developed parts of the world emphasis on educational growth remains an essential, contributing force for economic advancement. Indicators of the linkage between education and economic development underline the relationship and point out the need for continued efforts. In the most literate countries of the world the average annual income of the working man ranges up to 15 times that of his counterpart in the least literate countries. Ninety percent of the world's education expenditures are within developed nations--those with the highest literacy rates yet only one-third of the world's population. Unless the 10 per cent remaining for two-thirds of the world's population can be increased to provide greater educational opportunities, the average man in the less developed countries will still face a life of poverty and illiteracy.

In non-communist East Asia, Japan has led the countries of the region in the push for industrialization and at the same time in education of her citizens. Japan's literacy rate is 98%; in the rest of the region the literacy rate is 57%. Students in East Asia comprise only 15% of the population; in the U.S. 23%. The GNP of the United States with a smaller population than that of the lesser developed countries of East Asia combined, was \$628 billion and the GNP of Japan was \$69 billion while that of developing East Asian countries was \$30 billion in 1965. Education is not the only factor contributing to the lag in economic development in East Asia but the quality and quantity of educational opportunities offered reflects a country's potential in overcoming the gap between the more advanced and the less developed countries.

In countries where the push in education began several decades ago, or even as recently as in the last twenty years, the pay off in economic growth is being realized today. The current educational situation in East Asia has a direct bearing on the future economic growth of the area. In addition to technical skills and know-how, development requires increased sophistication and receptivity of new ideas among the citizens of a country.

Except in Japan much of the present schooling available in East Asia is of low calibre. Standards for teachers, physical facilities and instructional materials all need improvement. Of those children who enter the educational systems in East Asia not more than 40% will reach the fifth grade; many of these will enter first grade several times. Among other factors, lack of space in upper grades and economic conditions contribute to such a high dropout rate. For all of these countries total primary school enrollments reach just under 33 million pupils. Secondary level enrollment is about 5 million.

The Agency for International Development through its Far East Bureau maintains education programs in four countries of the region (Korea, Laos, Thailand and the Philippines) whose combined population is 95 million or about one-third the 275 million living in developing East Asian countries. A separate A.I.D. bureau for Vietnam assists education in that country. Primary school enrollment in these AID assisted countries including Vietnam is less than half the total enrollment in primary schools throughout the developing countries of the region. The ratio of primary school teachers in AID assisted countries to the number in these other countries is even less.

AID's educational programs in East Asia are limited in scope and impact to only a portion of the region's educational systems and their needs. Specific projects are designed to meet the requirements of each national situation and are undertaken in cooperation with the governments of these countries. In addition to country programs in East Asia, AID maintains a regional program assisting the Southeast Asian Ministers of Education Council institute centers of excellence in higher education. The result will be greater opportunities for advanced studies available to a number of qualified Asian students.

Certainly education has moved forward throughout East Asia. Enrollments are increasing yearly, improvements in teacher training are being made and emphasis is being placed upon educational planning for the future. There is, however, a real need for greater efforts in educational development to keep enrollments up with population growth and to provide opportunities where few exist.

EDUCATION IN KOREA

Background

Interest in education in the Republic of Korea is amazingly high. In fact Korea appears to be leading in the bold new efforts of nations to educate human resources. For centuries education has held a position of special respect in Korea and scholars have been recognized and honored in Korean society. The major foreign influences on Korean education are Chinese, Japanese and American. The Chinese influences extend over many centuries and are particularly evident in the language arts and the examination system.

From 1910 to 1945 the Japanese controlled Korean education. Few Koreans were permitted to go beyond the elementary school. Japanese was the official language and instruction in Korean was forbidden. Most of the select few who were allowed to attend high school and college were educated in law and literature. Work in science and engineering was not encouraged.

At the time of liberation in 1945 Korea was faced with the enormous and complicated task of reorganizing and expanding the educational system. The Korean language was reintroduced; the American school organization pattern was introduced -- six years elementary school, three years junior high or middle school, three years high school and four years college and university; an inservice program was established for the retraining of administrators, supervisors and teachers; new textbooks were written and printed; the education system was purged of Japanese nationals and there were mass promotions of Korean teachers, oftentimes poorly qualified, to the administrative and supervisory positions in the schools, colleges and universities.

Then came the communist invasion of 1950 with the destruction of the education system as a major objective. Nearly one-half of all classrooms were totally or partially destroyed; ninety percent of all equipment (including libraries and laboratories) were wiped out; and more than twenty-five percent of the teachers and college professors were killed or captured.

But the Koreans were discouraged only for a moment. They are a vigorous people and as persistent as the tides on a rugged ocean beach. They soon gained new hope as a free nation. Regardless of socio-economic status, rural and urban families alike insist upon the education of their children.

The Problems Growing Out of Progress in Education

Korea's educational system has grown by leaps and bounds during the past fifteen years. (see Appendix A for "The Dimensions of Korean Education at a Glance") A giant educational program is underway, accommodating in one way or another, approximately seven million people. During the past decade Koreans have been thankful for educational opportunities. Students have attended to their lessons in a dutiful fashion and parents have paid ever increasing educational costs with very slight grumbling. Very few have raised questions about the nature and purposes of education. There has been a frantic rush on the part of the millions of students to finish school with very little attention to what comes after graduation.

Elementary education is free and compulsory. Over ninety percent of the primary school-age children are in school. The retention rate is over 80% - one of the highest in Asia. However, there is a shortage of qualified teachers and the classroom shortage in the cities is critical, forcing enrollments of 70, 80 or 90 per room and in the larger cities double and triple shifts are necessary.

The demands for education at the middle school (grades 7-8-9) and high school (grades 10-11-12) are increasing steadily. Students must qualify for admission by examination and the entrance fees and tuition are paid by the parents. The drive is now underway to make middle school education free and compulsory by the mid-seventies. At the present time (1967-68) 19% of the national budget is devoted to education, with 75% of this going for the support of elementary education. For the past five years considerable emphasis has been placed on the development of vocational education with an impressive degree of success. Both the public and private sectors have been working to increase the prestige of education with a science and technology bias.

Approximately 30% of the high school graduates proceed to higher education. Of the total group of over 170,000, approximately 75% are enrolled in private colleges and universities. The Ministry of Education has established quotas in every field of specialization and thereby controls the number of students admitted to each institution. This regulatory operation is justified as an effort to coordinate the educational programs and the human resources needed in nation building.

The time is now at hand when topsy-turvy growth must be checked and searching questions must be asked and solutions sought, e.g., who should go to school, for what purposes and what should be the nature and scope of the educational programs, considering both the needs of the individual and the requirements of Korean society? What is an optimum level of financial support for education from the local, provincial and national governments? How can cooperation be fostered between the public and private sectors in education and between the government and the education community? How can the quality of education be improved at every level of the education ladder for steadily increasing numbers of students without sharply increasing the cost?

USAID (USOM/Korea) Assistance in Education

A. The Period 1954-62.

During this period assistance was massive and U.S. leadership was aggressive. History is proving that this extensive U.S. investment was a wise and precious one! This giant infusion of expertise and material has enabled the Koreans to regain strength quickly and to do for themselves. (see Appendix B)

B. The Period 1962-67.

A sharp emphasis has been placed on the development of Korean leadership. Koreans have been encouraged to take responsibility for setting goals and helping themselves. USOM assistance has been focused on policy guidance with special attention to the following high priority fields: (see Appendix B)

- a. Teacher training in technical vocational education.
- b. Science education with emphasis on problem solving in the laboratory.
- c. Aptitude testing (Talent Identification).
- d. Business Administration.
- e. Development book activity.
- f. Research activities in technical vocational education, testing, science education, curriculum planning, faculty development and student guidance.

A Key Step is Required to Insure Maximum Progress.

Education is the biggest enterprise in Korea. It permeates all phases of the national economy, including agriculture, commerce and industry and government - both civilian and military.

The establishment of a national education commission that can develop basic policies to guide long range educational planning is essential. Such an agency could tackle problems that plague every sector of education including the demanding business of improving the quality of education. Korean authorities at the highest level recognize the need for a national planning agency and it appears that action will be taken in 1968 to create such a body.

2 Attachments

App A - Education in Korea, An Overview (The Dimensions of Korean Education at a Glance)

App B - USOM Assistance to Education in Korea

The Dimensions of Korean Education at a Glance

AN OVERVIEW

- . A giant education complex for 7 million students with over 23% of the nation's population attending school.
- . Since Liberation in 1945, elementary school enrollment has increased over 4 million; the combined enrollments of the middle school and high school have increased nearly 1.4 million and enrollment in higher education, including all types of education beyond the high school, has increased over 160,000.
- . Of the population sector six to twenty-two years of age, 58% are in school. The group attending school consists of 55% male and 45% female.
- . Over five million children are attending elementary school. Each year between 1967 and 1971 it is estimated that there will be an increase of one quarter million children in primary school enrollment.
- . The middle school enrollment is approaching one million and the high school enrollment is approaching one-half million.
- . The holding power of the schools is improving and the enrollments at the elementary, middle and high school levels are increasing steadily.
- . Technical vocational education programs are growing rapidly.
- . Ninety-nine percent of the elementary school students attend public schools while 52% of the high school students and 75% of the college and university students attend private institutions.
- . Over 30% of high school graduates enter colleges and universities.
- . Over 19% of the national budget goes for the support of education. Of these national government funds, approximately 75% are used for elementary education.

The Dimensions of Korean Education at a Glance

1945 - 1967

	No. of Institutions		No. of Teachers		No. of Students		INCREASED ENROLLMENT 1967 OVER 1945 *
	<u>1945</u>	<u>1967</u>	<u>1945</u>	<u>1967</u>	<u>1945</u>	<u>1967</u>	
Primary School	2,834	5,531	19,729	89,559	1,366,024	5,393,704	4,027,680
Middle School	165	1,786	3,219	25,039	84,572	989,350	1,360,130
High School		873		16,025		455,352	
Higher Education	19	201	1,490	7,845	7,819	170,941	163,122
Total	3,018	8,391	24,438	131,468	1,458,415	7,009,347	5,550,932

* FROM THESE FIGURES ONE CAN SEE AT A GLANCE THE ENORMOUS INCREASES IN STUDENT ENROLLMENTS AT ALL LEVELS SINCE LIBERATION IN 1945.

Source: Annual Survey of Education,
MOE, 1967.

EDUCATIONAL STATISTICS

FOR KOREA 1957 - 1967

Elementary Schools (Public and Private)

	number	enrollment	teachers	teacher/pupil
1967	5,418	5,382,500	89,227	1/61
1957	4,369	3,170,981	56,705	1/56

Secondary Schools - Middle and High Schools (Public and Private).

1967	2,095	1,353,884	36,919	1/37
1957	1,673	732,000	21,557	1/34

Institutions of Higher Education (Public and Private).

1967	179	170,941	7,845	1/22
1957	79	91,153	3,257	1/28

OTHER SIGNIFICANT DATA - 1967-68

Population (Approximate) (Census of Oct. 1966) - 29,200,000

Population Growth Rate - 2.5

Percentage School Age Population Enrolled

Elementary 95.1%

Middle 42.9%

High School 27.1%

University 6.4%

National Literacy Rate (Approximate) 90 %

EDUCATION IN LAOS

Background

The educational picture in Laos is both bleak and encouraging. Although less than one-half of the school age population and only 11% of the total population is enrolled in school, significant gains have been made. In the period from 1955 to 1966 the number of elementary schools has more than doubled -- from 1040 to 2700 -- though 80% of the enrollment is in grades 1-3 and only slightly over 3% completed the 6th grade. At the same time teacher training has expanded from one institution with an enrollment of 100 students to five schools enrolling a total of 2500 trainees.

Secondary education has not fared as well. Only one of the existing 13 government secondary schools is taught in the Lao language -- the others in French. During the same period that the elementary gains were so dramatic (14 new schools in three years at the primary level) there was vitually no increase in opportunity for secondary education. Although at peak enrollment there were approximately 29,000 students, only 90 of them completed high school in 1965 and 154 in 1967. Even here, however, there is some late progress. In 1966 the RLG established six one-classroom junior high schools with an enrollment of 35 each. In 1967, with USAID assistance, a new comprehensive school (grades 7-10) was opened with a projected enrollment of 420 and two more one-classroom schools.

Vocational education has been extremely limited. However, in addition to the three technical schools in operation, the Ministry recently established a two-year crafts training program in connection

with the elementary groups, and the comprehensive high school will stress vocational, agricultural and practical arts.

Lack of textbooks and teaching materials has been one of the greatest recurring problems. As late as 1964 no Lao students in grades 1-6 had a set of Lao-language textbooks and there was no facility for the creation of materials. However, by the end of 1969, with the assistance of USAID, the RLG will have distributed 2,500,000 books representing 67 titles. Improvements have been made in both the Materials Production Center and the Reference Library. Again, however, secondary education has not as yet materially benefited from such effort. Present plans call for beginning on this problem in connection with the comprehensive high school project and in vocational education and crafts.

There are in Laos no institutions of higher learning, except the junior colleges with a total of 23 students in teacher training as of 1967-68. Plans for the creation of a university must await the further development of secondary education and the upgrading of teacher education at all levels.

USAID Assistance

Much of the progress shown has been made possible by the assistance provided the RLG by USAID. Projected plans call for substantial support in the categories described below.

Community Education (including Vocational Education)

During the years 1967-68-69 continued efforts will be made to:
(1) strengthen both national and provincial supervision and administration, (2) upgrade the quality of teaching, (3) improve and revitalize curriculae, (4) construct classrooms and other education facilities, and (5) formulate and establish vocational education and crafts training programs for post-elementary students.

Plans call for: construction of five six-grade elementary schools and three vocational agriculture schools; in-service training for both teachers and administrators through in-country, third country and U.S. training programs varying from four to 52 weeks; and technical advice provided by two Teacher Training Advisors, six Community Education Advisors, one Vocational Education Advisor and four Secondary Education Advisors (Hawaii Contract Team).

Emphasis will be given to increasing the number of sixth grade graduates in order to increase the source of supply for secondary schools generally, including the teacher training institutions.

Teacher Training

The present supply of teachers includes approximately 24% who do not meet minimum standards. It is anticipated that the annual needs will increase by over 600 teachers per year, yet the current graduating classes total only 430. It is probable that 5% of this total will not teach.

USAID has scheduled construction of enough teacher training classrooms and auxiliary facilities to accommodate 3200 students by 1969. In addition, technical assistance will be provided and participant training will be utilized to provide personnel to improve curriculae and administration. Actual classroom instruction will be given by 40 IVS teachers to support the inadequate staffs of the normal schools. Lao teachers will be trained in craft education, beginning in 1967 with 15 trainees.

Secondary Education

The concept of the comprehensive high school is new to the Laos French-oriented system. However, in October of 1967 such a school was opened in Vientiane with an initial enrollment of 100 students. The University of Hawaii was contracted to provide over-all administrative guidance, to develop an appropriate curriculum and to write and produce instructional materials. The original contract team of four members will be increased to six. Future expansion of facilities and construction at other sites are planned pending favorable evaluation of the success of the beginning program and improved capabilities of the Lao Government to support such expansion.

Educational Materials Production

The over-all objective of this phase of the USAID program is to provide textbooks and supplementary materials in the Lao language. The production and distribution of 2,500,000 elementary textbook is

nearly completed. The Materials Production Center is fairly well staffed and equipped. The current program provides for further research on goals and learning experiences for the elementary level to improve the curriculum. Production is beginning of textbooks in secondary education and for teacher training. Artists and writers will receive third country training to provide local talent for present and future productions. American technical advice will continue to be an important part of the program.

Current Educational Statistics for Laos

<u>Year</u>	<u>Number</u>	<u>Enrollment</u>	<u>Teachers</u>	<u>Teacher/Pupils</u>
Elementary Schools (Public and Private)				
1967	2,858	179,684	5,326	1/34
1960	1,682	97,901	3,166	1/33
Secondary Schools (Public and Private)				
1967	26	5,841	237	1/25
1963	6	3,226	143	1/24
Population				2,700,000
Population Growth Rate				2.4%
Percentage School Age Population Enrolled (est)				50%
Percentage Pupils Grades 1-3				80.3%
Approximate No. High School Graduates Per Year				150

Annual Government Expenditures Per Pupil	\$32
In Elementary Education, Per Pupil	\$10
Public Education Expenditure as Percent	
Total Government Expenditure (1964)	21.5%
National Literacy Rate (UNESCO Criteria -	
Fourth Grade)	12%
AID Accomplishments in Laos (Up to June 30, 1967)	
Village Schools Built or Repaired	660
Teacher Training Schools Assisted	
(includes buildings, sanitary facilities, etc.)	5
Educational Supporting Structures Assisted	
(includes warehouses, offices)	14
School Textbooks Distributed	2,100,000
School Blackboards	2500
Participant Training in Education	
Within Laos (in-service)	3143
Abroad	675
School Self-Help Projects Assisted	
(includes commodities, technical advice)	538

EDUCATION IN THE PHILIPPINES

Background

The educational situation in the Philippines is similar to that of other developing nations within the region. Much has been accomplished since World War II in building the facilities needed to handle a rapidly rising school-age population and provide manpower training. The percentage of national government expenditures in education--some 27% of the budget--ranks the Philippines among the highest in the world and attests national dedication to improving education. Yet, the dollar value of this--\$24.19 per elementary child--emphasizes the limitations of resources available and the need for greater efforts. Lack of financial resources has meant unequal government support of all types of schools, a cutback in the number of required elementary school years from seven to six. While accomplishments have been many, the need for improvement is still great.

On the elementary level, enrollment is high, comprising 96% of the school-age population through age 12. The dropout rate by Grade VI, though totals 46% of Grade I pupils (a significant improvement). The inadequate holding power of the school system is due in part to economic reasons and the inability of the system to accommodate greater numbers. A classroom shortage on the elementary level totaling some 67,000 units exists with the Philippine Special Fund for Education promising to satisfy at most only 23% the total requirement. Furthermore, estimates show that 53% of the existing facilities are rental or sub-standard. Enrollments will continue to rise with a 70% increase expected by 1975 over the 1963-64 total while the backlog of classrooms needed to accommodate elementary students piles up, adding to the total problem.

Enrollment on the secondary level is strictly limited in comparison. Less than 30% of the school age population, 13-16 years, is enrolled (1964-65). High schools are considered to be the weakest link in the Philippine public education system. The national government provides no funds for academic high schools, except in a few minor cases, and limits its support to vocational high schools holding about 8% of enrolled students at this level. Thus the bulk of enrollments on this level are in private schools. Varying standards among private schools, language shifts in the school system, lack of qualified teachers and inadequate supplies of educational materials all contribute to the Filipino's inadequate academic preparation for advanced study.

The number of vocational schools has doubled since 1959 to a total of 203 institutions. Most of this increase has been in the high school category which totals 81,854 students as compared to the enrollment of 9,375 students in the past secondary category. Many of these schools have been reclassified as vocational institutions by political action and are at best pre-vocational, carrying vocational subjects in addition to the general high school curriculum. Reclassification transfers the financial burden from provincial levels to the national government hence the political origin of these vocational schools. U.S. guidance to vocational training schools has emphasized service trades with additional efforts now being made in production trade skills. Although there are several good technical schools, vocational needs of Philippine industry are not being fully met.

A myriad of institutions characterizes the higher educational level in the Philippines. The national passion for education as a status symbol has encouraged growth of private, profit-making colleges offering prestige courses rather than fully competent educational institutions capable of providing substantial educational opportunities for students of the several hundred institutions of higher education in the Philippines enrolling 86% of the students. Less than a dozen maintain standards generally accepted as high. The University of the Philippines is the largest and most important state-supported institution, receiving about two-thirds of the government expenditure on this level.

US AID Assistance

Assistance to the Philippines is limited with several programs now in the phase-out stages. Past improvement in the educational picture of the Philippines has been facilitated by AID assistance in several disciplines, among them agriculture and medicine. Current programs are described below.

Medical Education Improvement

Initiated in 1962, this project has already been funded and physical work on it will be completed in FY 1969. The overall objective of the project is to improve the caliber of Philippine medical school graduates. AID has contributed to this goal by providing technical advice, training opportunities and a textbook rental library program for medical students (in two Cebu schools).

Textbook Production

Another current program now in its final stages, the textbook program, is designed to stimulate the expansion of the Philippine publishing industry while assisting educational development. The US is providing technical services and paper and paper products. By the end of the project June 30, 1967 nearly 26,500,000 textbooks will have been distributed to elementary and secondary school children. This represents approximately 75% of the total need in Philippine public schools.

Barrio Book Foundation

The Barrio Book Foundation, a non-profit, philanthropic organization, receives limited AID support in the form of personnel services, transportation and warehouse space. The Foundation gathers and provides textbooks and educational materials at cost or less to newly created self-help Barrio High Schools.

Educational Studies

US AID is studying means of upgrading English teaching in public schools in the Philippines. Another research project will explore the feasibility of developing and publishing a package of library materials for high school use.

CURRENT EDUCATIONAL STATISTICS FOR THE PHILIPPINES (1965)

TEACHER/PUPIL RATIOS

	<u>NUMBER</u>	<u>ENROLLMENT</u>	<u>TEACHER</u>	<u>TEACHER/PUPIL</u>
Public Elementary	33,545	5,327,704	160,864	1/34
Private Elementary	<u>49</u>	<u>247,576</u>	<u>7,937</u>	1/31
TOTAL ELEMENTARY	33,594	5,575,280	168,801	1/31
Public Secondary	465	380,947	17,838	3/21
Private Secondary	<u>1,541</u>	<u>643,061</u>	<u>49,529</u>	1/31
TOTAL SECONDARY	2,006	1,024,008	67,367	2/15
TOTAL HIGHER EDUCATION	463	432,932	22,771	1/19
- - - - -				
TOTAL - Elementary & Secondary (Public)	5,708,651		
TOTAL - Elementary & Secondary (Private)	890,637		
TOTAL - Higher Education	<u>432,932</u>		
		GRAND TOTAL	<u>7,032,220</u>

AID Accomplishments in the Philippines to (June 30, 1966).

Textbook Distribution (by June 30, 1968)	26,431,262
Classrooms Constructed	358
Students Benefiting From Assisted Teacher Training Courses	36,100
Teachers Provided In Service Training	1,843

Statistics available in all categories only through 1965.

Statistical Sources

BPS publications

Report of Dr. Chester Swanson (Dec. 67)

Philippine Census

EDUCATION IN THAILAND

Background

In the past decade, Thailand has made great strides in over-all development. This country's "literacy rate" of 70 per cent is high for an Asian country, and secondary school enrollment has more than doubled. However, over-all statistics are very misleading. A great portion of the progress has been made in the cities while the vast, remote rural areas have benefited very little from the national growth.

The majority of Thais have had only a fourth grade education. Nationwide only 23 per cent go beyond the fourth grade and in the rural areas of the Northeast, where even a smaller percentage of children attend school, only one out of seven will go beyond grade four.

Parental dissatisfaction with the educational system in the Northeast is strong. Most of the village schools consist of nothing more than four posts and a roof with logs for benches. Blackboards, books and other teaching aids have been almost non-existent. Most of the available teachers are poorly trained and because of the remoteness of their villages have not had an opportunity for up-grading.

The Thai secondary education system follows two tracks: (a) vocational, with separate schools for boys and girls located in the same town, and (b) an academic track, also with separate facilities for boys and girls. In general, it is felt that the academic portion of the vocational program is below the desirable standards and the graduates of academic schools who do not go on to higher education are not prepared for the world of work. Facilities are unavailable in many of the rural areas even for the few students who do finish their elementary schooling.

The degree of selectivity for admission to each higher level of schooling reaches a very fine point at the university level. The total enrollment in the nine degree-granting Thai institutions was 33,682 in 1966-67. Of this total only 797 were at the Master's Degree level and one was studying for a Ph.D.

USOM PROGRAMS

Rural Education

Major emphasis has been, and will continue to be placed on increasing educational opportunities in the security sensitive changwads of the rural northeast. The USOM Rural Education project has been initiated to assist and encourage the Thai Government to up-grade instruction and facilities for the education which is so vital to the social and economic development in this area.

In an effort to do this, the project has been divided into three distinct, but related, activities:

(a) Textbooks and Teaching Materials Program:

The purpose of this project is two-fold--to supply an initial 2,500,000 textbooks and to encourage the Thai Government to budget adequately for continued provision of books and supplies.

A radio education program will provide students with modern instruction and contribute to the up-grading of teaching by providing programs on methods, discipline and subject matter.

Plans also call for the use of programmed materials in reading, arithmetic, science and health. These would be used where the shortage of trained teachers is most acute. Investigation is

being made into the possibilities of TV for instruction and in-service teacher training.

(b) Changwad Educational Development Program:

In security-sensitive changwads this activity is designed to initiate and carry out an over-all educational assessment and improvement program. Much of the educational program in Thailand is irrelevant to needs. There is little training in industrial arts, homemaking, or commerce and there is much duplication of effort as a result of poor planning.

The activity will include: (1) Provision of a resident American advisor in selected changwads to refine current assessments to major strengths and weaknesses of changwad education programs to develop procedures for improvements. These advisors will have active, continuous assistance from the Education Division in Bangkok providing liaison with the Ministry of Education. (2) Provision of commodities in the form of paper, training aids, vehicles, tools, etc. (3) Assistance with the development of an accelerated in-service teacher training program. (4) Participant training for education officers and supervisors.

(c) Mobile Adult Vocational Training Program:

This activity is designed to provide low-level vocational training at the village level to adults whose circumstances do not permit them to develop salable vocational skills in formal programs. Programs are designed to meet local needs and are moved from community to community as the needs are satisfied:

Two mobile trade training units have been operating very successfully by offering courses in sewing, tailoring, beauty culture, auto mechanics, electricity, cooking, radio and TV repair and bookkeeping. Courses, offered according to local need, are not designed for highly sophisticated theoretical training but to provide intensive, short-term courses of about 300 hours duration which will enable the student to put his new or improved skills to immediate use.

This program will be expanded according to local capabilities for financial and staff support.

Vocational Education:

The vocational education program in Laos is designed to assist in the improvement of vocational teacher training and to improve the quality of instruction to vocational students at the upper-level secondary schools.

Technical advice and commodity support are given to teacher training and school improvements in the following areas:

- Boys trade school,
- Girls trade school,
- Agriculture Education,
- Technical Institute.

Manpower and Education Development Planning:

This project represents an effort to assist the Thai Government to determine the manpower requirements of Thailand's economic development and to develop educational plans, and guidelines for their implementation, which will assure that the educational system is geared to provide the quantity and quality of manpower needed.

Michigan State University in cooperation with USOM and the Thai Government, was contracted to provide technical advisory services and participant training for the educational planning office of the Ministry of Education and for the National Education Council. Specifically, the contract calls for the following:

- (a) definition of the roles of EPO and NEC and their relationships to other organizations;
- (b) design and conduct of initial research projects;
- (c) development and conduct of a comprehensive study of secondary education;
- (d) development of a long term educational plan;
- (e) establishment of higher education standards and coordination of these policies with those of MOE;
- (f) strengthening of educational planning and procedures within and among the universities.

IBRD Vocational Education Project:

In a major project to improve and expand vocational education throughout Thailand the Thai Government has borrowed six million dollars from the world bank, has pledged 16 million dollars of local funds, and signed an agreement for technical advisory services with USOM.

The five year project is a part of the national human resources development program and is designed to provide for all vocational school facilities required for development needs within the Kingdom. Primary support will be given to fourteen trade and industry schools, nine agriculture schools and two teacher training institution.

USOM has signed a contract with California Polytechnic College to provide advisory services to Baugoin Agriculture Teacher Training College and a contract with Oklahoma State College for advisory services to the Thewes Trade and Industry Teacher Training College.

Regional Activities:

In addition to the financial and technical support given directly to the Thai Government, USOM maintains continuous liaison with education officials concerned with SEAMES, both Thai and Americans.

EDUCATIONAL STATISTICS FOR THAILAND

1966 and 1955

Elementary Schools (1 thru 7)

	<u>Number</u>	<u>Enrollment</u>	<u>Teachers</u>	<u>Teacher/Pupil</u>
1966	26,209	4,806,255	117,604	1/41
1955	20,028	3,162,517	79,378	1/40

Secondary Schools (8 thru 12)

1966	1,509	334,927	12,829	1/26
1955	293	100,091	4,427	1/23

Institutions of Higher Education

1966	10	33,993	2,713 (full-time) 1,264 (part-time) 3,134 (full-time equiv.)	1/11
1955	8	24,975	620 (full-time) 625 (part-time) 928 (full-time equiv.)	1/30

Population 1966. -- 31,752,000

Population Growth Rate -- 3.3%

Percentage School Age Population Enrolled --

Gr. 1-4	111%*
Gr. 5-7	20%
Gr. 8-12	12%
Post Secondary	1.9%

Annual Government Expenditures Per Pupil - 1966

		<u>TOTAL 1966</u>
Elementary	฿ 349	฿ 1,349,500,000
Secondary	1,333	285,000,000
Vocational	2,827	155,100,000
Teacher Training	3,826	98,800,000
University	12,330	366,100,000
"Other"		173,300,000
		<u>฿2,427,800,000</u>

*Figures of more than 100% result from the fact that the first four grades have a high failure rate and repeat rate.

Public Education Expenditure as Percent of Total Government Expenditure

1966	-	17.1%
1963	-	17.6%
1955	-	17.6%

National Literacy Rate (Fourth Grade)	--	1966	-	70%
		1955	-	70%

AID Accomplishments in Thailand (to June 30, 1966)

School Textbooks Distributed -- 1,484,000

Pupils Enrolled in Assisted Educational Institutions in 1966 -- 2,645,100