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Part 1

EVALUATION & PLANNING

FOR

SECONDARY EDUCATION

IN

SOUTH VIETNAM

by

Ralph D. Purdy
Educational Consultant

Part I

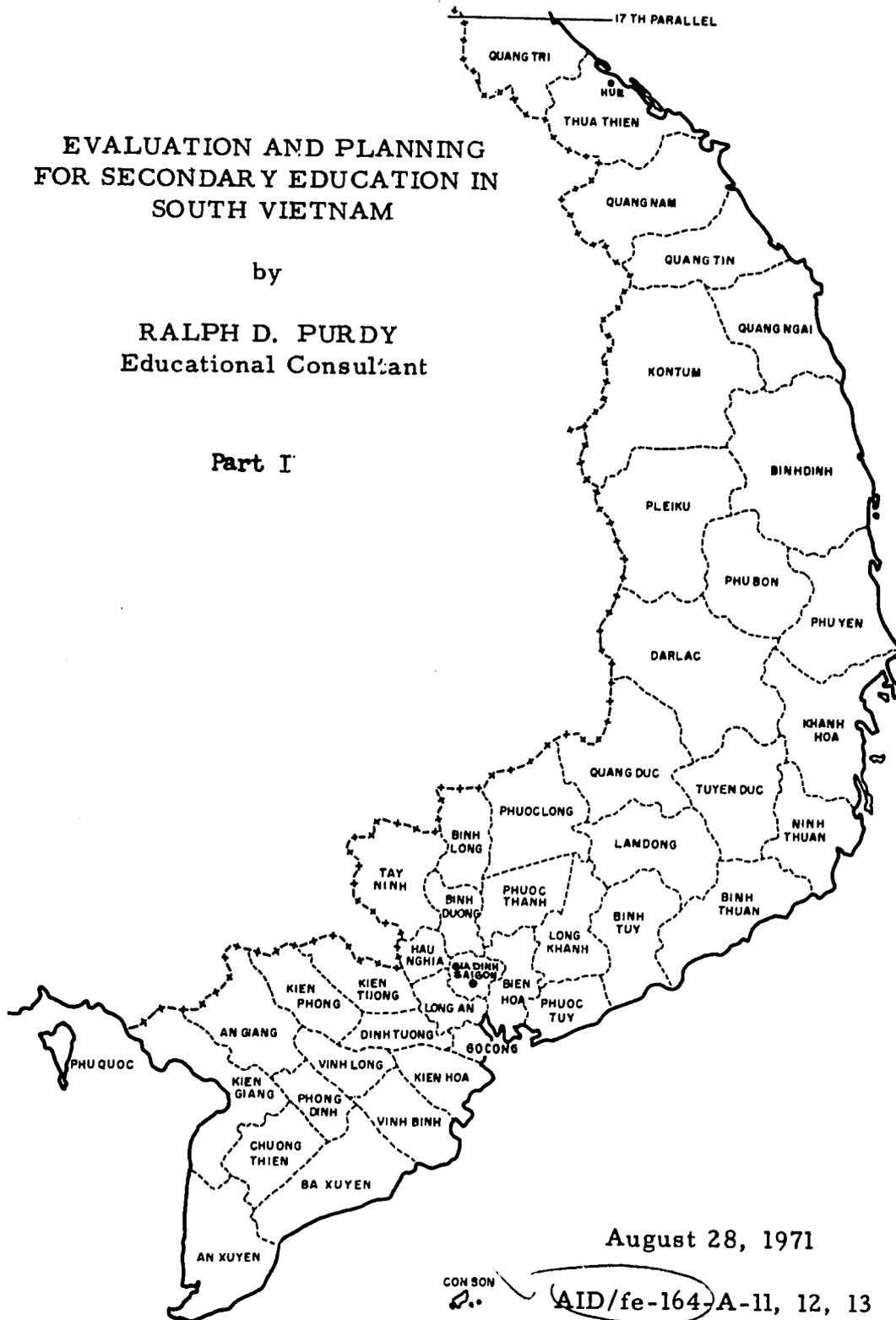
August 28, 1971

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and

Ohio University, Athens, Ohio
USAID/Education Division, Saigon
APO San Francisco 96243

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LETTER OF TRANSMITTAL

It is with a great deal of pleasure that I submit the enclosed report, "Evaluation and Planning for Secondary Education in South Vietnam." The study represents six months of intensive effort in securing, analyzing, and reporting the judgments and points of view of 82 Vietnamese and 28 Americans who have been leaders for educational progress and development in South Vietnam.

One of the cherished benefits to the Evaluation Consultant was the opportunity to meet and confer with many of the major educational decision-makers of South Vietnam. They were exceedingly understanding and cooperative. If the study has merit, it will be the contributions of these leaders who have made it possible.

Appreciation and gratitude is expressed for the cooperation and helpfulness of great numbers of people in the preparation and development of the report. This includes the 110 people who gave of their time and thoughts for the interview, and to the Ohio University Office Staff in proofreading and preparing the study for publication. The encouragement and support of Dr. Clark was especially helpful, as was that of Dr. Carbin and Dr. Reed. The understanding, the rapport, and the professional contributions of Dr. Inman, Chief of Party for the Ohio Team, were of the highest order.

The report is herewith submitted to Ohio University, and, through Ohio University, to USAID/Saigon and Washington, to the Ministry of Education, Faculties of Pedagogy in the Universities of Saigon, Hue, and Can Tho, demonstration and pilot school staff members, and to the administrators of secondary schools in South Vietnam. The study will have value to the extent that it stimulates and contributes to continued educational planning and development for comprehensive secondary education and teacher training in this growing and rapidly developing country.

August 28, 1971

Ralph D. Purdy
Evaluation Consultant

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CHAPTER I

ORIENTATION

Ten years of cooperative assistance in secondary education will have been rendered by the United States to the people of Vietnam with the termination of project development June 30, 1972. During this period of time, intensive and extensive efforts were devoted to the construction of the Thu Duc Demonstration School attached to the Faculty of Pedagogy, the University of Saigon, and for the development of programs for the beginning of comprehensive education in Vietnam. Similar technical assistance was provided to the Faculties of Pedagogy at Hue and at Can Tho with the creation of universities in these areas, and for the implementation of comprehensive education programs in selected pilot secondary schools in the four regions of Vietnam.

Increased emphasis has been placed on project evaluation by USAID/Washington during the past few years. It has been considered advisable to make an assessment of progress made, to identify ways in which the process and the product could have been strengthened, and to seek project improvement in the future, based upon the insights, understandings, and lessons learned from the evaluation study. Accordingly, USAID/Education Division/Saigon initiated plans early in 1970 for the conducting of an evaluation of the secondary education effort in Vietnam, with the approval of the Ministry of Education and the officials of the University responsible for project development on a contract basis. Implementation of the evaluation study was delegated to the Contract Team of the University. The findings and recommendations of the evaluation are recorded in subsequent chapters of this report.

Background Information

The United States in Vietnam:

The people of South Vietnam voted to become a Republic with the referendum in October, 1955. The support and assistance of the United States had been sought both prior to and following the establishment of the Republic. The U.S. Department of State determined that some form of cooperation was in the best interests of the United States, and provisions were made for technical assistance to be provided in many

areas, including education. Any and all governmental assistance since that time has been and continues to be at the discretion of the Department of State and the Congress of the United States.

It may be accepted that all technical assistance in the field of education to the Republic of Vietnam since 1955 has been in the best interests of both Vietnam and of the United States. Furthermore, it is assumed that continuing assistance is to be requested by the host country, and that it will continue to be the policy of the United States to grant some kind of aid. It is upon this assumption that this report is based, and upon which the recommendations are proposed for further study, consideration, and potential implementation.

USAID in Vietnam, Education Sector:

The United States Agency for International Development, and its predecessor, the International Cooperation Administration, have been rendering assistance in the educational sector for many years. The nature and purpose of this assistance may be gleaned from the following excerpts taken from the USAID FY 1969-70 Education Sector Plan.

SIGNIFICANCE OF SECTOR TO UNITED STATES OBJECTIVES

The Education Sector contributes to both short and long-range USAID objectives through the development of an organized system of educational institutions... The program relates to principle objectives of the United States as follows:

- A. **Maintain a Viable Economy.** It is axiomatic that as the educational level of a nation rises, so does its economic level.
- B. **Pacification.** The Education Sector contributes directly to pacification through its Elementary and Adult Education programs.
- C. **Nation Building.** The Education Sector contributes to the objectives of Nation Building by helping to plan and put into operation a strong, viable school system which can stand on its own. This includes elementary and community schools; comprehensive high schools; technical and agricultural schools, and universities.

It is within the above setting that technical assistance in secondary education has been provided during the past nine years. Efforts in this area have constituted a significant part of the total United States educational assistance program in Vietnam.

USICA, USAID, and the Ministry of Education:

As early as 1959, the Ministry of Education entered into an agreement with the U. S. International Cooperation Administration. The objective was to develop comprehensive secondary education and to initiate a program of teacher preparation for instruction in the areas of the practical arts selected for development. USICA was authorized to enter into a contract with an American University to provide the technical assistance and services, the objectives of which were detailed in the contractual agreements between USICA, and subsequently USAID, and the University selected for project responsibility. Therefore, the entrance of an American University in Vietnam was in keeping with the wishes of the Ministry of Education, and the services rendered were in fulfillment of the agreement made by the Ministry and USICA in 1959.

USAID and Ohio University

The International Cooperation Administration proceeded to select a university to fulfill the commitment made in 1959 with the Ministry of Education. On August 26, 1960, an exploratory contract was negotiated with Ohio University, Athens, Ohio, with the following general objectives:

Contractor will conduct a preliminary survey for the purpose of developing a specific program of assistance to be rendered in the establishment and operation of secondary school teacher training programs at the Faculty of Pedagogy, University of Saigon, and the Secondary School attached thereto.

The preliminary survey was made, and a long-term contract for said technical advice and assistance was approved on July 20, 1962. Contract extensions covering a ten-year period of service to Vietnam through USAID will terminate June 30, 1972.

Objectives - Ohio University Contract Team

The objectives and working agreements were spelled out in detail in the original contract agreement, in amendments thereto, and in subsequent contract revisions. These have been detailed in the semi-annual reports by the Chief of Party to the Assistant Director for Education, USAID (Tables X-1.1 and X-1.2). The objectives may be briefly summarized as follows:

1. Assistance to the Faculties of Pedagogy in the Universities of Saigon, Hue, and Can Tho in:
 - a. Upgrading administrative procedures and practices.
 - b. Developing and modifying curricula, course content, and instructional materials.
 - c. Developing and modifying teaching methods, practices, and techniques.
 - d. Developing and strengthening the secondary schools attached thereto.
2. Assistance in carrying forth an expanded program of education (comprehensive education) at the secondary level in twelve pilot schools located in all four Corps areas of Vietnam.
3. Assistance to the Director of Secondary Education in the Ministry of Education for the implementation of the comprehensive secondary school curriculum.
4. Assistance in the selection and development of training programs for participants directly related to the contract program.
5. Assistance to the Ministry of Education in the development of pre-service and in-service training programs for secondary school teachers in the Faculties of Pedagogy of the three universities and in the demonstration schools attached thereto.

Thirty-three regular contract technicians and six short-term consultants have served for Ohio University in Vietnam, with the tenure of regular staff members ranging from six to 93 months, and an average of 28.3 months (Table 1.1). Programs have been developed, pilot programs have been initiated, demonstration schools have been established, selected teacher training programs have been initiated, in-service training workshops have been conducted, some

TABLE 1.1

NUMBER AND LENGTH OF SERVICE
CONTRACT PERSONNEL

Area	No. staff memb.	Total	Months of Service						
			Less than 12	12-18	19-24	25-36	37 and over	Range	Average
Sec. Ed.	7	164		1	4	2		12-36	23.4
Bus. Ed.	2	123				1	1	31-92	61.5
Sci.Ed.	5	120			4	1		19-36	24.0
Home Ec.	2	117			1		1	24-93	58.5
Ch. Party	4	116			2	1	1	23-43	29.0
Tch. Ed.	5	110			4	1		19-27	22.0
Ind. Arts	5	82	1	1	3			6-24	16.4
Guidance	2	78	1				1	9-69	39.0
Admin.	1	23			1			23	23.0
Total	33	933	2	2	19	6	4	6-93	28.3
Short term	6	22	6					2- 6	3.7
Grand total	39	955	8	2	19	6	4	2-93	24.5

¹1962-71 actual; 1971-72 estimated.

Source: Records in the Office of the Chief of Party, Ohio University Contract.

buildings have been constructed, and some commodities have been provided. While it is apparent that much success has been achieved in the fulfillment of the above objectives, there were many frustrations and disturbing factors which tended to hinder, to limit, and, in some cases, to abort programs and services as conceived and planned. This study will concentrate on the general outcomes and long-range contributions as opposed to detailed and specifics strengths and limitations.

Assessment of Progress

As indicated above, it was considered to be desirable to make some assessment of the nine years of educational service to 1971. Attention was to be directed toward an identification of some of the factors contributing to both accomplishments and to limitations, and through this identification to plan more carefully and fruitfully for continuing assistance to educational decision-making in Vietnam. It was for this purpose that Ohio University contacted the writer in November, 1970, requesting his services as Director for the study. A contract was negotiated, and the in-country work began March 1, 1971, with completion date set for August 28, 1971. The more specific purposes of the assignment were subsequently stated as follows:

1. To assess in general the present status of secondary education in Vietnam, and of comprehensive secondary schools in particular.
2. To assess in general the training program for secondary school teachers.
3. To assess the role and function of United States personnel in assisting the host country to strengthen programs in secondary education, and in the training of teachers for the secondary schools.
4. To propose recommendations for further consideration by Vietnamese personnel, and by interested cooperating nations.

Basic Premises:

Some basic premises were established at the inception of the study. As such they represent the points of view of the writer, including his philosophical orientation, and, perhaps, his biases and prejudices. Therefore, the reader will wish to assess and evaluate the interpretation of findings and proposed recommendations contained in this report with an appreciation for the following beliefs and/or value statements:

1. The educational system for Vietnam must be planned, designed, and implemented by Vietnamese for the Vietnamese.
2. Educational planning must be based upon the existing customs, mores, traditions, and foundations which have made possible the

present status of progress and development, and upon the emerging needs of the people and of the government for the foreseeable future.

3. The role and function of any and all educational personnel as guests in Vietnam are to serve as advisors, consultants, interpreters, and supporters for sound educational growth and development within the cultural setting of which it is a part, and not as decision-makers.

Process:

The writer wishes to be the first to concede that he has does not possess the insights, the understandings, or the knowledge with which to make the kinds of assessments and recommendations as indicated above. He is primarily dependent upon two groups of people. The first, of course, are the Vietnamese themselves. It is they who must live with the decisions after they have been made, and by this very fact it is they who are the experts behind this study and upon which it is developed. The second are those Americans who have lived and worked in Vietnam for a period of time that tends to establish some validity for their insights and points of view into the problems, issues, and ways of effecting change in a culture quite different from that to which they have been accustomed.

Perhaps two excerpts by a noted anthropologist will give some credence to the above point of view. Dr. Edward T. Hall writes as follows:

Culture hides much more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants.

The best reason for the layman to spend time studying culture is that he can learn something useful and enlightening about himself... One of the most effective ways to learn about oneself is by taking seriously the culture of others.¹

¹Edward T. Hall, The Silent Language. Fawcett Publications, Inc., Greenwich, Conn. 1959. Fourteenth printing, 1969, pp 39, 40.

No one can be fully knowledgeable and conversant with the culture of another people until he has lived it, been a part of it, been influenced by it, and made contributions to it. And, even then, he can learn more about his own culture as he studies seriously the culture of another people. Certainly it is impossible for this writer, within the time period of this project, to become fully knowledgeable about the Vietnamese Culture. However, there exists a rich resource of experienced personnel upon whom he can rely for special assistance. Success rests in large part upon the extent that he can "see" that culture through the eyes of the Vietnamese themselves, and through the eyes of other Americans who have learned more of themselves (of the American Culture) through extended study and service in Vietnam. The primary validity underlying this study must rest upon the quality of the personnel interviewed (both Americans and Vietnamese) and upon the ability of the writer to see through their eyes the significance and the importance of services rendered to date for and to the Vietnamese people in their cultural setting.

The acceptance of the above philosophical concepts necessitates selective processes and procedures to be employed in the development of the project. Accordingly, four steps will be taken as follows:

1. Knowledgeable and responsible personnel in Vietnam will be interviewed concerning:
 - a. Education in Vietnam, yesterday and today.
 - b. Teacher education in Vietnam.
 - c. Directions for education.
2. Selected in-country United States personnel will be interviewed to assess their insights into and understanding of education in Vietnam.
3. An effort will be made to identify factors which appear to be basic to the progress and development of education in Vietnam to the present time, and at the present time.
4. Suggested directions for the future will be proposed, with such directions being based upon the information and understandings secured from items one, two, and three, above.

Completely open-ended questions will be utilized in the conducting of the interviews. While the replies to such questions

present major problems in classification and tabulation, they will represent the best thinking of the respondent to the questions at the time of the interview. Furthermore, the responses will be the ideas only of the person being interviewed, and no suggested or possible responses will be provided as would be given in the use of a more structured type of questionnaire. Freedom in response and the taping of the insights of each person interviewed was considered to be of much greater importance and significance than the subsequent problems to be resolved in categorization and tabulation.

Limitations

This project, like most such studies, has operated within certain limitations which affect and influence the outcomes. Selected limitations for this project include the following:

1. As indicated above, a short-term outside consultant must necessarily rely heavily upon the judgments, insights, and understandings of those who have been working in the program over a much longer period of time. However, in the end this may be a strength, as opposed to a limitation, since it will provide the opportunity for Vietnamese and American personnel to more critically examine each others points of view, and to analyze and to interpret purposes, programs, outcomes, and directions based upon interpretations and relevant/irrelevant observations of an outside and unbiased observer.
2. It was impossible to visit all of the pilot schools, or to talk with all of the principals of the pilot schools. However, visits were made to selected comprehensive schools and to each of the three demonstration schools affiliated with the Faculties of Pedagogy in the three Universities of Saigon, Hue, and Can Tho. In addition, personnel familiar with the programs in the remaining schools were interviewed with regard to developments in these centers.
3. Had time permitted it would have been desirable to have presented the tabulated responses of each representative group (i. e., members of the Ministry of Education, persons interviewed at the Faculty of Pedagogy and at Thu Duc, USAID personnel, Ohio University contract personnel, and others) for further reaction and potential emphasis. It has been the experience of the writer that such groups are usually surprised when they see such tabulations, that they want to make

certain modifications in these tables as they analyze them, and that the ultimate outcome may be (1) more accurate in many respects, and (2) potentially more biased as certain group leaders attempt to influence what is being reported as their best thinking. However, such an effort would have added another dimension that would have been of value to the Project Director.

4. While the number of Vietnamese interviewed is quite representative, it would have been desirable to have talked with many more who (1) have direct responsibility for some phase of educational endeavor in Vietnam, (2) are associated with advisory and/or legislative bodies in Vietnam, and (3) interested parents and leading citizens.

It is within the foregoing context of purposes, premises, procedures, and limitations that the following report has been prepared. It is herewith presented for whatever inherent value it may have to the Ministry of Education in Vietnam, to the United States Agency for International Development, to Ohio University, to each of the personnel who contributed of their time and ideas during the interviews, and to all others who may have an interest in this report. Its ultimate value will be realized to the extent that the data as presented in the following pages are studied, have meaning, and can be utilized for continued planning and development of education in Vietnam.

CHAPTER II

PERSPECTIVES IN EDUCATIONAL CHANGE

The people of the Republic of South Vietnam are participants in three simultaneous revolutions. One is in the political arena, one in the processes of socio-economic development, and one in the field of education. All three have their roots deeply embedded in the past, and each one is increasingly interrelated to the other as the beliefs and values of the citizens undergo the rigors of adaptation to a new way of life in a changing world of scientific discoveries and technological developments. To some, the transition is conceived as a danger and a threat both to them personally and to the nation, while to others it is accepted as a challenge and an opportunity for growth and development. It is within this milieu of internal/external adjustment and strife that USAID/Education and the Ohio Contract Team have endeavored to achieve objectives mutually identified with the Ministry of Education in Vietnam. Yet, the process for implementation has become one of the contributing forces in the maelstrom of inner/outer conflict for adjustment within the Vietnamese way of life, in the development of the nation, and to the rapidly changing world about them. The purpose of this chapter is to identify some of the conditioning factors which have either contributed to or limited educational change in Vietnam.¹ It is these factors which have exerted a significant and major influence on the outcomes resulting from the efforts made for the implementation of the accepted educational objectives during the past decade as reported in succeeding chapters.

A Geographical Overview

The Republic of Vietnam, like California, is long and narrow, although only about half the size. It is located on the eastern and southern portions of the Indochinese Peninsula in Southeast Asia, with

¹ The writer does not consider himself to be a student of Vietnamese culture or of their way of life. He is deeply indebted to those who are students in this field as indicated in the bibliography, to the insights attained through the interviews with leading and prominent Vietnamese, and to those Vietnamese who have given so freely of their time to read, to suggest amendments to and deletions from the original draft of this chapter.

coastlines on the South China Sea and the Gulf of Siam. Near neighbors include Laos, Cambodia, and Thailand to the west, Communist Vietnam to the north, and, beyond this, the vast territory of Red China to which the peninsula is attached.

Vietnam has an astounding geographic variety of lowlands and highlands from the many-mouthed delta area of the Mekong River to the mountain ridges running down the spine of the peninsula. This diversity contributes to separatism in governmental structure, in traditions and customs, each with its own distinctive character and its own special climate.

There are many ways of describing Vietnam, each one of which adds to an interpretative and descriptive narrative of the country. Some view the country as north, central, and southern areas. The northern part would include nearly half of the country, sometimes called the Great Plains area, from the Red River Delta southward to the mountain called the Hoanh Son. The southern area, of course, is the great rice-basket of Vietnam, the Mekong Delta, with the central area being that portion lying between the northern and southern portions of the country. Others would describe Vietnam as the mountains, with its tribal inhabitants, the plains and valley areas with hamlets and villages, and the long seacoast area which has provided access to different parts of the country for centuries as well as basic ingredients in the Vietnamese diet.

Lying between the ninth and the 17th parallels north of the equator, Vietnam experiences two seasons during the year. These are the hot and dry, and the hot and wet seasons, each approximately six months in length. The dry and the wet periods affect both the worker and the crops grown in the various highland and lowland areas of Vietnam.

A Historical Perspective

The Republic of Vietnam has emerged from 2,000 years of turbulence, violence, and disruption born from social injustices and the intense desire for self-determination. While the early history is shrouded in legend, four distinctive periods appear to characterize Vietnam as we know it today. The first was 1,000 years of Chinese domination (approximately 111 B.C. to 939 A.D.). The second might be called the Mandarin period which extended to the Mid-nineteenth Century. For centuries

the Chinese have dominated Vietnamese development, with only brief respites of independence. It was during these centuries of struggle that the people developed the capacity for adoption and for rejection. The Vietnamese absorbed the Chinese language, many characteristics of its culture, and of its technology, particularly for the growing of rice on a large scale and for the controlling of water by means of irrigation. Thus, while the Vietnamese emerged into one of the major areas of Sinic civilization, the struggle brought with it a fierce determination never to become satellites or subjects of China, and subsequently of France, Japan, or anyone else. It might be said that the Vietnamese merged the Confucious-oriented Sinic civilization into a "Sino-Viet pattern." While absorbing significant contributions of the Chinese, they brought to it the vitality, stamina, fortitude, and sacrifice of 2,000 years during which they refused to become either subjugated or to be politically and culturally absorbed.

The third phase was the French period of colonization lasting from the beginning of a Franco-Spanish conquest in 1858 and the establishment of the Indochinese Union by a French decree in 1887 to the Japanese power thrust in 1941 and 1945, the reestablishment of French control over the south following the defeat of the Japanese, and finally, complete withdrawal with the signing of the Geneva Conference in 1954. It was during the period of domination by the Japanese that the Vietnamese were not allowed to grow rice, but were directed to grow a kind of plant used in the production of gunpowder. This is reported to have resulted in the starvation of an estimated two million North Vietnamese people. The French Colonial system brought about significant changes in the Vietnamese way of life, many of which are vividly present today. The government used Frenchmen even in low administrative positions, a factor which brought a large segment of the population into close contact with the French. This resulted in the establishment of two vital aftermaths that continue to influence Vietnamese political and cultural development today. Solid Franco-Vietnamese links were established which continue at the present time, primarily among those who wish to emulate the aristocracy of French elitism. The second is the almost rabid anti-French sentiment which revolts at the concept of the French system of subservience paralleling slavery of the Vietnamese to the French elitists, and the designing to educational systems and occupational pursuits in keeping with this type of philosophical orientation. This schism exists in major proportions within both government and non-government functions throughout Vietnam today.

Under the French, the farmers and/or the villagers lost the land which they had owned. Today the remnants may be observed in the formation of the Tenant Farmers' Federation, a private import corporation to assist the landless and impoverished tenant farmer. The Vietnamese lost their opportunity for education, and great numbers were reduced in literacy and the greatly coveted opportunity to be educated. They lost their patrimony and their power. The French established two political centers, one in Saigon and one in Hanoi. Mining and industry were promoted in the north, while rice, rubber, tin, and coffee were developed in the south. The resulting factory and estate systems contributed to a further separation of the people of Vietnam, and provided the basis for the communist take-over in the North, and the Geneva Agreement in 1954 which split Vietnam into a rigid North-South division. Since that time, the Communist pattern has prevailed in the North, while a French-American-Vietnamese mixture has influenced development in the South. The net result is a deadly confrontation of Nationalism and Communism. Only time will reveal the directions which will lead to the ultimate outcome--unification as coveted by some, or continued division and separateness.

Summaries of Related Characteristics

While the history of the Vietnamese people records significant characteristics which provide insight into many facets of the ways, customs, values, and beliefs of the people, there are many related factors which have a high degree of relevancy. Selected areas will be briefly summarized without detailed interpretation or comment.

Religion:

1. The Vietnamese people have been significantly influenced by four imported philosophies and religions: Confucianism, Taoism, Buddhism, and Christianity.
2. Each of the four great philosophies and religions have interacted one upon the other and been molded into the Sinic culture, and the outcome is the Vietnamese version which provides for the people to accept the first three at the same time without conflict or prejudice. Only Catholicism has remained primarily unaltered and apart from the others, and Caodaism in the Province of Tay Ninh in South Vietnam, with an estimated two million adherents.

3. The average Vietnamese is not considered to be an especially religious man, despite the impact of four philosophies and religions, and the virtual coalition of three of them.
4. Nevertheless, Confucianism, Taoism, and Buddhism have combined to create a way of life which affects relationships with other people.
5. Portuguese Jesuit priests initiated the very important process of Romanizing the Vietnamese alphabet.
6. Most of the 900,000 refugees from North Vietnam in 1954 were Catholics.
7. Most of the religious conflict within Vietnam since 1954 has been between the Buddhists and Catholics. Bloody conflict developed with the assassination of Ngo Dinh Diem in 1963. The hostility will continue to ease with further reductions in the political tensions which contributed to the schism.

Agriculture:

1. Sixty-five percent of the people earn their living from the soil.
2. Sixty percent of the rice cultivators are tenant farmers. However, tenancy is on its way out with the land reform legislation of March, 1970.
3. In addition to rice farmers, there are some 30,000 rubber, 6,000 tea, and 3,000 coffee plantation workers. Three percent of the population is engaged in fishing.
4. Riceland tenancy statistics indicate that on an average six men, women, and children work 1.3 hectares (3.5 acres).
5. The Tenant Farmers' Federation has (1) initiated a private import corporation to bring in chemical fertilizer, thus protecting the farmer from black market dealers, and (2) provided for the distribution of small diesel-powered tractors which have proven to be most beneficial on a ten-family cooperative basis.

Industry and Unionism:

1. Most industries are still of the cottage type-- small enterprises with five to ten employees, often all family members.
2. Large industrial complexes have been built at the Bien Hoa Industrial Estates and at the Saigon Shipyard of the Vietnamese Navy.
3. Postwar industrial growth is reported to be excellent in many basic industries, especially in textiles, steel, and cement.
4. Trade unionism is becoming a potent force in South Vietnam, with strength sufficient to create a National Labor Party.
5. Less than ten percent of a work force of nearly seven million is organized in 525 unions.
6. The largest union in the nation is made up of tenant farmers.

Urbanization:

1. Hundreds of thousands have escaped Communist terrorism and declining living standards by moving from North Vietnam and from the countryside into urban centers.
2. The six cities and the larger urbanized provincial capitals now contain more than 30 percent of the nation's population of nearly 18 million.
3. Saigon, the capital of South Vietnam, has increased from 400,000 to three million.
4. Can Tho, in the delta area, increased from approximately 20,000 in 1965 to an estimated 150,000 at the present time, an increase of 650 percent.
5. Some 900,000 Hanoi residents, mostly Catholics, migrated south in 1954 with the Communist take-over. Many of these were industrial and professional workers.

Manpower:

1. Unemployment is virtually nonexistent in the booming war economy.
2. Only those who are completely unskilled have difficulty in finding work.
3. Marginal employment, particularly among ex-refugees, is evidenced by the large number of street vendors who sell everything from noodle soup and betel nuts to blankets, cameras, and elephant-hide handbags.

Education:

1. Vietnamese consider work a natural part of the educational process.
2. Education has been held in very high esteem in Vietnam. This has been due in part to the Confucian tradition and in part to the fact that it provided the route to governmental positions of privilege and status throughout the three periods of Vietnamese history.
3. Families will undergo great sacrifice to provide educational opportunities for their children, especially for the eldest son.
4. Education during the Mandarin Period was characterized by the following:
 - a. All education was in the hands of the ruling Mandarin class.
 - b. There was little state control or support.
 - c. Tutors were used in private or family schools.
 - d. Instruction was in Chinese.
 - e. The curriculum emphasized Confucian classics with some Chinese history Vietnamese history, ancient poetry, and military tactics.
 - f. The system was rigorously competitive with highly selective examinations.
 - g. Rote memorization predominated.
 - h. The aim was to produce loyal and virtuous men to staff the government bureaucracy.
5. Education during the French Colonial period was characterized by the following:
 - a. The Mandarin system was abolished.
 - b. The structure was modeled after the educational system in France.

- c. The aim was to prepare a limited number of Vietnamese youth for service in the lower ranks of the colonial administration, and as servants to the ruling class.
 - d. A two-track system was introduced. One led to higher education and one to specialized secondary education and possible vocational education.
 - e. A parallel system of private and public schools developed in the country.
 - f. Instruction was in French.
 - g. The curriculum was uniform, with rigid cycles of studies and highly selective examinations.
 - h. Higher secondary and university education were restricted to a very limited, select number of students.
 - i. The system favored the urban and wealthy classes, thus increasing a schism between the educated Vietnamese and the masses.
 - j. The primarily pedantic and verbal instructional techniques tended to produce intellectualized graduates with literary and classic backgrounds, even from the technical schools.
6. Education during the post-colonial period has been characterized by the following:
- a. Much of the French Colonial educational system in structure, function, purpose, process and goals was continued, by (1) nationalization; (2) widening educational opportunity in the rural areas; (3) increasing vocational and technical training; (4) reduction of illiteracy; and (5) development of higher education with universities being established in Saigon, Hue, Dalat, Van Hanh, and Can Tho, and the later planning and development of junior colleges throughout the country.
 - c. The curriculum stresses the classics, literature, poetry, and symbolism.
 - d. The teaching process continued to emphasize study, lecture, memorization with rigid examinations at the end of grade five, Bac I at Grade 11, and Bac II at Grade 12.
 - e. The students have a minimum of exposure to fields outside their original selected area of specialization, whether that be science, mathematics, literature, or other areas.
 - f. Instruction now emphasizes Vietnamese, with some training in French and in English.
 - g. French-educated Vietnamese tend to represent the attitudinal values of the traditional French educational system.

- h. One Vietnamese educator has been quoted as saying, "The trouble is not just that we have a French system... but we have the French system of 1890."¹
7. Aims of Vietnamese education.²
- a. Education in Vietnam should aim at inducting the immature members into their culture.
 - b. Education in Vietnam should provide for the development of democratic citizenship.
 - c. Education in Vietnam should aim at increasing the economic efficiency of youth.
 - d. Education in Vietnam should aim at the development of personality.
 - e. Education in Vietnam should aim at the development of scientific knowledge and attitudes.
8. Related educational endeavors:
- a. Each Ministry of the Government has its own specialized schools and training programs. For example, the Labor Ministry started training courses in 1966. Twenty-seven schools in Saigon and 19 provinces offer free training to anyone with a primary school education in carpentry, plumbing, electronics, offset printing, auto mechanics, air conditioner and refrigerator repair, and other skills. Classes of 400 are graduated every three months at the largest center in Gia Dinh.
 - b. Some of the larger firms have on-the-job training programs:
 - By the end of the year (1970) the naval shipyards in Saigon graduated nearly 1,500 Navy men from training courses followed by shipyard experience.
 - The biggest American contractor in Vietnam, RMK-BRJ, has trained more than 150,000 Vietnamese in heavy construction and engineering trades over the last six years. (Many have been counted more than one time with training in more than one skill).
 - The Vietnamese government is training partially disabled veterans as electricians, plumbers, heavy-equipment operators, welders, auto mechanics, machinists, and refrigeration-air conditioning repairmen.

¹ Robert Keatly, "Vietnam Universities vs. Reformers," The Wall Street Journal, September 26, 1967, p. 20.

² Dr. Duong Thieu Tong, "Aims and Objectives for Vietnamese Education: Trends and Problems." Mimeographed. 1970.

9. Private education in Vietnam is significant :
 - a. 19.2 percent of the elementary enrollment is in private schools.
 - b. 57.7 percent of secondary school enrollment is in private schools, 8.3 percent in semi-public schools.¹
 - c. Private schools employ approximately 7,000 elementary and 12,000 secondary school teachers.

10. Education in Vietnam has experienced remarkable progress since the creation of the Republic in 1954:
 - a. The number of elementary school pupils has increased from 400,865 in 1955 to 2.3 million in 1969-70, an increase of 474 percent.
 - b. 18,000 elementary classrooms were constructed from 1963 to 1970.
 - c. It is believed that 85 percent of elementary school age pupils are now enrolled in hamlet and city elementary schools.
 - d. The number of secondary school pupils has increased from 53,501 in 1955 to 632,000 in 1970, an increase of 1,081 percent.
 - e. Three secondary demonstration schools have been established in connection with the Faculties of Pedagogy at the Universities of Saigon, Hue, and Can Tho.
 - f. Twelve pilot comprehensive high schools have been designated, with two or more located in each of the four Corps areas of Vietnam.
 - g. The number of students enrolled in higher education has increased from 2,900 students in one university in 1955 to more than 46,507 in five universities in 1970, an increase of 1,503 percent.
 - h. An estimated twenty thousand elementary teachers have been trained in 90-day accelerated training programs with their preparation to be completed on an in-service basis.
 - i. An arrete signed in January 1971 established the comprehensive secondary school curriculum in the schools of Vietnam.
 - j. 8,525 full-time students were enrolled in 27 vocational-technical schools in 1970.
 - k. A redirection of education has occurred from elitism to mass education and to comprehensive education at the secondary level.
 - l. The GVN budget for education increased from VN\$ 102,542,900 in 1955 to VN\$ 11,254,099,000 in 1971, an increase of 9,900 percent.

¹ Vietnam Statistical Yearbook, 1970. Sixteenth Volume, National Institute of Statistics, Directorate General of Planning. Released in 1971.

The changing face of Vietnam

1. Before the war, generation after generation would till the same land, staying close to their ancestral burial grounds. Today's workers, especially the young people, are willing to move to areas where higher-paying jobs are available.
2. With the manpower shortage in a booming war economy, it is no longer unusual to see petite long-haired Vietnamese women unloading ships at the docks, paving streets, and operating heavy machinery at construction sites.
3. The labor laws imported from France during the second half of the nineteenth century were for the protection of French workers only. The Vietnamese labor force was exploited. However, the first labor code was adopted in 1937 (8-hour day, annual paid vacations, weekly rest days, etc.), and a Ministry of Labor was created in 1949.
4. While the Vietnamese people have a lingering distrust of organized labor inherited from the colonial period, unionism has made remarkable progress during the past decade. There are 525 unions registered with the Labor Ministry (1970).
5. Traditionally the only kind of social security was the Buddhist tradition of family members caring for one another. To this has been added a welfare fund and credit unions set up by the "Confederation Vietnamienne du Travail."
6. Some of the traditional customs, such as ancestral reverence and family cohesiveness, are tending to break down with the movement of the youth into the cities for higher wages.
7. Mechanization of agriculture, particularly in the delta area with large area cultivation of rice land, is changing the traditional family, relationships, occupational pursuits and unity in the cohesive family patterns of cottage-type industrial pursuits.
8. With the introduction of more and larger industrial firms into Vietnam, it may be anticipated that the present 65 percent of the labor force engaged in agriculture will decrease, and that the number of hectares tilled per family will increase.

9. It is expected that land tenancy will decrease rapidly, but that it probably will never be eliminated entirely.
10. It may be anticipated that the number of trade unions will increase rapidly above the present 525 within the next ten years, and that the membership will increase from the present estimate of ten percent of the working force.
11. It is probable that the ratio of urban to rural population will increase from the present 30 percent.
12. Vietnam is struggling to nationalize its educational system and to more fully meet the increasing demands of changing needs resulting from the impact of world-wide scientific discoveries and technological development.
13. Increased mechanization (motorcycles, cars, tractors, light and heavy machinery) brings with it the need to develop programs of preparation for entry into the skilled and semi-skilled trades related to this mechanization.
14. Education is a developmental process; change does not take place suddenly, but occurs step by step over a period of time. -- Statement by a Vietnamese.
15. The children who entered school in the first grade in 1954 are now in their first year of service following college training.
16. Vietnam is still in the first generation of leadership personnel following independence in 1954. These personnel, trained under the established French system, find their personal and national sense of security in that to which they have been accustomed and with which they are familiar.
17. Neighboring states (Indonesia, Philippines) acquired their independence approximately ten years prior to the time that Vietnam was freed from colonial control. Leadership is increasingly being represented by the second generation of personnel trained following colonization, many with advanced training in universities throughout the world. Vietnam should enter this period during the next decade.

18. Vietnam is experiencing, and will continue to experience, an accepted phenomenon in other cultures which is evidenced in community, business, industrial, and national development. This is indicated by the normal differences of opinion and often conflict between the older, established leadership and the younger group who are seeking to establish themselves professionally and to give new directions to operational procedures and outcomes.
19. Initial steps have been taken to move education from French elitism to mass education; from an essentially academic curriculum to a comprehensive program more adapted to the needs of all the children of Vietnam; from theory and lecture to theory, lecture, demonstration/participation with practical applications.

Three Simultaneous Revolutions

The first sentence of this chapter indicated that the people of the Republic of South Vietnam were participants in three simultaneous revolutions. These three revolutions are the outgrowth of the historical past and developmental problems as briefly reviewed above, and of the intense desire of the people to establish and to maintain a Vietnamese identity. Each one is interrelated to the other, and each one and all three are conditioners to the process of change. A brief review of the significance and impact of these three revolutionary forces which affect every walk of life in Vietnam will provide further insight into the problems underlying the process of educational change in Vietnam.

The Political Revolution:

The Geneva Conference of 1954 established the 17th parallel as the demarcation line between North and South Vietnam. The people of the North accepted the Communist orientation as a way of life and sought unification with the South on the basis of their acceptance of this ideology. The South rejected the conditions of Communism and sought to establish a government and way of life more along their interpretation of a concept of democracy and freedom. The result has been the continuation of the historical divisiveness of the country and the subsequent 17 years of continuous warfare with the end not yet sight. The conflict continues to drain the country of vital human and material resources just as the struggles for independence and preservation of a Vietnamese way of life have done for the past 2,000 years.

Socio-economic Revolution:

During the French Colonial period the Vietnamese were kept "under wraps" with regard to the educational development of its people, to the social, educational, economic, and industrial development of countries and cultures about them, and to the scientific discoveries and technological developments contributing to change throughout the world. With the removal of these "wraps" in 1954, the leadership, the government, and the people became exposed to a process of change in which they had had only very limited knowledge and/or opportunity for participation. A hunger developed on the part of many to find a respected and appropriate place among the nations of the world. But this very desire, and the resulting attempt to fulfill the felt need for adaptation and modernization, became an immediate threat to the traditional mores and customs to which the people had been accustomed, and to the way of life which had been a part of their culture for the past several centuries. Conflict resulted among the people in choosing between tradition and modernization, and between revered characteristics of their culture from the past and the changes, adaptations, and modifications necessary in adjusting to the impact of becoming a new and modern Vietnam. Internal conflicts of ideologies, values, and beliefs once again threaten to divide and separate the people who united in an effort to achieve a political stability along commonly accepted precepts and political ideologies. Again, the ultimate solution to this conflict is not readily identifiable, primarily because the issues have not been resolved and acceptable directions determined to the satisfaction of large portions of the Vietnamese people.

The Educational Revolution:

If education is both the product of and a contributor to the culture of which it is a part, then it is axiomatic that the socio-economic revolution brings with it a revolution in education. If Vietnam is to become adaptable to the world about it, then education must be adaptable to those changes which make this process possible. If Vietnam is to experience modernization in technology, in communication, in transportation, and in any and all phases of socio-economic-business, industrial and governmental development, then education must undergo adaptation to and development for this modernization. For centuries the cottage, or family, or hamlet industries have passed on the arts and skills from one generation to another. However, this process is no longer feasible or possible with the expansion and modernization of business, of industry and of the mechanization of transportation and of industry. The manpower needs

of business and industry change, the essential skills become more technical and highly developed, and new training programs become essential to supply the manpower needs of a growing and developing nation moving toward its rightful place among its neighbors throughout the world.

Within three years of its creation the Ministry of Education entered into an agreement with the United States International Cooperation Administration to assist in the development of programs for the training of teachers at the secondary level for the practical arts (industrial arts, home economics, and business education), for the introduction of science education and guidance programs, and for the strengthening of the teaching process through improved instructional methodology. The direction was established for a transition from the French secondary elitism for the few to comprehensive programs for the masses. These proposed transitions in educational direction and motivation were immediately challenged by the traditionally oriented segment of society, especially those with convictions committed to the 1906-1954 French points of view.

Again, the ultimate solution to this ideological conflict is not readily identifiable. While the political leadership continues to move forward with the directions established in 1959, each such move brings with it reserved opposition and antagonism. While it is increasingly apparent that change in the educational system is inevitable, the ultimate direction of that change is less clearly defined. The ultimate outcome may well be some compromise acceptable to both points of view, thus preserving basically essential mores and customs of the culture which are important to the people of Vietnam. If this can be successfully accomplished, it may make a significant contribution toward a resolution of the socio-economic revolution, and perhaps it will be a contributing factor to a settlement or workable adjustment in the political revolution.

One revolution is usually all with which any one nation, or any one culture can cope successfully at any one time and survive. A political revolution drains the human and material strength of a country and tests its moral fiber. A socio-economic revolution threatens the established cultural and traditional foundations upon which a way of life has been established and which provided a sense of safety and security to the people. An educational revolution uproots the "tried and true" educational processes experienced by the generation in authority, even though such changes are necessitated by the peoples' acceptance of technological

development now considered to be essential for an improved way of life. Each such revolution tests the physical stamina of the people and of the country, the mental capacity for endurance and adjustment under extenuating circumstances, and the strength of the convictions of individuals and of a people in striving to continue to seek and to achieve a way of life consistent with those convictions. For a country to be faced with three revolutions simultaneously, each one of which constitutes a major threat to an established way of life, is almost beyond human understanding and endurance. Certainly the people of South Vietnam will have to call upon all the strength, stamina, and courage which have been their heritage through 2,000 years of turmoil to successfully resolve the conflicting issues and bring about a wholesome and constructive Vietnamization of the country.

Implications for the Process of Change.

It is a basic thesis of this study that if change is to take place, then the process for effecting that change must take place within the cultural setting of which it is a part, and within the structure for decision-making which has made possible the development of the characteristic patterns and contributions of that culture. This statement, if accepted by the reader, has significant implications related to the fulfillment of the objectives as outlined in the preceding chapter, and in relation to the identified characteristics of the Vietnamese history and culture as briefly outlined above. Selected observations, points of view, and potential implications which appear to have relevance to the writer in relation to the foregoing historical review and summarization of selected characteristics are suggested for the further study, analysis, and improvement by the reader.

1. A people must understand before they can accept change in their life patterns.
2. A people accept change when they are convinced of the ultimate value and worth of that change to them.
3. The Vietnamese culture, which is deeply rooted in the Sinic civilization, has developed its own Sino-Viet pattern, and within which choices will be made and directions given for the future welfare of the people and of the nation.

4. History records almost a perpetual divisiveness within the country (hamlet-city; mountain-plain; factory-estate; industry-agricultural; north-south). While unification of the peoples of South Vietnam is the challenge and the opportunity of the politician, it is no less the function and responsibility of the educator.
5. The French influence continues to be a potent force, both within the government and in education.
6. Before the leaders in education and the people can be expected to accept a change from the French-oriented educational system, they must be convinced that any change (comprehensive secondary education, science education, instructional methodology) has merit and value to them for the meeting of the needs of the youth and of the country, and they must see and accept their part in that change.
7. At the present time a schism in varying degrees of intensity exists relative to the traditional French education and some form of modernization (1) within the Ministry of Education; (2) within the University of Saigon; (3) between the Universities in Vietnam; and (4) among the citizenry of the country.¹
8. The maintenance of a workable balance between the two opposing points of view becomes an essential ingredient in the operational procedures of all educational leaders.
9. The maintenance of this workable balance will affect:
 - a. The timing for change.
 - b. The planning for change.
 - c. The development of understandings and the desire for change.
 - d. Decision-making for change.
 - e. Implementation of the change process.

All of this must take place within the existing patterns of the cultural setting, and with the processes which that setting provide for change to take place.

¹ Selected statements in this listing, such as this one, have been made by the writer with evidence drawn from interviews with Vietnamese and which are detailed further in a subsequent chapter. However, their relevance to the present topic provides the rationale for its inclusion at this point in the report.

10. The accepted American concept of and demand for "concrete evidence of progress" must be appropriately modified or adjusted to the accepted patterns of the culture within which it is functioning.
11. Any attempt on the part of guests from other countries to force either the adoption of a point of view or action before the normal and accepted cultural processes and patterns have been permitted to function will result in an immediate and polite withdrawal (rejection).
12. The experiences of domination and colonization of the past 2,000 years, and the prolonged struggle for independence and self determination cause the Vietnamese to be exceedingly skeptical of proffered aid and assistance by any foreign power. He does not wish to forfeit hard-won achievements to any ideas or to any government to which he does not subscribe and to which he is not personally committed.
13. Reliance on the inherent fear of foreign domination tends to become the verbalized stock-in-trade for the French elitists and traditionally oriented Vietnamese in order to maintain the status quo.
14. The massive assistance by the United States, while greatly appreciated and needed, almost automatically brings with it the fear of potential domination, whether with ideas, or material goods, or governmental ideology, or combinations thereof.
15. Both political and educational leaders have, in the past, found it necessary to forthrightly declare themselves to be free and independent of any American influence.
16. The common cry of the traditionalists, the French elitist, the status quo adherent in opposition for change, is that it is American, implying without knowledge, understanding or rationale that it is automatically of little value to Vietnam.
17. It is apparent that world-wide scientific discoveries and technological developments are forcing changes in the traditional and cultural setting if the needs of the people and the needs of the government are to be fulfilled.

18. Unless the Ministry of Education can meet these needs in a satisfactory manner, it is apparent that other Ministries will expand and strengthen their respective programs, and that business and industry will develop selected training programs on a fragmentary and specialized basis. The government needs to look at the overall and total needs of the nation, not just at selected aspects of it.
19. Ohio University Contract personnel, in order to function effectively and constructively within the historical and cultural setting of Vietnam, must be knowledgeable about and serve within the framework suggested above.
20. At this point it would be well to recall the three basic premises presented in Chapter I which underly this study and which are in conformity with the cultural setting presented above:
 - a. The educational system for Vietnam must be planned, designed, and implemented by Vietnamese for the Vietnamese.
 - b. Educational planning must be based upon the existing customs, mores, traditions and foundations which have made possible the present status of progress and development, and upon the emerging needs of the people and of the government for the foreseeable future.
 - c. The role and function of any and all educational personnel as guests in Vietnam is to serve as advisors, consultants, interpreters, and supporters for sound educational growth and development within the cultural setting of which it is a part.

Summary Statement

The Government of Vietnam, through the Ministry of Education, extended an invitation in 1959 to the United States Government, the International Cooperation Administration, to provide technical assistance and guidance in effecting change in Vietnamese education. Particular emphasis was placed on preparation programs at the secondary level for personnel to be qualified to teach in the practical arts areas (business education, industrial arts, home economics), science education, and in the field of guidance. Subsequently this was expanded to include the comprehensive educational program at the high school level, with implementation in three demonstration schools affiliated with the Faculties of Pedagogies in three Universities of Vietnam, and in twelve pilot secondary schools located in the four Corps areas of the country. These proposed directions for concentrated effort leading toward major changes in the

Vietnamese educational system brought into full focus the ambitions, the desire for internal improvement, and for external reorganization and acceptance, and the frustrations connected with a process of change as briefly outlined above. However, it was within this framework of cultural beliefs, values, and operational processes that USAID/Education and Ohio University Contract Team began implementation of the proposed assistance program in 1962, and within which an evaluation of outcomes, of successes, and of limitations must be made. Therefore, the concepts, understandings, and insights into Vietnamese culture, interpersonal relationships, and intergovernmental/institutional relationships as described in this chapter will be basic to the understanding and interpretation of the findings given in the following chapters of this report.

CHAPTER III

THE STRENGTHS IN VIETNAMESE EDUCATION

A philosopher once wrote that if we could but see the best in other people, and forget the worst that is them, the world would be a much happier and better place in which to live. But, people are human and they tend to spend entirely too much time trying to find what is wrong with other people, and too little time in looking for the good things to say about them and for which to commend them. And, so it is with education. We, the people, being human, tend to focus on the limitations in education, on what's wrong with education, and fail to see, to understand, and to appreciate the many great strengths that are inherent within it. It is the purpose of this chapter, and as an introduction to this study, to give first consideration to "what's right with Vietnamese education," to try to identify those things which all Vietnamese should speak with pride when they are talking about their educational system.

The Value Base

Where is the real strength for education to be found within a country? Is it in the material things, such as school buildings, classrooms, textbooks, or instructional materials? Is it in the legal framework of a country concerning education, such as the requirement that all children must attend school to a certain age or through a certain grade level? Is it in the students who attend these schools, or in the teachers who instruct the children, or in the parents and citizens of the country, or possibly in all of these things? Whatever this real strength may be, and wherever it may exist, it is most certainly an expression of the culture which created and which maintains it. It represents the beliefs and values of the people about those things which they consider to be important in life, and which they want to provide for their sons and daughters in order that they may attain to a better and more worthwhile way of life. If the beliefs and values which a people hold to be important provide the basis for the expression of their culture, and if these beliefs and values give direction to structure (government) and to programs (education), then the identification of these beliefs and values becomes important as a basis for understanding the meaning of education in the lives of these

people. It is also important as a basis for understanding and appreciating that which has gone before, the present status of the educational system, and the potential direction for the future. Therefore, the identification of these beliefs and values is basic to an evaluation of progress made in education in the past, and as a basis for the development of policy for implementation in the future.

This project was initiated with the acceptance of the above philosophical point of view. This acceptance gave direction to the processes utilized in the identification of the beliefs and values held by the Vietnamese people about their own education, and as interpreted by some Americans who have been privileged to work with the Vietnamese for the strengthening and development of the educational system in this country. Expressions and interpretations of these beliefs and values were given by 77 Vietnamese and 27 Americans, mostly through personal interviews by the writer. Responses were received by letter from six Americans who had worked in Vietnam, but who are now living in various parts of the world. Most of this information was gathered during the months of March, April, and May, 1971.

Personnel Interviewed

Who were these 77 Vietnamese and 27 Americans whose comments helped to identify the beliefs and values held by the people and which underly the educational foundations of the culture in Vietnamese society? This representative group was composed of nine members of the Ministry of Education, including the Minister of Education (interviewed on April 28, 1971) and Deputy Prime Minister. Seventeen were members of the faculties of the Universities of Saigon, Hue, and Can Tho, including the Rectors of these universities and the Deans of the Faculties of Pedagogy. Forty-six teachers and administrators interviewed were affiliated with the Demonstration Schools connected with the Faculties of Pedagogy in the three universities, and from five of the pilot schools designated for the development of the comprehensive educational program at the secondary level. Among this group were 33 teachers and administrators at the Thu Duc Demonstration School which has been considered to be the foremost secondary educational center in Vietnam, and in which major effort has been devoted by USAID and Ohio University for the development of a pilot school center. The other five Vietnamese were: one member of the Council on Culture and Education, a former assistant to President

Nguyen Van Thieu, a Provincial Director of Education, and two recently returned participant trainees.

The 27 Americans were present and former personnel who had served in Vietnam. Thirteen of this group were staff members on the Ohio University Project, and 14 were affiliated with the Education Division of the United States Agency for International Development.

Strengths of Vietnamese Education

Every interview began with a positive look at education with the posing of the following question:

In your opinion, what are the two or three strongest factors, or best things about education in Vietnam? When you talk about Vietnamese education, what do you talk about with greatest pride, or with greatest appreciation?

The 77 Vietnamese gave 167 constructive suggestions in response to this question, or an average of 2.18 ideas per person. The 27 Americans gave 124 statements of strengths, or 4.6 ideas per person. This suggested that the Americans saw more good things to talk about concerning education in Vietnam than did the Vietnamese themselves. While reactions to this question were quite varied, there was one element in common for both Vietnamese and for Americans--very few, if any, anticipated this question. For example, the Rector of one of the universities hesitated for several seconds before saying, "I did not expect this question. I will have to think about it before giving you an answer." Then, after a few moments, he gave a very incisive and meaningful reply.

The 290 constructive responses were classified under 14 general headings (Table 3.1). According to this tabulation, the five greatest strengths resided in: (1) spirit, devotion, goodwill-52 references; (2) moral, social and spiritual values--48; (3) the students--44; (4) the teachers--35; and (5) the curriculum--20. It should be noted here that the great increase in enrollments and the expansion of the educational system in recent years is heard most often in casual conversations. But in response to the above question those interviewed did not mention it frequently enough to be listed among the five greatest strengths of the

Vietnamese educational system. Also, it should be noted that 31 persons (30 of whom were Vietnamese) gave negative or no responses to the question. This indicates that two out of five Vietnamese interviewed (39.0%) either did not respond with any strengths at all, or expressed a negative point of view, such as, "There is nothing to commend about the educational system in Vietnam." On the other hand, every American interviewed indicated one or more strengths which he believed existed in the Vietnamese educational system.

There were some significant differences in the general classification of responses for Vietnamese and for the Americans. For example, the rank order indicated above for all respondents is not the rank order either for the Vietnamese or for the Americans. For example, the Vietnamese made more references to the students as the greatest strength (third ranked above), while they were in fifth position for the Americans (Table 3.2). There was also a difference of opinion among the Vietnamese. The pilot and demonstration school teachers ranked the students as the greatest strength, university personnel emphasized moral, social, and spiritual values, and the Ministry of Education stressed the significance of the spirit, devotion, and good will. All of the negative responses and all but one of the "no responses" were given by the Vietnamese.

TABLE 3.1
STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Total interviewees.....	46	17	9	5	77	14	13	27	104
Spirit, devotion, good will....	6	7	15	-	28	8	16	24	52
Moral, social, spiritual values	3	8	7	1	19	19	10	29	48
The Vietnamese students.....	20	2	12	1	35	4	5	9	44
The Vietnamese teachers.....	14	6	3	1	24	10	1	11	35
The curriculum.....	3	1	2	-	6	9	5	14	20
Statistics (enrollments, etc)..	3	1	3	-	7	2	5	7	14
Objectives, goals, purposes....	4	1	-	-	5	1	3	4	9
Nationalism/government.....	1	4	2	-	7	-	1	1	8
Traditional concepts.....	1	3	1	-	5	1	1	2	7
Higher education.....	-	-	-	1	1	4	2	6	7
Research; change.....	2	-	1	-	3	-	2	2	5
Quality in education.....	2	1	-	-	3	-	1	1	4
Finances.....	3	-	-	-	3	-	-	-	3
Miscellaneous responses.....	13	6	2	-	21	5	8	13	34
Total.....	75	40	48	4	167	63	60	123	290
Negative responses.....	6	3	-	1	10	-	-	-	10
No responses; no suggestions	11	6	3	-	20	-	1	1	21
Grand total.....	92	49	51	5	197	63	61	124	321

¹Key: P/D - Pilot and demonstration school personnel.
 U - University personnel (Saigon, Hue, Can Tho).
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71; two American military personnel.
 T - Total.

TABLE 3.2
RANK ORDER OF STRENGTHS

Legend	Grand total	Vietnamese				Americans		
		P/D	U	MOE	T	OU	AID	T
Spirit, devotion, good will....	1	3	2	1	2	4	1	2
Moral, social, spiritual values	2	- ¹	1	3	4	1	2	1
The Vietnamese students.....	3	1	-	2	1	-	3	5
The Vietnamese teachers.....	4	2	3	-	3 ²	2	-	4
The curriculum.....	5	-	-	-	8 ²	3	3	3

¹A rank was given only to those areas for which five or more suggestions had been tabulated.

²Statistics and nationalism/government ranked above curriculum with seven references for each one.

What was it that the people interviewed had to say about these strengths which have been categorized into the fourteen general classifications? That is, what do each of the classifications mean in terms of statements made by the respondents? And, are there differences in what was said by the Vietnamese and by the Americans? Let us briefly examine each area to see what was being identified as strengths of Vietnamese education: Spirit, Devotion, Good Will:

1. Both Vietnamese and Americans stressed the spirit and the dedication of the people (Table X-3.1).
2. Beyond the answers indicated in item one, above, the responses were generalized with little duplication, but all of which referred to such things as "spirit," "devotion," and "good will."
3. Members of the Ministry of Education placed much more emphasis in this area than did representatives of the universities or the teachers and administrators in the pilot and demonstration schools.

4. Forty-seven Vietnamese identified 28 strengths in this area, or an average of .60 ideas per person; 26 Americans identified 24 such strengths, or .92 ideas per person.
5. Many did not respond to the question. The reasons were apparently varied, but two appeared to be more frequent than others. First, the Vietnamese had never thought about this question, and there was no ready response. Second, several stated that either they could not, or "dare not," state what was best about education in Vietnam.

Moral, Social, Spiritual Values:

1. Both Americans and Vietnamese were of the opinion that one of the greatest strengths for education in Vietnam was the parental attitude concerning and belief in education.
2. Americans were impressed with the enthusiasm which the Vietnamese have for education. While it is evident that the Vietnamese themselves have this same point of view, they did not state their beliefs in these terms.
3. Other values identified included such things as moral values, social values, character training, spiritual life, and reverence for the educated man.

The Vietnamese Students:

1. Vietnamese and Americans agree that one of the great strengths of education in this country resides in the students. They particularly emphasized their interest in education, their eagerness for education, and their intelligence.
2. Twenty references were made concerning students by teachers and administrators in the pilot and demonstration schools, while only two references were made by personnel in the universities.
3. Other strengths residing in the students included respect for the teacher, behavior and discipline, ability to concentrate, patience, general knowledge, and having learned to work hard.

The Vietnamese Teachers:

1. Three areas of importance for education in Vietnam with reference to teachers pertained to the sacrifice made by them in teaching, to their devotion, and to their efforts under very trying and difficult conditions. Americans and Vietnamese agree on these three important strengths.
2. Other strengths included the quality of the teaching staff, serving at a low salary, scholarship, desire for self-improvement, and efforts made to help students.

The Curriculum:

1. More strengths in the area of the curriculum were identified by Americans than by Vietnamese.
2. Three Vietnamese felt that there was commendable strength in the comprehensive program, and one reference was made to each of the following: theory, romanization of the Vietnamese language, and "a fairly good curriculum."
3. Americans tended to stress the excellence of the academic program, science, mathematics, curriculum changes since 1948, and other miscellaneous items.

Other Areas of Strength:

1. Related areas of strength were identified by a relatively small number of people, including enrollments, objectives, traditionalism, higher education, quality, and finances (See Table 3.1 for these items).
2. In general, Americans were more impressed with increases in school enrollments than were the Vietnamese.
3. The Vietnamese made more references to nationalism/government and to traditional concepts than did the Americans. A few Vietnamese expressed pride in the traditional foundations for education, the oriental basis for education, and the reliance on the Confucious system.

4. More Americans than Vietnamese identified higher education as one of the significant strengths.
5. Little recognition as major strengths was given to quality in education, to finances, or to research and change in education.

Differences in Points of View--Vietnamese and Americans:

1. Vietnamese and Americans agree on significant strengths existing in
 - a. spirit, devotion, and good will of the people.
 - b. parental value and belief in education.
 - c. the eagerness of the students for education.
 - d. the intelligence of the students.
 - e. the sacrifice made by the teachers.
2. More Americans than Vietnamese placed strength in the curriculum, on enrollments, in higher education, and in the spirit, good will, and devotion of the people.
3. Only Vietnamese identified negative responses, such as, "There is no one best thing," or, "There is nothing to commend."

Differences in Points of View Among the Vietnamese:

1. Teachers and administrators in pilot and demonstration schools identified as the greatest strength the Vietnamese students, with teachers in second place. Little reference was made to the curriculum and to spirit, devotion, and good will. No reference was made to higher education or to moral, social, and spiritual values. They contributed 17 of the 30 negative and "no" responses.
2. University personnel identified as the greatest strength moral, social, and spiritual values, with spirit, devotion, and good will in second position. Little or no reference was made to the curriculum or to higher education.
3. Members of the Ministry of Education identified spirit, devotion, and good will as being the greatest strength, and gave only minimum or no reference to the curriculum, teachers, or higher education.

Differences in Points of View Among the Americans:

1. Ohio University personnel identified the greatest strength as being in the area of moral, social, and spiritual values, with substantiative recognition for the teachers, the curriculum, and higher education. Little or no recognition was given to the students, nationalism/government, or research and change.
2. USAID personnel believed that the greatest strength resided in the moral, social, and spiritual values. Some recognition was given to spirit/devotion/good will, the curriculum, teachers, students, enrollments, and higher education.

Twenty-one references were made to the exceptional growth of education in Vietnam during the past few years, with the increase in enrollments being most frequently mentioned. When consideration is given to the impact of the war economy, especially since 1954, the increase in enrollments has been phenomenal. For example, secondary school enrollments at the junior and senior levels increased from 264,865 in 1962-63 to 692,568 in 1968-69, an increase of 199.2 percent within only a six-year period of time (Table 3.3). While it is true that private secondary enrollments increased at the incredible rate of 299.0 percent during this same period of time, public school enrollments increased by 91.7 percent. Although the numbers of pupils in public schools doubled during this period of time, the proportion of public secondary school to private school enrollments decreased from 37.3 percent in 1962-63 to 23.9 percent in 1968-69.

Concurrently with this remarkable growth in the secondary schools, there was a major expansion in higher education. In 1954 there was one university, the University of Saigon, with an enrollment of 2,000 students. Today there are four major universities (Saigon, Hue, Can Tho, and Dalat) with an estimated enrollment of 66,000 students.

TABLE 3.3
INCREASE IN ENROLLMENTS¹

Type of school	Number of students		Percent of increase	Percent of enrollment	
	1962-63	1968-69		1962-63	1968-69
Kindergarten schools:					
Public	5,165	9,380	81.6%	21.3%	15.3%
Semi-public.....	---	---	---	---	---
Private	<u>18,975</u>	<u>51,868</u>	<u>173.3%</u>	<u>78.7%</u>	<u>84.7%</u>
Total.....	24,140	61,248	153.7%		
Primary schools:					
Public	1,174,020	1,682,904	43.3%	80.9%	80.7%
Semi-public..	6,874	---		.5%	
Private.....	<u>269,785</u>	<u>400,736</u>	<u>48.5%</u>	<u>18.5%</u>	<u>19.3%</u>
Total.....	1,450,679	2,083,640			
Secondary schools, junior level:					
Public	70,579	141,087	99.8%	33.7%	32.1%
Semi-public.....	23,858	41,848	75.4%	11.4%	9.5%
Private	<u>114,792</u>	<u>256,152</u>	<u>123.1%</u>	<u>54.8%</u>	<u>58.3%</u>
Total	209,229	439,087	109.9%		
Secondary schools, senior level:					
Public	28,170	48,198	71.2%	50.6%	40.9%
Semi-public.....	2,693	4,577	70.0%	4.9%	4.0%
Private.....	<u>24,774</u>	<u>64,996</u>	<u>162.4%</u>	<u>44.5%</u>	<u>55.1%</u>
Total.....	55,637	117,771	111.7%		
Total, junior and senior level schools:					
Public.....	98,749	189,285	91.7%	37.3%	23.9%
Semi-public.....	26,551	46,425	74.9%	10.0%	5.9%
Private.....	<u>139,565</u>	<u>556,858</u>	<u>299.0%</u>	<u>52.7%</u>	<u>70.2%</u>
Total.....	264,865	792,568	199.2%		

¹Source: Vietnam Statistics Yearbook, 1970. Sixteenth Volume. National Institute of Statistics. Directorate General of Planning. pp. 128-9.

Selected Quotations¹

Direct quotations by the respondents provide understandings and insights which cannot be secured from a factual analysis of responses. Both what they say and how they say it are often very significant. The reader may be interested in the following direct quotations in response to the question concerning the identification of two or three of the strongest factors, or best things about education in Vietnam:

It is not the system of education itself, but the people in the system. We can talk with pride about the teachers who are making the system work in spite of the problems and the defects in this system. While there are many instances of neglect from the teachers, the principals, the MOE, there is still a large number of people devoted to educational work and to service in spite of all of the defects. They work for a low salary and have to do a lot of work without too much complaint.

--Rector of a University.

People select this profession out of love of the profession, not for more money.

--University Administrator.

I am very proud that we have learned how to behave before we learn literature.

--University Dean.

We are very proud, as our country is at war, yet Vietnamese still think to the reorganization of the education in the country.

--Demonstration School Teacher.

In reality, nothing can make us feel proud about our education. Our academic program is a mended and torn one. It is a little bit successful, but only by theory.

--Demonstration School Teacher.

Many of the teachers are very devoted. They work under very difficult situations (physically, financially, educationally), yet they seem to persist in going ahead and trying to do their best.

--Contract Staff Member.

The people value education as highly as any that I have ever seen.

--Contract Staff Member.

¹ Other selected quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

The providing of comprehensive education in academic areas.
--USAID Staff Member.

The phenomenal growth in establishing education; it is almost a minor miracle.
--USAID Staff Member.

The support of the parents--their willingness to make personal sacrifices.
--USAID Staff Member.

Summary

It is clearly evident that most of the Vietnamese people believe that there are some very excellent things about their educational system. Of special significance is the fact that they believe that the greatest strength lies in the people, in their faith in education, in their conviction that education is good and desirable for their children, and that no sacrifice is too great for them to make to provide educational opportunities for their sons and daughters. This is the first and most important premise for the support of education in any culture; and, the Vietnamese possess this premise in an exceptionally high degree. Furthermore, this premise is recognized and identified by those Americans who have been privileged to work with and among the Vietnamese. They attest to its presence, and to the sincerity of the people in their commitment to education.

Perhaps the best summary to this chapter can be given by identifying those beliefs and values which the Vietnamese and the Americans have about education in Vietnam. These are so presented in an accompanying chart entitled, "Strengths of the Educational System in Vietnam."

¹Other selected quotations may be found in the Appendix.

As a result of the interviews made for this study, the writer is convinced that all Vietnamese want to be proud of their educational system, and that most of them are very proud of certain aspects of it. It is also evident that there are a great number of factors which can be pointed to with pride by both Vietnamese and Americans as they talk about education in this country.

While the interviewees discussed many things recognizable by most of them, there were also many things which some saw and which others did not identify as being significant. Perhaps this phenomenon can be explained by what two people see in looking at the same coin, with the coin placed in an upright position between them. Both may see that it is made out of silver, that it has a high luster, and that it has value. But, one looking at it from the perspective of his side, sees the molded imprint of the face of his king, and he speaks with great pride about his king. The other, looking at the coin from the perspective of his side, sees the molded imprint of the crest of his country, and he talks with great pride about the meaning and the virtues for which this crest stands. Now, both people are right, but if they want a balanced understanding and appreciation for the coin, each one must look at both sides.

So it is with the more than a hundred people who have looked at the strengths of education in Vietnam. Most of them agree on certain features, such as the spirit, devotion, and good will of the people about education, the moral, social, and spiritual values inherent in the beliefs and values held by the people, and the strength of the students and of the teachers. Yet, many look at education from only one side, the side of their particular perspective, and then they talk about those things which they observe from their respective points of view. For example, some talk about the moral, social, and spiritual values with great appreciation and understanding, while others do not mention these values at all. A few felt that there was major strength in higher education, while others did not identify the colleges and universities as an area to talk about with great pride. The Americans placed significant emphasis on such areas as the curriculum, on enrollments, in higher education, while the Vietnamese identified these areas less frequently.

Perhaps the primary significance of this parallel is that education, to be more fully understood and more fully appreciated, must be viewed from many sides, from many perspectives, from the experiences and cultural values held by many people from many walks of life. This can only be done by recognizing and accepting the merit and value of the

beliefs and points of view held by other people, to gain an understanding and appreciative perspective of education through their eyes, and then to give recognition to the total value of "the coin," or of education in Vietnam. The data suggests that the members of the Ministry of Education should try to see and to understand education as interpreted by university personnel, by teachers and administrators in the demonstration and pilot schools, and by the Americans. Then, the same must be said for the people in higher education, for the teachers and administrators in the pilot and demonstration schools, and for the Americans. The perspective of education from any one point of view is limited and inadequate; the great strength can only be found through the identification of the values from the different perspectives of the beliefs and values held by many people. This chapter has provided a basis for the beginning of this broadening view of the inherent strengths of education in Vietnam, and as a foundation upon which to interpret responses to other questions as presented in the next chapter.

STRENGTHS OF THE EDUCATIONAL SYSTEM IN VIETNAM

1. The Vietnamese people are committed to providing the best educational opportunities possible for the youth of this country.
2. Parents will make great sacrifices in order that their children may have the opportunities for their children, especially for the eldest son.
3. Vietnamese speak with great emphasis concerning the "spirit of the people," the devotion of the people to education, and the good will that is manifested in the attitudes and actions of the people in providing these educational opportunities for the youth of Vietnam.
4. A major strength for education in Vietnam is recognized as existing in the students, in their intelligence, devotion, commitment, interest, ability to concentrate, and willingness to work hard.
5. The teachers constitute one of the great forces for good education in Vietnam. Significant recognition is given to their abilities, devotion, sacrifices under extreme and often hazardous conditions, and to their service with inadequate financial compensation.
6. Hope is expressed by some for improvements in educational opportunities for all youth through a broadened program of education (such as: the comprehensive program), and for the growing willingness to accept change in educational planning and development as a basis for meeting the needs of youth and of the nation in the future.
7. The belief in and support for education is evidenced in the phenomenal growth in student enrollments at all levels, primary schools through the universities, since 1954.
8. Of particular significance is the intense desire of many of the educational leaders in this country to make the educational system significantly Vietnamese in every respect (as opposed to being essentially French, American, or any other non-Vietnamese orientation).

CHAPTER IV

TRENDS AND RECOMMENDATIONS FOR IMPROVEMENT IN VIETNAMESE EDUCATION

It is one thing to identify the strengths of an educational system in a country. It is an entirely different thing to identify limitations, or those areas in greatest need of strengthening in order to assure growth and advancement in the change process from what is to what ought to be. It was indicated in the introduction to the preceding chapter that consideration would be given first to "what is right," or the strengths of education in Vietnam, to those things that Vietnamese can and should talk about with pride concerning education in this country. But, education in any country, regardless of how strong or how weak it may be, has vigor and life to the degree that it is constantly striving for improvement, to move forward from its present position to a higher level of service to the people, to the government, and to the country. Having identified the strengths in Chapter III, it is now time to assess the direction that education is going in Vietnam (trends) and to identify what the problems are that should and must be strengthened in order to achieve continuing growth and development of education in Vietnam. This is the purpose of Chapter IV.

The problem will be approached from two points of view. First, what have been the trends in educational progress and development in Vietnam during the past ten years as interpreted by the personnel interviewed in this study? And, second, what are the most important problems to be resolved, or to be attacked, as a basis for decision making and policy formation for the future? The Chapter will be divided into two sections, one for each of these two interrelated facets of educational development.

Section One

Concepts of Trends in Vietnamese Education

Two questions were asked as a basis for ascertaining the trends in educational development in Vietnam during the past ten years. The first sought to determine the interviewee's point of view concerning whether or not he thought that education was stronger, or weaker, or possibly both stronger and weaker, at the present time than it was ten years ago.

After the interviewee had answered this question, he was requested to identify those things on which he had based his decision.

Most respondents believed that education was stronger in some areas, and that it was weaker in others. Forty-one out of 76 responses (53.9%) by Vietnamese fell into this classification (Table 4.1). However, 12 of 24 responses (50.0%) by Americans classified education as being stronger, and only seven of 24 (29.2%) said that it was both stronger and weaker. Only one in eight of the Vietnamese (13.2%) and one in 12 of the Americans (8.3%) believed that education was weaker.

TABLE 4.1
QUESTION: Is Education in Vietnam Today Stronger or Weaker,
than It was Ten Years Ago?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Education is stronger	8	3	1	1	13	6	6	12	25
Ed. is both stronger and weaker ...	23	9	7	2	41	4	3	7	48
Ed. is weaker	9	1			10	1	1	2	12
Neither stronger nor weaker	3	1			4	3		3	7
No response	4	1	1	2	8				8
Total	47	15	9	5	76	14	9	24	100

¹Key: P/D - Pilot and demonstration school teachers and administrators
 U - University personnel (Saigon, Hue, Can Tho).
 MOE - Ministry of Education
 VN - Other Vietnamese
 OU - Ohio University Contract personnel
 AID - USAID
 T - Total

It is more important to understand why those interviewed believed that education was stronger or weaker than it was ten years ago. There was common agreement by both Vietnamese and by Americans that the greatest strength was to be found in the statistical aspects of educational growth (primarily the increase in enrollments) and in the curriculum. To these areas the Americans added a third--philosophy, concepts, and understandings (Table 4.2). For example, there were 65 references to

TABLE 4.2
QUESTION: In what Way is Education Stronger or Weaker
than It was Ten Year Ago?

Legend	Vietnamese				Americans			Grand T total	
	P/D ¹	U	MOE	VN	T	OU	AID		
<u>STRONGER</u>									
1. Statistics	18	6	13	5	42	12	11	23	65
2. Curriculum	16	2	4	-	22	4	2	6	28
3. Philos., concepts, underst'dings	1	4	5	-	10	7	5	12	22
4. Change, modernization	1	4	3	-	8	-	1	1	9
5. Methodology	6	2	-	-	8	-	-	-	8
5. Teachers, teacher training	3	1	-	-	4	-	4	4	8
7. Spirit	-	1	2	-	3	2	-	2	5
7. Quality	2	1	-	-	3	-	2	2	5
9. Structure, organ., admin.....	-	1	-	-	1	1	2	3	4
9. Government	-	1	-	-	1	1	2	3	4
11. Finances	-	1	-	-	1	-	1	1	2
Miscellaneous	<u>7</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>9</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>13</u>
Total	54	25	28	5	112	27	34	61	173
<u>WEAKER</u>									
1. Spirit	21	8	7	2	38	4	1	5	43
2. Quality	20	7	4	2	33	2	1	3	36
3. Structure, organ, admin.....	14	-	-	-	14	1	-	1	15
4. Statistics	6	2	3	-	11	-	2	2	13
5. Curriculum	5	1	5	-	11	1	-	1	12
6. Finances	4	2	1	1	8	1	-	1	9
7. Teachers, teacher training	3	1	1	-	5	-	3	3	8
8. Philos., concepts, underst'dings	3	4	-	-	7	-	-	-	7
9. Government	4	2	-	-	6	1	-	1	7
10. Change, modernization	-	-	-	-	-	-	-	-	0
10. Methodology	-	-	-	-	-	-	-	-	0
Miscellaneous	<u>14</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>19</u>	<u>6</u>	<u>-</u>	<u>6</u>	<u>25</u>
	95	29	23	6	152	16	7	23	175

¹Key: P/D - Pilot and demonstration school teachers and administrators
 U - University personnel (Saigon, Hue, Can Tho)
 MOE - Ministry of Education
 VN - Other Vietnamese
 OU - Ohio University Contract personnel
 AID - USAID
 T - Total

statistical strengths, 42 by Vietnamese and 23 by Americans. This was far ahead of the second greatest strength, curriculum, which was mentioned 22 times by Vietnamese and six times by Americans. And, 12 Americans made reference to philosophy, concepts, and understandings (Vietnamese 10). Altogether, there were 173 references to strengths, of which 112 were by Vietnamese (64.7%) and 61 (35.3%) by Americans.

The Vietnamese identified two areas of greatest weakness. These were in the area of spirit and dedication in education (38 of 152 identified weaknesses, or 25.0%), and in the quality of education. There was no one area of weakness which was predominant in the judgment of the Americans, although the largest number of references (5 of 23 - 21.6%) was in the area of spirit and dedication. Altogether, there were 175 references to weaknesses, of which 152 (86.8%) were by Vietnamese and 23 (13.2%) were by Americans. The Vietnamese were more critical of their own educational system than were the Americans. It is also interesting to note that no Vietnamese or Americans identified education as being weaker in either of the areas of change and modernization, or in methodology. It is also interesting to note that the Vietnamese identified more weaknesses than strengths (152-112, 57.6%), and that the Americans identified more strengths than weaknesses (61-23, 72.6%).

Some readers will be interested in a further breakdown of responses for the identification of those areas which respondents believed to be either stronger or weaker than in 1961. These may be found in Table X-4.1 in the Appendix. Significant points are summarized as follows:

Statistics:

1. Most references by both Vietnamese and by Americans were related to the phenomenal growth in enrollments (29 of 42 - Vietnamese; 11 of 23 - American; 40 of 65 - total).
2. Americans tended to identify a variety of statistical strengths which were not mentioned by the Vietnamese, although there was no common agreement on any one item.
3. The number of strengths outnumbered weaknesses by five to one (65-13).

Curriculum:

1. The comprehensive program was most frequently identified as the area of strength in the curriculum by both Vietnamese and by Americans (6 of 22 - 27.2%; 3 of 6 - 50%).

2. The Vietnamese also identified a broader, enriched program (5) and that education was more practical, more realistic (4).
3. There was no common agreement as to weakness in the area of the curriculum.
4. The Vietnamese mentioned 11 weaknesses in the curriculum, compared to 22 identifications of strengths.
5. The Americans only identified one item of weakness in the curriculum compared to six statements of strengths.

Philosophy, Concepts, Understandings:

1. Generally, there were no common agreements of either strengths or weakness in the area of philosophy, concepts, and understandings.
2. If any one item stands out, it is the reference by Vietnamese to the concept that education is for all of the people (5 of 10 references, 50.0%).
3. Americans made more than twice the number of references (22 to 10) to strengths in philosophy, concepts, and understandings, with a variety of ideas being mentioned, than did the Vietnamese.
4. Of 17 references to philosophy, concepts, and understandings by Vietnamese, ten were listed as being strong and seven as being weaker. Of the seven, three indicated a loss in traditional concepts.
5. There was no suggestion of a weakness in this area by an American.

Change, Modernization:

1. There were nine references to strength in the area of change and modernization, eight of which were made by Vietnamese. Four of the nine referred to the desire for change.
2. There were no statements of weakness in the area of change or modernization by either Vietnamese or Americans.

Methodology:

1. There were eight references to strength in the area of methodology, all by Vietnamese. Three of these referred to putting modern education

into practice, two to instruction in Vietnamese, and one each to ideas for improving education, and students being taught to think and to judge for themselves.

2. There were no statements of weakness in the area of methodology.

Teachers, Teacher Training:

1. Statements of strength and of weakness in teachers and teacher training were general.
2. Vietnamese mentioned as being stronger: teacher training (2); and one each for in-service training and opportunities for training in foreign countries.
3. Americans emphasized teacher training as being stronger (4).
4. Five of eight weaknesses were mentioned by Vietnamese. These referred to educational leaders not being trained in education (2), weakness in teacher training, permissiveness of teacher, and lack of experience by professors (1 each). Americans mentioned the hastily-trained teacher, personnel spread thin, and no university training for comprehensive education (1 each).

Spirit:

1. Only five of 48 reference (10.4%) indicated strength in the area of spirit and dedication. Three of the five were by Vietnamese, and these identified dedication for education, dedication of teachers, and the effort being made to meet the educational needs of Vietnam. Americans mentioned the commitment to educational development and the fact that the people were more closely knit together.
2. Vietnamese agreed that morale was weaker (16 of 38 responses - 42.2%). Also named were discipline - 7; teacher devotion 3, and loss of prestige for the educator - 4.
3. There were five areas of weakness listed by Americans, including morale, teacher devotion, loss of prestige, morals, and spiritual weakness (1 each).

Quality:

1. Vietnamese believe that the quality of education is weaker today than it was ten years ago. They made 33 to 36 references indicating weakness compared to strengths (91.7%).
2. Three of five references by Americans indicated weakness (60.0%).
3. Vietnamese listed the following weaknesses: decrease in quality - 17; intellectual level of the students - 6; the quality of teaching - 5; general educational background weaker - 2; lower standards - 2; and, students weaker - 1.

Structure, Organization, Administration:

1. Fifteen of 19 references (79.0%) indicated that the structure, organization, and administration of education was weaker than in 1961.
2. Only one Vietnamese (University staff member) indicated a strength, believing that education is better organized today. Americans mentioned the pilot school program, administration in higher education, and the course credit program.
3. Fourteen references of weaknesses were made concerning structure organization and administration by Vietnamese, all from teachers and administrators in pilot and demonstration schools. They referred to abuses in certification, degrees, and examinations (4), limitations on time due to war and scheduling (3) lack of direction (3), and one each for community schools, lack of student supervision, the process of examinations, and overall planning.

Government:

1. Four of 11 references to government indicated strength (36.4%). One of these was by a Vietnamese who commended the Government of Vietnam's effort to improve education. One American agreed, and another mentioned the arretes for education and the Government of Vietnam's support for teacher training.
2. Six of seven references by Vietnamese in the area of government identified weaknesses. These included: weaker - political reasons (4), and one each for too much politics and the loss of responsibility

at the national level. One American felt that the educational system was weaker due to complete centralization.

Finances:

1. Two of eleven references to finances indicated strength (18.2%). One Vietnamese mentioned the parents' contributions to education, and an American referred to a larger portion of the national budget being given to education.
2. Eight of nine weaknesses in finances were made by Vietnamese. These included the lack of financial support (5), and one each for less expenditures per pupil, lack of funds, and the necessity for dual teaching to increase income. One American referred to the smaller expenditure per pupil for education.

Miscellaneous:

1. Nine of 13 miscellaneous items of strength were made by Vietnamese. Two were mentioned by more than one: the parents' awareness of the value of education (2), and education in the pilot and demonstration schools (2).
2. Four miscellaneous items of strength were mentioned by Americans: More books (2), and one each for elementary education and the competency of the Vietnamese to do for themselves.
3. Nineteen of 25 miscellaneous items of weakness (76.0%) were mentioned by Vietnamese. These referred primarily to the war conditions (8) and the influence of social problems (5). Single references of weakness by Americans referred to the war, buildings and facilities, textbooks, plant maintenance, parental understanding, and public apathy due to centralization.

Selected Responses¹

Education is stronger because of the impressive increase in the competence of the Vietnamese to do for themselves.

-- USAID Staff Member.

¹ Other selected responses may be found in the Appendix.

Selected Responses¹ (cont'd)

The students have more chances to study new things.
-- Thu Duc Teacher.

The comprehensive education also helps the students to know how to judge and think for themselves rather than depending much on the teacher.
-- Thu Duc Teacher.

Students' educational level becomes worse due to the lack of teachers, schools, and the common war. -- Demonstration School Teacher.

General education is not better because they have to follow the same curriculum, the same process of examinations. There is no change except in the three demonstration schools.
-- Demonstration School Teacher.

Most of the teachers want new methods of teaching. This is very good.
-- University Staff Member.

Stronger: there is a larger number of students in our schools, and a larger number of families that can profit from education.

Weaker: improvement (growth) has come too quickly; quality has gone down with so many children coming into the schools so fast. We have not had time to prepare for the large number that enroll, to have enough professors, and enough professors with experience. -- Ministry of Education Staff Member.

Education is much stronger. The Vietnamese have done a miracle type of job under duress. -- Ohio University Staff Member.

Trends, Summarized

The identification of the areas of increasing strength or of growing weakness during the past ten years has given an indication of trends in educational development during the past ten years. The more significant of these trends appear to be as follows:

¹Other selected responses may be found in the Appendix.

1. There is a general acceptance that education is stronger in 1971 than it was in 1961.
2. There is also a general acceptance that there are some areas that have gained in strength, while other areas have retrogressed or deteriorated.
3. Vietnamese believe that the greatest gains have been made in physical aspects of development (enrollments, classrooms).
4. The Americans agree with the statistical growth in enrollments, but give second place to the growing acceptance for change and third place to the modernization of the Vietnamese educational system.
5. The reference of philosophy, concepts, and understandings (stronger - 22; weaker - 7) suggested that there is noticeable growth and development in this area.
6. The Vietnamese appear to be convinced that there has been deterioration in the areas of the spirit and dedication to education, and in the quality of education.
7. The Americans did not agree on any one area as being significantly weaker.
8. Vietnamese appeared to be more pessimistic concerning the trends of education, during the past ten years, while the Americans were more optimistic. The Vietnamese made 152 references to weaknesses and only 112 for strengths.(42.4% optimistic). On the other hand, the ratio by Americans was 61-23, or 72.6 percent optimistic.

Section Two

Concepts of Direction for the Future

While there are many recognizable strengths in the Vietnamese educational system, and while many Vietnamese and Americans believe that education is stronger in this country today than it was ten years ago, it is clearly evident that there are still many things that need to be done in order to achieve the objectives which are held to be essential for attainment. This fact became quite obvious in the responses given to the following question:

If you had the power and the authority to made education in Vietnam stronger and better tomorrow than it is today, what would be the first two or three things that you would do to make it stronger?

A total of 541 proposals were made, with 372 of this number (68.8%) having been proposed by the Vietnamese (Table 4.3). If given the power and the authority, the Vietnamese would make major changes in the existing educational program of this country.

Where would these changes occur? Three areas were predominant for both Vietnamese and Americans, but not in the same order of importance. The Vietnamese placed greatest emphasis on strengthening the curriculum (85), second to improving teachers and teacher preparation (60), and third to organization and administration of education (57). Americans placed greatest emphasis on improving the organization and administration of education (41), then to strengthen teacher preparation (29), and third in the area of the curriculum (25). Areas that were identified more than ten times by the Vietnamese included the following: finances(41); research, planning, and developmen' (25); philosophy, purposes, objectives (18); instruction, materials, supplies (18); spirit, dedication, morale (17); school buildings and facilities (15); and higher education (13). The Americans identified only one additional area with more than ten references - higher education (15).

Many readers will be interested in a more detailed and specific analysis of the suggestions and recommendations made for the strengthening of education in Vietnam. This information may be found in Table X-4.2 in the Appendix. While there was a great variety of suggestions made (541), there was common agreement on many specific recommendations. At the same time, there were a great number identified by only one respondent. It is suggested, however, that is is entirely possible that an idea posed by only one person could be the one most worthwhile recommendation of all of those which have been proposed. Therefore, the reader that is truly interested in developing plans for improvement should study each suggestion carefully for its respective relevance for education in Vietnam. There more significant recommendations may be summarized as follows:

TABLE 4.3
 QUESTION: If You Had the Power and the Authority to Make Education in Vietnam Stronger and Better Tomorrow than It is Today, What would be the First Two or Three Things that You would Do to Make it Stronger?

Legends	Vietnamese				Americans				Grand total
	P/D ¹	U	MOE	VN	T	CU	AID	T	
Number of respondents									
Improve the curriculum	36	31	4	14	85	18	7	25	110
Organization and administration	27	13	9	8	57	30	11	41	98
Teachers, teacher preparation	29	16	9	6	60	13	16	29	89
Finances	27	9	3	2	41	7	7	14	55
Research, planning & development	10	8	6	1	25	1	4	5	30
Higher education	4	3	1	5	13	7	8	15	28
Instruction, materials, supplies	9	6	2	1	18	1	5	6	24
School buildings, facilities	4	8	2	1	15	3	4	7	22
Philosophy, purposes, objectives	5	2	8	3	18	1	1	2	20
Spirit; morale	13	2	2	-	17	-	1	1	18
Public relations	2	2	-	1	5	7	-	7	12
Personnel	1	2	-	-	3	4	2	6	9
Miscellaneous	12	1	2	-	15	7	4	11	26
Total	<u>179</u>	<u>103</u>	<u>48</u>	<u>42</u>	<u>372</u>	<u>99</u>	<u>70</u>	<u>169</u>	<u>541</u>
No response, no suggestions	4	-	-	-	4	-	-	-	4

¹key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel (Saigon, Hue, Can Tho)
 MOE - Ministry of Education
 VN - Other Vietnamese
 CU - Ohio University Contract personnel
 AID - USAID
 T - Total

The Curriculum:

1. One hundred ten suggestions were made for the improving of the curriculum. Eighty-five of this number were made by Vietnamese (77.3%).
2. Vietnamese believe that the curriculum must be reorganized and improved (23), that education should be made more practical (12), and that it should be adapted to the needs of Vietnam (10).
3. The Americans would reorganize and improve the curriculum (6), adapt the program to the needs of Vietnam (4), expand comprehensive education (5), and develop adult education programs (4).
4. There were 22 additional suggestions made, with frequencies of mention ranging from one to seven.

Organization and Administration:

1. Ninety-eight recommendations were made for improving Vietnamese education through strengthening the organization and administration. Fifty-seven of this number were made by Vietnamese (58.2%).
2. Seventeen of 33 recommendations for the decentralization of the educational system were made by Americans (51.5%).
3. Most of the recommendations were in four general areas: decentralization of the educational system (16 Vietnamese, 17 Americans, total of 33); reorganization (14+13=17); the examination system (6+4=10); and the Ministry of Education (5+4=9).
4. Sixteen proposals were made by Vietnamese for decentralizing the educational system. Eight were general recommendations for decentralization, four proposed an increase in local autonomy and responsibility, and two favored local taxation for education. Ten of the 16 suggestions were made by university personnel, and three by members of the Ministry of Education. Seventeen suggestions for decentralization were made by Americans.
5. Fourteen suggestions were made by Vietnamese for a reorganization of the educational system, with eight having been made by pilot and demonstration school personnel, and three by members of the Ministry of Education.

2. Eleven of the 25 proposals made by the Vietnamese were concerned with the development of a long-range plan for education in Vietnam.

Higher Education:

1. Twenty-eight proposals were made for the strengthening and improvement of higher education. Fifteen of this number were made by Americans (53.6%).
2. Five suggestions (three by Vietnamese) were made for the development of graduate schools in the universities.
3. Suggestions receiving more than one mention included: training more college teachers - 4; admission of more students to the university - 3; and reorganization of the Faculty of Pedagogy - 2.

Instruction, Materials, Supplies:

1. Twenty-four suggestions were made in the area of instructional materials and supplies. Eighteen of this number were made by Vietnamese (75.0%).
2. Eleven proposals were made for the providing of more instructional materials and for more textbooks.
3. Eleven additional ideas were proposed, with each being supported by one or two tabulated references.

School Buildings, Facilities:

1. Twenty-two ideas were proposed for action in the area of school buildings and facilities. Fifteen of this number were made by Vietnamese (68.2%).
2. Both Vietnamese and Americans agreed that the greatest need was in the providing of facilities, especially laboratories and libraries (9+4, for a total of 13 suggestions).

Philosophy, Purposes, and Objectives:

1. Twenty suggestions were made for a strengthening of the philosophy, purposes, and objectives of education. Eighteen of this number were made by Vietnamese (90.0%).

6. Nine suggestions (five by Vietnamese) were made for improving the operation and function of the Ministry of Education. Three pertained to the stabilization of top leadership, two to the rendering of assistance as opposed to dictation, and one suggestion each for developing plans for progress, control of teacher training, and improving relationships with the Faculty of Pedagogy, Saigon.

Teachers, Teacher Preparation:

1. A total of 89 suggestions were made for the improvement of teachers and teacher training programs. Of this number 60 (67.4%) were made by Vietnamese.
2. The Vietnamese would train more teachers (11), improve teacher training (8), and expand and develop the in-service teacher training program (8).
3. The Americans would improve teacher training (6), expand and develop the in-service program (5), and have all teachers teach full time in one school (5).
4. Altogether there were 14 suggestions for improving teacher training, 13 for expanding and developing in-service programs, and 11 for the training of more teachers.
5. There were 25 additional suggestions made, with frequencies of mention ranging from one to six.

Finances:

1. Fifty-five suggestions were made in the area of finance. Of this number 41 (74.6%) were proposed by Vietnamese.
2. Vietnamese and Americans were agreed that the raising of teachers' salaries was of primary importance (21 and 9).
3. Fourteen proposals would increase the budget for education.

Research, Planning, and Development:

1. Thirty proposals were made in the area of research, planning and development. Twenty-five of this number were made by Vietnamese (83.3%).

2. The most frequent reference was made to improving the objectives of education (7).
3. Suggestions mentioned more than one time included: education for the masses - 4; and improving the philosophy of education - 3.

Spirit, Morale:

1. Eighteen proposals were made for the strengthening of spirit, dedication and morale. Seventeen of this number were made by the Vietnamese (94.4%).
2. Suggestions mentioned more than one time included the following: Teach students to have good conduct - 4; develop the spirit of the personnel - 3; promote the trust of educators - 2.
3. Thirteen of the 17 suggestions by Vietnamese were made by pilot and demonstration school teachers and administrators.

Public Relations:

1. Twelve suggestions were made for strengthening public relations. Seven of this number were made by Americans (58.3%).
2. Six suggestions were made for the necessity to inform the public about the needs and concepts in education. Five of the six recommendations were made by Americans.

Personnel:

1. Nine recommendations for improvement concerned personnel. Six of this number were made by Americans (66.7%).
2. Three proposals indicated that members of the Ministry of Education should be professionally trained personnel. Two of these three proposals were made by Vietnamese.
3. Other suggestions included: all personnel, including participant trainees, should serve in the field for which they were prepared (3), the civil service system should be improved in the areas of employment and appointment processes (2), and that school administrators should be trained for administration (1).

Miscellaneous:

1. Twenty-six suggestions of a miscellaneous nature were offered for consideration. Fifteen of this number were made by Vietnamese (57.7%).
2. Twenty-five different ideas were proposed. Of this number only two were mentioned by two persons: end the war, and increase secondary school enrollments.

Selected Responses¹

Raise the teachers' standard of living so that they can bring all their time and abilities to the teaching work.

-- Thu Duc Staff Member.

Send more teachers to in-service training to learn some more of the changes and how to make changes. -- Thu Duc Staff Member.

It is for the leaders of the Ministry of Education to discuss and plan for progress; it is not for me to say.

-- Pilot School Administrator.

Implement a strategy for change with awareness, interest, trial evaluation, and adoption. This is a long-range plan, and will take a long time.

-- University Staff Member.

Reorganize the Ministry of Education. Now, it is a centralized system. Decentralize it.

-- University Staff Member.

Put the right people to the right job.

-- Ministry of Education Staff Member.

We must teach the teacher what to do with the curriculum.

-- Ministry of Education Staff Member.

¹ Other selected responses may be found in the Appendix.

Selected Responses¹ (cont'd)

The youth is unskilled after secondary education because the curriculum prepares for college. In fact, only a very few go to college. So, they find themselves helpless after they invest so many years in education.

-- Vietnamese citizen.

Revise the system so that the teacher will work full time.

-- Ohio University Staff Member.

Tag ten percent of the money for education in research and development. They need to know where it is going and how to get the maximum results out of its people.

-- USAID Staff Member.

People are afraid to put approved practices into operation, even if they know better. The same is true for returned participants.

-- USAID Staff Member.

Recommendations Summarized

Both Vietnamese and Americans want to see changes made for the strengthening and improvement of the educational system in Vietnam. Out of a total of 541 recommendations, 392 (72.4%) were made by Vietnamese. Undoubtedly, the one most significant factor in this part of the study is the recognition by the great majority of persons interviewed that change and improvements must be made in the educational system. Paralleling this is the fact that the Vietnamese do have ideas and recommendations to make which they are convinced would help to make education in Vietnam stronger and better. The more significant of these recommendations appear to be as follows:

1. The curriculum is the one area in greatest need for improvement (20.3%).
2. The curriculum should be thoroughly reorganized, with emphasis being placed on making education more practical, and more adaptable to the needs of Vietnam.
3. Second only to the curriculum were recommendations for strengthening and improving the organization and administration of education (18.1%).

¹Other selected responses may be found in the Appendix.

4. The organization and administration of education in Vietnam would be strengthened by a decentralization of the educational system, by a reorganization of the educational structure, by an abolishment of the examination system, and by the implementation of certain functions and responsibilities by the Ministry of Education.
5. Significant emphasis was placed on the necessity to improve teacher training programs and an expansion of the in-service training programs (16.5%).
6. It was the conviction of many respondents that improvements in education must be accompanied by an increase in compensation to the teachers and professors in the system; that this will make possible an increased devotion to their work, and an increase in respect for their leadership.
7. The financial support for education must be improved (10.2%).
8. Areas receiving less than ten percent of the suggestions made, but still relevant to the up-grading and improvement of education in Vietnam, include the following: research, planning, and development (5.5%); higher education (5.2%); instruction, materials, and supplies (4.4%); school buildings and facilities (4.1%); philosophy purposes and objectives (3.7%); spirit and morale (3.3%); public relations 2.2%); and, personnel (1.7%).

Summary Statement

Evidence has been given in this chapter that education is conceived to be stronger in Vietnam at the present time than it was in 1961, although there are some areas in which deterioration has occurred. It has also been clearly indicated that both Vietnamese and Americans believe that education can be strengthened and improved if action is taken to effect essential and important changes which have been identified above. Consideration will be given in succeeding chapters to an examination of efforts which have been made during the past ten years by the Ministry of Education, by the Faculties of Pedagogy, and by the United States Agency for International Development for changes in teacher training at the secondary level, and in a broadening and enriching of the curriculum in selected secondary schools. These efforts should then be reexamined in the light of the directions proposed by the interviewees as reported above.

CHAPTER V

CONCEPTS OF STRENGTHS IN THE EDUCATIONAL EFFORT, 1962-1971

Negotiations were under way prior to 1960 between the Ministry of Education and the United States International Cooperation Administration whereby assistance would be given by the International Cooperation Administration in the area of teacher education. It was conceived at that time that an American University would be selected to provide technical assistance for the strengthening of preparation programs for secondary school teachers in the Faculty of Pedagogy, University of Saigon, with special consideration being given to preparing teachers for the less theoretical and more practical areas of the curriculum. These were to be business education, home economics, and industrial arts. Also, technical assistance was to be provided in the areas of guidance and science education. As was indicated in Chapter I, a contract was negotiated in 1962 with the Ohio University, Athens, Ohio, for the implementation of the above agreements with the Vietnamese government. These agreements were subsequently expanded at a later date to include the rendering of technical assistance to the Universities of Hue and Can Tho, to the demonstration schools attached to the Faculties of Pedagogy in the three universities, and to the implementation of comprehensive education programs in selected secondary institutions in the four regions of Vietnam as pilot schools for the new educational program.

Now, nine years later, an assessment is being made concerning the strengths and contributions of these efforts. What do the decision-makers and representative educational leaders in Vietnam in various positions of service believe to have been the major accomplishments, the most helpful and worthwhile outcomes of the efforts put forth by the staff members of the United States Agency for International Development (successor to USICA), and by the 39 technicians brought in at various times by Ohio University in fulfillment of the contractual agreement with USAID? And, are the concepts of constructive effort viewed the same by the Americans involved in secondary education and teacher training in Vietnam as by the Vietnamese? The concepts as held by those people interviewed in this study (see Chapter IV) will be presented in this chapter.

Tabulation of Responses, General

The responses of the 110 persons interviewed were organized and tabulated under ten general classifications (Table 5.1). A total of 390 constructive suggestions were made, 276 of which were proposed by Vietnamese (70.8%). Only ten negative responses were given, indicating that little, if anything, had been accomplished. The largest number of references (76) were made concerning general assistance (assistance has been helpful; assistance in developing and changing education in Vietnam). The next four areas, all with more than 40 references, were: curriculum and program development (68); material assistance (55); concepts, ideas, understandings (49); and teacher training and higher education (46). Areas receiving lesser recognition, but not necessarily being of lesser significance, included: organization and administration (22); relationships (22); communications and public relations (15); instruction and methods of instruction (14); and miscellaneous suggestions (23).

TABLE 5.1

QUESTION: Ohio University Has been Assisting Education in Vietnam since 1962. In your Opinion What Have been the Two or Three of the Most Helpful and Most Valuable Contributions That Have been Made during this Period of Time?

General classification of responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	CP	AID	T	
General assistance	32	32	5	4	73	1	2	3	76
Curriculum; program development	23	15	4	3	45	14	9	23	68
Material assistance.....	28	6	16	-	50	5	-	5	55
Concepts, ideas, understandings	7	2	10	5	24	19	6	25	49
Teacher training; higher education.....	8	13	9	3	33	6	7	13	46
Organization and administration	6	2	1	-	9	8	5	13	22
Relationships.....	5	3	-	-	8	14	-	14	22
Communication; public relations	6	-	2	1	9	5	1	6	15
Instruction; methods of instruction.....	5	4	-	1	10	1	3	4	14
Miscellaneous.....	<u>8</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>15</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>23</u>
Total.....	128	81	48	19	276	80	34	114	390
Negative responses.....	3	4	3	-	10	-	-	-	10
No responses.....	6			1	7		2	2	9

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total.
 CP - Contract personnel.
 AID - USAID.

The above rankings of the ten classification were made for the total references to strengths as identified by both Vietnamese and by Americans. The emphasis is somewhat different when the ranks are made for the Vietnamese and for the Americans separately. For example, the Vietnamese gave first importance to general assistance, while the Americans emphasized concepts, ideas, and understandings (Table 5.2). While the Vietnamese identified the same first five areas as were listed above for all respondents, the order was somewhat different: material assistance was in second position, curriculum was third, teacher training and higher education was fourth, and concepts, ideas, and understandings was fifth.

Only three of the first five as ranked by Americans were within the first five for all respondents. Second was curriculum, relationships placed third in importance, with organization and administration and teacher training in a tie for fourth position. It is interesting to note that the second and third classifications by the Vietnamese (material assistance and curriculum/program development) did not rank among the first five for the Americans.

TABLE 5.2

RANKINGS OF THE GENERAL CLASSIFICATIONS
OF STRENGTHS

General classification of responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	CP	AID	T	
General assistance.....	1 ²	1	4	-	1	2	-	-	1
Curriculum; program development	3	2	-	-	3	-	1	2	2
Material assistance.....	2	4	1	-	2	-	-	-	3
Concepts, ideas, understandings	5	-	2	1	5	1	3	1	4
Teacher training; higher education.....	4	3	3	-	4	5	2	4	5
Organization and administration	-	-	-	-	-	4	4	4	6
Relationships.....	-	-	-	-	-	2	-	3	7
Communications; public relations	-	-	-	-	-	-	-	-	8
Instruction; methods of instruction	-	-	-	-	-	-	-	-	9

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total.
 CP - Contract personnel.
 AID - USAID.

²Rankings by groups of people are given for the first five only, and then only if five or more references were made within that group to the respective classification of responses.

Detailed Tabulation of Responses

General classifications provide only an overview of opinions concerning what the Vietnamese and the Americans believe to have been the most helpful and the most valuable contributions from the educational effort during the past nine years. More revealing are the specific replies which were tabulated under the several classifications. These revealed, both in what was said and how the idea was expressed, the feelings, beliefs, and values held by the respondents. Therefore, both individual statements, or those which were mentioned only one time, may be as important and as significant as those which have been grouped together under one general heading or classification. The complete tabulations of the statements may be found in Table X-5.1 in the Appendix, and quoted statements will be found both in the text and in the Appendix. Some of the more significant interpretations which may be drawn from the responses which identified the most helpful and most valuable contributions to the nine-year educational effort in secondary teacher training and in comprehensive education may be summarized as follows:

General Assistance:

1. Of 76 references classified under "general assistance," 73 were offered by Vietnamese (96.1%).
2. Seventeen Vietnamese believed that one of the most valuable contributions had been the assistance rendered in developing and changing education in Vietnam.
3. Fifteen Vietnamese gave a very general response, indicating that the assistance by the Americans had been helpful.
4. Pilot and demonstration school personnel stressed the assistance given in developing and changing education (12). University personnel stressed the general assistance given (9), with some support for assistance in developing and changing education in Vietnam (5), in the development of demonstration schools (5), and for the desire and devotion of the contract personnel (4).
5. Some statements made by only one respondent portray potentially significant points of view:

University personnel:

They gave us pride.

They helped to lift the cultural level in Vietnam.

Assistance was rendered beyond our requests.

They assisted in what Vietnamese must do in the future.

Pilot and demonstration school personnel:

Cooperation with the Ministry of Education.

Assistance in finding the best way to work.

They helped us in learning how to spend money wisely.

USAID personnel:

Development of the Vietnamese so that they can carry on themselves.

Curriculum, Program Development:

1. Forty-five of 68 references to the curriculum and program development were made by Vietnamese (66.3%).
2. Both Vietnamese and Americans agreed that one of the most important contributions pertained to curriculum development for the comprehensive high school (22 and 14 respectively).
3. In addition to item two, above, eleven Vietnamese mentioned the assistance rendered in setting up a new educational program. It is probable that they had reference to the comprehensive program.
4. It is interesting to note that 18 references to the curriculum and program development were made by pilot and demonstration school personnel and by university personnel.
5. Interesting responses made by one respondent included the following:

University personnel:

The introduction of a new subject--guidance.

Contract personnel:

The introduction of a curriculum based on the needs of Vietnam.

Material Assistance:

1. Fifty of 55 references pertaining to material assistance given were made by Vietnamese (90.9%).
2. Two areas of assistance were considered by the Vietnamese to have been most helpful. These were the providing of equipment (19) and assistance in the development of facilities (15).
3. Five references to the providing of equipment were made by members of the Ministry of Education.
4. Twenty-eight of the 50 references concerning the value of material assistance were made by pilot and demonstration school personnel (56.0%), and 16 were made by members of the Ministry of Education (32.0%).
5. It is interesting to note that:
 - a. The construction of buildings and classrooms did not receive frequent mention (3 Vietnamese and 1 American).
 - b. One contract personnel was of the opinion that a major contribution had been made in assisting and in helping school administrators to know how to secure local assistance and commodities.

Concepts, Ideas, Understandings:

1. Twenty-five of 49 references to concepts, ideas, and understandings were made by Americans (51.0%).
2. In general, the references were divided among 23 different statements. However, eight Vietnamese agreed on the contribution resulting from the introduction of the concept of modern education, and five on the concept of comprehensive education. Five Americans agreed on the significance to be found in the launching of the philosophy of guidance.
3. Members of the Ministry of Education made more reference to concepts, ideas, and understandings (10) than any other group of Vietnamese.

4. Likewise, the contract personnel made more references to concepts, ideas, and understandings than did USAID personnel (19-6).
5. Interesting responses by one or two persons include the following:

Vietnamese:

- The giving of purpose to education in Vietnam (2).
- The concept from theory to practical education (2).

Americans:

- Changes made in philosophy (2).
- Talking people, not commodities.
- Ideas in curriculum patterns.
- The changing Vietnamese concept of education.

Teacher Training, Higher Education:

1. Thirty-three of 46 reference to teacher training and higher education were made by Vietnamese (76.1%).
2. Vietnamese stressed the training of teachers (9) and assistance rendered to the Faculties of Pedagogy (5).
3. Responses by Americans were diversified, with the importance of the participant training program having been mentioned three times.
4. More references to the significant contributions in the area of teacher training were made by university personnel (13) than by any other group, Vietnamese or American.
5. In-service training programs, and seminars and workshops were identified by six Vietnamese and three Americans.
6. Other interesting responses include the following:

Pilot and demonstration school personnel:

- Working with the Ministry of Education for in-service teacher training.

University personnel:

- Assistance in developing the credit system (2).
- Training of and assistance to university professors (2).
- Training of teachers in the practical arts.
- Contract personnel as resource people to the university.

Contract personnel:

The accelerated teacher training program.

USAID personnel:

The relating of teacher training to practice.

Relationships:

1. Fourteen of 22 suggestions (all by contract personnel) pertained to relationships (63.6%).
2. Interesting responses include the following:

Pilot and demonstration school personnel:

Working relationships with the Ministry of Education (3).

University personnel:

They gained the confidence, sympathy, and understanding of the Vietnamese teachers (3).

Contract personnel:

Working relationships with the Vietnamese leaders (4).

Working relationships with: Ministry of Education; Deans of Faculties of Pedagogy, and with principals (3).

The legacy of good Vietnamese-American relationships.

The friendship of Vietnamese and Americans.

Communications, Public Relations:

1. Nine of 15 references to communications and public relations were made by Vietnamese (60.0%).
2. Six Vietnamese and two Americans felt that a major contribution had been made in making comprehensive education known by the Vietnamese.
3. Interesting responses include the following:

Pilot and demonstration school personnel:

Providing information on education (2).

Contract personnel:

Developing changes in the lines of communication within the Vietnamese system.

The popularity of the comprehensive program when it has been established in a high school.

Instruction, Methods of Instruction:

1. Ten of 14 references to instruction and methods of instruction were made by Vietnamese (71.4%).
2. Four Vietnamese and two Americans emphasized the improvement that had been made in teaching methods.
3. One returned participant noted the changes that had taken place in the methods of teaching in the Faculty of Pedagogy.

Miscellaneous:

1. Fifteen of 23 miscellaneous references were made by Vietnamese (65.2%).
2. Interesting responses include the following:

Pilot and demonstration school personnel:

Assistance given to students (3).

University personnel:

The effort made to implement ideas and concepts (2).

That contract personnel were cautious in introducing changes.

That contract personnel never tried to impose ideas.

Ministry of Education:

The joint planning: USAID, Ministry of Education, Contract personnel.

Contract personnel:

The effort made to implement ideas and concepts (2).

The official acceptance of comprehensive education (2).

Helping Vietnamese broaden their way of life.

Educational conferences.

USAID personnel:

The official acceptance of comprehensive education.

Negative Responses:

1. There were ten negative responses, all by Vietnamese.
2. Four Vietnamese had no idea of any good that had been accomplished during the nine years of American effort in educational programs in the country. Two of these were by pilot and demonstration school personnel, one by a university staff member, and one by an official in the Ministry of Education.
3. Two university staff members stated that many of their colleagues did not understand or appreciate the contributions of the contract personnel.
4. Two members of the Ministry of Education stated that the contract personnel did not contribute as much as they should have contributed, although one of them said that this was the fault of the Ministry of Education and not of the contract staff members.
5. One university administrator stated that USAID had done very little to help higher education in Vietnam.
6. In addition to the ten negative responses, there were nine persons interviewed who declined to state any contribution that had been made. Six of these were by pilot and demonstration school personnel, one "other Vietnamese," and two USAID personnel.

Selected Quotations¹

Most helpful has been the bringing about of ideas of a new system of education to a number of teachers.

--Thu Duc Staff Member.

There is a good sympathy between the Ohio University Contract and the teachers.

--Thu Duc Staff Member.

¹ Additional quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

Most important has been the presence of the Ohio University team to help the Faculty of Pedagogy set up the demonstration schools.

--Demonstration School Staff Member.

They helped to introduce the comprehensive program. This program is very good for the students here.

--Pilot School Administrator.

Most important has been giving Vietnam a concept of education, the purpose of education. Before, we have not had either a concept or a purpose of education. Because we now have a concept and a purpose, we can introduce this into the minds of the leaders. We can introduce new methods and new concepts: concepts of the comprehensive high school; concepts of the secondary school; and concepts of the curriculum for the comprehensive high school. We did not have any of these before.

--Ministry of Education Administrator.

The most important contribution has been the implanting of the seeds for the development of comprehensive education in Vietnam.

--Contract Staff Member.

Ohio University with its personnel has left a kind of legacy of Vietnamese-American relationships which will be long remembered by many, many people.

--Contract Staff Member.

The one concept I hear from the Vietnamese is the importance of guidance. This involves the whole spectrum--testing for admission to school and guidance through school.

--USAID Staff Member.

Personal relationships are very good. They don't force us too much. They don't decide things for us. Also, OU has a good liaison between us and the Ministry of Education. We often propose and the Ministry of Education rejects, but the Ohio University advisors follow up, and then it is OK.

--Demonstration School Staff Member.

I value highly the relationships with Ohio University personnel. They have been as resource people to the University. They have contributed many things outside their assignment. You can get confirmation for this from members of the Faculty of Pedagogy.

--University Administrator.

¹ Additional quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

These advisors (Contract staff members) were trying to implement ideas and concepts, such as standards, the demonstration high school, the comprehensive high school, and accrediting. These ideas were disseminated and discussed. What is most impressive to us is the devotion of the people who have been here. As individuals we came to know them, and to know that they are doing their best to help us. It has been a kind of attitude and service by being one of us that made Ohio advisors accepted by the people here.

--Rector of a University.

USAID has helped very little with higher education in Vietnam.

--University Administrator.

Summary

It is quite apparent that both Vietnamese and Americans believed that the past nine years have been productive in making helpful and worthwhile contributions to teacher training programs and to comprehensive education at the secondary level in Vietnam. Also, it is quite apparent that there were many contributions which were not identified in the objectives as identified in Chapter I. It should be noted, however, that the question did not call for an evaluation of the contributions, simply a statement of what the respondent believed had been the most helpful and valuable contributions. It is within this context that 390 positive suggestions were made, with 276 having been suggested by Vietnamese (70.8%). On the opposite side there were only ten responses that were antagonistic or negative in content, and nine interviewees who declined to make any statement concerning worthwhile contributions.

Some of the more significant contributions resulting from the nine-year education effort as conceived by Vietnamese and Americans directly associated with the program development in Vietnam may be briefly enumerated as follows:

1. Vietnamese gave primary emphasis to the value of the assistance program in general terms, to the material assistance in the development of education, especially equipment, to the contributions in the

¹ Additional quotations may be found in the Appendix.

area of the curriculum and program development, to the training of teachers and assistance in the higher education program, and to the development of a conceptualization for a new and more modern type of education.

2. Americans gave primary emphasis to the development of concepts, ideas, and understandings concerning the new education, and especially comprehensive education, to curriculum and curriculum development, to working relationships with the people and educational leaders in Vietnam, to teacher training, and to the organization and administration for education.
3. Seventy-three Vietnamese gave general statements of helpfulness which pertained to assistance in developing and changing education, to the development of pride, the development of demonstration schools, and assistance to students, teachers, and administrators.
4. Curriculum development for the comprehensive high school and assistance in setting up a new education program were the most frequently mentioned areas of helpfulness as mentioned by the Vietnamese (33). They were also the most frequently mentioned contribution by the Americans (14). Other most frequently mentioned items by groups of respondents were as follows: Equipment and facilities: Pilot and demonstration school teachers and administrators (24); Ministry of Education (10). The comprehensive high school curriculum and the new educational program: University personnel (11); Contract personnel (9); USAID personnel (5).
5. Of particular significance was the breadth and scope of the replies received from the 110 people interviewed. Each idea, although mentioned by only one person, represented his best thinking concerning the most helpful and valuable contribution to Vietnamese education. As such, each one merits the thoughtful and serious consideration of all interested readers. Therefore, the student of this report is encouraged to review Table X-5.1 and the additional selected responses to be found in the Appendix.
6. Four university personnel indicated negative reactions to the contributions made to education in Vietnam, with one stating that there had been little help to higher education. This contrasts sharply with the very positive statements by other university administrators and staff members as indicated in the selected quotations (see above).

Chapter III reported on the strengths of education in Vietnam. This was followed by ways in which to strengthen education in Chapter IV. The above chapter reported the strengths of the contributions of the American education effort in Vietnam during the past nine years. The next chapter will be devoted to lessons learned from the experiences in program development and implementation which can be utilized in strengthening similar projects in the future.

CHAPTER VI

CONCEPTS FOR PROGRAM IMPROVEMENT

The preceding chapter presented the concepts of those interviewed concerning the strengths of the nine-year educational effort of the United States in teacher training and comprehensive education at the secondary level. Consideration will now be given to the points of view held by the respondents for program improvement. Their recommendations were secured in two areas. First, what has been learned from the experiences of the past nine years that will help to make educational assistance programs better for Vietnam; and, second, if the program for the past nine years, or any part of it, should be continued, what should be continued, and for how long a period of time? Responses to these two lines of inquiry will be presented in this chapter, with a section being devoted to each one.

Section One

Lessons Learned From Past Experience

It is so easy for people, being human, to look at the past and think primarily in terms of what was wrong with it, or what the weaknesses and limitations were that prevented accomplishment of the original objectives. This process is used so frequently by most of us that it almost appears to be the natural way in which to look at the past. However, this natural, human approach has been resisted in this study. Why be negative when a positive, constructive approach can be taken? Certainly there have been many things that have been done during the past nine years that, with the advantage of hindsight, we can say should have been done differently. This is true for everyone of us as individuals, and it is equally true for assistance programs by one country to another. Therefore, the approach was taken that planning for the future can be greatly strengthened if we understand better the problems encountered in the past, use the understandings gained from experience to proceed with a higher degree of expectancy for success, and, through self-evaluation, plan more confidently in establishing directions and determining processes for the future.

After establishing the above point of view as a basis for looking at the past with the interviewee, the following question was asked:

In what ways do you believe the work of Ohio University could have been better or more effective? What have we learned to make future programs stronger?

The respondents accepted the basis on which this question was posed, and they talked at greater length and in more detail than for any other question asked during the interview. They had things to say, and they seemed to appreciate the opportunity to say them.

However, one word of caution needs to be stated at this time. The writer, in conducting similar and related types of studies in the past, has learned that responses usually fall into three general classifications. First, there is the top ten percent who seem to think that everything has been perfect, that there are no lessons to be learned from the past, expect to do the same thing over again in the same way. Then, there is another ten percent who seem to think that nothing has been done right, and they take the opportunity to be negatively critical (as opposed to being constructively critical) of plans, of processes, and of people involved in the program. Some will take the opportunity to reveal their own prejudices and biases. But, in between the top and the bottom ten percent as indicated above, there is normally a collection of very viable, constructive, and often creative ideas that merit the very serious attention of every person who is concerned with or has responsibility for continued program development and improvement. The reader should understand with appreciation these three classifications, and he should accept the statements as given by each one as representing a significant point of view, and that it must be given consideration in planning for the future. You cannot "skim off" the top and the bottom ten percent, for they, too, are an important part of the picture, and the leaders holding these beliefs will condition or affect both what is done and how it is done. The great merit lies in an understanding of and appreciation for these points of view which constitute a part of the maelstrom of people, ideas, points of view, groups, organizations, and of governments involved which interact with one another in directing the present toward the future.

Tabulation of Responses, General

A total of 394 suggestions and ideas were given in response to the request for information whereby the educational program of the past

nine years could have been strengthened and improved (Table 6.1). Of this number 256 (65.0%) were offered by Vietnamese. The number of suggestions made in relation to the number of respondents was unusually high for university personnel, members of the Ministry of Education, other Vietnamese, and contract staff personnel.

TABLE 6.1

QUESTION: We Can Usually Look Backward With More Vision Than into the Future. In what Ways Do You Believe the work of Ohio University Could Have Been Better or More Effective? What ave We Learned to Make Future Programs Stronger?

Response areas	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Relationships; communications	13	13	7	6	39	21	7	20	67
Administration	7	12	9	1	29	20	3	23	52
Ministry of Education	4	4	10	8	26	16	1	17	43
Priorities	16	4	2	-	22	9	4	13	35
Teacher training; in service training.	11	2	11	7	31	2	-	2	33
Material assistance	13	3	2	5	23	4	-	4	27
University campus	1	3	-	-	4	22	-	22	26
Planning	1	5	10	-	16	6	2	8	24
Vietnamization	4	-	7	3	14	1	1	2	16
Personnel	1	11	-	-	12	1	2	3	15
Finance	5	2	1	2	10	4	-	4	14
Miscellaneous	7	8	8	7	30	9	3	12	42
Total	83	67	67	39	256	115	23	138	394
Other:									
No knowledge of Ohio's project ..	1	1	1		3				3
No wish to criticise; no response.		1			1				1
No response	8	2			10		2	2	12

¹Key: P/D - Pilot and demonstration school teachers and administrators.
U - University personnel.
MOE - Ministry of Education.
VN - Other Vietnamese.
T - Total
OU - Ohio University contract personnel.
AID - USAID.

The responses were tabulated under 12 general classifications. When the responses for Vietnamese and Americans were tabulated together, the five most important areas were: 1 - relationships and communications (67); 2 - administration (52); 3 - Ministry of Education (43); 4 - priorities (35); and 5 - teacher training, in-service training (33) (Tables 6.1 and 6.2). However, the order of importance changes when the general classifications are ranked separately for Vietnamese and for Americans.

TABLE 6.2
Ranking of the General Classifications of
Suggestions for Improvement

Response areas	P/D ¹	Vietnamese				Americans		Grand total
		U	MOE	VN	T	CU	AID	
Relationships; communications	2 ²	1			1	2	1	1
Administration	5	2			3	3		2
Ministry of Education			2		4	4		4
Priorities	1					5		5
Teacher training, in-service training	4		1		2			5
Material assistance	2				5			
University campus						1		3
Planning			2					
Vietnamization								
Personnel		3						
Finance								

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total
 CU - Chio University contract personnel.
 AID - USAID.

²Ranks are given for the five most important areas with the highest number of tabulated responses. However, no ranking was given for an area if there were less than ten responses in that area.

For example, Vietnamese ranked teacher training as second in importance, with material assistance in fifth position. Americans gave third-rank order to the on-campus program in support of the Vietnam effort.

Still more differences in points of view can be assessed as the rankings are studied for variations within the groups of Vietnamese. For example, first order of importance was given to priorities by pilot and demonstration school teachers and administrators, to relationships and communications by university personnel, and to teacher training by members of the Ministry of Education. Contract staff members gave first importance to University campus support, an item that was of primary concern only to these staff members. Responses by USAID personnel were diversified, without any one area receiving ten or more suggestions.

Only three of the 76 Vietnamese interviewed felt that they lacked sufficient knowledge of the program to make suggestions, one Vietnamese administrator declined to comment on the basis that he did not wish to criticize, and 12 persons did not give any response to the question.

Tabulation of Responses

As was stated in the previous chapter, general classifications provide only an overview of opinions concerning the discussion topic. More revealing are the specific replies which were tabulated under the several classifications. These revealed, both in what was said and how the idea was expressed, the feelings, beliefs, and values held by the respondents. Therefore, both individual statements, or those which were mentioned only one time, may be as important or as significant as those which have been grouped together under one general heading or classification. The complete tabulations of the statements may be found in Table X-6.1 in the Appendix, and quoted statements will be found both in the text and in the Appendix. Some of the more significant interpretations which may be drawn from the responses which identified how the nine-year program could have been improved or made stronger may be summarized as follows:

Relationships, Communications:

1. Of 67 references classified under relationships and communications 39 (58.2%) were offered by Vietnamese.

2. Eighteen suggestions (17 by Vietnamese) were made which related to foreign personnel working within a host country. The main emphasis was on learning to know and to understand the Vietnamese people, their way of life, their psychology, and to appreciate them as people as they give expression to their way of life. In effect, they were saying that foreign personnel must adjust to the Vietnamese situation and environment before they can begin to be helpful for an improvement of that situation and environment, whether it be education, health, government, or any other phase of life and organization in Vietnam. This included having office space adjacent to or with the people with whom they are working.
3. Nineteen suggestions (12 by Vietnamese) pertained to what advisors should do. Being housed (office space) with the people with whom you work was considered to be important, thus making possible closer and daily working relationships, better understandings, with increased mutual respect and confidence.
4. The next item of importance was of concern only to Americans, and primarily by contract personnel. Ten suggestions, seven by contract personnel, recommended closer working relationships between USAID and Ohio University personnel. Realistic, open communication was stressed.
5. Selected statements of potential significance include the following:

University personnel:

Advisees (university staff members) should have instruction from their administrators concerning their role and function. The Vietnamese need to be informed concerning the assignment and function of the advisors.

Live and work with us.

Ministry of Education:

Live and work with us.

Learn how to use a chopstick.

Contract personnel:

More direct contacts between all working personnel (Ministry of Education, Faculty of Pedagogy, Ohio University, USAID). Develop consistent and realistic patterns of communication.

Administration:

1. Twenty-nine of 52 responses (55.8%) pertaining to administration were given by Vietnamese.
2. Suggestions were quite diversified, with 31 different ideas being proposed.
3. The one area within administration which received most consideration was the recommendation that more attention be given in the future to a coordination of effort. They particularly stressed coordination for an appropriate timing relationship for the training of staff members, the production of instructional materials, the ordering and distribution of equipment, and the construction of classrooms essential for program implementation.
4. Selected recommendations include the following:

Pilot and demonstration school teachers and administrators:

- Channel foreign aid directly to the schools (2).
- Simplify AID procedures; red tape (2).

University personnel:

- Ohio University should have authority over their budget (3).
- There has been too much buck-passing (Ohio University to USAID to Washington).
- Give more attention to evaluation.

Ministry of Education:

- Greater coordination of activities (3).
- It is important to follow the Vietnamese way to problem solution.
- Plans should be related to finances and resources.

Contract personnel:

- There is a need for day-to-day relationships with counterparts (2).
- There should be regular staff meetings (2).
- Program continuity cannot be maintained with changing USAID support.
- Program continuity cannot be achieved with two-year terms for contract personnel. It takes two years to identify, order, and receive commodities. The more important part comes with implementation in the third year.

USAID:

A plan should be devised for evaluating staff personnel.

Ministry of Education:

1. Twenty-six of 43 suggestions pertaining to the Ministry of Education were made by Vietnamese (60.5%).
2. Suggestions were quite diversified, with 32 different ideas being proposed.
3. Americans were primarily concerned with the early approval of essential arretes legalizing the development of the program, with such approval to be given prior to initiation of the project (6).
4. Vietnamese were more concerned with establishing stability in administrative leadership (Ministry of Education)(4), and in planning for full-time teaching at all levels (2).
5. Selected recommendations include the following:

Pilot and demonstration school teachers and administrators:

Work directly with the schools, not through the Ministry of Education.

Decentralize the Ministry of Education; have representative in the provinces.

University personnel:

The Ministry of Education should act on committee recommendations.

Bidding procedures waste time and money.

Ministry of Education:

Get plan commitment throughout the Ministry of Education.

Strengthen our weaknesses.

Speak to Ministry of Education forthrightly and frankly.

Appoint a coordinating committee (Ohio University/Ministry of Education).

Contract personnel:

Devise and implement a plan for returned participants (2).

Clarify the responsibility of the Ministry of Education.

Principals can do nothing without Ministry of Education approval.

Priorities:

1. Twenty-two of 35 suggestions pertaining to priorities were given by Vietnamese (62.9%).
2. Pilot and demonstration school teachers and administrators and contract personnel were more concerned with priorities than were any other group (16 and 9 respectively).
3. Selected recommendations include the following:

Pilot and demonstration school teachers and administrators:

- Train enough teaching staff first (3).
- Develop a strategy for planned change.
- Give more assistance to the pilot schools (2).
- Concentrate efforts with the demonstration schools (7).
- Develop one good school (2).

University personnel:

- Start with vocational and agriculture high schools, making them academic high schools. Then you will not have the opposition of certain groups, you will not weaken the good schools, and you will strengthen the vocational schools.
- Concentrate efforts at the demonstration schools.
- Get the cooperation of teachers and of and of the people first.

Ministry of Education:

- Prepare the program before starting implementation.

Americans:

- Develop one good school (5).

Contract personnel:

- Prepare the program before starting implementation (2).
- Research needs before program development.

Teacher Training, In-service Training:

1. Thirty-one of 33 suggestions in the area of teacher training and in-service training were made by Vietnamese (94.0%).
2. The two groups most concerned with teacher training were members of the Ministry of Education (11), and pilot and demonstration school teachers and administrators (11).

3. Vietnamese stressed the following:
 - Strengthen and improve teacher training (6)
 - More in-service training (4)
 - We need teachers for practical arts (4)
 - Train more teachers (3).
4. The Ministry of Education stressed the strengthening and improving of teacher training (5), and the training of more teachers (3).
5. Pilot and demonstration school teachers and administrators stressed more in-service training (4) and the need for teachers for practical arts (2).
6. Contract personnel mentioned more in-service training and more emphasis on workshops and seminars.

Material Assistance:

1. Twenty-three of 27 suggestions for material assistance were proposed by Vietnamese (85.2%).
2. Thirteen of the 23 suggestions for material assistance made by Vietnamese were proposed by pilot and demonstration school teachers and administrators (56.5%).
3. Selected recommendations include the following:

Pilot and demonstration school teachers and administrators:

- Provide more equipment to schools (4).
- Continue material assistance (3).
- Provide repair parts for equipment.
- Complete the Thu Duc School.

Ministry of Education:

Get equipment and commodities for the Faculty of Pedagogy as promised (2).

Contract personnel:

Provide facilities and equipment for the demonstration school.
Provide more equipment to schools.
Provide facilities (2).

University Campus:

1. Twenty-two of 26 recommendations (65.6%) pertaining to the University Campus as backstopper for contract personnel were made by the contract staff member.
2. Major concern (12) was expressed by contract personnel regarding campus orientation prior to either contract negotiation or departure for Vietnam. The following was cited:
 - Lack of campus orientation (3).
 - More realistic orientation to Vietnam (2).
 - More orientation to the role and function of the university.
 - Campus staff members with experience in Vietnam should be utilized in orienting new contract personnel.
3. Additional selected recommendations include:

Contract personnel:

- Write contracts for a minimum of two years.
- Contractual understandings should be clear cut (2).
- Lack of planning and leadership on campus.
- Recruiting discussions omitted any reference to philosophical beliefs of concepts held in technical area.

University personnel:

- Write contracts for a minimum of two years.
- Study the needs, then find the best man to work with the Deans.
- The University is not organized to help advisors.

Planning:

1. Sixteen of 24 recommendations (66.7%) related to planning were made by Vietnamese, with ten of these suggestions having been offered by members of the Ministry of Education.
2. The first recommendation for both Vietnamese and for Americans was the development of an overall plan (8+3=11).
3. Additional recommendations of interest include the following:

Ministry of Education:

- Plans should be jointly made (USAID, Ministry of Education, Ohio University).

Give more attention to the approach to problem solving.

Contract personnel:

Plans should be jointly made (USAID, Ministry of Education, Ohio University).

Long-term planning is impossible with year-to-year USAID budgeting processes.

A steering committee is needed with both responsibility and authority (Ohio University, USAID, Ministry of Education, Faculty of Pedagogy).

Vietnamization:

1. Fourteen of 16 recommendations (87.5%) pertaining to Vietnamization were made by Vietnamese.
2. Half of the suggestions made by Vietnamese (7) were proposed by members of the Ministry of Education. Four were offered by pilot and demonstration school personnel, and three by other Vietnamese.
3. Most of all, the Vietnamese recommended that programs and processes be adapted to (not adopted) needs and ways of problems-solving in Vietnam.
4. Other suggestions of interest include the following:

Pilot and demonstration school teachers and administrators:
Let Vietnamese introduce concepts, not Americans.

Ministry of Education:

Problem-solving should be the Asiatic way (2).

Adapt (program and processes) to the understanding of the people.

The simple transplantation of American programs is of no help.

Personnel:

1. Twelve of 15 recommendations (80.0%) pertaining to personnel were made by Vietnamese, with 11 of these 12 suggestions being made by university personnel.

2. There were 15 different suggestions which composed the total of 15 ideas for personnel.

3. Interesting suggestions include the following:

University personnel:

Some personnel are not trained as advisors.

Some advisors are sent who:

-- don't know their field.

-- want only an observation tour.

-- don't have experience as advisors in the United States.

Contract personnel:

Need for greater continuity in personnel.

USAID personnel:

The Chief of Party should be experienced.

Some personnel are not suited to the job to be done in Vietnam.

Finance:

1. Ten of 14 recommendations (71.4%) pertaining to finance were proposed by Vietnamese.

2. Four Vietnamese recommended salaries that would represent a living wage.

3. One university and one contract staff member recommended a budget that would make possible the implementation of adopted goals.

4. Other interesting recommendations include the following:

Ministry of Education:

There should be Vietnamese Government resources to carry on adopted programs.

Contract personnel:

Vietnamese Government should give piasters as promised.

Consistency in USAID support is essential.

Miscellaneous:

1. Thirty of 42 miscellaneous recommendations (71.4%) were offered by Vietnamese.

2. One of six of the recommendations by Vietnamese pertained to spirit and dedication. They wanted contract personnel to serve with spirit and enthusiasm at the beginning, and to help teachers have good behavior and professional ethics.
3. Four Vietnamese, three from the University, stated that the program and the processes were good, meaning that if it were to be done over again it should be done in the same way.
4. Selected recommendations include the following:

Ministry of Education:

If Vietnam has a good example, it will adopt it.
More time is needed by the Ministry of Education to study for understandings.
Strengthen comprehensive education.

Other Vietnamese:

Written Ohio University reports are good, but reality is limited.
Nine years is an insufficient amount of time for major accomplishments.
American people are achievement-oriented.
Improve the methods of instruction in higher education.

Contract personnel:

Technicians spend too much time with logistics and not enough with educational planning.

USAID personnel:

Perhaps Ohio University, USAID expected too much too soon.
Perhaps the United States overextended Vietnam with too much too quickly.

Selected Quotations¹

Train enough teachers for new subject-areas instead of having a program ready to operate but do not have enough teachers.

-- Demonstration School Staff Member.

¹Additional quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

All effort should have been concentrated on some of the pilot schools such as the demonstration schools at Thu Duc and Hue instead of spreading the effort to many other schools. -- Demonstration School Staff Member.

The Ministry of Education forgets the local conditions. We need someone here. -- Pilot School Administrator.

Up to now there has been a lack of an overall plan for development. When Ohio University came here the concept of teacher training was not very well understood. There was no overall development plan into which to fit the teacher training program. Something artificially was grafted on to what we already had. There were no priorities, an absence of a conceptual framework. -- University Administrator.

It could not have been done better due to the war. -- University Staff Member.
-- USAID Staff Member.

You should have thought about the strategy at the beginning for directions toward the conclusions. -- University Staff Member.

Just keep one demonstration school. -- Ministry of Education Staff Member.

It is very important to follow the Vietnam way to approve problems. We cannot always do it the United States way. -- Ministry of Education Staff Member.

The comprehensive program could have been implanted so well with a good plan. But the teachers were not prepared for dealing with implementation of the program. Actually the program as implanted is a very patchwork job. The philosophy is good. Vietnamese people will be ready to accept it if we could show a good way. -- Ministry of Education Staff Member.

There is not enough realistic communication in what is really possible, in what you can get through, both in the Vietnamese Government and in USAID. -- Contract Staff Member.

¹ Additional quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

There are aspects of our contract for which there is no legal basis in Vietnam. Therefore, it cannot be fulfilled.

-- Contract Staff Member.

The contract personnel should be housed with the people being served.

-- Contract Staff Member.

Graduate education should have been started at the Faculty of Pedagogy four years sooner.

-- USAID Staff Member.

It would have been better to have taken one school and have made it into a model, a really first-class comprehensive school.

-- USAID Staff Member.

-- Demonstration School Staff Member.

Summary

Section one of this chapter has been concerned with the lessons learned from the nine years of program development for the strengthening of teacher training at the secondary level and for the development of comprehensive education in selected secondary schools. An attempt was made to identify these lessons as interpreted by the people responsible for decision making about them, and for program and process implementation. A total of 394 suggestions and recommendations were made by respondents to the question:

In what ways do you believe the work of Ohio University could have been better or more effective. What have we learned to make future programs stronger?

Many of the respondents talked at length concerning their particular recommendations, and expressed appreciation for the opportunity to contribute to their ideas for this purpose. Some of the more significant recommendations may be summarized as follows:

¹Additional quotations may be found in the Appendix.

The one most important area for improvement is in the field of relationships and communications. Vietnamese stressed the necessity for foreign personnel to seek to know, to understand, and to appreciate the culture and way of life in Vietnam. He should learn to use chopsticks with dexterity, and he should live and work (office location) with the people as one of them. The Americans were more concerned with internal communications, with a two-way line of communication for mutual understanding and planning between contract personnel and USAID.

2. The second most important area was concerned with the broad field of administration. While responses were quite diversified, significant emphasis was placed on the necessity and the urgency for coordination in planning and program development. The program should be so administered that teachers would be prepared and available at the time buildings or classrooms have been constructed, and equipment and commodities received for utilization in the instructional program.
3. The third area pertained to the function and responsibility of the Ministry of Education. Americans stressed the necessity to have to the Ministry of Education establish the legal basis for the program and for the activities connected with program development prior to the initiation of the work within Vietnam. Vietnamese would seek stability in the position of the Minister of Education and in related matters that would strengthen the understanding and the decision-making process leading to change in the educational structure of the country.
4. Both Vietnamese and Americans stressed the necessity for the establishment of priorities in program development. Americans emphasized the need to develop one good demonstration school as opposed to the spreading of effort too thinly among several schools, and the Vietnamese identified several areas, such as training the teachers first, planning the program, developing a strategy for change, and the concentration of effort to a few schools.
5. Members of the Ministry of Education and pilot and demonstration school personnel were significantly concerned with strengthening and improving teacher education, greater emphasis on in-service training programs, and for the training of teachers for the new programs. Few recommendations were made by Americans in the area of teacher training.

6. Vietnamese recommended the continuation of material assistance to education in Vietnam. Emphasis was placed on more equipment and educational commodities, facilities, and on miscellaneous factors such as libraries, laboratories, repairs for equipment and related essentials in the educational program.
7. Contract staff members would see major improvements in the backstopping program on campus. Particularly, some would like to see the process of orientation and contractual relationships strengthened, and the writing of contracts for a minimum of two years or more.
8. A significant need was expressed by both Vietnamese and by Americans for the development of an overall plan.
9. Host country personnel gave significant support to the concept for greater Vietnamization, with emphasis on adaptation, not on adoption.
10. A small number of recommendations were made pertaining to personnel, mostly being offered by representatives of the universities. They felt that advisors should be trained and experienced in their work as advisors, and that they should be dedicated to helping Vietnam.
11. Only a few recommendations pertained to finance. As might be expected, the Vietnamese were concerned with receiving a living wage, and with resources with which to carry on the program.
12. Spirit and devotion headed the recommendations in the miscellaneous classification of responses. Many would "do the same thing again," and a total of 42 suggestions testified to the interest of the respondents on a variety of topics.

Perhaps the one most significant conclusion to be drawn from the above is the fact that most respondents, both Vietnamese and Americans, believed that the nine-year education effort could have been strengthened, and that they were willing to share their ideas as to what was needed in order to utilize these insights for program improvement in the future.

Section Two

Suggestions for the Future

Three additional questions were asked of the interviewees which were related to the preceding question. These were:

1. In your judgment, should the work which has been performed by Ohio University be continued in the future? Why or why not?
2. If "yes," what should be continued?
3. If continued, for how long a period of time?

The responses to these questions provide an indication of belief in or concern for the program activities in relation to the present developmental status of the project.

The interviewees were overwhelmingly in favor of continuing the project. Of 89 responding to the question, 78 (87.6%) were of the opinion that the program should be continued. Only eight respondents, all Americans, believed that it was time to discontinue the assistance program: two proposed that continuation be conditional, and one was undecided (Table 6.3). All of the Vietnamese except one (67-98.5%) want the program continued, with the one abstainer proposing continuation with major conditions. Eleven of the Americans (52.3%) proposed continuation, one was undecided, one was conditional, and eight (38.1%) felt that it was time to terminate the project.

TABLE 6.3

Question: In Your Judgment, Should the Work Which Has Been Performed by Ohio University be Continued in the Future? Yes _____: No _____.

Response	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Yes (program should be continued)...	38	14	10	5	67	7	4	11	78
No (program should be discontinued).	-	-	-	-	-	5	3	8	8
Perhaps, with conditions	-	1	-	-	1	1	-	1	2
Don't know; undecided	-	-	-	-	-	-	1	1	1
Total	38	15	10	5	68	13	8	21	89

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total
 OU - Ohio University contract personnel.
 AID - USAID.

The primary reasons given by those who believed the assistance program should be terminated proposed that it was time for the Vietnamese to carry the program themselves, to make decisions concerning the worthwhileness and validity of the program for Vietnam, and to implement the program in their own way. Additional points of view included the following:²

It is time for the Vietnamese to become self-sufficient.

-- Contract Staff Member.

We will never get done all that should be done. The Vietnamese must take it and try to operate it in their own framework.

-- Contract Staff Member.

²Additional quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

We have made an input for ten years. If we cannot do anything in that period of time, we will not get it done in another ten years.

-- Contract Staff Member.

It is time for Vietnam to determine if it can go it alone.

-- USAID Staff Member.

It is time for Vietnam to see how far they can move ahead on their own.

-- USAID Staff Member.

Conditional continuation was noted in many of the responses, although only a few would make the future of the program directly related to the condition. The two points of view are well expressed in the following selected quotations:¹

It should be continued, but it should be made applicable. The technicians should understand more about Vietnam, understand our people, our present situation, and the need about education rather than only making contact with some higher members of the Ministry of Education.

-- Thu Duc Staff Member.

It is better to stop if the assistance is not realistic and just theoretically done.

-- Thu Duc Staff Member.

If the Vietnamese are ready to provide the arretes to legalize the programs, then it will be possible to move forward in comprehensive education.

-- Contract Staff Member.

As was indicated above, the Vietnamese were nearly unanimous in holding that the project assistance should be continued, and half of the Americans held the same point of view. The primary reason given by the Vietnamese held that the development was incomplete, and that additional assistance was essential to carry it forward to the point where Vietnam could be self-sufficient for its continuation. Typical statements include the following:¹

The work has not been completed. Therefore, it is considered as nothing has been done yet.

-- Thu Duc Staff Member.

¹ Additional quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

The Ohio program has not yet been accomplished.

--Thu Duc Staff Member.

(It should be continued) until the time Vietnam can undertake the program by themselves.

--Thu Duc Staff Member.

It would be a mistake to pull out. We are so close to achieving something. I am afraid that it will all be lost if we pull out now.

--Contract Staff Member.

The implementation of the comprehensive education is almost unfinished. If the Ohio personnel phases out too soon, comprehensive education will go to nothing.

--Ministry of Education Staff Member.

Continuation is most important to assist with graduate programs and to complete comprehensive secondary education development programs.

--Ministry of Education Staff Member.

Ohio University will have to stay. It is so important for the implementation of the comprehensive program.

--Ministry of Education Staff Member.

The fruit is almost ripe. It is not time to leave yet. You need to stay to see some concrete results.

--Ministry of Education Staff Member.

Vietnam will need help if they are to consolidate the gains that have already been made, and if it is to go forward in a sensible and well-planned way.

--USAID Staff Member.

While the American respondents were divided on the wisdom of continuation or withdrawal at this time, there does exist a substantial consensus of opinion, both within the Vietnamese and among the Americans, that much remains to be achieved if the ultimate results are to be attained.

It is one thing to establish the point of view that there should be continued assistance by the United States, or by some other country, to Vietnam, and it is quite a different problem to determine the nature and extent of this continued assistance. There was agreement on two

¹Additional quotations may be found in the Appendix.

points of view. One was the need for continued assistance, and the other that there should be certain modifications or changes in the assistance to be rendered. It was indicated above that legalization of the programs was one of the primary essentials for any continuing effort. Then, assuming the establishment of the legal basis for program development and implementation, four primary areas of emphasis were proposed by the respondents in identifying what should be continued, with all four areas receiving comparable recognition. The 191 suggestions (146 by Vietnamese, or 76.4%) stressed the following (Table 6.4): 1 - Curriculum and program implementation (24 Vietnamese and 15 American, total 39); 2 - Teacher training and in-service training (27+9=36); 3 - Material assistance (29+6=35); 4 - Higher education (23+5=28); and 5 - Miscellaneous suggestions (43+10=53). There were noticeable differences, however, in the order of importance as interpreted by various groups of respondents. The pilot and demonstration school teachers and administrators, for example, emphasized the need for material assistance, the university personnel identified the higher education field, and members of the Ministry of Education stressed curriculum and program implementation, as did the Americans.

As in previous data analysis, the responses within each of the general classifications is most revealing. The interested reader will wish to study these points of view as tabulated in Table X-6.2 (included in the Appendix). They may be summarized below as follows:

TABLE 6.4

Question: If There Should be Continued Assistance in the Areas of Teacher Training and Comprehensive Education at the Secondary Level, What Should be Continued?

Response Classification	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Curriculum & program implementation	7	3	11	3	24	11	4	15	39
Teacher training: in servicetraining	11	7	7	2	27	8	1	9	36
Material assistance	18	4	4	3	29	5	1	6	35
Higher education	-	19	2	2	23	3	2	5	28
Miscellaneous	24	9	6	4	43	7	3	10	53
Total	60	42	30	14	146	34	11	45	191

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total
 OU - Ohio University contract personnel.
 AID - USAID.

Curriculum and Program Implementation:

1. Twenty-four of 39 recommendations in the area of curriculum and program implementation were offered by Vietnamese (61.3%).
2. The most suggestions made in this field were proposed by members of the Ministry of Education (11) and by contract personnel (11).
3. Both Vietnamese and Americans agreed that assistance should be provide for the implementation of comprehensive education in the schools of Vietnam (9+7=16).
4. The belief also exists that primary assistance should be rendered to the demonstration schools (7+3=10).
5. Contract personnel stressed assistance in the area of curriculum and program implementation more strongly than did USAID personnel (11+4=15).

Teacher Training, In-service Training:

1. Twenty-seven of 36 recommendations in the area of teacher training and in-service training were made by Vietnamese (75.0%).
2. Thirteen of the 27 suggestions by Vietnamese stressed the importance of assisting the universities in the strengthening of teacher training programs.
3. When consideration is given to the number of persons interviewed within each group, it should be noted that all four groups of Vietnamese were concerned with teacher training as a continuing area for further assistance.
4. Contract personnel expressed significant interest in this field, and USAID personnel minimum interest (8+1=9).
5. Selected recommendations of interest include the following:

Pilot and demonstration school teachers and administrators:

- Organize in-service training programs (2).
- Develop methods of teaching.
- Instruct in how to implement programs.
- Expand workshops.

University personnel:

- Develop methods of teaching.
- Organize in-service training programs.

Ministry of Education:

- Organize in-service training programs.
- Help change the operation of the Faculty of Pedagogy.

Contract personnel:

- Organize in-service training programs (3).
- Develop accelerated teacher training programs.
- Provide assistance to counterparts in developing training programs.

USAID personnel:

- Extend the participant training program.

Material Assistance:

1. Twenty-nine of 35 recommendations in the area of material assistance were proposed by Vietnamese (82.9%).
2. Pilot and demonstration school personnel were more concerned in the area of continued material assistance than were any other group (18).
3. Providing more classrooms and facilities (10), continued material assistance (7), and providing equipment (7) were the areas most frequently identified.
4. Interesting recommendations include the following:

Pilot and demonstration school teachers and administrators:

Subsidize Vietnamese writers (2).

Assist in developing instructional materials (2).

Contract personnel:

Subsidize Vietnamese writers.

USAID personnel:

Assist in printing textbooks.

Higher Education:

1. Twenty-three of 28 recommendations in the area of higher education were proposed by Vietnamese (82.1%).
2. Nineteen of the 23 recommendations made by Vietnamese were proposed by university personnel.
3. The one most frequently mentioned recommendation urged the providing of advisors for higher education (6+2=8).
4. Selected recommendations include the following:

University personnel:

Assist with research programs (3).

Help train university professors (3).

Assist with the development of graduate programs (3).

Develop an assistance program with a consortium of universities.

Ministry of Education:

Assist with the graduate programs.

Contract personnel:

Develop an assistance program with a consortium of universities.

USAID personnel:

Assist with research programs.

Miscellaneous:

1. Forty-three of 53 recommendations of a miscellaneous nature were offered by Vietnamese (81.1%).
2. Seventeen suggestions were made concerning technicians, with recommendations for continued technical assistance.
3. Seven recommendations pertained to administration. Two Vietnamese (Ministry of Education) and one contract personnel would set up a coordinating committee with representatives from the Ministry of Education, the Faculty of Pedagogy, Ohio University, and USAID.
4. Six recommendations, all by Vietnamese, pertained to teachers. Suggestions included the provision of a staff for comprehensive education, assisting teachers in demonstration schools, and the providing of United States teachers at the senior level.
5. Five representatives of pilot and demonstration school teachers and administrators urged greater efforts toward Vietnamization.
6. Four Vietnamese (1 - university; 2 - Ministry of Education; 1 - other Vietnamese) recommended the development of a long-range plan (2), the development of research programs, and assistance to the planning section of the Ministry of Education.
7. Other recommendations included:
 - Expand comprehensive education over all of Vietnam.
 - Develop a good model (2).
 - Provide assistance for counterparts.
 - Now is the time for full assistance.
 - Continue the good personnel relationships.

The third question sought the point of view of the respondents concerning the length of time which they believed it necessary for the assistance program to be continued in order to achieve the objectives considered to be important. The suggestions ranged from one to ten years for the 35 who proposed termination within a certain period of time, with the average being 4.7 years for the Vietnamese, 4.8 for the Americans, and an overall average of 4.7 years (Table 6.5). There was one who would terminate the program with the end of war, one who would continue it five years after the war, one proposed no time limit, and another suggested that it be continued forever. There were four pilot and demonstration school teachers and administrators who felt that the assistance should continue until the objectives have been achieved.

TABLE 6.5
 QUESTION: For How Long a Period of Time Should
 Assistance Be Continued?

Length of time for continuation	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Number of years: 1	1				1				1
2	1	1	1		3	3	1	4	7
3	4	1		1	6	1		1	7
4		2	1		3	1		1	4
5	6		1		7	2	1	3	10
6	1				1				1
7	2				2				2
8									
9									
10	<u>3</u>	<u> </u>	<u> </u>	<u> </u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>5</u>
Average	5.3	3.3	3.7	3.0	4.7	4.1	5.7	4.9	4.7
Until the objectives are achieved.....	4				4				4
Until Vietnam is self supportive	3				3				3
No time limit	3				3				3
It depends on the kind of progress made ...		1		1	2				2
Until the comp. sch. becomes pattern.	2				2				2
Until there are enough prof.. for FP..		1			1				1
Five years after the end of the war..						1		1	1
Until a good demonstration is developed.	1				1				1
Until Vietnam has a good teaching staff.....	1				1				1
Forever	<u>1</u>	<u> </u>	<u> </u>	<u> </u>	<u>1</u>	<u> </u>	<u> </u>	<u> </u>	<u>1</u>
Total number of respondents suggesting a termination date for continued assistance	33	6	3	2	44	9	3	12	56

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total
 OU - Ohio University contract personnel.
 AID - USAID.

Selected Quotations¹

Help the universities to open new subjects for teacher training to develop comprehensive schools. --Demonstration School Staff Member.

Comprehensive educational philosophy must be popularized. --Demonstration School Staff Member.

Ohio University should advise and actually teach in the university. We can learn a great deal from you in how to teach. --University Administrator.

We need a consortium of universities to work with us, not one to work with agriculture, one with the Ministry of Education, or one with teacher education. --University Administrator.

We need a graduate program to provide educational research in Vietnam. --University Staff Member.

We would like to have help, not just as an advisor, but as an assistant to the Dean of the Faculty of Pedagogy. Therefore, we would immediately be a part of the faculty. His relationship would be easier and better. The Dean should work out a special assignment for this assistant: qualifications, experience, interview the candidates, agree on objectives, procedures, relationships, personality, etc. The Dean would make recommendations for appointment. Then, the Dean would be a part of this from the beginning, and he would have a responsibility for helping to set up the program, make the assignment, administer the program, and to conduct an evaluation of services rendered. --Rector of a University.

If only the university were authorized to have policies to follow then cooperation and help could come directly to the university. The assisting agency should deal directly with the university. --University Administrator.

The problem is now clear. We want to develop comprehensive education. Our first problem is a shortage of teachers. --Ministry of Education Staff Member.

¹Additional quotations may be found in the Appendix.

Selected Quotations¹

Ohio University will have to stay. It is so important for the implementation of the comprehensive program.

--Ministry of Education Staff Member.

Assistance must be continued because everything will be left unfinished.

--Ministry of Ministry Staff Member.

Top priority: teacher education in all three universities.

--Contract Staff Member.

There should be some good models left for priority pilot school and for demonstration schools.

--USAID Staff Member.

Summary

Vietnamese were practically unanimous in stating that there should be continued assistance for the strengthening of teacher training programs at the secondary level in Vietnam, and for the implementation of the comprehensive educational program. Americans were somewhat divided on this point, with a majority believing that it should be continued but with some significant conditions for the extension of the program. Those who advocated continuation stressed the necessity to complete an unfinished task. Those who proposed termination defended their position on the basis that it is time for the Vietnamese to become decision-makers themselves about the program, to make the appropriate adaptations to the culture, customs, and values of the people of this country.

One hundred ninety-one suggestions were made concerning the kinds of programs or activities that should be continued in the future. Of this number 146 were proposed by the Vietnamese (76.4%). The following recommendations represent significant points of view:

1. First priority should be given to curriculum and program implementation, with emphasis on comprehensive education.

¹Additional quotations may be found in the Appendix.

2. **Second priority should be given to teacher training and in-service training of teachers, with emphasis on strengthening faculties of pedagogy and services to be rendered by them.**
3. **Third priority should be given to material assistance, including equipment commodities, facilities, and repair parts for equipment.**
4. **Fourth priority should be given to higher education, with technical advisors to be provided, research programs developed, and graduate schools established.**
5. **Assistance should be limited to those schools and universities which can be developed into a model situation.**

For a summary of the chapter the reader is referred to the statements which appear at the end of each of the two sections. Concepts pertaining to the participant training program will be presented in the next chapter.

CHAPTER VII

THE PARTICIPANT TRAINING PROGRAM

The participant training program is usually considered to be one of the best accepted, approved, and supported aspects of the foreign assistance program by the recipient country. The reasons for this are quite evident. The entire program is based on certain factors which are consistent with the beliefs and values of both the donor and the receiver. Included in these factors are the following:

1. Leadership should be provided by trained personnel from within the host country.
2. The participant training program provides the opportunity for highly qualified and especially selected local personnel to receive training abroad in preparation for positions of leadership upon their return.
3. The participant trainee, upon returning to his home country, is expected to:
 - a. Be placed in positions of responsibility commensurate with his training, experience, and leadership abilities.
 - b. Replace any and all expatriate personnel at the earliest possible time.
 - c. Participate in the development and operation of training programs for the preparation of leadership personnel within their country.
 - d. To assist their country to become self-sufficient in training programs and in leadership personnel at the earliest possible time.
4. The participant training program makes possible the withdrawal of foreign personnel and the assumption of leadership responsibility by trained personnel native to the country at the earliest possible time.

The above philosophical basis has been operational in Vietnam. With the liberation of South Vietnam from foreign control in 1954, there was an intense desire to become self-sufficient in educational program

development and in positions of leadership with trained personnel as rapidly as possible. The assistance program under USICA and later by USAID enabled the Government of Vietnam to undertake a program for development of leadership potential and eventual assumption of responsibility. It was within this framework of working relationships and motivating goals that 68 Vietnamese were selected for special preparation in the area of secondary education within the mutually approved participant training program. Eight of the 68 are still in training, only one failed to complete the degree program, and 59 have completed their training. When the eight now in training have returned to Vietnam, there will have been 12 trained in the area of science and science education, ten in educational administration, and six (one non-degree) in guidance (Table 7.1). Also, 20 will have been trained in the practical arts (home economics - 6; industrial arts - 7; and business education - 7). The remaining 20 trainees were prepared in 12 different and supporting areas.

TABLE 7.1
PARTICIPANT TRAINEES, SECONDARY EDUCATION

Field of training	Number trained ¹					Number in training	Grand total
	Non-degree	AB BS	MA MS MEa	Ph D Ed D	Total		
Science; sci. ed....		2	7	2	11	1	12
Educational admin...			7	3	10		10
Guidance.....	1		6		7		7
Industrial arts.....		2	3		5	2	7
Business education..			4		4	3	7
Home economics.....			6		6		6
Library science.....			3		3		3
Educational psychology			2		2	1	3
Psychology.....			1		1		1
Social studies.....			2		2		2
Linguistics.....			1	1	2		2
Asian studies.....				1	1		2
Ed. sociology.....			1		1	1	2
American literature.			1		1		1
Education.....			1		1		1
English.....			1		1		1
English literature..				1	1		1
Mathematics.....			1		1		1
Total.....	1	4	47	8	60	8	68

¹The number reported includes all who have been sent as participant trainees in the area of secondary education. This includes those who were sent, and some who returned prior to the contractual relationships with Ohio University, or with the delegated responsibility for participant trainees to Ohio University in 1964.

Source: Semi-Annual Report, June 30, 1971

Vietnam began to reap the rewards of the participant training program with the return of the first trainee in educational administration in 1959 (Table 7.2). There were one or more returning trainees every year thereafter from 1962 through 1971, and projected to 1972. The largest number of trained personnel returned in 1969 (14) and in 1970 (13), with eight expected in 1971-72. Thus, Vietnam has acquired a reserve of trained manpower in secondary education for leadership positions in teacher training for secondary education, in educational administration, in preparation programs in the practical arts areas, and in supporting areas for teacher training.

TABLE 7.2
YEAR IN WHICH PARTICIPANTS
RETURNED TO VIET NAM

Year	B.E.	H.Ec.	I.A.	G.	Sci.	Admin.	Other	Total
1959						1		1
1962			1					1
1963			3		1	1	1	5
1964		2					1	3
1965				1		1	3	5
1966							1	1
1967	1		1			2	2	6
1968					1		1	2
1969	2	1		1	1	3	6	14
1970	1	1		2	6	2	1	13
1971		2	1	1			1	5
Expected return:								
1971-72	<u>3</u>	<u>—</u>	<u>2</u>	<u>—</u>	<u>1</u>	<u>—</u>	<u>2</u>	<u>8</u>
Total	7	6	7	5	10	10	19	64¹

¹In addition to the 64 trainees reported in this Table, there were four who did not return for assignment.

With 60 trainees available for placement, the next question pertains to the utilization that has been made of these personnel. Have they been placed in positions for which they were trained, or has this manpower been lost through misplacement or mismanagement? It is of interest to note that only four (6.7%) of the 60 have been lost to Vietnam for leadership positions (Table 7.3). Three were women who married and have not accepted assignment. One, however, has returned to Vietnam and should be available in some supporting role as a mother and family person in the Vietnamese society. Only three are living outside of Vietnam. Four of the 60 are unassigned (6.7%), 36 are working in the area for which they were trained (60.0%), and 16 are serving outside the area for which they were trained (26.7%). However, this number and the percentage do not reveal the true situation--because many of

TABLE 7.3
EMPLOYMENT STATUS

Field of training	Number			Number	
	Not assigned	Working in area trained	Working outside area trained	Married	Defected
Science, science education		6	3	1	1
Educational administration		8	2		
Guidance.....	1	2	2	2	
Industrial arts.....	1	2	2		
Business education.....		4	-		
Home economics.....	1	4	1		
Library science.....		1	1		
Psychology.....		1	-		
Social studies.....		1	1		
Linguistics.....		2	-		
Asian studies.....		1			
Educational sociology....	1	-	-		
American literature.....		1	-		
Education.....		1	-		
English.....		-	1		
English literature.....		-	1		
Mathematics.....		1	-		
Total.....	4	36	16	3	1

those working outside the specialized area of their training are serving Vietnam in very important positions of leadership. For example, one (trained in science education) is Vice Minister of Education and Deputy Rector at the University of Saigon; one (English literature) is Rector of the University of Hue; one (guidance) is Principal of the Thu Duc Demonstration School; one (industrial arts) is Director of the First Cycle Teacher Training Program, Faculty of Pedagogy, University of Saigon; and one (library science) is Director of Archives, New National Library. One trainee in educational administration is Dean of the Faculty of Pedagogy at the University of Hue.

A further examination of the places of employment reveals that there are more who are serving in positions of significant responsibility, even though not trained in the area of current responsibilities. For example, five of the six employed in the Ministry of Education were listed as serving outside the area of specialized training (Table 7.4). Also, one trained in guidance is serving in an administrative position in a public high school. Thus, more than four of every five participant trained personnel (76.7%) are serving within their areas of specialization, or in a significantly related position of responsibility.

There were 52 participant trainees employed as of August 1, 1971. More than one of every two (56.7%) were employed in a university--18 as staff members, 6.5 in administrative positions, and five in a dual position with the Faculty of Pedagogy and the Demonstration School. Five and one-half (10.6%) were serving in the Ministry of Education, five (9.6%) in pilot and demonstration schools, and ten (19.2%) in public, private, and technical schools. Only three (5.8%) were employed in private industry or other service outside the Government of Vietnam.

Concepts of the Participant Training Program

The statistics as reported above reveal only one aspect of the participant training program. Perhaps of equal importance are the points of view held by the Vietnamese and by American personnel in Vietnam concerning the program. Do they believe that it has been helpful? Should it be continued? If continued, in what ways could or should the program be strengthened? These and related questions were posed to the 110 personnel interviewed in this study, and their responses carry a revealing and helpful interpretation of the entire participant training program.

TABLE 7.4
EMPLOYMENT OF RETURNED PARTICIPANTS

	No. Pts ¹	Place of employment							
		MOE	Pilot/Dem		Dem.	Univ.		Pub.	
			Tch.	Admin	Sch. FP	Prof	Admin	Priv.	Other Tech.
Ed. admin.....	10	2 ³				3	3	1 ²	1
Sci., sci. ed.....	9	2 ³	1			3	1 ²	3	
Home economics....	5				2			3 ²	
Guidance.....	4			(1)	1			3 ⁴	
Industrial arts...	4		2				1		1
Business education	4				2	2			
Library science...	3	1				1			1 ⁵
Ed. psychology....	2	1				1			
Social studies....	2		1			1			
Linguistics.....	2					2			
Psychology.....	1					1			
Asian studies.....	1					1			
American literature	1					1			
Education.....	1					1			
English.....	1	1							
English literature	1						1		
Mathematics.....	1					1			
Total.....	52	5 ²	4	(1)	5	18	6 ²	10	3

¹Number of participants available and employed.

²One is employed in an administrative position.

³One is Vice Minister of Education and Deputy Rector of the University of Saigon.

⁴Two are serving in the field of guidance, but in temporary positions.

⁵Director of Archives, New National Library.

The first inquiry pertained to the value of the program. The following question was asked:

68 Vietnamese have had or are having training opportunities provided through the participant program. In your judgment, has this been helpful? valuable? Why or why not?

Of those responding to the question (in some instances the time limitation at the interview did not permit the posing of this question) 75 stated that the program had been helpful, two had no comment, and one stated that he had no knowledge upon which to make a judgment (Table 7.5). The 63 Vietnamese were unanimous in giving an affirmative answer. The areas in which the program was considered to be most helpful were: curriculum and specialized areas (8 Vietnamese, 4 Americans, total 12); teacher training (10 + 1 = 11); ideas, concepts and knowledge (8 + 0 = 8); and miscellaneous responses (21 + 4 = 25).

While 56 suggestions were made concerning helpfulness, there were 65 comments in the identification of limitations. These were: placement of the returned participant (23 + 8 = 31); spirit, acceptance (12 + 0 = 12); and miscellaneous (18 + 4 = 22).

The specific areas of helpfulness (Table X-7.1, Appendix) were quite diversified, with 34 ideas being identified in the 56 responses, or 1.7 ideas per interviewee. There was more agreement in the stating of limitations, with 32 ideas being identified in the 65 responses, or 2.0 ideas per interviewee. Vietnamese and Americans agreed that the greatest limitation pertained to placement when they stated that the program had no value unless the trainee was placed in suitable positions (10 + 7 = 17). The second limitation held that the number of trainees was too small (8 + 0 = 8) and that many returned participants do not work for the Ministry of Education (7 + 0 = 7).

Selected tabulated responses of interest include the following: it has been helpful in the reorganization of education in Vietnam (5); it has been helpful at the Ph. D. level; we must do everything possible to make the program succeed; the ladies work for private companies; the new spirit is different from Vietnam; and the returned participants are isolated with teachers in the old system.

TABLE 7.5
QUESTION: 68 Vietnamese Have Had or Are Having Training Opportunities Provided Through the Participant Program. In Your Judgment, Has This Been Helpful? Why or Why Not?

Response	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
<u>HELPFUL</u>									
The PT program has been helpful	36	16	8	3	63	14	8	22	75
--No comment.....							2	2	2
--No knowledge.....							1	1	1

Curriculum, specialized areas..	7	1	-	-	8	4	-	4	12
Teacher training.....	6	2	2	-	10	-	1	1	11
Ideas, concepts, knowledge.....	5	2	-	1	8	-	-	-	8
Miscellaneous.....	<u>18</u>	<u>3</u>	<u>-</u>	<u>-</u>	<u>21</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>25</u>
Total.....	36	8	2	1	47	7	2	9	56
<u>LIMITATIONS</u>									
Placement.....	19	3	1	-	23	7	1	8	31
Spirit; acceptance.....	9	3	-	-	12	-	-	-	12
Miscellaneous.....	<u>13</u>	<u>2</u>	<u>3</u>	<u>-</u>	<u>18</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>22</u>
Total.....	41	8	4	-	53	10	2	12	65

¹Key: P/D - Pilot and demonstration school teachers and administrators.
U - University personnel.
MOE - Ministry of Education.
VN - Other Vietnamese.
T - Total
OU - Contract staff members.
AID - USAID.

Selected Quotations¹

They (returned participants) are quite isolated and cannot realize any work because they do not have enough followers.

--Demonstration School Staff Member.

The returned participants should work for their field of study.

--Demonstration School Staff Member.

This work is not helpful as the number of participants sent abroad seemed little. It is considered a trip for observing the foreign country and to get and save money.

--Demonstration School Staff Member.

It should be continued with a higher priority and larger scale.

--University Staff Member.

Some (university personnel) expect more from them than what they are trained to give. Very few are asked what they are trained for. There is not any place to fit them in the present structure. The university does not allow AB and MA trained personnel to fit in. They seem to think that they are not worth anything.

--University Administrator.

Ohio University sends a few advisors for a short stay of a few years; then, they go home. If we send Vietnamese to Ohio and then they come back, they stay with us a lifetime.

--University Administrator.

It is helpful. But, it would still be more so if USAID and the Ministry would have agreed to work out a good plan to make good use of the participants' training.

--Ministry of Education Staff Member

The people who have returned have not always been given assignments which utilize their special training.

--Contract Staff Member.

The program has become less valuable toward the end than in the earlier years for the reason that Vietnam is now better equipped to do much of the training at home.

--USAID Staff Member.

¹ Other selected quotations may be found in the Appendix.

Selected Quotations¹ (cont'd)

Those trained at the Master's and Doctor's levels were more geared to realities in Vietnam. --USAID Staff Member.

The second question was concerned with the possible continuation of the participant training program. It was stated as follows:

Should the participant training program be continued?
If yes, in what areas?

The responses may be summarized as follows (Table 7.6):

1. Forty-nine of 58 responses stating that the program should be continued were made by Vietnamese (84.5%).
2. Three Americans and one Vietnamese stated that the program should not be continued. The reasons included the following:
 - It is time to start their own in-country program
 - They can establish their own.
 - What is done should be done in-country.
3. One hundred-four of 125 suggestions for areas in which participants should be trained were made by Vietnamese (83.2%).
4. Vietnamese stressed the following areas for the appointment of additional trainees: Practical arts and comprehensive education - 13, technical education - 10; teacher training - 9; science - 9; administration - 7, and guidance - 7.
5. Twenty-six additional areas were identified by one to six respondents.
6. Some Americans (one each) held that there was no need for additional trainees in science, mathematics, educational psychology, and industrial arts.

¹Additional selected quotations may be found in the Appendix.

TABLE 7.6
QUESTION: Should the Participant Training Program
Be Continued? If Yes, In What Areas?

Response	P/D ¹	Vietnamese				Americans			Grand total
		U	MOE	VN	T	OU	AID	T	
PT program should be continued.....	37	6	5	1	49	5	4	9	58
conditional continuation.....						2	1	3	3
only in selected areas.....						1		1	1
Uncertain.....						1		1	1
Should not be continued.....	1				1	1	2	3	4
<u>Areas For Participant Training</u>									
Methods of teaching.....	3				2				3
Practical arts; comprehensive ed....	10		3		13	1	1	2	15
Technical education	7		3		10				10
Administration.....	4		3		7	1	2	3	10
Science.....	8		1		9				9
Teacher training.....	6	1	2		9				9
Everything.....	4		1		5	2		2	7
Guidance.....	6		1		7				7
General education.....	6				6				6
Business education.....	5				5				5
Curriculum development.....			3		3		1	1	4
Special leadership positions.....						2	2	4	4
Graduate education.....		1			1	1	1	2	3
Planning.....			3		3				3
Research.....			3		3				3
University teachers.....	1		1		2				2
Mathematics.....	1		1		2				2
Home Economics.....	2				2				2
Agricultural education.....	2				2				2
Libraries.....	2				2				2
Language.....	2				2				2
Personnel.....	1				1		1	1	2
Educational psychology.....			1		1				1
Medicine.....	1				1				1
Industrial arts.....				1	1				1
Higher education.....	1				1				1
Each area until it has a PhD program							1	1	1
All areas at Masters' level.....		1			1				1
Finance							1	1	1
Training university professors.....			1		1				1
Depends on the need.....		1			1				1
There is no need in: science						1		1	1
--mathematics.....						1		1	1
--educational psychology.....						1		1	1
--industrial arts.....						1		1	1
Total.....	72	4	27	1	104	11	10	21	125

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total.
 OU - Contract staff members.
 AID - USAID.

A variety of responses was proposed when asked what purposes would be served if the participant training program were to be continued. The following is suggestive of their points of view (Table 7.7):

1. Fifty-two of 71 suggestions were made by Vietnamese (73.2%).
2. Forty-five of the 52 suggestions by Vietnamese were proposed by pilot and demonstration school staff members (86.5%).
3. There were three areas of importance to the Vietnamese: training teachers, professors, and in-service education - 18; research, planning, and development - 7; and observation leadership tour - 7.
4. There was only one area in which there was some consensus by the Americans: the training of educational leaders - 8.

Selected Quotations¹

It is necessary because in Vietnam there are not so many training centers to train teachers for the new subject areas, especially teachers at the pilot schools for guidance and tests, home economics, business education, and modern language.

--Thu Duc Staff Member.

The training of teachers should be done in Vietnam.

--Demonstration School Staff Member.

Graduate students should be trained here and then sent to States for a three to twelve-month study and/or observation tour and then return to Vietnam.

--University Staff Member.

We need participant trainees for everything. Progress has been made.

--Ministry of Education Staff Member.

Participant trainees are needed for planning, research, educational administration, curriculum, and the practical arts.

--Ministry of Education Staff Member.

The Government of Vietnam will have to make the decision concerning further needs for participant trainees. They should determine what their great needs are, make the request, and defend it.

--Contract Staff Member.

¹Other selected quotations may be found in the Appendix.

TABLE 7.7
QUESTION: What Purposes Would be Served in the Participant Training Program Were to Be Continued?

Purposes to be served	Vietnamese				Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	
TRAINING TEACHERS, PROFESSORS; IN-SERVICE ED.								
Methodology of instr., t'ching abilities	8	1			9			9
To prepare tchs. in VN universities.....	3		1		4	1	1	5
To train teachers.....	2				2			2
To train teachers in science.....	1				1			1
In-service training.....	1				1			1
For advanced in-service training.....						1	1	1
To avoid learning by rote.....	<u>1</u>	—	—	—	<u>1</u>	—	—	<u>1</u>
Total.....	16	1	1	-	18	1	1	20
TO TRAIN ED. LEADERS.....	1	1			2	2	5	7
RESEARCH, PLANNING, DEVELOPMENT								
To reorganize education.....	3				3			3
To change Thu Duc into research center..	1				1			1
Planning programs for: teacher training	1				1			1
--technicians.....	1				1			1
To get ready for post-war expansion.....	1				1			1
To work in educational research.....	—	—	—	—	—	—	—	—
Total.....	7	-	-	-	7	-	1	1

¹Key: P/D - Pilot and demonstration school teachers and administrators.
U - University personnel.
MOE - Ministry of Education.
VN - Other Vietnamese.
T - Total
OU - Contract staff members.
AID - USAID.

TABLE 7.7 (cont'd)
 QUESTION: What Purposes Would be Served in the
 Participant Training Program Were to
 Be Continued?

Purposes to be served	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
MISCELLANEOUS									
Observation leadership tours.....	6	1			7		1	1	1
To develop comprehensive education.....	2				2		1	1	3
To strengthen graduate programs.....						3		3	3
To prepare textbooks;instr. materials...						2		2	2
To improve ed. outcomes.....	1	1			2				2
To develop new knowledge about ed.....	2				2				2
To study experiments in other countries.	2				2				2
To see real progress.....	1				1				1
To help the country.....	1				1				1
Need for good doctors.....	1				1				1
To develop leadership for comp. ed.....							1	1	1
Tech. aid to improve production.....	1				1				1
Science for more progress.....	1				1				1
To strengthen guidance programs.....	1				1				1
To improve teacher-pupil relationships..	1				1				1
To help Vietnam right away.....	1				1				1
To improve advisory services.....		1			1				1
To provide follow-up services.....			1		1				1
Until VN can develop own system of ed...	—	—	—	—	—	1	—	1	1
Total.....	21	2	2	-	25	6	3	9	34
Grand total.....	45	4	3	-	52	9	10	19	71

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total
 OU - Contract staff members.
 AID - USAID.

Selected Quotations¹ (cont'd)

Participant training should not be continued in areas supported to date, but in limited areas for selected key personnel.

--Contract Staff Member.

The program should continue until we have trained at least 40 more in education at the doctoral level. Ten are needed in educational administration as well as in special areas.

--USAID Staff Member.

To enable Vietnamese education officials to become better equipped to carry out task of converting secondary school system to comprehensive type.

--USAID Staff Member.

Another line of inquiry pertained to the strengthening of the participant training program if the decision should be made for its continuation. Five questions were asked seeking information which would lead to recommendations for improvement in the areas of selection, orientation, training programs, points of view and attitudes upon returning to Vietnam, and job assignment.

The first question was posed as follows:

In what ways could or should the selection process for participant training programs have been improved?

The tabulated responses indicated the following:

1. One hundred nineteen of 143 suggestions (83.2%) were made by the Vietnamese (Table 7.8).
2. The Vietnamese had two primary areas of concern. One was in criticism of the selection process (36) and the second was the proposal of criteria as a basis for selection (37).
3. Responses by Americans were quite diversified, with no one suggestion receiving a consensus of opinion.

¹ Other selected quotations may be found in the Appendix.

4. Suggestions for criteria to be used in the selection process included: experience - 7; assignment on return to Vietnam - 5; goodwill, devotion - 5; ability - 4; ability to work with others - 1; and 14 additional ideas (See Table X-7.2 in the Appendix).
5. Criticisms of the selection process included the following: changes are needed - 8; the process is unfair - 5; nepotism - 5; 15 additional criticisms (See Table X-7.2 in the Appendix).
6. Ten miscellaneous suggestions were made in the area of administration, and 11 of a miscellaneous nature. Sixteen believed that the selection process had been good, and 28 had no comment or suggestion (See Table X-7.2 in the Appendix).

TABLE 7.8
QUESTION: In What Ways Could or Should the Selection Process for Participant Training Programs Have Been Improved?

Response classifications	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Criteria for selection.....	17	12	6	2	37	3	-	3	40
Criticisms of selection process	20	4	12	-	36	1	1	2	38
Administration.....	3	4	2	-	9	1	-	1	10
Miscellaneous.....	<u>22</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>37</u>	<u>9</u>	<u>9</u>	<u>18</u>	<u>55</u>
Total.....	62	25	26	6	119	14	10	24	143

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total
 OU - Contract staff members.
 AID - USAID.

The second question was given as follows:

In what ways could or should the preparation of participant trainees have been improved for their experiences in the United States?

Selected statements from the tabulated responses include the following (Table X-7.3, Appendix):

1. Nine of 17 responses stating that the orientation program was satisfactory were given by Americans (52.9%).
2. Thirty-one of 38 responses giving suggestions for improvement were made by Vietnamese (81.6%).
3. Forty-seven of 58 interviewees with no answer, no comment, or no idea were Vietnamese (81.2%).
4. Twenty-five of 32 suggestions concerning what should be included in the orientation program were offered by Vietnamese (78.1%).
5. Suggestions for improving the orientation program included: proper training in English - 13; understanding what they are to do - 3; information on America (way of life, customs, traditions, the university system, program of studies) - 10; know thoroughly what they are being trained for - 1.
6. One participant trainee said that he had been given no orientation before leaving Vietnam, and one stated that he had from one to two hours of orientation.

The third question relating to the improvement of the participant training program was stated as follows:

In what ways could or should the training programs for participants have been improved?

The following is a summarized statement of the responses (Table X-7.4):

1. Thirty-one of 60 responses were given by Vietnamese (51.7%).

2. Eleven of the 15 responses stating that the training programs were good, or satisfactory, were made by Vietnamese (73.3%).
3. Seventeen of 26 suggestions concerning universities were made by Americans (65.4%).
4. Primary emphasis for the universities was placed on the necessity for a better adaptation of the training programs to the needs of the foreign students. Rules of graduate schools were considered to be too rigid and inflexible, that there should be closer contact between the advisor in Vietnam and the university staff, and between the university in Vietnam and the American university.
5. Eight of 13 suggestions for program improvement were made by Vietnamese (61.6%).
6. The primary suggestion for program improvement was concerned with making the training program realistic and adapted to the students' needs upon return to Vietnam. It was also mentioned that the trainee should have the opportunity to study the university structure and organization, and to be privileged to work in an internship with an American educator.

The fourth question endeavored to secure some interpretative information concerning the points of view and attitudes of the participants upon their return to Vietnam. Did they come back with a constructive and helpful attitude of willingness and readiness to utilize their newly developed skills for the continuing development and improvement of their country, and with a desire to render a service in keeping with the objectives of the program which sponsored their training opportunity? The more significant points of view may be summarized as follows:

1. One hundred-one of 138 statements (73.2%) were offered by the Vietnamese (Table 7.9).
2. Sixty-four of the 101 statements (63.3%) by the Vietnamese were suggested by the pilot and demonstration school teachers and administrators.
3. Eleven of 20 comments (55.0%) indicating that points of view and attitudes of the returned participants were generally good and helpful were offered by Vietnamese.

4. Nine of 13 responses (69.2%) by Vietnamese reported that the trainees had returned with pride and with spirit for their work.
5. Three of four replies (75.9%) indicating frustration were made by Vietnamese. The 87 comments in this area represented 63.1 percent of the total replies to the question.
6. However, the above general analysis by broad classifications must be studied in terms of the specific statements made (Table X-7.5). It may be interpreted that, in general, most, if not all, participants returned with spirit, with enthusiasm, and with a readiness to render service to Vietnam. Also, it may be interpreted that the frustration occurred after arrival in Vietnam, and that the major contributing causes were: the problem of salaries - 19; assignment outside the field of training - 6; lack of opportunity when placed in positions for which they were not trained - 6; inability to realize their ideal - 7; discouraged and disappointed - 6; and, the length of time taken to get an assignment - 5. The above five contributing factors to frustration account for more than half (63.2%) of the comments in this area.

TABLE 7.9
QUESTION: In Your Opinion What Were the Points of View or Attitudes of the Participants Upon Returning to Vietnam?

Classifications for points of view; attitudes	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Generally good; helpful.....	7	3	1	-	11	4	5	9	20
Frustration.....	41	9	16	-	66	18	3	21	87
Pride; spirit.....	8	-	1	-	9	1	3	4	13
Miscellaneous.....	8	3	4	-	15	1	3	4	19
Total.....	64	15	22	-	101	24	13	37	138

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese
 T - Total
 OU - Contract staff members.
 AID - USAID.

The fifth and last question concerning participants was stated as follows:

In what ways could or should the assignment of participant trainees have been improved upon returning to Vietnam?

The major points of emphasis include the following (Table 7.10):

1. Forty-one of 70 suggestions (58.7%) concerning assignment were offered by the Vietnamese.
2. More than one in two of all suggestions (39 of 70 - 55.7%) indicated that the returned participant should be assigned to a position for which he had been trained, one that is suitable to his abilities.
3. Seven suggestions were made for the improvement of the administration of the assignment process, and six were offered in the area of policies concerning assignments.
4. Selected statements identified by one or two respondents include the following:
 - The problem is complicated by the system for making assignments (the civil services system).
 - It was proposed that the Ministry of Education appoint a committee with the responsibility and authority to judge and to use the returned participant in the right job. (Implied that this would be in accordance with his training and experience).
 - The Ministry of Education should have a firm policy, and the policy should be to put them into a job for which they were trained.
 - The majority (of returned participants) are over or under-employed.
 - United States agencies should stop recruiting the returned participants.

TABLE 7.10
 QUESTION: In What Ways Could or Should the Assignment
 of Participant Trainees Have Been Improved
 Upon Returning to Vietnam?

Response	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
ASSIGNMENT									
Should be assigned to position for which trained; suitable to abilities	15	3	3		21	13	5	18	39
Returned to sch. from which selected	2				2				2
Assignments: are not reasonable.....	2				2				2
should be made before training.....	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	20	3	3	-	26	13	5	18	44
ADMINISTRATION									
Problem: complicated system of making assignments (civil service).							2	2	2
Problem: communication within MOE.....							1	1	1
MOE should know how to use tch. staff.	1				1				1
Coord. needed: sending & placement agencies....			1		1				1
Committee to Judge & use PTs training in the right job.			1		1				1
USAID should be more firm.....	—	—	—	—	—	<u>1</u>	—	<u>1</u>	<u>1</u>
Total.....	1	-	2	-	3	1	3	4	7

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total.
 OU - Contract staff members.
 AID - USAID.

TABLE 7.10 (cont'd)
QUESTION: In What Ways Could or Should the Assignment of Participant Trainees Have Been Improved Upon Returning to Vietnam?

Response	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
POLICY									
MOE should have firm policy; clarity..	1				1		1	1	2
Policy: to put them into right job....	1		1		2				2
A plan to return immediately to work..		1			1				1
Select from area; return to area.....		1			1				1
Guarantee return & assignment.....						1		1	1
Injunction: those who quit for money..	—	—	1	—	—	—	—	—	—
Total.....	2	2	2	-	6	1	1	2	8
MISCELLANEOUS									
US agencies stop recruiting PTs.....	1				1	1		1	2
PTs have obligation to return: to ed..	2				2				2
—-and serve Vietnam.....	1				1				1
Present system needs improvement.....	1				1	1	1	1	2
Majority over or under employed.....		1			1				1
Over-loaded assignment at Thu Duc; no time with advisors as planned						1		1	1
PTs were supposed to work with OU.....						1		1	1
Perhaps VN cannot have an unbreakable plan commitment.	—	—	—	—	—	—	1	1	1
Total.....	5	1	-	-	6	3	2	5	11
Grand total.....	28	6	7	-	41	19	10	29	70

¹Key: P/D - Pilot and demonstration school teachers and administrators.
 U - University personnel.
 MOE - Ministry of Education.
 VN - Other Vietnamese.
 T - Total.
 OU - Contract staff members.
 AID - USAID.

Selected Quotations¹

The selection process is unfair and partial. Some candidates do not have a serving mind and are not dedicated to the work. It should be based fairly on their abilities and good will.

--Demonstration School Staff Member.

The person in charge should select the participant trainee. The leader (principal) has the ability to select his employees. At the university the Dean should select rather than the Rector. The Principal at the Demonstration School should select there.

--Demonstration School Administrator.

The ability to speak English is not enough. We need those who can take a leadership role, those who can work with others.

--University Administrator.

The Faculty of Pedagogy should be informed of the work of the trainee during his training, of his progress. When he returns the Ministry of Education should assign him to a position to which he agreed prior to departure.

--University Staff Member.

Many universities do not understand the system of education in Vietnam. They do not know the background of training and experience of the Vietnamese students that come to them for advanced training.

--Ministry of Education Staff Member.

There is no coordination between the agency that sends them abroad and the agency that recruits and puts them to work.

--Ministry of Education Staff Member.

Upon returning to Vietnam the participants should be made to present themselves before a committee which has complete authority to judge the participant's training and to place him in the right job.

--Ministry of Education Staff Member.

We are waiting for more from them than they are giving. We are expecting more than we are getting.

--Ministry of Education Staff Member.

¹Additional selected quotations may be found in the Appendix.

I had just one orientation for 1-2 hours. It was not enough. There should be a seminar in depth about the program, what they will be studying, the way of living in the United States, its customs and traditions, etc.

--Returned Participant.

Everyone comes back with enthusiasm, only to have it promptly smothered. It takes such a long time to get an assignment, to get pay, and then they are not assigned in areas for which they have been trained.

--Contract Staff Member.

There has been better organization where the contract team has participated.

--USAID Staff Member.

The participant should be very carefully selected. He should know beyond a shadow of a doubt what he is being trained for, and what the job will be when he returns.

--USAID Staff Member.

They are disappointed and unadjusted in the Vietnamese situation. Morale is very low. Once in America they developed a very high self-concept. They see that the opportunity in Vietnam for change and for advancement is very bad. They see competition among the people, no cooperation. The prospect of many obstacles and difficulties ahead of them makes them very reluctant to try to do something. Advantages are too far away.

--Demonstration School Staff Member.

Summary

The participant training program is considered to be one of the major contributions of the United States assistance program. It is through this program that Vietnamese are trained for leadership positions in their own country, thereby making possible the withdrawal of all expatriates at the earliest possible time. Toward this end, 68 selected Vietnamese have been provided the opportunity for participation in the training program. Eight are still in training and 60 have terminated this phase of their preparation program. Of this number, five withdrew from the program: one by failure to complete the degree; three by getting married, and one by defection. Four were granted a Bachelor's degree, 47 a Master's degree and eight a Doctor's degree.

¹ Additional selected quotations may be found in the Appendix.

The training areas for the 64 participant trainees (returned and in training) were as follows:

Science and science education	- 19	Industrial arts	- 7
Education administration	- 10	Home economics	- 6
Business education	- 7	Guidance	- 5
		Related fields	- 19

Selected statements of significance include the following:

1. More than four of every five participant trained personnel (76.7%) are serving within their areas of specialization, or in a significantly related position of responsibility.
2. Twenty-nine and one-half of 52 employed participant trained personnel (56.7%) are serving in a university, or in a dual position with a demonstration school.
3. The participant training program has been considered helpful by both Vietnamese and Americans.
4. The program has been considered to have been most valuable in the areas of (1) the curriculum; (2) teacher training; and (3) ideas, concepts and knowledge.
5. Major limitations were indicated to be in the placement of the returned participant, and in his spirit and acceptance after arrival in Vietnam.
6. Forty-nine of 50 responses by Vietnamese indicated that the program should be continued. Three Americans and one Vietnamese were of the opinion that it should be terminated, contending that Vietnam can and should carry the responsibility.
7. If the participant training program were to be continued, the Vietnamese proposed that opportunities be provided for the training of teachers, professors, and for in-service training leadership responsibilities; in research, planning and development; and through observation leadership tours.
8. Several suggestions were made for the strengthening of the participant training program should it be continued. Some of these were:

- a. The selection process must be improved. Suggested criteria were offered for consideration.
- b. A planned orientation program should be developed for the personnel appointed for participant training.
- c. There should be a much closer working relationship between the university attended by the trainee and (1) the American advisor in Vietnam, and (2) the university in Vietnam (or employing agency for the participant upon his return to Vietnam).
- d. The training institution should make a much greater effort to adapt rules, regulations, and programs to the needs of the student and to the needs of Vietnam.
- e. The frustrations of the returning participant could be greatly lessened if there could be immediate placement in a position for which he has been trained, and if salaries could be more commensurate with his level of training and experience.
- f. The one major suggestion pertaining to assignment upon returning to Vietnam proposed that they be assigned to a position for which they had been trained, a position that would be suitable to their abilities.

CHAPTER VIII

EDUCATIONAL PROGRESS IN SELECTED AREAS

Preceding chapters have presented concepts held concerning education in Vietnam, assistance rendered by the United States for strengthening teacher training at the secondary level, the development of comprehensive programs for secondary schools, and the implementation of such programs in the demonstration schools attached, to the Faculties of Pedagogy in the three universities, and selected pilot schools located in the four regions of the country. This chapter will be devoted to project development in certain areas, including secondary teacher training, both general and in specialized areas, the progress of the demonstration and pilot schools, the development of instructional materials, and related projects and activities.

Secondary Teacher Training, General

One of the objectives of the assistance program was to provide technical assistance in pre-service and in-service teacher training programs at the secondary school level (Chapter I). A total of 110 man-months of technical assistance was provided in teacher education. The results that have been achieved can only be understood in relation to the program in effect at the inception of the project activities. The Principal of the Thu Duc Demonstration School (also a member of the Faculty of Pedagogy, Saigon) described the pattern of practice at that time as follows, "Before Ohio University came, we had only subject matter. There was no training in psychology or methods of teaching. Now, we have educational psychology, methods of teaching, and guidance. But, we still need more."

It was on the foundation of a subject-matter-oriented teacher training program that the following changes have taken place in the general training for secondary school teachers:

1. Professional subjects have been introduced into the teacher training program:
 - a. Introduction and history of education
 - b. Philosophy of education
 - c. Educational psychology
 - d. Psychology of adolescents
 - e. Tests and measurements

- | | |
|------------------------------------|--------------------------|
| f. School administration | i. Practice teaching |
| g. General methods | j. Guidance |
| h. Special methods and observation | k. Comparative education |

2. It has been reported by some Vietnamese that the conventional lecture method is beginning to be modified in a few instances with an increase in demonstration and student participation.
3. Twenty-eight participant trained personnel are now serving in the three universities of Vietnam. These people have had training in institutions with broad programs for the training of teachers, and the impact of their contributions should be realized during the next decade.
4. Guidance has been introduced as a required course for all students in teacher training at the Faculty of Pedagogy in Saigon, and as an elective in Can Tho.
5. The rapid growth in secondary student enrollments and the expansion of the curriculum in the practical arts areas created an unprecedented need for teachers. The Ministry of Education approved an accelerated teacher training program, and the contract technicians at Saigon and Can Tho made significant contributions in the organization, administration and implementation of the program. The guidelines were established with the Vietnamese for their continuing development and improvement of the program.
6. There is a growing awareness of the merit and value of in-service programs for teachers in service. This is recognized both within the Ministry of Education and in the Faculties of Pedagogy. The ideas have been implanted through the workshops and seminars conducted by contract personnel, with the assistance of counterparts and Vietnamese teachers.

While it should not be implied that all of the professional subjects are fully developed, or that the program would be fully comparable to modern teacher training institutions in other countries, the fact remains that a significant step forward has been made. There has been a definite breakthrough from conditions as they existed in 1962. The potential is present through an increased awareness of the need and with trained personnel to provide the leadership for continuing expansion and with trained personnel to provide the leadership for continuing expansion and development in the years that lie ahead.

Selected Quotations¹

Ohio University assisted in developing special courses, preparation of texts, classroom management, improved methods of teaching, use of teaching and learning materials, comprehensive curricula, and facilities for improvement and planning.

-- USAID Staff Member.

A continuous effort has been made to try to implement teacher training programs in the Faculty of Pedagogy, Saigon. We have been very successful in having workshops and giving on-the-job training, but have not been able to start a comprehensive program in the Faculty of Pedagogy yet. The ground structure has been laid for teacher education, including staff, course content, course offerings for each year, and many materials have been produced for these courses. It would not be too difficult to start the teacher education program if participants would be assigned and authority given. We are ready to go.

-- Contract Staff Member.

In science an effort was made to help them to move to the laboratory method. This did not happen as rapidly as the science advisors wanted it to happen. Therefore, it looked as though it might have been rejected. I believe, however, that some science teachers see a laboratory approach and the student participation in the laboratory as good teaching procedure. I observed a class at Cong Dong, and the teacher was doing a pretty good job. Also, two young science teachers in the Demonstration School at Hue seemed to be on the right road, but they need textbooks and instructional materials to encourage this type of instruction.

--A Short Term Consultant.

The University of Hue is inadequately staffed in all areas.

-- Contract Staff Member.

The decisions at the Faculty of Pedagogy (Saigon) have been on the Vietnamese side. Ohio University wants to do a lot of things, but we don't have enough personnel, enough classrooms, etc.

-- Faculty of Pedagogy Staff Member.

¹Additional selected quotations may be found in the Appendix.

Secondary Teacher Training, Special Areas

The first agreement between USICA and the Ministry of Education provided that technical assistance should be provided in five specialized areas: business education, home economics, industrial arts, counseling and guidance, and science education. Developments in these fields are briefly summarized below. Business education:

1. A total of 123 man-months of technical assistance has been provided by two technicians in business education.¹
2. A teacher training program is operational in the Faculty of Pedagogy, University of Saigon, under the leadership of returned participants.
3. Intensive in-service training programs were carried on, utilizing teachers in other fields and developing them for business education.
4. Course outlines and a sequential training program have been developed. It is operational in the Faculty of Pedagogy, Saigon, and is available for adoption and utilization in other universities.
5. Two in-service training workshops were conducted: 1960 - 30 students; 1970 - 22 students; total students - 52.

Selected Quotations²

Last year they did organize one course. They did get some programs completed.
--Ministry of Education Staff Member

A new area was introduced with excellent teaching materials.
--USAID Staff Member.

Development has been very good. The technician is full of good will. Our teachers are capable. Now, they can go on by themselves.
--Faculty of Pedagogy Staff Member,
Saigon.

¹In addition to these two technicians, a third was the advisor for business education for Hue, but was reassigned to school administration and as pilot school advisor, with some part-time service in business education.

²Additional selected quotations may be found in the Appendix.

Home Economics:

1. A total of 117 man-months of assistance by two technicians will have been provided by the termination of the program in 1972.
2. A three and a four-year training program for home economics teachers has been proposed which could be implemented in the universities.
3. All teacher training has occurred through three workshops with teachers from various schools throughout Vietnam.
4. Implementation of a teacher training program in home economics will be dependent upon a supporting arrete, the assignment of returned participants as instructors, and the willingness of the administration in the faculties of pedagogy to initiate the program.
5. If authorization and support is given this September, then the ground-work that has been laid should make it possible to implement a self-sustained Vietnamese program.
6. One of the more important contributions has been on-the-job training and supervision by the technicians in the demonstration and pilot schools. This assistance has included department organization, knowledge and technical skills and program development.
7. An effort has been made to prepare teachers in the respective schools with experiences in workshop and departmental leadership to continue the type of supervisory leadership performed by the technician.
8. Three in-service workshops were conducted with the following enrollments: 1967 - 51; 1969 - 57; 1971 - 64; total - 172.

Industrial arts:

1. A total of 82 man-months was provided by five technicians in the area of industrial arts.
2. A three-year preparation program has been proposed for the training of industrial arts teachers.
3. Two summer workshops have been conducted for the orientation and training of personnel. One was in Can Tho and one in Saigon. Enrollments were 20 and 44, total of 64.

4. Limiting problems have included: lack of continuity in program development due to short-term technicians (average service was 16.4 months); lack of consistency in philosophy and purpose by the technicians; no supporting arrete; no operational budget, assignment of returned participants to the program; limited working relationships between some technicians and the teachers in the fields; the industrial arts building at Thu Duc will not be completed until 1972; and useable space is not available at the Demonstration school in Hue and in most of the pilot schools.

Selected Quotations¹

The industrial arts program is not off the ground at Thu Duc due to a lack of dependable electricity. --Contract Staff Member.

Proposals have been drafted for curriculum revision. --Contract Staff Member.

The more significant contribution has been the supplying of equipment, although some of this has not been useful. --Contract Staff Member.

There have been some contributions, but not much. A beginning has been made at Thu Duc. The technician and the Thu Duc teacher cannot work together. --Demonstration School Staff Member.

Science education:

1. A total of 120 man-months was provided by five technicians in the area of science education. The average period of service for the five staff members was 24 months.
2. An accelerated teacher education program in biological science has been developed for adoption and utilization in the faculties of pedagogy.
3. One technician identified the limitations as follows:
 - a. The bottleneck that ensues from having to funnel all requests through USAID Education, and hence being subject to the judgment of some person who may not be an expert in the field.

¹Additional selected quotations may be found in the Appendix.

- b. The inefficient utilization of returned participant trained personnel in science education.
 - c. The lack of funds.
 - d. The advisors were spread too thin. More time was spent in trying to get buildings built than in science education.
 - e. The Bac II exam prevents the development of an acceptable inquiry-oriented approach to science education.
 - f. The conflict in ideology between traditional concepts and new science education.
 - g. Attempts at revising curriculum and curriculum writing have been initiated but with very limited success (time; funds for reimbursement of time and expenses).
4. A graduate program in science education was developed at the University of Hue, with detailed suggestions for the science courses to be taught.
 5. Two science workshops were held in Hue, 1969-70. Emphasis was placed on science equipment that could be constructed and utilized from local materials.
 6. There is some evidence to indicate that some technicians were attempting too much too fast. As one Faculty of Pedagogy staff member said, "Some were too eager to carry out their program. Science teachers here could not follow them, or understand them, or use their program. Because of this some would be absent from departmental meetings."
 7. Two in-service science workshop were conducted in 1969-70 with an estimated enrollment of 30.

Selected Quotations¹

Use has been made of indigenous materials, laboratory manuals, and audio-visual materials. -- USAID Staff Member.

¹ Additional selected quotations may be found in the Appendix.

Selected Quotations¹

The Vietnamese buy the science program; it takes no selling. Its legality has been accepted. But much remains to be done to secure an acceptance of the new science education.

-- Contract Staff Member.

Counseling and guidance:

1. A total of 78 man-months was provided by two technicians in counseling and guidance. The tenure of one was nine months and the other 69 months.
2. A course in counseling and guidance was developed and introduced into the curriculum as a requirement for all students in the Faculty of Pedagogy, Saigon. A similar course was organized and offered as an elective in the Faculty of Pedagogy, Can Tho.
3. A very specific plan of guidance services was developed for Thu Duc Demonstration School in connection with the Faculty of Pedagogy. These materials are available for study and potential utilization at other demonstration schools and in the Faculties of Pedagogy.
4. Broad, active programs for guidance personnel in secondary schools is evidenced by the meetings of these teachers from the surrounding areas in Hue and Can Tho. An example of essential leadership has been established for members of Faculties of Pedagogy to follow in the future.
5. Participant trained personnel are talking about the development of a new course in "Moral Guidance." Emphasis would be placed on personal development, psychology for secondary school teaching, group guidance, and spiritual guidance.
6. Three in-service and summer workshops in counseling and guidance have been held in various centers of Vietnam with the following enrollments: 1970 - 16 (Can Tho); 1970 - 67 (Saigon); 1971 - 64; total - 173.

¹ Additional selected quotations may be found in the Appendix.

7. Effective July 23, 1971, the Ministry of Education legalized the guidance counseling position in Vietnam.
8. Major limitations were indicated as being:
 - a. Lack of an arrete to establish the program.
 - b. Limited utilization of participant trained personnel.
 - c. Assignment of a participant trainee to educational administration.

Selected Quotations¹

Little consideration was given to counseling and guidance in the past. It is new in Vietnam. Ohio University introduced it as an essential component of teaching. --USAID Staff Personnel.

We have a very good program in the first cycle. --Faculty of Pedagogy Staff Member.

We were never able to get an arrete to establish the program because of the conflict of the Ministry of Education and the Faculty of Pedagogy over where the program would be offered. --Contract Staff Member.

Progress in the development of secondary teacher training programs in special areas might be summarized as follows:

1. Teacher training program is operational in business education at the Faculty of Pedagogy, Saigon.
2. Guidance is a required subject for all students enrolled in the Faculty of Pedagogy, Saigon, and it is an elective at Can Tho.
3. Extensive in-service and workshop programs have been conducted in business education, home economics, and guidance--and more limited programs in science education and industrial arts.
4. Programs could become operational within one or two years in home economics and industrial arts with the approval of an appropriate arrete and with the completion of the industrial arts building at Thu Duc.

¹ Additional selected quotations may be found in the Appendix.

5. The in-service seminars and workshop programs have been an essential and vital ingredient of the developing teacher training program in Vietnam.
6. Participant trained personnel are available in all fields for making significant contributions to the emerging teacher training program in those areas essential to the development and expansion of comprehensive education in Vietnam.
7. Dual utilization of facilities has been planned in the practical arts areas in the demonstration schools for the training of teachers and for high school students. Expansion of facilities will undoubtedly be essential with growing enrollments in the high schools and in the teacher training programs.

Demonstration Schools

One phase of responsibility of contractual technicians was to work with the Faculties of Pedagogy in the development of the demonstration schools attached thereto. In 1962 this was limited to the Faculty of Pedagogy at Saigon, but later was extended to include the Faculties of Pedagogy at Hue and Can Tho.

Initially, plans had been made to develop the demonstration school at Phu Tho, but later was changed to Thu Duc for reasons which were undoubtedly acceptable and good at that time. However, the location has been a source of contention ever since that time, and it continues to be opposed by great numbers of people, including the teachers at Thu Duc and members of the Faculty of Pedagogy. Construction was begun in 1963, three buildings have been completed, and two more should be completed this September. One housed the demonstration school, one was an auditorium/recreation center, and one was to become the home of the Faculty of Pedagogy. Students enrolled in 1965-66, and the phasing-in was completed with the first graduating class in 1971. The building designed for the Faculty of Pedagogy remains unused for this purpose, and the current opposition by faculty members suggests that there will be continued delay for many years. The industrial arts building and the cafeteria should be completed this fall. Very serious obstacles have confronted the development and utilization of the center, including the following:

1. Water was hooked up in 1971. At the conclusion of this study, electricity had still not been hooked into the building. This was a serious handicap to program development in industrial arts, home economics, and the sciences.
2. There was a serious conflict of ideology, responsibility, and administration in points of view held by the Ministry of Education and the Faculty of Pedagogy. As a result, the Thu Duc staff considered themselves to be orphans, and program development and implementation was extremely difficult.
3. Custodial and maintenance services have left very much to be desired.
4. The safety and security of the buildings and of the area continues to be a very serious problem. Equipment cannot be left in the rooms, and there is very limited protection.
5. The building was constructed according to American standards with glass windows. Construction Vietnamese-style with wooden louvered windows would have increased the security of the building.
6. The distance from the city and the center of population has been and continues to be a limiting factor. Transportation for teachers and pupils is inadequate, and teachers fear the dangers of travel on the highway to and from Saigon.

The demonstration school building at Hue is a modern and acceptable building located on the same campus with the Faculty of Pedagogy. Facilities are limited and inadequate for some programs, especially industrial arts. The classes are in the process of phasing-in, and the program should be more fully developed in the very near future.

The demonstration school at the University of Can Tho is located in a temporary building, with plans being made for its relocation in the near future. The first two classes have been started, but it cannot be classified as a fully operative demonstration school affiliated with the Faculty of Pedagogy at this time, but the foundation has been established.

The purpose, the success, and the future of the demonstration schools were assessed in interviews with the Thu Duc teachers, members of the Faculty of Pedagogy, and American personnel. The first question was stated as follows:

Question: In your opinion what is the purpose of the demonstration school ?

The responses may be summarized as follows (Table 8.1):

1. Sixty-seven of 105 purposes (63.8%) were stated by Vietnamese.
2. Both Vietnamese and Americans agreed on the first four purposes as tabulated in response to the question:
 - a. To test new methods and new ideas (10+5=15).
 - b. To test a new system of education (10+5=15).
 - c. Teacher training; practice teaching; observation (8+7=15).
 - d. Research and experimentation (8+5=13).
3. Thu Duc teachers expressed greatest interest in testing new methods and new ideas (8); university and contract personnel in research and experimentation (4 and 4); and USAID personnel in teacher training, practice teaching, and observation (4).
4. It may be concluded that there does exist a good understanding on the part of all personnel involved concerning the function and purpose of a demonstration school affiliated with a Faculty of Pedagogy.

The second question requested points of view relative to the success of the demonstration school effort. It was stated as follows:

Question: In your opinion, have the demonstration schools been successful. Why or why not?

The responses are summarized as follows (Table 8.2):

1. Both the Americans and the Vietnamese were divided on the success of the demonstration schools. Twenty-three stated that they have either been successful or partly successful, and 23 stated that they have had little or no success.
2. Fifteen indicated that they would have been successful had they been more fully supported.
3. More than four times as many reasons for non-success (97) were given as for success (21).
4. There was no consensus of opinion for the success of the demonstration schools.
5. Six reasons for non-success were identified by more than five respondents: lack of teaching staff - (16); transportation and distance from Saigon - 12; lack of equipment, materials and facilities - 9; lack of financial support - 7; lack of interest and support by the Faculty of Pedagogy, Saigon - 6; and lack of training for the teachers for the new program - 6.

The third question provided the opportunity for the respondents to make suggestions for the strengthening of the demonstration schools:

Question: In what ways could or should the demonstration schools be strengthened?

The replies were as follows: (Table X-8.1):

1. One hundred fifty-six suggestions out of 179 (87.2%) were made by Vietnamese.
2. There were four single items that received ten or more recommendations for strengthening the demonstration schools:
 - a. Larger staff; assignment of staff to the school - 13.
 - b. Better transportation - 13.
 - c. More and better equipment - 12.
 - d. Stronger support from the Faculty of Pedagogy, Saigon - 10.

TABLE 8.2
Question: In Your Opinion, Have the Demonstration
Schools Been Successful? Why or Why not?

Success of Demonstration Schools	Vietnamese			Americans			Grand total
	TD ¹	U	MOE T	OU	AID T		
Demonstration schools have been							
successful	4	2	6	1	1	2	8
They have had some success	7	3	2	12	1	2	15
Little success	7			7	3	1	11
Have not been successful	11			11	1		12
The work is still unfinished	1			1			1
If fully supported, would have been							
successful	5	3	2	13	2		15

Why They Are Successful

They have made education more practical..	3			3			3
New exams replaced Bac I and II	1	1		2			2
Students are more active than others	1			1			1
Have put the curriculum to the test	1			1			1
Made education suitable to student							
abilities	1			1			1
Objectives are good	1			1			1
Have developed and used visual aids.....	1			1			1
Learning by doing	1			1			1
Pupil-teacher relationships	1			1			1
Teachers at Thu Duc are a progressive							
group....	1			1			1
Working atmosphere is good	1			1			1
Good achievement in the practical arts...	1			1			1
Good achievement in guidance	1			1			1
Replacement exams for Bac. accepted by							
Ministry of Education	1			1			1
Has developed a separate curriculum		1		1			1
Thu Duc will be a model		1		1			1

¹Key: TD - Thu Duc Staff members and one demonstration school administrator at Hue.
U - University staff members.
MOE - Ministry of Education staff members.
OU - Contract personnel.
AID - USAID staff personnel.
T - Total

TABLE 8.2 (cont'd)
 Question: In Your Opinion, Have the Demonstration
 Schools been Successful? Why or Why not?

Success of Demonstration Schools	Vietnamese			Americans		Grand T total
	TD ¹	U MOE	T	OU AID	T	
Good relationships, Faculty of Pedagogy Demonstration, School at Hue..				1		1
Overwhelming approval by parents					1	1
Total	16	3	-	19	1	21
<u>Reasons For Non-Success</u>						
Lack of teaching staff	13		13	3		16
Transportation; distance from Saigon...	10	1	11	1		12
Lack of equipment, materials, facil....	6	2	8	1		9
Non support - financial	5		5	2		7
Lack of interest and support, Faculty of Pedagogy, Saigon	2		2	4		6
Lack of training for teachers	5		5	1		6
Lack of electricity	3		1	4	1	5
Lack of water	3		1	4		4
Lack of support by Ministry of Education	4		4			4
Lack of information, understanding.....	3		3	2		3
Many problems; situations	3		3	2		3
Tet				2		2
There has been no success	2		2			2
There is no carefully planned research.	2		2			2
Demonstration school not integral part Faculty of Pedagogy, Can Tho				2		2

¹Key: TD - Thu Duc Staff members and one demonstration school administrator at Hue.
 U - University staff members.
 MOE - Ministry of Education staff members.
 OU - Contract personnel.
 AID - USAID staff personnel.
 T - Total

TABLE 8.2 (Cont'd)
 Question: In Your Opinion, Have the Demonstration
 Schools been Successful? Why or Why not?

Success of Demonstration Schools	Vietnamese			Americans			Grand total
	TD ¹	U	MOE T	OU	AID T		
Hard work and no privileges	2		2				2
Non-support by Ohio University	1		1				1
It is just in form, not in practice....	1		1				1
Building maintenance	1		1				1
No observation tour for teachers	1		1				1
Lack of teachers with good will.....	1		1				1
No suitable organizational structure....	1		1				1
Program doesn't fit our society	1		1				1
Non-assignment of returned participants.				1		1	1
Incomplete program at all schools.....				1		1	1
Teachers working on a part-time basis...				1		1	1
Lack of strong, administrative leadership					1	1	1
Many teachers reverted to traditional practices....					1	1	1
Total	70	3	2 75	20	2	22	97

¹Key: TD - Thu Duc Staff members and one demonstration school administrator at Hue.
 U - University staff members.
 MOE - Ministry of Education staff members.
 OU - Contract personnel.
 AID - USAID staff personnel.
 T - Total.

3. There were six broad areas which received ten or more suggestions:¹
 - a. Equipment and facilities - 40.
 - b. Teachers - qualifications, conditions - 31.
 - c. Structure, organization, and administration - 31.
 - d. Teacher training and in-service training - 18.
 - e. Finance - 16.
 - f. Research, curriculum, and instructional materials - 11.

Selected quotations pertaining to the demonstration schools are as follows:²

Just a little bit of success due to the lack of manpower, and not enough facilities. Teachers are not sent to in-service training to observe the new concept of a modern system of education.

-- Thu Duc Staff Member.

The Ministry of Education should have a clear determination for the role of the Thu Duc Demonstration School

-- Thu Duc Staff Member.

It is not successful because the school is too far from town, the means of transportation is difficult, and it takes a lot of time.

-- Thu Duc Staff Member.

Teachers should not teach so many hours so that they may have time to do research and reference work.

-- Thu Duc Staff Member.

The relationship with the Faculty of Pedagogy must be more closely done.

-- Thu Duc Staff Member.

There is no carefully planned work for research or experimentation.

-- Thu Duc Staff Member.

If we can realize cooperation between Ohio University and the Ministry of Education, then the problem will be easier to have cooperation at lower levels.

-- University Staff Member.

¹The listing of separate items under each broad classification will be found in Table X-8. 1 in the Appendix.

²Additional selected quotations may be found in the Appendix.

Selected Quotations (cont'd)¹

Ohio University has been at Thu Duc or at the Faculty of Pedagogy. Thu Duc is a part of the Faculty of Pedagogy. It would have been better to send Ohio University to the Faculty of Pedagogy, and then to distribute their time in other places. --University Staff Member.

It could have been highly successful if it had received support from the Ministry of Education and from USAID. It could have been closed if it had not had the support of the parents.

--University Staff Member.

Transportation is first and most important.

--University Staff Member.

You should not leave everything unfinished. If you do, it will leave a great cause for criticism. --Ministry of Education Staff Member.

We are so tied up over physical facilities that I have almost reached the conclusion that you cannot fight reality. You have to locate the school where it can be used physically. There are great possibilities at Can Tho if they can get the Faculty of Pedagogy and the Demonstration school administration together. Hue was perfect, except that we were pulled out. --Contract Staff Member.

The Faculty of Pedagogy (Saigon) has to embrace it, claim it as their own, and have a feeling for it. --USAID Staff Member.

Success is very formidable because most of the members of the Faculty of Pedagogy in Saigon and many others are trained in French schools. Therefore, they have a prejudice against and fixed ideas about education in the United States. They are not open minded about United States education, and they always think that education system in the United States does not fit into the Vietnam situation. Sometimes the leaders of the Faculty of Pedagogy think that they do not need the advice from the Ohio University advisors, they know better about the problems of Vietnamese education than the advisors from the States.

--University Staff Member.

They were successful - considering the traditional practices and formidable obstacles. --USAID Staff Member.

¹Additional selected quotations may be found in the Appendix.

The impact of the demonstration schools may be summarized briefly as follows:

1. Demonstration school at Thu Duc has been developed over a period of eight years, and is nearing completion. It had its first graduating class in 1971.
2. The long period for completion seriously handicapped program development and implementation.
3. The most serious problems appear to have been jurisdictional responsibility between the Faculty of Pedagogy and the Ministry of Education, arretes for program approval, and location.
4. The foundation has been established, but realization remains for the future.
5. The potential for realization appears to be excellent in Hue, and feasible in Can Tho after certain administrative problems have been resolved.

Pilot Schools

The program in secondary education was greatly expanded in 1966, following the recommendations of the high-level visiting committee from the United States Office of Education. As a result of additional financial support to be provided by USAID for a broadening of the comprehensive educational program to more schools throughout the country, the Ministry of Education proceeded to take the necessary steps to fulfill their responsibility. The July 1, 1967, Semi-Annual Report has the following interpretation:

In an attempt to spread the concept and the development of the comprehensive high school throughout the secondary schools of South Vietnam, the Ministry of Education selected ten pilot schools to be developed into institutions containing the comprehensive high school curriculum (p. 59).

The Ministry of Education held planning sessions with the Faculty of Pedagogy, Saigon, USAID and Ohio University, and submitted the list in December, 1966. The National Wards Schools was subsequently unofficially added to the original list of ten schools. Additional personnel

were added to the staff of the Ohio University contract team to service these pilot schools.

The courses of study and instructional materials prepared for the demonstration schools were available for implementation in the pilot schools, and course outlines for the preparation of teachers were ready for use when the Ministry of Education and the Faculty of Pedagogy, Saigon, made the decision to start the necessary teacher training program. At this point two problems emerged. First, it would be necessary to construct classrooms in most of the pilot schools to house the new program, and qualified teachers would be a necessity to instruct in the new program areas. However, the Ministry of Education was not willing to start the teacher training program until they were certain that the facilities would be ready and available. The result was a delaying action which has not been fully resolved to this date. Nevertheless, money was available and Ohio University personnel were requested by USAID to offer advice on the selection of commodities for the pilot schools. These materials arrived and were distributed to the schools in due time. In most instances they remain stored in the receiving crates on the grounds of the several schools.

In fairness to the program and to the advisors, it must be said that the Tet offensive in 1968 became a major deterrent to the development of the program. The emergency withdrawal of advisors from Hue, the extensive damage to schools and equipment in many of the centers (especially Hue, Gia Hoi, and Cong Dong) necessitated major adjustments in program plans. The schools are just beginning to emerge from the havoc which was experienced at that time. In some ways it could almost be considered miraculous that any results have been achieved at all. The major limiting factors might be listed as follows:

1. The Tet offensive, and the destruction of buildings and equipment.
2. The necessary withdrawal of personnel for security reasons.
3. The draining of native resources (manpower, financial support) for the defense of the country.
4. Failure (or inability) to coordinate the timing of availability of facilities with commodities and essential teaching staff.

5. Lack of an arrete which pilot administrators considered essential before any move could be made to implement the program.
6. Withdrawal of USAID support necessitating a reduction from 12 to four priority pilot schools.

Yet, in spite of these limitations, certain notable accomplishments have been made. By June 30, 1969, it was possible to record significant progress in the Semi-Annual report (Table 8.3). Classrooms had been added, construction started and/or buildings had been repaired in ten of the 12 pilot schools, and there were 1,633 typing students enrolled in ten pilot and one demonstration school (Table 8.4). The remarkable progress made is evidenced by the number of classrooms being utilized for special areas in 1970 (Table 8.5). There were 16 science laboratory classrooms in ten schools, 15 for home economics classrooms in seven pilot centers and three demonstration schools, and nine for business education and for industrial arts, or a total of 49. Requested classrooms in each of these respective areas was 6-9-10-13, for a total of 38.

TABLE 8.3
ACCOMPLISHMENTS - PILOT SCHOOLS

Legend	School ¹											
	1	2	3	4	5	6	7	8	9	10	11	12
Classrooms added, or construction started....			x		x				x			x
Building repaired	x	x			x		x		x	x	x	
Proposals submitted to Ministry of Education for classrooms and laboratories.....	x	x										x
PTA financial assistance in improving and expanding facilities for physical education.					x							
Ministry of Education approval of new classrooms.....				4								
Completion of plans for a building program...			x	x				x	x	x	x	
Initiation of typewriting.....	x	x				x			x	x	x	x
Presentations of lectures and discussions - effective guidance program.	x											
Organization of typing classes.....				x								
Mimeographed information bulletins re: comprehensive education, general distribution.....	x	x										
Commodities received for practical arts.....	x	x										
Orientation of the new principal.....							x					
Designation of teachers: typing.....				x								
home economics....				x	x							
Return of teachers from military training.....				x	x		x	x				
Returned participants added to staff.							x					

¹Key: 1 - Gia Hoi 5 - Cong Dong 9 - Kien Hoa
2 - Quang Ngai 6 - Mac Dinh Chi 10 - Nguyen Trung Truc
3 - Ban Me Thuot 7 - Ly Thuong Kiet 11 - Phan Thanh Gian
4 - Nguyen Hue 8 - National Wards Sch. 12 - Thoai Ngoc Hau

Source: Ohio University Contract USAID/Education Semi-Annual Report.
January First 1969 to June Thirty, 1969.

TABLE 8.3 (cont'd)
ACCOMPLISHMENTS - PILOT SCHOOLS

Legend	School ¹												
	1	2	3	4	5	6	7	8	9	10	11	12	
Coordination of local resources, including PTA, to complete building program.....					x								
Agreements to purchase library books and materials; library improvement..								x	x	x	x		
Expansion of science and practical arts facilities....								x					
Appointment of a coordinator for the comprehensive program..								x					
Development of curriculum materials in practical arts areas..								x					
Initiation of plans for a guidance program								x					
Extensive public relations program - public, Ministry of Education, Military, other...								x					
PTA presentation re: coeducation....										x		x	

¹Key: 1 - Gia Hoi 5 - Cong Dong 9 - Kien Hoa
 2 - Quang Ngai 6 - Mac Dinh Chi 10 - Nguyen Trung Truc
 3 - Ban Me Thuot 7 - Ly Thuong Kiet 11 - Phan Thanh Gian
 4 - Nguyen Hue 8 - National Wards Sch. 12 - Thoai Ngoc Hau

Source: Ohio University Contract USAID/Education Semi-Annual Report.
 January First 1969 to June Thirty, 1969.

TABLE 8.4
BUSINESS EDUCATION SURVEY - PILOT SCHOOLS

School	No. students			Equipment		
	Type- writing	General Business	Book- keeping	Viet- namese Type- writers	Dupli- cating	Adding machines
Hue	-	220	30	20		1
Thu Duc	192	140		45	2	2
Gia Hoi	70			13		
Quang Ngai	30			15		
Tuy Hoa	180			15	1	1
Ban Me Thuot				15	1	1
National Wards	56		34	49	2	1
Cong Dong						
Mac Dinh Chi	120			15	1	
Ly Thuong Kiet	210			15		
Can Tho	180			20		
Rach Gia	120			20		
Ben Tre	280	40		20		
Long Xuyen	195			20		
Total	1,633	400	64	282	7	6
Can Tho University	90			29		

Source: Ohio University Contract USAID/Education Semi-Annual Report.
January First, 1969 to June Thirty, 1969. Tables IX and X,
pages 204-5.

TABLE 8.5
PHYSICAL FACILITIES - DEMONSTRATION AND PILOT SCHOOLS

School	No. classrooms				Additional classrooms requested			
	Sci. lab.	Home Ec.	Bus. Ed.	Ind. Arts	Sci. lab.	Home Ec.	Bus. Ed.	Ind. Arts
DEMONSTRATION SCHOOLS								
Hue	3	1 ¹	1	1	2 ²	2	1	2 ²
Thu Duc.....	3	1	1	3	-	-	-	1
Can Tho	2 ²	2	1	2 ²	1	2	2	2
PILOT SCHOOLS								
Gia Hoi	-	1	1	1	1	1	1	1
Cong Dong	1	2	0	0	1	-	1	2
Ly Thuong Kiet	1	2	0	3	1	1	2	2
Kien Hoa	2	1	1	1	-	1	-	-
Nguyen Trung Truc	1	1	1	1	-	1	1	1
Phan Thanh Gian	1	2	1	0	-	1	-	1
Thoai Ngoc Hau	2	2	2	1	-	-	2	1
Total	16	15	9	9	6	9	10	13

¹Temporary

²Designated temporary.

³The practical arts building should be completed by 1972.

Source: Ohio University Contract USAID/Education Semi-Annual Report, July, 1970 to December Thirty-first, 1970.

The December 31, 1970, Semi-Annual Report records a total of more than 23,000 students (Table 8.6) enrolled in the three demonstration schools (1,867), in seven pilot schools (18,788), and in the affiliated National Wards School (2,403), of this number 14,698 (63.7%) were boys.

TABLE 8.6
ENROLLMENTS - DEMONSTRATION AND PILOT SCHOOLS
1969-1970

School	Region	Forms	Enrollments		
			Boys	Girls	Total
DEMONSTRATION SCHOOLS					
Hue.....	I	6-12	453	333	786
Thu Duc	III	6-12	505	426	931
Can Tho	IV	6-7	84	66	150
Total			1,042	825	1,867
PILOT SCHOOLS					
Gia Hoi	I	6-11	972	254	1,226
Cong Dong	III	6-11	1,044	964	2,008
Ly Thuong Kiet	III	6-12	1,069	813	1,882
Kien Hoa.....	IV	6-12	2,140	2,159	4,299
Nguyen Trung Truc.....	IV	6-12	1,701	1,493	3,194
Phan Thanh Gian	IV	6-12	3,162	98	3,260
Thoai Ngoc Hau	IV	6-12	1,331	1,588	2,919
Total.....			11,419	7,369	18,788
Grand total.....			12,461	8,194	20,655
PILOT SCHOOLS (initially designated, but not serviced during the past year)					
Quang Ngai	I				
Ban Me Thuot	II				
Tuy Hoa	II				
Mac Dinh Chi	III				
School serviced, but never officially designated as a pilot school:					
National Wards School	III	6-12	1,237	1,166	2,403(1969)

Source: Ohio University Contract USAID/Education Semi-Annual Report.
July first, 1970 to December thirty-first, 1970; and, from records
in the Ohio University office, Saigon.

While there is evidence of some success with the pilot school program, it was considered desirable to ascertain concepts of success or otherwise by some of the people interviewed. Questions pertaining to the pilot school project were asked of 18 people, eight of whom were Vietnamese. In general they held the following points of view (Table X-8.2):

1. The purpose of the pilot school project appeared to be well understood by most of the respondents.
2. Success of the project was debatable (Yes - 2; partially - 5; in general, no - 2; and no -2).
3. The project appeared to have been successful in selected areas (business education and home economics). There is indication that students, once they understand, want to be enrolled in the program.
4. Shortage of trained staff was indicated as the primary reason for non-success. Some thought the effort was premature, that equipment was lying idle, and that the demonstration schools should be successful before development of pilot schools.
5. Most of the respondents thought that the pilot school project should be continued. They cited it as a model for other schools in the region, and a place to make the first adaptations of the curriculum to local needs and requirements.
6. The pilot schools should be strengthened by large-scale assistance, advisory assistance, in-service training of teachers, and by "getting out and let them do it."

Selected Quotations¹

We should concentrate our efforts in some demonstration schools. Then results should be shared with all other teachers and all other schools.

--Thu Duc Staff Member.

The entire pilot program was premature and ill conceived.

--Contract Staff Member.

Beginnings have been made in business education, home economics, and industrial arts.

--Contract Staff Member.

¹ Additional selected quotations may be found in the Appendix.

Selected Quotations¹

Absolutely! The program must be continued.

--Contract Staff Member.

We have drawn plans for departments, worked with teachers to develop and organize departments, scrounged for materials and commodities, helped to develop lesson plans, classes and materials, provided reference books, taught demonstration lesson, worked with contractors in construction, ordered commodities, helped secure local materials and assistance, and many other things.

--Contract Staff Member.

The pilot school program might be summarized as follows:

1. The pilot school program was initiated upon the recommendation of a special task force from Washington in 1965.
2. The purpose of the pilot school program was to spread the concept and the development of the comprehensive high school throughout the country.
3. Funds were significantly increased for both personnel on the contract team and for equipment and commodities by USAID.
4. The Ministry of Education designated eleven secondary schools to serve as the pilot schools in the four regions of Vietnam. A twelfth was subsequently added by active support but without official appointment.
5. USAID funds were significantly decreased the following year, necessitating a reduction in staff members, and a decrease in related support.
6. The reduced level of financial assistance necessitated a reduction in the number of pilot schools from 12 to four priority pilot schools.
7. By the end of December, 1970, 11 home economics classrooms designated in seven pilot schools, six business education classrooms in five pilot schools, and seven industrial arts classrooms in five pilot schools.

¹Additional selected quotations may be found in the Appendix.

8. Textbooks and instructional materials developed for the demonstration schools were utilized in the pilot school program.
9. A total of 1,441 students were enrolled in typing classes in ten pilot schools by the end of the 1968-69 school year.
10. Limitations in facilities, equipment, and trained staff members prevented the pilot schools from providing instructional programs for all the students who requested permission to enroll in business education and in home economics classes.
11. The teaching staff was secured in part with returned participants and in part with emergency, short-term in-service, and summer workshops conducted by contract technicians.
12. While there has been general approval of the concept of the pilot school program, there exists divided opinion concerning its success. It has been considered successful in some areas, and not successful in others. Some held that it was ill timed and poorly supported. Most personnel interviewed held that the program should be continued so that these schools could eventually serve as models in their respective areas.

Instructional Materials

One of the responsibilities of the Contract Team was the development of instructional materials for utilization in the specialized programs at the secondary level. Progress reports and accomplishments have been fully reported in the Semi-Annual Reports (See Appendix). These accomplishments may be briefly summarized as follows:

Business Education:

1. Textbooks have been written, are available and are being used in the demonstration and pilot schools in Typing I and II, general business, bookkeeping, and office procedures.
2. Supporting materials have been prepared and are being used in the classrooms: charts, reading guides.

The writer observed classes in operation in two demonstration and five pilot schools, and he inspected the books and wall charts that were

available and being used. The program gave every appearance of being functional, well organized, and operational. Reports by contract personnel (not Business Education technicians) and by Vietnamese Administrators in attendance at the National Conference on Comprehensive Education (March, 1971) gave strong support to the interest in the program by students. In those schools where the program has been introduced the student request for enrollment in the courses, especially typewriting, has exceeded the capacity of both equipment and trained personnel to provide the instruction. It should also be noted that extensive time was devoted to determining the needs of local business and industrial firms in Vietnam, and that this information was utilized by the technicians and by the Vietnamese in the preparation of the instructional materials.

Home Economics:

An extensive amount of instructional materials has been produced by the technician and Vietnamese teachers. These include charts, resource units, workshop courses, instructional and informational guide sheets, posters, bulletin board displays, laboratory exercises, posters and pamphlets (See Appendix). The Vietnamese teachers helped to develop and have implemented the instructional materials, and tested them in relation to the student needs. Mimeographed materials are in the hands of all of the teachers who teach home economics in the demonstration and pilot schools, and in many other schools which have purchased them.

The desire for home economics training by the girls in those schools with a good program under capable leadership exceeds the ability and the capacity of the school to make such training possible. For example, nearly 1,200 students at the National Wards School have requested admission into the program, and approximately 1,100 are actually enrolled. Administrators in some schools attempt to meet the problem by assigning as many as 60 girls to one class, a situation which will soon bring major deterioration to the program.

The writer has personally observed home economics classes in operation in one demonstration school and five pilot schools. While the program in the demonstration school (Thu Duc) was limited due to the lack of water, the substitute program appeared to be very good. The facilities and the programs in three pilot schools appeared to be outstanding. Student attitude was excellent, the instructors gave evidence of being professional and capable, and the general appearance of the rooms revealed pride and confidence in the program.

As of the present time there are six good, well-planned departments of home economics (Rach Gia, Long Xuyen, National Wards, Cong Dong, Ly Thuong Kiet, and Thu Duc), and there are more limited departments in four centers (Tuy Hoa, Gia Hoi, Hue Demonstration School, and a public high school in Hue which is not a pilot school). Progress has been made under very difficult and trying conditions.

Industrial Arts:

Some instructional materials have been prepared in the area of industrial arts, but the amount is quite limited. This may be due in part to the short tenure of the technicians (the lowest for the five areas) and to differences in philosophy and points of view held by the several personnel. The program is operational at Thu Duc, even with the limitations of water and electricity. This program should improve materially with the completion of the new building now under construction, and with the hook-up of water and electricity. The two instructors (returned participants) at Thu Duc have the opportunity and the potential for developing an excellent program. New buildings are nearing completion in two pilot schools in the Delta area. The equipment is stored in a classroom in the Demonstration School in Hue, as is the situation in all of the pilot schools excepting the National Wards School. Here the program is operational on a limited basis, and may serve as a model for other schools in the future.

The in-service workshop conducted at Can Tho in 1970 resulted in the development of considerable interest in the program, as did the 1971 workshop in Saigon. Materials were prepared for use in the schools, the program served as an in-service training program for teachers, and the participants were provided with much useful material for their respective schools.

Science Education:

Evidences of available instructional materials in new science education are somewhat limited. Perhaps one of the more significant contributions has been the training of teachers in the development and use of indigenous materials for classroom use. The last technician to serve in science education stated that he had reviewed all reports of prepared instructional materials as presented in the Semi-Annual Reports, but had been unable to locate any of them. However, the writer has seen copies of the following (although not in any quantity):

1. A textbook for Science Education Instruction. It was prepared for first cycle teachers who have had little, if any, training in Chemistry. It was produced locally for use in a 1970 summer workshop and as a basic text in the classroom.
2. A similar book has been prepared in Physics.

The best and the most functional science laboratory observed by the writer was at the University of Can Tho. Science classrooms in the Thu Duc Demonstration School have not been completed, but should be available for 1971-72 school year. Science classrooms in the pilot schools visited by the writer have the space and some equipment, but gave evidence of minimum utilization.

Guidance:

One basic reference book in counseling and guidance has been prepared by a returned participant and the technician. Its value and success is attested by its utilization as the basic text in the recently developed course in guidance now being required of all students in the Faculty of Pedagogy, Saigon. Copies have been distributed to all pilot schools and to workshop participants.

A very specific plan of guidance services was developed for Thu Duc, and adaptations have been made for several of the pilot schools. The Principal at Thu Duc reports a "very good program in the first cycle, with the second cycle to be developed." Materials pertaining to status reports in guidance, including evaluation and recommendations for organization and development, were distributed to all concerned institutions. A proposed counselor-education program was presented to the Faculty of Pedagogy, Saigon, and to the Ministry of Education.

The following "next steps" have been recommended by the technician:

1. Two years of advisory service working with returned participants.
2. Internship training for the returned participants.
3. Initiation of a counselor education program.
4. Providing consultant services to pilot schools which have initiated a guidance program.

5. Preparation of guidance materials for educational and vocational counseling adaptable to Vietnam.
6. Fostering the growth and development of the professional guidance organization which is already operational in Hue and Can Tho.
7. Publication of a professional journal in guidance.
8. Initiation of research programs in guidance in the demonstration schools.

The several programs may be summarized as follows:

1. Textbooks have been developed and are being utilized in business education and guidance.
2. Extensive instructional materials have been developed and are being utilized in business education and home economics.
3. Limited instructional materials are available in science education and industrial arts.

Self-sustaining programs

Nine years of assistance has been provided by the United States for the development of comprehensive programs at the secondary level in South Vietnam. Included in this service has been aid in the construction of classrooms and facilities, equipment and commodities, 955 man-months of technical assistance, and training opportunities for 68 Vietnamese participant trainees. There have been many problems encountered by a country fighting for survival. Internal strife exists in philosophy, concept, and transitional problems for a culture in the process of change. With nine years of assistance and with all of the problems can Vietnam have self-sustaining program without continued foreign assistance? After analyzing the data contained in this report, the following represents one point of view:

1. Business education: There are two participant trained staff members serving in a dual capacity at the Thu Duc Demonstration School and as a staff member in the Faculty of Pedagogy, Saigon; there is one participant trained staff member in the Faculty of Pedagogy, Saigon,

and one in Can Tho. The latter also serves as Director of the accelerated teacher training program. The teacher training program was operational in 1970-71 in the Faculty of Pedagogy, Saigon, and the program should be self-sustaining in the future.

2. Home economics: There is no teacher training program in any university at this time. Participant trained leadership is available when the Faculties of Pedagogy and the Ministry of Education determine the direction which they wish to take and authorization is given for its inauguration. Furthermore, teachers in the program have served as workshop leaders, and they should be capable of providing supervisory leadership similar to that given by the technician at the end of the support program in 1972.
3. Industrial arts: There is no teacher training program in any university at this time. The program should be "off the ground" on a sound basis with the completion of the practical arts building for 1971-72. The two participant trained instructors have had experience in directing summer workshops, and they should be provided the opportunity for program development at Thu Duc and in the training program at the Faculty of Pedagogy, Saigon, in a similar relationship to that which exists in the area of business education. Administrative decisions and supporting arrangements remain to be made by the Ministry of Education and the Faculty of Pedagogy.
4. Guidance: Guidance has been officially adopted as a requirement of all students in the Faculty of Pedagogy. A textbook was written by a returned participant in cooperation with the technician, and is being used in both Saigon and Can Tho. The author of the text has served in a dual capacity as an instructor in Guidance at the Faculty of Pedagogy, Saigon, and as principal of the Thu Duc Demonstration School. He has requested to be relieved of his administrative duties so that he may apply his full time to his chosen field--guidance. The program should be self-sustaining.

Faculty of Pedagogy/Demonstration School Relationships

The initial agreement between the Ministry of Education and USICA, and subsequently between USICA and Ohio University, called for technical assistance to be rendered to the Faculty of Pedagogy, University of Saigon, and to the Demonstration School attached thereto. Later, this relationship was extended to the Universities of Hue and Can Tho, and to the Demons-

tration Schools attached thereto. Since the Faculties of Pedagogy have responsibility for the training of teachers for the secondary schools of Vietnam, and since the Demonstration Schools were attached to them to facilitate this program, it was deemed desirable to ascertain the nature and extent of the working relationships that existed between them. Accordingly, a series of questions was asked of the teachers at the Thu Duc Demonstration School, representing the oldest and most prestigious of the schools, and of a limited number of university personnel, members of the Ministry of Education, and Americans affiliated with the program. Their replies are quite interesting and revealing.

The question asked of the Thu Duc staff members was stated as follows:

In what ways have members of the Faculty of Pedagogy in the University of Saigon and the teachers in the Thu Duc Demonstration School worked together:

- a. in planning and developing in-service teacher training programs?
- b. in developing curriculum materials?
- c. in helping to improve methods of instruction?
- d. in preparing textbooks and instructional materials?
- e. in other ways to improve education in Vietnam?

Twenty-eight to 30 teachers replied "nothing" to each of the five questions (Table 8.7); one to two teachers said almost nothing, two teachers indicated no cooperation, one replied "gave orders" to two questions, and one indicated only "a promise" to the fifth question. The response was completely negative. Apparently there has been little or no demonstration observation, or practice teaching in the Thu Duc School.

Selected quotations include the following:

Our school cannot get any help. It should be separated from the Faculty of Pedagogy and returned to the Directorate of Secondary Education.

TABLE 8.7
 Question: In What Ways Have Members of the Faculty of Pedagogy in the University of Saigon and the Teachers in the Thu Duc Demonstration School Worked Together?

Area of working relationship	Working relationship ¹				
	Nothing	Almost nothing	No coop.	Gave orders	A promise
In planning and developing in-service teacher training programs.....	29	2	2		
In developing curriculum materials...	29	1	2	1	
In helping to improve methods of instruction.....	30	1	2		
In preparing textbooks and instructional materials	29	1	2	1	
In other ways to improve education in Vietnam.....	28	2	2		1

¹ Only one teacher being interviewed declined to respond to these questions.

There are not many opportunities to work together. We have scarcely any opportunities to meet members of the Faculty of Pedagogy. Besides, the fundamental problems could never be solved.

The teaching staff at the Faculty of Pedagogy, Saigon, still follows the old program and the old method of teaching. These educators do not know the program and the new methods of teaching in modern countries.

The Ministry of Education and the Faculty of Pedagogy do not have good relations.

Similar questions were asked of 20 Vietnamese and Americans.

These questions were stated as follows:

To what extent and in what ways have members of the Faculty of Pedagogy:

- a. and the teachers in the demonstration schools worked together in the development and improvement of teacher training?
- b. contributed to and participated in in-service programs for secondary school teachers?
- c. and the teachers in the demonstration schools worked together:
 - in planning for effective teacher training programs?
 - in developing content material for teacher training programs?
 - in improving methods of instruction?
 - in preparing textbook and instructional materials?
 - in disseminating materials and methods of teaching to other teachers and schools in Vietnam?

Eighteen replies indicated little or no relationships in response to the first question, with 16 indicating some relationships (Table X-8. 3, Appendix). Eleven responded with little or no relationships to the second question, and ten indicated some relationships. Twelve stated none or very little for the third question, with four reporting some relationships. On the last question, eight responses of "none" or "very little" were given by Vietnamese, all of whom were members of the university staff.

One university staff member indicated that there has been extensive cooperation in the early planning of the Thu Duc School. A Faculty of Pedagogy staff member chaired a committee for the development of recommendations and a plan of action for the Faculty of Pedagogy and the Thu Duc School, and in detailing building specifications. The proposals were submitted to the Dean of the Faculty of Pedagogy and to the Ministry of Education. No apparent action was taken and no reports were received from either party. Accordingly, continued effort for leadership by the Faculty of Pedagogy staff member was abandoned.

In summary the following statements may be made:

1. The Thu Duc teachers are unanimous in stating that there is been very little or no working relationships with the Faculty of Pedagogy on any

problem pertaining to teacher training, curriculum development, methods of instruction, or development of instructional materials (1971).

2. Members of the university staff at the Faculty of Pedagogy indicate minimal relationships.
3. The majority of personnel interviewed (20) gave more comments of "little or no relationships" than they did to "little or some relationships" to questions pertaining to improvement of teacher training programs, in-service training programs, and working relationships between members of the Faculty of Pedagogy and staff members at the Demonstration Schools.
4. It was indicated that there exists a stronger potential for cooperative working relationships at the Universities of Hue and Can Tho.

Comprehensive Education as Interpreted by School Administrators.

An unplanned but acceptably reliable evaluation of the total comprehensive educational program in Vietnam was made at the First National Conference on Comprehensive Secondary Education in Vietnam held in Saigon on March 9-11, 1971. Approximately 100 secondary school administrators had listened to a variety of speakers, including the Minister of Education, the Deans of the Faculties of Pedagogy of the three universities, representatives of the Thu Duc Demonstration School, and others. The administrators were then divided into five groups for purposes of discussion, of analysis of what they had heard, and to present suggestions for the consideration of the Ministry of Education and others as may be interested. They were "on their own," and there were no officials or Americans present. The five group reports represent the first authentic, unrehearsed objective evaluation of the comprehensive secondary education program in Vietnam by Vietnamese. As such it merits review and consideration in this study.

There are several things quite remarkable that came to light with a tabulation of statements and recommendations made by the administrators (Table X-8.4) as reported in the group reports¹. The following summarizes their major points of view:

¹The group chairman were: A-Mr. Uong Dai Bang; B - Mr. Ly Di; C - Mr. Vo Vinh Khiem; D - Mr. Tran Kim Que; E - Mr. Tran Mai Chau.

1. The groups were unanimous in stating that the theory and philosophy of comprehensive education was good.
2. Their primary concern was with procedures and plans for implementation.
3. The administrators recommended that certain important and significant steps be taken:
 - a. Move slowly, but firmly, toward implementation.
 - b. Develop strong comprehensive schools in selected places before making the program universal through Vietnam (demonstration schools, pilot schools, regional schools).
 - c. Inform and secure the support of the people (disseminate information, hold conferences, provide literature, secure agreement by the Board of Directors of the schools).
 - d. Evaluate and utilize the curricula developed in the demonstration schools; have the teachers from Thu Duc and the teachers in the schools in which comprehensive programs are to be introduced develop appropriate changes for each region.
 - e. The Ministry of Education should:
 - legalize the entire program.
 - establish procedures for all actions.
 - establish a responsible committee to develop comprehensive education in Vietnam.
 - develop realization procedures.
 - give some responsibility to the Boards of Directors of each school (employment of personnel for the new program).
 - support teachers morally and materially.
 - f. Plan for an adequate and qualified staff of teachers and counselors.
 - g. Develop teacher training programs for new and additional staff members, and in-service workshops for teachers and administrators.
 - h. Vietnamize the facilities, the equipment, and the program. Adapt the curriculum to that used in the community (repair motor bikes; carpentry). Limited foreign materials might be used as a basis for progress.

- i. Finance the program, utilizing some community effort. The budget should include funds for training personnel, textbooks, materials, and supplies. If the budget is limited, then limit support and development to demonstration and pilot schools.
 - j. The Ministry of Education and the Faculty of Pedagogy should work out a coordinated plan of functions and responsibilities.
 - k. Foreign equipment received to date is not appropriate. It should be sold or traded, and the funds used to secure local-type tools and equipment.
4. Industrial arts, home economics, and business education are very attractive to students in comprehensive schools.

Statements from the group reports are even more enlightening than the mere tabulation of their ideas. Some of these are quoted as follows: In theory, the comprehensive school is very good and it should be realized. We need to do our best. The Ministry of Education and the Faculties of Pedagogy should coordinate in order to bring out curriculum which is appropriate to the Vietnamese situation.

The philosophy of comprehensive schools is attractive, but it is usually presented as expensive in facilities. So we have the impression that it is hardly appropriate to the Vietnamese situation.

The problem is how to make people see that it is realizable when we do not need many modern equipments. We should use what is existing in the community. For example, repairing motor bikes and carpentry. These are more appropriate.

It is requested that the Ministry of Education establish a responsible committee which will really work for the development of comprehensive education.

Teachers of prospective comprehensive schools need to attend national and regional workshops.

We should apply the curriculum of Thu Duc Demonstration School because it has been carried out and there is coordination in it.

The future of graduates of comprehensive schools is not clear yet. Will some universities be open for them? The parents usually ask us this question.

We propose that the home economics program should be a required course for grades 8 and 9, instead of being an elective as now.

The foregoing analysis by the Vietnamese administrators is very realistic and forthright. It represents a most practical interpretation of a movement which is a major deviation from established practice. The most significant point is that they have indicated their belief in it, that they want to see it implemented, and that there are certain essential steps that must be taken if the program is to move forward. Their suggestions are presented in this report because they represent the most sensible, feasible, and realistic proposal that has been made to this time, and it comes from the Vietnamese who would be responsible for its implementation. It provides a plan for action which should be given serious consideration by the decision-makers in Vietnam.

Summary

While previous chapters have presented information for interpretation in broad areas of the assistance program, Chapter VIII has briefly outlined educational progress in several selected areas. These may be summarized under each of the several headings:

1. Secondary teacher training, general:
 - a. New courses have been introduced into the teacher training program in the Faculty of Pedagogy, Saigon, including: Educational psychology, psychology of adolescence, tests and measurements, general methods, special methods and observation, practice teaching, and guidance.
 - b. There is some evidence to indicate that the traditional lecture method had been modified in some areas for an increase in demonstration and student participation.
 - c. The background of participant training by 28 staff members serving in Faculties of Pedagogy should bring significant changes in the training of teachers in the near future.
 - d. The groundwork has been laid for accelerated teacher training programs and for in-service teacher improvement programs.

2. Secondary teacher training, special areas:

- a. **Business education:** A teacher training program is operational in the Faculty of Pedagogy, Saigon, under the leadership of returned participants. Intensive in-service training programs through seminars and workshops have prepared teachers trained in other fields to serve in business education.
- b. **Home economics:** - There is no teacher training program in any Faculty of Pedagogy at the present time. However, some excellent teachers have been prepared through participant training programs, seminars and in-service workshops. The groundwork has been laid in preparation for implementing training programs when adopted and initiated in the Faculties of Pedagogy, and with the support of appropriate action by the Ministry of Education.
- c. **Industrial arts:** - There is no teacher training program in any Faculty of Pedagogy at the present time. Two summer workshop and two returned participants serving in the Thu Duc school have established a beginning program in this field.
- d. **Science education :** - Science was already a part of the program in the Faculties of Pedagogy. The impact of the new science education is beginning to be recognized, but only the beginnings have been made for its implementation.
- e. **Counseling and Guidance:** - A course in counseling and guidance has been developed and is now required of all students in the Faculty of Pedagogy, Saigon, and is an elective in Can Tho. There are guidance programs in two demonstration schools and in several pilot schools in Hue and Can Tho. The teachers in these areas have organized themselves into professional groups for the exchange of ideas and continued growth.

3. Demonstration schools:

- a. Thu Duc had its first graduating class in 1971, Hue is nearing the completion of its phasing-in process, and Can Tho enrolled the first two forms in 1970-71.
- b. Thu Duc has been plagued with innumerable obstacles, including: water, electricity, transportation, security, maintenance, and conflicts concerning ideology and responsibility by the Faculty of Pedagogy with which it is affiliated and the Ministry of Education.

- c. The delay by the Ministry of Education in providing a legal basis for the comprehensive program and for the research/experimental function has delayed progress and development of the schools.

4. Pilot schools:

- a. Eleven pilot schools (12 with the National Wards School) were designated by the Ministry of Education to spread the concept and the development of the comprehensive high school throughout South Vietnam.
- b. Extensive developments have occurred in business education (1,441 typing students in 1968-69) and in home economics. By 1971, 11 classrooms in home economics were operational in seven pilot schools, and six classrooms for business education in five pilot schools. Two new practical arts buildings are nearing completion in two schools.
- c. The programs, instructional materials, and related course work developed in the demonstration school were utilized in the opening and development of the pilot schools.
- d. Major limitations included: lack of legal support for the comprehensive program; lack of coordinated planning (timing) for buildings; equipment and commodities and trained staff; sudden expansion and equally sudden withdrawal of USAID financial support which necessitated a reduction to servicing four priority schools.

5. Instructional materials:

- a. Textbooks have been written, are available, and are being used in demonstration and pilot schools in Typing I and II, general business bookkeeping, and office procedures.
- b. An extensive amount of instructional materials has been prepared in home economics, including charts, resource units, workshop courses, instructional and informational guide materials, posters, bulletin board displays, laboratory exercises, posters, and pamphlets.
- c. Curriculum proposals and outlines have been prepared for adoption in industrial arts.

- d. Textbooks for science educational instruction in chemistry and in physics have been developed, and other instructional materials.
- e. A textbook was written in guidance, and has been adopted for use in the Faculty of Pedagogy, Saigon, and for an elective course in Can Tho.

6. Self-sustaining programs:

- a. Business education is a self-sustained program at the present time. Guidance is ready to become self-sustained.
- b. Home economics could be self-sustained within the very near future.
- c. Industrial arts has the potential, but realization does not appear to be imminent.

7. Faculty of Pedagogy/Demonstration School relationships:

- a. There has been only minimal, or token relationships for teacher training, in-service training, curriculum development, or in preparation of instructional materials between the teachers at the Thu Duc Demonstration School and the Faculty of Pedagogy of which it is a part.
- b. The potential for close working relationships appears to be excellent at the Faculty of Pedagogy in Hue, and good in Can Tho.

8. Evaluation by Vietnamese administrators:

- a. Approximately 100 Vietnamese secondary school administrators gave strong support to the concept of comprehensive education at the First National Conference on Comprehensive Secondary Education held in South Vietnam (March 9-11, 1971).
- b. Many realistic recommendations were proposed for the consideration of decision-makers for the implementation of the program.

The above indicates that considerable progress has been made, and that much remains to be achieved for a more optimum realization of the original objectives.

CHAPTER IX

OVER VIEW OF FINDINGS

The major findings in this study have been presented in Chapters II through VIII. The setting in which educational change takes place in Vietnam was reviewed in Chapter II, the strengths of the educational system were identified in Chapter III, and concepts, points of view, problems, and issues concerning the educational movement in this country and the effort that has been made to effect improvement were identified in Chapters IV through VIII. This chapter will present an overview of these findings as a basis for the development of strategies for the future, and which will be detailed in the final chapter of this report.

The overview of findings will be presented under five main headings: (1) factors favorable to project development; (2) factors hindering or limiting project development; (3) significant accomplishments within the above favorable and limiting factors; (4) related accomplishments, and, (5) problem areas for future development. An outline form will be used to highlight the findings for clarity and brevity. Much of the descriptive and supporting data may be found in the preceding chapters.

Factors Favorable to Project Development

1. The faith and the belief of the people of Vietnam in the value of education, and the great desire on the part of all to attain an education. They have a sincere and dedicated commitment to education.
2. The spirit, the good will, and the devotion of the people.
3. The phenomenal growth in student enrollments in elementary, secondary, and higher education institutions since 1954.
4. The intelligence, devotion, commitment, interest, and ability of the Vietnamese students.

5. The desire to Vietnamize the educational system on the part of many educational leaders.
6. The commitment by the Ministry of Education leadership for the modernization of the educational system as evidenced by the contractual relationships with USICA and USAID over the past fifteen years for the strengthening of teacher training programs and the development of comprehensive programs in selected secondary schools.

Factors Limiting Project Development

1. The three simultaneous revolutions (political, socio-economic, educational. See Chapter II).
2. The disastrous Tet offensive of 1968.
3. The severe drain upon the human and material resources of Vietnam in support of the struggle for survival. Certainly this has affected teacher salaries and the amount of money available for operation, maintenance, equipment, and supplies for educational purposes.
4. The prevailing and continuing influence of elitism and the traditionalized educational system characteristic of the French Colonial period.
5. The academic and theoretical orientation of the people to educational program, structure, and organization.
6. Changing leadership in the Ministry of Education. There have been 15 Ministers of Education since the initiation of the project in 1962. This represents an average tenure of 7.2 months. Each change resulted in a necessary delay in project development and implementation until the new Minister was acquainted with the program and gave approval to its continuation, with whatever modifications he desired or requested.
7. Differences in philosophy and points of view within the Ministry of Education. The Ministry of Education has not been united behind the leadership in its commitment with USICA and USAID for the development and implementation of comprehensive education. This

has undoubtedly been a primary factor related to the delay in legalizing the program and in the assignment of participants.

8. The system of fund allocation for building construction and the handling of equipment, supplies, and commodities.
9. The Government of Vietnam internal implementation procedures. Both Vietnamese and Americans have indicated major problems and frustrations at the length of time that it takes to secure an appointment for a returned participant trainee; for the receipt of the first paycheck upon returning to Vietnam; and, for the receipt of monies for the financial support of workshops and seminars. A second major internal operational problem was indicated by Vietnamese to be the procedures for the implementation of arretes. It was indicated that an arrete could be issued by a high government official, but that execution of the arrete rested with the civil service employees whose jobs are secure, who hold French and traditional orientations, and who can "sit on" the implementation process until there is a change in administration or until sufficient pressure necessitates some action.
10. Differences in the philosophy and points of view of the Ministry of Education and the Faculty of Pedagogy, Saigon. The ideological conflict and the resulting reluctance to accept project responsibility and implementation by the Faculty of Pedagogy in the general teacher training program, in the Thu Duc Demonstration School, and in the initiation of training programs for the preparation of teachers in the practical arts areas has been evidenced in the content material presented in preceding chapters. A portion of this is a by-product of the internal struggle for complete autonomy by the University and the Faculty of Pedagogy.
11. The reluctance on the part of the Faculty of Pedagogy, Saigon, to cooperate in the implementation of the project. Perhaps this cooperation would have been more freely given had the contractual relationship been with the Faculty of Pedagogy rather than the Ministry of Education. However, USAID could not become involved in this internal power struggle.
12. The three distinct, though related, periods of project development. The three periods were: (1) orientation and initiation of the program with the Faculty of Pedagogy, Saigon--1962-65; (2) major expansion of the program to include the Universities of Hue and Can Tho, and

the implementation of the comprehensive program in 12 pilot schools located in the four CORPS Regions of Vietnam--1965-68; (3) the Tet offensive followed by retrenchment to the three universities and four pilot schools. Although the second and third periods were established on the efforts of the work accomplished during the preceding years, each was, in many ways, almost a separate and distinct aspect of the total project program.

13. Expansion and reduction in USAID support. The sudden expansion of USAID support following the 1965 recommendations for program expansion and proliferation of technical assistance, and the equally sudden retrenchment in this support, left much to be desired, both for the contract team and in US relationships with the Vietnamese.
14. The USAID budget plan. The USAID budget plan necessitates the expenditure of allocated money within a specified period of time, or the allocation will be lost. Too often this results in hurried development and the placement of orders for equipment and commodities without the desirable and essential preplanning. For example, Vietnamese administrators have indicated that some of the equipment is desirable, but that much of it should be sold and the money used to purchase Vietnamese tools and equipment. This could have been prevented had the time allocation been extended to provide sufficient time for the thorough exploration and Vietnamization of the program in terms of tools and equipment prior to the placement of orders. While equipment ordered might be basic to an American school, it is not necessarily so for a school in Vietnam.
15. USAID expectations for instant success. It is only normal that the expectations of the donor (USAID/Washington and Congressional representatives) should expect to see results for the dollar invested in foreign aid. But success American-style is not applicable to success Vietnamese-style, and expectations should be appropriately adjusted or modified. Unless the technician serving on the educational front has an unusual sense of balance and perception of both the possible and the impossible within the cultural setting being served, then the pressures from the home front may well result in pressures on the Vietnamese program that begets negative reaction and potential limited accomplishment of the desired objectives.
16. USAID and Contract personnel relationships. The lines of communication and the clear delineation of responsibility, authority, and appropriate and functional relationships at all levels have

constituted a limitation to optimum project development and implementation.

17. The campus backstopping program. Two campus factors contributed to certain limiting aspects of project development; (1) the lack of appropriate and realistic orientation resulted in disillusionment and dissatisfaction on the part of some personnel; and, (2) there is some evidence to indicate that not enough attention was devoted at the time of recruitment to the ideology and philosophy of the prospective employee, and to an identification of concepts held within his technical area to determine their appropriateness to the foundation work already established in Vietnam, and whether or not it would be possible for the recruit to continue the building program as opposed to discarding much that had gone before and initiating a new system or approach to his area of service.
18. The housing of contract technicians (office location) separate and apart from those whom they were brought into the country to serve.
19. Short-term personnel. Those phases of the program which were favored with long-term personnel have contributed the major portions of the success of the total effort. Those areas in which technicians served relative short terms have left much to be accomplished in the future.
20. Tenure, planning, commodities, and implementation. There is evidence to indicate that a short tenure (two years or less) is insufficient to do effective planning, selection, and ordering of equipment and commodities, to receive the equipment and commodities, and to implement the program in those schools for which they were planned. Technicians report that the equipment and commodities may or may not be received by the end of their two-year contract. If they do not return, then it becomes the responsibility of his successor to pick up the program and to carry it to completion. Implementation should be performed by the technician who planned the program. This will necessitate an extension of contracts and of services into the third and possibly fourth year.

Significant Accomplishments

1. Acceptance of the concept of comprehensive education. It is the opinion of this writer that the legalization of comprehensive

education within a nine-year period of time represents a monumental accomplishment. It is a distinct break from the historical and cultural foundations which date back more than two thousand years. To penetrate the entrenched elitist establishment and to formulate the directions for a modernized educational system more in keeping with the worldwide explosion in scientific knowledge and technological developments within less than a decade of time is phenomenal.

2. Working relationships and the flow of ideas. There is some evidence to indicate that the conventional "from the top down" concept of leadership has been broken, or at least penetrated. It has been customary that the professor lectures and is not to be questioned; the high official hands down a decision, and the second echelon hands it on down to the next echelon, ad infinitum. And, conventionally, this process is a one-way street, and optimum progress and accomplishment is proportionally limited to the understanding, insight, and capability of the professor or high official. But there are reports from both students and professors that change is taking place, that some professors are moving toward more demonstration, student participation, independent thinking, and a two-way flow of ideas. The writer has been told that the First National Conference on Comprehensive Secondary Education in Vietnam was the first time that administrators in the secondary schools had ever been asked for their opinions and points of view. This writer was so impressed with what they said and how they said it that their recommendations have been included in this report (Chapter VIII). If the work of USAID and of the Contract Team over a nine-year period of time has contributed to this change in working relationships and the beginnings of a two-way flow of ideas, then it must be recorded as a major accomplishment.
3. The participant training program. Sixty-eight Vietnamese personnel in the area of secondary education have been provided training opportunities essential for the continuing growth and development of Vietnam. Most of these people have returned to Vietnam. Some are serving in the area for which they were trained, and some have been selected for higher and more important administrative positions. The full impact and significance of this program cannot be visualized at this time. Experience in other countries indicates that the first generation of participant trainees get their training and their start within the first ten years. Attainment and realization comes during

the second decade. If this is applicable to Vietnam, then the educational program in this country should be at the threshold of significant accomplishment.

4. The unanimous desire by the Vietnamese for project continuation. Ten years of intensive effort within the educational system of any country brings with it many frustrations, especially during a time of emergency such as existed in Vietnam. Yet, without exception on the part of those who had working relationships with the contract technicians, there was an expressed desire for the continuation of the project activities in the future. In some instances there was a most urgent request for such continuation on the part of several very high officials. The only skepticism expressed to the writer was on the part of those who had only indirect or limited contact with the project personnel. The virtual unanimity of support is, in itself, eloquent testimony to the feasibility of the program, and to the manner in which the contract personnel as a team had performed their responsibilities.
5. Concepts, ideas, and understandings. The personnel interviewed in this study revealed that one of the most beneficial outcomes of the nine-year effort was the development of concepts, ideas, and the philosophy of guidance. The Americans evaluated this outcome as the one most significant outcome of the nine years, and the Vietnamese placed it in fourth position of importance (Table 5.1).
6. General assistance. The overall, or general assistance program was rated by the Vietnamese as the one most significant outcome of the project effort (Table 5.1). They particularly emphasized the assistance rendered in developing and changing education in Vietnam.
7. Curriculum and program development. The Americans evaluated the contributions for curriculum and program development as the second major contribution, while the Vietnamese placed this in third position (Table 5.1). Most frequently mentioned was the assistance given for the development of the program for the comprehensive high school and in setting up a new educational program.
8. Material assistance. The Vietnamese acclaimed the material assistance given for the strengthening and improvement of education in Vietnam as the second most important accomplishment (Table 5.1).

They especially emphasized the equipment provided and the assistance given in the development of facilities.

9. Teacher training and higher education. Teacher training and higher education were ranked as the fourth most important contribution area by both the Vietnamese and the Americans (Table 5.1). The Vietnamese stressed the training of teachers, while the Americans were diversified in the rationale supporting this area.
10. Teacher training program in business education. The fact that a teacher training program is operational and self-sustaining in business education marks this as a significant accomplishment.
11. The introduction of guidance into the teacher training program. The adoption of guidance as a required course in the teacher training program at the Faculty of Pedagogy, Saigon, and as an elective in Can Tho, is an important and significant outcome of the nine years of effort in this field.
12. The popularity and success of business education, home economics, and guidance programs in the demonstration schools and pilot schools. Both contract personnel and Vietnamese school administrators (Chapter VIII) have attested to the interest of students in the practical arts programs where they have been introduced, are well organized and directed by capable teachers.

Related Accomplishments

1. Vietnamese replacements for technicians. Vietnamese have been trained and have assumed responsibility in business education, making possible the termination of the technical assistance program in this area. Vietnamese replacements are available in guidance, and potentially in home economics and industrial arts.
2. The development, translation, and adoption of textbooks in business education in the demonstration and pilot schools (See Table X-C), and in guidance in the Faculties of Pedagogy at Saigon and Can Tho.¹

¹Pham Van Quang and Bill Raines, Introduction to Educational Guidance. Publication of the Faculty of Pedagogy, Saigon. 1970.

3. The development and utilization of extensive instructional materials in home economics in the demonstration and pilot schools.
4. The in-service training and workshop program. Two factors contributed to the development of in-service teacher training and workshop programs. First was the urgent and immediate need for teachers, especially in the practical arts areas. And, second, was the lack of interest in and support for teacher training programs in these areas by the Faculty of Pedagogy. Even so, the program has given indication of its efficacy, and the concept has been introduced as a means of meeting emergency situations by the Ministry of Education and Faculties of Pedagogy.
5. Accelerated teacher training programs. The adoption of the accelerated teacher training program and its implementation in two Faculties of Pedagogy provided the opportunity for the contract personnel to render a significant and important service in assisting the Vietnamese to structure, organize, and develop instructional materials for these programs. Of no less importance was the training given to Vietnamese in preparation for the continuation of these programs following the withdrawal of technical assistance in this field.
6. The potential for industrial arts. The trained personnel and the potential for expanding programs in industrial arts at Thu Duc and at the National Wards School seems very good. The participation and interest shown in the two industrial arts workshops has been high.
7. Introduction of the concept of the new science education. The concept and the philosophy underlying the new science education has been introduced. Perhaps of equal importance has been the training of in-service teachers in the development and utilization of local materials for classroom use in science education programs.
8. The development of good American-Vietnamese relationships. In general, the contract personnel have developed very warm, friendly, and respected personal relationships with the Vietnamese with whom they have been working. One evidence is the unusual and enthusiastic Ohio University PTA composed of parents of students enrolled at Ohio University. Periodic dinner meetings are held and visiting university personnel are entertained.

9. The withdrawal of the University contract program after a decade of service. It is not unusual for a university to become "entrenched" in a program of foreign service, and seek to continue such service beyond a normal and appropriate terminal date. Staff personnel on the contract team have recommended termination of the service, even though the project goals have not been fully achieved. They contend that it is time for the Vietnamese to accept or reject what has been accomplished, and to carry forward that part of the program which has merit from their point of view.

Problems Areas for Future Development

1. The development of one good model school. Thu Duc was supposed to have been the model school. In one sense, this has been accomplished. But in another sense, it is not the model that it could and should be. Limiting problems have been location, completion, maintenance, security, program legalization, and acceptance of jurisdictional responsibility (the Faculty of Pedagogy and/or Ministry of Education). Much remains to be accomplished if the school is to be a truly representative model of comprehensive education, as a research and experimental school for Vietnamese education, and as a school contributing to and being a part of the Faculty of Education for the training of secondary school teachers.
2. Modification of administrative organization and practices. One of the original objectives was the providing of technical assistance in the modification of administrative organization and practice (Chapter I). Reference materials do not clearly indicate where or in what capacity the technical assistance was to be rendered, i. e., in public school administration, organization and practice, in the Faculty of Pedagogy, or in the Ministry of Education. While contract personnel indicated little or no success in the fulfillment of this objective, the writer has observed the following: (1) The administrative structure and organization in the Thu Duc Demonstration School is significantly different from those in the pilot schools; (2) administrative planning and development have occurred in some Faculties of Pedagogy: credit system in Hue and Can Tho, self-study and analysis for planning and development in Hue, and in related areas as a result of the consultations and advice by contract technicians; and (3) the Ministry has called in contract technicians at different times to discuss and to explore administrative techniques and procedures. While this groundwork has been

established for a modification of administrative organization and practice, it represents only the beginning of such conceptualization, and the primary emphasis remains for future implementation.

3. The Thu Duc Demonstration School. The Thu Duc Demonstration School is a problem area for future resolution. Its primary function and purpose remains to be clearly defined by the Ministry of Education and/or Faculty of Pedagogy, Saigon. Until this function and purpose is defined, a supporting program cannot be initiated or implemented. Certainly one of the first steps to be taken is the clarification of responsibility for the school, and the appropriate relationships to be delineated for the Faculty of Pedagogy and the Ministry of Education in the fulfillment of this responsibility. Once these functions and relationships have been established, it will be possible to proceed with the renovation and security of the building, the development of research and experimental programs so essential for the Vietnamization of the comprehensive educational program, and for the development of a school emblematic of the best that Vietnam has to offer for structure organization, administration, curriculum, and program development, and the training of teachers for the secondary schools of Vietnam.
4. Teacher training programs. Teacher training programs for guidance, home economics, and industrial arts, the actual development and implementation of these programs, together with the supporting legalization of the programs, remains for the future.
5. Establishment of priorities. The personnel interviewed in this study have pointed out the necessity for the establishment of realistic priorities based on the human and material resources of Vietnam. The establishment of such priorities merit early study and consideration.
6. Legalization of programs. The Ministry of Education initiated the first important steps for comprehensive education in the planning for contractual relationships with USICA in 1959. Twelve years later the first arrete was approved in support of this program (January 6, 1971). The second arrete was approved July 23, 1971, which established the position of guidance counselors in the secondary schools of Vietnam. However, it has been clearly indicated by public school administrators and university personnel that there remain many additional areas to be legalized before the program can be fully implemented. If the program has validity in the understandings of

the Vietnamese, then early consideration must be given to the establishment of the complete legal base for continuing program development and implementation.

7. Curriculum and program Vietnamization. Many Vietnamese and Americans have emphasized the importance of and the necessity for the full Vietnamization of the structure, organization, administration, curriculum and program areas, and teacher training programs. While this has been accomplished in selected areas, the entire program should be evaluated in terms of its appropriateness and adaptation to the Vietnamese culture and setting, and to its emerging needs as a modern nation. Further and essential implementation procedures should be initiated following the findings and recommendations of the evaluation study.
8. Curriculum development. While an excellent beginning has been made, and while a foundation has been established for curriculum development, especially in the practical arts areas and in teacher training in the universities, it must be realized that such activities are and must be continuous and on-going. This process cannot stop if Vietnam is to grow and prosper as a modern nation with an education system geared to its changing and emerging needs.
9. Publication of textbooks and instructional materials. The development and wide utilization of textbooks and instructional materials in business education, home economics, and guidance is most commendable, but what has been accomplished only represents a beginning. Textbooks are needed immediately in home economics and industrial arts. This phase of educational expansion and development is essential in the future, and personnel are available for the initiation of this program.
10. Communication techniques and procedures. It has been noted in this study that the lines of communication are faulty and need early attention. This applies within the Ministry of Education, between the Ministry of Education and related Government of Vietnam agencies, between the Ministry of Education and the Faculty of Pedagogy, between the Ministry of Education, the Faculty of Pedagogy, USAID and contract personnel, between the Ministry of Education and administrators in the several provinces, between USAID and contract personnel, and between contract personnel and the university campus. The door is open and the need is present for significantly improved lines of communication, and a two-way flow of ideas, concepts,

understandings, and proposals for implementation of adopted policies. A project coordinating committee representing all agencies was recommended by many Vietnamese and Americans.

Summary

This chapter has been a summary of the significant findings in this study. It has indicated that there exist many very favorable factors for educational progress and development in Vietnam. At the same time, however, actual implementation of plans for improvement have been handicapped by a number of factors which have seriously limited the realization of objectives. These limitations have existed both within Vietnam and within the cooperating agencies.

However, even with the many limiting conditions, some major accomplishments were achieved, including the official recognition of comprehensive education, new forms of working relationships, the participant training program, and the unanimous desire of informed Vietnamese for project continuation. But, many problem areas remain for future effort, such as the development of one good model school, further service for the modification of administrative organization and practice, the future of the Thu Duc School, legalization of programs, further Vietnamization of the curriculum, and the lines of communication within and between all levels, including the public relations aspect of project development.

With appreciation for the accomplishments of the past, and in consideration of unsolved problems, what should be the plan, or the strategies for the future? This will be the topic for presentation in the next and final chapter of this report.