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Part 2

EVALUATION & PLANNING
FOR
SECONDARY EDUCATION
IN
SOUTH VIETNAM

by

Ralph D. Purdy
Educational Consultant

Part II

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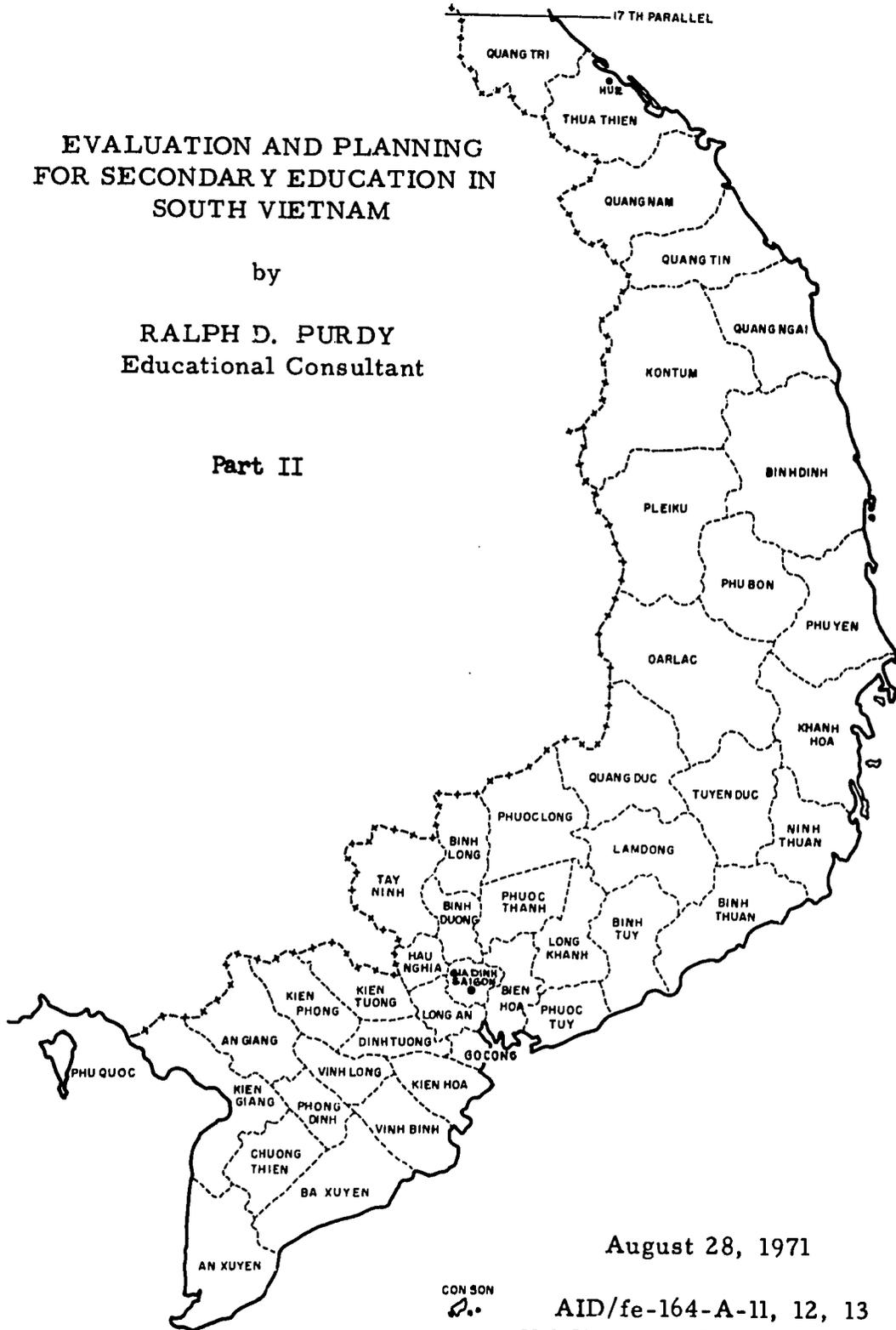
August 28, 1971

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AID/fe-164-A-11, 12, 13
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Proj. 730-11-650-365

CHAPTER X

STRATEGIES FOR THE FUTURE

The Government of Vietnam has devoted 17 years to the strengthening of the educational system in Vietnam. USAID, and its predecessor, USICA, have shared in this developmental process during most of this time. The major effort in teacher training and in comprehensive secondary education has occurred during the past nine years. While much has been accomplished, there is much more that remains for future effort. What can or should be the plan of action, and what should be the strategies for continued educational development and expansion during the next decade? What has been learned from the experiences of the past ten years which can give direction to improved planning for the future, and in what direction and in what areas should this planning be made? It is the purpose of this final chapter to examine and to make suggestions for "strategies for the future" based upon the findings, outcomes, and implications of the study as presented in previous chapters of this report.

The suggestions to be proposed for further study and consideration will be presented in six parts: (1) components of strategies for the future; (2) an operational framework; (3) the setting; (4) Vietnamese assessment and decision making; (5) suggested areas for expansion and development; and, (6) suggested factors for consideration by a donor agency.

Components of Strategies for the Future

There are four major components of strategies for the future. Each one has an important and significant role to play in planning for efficient, functional, and realistic steps or procedures to be taken to prevent change for the sake of change and to assure a process of change that is in keeping with the emerging culture of which it is a part.

Component 1: the foundation for change. Strategies for the future must be established upon the foundation of beliefs, values, organizational patterns, and programs that already exist. This must be the beginning point for the process of change. The problems and issues of the past and of the present are modified by the changing needs

of the people, and the educational system must adapt and change as the people and the society change. As a country grows and prospers with the introduction of scientific discoveries and technological developments into its economy, the patterns and the necessities of life change as these developments are blended into the daily lives of the people. These changes affect business, industry, government, the forms of communication, and the relationships between people within the societal matrix which sustains and promotes its development. In like manner, the educational system must make appropriate adaptations to each and all of these interrelated changes to fulfill the need for self-preservation and for continuing growth and development. Vietnam, along with the other countries of the world, is experiencing the impact of scientific and technological developments, and it is confronted with the problems of rapid adaptation within a relatively short period of time. But the change must occur within and upon the foundations established by the people which gives them faith and hope in the future (See Chapter II,

Component 2: needs, programs, organization. The second component in a strategy for the future is a clear and definitive analysis of (1) the needs to be met by the educational system, (2) the translation of these needs into explicit and applicable educational objectives, (3) the development of a curriculum designed to meet the identified needs, and (4) a structure which will make possible the fulfillment of the program requirements to meet the needs at an acceptable level of quality, with efficiency in organization and economy in operation. All of this, likewise, is in a process of change with the emerging socio-economic structure of the country. Failure to make appropriate adaptation to these changes will result in stagnation and deterioration. Growth and development of the educational system significantly interrelated to the growth and development of the nation is a basic component for an emerging nation. There must be a continuous, ongoing identification and interrelationship of needs to be met and of programs and organizational structure to be developed to provide the programs essential to meet the identified needs.

Component 3: creative planning. The third component in a strategy for the future is the designing of programs, projects, and activities for the meeting of the identified needs and educational objectives. Careful and detailed planning is essential to avoid change for the sake of change, and to ensure the support essential to carry the plans to fulfillment. One major period of educational development at the secondary level in Vietnam is nearing a terminal point, and it is time for constructively critical evaluation and creative planning for the future.

Component 4: cost-benefit analysis. The fourth component in a strategy for the future pertains to a cost-benefit analysis. If a given amount of money (national and foreign assistance) is available for project development, careful consideration must be given to the nature and kinds of project adopted, and to the probable returns on the money invested for one project compared with other possible directions for program development. For example, should the money available be utilized in the development of one good model demonstration school, or would it be preferable to expend the money in implementation through selected pilot schools? Where can the money be most appropriately expended which will bring the greatest benefit to the country? And, should this expenditure be based on short-term goals to be achieved, or in relation to a long-range plan for development, or both? Cost in relation to the benefits to be derived must be a primary criterion in planning a strategy for the future growth and progress of education in Vietnam.

The components of strategies for the future of education in Vietnam must be basic and integral aspects of the total process which is suggested in subsequent sections of this report.

An Operational Framework for United States/Vietnamese Cooperation

Every nation has educational needs to be met which exceed its potential for optimum fulfillment. There exist innumerable projects, programs, and activities which merit financial, material, and/or personnel support. Since the visions and aspirations of educational planners within the nation exceed the probability of accomplishment within the immediate future, it is imperative that defensible priorities be established.

The operational framework outlined below is proposed as a workable basis for cooperating and coordinating efforts on the part of Vietnam, the host country, and the United States, or other cooperating countries or agencies. Projects, programs, and activities supported by the United States, or other donor country, should fall within the scope and limitations of the following proposed framework for cooperation in educational program development:

1. The support area (project, program, activity) must have significance and relevance to:

- a. The USAID (or other donor country) purposes and objectives for assistance to the host country (Vietnam).
 - b. The purposes and objectives of the host country.
2. There should be a commitment, or a realistic assurance, of an appropriate financial and/or other support by the host government, including:
- a. Basic support for the duration of the project.
 - b. Related support as may be essential and appropriate.
 - c. Support for the continuation of the project following phase out of donor assistance.
3. Selected exploratory and innovational projects may be mutually agreed upon which fall outside item two, above. Such projects would represent a risk venture based on donor/Vietnam analysis of needs to be met or proposals to be explored which may be of a research nature, and which would not be undertaken under more conservative or conventional planning procedures. However, if such a project, once explored and developed, is proven worthy, then it will merit support and implementation on a much broader basis.
4. The consideration, adoption, and implementation of any project should be planned with a full understanding and in coordination with projects, programs, and activities initiated and developed by:
- a. Other divisions of assistance by the donor country.
 - b. Other divisions within the Ministry of Education of the host country.
 - c. Other Ministries of the host country.
 - d. Other countries and international agencies.
 - e. Private organizations and institutions.

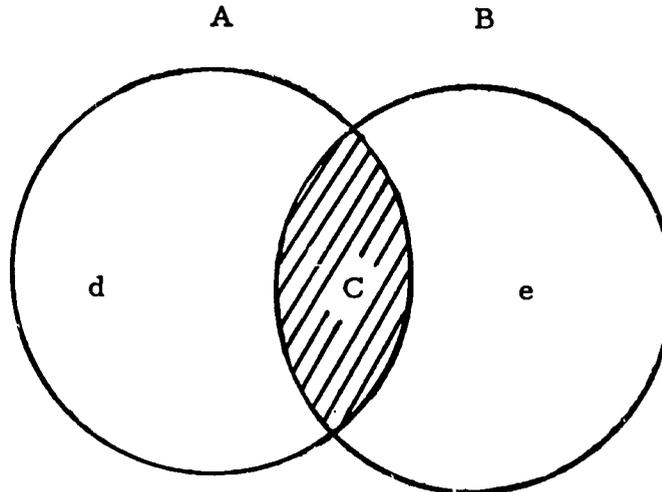
The proposed framework is illustrated in Diagram 10.1, with interpretations being given in the accompanying explanation. If this

plan were to be followed, then both the donor country and the host country would be assured of pooling their respective resources for the development of mutually-approved programs designed to fulfill the purposes and objectives of each country.

An example may be helpful in interpreting the diagram. Circle "A" represents all of the potential project areas for which the Vietnamese Government, or its subdivisions, seeks assistance from a donor country. This may include elementary education, teacher training for the elementary schools, comprehensive education at the secondary level, and many others. Circle "B" represents all of the potential project areas for support which is of interest to a donor country such as the United States. During the past nine years this has included comprehensive education and teacher training at the secondary level, but it has not included elementary education. Area "d" within circle "A" represents those projects of interest to Vietnam, but which are not of interest to the United States. Area "e" represents possible projects of interest to the United States, but which are not of interest to Vietnam.

DIAGRAM 10.1

DESIGN FOR IDENTIFICATION OF
PROJECTS, PROGRAMS, AND ACTIVITIES



Explanatory statements:

Circle "A" represents the educational purposes, objectives, and goals of the host country, Vietnam.

Circle "B" represents the purposes, objectives, and goals of the cooperating country, the United States.

Area "C" represents common interests and concerns for education by both the host country and by the cooperating country. It is within this area, and only within this area, that an effort should be made by either the host country or by the cooperating country to initiate and/or develop projects, programs, or activities in the education sector.

Area "d" is representative of educational purposes, objectives, and goals of the host country which, although essential and worthy, are outside the purposes, objectives, and goals of the cooperating country. In like manner, area "e" is representative of purposes, objectives, and goals of the cooperating country which fall outside of the educational purposes, objectives, and goals of the host country. It would be inappropriate and inadvisable for either of the two countries to endeavor to initiate and/or develop projects, programs, or activities in either area.

Projects within these two areas are outside the possibility for project consideration, adoption, and implementation. However, the shaded area "c" represents an overlapping of interest on the part of both the United States and Vietnam. It is within this area that project development has occurred in the past. It is proposed that now is the time for both countries to reassess its interests in view of past relationships and program developments, the current desires of its respective government, and to redefine those educational projects which would be representative of the mutual interests of both countries at this time. (Projects that would fall within the shaded area of "c" in the above diagram).

In addition to the proposed framework above for consideration and implementation by the host and by the donor country, there are some suggested guidelines for consideration by USAID in program support and development should the United States continue its assistance program. If the following six questions can be answered in the affirmative, then it is probable that the proposal merits approval in support of project development within the host country:

1. Is the USAID proposed effort a high priority commitment of the host country?
2. Has the host country initiated plans to translate the high priority commitment into actual practice, with supporting legal basis and essential human and material resources?
3. Is the proposed USAID effort timely?
4. Does the host country have, or will it have, the human and the material resources with which to continue to promote and to develop the work initiated with USAID assistance?
5. Is the proposed USAID effort appropriately coordinated with related efforts by other donor countries, institutions, and organizations?
6. Will the proposed USAID effort make a useful and beneficial contribution to the United States/Vietnamese goals and objectives?

It is within the above proposed framework for cooperative effort and guidelines for program support that the suggested strategies for the future are proposed in the remainder of this chapter.

The Setting for Strategy Formation

The planning of strategies for the future begins with the foundation upon which it must be established. In effect, all of the preceding chapters have been devoted to presenting and defining the base upon which planning for the future may be initiated and developed. The cultural base was reviewed, the strengths of the Vietnamese educational system were identified, and directions were proposed for needed improvements. This was followed by an identification of the significant contributions of the nine-year USAID Ohio University, Ministry of Education, Faculty of Pedagogy effort in teacher training and comprehensive secondary education, ways in which this effort could have been strengthened, and the tasks which remain for future development. The more significant aspects of this setting may be briefly reviewed as follows:

Vietnam: The people of Vietnam believe in education. They are dedicated to providing the best educational opportunities possible for their children. And, even more important, they have proven their capabilities when provided the opportunities for attaining an education.

The Ministry of Education effort: The Ministry of Education has sought to provide and to improve educational opportunities for all children in Vietnam since the gaining of independence in 1954. This is attested by the major growth in enrollments at all levels from the primary school through the university, and by the contractual relationships with USAID to provide assistance in strengthening the training programs and the introduction of comprehensive education at the secondary level. Basic arretes have been approved, and the directions established for the continuing implementation of comprehensive education throughout the country.

USAID/Ohio University support effort: The USAID and the Ohio University Contract Team support have made significant initial beginnings for educational program improvement and modernization during the past nine years. Some major accomplishments have been achieved, and some tasks remain for development in the future (Chapters VIII and IX).

Project termination: USAID will terminate the Ohio University Contract program at the end of June, 1972. This will complete ten years of assistance by USAID in support of the Vietnam program in teacher training and comprehensive education at the secondary level.

This decision is accepted as a fait accompli, and the strategies which follow as based upon the termination of this support program.

The voice of experience: Problems encountered and lessons learned through project development during the past ten years, when objectively and critically assessed, provide constructive directions for project continuation and/or for new project development and implementation. In effect, these problems and the success or failure of methods and procedures become the "voice of experience" in suggesting directions for effective and constructive project development in the future. Selected interpretations based upon the experiences of the past ten years as revealed in this study include the following:¹

Vietnamese cannot accept change until they can see their place and their part in that change. (Statement by a Vietnamese).

An arrete may create a hundred comprehensive schools by the stroke of the pen; but no change occurs until the implementation process is initiated by and through all who have a shared responsibility in that implementation program. (Statement by a Vietnamese). It is essential that the arduous process of "thinking through" the program, of understanding and accepting the program, of developing faith and belief in it be developed on the part of all concerned before desired and planned change can be achieved.

The process for the development of insights and understandings is more important and more time-consuming than the concrete and visual evidences of project implementation.

Theory and philosophy must be supported by practical demonstration for potential acceptance and emulation.

Any and all individuals and/or departments which will be influenced or affected by the adoption of any policy should be provided the opportunity to share their thoughts and points of view in the development of that policy.

¹ These selected interpretations were made from an analysis of the data provided during the 110 interviews in this study. As such, they thereby represent "the voice of experience" by those responsible for and/or affected by the developmental aspects of the project.

Program development suffers without the establishment of valid priorities.¹

Confidence can usually be placed in the judgment of responsible people.

Implementors of policy who lack information, understandings, and insights essential to successful execution of that policy are but mechanical robots functioning within a meaningless maze of unproductive activity.

Project goals can only be optimally achieved as a total program, and only minimally successful by segmented parts (Ministry of Education, Faculty of Pedagogy, USAID, Ohio University, administrators, teachers, students, parents). Understandings and insights must be developed at all levels through a two-way line of communication.

Individual personnel, regardless of the level of his position, cannot attain optimum results working separately and apart from other personnel with related or interrelated responsibilities. In like manner this holds true for various departments and divisions of government, of a university, or of a public school.

Long-range pre-planning is an essential ingredient for effective project development.

There is an appropriate relationship and an essential coordination that must exist in the developmental aspects of project implementation (training of staff, construction of facilities, delivery of equipment and commodities). One without the other weakens the entire program and tends to bring the effort into disfavor and potential rejection by responsible personnel.

Time, effort, and money can be irretrievably lost when there is:

1. Unyielding opposition to the theory and philosophy underlying the program on the part of some leadership personnel.
2. An internal jurisdictional power struggle which will retard, delay, and/or abort the implementation process and ultimate outcomes.

¹These selected interpretations were made from an analysis of the data provided during the 110 interviews in this study. As such, they thereby represent "the voice of experience" by those responsible for and/or affected by the developmental aspects of the project.

Major program change should not be made in mid-term unless it is possible to realistically identify ultimate outcomes.¹

Perceptive administrative leadership will implement project development where there is a potential for accomplishment; it will forego continuing efforts where such accomplishments appear to be minimum or impossible for achievement.

The judgment and recommendations of visiting firemen, regardless of their position or affiliation (Washington, USAID, Ministry, others) must be balanced with the experienced judgment of implementation personnel (in-country technicians, school administrators, others).

A functional, cooperative, and coordinated relationship is essential between two or more departments, divisions, or areas of interrelated service if desirable results are to be achieved.

Results are negligible when the legal basis has not be established as the foundation upon which to build a process of and for change.

It is imperative that counterparts be assigned to, and that they work closely with, the technicians as an essential internship training program in preparation for assumption of full responsibility with the termination of technical assistance.

No project should be undertaken without the commitment for and assignment of counterparts as indicated above.

In-service training programs and workshops are vital and essential elements of teacher preparation for educational change in a developing country.

Equipment and commodities from the cooperating country should be requisitioned following a thorough investigation of skills to be developed for employment and tools to be used in local business and industries.

A carefully planned and developed orientation process is essential for all personnel to be assigned overseas.

¹ These selected interpretations were made from an analysis of the data provided during the 110 interviews in this study. As such, they thereby represent "the voice of experience" by those responsible for and/or affected by the developmental aspects of the project.

One major key to success or failure in the field is directly related to the understandings, insights, and concepts held by the backstopping representative on the university campus. Of prime importance is his competency to select technical personnel who can and will fit into and contribute to the on-going aspects of project development.¹

Competency patterns for successful advisory services in a foreign culture are directly related to the fundamental beliefs and values held by the technicians. Especially important is his belief in and respect for each and every individual with whom he may be privileged to work, or with whom he comes in contact at any time in any place.

It should not be expected that a technician will perform optimally as an advisor when he has not had a prior background of successful advisory experiences.

There is one essential skill that should be acquired by all technicians working in Vietnam--learning to use the chopsticks with skill and dexterity.

Acceptance as "one of the staff" comes only as an advisor performs at the level and with the insights and understandings of those with whom he is working.

Advisors provide the opportunity for decision making. They are not, and must not be, decision-makers themselves.

There are two kinds of experts. One is the decision-maker who must live with the decisions after they have been made. The other is the advisor whose expertise resides in his competency as a consultant, a helper, a guide, a stimulator, an analyzer, an interpreter, and as an assistant to the decision-maker.

Success in policy implementation is directly proportional to the insights, understandings, and support given by second and third echelon personnel. It is essential that planning include necessary communications and understandings for these people.

¹These selected interpretations were made from an analysis of the data provided during the 110 interviews in this study. As such, they thereby represent "the voice of experience" by those responsible for and/or affected by the developmental aspects of the project.

Vietnamese Assessment and Decision Making

Strategies for the future begin with a realistic assessment of the current status of development, and the formulation of plans as directions for further action. The Ministry of Education and the Faculties of Pedagogy are confronted with a major decision-making situation in the termination of the ten-year support and project development in teacher training and comprehensive education at the secondary level. This is the time for a valid, realistic assessment of accomplishments to date, problems to be resolved, and the establishment of priorities and directions for the future.

The realities surrounding the present setting include the following:

1. Arretes have officially approved comprehensive education and the position of guidance counselor in the public secondary schools of Vietnam.
2. Differences of opinion continue to exist within the Ministry of Education, the Faculties of Pedagogy, and related divisions of the Government of Vietnam concerning comprehensive education.
3. The public school administrators in attendance at the First National Conference on Comprehensive Secondary Education in Vietnam gave strong support to the concept of comprehensive education.
4. Conflicting philosophical and operational differences exist between the Ministry of Education and the Faculty of Pedagogy, Saigon.
5. There is need for understanding and insights into the strengths of comprehensive education for Vietnam on the part of related and supporting Government of Vietnam agencies.
6. There is an expressed desire for program development and implementation on the part of the Universities of Hue and Can Tho.

In recognition of the planned termination of USAID project development in secondary school teacher training and comprehensive education, and with appreciation for the realities of the setting as indicated above:

IT IS RECOMMENDED THAT the 1971-72 fiscal year be a year of assessment, evaluation, and formulation of a five-year educational plan for Vietnam.

If the foregoing recommended plan for assessment, evaluation, and policy formation is adopted, then it is suggested the Ministry of Education appoint a planning and coordinating committee for this purpose, with members representing the Ministry of Education, the Faculties of Pedagogy, USAID, Ohio University Technicians, and others as may be appropriate. It is further proposed that this committee give consideration to the following implementation suggestions which are based upon the findings of this study:

1. Plan a series of meetings for an evaluation of this evaluation study.
 - a. Request USAID and/or Ohio University to present and to interpret, the findings and the recommendations of the study, utilizing overlay and other visual aids.
 - b. That the findings and recommendations be especially adapted for presentation before each of various groups, including the Ministry of Education; the Faculties of Pedagogy (either in joint session or in the three respective locations); other ministries and/or Government of Vietnam division as may be appropriate and desirable; the Thu Duc faculty; demonstration, pilot, and public school administrators (similar to those in attendance at the First National Conference on Comprehensive Secondary Education); and others as may be planned by the coordinating committee.
 - c. The primary purposes of the presentations would be to provide understandings and insights concerning comprehensive education and the related teacher training program, to provide the basis for an assessment of the current status of the program in education to provide the opportunity to indicate agreements and disagreements with the project findings, and to establish a knowledgeable base for the initiation of planning for future program development.
2. Plan a second series of meetings with the same groups as above for the purpose of (1) making a realistic assessment of current developments in secondary education; (2) propose the goals and the directions for a Five-Year Master Plan for continuing development in secondary education and teacher training; and, (3) suggest desirable ways and means for the initiation, development, and accomplishment of the Five-Year Master Plan.
3. Plan a joint meeting with selected representatives of each of the above groups for a presentation and interpretation of the several

proposals and recommendations that have been made by the above groups, and to recommend a Five-Year Master Plan based upon the suggestions and recommendations received from the several groups.

4. Initiate plans for the adoption and implementation of the Five-Year Master Plan, to prepare requests for supporting assistance from potential donor agencies and/or countries, and to plan for the presentation of these requests to appropriate donor agencies and/or countries.

It is further suggested that USAID and Ohio University be requested to provide technical assistance in the organization, development, and implementation of the proposed plan as outlined above, and as may be modified and directed by the Planning and Coordinating Committee established for this purpose.

Suggested Areas for Expansion and Development

It was recommended in the preceding section that the Ministry of Education appoint a Planning and Coordinating Committee with the responsibility for planning and designing a Five-Year Master Plan for educational expansion and development. While the responsibility should rest with the committee, there are many worthwhile suggestions proposed by responsible Vietnamese personnel interviewed in this study which merit study and potential adoption by this committee. They are herewith suggested for whatever consideration the committee may wish to give them.

1. One good model for comprehensive secondary schools should be established in Vietnam.

It is regrettable that the limitations which prevented full implementation of objectives (Chapter IX) made it impossible to successfully develop one secondary high school which could serve as a model for Vietnam at the desired level of quality and proficiency. However, the goals and the objectives were established early in the program merit continued effort for fulfillment. Concrete plans should be made and proposals developed for the following:

1. Full and complete delegation and acceptance of responsibility for the model school. This should include a careful delineation of

function, role, and responsibility by the Faculty of Pedagogy, by the Ministry of Education, and the appropriate and desirable relationships that should exist between these two agencies.

2. The full and complete delegation and acceptance of responsibility by and between the Faculty of Pedagogy (or other agency) and the model school.
3. Development and approval of essential arretes for the full and complete implementation of the proposed program.
4. Development of realistic and attainable plans for:
 - Faculty of Pedagogy and model school experimentation and research in administration, curriculum, guidance, building operation and maintenance, and other areas as may be appropriate and desirable.
 - Curriculum development, improvement, and Vietnamization.
 - Observation and teacher training programs.
 - Techniques, procedures, and assignment of responsibility for communicating successful and worthy practices to the Ministry of Education, to Faculties of Pedagogy, to other public and private secondary schools in Vietnam, and to those portions of the public which are interested in and concerned with educational planning, development, and improvement.

While it is recognized that Thu Duc and the Faculty of Pedagogy in Saigon represent the logical place for the development of the model school, the Committee should not confine itself to this one location. For example, if the concepts held by personnel in the Faculty of Pedagogy are found to be inconsistent with the underlying theory and philosophy of the proposed program, then serious consideration should be given to the location of this model school in Hue or in Can Tho.

2. A graduate program should be developed in the universities of Vietnam.

The undergraduate programs are functioning in each of the three universities. The next imperative is the development of graduate programs in order that (1) advanced training by and for Vietnamese can be given to meet the growing need for qualified leadership; (2) to train personnel for teaching in the universities; and, (3) for research and service to Vietnam.

Rector Chau, University of Hue, made some suggestions that merit further consideration by the committee, and by a donor agency.

We would like to have assistance in setting up and running our graduate program at the Faculty of Pedagogy. We have come to realize the great necessity for research in education. This is a task for Vietnam to do and it is a function of the Faculty of Pedagogy.

We have the authority to start a graduate program and to do research, but we are starting at zero. We need help in setting up programs, and the help will be needed for a minimum of two years. A shorter period of time would be inadequate.

We would like to have help, not as an advisor, but a qualified, experienced person to come as an assistant to the Dean of the Faculty of Pedagogy. He would immediately be a part of the faculty, and his relationship would be easier and better. The Dean should work out a special assignment for this assistant: qualifications; experience; personality; assignment and responsibilities; relationships; objectives; and evaluation. If possible he should interview potential candidates and propose recommendations for appointment. Under this plan the Dean would be a part of the program from the beginning, he would have responsibility to set up the program assignments, to administer the program, and to evaluate it.

Should this suggestion have merit in the judgment of the Committee, it is suggested that Rector Chau be invited to draft the specifications for such a proposal for review by the Committee and for possible submission to a potential supporting agency.

3. The organization and administration of Faculties of Pedagogy (and/or the universities) should be strengthened.

The merit and value of advisory assistance that has been provided at the Universities of Hue and Can Tho was reported to be most helpful, and urgent requests were made for its continuation. It was indicated that progress has been made for the introduction of the credit system in Can Tho, and for faculty self-evaluation and planning

in Hue, but that the problems were great, that the process is new, and that continued assistance was urgently needed. It is proposed that such assistance be provided should the respective universities and the Planning and Coordinating Committee approve the recommendation. If this should occur, then further consideration may wish to be given to the functional and operational proposal suggested by Rector Chau, above.

Another type of assistance was proposed by Rector Xuan, University of Can Tho. It was his opinion that a consortium of universities was needed to provide the expertise and assistance essential for university expansion and development in structure, organization, and administration. He felt that a consortium would help to show unity of thinking and be an example of cooperative effort for emulation by Vietnam, as opposed to several universities competing and fighting with one another. This suggestion merits consideration by the Planning and Coordinating Committee. If interested, the committee may wish to invite Rector Xuan to develop his suggestion in greater detail.

4. Structure, organization, administration and service of the Ministry of Education should be expanded and developed.

Urgent suggestions have been made by many persons interviewed in this study for the decentralization of the Ministry of Education. However, plans for decentralization and/or delegation of responsibility with commensurate authority should only be made following careful, detailed, and evaluated study. Desirably, the study should be directed by a qualified Vietnamese. Assistance, consulting services, and supporting resources could be provided by a donor agency. The extensive support given to this proposal by the personnel interviewed should give this proposal high priority in the thinking and planning by the Committee.

5. A Department of Comprehensive Education within the Directorate of Secondary Education should be created.

Nine years of intensive effort have been devoted to the implementation of the contractual agreement in which the Ministry of Education requested technical assistance for the development of comprehensive educational programs at the secondary level and for the training of teachers for these schools. An arrete has been signed legalizing the program. The arrete makes possible the creation, but it does no

more than that. Implementation will demand long and continuous assistance to the public schools, and in the development of qualified teachers before the program can be acceptably implemented throughout Vietnam. Consideration should be given to the creation of a Department within the Directorate of Secondary Education (or elsewhere if advisable to do so). It would be the function and responsibility of this Department to provide services to the public schools in the development of the programs, and to convey to the Ministry of Education the on-going and urgent needs to be met in the implementation of the program, and the recommendation of policies to be approved for this development.

The head of this Department should be a Vietnamese. Should this appointee, the Ministry of Education, and the Planning and Coordinating Committee deem it desirable to do so, a request might be formulated for outside assistance for consulting and advisory services, especially during the first two and most important developmental years of the Department.

6. Teacher education, with particular attention to in-service training programs, should be extended and strengthened.

Personnel interviewed in the study indicated the need for a continued strengthening of teacher preparation programs, with special emphasis on in-service programs such as seminars and workshops. An arrete has legalized the comprehensive high school, but teacher training programs in Faculties of Pedagogy are still lacking in the areas of home economics and industrial arts. It will be necessary for the Ministry of Education to rely on in-service programs and summer workshops to prepare teachers for these fields. Fortunately, the groundwork has been established for this program during the past two years, and some Vietnamese personnel have had experience in directing these workshops. However, the prevailing problems and obstacles to be overcome suggest the necessity for the Ministry of Education to request continuing assistance in this field. If such aid is granted, then emphasis must be placed upon the assignment and delegation of responsibility to counterparts who will have full and complete on-going responsibility with the termination of the project assistance program.

7. The administrative structure and organization of the secondary schools should be developed.

The expansion and development of Vietnamese secondary schools necessitate trained leadership in administrative positions. The implementation of comprehensive educational programs throughout Vietnam increases the necessity for this trained leadership. Available participant trained personnel in educational administration is minimal, and the emerging need is urgent. Immediate emphasis needs to be given to training programs for school administrators in the graduate schools of the Universities, extensive in-service training programs should be established, and Vietnamese personnel should serve as counterparts in preparation for eventual assumption of full responsibility as guides, assistants, and supervisors for public school administrators. Outside assistance should be requested to provide technical assistance for the in-service preparation and training of counterparts for this leadership role in Vietnam. They should be supported by University counterparts who would assume full and complete responsibility for the on-going program following termination of the technical assistance program.

8. The curriculum for secondary schools, and especially for the practical arts areas, needs to be researched, experimentally validated, Vietnamized, and disseminated to the secondary schools of Vietnam.

While curriculum expansion and developed was indicated by the personnel interviewed in this study to be one of the most significant contributions of the past nine years, it was also identified as one of the most important areas for continuing emphasis in the future. While the foundation has been established for curriculum revision and expansion, appropriate adaptations must be a continuous process with the cultural acceptance and adoption of scientific discoveries and technological developments. The essential need is for the appointment of Vietnamese personnel with responsibilities for leadership in the field of curriculum development and implementation. Again, it is suggested that such personnel be appointed and that service be initiated as counterparts to technical assistance provided according to a plan to be devised and recommended by the Committee on Planning and Development.

Many of the personnel interviewed in this study have indicated the great need for information concerning comprehensive education at all

levels--within the Ministry of Education, within the Faculties of Pedagogy, among the school administrators, by the Board of Directors in those schools designated as pilot schools, by the students concerning the program, and by the parents whose children attend these schools. It is apparent that too little attention and consideration has been given to helping people concerned with or affected by the areas for project development. This includes university administrative communication with staff members, Ministry of Education communication to Faculties of Pedagogy, to related and supporting divisions of the Government of Vietnam, to the public school administrators, and to the public. Immediate attention is essential concerning the lines of communication for understanding and appreciation, and for the development of a public relations program to give direction to this effort. Again, it is suggested that this responsibility be delegated to a Vietnamese, and that this person serve an internship training program as a counterpart to a trained and qualified technician for a period of no less than two years.

9. There is a continuing need for participant trainees and for observation tours.

The participant training program has met a vital and imperative need in Vietnam at the secondary level. Programs have now been established, or are ready to be established, which should make possible the in-country training of most personnel, particularly at the undergraduate level. There is an urgent need for specialized personnel, especially for administrative and supervisory positions within the Ministry of Education, in the demonstration and pilot schools, and in the public schools. Some personnel have been trained in research, but more are needed. More important, perhaps, is the assignment of such personnel to positions in which this expertise can be utilized. It is recommended that consideration be given to requesting the training of additional Vietnamese personnel for selected leadership positions, and that all of this training be at the Master's level and above.

There is evidence to indicate that insights, understandings, and appreciation for program development result from well-planned and coordinated observation tours for carefully selected teachers and administrators. It is suggested that as technical training programs diminish, observation tours be increased.

10. There is a great need for textbooks and instructional materials.

The value of a successful textbook-writing program is evidenced in the areas of business education and guidance. There is an immediate need for textbooks in home economics, industrial arts, and science education. University personnel and demonstration school administrators have indicated that teachers are prepared, ready, and willing to contribute to this field, provided such assignments can be made within their work load, and with the assistance of qualified technicians. Such textbooks are urgently needed at the secondary school level and for the teacher training programs in the Faculties of Pedagogy. It is suggested that a program be devised and an assistance program be requested for the development of textbooks and instructional materials as indicated, and as may be defined by the Planning and Coordinating Committee.

The foregoing ten suggestions for the consideration of the Planning and Coordinating Committee should not be considered as separate and independent project requests. It is entirely possible that two or more might be advantageously included within one project proposal. Neither should the consideration of the Committee be limited to the eleven suggestion made above. They are just "suggestions" that have emerged from the interviews held in the collection of data for this study, and the Committee should use them only as the starting point for a thorough study, analysis, and preparation of project proposals consistent with that which has meaning, value, and significance to the Vietnamese for Vietnam.

Suggested Factors for Consideration by Donor Agencies

A recommendation has been made for a Vietnamese assessment of current development and progress and the formulation of a Five-Year Master Plan for the future. Suggestions emanating from this study have been proposed for the consideration of the Planning and Development Committee. It is the purpose of this section to suggest factors for consideration by potential supporting and donor agencies and/or governments to the continuing program for educational growth and development in teacher training and comprehensive education at the secondary level.

First, careful attention should be given to the preceding four sections of this chapter: components of strategies for the future; an operational framework; Vietnamese assessment and decision making; the setting; and suggested areas for expansion and development. Each of these steps should be considered as essential ingredients for project area identification and for potential project support. A realistic analysis must be made on both sides as a basis for potential cooperative and supporting efforts.

The following are suggested as possible procedural steps to be taken:

1. Determination of the advisability and desirability of support by the donor agency to and for Vietnam. All project support and development must be conditional to the priorities herein proposed.
2. Identification and determination of potential support areas that are consistent with the goals and objectives established in item one, above.
3. Study, evaluate, and critically assess the requests for assistance as developed by the Planning and Coordinating Committee for Vietnam as recommended in section four of this chapter (Vietnamese Assessment and Decision Making). Favorable consideration should be given to those which are consistent with the established priorities in items one and two, above. Serious consideration should be given to any project proposal resulting from or significantly related to the suggestions presented in the preceding section of this chapter.
4. Enter into planning sessions with official Vietnamese personnel for the coordination of requests received from the Government of Vietnam with those developed in the above three planning steps.
5. Establish certain conditions for project development as may be appropriate and consistent with the aims and objectives of each of the participating agencies. The findings of this study suggest that consideration should be given to the following:
 - a. The dedication and commitment of the Vietnamese people and respective agency (Ministry of Education, Faculty of Pedagogy, the University, and others as may be appropriate) to the project proposal.

- b. The potential for project realization within the existing and emerging human and material resources of Vietnam.
 - c. A realistic assessment of the Vietnamese potential for continuing development and implementation of the program following termination and withdrawal of project support.
 - d. The release of project funds and assignment of personnel for project implementation by the donor agency following Government of Vietnam approval of necessary and essential supporting commitments and obligations, including:
 - arretes essential to successful project implementation.
 - assignment of professional personnel and counterpart participation.
 - allocation of financial support as per contract agreement, or official approval for such allocation.
 - e. Evidence of dedication, spirit, good will, and essential cooperative and coordinated working relationships as per project requirements with and between all participating agencies (Ministry of Education, Faculty of Pedagogy, the University, related and supporting Government of Vietnam divisions and departments, and others as may be appropriate).
 - f. Other conditions as the nature of the proposed project may indicate as necessary and/or desirable.
6. If USAID should be involved in the above planning procedures, it is suggested that an effort be made to secure an extension of time for the utilization of budget allocations in order to complete essential and desirable pre-planning without fear of the loss of funds.
7. If contractual relationships are to be established with universities in support of project development, the findings in this study suggest that increased emphasis be placed on the following:
- a. The process for the selection and appointment of technicians.
 - b. Orientation procedures, both on campus and in-country.
 - c. Delineation of functional responsibility and coordinating relationships with USAID and other cooperating agencies.

- d. Evaluation procedures for (1) technical assistance, and (2) project processes, working relationships at all levels, and emerging outcomes.

An example may help to clarify the foregoing proposals and procedures. It should be noted that the writer has consistently refrained from making specific recommendations concerning the nature, kind, and extent of project development that should be continued, extended, or developed for Vietnam. He firmly believes that this falls outside his respective assignment, and that neither he nor any of the American personnel should make such recommendations. This must be a decision by responsible Vietnamese for Vietnam. It cannot be made by anyone else. It is for this reason that the one and only recommendation that appears in this report provides for the appointment and delegation of responsibility and authority to a representative group of Vietnamese, for the designing of a Five-Year Master Plan for Vietnam. All other suggestions that appear in the report were made for the consideration of and potential action by this Committee.

It would be the primary responsibility of the Planning and Development Committee to (1) evaluate the present status of development and progress for comprehensive education and teacher training at the secondary level; (2) to recommend directions and policies for next steps in program development; (3) to formulate a realistic Five-Year Master Plan for accomplishment in fulfillment of the policies proposed above; and, (4) propose steps to be taken and/or expatriate assistance to be requested for the implementation and accomplishment of the Master Plan. It was suggested that the effort be: (1) initiated with a presentation and evaluation of the findings reported in this study; (2) a realistic assessment of beliefs and values held about comprehensive education for Vietnam; (3) determination of the potential for fulfillment of these beliefs and values; and (4) the establishment of directions for the future which all Vietnamese could support, defend, and actively seek to implement. Since the Vietnamese personnel interviewed in this study made many suggestions for on-going and continuing activities, programs, and services, these ideas were presented in a preceding section for further consideration by the Planning and Development Committee, should they wish to utilize them in the analysis and planning for the future. Then, for whatever plan is devised by the Vietnamese for Vietnam, it should be expected that the human and material resources of the country should be given in full support by all agencies and divisions of the Government of Vietnam to the extent that it is possible to do so.

If the above suggestions were to be followed, the directions for the future would truly be Vietnamese--not American, not French, nor of any persuasion except those committed to the growth and development of this historic and emerging country. And this is as it should be.

Final Statement

It was the assigned responsibility for this study to make an assessment of progress to date of the emerging program in Vietnam for teacher training and comprehensive education at the secondary level, to identify some of the factors which would make possible the strengthening of programs yet to be designed, and to propose potential "next steps" for the future. It was stated at the beginning that no person can come into a country and accomplish such an assignment, except as he provides the opportunity for nationals and expatriates who have been decision-makers and developers of the program to make these assessments and recommendations. That opportunity has been provided, and the results have been recorded in preceding chapters of this report. Likewise, it is these same people, and many of their colleagues, who will be decision-makers and developers concerning the on-going program to be designed and woven into the proposed Five-Year Master Plan for continuing progress and development of secondary education in Vietnam. This task begins with the termination of this report.

APPENDIX A

PERSONNEL INTERVIEWED FOR THE STUDY

Vietnamese

Demonstration and Pilot School Staff Members:

Demonstration schools: Thu Duc.....	35
Hue.....	4
Can Tho.....	1
Pilot schools.....	<u>10</u>
Total.....	50

University Personnel:

Rectors (Saigon, Hue, Can Tho).....	3
Deans of the Faculties of Pedagogy.....	3
Staff members: Saigon.....	7
Can Tho.....	<u>5</u>
Total.....	18

Ministry of Education..... 9

Other Vietnamese:

Council on Culture and Education.....	1
Former Assistant to President Nguyen Van Thieu	1
Provincial Director of Education.....	1
Recently returned participants.....	<u>2</u>
Total.....	5

Total Vietnamese..... 82

82

Americans

USAID:

In-country staff members.....	8
Former staff members.....	2
Regional advisors.....	<u>2</u>
Total.....	12

Ohio University Contract Personnel:

In-country staff members:	
Full-time.....	8
Short-term consultants.....	2
Former staff members.....	<u>4</u>
Total.....	14

Regional Military Personnel (Not included in the
tabulations)..... 2

Total, Americans..... 28

GRAND TOTAL.....

28
110

APPENDIX B

TABLE X-1.1

OBJECTIVES - OHIO UNIVERSITY CONTRACT PROJECT
10-1-64 to 7-1-69

Objective	Semi-annual reports								
	4-1-65	10-1-65	4-1-66	10-1-66	7-1-67	1-1-68	7-1-68	1-1-69	7-1-69
Assistance in the modification of administrative organization and practices	x	x	x	x	x	x	x	x	x
Assistance in the development and modification of curricula, course content, and instructional materials.	x	x	x	x	x	x	x	x	x
Assistance in the development and modification of teaching methods, practices, and techniques.....	x	x	x	x	x	x	x	x	x
Assistance to USAID in the selection and development of training programs for participants directly related to this contract program	x	x	x	x	x	x	x		
The above advisory services are to be provided under the general policy direction of the USAID/Education Division, Saigon	x	x	x	x					

APPENDIX B

TABLE X-1.1 (cont'd)

OBJECTIVES - OHIO UNIVERSITY CONTRACT PROJECT
10-1-64 to 7-1-69

Objective	Semi-annual reports								
	4-1-65	10-1-65	4-1-66	10-1-66	7-1-67	1-1-68	7-1-68	1-1-68	7-1-69
To carry forth an expanded program of education at the secondary level in all four corps areas of Vietnam ¹ .					x				
Service to the eleven pilot comprehensive high schools							x	x	x
Special activity targets and courses of action									x

¹ Including the following: a. Education of prospective secondary teachers; b. Upgrade training facilities, Faculties of Pedagogy at Hue and Thu Duc; c. Continued development of the demonstration schools at Hue and Thu Duc; d. Develop comprehensive high school programs in 11 secondary schools in Corps I, II, III and IV; e. Provide buildings and equipment; f. Provide assistance in the selection of counterparts, providing for their training outside Vietnam; g. Give particular emphasis to training in: science education; business education; home economics; industrial arts; guidance and counseling; and tests and measurements; library science; and h. Development of teaching aids and the use of those aids.

APPENDIX B

TABLE X-1.1 (cont'd)

OBJECTIVES - OHIO UNIVERSITY CONTRACT PROJECT
10-1-64 to 7-1-69

Objective	Semi-annual reports								
	4-1-65	10-1-65	4-1-66	10-1-66	7-1-67	1-1-68	7-1-68	1-1-69	7-1-69
Cooperation with the Office of International Training in providing assistance to the participant program for all participants selected for study in the United States in the area of secondary education ²									x x
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 in the Universities of Saigon, Hue, and Can Tho, and the secondary schools attached to each of these universities. ³									x x
² Including: a. Information on selection of United States colleges; b. With concurrence of Program Development Office, make contacts with United States Colleges; c. With concurrence of Program Development Office assist participants in selection of vacation and other trips; d. Make recommendations re: appropriate assignments for each participant upon returning to Vietnam; e. Conduct appropriate research and follow-up studies for the secondary participant program.									
³ The Contractor shall supply like services to other training institutions as mutually agreed to between the Contractor and USAID. The contract project is a part of a collaboration with project-assigned Vietnamese officials and the combined team effort to USAID and the contractor's field staff..... x x									

TABLE X-1.2

OBJECTIVES - OHIO UNIVERSITY CONTRACT PROJECT
7-1-69 to 12-31-70

Objective	12-31-70 ¹	6-30-70	12-31-70
A. Assist the Faculties of Pedagogy of the three public universities in:			
a. Upgrading their administrative procedures.	x	x	x
b. Installing a credit unit system.	x	x	x
c. Improving the teacher education curriculum including the adoption of needed professional programs, and specifically for the training of secondary teachers in guidance, home economics, business education, science, and industrial arts.	x	x	x
d. Developing effective teaching techniques and methods of evaluation.	x	x	x
e. Increasing the enrollment in pre-service teacher education programs so as to increase the number of qualified teachers for comprehensive secondary schools.	x	x	x
B. Assist the Faculty of Pedagogy, University of Saigon, in the completion and implementation of the comprehensive secondary school curriculum in guidance, science, business education, home economics, and industrial arts (with supporting guides, outlines, textbooks, etc.) at the Thu Duc Demonstration High School.	x	x	x

¹ Modified statement: "Assist... industrial arts in the four priority schools as agreed upon by the Ministry of Education and the USAID Education Division; and continue technical advisory assistance to the remaining pilot secondary schools to the extent that time and personnel are made available by the latest contract agreement."

TABLE X-1.2 (cont'd)

OBJECTIVES - OHIO UNIVERSITY CONTRACT PROJECT
7-1-69 to 12-31-70

Objective	12-31-70	6-30-70	12-31-70 ¹
C. Assist the Faculties of Pedagogy at Hue and Can Tho to achieve whatever similar developments (as set forth in the preceding paragraphs) as are possible at the secondary demonstration schools in Hue and Can Tho.	x	x	x
D. Assist the Director of Secondary Education in the implementation of the comprehensive secondary school curriculum in guidance, science, business education, home economics, and industrial arts in the pilot secondary schools.	x	x	x
E. Advise in the implementation of the USAID secondary education participant training program including ways and means of placement, improving welfare, and obtaining maximum returns from the services of returned participants.	x	x	x
F. Advise in the selection and proper use of commodities needed in the total related program.	x	x	x

¹Modified statement: "Assist... industrial arts in the four priority schools as agreed upon by the Ministry of Education and the USAID Education Division; and continue technical advisory assistance to the remaining pilot secondary schools to the extent that time and personnel are made available by the latest contract agreement. "

TABLE X-1.2 (cont'd)

OBJECTIVES - OHIO UNIVERSITY CONTRACT PROJECT
7-1-69 to 12-31-70

Objective	12-31-70	6-30-70	12-31-70 ¹
G. Advise the Ministry of Education and Youth, and other interested Government of Vietnam officials, in connection with establishing a school code of laws and an updated educational legal system. For this purpose the technical services of a high-level consultant in School Law is programmed for three man-months of service.	x	x	
H. Advise the Ministry of Education in priority areas requisite to the implementation of the comprehensive school program. For this purpose eighteen man-months of special temporary duty advisory services are programmed.			x

¹Modified statement: "Assist industrial arts in the four priority schools as agreed upon by the Ministry of Education and the USAID Education Division; and continue technical advisory assistance to the remaining pilot secondary schools to the extent that time and personnel are made available by the latest contract agreement."

TABLE X-3.1

STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
<u>SPIRIT; DEVOTION; GOOD WILL</u>									
Spirit, dedication of the people	3	4	4		11	1	6	7	18
Professional esprit de corps....						1	2	3	3
The desire for education.....						2	1	3	3
Patience of the teachers.....		1	2		3				3
Mutual respect and cooperation..	1		3		4				4
Satisfaction with little.....		2			2				2
Devotion and dedication of teachers.....	1				1	1	1	2	3
Good relations, teachers and students....			2		2				2
--parents and students.....			1		1				1
--teachers and teachers.....			1		1				1
--teachers and parents.....			1		1				1
Good democratic spirit.....			1		1				1
Patience of the people.....	1				1				1
Desire to improve education --teachers.....						1		1	1
--parents.....						1		1	1
Spirit of the teachers.....						1		1	1
Dedication of: - Ministry of Education staff...							2	2	2
--provinces to education.....							2	2	2
--villages to education.....							2	2	2
Total.....	6	7	15	-	28	8	16	24	52

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.
 T - Total.

TABLE X-3.1 (cont'd)

STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
MORAL, SOCIAL, SPIRITUAL VALUES:									
Parental value and belief in education.....		2	7	1	10	10	8	18	28
Enthusiasm for education.....						6	1	7	7
Emphasis on moral values.....	1	1			2	1		1	3
Emphasis on social values.....	1	1			2	1		1	3
Character training.....		1			1				1
Appreciation for beauty.....	1	1			1				1
Personality training.....	1	1			1				1
Spiritual life.....		1			1				1
Parents' desire to be part of education....		1			1				1
Cultural importance of education.							1	1	1
Reverence for the educated man...	—	—	—	—	—	1	—	1	1
Total.....	3	8	7	1	19	19	10	29	48

¹Key: P/D - Pilot and demonstration school personnel.
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 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-3.1 (cont'd)
STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
STUDENTS:									
Interest in, eagerness for education.....	8	1	8	1	18	3	1	4	22
Ability; intelligence.....	4				4	1	1	2	6
Respect for the teacher.....	1	1			2		1	1	3
Desire to succeed.....	2				2		1	1	3
Behavior; discipline.....	1		1		2				2
Patience.....	2				2				2
Ability to concentrate.....			2		2				2
Have learned to work hard.....			2		2				2
General knowledge.....	1				1				1
Able to study more subjects than students in Europe or America.	1				1				1
Diplomacy.....	—	—	$\frac{1}{14}$	—	$\frac{1}{37}$	—	—	—	$\frac{1}{45}$
Total.....	20	2	14	1	37	4	4	8	45
TEACHERS									
Sacrifices made by teachers.....	5	2	2	1	10	2		2	12
Devotion of the teachers.....	4	2			6	2		2	8
Effort under difficult conditions	4	1			5	3		3	8
Quality of teaching staff.....						1	1	2	2
Teaching with no safety, protection	1				1				1
Serving for low salary.....		1			1				1
Effort made to help students.....			1		1				1
Scholarship of teachers.....						1		1	1
Desire for self-improvement.....	—	—	—	—	—	$\frac{1}{10}$	—	$\frac{1}{11}$	$\frac{1}{35}$
Total.....	14	6	3	1	24	10	1	11	35

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 T - Total.

TABLE X-3.1 (cont'd)
STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
<u>THE CURRICULUM</u>									
The comprehensive program.....	2	1			3				3
Excellence of the academic program						2	1	3	3
Comprehensive education still a theory..	1				1				1
Romanization of Vietnamese language			1		1				1
A fairly good curriculum.....			1		1				1
Technical schools good.....							1	1	1
Curriculum changes since 1948....						1		1	1
Teaching of foreign language.....						1		1	1
Student support for comprehensive education						1		1	1
Science as a part of the curriculum						2		2	2
Science thru secondary schools...						1		1	1
Parental support for comprehensive education when they understand it						1		1	1
Comprehensive education in academic areas							1	1	1
Mathematics.....						1	1	2	2
Acceptance of need for comprehensive education	—	—	—	—	—	—	1	1	1
Total.....	3	1	2	-	6	10	5	15	21

¹Key: P/D - Pilot and demonstration school personnel.
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 VN - Other Vietnamese.
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 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-3.1 (cont'd)
STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
<u>STATISTICS</u>									
The increase in enrollments.....			3		3	2	3	5	8
Increase in high school students	2				2				2
Increase in number of schools....	1				1				1
Phenomenal growth of education...							1	1	1
Enrollments in higher education..							1	1	1
Number in elementary schools.....	—	<u>1</u>	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	3	1	3	-	7	2	5	7	14
<u>OBJECTIVES; GOALS; PURPOSES</u>									
Acceptance and support of mass education...	1	1			2	1	3	4	6
Educational service to a country	2				2				2
Training for the elite.....	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	4	1	-	-	5	1	3	4	9
<u>NATIONALISM; GOVERNMENT</u>									
Education first responsibility of Government of Vietnam		1	2		3				3
Education ties people to the Government of Vietnam		1			1		1	1	2
The pride of our country.....	1				1				1
The sense of nationalism.....		1			1				1
That education is Vietnamese (Not French).....	—	<u>1</u>	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	1	4	2	-	7	-	1	1	8

¹Key: P/D - Pilot and demonstration school personnel.
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MOE - Ministry of Education.
VN - Other Vietnamese.
OU - Ohio University Contract personnel, 1962-71.
AID - USAID personnel, 1962-71.
T - Total.

TABLE X-3.1 (cont'd)

STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
TRADITIONAL CONCEPTS									
Traditions; heritage.....		2	1		3		1	1	4
Oriental basis for education.....	1				1				1
Reliance on Confucian system.....		1			1				1
Education not bound by cultural traditions..	—	—	—	—	—	<u>1</u>	—	<u>1</u>	<u>1</u>
Total.....	1	3	1	-	5	1	1	2	7
HIGHER EDUCATION									
Selection of college students....				1	1	2		2	3
Preparation for the university...						1		1	1
Success of students in college...						1		1	1
Establishment of university system							1	1	1
Priority of elementary and secondary education over higher education.	—	—	—	—	—	—	<u>1</u>	<u>1</u>	<u>1</u>
Total.....	-	-	-	1	1	4	2	6	7
RESEARCH; CHANGE									
Adaptation to change.....			1		1		2	2	3
Eagerness to discover new methods	1				1				1
Research and experimentation.....	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	2	-	1	-	3	-	2	2	5

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

TABLE X-3.1 (cont'd)

STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
QUALITY									
Students 10 years ago.....	2				2				2
Strength of character.....		1			1				1
Quality of administration, elementary level...	—	—	—	—	—	—	<u>1</u>	<u>1</u>	<u>1</u>
Total.....	2	1	-	-	3	-	1	1	4
FINANCES									
Education at lowest cost to Government of Vietnam.....	1				1				1
Public schools are free.....	1				1				1
Low tuition in private schools...	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	3	-	-	-	3	-	-	-	3
MISCELLANEOUS RESPONSES									
Effort to maintain and improve education in wartime...	1	1	1		3	1	2	3	6
The progress made in education...	2				2		3	3	5
The demonstration schools.....	2				2				2
Education successful only in theory.....	2				2				2
Efforts of Ministry of Education in education.							2	2	2

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TABLE X-3.1 (cont'd)

STRENGTHS OF VIETNAMESE EDUCATION

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Ability of students to earn living.....	1				1				1
The opportunities for work.....			1		1				1
The workshops for teachers.....						1		1	1
No political corruption in education							1	1	1
Finding outstanding students without relying on exams	1				1				1
General knowledge of the people..	1				1				1
Cleverness of the Vietnamese people	1				1				1
Building schools for war victims	1				1				1
Present system a good basis for education..						1		1	1
The rewards for those who get education....						1		1	1
Education not compulsory, but great emphasis on education						1		1	1
All systems good.....		1			1				1
Instruction in Vietnamese language	1				1				1
No discrimination: rich and poor		1			1				1
--boys and girls.....		1			1				1
--in origin.....		1			1				1
--urban and rural.....		1			1				1
Total.....	13	6	2	-	21	5	8	13	34
<u>NEGATIVE RESPONSES</u>									
There is no one best thing.....		2		1	3				3
There is nothing to commend.....	2	1			3				3
Declined to respond.....	2				2				2
Pessimistic feeling about education	1				1				1
Vietnamese academic education mended and torn....	1				1				1
Total.....	6	3	-	1	10	-	-	-	10
NO RESPONSES; NO SUGGESTIONS.....	11	6	3		20	-	1	1	21
GRAND TOTAL.....	92	49	53	5	199	64	60	124	323

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TABLE X-4.1

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
STATISTICS									
<u>Stronger</u>									
More students; mass education.....	12	6	7	4	29	6	5	11	40
More schools opened	5		3	1	9	1	3	4	13
More teachers.....	1		1		2	2	1	3	5
More families have advantage of education.....			2		2				2
Adult schools getting started.....						1		1	1
Improved physical facilities.....						1		1	1
Major growth in higher education.....							1	1	1
Development of 4 additional universities.....							1	1	1
Development of technical schools.....						1		1	1
Total.....	18	6	13	5	42	12	11	23	65
<u>Weaker</u>									
Weaker - too many students.....	1	2	1		4		1	1	5
Lack of teachers; professors.....	4		1		5				5
Lack of schools.....	1				1				1
Growth has been too fast.....			1		1				1
Higher pupil-teacher ratio.....							1	1	1
Total.....	6	2	3	-	11	-	2	2	13
CURRICULUM									
<u>Stronger</u>									
The comprehensive program.....	4		2		6	3		3	9
Broader, enriched program.....	4		1		5	1		2	7
Education more practical, realistic..	3		1		4				4

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
CURRICULUM (cont'd) <u>Stronger</u>									
Reorganized education program.....	3				3				3
Electives in the curriculum.....	2				2				2
Stronger in science.....			2		2				2
Vocational orientation in higher education.....							1	1	1
Total.....	16	2	4	-	22	4	2	6	28
<u>Weaker</u>									
Curriculum is weaker.....	2				2				2
It is the same curriculum.....	2				2				2
Curriculum too narrow to meet needs..			2		2				2
Technical education.....	1				1				1
Weaker in language training.....		1			1				1
No well planned curriculum.....			1		1				1
Education too theoretical.....			1		1				1
Limited practical experiences.....			1		1				1
Education not meeting emerging needs..						1		1	1
Total.....	5	1	5	-	11	1	-	1	12
PHILOSOPHY, CONCEPTS, UNDERSTANDINGS									
<u>Stronger</u>									
Education is for all the people.....	1	2	2		5				5
Understanding of leaders in education		1			1	1		1	2
Concept that education is stronger...			1		1		1	1	2
Democratization of education.....			2		2				2
Attitudes toward education.....		1			1				1

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	CU	AID	T	
PHILOSOPHY, CONCEPTS, UNDERSTANDINGS (cont'd)									
<u>Stronger</u>									
No longer slavishly following French system....						1		1	1
Acceptance of technical vocational education.....						1		1	1
Changes in traditional values.....						1		1	1
Respect for all people.....						1		1	1
Higher level of dialogue about education.....						1		1	1
People know more what they want.....						1		1	1
University policy to serve masses....							1	1	1
The potential for comprehensive education.....							1	1	1
Broader outlook on education.....							1	1	1
Education as instrument of social change.....							1	1	1
Total.....	1	4	5	-	10	7	5	12	22
<u>Weaker</u>									
Losing traditional concepts.....	2	1				3			3
Continued influence of French system.....	1					1			1
No training with ideals.....		1				1			1
Education too materialistic.....		1				1			1
Philosophical concepts weaker.....		1				1			1
Total.....	3	4	-	-	7	-	-	-	7

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese				Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	

CHANGE, MODERNIZATION

Stronger

The desire for change.....	2	1			3		1	1	4
New concepts in education.....			2		2				2
More progressive ideas.....	2				2				2
Continuous change in education program.....	<u>1</u>				<u>1</u>				<u>1</u>
Total.....	1	4	3	-	8	-	1	1	9

Weaker

(No statements)

METHODOLOGY

Stronger

Putting modern education into practice.....	2	1			3				3
Instruction in Vietnamese.....	2				2				2
Ideas for improving education.....		1			1				1
Students taught to:									
--think for themselves.....	1				1				1
--judge for themselves.....	<u>1</u>				<u>1</u>				<u>1</u>
Total.....	6	2	-	-	8	-	-	-	8

Weaker

(No statements)

TEACHERS: TEACHER TRAINING

Stronger

Teacher training.....	1	1			2		2	2	4
In-service training for teachers.....	1				1				1

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
TEACHERS: TEACHER TRAINING (cont'd)									
<u>Stronger</u>									
Teachers trained in foreign countries.....		1				1			1
Curriculum improvement in teacher training.....							1	1	1
Accelerated teacher training program.....							1	1	1
Total.....	3	1	-	-	4	-	4	4	8
<u>Weaker</u>									
Leaders not trained in education.....		2				2			2
Weakness in teacher training.....		1				1			1
Teachers are more permissive.....			1			1			1
Not enough professors, with experience.....			1			1			1
Hastily trained teachers.....							1	1	1
Personnel spread so thin.....							1	1	1
No university training for comprehensive education....							1	1	1
Total.....	3	1	1	-	5	-	3	3	8
SPIRIT									
<u>Stronger</u>									
Dedication for education.....		1				1			1
Dedication of the teachers.....			1			1			1
Effort to meet needs of Vietnam.....			1			1			1
Commitment to major education development.....							1		1
People more closely knit together....							1		1
Total	-	1	2	-	3	2	-	2	5

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
SPIRIT (cont'd)									
<u>Weaker</u>									
Morale.....	7	4	3	2	16	1	1	17	
Discipline.....	4	1	2		7		1	7	
Loss of prestige for educator.....	1	2	1		4	1	1	5	
Teacher devotion.....	3				3	1	1	4	
Morals weaker.....	2				2	1	1	3	
Spiritually weaker.....		1			1	1	1	2	
Spirit of the students.....	2				2			2	
Spirit of the teachers.....			1		1			1	
Passing exams to avoid draft.....	1				1			1	
Too much hoping, too little thinking to pass exams.....	1				1			1	
Total.....	21	8	7	2	38	4	1	5	43
QUALITY									
<u>Stronger</u>									
Quality of education.....	2	1			3			3	
Quality of personnel.....						1	1	1	
Attention of education leaders to quality.....						1	1	1	
Total	2	1	-	-	3	-	2	2	5
<u>Weaker</u>									
Decrease in quality.....	7	4	4	2	17	1	1	2	19
Intellectual level of students	6				6			6	
Quality of teaching.....	4	1			5			5	
General education background weaker..	2				2			2	
Lower standards.....		2			2			2	
Academic level lower.....						1	1	1	
Students weaker.....	1				1			1	
Total.....	20	7	4	2	33	2	1	3	36

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese				Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	
STRUCTURE: ORGANIZATION; ADMINISTRATION								
<u>Stronger</u>								
Education is better organized.....		1			1			1
The pilot school program.....						1		1
Administration of higher education...							1	1
The course credit program.....							1	1
Total.....	-	1	-	-	1	1	2	3
<u>Weaker</u>								
Abuses (certificates; degrees; examinations).....		4			4			4
Limited time: war; to teach.....		3			3			3
Lack of direction; policies.....		3			3			3
Community schools in name only.....		1			1			1
Lack of student supervision.....		1			1			1
Same process of examinations.....		1			1			1
Lack of over-all planning.....		1			1			1
Some areas of university.....						1		1
Total.....	14	-	-	-	14	1	-	15
GOVERNMENT								
<u>Stronger</u>								
Government of Vietnam's effort to improve education.....		1			1		1	1
The arretes for education.....						1		1
Government of Vietnam's support for teacher training....							1	1
Total.....	-	1	-	-	1	1	2	3

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese					Americans		Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	
GOVERNMENT (cont'd)		<u>Weaker</u>						
Weaker, political reasons.....	4				4			4
Too much politics in education.....		1			1			1
Effects of complete centralization....						1	1	1
Loss of responsibility at national level.....	<u>1</u>		<u>1</u>		<u>1</u>			<u>1</u>
Total.....	5	1	1	-	6	1	-	7
FINANCES		<u>Stronger</u>						
Larger portion of budget for education.....							1	1
Parents' contributions for education...		1			1			1
Total.....	-	1	-	-	1	-	1	2
		<u>weaker</u>						
Lack of financial support for teachers.....	2	1	1	1	5			5
Less expenditure per pupil.....		1			1	1		2
Lack of funds.....	1				1			1
Dual teaching to increased income.....	<u>1</u>				<u>1</u>			<u>1</u>
Total	4	2	1	1	8	1	-	9
MISCELLANEOUS		<u>Stronger</u>						
Parents' awareness of value of education.....	1		1		2			2
Education in pilot and demonstration schools....	2				2			2
More books.....							2	2

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TABLE X-4.1 (cont'd)

QUESTION: In what ways is education stronger or weaker than it was ten years ago?

Legend	Vietnamese					Americans		Grand	
	P/D ¹	U	MOE	VN	T	OU	AID	T	total
MISCELLANEOUS (cont'd)									
<u>Stronger</u>									
Education system a little changed....	1				1				1
Community schools.....	1				1				1
Safety (Security) in countryside....	1				1				1
Elementary education.....						1	1		1
Education is meeting Vietnam needs better..		1			1				1
Education sounds better.....	1				1				1
Competency of Vietnam to do for themselves.....							1	1	1
Total.....	7	1	1	-	9	-	4	4	13
<u>Weaker</u>									
War conditions.....	7			1	8	1		1	9
Influence of social problems.....	4	1			5				5
Buildings and facilities.....			1		1	1		1	2
Textbooks.....			1		1	1		1	2
Objectives cannot be realized.....	1				1				1
Fear of being an American lackey....		1			1				1
Plant maintenance.....						1		1	1
Parental understanding.....						1		1	1
Public apathy due to centralization..						1		1	1
Little progress has been made.....	2				2				2
Total.....	14	2	2	1	19	6	-	6	25
TOTAL									
Stronger.....	54	25	28	5	112	27	34	61	173
Weaker.....	94	28	24	6	152	16	7	23	175
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TABLE X-4.2

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
IMPROVE THE CURRICULUM									
Reorganize the curriculum; improve curriculum	11	7	1	4	23	4	2	6	29
Make education more practical.....	7	1		4	12	2	1	3	15
Adapt program to needs of Vietnam	1	5	2	2	10	4		4	14
Expand comprehensive education....	2	2		1	5	4	1	5	10
Expand vocational and technical education...	5	2			7				7
Develop adult education programs..						2	2	4	4
Make education more realistic.....	3				3				3
Focus curriculum on student needs		2			2	1		1	3
Make education Vietnamese.....		1		1	2				2
Reduce content; number of subjects	1				1	1		1	2
Increase hours in science.....		1		1	2				2
Require more science in university		2			2				2
Focus curriculum on national spirit; traditions.....	1	1			2				2
Develop academic education.....	1				1				1
Modernize the curriculum.....	1				1				1
Provide education for: the blind..	1				1				1
the invalids	1				1				1
the gifted		1			1				1
the retarded		1			1				1
Increase student electives.....				1	1				1
Decide between old and new math...			1		1				1
Practice for art and beauty in life	1				1				1
Make curriculum more: nationalistic		1			1				1
scientific..		1			1				1
humanistic..		1			1				1
Adapt curriculum to the culture...		1			1				1
Introduce management skills in curriculum....							1	1	1
Develop continuity in curriculum; program..									
Total.....	36	31	4	14	85	18	7	25	110

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
ORGANIZATION AND ADMINISTRATION									
Decentralize the education system	1	3	3	1	8	3	1	4	12
--increase local autonomy, responsibility.....	1	3			4	1		1	5
--levy local taxes for education		2			2	2		2	4
--employ teachers, custodians locally..						2		2	2
--local administration more authority		1			1	1		1	2
--each school have its own budget						1		1	1
--each school handle own budgeting						1		1	1
--local responsibility for maintenance.....						1		1	1
--develop a regional control system						1		1	1
--decentralize by delegating authority...						1		1	1
--decentralize curriculum control		1			1	1		1	2
--decentralize, but do not increase authority of local civil administration						1		1	1
Total, decentralization.....	2	10	3	1	16	16	1	17	33

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
Reorganization:									
--Reorganize the education structure.....	2		2	1	5	1	1	2	7
--Reorganize the whole education system	4			1	5				5
--Reorganize the Ministry of Education...	1			1	2				2
--Change administration at every level			1		1				1
--Reorganize education leadership						1		1	1
--Reorganize education after the war	<u>1</u>				<u>1</u>				
Total, reorganization.....	8	-	3	3	14	2	1	3	17
Polish the examination system...	3	<u>1</u>	-	<u>2</u>	<u>6</u>	<u>4</u>		<u>4</u>	<u>10</u>
The Ministry of Education should:									
--Stabilize its leadership.....	1				1	2		2	3
--Give assistance, not dictation	1			1	2				2
--Develop plans for progress...	1				1				1
--Control teacher training.....			1		1				1
--Revise procedures for improving education							1	1	1
--Improve relationships with Faculty of Pedagogy, Saigon..							<u>1</u>	<u>1</u>	<u>1</u>
Total, Ministry of Education Responsibility	3	-	1	1	5	2	2	4	9

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Open more comprehensive schools..	2				2		1	1	3
Have compulsory education.....	1			1	2	1		1	3
Place all teachers in field of training...			1		1	2		2	3
Reduce pupil-teacher ratio.....	2				2				2
Have more coordination between:									
--Ministry of Education and administrators....		1	1		2				2
--secondary schools and colleges	1				1				1
--education and industry.....		1			1				1
Promote responsibility of personnel	1				1				1
Improve staff utilization.....						1			1
Develop a transportation program						1		1	1
Flexibility in track system.....							1	1	1
Do not eliminate examination system now							1	1	1
Place elementary demonstration schools in every province...							1	1	1
Place demonstration high schools in every region							1	1	1
Develop job standards.....							1	1	1
Formalize an education policy for Vietnam	1				1	1		1	2
Do not open more schools now.....	1				1				1
Expand pilot school program.....	1				1				1
Schedule: cultural subject in a.m.; practical arts in p.m.	1				1				1
Improve teacher promotion policies	—	—	—	—	—	—	1	1	1
Total, organization and administration.....	27	13	9	8	57	30	11	40	57

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
TEACHERS; TEACHER PREPARATION:									
Improve teacher training.....	1	4	1	2	8	2	4	6	14
Expand, develop in-service training	5	2	1		8	2	3	5	13
Train more teachers.....	6	4	1		11				11
All teachers to teach full time..	1			1	2	2	3	5	7
Send teachers abroad, short-term training	4				4	1	2	3	7
Train teachers for practical arts	2			1	3	1		1	4
Provide more well-trained teachers	2	1			3	1		1	4
Organize programs for training teachers..	1		1		2		1	1	3
Expand accelerated teacher training programs	1	1			2				2
Train teachers how to make changes	1				1		1	1	2
Help teachers be responsive to new program	1				1	1		1	2
Develop a Faculty of Pedagogy for full teacher program			1		1	1		1	2
Train people about the profession	1				1				1
Train teachers in new criteria...	1				1				1
In-service teacher training every year..	1				1				1
More teacher training opportunities	1				1				1
Give priority to teachers in professional education...		1			1				1
Train teachers in Vietnam for lower level		1			1				1
Train personnel for administration		1			1				1
All teachers to be graduates of Faculty of Pedagogy..		1			1				1

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
In-service training for older teachers				1	1				1
Intensive teacher training.....		1			1				1
Train teachers how to improve curriculum....			1		1				1
Train teachers how to work with pupils..			1		1				1
Ministry of Education to control teacher training.			1		1				1
Increase teacher qualifications..							1	1	1
Teacher seminars for curriculum development..						1		1	1
More teacher training in methods							1	1	1
Develop internal teacher training with dormitories			1		1				1
Train practical arts teachers at all 3 universities	—	—	—	—	—	1	—	—	1
Total, teachers, teacher preparation....	29	17	9	5	60	13	16	28	89
FINANCES									
Raise teacher salaries; conditions of living	15	3	1	2	21	3	6	9	30
Increase budget for education....	6	6	2		14				14
Open more schools with tuition waiver...	1				1	1		1	2
Provide system for districts to get all allocated money.....	1				1	1		1	2
Budget for Practical Arts areas..	1				1				1
Help for the poor teachers.....	1				1				1
Help for the poor students.....	1				1				1
Increase teacher salary to do research....	1				1				1
Subsidies less restricted by funding agencies.....						1		1	1
Improve schools' fiscal operation						1		1	1
10% of budget for research and development...	—	—	—	—	—	—	1	1	1
Total, finances.....	27	9	3	2	41	7	7	14	55

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
RESEARCH, PLANNING & DEVELOPMENT									
Develop a long range education plan.....	2	4	4	1	11				11
Develop a policy for education...	2				2				2
Make an assessment of manpower...						1	1	2	2
Form committee for planning and development..			1		1		1	1	2
Develop a strategy for change....		1			1				1
Appoint a commission for curriculum development	1				1				1
Develop both long and short-range plans..		1			1				1
Appoint a commission for education review		1			1				1
Identify needs of education in Vietnam....		1			1				1
Develop the capacity to plan.....							1	1	1
Develop capacity to implement policy.....			1		1		1	1	2
Build a testing center for modern education..	1				1				1
Develop an experimental system...	1				1				1
Appoint a research commission for secondary education...	1				1				1
Change the 4 demonstration schools into research centers	1				1				1
Change evaluation techniques for student progress...	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total, research, planning and development..	10	8	6	1	25	1	4	5	30

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
HIGHER EDUCATION									
Develop graduate schools.....		2		1	3		2	2	5
Train more college teachers.....	1			3	4				4
Admit more students to the university.....		1			1	1	1	2	3
Reorganize the Faculty of Pedagogy	1			1	2				2
Give colleges autonomy.....	1				1				1
Improve higher education.....			1		1				1
Expand universities at Can Tho, Hue						1		1	1
Eliminate scholarships in Faculty of Pedagogy...						1		1	1
Colleges to train own staff members						1		1	1
Adapt higher education for agricultur- al and industrial development..							1	1	1
Require quality instruction.....							1	1	1
Develop junior colleges.....							1	1	1
Reorganize higher education.....							1	1	1
Clarify "Autonomy" for higher education.....							1	1	1
Improve conditions for university professors						1		1	1
Balance university influence (Less domination by University of Saigon)						1		1	1
Modify French teaching methods from lecture to demonstration, partici- pation, critical thinking, creativity						1		1	1
Send teachers to foreign countries for training	<u>1</u>	—	—	—	<u>1</u>	<u>1</u>	—	—	<u>1</u>
Total, higher education.....	4	3	1	5	13	7	8	15	28

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
INSTRUCTION; MATERIALS; SUPPLIES									
Provide more textbooks.....	3	1	1		5		1	1	6
Provide more instructional materials.....	2	1	1		4		1	1	5
Provide new textbooks.....	1	1			2				2
Improve methods of teaching.....		1			1	1		1	2
Provide more equipment.....	1				1				1
Translate books in Vietnamese....	1				1				1
Textbooks written by teachers....	1				1				1
Expand instructional materials center.....							1	1	1
Improve quality of teaching.....				1	1				1
Demand performance by teachers...		1			1				1
Promote teachers on quality of work		1			1				1
Improve supervision of instruction							1	1	1
Develop individual capacity of teachers...	—	—	—	—	—	—	1	1	1
Total, instruction, materials	9	6	2	1	8	1	5	6	24
SCHOOL BUILDINGS, FACILITIES:									
Provide more facilities, (laboratories, libraries)..	3	5		1	9	3	1	4	13
Build more schools.....	1	1			2				2
Improve physical conditions of schools...		2			2				2
No further building now.....			2		2				2
Adapt the plant to the needs.....							1	1	1
Plan better utilization of facilities							1	1	1
Improve operation and maintenance	—	—	—	—	—	—	1	1	1
Total, school buildings and facilities	4	8	2	1	15	3	4	7	22

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
PHILOSOPHY, PURPOSES, OBJECTIVES									
Improve the objectives of education	2	2	3		7				7
Education for the masses.....	1			2	3	1		1	4
Improve the philosophy of education	1		1	1	3				3
Make education economically relevant			1		1				1
Make education socially relevant			1		1				1
Strengthen education in Vietnam..			1		1				1
Education to meet the needs of society.....			1		1				1
Relate learning to everyday living							1	1	1
Prepare people to live better....	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total, philosophy, purposes, objectives....	5	2	8	3	18	1	1	2	20
SPIRIT, MORALE									
Teach students to have good conduct	4				4				4
Develop spirit of personnel.....	1	1	1		3				3
Promote trust of educators.....	1	1			2				2
Improve the spirit of study.....	1				1				1
Have good participation.....	1				1				1
Teach students to be polite.....	1				1				1
More training in student attitudes	1				1				1
Develop student spirit, good will	1				1				1
Avoid injustices.....	1				1				1
Restore confidence of teachers...	1				1				1
Create strong teacher motivation			1		1				1
Eliminate fear (to do something)	—	—	—	—	—	—	<u>1</u>	<u>1</u>	<u>1</u>
Total, spirit, morale.....	13	2	2	—	17	—	1	1	18

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
PUBLIC RELATIONS									
Inform public about needs, concepts.....	1				1	5		5	6
Bring parents into part of the school.....		1			1				1
Inform people of value of American aid... 1					1				1
Develop parent-teacher relationships				1	1				1
Infuse new ideas through publications		1			1				1
Develop concept that: curriculum building is a longer process than building buildings.....						1		1	1
--a longer process than building a staff.....	—	—	—	—	—	<u>1</u>	—	<u>1</u>	<u>1</u>
Total, public relations.....	2	2	-	1	5	7	-	7	12
PERSONNEL									
Members of Ministry of Education to be professionally trained (not political appointees).....		2			2	1		1	3
All participant trainees to be appointed to positions for which they were trained.....	1				1		1	1	2
Improve civil service (employment; appointment processes).....						1	1	2	2
Professional trained school administration.....						1		1	1
All personnel to serve in field for which trained.....	—	—	—	—	—	<u>1</u>	—	<u>1</u>	<u>1</u>
Total, personnel.....	1	2	-	-	3	4	2	6	9

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TABLE X-4.2 (cont'd)

PROPOSALS TO STRENGTHEN EDUCATION IN VIETNAM

Legend	Vietnamese					Americans			Grand total
	P/d ¹	U	MOE	VN	T	OU	AID	T	
MISCELLANEOUS RESPONSES									
End the war.....	1				1	1		1	2
Increase secondary school enrollments						1	1	2	2
Develop both American and French education plans....	1				1				1
Have good leaders in education.....			1		1				1
Establish legal basis for education in law...			1		1				1
Broaden the base for education.....						1		1	1
Seek help from foreign experts.....	1				1				1
Eliminate difference in rank, Thu Duc and Faculty of Pedagogy.....	1		1		1				1
Use non-Vietnamese as advisors only	1				1				1
Develop elementary community schools	1				1				1
Teach people how to spend money.....	1				1				1
Make the unit of measurement smaller (less than 1 year)....						1		1	1
Improve coordination between Vietnamese and foreign advisors...	1				1				1
Coordinate work of educators and politicians....	1				1				1
Make teaching more attractive.....		1			1				1
Clean up American assisted schools..							1	1	1
Coordinate commodities, classrooms, staff....						1		1	1
Free students from obligation to serve Vietnam....						1		1	1
More guidance and counseling.....						1		1	1
Keep Ohio University in Vietnam to prevent disaster...							1	1	1
Develop professional journals.....							1	1	1
More attention to methods and procedures.....	1				1				1
Define education objectives.....	1				1				1
Need advisors with the know-how.....	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total, miscellaneous.....	12	1	2	-	15	7	4	11	26
GRAND TOTAL.....	179	104	48	41	372	99	70	168	609
No response, no suggestions.....	4	-	-	-	4	-	-	-	4

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TABLE X-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?

Legend	Vietnamese				Americans		Grand total
	P/D ¹	U	MOE	VN	T	CP	
GENERAL ASSISTANCE							
Assistance in developing, changing education...	12	5			17		17
Assistance has been helpful.....	4	9		2	15		15
Assistance in developing of demonstration schools..	3	5			8	1	1 9
The desire and devotion of Ohio University Staff.....	3	4		2	9		9
Providing trained specialists.....	2	1			3		3
Assistance in developing science laboratories.....	1	1			2		2
Assistance in experimental programs..	2				2		2
Cooperation with the Ministry of Education.....	2				2		2
Help given to Thu Duc Demonstration School..	1	1			2		2
Assistance in finding best way to work.....	1				1		1
Help in spending money wisely.....	1				1		1
Ohio University has done all that could be done....			1		1		1
Assistance to Director of Research, Hue....						1	1 1
Assistance to principals.....			1		1		1
Assistance to administrative staff...			1		1		1
Lectures: to teachers in comprehensive schools.....			1		1		1
--to administrators in comprehensive schools.....			1		1		1

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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?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	CP	AID	T	
GENERAL ASSISTANCE (cont'd)									
Assistance beyond our requests.....		1			1				1
They gave us pride		1			1				1
Helped lift cultural level in Vietnam.		1			1				1
Assistance with extracurricular activities.....		1			1				1
Assistance in what Vietnam must do in future....		1			1				1
Assistance for study and research.....		1			1				1
Development of the Vietnamese to carry on..							1	1	1
Total	32	32	5	4	73	1	2	3	76
CURRICULUM; PROGRAM DEVELOPMENT									
Curriculum development for comprehensive high school..	9	9	3	1	22	9	5	14	36
Assistance in setting up new education program....	6	2	1	2	11				11
Guidance program.....	2	1			3	1	1	2	5
Development of home economics.....	1				1	1	1	2	3
Development of science curriculum....		1			1	1		1	2
Development of industrial arts	1				1				1
Introduction of new subject - guidance	1	1			2				2
Curriculum development at secondary level..	1				1		1	1	2
Development of business education....	1				1		1	1	2
Help with the pilot school program...	1				1				1
Assistance in reorganizing mathematics curriculum...		1			1				1

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Legend	Vietnamese					Americans		Grand total
	P/D ¹	U	MOE	VN	T	CP	AID	
CURRICULUM; PROGRAM DEVELOPMENT (cont'd)								
A curriculum based on Vietnam's needs.....						1	1	1
Education for family living.....						1	1	1
Total	23	15	4	3	45	14	9	23
MATERIAL ASSISTANCE								
Providing of equipment	13	1	5		19			19
Assistance in development of facilities....	9	2	4		15	1	1	16
Buildings and classrooms.....	2		1		3	1	1	4
Scholarships for observation and study.....			3		3	1	1	4
Assistance in development of libraries.....	3		1		4			4
Providing financial assistance.....	1				1			1
Facilities for observation in teacher training..		1			1			1
Facilities for teacher training.....		1			1			1
Providing of books in English.....		1			1			1
Getting money for school buildings...						1	1	1
Scholarships to United States.....			1		1			1
--to help demonstration schools in Faculties of Pedagogy...			1		1			1
Assistance in getting commodities (local and United States)						1	1	1
Total	28	6	16	-	50	5	-	55

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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?

Legend	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	CP	AID		
CONCEPTS, IDEAS, UNDERSTANDINGS									
Introducing concept of modern education.....	4	1	2	1	8	1		1	9
Concept of comprehensive education...			4	1	5	3		3	8
Launching philosophy on guidance.....	1				1	3	2	5	6
The many good ideas.....	1	1			2				2
Giving purpose to education in Vietnam.....			1	1	2				2
Concept from theory to practical education.....			1	1	2				2
Changes made in philosophy.....						1	1	2	2
Talking people, not commodities.....						2		2	2
Concepts of a broader curriculum.....							1	1	1
Information on education.....	1				1				1
Concept of community school.....			1		1				1
Concept of junior college.....			1		1				1
Concepts.....						1		1	1
Ideas in curriculum patterns.....						1		1	1
Ideas in units of measurement.....						1		1	1
Ideas in professional education courses.....						1		1	1
Breakdown of elitist philosophy.....						1		1	1
From elitism to growth of nation.....						1		1	1
Philosophy of secondary education....									
The changing Vietnam concept of education.....							1	1	1
The concept of teacher education.....							1	1	1
Helping teachers to be more open-minded.....				1	1				1

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Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	CP	AID	T	
CONCEPTS, IDEAS, UNDERSTANDINGS (cont'd)									
Assist Vietnam to begin reevaluation of the examination system.....						1		1	1
Assist Vietnam to see coordination between standard of living and education.....								1	1
Total	7	2	10	5	24	18	6	24	48
TEACHER TRAINING; HIGHER EDUCATION									
Training of teachers	1	3	5		9		2	2	11
Participant training program.....	1			2	3	3		3	6
Assistance to the Faculty of Pedagogy	1	3		1	5		1	1	6
In-service training programs.....	2		1		3	1	1	2	5
Seminars; workshops in education.....	1	1	1		3	1		1	4
Training guidance teachers.....	1				1		1	1	2
Training of specialists.....			2		2				2
Assistance in developing credit system.....		2			2				2
Working with Ministry of Education for in-service training.....	1				1				1
Training of teachers in practical arts.....		1			1				1
Training of professors		1			1				1
Accelerated teacher training program.						1		1	1
Relating teacher training to practice.							1	1	1
Ohio University as resource people to university...		1			1				1
Assistance to university professors...		1			1				1
Overall development of the University at Can Tho.....								1	1
Total	8	13	9	3	33	6	7	13	46

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Legend	Vietnamese			Americans			Grand total
	P/D ¹	U	MCE VN	T	CP	AID T	
ORGANIZATION AND ADMINISTRATION							
Developing comprehensive schools in Vietnam....	6			6			6
The implementation of ideas.....					2	1 3	3
Development of pilot schools.....						2 2	2
Assistance in selection of participant trainees....					1	1 2	2
School administration.....					1	1	1
Assistance in organization.....	1			1			1
Development of flexible program.....	1			1			1
Helping school administrators to seek help:							
--at Ministry of Education.....					1	1	1
--in community.....					1	1	1
Seminars in school administration....					1	1	1
Development of concept by principals that they can do something to effect change.....					1	1	1
Establishing and phasing in Thu Duc School....						1 1	1
Assistance in implementing concept of modern education.....							
Total	6	2	1	-	9	8 5 13	1 22
RELATIONSHIPS							
Working with Vietnamese leaders.....						4 4	4
Working relationships with:							
Ministry of Education.....	3			3		1 1	4
--deans of Faculty of Pedagogy....						1 1	1
--principals						1 1	1

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TABLE X-5.1 (cont'd)

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?

Legend	Vietnamese				Americans			Grand total	
	P/E ¹	U	MOE	VN	T	CP	AID		
RELATIONSHIPS (cont'd)									
Friendship of Vietnamese and Americans.....	1				1	1	1	2	
Person to person relationships.....	1				1	1	1	2	
Gaining of Vietnamese respect for advisors....						1	1	1	
Cooperative efforts of advisors and counterparts...						1	1	1	
The legacy of good Vietnamese/American relationships..						1	1	1	
Good relationships with Vietnamese people.....						1	1	1	
Ohio University gained: confidence of Vietnamese teachers.....		1			1			1	
--sympathy of Vietnamese teachers.		1			1			1	
--understanding of Vietnamese teachers.....		1			1			1	
--respect of the Vietnamese.....						1	1	1	
Total	5	3	-	-	8	14	-	14	22

COMMUNICATIONS; PUBLIC RELATIONS

Making comprehensive education known by Vietnamese.....	4		2		6	1	1	2	8
Providing education information.....	2			1	3				3
Developing changes of communication within the Vietnam system..						1		1	1

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TABLE X-5.1 (cont'd)

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?

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	CP	AID	T	
COMMUNICATIONS; PUBLIC RELATIONS (cont'd)									
Getting acceptance of the concept of the comprehensive high school....						1		1	1
Popularity of the comprehensive program when it is well done.....						1		1	1
From the concept of "from the top down" to conferences and a two-way flow of ideas.....						1		1	1
Total	6	-	2	1	9	5	1	6	15
INSTRUCTION; METHODS OF INSTRUCTION									
Improvement in teaching methods.....	2	2			4		2	2	6
Development of instructional materials.....	3				3				3
The new method of teaching science...		1			1				1
Assistance in developing techniques..		1			1				1
Methods of teaching in Faculty of Pedagogy.....				1	1				1
Textbooks in business education.....							1	1	1
Concept of process oriented science curriculum.....						1		1	1
Total	5	4	-	1	10	1	3	4	14
MISCELLANEOUS									
Effort made to implement ideas.....		1		1	2	1		1	3
Effort made to implement concepts....		1		1	2	1		1	3

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 T - Total.

TABLE X-5.1 (cont'd)

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?

Legend	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	CP	AID		
MISCELLANEOUS (cont'd)									
Official acceptance of comprehensive education....						2	1	3	3
Building experimental centers for education.....	2				2				2
Assistance in guidance of students..	2				2				2
Ohio University cautious in introducing changes....	1	1			2				2
Ohio never tried to impose.....	1	1			2				2
Spiritual and moral encouragement...	1				1				1
Assist the students for effective and practical study....	1				1				1
Helping Vietnam broaden way of life..						1		1	1
Realistic approach of technicians....						1		1	1
Educational conferences...						1		1	1
The joint planning: USAID, Ministry of Education, Ohio University.....			1			1			1
Total	8	4	1	2	15	7	1	8	23
TOTAL.....	128	81	48	19	276	79	34	113	389

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TABLE X-5.1 (cont'd)

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Legend	Vietnamese					Americans		Grand total
	P/D ¹	U	MOE	VN	T	CP	AID	
NEGATIVE RESPONSES								
No idea of any good accomplished....	2	1	1		4			4
Many staff members do not understand or appreciate Ohio University's contributions.		2			2			2
Ohio University did not contribute as much as they should..... (This was the fault of the Ministry of Education)...			2		2			2
			(1)					
Doesn't see anything helpful.....	1				1			1
Little help to higher education by USAID..		1			1			1
Total.....	3	4	3	-	10	-	-	10
No response.....	6			1	7	2	2	9

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TABLE X-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 have we learned to make future programs stronger?

Responses	Vietnamese				Americans		Grand total		
	P/D ¹	U	MOE	VN	T	OU		AID	
RELATIONSHIPS; COMMUNICATIONS:									
Foreign personnel should:									
--understand the Vietnamese people better..	1		3		4		4		
--live and work with us; understand Vietnam.....		1	1		2		2		
--understand Vietnamese psychology; adapt to it....	1	1			2		2		
--have more respect for feelings...	1				1		1		
--know more how to behave.....	1				1		1		
--keep their promises.....	1				1		1		
--work with schools continuously...	1				1		1		
--be a friend in making proposals..			1		1		1		
--learn how to use a chopstick.....			1		1		1		
--be informed Ministry of Education/ USAID conversations.						1	1		
--adapt to national spirit.....	1				1		1		
--make adjustment to Vietnamese situation.....		1			1		1		
--make adjustment to Vietnamese environment.....					1		1		
	<u>7</u>	<u>4</u>	<u>6</u>	<u>-</u>	<u>17</u>	<u>1</u>	<u>-</u>	<u>1</u>	<u>18</u>

Advisors should:

--be housed at Faculty of Pedagogy (Ministry of Education)for daily contact.....		1		1	2	4	4	6
--	--	---	--	---	---	---	---	---

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
RELATIONSHIPS; COMMUNICATIONS:(cont'd)									
--seek closer relationships, Ohio University/Faculty of Pedagogy..		1		3	4	1	1	2	6
--go to schools in person.....	3				3				3
--spend more time with teachers...	1	1			2				2
--seek better Ohio University/Ministry of Education relationships...					1	1		1	1
--not move so fast.....	<u>1</u>				<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
	5	3	-	4	12	6	1	7	19
Ohio University/USAID relationships:									
--have closer working relationship						2	2	4	4
--have realistic communication....						3		3	3
--have open, active role.....						1		1	1
--directions on records to be kept.						1		1	1
--improper lines of communication by Chiefs of Party.....								<u>1</u>	<u>1</u>
	-	-	-	-	-	7	3	10	10
No pattern of communication: Ohio University/USAID/Ministry of Education/Faculty of Pedagogy.....									
						3		3	3
More use of psychological approach: Ministry of Education; United States.....									
		2		2					2

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TABLE X-6.1 (cont'd)

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Responses	Vietnamese				Americans		Grand total	
	P/D ¹	U	MOE	VN	T	OU		AID
RELATIONSHIPS; COMMUNICATIONS:(cont'd)								
Education leaders, Faculties of Pedagogy opposed to Ohio University program.....				1	1	1	1	1
More direct contacts: Ministry of Education/ Faculty of Pedagogy/ Ohio University.						1	1	1
USAID approve Ohio University/Ministry of Education working relationships.						1	1	1
Seek better understanding of other side.....			1		1			1
Improve relationships: Deans 3 universities.....				1	1			1
Realistic communications relationships: what is possible.....						1	1	1
Only superficial cooperation: Ohio University/Faculties of Pedagogy..						1	1	2
Vietnamese do not know assignment, function of advisors.....			3		3			3
Advisees have no instruction from administrators.....			1		1			1
Advisor - Teacher conflict.....	1				1			1
Seek Ministry of Education understanding: curriculum more than sciences and mathematics.....								1
Total, relationships and communications.....	13	13	7	6	39	21	6	28
								67

1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese				Americans		Grand total	
	P/D ¹	U	MOE	VN	T	OU		AID
ADMINISTRATION								
More coordination of effort: building/equipment/commodities/ teacher training program.....			3		3	5	5	8
Ohio University have authority: budget/problem solving.....		3			3	2	2	5
Day-to-day need for counterparts.....	1			1	2	2	2	4
Have regular staff meetings - planning						2	1	3
Channel foreign aid directly to schools.....	2				2			2
Simplify AID procedures; red tape...	2				2			2
Ohio University needed clearly- defined guidelines.....						2	2	2
Ohio University devise staff personnel evaluation plan		1			1	1	1	2
Ohio University have more control over budget.....		1			1			1
Give strong control;(Vietnamese know little about responsibilities)...		1			1			1
Timing was not good.....		1			1			1
Ohio University Chief have authority over team: not Faculty of Pedagogy.		1			1			1
Stop passing buck in decision making: Ohio University to USAID to Washington.....		1			1			1
Management at Faculties of Pedagogy is French-based.....			1		1			1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
ADMINISTRATION (cont'd)									
Move with willingness to solve problems.....			1		1				1
United States way problem solving not for Vietnam.....			1		1				1
Important: way to problem approval in Vietnam.....			1		1				1
Lack continuity with changing USAID support.....						1		1	1
USAID to work to secure Vietnam legal basis.....						1		1	1
2-year contract too short (to order, receive commodities; implement program).....						1		1	1
Make periodic evaluation with Ministry of Education..						1		1	1
Work at Hue and Can Tho be within overall plan.....						1		1	1
AID/Ohio University take stronger stand in organization and operation with Faculties of Pedagogy.....							1	1	1
Organize training in tests and guidance.....	1				1				1
Relate plan to resources.....			1		1				1
Relate plan to finances.....			1		1				1
Overlap incoming/outgoing technicians.						1		1	1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

responses	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
ADMINISTRATION (cont'd)									
Eliminate discriminatory practices (temporary duty, salaries, leave-time, etc.).....						1		1	1
Evaluate what has been done.....	1				1				1
Provide facilities, but no influence on Vietnam program or education system.....	1				1				1
Provide equipment adapted to curriculum.....	1				1				1
Committee plans presented to Faculties of Pedagogy, nothing happens.....		1			1				1
Total.....	7	12	9	1	29	20	3	23	52

MINISTRY OF EDUCATION

Have arretes before United States commitment.....						4		4	4
Seek stability at top level.....			2	2	4				4
Devise and implement plan for utilizing returned participants...						2	1	3	3
No curriculum development until arrete approved						2		2	2
Government of Vietnam procedures waste time and money									
Ex: bidding procedures.....	1				1	1		1	2
Plan full-time teaching, all levels..					2	2			2
Work directly with schools, not through Ministry of Education.....	1				1				1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

responses	Vietnamese				Americans		Grand total
	P/D ¹	U	MOE	VN	T	OU AID	
MINISTRY OF EDUCATION (cont'd)							
Ohio University assist schools in getting help from Ministry of Education.....	1				1		1
Need sympathy and cooperation of Ministry of Education.....	1				1		1
Have Ministry of Education representatives in provinces.....	1				1		1
Ministry of Education study more before plan approval.....			1		1		1
Ministry of Education decisions for Vietnam, not check-writer.....			1		1		1
Clarify responsibility of Ministry of Education.....						1 1	1
United States/Vietnam agree on plan; both legalize it.....						1 1	1
Get plan commitment throughout Ministry of Education.....			1		1		1
Get understanding and commitment of Ministry of Education regarding what they want, are willing to do..						1 1	1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese					Americans		Grand total
	P/D ¹	U	MCE	VN	T	CU	AID	
MINISTRY OF EDUCATION (cont'd)								
Ministry of Education to fulfill commitments.....						1	1	1
Strengthen our weaknesses.....			1		1			1
Ministry of Education to act on committee recommendations.....			1		1			1
Do not be reserved in dealing with Ministry of Education...			1		1			1
Ohio University state conditions, program frankly, completely.....			1		1			1
Ministry of Education appoint commission for coordinating (Ohio University/Ministry of Education).			1		1			1
More planning and coordination in participant program.....			1		1			1
Plans with Ministry of Education cannot be carried out due to political instability.....			1		1			1

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 VN - Other Vietnamese.
 CU - Ohio University staff members.
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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		
ADMINISTRATION (cont'd)									
Centralized system promotes/blocks promotions.....				1	1			1	
Principals can do nothing without Ministry of Education approval....						1	1	1	
Ministry of Education/Ohio University to plan selection of pilot schools (space, buildings, grounds, etc.)						1	1	1	
Commodities to Ohio University or USAID, not Ministry of Education..						1	1	1	
Education does not change by decree..		1				1		1	
Seek decentralization.....					1	1		1	
Participants do not return - elitist control.....					1	1		1	
Professionally trained Ministry of Education members.....					1	1		1	
Total	4	4	10	8	26	16	1	17	43
PRIORITIES									
Develop one good school.....	2				2	3	2	5	7
Prepare program before starting implementation.....			2		2	2		2	4
Train enough teaching staff first....	3				3				3
Spread effort to many other schools..	2				2	1		1	3
Ohio University work more closely with Thu Duc.....	2				2				2
Work with Hue Demonstration School...	1				1				1

1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese				Americans		Grand Total		
	P/D ¹	U	MCE	VN	T	OU		AID	
Start with vocational and agricultural high schools, make them academic high schools.....		1			1			1	
Provide more help, or stop.....	1				1			1	
Get cooperation of teachers and people first.....		1			1			1	
Start program and work with teachers and people.....		1			1			1	
Develop organization structure first.	1				1			1	
Strategy for change planned first....	1				1			1	
Provide realistic assistance (something first and last).....	1				1			1	
Research needs before program develop.						1	1	1	
Have a trained participant in administration sooner.....							1	1	
All efforts at Hue, Can Tho and Thu Duc.....		1			1			1	
Provide more assistance to pilot schools.....	1				1			1	
Come to full strength sooner.....						1	1	1	
Develop all areas in pilot schools...	1				1			1	
Start practical education sooner.....							1	1	
Total.....	16	4	2		22	8	4	12	34

TEACHER TRAINING; IN-SERVICE TRAINING

Strengthen and improve teacher training.....	1		5		6			6
More in-service training.....	4				4	1	1	5

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
TEACHER TRAINING; IN-SERVICE TRAINING (cont'd)									
Need teachers for practical arts.....	2		1	1	4				5
Train more teachers.....			3		3				3
Train more with Ph. D's.....			1	1	2				2
Send more participants to the United States..		1		1	2				2
Need teachers with good relationships with people.....				1	1				1
Train teachers in local area; then they will stay to teach in the area.....					1	1			1
Need good teachers from the Faculties of Pedagogy....				1	1				1
Instruct teachers in modern education before assignment of responsibility in modern education.....	1				1				1
Have observation tour for teachers....	1				1				1
Train more teachers in United States..	1				1				1
Send teachers to United States for training in practical arts.....			1		1				1
Emphasize process rather than philosophy in teacher training.....		1			1				1
Send teachers to Saigon for training..	1				1				1
More emphasis on workshops; seminars..						1	1		1
Train participants half in Vietnam; half in United States.				1	1				1
Total	11	2	11	7	31	2	2		33

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	P/D ¹	U	MOE	VN	T	OU	AID	
MATERIAL ASSISTANCE								
Provide more equipment to schools....	4	1			5	1	1	6
Provide facilities.....	1	2			3	2	2	5
Continue materials assistance.....	3				3			3
Provide books of good choice.....	1				1			1
Give textbooks and materials to counterparts.....	1				1			1
Complete Thu Duc school.....	1				1			1
Get equipment for Faculty of Pedagogy as promised.....			1		1			1
Get commodities for Faculty of Pedagogy as promised.....			1		1			1
Provide some textbooks as models.....				1	1			1
Provide libraries.....				1	1			1
Provide laboratories.....				2	2			2
Provide language laboratories for Faculty of Pedagogy.....				1	1			1
Provide repair parts for equipment....	1				1			1
Provide facilities and equipment for demonstration school at Can Tho....						1	1	1
Total	13	3	2	5	23	4	4	27

UNIVERSITY CAMPUS

Orientation:

--lack of campus orientation.....						3	3	3
--more realistic orientation to Vietnam...						2	2	2
--inform recruits of campus organization and relationships.						1	1	1
--orientation occurred after contract....						1	1	1

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	P/D ¹	U	MOE	VN	T	OU		AID
UNIVERSITY CAMPUS (cont'd)								
--briefing was unrealistic.....						1	1	1
--briefing was too brief.....						1	1	1
--more realistic orientation to:								
- Ohio University project.....						1	1	1
- the technical area.....						1	1	1
--utilize campus staff with Vietnamese experience.....						1	1	1
	-	-	-	-	-	12	12	12
Write contracts for minimum of two years....		1			1	1	1	2
No clear-cut contractual understandings						2	2	2
More realistic campus understandings..						1	1	1
Some personnel should not have been sent... 1					1	1	1	2
Realistic, straight shooting in job recruitment.....						1	1	1
Gross lack of planning and leadership on campus.....						1	1	1
Little effort to integrate work of overseas team.....						1	1	1
Recruit personnel who understand total education program....						1	1	1
Had no discussion on my philosophy of education, on my concepts in technical area.....						1	1	1

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	P/D ¹	U	MOE	VN	T	OU	AID	
UNIVERSITY CAMPUS (cont'd)								
Study needs, then find best man to work with the Deans.....		1			1			1
University is not organized to help advisors.....		1			1			1
Total	1	3	-	-	4	22	-	22
PLANNING								
Develop an over-all plan.....		2	6		8	3		3 11
Plans jointly made: USAID/Ministry of Education/Ohio University.....			1		1	1		1 2
USAID/Ohio University research problems and needs.....		1			1			1 1
More attention to approach to problems			1		1			1 1
Prepare teachers for implementation..			1		1			1 1
Talk with educators from many countries...			1		1			1 1
More short-term goals with long-term goals..							1	1 1 1
More time for Ministry of Education to understand comprehensive education...							1	1 1 1
Plan facilities adaptable to Vietnamese needs.....	1				1			1 1
Prepare to carry out a plan.....		1			1			1 1
Long-term planning impossible with year-to-year USAID budget.....						1		1 1 1

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	P/D ¹	U	MOE	VN	T	OU		AID
PLANNING (cont'd)								
Needed steering committee: Ohio University/USAID, Ministry of Education, Faculty of Pedagogy with responsibility and authority.						1	1	1
Prepare the public.....		1			1			1
Total	1	5	10		16	6	2	24
VIETNAMIZATION								
Adapt, not adopt, comprehensive education to Vietnam.....	1		2		3	1	1	4
Problem solving should be Asiatic way....			2		2			2
Encourage the ideas of localities....	1				1			1
Need for greater Vietnamese effort...	1				1			1
Let Vietnam introduce concept; not Americans.....	1				1			1
Adapt to understanding of Vietnamese people.....			1		1			1
Need Vietnamese leadership; not French....				1	1			1
Need teachers and administrators with Vietnamese orientation, not French elitist.....				1	1			1
Need Vietnam Government structures; not French elitist.....				1	1			1
Advisor is not helping when he tries to implant United States plan.....			1		1			1
¹ Key: P/D - Pilot and demonstration school teachers and administrators. U - University personnel. MOE - Ministry of Education. VN - Other Vietnamese. OU - Ohio University. AID - USAID and CORDS staff members. T - Total.								

TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MCE	VN	T	OU	AID	T	
VIETNAMIZATION (cont'd)									
A university more adjusted to Vietnamese needs.....						1	1		1
After seven years in training, a participant can no longer adapt to Vietnam.....			1		1				1
Total	4	-	7	3	14	1	1	2	16

PERSONNEL

Need greater continuity in personnel. First Chief of Party to be experienced...						1		1	1
Some personnel not suited to Vietnamese job.....						1	1		1
Some not trained as advisors.....	1				1				1
Advisors want observation tour; not help Vietnam.....	1				1				1
Advisors spend time on things not suitable to their position.....	1				1				1
Ohio University may send advisors we do not need.....	1				1				1
--who do not know their field.....	1				1				1
--who do not have experience as advisors in the United States...	1				1				1
Recruit advisors with strength in specialization, not in professional education.....	1				1				1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
PERSONNEL (cont'd)									
Advisors are needed in: agriculture.		1			1				1
--physical education.....		1			1				1
--foreign language.....		1			1				1
--chemistry, physics, biology.....		1			1				1
--every field.....	<u>1</u>				<u>1</u>				<u>1</u>
Total	1	11	-	-	12	1	2	3	15
FINANCE									
Increase salaries; give a living wage	2	1		1	4				4
Have budget to implement goals.....		1			1	1		1	2
Make provision for adequate funds....	1				1				1
Government of Vietnam to give piasters as promised.....						1		1	1
Ohio University to control money once allocated....						1		1	1
There is too much wasted money.....				1	1				1
Provide budget for repairs to equipment.....	1				1				1
Government of Vietnam resources to carry on program.....				1	1				1
Consistency in USAID support essential						1		1	1
More assistance is needed.....	<u>1</u>				<u>1</u>				<u>1</u>
Total	5	2	1	2	10	4	-	4	14

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese					Americans		Grand
	P/D ¹	U	MOE	VN	T	OU	AID	T total
MISCELLANEOUS								
Spirit, dedications:								
--Ohio University served with spirit and enthusiasm at beginning.....	1				1			1
--help teachers: have a stable background.....			1		1			1
-have professional ethics.....			1		1			1
-have good behavior.....			1		1			1
-consider themselves as teachers, not just students..			1		1			1
--Government of Vietnam is not committed to the program.....						1	1	1
--Vietnamese non-support due to political problems....						1	1	1
--Vietnamese fear of being held accountable...						1	1	1
Do the same again.....	1	3			4			4
Give effective assistance to Vietnam.	2				2			2
Provide more information about modern education....	2				2			2
Provide more technicians.....	1				1			1
Vietnam needs good example; then it will adopt.....			1		1			1
Have technicians come to help; not to change Vietnamese way of thinking..	1				1			1
Too much time wasted.....				1	1			1
Reports good; reality limited.....				1	1			1
Little results; not working on Vietnamese needs.....				1	1			1
Nine years insufficient for major accomplishments.				1	1			1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese					Americans		Grand
	P/D ¹	U	MOE	VN	T	OU	AID	T total
MISCELLANEOUS (cont'd)								
American people too achievement-oriented.....				1	1			1
Improve methods of instruction in higher education.....				1	1			1
Ohio University/USAID expected too soon....							1	1
Dean Tan should have been Ohio University participant...						1		1
No resistance, but always something to prevent accomplishment....						1		1
Faculties of Pedagogy did not assume full responsibility..						1	1	1
More time to study for understanding. United States overextended Vietnam; too much too quickly.....	1				1			1
Vietnam policy makers still French experts....		1			1			1
Vietnam leaders do not believe in United States participants.		1			1			1
Vietnam leaders consider MA as nothing.....		1			1			1
Politics: Rector has to make balance between French/American/Vietnamese....		1			1			1
Strengthen secondary education.....			1		1			1
--comprehensive education.....			1		1			1

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TABLE X-6.1 (cont'd)

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 have we learned to make future programs stronger?

Responses	Vietnamese				Americans			Grand
	P/D ¹	U	MOE	VN	T	OU	AID	T total
MISCELLANEOUS (cont'd)								
Technicians spend more time with logistics than with education.....						1		1
University is feudalistically oriented.....				1	1			1
Impossible to control political implications.....						1		1
Start with new science not textbooks and equipment.....						1		1
Semi-annual reports of curriculum materials available, but not to be found...								1
Total.....	7	8	8	7	30	9	3	12
Grand Total.....	83	67	67	39	256	115	23	138

OTHER:

No knowledge of Ohio University's project.....	1	1	1		3			3
No wish to criticise, no response:....		1			1			1
No response.....	8	2			10		2	2

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 T - Total.

TABLE X-6.2

QUESTION: If there should be continued assistance in the areas of teacher training and comprehensive education at the secondary level, what should be continued?

Responses	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
CURRICULUM AND PROGRAM IMPLEMENTATION:									
Assistance in implementation of comprehensive schools.....	2		5	2	9	4	3	7	16
Assistance to demonstration schools..	3		3	1	7	3		3	10
Curriculum planning and development..		3	3		6	2		2	8
Assistance in development of guidance limit efforts to selected schools....	1				1	1		1	2
Curriculum development.....	1				1		1		1
Development of instructional materials						1		1	1
Total.....	7	3	11	3	24	11	4	15	39
TEACHER TRAINING; IN-SERVICE TRAINING:									
Assist university with teacher training.....	2	5	5	1	13	3		3	16
Organize in-service training programs.	2	1	1		4	3		3	7
Develop methods of teaching.....	1	1			2				2
Help change operation of the Faculty of Pedagogy.....			1	1	2				2
Instruct in how to implement programs.	1				1				1
Instruct in how to use equipment.....	1				1				1
Develop accelerated teacher training.						1		1	1
Assist counterparts with training programs.....						1		1	1
Train more participant trainees.....							1	1	1
Assist universities in teacher training for comprehensive education.....	1				1				1

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 OU - Ohio University.
 AID - USAID and CCKDS staff members.
 T - Total.

TABLE X-6.2 (cont'd)

QUESTION: If there should be continued assistance in the areas of teacher training and comprehensive education at the secondary level, what should be continued?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
TEACHER TRAINING; IN-SERVICE TRAINING (cont'd)									
Expand workshops.....	1				1				1
Train teachers for the new education.	1				1				1
Train more teachers in the United States....	1				1				1
Total.....	11	7	7	2	27	8	1	9	36
MATERIAL ASSISTANCE:									
Build more classrooms: facilities...	5	1	1	1	8	2		2	10
Continue material assistance.....	6			1	7				7
Provide equipment.....	2	1	2	1	6	1		1	7
Assistance in developing instructional materials.....	2		1		3	5		1	4
Subsidize Vietnamese writers.....	2				2	1		1	3
Assist in printing textbooks.....		1			1		1	1	2
Provide financial assistance to higher education.....		1			1				1
Provide scholarships.....	1				1				1
Total.....	18	4	4	3	29	5	1	6	35
HIGHER EDUCATION:									
Provide advisors for higher education	5	1			6	1	1	2	8
Assist with research programs.....	3			1	4		1	1	5
Help train university professors.....	3				3				3

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 T - Total.

TABLE X-6.2 (cont'd)

QUESTION: If there should be continued assistance in the areas of teacher training and comprehensive education at the secondary level, what should be continued?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
HIGHER EDUCATION: (cont'd)									
Contract personnel teach in the university.....		2			2	1		1	1
Assist with the graduate program.....		3	1	1	5				5
Develop assistance with a consortium of universities.....		1			1	1		1	2
Help get the credit system going.....		1			1				1
Direct assistance to the university..		1			1				1
Total.....	-	19	2	2	23	3	2	5	28

MISCELLANEOUS:

<u>Technicians:</u> Continue technical assistance									
	1	4	1	2	8	4	1	5	13
Understand Vietnam; its people....	3				3				3
Give only ideas and advice.....	1				1				1

<u>Administration:</u> Coordinating committee									
Ministry of Education/ Faculty of Pedagogy/ Ohio University/ USAID..			2		2	1		1	3
Assist only through the Ministry of Education.....	1		1		2				2
Train people for administration....		1			1				1
Work with local administrators.....	1				1				1

<u>Teachers:</u> Provide staff for comprehensive education.....									
					3				3
Work with local teachers.....	1				1				1
Assist teachers at demonstration schools....	1				1				1
Provide United States technicians at senior level.....		1			1				1

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 T - Total.

TABLE X-6.2 (cont'd)

QUESTION: If there should be continued assistance in the areas of teacher training and comprehensive education at the secondary level, what should be continued?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MCE	VN	T	OU	AID	T	
<u>MISCELLANEOUS (cont'd)</u>									
<u>Vietnamization:</u> Make effort Vietnam..	5							5	5
<u>Research/Planning:</u>									
Help develop long-range plan.....		1		1	2				2
Develop research programs.....			1		1				1
Assist planning section of Ministry of Education..			1		1				1
<u>Public Relations:</u>									
Help gain acceptance of the program.....	2							2	2
<u>Finance:</u>									
Change the system of aid.....	1				1				1
Funds to expand program over Vietnam...	1				1				1
<u>Expand:</u>									
Comprehensive education over all Vietnam.	1				1				1

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 T - Total.

TABLE X-6.2 (cont'd)

QUESTION: If there should be continued assistance in the areas of teacher training and comprehensive education at the secondary level, what should be continued?

Responses	Vietnamese					Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID	T		
MISCELLANEOUS (cont'd)										
<u>General:</u>										
Help establish professional salaries.....		1		1	2				2	
Develop a good model.....	1				1	1	1		2	
Help demonstration pilot schools function well..						1	1		1	
Assist counterparts.....						1		1	1	
Involve participants in implementation.....						1		1	1	
It is time for full assistance...		1			1				1	
Continue good personal relationships.....									1	
Total.....	<u>1</u>	<u>24</u>	<u>9</u>	<u>6</u>	<u>4</u>	<u>1</u>	<u>7</u>	<u>13</u>	<u>10</u>	<u>53</u>
Grand Total.....	60	42	30	14	146	34	11	45	191	

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 T - Total.

TABLE X-7.1

QUESTION: Nearly 60 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>									
CURRICULUM: SPECIALIZED AREAS									
Helpful in: home economics.....	2				2				2
--business education.....	2				2				2
--industrial arts.....	1				1				1
--guidance.....	1				1				1
--educational program.....						1		1	1
--some fields.....	1				1				1
Without parents there would be a minimum of:									
--practical arts.....						1		1	1
--seminars.....						1		1	1
--workshops.....						1		1	1
Helpful at the PhD level.....	—	1	—	—	1	—	—	—	1
Total.....	7	1	—	—	8	4	—	4	12
TEACHER TRAINING:									
Provides needed technicians in education....	2	2	2		6		1	1	7
Helpful for: in-service training.....	2				2				2
--training in new techniques.....	1				1				1
--training of teachers.....	1	—	—	—	1	—	—	—	1
Total.....	6	2	2	—	10	—	1	1	11
IDEAS, CONCEPTS, KNOWLEDGE:									
Ideas acquired from other countries.....	2	1			3				3
Gives understanding of philosophy.....		1			1				1
Participants acquire different concepts of education				1	1				1
Participants bring back many good ideas.....	1				1				1
Open-mindedness in education.....	1				1				1
Ohio University has ideas similar to Vietnam	1	—	—	—	1	—	—	—	1
Total.....	5	2	—	1	8	—	—	—	8

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 T - Total.

TABLE X-7.1 (cont'd)

QUESTION: Nearly 60 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
MISCELLANEOUS:									
Helpful: in reorganizing Vietnamese education	5				5				5
--if assigned to right place.....	3				3				3
--in improving education in Vietnam.....	2				2				2
--in working for American agencies.....	3				3				3
--to the participants personally.....		1			1	1	1	2	3
--for the Ministry of Education.....	1				1				1
--because of more experiences.....	1				1				1
Should be trained for a special school.....	1				1				1
Participants should be useful.....	1				1				1
Participants will make progress.....	1				1				1
Do everything possible to make participant program succeed.....		1			1				1
Greatest impact is in the university.....						1		1	1
Results will be long lasting.....						1		1	1
Ohio University short term; participants here lifetime.....									
Total.....	18	3	-	-	21	3	1	4	25
GRAND TOTAL.....	36	8	2	1	47	7	2	9	56

LIMITATIONS

PLACEMENT:

No value unless placed in suitable positions; not used in right place.....	8	1	1		10	6	1	7	17
Many participants do not work for Ministry of Education..	7				7				7
Participants needed in our school.....	1				1				1
Participants do not take last position.....	1				1				1
AB/MA not accepted at university.....		1			1				1
--participants takes another position...		1			1				1
Government of Vietnam failed commitment.....						1		1	1
Participants assigned to scattered places....	1				1				1
Ladies work for private companies.....	1				1				1
Total.....	19	3	1	-	23	7	1	8	31

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TABLE X-7.1 (cont'd)

QUESTION: Nearly 60 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	
SPIRIT; ACCEPTANCE:									
Do not come back to work in old way.....	1				1				1
New spirit is different from Vietnamese.....	1				1				1
Participants easily discouraged on return....		1			1				1
Difficult to make adjustment to Vietnamese...		1			1				1
University staff think AB/MA not trained.....		1			1				1
Participants: think it a trip to see foreign country.....	1				1				1
--a way to get money.....	1				1				1
--a way to save money.....	1				1				1
Participants do not want to work.....	1				1				1
Participants lack satisfaction in work.....	1				1				1
Philosophy of participants not accepted.....	1				1				1
Participants isolated with teachers in old system.....	1				1				1
Total.....	1/9	3	-	-	1/12	-	-	-	1/12
MISCELLANEOUS:									
Number of participants is too small.....	8				8				8
Train participants in Vietnam.....		1	2		3				3
Many do not return; defected.....			1		1	1		1	2
Low salaries following training.....						1	1	2	2
Easier to get United States degree than in France...	1				1				1
Should be a continuous program.....		1			1				1
Limitations in management.....						1		1	1
Training is wasted.....	1				1				1
Lack teaching staff.....	1				1				1
Do not work out effectively.....	1				1				1
Participants only trained for specific fields	1				1				1
Total.....	1/13	2	3	-	1/18	3	1	4	2/22
GRAND TOTAL.....	41	8	4	-	53	10	2	12	65

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TABLE X-7.2

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

Response	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
CRITERIA FOR SELECTION									
Experience necessary.....	4	1	1	1	7				7
Position assignment on return part of selection criteria.....		3	1		4	1		1	5
Ambition.....	1				1				1
Good will; devotion.....	4		1		5				5
Ability in English.....	1	1		1	3				3
Agreement to return to Vietnam.....	1				1	1		1	2
Ability.....	1		1		2				2
Ability for leadership.....		2			2				2
Based on needs.....	1	1			2				2
Be hard working.....	2				2				2
Be helpful to students.....	1				1				1
Be devoted to profession.....	1				1				1
Ability: to evaluate.....		1			1				1
--to implement.....		1			1				1
Be carefully selected.....		1			1				1
Ability to work with others.....		1			1				1
Based on: the participants' interests....			1		1				1
--seniority.....			1		1				1
--acceptance of assignment.....						1		1	1
Total.....	17	12	6	2	37	3	-	3	40
CRITICISMS OF SELECTION PROCESS									
Changes are needed.....	2	1	5		8				8
Process is unfair.....	5				5				5
Nepotism (friends, relatives, favors)...	2	1			3	1	1	2	5
Seniority.....			2		2				2
Method is not objective.....	1	1			2				2
Girls not dedicated; no obligation.....		1	1		2				2
No attention to good will; devotion.....	1		1		2				2

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TABLE X-7.2 (cont'd)

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

Response	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
There is no logical criteria.....	2				2				2
Partiality.....	1				1				1
Too much under the table.....	1				1				1
Those who need to go cannot.....	1				1				1
Those who do not need to go, may go....	1				1				1
Selection: not seriously done.....	1				1				1
--not based on need.....	1				1				1
Method is not effective.....	1				1				1
Many accept just to go abroad.....			1		1				1
First come first served.....			1		1				1
Rank.....			1		1				1
Total.....	20	4	12	-	36	1	1	2	38
ADMINISTRATION									
Selection should be made by:									
--Administrators (Principal, Deans)	2				2				2
--the university.....		2			2				2
--United States advisors and counterparts.....	1				1				1
--Contract personnel.....						1		1	1
There is too much red tape.....		1			1				1
Plan with Ministry of Education for placement when selected.....	1				1				1
Shorten time away from Vietnamese.....			1		1				1
Prepare in Vietnam; finish in United States.....			1		1				1
Total.....	3	4	2	-	9	1	-	1	10
MISCELLANEOUS									
No comment; no idea.....	12	2	3	4	21	3	4	7	28
The selection has been good.....	6	1	-	-	7	4	5	9	16
Selections restricted due to war.....						2		2	2
More should be sent from Hue.....	2				2				2
Girls are easy to select.....		1			1				1
Too many girls sent.....			1		1				1
All training in Vietnam; United States observation tour...			1		1				1
In-service training in Vietnam.....			1		1				1
More should be sent from: villages.....		1			1				1
--Other areas.....	1				1				1
Do not know the criteria.....	1				1				1
Total.....	22	5	6	4	37	9	9	18	55

Key: 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.
T - Total.

TABLE X-7.3

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

Legend	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
ORIENTATION SATISFACTORY									
Orientation satisfactory; good.....	5		1		6	5	1	6	12
Orientation fair.....	1				1		3	3	4
No problem.....	—	1	—	—	1	—	—	—	1
Total.....	6	1	1	—	8	5	4	9	17
NUMBER of respondents making suggestions.....	22	5	2	2	31	3	4	7	38
ORIENTATION NEEDED									
Orientation program is needed.....	1	2	1		4				4
One week seminar of orientation needed.....				1	1	1		1	2
Present plan is not enough.....	1				1				1
Need to plan program carefully.....	—	—	—	—	—	—	1	1	1
Total.....	2	2	1	1	6	1	1	2	8

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, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-7.3 (cont'd)

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

Legend	Vietnamese				Americans			Grand total	
	P/D ¹	U	MOE	VN	T	OU	AID		T
ORIENTATION SHOULD INCLUDE									
Proper training in English.....	9	1			10	1	2	3	13
Understanding of what they are to do	1	1			2		1	1	3
Help them not to forget Vietnam.....	2				2				2
Information on: American way of life	1			1	2				2
--position upon return.....	1				1		1	1	2
--subject matter to be studied	1				1				1
--university education in United States.....			1		1				1
--the program of which they are part.....				1	1				1
--their program of study.....				1	1				1
--United States customs.....				1	1				1
--United States traditions.....				1	1				1
Training for all in English.....						1		1	1
Get opinions of other teachers.....	1				1				1
Preparation for diet; food.....		1			1				1
Know what they are being trained for	—	—	—	—	—	—	<u>1</u>	<u>1</u>	<u>1</u>
Total.....	16	3	1	5	25	2	5	7	32
MISCELLANEOUS									
Take Vietnamese data for use in United States studies.....	2				2				2
No orientation was provided.....		1		1	2				2
Orientation should be by Contract staff member in area for which participant is to serve.....						1	1	2	2
Two hour orientation was provided...				1	1				1
Not enough preparation.....	1				1				1
Avoid last minute panic due to late selection.....	—	—	—	—	—	—	<u>1</u>	<u>1</u>	<u>1</u>
Total.....	3	1	—	2	6	1	2	3	9
NO ANSWER; no comment; no idea.....	24	12	8	3	47	6	5	11	58
Key:									
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.								
T	- Total								

TABLE X-7.4

QUESTION: In what ways could or should the training programs of participants have been improved?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Training program is good; satisfactory	6	2	2	1	11	4	-	4	15
SUGGESTIONS FOR UNIVERSITIES									
Not enough programs adapted to Vietnamese needs.....	1	3			4	3	2	5	9
Many universities do not understand education in Vietnam.....			1		1	2		2	3
Rules too rigid and inflexible to meet needs of foreign students.....							3	3	3
Adaptation depends on universities attended.....		1			1	1	1	2	3
Universities should consider Vietnamese needs.....		1	1		2		1	1	3
Better working relationships between American Universities and Advisor in Vietnam.....						1		1	1
Better relationships, American Universities and University of Saigon.....		1			1				1
AB/BS foreign students receive standard United States training; no adaptation to Vietnam.....							1	1	1
MA/MS/PhD more geared to Vietnamese realities.....							1	1	1
Many universities violate own philosophy in not adapting program to individual needs.....							1	1	1
Total.....	1	6	2	-	9	7	10	17	26

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 VN - Other Vietnamese.
 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-7.4 (cont'd)

QUESTION: In what ways could or should the training programs of participants have been improved?

Responses	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
SUGGESTIONS FOR PROGRAM IMPROVEMENT									
Make training realistic; adapted to Vietnamese needs.....	3				3	2		2	5
More substance; more subject matter.		1			1	1		1	2
Internships to work with American educator.....			2		2				2
Student has no choice for studies...	1				1				1
Specialized training adapted to needs							1	1	1
Most PhD dissertations have no meaning for the sending country							1	1	1
Should see and study universities' organization.....	—	<u>1</u>	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	4	2	2	-	8	1	4	5	13
MISCELLANEOUS									
More trained in Asian countries.....	1		1		2				2
Send to universities in more dependent United States areas.....							1	1	1
If 2 degrees, should be from different Universities.....				1	1				1
Some want to switch fields in Universities.....						1		1	1
Test participants' ability in subject area.....	1				1				1
Has been good under Ohio University	—	—	—	—	—	—	—	<u>1</u>	<u>1</u>
Total.....	2	-	1	1	4	1	2	3	7
GRAND TOTAL.....	13	10	7	2	32	13	16	29	61

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 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-7.5

QUESTION: In your opinion what were the points of view or attitudes of the participants upon returning to Vietnam?

Points of view; attitudes	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Very good; helpful.....	5	1			6		3		9
Most are very good.....	2	2	1		5	3	1	4	9
Some good; some negative.....	—	—	—	—	—	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>
Total.....	7	3	1	-	11	4	5	9	20
FRUSTRATION									
The problem of salaries.....	10	4	2		16	3		3	19
Assignment outside field of training						6		6	6
No opportunity when placed in									
wrong position.....	6				6				6
Cannot carry out their ideal.....	7				7				7
Very discouraged; disappointed.....	5				6				6
Length of time to get assignment....			3		3	2		2	5
Aspiration higher than reality in									
placement.....			3		3		1	1	4
No power to use training.....	3				3				3
Difficulty in adjusting to limited									
resources.....	1		2		3	1		1	4
Training is not recognized.....						2		2	2
Do not want to work for Ministry of									
Education (salary).....	2				2				2
They forget situation in Vietnam....	2		1		3				3
want assignment in cities; not in									
province.....			2		2				2
Feeling of isolation.....	1				1				1
Some are "deserters".....	1				1				1
Fail to return to Vietnam (Salaries)	1				1				1
Problem when they cannot get jobs...		1			1				1

Key: P/D - Pilot and demonstration school personnel.
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 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-7.5 (cont'd)

QUESTION: In your opinion what were the points of view or attitudes of the participants upon returning to Vietnam?

Points of view; attitudes	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
Employment unrelated to training (salary).....		1			1				1
Many underemployed.....		1			1				1
Many unemployed.....		1			1				1
Waiting to be invited to work.....		1			1				1
Change of attitude (economic situation) 1			1		2				2
Unable to find job with good salary			1		1				1
Frustrated unless treated decently..			1		1				1
Enthusiasm promptly smothered with problems.....						1		1	1
Length of time to get pay.....						1		1	1
No clear idea of purpose of training							1	1	1
Frustration at lack of democratic processes.....						1		1	1
Concern over title, status, benefits							1	1	1
Tradition limits what can be done...	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	41	9	16	-	66	18	3	21	87
PRIDE; SPIRIT									
Many return with high desire; enthusiasm; hopes.....	3				3	1	1	2	5
Some want to serve their country....	1				1		1	1	2
Returned with feeling of pride.....	1				1				1
Proud of proven abilities.....	1				1				1
They are fine people.....	1				1				1
First reactions are excellent.....			1		1				1
Those that work in Ministry of Education and Faculty of Pedagogy dedicated.....							1	1	1
Some are very helpful to Vietnam....	<u>1</u>	—	—	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	8	-	1	-	9	1	3	4	13

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 VN - Other Vietnamese.
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 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-7.5 (cont'd)

QUESTION: In your opinion what were the points of view or attitudes of the participants upon returning to Vietnam?

Points of view; attitudes	Vietnamese					Americans			Grand total
	P/D ¹	U	MOE	VN	T	OU	AID	T	
MISCELLANEOUS									
Attitude depends on individual, not on talent.....		2			2				2
Basic attitude determined by assignment.....						2	2		2
Participants are ready for change..	2				2				2
Participants know techniques for change.....	1				1				1
Some do not bring confidence to people.....	1				1				1
Some like America very much.....	1				1				1
Some do not like America.....	1				1				1
Never let participant think he will be supervisor.....		1			1				1
Attitudes of participants are controversial.....			1		1				1
Participants return with changed attitudes.....		1			1				1
Participants should be treated as decently as they deserve.....		1			1				1
Some do not have sense of obligation						1		1	1
Should plan reentry attitudes.....							1	1	1
Do not work well with colleagues...	1				1				1
Have lost the spirit of the pioneer			1		1				1
Some like to change their career...	1				1				1
Total.....	8	3	4	-	15	1	3	4	19
GRAND TOTAL.....	64	15	22	-	101	24	13	37	138

¹Key: P/D - Pilot and demonstration school personnel.
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 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-8.1

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

Suggestions for strengthening demonstration schools	Vietnamese			Americans			Grand total
	TD ¹	U	T	OU	AID	T	
EQUIPMENT; FACILITIES							
Schools better equipped; more up-to-date	12		12				12
Adequate facilities; supplies.....	11		11	1		1	12
Electricity.....	8		8				8
Water.....	8		8				8
Total.....	39	-	39	1	-	1	40
TEACHERS							
Larger staff; assignment of staff.....	11	1	12	1		1	13
Qualified staff: training, experience...	3	1	4	2		2	6
Improved teacher status.....	5		5				5
Improved teacher living situation.....	5		5				5
Recruit staff members for practical arts				1		1	1
Special regulations for teachers.....	1		1				1
Total.....	25	2	27	4	-	4	31
STRUCTURE, ORGANIZATION, ADMINISTRATION							
Stronger support from Faculty of Pedagogy, Saigon.....	3		3	4	3	7	10
Time adjustment for teachers doing research.....	4		4				4
More administrative personnel; Dean of students.....	3		3				3
Teachers on a full-time basis.....	1		1	1		1	2
Attach demonstration school to Ministry of Education.....	2		2				2
Isolate demonstration school from Faculty of Pedagogy.....	1		1				1
Permanent advisors for new subject areas	1		1				1
Change demonstration school to practical teaching.....	1		1				1
Time adjustment for teachers doing practical work.....	1		1				1

¹Key: TD - Thu Duc
 U - University personnel (Saigon, Hue, Can Tho).
 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-8.1 (cont'd)

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

Suggestions for strengthening demonstration schools	Vietnamese			Americans			Grand total
	TD ¹	U	T	OU	AID	T	
More attention by higher authorities to Thu Duc Administrators with experience in comprehensive education.....	1		1				1
Administrators with good will.....	1		1				1
Assignment of participant trainees				1		1	1
Legal basis for experimentation.....	<u>1</u>	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	22	-	22	6	3	9	31
TEACHER TRAINING; IN-SERVICE TRAINING							
In-service training for teachers to foreign countries.....	8		8				8
Teacher in-service training.....	4		4	2		2	6
Teachers trained to new system of education	2		2				2
Special training before starting to work.....	1		1				1
A real place for practice teaching.....	<u>1</u>	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	16	-	16	2	-	2	18
FINANCE							
Financial adjustment for teachers' efforts....	8		8				8
More financial support.....	3	1	4				4
Funds to repair equipment.....	2		2				2
Thu Duc to have its own budget.....				1		1	1
Provide compensation for experimentation.....	<u>1</u>	—	<u>1</u>	—	—	—	<u>1</u>
Total.....	14	1	15	1	-	1	16

¹Key: TD - Thu Duc
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 AID - USAID personnel, 1962-71.
 T - Total

TABLE X-8.1 (cont'd)

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

Suggestions for strengthening demonstration schools	Vietnamese			Americans			Grand total
	TD ¹	U	T	OU	AID	T	
RESEARCH; CURRICULUM; INSTRUCTIONAL MATERIALS							
Develop research.....	1		1	2		2	3
Develop instructional materials.....	1		1				1
All teachers contribute to curriculum development.....	1		1				1
Faculty of Pedagogy to write curriculum.....	1		1				1
Make the program Vietnamese.....	1		1				1
Provide teaching aids.....	1		1				1
Provide for curriculum review.....				1		1	1
Promote the new curriculum.....				1		1	1
Help teachers publish textbooks.....	—	1	1	—	—	—	1
Total.....	6	1	7	4	—	4	11
MISCELLANEOUS							
Better transportation.....	12	1	13				13
Ministry of Education define role of school; be recognized by Ministry of Education..	3		3				3
Assistance for pupils' lunch; cafeteria.....	3		3				3
Provide better working conditions.....	2		2				2
Define role and purpose of the school.....	2		2				2
A good potential at Hue and Can Tho.....				2		2	2
Security.....	1		1				1
Revise objectives.....	1		1				1
People to recognize work of the teachers.....	1		1				1
School should be less isolated.....	1		1				1
More information on comprehensive education..	1		1				1
Ohio University should get help of teachers in writing curriculum.....	1		1				1
Results should be spread to all schools.....	1	—	1	—	—	—	1
Total.....	29	1	30	2	—	2	32
GRAND TOTAL.....	151	5	156	20	3	23	179

Key: TD - Thu Duc.
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 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-8.2

QUESTION: What was the purpose of the pilot schools?
Have they been successful? Should they
be continued? How can they be strengthened?

Legend	Vietnamese				Americans			Grand total
	TD ¹	U	MOE	T	OU	AID	T	
Number of respondents.....	2	4	2	8	8	2	10	18
PURPOSE OF THE PILOT SCHOOL								
To implement comprehensive education: experimentally.....	1	2		3	4	1	5	8
--on regional basis.....		2		2	1	1	2	4
Serve as regional model.....		1		1	2		2	3
To experience a new kind of education..			2	2				2
Focal point for any new education.....			2	2				2
To resolve problems of implementation..					1	1	2	2
Do not know.....	1			1				1
It is a good question.....		1		1				1
Ministry of Education has not defined purpose.....	1			1				1
Transition to comprehensive high schools						1	1	1
To develop adult education program.....					1		1	1
Total.....	3	6	4	13	9	4	13	26
SUCCESS OF THE PILOT SCHOOLS								
Successful.....					1	1	2	2
Some successful, some not; partially...					4	1	5	5
In general, not successful.....					1	1	2	2
Not successful.....			2	2	1	1	2	4
REASONS WHY SUCCESSFUL								
Home economics: has been successful....					1		1	1
--have facilities and commodities					1		1	1
--Teachers trained through in- service program					1		1	1
--Teachers have professional attitude.....					1		1	1
--good methods and techniques practiced.....					1		1	1
 ¹ Key: TD - Thu Duc. U - University personnel (Saigon, Hue, Can Tho). OU - Ohio University Contract personnel, 1962-71. AID - USAID personnel, 1962-71. T - Total. MOE - Ministry of Education.								

TABLE X-8.2 (cont'd)

QUESTION: What was the purpose of the pilot schools?
Have they been successful? Should they be
continued? How can they be strengthened?

Legend	Vietnamese				Americans			Grand total
	TD ¹	U	MOE	T	OU	AID	T	
Some buildings and facilities provided..					1		1	1
Some principals have accepted the new idea					1		1	1
Many students eager to enter new program					1		1	1
The beginnings have been made.....					1		1	1
Successful even with the shortcomings...					1		1	1
Business education accepted; principals impressed.....					1		1	1
Industrial arts was wanted following workshops.....					1		1	1
Guidance and Guidance communication in each Delta pilot school.....					1		1	1
Delta: 2 buildings completed for Practical Arts.....					1		1	1
Improvements made in several Delta schools	—	—	—	—	<u>1</u>	—	<u>1</u>	<u>1</u>
Total.....	-	-	-	-	15	-	15	15
REASONS FOR NON-SUCCESS								
Shortage of trained staff.....					5		5	5
Commodities and equipment, but no teachers			2	2				2
Equipment lies idle.....			2	2				2
Effort was premature.....					2		2	2
Shortage of equipment.....					2		2	2
Facilities not provided soon enough					2		2	2
Demonstration schools not successful yet					1		1	1
No Industrial Arts program in any of them					1		1	1
No arrears.....	—	—	—	—	<u>1</u>	—	<u>1</u>	<u>1</u>
Total.....	-	-	4	4	14	-	14	18
SHOULD THE PILOT SCHOOLS BE CONTINUED?								
Yes.....			2	2	7	1	8	10
Uncertain.....		1		1				1
No.....	<u>1</u>			<u>1</u>				<u>1</u>
Total	<u>1</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>12</u>

¹Key: TD - Thu Duc.
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T - Total.
MOE - Ministry of Education.

TABLE X-8.2 (cont'd)

QUESTION: What was the purpose of the pilot schools?
Have they been successful? Should they be
continued? How can they be strengthened?

Legend	Vietnamese			Americans			Grand total	
	TD ¹	U	MOE	T	OU	AID		T
WHY SHOULD THEY BE CONTINUED?								
Will cause criticism if discontinued....			2	2				2
Should be developed as originally intended					1	1	2	2
As model for other public and private schools.....					2		2	2
As example for departmental planning....					1		1	1
Only if good cooperation between Ministry of Education and Ohio University...		1		1				1
Yes, with priority to demonstration schools.....					1		1	1
The concept is good.....					1		1	1
If we believe Vietnam is to be democratic and prosper, then continuation essential.....	-	-	-	-	<u>1</u>	-	<u>1</u>	<u>1</u>
Total.....	-	1	2	3	7	1	8	11
WHY SHOULD THEY NOT BE CONTINUED?								
They are too traditional.....	1			1				1
Concentrate on the demonstration schools	1			1				1
Vietnam should be on its own.....	-	-	-	-	-	<u>1</u>	<u>1</u>	<u>1</u>
Total.....	2	-	-	2	-	1	1	3

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T - Total.
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TABLE X-8.2 (cont'd)

QUESTION: What was the purpose of the pilot schools?
Have they been successful? Should they be
continued? How can they be strengthened?

Legend	Vietnamese			Americans			Grand total	
	TD ¹	U	MOE	T	OU	AID		T
HOW CAN PILOT SCHOOLS BE STRENGTHENED?								
Provide large-scale assistance.....					2	1	3	3
Budget assistance.....					3		3	3
Advisory assistance.....					3		3	3
Provide adequate staff.....					2		2	2
Upgrade the staff.....					2		2	2
Get commodities to schools not yet built					2		2	2
Workshops for in-service training.....					2		2	2
Concentrate on training teachers.....	2			2				2
Get out and let them do it.....						1	1	2
Provide teachers in special areas.....						1	1	2
Assist with facilities.....					1		1	1
Assist in organizing departments.....					1		1	1
Assist in working out local curriculum..					1		1	1
Model them after Thu Duc.....						1	1	1
Assist in implementation.....					1		1	1
Autonomy and authority for local adminis- tration of foreign aid (not through Government of Vietnam).....			1	1				1
Vietnamese have the know-how to do it now					1		1	1
Reassign or redistribute commodities....	—	—	—	—	—	1	1	1
Total.....	2	1	-	3	23	5	28	31

¹Key: TD - Thu Duc.
U - University personnel (Saigon, Hue, Can Tho).
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AID - USAID personnel, 1962-71.
T - Total.
MOE - Ministry of Education.

TABLE X-8.3

QUESTION: To what extent and in what ways have members of the Faculty of Pedagogy and the teachers in the demonstration schools worked together ?

Type of relationships	Vietnamese				Americans			Grand total
	TD ¹	U	MOE	T	OU	AID	T	
RELATIONSHIPS TO DEVELOP AND IMPROVE TEACHER TRAINING								
Little or no relationships:								
--None; very little.....	1			1		2	2	3
--Should have more cooperation.....			2	2				2
--Too much aloofness between professors and teachers			2	2				2
--More frequent meetings needed.....			2	2				2
--Need for friendly cooperation.....			2	2				2
--No relationships - in science education						1	1	1
--in industrial arts.....						1	1	1
--in home economics.....						1	1	1
--Faculty of Pedagogy, Saigon.....					1	1	2	2
--Very little in science.....						1	1	1
--Poor relationships, Faculty of Pedagogy and Demonstration School					1		1	1
Total.....	1	-	8	9	6	3	9	18
Some relationships:								
--There is some dual teaching.....		1		1	2		2	3
--Extensive in-planning for Thu Duc....		1		1	1		1	2
--Thu Duc teachers used some at Faculty of Pedagogy workshops.....	1			1				1
--Some on testing and exam schedules...					1		1	1
--More has occurred than has been reported					1		1	1
--Observations in Thu Duc.....					1		1	1
--Yes - materials for pilot schools....					1		1	1
--In teaching in-service workshops.....					1		1	1
--Visitation to some schools.....					1		1	1
--In planning departments.....					1		1	1
--Faculty of Pedagogy has revised a curriculum (Hue).....		1		1				1
--Some in Hue.....					1		1	1
--Cooperation in Hue and Can Tho.....						1	1	1
Total.....	1	3	-	4	11	1	12	16

Key: TD - Thu Duc.
 U - University personnel (Saigon, Hue, Can Tho).
 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total
 MOE - Ministry of Education.

TABLE X-8.3 (cont'd)

QUESTION: To what extent and in what ways have members of the Faculty of Pedagogy and the teachers in the demonstration schools worked together ?

Type of relationships	Vietnamese			Americans			Grand total
	TD ¹	U	MOE	T	OU	AID	
CONTRIBUTIONS OF FACULTY OF PEDAGOGY TO IN-SERVICE PROGRAMS FOR SECONDARY SCHOOL TEACHERS							
--Not willing to cooperate very much, --No cooperation for comprehensive program.....			2	2			2
--Not much	1			1			1
--Faculty of Pedagogy - Saigon has no plan.....	1			1			1
--None in industrial arts.....					1		1
--Limited in science and mathematics..					1		1
--Limited in Saigon.....					1	1	2
--Perhaps.....	—	—	—	—	—	1	1
Total.....	2	-	4	6	3	2	11
Some relationships:							
--One workshop at Thu Duc.....	1			1			1
--One workshop in Can Tho.....					1		1
--Yes, science workshops.....					1		1
--Yes, in Hue and Can Tho.....					1		1
--Through dual teaching assignments...					1		1
--Some on seminars and workshops.....					1		1
--Some in producing instructional materials.....					1		1
--In teaching in-service workshops....					1		1
--Some special training courses.....						1	1
--Has supported special training program	—	—	—	—	—	1	1
Total.....	1	-	-	1	7	2	10

¹Key: TD - Thu Duc.
 U - University personnel (Saigon, Hue, Can Tho).
 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total
 MOE - Ministry of Education.

TABLE X-8.3 (cont'd)

QUESTION: To what extent and in what ways have members of the Faculty of Pedagogy and the teachers in the demonstration schools worked together ?

Type of relationships	Vietnamese			Americans			Grand total	
	TD ¹	U	MOE	T	OU	AID		T
WORKING RELATIONSHIPS BETWEEN FACULTY OF PEDAGOGY AND DEMONSTRATION SCHOOL TEACHERS								
None or very little:								
--No close relationship.....		2		2	1		1	3
--Faculty of Pedagogy reluctant to moving to Thu Duc; distance		2		2				2
--No attempt to make one unit.....		1		1				1
--Strong relationship is needed.....		1		1	1		1	2
--Too few faculty members for this...		1		1				1
--Minimum (attitude of toleration)...					1		1	1
--Cooperation was refused.....					1		1	1
--No cooperation in planning.....		1		1				1
Total.....	-	8	-	8	4	-	4	12
Some relationships:								
--Relationships are worked out indirectly.....		1		1				1
--Yes, in methods, with Ohio University		1		1				1
--In preparing textbook material.....		1		1				1
--Science Education classes use demonstration school equipment.....					1		1	1
Total.....	-	3	-	3	1	-	1	4

¹Key: TD - Thu Duc.
 U - University personnel (Saigon, Hue, Can Tho).
 MOE - Ministry of Education.
 OU - Ohio University Contract personnel, 1962-71.
 AID - USAID personnel, 1962-71.
 T - Total.

TABLE X-8.4

GROUP REPORTS

FIRST NATIONAL CONFERENCE ON COMPREHENSIVE EDUCATION
March 9-11, 1971

Statement; recommendation	Group ¹					Total
	A	B	C	D	E	
SUGGESTED PROCEDURES; PLANS FOR IMPLEMENTATION:						
Comprehensive education should be implemented.....			1			1
Transform technical schools into comprehensive schools.....		1				1
Make new schools into comprehensive schools.....		1				1
Proceed on the basis of concrete results.....		1				1
Make people aware-experiment-evaluate.....	1					1
Facilities first for demonstration schools; then for pilot school.....	1					1
Ministry of Education and community must move together	1					1
Implementation should be gradual.....	1					1
Regionalize before issuing a general decree.....	1					1
Designate comprehensive schools at least one year in advance so that principal can be trained and prepared.....				1		1
Concentrate on only a few schools to make people believe.....		1				1
Hold national and regional workshops for teachers			1			1
Facilities and equipment appropriate to Vietnamese society.....			1	1	1	3
Some foreign aid materials for progress.....			1			1
Adapt curriculum to that used in the community..... (repair motor bikes; carpentry)	1					1
Apply the curriculum of Thu Duc Demonstration School Teachers of Comprehensive schools and Thu Duc to make appropriate.....			1			1
Eliminate Bac; develop separate examination.....			1			1
The legal basis must be provided.....			1			1
There should be 40 or more comprehensive schools in 3 years.....			1	1		2
Is comprehensive education a national policy? If so, many agencies can help.....			1			1
Total.....	6	4	10	3	1	24

¹Representing approximately 100 Vietnamese secondary school administrators.

TABLE X-8.4 (cont'd)

GROUP REPORTS
FIRST NATIONAL CONFERENCE ON COMPREHENSIVE EDUCATION
March 9-11, 1971

Statement; recommendation	Group ¹					Total
	A	B	C	D	E	
THE MINISTRY OF EDUCATION:						
Let Board of Directors of each school employ personnel who have attended workshops in Saigon.....	1	1				2
Provide the legal basis.....	1					1
Establish procedures for all actions.....	1					1
Develop realization procedures.....	1					1
Stop Decree #5 until it is clear.....	1					1
Support teachers morally and materially.....	1					1
Be prudent in issuing curriculum.....					1	1
Establish a responsible communication to develop comprehensive education.....		1				1
Stop the Carbin curriculum.....						1
Make Home Economics a requirement for grades 8-9...					1	1
Ministry of Education and Faculty of Pedagogy should coordinate responsibilities.....	<u>1</u>	—	—	—	—	<u>1</u>
Total.....	7	2	-	-	3	12
STAFF						
Ministry of Education to consider the question of staff.....		1		1	1	3
Must have guidance counselors.....				1	1	2
Have summer workshops to train personnel.....				1	1	2
Training program: 2nd cycle teachers, 2-3 years...				1		1
1st cycle teachers, 3-4 years...				1		1
Faculty of Pedagogy should train teachers for Practical Arts.....	—	—	—	—	<u>1</u>	<u>1</u>
Total.....	-	1	-	5	4	10
PUBLIC RELATIONS:						
Ministry of Education should make people aware: of the legal basis.....	1					1
--of procedures.....	1					1
Help people understand purpose of comprehensive education.....	1					1
--that comprehensive schools are not vocational schools.....	1					1

¹Representing approximately 100 Vietnamese secondary school administrators.

TABLE X-8.4 (cont'd)

GROUP REPORTS
FIRST NATIONAL CONFERENCE ON COMPREHENSIVE EDUCATION
March 9-11, 1971

Statement; recommendation	Group ¹					Total
	A	B	C	D	E	
Hold seminars and conferences for people to know and to understand.....		1				1
Provide information to the public about comprehensive education.....		1				1
Agreement by Board of Directors of schools is necessary					1	1
Industrial Arts, Home Economics, and Business Education are very attractive to students....					$\frac{1}{2}$	$\frac{1}{2}$
Total.....	4	2	-	-	2	8
THEORY; PHILOSOPHY:						
The theory and philosophy of comprehensive education is good.....	1	1	1	1	1	5
Realization of the theory is a revolution.....	$\frac{1}{2}$					$\frac{1}{2}$
Total.....	2	1	1	1	1	6
FINANCE						
Comprehensive education is expensive.....	1					1
There is no contribution from community yet.....	1					1
There must be budget for: training personnel.....				1		1
--necessary textbooks.....				1		1
Financial support must be provided.....			1			1
Budget for quality, even if only for demonstration and pilot schools.....				$\frac{1}{3}$		$\frac{1}{3}$
Total.....	2	-	1	3	-	6
EVALUATION						
Evaluate the work of Thu Duc.....	1					1
Results are not clear.....					1	1
Send Carbin curriculum to schools for study and evaluation.....					1	1
The 3 demonstration schools do not have results yet			$\frac{1}{2}$			$\frac{1}{2}$
Total.....	1	-	1	-	2	4
MISCELLANEOUS						
Comprehensive education may not be appropriate to Vietnam due to cost.....	1					1
Will universities accept graduates of comprehensive high school?.....				1		1
Equipment received is not appropriate; sell or trade to get local-type tools and equipment..				$\frac{1}{2}$		$\frac{1}{2}$
Total.....	1	-	-	2	-	3

¹Representing approximately 100 Vietnamese secondary school administrators.

APPENDIX C

INSTRUCTIONAL MATERIALS - BUSINESS EDUCATION

SECONDARY LEVEL

<u>Subject</u>	<u>Material</u>	<u>Progress</u>
General Business	Textbook	The textbook has been revised twice and approved by Ministry of Education for publication. Now in the Instructional Materials Center.
	Vocabulary Drills Reading Guides Application Problems Charts	
Typewriting	Textbook	Second revision. Approved by Ministry of Education. At Instructional Materials Center for publication.
		Stencil duplication for this next school year.
	Wall Charts Keyboard Posture	Student teachers have made copies for their schools.
	Information collecting forms	Duplicated and distributed to student teachers for use in schools.
	Certificates of Proficiency	Used in some of the schools to indicate accomplishments in non-credit courses.
	Follow-up forms for students who will be employed	Under construction.
Office Procedures I and II	Textbook for first year	First draft is in the process of revision. Has been taught for two years at Thu Duc.

APPENDIX C (cont'd)

INSTRUCTIONAL MATERIALS - BUSINESS EDUCATION

<u>Subject</u>	<u>Material</u>	<u>Progress</u>
	Textbook for second year	First draft is complete except for one section on office organization. This will be completed this summer. Revisions should be completed at the end of this year.
Accounting I and II	Textbook for first year Textbook for second year	Revised and ready for publication. Stencil duplication for next year.
Applied Economics/ Consumer Education	The course of study is now being reviewed and compared with the 1970 Ministry of Education Civics-11 Grade course (Economics) to identify duplication.	First draft of three chapters. These may not be used if a new course of study is proposed.

TEACHER - TRAINING TRAVEL

Business Organization	Course of Study and Lecture Notes	The course has been taught for one year. Students have notes. Material is in process of revision.
Typewriting	Textbook (see Secondary Level) Supplementary Drills	Completed. Stencil duplicated. Stencil duplicated.
Special Methods	Lectures Lesson Plans	Stencil duplicated.
Principles of Business Education	Lectures	In process of revision for textbook.
Accounting	Textbook	Complete. Stencil duplicated.

APPENDIX C (cont'd)

INSTRUCTIONAL MATERIALS - INDUSTRIAL ARTS
(As reported in the Semi-Annual Reports)

Material (7-1-67)

Course Outline for the Total Industrial Arts Program (42 pages)	First and Second Curriculum Schedules
Course Outline for the Wards School (7 pages)	<u>Curriculum for a One Year Intensive Arts Teacher Education Program</u>
The California Job Case (Chart adapted to Vietnamese type)	An Interpretation of <u>Industrial Arts for Vietnam</u> . (Philosophy, Objectives, Content, and Careers) 10 pages

An Introduction to Electricity
(a basic text - completed)

Material (1-1-68)

Course Outline for the Total Industrial Arts Program. (42 pages)	First and Second Cycle Curriculum Schedules
Course Outline for the Wards School (7 pages)	<u>An Introduction to Industrial Arts</u>
The California Job Case (Chart adapted to Vietnamese type)	<u>Introduction to Woodworking</u>
	Lettering charts for use by individual students

Material (7-1-68)

Course of Studies - Thu Duc and Faculty of Pedagogy	Lettering charts for use by individual students
Public Information Chart (4)	Standardized drafting tests

Photographs: Hand and Machine
Operations/Industrial Processes

APPENDIX C (cont'd)

INSTRUCTIONAL MATERIALS - HOME ECONOMICS

CHARTS

Food Guide: 30,000 copies were reproduced by Joint U.S. Public Affairs Office, Manila. Twenty thousand copies have been distributed to schools in the four Corps Regions, to Departments of Public Health and Agriculture, and to other related agencies.

Ladder to Good Nutrition: The charts have been developed, but lack of funds prevented publication.

RESOURCE UNITS

Resource units have been written, translated, and duplicated for all units of instruction covered in the curriculum designed for Forms VI through XI. The curriculum for each Form includes from four to six units of instruction in designated areas of home economics.

WORKSHOP AND TEACHER TRAINING COURSES

1. Curriculum interpretation of comprehensive programs of home economics, Forms 6-7-8-9-10.
2. Evaluating student progress.
3. Development of illustrative and teaching materials.
4. Methods of teaching home economics.
5. Clothing: methods of teaching clothing, curriculum content for Forms 6-7-8-9-10.
6. Textiles: course content.
7. Departmental planning.
8. Interior design: curriculum content.
9. Health and sanitation.

APPENDIX C (cont'd)

INSTRUCTIONAL MATERIALS - HOME ECONOMICS

10. Foods and nutrition: methods of teaching; curriculum content.
11. Home management.
12. Child care: methods of teaching child and infant care; curriculum content.

BOOKS, PAMPHLETS, AND BULLETINS

Teacher guides for teaching home economics in Forms VI and VII.

Methods of evaluation: how safe is your home; food spoilage; characteristics and needs of pre-school children.

Flower arrangements.

Various other pamphlets covering art and other curriculum materials for various Forms.

INSTRUCTIONAL AND INFORMATION GUIDE SHEETS

Approximately 200 guide sheets or bulletins have been developed for teacher utilization. These materials cover all areas of home economics, including related areas.

POSTERS AND CHARTS

Approximately 200 charts and posters have been developed. These materials have been used in in-service training workshops, in the National Wards School, and in the Thu Duc Demonstration School.

Pilot school teachers have developed many posters and charts for use in classroom instruction.

BULLETIN BOARD DISPLAYS, FLANNEL BOARDS, EXHIBITS

Displays, exhibits, and other teaching aids have been developed at all pilot schools where room facilities are available.

CLASSROOM ORGANIZATION AND LABORATORY EXERCISES

1. Housekeeping schedules, attendance sheets, class schedules, seating charts.
2. Inventories of commodities and equipment.
3. Marking of equipment.
4. Storage and distribution of equipment.

EVALUATION

Examinations have been developed covering all areas of home economics in the various Forms. Check-lists and pre-tests have also been prepared.

APPENDIX D

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

QUESTION: In your opinion what are the two or three strongest factors or best things about education in Vietnam?

The teachers' effort to teach in this present situation.
-- Thu Duc Teacher.

Education brings to people the mind for serving the country and building up the nation.
-- Thu Duc Teacher.

I dare not say what is best. -- Pilot School Vice Principal.

The whole society wants education. -- University Staff Member.

There is still so much respect for the teachers that the man who selects the profession knows that it has prestige: it satisfies his sense of dignity.
-- University Administrator.

There are no good points in Vietnam education at present.
-- University Staff Member.

Education is a continuous educational system.
-- University Administrator.

School enrollment is up, even with a war.
-- Ministry of Education Staff Member.

The very strong will for the students to want to be educated.
Every child considers going to school a privilege.
-- Vietnam Citizen.

The people recognize that education is a means for social and economic change.
-- Ohio University Staff Member.

The traditional academic program is a very strong one.
-- Ohio University Staff Member.

¹These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

QUESTION: In your opinion what are the two or three strongest factors or best things about education in Vietnam?

There is a great enthusiasm for practical arts when they understand it. There is a reluctance when they don't understand it.

--Ohio University Staff Member.

The sincere desire of the Government of Vietnam to give each child a basic education, and the rapid progress in making it a reality.

--USAID Staff Member.

The phenomenal growth in establishing education. It is almost a minor miracle.

--USAID Staff Member.

The tremendous heritage that this society has, in terms of the cultural importance, given to education.

--USAID Staff Member.

QUESTION: In what way is education in Vietnam stronger or weaker than it was in 1961?

Stronger

The program tends to be more realistic and more practical.

--Thu Duc Teacher.

The teachers get more training.

--Thu Duc Teacher.

The comprehensive program has provided the students many good things for understanding the real life.

--Thu Duc Teacher.

There is some progress in teacher training, in attitudes toward education, and in more progressive ideas.

--University Staff Member.

¹These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

Stronger (cont'd)

Those responsible for education at all levels are beginning to understand what education is all about, much more so than most people did ten years ago. -- University Staff Member.

Stronger--due to the government's efforts to improve the quality, to revise the curriculum, to find suitable school programs to meet the needs of the children as well as the need of the country. --Ministry of Education Staff Member

Education is stronger with the changing of traditional values to accept and promote comprehensive education, education for all, a retreat from classicism and elitism, and the emerging respect for all kinds of people in all kinds of work. --Ohio University Staff Member.

The expansion of offering has never been equaled by any other nation in such a short period of time. --USAID Staff Member.

Education is stronger due to the quality of the personnel. --USAID Staff Member.

Weaker

Educational leaders are not educational specialists. --Demonstration School Teacher.

The teachers' financial support is weak; it makes them forget their responsibility. --Thu Duc Teacher.

Our students gradually lose the traditional conduct of the Vietnamese people. --Pilot School Teacher.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

Weaker (cont'd)

Our father or grandfather could make poems and write in French, Vietnamese, and Chinese. Now, high school students have no knowledge of French, Vietnamese, or Chinese at the same level.
--Pilot School Teacher.

The level of the student body is a little lower. It is due to:
a. war; b. permissive teachers; c. lower level of grading on examinations; d. authority of the professor is not as high as it used to be; e. social factors; and f. too many students, not enough classes.
-- University Administrator.

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 better?

Help the Vietnamese teachers have a higher standard of living so that they may bring all their devotion to the teaching field.
--Thu Duc Teacher.

We need to realize quickly the project of the Ministry of Education for a comprehensive high school -- Demonstration School Staff Member,
Hue.

The examination system must be changed.
--Pilot School Teacher, Hue

Need a curriculum that will have practical application to life, and something to develop our country. -- University Administrator,

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

Change everything in the program; change the curriculum.

-- University Staff Member.

Some think that if they get agreement from high-ranking officials it will be carried out smoothly; but this is a mistake. It is the principal, the teacher, the professor of that institution who carry it out.

-- University Professor.

Find a system that is appropriate to the Vietnamese people... Evaluate each system of every country and find out what is good for Vietnam. But, if you try to transpose United States system to Vietnam literally, you will be crushed.

-- University Administrator.

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.

Reorganize the whole teacher training program. Now, Ministry of Education has no influence on the training of the teachers; it has no authority to check on the work of the faculty.

-- Ministry of Education Staff Member.

I would stop all changes now and develop a long-range plan.

-- Ministry of Education Staff Member.

Improve the civil services for the employment of personnel. The system stifles the initiative of people in education.

-- Ohio University Staff Member.

The very rigid concept of education is one of the problems in Vietnam. The changing of this concept needs to take place. Learning should be related to everyday living.

-- USAID Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

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 worthwhile contributions that have been made during this period of time?

Helping the Vietnamese people understand more about comprehensive education. -- Thu Duc Teacher.

The pilot program is good--especially typing, science, and practical arts. --Pilot School Teacher.

They gave us pride. This is what we needed the most. -- University Administrator.

They helped us to lift up the whole cultural level of the country. -- University Administrator.

Without the help of Ohio University this university would be floundering. -- University Staff Member.

The greatest contribution was the launching of comprehensive education. Also, there have been changes in the Faculty of Pedagogy, there are more teachers now than before, and the method of teaching is different from that before Ohio team came. --Returned Participant.

The help given which makes it possible for the Vietnamese to see that they need to and can build a comprehensive educational program which is expressive of and helpful to their own culture. -- Contract Staff Member.

The establishment of demonstration schools which relate teacher training to practice. -- USAID Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

Assistance with teacher training in the Faculty of Pedagogy has been the most worthwhile contribution. The program that they have is the product of what they Ohio University has done.

-- USAID Staff Member.

There is a sense of dedication in the pilot high school. They caught this from the Ohio University Staff.

-- USAID Staff Member.

I have had many years of overseas experience. The Ohio University contract is the best one that I have seen in these 18 years.

-- USAID Staff Member.

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?

Should have helped us directly instead of through the Ministry of Education.

-- Demonstration School Staff Member.

They should have to make programs which are built on Vietnamese life conditions, not for American or French.

-- Demonstration School Staff Member.

They should understand the Vietnamese people better.

-- Demonstration School Staff Member.

The foreign aid should be channeled to school directly and not through the Ministry of Education or the Vietnamese Government.

-- Demonstration School Staff Member.

Personally giving assistance at post and giving strong control as our Vietnamese people don't know much about the responsibility spirit.

-- Demonstration School Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

The team was very dynamic. They all worked closely with us.
--Demonstration School Staff Member.

Start both the program and work with teachers and people at the same time. Because of our situation we couldn't motivate our people to participate.
--University Staff Member.

Ohio University advisors have not been trained to be advisors. They don't know their assignment when they come. So, they may spend time doing things that are not suitable for their position.
--University Administrator.

It would have been much better to have started with vocational and agricultural high schools and make them more academic. Then you would not destroy what we have. --University Staff Member.

We need professors not advisors. --University Staff Member.

Many Ministry regulations cause waste of time for Ohio University.
--University Staff Member.

One of the basic things in establishing a plan is to know if the plan is feasible in terms of finances and of resources. In our country it is difficult to know.
--Ministry of Education Staff Member.

Don't be reserved in dealing with Ministry of Education people in order not to waste time and money. Don't be afraid to put forth the conditions.
--Ministry of Education Staff Member.

We want to be polite, want to be courteous, and not to shock. So we say OK. But, after thinking about it, we are not always so sure. Perhaps it is more for the building of a person who signs the check.
--Ministry of Education Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

The advisors are too short-term. They have just enough time to study the approach, just the time to begin to understand, then they leave Vietnam. This is not helpful. --Ministry of Education Staff Member.

There should be greater continuity of personnel. The people who have been here the longest have made the greatest contribution. --Contract Staff Member.

There should be a greater commitment by Ohio University and USAID towards communication with one another on all aspects of contract responsibility. There should be a continuous free flow of ideas. --Contract Staff Member.

Ohio University didn't have full control of activities. This came after many conferences, but they were not in control. --USAID Staff Member.

Ohio University should have adopted, with the help of team members, an evaluation device of some type for evaluating each member on the staff, one which would tie into the goals of the project. --USAID Staff Member.

QUESTION: If there should be continued assistance in the areas of teacher training and comprehensive education at the secondary level, what should be continued?

We must see the long-range and short-range programs and put them to work. --University Staff Member.

If another team comes then they will have to spend a lot of time studying the situation, getting to know people, and repeating the same disadvantages or errors that have been made. --University Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

In looking back we do not really have a curriculum, a solid curriculum. We do have the mix. --Ministry of Education 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.

Conclusions are not yet reached. We have gone 75 percent of the way; we still have 25 percent to go to reach our goal. --Ministry of Education Staff Member.

We should have a 4-5 man committee. We have lost our time in big concepts. This small committee will work with the Ministry of Education, the Faculty of Pedagogy, and Ohio University. --Ministry of Education Staff Member.

Work in comprehensive education, textbooks with Vietnamese counterparts writing them, strengthen the teacher education program, and serve as the catalyst to develop a consortium of universities. --Contract Staff Member.

USAID cannot carry the load alone. --USAID Staff Member.

Work closely with local administrators and teachers. --Demonstration School Staff Member.

Training of more teachers in the United States. --Demonstration School Staff Member.

Assisting in the implementation of the comprehensive schools until the time they all become schools of pattern. --Demonstration School Staff Member.

We just have the beginning. The credit system has just been started, and there is much criticism of it. We need help to get it going. --University Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

You must follow up with what you have started. You cannot drop what you are doing.

-- University Staff Member.

It should have been much better to have started with vocational and agricultural high schools and have made them more academic. Then you would not be trying to destroy what we have. The big problem with vocational schools is that they don't have much prestige. This would improve some with academic subjects. This would help to raise the level and to give them social acceptance. It would give them a stronger base.

-- University Staff Member.

QUESTION: Sixty-eight Vietnamese have had or are having training opportunities provided through the participant program. In your judgment, has this been helpful? Why or why not?

They are helpful and worthwhile, but when they return to Vietnam a maximum number do not work for the Ministry of Education and the Ministry also does not use them in the right position and the right place.

-- Thu Duc Teacher.

They are very helpful as they bring back much good knowledge for the re-organization of the system of education in Vietnam.

-- Thu Duc Teacher.

It is helpful but it is not sufficient. We can compare it as salt being put into the sea.

-- Demonstration School Staff Member.

It is quite worthwhile as these persons are very helpful for the Ministry of Education on many points of view.

-- Demonstration School Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

It is extremely helpful because the Ohio people have a lot of good ideas which are similar to the ones of the Vietnamese people.

-- Demonstration School Staff Member.

It is very helpful if the participants are assigned to the right place, suitable to their ability.

-- Demonstration School Staff Member.

In one way it was not good. When the participant is there, he adapts to the American way of life. It is difficult for him to readjust to lower standards when he returns to Vietnam. He is easily discouraged.

-- University Staff Member.

I hear that it is easier to graduate with a degree in the United States than in France. Most of the students that go to the United States get promotion (graduate), Eighty percent can be promoted in the United States; only 50 percent in France. Maybe the French examinations are more difficult.

-- University Staff Member.

It is good to send people abroad. They return with a better understanding and can promote peace.

-- University Administrator.

It has been both helpful and valuable because we have many fairly well trained teachers and specialists for the implementation of the cooperative program.

-- Ministry of Education Staff Member.

Without this (participant program) there would be a very minimum program in practical arts, or in seminars and workshops.

-- Contract Staff Member.

It would be very good if we had ironclad agreements with the Ministry of Education and USAID to work in areas for which they were trained.

-- CORDS Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

QUESTION: In what ways could or should the participant training program have been improved?

Take along Vietnamese information to be related to the subjects for study in United States. They should be informed distinctly concerning the subject areas which they are going to study, and their future position when they return. Help them to understand the purposes for which they are going abroad.
--Demonstration School Staff Member.

In United States it is good; but there should be more in this field in Asian countries. Satisfactory; no improvement is needed.
The training is not realistic. Some ideas don't fit Vietnamese society.
--Demonstration School Staff Member.

Returned participants feel very proud of their abilities. They all want to have a good position.
--Demonstration School Staff Member.

Participants do have a big hope about education upon their return, but then they become quite desperate because they cannot put anything into operation.
--Demonstration School Staff Member.

Their training is very good. But when they came back they were not put in a position for which they were trained.
--Ministry of Education Staff Member.

It is the Ministry of Education policy to gather all of the participants, make a study, and put them into the right job.
--Ministry of Education Staff Member.

All the participants want higher education; want salary increased. They could be given an assignment in one week (outside Saigon), but they want to look around. They want a job in private industry where they can get more salary and be in Saigon. Everyone who comes back wants to be in Saigon. But we need them everywhere.
--Ministry of Education Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

First they wanted to do something to contribute to education in Vietnam. Later, due to difficulties in being assigned to a proper position, they get frustrated. --Ministry of Education Staff Member

Some are resentful that the Master's degree is not recognized; that they are not on a higher salary schedule. --Contract Staff Member.

In general, the training programs are excellent. The programming has been very good. --Contract Staff Member.

A percentage feel somewhat bitter, both to the Vietnamese Government and to the United States, because the essential follow up is not there. --Contract Staff Member.

Attitudes have been quite good; they have been positive; they are anxious to do a job for their country. --USAID Staff Member.

In the United States we have not insisted on or been creative enough to provide a special kind of experience. We have run them through the traditional types of United States programs when they should have had a specialized type of training adapted to their particular needs. Much depends on the commitment of the people to whom they are assigned to enrich the procedure and the program, and thereby the product. --USAID Staff Member.

The selection of participants should belong to the school, not to the Ministry of Education. --Pilot School Teacher.

The needs of the country should be taken into consideration in the training program. --University Staff Member.

I was not prepared for the diet and the food. After the first year there was no problem. --Returned Participant.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

Many, when they come back, resign from teaching jobs and work in different foreign firms where they make three times more salary.

-- University Staff Member.

In developing education in one school, if we need 10 administrators we need 100 teachers to teach subject matter. Now, when the participant returns, we have a product who can work in the office and who can do administrative work, but who cannot teach. Therefore, he does not have the prestige with his colleagues who teach subject matter.

-- University Administrator.

Participants should have contact with professors in Vietnam. These men could serve as advisors before they leave the country.

-- University Staff Member.

Selection of participants should be based on the real ability and interest of participants, not on his or her being acquainted with some powerful people.

-- Ministry of Education Staff Member.

Too many women are sent. They cannot devote their full time to the profession (family responsibilities). The women are free to make their choice of assignments. Men are obligated to the military--they have to work for the Ministry of Education.--Ministry of Education Staff Member.

It would be better if they sent them to universities located in more dependent areas of the United States. Then, the training would be more nearly in line with what they have here in Vietnam.

-- USAID Staff Member.

Most of the participants have brought their whole devotion to work for Vietnam. But sometimes they are not assigned to the right position, or they do not work for their specialized field.

-- Demonstration School Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS

QUESTION: Should the participant training program be continued? Why or why not? In what areas? For what purposes?

The training program should be continued as all the teachers have been trained following the old system. It cannot be adapted immediately as we change the general education into comprehensive education.

--Demonstration School Staff Member.

It should be continued as Vietnam still lacks many educators who understand thoroughly about education as well as we still lack technicians who understand the new system of education, which can be adapted to this modern generation.

--Demonstration School Staff Member.

It is extremely needed as America presently has put into experimentation many programs which have made a lot of progress and changed educational concepts.

--Demonstration School Staff Member.

To avoid the way of learning by rote.

--Demonstration School Staff Member.

The training of teachers should be done in Vietnam, but with the cooperation of the Ohio advisors.

--Demonstration School Staff Member.

Teachers should be sent for observation in order to get some experiences which are extremely helpful to the system of education in Vietnam.

--Demonstration School Staff Member.

Some participants become tired because development in education in Vietnam is very slow. They become impatient. They didn't know what to do for education in Vietnam. They have seen rapid development in other countries, and that it is much different than in Vietnam.

--University Staff Member.

¹ These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS¹

Yes, in all phases. But the biggest problem is in Vietnam, their failure to recognize the Master's degree, and to put them into positions for which they are trained.
-- Contract Staff Member.

They will need much outside training until they can have a more adequate system of their own.
-- Contract Staff Member.

The program should be continued until there is a Doctorate in each of the major fields (Industrial Arts, Home Economics, Guidance, Business Education, Science Education) in each university.
-- USAID Staff Member.

QUESTION: What was the purpose of the demonstration schools? Have they been successful? In what ways could or should they be strengthened?

The demonstration school is a place to demonstrate to other teachers and to the Faculty of Pedagogy.
-- Thu Duc Staff Member.

We have good achievements in the practical arts and in guidance.
-- Thu Duc Staff Member.

In the early years the Saigon school received a majority portion of the advisory services in comparison to the Faculty of Pedagogy.
-- USAID Staff Member.

Administrative leadership must be improved. Even though Thu Duc is a part of the Faculty of Pedagogy, Saigon, they avoid it.
-- USAID Staff Member.

The demonstration school should serve a real role in teacher education if they are truly demonstration schools and function for practice teaching.
-- USAID Staff Member.

These statements, and those on the following pages, are in addition to others mentioned in the text.

APPENDIX D (cont'd)

SELECTED RESPONSES TO THE INTERVIEW QUESTIONS

There has been little affiliation with the Faculty of Pedagogy (Saigon), or support from them. -- Contract Staff Member.

To improve the teachers living situation so that they may save their time to the teaching work. -- Thu Duc Staff Member.

Teachers should be trained more on their specialized part. -- Thu Duc Staff Member.

Do not lose the teachers' dedication. As though teachers worked harder and harder but none paid attention to them and help them they gradually lose all their energy. -- Thu Duc Staff Member.

The Thu Duc should be isolated from the Faculty of Pedagogy. It should be attached to the Ministry of Education so that the school may be supported as the other schools. -- Thu Duc Staff Member.

It is not successful because teachers have not been trained about the new system of education. -- Thu Duc Staff Member.

Minimum facilities should be provided to the school so that the school can operate moderately and be better. There should be more means of transportation, electricity and water, and the science laboratory should be well furnished and equipped. -- Thu Duc Staff Member.

APPENDIX E

INTERVIEW QUESTIONNAIRE

POINTS OF VIEW
CONCERNING EDUCATION IN VIETNAM

Purpose: The Ministry of Education and USOM entered into a contractual agreement in 1960 to secure the services of a University to assist in the strengthening and development of teacher training at the secondary level in Vietnam. Subsequent agreements extended the area of assistance to comprehensive secondary education presented in demonstration and pilot high schools.

Ohio University has been providing this assistance since 1962. It is the purpose of this inquiry to secure points of view of many people concerning the major strengths of this assistance program, ways in which it might have been even more effective, and to secure suggestions for the future.

Part A: General questions.

1. 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?
2. If you had it within your power 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?
3. In what ways is education in Vietnam stronger (or weaker) in 1971 than it was in 1961?
4. 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 during this period of time?
5. We can usually look backward with more vision than into the future. In what ways do you believe that the work of Ohio University could have been better or more effective?

6. In your judgment, should the work which has been performed by Ohio University be continued in the future? Yes ____; No _____. Why or why not?
 - a. If yes, what should be continued?
 - b. For how long a period of time?
7. Sixty-eight Vietnamese have had or are having training opportunities provided through the participant program. In your judgment, has this been helpful? Why or why not?
8. In what ways could or should the participant program have been improved in the following areas:
 - a. Selection of participants?
 - b. Preparation of participants for their experiences in the United States?
 - c. Training of participants?
 - d. Points of view and attitudes of participants in returning to Vietnam?
 - e. Assignment upon returning to Vietnam?
9. Should the participant training program be continued? Why or why not?
 - a. If yes, in what areas?
 - b. For what purposes?

Part B: Ohio University provided assistance to the Department of National Education in the development of pre-service and in-service training programs for secondary school teachers in the Faculties of Pedagogy, Universities of Saigon, Hue, and Can Tho, the secondary schools attached thereto, and in the pilot schools.

1. In what way or ways have preparation programs for the training of secondary school teachers changed in the last five years? (Structure, organization, courses, content, methods).
2. To what extent and in what ways have preparation programs for secondary school teachers been strengthened and improved? (Modification of existing courses, introduction of new courses, methodology, textbooks, and instructional materials):
 - a. General teacher training programs?
 - b. Industrial arts education?
 - c. Home economics education?
 - d. Science education?
 - e. Business education?
 - f. Counseling and guidance?

3. To what extent and in what ways have members of the Faculty of Pedagogy and the teachers in the demonstration schools worked together in the development and improvement of teacher training programs?
4. To what extent and in what ways have members of the Faculty of Pedagogy contributed to and participated in in-service programs for secondary school teachers?
5. To what extent and in what ways have members of the Faculty of Pedagogy and the teachers in the demonstration schools worked together in:
 - a. Planning for effective teacher training programs?
 - b. Developing content material for teacher training programs?
 - c. Improving methods of instruction?
 - d. Preparing textbook and instructional materials?
 - e. Disseminating materials and methods of teaching to other teachers in Vietnam?

Part C: Demonstration and pilot schools.

1. Demonstration schools were established early in the program, and were directly connected with and related to the Faculties of Pedagogy in the Universities of Saigon, Hue, and Can Tho.
 - a. What was the purpose of the demonstration schools?
 - b. In your opinion, have the demonstration schools been successful? Why or why not?
 - c. In what ways could or should the demonstration schools be strengthened?
2. Pilot schools were designated within the past few years.
 - a. What was the purpose of the pilot schools?
 - b. In your opinion, have the pilot schools been successful? Why or why not?
 - c. In your opinion should the pilot schools be continued in the future? Why, or why not?
 - d. If they should be continued in the future, what should be done to strengthen and improve them?

APPENDIX F

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