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AGENCY FOR INTERNATIONAL DEVELOPMENT

EDUCATION PROJECTS
IN THE REPUBLIC OF VIETNAM

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New methods of teaching reading are replacing rote learning and memorization. Utilization of teacher-made instructional aids is emphasized in the elementary education training workshops.
HAMLET AND ELEMENTARY EDUCATION
No. 730 - 11 - 690 - 319

PURPOSE

a. Extend elementary educational opportunity to children in hamlets being secured through the rural pacification program.

b. Improve the quality of instruction in elementary schools, especially in rural areas and in city districts where refugee children have congregated.

c. Improve the quality of both pre-service and in-service elementary teacher preparation.

The first two objectives are achieved through:

a. The Hamlet School Activity, which has the immediate purpose of pacification, and

b. The Improvement of Instruction Activity, which contributes both to the pacification effort and to the longer range program of nation-building.

c. The third objective will be achieved through the activities of the Southern Illinois University Contract Team.

HISTORY

In 1962 parents in rural areas requested educational opportunity for their children above all other government services after security. To help fulfill this desire, particularly in view of its potential in pacification, the Hamlet School Project was initiated in 1963. The Project included classroom construction in villages and hamlets, a 90-day training course for teachers to staff the classrooms, and in-service education of provincial primary education service chiefs and inspectors through a 90-day study-observation tour in the United States and a third country. The Project was a joint effort of USAID, of the Ministry of Revolutionary Development and of the Ministry of Education.

As the pacification program has become increasingly more successful, additional classrooms have been built annually and more teachers have been trained. As the influence of the elementary school has spread, the
Ministry of Education has recognized the importance of continuous in-service education for all teachers with less than two years of normal college preparation. In 1966 in-service education activities were incorporated into the Project. Demand for additional in-service activities has increased as teachers have shown improvement in teaching with further training.

In planning for elementary educational development 1968-1970, a new Elementary Education Project has been developed. This Project includes all of the on-going activities of the Hamlet School Project and additional activities for improvement of instruction. The Elementary Education Project will continue to contribute to the immediate objectives of the pacification program and satisfaction of parental wishes and, at the same time, to implement long-range goals in nation-building.

**Importance**

Building classrooms in newly secured hamlets is a high priority activity in the pacification program. Parent cooperation in providing labor to help with classroom construction and furniture, the large enrollments of children in available classrooms, and requests for secondary schools in rural areas are evidence of success. As a result of the 90-day study-observation tour, provincial elementary education service chiefs have initiated changes in out-moded practices in elementary schools and are beginning to develop a capability for adjusting elementary programs to regional and local needs. This capability is important in the Government of Vietnam's plan to place greater responsibility for education at the local level.

The new constitution of the Republic of Vietnam makes elementary education compulsory and free. The Ministry of Education plans to provide classrooms and teachers for 85% of the elementary school age population by 1970. Eighty percent of the elementary schools are to become "community schools" within the next five years. Thus, the elementary school, whether in rural or urban areas, has been assigned a vital role in providing a broad base of literacy and in developing citizenship and economic understandings for nation-building. The quality of the elementary program, therefore, becomes a significant factor in the quality of manpower for national socio-economic development, since it is the foundation of all other educational programs.

**Physical Facilities and Personnel**

To help the Vietnamese implement this Project 17 U.S. advisors have been made available to the Ministry of Education. A three-member U.S. advisory staff is located in the Education Division Headquarters Office and 14 U.S. advisors are located throughout the four tactical regions of the Republic with one in the city of Saigon. The headquarters staff works with Vietnamese officials in the Ministries concerned with elementary education and with USAID personnel in planning, funding, and implementing the Project. The U.S. advisors in the Region work with provincial
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educational officials, using local school facilities for conferences, workshops, and training courses. National training courses are conducted at the in-service Education Center in Saigon through a Vietnamese staff and U.S. advisors. Jeeps and light delivery vehicles to enable Vietnamese education officials to expedite the program have been provided through the Project.

ACCOMPLISHMENTS

From 1963 through December 30, 1967 the following results have been achieved:

1. Classrooms constructed: 8424
2. Teachers given the 90-day course: 11,612
3. Ministry of Education officials, provincial education service chiefs, and inspectors participating in the 90-day study observation tour: 93
4. Number of children in rural areas and highly congested districts of Saigon given educational opportunity: 696,680
5. Four workshops involving 300 teachers of Montagnard children have been held to prepare teachers in use of newly written and published primers in the tribal dialects of Bahnar, Koho, Jarai, and Rade
6. Nine hundred teachers in the city of Saigon have begun participation in a four-month in-service education program, and seven teachers are being given intensive training as helping teachers to assist with this program.
7. Approximately 2,000 lesson plans to assist teachers in the use of the 14,000,000 elementary textbooks produced by the Materials of Instruction Center are in draft stage, ready for testing with children; revised daily schedules have been prepared to enable teachers to teach more effectively in regular sessions and double sessions; visual aids have been prepared to reinforce concepts developed through the plans.
8. 3605 teachers have participated in 32 one- or five-day workshops emphasizing utilization of textbooks.

PROJECTED PROGRAM

1. The Ministry of Education goal is to provide educational facilities for 2,323,000 of the elementary school age population by 1970. The estimated enrollment in 1967 is 1,754,000. Classrooms and teachers must be provided for an increase of 569,000 pupils.
2. Achievement of this goal will require construction of 9500 classrooms for these additional children and the recruitment and training of 9500 additional teachers.
3. The Ministry of Revolutionary Development anticipates construction of 2500 classrooms in 1968; 2500 in 1969; 2500 in 1970. The remaining 2000 will be constructed either by the Ministry of Education or through (community) self-help projects.

4. An estimated 11,500 additional teachers will be needed to staff the additional classrooms and to replace teachers who will have retired, died, or been drafted. Six thousand teachers will be trained in 1968, 1969, and 1970 thru the 90-day hamlet teacher course; the normal schools will supply the remaining teachers needed during this period.

5. Approximately 24,000 teachers with less than two years of preparation for teaching are now staffing elementary schools. In 1968 an in-service education program for 5,000 of these teachers will be initiated by the Ministries of Education to improve the quality of classroom instruction. A program for an additional 5,000 teachers will be continued in 1969. The ultimate goal of this program is preparation and salary commensurate with those of teachers prepared through the normal schools. This program will include special workshops for teacher of montagnard children.

6. The elementary school inspector corps will be increased from the current 120 to 200. In 1968 the 80 new inspectors will be given a 30-day pre-service course and all inspectors will be given a 10-day orientation seminar in the concepts of modern supervision. Representatives of the Ministry of Education, the 50 provincial elementary service chiefs and inspectors will be given a 10-day leadership course for curriculum improvement. U.S. advisors will assist these inspectors in implementing in the provinces a supervisory program for rural teachers.

7. Teams of at least seven master teachers per province (350 teachers) will be given intensive preparation for assisting with workshops and courses at provincial and district levels.

Textbooks provided thru USAID assistance make possible introduction of improved methods of teaching and learning. Silent reading in the elementary grades results in better learning.
PURPOSE

a. Assistance in improvement and development of administrative organization and procedures.

b. Assistance in improvement and development of curricula, course content, and instructional materials.

c. Assistance in improvement and modernization of teaching methods and procedures.

d. Assistance in improvement and development of in-service training programs.

e. Advice and assistance to USAID in selection of, and development of training programs for, participants directly related to elementary teacher training in Vietnam.

HISTORY

In 1960 a survey team from SIU came to South Vietnam to study conditions and to assess the potential of the elementary education program and elementary teacher education program. This team found that:

a. Over 1/3 of all elementary-age children had no opportunity for schooling, public or private.

b. Only one Normal School existed for the whole country, augmented (but poorly) by 10 smaller training centers.

c. The elementary schools of the nation were overcrowded, under-staffed, inadequately supported with teaching materials, including textbooks, and unable to cope with the problem of maintenance and repair.

d. Five years of elementary schooling represented the maximum amount of education for the majority of people.

e. Teaching methodology was almost exclusively and application of rote memorization.
The Saigon Demonstration School provides opportunities for emphasizing utilization of elementary textbooks produced thru USAID assistance. Textbooks add new dimensions and opportunities to education work in Viet-Nam.

An innovation in teacher education in Viet-Nam is the demonstration lesson given by a master teacher before a group of student teachers. This is done in the normal colleges and other teacher-training institutions.
f. Elementary teachers' status was extremely low.
g. Admission standards to the one Normal School were very low (completion of 9 years of school).
h. Opportunities for elementary education in areas outside the cities were severely limited and especially meager in the highland regions (Montagnard).
i. Few persons in governmental positions at the Ministry level considered elementary education important.
j. The chief aim of the total program of education was to produce an educated elite who would administer the country and lead the majority of the people. Thus the majority of people were barred or eliminated early from educational opportunities.
k. The centralized authority and administration of the elementary schools practically guaranteed an inflexibility which defied change and modifications of methodology, content, and procedures.

Upon completion of this study, recommendations were made which resulted in a contract between Southern Illinois University and the U.S. Government. On May 9, 1961, the contract was completed. By July 4, 1961, a full team of five advisors was in Vietnam. The contract, most recently amended in March of 1967 now calls for 15 advisors. 12 are presently in Vietnam.

IMPORTANCE

It is imperative, if Vietnam is to become self directing and capable of political, social, and economic sufficiency and stability, that the elementary education system be developed and expanded more than it now is.

Many of the present and past educational conditions in Vietnam have been due to a lack of sufficient number of well trained elementary school teachers. If educational conditions more conducive to the establishment and preservation of a self directing society are to exist and endure in Vietnam, they must be at least partially founded upon permanent, efficient, and enlightened teacher training institutions. These institutions must be prepared to function, grow, multiply, and refine themselves in the future absence of American personnel.

PHYSICAL FACILITIES

b. Two demonstration schools affiliated with Normal Colleges at Saigon and Qui Nhon.
c. Classroom facilities in the Faculty of Pedagogy of the University of Saigon for a program to produce Normal College Professors. The capacity is 40 per a 1 year program. This, the first year, operation includes only 24 students.
d. An In-Service Center in Saigon with a capacity of 110 participants per session. Average 7 sessions per year.

ACCOMPLISHMENTS

a. Two new Normal Colleges built and operating for 6 and 5 years, respectively.

b. Four new dormitories under construction in conjunction with the Qui Nhon and Vinh Long Normal Colleges.

c. A new Normal College campus complex under construction for Montagnards.

d. Normal College enrollments have been increased.

e. Admission requirements for Normal Colleges have been raised and modified.

f. Objective testing has been introduced into admission procedures.

g. Some continuous evaluation of students' performances has been introduced to partially replace older methods.

h. The In-Service Education Center opened in 1962. It has provided re-education for over 2,200 elementary education personnel.

i. Increased participant (U.S. Scholarship) program for preparation of Normal College professors and administrators.

j. Initiated an in-country education program to prepare Normal College professors.

k. A new directorate was created within the Ministry of Education primarily to administer elementary teacher training institutions.

l. Advisory and consultation service provided for over 20 elementary level textbook writing committees and for the production of a film on the utilization of texts.

m. Continuous advising at the institutions has helped to improve teaching methodologies and the use of training materials.

n. SIU advisory personnel have acted as instructors and demonstrators at In-Service sessions and the Normal College Professors' program bringing modern techniques into these programs.

o. In-Service Training Centers opened in the Summer of 1967 in 4 Normal Colleges outside of Saigon for 304 teachers.

p. A journal for elementary teachers has been founded and three issues have been printed.

PROJECTED PROGRAM

a. Increase enrollment from 3,200 to 4,200 in 1969 and graduate 1,600 in 1968 as compared to 1,034 in 1966.
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b. Help provide modern educational texts for Normal Colleges.

c. Increase usage of libraries in Normal Colleges and Demonstration Schools.

d. Encourage the provision of more adequate demonstration school facilities for each Normal College.

e. Modify curriculum and teaching methods continuously as materials, resources and opportunities become available.

f. Expand in-service programs.

g. Modify the Normal College program in the direction of Community Education.

h. Develop a research facility so that educational decisions and programs become objects of continuous study.

i. Development of a credit hour system of degree granting so that sub-standardly educated teachers may be up-graded without removing them from their functions for great lengths of time.

PURPOSE

By 1970, enroll 24% of Vietnamese children in the 12-18 age group.

Improve teacher performance by strengthening in-service programs and establishing an accelerated teacher training program in the Faculties of Pedagogy.

Encourage private secondary schools to expand facilities to accommodate larger enrollments.

Specific goals include: (1) Rural secondary education development, (2) Urban secondary education development, (3) Development of 11 pilot comprehensive secondary schools, and (4) Secondary education support.

HISTORY

Prior to August 1967, Secondary Education was a project of the Teacher Education Division. With the FY 1968 Country Assistance Program presentation, this project was expanded to a division. By late November, additional personnel arrived to bring the total to 12 direct hire US AID advisors, a secretary, four comprehensive secondary school advisors under the Ohio University Contract, and eight Vietnamese employees.

IMPORTANTNESS

The tremendous strides made in elementary education over the past several years, evidenced by the fact that over 70% of elementary age children now are enrolled in school, point up the immediate need for expansion at the secondary level. The present inadequacy of secondary educational opportunities is evident from the following statistics:

1. Estimated population of the Republic of Viet-Nam: 16,641,599
2. Estimated secondary school age population (12-18 yrs): 2,413,032
3. Secondary school enrollment, May 1967:
   a. Public secondary schools: 146,506; Total: 416,914
   b. Private secondary schools: 270,408;
4. Percentage of school age population in all secondary schools, May 1967: 17.28%
5. Percentage of school age population in public secondary schools, May 1967 6.04%
6. Number of secondary school age children not in secondary schools 1,996,118
7. Estimated number of additional secondary school age children to be accommodated by 1970 206,483

PHYSICAL FACILITIES

There are 612 secondary schools in Viet-Nam. Eleven of these have been designated as pilot comprehensive secondary schools.

With the completion of facilities at the Thu Duc Campus of the Faculty of Pedagogy an estimated 2000 additional teachers can be trained in the next three years.

ACCOMPLISHMENTS

A. Rural and Urban Secondary Education Development:

The FY 1967 Secondary School-Revolutionary Development Activity (J1949) funded an architectural and engineering contract for typical classroom units, secondary school classroom plans, bill of materials, and cost estimates. With approval of the plans by the Ministry of Education and the Ministry of Public Works Directorate General of Reconstruction, VN$34,000,000 were transferred from the National Budget to the Out-of-Budget Chapter, "Funds Reserved for Operations of Public Buildings," for construction of 100 priority secondary classrooms.

B. Comprehensive Secondary School Development (Ohio University Contract):

1. Eleven pilot comprehensive high schools have been identified. The principals of these schools and five Ministry of Education officials participated in a seminar of orientation to this program and toured the United States to observe comprehensive education at first hand.

2. Grades 6, 7, 8, and 9 have been phased into the Thu Duc Demonstration School curriculum, completing the first cycle. Curricula in all areas of the practical arts have been developed and implemented.

3. Negotiations are under way to obtain approval of the first cycle curriculum.

4. Plans are being developed to train teachers in the practical arts to staff the pilot schools. Building specifications are being developed for construction of additional facilities for these schools.

5. Participants have been sent to the United States, trained, and returned with Bachelor's and Master's degrees. They are teaching in the Faculties of Pedagogy and the demonstration schools.

6. Textbooks, lesson plans, and instructional materials have been developed in business education and home economics. Science textbooks are being written.
C. Secondary Education Support:

1. As part of the Teacher Education Project, the National Education Study Team, Wisconsin State University, Stevens Point, completed its report, "Education Viet-Nam: Proposal for Reorganization," in August 1967. This report forms the basis for improved cooperation between the Directorate of Secondary Education and the Secondary Education Division.

2. The Ministry of Education approved in principle a five-phase program for moving 500 Baccalaureate II students to the status of regular first cycle teachers after completing the following:
   a. Accelerated first cycle program (eight months)
   b. One school year of teaching
   c. Three-month intensive in-service program
   d. A second school year of teaching
   e. A second three-month intensive in-service program.

With continued cooperation of the Faculties of Pedagogy, the Ministry of Education, and the US AID Office of Education, some 2000 first cycle secondary school teachers can be assigned to classrooms during the next three years.

PROJECTED PROGRAM

A. Rural Secondary Education Development:

1. Construct 300 secondary classrooms. US AID will contribute cement, roofing, and reinforcing bar. The Ministry of Education will coordinate this activity with public and private regional, provincial, and district secondary school leadership.

Special consideration will be given to provincial and district efforts to secure Ministry of Education approval for "self-help" secondary classroom construction. The Ministry is committed to provide adequate teaching personnel for each approved secondary classroom constructed by provincial resources.

2. The Directorate of Secondary Education and the Faculties of Pedagogy will prepare the secondary school teachers needed to staff the new classrooms.

3. Assign a full-time rural secondary education advisor in each Region. The nine provinces where the students must leave the province to complete the second cycle will be given priority consideration.

4. The regional rural secondary education advisor will coordinate the manpower resources of US AID, CORDS, MOE, the region, and the provinces in constructing secondary classrooms, programming in-service professional development programs, and participant training experiences for selected teachers and administrators.

5. The Region II rural secondary education advisor will give priority attention to the Highland provinces of Darlac (Rade), Tuyen Duc (Koho), and Pleiku (Jarai and Bahmar) in constructing secondary
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school classrooms, programming in-service professional development programs, and participant training experiences.

6. The Region IV secondary education advisor will give priority attention to An Giang province.

B. Urban Secondary Education Development:

1. Construct 100 secondary classrooms. US AID will contribute the necessary building materials (cement, roofing, rebar) for public and private local classroom construction.

2. The Directorate of Secondary Education and the Faculties of Pedagogy will prepare the secondary school teachers needed to staff the new classrooms.

3. The urban secondary education advisor assigned to the Saigon Prefecture will coordinate the manpower resources of US AID, MOE, the Saigon Prefecture, the autonomous cities, and other priority urban areas in constructing secondary classrooms, programming in-service professional development programs, and participant training.

4. The regional urban secondary education advisors will coordinate the manpower resources of US AID, CORDS, MOE, the regions, the provinces, the autonomous cities, and the private schools within the regions in constructing secondary school classrooms, programming in-service professional development programs, and participant training experiences.

C. Comprehensive Secondary School Development:

The Ohio University Contract Team will assign a full-time secondary education advisor to each of the regions. In order to achieve the targets of this activity these advisors will:

1. Develop building specifications for construction of additional classroom facilities at the pilot comprehensive secondary schools.

2. Plan and organize orientation programs within the comprehensive secondary schools.

3. Identify and order necessary commodities for implementation of programs in the practical arts and science.

4. Identify, program, and advise participants who will be trained and return to teach in the pilot comprehensive secondary schools.

5. Develop instructional materials to enrich the pilot comprehensive secondary schools.

6. Plan and organize in-service seminars and workshops designed to upgrade teaching techniques and procedures in the pilot comprehensive secondary schools.

D. Secondary Education Support:

This activity is designed to provide over-all support for the Secondary Education Program. To attain the required level of country-wide
control one chief, one deputy chief, and one in-service teacher education advisor will function at the Saigon level.

Specifically, this activity will support a National Center for Continuing Studies. It will serve as counterpart to the Directorate of Secondary Education in (a) improving its administrative and supervisory capabilities, (b) implementing selected recommendations of the National Education Study Team, (c) coordinating efforts to improve the effectiveness of secondary education within the Office of Education and with coordinating sectors of USAID.

The in-service teacher education advisor will (a) structure the efforts of both rural and urban secondary education advisors in coordinating national, regional, provincial, and urban physical and human resources; (b) demonstrate, motivate, and experiment with ways and means of improving the quality of teaching in both urban and rural secondary schools. Emphasis will be placed on improved administration, supervision, curriculum, guidance, counseling, evaluation, records and reports.

Working together, Vietnamese and American educators help to improve the secondary curriculum. Science is helping more and more to meet the needs of students in a rapidly evolving social, industrial, and agricultural environment.
PURPOSE

This contract was established to provide assistance to the Department of National Education, Government of South Vietnam, in the Development of pre-service and in-service training programs for secondary school teachers (1) in the Faculty of Pedagogy, University of Saigon, and the Thu Duc Demonstration School attached, (2) in the Faculty of Pedagogy, University of Can Tho, (3) the eleven selected pilot schools in South Vietnam, and (4) such other teacher training institutions as are mutually agreeable.

Ohio University's services to the above institutions will include the following:

a. Assistance in the modification of administrative organization and practices.

b. Assistance in the development and modification of curricula, course content and instructional materials.

c. Assistance in the development and modification of teaching methods, practices and techniques.

d. Assistance to USAID in the selection of and development of training programs for participants directly related to this contract program via the newly established Institute for International Education, located on the Ohio University Campus, Athens Ohio, U.S.A.

HISTORY

Operations under this contract commenced July 20, 1962, with a team of six (6) advisors and have been under way continuously since that date. On February 16, 1967, the contract was amended to include five additional advisors who were scheduled for the Hue project. Prior to this amendment, however, technical assistance to the University of Hue was discontinued as a result of an order from the United States Embassy.
Industrial Arts is just one phase of the concept of the Comprehensive High School. Students prepare for both the technical skills needed for employment and foundation skills required for advanced training.

Utilization of laboratories is another aspect of the curriculum applied to the Comprehensive concept. Students gain new understandings thru laboratory experiences in both natural and physical sciences.
This team was then reassigned to the Wards National School in Saigon. This school subsequently was selected as one of the eleven pilot comprehensive high schools operating under this program. Presently this team has been reassigned to the University of Can Tho where a teacher training program will be undertaken in the Region IV area.

With the selection of eleven pilot comprehensive high schools by the Ministry of Education and USAID, Ohio University accepted responsibility for the development of these schools into secondary institutions with a comprehensive curriculum. Four additional advisors have been recruited to serve these schools on an initial basis. Further expansion of the program will be undertaken as additional schools are added and/or when assistance is reinstated to the University of Hue. These advisors are presently working at their respective duty posts in Region I, II, III and IV.

IMPORTANCE

Prior to the creation of this contract there were no efforts designed to increase the supply of secondary teachers for the public secondary schools of South Vietnam. Secondly, no efforts had been planned for the gradual enrichment, upgrading, and expansion of the traditional public secondary school curriculum. In summary, no educational developmental design had been conceived which would allow the public secondary schools to meet the demands of modern school expansion and instructional techniques in South Vietnam.

PHYSICAL FACILITIES

To implement and expedite this program, the Faculties of Pedagogy at Saigon and Hue were provided with new facilities, along with equipment and materials from American and Vietnamese suppliers. In addition Demonstration High Schools are being constructed and attached to both Faculties of Pedagogy. Educational building specifications have been developed for the completion of the Faculty of Pedagogy building at Saigon and the Thu Duc Demonstration School attached to that institution.

These demonstration schools will be used for educational research, demonstration of new teaching methodology and techniques, and to provide facilities for teaching interns to carry out their teaching internship assignments. Each school will become a Vietnamese adaptation of the American comprehensive high school system. Further expansion to these facilities is anticipated as enrollment figures increase.

This organization equips and provides the Ministry of Education and the Faculties of Pedagogy with:

a. Excellent laboratories and focal areas in which to carry out the enrichment program.

b. Proper environment at the Ministry and University levels in which to carry on educational experimentation, demonstration, and planning for the entire secondary school system of Vietnam.
ACCOMPLISHMENTS

1. Demonstration high schools have been established at the Universities of Saigon and Hue, attached to the Faculties of Pedagogy. Both schools are in operation at this time.

2. Forms seven, six, five and four have been phased into the Thu-Duc Demonstration School curriculum. Form four was phased in September, 1967. This completed the First Cycle. Curricula in all areas of the practical arts have been developed and implemented.

3. Negotiations are currently under way to obtain approval of the First Cycle curriculum for the Ministry of Education.

4. Eleven pilot comprehensive high schools have been identified. Principals of these schools participated in a seminar of orientation to this program. Sixteen principals and Ministry of Education officials have toured the United States to observe comprehensive education on a first-hand basis.

5. Plans are being developed with the MOE to train 500 first cycle teachers. These teachers will be available for assignments during the 68-69 school year. Building specifications are being developed for the construction of additional facilities for the eleven pilot schools.

6. Participants have been sent to the United States, trained, and returned with Bachelor's and Master's degrees and are currently working in the demonstration schools and teaching at the Faculties of Pedagogy.

7. Textbooks, lesson plans, and instructional materials have been developed in the areas of business education and home economics. Science textbooks are currently being written.

PROJECTED PROGRAM

Ohio University is committed to the improvement of secondary education in South Vietnam. It is expected that the anticipated improvements in Vietnamese secondary education will come about through several channels in two major understandings:

1. Faculties of Pedagogy and the Demonstration High Schools

   Improvements are anticipated in these schools in several ways:

   a. The continued development and expansion of the Faculty of Pedagogy at Saigon; and in the establishment of the new Faculty of Pedagogy and Demonstration High School in Can Tho.

   b. The continued development, expansion, and refinement of the programs and facilities in the Demonstration High Schools.

   c. The encouragement and assistance in educational research and the development of educational innovation in the above
mentioned schools.

d. Increasing the availability of scholarships to train Vietnamese prospective teachers in American universities; the expansion of the participant program.

e. The establishment of policies by the Minister of Education which clearly define and describe the relationships and roles of Ohio University, USAID/Education Division, faculty members in the Faculties of Pedagogy, and the faculty members in the Demonstration High Schools.

2. Eleven Secondary Comprehensive High Schools

Ohio University has become committed to assist with the development of the eleven pilot comprehensive high schools which have been identified by the Ministry of Education. These school will be assisted by the Ohio Team as well as, through the facilities and Staff of, the Faculties of Pedagogy, and the facilities of the Demonstration High Schools. Major emphasis will be placed initially in developing enrichment programs in Science and expansion programs in the areas of practical arts instruction.

The following schools have been identified as pilot schools:

a. Region I
   (1) Hue - Gia Hoi School
   (2) Quang Ngai - Tran Quoc Toan School

b. Region II
   (1) Ban-Me-Thuot - High School
   (2) Tuy Hoa - Nguyen Hue

c. Region III
   (1) Saigon - Cong Dong School, District 8
   (2) Saigon - National Wards School
   (3) Saigon - Mac Dinh Chi School
   (4) Saigon - Ly Thuong Kiet School

d. Region IV
   (1) Can Tho - Phan Thanh Gian School
   (2) Rach Gia - Nguyen Trung Truc School
   (3) Kien Hoa - School

Building specifications are being developed for the construction of new facilities for these pilot comprehensive high schools. Programs in the practical arts will be phased into these facilities on a gradual basis. As facilities are completed new programs will be added. New curricula will be phased into these schools after they have been tested in the Demonstration High Schools.
PURPOSE

The purpose of this project is to assist in the development of an effective higher education system, with roots in the Vietnamese society, that will help meet the country's needs. The gaps between the kinds of training offered by the Universities and the needs of the emergent nation's work force must be closed.

HISTORY

Vietnamese higher education is still in its early stages. The University of Saigon traces its history back to the Indo-Chinese University founded in Hanoi in 1917. This early institution was reorganized into the Franco-Vietnamese University in 1949 and was given the name of University of Hanoi. Essentially this University offered French higher education in both content and method of instruction, superimposed on the traditional Vietnamese Civilization.

In 1955, following the exodus of most of the students and professors to the South, the National University of Viet-Nam was reorganized in Saigon. Two years later when another National University was founded in Hue, the name was changed to University of Saigon. The University of Dalat was opened in 1958 and Van Hanh University was established in Saigon in 1964. In 1966, the University of Can Tho was inaugurated.

IMPORTANCE

Growth in university enrollment has been rapid, especially in the last decade. From 2,910 in 1955, enrollments have increased to over 36,000 for the 1967-1968 academic year. There is some concern as to whether quality of performance in all fields has kept pace with quantitative augmentation.

As with other developing nations, Viet-Nam faces the problem of developing a reservoir of educated, trained manpower from which will come the leaders in government, industry, business, and the professions. Since a nation's educational program is usually led by its universities,
it is imperative for Viet-Nam to upgrade its present institutions of higher learning and continue to develop and improve their programs.

PHYSICAL FACILITIES

Higher Education instruction is offered by five universities in South Viet-Nam; three public and two private institutions. Of the public institutions, the University of Saigon is the largest. Founded in 1955, it now has an enrollment of more than 27,000 for the 1967-1968 academic year. Second in size is the University of Hue founded in 1957, with more than 3,100 students. The University of Can Tho which was founded in 1966, has an enrollment of 1,396 for the 1967-1968 academic year.

The two private universities are the Catholic University in Dalat, opened in 1958, enrolling more than 2,300 students in the 1967-1968 academic year, and the Buddhist Van Hanh University, inaugurated in 1964, with an enrollment exceeding 2,000 in the 1967-1968 academic year.

The University of Saigon has been forced to operate without the benefit of books, physical plant and equipment left behind in the 1955 exodus from Hanoi to Saigon. Five of the eight faculties are still utilizing partially converted French colonial administration quarters, former military buildings, and in the case of the Faculty of Law, a former Maternal School. These facilities have neither improved nor enlarged appreciably in the past ten years, in spite of mounting enrollment. Consequently sheer physical space is at a premium. Academic performance is tremendously handicapped by these inadequate facilities.

Two of the eight faculties, Medicine and Dentistry, are currently utilizing new facilities, built with assistance from US AID and the American Medical Association, and the Faculty of Pedagogy is expected to move into new US AID provided facilities in the near future.

Construction of a new University of Saigon Center on a site of 568 hectares, or 1420 acres, at Thu Duc, about 9 miles from Saigon on the recently built Saigon-Bien Hoa highway, is a GVN project. It is planned to move to this site all the faculties except Medicine and Dentistry. With assistance from US AID, quarters for the Faculty of Pedagogy and a Demonstration High School have already been constructed. Some assistance has been given by New Zealand in financing a Science Building.

At the University of Hue, two buildings have been constructed, again with US AID assistance, for the Faculty of Pedagogy and the Demonstration High School. Canada has assisted the building program for the Faculty of Medicine. Germany assisted the same Faculty by supplying materials and some teachers.

ACCOMPLISHMENTS

Academically, the University of Saigon includes eight faculties - Letters, Law, Medicine, Pharmacy, Dentistry, Science, Architecture, and Pedagogy. The University of Hue has five - Letters, Law, Medicine, Science, and Pedagogy. The University of Can Tho currently has four -

Until this year, other than in the field of Teacher Education, only token assistance has been made by US AID to Higher Education institutions in Viet-Nam, consisting of substantive advice, a few books and a small number of participants. In FY 1967 US AID began a program that envisages substantial assistance to higher education over the next decade.

Ohio University Contract personnel are currently working with the Faculties of Pedagogy at the Universities of Saigon and Can Tho. Southern Illinois University under contract is working with the faculties of four Normal Colleges, Saigon, Ban Me Thuot, Qui Nhon, and Vinh Long, and the National In-Service Center. The objectives of these contract services are to improve and/or develop teacher education programs for the training of elementary and secondary school teachers, develop pilot demonstration schools and in-service education programs.

In 1967 the two contract universities have combined their efforts in the implementation of an additive program at the Faculty of Pedagogy in Saigon to prepare forty selected teachers for the Normal Colleges.

Within the past two years, five studies of higher education have been completed by American educators:

1. **Public Universities of the Republic of Viet-Nam**, by a team recruited by Wisconsin State University - Stevens Point Foundation, April 1967. (This report was completed by a second group of educators after the tragic air crash deaths of the original team, along with the US AID Higher Education Advisor, in the final days of their survey).

2. **Student Personnel Services in the Public Universities of the Republic of Viet-Nam**, by Dr. J. C. Clevenger, Dean of Students, Washington State University, May 1967.


5. **Survey of Engineering Education in Viet-Nam**, by Dr. Wesley L. Orr (UCLA), J. Morley English (UCLA), Thomas E. Hicks (UCLA) and Ralph J. Smith (Stanford), August 1965.

Based primarily on the five survey reports, a report was prepared by Dr. C. Earle Hoshall, AID Washington (now on Saigon staff) which projects a ten year program to implement US AID assistance to higher education in Viet-Nam.
Republic of Viet Nam

The most recent survey study, under the aegis of higher education, was prepared by Wisconsin State University-Stevens Point Foundation covering elementary, secondary, technical and vocational education.

PROJECTED PROGRAM

The Ministry of Education is in process of arranging a series of meetings, seminars, or conferences to consider the survey recommendations and the basic problems, policies and directions attendant upon restructuring and improving higher education in Viet-Nam. These assemblies will involve Rectors, Deans, teachers and probably laymen.

The Rectors of the five universities in Viet-Nam returned in November, 1967 from a US AID six-week observation study tour in the U.S. where they studied the organization and administration of American Universities. Arrangements are now underway to send the five university Secretary Generals and twenty-two selected Deans on three or four months study tours to the U.S. to broaden their understanding of their respective responsibilities.

A contract team from the University of Florida to give assistance in developing a Faculty or College of Agriculture in Saigon is expected to arrive within the next sixty days, and a contract for assistance in developing a Faculty of Engineering is under negotiation with the University of Kentucky. Also, preliminary steps have been taken to negotiate a contract with a consortium of six universities for overall assistance in improving the general organizational and administrative structure and policies of the five universities. Another contract for university assistance to develop a Faculty of Economics and Business Administration at the University of Saigon has been planned for the near future. Assistance to the two private universities, Dalat and Van Hanh, possibly thru the Asia Foundation, is in the planning stage.
PURPOSE

To establish a system of vocational-technical institutions which will be capable of providing a continuing supply of skilled workers, technicians, and teachers required for economic development. The specific goal is an enrollment of approximately 10,000 students with an annual graduating class of 2,000 by 1970.

HISTORY

Since FY 1957, this project has sought to develop in-country training institutions capable of meeting the manpower requirements of an expanding industrial sector.

By 1962, four Polytechnic Schools had been planned, built, and put into operation. In 1964, as part of the nation-wide pacification effort, construction was started on 18 Junior Technical Schools designed to provide additional educational opportunity for youth who might otherwise not be able to continue their formal education beyond elementary school.

IMPORTANCE

Prior to the establishment of this project there was a severe shortage of skilled labor of all types in Viet-Nam. The key problem is to reconstruct the country and improve the under-developed economy so as to bring about employment for all.

Until recovery of independence, Viet-Nam had no industry—heavy or light. Everything needed for the people's livelihood, from simple household articles to heavy machinery, had to be imported. The accepted concept was that, due to the inherent lack of wealth, the problem of industrialization cannot be solved. If lack of capital continues to be the main obstacle, the solution of the problem lies in manpower development. Since skilled workers of all types are required for the economic development of Viet-Nam, technical-vocational schools are needed for the training which will lead to the creation of such skills.
PHYSICAL FACILITIES

a. Four polytechnic schools, built, equipped, and put into operation with US AID assistance. The schools have adopted a type of curriculum under which students spend half their time in shop training and half in related classroom activities.

b. The construction of twelve of the eighteen Junior Technical Schools has been partially completed. Ten of these schools were in operation during the school year 1966-67 conducting short-term skill training programs, with an enrollment of 1754 students, as compared to an enrollment of 493 students in 1965-1966.

The construction of additional facilities for 5 schools from this group will be completely finished by September 1968.

Six more Junior Technical Schools will be built when materials and labor become available for civilian construction.

c. The old "Atelier Ecole" at Banmethuot has been transformed into a first-cycle Technical School (equivalent to US grades 6 through 9).

d. Apprentice schools at Nha Trang and Saigon have been upgraded to first-cycle technical schools.

e. The Cao Thang Technical School in Saigon has been converted to a second-cycle Technical School (equivalent to US grades 10 through 12).

ACCOMPLISHMENTS

US AID has established:

a. 4 Polytechnic Schools in Da Nang, Qui Nhon, Vinh Long and Phu Tho (Saigon). Total enrollment is 3059 students for the school year 1966-67 as compared to 2335 students for 1965-1966. These institutions are co-educational, offering courses in home economics and business education, as well as auto-diesel mechanics, industrial electricity, sheetmetal, forging, welding, machine shop and woodworking.

b. A system of Junior Technical Schools with twelve schools partially completed, and 6 more in the planning stage.

c. A teacher training program at the Phu Tho Polytechnic School, in Saigon, for technical-vocational teachers. 59 teachers graduated in June 1967, as compared to thirty-two in June 1966. For the school year 1966-67, the enrollment of this training section was 125 students.

d. The School for Blind Boys has been rehabilitated and renovated at a cost of approximately $40,000. This included remodeling of shops, installing accoustical ceilings and walls, renewing of plumbing and water facilities and the painting of all the buildings.
e. Training programs in the U.S. for 132 participants of whom 124 have returned to Viet-Nam and are now teaching in the new polytechnic and technical schools.

PROJECTED PROGRAM

a. To continue until 1970 at least, technical assistance to the technical-vocational education program.

b. To complete and bring into full operation the 18 junior technical schools as soon as possible. An Architectural and Engineering firm has completed the revised, improved, and further developed plans and specifications for these schools.

c. To continue the participant training program. This program will be divided into two parts:
   1) Short term observation tours in Taiwan and Thailand.
   2) Long term training in the U.S. mainly in the fields of administration, and supervision of Vocational Education.

d. Inaugurate in FY 1969 a closer working relationship with the GVN Directorate of Vocational Education by transferring the present US AID Vocational Division directly into the GVN Directorate of Vocational Education.

Production of limited quantities of steel furniture is one of several activities carried on in the welding shop instructional program under contracts with small firms in Saigon.
PURPOSE

To continue and strengthen a system of Agricultural Education which will provide training for high school age farm youth, out-of-school youth, and adult farmers who want to learn improved agricultural practices. The Ministry of Education proposes at least an average of one school for each province so that training in agriculture will be within reach of most farmers and farm youth. A survey at the Hue Agricultural School indicated that most students came from the province in which the school is located.

A system of Agricultural Education should provide a continuing source of technicians, agents, and skilled workers for farms and agricultural business.

HISTORY

Between 1954 and 1966 three vocational agricultural schools developed in the Republic of Viet-Nam at Bao-Loc, Can-Tho, and Hue. Instruction is now given at two levels: in the first, or junior high school, cycle and the second, or senior high school, cycle. Students are admitted to agricultural courses in grades eight and nine, or the last two years of the conventional secondary junior cycle. After completing this course, they may enter the senior cycle; or they may choose to take a special terminal course of one year to become agricultural agents. If they enter the second cycle, studies continue for three years, after which they are eligible to enter college or enroll in a special terminal course to become agricultural technicians.

Graduates are expected, generally, to work for the Government or agro-industries. There has been little effort to train young farmers or small farm managers. Students from farms have not generally been attracted to the schools, and training has not been designed to encourage them to return to the farm.

IMPORTANCE

Agriculture is the most important sector of the national economy of the Republic of Viet-Nam, and has a potential for great development. In world
channels of trade Viet-Nam is favorably situated for profitable agricultural production. Trained people are needed in crops, forestry, livestock, and agricultural industries. For the effective development of agricultural resources of the country a strong program of agricultural education must be evolved. This program must involve community leadership in exploring or adapting modern methods of soil, water, plant, and animal management. The present demand for agriculturists far exceeds the supply. Expansion of training facilities is imperative if the demands of Viet-Nam's expanding economy are to be met.

PHYSICAL FACILITIES

a. The Agricultural High School at Bao-Loc, in the Central Highlands, has extensive facilities for farm practice, faculty housing, dormitories, classrooms, etc. A farm shop is in the final planning stage.

b. The Agricultural High School at Hue, located in Region I, has sufficient classrooms. A farm shop and agriculture laboratories are either under construction or in final planning stage. Practice area is limited.

c. The Agricultural High School at Can-Tho, in the Delta, is hampered by lack of land. Sufficient classrooms, agriculture laboratories, and a farm shop are either under construction or in final planning stage.

d. New and extended office facilities in Saigon will make it possible for the Directorate to develop a national program.

ACCOMPLISHMENTS

a. On May 15th and November 6th, one-year teacher training courses in methods of teaching vocational agriculture and technical agriculture were initiated for 100 second-cycle graduates. Upon successful completion of these courses, graduates will be eligible to teach in first-cycle vocational agricultural schools and upper elementary agricultural courses in community-type schools. They will receive assignments in September 1968.

b. Piastre funds have been allocated by the Ministry for new schools in Binh Duong, Tay Ninh, Ba Xuyen, Ninh Thuan, and Gia Dinh provinces. The Ministry of Revolutionary Development has allocated similar funds for construction of two new schools in Long Xuyen province. In Binh Duong province, 250 agricultural students, and in Tay Ninh, 150 students, are meeting in borrowed classrooms. The demand for courses has, for some time, exceeded construction capabilities.

c. Four of the five participants who returned from the US prior to 1967 have assumed responsible positions of leadership: Director of the Can-Tho school, Director at Bao-Loc, Director of Teacher Training, and Assistant Director of Agricultural Education.

d. Nine teachers and officials spent two months in the US during 1967, observing agricultural education activities. Twelve have departed.
for long-term or degree training in the US, a significant increase over the total of five for all previous years.

e. The Special Commission for Highlander Affairs has agreed with the Ministry of Education to transfer primary responsibility for the 12 Highlander agricultural training centers to the Directorate of Agricultural Education. Short courses for out-of-school youth and adult farmers will continue, and the curriculum will be geared to the needs of the highlander trainees. The centers will be designated as vocational agricultural departmental schools (Highlander section within the Ministry of Education) as soon as they can qualify. One center is located in Region I, nine in Region II, and two in Region III. With the addition of these centers to the agricultural education program, the Department of Agricultural Education had a total of 20 units either in operation or under development at the end of CY1967. A seminar in December, 1967, outlined plans for CY1968.

f. A special training program in vocational agriculture for 30 highlander students was initiated at the Bao-Loc Vocational Agricultural School. Training will parallel that given to regular students, but will meet the particular needs and abilities of the Highlanders.

g. New and improved plans for agricultural and science laboratories and farm shops for the agricultural schools were prepared and approved.

h. The number of schools operating increased from 3 in 1966 to 5 in 1967. Enrollment rose from 1200 to 2400 in the same period.

PROJECTED PROGRAM

Enroll 3000 students in all-day agricultural technician and agent classes.

Construct and equip 24 functional science and agricultural laboratories and 6 farm shops.

Train 100 additional vocational agricultural teachers.

Expand agricultural education opportunities for Highlander youth and adults near each of the 12 training centers.

Continue and expand training of Highlander agricultural leaders in the special classes at Bao-Loc.

Support the training of 90 agents and 60 technicians.

Begin preparation of bulletins and teaching materials for agricultural teachers and students.

Encourage seminars for training and developing special teachers, courses, and services.

Assist the Directorate of Agricultural Education to plan agricultural courses in community schools.

Establish supervised practice programs in schools to permit practical training.
Plan and start courses in farm shop and rural home-making.

Assist schools to develop an in-school farm youth organization that will encourage a more profitable and richer life for future farmers.

Send a minimum of 10 Vietnamese senior teachers to the US for one year of training in vocational agriculture.

Send at least one team of Vietnamese teachers and officials to the US for a two-month training period.

Future farm leaders are trained at the agricultural schools in modern methods of prevention and control of diseases in farm animals, and will give this know-how to small farmers.
PURPOSE

a. Provide textbooks for both elementary and secondary education programs in Viet-Nam.

b. Develop and produce other teaching aids.

c. Serve as a source of support for training student-teachers and in-service trainees in the utilization of textbooks and other instructional materials.

d. Stimulate the production and distribution of books by local printing and publishing firms.

HISTORY

Implemented in 1957 for production of textbooks in Vietnamese, the Instructional Materials Project was augmented in 1961 to provide for production of additional teaching and learning materials that would foster effective educational practices. At the heart of this effort is the Instructional Materials Center, an element of the Ministry of Education designed for production, demonstration, and distribution of educational materials, and offering training in their effective utilization. Located adjacent to the Saigon Normal and Demonstration schools, the Center offers to student teachers and in-service trainees easy access to its educational opportunities.

Construction of the Center was partially finished in 1963. Completion, originally scheduled for 1965-66, has been deferred until materials and capabilities required for the war effort can be released.

IMPORTANCE

Prior to the establishment of this Project there was a severe shortage of textbooks in Vietnamese schools, and an almost complete lack of other instructional materials. To meet only the minimum requirement of a basic set of textbooks for each child in elementary school, some 14 million textbooks are needed. With a rapidly increasing student population, still more books will be needed, along with a variety of other materials.
A dependable source of good quality instructional materials of all kinds is urgently needed. Printers in Viet-Nam are unable to meet quality, quantity, and delivery requirements. The Government of Viet-Nam, also, is unable to meet these needs without assistance. It is to provide such aid that this Project was established.

**PHYSICAL FACILITIES**

The Instructional Materials Center is now able to perform a major portion of its assigned tasks. On its premises there are:

a. Meeting rooms and a reference library for use by textbook authors and writing committees, and for demonstrations and training in the utilization of textbooks, supplementary teaching aids, and audio-visual equipment.

b. A photo-offset printing plant of modest capacity for production of small textbooks, pamphlets, and other printed materials. Its capacity is increasing.

c. Silk-screen printing facilities of commercial proportions, capable of producing maps, charts, and similar materials well beyond present and near-future needs.

d. Professional-grade sound recording equipment now producing magnetic tape recordings of educational programs for radio broadcasts.

e. Facilities for photographic and graphic arts services. These facilities are scheduled for expansion and improvement.

**ACCOMPLISHMENTS**

35 titles of graded elementary textbooks for students, and 10 teachers guides, covering 10 subject-matter areas, totaling 19,500,000 volumes.

5 teachers guides, covering 150 educational radio programs.

11,900,000 elementary textbooks and teachers guides shipped to schools throughout the country.

150,000 English language textbooks shipped to secondary schools and out-of-school teaching groups throughout the country.

Selection of secondary textbook titles under way; 4 titles revised and now in production, 8 others being prepared for printing.

150 Educational radio programs being broadcast on a twice-daily schedule; 2 additional program series being developed; 10 others under consideration.

Audio-visual equipment sent to all provinces.

**PROJECTED PROGRAM**

Future activities within this project will be concerned with:

a. Printing 500,000 elementary textbooks to complete the 1967 program.
b. Reprints and revisions of present elementary textbooks and production of additional titles as needed.

c. Production of reprints and revisions of existing secondary titles, and preparation and production of new secondary text and reference books.

d. Continued development of educational radio programs.

e. Design and production of new forms of other instructional materials deemed necessary for developing primary and secondary education programs.

f. Strengthening the capacity of the GVN to handle warehousing and distribution of textbooks and other instructional materials.

"g. Strengthening indigenous capabilities for book production."
PURPOSE

Adequate undergraduate and graduate facilities are not available in sufficient quantity or quality in Vietnam to provide the technical knowledge and leadership essential for the development of the country. In order to help remedy this situation USAID will support a program not to exceed 100 Leadership Scholarship participants for FY 1968. These participants are being selected on the basis of leadership potential, scholastic aptitude, and field of study.

The following objectives are cited:

1. To provide a pool of technically trained manpower which will be instrumental in Vietnam's development.

2. To provide a broader knowledge, above specific skills, which will result in the development of leaders for Vietnam.

3. To promote increased understanding between the two friendly countries.

HISTORY

In February of 1966 a request was submitted to USAID from the Prime Minister of Vietnam, through the Directorate General of Plan.

This request stated: "The Government of Vietnam is of the opinion that the presence at American Universities of Vietnamese students not only helps them to acquire valuable technical knowledge, but also promotes better understanding between the students of the two friendly nations."

Agreement as to procedure was reached between USAID and the Government of Vietnam. November 15, 1966 was established as the deadline for receipt of applications. Nearly one thousand applications were received and were screened by the USAID Training Office and the Education Division. Approximately 180 candidates were selected, and these candidates were interviewed by a panel composed of representatives from the Ministry of Education, the USAID Training Office and the USAID Education Division. The candidates were listed as Excellent, Good, or Fair, and the dossiers
were submitted to the Committee for Overseas Study for approval.

In February of 1967, 127 Leadership Scholarship Participants were sent to the United States. These participants took a six-month orientation and intensive English Course under a USAID contract with the California State College System. At the time of this writing this Course has been completed and the students are enrolled in Course work for 1967-68 College year.

IMPORTANCE

The Leadership Scholarship Program is very new to Vietnam. The first 127 participants were sent to U. S. colleges in February of 1967. The second group of 100 participants will be sent in February of 1968.

Reports from the seven California State Colleges indicate that the 1967 Leadership Scholarship students have adjusted exceptionally well. Only three have dropped out of the program and have returned to Vietnam. Two of these were unable to make the adjustment because of family problems, and the third one returned because of health problems.

The reports from California indicate that the students were accepted and welcomed by the American students at the Colleges, and that they were also accepted warmly by the Communities. This lends support to one of the prime stated objectives "to promote increased understanding between the two friendly countries."

First semester grade reports, in January of 1968, will provide the first concrete proof as to the wisdom of the selection and procedures used with the first "pilot" group of Leadership Scholarship students.
PURPOSE

This Activity is focused on both long and short range goals. The basic purpose is to prepare competent staff for Viet-Nam and to extend assistance to citizens who wish to achieve English language skills and cultural understandings in areas of knowledge and at levels of difficulty according to individual need, thus increasing the resources of Viet-Nam for modernizing her society and, through cooperative action, for relating her people with those of other nations.

HISTORY

Teacher education, in English as well as in Elementary and Secondary Education, was selected by the first American technical advisors as the best focus for extending benefits to the optimum number of Vietnamese within the limits of any period. The principle of educating teachers has continued to be a vital part of the English program. Concurrently with this aspect of the program, the Mission has yielded to pressures for extending direct assistance to other selected groups: university students in particular programs; classes in selected secondary schools, technical and other specialized institutions. More recently, a large number of adults and out-of-school youth have been given technical aid.

Since 1957 continuous assistance has been supplied to Viet-Nam through US AID direct hire of specialists supplemented by the following kinds of personnel: one contract team of linguistic resource workers, 1958-63; fifty or more Americans qualified as professional educators and residing temporarily in Viet-Nam; more than one hundred fifty American university graduates contracted under International Voluntary Services; and hundreds of American civilian and military officers serving as volunteer teachers in communities throughout Viet-Nam.

IMPORTANCE

English is rapidly becoming the second language of Viet-Nam just as it already has become the first or second language of her close neighbors. In cooperation with near-by nations Viet-Nam now is building regional relationships for which English is the medium of communication.
Republic of Viet Nam

Increasingly, Viet-Nam is affiliating herself with more distant nations and is taking her place among representatives of many countries in international conference groups; for these missions her emissaries in governmental and in professional activities must depend upon advanced skills in the English language.

A large number of Vietnamese youth are taking advantage of government-to-government scholarships in order to study in the United States and in other English-speaking lands. Among secondary school pupils one finds today a predominant number enrolled in English as a "first foreign language"; this trend in the last two years has been sharply accelerated.

Within the boundaries of this small, developing country, business firms are employing thousands of Vietnamese whose work calls for basic skills in the English language; still other offices require workers with a considerable degree of sophistication in the medium. Post-secondary students in large numbers seek special opportunities for further study of the language in order to achieve competencies which they failed to acquire while in the "first" or "second foreign language" sequence of the secondary school.

Adults throughout the country are enrolled in voluntary courses conducted by lay teachers. In every province in Viet-Nam American military and civilian officers are teaching courses in English to a large number of young Vietnamese military officers and non-commissioned men in the units they advise. Thus, the trend toward making English the second language in Viet-Nam has been unmistakably established by the Vietnamese people.

PHYSICAL FACILITIES

Small libraries in universities and secondary schools together with two established language laboratories constitute the physical facilities; one laboratory at the Ministry of Education is designed to seat sixty students, another at one university seats forty. A contract is in process to install a laboratory seating 100 students at the Thu Duc campus. These laboratories have been established for the purpose of accelerating the preparation of teachers of English.

The US AID advisory staff has been increased in CY1967 to four members, one Third Country National in the post of Assistant Teacher Education Advisor, and four Vietnamese administrative assistants.

International Voluntary Services now provide 58 members who serve full-time as teachers of English in secondary, technical and higher institutions. These young graduates from American universities are given strong support by US AID specialists from the time of their arrival to the end of their individual contracts.

ACCOMPLISHMENTS

Faculties of Pedagogy in 1959 adopted a three-year program to prepare teachers in each of the secondary branches, including the teaching of
Advisors counsel with more than 500 public secondary instructors on improvement of curriculum and classroom methods affecting over 150,000 pupils.

Advisors in the Teaching of English continuously plan with Vietnamese specialists for improvement of program for 17,000 students in higher education.
Republic of Viet Nam

English. This adoption replaced the Hanoi type of program structured to train two broadly oriented groups of teachers, those in the sciences and those in the humanities.

The above-named Faculties in 1962 initiated a program jointly with their respective Faculties of Letters and of Sciences. In 1965 the Faculty in Saigon extended the joint program to four years.

One-year programs also have been offered by the Faculty of Saigon University in order to increase the supply of teachers for First Cycle classes.

Graduates in English sections prepared in the curricula described above total more than 300.

Teachers of English in service, whether or not prepared in programs for the teaching of English, total approximately 1,000.

University students, more than 5,000 in number, majoring in the sciences and in the humanities are being upgraded in English.

Public servants other than teachers upgraded in English language total more than 2,000.

Adults in communities throughout Viet-Nam presently studying under laymen exceed 200,000.

Instructional materials distributed to various groups studying English include (a) printing in country, 10,000 volumes; (b) printing offshore, 100,000 volumes.

University libraries upgraded by modern publications from the United States include: (a) the University of Hue, 1; (b) the University of Saigon, specialized libraries, 5.

Participants educated in various institutions in the United States under US AID sponsorship and returned to active positions in Viet-Nam number: (a) doctorates in teaching English as a second language, 4; (b) Master's degree awardees in the same field, 15; (c) Bachelor of Arts degree graduates, 2; (d) language laboratory technician, factory trained, 1; (e) librarians trained in professional programs, 5.

Developments of special interest recently effected include: (a) Programs in scientific areas of English for pre-medical and pre-dental students, numbering approximately 800. (b) Summer programs for public secondary school English teachers in service, enrolling in 1966 and 1967 a total of 190. (c) Returned participants have taken staff assignments in universities and senior secondary institutions. (d) Increase in pupil enrollment in English classes, academic secondary schools, by 33% over enrollment in 1965-66.

PROJECTED PROGRAM

To recruit a three-man survey team of specialists to analyze needs of Viet-Nam and to propose priorities in expansion and improvement of the
program. Related activities of the US AID staff include orientation of the team and assistance to the Ministry of Education in implementing the recommendations adopted.

To increase the number of IVS teachers of English under contract to US AID from 58 to 72; greater emphasis on individual assistance and on group in-service training. Evaluation criteria point to a need for increased emphasis on selection of personnel with training in education and on experience in teaching.

To increase assistance to universities in their endeavor (a) to improve established curricula, (b) to initiate needed curricula, (c) to initiate new services, such as a credit program for in-service teachers leading to university graduation, (d) to build specialized English materials for professional schools such as the Colleges of Agriculture, Engineering, Public Administration, (e) to expand enrollments in teacher education.

To give assistance to academic and technical secondary institutions offering English programs. Assistance is to be given to individual pilot schools, while regional seminars will be open to teachers of all schools. To collaborate with US AID Adult Education advisors in the improvement of English language programs for out-of-school youth; initial efforts here too are focused on pilot programs.

To expand assistance to above-described programs by means of instructional materials: (a) local production of units of study, tapes, charts, training materials written and recorded with the assistance of selected Vietnamese, (b) improvement in maintenance and administration of language laboratories, (c) increased use of in-country printing, (d) continued free distribution of English texts written by Vietnamese and printed under US AID funds, (e) importation of required materials not available within Viet-Nam, such as advanced texts, library books, and required laboratory equipment.

To train staff for: (a) leadership for various teaching groups, (b) Ministry of Education functions, (c) university instruction and research, and (d) language laboratory supervisory positions.
Republic of Viet Nam

EDUCATION GENERAL SUPPORT
No. 730 - 11 - 690 - 368
Adult Education

PURPOSE
To establish a foundation for a nation-wide, comprehensive adult education program.

HISTORY
The adult education activity in Viet-Nam has developed many aspects. The Ministry of Education has established pilot programs in literacy education, adult secondary education, and adult vocational education. At the same time, other ministries of the GVN are sponsoring and conducting adult education projects. The Ministries of Revolutionary Development, Refugees, and Chieu Hoi have adult education efforts in literacy, secondary, and vocational adult education.

The US AID Adult Education advisory staff has been coordinating all of these endeavors into an overall, meaningful pattern.

IMPORTANCE
Some of the significant results of this project will be:

a. The establishment of a Vietnamese administrative framework in the Ministry of Education to carry out a comprehensive adult education program.

b. Providing an opportunity to Vietnamese citizens to become literate and, in turn, improve economic conditions as well as motivate their children in terms of educational achievement.

c. Focusing these diverse efforts into a well-planned, meaningful adult education program.

PHYSICAL FACILITIES
Because of limited financial resources, existing educational and community facilities must be utilized to the maximum. Future plans will include consideration of full-time separate adult centers.
ACCOMPLISHMENTS

The following accomplishments have been achieved during CY1967:

a. The administrative framework of the Ministry of Education in adult education has been reorganized and strengthened with additional staff and facilities. The Ministry has demonstrated its ability to organize and carry out adult education programs.

b. The Ministry of Education has established classes in adult literacy, adult secondary education, and adult vocational education. Approximately 4000 adult students are currently enrolled in the program.

c. The US AID advisory staff has been able to coordinate the efforts of the Ministry of Education and the Ministry of Revolutionary Development in adult literacy. 120 Revolutionary Development Cadre have been trained in teaching adult literacy. Future enrollment is expected to reach 4240. This program will be expanded in CY1968 to train some 1000 additional cadre.

PROJECTED PROGRAM

Continue to expand the Ministry of Education's adult education effort to provide for at least 15,000 students, annually.

Coordinate the efforts of other ministries with the Adult Education Project of the Ministry of Education.

Encourage the continuation and expansion of intensive adult education teacher training.

Assist the Ministry of Education in establishing an adequate reporting system.

Coordinate special projects for other ministries with the Ministry of Education. An example is this year's cooperative venture in training Revolutionary Development Cadre to become competent in literacy education.
PURPOSE

This Activity aims at creating and establishing the basis for an inclusive library system throughout Viet-Nam. In educational institutions of all levels this system must permit enriched and inquiry-oriented education through provision of materials supplementary to lectures, texts, and examinations. In research centers this system must serve as basis for productive investigations essential in all sectors of the nation's development. Through public libraries citizens of Viet-Nam must have access to information crucial to the functioning of a viable democratic society.

HISTORY

The Activity was established during 1967, and an advisor arrived during March of that year. Actions to date have consisted of creating the foundation for a developmental program to be implemented in successive stages starting with FY 1968.

IMPORTANCE

Libraries, consisting of adequately selected materials, trained staff, and properly designed quarters, have not emerged as an indigenous part of Viet-Nam's educational and cultural evolution. An inventory of present resources taken during 1967 revealed only 12 qualified librarians, only several book collections of modest size archaically organized, and few physical facilities adequate to modern library functioning. Where improvements have been undertaken in connection with developmental projects during recent years, these have been restricted to individual institutions and represent only stop-gap solutions. Recognizing that library resources provide crucial support to all levels of modern education, to all types of research activities, and to the widest range of general informational needs, this Activity endeavors to provide technical assistance and support sufficient to meet these requirements through a coherent, national developmental plan.
Education Projects in the

ACCOMPLISHMENTS

An extensive survey of resources, services, and library utilization was made at the outset of the Activity; principal findings have been alluded to above. During the period subsequent to the survey, initial phases of the long-range developmental program covering FY 1968 and FY 1969 have been outlined, reviewed, and implementation of this first response to needs already identified has been begun.

Funding was made available from FY 1967 sources to permit a head-start on commodity purchases. These included demonstration school libraries to be set up in teacher training institutions, university reference materials, research journals for the Atomic Energy Research Center and other special libraries, and basic equipment, supplies, and bibliographic tools for a central technical processing center. Local currency funding was also secured from FY 1967 sources with which to develop a first program in support of public library collection building and in-service training.

Within the Ministry of Education a climate favorable to library development has been established. Evidence of this support was the creation of the Research Committee on Library Development to exercise responsibility over long-range planning and to assume leadership in adapting and introducing professional techniques and practices.

PROJECTED PROGRAM

The basis for an inclusive library system in Viet-Nam requires 4 specific thrusts, each interdependent and closely related in sequence. Consistent achievement must be maintained in each over a minimum of a 5 year developmental span.

a. Planning and administration. A revitalized Directorate of Archives and Libraries must be brought about to provide essential coordination in library development with the various directorates responsible for educational improvement at all levels. This Directorate must also institute reforms and successive pieces of enabling legislation proposed by the Research Committee on Library Development.

b. Training of personnel. Present numbers of qualified personnel must be augmented as rapidly as possible through in-service training programs, teacher/librarian training courses in teacher training centers, and through overseas participant training grants. This last category will produce key leadership to function in the Directorate, in university libraries, and in the central technical processing center. An average of 7 grants each year for 5 years represents the expected overseas training load.

c. Centralized technical processing. To utilize personnel resources economically in the areas of bibliographic analysis, cataloguing and card production, and in technical research, these functions will be grouped in a centralized technical processing center to begin functioning during January, 1968 in Saigon. This unit is recognized
as the single, most urgently needed organizational unit in the Activity's program. It will accordingly be set up under the Research Committee on Library Development, and function there until such time as the National Library develops a capability in this area.

d. Demonstration libraries. An ever increasing number of library service centers in schools, normal schools, universities, research centers, and in provincial urban centers will be established. These will be supported by the Directorate of Archives and Libraries, staffed in the levels of personnel needed through various training programs, and backstopped technically through the central technical processing center. Here a variety of service programs will be developed closely integrated with curricula, the research mission, or community informational needs. The extension throughout Viet-Nam of this library network will be dependent on the measure of coordination it is possible to effect and the speed with which personnel resources can be aligned into this developing career area.

Collections of library materials relevant to educational programs at all levels are part of this Activity's major objectives. Instilling habits of library use in today's children will better equip adults of the future to meet challenges and responsibilities of 20th-Century life.
PURPOSE

The activity is designed to develop within the Ministry of Education the capability to gather, process, tabulate, and utilize sound management information in the making of decisions relative to the development of the education system and program in Vietnam.

HISTORY

The GVN General Directorate of Planning was established in 1962 and the Arrete describing the organization of the Directorate is still in effect. The operation is a part of the Prime Minister's Office. The general organization provides for three services: Directorate of Studies and Planning, Directorate of Technical Assistance, Coordination and Control, and Administrative Service. The responsibilities of the General Directorate of Planning are: (a) "Elaborating" the National Plan in coordination with Ministries, (b) Technical assistance coordination and (c) Special Programs and projects, including public-owned or -controlled industries.

Many ministries have established departments which plan their own programs and contribute to government-wide aspects of planning. They include the Ministry of Economy, the National Bank, the Ministry of Labor, the Ministry of Agriculture, the Ministry of Education. The Ministry of Education has had the least experience of the group.

Special projects are handled by committees and include the Joint Economic Committee, the Cam Ranh Authority, the Council of the People and the Army, the Mekong Development Committee, Industrial Development Center and the Committee for Economic and Financial Affairs.

Prior to the 1963 Revolution, the Government prepared a five-year plan to cover the period from 1962-67. The present Government discarded the plan and developed a program consisting of 26 different plans or projects which the Government wished to accomplish. In 1965, the GVN developed another plan—one year for 1966. It was divided into three categories; a general review of the military, political, social and economic situation, an economic analysis, and sector programs.
The Ministry of Education developed the education section of the sector program. The plan underwent very close scrutiny, was modified, checked, and rechecked and finally was issued as the planning document about three fourths of the way through the year. The Ministry of Education can claim partial implementation of their portion of the plan because the sector included several activities which were certain to be implemented whether there was a plan or not. From 1963 to 1966 there was no direction to the planning process. In 1966 there was an attempt to relate the 1966 plan to the 1966 Budget and program objectives. In the Ministry of Education the attempt was unsuccessful.

Because of the lack of adequate management information on program achievements the GVN created the Bureau of Coordination near the end of 1966. It is composed of a section for assessing progress and a technical section which is responsible for the visual and oral presentation of program data. Recruiting personnel who are competent in this area is still one of the major operational problems of the Bureau.

In 1963, the Ministry established its Department of Research and Planning. One UNESCO expert gave advisory services to the new department. His efforts were focused upon the gathering, tabulation and publication of statistical data. Progress has been made in that a rudimentary system for collecting data from schools and transmitting them directly to the processing center has been established, and the department is able to publish accurate tabulations of the limited data received.

The department now has five employees, none of whom has had training in the areas of research and planning except for that which the UNESCO advisor has given. Consequently, the department is incapable of providing comprehensive, complete management information or formulating a satisfactory plan for education development in Vietnam.

At the request of the Ministry of Education, USAID placed a specialist in management and planning within the Ministry to make a three-month study of the present operation. The outcome of this study was the recommendation that USAID establish a separate project to remedy deficiencies in the Ministry of Education to bring its operations up to par with similar activities in the other GVN Ministries.

IMPORTANCE

There are three major points to consider in assessing the importance of Planning and Research:

1. Planning, and the research which provides the information upon which plans and their implementation are based, are basic to the entire education development process.

2. The Ministry of Education has accomplished only a very rudimentary development in planning and research and is lagging behind other Ministries to the extent that it is incapable of closing the gap without assistance.
3. The activity is a vital one because it is designed to establish the foundation of a program of improvement which will enable the Ministry of Education to correct its own weaknesses.

PHYSICAL FACILITIES AND PERSONNEL

At the present there are five Ministry of Education employees in the Department of Planning and Research. They are inadequately trained to perform the task.

The Department is housed in one room located in the Directorate of Elementary Education building. Its equipment consists of two typewriters, one duplicating machine, one adding machine, and office furniture. No other facilities have been made available to the Department.

ACCOMPLISHMENTS

This is a new activity which has not yet been implemented.

PROJECTED PROGRAM

The immediate goal is the development of a management information system in the Department of Research and Planning of the Ministry of Education, because it is considered to be the key activity through which the deficiencies in the entire education management system can be attacked. This is possible because the Department of Research and Planning is the one operation which must work through the entire Ministry and will all the institutions related to the Ministry.

There are two phases in implementation: (1) Phase I calls for a contractual arrangement in the latter part of FY 1968 with an American firm or institution to first analyze the existing organization and the systems for management in the Ministry of Education, focusing upon the management information system. The analysis will determine what is needed in training as well as human and financial resources to begin development with the existing program and ending project activity when the Ministry of Education has gained the capability to continue its own development. (2) Phase II of the operation will provide in FY 1969 for another contractual arrangement to implement the recommendations obtained in Phase I. Preliminary estimates indicate three years will be required to complete Phase II.