

*Classy a Fishel*

**REPORT ON THE ORGANIZATION OF  
THE DEPARTMENT OF EDUCATION**

**MICHIGAN STATE UNIVERSITY  
Vietnam Technical Assistance Project  
Saigon, Vietnam**

30 June 1956

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Note: A Research Report on Education will be issued at a later date. It will cover the analysis of the Questions Posed in the Field Study.

## PREFACE

As a result of ten years of internal war with its consequent disruption of society, the Vietnamese system of education is in a state of crisis. This is well illustrated in the present need for at least five thousand primary schools and sixty secondary schools. Because of the lack of schools and teachers, an estimated 1,300,000 school age children are going without the benefit of formal education. In addition, our field research indicates that many of the existing schools are understaffed, crowded, and lack adequate facilities. Many schools also are in need of basic repairs. It is indeed significant that when the question, "What are your major problems?" was asked of a sample of thirty-one village schoolmasters, twenty-eight responded that lack of facilities, teachers, equipment, and repairs to the building were their greatest problems, while only two complained of low salaries.

Crisis in education is a social problem that demands immediate and concerted action. In a budding republic such as Vietnam, there is pressing need for well trained leaders and a well informed public. A highly developed, high quality system of education, from the popular education night courses to the highest level of the university, is the only means of producing both. It also serves the vital function of disseminating the democratic principles on which the republic is built. More than any form of propaganda, education has the potential of developing national solidarity and producing loyalty through respect.

In attempting to carry out its programs for improving and expanding the system of education in Vietnam, the Department of Education has made great strides in spite of lack of funds, personnel, and practically all other necessary ingredients. In our present study, we have focused on certain outstanding administrative problems which we feel are crucial to the future development of the system of education. The recommendations which we herewith present are intended to correct certain administrative difficulties which hamper this development. Further; we have added a number of non-procedural recommendations which also are aimed at stimulating an expansion and improvement in the present system of education. The time has come to lay the foundation for a system of mass public education in Vietnam. This is a program of action that will require not only the full energy of the Department of Education, but the full energy of the government and the people of Free Vietnam.

## PART I

### Summary of Recommendations

- I. That the procedure and organization for the construction of schools be changed as follows:
  - A. That a Directorate of School Construction be established in the Department of Education.
  - B. That standard architectural plans for school buildings be adopted.
  - C. That more responsibility for controlling construction be placed on local authorities and citizens.
  - D. That area representatives of the Department of Education as proposed in the Department of Interior Report (Michigan State University Study) be responsible for school construction projects.
- II. That the present system of popular education be reorganized as follows:
  - A. That the Anti-Illiteracy Campaign launched on July 23, 1956 be completed but that future plans be made for a long range attack on the problem.
  - B. That the long-range program be established through a newly created Directorate of Popular Education which would assume the responsibilities of the current Bureau of Popular Education

- C. That the Secretary and the new Director of Popular Education give priority and leadership to a broadened program which would include adult education and continuing education for those who have known literacy.
- III. That the Department of National Education formulate regulations concerning semi-official schools. We recommend that these regulations contain the following:
- A. That the Department of National Education set standards regarding subsidies, for new construction, expansion, teachers salaries, and scholarships.
- B. That a system for rating provinces on the basis of relative wealth be utilized in determining the provincial share in subsidies.
- C. That a clear policy<sup>be</sup> formulated as to the place of private schools in the semi-official school plan.
- D. That a plan be forthcoming concerning the transition of semi-official schools into public schools.
- IV. That the Secretary of State for Education be authorized to employ teachers without prior approval but under approved standards and that the personnel audit be done after the employment. We further recommend that the Secretary of State for Education decentralize the authority for recruitment of teachers to the lowest level possible.
- V. That the present Directorate of Technical and Fine Arts Education be divided into two separate directorates; the Directorate of Technical Education and the Directorate of Arts and

- E. That improved methods of transportation be made available and used by inspectors in order to facilitate timely inspections.
- F. That more adequate per diem rates for inspectors be provided.



## PART II

## PROBLEMS AND RECOMMENDATIONS

In order to explain clearly the recommendations which have been made we have stated the problem which was revealed by our study. After localizing the problem we have made recommendations which, if adopted, we believe would improve the administration.

I.- SCHOOL CONSTRUCTION : THE PROBLEM.

The attached sheet is an account of the utilization of American Aid funds in school construction for the fiscal year 1954-55. The total sum of approved credit was 48,000,000\$. Of this amount, 292,772\$ or 16.6 o/o of the total credit was paid out to satisfy contracted costs of construction projects completed during the fiscal year. During this period, the total amount of money committed in construction contracts amounted to 20,021,503\$. Deducting the 292,772\$ already paid out, the unpaid commitments amounted to 19,728,731\$. As these projects were completed in the following year, they were deducted from the 1955-1956 fiscal year credit.

The inability to utilize available American Aid serves to illustrate a need for more effective planning and approving of school construction projects. The following is an example of the complicated procedure for getting all the necessary approvals

for a construction project. This is the time schedule for project 030-69-071, the An Thanh School in Thu Dau Mot province in 1954-55.

- 1.- October, 1954 Project proposed by the Department of Education.
- 2.- February, 1955 USOM agreement obtained.
- 3.- March-June, 1955 Preparation of the plans by Provincial Public Works
- 4.- July, 1955 Bidding and contract awarded.
- 5.- August, 1955 Approval by Province Chief
- 6.- 25 August 1955 Approval by Regional Director of Education
- 7.- 12 Sept. 1955 Approval by Regional Office of AEA
- 8.- 21 Sept. 1955 Approval by Directorate of Public Works of SVH
- 9.- 27 Sept. 1955 Approval of General Administration (Dept. of Finance)
- 10.- 30 Sept. 1955 Approval of the Department of Education
- 11.- 1 October 1955 Approvals completed
- 12.- 15 October 1955 Plan returned to Regional Director and Province Chief
- 13.- 30 October 1955 Construction begins (one year after proposed)

## (UTILIZATION OF AMERICAN FUNDS-ILLUSTRATION)

Date December 20, 1955

Continual Plans (A) Exercise 1954-1955

Number of Plan	Date of Approval	Approved Credit	Liquidated expenses on 30-6-55	Remainder of funds on 30-6-55 on the whole	Expenditures committed 30-6-55	To be committed again on 1-7-55
69.071	21-3-55	48,800,000\$ of which				
	(1)SVN	23,655,000	0		17,492,300(SVN)	17,492,300(SVN)
	CVN	18,450,000			2,529,203(Min)	2,236,431(Min)
	PMS	6,695,000	292,772(Min)	23,362,228\$		
		48,800,000	292,772\$	(part Adgal (SVN	20,021,503	19,728,731
	(1) Ministry					
	SVN:	18,150,000				
	Minis:	5,505,000				
		23,655,000				
					Amount of Unused Funds during Fiscal Year	

Representative of  
Service of Education  
South Vietnam  
NG-VAN-DI

The Representative of  
the Department of  
Education  
NGAC

The Representative of  
the Financial Service of  
Foreign Aid  
TRAN-HUCNG-NGU

Decree 1699-NQVT/KT  
Saigon, December 30, 1955  
National Committee of  
Foreign Aid  
TRAN-NGOC-OANH

The Controller of the Committee of  
Expenses of Foreign Aid  
PHAM-GIA-THINH

I certify this is a true copy  
Saigon, January, 1956  
The Chief of the Bureau of  
Foreign Aid (Department of Education)  
TRUONG-BUU-DIEN

Projects of the Department of Education must be submitted to USOM before February 1st if they are to be included in the proposed budget for the next fiscal year. Notwithstanding the guarantee of credit for the proposed project, the involved procedure for using the credit to support a construction project accounts for the failure to fulfill the yearly quota of new school buildings. This is a situation that demands immediate study and action.

#### RECOMMENDATIONS ON SCHOOL CONSTRUCTION.

In order to expedite the planning and necessary approval in school construction, we recommend the following procedural and organizational changes:

- A. THAT A DIRECTORATE OF SCHOOL CONSTRUCTION BE ESTABLISHED IN THE DEPARTMENT OF EDUCATION.

This Directorate would be headed by an architectural engineer whose responsibility would be act as liaison between the educators in the Department of Education and the technicians in the Public Works Department. This Directorate would be responsible for developing a national plan for school construction in conjunction with the Directorates for primary, secondary and higher education. The construction needs for schools of all type should be studied and the detailed needs for school construction with a time schedule for completion be included in the national plan. This Directorate would work closely with the local district and area authority in the field and the Foreign Technical and Economic Aid Service in

the Central Office.

B. THAT STANDARD ARCHITECTURAL PLANS FOR SCHOOL BUILDINGS BE ADOPTED.

It appears from our study that one of the time-consuming parts of the construction procedure was the preparation of school building plans. In order to speed up this process we recommend that standard architectural plans to meet differing needs be prepared and made available to school authorities so that when a new school building is being considered these proposed plans which should very nearly meet their needs can be readily selected and bidding can start and contracts can be awarded much more rapidly. It also has the advantage of knowing the approximate cost of the school building prior to taking any action on the letting of bids.

C. THAT MORE RESPONSIBILITY FOR CONTROLLING CONSTRUCTION BE PLACED ON LOCAL AUTHORITIES AND CITIZENS.

The Department of Education agrees to the need for decentralization of certain responsibilities in connection with school construction. It has suggested committees at village level who would assist in the direction of school construction. Although the plan does not clearly indicate the full responsibilities of the committees it does suggest that local participation be encouraged. We believe this is workable solution and should be detailed in writing and encouraged as a practice.

- D. THAT AREA REPRESENTATIVES BE RESPONSIBLE FOR ADMINISTERING SCHOOL CONSTRUCTION PROJECTS. (Until such time as area representatives are created, it is suggested that regional directors of education be given this responsibility).

The Directorate for School Construction would work very closely with these representatives on all construction projects but instead of having detailed decisions made in the central office, it is suggested that this responsibility be decentralized. The close working relationship which would be required of the Directorate for School Construction with the Service of Foreign Technical and Economic Aid would be essential since the latter is responsible for inspecting all school construction projects financed by foreign aid. With this decentralized authority the system of approving bids could be greatly simplified. Bidding could be arranged at the local level and the area representative would have the authority to approve the bids and refer them to the A.E.A. for action. The role of the Public Works Department would be that of technical supervisor of the actual construction.

## II. POPULAR EDUCATION: THE PROBLEM -- PROGRAM PLANNING.

The Department of Education estimates that there are 1,500,000 illiterates in Vietnam. Other reliable estimates run to 5,000,000 illiterates. Based on the lower figure the estimated cost of an anti-illiteracy campaign by the Department would be approximately 400,000,000 piasters or 300 piasters "\$8.57 U.S." per person.

New emphasis was given on July 23, 1956, when an anti-illiteracy campaign was launched which provided for an inter-ministerial commis-

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New emphasis was given on July 23, 1956, when an anti-illiteracy campaign was launched which provided for an inter-ministerial commis-

sion for popular education. The objective of this commission was to arrange for a four month anti-illiteracy program for all Vietnam. It included representation from other national departments, such as Information, Civic Action, Defense, and Interior. The commission functions as the central office for coordinating and directing the popular education campaign. For technical control the plan provided for two inspectors appointed by the Department of Education. It provided for a provisional committee and also parents, and representatives of voluntary associations, National Assembly members, provincial chiefs, provincial services representatives as committee members. The provincial chiefs have responsibility for recruiting voluntary personnel for the operation of the anti-illiteracy campaign. Instructors will be recruited from the military, fonctionnaires, Civil Guard and private associations. Students on holiday also would be recruited. Inspection of the courses would be the responsibility of the provincial inspectors under the supervision of the two chiefs inspectors.

Financial support for the campaign would be obtained from five sources:

1. An allotment from the provincial budget.
2. Contributions by the villagers
3. Credit earmarked for popular education. The Secretary of State for Education would allocate it to the provinces in proportion to the number of illiterates. This would be credit extended to the Province Chief as President of the Provincial Committee for Popular Education.
4. American Aid
5. Funds raised in a provincial drive for popular education.



RECOMMENDATIONS:

- A. THAT THE ANTI-ILLITERACY CAMPAIGN LAUNCHED ON JULY 23 BE COMPLETED BUT THAT FUTURE PLANS BE MADE FOR A LONG RANGE ATTACK ON THE PROBLEM.

Looking beyond the problem of illiteracy, popular education should be organized as a means of bringing education to those who neither have the time nor the money to gain instruction by the existing means. To simply set the sights on instruction in reading and writing neglects one of the basic aims of education--to furnish the continuing stimulation to use these skills in developing the potentialities of the individual. The problem is not merely one of illiteracy. It is one of education. It is for this reason that we recommend the broadening of the program to include additional education courses in many fields. It would be the beginning of the system of continuing education for those who have become literate. These could be evening courses as well as late afternoon courses in both academic and technical fields.

POPULAR EDUCATION: THE ORGANIZATIONAL PROBLEM.

The aim of popular education in Vietnam is to provide literacy courses for children and adults alike in those cases where there is no time and/or facilities for the normal means of instruction. At the present time, however, popular education is suffering the effects of a neglected and diffused program. For too long a period it has been relegated to a minor, if not insignificant place in the Department of Education. Inspection of popular education or rather the lack of it, is one example. There is a position for Chief Inspector of Popular Education in the Directorate of Elementary and Popular Education, but it remains unfilled. As a result, this becomes an additional duty of

the Inspector for Elementary Education. Further, there are no other inspectors exclusively for popular education. Inspection of popular education courses is the responsibility for the already over-burdened provincial inspectors for elementary education.

Related to this, our field research indicates that a variety of methods (some of which are ill-defined) are currently being employed in popular education. It is being taught through political parties, Information Cadres, Civil Guard cadres, interested citizens, without coordination so that maximum results may be attained for the effort put forth. In the area of personnel problems, there is a marked disparity between salaries for popular education instructors in South Vietnam and Central Vietnam. There also are frequent reports from the provinces that popular education teachers are not receiving their salaries. These symptoms indicate a lack of administrative and technical direction for the popular education program.

#### RECOMMENDATIONS:

- B. THAT THE LONG-RANGE PROGRAM BE ESTABLISHED THROUGH A NEWLY CREATED DIRECTORATE OF POPULAR EDUCATION WHICH WOULD ASSUME THE RESPONSIBILITIES OF THE CURRENT BUREAU OF POPULAR EDUCATION.
- C. THAT THE SECRETARY AND THE NEW DIRECTOR OF POPULAR EDUCATION GIVE PRIORITY AND LEADERSHIP TO A BROADENED PROGRAM WHICH WOULD INCLUDE ADULT EDUCATION AND CONTINUING EDUCATION FOR THOSE WHO HAVE KNOWN LITERACY.

It would be the responsibility of the new Directorate of Popular Education to formulate an overall long range plan for not only combatting illiteracy but for molding a broad popular education system. The curriculum, the classroom space, the teachers, and the inspection of these classes would fall within the jurisdiction of this Directorate. It should be another local point for mass education so that the potentialities of the individual could be developed and utilized in the growing Free Vietnam. This Directorate should provide initiative in using the resources which are available rather than waiting for perfect solu-

ions in the way of financing, teaching and classrooms. It should provide the dynamics and leadership so that the goals and aspirations of the people can be met without delay.

### III. THE SEMI-OFFICIAL SCHOOL PLAN.

#### The Problem.

The problem of staffing and operating new schools logically follows the above stated problem of school construction. In countries facing a set of difficulties similar to those in Vietnam, the solution has been in the development of community self-help programs. For education, this approach would seem particularly efficacious. Community solidarity is a long established tradition in Vietnam and the desire for education ranks high in Vietnamese cultural values. Concretely, added responsibility on the local level would tend to guarantee the necessary action. Since the community is more aware of its needs and its resources, it should be more capable of arriving at operational solutions regarding increased educational facilities.

The semi-official school plan of the Department of Education is designed to create new secondary schools in Vietnam by community initiative with government help. The community and the province have administrative responsibility in operating these schools. They are financed by communal contributions, government subsidy, an allotment from the provincial budget, and tuition which is lower than that of the private schools. (See Appendix A, Arrêté No. 599T.P/NS, February 24, 1956) according to the Secretary of State for Education. These schools are to become official schools, integrated into the existing educational system.

After reviewing the available information on the Department of National Education's plan for semi-official schools, we have

oted some merit to the existing scheme. The plan is a relatively rapid means of expanding the existing system of education by facilitating the creation of secondary schools. Further, it seems to contribute to the development of community responsibility which is needed in the current crisis in education. It is a step toward the decentralization which the Department of Education considers an important principle in its present program. In general, what the semi-official school plan lacks is concreteness and direction.

The only example of the semi-official school plan in action is the Le Qui Don School in Nha Trang. This school, developed by community initiative, is an example of communal self-help in meeting the demand for more educational facilities. Whether this school is typical or atypical, however, remains to be determined by future semi-official schools. Le Qui Don fulfills the requirements set up for the semi-official schools --- it is a community development, tuition is lower than the private schools, and it is receiving a subsidy. The existing requirements are so general, however we feel they permit the creation of both good and bad semi-official schools. Lack of specific regulation leaves the door open for abuses.

#### Semi-official School - Recommendations:

- A. THAT THE DEPARTMENT OF EDUCATION SET STANDARDS REGARDING SUBSIDIES FOR NEW CONSTRUCTION, EXPANSION, TEACHERS SALARIES, AND SCHOLARSHIPS.

The following questions may be raised:

1. How much of the subsidy will be used for construction?  
How much for expansion of facilities?
2. How much of the subsidy will be used for scholarships?  
On what basis will they be awarded?

3. Will the government be expected to match part of the teachers' salaries? If so, how much and for what period of time?

B. THAT A SYSTEM FOR RATING PROVINCES ON THE BASIS OF RELATIVE WEALTH BE UTILIZED IN DETERMINING THE PROVINCIAL SHARE IN SUBSIDIES.

For example, a province such as Hà-Tiên would receive a greater subsidy and give less out of the provincial budget than a province such as Tân-An.

C. THAT A CLEAR POLICY BE FORMULATED AS TO THE PLACE OF PRIVATE SCHOOLS IN THE SEMI-OFFICIAL SCHOOL PLAN.

According to the existing regulations, there is nothing to prevent a private school becoming semi-official and receive a subsidy. Since the object of the plan is to create new schools, we feel that it is pertinent to clarify the eligibility of private schools in the semi-official school scheme.

D. THAT A PLAN BE FORTHCOMING CONCERNING THE TRANSITION OF THE SEMI-OFFICIAL SCHOOLS INTO PUBLIC SCHOOLS.

This would raise the problem of continued local community responsibility, the decentralization, in view of the plan to integrate the semi-official schools into the educational system as official public schools.

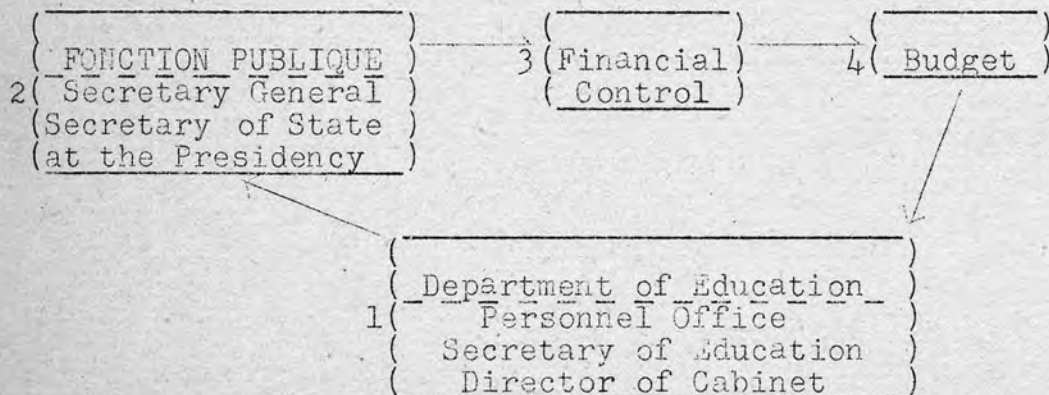
#### IV. HIRING AND PAYING PERSONNEL: THE PROBLEM.

A continual problem in the Department of Education is that of attracting qualified personnel for teaching and administrative positions. One of the major obstacles to successful recruiting

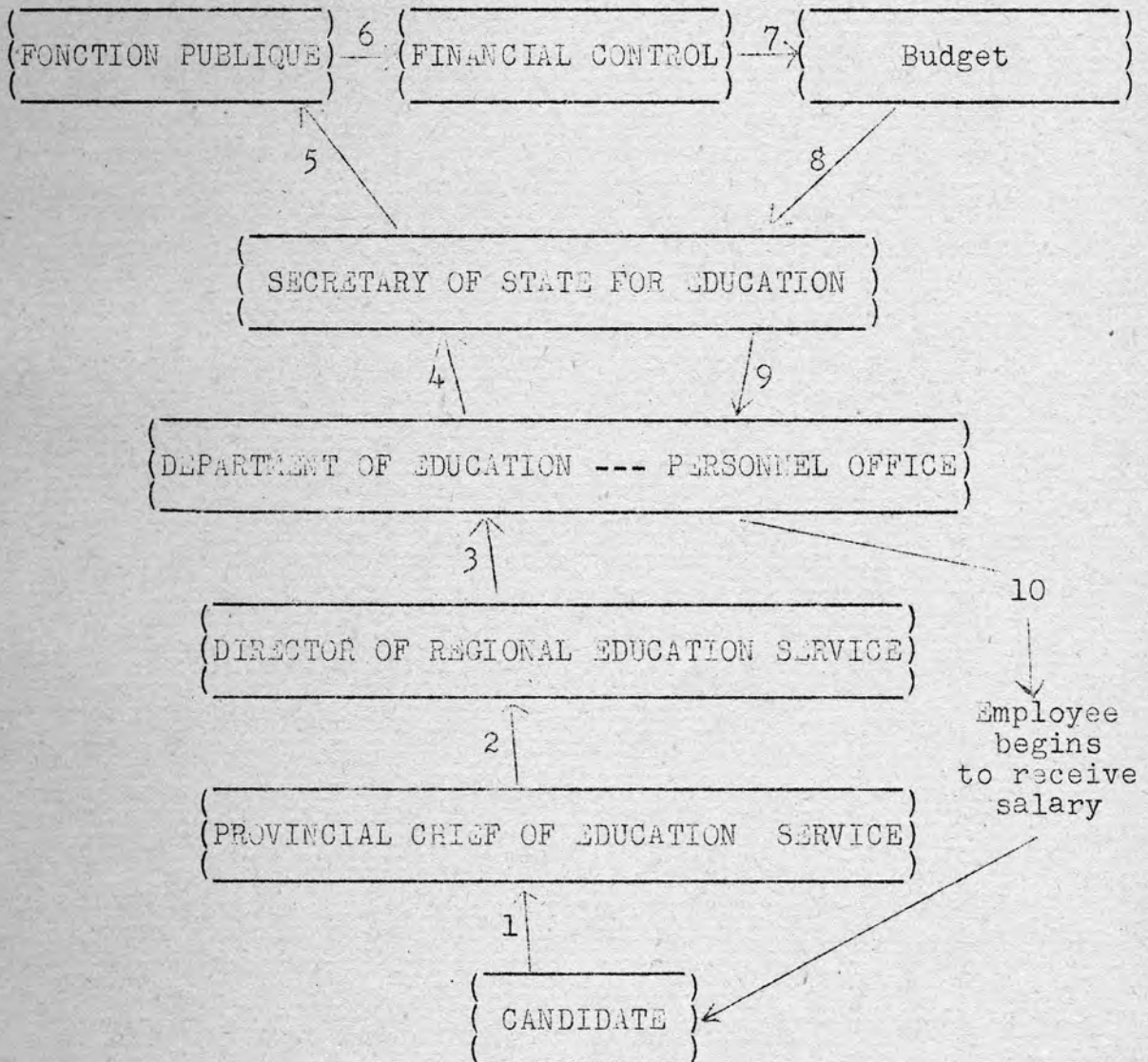
is the discouragingly long wait in being hired by the Department of Education, and, more important, the long wait to receive salary. In order to hire anyone from a high functionary to an office boy in the Department of Education, the Personnel Office in Saigon must first prepare a letter of appointment which is signed by the Secretary of Education and the Director of Cabinet. The prepared dossier of the job candidate is then sent to the Fonction publique for approval. The dossier will remain there on an average of 15 days and possibly longer, should there be any difficulties. At this level, the Secretary General of Fonction Publique as well as the Secretary of State at the presidency must approve the appointment. Since they generally are very busy, there invariably is a long delay.

From Fonction Publique, the dossier is sent to Financial Control where again it is delayed some ten to fifteen days. Once approved, it is sent on to the Budget Office at the presidency for another approval. The dossier is then sent back to the Department of Education where the final signatures of the Secretary of Education and the Director of Cabinet take place.

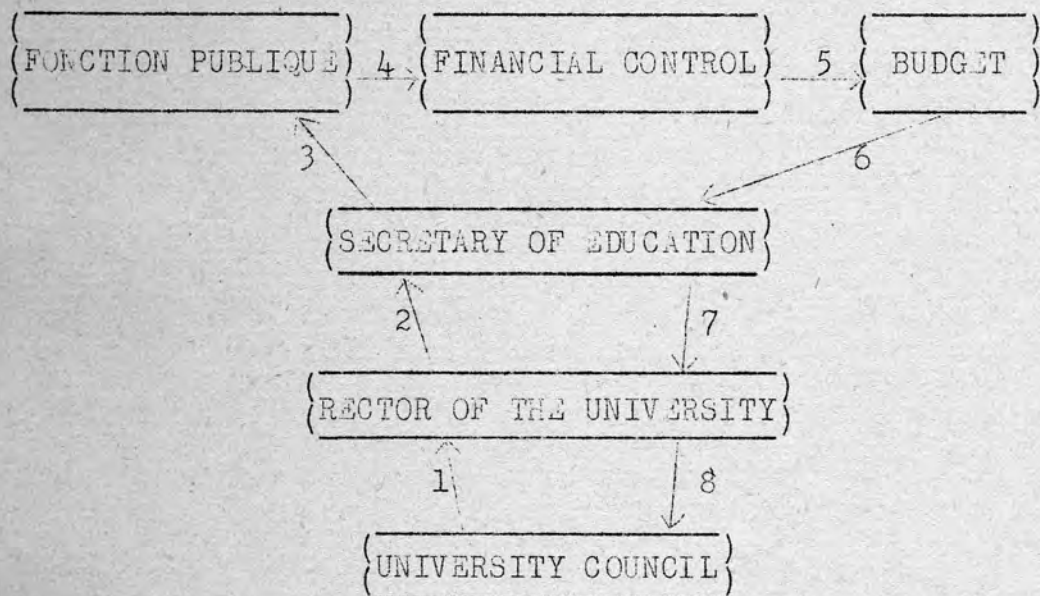
APPROVAL PROCEDURE



For teachers and other personnel being hired on the provincial level, the process is more complicated. The dossier must pass through the Provincial Education Service and the Regional Education service before reaching the central Personnel Office in Saigon. The following chart indicates the steps through which the dossier must pass.



The exception to this process is the University of Viet Nam. In personnel and budget, the university is temporarily autonomous. Its hiring mechanism is unique in the Department of Education. A University Council, composed of professors from the various faculties recommends the appointment of personnel to the Rector of the University. If he approves, he passes the dossier to the Secretary of State for Education. From there, it goes through the same process of other dossier in Public Function, Financial Control, and the Budget Office.



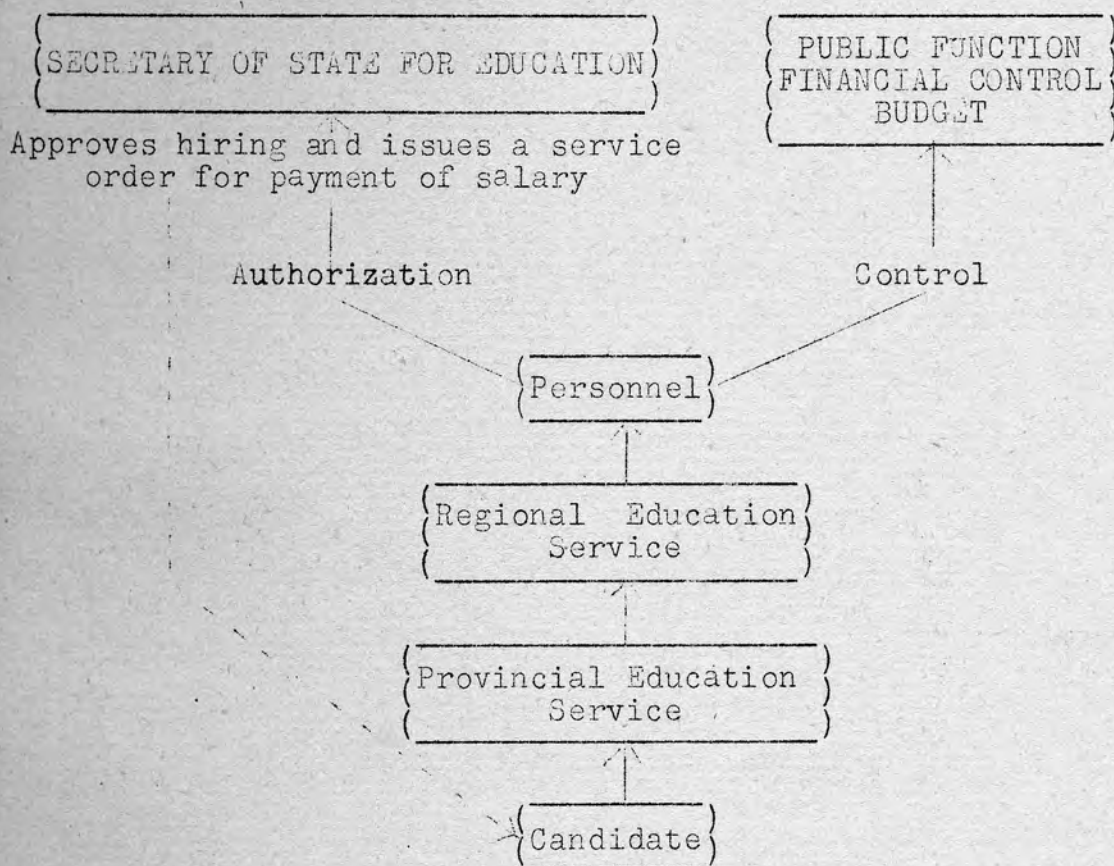
#### Recommendations

TO FACILITATE THE PROCESSING OF DOSSIERS SO THAT A NEWLY HIRED EMPLOYEE CAN BEGIN RECEIVING HIS SALARY WITHOUT UNDUE DELAY.

The Personnel Office of the Department of Education should be authorized to hire teachers and approve the dossiers.



The Secretary of Education could then issue a service order authorizing payment of salary at the end of the month. Since the wage scale for teachers is well defined, there should be no problem in determining their salaries. That the Fonction Publique, Financial Control, and Budget retain control, i.e. they post audit the dossier.



Control in Fonction Publique and Budget consists of their checking the dossier in the following points:

1. Limit of credit --- The Budget Office is responsible for

checking as to whether there is sufficient credit to cover the salary being quoted. The Finance Office in Education does this before the dossier is approved. This is for the financial record in the central budget office.

2. Wage scale --- Fonction Publique checks as to the accuracy of the quoted pay scale. There are some cases which are difficult to fit in the prepared categories, e.g. those applying for teaching positions who were educated in foreign countries.

3. Completeness of dossier --- Fonction Publique requires a complete set of papers and certificates.

#### Recommendation for Decentralizing Personnel Responsibility.

Part of the general movement for decentralization in the Department of Education could be a shift in responsibility for recruitment of personnel. In hiring office and maintenance personnel as well as teaching personnel on the area (see MSU Report on Dept. of Interior) level, authorization for hiring and paying salaries could be vested in the Area representative of Education. While authorization by the Secretary of Education is necessary for appointing individuals to important positions, there is no reason why area authorization in accordance with national standards would not be sufficient for office staff and teachers hired to fill the gaps in the expanding system. These appointments would then be reviewed by the central personnel office in the Department of Education, the Fonction Publique, Financial Control, and the Budget Office.

V. ART AND TECHNICAL EDUCATION - Problem

Considering the expanding system of education and the new economic structure of Vietnam, we can anticipate a problem in the organization of art and technical education. At present, both art and technical education are under the same directorate. While both are vocational subjects, they differ in purpose and program. Even in the existing organization, this dichotomy is the source of some administrative difficulties which will be aggravated in any future expansion of vocational education. At the same time, training in arts, crafts and technical skills will increase in importance as the planned economic development of Vietnam progresses. It is expedient, therefore, that a reorganization of art and technical education take place as soon as possible.

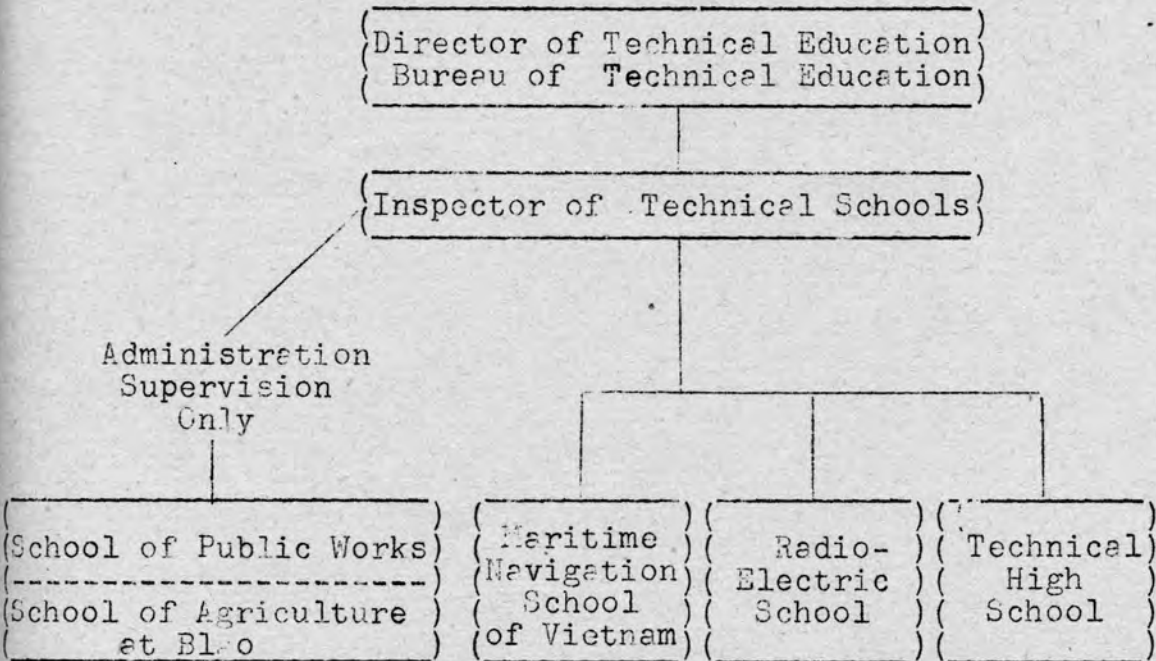
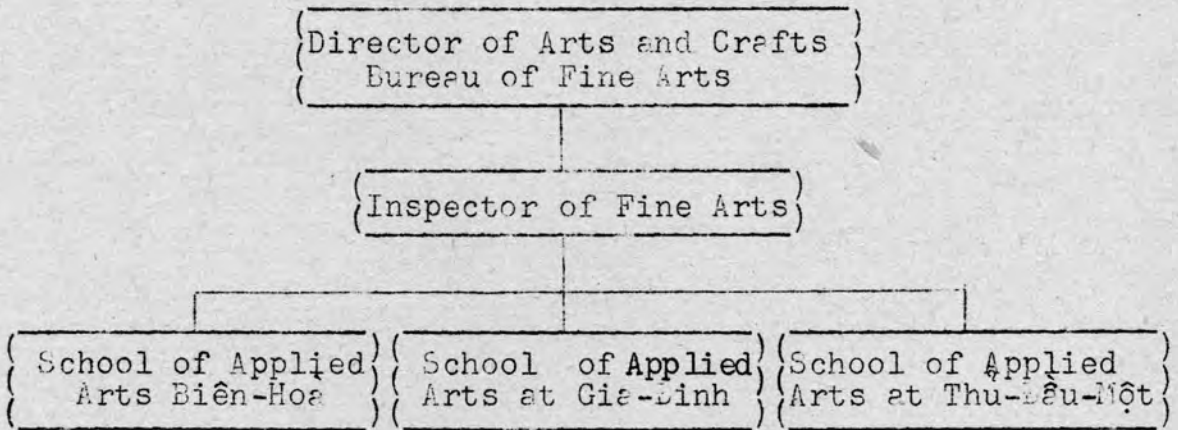
Recommendations

THAT THE PRESENT DIRECTORATE OF FINE ARTS AND TECHNICAL EDUCATION BE DIVIDED INTO TWO SEPARATE DIRECTORATES.

The Directorate of Technical Education would be organized with its own office staff and inspectors. Education that is exclusively technical would be the responsibility of this directorate. Specifically this directorate would have charge of the following schools in administrative and technical matters: the Maritime Navigation School of Vietnam, the Radio-Electricity School, and the Technical High School. It also would have administrative supervision over the School of Public Works. The Department of Public Works has technical supervision over this school. Considering the need for technical education in Vietnam, this plan would give leadership to this phase of education in all secondary schools. Technical courses could eventually become part of the regular curriculum.

The Directorate of Arts and Crafts also would have its own office staff and inspectors. This directorate would have administrative and technical supervision over the Superior School of Fine Arts at Gia Dinh, the School of Applied Arts at Bien Hoa, and the School of Applied Arts at Thu Dau Mot.

PROPOSED ORGANIZATION OF FINE ARTS  
AND TECHNICAL EDUCATION



VI. AGRICULTURAL SCHOOL

Problem

Training agricultural personnel for scientific farming and for technical work in the government are demanding needs in Vietnam. The current agricultural school in Blao is an effort to meet this need. It is designed for education at approximately the secondary level. No provisions in the educational system are made for university level training. The school is not administratively responsible to the Department of Education.

Recommendation

THAT THE AGRICULTURAL SCHOOL AT BLAO BE INTEGRATED INTO THE DEPARTMENT OF EDUCATION WHICH SHOULD BE RESPONSIBLE FOR THE ADMINISTRATIVE MATTERS, AND THE DEPARTMENT OF AGRICULTURE SHOULD BE RESPONSIBLE FOR TECHNICAL MATTERS.

We are recommending this arrangement because it seems essential that the agriculture education be made a part of the educational system similar to law, medicine, social sciences. It is recognized that technical matters will finally fall within the jurisdiction of the Agriculture Department. We foresee this arrangement as similar to that which now exists with the Department of Public Works in supervising the School of Public Works.

The arrangement so envisaged broadens the total educational feature so that eventually an agricultural school at university level could be provided.

VII.

LIBRARIESThe Problem

In our field research we asked the village schoolmaster as part of our regular questioning, whether there was any type of library in the village. Following is a tabulation of our sample.

Question number 13

Is there any type of library in village? (single response)

	Yes	No	no response	TOTAL
CENTER		18		18
SOUTH		23	1	24
P.M.S.		5		5

You can see from the above sample of 47 village schoolmasters that not a single village has any type of library.

Recommendation

THAT A BUREAU OF LIBRARIES BE CREATED TO DEVELOP A PROGRAM FOR LIBRARIES WHICH MAY INCLUDE PERMANENT LIBRARIES AT AREA HEAD-QUARTERS (See MSU report on Department of Interior for recommendation of approximately fourteen areas instead of the current forty provinces) AND THE POSSIBILITY OF MOBILE LIBRARIES FOR RURAL AREAS.

VIII. NON PROCEDURAL PROBLEMS AND RECOMMENDATIONS

Problem

A. In our survey we found many teachers who were not following their professions and when queried they indicated that the salaries paid were too low.

Recommendation

THAT TEACHERS' SALARIES BE FLEXIBLE SO AS TO ATTRACT THE MOST COMPETENT INSTRUCTORS

Problem

B. The Department of Education is limited in its facilities for printing and duplicating. Therefore, they are unable to publish books, pamphlets and other materials so needed by the students and the instructors. Related to this problem is one of translating documents of other languages into Vietnamese.

Recommendation

THAT A BUREAU OF PUBLICATIONS WHICH WOULD INCLUDE PRINTING AND DUPLICATING FACILITIES BE ESTABLISHED WITHIN THE DEPARTMENT OF EDUCATION. THIS SHOULD INCLUDE A TRANSLATING SERVICE FOR ACADEMIC PUBLICATIONS.

Problem

C. Our survey revealed that inspections were routinized and irregular and much of their force and effect was lost to the instructors. The inspectors seemed to center on carrying out the set patterns as detailed in Saigon with little effort and thought being given to improved methods of study and techniques of instruction.

Recommendation

THAT THE INSPECTION SERVICE BE IMPROVED TO INCLUDE MORE REGULAR INSPECTIONS WITH FOCUS ON IMPROVED METHODS AND TECHNIQUES OF INSTRUCTION.

Problem

D. One of the needs expressed by the schoolmasters was that of additional teachers' training conferences at which time they could discuss the work they are doing and could study the findings of the inspection service.

Recommendation

THAT ADDITIONAL TEACHERS' TRAINING CONFERENCES BE CARRIED OUT IN CONNECTION WITH THE FINDINGS OF THE INSPECTION SERVICE.

Problem

E. It was found that the inspectors were expected to travel by bicycle or on foot or by the use of very inadequate transportation facilities and therefore were unable to carry out their duties.

Recommendation

THAT IMPROVED METHODS OF TRANSPORTATION BE MADE AVAILABLE AND USED BY INSPECTORS IN ORDER TO FACILITATE TIMELY INSPECTIONS.

In many provinces we found that inspections could be coordinated with other service units such as Agriculture agents if they were properly planned. We suggest that use of a motor pool be tried in an effort to overcome the lack of transportation.



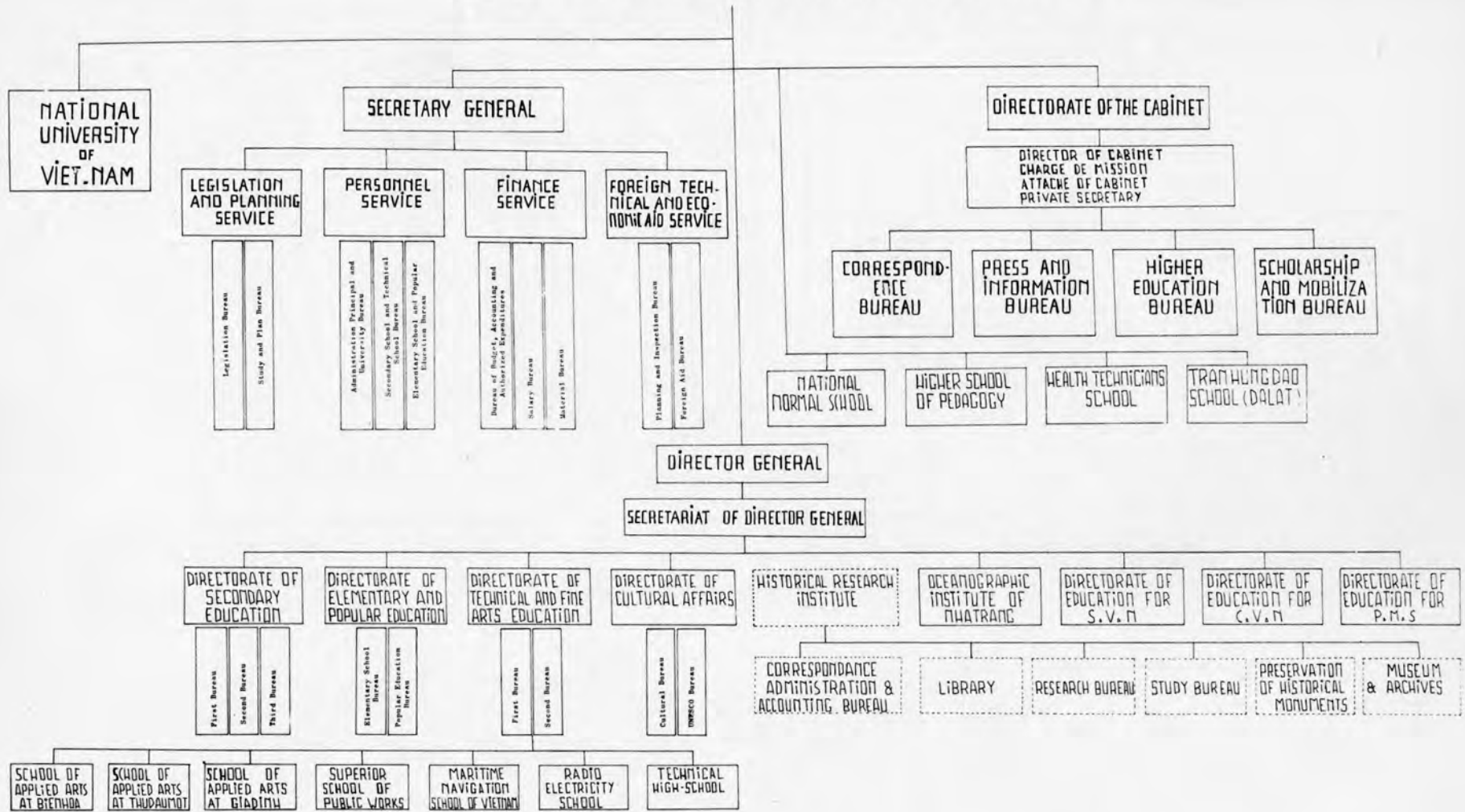
Problem

F. The most chronic complaint of government employees who have to travel was the inadequate per diem allowance. The Department of Education is no exception.

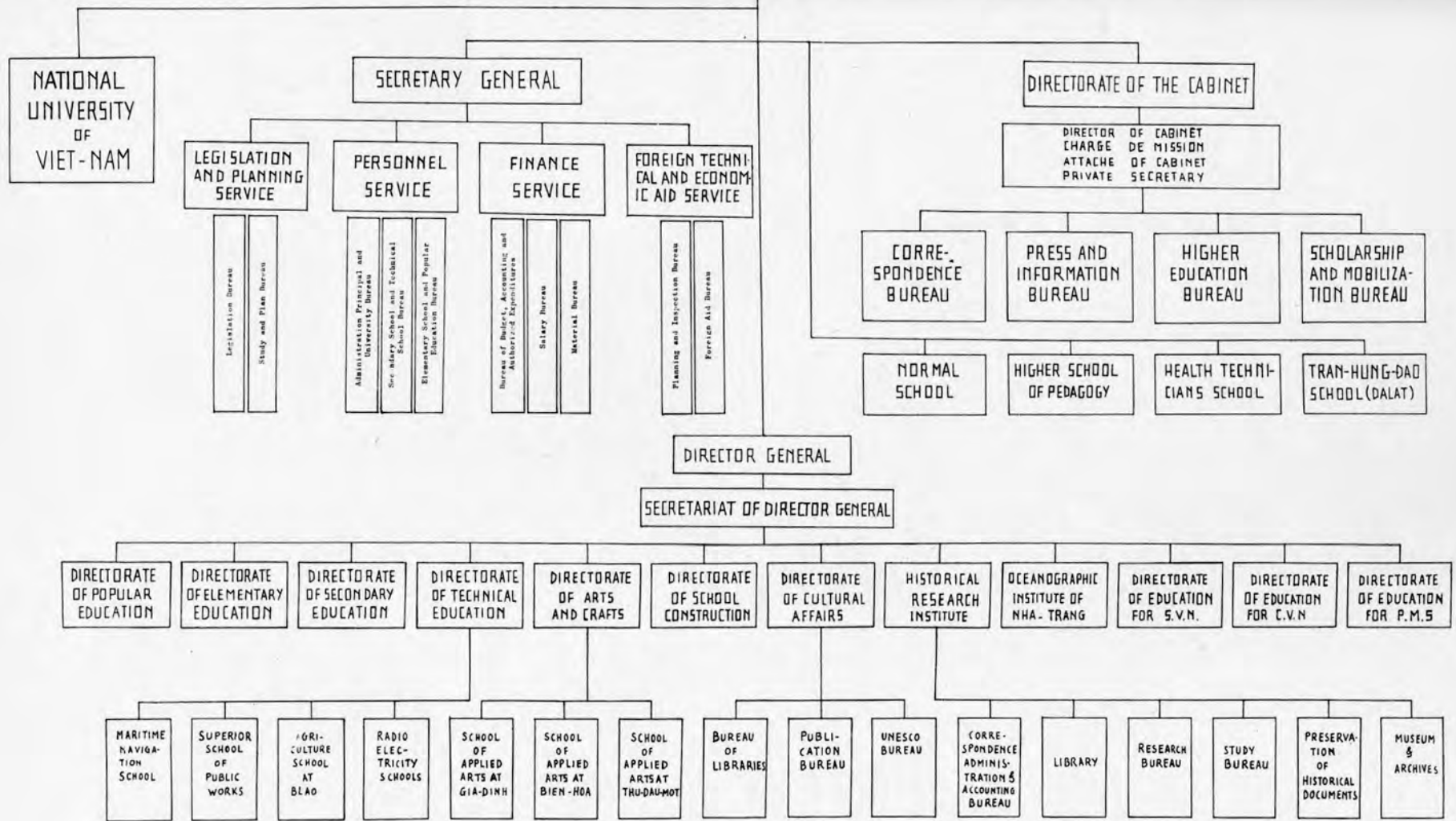
Recommendation

THAT MORE ADEQUATE PER DIEM RATES  
FOR INSPECTORS BE PROVIDED.

# SECRETARY OF STATE FOR NATIONAL EDUCATION



PRESENT ORGANISATION OF THE DEPARTMENT OF EDUCATION



ORGANIZATION CHART WITH PROPOSED CHANGES

## PART III

ORGANIZATION OF THE DEPARTMENT OF EDUCATION : A SUMMARY

The Department of Education is organized as an administrative pyramid beginning with the thousands of village school directors, through the provincial and regional education services and finally to the central office of education in Saigon with the Secretary of State for Education at the top. In the concentration of hierarchy in Saigon, the task of running the education system is divided among three major branches, the heads of which are immediately under the Secretary of State for Education. These are the Office of the Secretary General, the office of the Director General; and the Cabinet. In addition, the National University of Vietnam is currently in the process of being integrated into the Department of Education so it retains a great deal of the autonomy

it had under the French regime. The Rector, as head of the university, is directly responsible to the Secretary of State for Education.

#### THE OFFICE OF THE SECRETARY GENERAL

This Directorate is responsible for all administrative matters in the Department of Education. It is divided into the following four services

1.- The Legislation and Planning service, divided into the Legislation Bureau and the Planning Bureau.

2.- The Personnel service is divided into the three following bureaus:

A. The Administrative Regulation and University Bureau.

B. The Bureau for Secondary and Technical Schools.

C. The Bureau for Elementary and Popular Education Schools.

3.- The Finance service is divided into the Budget Bureau, Salary Bureau, and the Material Bureau.

4.- The Foreign Technical and Economic Aid Service. This is divided into the Planning and Inspection bureau and the Foreign Aid Bureau. Actually, there is only one person assuming both functions.

In general, the Office of the Secretary General is charged with the personnel, finance, administrative planning, legislation concerning education, and foreign aid. In budget and personnel matters, the National University of Vietnam is autonomous. Under the former regime, the university was completely independent from

the Department of Education. As pointed out above, it is currently being integrated into the department and during this period of transition, it retains some of its previous prerogatives.

#### OFFICE OF THE DIRECTOR GENERAL

This office is responsible for the technical supervision of primary, secondary, technical, and fine arts education in Vietnam. This includes directing the education program, inspecting teaching methods, and instituting changes deemed necessary to maintain a functional, effective system of instruction. This task is divided among the following series of directorates.

##### 1. The Directorate of Secondary Education

This Directorate is divided into three services and a bureau for inspectors of science and liberal arts courses. The inspectors of the central office are responsible for courses of the second cycle. The regional inspectors are responsible for inspecting the courses in the first cycle.

##### 2. The Directorate of Elementary and Popular Education

This Directorate has the responsibility of supervising technical matters in elementary and popular education. The office is divided into two bureaus, one charged with inspecting the popular education courses. Since currently there is no inspector for popular education, this is the responsibility of the inspector for elementary education. Unlike the inspectors for secondary education, those for elementary and popular education do not actually carry out the inspections. Rather, the actual task of inspecting is done by

the provincial inspectors. The Chief inspectors in Saigon collect these reports and compile a general report for the Director General.

3. The Directorate of Technical and Fine arts Education

This directorate is divided into two bureaux with inspectors for technical and fine arts courses respectively. This directorate also is charged with supervision<sup>of</sup> the specialized art and technical schools.

4. The Directorate of Cultural Affairs is divided into two bureaux; the Publications bureau and the UNESCO Bureau. The former is responsible for all publications prepared for the Department of National Education. The latter functions as liaison with UNESCO.

5. The Historical Research Institute

According to the most recent reorganization of the Department of Education, the Historical Research Institute was organized to consolidate the scattered historical research and documentation services. As planned, the institute would include the following six sections:

- A. Correspondence Administration and Accounting Bureau
- B. Library
- C. Research Bureau
- D. Study Bureau
- E. Preservation of Historical Monuments
- F. Museum and Archives

Due to lack of office space, these services continue to be scattered throughout the various offices of the department.

THE CABINET

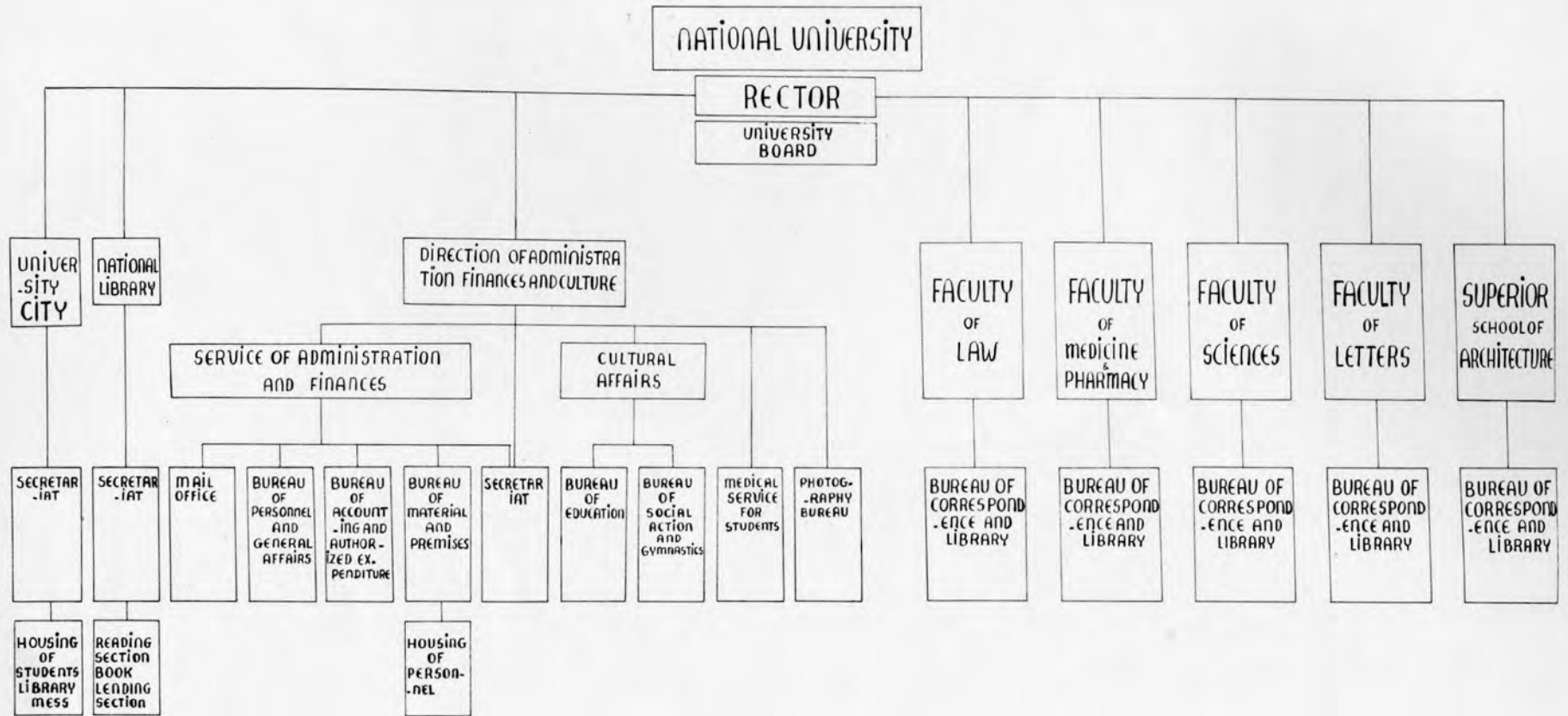
The Cabinet, under the Director of Cabinet, an appointee of the Secretary of State for Education, functions as the Secretariat. The Director of Cabinet acts as administrative assistant to the secretary and works closely with him. In principle, all external relations of the Department of Education are carried on through the Cabinet. In addition, all political matters are the concern of this office. The Director of Cabinet is the intermediary between the Secretary of State for Education and the services within the Department as well as the agencies outside of the department. The responsibility for carrying out these tasks is divided among four bureaus; the Correspondence Bureau, the Press Bureau, the Higher Education Bureau, and the Scholarship and Mobilization Bureau.

The National University of Vietnam

The National University of Vietnam is composed of the faculties of Law; Letters, Science, Medicine and Pharmacy, and the school of architecture. The head of the University is the Rector and an administrative office is responsible for personnel material, and financial matters within the university. A University Council, composed of professors from the faculties, shares the responsibility of supervising the university with the Rector. In addition, there is a dean for each faculty and administrative staff in each faculty.



# ORGANIZATION CHART OF THE NATIONAL UNIVERSITY OF VIETNAM



**NOTE :** THIS CHART DOES NOT INCLUDE THE OCEANOGRAPHIC INSTITUTE WHICH IS GOING TO BE INCORPORATED INTO THE NATIONAL UNIVERSITY IN THE NEAR FUTURE

APPENDIX A

Arrêté No 599T.T.P/NS of February 24, 1956 of the President of the Republic of Vietnam fixing the procedures of subsidies in favor of Semi-official schools.

- Considering provisional constitution No 1 of October 26, 1955,
- Considering the decree No 4T.T.P. of October 19, 1955 fixing the composition of the Government of the Republic of Vietnam,
- Considering the Decree No. 33-GD of September 19, 1949 fixing the functions of the Secretary of State for National Education,
- Considering the Decree No. 230-GD of June 27, 1955 establishing all over V.N. a special type of school called "Semi-official Schools".
- Considering the proposal of the Secretary of State for National Education.

## A R R E T E

Article 1: The subsidies granted to Semi-official Schools will be determined by the following articles.

I.- Subsidies funds

Article 2: The Semi-official Schools may receive subsidies from the National Budget granted by the Secretary of State for Education within the limit of budget allocated to the said secretary of state and upon the suggestion of the Subsidie Committee mentioned in Article 5 (section 4)

II.- Dossier applying for subsidies to open Semi-official Schools.

Article 3: Dossier applying for subsidies must include the following documents:

- 1.- Site of the school and the reasons for which it has been chosen: geographical location, population, number of children for whom there is no school available, political situation transportation facilities and economic situation of the place and its climate etc...
- 2.- Number of existing classes and of enrollment.



- The Chief of the accounting office of prefecture, city or Province Member

The proposal of the council as mentioned above will be sent to the Department of National Education through the Delegate's office.

To fix an amount of money subsidized by the budget of the Department of National Education, a council will be established in the Department, including the following members:

- The Secretary of State for National Education President
- The representative of the Department of Interior Member
- The Director General of Fonctions Publiques or his representative Member
- The Director of the Direction of National Budget or his representative Member
- The Director of Cabinet of Department of National Education Member
- The Secretary general of Department of National Education Member
- The Director of Secondary Education Direction of Department of National Education Member
- The Chief inspector of Secondary Education (sciences section) Member
- The Chief inspector of Secondary Education (Arts section) Member

Article 6: The Secretary of State for the Presidency, the Secretary of State for Interior, the Secretary of State for Finance, the Secretary of State for National Education and the Government Delegates in Saigon, Hue, and Dalat according to their functions, carry out this decree.

Saigon, February 24, 1956  
For the President  
The Secretary of State  
for the Presidency  
Signed: NGUYEN-HUU-CHAU

No. 2722-BTC/NS  
Approved  
Saigon, December 2, 1955  
The Secretary of State  
for Finance  
TRAN-HUU-PHUONG

No. 1-YT/HC/PC  
Approved  
Saigon, January 18, 1956  
The Secretary of State  
for Social Welfare and  
Health  
VU-QUOC-THONG