

AIRGRAM

DEPARTMENT OF STATE 4890650 (2) 680-650

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ACTION

FROM - Seoul

SUBJECT - Education Policy and Planning PROP

REFERENCE -

Attached is a non-capital project paper (PROP) covering Project 489-11-680-650 Education Policy and Planning.

PORTER

~~XXXXXXXX~~

OTHER AGENCY

Attachment: a/s

PAGE 1 OF 9 PAGES

DRAFTED BY JAFoster:ash	OFFICE PSD-E	PHONE NO. 4103	DATE 10/2/69	APPROVED BY D: HJ Costanzo
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CLASSIFICATION

A T T A C H M E N T**NONCAPITAL PROJECT PAPER (PROP)****EDUCATION**

Country: Korea Project No. 489-11-680-650

Submission Date: _____ Original Revision No. _____

Project Title: Education Policy and Planning

U.S. Obligation Span: FY 1967 through FY 1971Physical Implementation Span: FY 1967 through FY 1972

Gross life-of-project financial requirements:

U.S. dollars: _____

Cooperating country cash contribution: \$43,670,000

A. SUMMARY DESCRIPTION

One of the most vital sectors in Korean society today is education because it is not only the source of Korea's leadership, technical strength, and economic future, but also because it is the source of much of its past political and social instability. Generally, Koreans have recognized the value of a sound educational program and are making some efforts to improve the quantity and quality of training and to make it more relevant to Korea's development needs. However, because much remains to be done, this project is designed to finance the services of U.S. advisors and training to help Korea improve its education system.

It is proposed that the U.S. continue to provide under this project the necessary assistance to help up-grade the quality and long-range planning of education in Korea. While the Korean Government (ROK) has

made impressive quantitative improvements, such as in providing schools for an increasing number of students, other qualitative changes are now required to institutionalize a sound educational system. The areas requiring the greatest improvements are long-range planning, utilization of modern technology, and making Korean education more readily applicable to the nation's development needs.

Attached is a summary of the financial requirements needed to carry out this project.

PROP DATE:

PROJECT NO.: 489-11-680-650

EDUCATION POLICY AND PLANNING
DOLLAR PROJECT FUNDING (Obligations in \$000)

<u>Fiscal Years</u>	<u>Direct-Hire Technicians</u>	<u>Participants</u>	<u>Commodities</u>	<u>Contract Services</u>
Prior thru FY 1969	\$159	\$ 68	\$ 81	\$205
Operational FY 1970	28	53	-	28
Budget FY 1971	<u>54</u>	<u>60</u>	<u>-</u>	<u>203</u>
Total All Years:	<u>241</u>	<u>181</u>	<u>81</u>	<u>436</u>

Overall Project
 Total: 436

LOCAL CURRENCY FUNDING */

Prior thru FY 1969	¥16,490,000
Operational FY 1970	14,180,000
Budget FY 1971	<u>13,000,000</u>
Total:	<u>¥43,670,000</u>

*/ Amounts reflect only local currency funded under Project Agreements for FY 1968 and prior years; other Non currency costs were funded under Technical Support Trust Fund budget.

D. SETTING/ENVIRONMENT:

At the end of the Korean War in 1953, Korea's educational system was in a shambles. Schools had been destroyed and teaching staffs scattered. To help alleviate this situation, the ROKG started to rebuild the nation's educational facilities by focusing necessarily on quantitative changes, such as constructing schools, training more teachers, and enrolling as many children as possible. In its efforts the ROKG has made impressive achievements of a quantitative nature, such as a 95 percent literacy level (sixth grade level) and practically universal education for the first six years of school (primary school) for 5½ million children.

While the ROKG was meeting these quantitative objectives, it soon became apparent that Korea's educational system could best be characterized as simply an ad hoc effort to accommodate steadily increasing enrollments and to construct needed school buildings. Because there was little forward planning being done in the education sector, it was becoming increasingly clear to both Korean educators and U.S. educational advisors that Korea must start making more qualitative changes as well. There was a growing need to concentrate on extending educational opportunities beyond primary school and improving the quality of education by making it more relevant to the needs of a rapidly developing economy. It was soon recognized that an essential element in Korea's attempt to improve the quality of its education is a well conceived and institutionalized long-range planning effort that would give proper direction and purpose to the nation's educational programs.

As presently constituted, however, the major, long-range planning organization of the ROKG is quite tenuous, without permanent status in the civil service and with only limited influence in the Korean power structure. So far, the ROKG has deemed it politically infeasible to try to alter this situation. The core element of the planning apparatus - the Secretariat of the Council for Long Range Educational Planning (CLREP) - is composed of professional educators, seconded from their parent institutions, to provide little more than part-time services.

On the other hand, there have been two significant initiatives taken by the ROKG to strengthen and institutionalize programs to improve the quality of Korean education: (1) the promulgation of the National Education Charter by the ROK President, spelling out the broad objectives and

philosophy of Korean education; and (2) the appointment by the President of a 44-member National Educational Council, under the chairmanship of the Prime Minister, to act upon the reports and recommendations submitted to it by the Secretariat concerning long-range policy for education. It still remains to be seen whether these measures will not only provide some of the continuity that is essential to long-range planning, but also bring about genuine improvements in the quality of Korean education.

In view of this recognized need for qualitative changes in Korea's educational system, the ROKG Ministry of Education (MOE) has requested educational assistance from the United States. In response the U.S. has supplied under this project the services of educational advisors as well as participant training and limited commodity assistance. Beginning in FY 1968, a contract was entered into with the Midwest University Consortium for International Activities (MUCIA) to provide the advisory services of selected, senior American educators in Korea for long-range educational planning. The first phase of the contract, extending from November 1968 to July 1969, concentrated on three aspects of planning and policy: (1) the organization of and machinery for national education planning; (2) curriculum planning and policy; and (3) education finance. Three short-term American consultants came to Korea for three periods of six weeks each to assist with the above-mentioned areas of concern. Each of the consultants has submitted an interim report of his observations and findings. In addition, one Korean educational administrator associated with this project has gone to the United States for two year's advance degree training, and two high-level Korean leaders ^{have recently returned} ~~are currently in the~~ U.S. for a sixty days' observation tour of related education operations in the U.S.A.

The second phase of the MUCIA contract, which is described below, provides for consultant services in systems analysis, research, educational planning, and manpower resources. A systems analyst has already arrived in Korea, and MUCIA is actively recruiting for the remaining experts qualified in research and manpower. They are expected to arrive in Korea during the first two quarters of 1970.

Supporting the nation's long-range planning in part are Korea's Central Education Research Institute (CERI) and the Korea Institute of Research in the Behavioral Sciences (KIRBS). They assume special research assignments on behalf of the Secretariat and the National Education Council. These institutes are supported by funds from MOE and from fees from other agencies using their services. USAID, from time to time, has also requested their services for assistance with this project activity in research, paying for these services from Trust Funds.

C. STRATEGY:

The magnitude of the educational needs for a rapidly developing society such as Korea's is so great that conventional and traditional approaches to meeting those needs will fall short of sound national objectives. It is part of U.S. strategy, therefore, to encourage the planning of new approaches that will improve the quality of education at all levels through the application of tested new methodologies, including programmed instruction, television instruction, and other educational technologies that can be readily adapted to Korean capabilities and aptitudes. USAID is currently reviewing acceptable alternatives by which we can contribute effectively to the application of educational technology.

A conclusive fact of Korean education is the important influence of American education, which helps serve as the model for Korean education and which continues to provide much of the trained educational talent of the country. It is certain that close cooperation with and technical assistance from the United States will be called for in the future. While using the American model, the Koreans have demonstrated a capacity to adapt this educational style and character to their own cultural and social climate. The continuation of this close relationship, while encouraging the Koreans to increasing self-reliance and self-sufficiency in education, is a desirable and essential element in the U. S. educational strategy in Korea.

Korea is gradually extending universal education through the ninth grade or middle school, and its further extension through the twelfth grade is inevitable. This significant extension of compulsory education will mean an increased student population of about 2 million, with simultaneous demands for more classrooms, teachers, and important additional budget increments for competitive salaries. These will place a heavy financial burden on a developing country that is also obliged to maintain a large military force and carry out a large economic development program. Therefore, part of the strategy of U.S. assistance must be to continue to include activities which will have the effect of influencing Korea's educational development in such areas as the application of modern technology. This approach will both help overcome immediate problems, such as by supplementing the limited teaching staff by the use of educational television, as well as ~~assist in long-range~~ assist in long-range planning by the use of more up-to-date technology.

D. PLANNED TARGETS, RESULTS AND OUTPUTS:

The first phase of the MUCLA contract was completed in July 1969, as previously outlined. It is now planned that the second phase of the contract be set up to achieve the following targets during the periods indicated:

a) A systems analyst consultant is to assist the MOE and other educational organizations to prepare a plan for instituting the systems analysis approach to educational planning, especially as related to teacher training in the middle schools (by October 1970).

b) An overall planning consultant is to prepare a study to help the MOE in undertaking improvements and courses of action in the following areas: general guidelines for long-range educational planning; statistical aspects of planning; important organizational and political problems and recommended solutions concerning the status of Korean educational planning; and further avenues of planned development in education (by January 1970).

c) An educational research consultant will prepare a report to assist the MOE in making changes related to student and manpower projections in Korea throughout the different stages of education, and to devise means whereby technology can be applied to educational planning. On the basis of such reports the ROKG can then devise more realistic plans relevant to Korea's needs (by March 1970).

d) A manpower consultant will make an in-depth study of the make-up of Korea's school age population, especially in the middle and high schools, to facilitate ROKG planning (by April 1970).

The above analyses and reports will form the nucleus from which Korea's education planning program can later be expanded.

In addition to the above, a U.S. survey team will conduct a feasibility study to determine an appropriate means for applying educational television and other modern technology to Korean education. This survey will help serve as a basis for an AID education sector loan in FY 1971. ~~Although the required funds for the survey were planned for FY 1971, it is possible that the study will actually be performed in FY 1970, using other available project funds in order to allow sufficient time in which to make the necessary preparations for the education sector loan agreement in FY 1971.~~

Further studies and programs will be undertaken through FY 1970 and FY 1971 to provide ~~the~~ policy guidance in education administration, the government's role in education, cooperation in education between the public and private sectors, faculty development, overall education evaluation and other areas designed to improve Korean education.

To assist Korea's efforts in long-range educational planning, it is also proposed that the U.S. provide under this project the following participant training: a) 12-month training for six education administrators each in FY 1970 and FY 1971 to learn the principles and techniques of U.S. educational planning that are applicable to Korea; and b) short-term (60 days each) education planning observation tours for five professional Korean educators each in FY 1970 and FY 1971 to view first-hand U.S. education planning practices.

E. COURSE OF ACTION:

It is proposed that USAID continue to finance U.S. direct hire and contract technical services as well as participant training for the aforementioned purpose throughout the remaining life of this project. With the ~~the~~ gradual phase-down of USAID grant-financed activities and with consideration to be given to a possible education development loan, this project should focus primarily on assisting the Ministry of Education and the National Education Planning Committee in developing comprehensive, long-range education plans, which will include curriculum and faculty development, finance, education and manpower requirements, student guidance, and evaluation. U.S. direct-hire and short-term contract ~~technicians~~ technicians should assist in this aspect of the project. In this respect, as previously mentioned, a contract has already been signed with the MUCIA to provide the services of ~~a~~ well-qualified, senior American educators needed for the project. These educators, working with the USAID Chief Education Advisor, should assist the Korean education leaders as they analyze major problems and chart the course to be pursued in connection with intermediate and long-range goals.

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PROJECT AUTHORIZATION

1. PROJECT NUMBER 4890650	3. COUNTRY Korea	4. 2 0062
2. PROJECT TITLE Education Policy and Planning Project of Technical Assistance to ROKG Activities 489-11-740-589		5. AUTHORIZATION DATE 6/3/70
		6. PROP DATED 10/22/70

a. Number of Years of Funding: 5
Starting FY 1967; Terminal FY 1971

b. Estimated Duration of Physical Work
After Last Year of Funding (in Months): 12

FUNDING BY FISCAL YEAR (in U.S. \$ or Equivalent)	DOLLARS		P.L. 480 CCC + FREIGHT	LOCAL CURRENCY			
	GRANT	LOAN		U.S. OWNED		HOST COUNTRY	
				GRANT	LOAN	JOINTLY PROGRAMMED	OTHER
Prior through							
Fiscal FY 69	495						36
Operational FY 70	114						40
Operational FY 71	194						55
Operational FY 72							27
Operational FY 73							
Operational FY 74							
Operational FY's							
TOTAL	804						162

7. DESCRIBE SPECIAL FUNDING CONDITIONS OR RECOMMENDATIONS FOR IMPLEMENTATION, AND LIST KINDS AND QUANTITIES OF ANY P.L. 480 COMMODITIES

10. CONDITIONS OF APPROVAL OF PROJECT

(Use continuation sheet if necessary)

1. Approved in substance for the life of the project as described in the PROP, subject to the conditions cited in Block 10 above, and the availability of funds. Detailed planning with cooperating country and drafting of implementation documents is authorized.

This authorization is contingent upon timely completion of the self-help and other conditions listed in the PROP or attached thereto.

This authorization will be reviewed at such time as the objectives, scope and nature of the project and/or the magnitudes and scheduling of any inputs or outputs deviate so significantly from the project as originally authorized as to warrant submission of a new or revised PROP.

A.I.D. APPROVAL	CLEARANCES	DATE
 SIGNATURE	EA/NEAP, CFShook	5/27/70
	EA/NEAP, CSBell	5/27/70
	EA/TECH, W. Williams	5/27/70
EA/DP		
	6/3/70	
TITLE	DATE	A/CONT