

DPC/PCB/PTIS
4890650 (3)
PD-AAD-440-C1

AID 1020-28 (7-68)			SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1			Unclassified		489-11-680-650 *	
002 PAR	MO.	DAY	YR.	003 U.S. OBLIGATION SPAN		004 PROJECT TITLE
AS OF:	8	3	1	7	0	Thru FY/
005 COOPERATING COUNTRY - REGION - AID/W OFFICE	Republic of Korea					Education Policy & Planning *

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1970)	727	(341)	197		335	116		73			6
PROPOSED OPERATIONAL YEAR (FY 1971)	178	(110)	34		110	34					

CCC VALUE OF P.L. 480 COMMODITIES (\$000) → Thru Actual Year : Operational Year Program :

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR	0. PARTICIPATING AGENCY	1. L.A. Sanderman, Sc. Edu. Advisor 2. M.L. Sturchio, Sc. Edu. Advisor 3. American Institute For Research (D. Jones)	1	6	AID/ea-3	
2. LOCAL CONTRACTOR	1. UNIVERSITY		1	6	AID/ea-5	
3. THIRD COUNTRY CONTRACTOR	2. NON-PROFIT INSTITUTION		1	2	AID/ea-46 ✓	
4. PARTICIPATING AGENCY	3. ARCHITECTURAL & ENGINEERING					
5. VOLUNTARY AGENCY	4. CONSTRUCTION					
6. OTHER:	5. OTHER COMMERCIAL					
	6. INDIVIDUAL					
	7. OTHER:					

PART I - PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continued on form AID 1020-25 I as necessary):

Implementing Agency Table (Cont'd)

c.		Type	d.
	Midwest University Consortium for International Activities, Inc.	1 1	AID/ea-52 ✓
	Florida State University - Education Sector Survey	1 1	AID/ea-120 ✓

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE
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PSD-E:CFoster
PSD:BRStorv

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PAR CONTINUATION SHEET

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* In the Congressional Presentation, this project is included under Technical assistance to ROKG Activities (489-11-740-589).

008 There is no previous PAR for this project. See the PROP (TOAID A-1108 of October 28, 1969) for brief summary of the history and objectives of this project. See also the FY 1970 PIP (TOAID A-333 of April 24, 1970).

This PAR is only concerned with the AID's assistance to Korean education, according to the original design of this project. Other assistance, such as the survey relating to a graduate school in science and technology which was funded recently under this project simply as a convenient programming and funding mechanism, will be appraised separately at a later date.

Although U.S. assistance to Korean education actually dates back to 1954, this particular education project began in FY 1967. During the course of this current project, the U.S. has provided education advisory services, training and limited commodities to the Republic of Korea Government (ROKG) and private educational institutions. The thrust of this technical assistance has been to encourage and help the Koreans to modernize their educational system in order to make it more responsive to the Republic of Korea (ROK)'s present and future development needs.

The above assistance has taken a variety of forms. First, U.S. advisors sought to dissuade ROK educators and government leaders from relying on past methods of meeting education requirements (building more classrooms and supplying more teachers). Instead, AID specialists have worked with the Koreans to start planning for future needs. Based on anticipated economic development, manpower projections, and national goals, U.S. advisors have tried to help the ROK to make long-term plans for the development of the nation's education system. U.S. advisors have also tried to encourage the ROK to introduce innovative methods in education, to replace traditional educational practices which no longer adequately meet Korea's needs. Finally, U.S. assistance has been directed towards helping the Koreans do basic and applied research in education and the behavioral sciences to provide a continuing source of data and reliable information for use in making future decisions relating to Korean education.

1) The overall performance of project implementation in achieving stated project targets has generally been effective and satisfactory. The National Council on Long-range Educational Planning (CLEP) was established by the ROKG in 1969 on the advice and with the assistance of USAID/Korea. This planning organization has already prepared plans and recommendations for the next fifteen years. Highlights of the tentative plan call for greater educational opportunity for an increased school age population and large-scale budgetary allocations to education. Unfortunately, CLEP is still not

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a permanent body and does not possess the power needed to implement its recommendations. USAID plans further work in convincing the ROKG and its Ministry of Education (MOE) to incorporate this long-range planning function into the Government's area of responsibility in education in order to assure the use of effective planning in the administration of the education system.

In other areas of implementation, the ROKG is now seriously working on ways of introducing innovative methods in education. There is much stress on science and technology as necessary parts of modern Korean life, including education. In addition, there are now two research institutions, the Korean Institute for Research on the Behavioral Sciences (KIRBS) and the Central Education Research Institute (CERI), which were assisted by this project and which are now operating effectively. Finally, there are now underway two studies by prominent U.S. education institutions, Midwest University Consortium for International Activities, Inc. (MUCIA) and Florida State University (FSU), which will help the Koreans plan for improving the quality of the Nation's educational system.

2) This project has made substantial contributions to the achievement of sector and goal plans by:

- a) Placing increased emphasis on the development and implementation of long-range educational plans related to Korea's development.
- b) Assisting the ROK in designing ways of improving the quality of education. This will also lay the groundwork for possible future U.S. assistance in this area.
- c) Helping the ROKG and private institutions in undertaking more and better quality research related to education and other social science areas.
- d) Providing guidance to help the ROKG formulate plans for extending education to more ~~many~~ people in Korea.

3) Anticipated results seem to indicate that programmed resources have generally been put to good use so far. There is still the problem, however, regarding the MUCIA contract especially, of encouraging the ROKG to be more responsive to the recommendations of the U.S. specialists in the area of long-range planning. USAID will discuss this situation further with the ROKG.

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4) The project is and will continue to be relevant, important, and significant to the development of Korea and to U.S. objectives in Korea. Under this project the U.S. is helping the ROK to develop ways of improving its educational system to make it more relevant to present and future needs and ultimately to help Korea become more self-sufficient. This improved system now being formulated should assist ROK in reaching that objective and in producing greater number of students more skilled in fields which Korea needs to further its own development.

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PART I-B - PROJECT EFFECTIVENESS

009

I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE 8/31/70	4. AS OF PRIOR JUNE 30, 1970		5. PLANNED BY NEXT JUNE 30 1971	
			a. PLANNED	b. ACTUAL		
	1) Evaluate the existing planning organization in order to recommend needed improvements in educational planning.	60%	65%	55%	95%	95%
	2) Formulate a systems analysis approach to educational planning, for recommendation to the ROKG	80%	85%	75%	95%	95%
	3) Help establish practical guidelines for improved long-range educational planning for use by the ROKG.	60%	70%	55%	85%	85%
	4) Assist the ROKG in setting up a long-range educational planning institution.	100%	100%	100%	100%	100%
	5) Help the ROKG set up a procedure for applying the Program Planning Budget System (PPBS) to Korean education.	40%	50%	35%	70%	70%
	6) Complete manpower studies in educational planning in order to project accurately Korea's training requirements and future student enrollment.	100	100%	95%	100%	100%
	7) Help plan the most efficient utilization of school space in extending better education to more people.	35%	50%	30%	65%	65%
	8) Prepare accurate estimates of the cost of better quality educational	80%	90%	75%	90%	90%
	9) Recommend improvements in the curriculum in order to more closely relate it to Korea's developmental requirements	80%	85%	75%	95%	95%

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		3 ACTUAL CUM. TO DATE 8/31/70	4. AS OF PRIOR JUNE 30, 1970		5. PLANNED BY NEXT JUNE 30 1971	
			a. PLANNED	b. ACTUAL		
	10) Prepare a feasibility study on innovations in educational technology.	35%	40%	30%	95%	95%
	11) Help foster increased and better quality educational research to enable Korea to better understand its problems and devise solutions	60%	65%	55%	80%	80%
	12) Provide support to specific research institutions to help guarantee the continuation of this needed research.	75%	75%	70%	80%	80%

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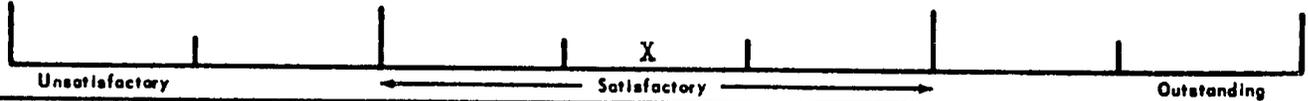
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PART I-B - Continued

010

B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



PART I-C - PROJECT SIGNIFICANCE

011

C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) To assist the ROKG to develop and implement long-range educational plans related to Korea's development.	3	2
	(2) To help the ROKG to design ways of improving the quality of education in the ROK.	3	2
	(3) To assist the ROKG and private institutions in undertaking more and better quality research related to education and other social science areas.	3	2
	(4) To help the ROKG formulate plans for extending education to more people in Korea.	2	2

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I):

PART I-C - Continued

C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.

MARK
IN
THIS
COL.

013	Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014	Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015	Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016	If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017	Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018	Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019	Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020	Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

021 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

017. One important lesson which has emerged so far is the necessity for establishing a permanent planning body within the Ministry of Education or the "power structure". So far the ROKG has postponed doing this, with the result that educational planning in Korea has not been as effective and meaningful as it might be.

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PART II - IMPLEMENTATION REPORT

II-A - STATUS OF SCHEDULE

022 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1.	Preparation the FY 1970 Project Agreement for the purpose of providing technical assistance and training to the ROKG.		X	
2.	Preparation/submission of the FY 1970 PIO/T authorizing a 12-month extension of the MUCIA contract for the services of 8 short-term consultants who will advise the ROKG in priority areas related to educational planning.		X	
3.	Preparation of FY 1970 PIO/P's for the selection of suitable and qualified participants to be trained in the following fields: a) education planning/observation - 5 participants b) education planning - 6 participants		X	
4.	U.S. direct-hire advisor to assist the Ministry of Education and related agencies in establishing institutional goals and long-range plans.		X	
5.	Preparation/submission of the FY 1970 PIO/T to finance contract services of an educational survey team which is to assist the ROKG in determining ways by which innovations in educational technology on a nation-wide basis would be feasible in Korea.		X	

PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

(a) On schedule	X
(b) Ahead of schedule	
(c) Behind schedule	
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	

BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	-
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element	-	038 Home office backstopping and substantive interest	-
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	-
031 Adherence to AID administrative and other requirements	-	040 Other (describe):	-

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
		052 Appropriateness of original selection	P
PREDEPARTURE			
042 English language ability	-	053 Relevance of training for present project purposes	P
043 Availability of host country funding	P	054 Appropriateness of post-training placement	-
044 Host country operational considerations (e.g., selection procedures)	-	055 Utility of training regardless of changes in project	P
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	-
046 Quality of technical orientation	-	057 Adequacy of performance	P
047 Quality of general orientation	-	058 Continuance on project	-
048 Participants' collaboration in planning content of program	-	059 Availability of necessary facilities and equipment	-
049 Collaboration by participants' supervisors in planning training	-	060 Mission or contractor follow-up activity	-
050 Participants' availability for training	-	061 Other (describe):	-
051 Other (describe):			

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PART II-B - Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	X	064 NO COMMODITY ELEMENT		
					072 Control measures against damage and deterioration in shipment.	--
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					P 073 Control measures against deterioration in storage.	--
066 Quality of commodities, adherence to specifications, marking.					N 074 Readiness and availability of facilities.	--
067 Timeliness in procurement or reconditioning.					N 075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port of entry.					N 076 Maintenance and spares support.	--
069 Adequacy of port and inland storage facilities.					-- 077 Adequacy of property records, accounting and controls.	--
070 Timeliness of shipment from port to site.					-- 078 Other (Describe):	
071 Control measures against loss and theft.					--	

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

The overall implementation performance of this project has been satisfactory. USAID direct-hire and contract advisors have been reasonably successful in providing assistance to specialized areas of concentration responsive to Korea's education needs. The substantive input and the expertise provided by the U.S. advisors has been of a uniform high level. The training provided has helped develop a cadre of professionals capable of improving and modernizing Korea's education system.

The technical assistance and local currency (Supporting Assistance Generations) to research projects and institutions has also been quite worthwhile. For example, CERI and KIRBS are now operating effectively in performing important research in education and other key areas essential to Korea's development.

Other indications of the successful implementation of aspects of this project are as follows:

- 1) the ROKG's increasing recognition of the importance of quality in education;
- 2) the relating of formal education to job opportunities and national development in Korea; and

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- 3) the implementation of the principle that every child is entitled to the opportunity to get at least a primary education.

b) Implementing Agency

The contracts with L. A. Sanderman and M. L. Sturchio, both science education advisors, have proven adequate. These two specialists worked with the Ministry of Education and with private institutions to help lay the foundations for long-range planning in science education. Through their efforts, they helped to improve curricula placing greater emphasis on the use of the laboratory for problem solving, and provided some of the initial impetus for the science education programs now being developed.

The contract with the American Institutes for Research was also satisfactory. Under this project component, a behavioral scientist (D.H. Jones) helped the ROK set up procedures for conducting psychometric research; test development; training of counterparts; and the establishment of an indigenous testing institution to serve the human resources evaluation needs of the nation. This contract helped strengthen Korea's determination to utilize the scientific approach in the field of manpower resources development.

AID's contract with the Midwest University Consortium for International Activities, Inc. (MUCIA) has so far provided capable advisors who have made a worthwhile impact on Korean education. The education specialists under this contract have advised the Koreans in such areas as process and organization in educational planning, systems analysis, research and educational planning, space utilization, manpower and education, educational technology, and the application of the Program Planning Budget System (PPBS) to Korean education. The input in each of the above categories has been very satisfactory. For example, the ROKG recently extended for one year the Council on Long-Range Educational Planning, partly as a result of the work performed by MUCIA advisors. In another area, the recommendations presented by the MUCIA specialist on manpower and education are now attracting very high attention in the ROKG. Most of the interim MUCIA reports have already been submitted and the final report is scheduled for completion before the end of CY 1970.

Despite these accomplishments, the successful implementation of the MUCIA contract has been seriously threatened by the less than complete support by the ROKG. The Korean Government's commitment to long-range educational planning is still not what it ought to be. Consideration of this ROKG performance will be critical in appraising the ultimate value of the MUCIA contract and in planning additional assistance to Korean education. (For further details, see parts III and IV).

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The Florida State University (FSU) contract, provides specialists who are making an analysis of Korea education, looking toward the full application of educational technology, including educational television, as well as toward innovation in a variety of education areas. These educational specialists are presently surveying the education sector and preparing education models. Although it is too soon to make an extensive appraisal of the FSU contract, the progress achieved so far seems good. The work performed under this contract should prove beneficial in planning future U.S. assistance to Korean education.

c) Participants

Under this project, AID has sent several long-term and short-term participants to the U.S. for training. Most of these participants have come from CERJ, KIRBS and MOE. So far, this participant training has proven to be quite satisfactory, with no major problems.

In the future implementation of this project, USAID plans to increase the number of participant trainees in educational planning and to select more participants from the provinces.

d) Commodities

Approximately \$73,000 worth of books are being procured under this project. Most of these books have already arrived and are being distributed to universities in Seoul and in the provinces.

In general, however, the procurement of books appears to be a lengthy and arduous process. There are still PIO/C's outstanding more than two years for which procurement is not yet complete (PIO/C's 80070, 80135, & 70271). In some instances, the wrong books or shipping documents have been sent. USAID is now reviewing these old PIO/C's to try to determine if these items are still needed or if the money should be deobligated. It would also help matters if AID/w would contact the procuring agent to expedite the procurement of the books ordered and to expedite and improve the process.

066, 067, 068

See above.

PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:

080	Coordination and cooperation within and between ministries.	
081	Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
082	Availability of reliable data for project planning, control and evaluation.	P
083	Competence and/or continuity in executive leadership of project.	P
084	Host country project funding.	P
085	Legislative changes relevant to project purposes.	N
086	Existence and adequacy of a project-related LDC organization.	P
087	Resolution of procedural and bureaucratic problems.	N
088	Availability of LDC physical resource inputs and/or supporting services and facilities.	
089	Maintenance of facilities and equipment.	
090	Resolution of tribal, class or caste problems.	
091	Receptivity to change and innovation.	
092	Political conditions specific to project.	P
093	Capacity to transform ideas into actions, i.e., ability to implement project plans.	
094	Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	P
095	Extent of LDC efforts to widen the dissemination of project benefits and services.	
096	Utilization of trained manpower: (e.g., participants, counterpart technicians) in project operations.	P
097	Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	N
098	Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:		
099	Level of technical education and/or technical experience.	
100	Planning and management skills.	
101	Amount of technician man years available.	P
102	Continuity of staff.	P
103	Willingness to work in rural areas.	
104	Pay and allowances.	
105	Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

Korea possesses what no nation can buy on the international market, "an abiding faith in education." This faith, promoted partly by a Confucian heritage, extends throughout the nation, in rural and urban communities and includes all socio-economic levels. Interest in education in Korea runs at a fever-pitch, accelerated by the increasing demands for skilled manpower in a rapidly ~~expanding~~ developing industrial economy. Parents are demanding education for their children. In this setting Korea is striving to develop a properly indigenous and vigorous educational system that will meet the needs of a rapidly expanding economy and a developing nation.

In view of the above, the ROKG has directed substantial energies and resources to education. At the present time, almost twenty percent (20%) of the national budget, or slightly more than three percent (3%) of Korea's GNP is devoted to education. The result has been an increased number of schools, near universal literacy, and other improvements in the education sector, which involve in one way or another over seven million Koreans, approximately one-quarter of the population.

PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

Although the above progress has been noteworthy, there have also been serious deficiencies, many involving the role of the ROK in this project activity. The Korean educational system is still largely based on traditional methods of trying to build more classrooms and supply more teachers to handle an expanding student body. The outside limits of the ROK's own resources which should be devoted to education have almost been reached in supporting this traditional system. However, the inferior quality of the present education and a projected increase of two million students in the next five years are going to necessitate some significant changes. If the ROK expects to continue to enhance educational development, proper planning for these changes must begin now.

While many Korean educators recognize the need for better education planning, the ROKG has so far not been fully responsive. Education in Korea is highly centralized and is firmly controlled by the Ministry of Education (MOE). Consequently, any innovations or changes must take place with the approval of the ROKG. Unfortunately, the functionaries of the Korean Government tend to be more interested in their civil service tenure rather than in the substantive issues, such as long-range educational planning or educational technology. As a result, the ROKG has not been overly prone to accepting the advice and counsel from the education specialists supplied under this project.

For instance, Korean education is going to suffer greatly unless the ROKG manifests unequivocally its support of and establishes an effective, professionally staffed and institutionalized planning apparatus. If this does not occur, the technical assistance provided by this AID project falls on barren, inhospitable ground. A start has been made, however, in the recent establishment of CLMP. Unfortunately, this planning organization is temporary in nature and has no real powers. USAID now plans to discuss this situation with the ROKG at a high level before further education assistance of this type is planned.

084. In the past the ROKG has provided adequate funding in support of this project, such as financing salaries and travel costs for participant trainees; just recently, however, the ROKG inflicted 75% cuts in its budget support for both KIRBS and CERL. This could be a fatal blow to these important research organizations. USAID plans to complain to the ROKG about this problem.

086. The ROKG has not yet established a permanent, institutionalized education planning organization. CLMP is still a temporary body which must be renewed annually and does not exercise the authority necessary to introduce long-range planning as well as other education innovations.

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PAR CONTINUATION SHEET

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096. This project has financed technical advice to and training for MOE, CLP and other educational institutions. This assistance has not been fully effective because it has not made a great impact on the MOE bureaucracy, which is in a position to make the necessary improvements. The aid has a noteworthy effect on Korea's academicians, universities and organizations like CLP. Unfortunately, these latter people or bodies do not have the power to introduce changes nor are they properly utilized by the ROKG.

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PART IV - PROGRAMMING IMPLICATIONS

IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change.

For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 if)

This project is due to terminate at the end of FY 1971. During the remaining course of this project, it is planned to concentrate on helping the ROKG to improve its education planning program. Special efforts will be made to further convince the ROKG that a permanent planning institution is vital to the improvement of Korea's education system in order to help make it more relevant to the ROK's development needs, and that serious and realistic planning must begin immediately. Assuming the ROKG is responsive to this position, USAID will provide further assistance in FY 1971 by providing institutional contract advisors from FSU and/or MUCIA as well as participant training.

The above program will lay the foundation for a new project, entitled Education Development, planned for FY 1972. AID's technical assistance to education in FY 1972 and beyond will concentrate in the following areas: educational innovations to assure qualitative improvement and equalization in the system; continued support of educational planning so as to improve the existing plan and assist in the formation of indigenous expertise to be used in future planning; and participant training for the retraining of teachers and planners.

IV-B - PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

1. Continued as presently scheduled in PIP.	
2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W).	X
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo. ___ Day ___ Yr. ___. Explain in narrative, PROP will follow.	
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

The FY 1971 PIP will be submitted shortly reflecting the above areas of emphasis.

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