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FROM - BANGKOK

DATE SENT 5-13-70

SUBJECT - RED: INNOTECH Preliminary Project Proposal (PPP)

REFERENCE -

PRELIMINARY PROJECT PROPOSAL

East Asia Regional — Project No. 498-11-690-198.b

Submission date: May 4, 1970 — Original X Revision No. ___

Project Title : Regional Center for Educational Innovation and Technology (INNOTECH)

U.S. Obligation Span 1968 through FY 1976

Physical Implementation Span: FY-72 through FY 75

Gross life-of-project financial requirements:

U. S. dollars	2,960,725*
Cooperating Country cash contribution (in $ equivalent, current exchange rate)	2,612,645
Other Donor	
Totals	$5,573,370

*Represents $2,612,645 projected costs FY 72-76 plus interim operational costs FY 68-70 ($348,080).

PAGE 1 OF PAGES 35

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SECTION A. SUMMARY DESCRIPTION:

The Regional Center for Educational Innovation and Technology (INNOTECH) is one of the projects sponsored by the Southeast Asia Ministers of Education Organization (SEAMEO). It is a program developed in response to the pressing needs in all of the SE Asian educational systems for re-structuring of content, methodology, and organization. With fearfully mounting pressures from increasing populations of school-age, phenomenonal increase of knowledge in all content fields, and rising costs of education in the face of limited budgetary resources, traditional approaches to teaching and learning are no longer able to offer solutions. Realizing that new approaches must be sought, educators in the SE Asian region want to learn about educational technology, the systems approach to educational problem solving, and the process of innovation. Such, knowledge, insights and skills are necessary if Asian creativity and effort are to be applied effectively to the task of developing and utilizing new approaches to the process of education suited to the SE Asian setting.

INNOTECH will help the SEAMEO member countries to identify and resolve basic educational problems by providing central resources for training of personnel, production of prototype solutions to common problems, coordination of research and experimentation, and provision of clearing house, library and information exchange services. Key educators (in planning divisions, curriculum units, instructional material centers, research sections, etc.) will be given training in the systems approach and research methodology, and will be provided familiarization training with respect to educational technology as used in other parts of the world. Training will be accomplished in part by participating in actual problem solving exercises which produce prototype solutions. The "trainees" will take these prototypes back to their own countries for trial and adaptation. Each participating country will have an INNOTECH counterpart (in effect, a national center) operated and financed by the country itself, which will serve as the "home" for innovation and experimentation at the national level. There will be close links between the regional center and the national programs or centers.

The regional center will, of necessity, be staffed partially at the outset by specialists from outside the region. Through an intern training program, Asian staff will be prepared to take over staff positions and gradually phase out the foreign experts.

The INNOTECH Center will be located eventually in Saigon. Until conditions in Vietnam are sufficiently regular to permit effective operation in that location interim operations will be carried on in Singapore in temporary facilities provided by the Singapore Ministry of Education. The interim operations will be multi-laterally assisted by SEAMEO member countries and several countries outside the SE Asian region, including the U.S.

The 5-year plan prepared by an interim project staff in 1969, was approved by SEAMEC in January 1970. It envisages a 5-year project cost of $5,225,290. Of this amount $760,690 are scholarship costs which would be shared by the USG and SEAMES on a 50-50 basis, and the remaining $3,580,690 ($2,820,000 of which are capital and equipment costs) would be shared by the USG and the host country on a 50-50 basis. Until preliminary A&E studies are completed, these figures will remain tentative, subject to further revision.

Details of setting, strategy, targets and goals, and course of action are presented in the following pages.

SECTION B. SETTING AND ENVIRONMENT:

Regional programs and regional organizations in SE Asia have multiplied and flourished at an astonishing rate during the past decade. While there are strong political forces behind this movement, part of the motivation comes from growing awareness of the values of pooling resources, sharing personnel and facilities, and working together toward common goals. This increased awareness of the value of regionalism has had its impact on the education sector. In November 1965, while assembled in Bangkok for a regional meeting sponsored by UNESCO, the Ministers of Education from several of the SE Asian countries met to declare their interests in developing a definite plan for regional cooperation and in creating structures and mechanisms whereby regional cooperation might

be implemented. This move was given emphasis by a promise of substantial support from the U.S. Government as part of the commitment of that country to regional development in SE Asia. Steps were taken immediately to study basic educational problems and needs in the region and to identify areas where joint, cooperative efforts might be fruitful. A temporary Secretariat was set up in the Ministry of Education in Bangkok, through the generosity of the Thai Minister of Education, and work was started on project proposals.

Among the proposals which were developed by the interim Secretariat for consideration by the Ministers at their next meeting in November 1966, in Manila, were three which dealt with instructional media, reflecting the widespread need for improvement of instruction. These included a proposal for a regional textbook center, a proposal for a regional program in educational radio and television, and a proposal for a regional instructional materials seminar. The latter proposal was approved for implementation and the Secretariat was asked to plan further study of the textbook and radio and television proposals.

At the regional seminar on instructional materials, which was held in Saigon in April 1967, a proposal was developed to establish a regional instructional materials center to serve the SE Asia region. This proposal, together with the textbook and mass media proposal, came under further study by SEAMES with the help of consultants, who were specialists in instructional media, and the decision was made to combine the three into a single program which would deal with all instructional media in a systems approach. One of the papers which was presented at the Instructional Materials Seminar in Saigon, stressing the need for innovation and the development of completely new approaches to instruction, had considerable impact on the project proposal which finally emerged. The report of one of the consultants working with SEAMES on the three proposals also supported strongly the concept of giving an innovative orientation to the instructional media project.

The Minister of Education in Saigon took the initiative in preparing a proposal for the establishment of a Regional Center for Educational Innovation and Technology (INNOTECH) late in 1967. This was put before the Ministers for preliminary approval at their Third Meeting held in Singapore in February 1968. Due to the unusual circumstances which occurred in Vietnam in the spring of 1968, project development work was delayed and it became necessary to set up an interim project office temporarily in Bangkok (in the office of the Secretariat). A meeting of educational technology specialists from within and outside the region was held in American Samoa in October 1968, to review the proposal and to obtain ideas as to how a center such as the one proposed could operate effectively in the SE Asia region. The setting of this meeting provided an opportunity for the participants to see one of the most publicized of current education innovations; namely, the educational television experiment in American Samoa.

A series of national and regional seminars followed in 1969, planned to gather information about interests, problems and needs in the participating countries on which program plans and priorities could be based. A 5-year plan for INNOTECH was evolved from this background of regional assessment, regional participation, and regional support as one of the projects of the SE Asian Ministers of Education Organization. The 5-year plan was presented to the Council of Ministers at their meeting in Kuala Lumpur in January 1969, and received approval of that body.

Concurrently with the development of this and other projects, actions were taken by the Ministers, with the interim secretariat carrying out the work, which led to the establishment of permanent structures for implementing regional cooperation. This project, the Center for Educational Innovation and Technology, falls within that framework. The SE Asian Ministers of Education Organization (SEAMEO) is the parent structure, created by the Ministers of Education of seven of the SE Asian countries, namely Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. The Organization includes (1) the Council of Ministers, (SEAMEC); (2) a permanent secretariat to perform the work of the Council (SEAMES); and several regional centers established under auspices of the Council.

SEAMEO has an international charter formally ratified by five (at the present time) of the seven countries, which is the required number to bring the Charter into force and give the Organization a legal personality. SEAMES (the Secretariat), is located in Bangkok with an international staff, temporarily housed in the Ministry of Education, but with new permanent quarters under construction (expected to be occupied in May 1970). The setting and environment, strategy and goals, and plans of action relating to SEAMEO and all of its projects are outlined in an overall PROP covering regional education. (See Bangkok, TOAID A-2155, dated November 21, 1969).

With regard to educational development needs, the setting in SE Asia is generally similar to that found in other developing parts of the world. Among the SE Asian countries there is a considerable range in levels of educational development. But to generalize, higher education at the graduate level is weak or lacking; secondary education is pursued by less than 10% of youngsters at that school age; vocational education has low status; and primary or elementary education is denied many school-age children in the region because of lack of buildings and teachers. Educational methodology is traditionally rote learning and repeating back on examinations. The rapid development of knowledge in all fields has caught the majority of senior teachers and educators unprepared to deal with it effectively so that massive in-service training and upgrading are needed. As in all developing nations, there are needs for high level, specialized manpower far outstripping the supply. Lacking adequate facilities for training such manpower in the region, the countries send their graduate students abroad only to lose many of them to attractive job offers in the countries where they receive their training.

Although earnest efforts have been made to solve these problems (some countries spend up to 35% of their national budget on education) the need and demand have continued to eclipse the progress that has been achieved. The limiting factor has been the enormity of the task. There have been no satisfactory solutions to the quantitative problem of providing basic education to the large percentage of children to whom this opportunity now is denied; of

balancing that investment with the equally urgent need for higher education and for technical education at all levels; and of finding still further resources to cope with such special problems as literacy training for some 350 million adults.

Looking ahead, the Ministers of Education have projected their needs and their resources and have found that even long-range solutions are nowhere in sight. It is simply impossible to build the schools; train the teachers, print the textbooks, install the shops, equip the laboratories, and hire the administrators in the numbers required to meet the basic needs of all sectors of the educational effort. The unhappy alternatives thus seem to be (1) to concentrate the available resources in certain sectors, perforce slighting the rest; or (2) to dilute the effort with partial programs in all sectors thereby doing justice to none.

In the desperate search for solutions, Asian educators are beginning to look at the developing educational technology in other parts of the world. They are beginning to recognize that past approaches to teaching and learning cannot meet the demands of today and that changes must be made. It is becoming clearer that the alternative to change is perpetuation of insurmountable problems, and eventually quite possibly, educational bankruptcy, for the cost of traditional approaches grows greater each year, and resources for the national investment in education, unfortunately, do not increase proportionately.

This setting of pressing educational needs, limited resources for investment in education, and inability of traditional approaches to meet the problems of today has in large measure shaped the philosophy and parameters of the Center for Educational Innovation and Technology and has generated high interest in the project on the part of the SE Asian Ministers of Education as well as educators from outside the region.

SECTION C. STRATEGY:

The basic hypotheses on which this project is based are as follows:

1. In view of (a) the mounting costs of education as it is now carried out, (b) the expanding youth population in SE Asia, and (c) the phenomenal increase in knowledge, added to the fact that for the region as a whole, less than half of the youth of school-age are actually in school, conventional approaches to education are no longer capable of solving the educational problems of providing adequate educational opportunity to all school-age youth in SE Asia.

2. More effective approaches (innovation) are needed and Asian educational systems must be prepared to create, borrow and modify, experiment with, and finally implement more effective approaches.

3. More effective approaches (either new approaches or reshaped old approaches) can be developed by clearly identifying problems to be solved or aims to be achieved and then working out the most effective solutions or approaches within the constraints of the situation, but without the restraint of fixed assumptions brought on by how things have been done in the past. The systems approach must be applied to educational problem solving if the complex tasks and burdens now placed on Asian education and educational systems are to be handled effectively.

4. The changes which must be made to deal with the situation as described above call for vigorous, adequately-supported national programs, but a regional center can play a vital role by training specialists, orienting educational planners and administrators to the potential of the systems approach and the newer educational media, developing prototype solutions to educational problems, and by providing professional support to national programs through follow-up of trainees, dissemination of information, consulting services, and joint research and evaluation.

The Center will be established as an autonomous international institution. It will be administered by a director under the overall policy direction of a regional governing board composed of one representative from each participating member country. Each Board member will be nominated by the Minister of Education of his own country and appointed by the Chairmen of SEAMEC.

Initially, the Center will have three main divisions:

1. Administrative Division

2. Research and Training Division

3. Library and Information Services Division.

Each Division will be headed by a senior staff member operating under the Center Director who will have overall responsibility for programs and activities. The Administrative Division will be responsible for business, fiscal, protocol, and administrative support functions. The Research and Training Division will be responsible for research and training programs. The Library and Information Services Division will be responsible for assembling, collating, and disseminating materials and information from world-wide sources and relating to the work of the center.

The following agencies or units have been identified as the "homes" for the national INNOTECH programs:

1. Indonesia: Office of Educational Development.

2. Laos: Directorate of Educational Planning.

3. Malaysia: National Audiovisual Aids Center.

4. Philippines: Educational Planning and Programming Unit.

5. Singapore: Educational Television Service.

6. Thailand: Department of Educational Techniques.

7. Vietnam: Instructional Materials Center.

The financing and operation of the National INNOTECH programs will be the responsibility of the respective governments. In the total INNOTECH program, the functions of the national centers or programs will be as follows:

1. To provide new direction for, and coordinate the efforts of existing national agencies in relation to educational innovation and technology;

2. To initiate activities and projects which would induce innovative thinking and practice to education with a view of making education more responsive to national needs;

3. To gather and collect necessary data for transmission to the Regional Center;

4. To disseminate locally information received from the Regional Center; and

5. To implement as appropriate, recommendations and programs or prototype solutions developed at the Regional Center.

There will be no formal administrative relationship between the regional and national centers, as the national centers will be independent and operated entirely by the respective member countries. The regional and national centers will work in close cooperation on professional matters; e.g., exchange of information, data, documents, educational materials and staff. The role of the regional center will be to assist the national programs by training personnel, developing prototype materials and approaches for trial and modification, and by giving general professional support to the national centers. The national centers will feed information back to the regional center regarding effectiveness of training, suitability of prototype solutions and materials, and other experimental work at the national level.

Operational Procedure:

1. Problems to be dealt with by the Regional Center will be determined by a Regional Governing Board.

2. Training and research programs will be organized to deal with problems identified by the Board. A research specialist with experience in systematic problem solving will direct each research program, working with and through a regional team of selected trainees from member countries.

3. Trainees will undergo an initial orientation program, covering the systems approach and research methodology and providing familiarization with the general field of educational technology. Beyond this, the training will consist of actual participation in the research area or program to which the trainee is assigned. He will learn by doing, and he will help to produce a prototype solution to the problem comprising the subject of his research program.

4. The products of the research programs (prototype solutions) will be taken by the trainees who helped to create them to their own countries upon completion of training for further trial, development, and refinement, and finally, implementation at the national level.

5. It is anticipated that the long-term training programs will operate on a one-or-two-year cycle. As one group of trainees leaves the regional center to return to the national programs, a new group will come in to staff the on-going research programs and to receive training in the process of systematic problem solving. There will also be supporting, short-term training programs.

This framework of strategy involves unique concepts in project operation which are to be noted. These include the following:

1. Since the project title may tend to focus unduly on innovation, it is important to point out initially as one element in the INNOTECH concept that the stress is on effectiveness and workability in working out solutions to educational problems. In other words, as problems are identified, clearly defined, and actions are initiated to solve them, effectiveness and workability of solution, in terms of the specifications which are set for a satisfactory solution, will be the keynote regardless of whether it is a new and unconventional solution or simply a restructuring of a long-practiced solution.

2. The work of the project is to be problem-oriented. This is one of the most important elements in the INNOTECH concept. Work with educational television, teaching machines, programmed instruction, and so on (if there is any such work) will be in relationship to identified problems and the possibilities presented by these media in deciding the most effective solutions to these problems. Educational television, programmed textbooks, and self-instructional devices will not be developed as separate solutions after which there would be a search to find problems which these solutions might fit. To repeat, the work of the project will be problem-oriented.

3. Although a regional center can play an important and effective role in effecting educational change and improvement, these eventual goals can never be realized unless there are strong national programs dedicated to the INNOTECH concept. The relative roles of the regional and national centers are spelled out on pages 9-11. But in dealing with the total INNOTECH concept, it is necessary to mention this element of placing primary responsibility for implementation of educational change and improvement on national centers and national programs.

4. Finally, a basic element in the INNOTECH concept is the integration of training and research. This will lead to two products: (1) key educators knowledgeable with regard to the use of the systems approach in education, with regard to research methodology, and with regard to operative educational technology; and willing to discard the sacredness of conventions; and (2) prototype solutions to educational problems developed by these key educators, ready for trial, further experimentation and eventually implementation in the national programs.

SECTION D. PLANNED TARGETS, RESULTS AND OUTPUTS:

The objective of the INNOTECH project is to assist the SEAMEO member countries in the identification and solution

of their basic educational problems. Since traditional ways of dealing with the process of education seem to offer little if any hope of providing adequate educational opportunity to the majority of Asian youth, it is assumed that a major sub-goal must be developed of, experimentation with, and finally utilization of new, perhaps unconventional, solutions to the basic problems. This will require vigorous national efforts which can be supported and made more effective by coordination. Hence, a second major sub-goal is the creation of project organization and structures whereby joint effort and regional support can be implemented. A third major sub-goal is the development of a cadre of Asian "innovators" who are familiar with the systems approach to problem solving, who are knowledgeable about educational technology, and who are research oriented with open minds to experimentation and to questioning of past assumptions. And a fourth major sub-goal is the production of prototype solutions to common educational problems, solutions which can be tried out, refined, and eventually adopted for use in the participating countries.

The specific objectives of INNOTECH as outlined in the 5-year development plan are as follows:

1. To promote and undertake research and experimentation, dealing with common problems identified within the region, leading to the creation of prototype solutions which can be tested and adapted in the National Centers;

2. To supply adequate facilities and professional resources and to provide an unfettered environment to permit selection, development and testing of potentially valuable innovations;

3. To create and develop new approaches to education--approaches which are particularly suited to Southeast Asia--deriving ideas from all possible sources;

4. To train key and selected personnel from member nations to implement (1) and (3), through seminars, workshops and training courses;

5. To attract to the Center outstanding creative thinkers and innovators who will assist with research and experimentation in new educational systems and instructional materials;

6. To provide library and information services for the SEAMEO region: collection, codification, and dissemination of data and information about educational technology and research from world-wide sources;

7. To develop model testing and evaluation procedures and standards for use in the region.

As with most of the SEAMEO projects it is difficult to describe a "completed project" or the ultimate "end-product" for INNOTECH. One could estimate the probable number of key educators who will be trained by the Center, but this would be an arbitrary figure since the Center is to be constantly geared to problems and needs as they develop and are identified. Its programs must be flexible and adaptive. Even more difficult would be the estimate of the shape of things to come if the project is reasonably successful in bringing about change in present approaches to education.

At the end of the rainbow, hopefully, is a flexibly structured program whereby the Asians can prepare themselves for the coming revolution in education; a program through which they can jointly and systematically work out effective solutions to their common educational problems; a program and a program structure where creativity, innovation, and experimentation can flourish in a setting reasonably free from the pressing, crisis-solving matters of day-to-day operations. The establishment of a process--the systems approach to problem-solving, the willingness to assail the "sacred cows" of education (traditional ways of doing things), the desire and capability to create--forms the hoped for end result, though it should never be referred to as a "finished product."

The contribution of this program to regionalism is obvious. It will involve regional team endeavors, shoulder to

shoulder sharing of responsibilities and challenges in identifying common problems and working out joint solutions. Problems will be viewed in regional context and insights will be gained concerning both their common elements in the region and their unique features from country to country. Exchange of information and sharing of resources and facilities (human and physical) are programmed into this project. All these elements are expected to contribute substantially to the creation of an indigenous base of understandings, skills and motivations which is required if regionalism is to flourish in SE Asia.

SECTION E. COURSE OF ACTION:

The INNOTECH project has developed more slowly than most of the SEAMEO programs. This is due partly to the prolonged feasibility study phase brought on by the combination of three proposals; it is due also, in large part, to the abnormal conditions in the sponsoring country. Because of the war situation in Vietnam project development activities have had to be implemented outside that country. These activities were completed to the point of a 5-year plan in 69-70. Continuing unsettlement in Vietnam led to a SEAMEC decision to start interim operations for the project in Singapore in July 1970, initially for a year with the hope that the project could be moved to Saigon by mid-1971; but with intention to continue interim operations in Singapore for a second year if necessary.

Based on problems and needs identified in national and regional seminars during the project development phase, courses of action for both the interim phase and the permanent 5-year period have been prepared and have been approved by SEAMEC. However, certain of the project development activities relating to establishment of the project in Vietnam remain to be worked out; namely, preliminary A&E studies, preliminary agreements with the Vietnamese Government, and development of a permanent funding plan. For this reason it is not possible to prepare a firm PROP at this time, nor is it possible to provide other than preliminary estimates in presenting budget figures for the

5-year period. The budget projections presented in the 5-year plan are based mostly on analysis of other SEAMEO project costs. Appropriate amendments to this PPP will be submitted when the remaining activities are completed, and the document can then be changed to a PROP.

The programs, activities, staffing and budget figures which follow are taken from the 5-year plan, but it is not intended to "fix" any of these elements by reporting them in this document. There will be a strong evolutionary characteristic in development of this project due to its unique philosophy and broad focus. The purposes of the project will not change, but the ways of achieving these purposes will be continually refined.

PROGRAMS AND ACTIVITIES

1. Training Programs: Four distinct types of training programs will be offered by the Regional Center. Each of these programs will be pre-tested and evaluated during the Interim Period, and adapted as necessary for the use of the permanent center. The programs, as currently envisaged include:

a. Orientation to Educational Innovation and Technology for top-level Ministry officials.

b. An intensive training program for senior personnel involved in educational management.

c. An intern training program focusing both on research and training.

d. A series of short workshops stressing innovative aspects of such areas as curriculum development, educational planning, evaluation, etc.

2. A short description of these courses follows:

a. Orientation to Educational Innovation and Technology for top-level Ministry officials in charge of policy making.

(1) Objectives:

(a) To provide the opportunity to familiarize participants with innovative concepts and new use of technology in education;

(b) To exchange ideas on innovative work in education in their respective countries;

(c) To familiarize participants with the work of the INNOTECH Center so that they can provide suggestions to make the Center increasingly beneficial to the member countries.

(2) Description of the Program: The program will require a 7-10 day round-table meeting during which the staff of the Center will be requested to provide appropriate information on the basis of which reactions might be made. Suggestions will be invited from the participants on how the Regional INNOTECH Center could serve the needs of the region more effectively, and ideas would be exchanged. Ways and means by which the Center might provide service to the participating countries will be considered. It is expected that this would lead to a more sympathetic understanding of the aims of the Regional INNOTECH Center and to the encouragement of relevant programs in the participating countries. This course will be conducted once each year, or more often if necessary.

(3) Participants: Two or three participants will be invited from each country by the Regional INNOTECH Center in consultation with the national authorities. It is suggested that the participants be top-level officials in the Ministry of Education having to do with the formulation and implementation of the educational policy. Invitation will also be extended to top-level officials in related Ministries, e.g., Finance, Social Welfare, Manpower Planning, etc.

b. Intensive Training Program for Senior Personnel Involved in Educational Management:

(1) Objectives:

(a) To develop skill in education management;

(b) To familiarize participants with systems analysis as an approach to problem solving in education;

(c) To gain an appreciation of the use of educational media as means of bringing about desirable changes.

(2) Description of the Program: The program will involve two parts:

(a) A three-month intensive exposure to various aspects of Educational Innovation and Technology at the Regional Center;

(b) A three-month in-country study on a specific aspect of innovation in education.

The first part of the training will be in the form of a problem solving course utilizing the systems approach. As an example, the underlying structure of the whole course might be the design of an educational system for the interim site country in primary education, or adult education, or vocational education.

The in-country study program will be under guidance of the experts at the Regional INNOTECH Center and may involve an appropriate application of ideas learned at the Center such as deciding on a plan for restructuring an aspect of the national education system.

The training program may involve a common core of courses for all participants and a diversification of special courses in certain areas of interst such as curriculum planning, educational planning, educational research, educational finance, educational methodology, educational guidance, production of materials, and others.

This program will be offered once during the first year of the permanent Center, and twice in each following year.

(3) Participants: There will be four participants from each member country who may be recruited from the

management staff of the Ministry of Education, National INNOTECH Center, universities and teachers' colleges, Instructional Media Center. At an appropriate time, teacher educators will also be recruited for training. The participants are expected to meet the following qualifications:

(a) A bachelor's degree or equivalent;

(b) Experience in the area of specialization;

(c) Demonstrated dedication and interest in education;

(d) Normally, the maximum age of the participants should not be over 50-55 (depending on the retirement regulations in the participating countries).

c. Intern Training Program: This will involve a minimum of 12-months intensive training at the Regional INNOTECH Center.

(1) Objectives:

(a) To develop attitudes and skills needed by educational innovators;

(b) To train skilled and knowledgeable people for possible service at the National INNOTECH Centers and at the Regional INNOTECH Center;

(c) To translate into action programs the ideas gained from the Center;

(d) To familiarize participants with educational technology such as data processing, programming and related matters;

(e) To gain expertise in research methodology and its applications.

(2) Description of the Program: The program will include the following materials:

(a) Classroom work:

--Systems approach to problem solving;

--Statistics and Research methodologoy;

--Educational Measurement and Evaluation;

--Creative thinking and the generation of ideas;

--Learning theory;

--Programming;

--Educational systems in Southeast Asia;

--Social and economic changes in relation to education.

(b) Research experience involving exposure to the following areas, and concentration in one or two of them as required by country needs:

--Curriculum Development and Evaluation;

--Teacher Training Methodology;

--Educational Technology;

--Information Systems;

--Experimental Studies on Instructional Methods;

--Assessment Research--teachers, students, etc.;

--Development of prototype program;

--Institution building;

--Examinations.

(c) Involvement in Training Activities of Research and Training Division.

(d) Involvement in Library and Information Service Development.

(e) Involvement in Consulting Activities with member countries.

(3) Phasing:

(a) The first courses will consist of a one-year program of studies and research methodology, followed by a second year of actual supervised research which could take place at the Regional INNOTECH Center or at the country of the participants. As time and budget allow, the follow-up program at the Regional INNOTECH Center would complete the research studies.

(b) The program will be operated continuously: as one group completes the training program at the Center, the next group of selected participants will arrive at the Center to begin training.

(4) Participants: Two or three participants shall be nominated by the respective Ministries of Education upon request by the Regional INNOTECH Center and in accordance with the following qualifications: (Only one from each country the first year).

(a) A bachelor's degree or better in education, educational physchology, or the social and behavioural sciences;

(b) Proficiency in English;

(c) High Scholastic Records;

(d) Interest in Research.

d. Short Courses: From time to time, the Regional INNOTECH Center shall sponsor one or two week workshops in various areas of needs in consultation with national authorities. This might include workshops in curriculum development, school administration, educational planning, methods of teaching, production of educational materials, with the following objectives:

(1) Provide professional growth and contact in specific fields of concern;

(2) Enable the participants to revitalize their outlook in education;

(3) To illustrate various aspects of the INNOTECH program as they might apply in specific situations in the participating countries.

e. Research Programs:

(1) Following the recommendations of the Governing Board, the Center staff will initially concentrate their research energies in the following areas:

(a) Curriculum Development and Reform;

(b) Teacher Training and Development Methods;

(c) Evaluation;

(d) Instructional Media.

(2) Illustrative projects which may be undertaken at the Center include:

(a) The development of a comprehensive inventory of specific educational aims, together with an appropriate set of measurable criteria of these aims.

(b) The identification of distinct subgroups of primary school pupils who have separate educational needs, and the development of a model for optimum curricula for these pupils.

(c) The design of a procedure for the National Programs to aid in the determination of teacher deficiencies, and the development of a program to correct or overcome such difficulties.

(d) The assessment of cost effectiveness of instructional media and techniques under varying conditions.

(3) A research specialist will direct each of the proposed programs, and interdisciplinary team effort will be utilized. Interns and research members from regional countries will be involved in all research projects. In this way, products of research will be taken back to member countries by the researchers themselves, for further trial and experimentation on the local level.

f. Library and Information Services: The functions of the Division will include:

(1) The establishment and maintenance of an up-to-date library on educational technology and related subjects.

(2) The collection and dissemination of information on research, innovation, and educational developments within the SEAMEC region.

(3) The publication of a newsletter and a bulletin or journal describing the activities and research results of the Center, as well as innovation outside the region.

(4) The establishment of relationships with institutions and agencies outside the region with a view to keeping up-to-date on educational change and innovation outside the region.

STAFF REQUIREMENTS

YEAR I

I. Administrative

Director
Deputy Director
Administrative Division Chief
Finance Officer
Chief of Information Service

II. Professional

4 Research & Training Specialists (Region)
1 System Analyst
1 Evaluation Specialist
1 Audio-Visual Specialist
1 Instrumentation Specialist
1 Librarian
2 Research Assistants

III. General Service

9 Secretaries
5 Clerk-Typists
4 General Service

Additions to Permanent Center Staff

YEAR II

1 Educational Research Specialist
1 Educational Research Specialist (Region)
1 Graphic Arts Specialist (Region)
1 Public Relations Specialist (Region)
3 Clerical-Technical

YEAR III

1 Instructional Materials Specialist
2 Research Professionals (Region)
4 Clerical
6 General Service
1 Computer Specialist
2 Data Processing Technicians

YEAR IV

(Phase out 1 Professional from outside the Region).
3 Research Professionals

Year V

(Phase out 4 Professionals from outside the Region).
4 Research Professionals (Region)

CAPITAL REQUIREMENTS

A. Space Requirements

1. Academic

Classrooms - 3 @ 600 sq. ft.	1,800	
1 @ 1,000 sq. ft.	1,000	
1 @ 900 sq. ft.	900	
Tutorial Rooms - 3 @ 400 sq. ft.	1,200	
Audio-Visual Lab.	1,000	
Learning Lab.	1,000	
Statistic Lab.	600	
Research Rooms - 5 @ 400 sq. ft.	2,000	
Library & Reading Room	5,000	
Auditorium	5,000	
Staff Conference Room	600	
Staff Common Room	900	
Graphics Lab.	900	
Publications Room	800	
Storage	1,000	
5-year expansion 20%	5,000	28,700 sq. ft.

2. Administrative

15 Professionals' Office @ 300	4,500	
Director, Deputy Director, Conference, 2 Secretaries	1,700	
3 Division Chiefs & Secretary	1,800	
21 Interns	3,000	
12 Clerical	800	
12 General Service	400	
5-year expansion 30%	3,600	15,800 sq.ft.

3. Central Services

Mechanical Plant	1,000
Electrical Plant	1,000

Restaurants & Kitchen	4,000	
Lounge, Game Room	2,000	
Other: Hall ways, Elevators, Toilets, Storage, Maintenance, etc. (20%)	10,700	18,700 sq.ft.

4. Living Quarters

60 Dormitory Bedrooms	30,000	
16 Apartments for Staff	48,000	78,000 sq.ft.
TOTAL		141,200 sq.ft.

Finished Building @ $12 sq.ft. =	1,694,400	
Contingency 10% =	169,440	$1,863,840

B. Equipment

YEAR I

Data Processing Equipment	5,000	
Printing & Duplication Equipment	5,000	
Office Equipment	3,000	
10 Desk Calculators	15,000	
Graphic Arts Equipment	10,000	
Audio-Visual Equipment	15,000	
Learning Laboratory Equipment	15,000	
Miscellaneous	2,000	$70,000

YEAR II

Computer & Data Processing Equipment	475,000	
Printing & Duplication Equipment	15,000	
Audio-Visual Equipment	10,000	$ 500,000

YEAR III

Graphic Arts Equipment	3,000	
Learning Laboratory Equipment	3,000	
Audio-Visual Equipment	3,000	
Miscellaneous	1,000	$10,000

YEAR IV

Miscellaneous & Replacement	5,000	$ 5,000

YEAR V

Miscellaneous & Replacement	5,000	5,000
Total Equipment		$590,000

C. Library

Year I	10,000
Year II	20,000
Year III	20,000
Year IV	10,000
Year V	10,000
TOTAL	$70,000

D. Furnishings $260,000

FIVE-YEAR BUDGET (1972-1976)

Capital Costs (rounded)	$2,820,000.00
Operating Costs	1,644,600.00
Scholarship Costs	760,690.00
TOTAL	$5,225,290.00

+2-3 U.S. Professionals

+2-3 U.K. or Other Professionals

INNOTECH PERMANENT CENTER

CAPITAL COSTS	FY 72 YEAR I	FY 73 YEAR II	FY 74 YEAR III	FY 75 YEAR IV	FY 76 YEAR V
Buildings	900,000	1,000,000	-	-	-
Land	(200,000)*	-	-	-	-
Equipment	70,000	500,000	10,000	5,000	5,000
Library	10,000	20,000	20,000	10,000	10,000
Furnishings	-	250,000	-	5,000	5,000
TOTALS	980,000	1,770,000	30,000	20,000	20,000

*Not counted in total.

2,820,000

SCHOLARSHIP COSTS	(Number of trainees in parentheses)				
Interns	44,380(14)	66,570(21)	66,570(21)	66,570(21)	66,570(21)
Key Officials	24,780(21)	49,560(42)	49,560(42)	49,560(42)	49,560(42)
Short Courses	29,610(63)	49,350(105)	49,350(105)	49,350(105)	49,350(105)
TOTALS	98,770(98)	165,480(168)	165,480(168)	165,480(168)	165,480(168)

760,690

OPERATING COSTS	FY 72 YEAR I	FY 73 YEAR II	FY 74 YEAR III	FY 75 YEAR IV	FY 76 YEAR V	
Salaries	135,000	159,000	187,000	236,000	287,800	
Supplies	15,000	15,000	15,000	15,000	15,000	
Computer Time & Printing	8,000	10,000	5,000	5,000	5,000	
Staff Travel	15,000	15,000	15,000	15,000	15,000	
Consultants	7,500	7,500	15,000	7,500	7,500	
Seminars & Conferences	10,000	15,000	20,000	20,000	20,000	
Utilities	6,000	6,000	20,000	20,000	20,000	
Personnel Exchange	2,500	2,500	2,500	2,500	2,500	
Maintenance	2,000	2,000	15,000	15,000	15,000	
Governing Board Meeting	4,000	4,000	4,000	4,000	4,000	
Representation	1,000	1,000	2,000	1,000	1,000	
Contingency	20,600	23,700	30,000	34,000	39,000	
Transfer	20,000	-	-	-	-	
TOTALS	246,600	260,700	330,500	375,000	431,800	1,644,600
*Contract-	2 U.S Specialists	3 U.S.	3 U.S.	2 U.S.	2 U.S.	
	2 U.K.Specialists	2 U.K.	3 U.K.	3 U.K.	2 U.K.	

INNOTECH Scholarship Costs

1. Intern Training Program
   12 months duration
   ($210/month/person)

Tuition	450
Subsistence	2,520
Books	40
Travel	160
	U.S.$3,170

2. Key Officials Training Program
   3 months duration
   ($210/month/person)

Tuition	350
Subsistence	630
Books	40
Travel	160
	U.S.$1,180

3. Short Term Courses
   7-10 days duration
   ($15/day/person)

Tuition	150
Subsistence	150
Books	10
Travel	160
	U.S. $ 470

*Based on Singapore Costs

FUNDING SCHEME

The estimated total project costs over a 5-year period are U.S. $5,225,290. This includes Special Funds which will be shared by the United States Government and SEAMES. The remaining portion of total project costs, which includes capital and 5-year operational costs, will be shared by the host country and the United States Government on a 50-50 basis. This plan is in accord with the funding principle worked out for all SEAMEO Projects. It is expected that the donors (non-USG) will share a part of the costs to be underwritten by the host country.

As soon as the Permanent Center is committed to a definite location, architectural and engineering studies will be made, cost estimate of the Center building re-assessed, and the total project costs readjusted accordingly. Negotiations will then be concluded between SEAMEO, the host country, and the United States Government regarding the funding of the Center, and a more detailed funding scheme will then be devised.

INTERIM OPERATIONS

For the initial year of interim operations, July 1970 through June 1971, there will be extensive multi-lateral participation. Singapore will provide rent-free, partially furnished space, maintenance, and custodial services. Three professional staff members will be supplied by SEAMEO member countries, and each country will provide one intern, all on home salaries. Japan and the U.K. have indicated willingness to supply specialists. Commodities and instructional materials are to be sought from Australia and Canada.

The U.S. Government has been asked to provide training and research scholarships in the amount of $76,580 and $216,900 for remodeling of temporary space and operational costs. Additionally, the U.S. has been requested to provide two specialists for the professional staff. The detailed budget is as follows:

BUDGET REQUIREMENTS FOR ONE YEAR (JULY 1, 1970 - JUNE 30, 1971

Capital	US $ 62,000
Scholarships	76,580
Operational	111,420
TOTAL	US $250,000

1. Capital Costs

Building renovation + AC	US $15,000	
Library materials	10,000	
Equipment	25,000	
Furniture	12,000	
		US $62,000

2. Scholarships

7 Interns (US $3,500 x 7) (Once a year)	US $22,190	(12 mos.)
21 Key Officials (US $1,180 x 21) (Once a year)	US $24,780	(3 mos.)
63 Short-term program participants (US $470 x 63)	US $29,610	(10 days)
		US $76,580

3. Operational Costs (see detailed breakdown next page)

Salaries	US $72,604	
Instructional materials	8,000	
Other costs (maintenance, utilities, supplies, travel, meeting, etc.)	30,816	
TOTAL:		US$111,420
		US$250,000

Note: This budget does not include the cost of acquiring the four professionals from outside the region needed for the training and research programs. It is hoped that 2 of these professionals may be provided by the USG, and 2 by other countries (UK, Australia, Japan...), as direct assistance to the Center.

OPERATIONAL COSTS

a. Salaries

	Salary (US$)	US Contribution (US$)	SEAMEO Countries' Contrib. (US$)	Remarks
Director	9,500	7,736	1,764 (VN)	
Executive Assistant	4,000	2,968	1,032 (VN)	
Administration				
Administration Div. Chief	7,000	7,000		
Finance Officer	6,000	4,500	1,500 (VN)	
Secretary	3,000	3,000		
3 Clerk-Typists	6,000	6,000		
4 General Services	4,000	4,000		
Research and Training				
3 Regional Specialists	21,000	15,600	5,400	1 from VN
2 Secretaries	6,000	6,000		
2 Clerk-Typists	4,000	4,000		
2 US Professionals	As determined by US			
1 UK Professional	As determined by UK or third country			
1 Japanese Professional	As determined by Japan or third country			
Library and Information				
Librarian and Chief of Information Svc.	7,000	7,000		
Publication Officer and Secretary	4,800	4,800		
	82,300	72,604	9,696	

b. Other Costs

Maintenance	US$ 1,200	RELC Figures
Utilities	2,400	
Supplies	10,000	
Insurance	1,000	
Equipment Maintenance	1,000	
Representation	1,000	
Staff Travel	6,000	
Printing	3,000	
Governing Board Meeting	4,000	
Contingency	1,216	US $30,816

Equipment Requirements

3 Desk Calculators	4,500	
10 Typewriters	2,500	
1 Duplicator	1,000	
1 Photocopy	2,000	
Data Processing Equipment and Computer Services	15,000	US $25,000

Instructional Materials

Audio-Visual Materials	4,000	
Programmed Learning Materials	4,000	US $ 8,000

UNGER

AIRGRAM

DEPARTMENT OF STATE

CLASSIFICATION

7

DISTRIBUTION
ACTION

INFO.

Mail Room 35 W with attachment

For each address check one ACTION | INFO

DATE REC'D.

TO - AID/W TOAID A 383

E.O. 11652: N/A

1974 NOV 12 AM 8 30

498-11-690-198

DATE SENT

11-8-74

FROM - BANGKOK/RED

SUBJECT - E.O. 11652 - N/A
RED:SEAMEO:INNOTECH 5-Year PROP

REFERENCE - (A) TOAID : A-343

(B) STATE 237667

1. Attached hereto is the PROP for the subject project, consisting of a Face Sheet and 22 subsequent pages which RED hereby submits for AID/W approval.

2. RED requests that AID/W give prompt consideration and approval of the funding levels set forth on the PROP Face Sheet. The FY 1975 proposed obligation of $492,300 for operating/capital costs per Project Agreement forwarded Refair, is only sufficient for the second half of FY 1975 and for an estimated first three months of FY 76.

3. Should additional FY 75 funds become available, RED proposes to request up to the $427,100 additional required to complete funding of the operational/capital contribution, exclusive of AIR contract costs, through FY 1976. This action would reduce the requirement for new money in FY 76, accordingly.

KINTNER

PAGE 1 OF PAGES 1

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY:
RED:RUSmall:kk	RED	296	11/6/74	Kenneth M. Kubin, Director

A. I. D. AND OTHER CLEARANCES

RED:RARogers

MTumavick

AMB, DCM, RA, SUSOM, RED-6, FILES

UNCLASSIFIED
CLASSIFICATION

D DD LA O/PROG O/ED M/CR

AID-5-39 (10-71)

(Do not type below this line)

PRINTED 12-7

AID 1025-1 (7-71) (FACE SHEET)

NONCAPITAL PROJECT PAPER (PROP)

PAGE 1 of ___ PAGES

I. PROJECT IDENTIFICATION

1. PROJECT TITLE

Regional Education Development
(Regional Center for Educational Innovation and Technology)

APPENDIX ATTACHED ☐ YES ☒ NO

2. PROJECT NO. (M.O. 1095.2) 498-11-690-198

3. RECIPIENT (specify)

☐ COUNTRY ____

☒ REGIONAL FA/RD ☐ INTERREGIONAL ____

4. LIFE OF PROJECT
BEGINS FY 75
ENDS FY 79

5. SUBMISSION
☐ ORIGINAL ____ DATE
☐ REV. NO. ____ DATE
CONTR./PASA NO. 490-7

II. FUNDING ($000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL $	C. PERSONNEL (1) $	C. PERSONNEL (2) MM	D. PARTICIPANTS (1) $	D. PARTICIPANTS (2) MM	E. COMMODITIES $	F. OTHER COSTS $	G. PASA/CONTR. (1) $	G. PASA/CONTR. (2) MM	H. LOCAL EXCHANGE CURRENCY RATE: $ US ____ (U.S. OWNED) (1) U.S. GRANT LOAN	(2) COOP COUNTRY (A) JOINT	(2) COOP COUNTRY (B) BUDGET
1. PRIOR THRU ACTUAL FY	139	60	8			25	54	60	8			
2. OPRN FY	592	99	24			92	401	99	24			
3. BUDGET FY	1,180	29	4			119	1,032	29	4			
4. BUDGET +1 FY	582	--				7	575					
5. BUDGET +2 FY	620	--				10	610					
6. BUDGET +3 FY	0	--										
7. ALL SUBO. FY	0	--										
8. GRAND TOTAL	3,113	188	36			253	2,672	188	36			

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT
Multiple	Personnel, consultants, construction, operating budget	$3,113

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER Robert Jacobs	TITLE AID WAE Consultant	DATE 10/11/74
2. CLEARANCE OFFICER Kenneth M. Rabin	TITLE Director, RED, Bangkok	DATE 11/6/74

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE

3. APPROVAL AAs OR OFFICE DIRECTORS		4. APPROVAL A/AID (See M.O. 1025.1 VI C)	
SIGNATURE	DATE	SIGNATURE	DATE
TITLE		ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT	

Revision as prepared by
Dr. Robert Jacobs, 10/11/74
Reviewed/[redacted] by RED:11/5/74

NONCAPITAL PROJECT PAPER (PROP)
SEAMEO REGIONAL CENTRE
FOR
EDUCATIONAL INNOVATION AND TECHNOLOGY

(An activity of the Southeast Asian Ministers of Education, Organization, a regional organization supported by the USG)

A. The Project Goal

1. Goal Statement. The goal toward which this project is directed is increased capability of the Southeast Asian Ministers of Education (SEAMEO) to identify key education and human resource (EHR) development problems common to the region it serves and to work toward their solution through joint, cooperative endeavors with participatory involvement of all members.

(Elaboration: Since 1966 the USG - through A.I.D. - has been assisting SEAMEO to become established as a viable, functioning regional organization to promote and implement regional cooperation in education, science and culture among the countries of SE Asia. SEAMEO is now chartered as an international organization with a juridical personality. It has a policy making body (SEAMEC) and a permanent secretariat to carry out its work (SEAMES). This project (INNOTECH) is the sixth major activity undertaken by SEAMEO, and assisted by A.I.D., building capability of the Organization to deal effectively with educational problems common to the region through joint, cooperative (regional) approaches. US support of SEAMEO is part of a larger strategy (and goal) - that of supporting and encouraging regional cooperation among the nations of SE Asia by helping to develop indigenous structures, skills, attitudes and motivations which will enable the Asians to carry on regional cooperation at their own initiatives, under their own leadership and direction, and with their own resources. Support of the Mekong Committee, developing of SEATAC, assistance to AIT and AIM, strengthening of ADB, and support of regional work with population programs are companion activities, sharing with SEAMEO pursuit of this larger strategy).

2. Measurements of Goal Achievement. The capability of SEAMEO to deal with education and human resource development problems on a regional basis will be developed/strengthened/increased as the following appear. These can be described as indicators of success or measurements of goal achievement. The purpose of this project is to add to the battery of structures and mechanisms SEAMEO will have at its disposal probably its most potent institution for identifying and solving EHR problems common to the region. The indicators or measures of

goal achievement - those factors which will increase the capability of SEAMEO to identify and solve (work toward the solution of) EHR problems common to the region - are:

a. Scope and range of EHR problems identified for action by SEAMEO

b. Criticalness/commonality/timeliness of problems attacked

c. Quality of efforts to solve identified problems: successes/failures/multiplier effect/acceptance or adoption by member countries

d. Degree of participation in SEAMEO activities and level of support of SEAMEO by member countries

3. Assumptions of Goal Achievement. As with all project activity there are certain expectations or assumptions - the articles of faith - implicit in undertaking action toward goal achievement. These are crucial to success. In the case of this project and the goal toward which it is directed, there is a fortunate circumstance in that most of the assumptions have been tested now through a 7-8 year period of time, and the evidence of their validity is considerably larger than at the beginning when they were literally articles of faith. These assumptions include the following.

a. SEAMEO will continue to be active, viable and effective as a regional organization.

b. In addition to this project (INNOTECH) other projects and activities will be carried on, working toward this goal.

c. Common educational problems exist in the SEAMEO region and model solutions can be developed which can be used in most of the member countries with minimal modification.

d. Member countries of SEAMEO will continue to support and utilize the regional centers.

B. The Project Purpose

1. Statement of the Purpose. The purpose of this project is to establish a SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH) as a viable institution functioning as the cutting edge of SEAMEO's research and development efforts directed toward educational innovation, the testing of new approaches, and the implementation of educational change.

INNOTECH is unique among the SEAMEO centers and programs in that it has a broad, comprehensive charter to deal with fundamental educational problems across the board, while the other centers have more specific and more narrowly

defined roles in the total SEAMEO effort to accelerate educational development within the region. INNOTECH is designed to be the major SEAMEO instrumentality for developing new approaches in education and for creating the environmental pre-requisites within the education sector for change and improvement to take place. The center starts its permanent operation with the sober realization that the SEAMEO Ministries of Education have high hopes and expectations regarding the INNOTECH programs. The rationale, objectives, functions and operational philosophy of the Center itself as articulated in the SEAMEO 5-year plan for INNOTECH are as follows:

a. Rationale

(1) In view of the mounting costs of education as it is now carried out, the expanding youth population in Southeast Asia, and the phenomenal increase in knowledge, added to the fact that for the region as a whole, less than half of the youth of school age are actually in school, conventional approaches to education are no longer capable of solving the basic educational problem of providing adequate educational opportunity to all school age youth in Southeast Asia.

(2) More effective approaches (innovations) are needed. Asian education and Asian educational systems must be prepared to create, borrow and modify, experiment with, and finally implement more effective approaches.

(3) More effective approaches (either new approaches or reshaped old approaches) can be developed by systematically and clearly identifying problems to be solved or aims to be achieved, and then working out the most effective solutions or approaches within the constraints of the situation, but without the restraint of fixed assumptions brought on by how things have been done in the past. The systems approach must be applied to educational problem solving if the complex tasks and burdens now placed on Asian education and educational systems are to be handled effectively.

(4) The changes which must be made to deal realistically with the situation as described call for vigorous, adequately supported national programs, but a regional center can play a vital role by training specialists, orienting educational planners and administrators to the potential of the systems approach and the newer educational media, identifying common problems, developing orienting educational planners and administrators to the potential of the systems approach and the newer educational media, identifying common problems, developing prototype solutions to educational problems, and by providing professional support to national programs through follow-up

of trainees, dissemination of information, consulting services, and joint research and evaluation.

(5) In view of the greater expectations of the people in member countries on more efficient but less expensive education, it is imperative that educational systems be innovative in character and responsive to the needs of the people.

b. Objectives and Functions

The general objective of INNOTECH is to help SEAMEO identify basic educational problems common to the region and to assist in the solution of these problems by application of the systems approach, by encouraging innovation, and by exploring the utility of available educational technology wherever appropriate. To this end the Center will carry out the following functions:

(1) Create and develop new approaches to education - approaches which are particularly suited to Southeast Asia - deriving ideas from all possible sources;

(2) Supply a broad range of facilities and professional resources, and provide an environment where selection, development, and testing of potentially valuable innovations can take place;

(3) Attract to the Center outstanding creative thinkers and innovators who will assist with research and experimentation in new educational systems and instructional media;

(4) Promote and undertake research and experimentation, dealing with common problems identified within the region, leading to the creation of prototype solutions which can be tested and adapted in the member countries;

(5) Train selected, key personnel from member countries to implement (a) and (d) above, through training courses, workshops and seminars;

(6) Provide library and information services: collection, classification, screening and abstracting information and data relating to educational innovation and technology from world-wide sources, and dissemination to Ministries, agencies, institutions, and individuals within the SEAMEO region;

(7) Establish model testing and evaluation procedures and standards; and

(8) Coordinate activities with the member countries' national centers and programs, and with related SEAMEO projects and

projects of other agencies.

c. Operational Philosophy - INNOTECH Concepts

(1) Since the project title may tend to focus unduly on innovation, it is important to point out initially as one element in the INNOTECH operational philosophy that the stress is on effectiveness and workability in developing solutions to educational problems. In other words, as problems are identified, clearly defined, and actions are initiated to solve them, effectiveness and workability of solution, in terms of the specifications which are set for a satisfactory solution, will be the keynote regardless of whether it is a new and unconventional solution or simply a re-structuring of a long-practiced solution.

(2) The work of the project is to be problem oriented. This is one of the most important elements in the INNOTECH working philosophy. Work with new educational approaches and technology will be in relation to identified problems and the possibilities presented by these alternative approaches in deciding the most effective solutions to these problems. For example, educational television, programmed textbooks, and self-instructional devices, or any other innovative approaches will not be developed as separate solutions after which there would be a search to find problems for which these solutions might fit. To repeat, the work of the project will be problem oriented.

(3) Although a regional center can play an important and effective role in bringing about educational change and improvement, these eventual goals can never be realized unless there are strong national programs dedicated to the INNOTECH concept. The relative roles of the regional and national centers are spelled out on pages 33-35. In dealing with the total INNOTECH operational philosophy, it is necessary to mention this element of placing primary responsibility for implementing educational change and improvement on national centers and national programs.

(4) A basic element in the INNOTECH operational philosophy is the close relationship between training and research. Participation in problem solving activities will be an important instrumentality for achieving training objectives, and certain of the research aims and tasks will be accomplished through training programs. This will

lead to two products: (a) key educators who will become change agents, knowledgeable with regard to the systems approach, research methodology and operative educational technology; and (b) prototype solutions to educational problems developed with the participation of the key educators; ready for trial, further experimentation, and eventually implementation in the national programs.

(5) Finally, INNOTECH starts its permanent operations in an era of unprecedented change. In the education sector new problems develop continually and even current problems take on different dimensions and directions as change, the order of the day, unfolds. Furthermore, potential solutions are developing rapidly around the world, and though these are usually fitted to specific situations, many of them become generalizable to some extent. Accordingly, an extremely important dimension of the INNOTECH operational philosophy is flexibility. INNOTECH simply cannot carry out its charter or fulfill the expectations of the SEAMEO Ministries by developing fixed training syllabi and set research plans, thus institutionalizing its programs. On the contrary, INNOTECH will constantly orient its programs to changing circumstances, thus maintaining responsiveness to needs in the member countries. This needed flexibility will be achieved without damage to important, long-range plans and programs by creative adaptation of the content of the training and research mechanisms and instrumentalities described in this document.

2. Conditions Expected at the End of the Project. If the purpose of the project is substantially achieved at the end of the 5-year period of support the situation which is expected to exist at that time can be described as follows:

a. INNOTECH's research, training and clearinghouse programs operated effectively by qualified and motivated Asian staff without external advisers

b. Professional linkages established between regional center and national INNOTECH centers/programs, and between the center and institutions/organizations outside the region

c. INNOTECH "graduates" in key positions in member countries directing/operating R&D activities with innovative orientation

d. Model learning systems and prototype solutions developed by INNOTECH, as well as new approaches developed by returned INNOTECH graduates at the national level, implemented (adopted

or under trial), in member countries

e. Effective communication channels between INNOTECH and national centers and among national centers whereby info on R&D projects and educational innovation anywhere in region is readily available

f. INNOTECH programs continually adjusted/revised to meet new problems/needs/demands

g. Positive local image of center as reflected in news media coverage and favorable international reputation as shown by references in professional publications, international attendance at INNOTECH seminars, and utilization of INNOTECH publications and products outside the region

h. Strong support of INNOTECH by member countries: numbers of trainees sent each year, utilization of INNOTECH services and products, and resource allocation in support of the center

Special Note: It is anticipated that progress toward institutional viability will be assessed annually, providing both quantitative and qualitative evaluations of these EOPs indicators, as well as essential data for determining modifications and adjustments in program and schedules.

3. Basic Assumptions. As related to the project purpose, the basic assumptions crucial to achievement of the purpose are as follows:

a. SEAMEO will continue to place high priority on development of new approaches.

b. No drastic change in security situation in Vietnam adversely affecting capability of INNOTECH to carry out planned programs.

C. Project Outputs

1. Outputs and Output Indicators

The direct result of project inputs will be the institutionalization of INNOTECH - its emergence as an active, viable center, serving SEAMEO as intended in the charter of the center. However, in order to provide annual benchmarks of accomplishments (progress toward the project purpose) outputs and output indicators are stated in terms of the work of the center below:

Noncapital Project Paper (PROP)
SEAMEO INNOTECH
(Continued)

Kind of Outputs	Magnitude (Output Indicators)	Target Completion Date
(a) Adequate permanent physical facilities	3 buildings housing office, classroom, laboratory, library, recreational and living space for trainees and staff	Bldg A 1/75 Bldg B 7/76 Bldg C 7/77
(b) Essential resources (equipment, library, other commodities)	$253,000 allotted for resources for 5 year period	1st lot 7/75 2nd lot 7/76 3rd lot 7/77
(c) Training programs (1) Trainees	3 3-mo. tng. programs per yr. Output 480 change strategists for 5-year period	To start Jan '75 with starts in Apr & Sept for remaining 2 courses in '75. Repeated each yr of 5-yr period
	1 9-mo. tng. prog. per yr. Output 80 researchers for 5-yr period	
	2 short courses per yr. (not to exceed 2 wks). Output 240 trainees for 5 yrs.	In Apr & Aug each yr of 5-yr period starting 1975
(d) Research projects (1) Research products	Project IMPACT - expected product: a prototype learning system for achieving primary school objectives thru non-formal modes.	IMPACT is already under way, having been started during period of interim INNOTECH operations. The work of the project will extend thru the 5-yr period. End product available Dec '79
	Project RIT - expected product: a prototype learning system for achieving primary school objectives within the formal system in considerably less time than normally taken	RIT also under way and projected through 5-yr period. End product available 12/79

Noncapital Project Paper (PROP)
SEAMEO INNOTECH
(Continued)

Kind of Outputs	Magnitude (Output Indicators)	Target Completion Date
	Projects in (a) radio education, (b) teacher training, and (c) school finance. Expected products: model solutions or prototype systems in each of these research areas.	Tentatively planned to start (a) in '75 and (b) and (c) in '76. Products by end of 5-yr period, tho no definite dates projected until designs completed
(e) Clearinghouse & Info Exchange Services (1) Newsletter (2) Journal (3) Other publications (4) Library loan service	12 Newsletters annually 2 Journal issues annually Other publications averaging 3-4 annually library loan service limited to institutions and users in 8 SEAMEO countries	Newsletter monthly during 5-yr period starting Jan '75 1st issue of Journal in July '75 - every 6 mos thereafter during 5-yr period. Other publications & library loans unscheduled
(f) Seminars & conferences	1 major seminar each year - average attendance 75-100	1st to be held Nov '75 One scheduled for Nov of each of remaining yrs of 5-yr period
(g) Consulting and other services to national programs/centers	Estimated 8 man mos per yr for the 5-yr period away from center, plus 12-15 man months professional backstopping & assistance within the regional center	Unscheduled but available starting Jan '75 as staff work schedule permits

2. Basic Assumptions

The basic assumptions related to outputs are as follows:

a. Member countries will continue to provide staff and trainees

b. Essential support will be provided at national level (authority and budget) to enable national centers/programs to utilize INNOTECH outputs effectively

The validity of these assumptions has been tested during INNOTECH's years of interim operations. For further elaboration of outputs refer to the projected 5-year impact of the project appearing as Chapter IV (pp 26-29) in the Five Year Plan (appended).

D. Project Inputs

1. Inputs and Implementation Schedule. Under the formula for channeling assistance to SEAMEO projects which has been applied to the other five projects, the total costs of the project (capital, operational and Special Funds) are projected for the 1st five years of permanent operations. Half of this total is provided by the USG through A.I.D. and the remaining half must be provided from non-US sources. The host country of the project agrees to underwrite half of the capital and operational costs of the project for the first five years and to accept primary responsibility for financing such costs thereafter. The host country normally is assisted in this responsibility by other donors contributing to the project. Special Funds is the responsibility of SEAMES, the Secretariat agreeing to raise half of each projects requirements for its 1st 5 years of permanent operations from non-US sources, and to accept full responsibility for the project's SF requirements thereafter. Application of this formula makes it difficult to project the actual nature of inputs or their division among host country, the US and other donors (e.g., identification of personnel, commodity, participant training inputs, etc.). However, an attempt is made in the following breakdown to list inputs by source, indicate the magnitude in terms of dollar value, and project an implementation schedule, based on the data and projections in the Five-Year Plan appended to this report.(*)

(a) Kind of Inputs	(b) Magnitude of Inputs	(c) Implementation Schedule
Host Country		
(1) Site - land & utilities	$71,000	Available Oct '74 with existing bldgs needing remodeling. Estimated completion of remodeling Jan '75.
(2) Construction	$1,077,800	Phase 1 - $129,800 June '75 Phase 2 - $397,500 75-76

* For a more detailed breakdown of project inputs from various sources see page 82 of the FIVE YEAR PLAN.

(a) Kind of Inputs	(b) Magnitude of Inputs	(c) Implementation Schedule
Host country		
(2) Construction (continued)		Phase 3 - $550,500 76-77
(3) Commodities	$16,000	Annual expenditures over 5-yr period**
	** See p 82 Five-Year Plan	
U.S.		
(1) Construction	$54,000	Remodeling costs (partial) spent in Dec '74
(2) Commodities	$253,000	Spent annually over 5-yr life of project*
(3) Operational costs	$2,805,800 total	Spent annually over 5-yr life of project
(4) Scholarships & other SF costs	$ 685,000 total for 5 yrs	Spent annually over life of project*
(5) Technical assistance (AIR contract	$ 112,500 of operational cost total above is for TAs.	Through CY '76 only
	* See schedule p 80 Five-Year Plan	
SEAMEO Member Countries		
(1) Trainees	Each country to supply 100 key personnel for training over 5-yr period, continuing salary while in training	20 trainees each year per training course schedule described above
(2) Staff	30 staff positions will be open to recruitment from region. Member Countries expected to nominate well-qualified people and to continue salaries while at INNOTECH	1-yr contracts renewable. Incumbents all positions as of Jan '75. Not possible project turnover schedule.

(a) Kind of Inputs	(b) Magnitude of Inputs	(c) Implementation Schedule
Other donor (multi-donor)		
(1) Operational costs (Research projects)	$ 773,200 total for 5 yrs	Annually over life of project**
(2) Technical assistance (advisers)	$ 340,000 total for 5 yrs	Annually over life project**
(3) Scholarships & other SF costs	$ 658,600 total for 5 yrs	Annually over life of project***

2. Basic Assumptions

The basic assumptions which relate to project inputs are as follows:

a. U.S. commitment to provide up to half of project costs for 1st 5 years of permanent operations will apply to INNOTECH just as it has applied to other SEAMEO centers

b. All parties involved will keep commitments re inputs and schedule reasonably on target

E. Rationale

The rationale for this project has its setting in the background of regionalism and the growth of this phenomenon in Southeast Asia during the past decade. While there are strong political forces behind this movement, it is also true that there is growing awareness of the values of pooling resources, sharing personnel and facilities, and working together toward common goals. This increased awareness of the values of regionalism has had its impact on the education sector. In November, 1965, while assembled in Bangkok for a UNESCO regional meeting, the Ministers of Education from several of the SE Asian countries met to declare their interest in developing a definite plan for regional cooperation and in creating structures and mechanisms whereby regional cooperation might be implemented. This move was given impetus by a promise of substantial support from the U.S. Government as part of the U.S. commitment to regional development in SE Asia.

Steps were taken immediately to study basic educational problems and needs in the region and to identify areas where joint, cooperative efforts might be fruitful. A temporary secretariat which came to be known as the Southeast Asian Ministers of Education Secretariat (SEAMES) was set up in the Ministry of Education in Bangkok, through the generosity of the Thai Minister of Education, and work was started on project proposals.

Among the proposals which were developed by the interim secretariat for consideration by the Ministers at their meeting in November 1966, in Manila, were three which dealt with instructional media, reflecting the widespread need for improvement of instruction. These included a proposal for a regional textbook center, a proposal for a regional program in educational radio and television, and a proposal for a regional instructional materials seminar. The latter proposal was approved for implementation and the interim secretariat was asked to plan further study of the textbook and radio and television proposals.

At the regional seminar on instructional materials which was held in Saigon in April 1967, a proposal was developed to establish a Regional Instructional Materials Center to serve the Southeast Asia region. This proposal, together with the textbook and mass media proposals were subjected to further study by SEAMES with the help of consultants who were specialists in instructional media, and the decision was made to combine the three into a single program which would deal with all instructional media in a systems approach.

The Ministry of Education in Saigon took the initiative in following up on SEAMES efforts and in late 1967 prepared a preliminary plan for the establishment of a Regional Center for Educational Innovation and Technology (INNOTECH). This was put before the Ministers for tentative approval at their third meeting held in Singapore in February 1968.

Due to the unsettled conditions in Vietnam in the spring of 1968, project development work was delayed, and it became necessary to set up interim quarters in Bangkok in the offices of the Secretariat. To brainstorm the INNOTECH concepts a meeting of educational technology specialists from within and outside the region was held in American Samoa in October 1968, to review the proposal and to obtain ideas as to how INNOTECH could operate effectively in the Southeast Asia region. Samoa was chosen as the site for this meeting to provide an opportunity for the participants to see one of the most publicized of current educational innovations; namely, the educational television experiment in American Samoa.

A series of national and regional seminars followed in 1969 in order to gather information about the interests, problems and needs of the participating countries as a basis upon which program plans and priorities could be established. From this background of regional assessment and regional participation a proposed development plan

was prepared for submission to the Fifth SEAMEC Conference held in Kuala Lumpur in 1970. (See SEAMES Document INNOTECH/SYP/MC5 Revised, January 1970). This preliminary plan was approved in principle by SEAMEC and served as the blueprint for interim operations of the Center. Shortly thereafter a PPP was prepared by RED Bangkok (TOAID A-986) and approved by AID/W on August 10, 1970, Auth. No. 0077. Concurrently with the development of this and other projects, actions were taken by the Ministers, with SEAMES carrying out the work, which led to the establishment of a permanent framework for implementing regional cooperation in education. This project, the Center for Educational Innovation and Technology (INNOTECH) falls within that framework. The Southeast Asian Ministers of Education Organization (SEAMEO) is the parent structure, created by the Ministers of Education of seven of the Southeast Asian countries, namely, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam (later joined by an eighth regular member, the Khmer Republic). The basic purpose of the Organization is to promote regional cooperation in education in Southeast Asia.

The Organization includes (1) the Southeast Asian Ministers of Education Council (SEAMEO); (2) a permanent secretariat to perform the work of the Council (SEAMES); and (3) several regional centers and programs operating under the auspices of the Council. SEAMEO has an international charter formally ratified by the member countries, giving the Organization a juridical personality. SEAMES is located in permanent headquarters in Bangkok and the SEAMEO activities are dispersed throughout the SEAMEO countries: a Regional English Language Center (RELC) in Singapore; a Regional Center for Education in Science and Mathematics (RECSAM) in Penang, Malaysia; the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) at Los Banos, Philippines; a Center for Graduate Research and Training in Tropical Biology (BIOTROP) located at Bogor, Indonesia; the SEAMEO Project in Tropical Medicine (TROPMED), with a central coordinating board located in Bangkok and several cooperating national centers located in the member countries; the Applied Research Center in Archaeology and Fine Arts (ARCAFA) to be established in Phnom Penh, Khmer Republic; and this project, the Center for Educational Innovation and Technology (INNOTECH), located in Saigon, Vietnam.

Each of the activities developed by the Organization to work toward the long-range goal of accelerating educational development has its own distinctive set of goals dealing with some particular aspect of educational development judged by SEAMEC to have priority. The goals, the projected programs, and the proposed structure of INNOTECH have been developed as part of this total SEAMEO endeavor.

Because of continued unsettled conditions in Vietnam at the time the initial INNOTECH operational plan was approved in principle, it was decided to start interim operations in a temporary location outside that country. The Government of Singapore graciously offered to provide a temporary home for INNOTECH with the understanding that as soon as conditions permitted the Center would move to Saigon. Training and research activities were started on a modest scale in 1970, and program operations in Singapore continued until mid-1973 when the Center was moved to its permanent host country, Vietnam. Interim operations continued in a temporary location in Saigon and will extend through December, 1974. The Center will move to its permanent site late in 1974 and will commence its permanent operational phase January 1, 1975.

The interim operations not only introduced INNOTECH as the educational problem solving unit of SEAMEO, but also served as a pilot phase of the Center's development, testing the feasibility and validity of the initially projected concepts and operational approaches. It could be expected that parts of the initial plans would require modification after such testing and trial, and, indeed, changes have been necessary. Furthermore since the acceptance in principle of the initial operational plan, the Council of SEAMEO took actions which were not anticipated in the first plan; namely, the identification of the SEAMEO Development Programs for the '70's and the assignment of important parts of those programs to INNOTECH. These actions have served to shape the major content of INNOTECH's research activities for the first five years. This does not mean abandonment of original plans. It is more a matter of reshaping and re-scheduling. As a matter of fact, the tasks assigned INNOTECH from the SEAMEO plans for the '70s are in large measure compatible with the broad dimensions of original research plans.

But there must be a larger role for INNOTECH than simply implementing these specific tasks assigned by SEAMEO. The educational problems which INNOTECH must address are both massive and deep-rooted. They will not go away or diminish; on the contrary, they are likely to become more and more aggravating until they are solved. INNOTECH can either scratch the surface with a level of operation that makes little if any impact, or it can make a determined effort to come to grips with the basic problems and try to make a difference in the lives of the millions of young Asians who will eventually be affected by such efforts. INNOTECH's sights are on the larger role.

A new 5-year plan for INNOTECH has been prepared, based on the developmental background described above, representing the best judgments of the INNOTECH staff, the INNOTECH Governing Board, the Secretariat of SEAMEO, and knowledgeable consultants as to what INNOTECH is able to do and should do to respond effectively to the hopes and expectations developed by the SEAMEO countries regarding

the Center's work. This new plan, upon which this PROP is based is appended to the PROP and is intended to be an integral part of the PROP. It provides statements of the project rationale and the conceptual framework of INNOTECH operations, of the objectives and functions; it outlines projected programs and activities for the five-year period; it gives a description of the structure of INNOTECH and of the staffing, capital, and financial requirements for the 5-year period. Finally, the funding plan and a projection of the expected returns from the 5-year investment conclude the presentation. This Five-Year Plan is the base reference document for SEAMEO member countries and for other donors in finding answers to questions which may be asked about any aspect of the institutionalization of INNOTECH. Hence, it is essential that it be incorporated as part of the PROP, even though an Appendix. At several points in the PROP format references are made to specific pages and charts in the Five-Year Plan.

F. Course of Action

1. Implementation Plan

The important actions in the implementation plan are listed below and are then networked within the time frame of the project design in the form of a PERT Chart, as required by the new PROP format:

	Time target	Actions
1.	October 1, 1974	Start processing PROP in AID/W
2.	October 31, 1974	Field notified of PROP approval with necessary suggestions
3.	October 31, 1974	All INNOTECH staff positions filled
4.	November 1, 1974	Start negotiation of 5-yr Letter of Agreement*
5.	November 1, 1974	Five-Year Plan distributed to SEAMEC members for Council referendum approval
6.	December 1, 1974	Deadline for Council approval
7.	December 15, 1974	Deadline for signing Letter of Agreement (3-party: SEAMES/USG/GVN)
8.	December 31, 1974	Remodeling of new site completed.
9.	January 1, 1975	Start 1st year of 5-year permanent operational phase (project start date)

Time target (Continued)	Actions
10. January 5, 1975	INNOTECH move from present temporary location to new site (Ongoing Projects RIT and IMPACT continue without interruption)
11. January 15, 1975	Start 1st 3-mo course under permanent phase
12. January 1-31, 1975	Start construction Bldg. B (2nd capital development phase)
13. July, 1975	1st lot of US financed equipment procured
14. August, 1975	1st short course under permanent phase
15. September,1975	Start 1st 9-month course under permanent phase
16. November, 1975	1st Major seminar under permanent phase
17. January, 1976	All INNOTECH programs and activities in full swing
18. January, 1976	Start construction Bldg. C (third phase of capital development)
19. July, 1976	2nd lot of US financed commodities procured
20. July, 1976	Building B (2nd construction phase) completed and occupied
21. July, 1977	Last lot of US financed commodities (except library ** items procured)
22. July, 1977	Building C (Phase 3) completed and occupied
23. September, 1977	INNOTECH fully established in completed permanent home, fully staffed, fully equipped, and fully operational

** Library items procured annually over life of project.

* Three-party agreement (SEAMES/USG/GOP) required to obligate US funds, spelling out responsibilities of each party

2. Narrative Statement

The method or approach to be used to achieve the stated project outputs is embodied in the programs and activities projected for INNOTECH for the 5-year period of the project, and in the planned organizational structure for effective utilization of staff and INNOTECH resources for carrying out these programs and activities. These projections and plans are described concisely, yet completely, in the published Five-Year Plan which is appended. There is no point in simply repeating what is appended, so the PROP reviewer is referred to Chapter III, "Programs and Activities," pp 12-24, and to Chapter V, "Structure," pp 30 - 35, in the attached Five Year Plan for a thorough picture of the methods to be used in achieving the indicated project outputs, how inputs are to be mobilized, deployed and managed, etc. In line with intention of new AID approaches to place more responsibility with AID recipients for project planning and design, it is appropriate to utilize, rather than re-write, their documentation to the maximum extent possible.

C.1 Outputs	C.2 Output Indicators	C.3 (as related to outputs)
(1) Adequate permanent physical facilities	(1) Phase 3 construction schedule completed 7/77	(1) Member countries will continue to provide staff and trainees
(2) Essential resources (equipment, library, other commodities	(2) Procurement lots 3 phases with target dates 7/75, 7/76 and 7/77	(2) Essential support will be provided at national level (authority and budget) to enable national centers/ programs to utilize INNOTECH outputs effectively
(3) Training programs (a) Trainees	(3) 3 types tng. progs. producing 160 trained key innovators per year	
(4) Research programs (a) Research products	(4) 2 major research progs producing 2 altern. prototype learning systems by 1979 plus secondary products annually	
(5) Clearinghouse & info exchange services (a) Journal, Newsletter, other publicity	(5) 2 issues Journal & 12 issues Newsletter annually plus average of 4 other major publications annually	
(6) Seminars and conferences	(6) 1 major seminar annually with average attendance 100	
(7) Consulting & other professional services to national centers/ programs	(7) 8 man-mos consult. serv. annually, away from center plus 12-15 man months prof. backstopping nat'l programs at regional center	

D.1 Inputs	D.2 Budget/Schedule	D.3 (as related to inputs)
(1) Construction (2) Site - land & utilities (3) Commodities - furnishings, equipment, library, etc. (4) Staff (5) Operational costs (6) Scholarships (7) Trainees (8) Technical assistance	See 5-year budget and 5-year funding scheme pages 68-69 and 79-81 respectively Five-Year Development Plan, Innotech/5YP/74, Saigon, July, 74.	(1) US commitment to provide up to half of project costs for 1st 5 years of permanent operations will apply to INNOTECH just as it has applied to other SEAMEO centers. (2) All parties involved will keep commitments re inputs and schedule reasonably on target

B.1 Purpose

To establish a SEAMEO Regional Centre for Educational Innovation and Technology as a viable institution functioning as the cutting edge of SEAMEO's research & development efforts directed toward educational innovation, the testing of new approaches, and the implementation of educational change.

B.2 End of project status

(1) INNOTECH's research, training and clearing-house programs operated effectively by qualified and motivated Asian staff without external advisers

(2) Professional linkages established between regional center and national INNOTECH centers/programs, and between the center and institutions/organizations outside the region

(3) INNOTECH "graduates" in key positions in member countries directing/operating R&D activities with innovative orientation

(4) Model learning systems and prototype solutions developed by INNOTECH, as well as new approaches developed by returned INNOTECH graduates at the national level, implemented (adopted or under trial) in member countries

(5) Effective communication channels between INNOTECH and national centers and among national centers whereby info on R&D projects and educational innovation anywhere in region is readily available

(6) INNOTECH programs continually adjusted/revised to meet new problems/needs/demands

(7) Positive local image of center as reflected in news media coverage and favorable international reputation as shown by references in professional publications, international attendance at INNOTECH seminars, and utilization of INNOTECH publications & products outside the region

(8) Strong support of INNOTECH by member countries; numbers of trainees sent each year, utilization of INNOTECH services and products, and resource allocation in support of the center

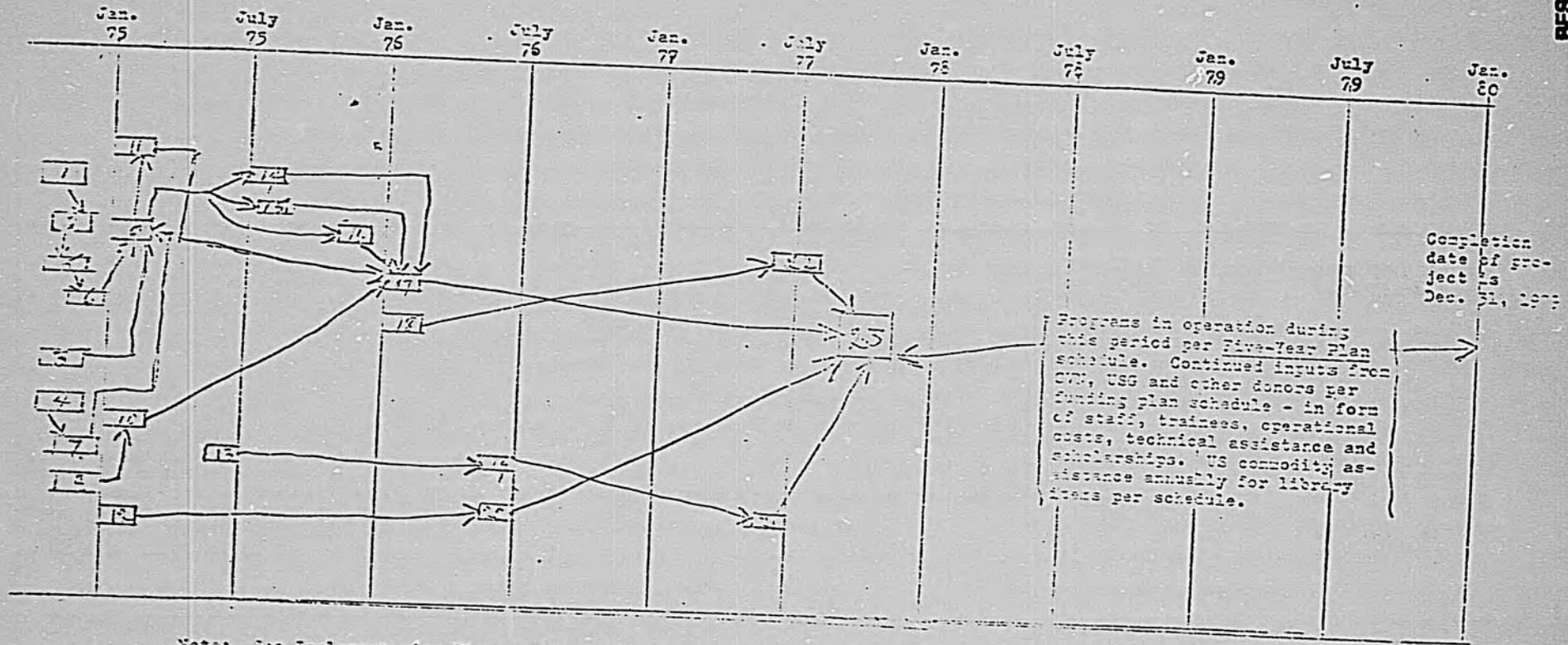
B.3 (as related to purpose)

(1) SEAMEO will continue to place high priority on development of new approaches

(2) No drastic change in security situation in Vietnam adversely affecting capability of INNOTECH to carry out planned programs.

NONCAPITAL PROJECT PAPER (PROP)
SEAMEO INNOTECH
LOGICAL FRAMEWORK MATRIX - PROP WORKSHEET

Summary	Objectively Verifiable Indicators	Important Assumptions
.1 Goal To increase the capability of SEAMEO as a regional organization to identify key education & human resource development problems common to the region it serves and to work toward their solution through joint, cooperative endeavors with participatory involvement of all members.	A.2 Measurement of goal achievement (1) Scope and range of HRD problems identified for action by SEAMEO (2) Criticalness/commonality/timeliness of problems attacked (3) Quality of efforts to solve identified problems: successes/failures/multiplier effect/acceptance or adoption by member countries (4) Degree of participation in SEAMEO activities and level of support of SEAMEO by member countries	A.3 (as related to goal) (1) SEAMEO will continue to be active, viable, and effective as a regional organization. (2) In addition to this project (INNOTECH) other projects will be carried on, working toward this goal (3) Common educational problems exist in the region and model solutions can be developed which can be used in most of the member countries with minimal modification. (4) Member countries will continue to support and utilize the regional centers.



Note: See Implementation Plan section on preceding page(s) for listing of numbers in boxes.

Proj. 498/198.6

AID 1020-24 (10-69)

AGENCY FOR INTERNATIONAL DEVELOPMENT (A.I.D.) OA

PROJECT AUTHORIZATION

1. PROJECT NUMBER	3. COUNTRY	4.
498-11-690-198.6	East Asia Regional	0077

2. PROJECT TITLE

Regional Education Development
Subproject - SEAMEC Regional Center for Educational Innovation and Technology (INNOTECH)

5. AUTHORIZATION DATE: 8/10/70

6. PROP DATED: TOAID A-986
Submission date: May 4, 1970

7. LIFE OF PROJECT

a. Number of Years of Funding: 7
Starting FY 19 69 Terminal FY 19 75

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

8.

FUNDING BY FISCAL YEAR (in U.S. $ or $ equivalent)	DOLLARS		P.L. 480	LOCAL CURRENCY Exchange Rate: $1 =			
				U.S. OWNED		HOST COUNTRY	
U.S. $ funding Prior through	GRANT	LOAN	CCC + FREIGHT	GRANT	LOAN	JOINTLY PROGRAMMED	OTHER
Actual FY 69	83,080						
Operational FY 70	365,000						
Budget FY 71 (							
B + 1 FY 72 (							
B + 2 FY 73 (	2,612,645						
B + 3 FY							
All Subsequent FY's							
TOTAL	3,060,725						

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

Further detailed planning for the 5-year program (currently scheduled to begin July 1971) as well as A and E studies for the permanent building will be undertaken during FY 71. Resulting refinements of capital, operating and scholarship costs are anticipated together with specific data on year of need and cost sharing plan. In addition, as indicated in the PROP, 2-3 U.S. advisors and 2-3 U.K. or other specialists per year are planned. FY 70 includes $100,000 for the AIR contract obligated after PROP submission.

10. CONDITIONS OF APPROVAL OF PROJECT

Subject to annual review for OYB purposes, and for consistence with overall SEAMES project for matching of funds as agreed or planned, and for continued consistency with testimony given to Congress.

(Use continuation sheet if necessary)

11. 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
Willard H. Meinecke, AA/EA Acting	WMWilliams, FA/TECH WMW	7-28-70
SIGNATURE	DPJones, VN/ND DPJ	7/29/70
AA	LMDurso, FA/RD	7/30/70
TITLE	WRTempleton, EA/DP WRT	8/7/70
8/10/70 DATE		