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International Human Assistance Programs, Inc.

**COMMUNITY AND AGRICULTURAL
HUMAN RESOURCES DEVELOPMENT
IN KOREA**

**An Operational Program Grant (OPG) Project Conducted by
The International Human Assistance Programs (IHAP) Under
a Grant from The U.S. Agency for International Development**

FINAL REPORT

(Of Five Reports)

Covering the Period

May 1, 1978 - September 30, 1980

GRANT NO. AID/ASIA-G-1275

PROJECT MANAGEMENT AND MONITORSHIP

The Agency for International Development (AID) approved the Operational Program Grant on September 26, 1977 to provide a total of \$156,211 in funding for a "Community and Agricultural Human Resources Development" over a twenty-seven month period. The IHAP project inputs include personnel (\$16,500), commodity contributions (\$12,450), vehicle expenses (\$6,260), and the use of the IHAP Training Farm (\$16,500).

The principal IHAP staff members in Korea responsible for the conduct of this "OPG" project were:

Project Director:	Edward J. Moffett
Project Manager:	Kyong Kon Lim
Training Specialist/ Field Monitor:	Ki Man Oh
Educational Specialist:	In Won Park
Accountant/Comptroller:	Byung Chul Yoo
Secretaries:	Doo Young Han, Young Sook Lee
Drivers:	Jae Man Pae, Hyo Pyung Park

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I. INTRODUCTION

This final report on the Community and Agricultural Human Resources Development project is a summary of the background, purposes, and implementation methods used in this project as well as an evaluation plus comparison of pre-and post-project levels of understanding of students' agricultural knowledge which was objectively conducted by Dr. Lee Jil Hyun, Professor of the Agriculture College, Seoul National University. It is the fifth report in a series preceded by four semi-annual reports which were submitted to USAID/Korea and Washington, describing the progress and project activities outlined in the original OPG proposal.

1. Concept and Purpose

This project is developed to meet the growing demand for qualified human resources for accelerated and agricultural development in the future. The basic problem in most developing nations, including Korea, is not the poverty of natural resources but rather the underdevelopment of human potentiality. It is accepted that the progress of a nation depends largely upon the development of its people. The source of agricultural productivity differences between developed and less developed countries lies not so much in land size as in the production gains brought about through human endeavor.

The long-standing attitude that agriculture is a mean occupation, usually pursued only by unenlightened rustics, accounts very much for the relatively few rural youth who upon completion of their

education, either from middle school or higher, are willing to enter the agricultural job market. This traditional bias against farm work has received considerable reinforcement these past few years from the growing responsibility of work related to the nation's accelerated industrial technological development. To the comparatively large number of rural youngsters, however, for whom elementary education marks the termination of formal learning, efforts must be made to motivate them in modern farming potential and possibility. In rural communities, the great majority of the youth are prone to eventually migrate to industrial and urban centers in search of a means of individual success and more satisfying lives.

This pilot project is designed to produce a low-cost agro-vocational training system for rural youth of the upper grades in primary schools. It employs the resources of twelve primary schools in the Yangpyung County, Kyonggi Province. Through the promotion of the agro-vocational training program, it has attempted to gradually alter the traditional socio-economic attitudes in favor of rural development. The youth involved in the program will, over an extended period of time, develop a greater love for the land, a deeper respect for agricultural work, and a dignified image of the farmer as one who makes an invaluable contribution to the efforts of national development.

2. Specific Goals

In carrying out the Community and Agricultural Human Resources Development program, the goals were specific. They were:

- (1) To provide some 3,000 upper grade (4th, 5th and 6th grades) students of the twelve primary schools in the County of Yangpyung, Kyonggi Province, a class-room instruction in basic agriculture through the use of the agro-vocational text developed by IHAP in collaboration with the Office of Rural Development and the Kyonggi-do Board of Education.
- (2) To enable the pupils, in line with the class-room training, to participate in extensive hands-on experience in a variety of practical experiment projects prepared on the ground of each of the twelve project schools, in order to raise interest and curiosity in plant growing and animal care.
- (3) To introduce the 4-H Club movement on a school basis so that, especially, those who are unable to pursue higher education after graduation from primary school can be easily become involved with village-based 4-H Clubs.
- (4) To form a new cooperative school-community training linkage through the currently available local resources such as rural primary schools, County Extension Service and village 4-H Clubs.

1. Procedures and Methods

- (1) A pre-project baseline survey was conducted in collaboration with Dr. Lee, Jil Hyun, Professor at College of Agriculture, Seoul National University, among upper grade pupils of five primary schools in Yangpyung County in order to determine feasibility of the project in this area. Major objectives of

the survey were to collect and analyze information related to the students' present conceptual and practical understanding of the fundamentals of farming and farm techniques and to develop a students' attitude profile regarding farming as an occupation.

- (2) Based on Dr. Lee's baseline survey report which identified relevance and need to initiate an agro-vocational training system for upper age primary school students, IHAP, in cooperation with the Yangpyung County Board of Education, selected; late April, 1978, 12 best qualified and most representative primary schools out of 39 elementary schools in the administrative region of Yangpyung County.
- (3) Early May, 1978, a two-day working seminar for school teachers and local officials related to the project implementation was conducted at the Yangpyung County Board of Education. Two representatives from each of the 12 project schools participated in the school-phase seminar. The aims of the two-day workshop were to explain the goals and methods of the project along with an orientation on the project background, to clearly delineate the roles and responsibilities of the schools regarding the school vocational training, and to identify needs and situations at each school with relation to the practical school projects.
- (4) Pre-project Teachers Training.
One week intensive short-term training course was conducted for the teachers August 6-12, 1978, at the Training Center of the Yangpyung County Agriculture Extension Office. Teachers in

charge of the vocational training of the 4th, 5th and 6th grade students of the twelve primary schools participating in the project attended the seven-day special training session. Major objectives of the teachers training were to acquire extensive technical information on general agriculture and livestock production for successful implementation of both class-room instruction and proper care and supervision of the practical projects of each school, and to develop and refine individual school project development plans in consideration of the socio-economic conditions at each project school.

(5) Development of Training Materials.

Development of Agro-vocational Training Text.

In conjunction with implementation of the "Community and Agricultural Human Resources Development" project, a specialized agro-vocational training manual was developed in collaboration with the Office of Rural Development and the Education Research Institute of Kyonggi Province. In October, 1978, 2,000 copies of a try-out edition were printed for testing in the class-room instruction. After extensive revision, 4,000 copies of the 178-page edition were printed and distributed in February, 1979, to the students of the 4th, 5th and 6th grades of the twelve primary schools.

Development of Visual Aids.

In parallel with the contents of the manual, color slides were produced to augment the class-room instruction. Each of the twelve schools received in April, 1979, a set of 100 slides

together with a slide projector.

(6) Establishment of School Practical Project.

In three separate fund distributions, the school practical projects were provided on the grounds of each school. Major projects of each school included vinyl hothouse growing, fruit cultivation, honeybees, and mushrooms. The central purpose of the school projects was to use them as a practical demonstration of the concepts and information being taught in the class-room from the training text and to have the students access to hands-on experience.

(7) Village 4-H Leaders Training.

In April and May, 1979, three intensive short-term training courses were conducted at IHAP 4-H and Demonstration Farm for 110 4-H leaders from the villages which were in the service of the twelve primary schools participating in this project. The training curriculum was composed of a variety of agriculture related subjects, animal husbandry, and leadership in 4-H management. Upon completion of the training sessions, trainee-graduates were provided with funds so that they could initiate village 4-H projects for use in the training of the newly enrolled Jr. 4-H members. After returning to their home villages, the training recipients conducted their own training sessions on the organization and operation of 4-H Clubs and Jr. 4-H membership.

(8) Interim Evaluation of Training.

The interim evaluations of the agro-vocational training were

conducted by means of objective testing to measure the progress of the students' understanding of agricultural training. The first test was administered in July, 1979, before summer vacation to 1,915 students of the 4th, 5th and 6th graders of the twelve schools. The second written testing was conducted in December, 1979, prior to winter vacation to 1,712 upper grade students of the same schools. Results of both tests proved to be favorable as reported in both Progress Reports III and IV.

II. SUMMARY OF AGRO-VOCATIONAL TRAINING

1. General Comments

The development of a trained and motivated rural population to meet the ever-increasing shortage of man-power created by rapid depletion of the rural population, particularly the youth into urban centers, has become a priority to both increase food production and maintain rural development. Migration to industrialized urban centers has been regarded by less educated rural youth as a potential means to earn a better chance of success in their future life. Traditionally, rural people have largely been plagued with extremely negative attitudes. They simply feel that engaging in farming is directly linked to poverty and little chance of rising in society. Therefore, farming families are prone to encourage their children to move into large cities in search for non-farm jobs. One of the prime objectives of this proto-type project, in this context, is

to plant in the minds of rural youth a sense of confidence and contentment in becoming the farmers of the future. Through the agro-vocational training system, emphasis has been laid upon primarily infusing the students with curiosity and interest in agriculture which provides the basic means of sustaining all human life.

As this youth training project has been implemented, comparatively, for a short span of time it is both difficult and uncertain to see how many students participating in the educational program will actually remain in their rural communities to pursue farming as their future occupation. This attempt of evaluation, however, is based upon quarterly reports from the Yangpyung County Board of Education which has an overall supervision and guidance of the twelve primary schools in the implementation of the agro-vocational training. A comparative analysis of both pre-project baseline survey and post-project evaluation report, prepared by Dr. Lee, Jil Hyun of Seoul National University, will give a substantial source of the final evaluation of the project.

2. Class-room Instruction.

In consultation with the Yangpyung County Board of Education, IHAP instructed the twelve project schools to allocate at least one hour of the agro-vocational instruction in line with the existing frame of the primary school vocational education. The project schools have averaged 54 hours of class-room instruction since the initiation of the program, in June, 1978.

Quarterly reports on the progress of the instruction of each school compiled by the County Board of Education indicated that the schools were in normal progress in both class-room teaching and outdoor practical experience in accordance with teaching guidelines designed by IHAP in consultation with the County Board of Education. Depending on the current schedule of instruction in each school, it is expected that by mid-December of this year most of the schools will be able to complete the teaching of the 173-page agro-vocational text book in each grade.

In order to evaluate the progress of students' agricultural knowledge, with relation to what they had been taught from the agro-vocational text-book, two objective written tests were administered to all of the 4th, 5th and 6th grade students of the 12 project schools in July and December of 1979. The distributions of the results of the two interim tests were reported in Progress Report III and IV. Students' general understanding of agriculture turned out to be favorably progressing.

Classroom Instruction by Grade
(November 1, 1978 - September 30, 1980)

<u>School</u>	<u>No. in 4th Grade</u>	<u>Hours Taught</u>	<u>No. in 5th Grade</u>	<u>Hours Taught</u>	<u>No. in 6th Grade</u>	<u>Hours Taught</u>	<u>Total Students</u>	<u>Total Hours Taught</u>
Kangsang	98	55	97	55	96	53	291	163
Kangnam	38	57	27	56	27	55	92	168
Kaepun	67	56	100	56	96	56	299	168
Sukjang	41	55	23	55	37	54	101	164
Silron	32	57	62	57	29	54	123	168
Johun	92	54	72	52	83	54	247	160
Suejong	30	56	42	55	47	55	119	166
Yangsue	52	52	46	52	38	52	136	156
Nokwang	35	55	32	55	35	53	103	163
Danwol	40	56	57	55	59	52	156	163
Yunsoo	32	52	34	53	29	51	95	156
Total	605	659	660	659	611	643	1,901	1,957

School Practical Projects

Name of School	School Projects	Description of Projects	No. of practical training and observations by students on class basis
Kangsang	Honey bees Hothouse Mushrooms	Bee raising, Vegetable growing (Peppers, lettuce) Mushroom cultivation	21
Kangnam	Honey bees Hothouse	Bee raising Vegetable growing (Cucumbers)	19
Yangsue	Hothouse Apples	Vegetable growing (peppers, lettuce) Apple cultivation	20
Mokwang	Hothouse Agaric plants	Pepper and cucumber growing Cultivation of agaric plants	22
Suejong	Pigs Hothouse	Swine raising Pepper growing	20
Danwon	Hothouse	Flowers growing (Mums and others)	18
Silron	Ducks and pigs Hothouse Apples	Raising of ducks and pigs Peppers growing Apple cultivation	23
Yangdong	Hothouse Apples	Growing of lettuce and peppers Apple cultivation	20
Johyun	Honey bees Hothouse	Bee raising Lettuce growing	19
Yunsoo	Hothouse Mushroom	Peppers and lettuce growing Mushroom cultivation	19
Kaegun	Honey bees Hothouse	Bee raising Pepper and cabbage growing	21
Sukjang	Honey bees Hothouse	Bee raising Cucumbers and lettuce growing	19

3. Practical Project Training

Practical projects were provided on the grounds of each of the 12 project schools for the double purpose of giving training demonstrations in the schools and creating sources of school income. As rigid theoretic instruction only, by means of the text-book, is not likely to raise the effectiveness of the training, a combined approach of class-room teaching and outdoor practical experience was implemented.

All the schools were assisted in practical projects in the form of agricultural and livestock programs. As a popular project, vinyl hothouses were set up on the experiment plot of each school to attempt the growing of garden crops during off-farm winter season. The sophisticated vinyl house cultivation has been widely known in the rural sector as a promising cash-earning crop. Most of the schools except for 4 schools have done so well in growing vegetable crops that they have generated income averaging \$300.00 per school.

Honeybees, pigs, mushrooms and fruit trees were also selected as secondary projects with relation to regional production. In the case of honeybees, a few schools have experienced some difficulties in control of disease and proper winterization.

During the practical classes separately conducted by each grade, students were guided to personally take care of the projects and record in their project books, not only what they observed but also what they did. By so doing, the young people were able to deepen practical knowledge in all phases of growth of plants and animals.

The school projects have been practical learning demonstrations not only for students but also for adult farmers. A number of adults from adjacent villages have visited school projects erected on the ground of each school to learn new methods of cultivation and the care of animals. In this way, the schools have virtually served as community educational centers for rural people by imparting a variety of modern technical information to local residents.

4. Difficulties

- (1) An intensive pre-implementation training for teachers in charge of upper grade students was provided for a week on agricultural subjects in order for them to become prepared to teach their students in conjunction with agro-vocational training. But most of them who graduated from the Teachers College were either urban oriented or less interested in agriculture. Although they conducted both class-room and outdoor training as scheduled, in accordance with the teaching guidelines developed by IHAP in consultation with the Yangpyung Board of Education, they were sometimes inclined to neglect this extra-curricula farm vocational subject in favor of their regular teaching and other school activities.
- (2) Due to lack of technical information, the maintenance of school projects during winter months has generally been unsatisfactory, resulting in some cases of substantial loss or failure of projects, which deprived students opportunities of practical hands-on experience.

- (3) 4-H Clubs were organized in each of the 12 primary schools in each grade. Preliminary information on 4-H Clubs was introduced to the young students as part of class-room instruction, while simple and elementary 4-H projects were attempted by the students under the leadership of the teachers in charge. Lack of time, however, due to regular school activities prevented the teachers from fully providing effective guidance in the students' 4-H activities.