

4970229001502

4970229 (S)
PD-AAD-803-C1

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-147

1. PROJECT TITLE Educational Finance			2. PROJECT NUMBER 497 - 0229	3. MISSION/AID/W OFFICE USAID/Jakarta
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 79-9			<input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> Final Evaluation <input type="checkbox"/> SPECIAL EVALUATION	
5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	
A. First PROAG or Evaluation FY <u>75</u>	B. First Obligation Expected FY <u>77</u>	C. Final Input Obligation FY <u>78</u>	A. Total \$ <u>625,000</u>	7. PERIOD COVERED BY EVALUATION
			B. U.S. \$ <u>425,715</u>	From (month/yr.) <u>April, 1978</u>
				To (month/yr.) <u>January, 1979</u>
				Date of Evaluation Review <u>January 17, 1979</u>

17p

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

4. List actions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SFAR, PLO, which will present detailed request.)

E. NAME OF OFFICER RESPONSIBLE FOR ACTION

C. DATE ACTION TO BE COMPLETED

1. An evaluation of the project to be made two years hence (1981) to determine the extent project findings are reflected in policy decisions.

USAID/EHR
Education Officer

6/81

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PLO/T	_____
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIC/C	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PLO/P	_____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A. Continue Project Without Change

B. Change Project Design and/or Change Implementation Plan

C. Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Name and Title)

- Drs. Moegiadi, Secretary, BP3K
- Drs. Waskito, Head of Research Center, BP3K
- Drs. Soedijanto, Head of Curriculum Center, BP3K
- Mrs. Widodo, Project Coordinator, BP3K
- Sturgis R. Carbin, USAID/EHR

12. Mission/AID/W Office Director Approval

Sign: 

Type Name: Thomas C. Niblock

Date: 12 Feb 1979

51332-15 (3-78)

Evaluation Officer: RF Zimmerman

WUB

I. Action taken as a result of 1978 evaluation:

- A. A work plan was prepared and submitted in May of 1978 (see attached)
- B. A distribution list of project findings was prepared (see attached)

II. Summary:

This is an end-of-project evaluation summary. In actuality the project was completed in May 1978 with the exception of the work-experience study. A short statement follows regarding specific activities accomplished by the Project.

The Education Finance Project was set up to assist the Ministry of Education Department of Evaluation and Research (EP3K) to improve the methodology of financial and financial related data collection and analyses. In addition the project is to improve the presentation of these data to make them more policy relevant in order to develop better criteria for financial decision making in education. Specific activities were:

- (1) A study of existing forms and procedures and data was conducted in 1976. As a result school reporting forms were revised and new analyses adapted in routine processing by EP3K.
- (2) A study of school building costs. Manual for use of regional education officials was prepared by a UNESCO Bangkok school building expert who assisted this project. In 1977, the manual was published and distributed.
- (3) A field study was conducted in Nov. 1976 in 160 schools. This field study yielded data for studies of (a) school operation costs; (b) teachers incomes; (c) costs of school administration; (d) importance of fees in school financing; (e) the first round of the study on the employment experience of school leavers.
- (4) The 1976 fieldwork provided the base for tryout of an improved data recording system in schools. A seminar conducted in 1977 resulted in revision and improvement of the forms while a further revision was made in 1978 necessitated by the abolition of school fees in Jan. 1978. There will have to be continuing evaluation of these forms.

- (5) Teachers Preparation Costs. Fieldwork to determine (a) the cost to students; (b) the institutional budgets for a number of IKIP, SPG, PGSLP were conducted in 1977. The draft report from Dr. Willi Toisuta has been received and discussed. It is being slightly revised and retyped. The final version should be completed by time of this project review. A comparison of costs of pre-service training with in-service training is not completed. Drs. Iwa Sukiswa withdrew from the project before writing his report but has sent his raw data to Mrs. Widodo who will complete the analyses based on this data.
- (6) Analyses of education budgets and allocations processes. This analyses will be carried on by Mrs. Widodo.
- (7) Employment - Experience Study. Round II of this study was completed in December 1977 with a follow-up of some 5000 students. A preliminary coding was completed in March and preliminary results published on 31st March. Fieldwork for Round III was conducted in Sept./Oct. and coding completed in November 1978. All computer tabulation was completed by 20 December 1978. Dr. Clark spent three weeks in December 1978 assisting in analysis of 78 data, reliability testing, merging of 76, 77, 78, data and report presentation. Dr. Clark and R. Daroesman will continue work on the data with the final report in Indonesian expected in April, 1979.
- (8) Alternative Strategies and their Financial Implications. This report by R. Daroesman summarizing and utilizing data from the various project activities was submitted in December 1978, the report is composed of four parts: identification of policy issues; assumptions used as basis of projections; educational strategies; financial implications. A number of long-term strategies for primary and secondary education are compared and costed.

The project has been rather seriously affected during the final months due to lack of staff. Drs. Hilman left for Stanford in September; Drs. Iwa returned to Bandung in October; Drs. Haroen has been in a number of staff training courses; in December Soedarminto was employed by PT. Insearch. This has left only two members of the staff Dra. Konta and Ibu Widodo to complete all the outstanding work.

14. Evaluation Methodology - This was a three year project from FY 75-78 and for all practical purposes was concluded in May 1978 with the exception of the Employment-Experience-Study. Therefore, this PES is the final project evaluation.

The PP did not lay down specific evaluation plans. Data used including project reports, copies of forms in use, memoranda, statements from key individuals and agencies.

Key agencies: BP3K; Biro Perencanaan; Satya Wacana University, Gajah Mada University, the Kanwils; the Dept. of Labour and Transmigration; Unesco Paris; Unesco Bangkok, IBRD, ILO, UC, Macquarie, ANU, U. Wisc., Boston U.

15. Evaluation findings about EXTERNAL FACTORS - Identify and discuss major changes in project setting which have an impact on the project. Examine continuing validity of assumptions.

There has been no major change in the assumptions cited in para C of the ProAg with the exception of the irrelevance of the primary fees study. There is now, however, far greater interest in the entire field of educational finance than there was at the inception of the project. Not only has the project contributed to the increased interest, it has been in the forefront in conducting studies in educational finance.

Furthermore, the period of financial stringency immediately ahead for the GOI means that efforts of this project to identify means of financial control and areas where substantial savings can be made through administrative action are most likely to be noticed and used.

16. Inputs - Inputs of funds by USAID and BP3K as planned and in Pro-Ag; Inputs of staff: AID, one fulltime, plus short-time consultants;

Changes in schedule. When project written up, expected to begin work in January 1975 and to conduct final round of EE study by Dec.77; delay by AID in setting up project meant that first round (which had to be done at end of year) could only be managed in Dec. 76; this meant that final round had to be done towards end of 78, slightly beyond the 2 years of the project consultant contract (although provision written into contract for return for this purpose).

Ph.D training; one candidate extended to March 1979. Third and other years for second candidate will be funded by Ford Foundation.

17. Outputs (Revised Logical Framework 5/21/77)

1. Permanent historical data series on costs, physical quantities and measurable qualitative components of the education system allocation.

Magnitude of Output

Seven major sample survey design formalized and used. Following are publication and reports based upon project activities:

Publications and Reports:

- a. A report on the Processing of a Sample of 6000 schools by the Education Finance Project (preliminary draft, August 1976, pp.82).
 - b. Manual for Use in the Survey of the Physical Condition of School Buildings, Educational Finance Project, by R. Sheath, Unesco, Bangkok.
 - c. C.M. Widodo, a Report on Student Aspirations for Employment (in Indonesian with English version) (in typing)
 - d. C.M. Widodo, A Report on the Levels of Teachers Salaries and Related Problems (in Indonesian with English summary) (in typing)
 - e. Quantity and Quality. Financial Implications of Educational Strategies (in preparation) final report of the Project in Educational Finance by R. Daroesman, C.M. Widodo and members of the Educational Finance Team;
 - f. The Employment Experience of Primary and Secondary School Graduates. Interim Report pp. 15, 31 March 1978.
 - g. The Employment Experience of School Leavers. (September 1978) (in typing)
 - h. A Longitudinal Study of School Leavers in Indonesia, 1976-1978. Final Report (forthcoming March 1979; versions in English and in Indonesian) (in writing)
 - i. Costs of Teacher Preparation: The Cost to the Student. (July 1978) (Toisuta and Sukiswa)
 - j. Costs of Teacher Preparation: The Unit Cost. (July 1978) (Toisuta and Sukiswa) (in writing)
 - k. The Costs of Preparing Teachers Under Various Programs (a summary of the reports 20-21, together with costs in-service programs) Mr. Willi Toisuta.
2. Personnel trained in economics of education finance and supportive analytical and clerical skills.

Magnitude of Outputs

Following are listing of those actually trained:

Two Ph.Ds on project funding sent to US (one in educational finance and one in education administration/planning); 2 other Ph.Ds have based Ph.D work on data from the project. All Kakanwils have been given a short-term study/observation trip on neighbouring countries (30 participants); 5 members of various units of Dept. Education have been sent on an educational planning/finance training course to Unesco Bangkok; two local consultants have been sent on a training course to Unesco Bangkok on school building costs; two staff members have undergone computer training courses; two staff members have undergone intensive English language courses; all 8 staff have had intensive and closely supervised research training; in sampling, fieldwork supervision, questionnaire design, study design, coding and analysis of computer output and in report writing, and several of them in translation of financial documents. Some 200 University and IKIP students have been trained in fieldwork and often employed several times over as a result of training with this project; students in educational planning courses at Satya Wacana University, Macquarie University and ANU have used project data in their academic exercises.

18. Project Purpose

To assist the BP3K and planning units in selected provinces to develop improved capabilities for defining and evaluating criteria for determining an equitable allocation of GOI funds budgeted for education. EOPS from Log-Frame (Apr/77 Rev.)

EOPS

1. A system will have been developed by which improved methods of allocations of funds budgeted for education will be possible.
2. Improved data systems will be in operation in units of BP3K and in other relevant office of MOE.

Progress toward EOPS Condition

1. System of estimating (a) actual supply of teachers (b) the nature of shortfall in teacher supply; (c) costs/evaluation of whether a school can be rehabilitated or needs replacement; (d) more accurate unit costs by school type and by school performance; (e) costs of preparation of teachers according to the various programs now in operation have been prepared and submitted. Reports have been prepared to demonstrate how routine statistics can be used to identify problem schools where action needs to be taken (high wastage, dropout or repetition; insufficient teachers; incomplete classes; insufficient rooms/overcrowding; lack of physical infrastructure; low pass rates, etc.) Reports have been prepared showing how to evaluate performance vis a vis school costs; clearer criteria for determining school costs have been identified; studies of allocation procedures are underway; these will assist policy makers in seeing how far actual practices in budget allocations are related to goals.
 2. Procedures have been identified which allow a comparison of school cost and school performance. The benefits in terms of employability of school leavers can be compared to the costs of maintaining various types of schools.
 3. Improved data systems; improved forms for recording school expenditure are prepared and are expected to be in use in all schools in 1979; and by 1980 a reporting system will be available based on these forms.
19. Goal/Sub-Goal. - The Goal is to increase access to educational opportunities, particularly in rural areas, for children, youth, and adults. Goal remains valid, no change. Measures of goal achievement will not be available during life of project.

Other projects which contribute towards same goals (all begun since the inception of this project): Cost-benefit studies on development schools; Gajah Mada study on economic importance of children; Dept. of Labour/Transmigrasi and ILO Core Group on Employment Strategy; Unesco courses in educational planning/finance, school building; BP3K efforts in building censuses, school numbering system. In macro terms, Repelita III will have strong emphasis on employment; it is also expected to have strong emphasis on increase of secondary education, continued increase of primary places, and quality improvement at all levels.

20. Direct and Indirect Beneficiaries - Direct, purpose level beneficiaries (see section on training outputs).

Indirect - At the goal level, beneficiaries will be all teachers in the Department of Education, and all school aged children, both those already in and those not yet absorbed in schools by helping to find ways and means to find them places and to guard standards of education at the same time.

Educational planners by providing timely and well-organized data which are problem oriented and show clear policy alternatives; the general public by endeavours to inform them of the causes and nature of problems of school expansion and maintenance of school quality. Data provided by this Project will be used by the Centre of Curriculum, BP3K, which is now carrying on a study on Secondary General Education. This study will be submitted to the World Bank, as a basis for World Bank funding of Project to address problems of secondary education.

In August 1979, IIEP UNESCO Paris will conduct a course on costing and financing of education in Jakarta, and the results of the studies done by the Education Finance Project will be used in this course. Participants will come not only from Indonesia, but also from abroad. In addition, cost studies held by IIEP UNESCO Paris in several schools in Indonesia use recording financial data forms produced by this Project.

21. Unplanned Effects - None.

22. Lessons Learned - Stress importance of long-term, two-way institutional communication, over one-shot single-term consultants. Consultants should have, or be willing to learn on arrival, enough Indonesian to work with all levels of staff unless short-term specialists. Also feel that inclusion of non-BP3K staff may be an excellent idea. More University participation, but perhaps closer contact with the Universities or IKIPs (more U, less IKIP) may be desirable. Joint project, BP3K/Planning Unit/POS with USAID may be worth pursuing, especially to bring more university students in to work with BP3K data-forming out of analyses, etc.

23. Special Comments - The strengths of this project has been specifically in its wide context for finance; our study on employment experience, basically a "cost benefit analysis" has proved immensely interesting to many potential consumers; our insistent emphasis on linking quality in quantity is also a major source of strength for our finding. We are pathbreakers both in conducting the first longitudinal study in Asia which links employment with school quality, the first costing study which has tried to study links between costs and quality. In our final report, we intend to put these links into a time perspective as well.

24. Impact re Section 102(d) Criteria - The project can contribute, although indirectly, to greater equality in income distribution, in general by identification of areas where action can be taken to expand and improve educational opportunity for larger number of children and

specifically to greater quality among teachers incomes-by identifying present income patterns and sources and working conditions to show where action can or needs to be taken by the Department of Education. It can contribute to reduced rates of unemployment by identifying the nature of educated unemployment and thus to identify some areas where action can be taken in schools to increase the absorption of the school leaver.

WORKPLAN EMPLOYMENT EXPERIENCE STUDY

MAY - DECEMBER 1978

May

Preparation of draft questionnaire; revisions
Cleaning computer data for main coding
Preliminary cross tabulations
Completion of posting of postcards
Sample design, budget, manpower budget control procedures
Preliminary work on computer program for main coding

June

Analysis of tables, main coding, Round II
Detailed outline of main report prepared, Rounds II and III
Finalization of sample Round III
Try-out for Round III
Design of coding forms, Round III
Finalization of questionnaire

July

Questionnaires printed
Writing up main report
Fieldwork plans finalised
Production of all forms needed for field control

August

Completion of main report
Training materials for fieldwork
Recruitment and training of fieldworkers
Training of supervisors
Training of coders

September

Training of fieldworkers
Fieldwork, Round III
Beginning of coding Round III
Typing up of main report Round II

October

Coding continued and completed
Computer program Round III completed
Card punching and cleaning completed
Fieldwork accounts presented
Preliminary crosstabs Round III

November

Round III results inserted into main report
Main report replicated and distributed
Computer costs accounts presented

December

Final Seminar on Findings and Interpretations of Study;
including ratification of findings
Final project accounts submitted

JANUARY/FEBRUARY 1979

Report revised, if necessary, as a result of Seminar
Discussions; report distributed to end-users.

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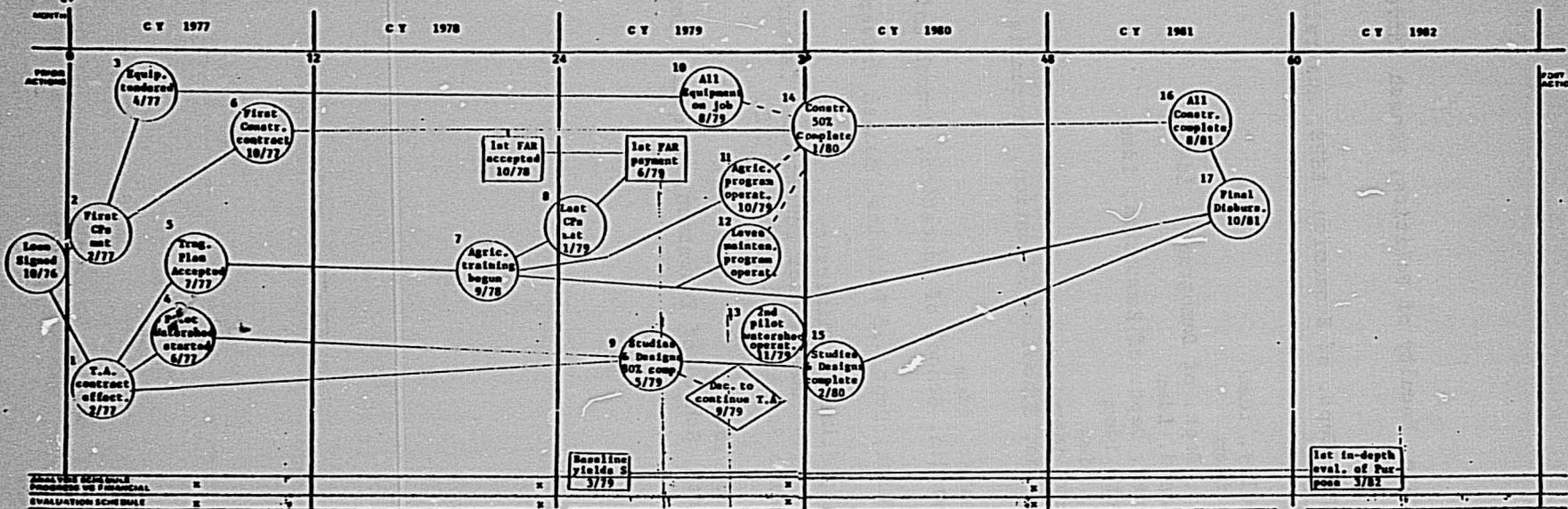
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Country: Indonesia Project No: 497-0245 Project Title: Citanduy River Basin Development Project Date: 11/30/78 ORIGINAL REVISION # 1 APPROVED PROJECT NO. PROJECT TITLE DATE ORIGINAL REVISION # APPROVED



ANALYSIS OF ECONOMIC PROGRESS OR FINANCIAL EVALUATION SCHEDULE

CRITICAL PERFORMANCE INDICATOR (CPI) NETWORK

1 30 10 78

CRITICAL PERFORMANCE INDICATOR (CPI) NETWORK