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DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

PROJECT PAPER

INDONESIA - SELF-INSTRUCTIONAL LEARNING SYSTEM

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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACISHEET	1. TRANSACTION CODE <input type="checkbox"/> A ADD <input type="checkbox"/> C CHANGE <input type="checkbox"/> D DELETE	PP 2. DOCUMENT CODE 3

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8. ESTIMATED FY OF PROJECT COMPLETION FY 83	9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY 79 B. QUARTER 1 C. FINAL FY 81 (Enter 1, 2, 3, or 4)
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A. FUNDING SOURCE	10. ESTIMATED COSTS (\$,000 OR EQUIVALENT \$) -					
	FIRST FY			LIFE OF PROJECT		
	B. FE	C. L/C	D. TOTAL	E. FE	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL						
(GRANT)	500	1,500	2,000	1,290	1,710	3,000
(LOAN)						
OTHER U.S.						
1.						
2.						
MOST COUNTRY		1,100	1,100		2,100	2,100
OTHER COUNTRIES						
TOTALS	500	2,500	3,100	1,290	3,810	5,100

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)							
		PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY <u>80</u>		K. 3RD FY <u>81</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EH	B.613	636		2,000					1,000
(2)									
(3)									
(4)									
TOTALS				2,000					1,000

A. APPROPRIATION	12. IN-DEPTH EVALUATION SCHEDULE					
	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT	
	G. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN
(1) EH					3,000	
(2)						
(3)						
(4)						
TOTALS					3,000	

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACISHEET DATA, BLOCKS 12, 13, 14, OR 18 OR IN PRP FACISHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACISHEET.

2 NO See Annex A-1, 2
 1 YES

14. ORIGINATING OFFICE CLEARANCE		15. DATE DOCUMENT RECEIVED IN AIC/V, OR FOR AIC/V OCCURRENCE, DATE OF DISTRIBUTION
SIGNATURE Walter G. Bollinger	DATE SIGNED 11/06/81	
TITLE Deputy Director USAID/Indonesia		10/18/81

USAID/Indonesia
July 1978

SELF-INSTRUCTION LEARNING SYSTEM
(Grant Project No. 497-0280)

PROJECT PAPER

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GLOSSARY

GOI	= Government of Indonesia
BP3K	= Office of Educational and Cultural Research and Development, Ministry of Education & Culture
IMPACT	= Instructional Management by Parents, Community and Teachers
PAMONG	= Pendidikan Anak oleh Masyarakat, Orangtua dan Guru (equivalent to IMPACT in Bahasa Indonesia)
IS	= Instructional Supervisors
INNOTECH	= Regional Center for Educational Innovation and Technology
SEAMEO	= Southeast Asian Ministers of Education Organization
STTB	= Surat Tanda Tamat Belajar (Elementary School Certificate)
CLC	= Community Learning Centers
KANWIL	= Provincial Office
KANDEP	= District Office
SATGAS	= Task Force
MCE	= Ministry of Education
BAPPENKAB	= Educational Development Agency
IKIP	= Teachers Training College

PART I SUMMARY AND RECOMMENDATIONS

- A. Grantee: Government of Indonesia
- B. Implementing Agency: Ministry of Education, Department of Planning and Research (BP3K)
- C. Recommendation:
1. AID Contribution: Grant _____ of \$3,000,000
 2. GOI Contribution: Rupiah equivalent \$2,100,000
- Total Project cost : \$5,100,000
- GOI Contribution : 41 %
3. Project Life : 5 Years
- D. Description of Project

The overall sectoral goal is directed at the provision of adequate and effective learning opportunities for all Indonesians who want to learn thereby contributing to improvement of the quality of life in the rural areas of Indonesia.

This project is an outgrowth of Project IMPACT and PAMONG (Instructional Management by Parents, Community and Teachers) which the Government of the Philippines, the Government of Indonesia, and the regional Innovation and Technology (INNOTECH) Center have been developing since 1973. The purpose of IMPACT (Philippines) and PAMONG (Indonesia) has been to provide an effective and economical delivery system for mass primary education. Evaluation of student achievement to date indicate that the performance of project children either equals or exceeds that of those in conventional rural schools (effectiveness) and that costs per student will be significantly less than the traditional formal system (economical).

Project PAMONG located in Solo, Central Java, has been a research project conducted by BP3K through the staff of the Sebelas Maret University in Solo. In this process the Provincial Education Office was not involved and the project was therefore outside of the educational system. The purpose of the proposed project is to develop a self-instructional learning system within Ministry of Education channels at the provincial level, utilizing the education administration structure in the province of Bali. In addition there will be two other small elements in the project: (1) Indonesia has many remote areas where schools have

few pupils and do not offer a full six years of schooling. Ten schools have been selected in Kalimantan to test the "small school" concept where, with the use of self-instructional materials, the number of grade levels offered can be expanded and inefficient small classes can be eliminated by consolidation; (2) Provide U. S. degree training for six members of Sebelas Maret University in order to develop an in-country competency in self-instructional materials development/ utilization and source of technical assistance. The Ministry of Education expects Sebelas Maret University to provide the expertise required as other provinces adopt the concepts of this project.

Technical assistance input of U. S. will be two long-term advisors plus 24 months of short-term consultancy. One long-term advisor will be an educationist who will work with the implementation unit in Bali. He will assist in organization of 25 elementary schools and the 450 learning posts; advise on revision, printing and distribution of modules; establishment and maintenance of student progress record system, and, advise on in-service training. The second long-term advisor will be located at Sebelas Maret University. Primary responsibility will be to assist in the development of expertise in self-instructional materials and evaluation. Sebelas Maret will have the major responsibility for the evaluation of the project. The consultant will also be responsible for the Kalimantan "small school" component, i. e. implementation, monitoring, evaluation.

A major input of this project will be the printing of revised and new modules. The modules used in the research project in Solo were printed in 1975 and should be revised for use in this project in 1980-1984.

In the Self-Instructional Learning System project, primary level children in grades 4, 5 and 6 will learn from programmed modules in heterogeneous groups. It is anticipated that during the second year of the project older elementary students will be trained as Programmed Teachers to assist small groups of children in grades 1, 2 and 3. It is expected to initially include 5500 in-school students.

Continuing education will be provided to 4500 out-of-school youth in their home villages through modular instruction either in peer groups or through self-study. This approach will serve two purposes: (1) allow youth to continue their learning and to return to the main stream of education, and (2) provide youth with functional skills for community life and employment.

All educational activities at each of 25 schools and 450 learning posts will be under the management and guidance of Instructional Supervisors (IS). Typically there will be one IS for each 100 primary/elementary students. Ninety Instructional Supervisors (IS) will establish 450 learning posts in villages to serve as centers for the out-of-school children.

This project is planned for five years. The first year and one-half will be devoted to planning, recruitment of project staff, preparation of instructional materials and procedures, establishment of learning posts and training of all participants in the system. The second year will be for tryout, evaluation and revision of all components, and the third and fourth years will be demonstration and evaluation years. The project budget summary form is presented below:

SUMMARY COST ESTIMATE AND FINANCIAL PLAN

Source	AID		GOI LC	Total
	FX	LC		
Technical Assistance:	770			770
Local Personnel (Contract)		300		300
GOI Implementation Unit and Support			310	310
Training:				
U.S.	230			230
In-country			800	800
Commodities		55	115	170
Printing		1,200	30	1,230
Other Costs	15	155	750	920
Contingency	275		95	370
	1,290	1,710	2,100	5,100
	3,000		2,100	5,100
	59 %		41 %	100 %

E. Project Issues

No project issues have been identified.

F. Project Development Team

The basic concept of this project was developed by Drs. Soemitro, Chief, INNOTECH Office of BP3K, and Dr. S. Carbin, USAID/Jakarta, Education Advisor. In June, 1978, a 4 man team from the American Association of Colleges of Teacher Education (AACTE) completed the project analysis and design. Team members were:

- Dr. Robert Jacobs - Southern Illinois University, Project Design and Administration Analysis
- Dr. John Singleton - University of Pittsburg, Social Analysis
- Dr. Ken Cann - Western Kentucky University, Economic Analysis
- Dr. Ken Van der Mullen - Western Michigan University, Technical Analysis

The project paper was prepared by S. R. Carbin, USAID; Dr. Jacobs, SIU; Drs. Soemitro, BP3K. The project paper was reviewed by USAID/Program Office.

PART II DESCRIPTION OF THE PROJECT

This project is an outgrowth of Project IMPACT (Instructional Management by Parents, Community and Teachers) and PAMONG (Pendidikan Anak oleh Masyarakat, Orangtua dan Guru)* in the Philippines and Indonesia respectively. IMPACT/PAMONG is a research and development activity of the Regional Center for Educational Innovation and Technology (INNOTECH) which is operated under the auspices of the Southeast Asian Ministers of Education Organization (SEAMEO), of which Indonesia is a member. The project was launched in 1973 in response to educational priorities for the '70's set by SEAMEO for the SE Asia region; specifically, the need to develop alternative systems for delivery of mass primary education. INNOTECH, the research arm of SEAMEO, was given the mandate to work at this task, and Project IMPACT/PAMONG is the major thrust in carrying out that mandate. **

Although the complex design of the SEAMEO project defies neat summary, basically it is an effort to test the feasibility, effectiveness and cost of a learning system which utilizes primarily non-formal modes in attaining the educational objectives set for the elementary cycle. Utilizing learning resources within the community, self-instructional modules, peer teaching, and use of older learners as tutors and programmed teachers, all orchestrated under a management scheme which requires no more than one professionally trained teacher for each 100 to 150 learners, there is no need in IMPACT/PAMONG for the traditional classroom facility. Nor does the teacher, who becomes an "Instructional Supervisor" (IS), perform a traditional classroom performance role. The emphasis is on learning, not teaching, and most of the learning is self-learning, programmed by carefully prepared, self-instructional modules.

* The Bahasa Indonesian words correspond roughly in meaning to the English words from which the IMPACT acronym is derived. Actually the acronym forms a word in Indonesian which means teacher or spiritual leader.

**Two other INNOTECH R&D projects are in response to the SEAMEO mandate. RIT (Reduction in Instructional Time) is an effort to reduce the time taken by the formal school system to achieve the objectives set for primary education. ISOS (In School/Out of School) is an experiment in which teacher-pupil contact is reduced by one-half so that twice as many pupils can be enrolled.

The school is transformed into a Community Learning Center, and the concept of spoon-fed learning in a classroom dominated by a teacher disappears.

Indonesia has hosted one of the R&D sites for the SEAMEO project. Project PAMONG, as it is called in Indonesia, has been under way in Solo for about five years and has shown results which have attracted considerable attention and interest on the part of the Ministry of Education and of educators in general throughout the country. In general, Project PAMONG learners have either equalled or surpassed pupils in the regular, traditional classroom in subject matter achievement. The PAMONG system, then, with its increased pupil to teacher ratio resulting in no loss of effectiveness, offers several options for reducing the per pupil costs of education at the elementary levels.

Additionally, in Solo, the PAMONG materials and procedures have been extended to out-of-school learners who for one reason or another are outside the formal school stream but want to complete a minimum, basic education. By setting up "Learning Posts: (described later) for distribution of modules, and allowing such learners to work on their modules at home, it is possible to pursue primary education without entering the formal school system. Hearing of this program, local officials in Malang, Central Java, Indonesia, purchased sets of the modules and in August 1977 started a program to reach out-of-school learners at the Grade 5 and 6 levels. This program, organized and administered by local personnel, now encompasses 138 learners at 5 learning posts. In these two applications PAMONG has demonstrated considerable potential for meeting some of the learning needs of community residents who are out of school.

Impressed with the PAMONG results and potential, the Ministry of Education in Indonesia desires now to move to a larger-scale trial of the system, partly to develop specific manuals and guidelines for implanting, operating, and continuously evaluating the system, and partly to serve as a next step toward broad-scale applications of the system throughout the country. The Ministry of Education has requested USAID assistance with the planning and implementation of this intermediate step and is prepared to fund continuation or expansion of the program if it proves successful after AID assistance phase-out. This project, "Self-Instructional Learning System", evolves from this background and is in response to this Ministry of Education request.

The purpose of the project is to test and further develop the PAMONG learning system in an operational setting which will

encompass both in-school and out-of-school learners. Actually, the focus will be upon so-called out-of-school learners, principally dropouts, who are interested in completing the elementary school certificate (STTB) and who cannot (or will not) enroll in the formal school system.

The overall sectoral goal to which the above project purpose is directed is the provision of adequate and effective learning opportunities for all Indonesians who want to learn, at costs commensurate with available resources, thereby contributing to improvement of the quality of life of the populations residing in the rural areas of Indonesia. For the Ministry of Education, this translates into a goal of providing universal primary education. Reaching out-of-school community residents who do not have the STTB represents an attack on one of the major obstacles to universal primary education in Indonesia; namely, the paucity, and in many instances the complete lack, of learning opportunities for those who are outside the formal school system.

The materials (self-instructional learning modules and programmed teaching guides and manuals) developed at Solo under PAMONG will be employed in this project with whatever modifications may be appropriate and necessary in the selected project sites. There is no intention to start from scratch and repeat the Solo research experience in order to develop a system which already exists. The project is essentially an extension or replication of the PAMONG system. But it will subject the system to a thorough operational test in a new setting, and the operational experience will be recorded systematically so that guidelines and how-to-do-it manuals can be prepared to serve as a model for subsequent applications in other parts of the country.

The principal location for the project will be Kabupaten Gianyar in Bali. The location is identified on the map in Annex I. At Mas, one of the villages in this Kabupaten, * a start has already been made toward operational testing. This is a small-scale test involving only five schools and some 35 out-of-school learners. The work at Mas, started at the initiative of the Ministry of Education, will be incorporated in this larger project. Since it has served to stimulate village-level interest and support, and has led to the

* A Kabupaten can be compared to a county in the United States.

mobilization of administrative resources, there is experience to draw on in setting up the larger operational trial, serving to make Gianyar an excellent setting for the project. There are other factors discussed in the economic and social analyses which also support the choice of Gianyar.

Some 25 schools in seven Kacamatan (districts) in Gianyar have been selected, primarily on the basis of their favorable location with respect to large clusters of potential out-of-school learners. (See map Annex F.) These schools, following the PAMONG pattern, will become Community Learning Centers (CLC's) and will service the learning posts for out-of-school learners.

Enrollment figures for 1978 (see Table I Annex F) show a total of 5377 pupils in Grades 1-6 in the selected schools at the present time. They are staffed by 157 teachers. Enough learning posts will be established to serve a minimum of 4500 out-of-school learners. Based on estimates and predictions made by officials during recent site visits, "enrollment" at the learning posts will probably average 10 out-of-school learners per post, requiring a total of 450 learning posts. Thus, the project in Gianyar would encompass roughly 5500 in-school and 4500 out-of-learners. The learning posts will be served, monitored and supervised by the CLC's and the staff for instructional supervision will be drawn from the group of 157 teachers.

The learning post is simply a location in the community such as a resident's home or a space set aside in a shop or other building where learning modules are stored and are checked in and out in a sort of "public library" loan or checkout system. The learning management and supervisory structures of a nearby CLC are extended to the learning posts, each CLC having several such out-of-school posts to monitor and supervise. The Instructional Supervisor will be at the post at a designated time - usually no more than once or twice a week - to give tests or to help learners with difficulties. Check out and check in of modules can be handled by a lower level instructional aide. The learning posts will be widely dispersed in Gianyar, each serving learners within a 10Km radius of the post location. In anticipation of learning posts being open in the evening hours, 400 solar lanterns are budgeted for purchase.

In Gianyar there are community social units called Banjars, each such unit having a meeting place (building) where community activities and meetings are carried out. Wherever possible, these Banjar buildings will become the learning posts, and

it is anticipated that if the dispersion of learning posts creates an unmanageable span of supervision for the CLC, the Banjar may be used as an intermediate instrumentality for implementing the monitoring responsibilities; e. g. storing and supplying modules for several learning posts; serving as a central meeting place where learners from several posts can meet the assigned IS; and, perhaps in some instances supplying personnel for instructional aide roles. Actually, the Banjars in a given village do compete with each-other (i. e. each tries to outdo the others) in providing a wide range of volunteer community services.

In the early stages of project implementation, community surveys will be made to provide data and information to guide decisions regarding location of and monitoring structures for the learning posts. Therefore it is not possible to say with any degree of accuracy at this time just what numbers will be involved. The primary purpose of the project is to subject the PAMONG system to an operational test and to prepare an operational model. The component and clientele numbers involved must be sufficient to provide a reliable and valid test, but will be less than would be required to meet all the learning needs in Gianyar, were that the purpose of the project. To set target figures for budget estimates, particularly the quantity and cost of materials preparation and reproduction, the following tentative figures are projected:

Starting with clientele, a yearly target of 10,000 learners in Gianyar has been tentatively set. This will divide roughly into 5500 in-school learners and 4500 out-of-school.*

An average of 10 learners per learning post will require 450 learning posts. Assuming that one IS can manage 5 learning posts, 90 Instructional Supervisors will be required. Since the 25 schools will need at least two Instructional Supervisors for each school - a total of 50 - the total "teacher" requirements will be 140, some 17 less than presently employed in the 25 schools. Although some of the schools may require more than two IS's, there will probably be some surplus personnel. The Ministry of Education may wish to utilize the excess personnel to open more learning posts, outside the

There are 5,365 "CHUNKS" of material. The number of chunks per module varies by subject and the number of modules will vary from subject to subject and grade level to grade level. On the average, however, there are thirty modules per subject; four subjects for each of three grade levels (4,5,6); this totals 360. Ten thousand children are in the project and we will print one module for each 5 children or 2,000 copies of each module (360 X 2000 equals 720,000 copies). The cost per module will average \$1.45 (1.45 X 720,000 equals \$1,044,000). Each copy will be used four years for an average cost per module of 0.360 per year per student.

*This division can be changed in favor of more out-of-school learners by reducing the number of schools involved if this proves to be desirable in the first phase (survey, organization & planning) of the project.

project budget, or these people may be transferred to other assignments.

In order to properly supervise the widely-spread schools and learning posts and to deliver the required modules as they are printed, it will be necessary for the project to provide transportation. It is anticipated project funds will be used to acquire 4 mini buses and 32 motor bikes. The GOI will provide the necessary maintenance of these vehicles and upon the conclusion of the project these vehicles will revert to the Kabupaten Education Office.

Instructional aides (tutors, programmed teachers, community resource persons, learning post custodians, etc.) will be either drawn from the body of learners or from the community on a volunteer basis and will not require budgetary allocations. (See social analysis section.) The coordinative and administrative support responsibilities will be integrated into and performed by the existing kabupaten, kecamatan, and village structures, although it is anticipated that up to 7 (one for each kecamatan) administrator/monitor types may need to be added to the present staffing patterns to effectively meet new responsibilities imposed by the project. This is covered in more detail in the administrative analysis section.

It is anticipated that the PAMONG materials can be used in Gianyar with some revision. However, it is also known at the outset that some module creation will be required. For example, the part of the curriculum dealing with religion in Solo has been implemented by traditional teaching. In Gianyar it is desired to modularize some of the religious instruction, and possibly to use radio. In Solo the local language is Javanese while in Gianyar it is Balinese. The medium of instruction and the language of instructional materials is Bahasa Indonesian in both locations, with the exception of materials used in teaching religion, culture, and the local language. So although most of the Solo materials will be appropriate so far as language is concerned, there will be need for some new module writing in Gianyar.

Part of the evaluation design will deal with continuous evaluation of the materials as they are used in an operational setting, and needs for modification or revision of the modules will be identified as the project progresses. So it will be necessary to include in the project the establishment of a materials preparation unit. The location of the unit and overall project staffing is described in the administrative analysis section. The unit will need persons experienced in programmed instruction, one of whom will be a graphic specialist,

a nuclear staff of 3 full time professionals, 5 technical staff assisted by 2 interpreters/translators and 5 typists. Part of the training component of the project will be addressed to the provision of this particular resource to support the project.

One U. S. consultant will be located in Gianyar full time in order to assist in the project implementation. The consultant will assist in organizing the 25 schools and 450 learning posts; advise on revision, printing and distribution of modules; establishment and maintenance of student progress and record system; and, advise on in-service training. The second consultant will be located at Sebelas Maret University where he will assist in development of a university capability in programmed instruction, assist in project evaluation, and be responsible for the "small school" component of the project.

It is planned to do some experimentation with the use of radio in the operational trial. Apparently there is no problems of infra-structure in Gianyar. Both broadcasting stations and an ample distribution of receivers in the villages are there; and the Banjar is an excellent location for central receiving posts where groups of learners may gather for the radio instruction. Beginning experimentation with radio will deal with instruction in the non-modularized subjects, combining programmed "master teacher" broadcasts with appropriately designed supporting and follow-through self-instructional modules. The use of radio may be extended also to other subjects where modules are already available, the radio broadcast serving the role of a tutor or of an enrichment resource. Again, the building of capability to handle this particular technology will be addressed in the training as well as the technical assistance inputs planned for the project. The "external" technical assistance will be borrowed from an existing radio education project supported by USAID and implemented by Syracuse University. The financial plan provides for the purchase of 115 radio/cassettes, 25 for the schools and 90 for the IS in charge of the learning posts. Since modularized subjects will be broadcast, receiver and cassettes are required.

As part of the operational trial of the PAMONG system, there will be a subunit of the project operating in a different site. Tentatively it is planned to set up this secondary operation in central Kalimantan in the area around Palangkaraya. (See map Annex E.) The principal purpose of this secondary operational test is to prepare a model for use of PAMONG in so-called "small primary schools". Although Indonesia is known everywhere as a densely populated country, this is true primarily in Java. There are many islands which

are quite sparsely populated and is precisely why Kalimantan was selected. In such locations primary school enrollments may be as low as 50 pupils spread over the six primary grade levels. In these schools the teacher:pupil ratios vary widely, but in general they are considerably lower than the average for the country - and much lower than the GOI can afford in terms of available professional personnel. The Ministry of Education desires to test the operational feasibility of using the PAMONG system as a means of combining grade levels and classes so that the pupil:teacher ratio is increased. It is not planned at the outset to establish learning posts for out-of-school learners in the Kalimantan location, but dropouts and other out-of-school persons who may be ambitious to attain the STTB will be allowed to "enroll" in the system as "temporary in-school" learners. In other respects, the secondary operational test will be similar to the in-school part of the operation in Gianyar, with, of course, any necessary modifications to meet local requirements.

Careful records of the operational trial will be kept from the beginning, providing a continuous account or logging of the steps followed, the problems encountered, the remedial or corrective actions taken, the costs broken down by component, etc. This log or record of experience will provide the basis for preparing "How-to-do-it" manuals and guidelines covering all aspects of setting up and implementing the PAMONG learning system, including survey and preparation of the community, locating learning posts, selecting and training staff, planning and establishing administrative, coordinative and support structures, managing the learning system, keeping cost records and obtaining budgetary resources (what units of local government and what units of central government will/should provide what costs), and evaluating and refining and/or adapting the learning materials, etc.

These packaged "how-to-do-it" materials, together with the prototype modules, will make up a model or blueprint for further extensions of PAMONG as the Ministry of Education moves toward widespread application of the system. The model will be supplemented and supported by cost data showing (1) a breakdown of costs of the system by component, and (2) comparative costs of PAMONG vs traditional schooling. The gathering of these data will be an important part of the operational trial, built into the evaluation design.

The model and the cost data are the primary outputs expected from the project. Other outputs will include: (1) a cadre of personnel trained to implement the self-instructional system;

(2) operational learning posts and Community Learning Centers established in the pilot project sites; (3) "graduates" of the learning system as the project operates over a 4-year period; (4) comparative data on the effectiveness of the system versus that of the traditional system; and (5) an increased teacher:pupil ratio; i. e. larger numbers of learners for each "teacher" (IS); (6) an institutional capability at Sebelas Maret University to provide expertise in self-instruction materials utilization as this concept is extended to other parts of Indonesia.

The magnitude of these outputs as projected at this time are in the following order:

- 100 sets of the model (package)
- 4 M. A. degrees and 2 Ph. D degrees at Sebelas Maret University
- 15 trained and experienced programmed instruction specialists
- 150 trained and experienced Instructional Supervisors (teachers prepared to carry out the non-traditional roles involved in IS duties in PAMONG)
- 35 trained and experienced supervisors and coordinators (experienced in PAMONG administration & supervision)
- 500 experienced instructional aides (other than student who have served aide roles)
- 450 established and functioning learning posts in Gianyar
- 35 established and functioning CLC's in Gianyar and Palangkaraya
- 500 graduates of the system - persons who have obtained the STTB through the PAMONG system
- Cost data on 450 learning posts, 35 CLC's, and 25 control schools and programs
- Average IS:Learner ratio in the Gianyar operational test sites of one IS for every 100 learners

The major project inputs to achieve the expected outputs are (1) technical assistance, (2) training, (3) commodities, and (4) operational costs. In general, the major portion of the first three items will be provided from a U. S. grant of \$ 3,000,000, while GOI inputs approximating \$ 2,100,000 (in rupiah equivalent) will provide for Item 4. This division of inputs is not rigid. It will be seen in the

breakdown of the above items in the financial analysis section of the PP that there will be some GOI inputs in the first three items, and some of the inputs making up Item 4 will come from the U. S. Grant.

There are certain assumptions in expecting achievement of the purpose of this project. They include:

1. The self-instructional materials developed in Project PAMONG cover adequately the learning objectives and prescribed curricula for the primary grade levels in Indonesia.

2. Full support will be given the project by the several echelons of local government in the two project sites, and by the central monitoring office in the Ministry of Education.

3. Given adequate information about the project, the residents of the communities affected by the operational trial of PAMONG will support the effort - including parental support of temporary suspension of traditional school instruction for their children.

4. The instructional materials developed in Project PAMONG in Solo can be used in the two selected operational sites with minimal revision.

5. The output of the project (a prototype system) can be utilized to meet comparable learning requirements without major changes throughout most of Indonesia.

The basis for accepting the validity of these assumptions are set forth in the Project Specific Analysis section of the PP.

The expected end of project status: i. e. conditions that will indicate the purpose has been achieved, can be summarized as follows:

- Existence of a tested prototype, self-instructional system for use by both in-school and out-of-school learners whose learning requirements are commensurate with instructional objectives set for primary schools in Indonesia.
- The above learning system established and operational (fully utilized by both in-school and out-of-school learners) in Gianyar and Palangkaraya.

- Learners who have used the above self-instructional system show achievement at least equal to that of learners in the formal school system following traditional methods.
- The per pupil costs of primary education has been reduced in Gianyar and Palangkaraya.
- There are demands and inquiries from educators throughout the country relating to use of and experimentation with the above prototype learning system.
- The Ministry of Education is developing plans to utilize the prototype learning system, modified as may be appropriate in new settings, for learners at the primary grade levels throughout Indonesia (both out-of-school and in-school learners).

PART III PROJECT ANALYSIS

A. Economic Feasibility

There are, certain factors which may be considered as reasonably reliable predictors of economic feasibility:

(1) In Indonesia, as is the case with most SE Asian nations, roughly 80% of total educational costs are personnel costs - salaries and supporting personnel benefits. Any system which can succeed in reducing personnel costs, or in increasing substantially the "clientele" served by existing personnel, will have a definite impact on per pupil costs. In its applications of the PAMONG system, GOI is more interested in having a much larger clientele served at current budget levels than in reducing the budget for primary education. Therefore, the focus so far as cost impact is concerned is upon reduced per-pupil (or per-learner) cost. The PAMONG success in reducing personnel requirements once the system is in place can then be considered as a predictor of economic feasibility of the project.

(2) PAMONG, the system to be replicated, has been operating on an experimental basis for almost five years in both Indonesia and the Philippines. A cost analysis has been made of IMPACT (the PAMONG counterpart in the Philippines) by a Filipino economist, and the results show roughly a 50 percent reduction in per pupil costs in the project site in Naga, Cebu.*

		(U. S. Dollars)		
<u>Number of Learning Centers</u>		<u>Traditional</u>	<u>Impact</u>	<u>Difference</u>
100	Instructional Materials cost per pupil	1.36	2.68	(1.32)
	Learning Center/School cost per pupil	50.32	19.30	31.02
	Overhead cost per pupil	2.25	3.14	(0.89)
	Total cost per pupil	53.93	25.12	28.81

*Status of the cost analysis of Project Impact, Professor Teresa Tullo, de la Salle University, 1977.

A cost study is under way in Solo for PAMONG but has not progressed to the point where data can be reported. It is anticipated that the results will be about the same as in the Philippines so far as potential is concerned: i. e. options will be made available by PAMONG for reducing per-pupil cost by about one half. In actual practice in Solo, however, the administrative constraints to reducing staff (transferring personnel) have led to retaining more professionals than would actually be required in terms of potential of the system; i. e. its capability to reduce professional teacher to learner ratio to something like one to each 100 learners. Although the results of these cost analyses may be distorted in some respects by virtue of derivation from an activity which was primarily research and development rather than operational, they point in the direction of reduced rather than increased costs and may be considered as another predictor of economic feasibility.

B. Social Soundness Analysis

The economic benefits to be derived from this project, as discussed in the preceding section, have no particular social boundaries. In fact, they will probably have greater impact on the more disadvantaged segments of the Indonesian society than on the more privileged who have in the past enjoyed a disproportionate share of the benefits of development. As the project purpose is achieved, and as that achievement contributes to the stated sectoral goal, the prime beneficiaries will be those for whom adequate and effective learning opportunities theretofore were not available. For the most part these prime beneficiaries are in the rural areas, or they are found among the poorer (low income) residents of urban areas. And as their level of education is raised to at least the STTB level, improvement in quality of life can be expected in terms of better income and increased capability to participate in the benefits of development.

This project falls easily into this mainstream of effort. In fact, without a minimum level of education on which to base these other efforts, particularly when transfer of new knowledge and change of behaviors are involved, some of the other sectoral programs may falter in achieving their objectives. Further, the technology to be operationally tested in the project has potential for serving learning needs other than achievement of primary school objectives. Once a target population becomes literate (is able to read and understand instructions) self-instructional learning systems can be utilized to achieve a wide variety of learning needs and objectives. There is therefore a potential spread effect from the operational model development, not only in paving the way for broader use of the system in working toward universal primary education, but also in providing delivery systems for learning components of programs in health, agriculture, etc., all working toward the common goal of improving life and living conditions in the rural areas of the country.

The emphasis on autonomous community voluntary activities for collective purposes that exists in Bali provides a model example of gotong royong (communal mutual aid) which is much stressed by the GOI as a basis for national development strategies. It is most appropriate for PAMONG dissemination purposes that the community involved has this tradition. It is the expectation of the proposal that effective ways will be found to mobilize local support through Banjar gotong royong.

Now that the "fame" of PAMONG has spread, it is not anticipated that there will be problems of acceptance. On the contrary, inquiries and requests concerning use of the system are coming from a wide range of sources. Haris Mudjiman from the PAMONG Solo Research Staff reports the following such indicators of social acceptance:

1. The Kabupaten of Malang has taken the initiative in adapting the system for educating 5th and 6th grade dropouts. This program is carried out by the Kabupaten education office.

2. Some educational projects in Indramayu and other places in West Java have inquired about using the PAMONG system in the near future. Preliminary contacts have been made with BP3K concerning means of obtaining the modules.

3. The Educational Board of Indonesia, a private social organization, has indicated intention to adapt the system for an educational program in North Jakarta. The organization has already sent two persons to get training at PAMONG Solo.

4. The Regional Office of the Directorate of Community Education in Semarang has contacted BP3K for permission to use the system in that region. BP3K has requested the Director of PAMONG Solo to explore the possibility of providing modules and supervision for the system operation.

5. The fact that PAMONG has presently been running well in Bali is another indicator of the social acceptance of the system in this region. The system operation has been on the basis of close cooperation of the Regional Office of the Department of Education and Culture and the Regional Office of the Department of Interior.

In summary, there is no evidence that use of the self-instructional system runs contrary to any deep-rooted social custom or cultural practice. And now that the system has demonstrated that its clientele can learn as well as if not better than in the traditional school, no serious problems of acceptance are anticipated.

However, both the benefits and liabilities of the project will ultimately be weighed by the clientele it serves - and their decisions will reflect their assessment not only of the educational model but also of their transactions with the agencies designated to relate to them. The cost-benefit calculations of the villagers in rural

areas, for example, may well follow a different set of assumptions than those used by government planners.

It is important that the project is seen as a test of the capacity for implementation by regular local educational administrators and supervisors. They will have the job of interpreting the program purposes and organization to those who will be affected. PAMONG of course will serve only a segment of the learning needs and interest and will need to be presented in the context of the totality of ways (integrating with other programs) in which an educational program can serve local purposes. Special efforts will be made in project implementation to seek out and be responsive to local village and hamlet and other community interests in gaining the essential support and cooperation of the clientele.

In summary, this project is judged to be socially sound in terms of the present thrust of development efforts in Indonesia and there are no known social constraints which would interfere with achievement of its purpose. The more detailed analysis of social factors and the socio-cultural feasibility of the project (the Social Soundness Analysis Paper) is attached as Annex C.

C. Technical Feasibility

The choice of technology for this project has evolved logically and clearly from the background of experimentation with self-instructional materials and with a self-instruction system described earlier in the project paper. The success of PAMONG, the interest in self-instructional system generated within GOI by this success, and the available products of the experiment (involving some five years of research and development) are justifications for choice of the PAMONG system which require no detailed defense.

Actually PAMONG involves a fairly wide range of learning resources, but the resource which plays the primary role in the learning is the learning module (self-instructional package). Other resources (tutors, programmed teachers, peer group leaders, parents, community artisans, religious leaders, etc.) either perform roles programmed by the modules or serve as learning aides in helping learners progress through the sequence of modules. The Instructional Supervisor orchestrates the variety of "Learning Resources" into a total learning system, but self-instruction is at the heart of the system.

Self-instructional materials are being used, in place of textbooks, in many parts of the world. Much of the early experimentation with such programmed instruction took place in the United States. Project PAMONG/IMPACT represents the first attempt to use self-instructional modules as the basic learning materials in primary schools in Asia.

One of the advantages of modules over textbooks is that they are not bulky or expensive. In the PAMONG system they run anywhere from 32 to 100 pages long, with only a few lines of material on each page. They are subdivided into "chunks" of learning.

There is a "block module" that follows after every five ordinary modules, consolidating the work done in that set, and serving as a review preparing the learner for the block test. Each subject at each grade level usually will be covered by 25 ordinary modules and five block modules. The block module tests are important ones, since that is the point at which the learner can show mastery of a considerable amount of material. These are the only tests normally given and checked by the Instructional Supervisor.

In Solo where PAMONG has its experimental setting, the average is one module to every 4 or 5 students. All students do not study the same subject at the same time as in the formal school system. This, of course, results in large cost savings, but the system depends upon a careful accounting of which students have what modules. And the module:learner ratio will undoubtedly have to be increased when the system is extended to both in-school and out-of-school learners, for the latter group will check out modules for longer periods of time while using them at home.

Modules have been described above only in terms of the self-instructional booklets used for self-learning at Grade levels 4 through 6. These modules require ability to read and to understand what is read. In PAMONG there are also programmed teaching materials for Grades 1-3. They also are called modules, although it is the "teacher" rather than the learner who is programmed. Programmed teaching has been defined in this context as instruction in which the "teacher"* strictly follows a pre-arranged plan or program presented in the programmed teaching materials - not only what is to be taught, but how it is to be taught; specific procedures for teaching it. The programmed teaching materials will include such things as flash cards and flip charts, and the instructions will include directions for using the blackboard, books or other learner materials. This is not a new technology. It has been used quite successfully in the State in providing learning opportunities to disadvantaged groups, using programmed teachers persons who have had neither training nor experience in teaching. Its applications in PAMONG have been aimed primarily at teaching reading and writing at the lower grade levels.

The PAMONG staff at Solo did testing to compare the achievement of learners in the PAMONG system with that of learners in traditional schools. In mid-1976 and again in December 1976 a standardized achievement test was given to Grade 4 and 5 students in each system and the results were compared. PAMONG learners showed a significant gain over the regular students in these tests. In both grades in December 1976, for example, the

*The so-called "programmed teacher" usually is not a professionally trained teacher in the PAMONG system. This person is usually an older student "teaching" younger ones; or may be a community resident who reads well enough to follow the instructions in the programmed teaching materials.

PAMONG students scored marks in five subjects that averaged out at 148 as compared to an average of 100 by non-PAMONG students. The following table shows the results:

	Grade 5		Grade 6	
	PAMONG	Non-PAMONG	PAMONG	Non-PAMONG
Bahasa Indonesia	52.9	48.9	59.1	57.7
Science	45.0	44.3	51.8	48.9
Social Studies	58.6	56.2	82.9	80.9
Mathematics	52.1	50.6	46.3	35.7

It will be seen that although the differences are not great, the PAMONG learners scored consistently higher marks, particularly in mathematics at the Grade 6 level. To simplify the above table of marks: if the non-PAMONG students in both grades had an overall score of 100, the PAMONG students at level 5 scored 105 and at the Grade 6 level they scored 107.

In Malang where from local initiatives the PAMONG materials are being used solely for out-of-school learners, tests developed by the local school principal were given after 7 months to the 145 PAMONG learners and to like number of students in ordinary schools. The results are shown in the following table:

Subjects	TUMPANG		WRINGIN SONGO		MALANG SUKO	
	PAMONG	Non-PAMONG	PAMONG	Non-PAMONG	PAMONG	Non-PAMONG
1. Mathematics	7	6,85	6,6	6	6,33	3,66
2. Ehs. Indonesia	6,85	6,35	7,2	6,4	7	6,6
3. Science	6,23	6,85	7,6	6,8	6,66	5,33
4. Javanese	6,14	6,42	6,4	6,2	6,33	5,16
5. Geography	7,14	6,85	7,2	6,85	6,33	6
6. History/Social Sc	6,14	6	7,2	6,6	7,14	5,33
7. Pancasila	6,17	7,42	7	6,6	6,33	6

The averages of the PAMONG learners are without exception higher than those of the non-PAMONG students. Here, also, out-of-school learners are being compared with in-school learners, and differences in age and maturity may affect the results.

But the results are consistent with those of other comparisons. So use of the PAMONG system and the technologies it employs are justified in the Indonesian setting, based on the effectiveness already demonstrated in the experimental phases of development of the system. And the experiment was not intended to develop a system superior to the formal school; it was aimed at reducing costs with no loss of effectiveness. Had the comparisons showed equal rather than better achievement marks for the PAMONG learners, while the system succeeded in reducing personnel requirements, it would have been deemed a successful experiment and PAMONG would still be a logical technology for operation trial.

In the operational trial and model development in Gianyar, one additional technology will be introduced. It is planned to experiment with the use of radio in teaching parts of the curriculum in the PAMONG schools and learning posts. Learning modules were not prepared during the PAMONG research and development phase for three subjects: religion, physical education, and the arts. Physical education will probably remain non-modularized, serving as a socialization instrumentality in the curriculum. But there are certain aspects of the other two subjects which could be learned with the help of radio delivered programs. Thereby, the master teacher might be able to reach learners in a large number of learning posts and Community Learning Centers at one time, and non-professional aides could reinforce and test learning as leaders of listening groups. It is quite possible, too, that use of radio in guiding learning in some of the modularized subjects may prove to be effective, thereby reducing the management load of the IS. Preliminary inquiries indicate that an infrastructure of radio broadcasting stations in Gianyar now exist so that experimentation with this particular technology is feasible.

In summary, the combination of educational technologies now employed in the PAMONG system (modularized self-learning, programmed teaching, peer group learning) has been chosen for this project because the system has demonstrated its appropriateness and potential utility in the Indonesian setting; and the one additional technology to be employed experimentally fills a gap and fits neatly into the system as it is presently organized. There appears to be a rather clear case for the technical feasibility of the project.

D. Administrative Feasibility

Primary responsibility for administration of this project will be assigned to local echelons of government in the project sites, and to the appropriate local offices and officers in these echelons. The Ministry of Education's interest in having an operational model as a principal output of the project justifies, or perhaps mandates, reasonably close supervision of its implementation, but this must be done in a way that will avoid interjection of central authority in operational decisions. Otherwise, the trial of PAMONG would yield no useful data for model construction so far as local decision-making problems and procedures are concerned.

The office in the Ministry which will perform the overall monitoring and support role is the Office of Educational and Cultural Research and Development (BP3K). * This office reports directly to the Minister of Education and Culture. It has responsibility for planning, research and development across the board; i. e. is not limited in scope to just one level or aspect of education as are the respective Directorates (Departments) in the Ministry. BP3K also has outreach to the decentralized education offices at the provincial, the district, and the sub-district levels, providing them with advice and assistance when requested on planning and research matters.

A small unit will be set up in BP3K to perform the overall monitoring, supervising and support functions for the project. This unit will consist of a full-time project director, two full-time professionals, a finance officer and two clerk/typists. This unit will be the primary contact point for USAID transfer of funds, accounting, project evaluation, etc. Other units of the Ministry of Education will be involved in policy and planning through a Steering Committee chaired by the Project Director and having representation from the Department of Primary and Secondary Education, the Department of Adult Education & Sports, and BP3K.

The next lower level in the project administrative structure will be the provincial (Kanwil) educational office to which the district (Kabupaten) education office in Gianyar reports. This regional office will have three of its units involved in project support

*BP3K is the acronym for the Indonesian name, Badan Penelitian dan Pengembangan Pendidikan dan Kebudayaan.

and supervision: (1) planning, (2) primary education, and (3) community education. There will be personnel in each of these units with specified project monitoring and support responsibilities.

Below the Kanwil level, the Kabupaten education office in Gianyar will have identical units involved in project administration with one person in each unit assigned full-time to the project. BP3K will maintain a project staff in Bali serving both the provincial (Kanwil) and the district (Kandep) office. This local staff will consist of three professionals, five typists, two interpreters/translators, and 10 technical staff for module writing. Office space will be provided for this project staff in both the Kakanwil and Kakandep offices. A full time, resident advisor will also be considered part of this staff. This unit will work with and through the local officials and administrative echelons, but they will be responsible to BP3K.

Each of the 7 sub-districts (Kecamatans) involved in the operational trial (these are the Kecamatans where the schools and learning posts will be located), will, again, have units involved which are counterpart to the (Kanwil) and Kabupaten units; and, in each unit in each of the 7 offices one person will be giving full time to the project.

The 25 elementary school principals report to their respective Kecamatan education offices, and each of these principals will have responsibility for the work of the Instructional Supervisors in his school and in the learning posts serviced by his school.

There are administrative relationships between the education offices at the district and sub-district levels and their respective Kabupaten Chief (Bupati) and Kecamatan Chief (Camat) offices, but the latter offices will not be involved in project administration. They will be interested and supportive, and they will want to be kept informed. Also, they may be involved in acceptance campaigns and in the development of a support base. But they will have no administrative responsibilities.

In Kalimantan where the purpose of the operational trial is to develop a "small school" model for utilization of PAMONG, the scope of the pilot study is relatively small, involving only ten schools. BP3K plans to handle this secondary part of the project by locating a task force (Satzgas) in Palangkaraya, consisting of a Project Associate (Director), eight teachers and four registrars. This task

force will perform the administrative and management functions, the Director reporting back to BP3K, but working closely with and through the Kabupaten and Kecamatan education offices, assisted where necessary by the primary school inspectors in these offices.

It is planned to have the evaluation staff for the project located in Solo at the Sebelas Maret University from which the evaluation expertise will be drawn. It is expected that the evaluation tasks (see plan of evaluation) will require four full time evaluation specialists from the University and that they will be assisted by a resident U. S. adviser. Sebelas Maret University, which has provided professional resources for the development of PAMONG during the R&D phases, will also be called on to assist with the operational trial in Bali; e. g. training of Bali staff, development of tests and testing procedures, and provision of technical advice in module revision and writing. As part of the preparation for dissemination of the operational model after the project is completed, an effort will be made during the four years of the project to build up the capacity of the Sebelas Maret University to provide technical assistance in the post-project dissemination program throughout Indonesia. Part of the U. S. evaluation adviser's time will be directed to this strengthening effort, supported by short-term consultants in identified areas of need. This strengthening of local institutional capacity to provide learning system development expertise is an important item in the steps taken to assure spread effect of the model preparation.

This description of the administrative structures and staffing for the project monitoring, supervision and implementation, together with the technical support system, may appear to be unduly complex and cumbersome. In actuality it is utilization of existing structures and existing streams of administrative operations, with no changes other than either minor change in/or addition to existing tasks, duties and responsibilities. The administrative design deliberately involves in some way all of the echelons reaching from central MCE level down to the level of the school principals and the social units (Banjars) in the villages. This is because an important aspect of the operational trial will be analysis of problems and processes relating to decision-making, policy setting, supervision, coordination, and all other aspects of administration, so as to develop model answers to the questions of who should do what and how is it best done in operating a system such as PAMONG. In other words, the "how-to-do-it" manual on "Administration of PAMONG" which will be included in the end product - THE MODEL - must be based on actual operational experience and trial at all levels of administration.

Also, it must be kept in mind that the gathering of information and data (recording of experience) aspects of model construction of necessity imposes developmental staffing requirements, costs, and activities over and above operational requirements. The evaluation plan and the data gathering instruments and procedures will have to be designed so as to separate out these development components which would not need to be duplicated in use of PAMONG in other situations. As the operational trial proceeds and the initially proposed administrative structures and relationships are tested and studied, in relationship to progress and problems of the operational trial, different and better infra-structure for supervision and implementation of PAMONG may emerge.

Assessments of administrative capacity within the GOI frequently identify faults and deficiencies. In the case of this project, it is judged that adequate administrative capability exists in the offices concerned. BP3K has had extensive experience in project monitoring and administration. The concerned offices in Bali have already demonstrated ability to provide appropriate administrative services and support in the small-scale use of PAMONG in Mas (both in -school and out-of-school learners). The project development team was quite impressed with the administrative structures and the local participation involved in operation of PAMONG for school dropouts in Malang - developed and operated entirely from local initiatives with no outside help other than a modest amount of technical assistance from Solo in training staff, etc. While Malang is not Bali, the offices concerned have their counterparts in the administrative design for Bali. It is true that the planned operational trial is a much larger and much more complex program than either of the Mas or Malang utilizations of PAMONG. But there is no evidence at this time - the project development planning stage - to suggest incapacity to manage and operate the planned operational responsibilities. And, as mentioned before, everyone all along the line knows that spot-lights will be focused on the administrative process by the evaluation team throughout the operational trial. If administrative weaknesses or deficiencies emerge adjustments can be made so as to come out at the end with a workable model.

In summary, the project plan is judged to be administratively feasible and it imposes no additional requirements for either USAID or GOI so far as administrative structure, administrative staffing, or specialized capability in administration are concerned.

E. Environmental Concerns

It is not anticipated that this project will have any adverse environmental impact.

The project is to develop a system for the utilization of self-instructional materials both for in-school and out-of-school use. Since it is an education project with no construction involved or other elements that would affect the physical environment a negative determination is recommended in the initial Environmental Examination (Annex I).

PART IV FINANCIAL ANALYSIS AND PLAN

1. The U.S. grant will be 3,000,000 with a Government of Indonesia contribution of 2,100,000. Total project costs will 5,100,000. Major project costs will be a contract with a U.S. institution to provide technical assistance, long-term participant training and commodity purchases. A Project Implementation Letter (PIL) will be utilized with the Department of Research and Planning (BP3K) to administer funds for other costs, and printing costs. The Government of Indonesia contribution will approximate 41 percent of the total project cost.

2. In analysing the cost of the project, it is determined that after the project is completed the Ministry of Education will have developed the capability to assist provincial education offices to adopt a self-instructional learning system. The project will not have created any recurrent costs. The printing/reprinting of modules as additional provinces implement the self-instructional system will be minimal and included in the Ministry of Education regular textbook budget.

3. Summary opinion: Based on the analysis set forth in the following tables, it has been concluded that the financial plan for the project is fully adequate to achieve the project purpose and that on an overall financial basis, the project is financially sound.

SUMMARY COST ESTIMATE AND FINANCIAL PLAN

Source	AID		GOI	Total
	FX	LC	LC	
Technical Assistance	770			770
Local Personnel (Contract)		300		300
GOI Implementation Unit and Support			310	310
Training: - U.S.	230			230
- In-country			300	300
Commodities		55	115	170
Printing		1,200	30	1,230
Other Costs	15	155	750	920
Contingency	275		85	370
	1,200	1,710	2,100	5,100
		3,000	2,100	5,100
		59 %	41 %	100 %

Inflation is built into the detailed budget and is not shown separately in the summary budget.

BUDGET ANALYSIS

(\$ 000)

	U. S.		GOI
	FX	LC	LC
<u>U. S. Technical Assistance:</u>			
- Long-term (2) 114 months	685		
- Various short-term 24 months	210		
<u>Local Personnel Contract:</u>			
- (7) Professionals (399 months @ \$300)		120	
- (10) Technical (480 months @ \$250)		120	
- (various) Field Staff (450 months @ \$200)		90	
<u>GOI Implementation Unit & Support:</u>			310
<u>Training:</u>			
- U. S. training: MA's (4)	117.5		
Ph. D's (2)	77.5		
Short-term (24 months)	50		
- In-country training: Project staff			115
Instructional Supervisors			510
Seminars			175
<u>Commodities:</u>			
*Mini buses (4)		25	
*Motor bikes (32)		30	
All purpose vehicles (3)			45
Office furniture/equipment & radio cassettes			70
<u>Printing:</u>			
- New and revised modules		1,050	
- Newsletter			30
<u>Other Costs:</u>			
- Data processing		25	
- Travel/per diem in-country		25	
- Communications		25	
- Office supplies		60	
- Contractor expense (travel U. S.)	15		
- Housing for contractor			50
- Vehicles supplies and maintenance			90
- Fieldworker/evaluation			140
- Learning posts (in kind)			120
- Office space (in kind)			50
- Travel in-country			100
<u>Contingency</u>	295		95
	1,430	1,570	2,100

*Waiver is required to permit procurement of the vehicles from AID Geographic Code 935 because such vehicles required under the project are not produced in the United States.

** Waiver to permit procurement from AID Geographic Code 935 or GOI funding may be required in the case of unacceptability of motorcycles produced in the United States.

4. Technical Assistance Budget: The estimated costs for each technical advisor and related expenses have been adjusted upward by an inflation factor of 10 percent per year. Since these inflation factors are built into each TA position no overall inflation factor is added to the budget.

	1st Year	2nd Year	3rd Year	4th Year	Total Total
Base Salary	30,000	33,000	35,000	40,000	138,000
Differential (25%)	7,500	8,000	9,000	10,000	34,500
Fringe (20)	6,000	6,600	7,300	8,000	27,900
Travel / R&R	3,000	2,000	2,000	3,000	10,000
Shipment/ Storage	3,000	3,000	3,000	3,000	12,000
Education allowance	5,000	5,500	6,000	6,600	23,100
	54,500	58,100	62,300	70,600	245,500
Overhead (25%)	7,500	8,000	9,000	10,000	34,500
	62,000	66,100	71,300	80,600	280,000

Two long-term advisors @ 280,000 = 560,000
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SHORT-TERM ADVISOR

1 Month	1st Year	2nd Year	3rd Year	4th Year
Base Salary	2,500	2,750	3,000	3,300
Per Diem	1,600	1,800	2,000	2,200
Fringe (20%)	500	550	600	660
Overhead (25%)	600	600	660	730
Air fare	2,000	2,200	2,400	2,700
Miscellaneous	300	300	300	300
	7,500	8,200	8,960	9,890

	1979	1980	1991	1982
Number of months Short-term Advisor	6	6	6	6
Frequency the Maximum of one month	45,000	49,200	53,760	59,340

Total estimate: 24 months = 207,300

5. Training Budget (Long-term): The training budget is based on an estimated 1978 cost of 11,400 per year. These costs are assumed to inflate 10 percent during the training year. A trainee beginning in 1979 will be 11,400 + 10% or \$12,540. For 1980 the cost will be 11,400 + 20% or \$13,680. In 1981 the cost is estimated to be 11,400 + 30% or \$14,820. Participant costs are expected to be as follows:

	1979	1980	1981	1982
2 MA departure	25,000	27,360		
2 MA departure		27,360	29,640	
1 Ph. D departure	12,540	13,680	7,410	
1 Ph. D departure		13,680	14,820	3,000
	37,540	32,080	51,870	3,000

Total U. S. training estimated - 180,000.
Short-term non academic estimated at \$2,000 per month.

SELF-INSTRUCTIONAL LEARNING SYSTEM - BUDGET FLOW BY FISCAL YEAR

Project No. 497 - 0280

	FY 79		FY 80		FY 81		FY 82		
	AID	GOI	AID	GOI	AID	GOI	AID	GOI	
Technical Assistance	500	75	215	140	270	45	120	15	1,380
Training	65	190	95	200	35	225	20	200	1,030
Commodities	14	75	25	20	12	15	4	5	170
Printing	350	25	450	15	200	10	160	20	1,230
Travel	10	5	25	-	55	5	36	4	140
Other Costs	61	150	50	130	8	137	15	229	780
Contingency	60	20	45	15	20	68	70	72	370
	1,060	540	905	520	600	505	425	545	5,100

PART V IMPLEMENTATION PLAN

I. Schedule

The overall management of this project will be in the INNOTECH office of BP3K. A USAID contract will be negotiated in Jakarta with a U. S. institution with the assistance of the regional USAID contract office. Prior to the selection of a contractor, a representative from the Ministry of Education and USAID/Jakarta will visit several institutions who have submitted proposals. The contract will include technical assistance, participant training and commodity procurement. The contractor will procure specified commodities through competitive bidding, adhering to AID standard procurement procedures. A waiver will be required for the purchase of vehicles and motor bikes since they are not produced in the U. S. and must be procured from Geographic Code 935 country (Japan). The GOI will be responsible for maintenance of vehicles and motor bikes purchased with project funds. At the conclusion of the project all commodities will become the property of the GOI.

The USAID education officer will be the project officer. Additional direct hire staffing requirements for this project (50 percent of the time of U. S. direct hire and 40 percent of the time of one Indonesian direct hire) are included in the mission expanded staffing plan.

A Project Implementation Letter (PIL) will be used for transferring funds to the GOI for printing and other costs.

SCHEDULE OF ACTIONS

<u>Date</u>	<u>Action</u>	<u>Implementing Responsibility</u>
10/78	PP completed and forwarded to AID/W	USAID/Jakarta
1/79	Project authorized	AID/W
3/79	ProAg signed	USAID/GOI
3/79	PIO/T and PIL signed	USAID/GOI
3/79	GOI Project Office established/staff appointed	BP3K
4/79	RFP's sent to prospective contractor	USAID/Jakarta
6/79	USAID/GOI team visit finalists	USAID/GOI
10/79	Contract negotiation completed	USAID/GOI

<u>Date</u>	<u>Action</u>	<u>Implementing Responsibility</u>
1/80	Long-term advisors arrive and settled	USAID/GOI/ CONTRACTOR
1/80	Project 1st phase begins	GOI/CONTRACTOR
3/80	Commodities ordered	CONTRACTOR
9/80	Long-term participants depart	CONTRACTOR
9/80	Module work started	PROJECT STAFF
6/81	Operational trial begins	PROJECT STAFF/ CONTRACTOR
6/83	Model preparation phase begins	PROJECT STAFF/ CONTRACTOR
6/82	Programmed Teaching begins	PROJECT STAFF/ CONTRACTOR
6/84	Project final report submitted together with <u>dissemination of PAMONG</u>	PROJECT STAFF/ CONTRACTOR

2. Conditions, Covenants and Negotiating Status

a. Condition Precedent to First Disbursement

(1) A statement of the names of the persons who will act as representatives of the Grantee together with evidence of their authority and specimen of each.

(2) Written evidence of the establishment of the steering committee with names of membership.

b. Covenants

(1) Grantee shall provide all other resources in addition to this grant necessary for the timely and effective implementation of the project.

(2) The Grantee shall ensure that each participant trained in the United States under this project shall be guaranteed a position commensurate with his training in the faculty of Sebelas Maret University upon his return.

PART VI EVALUATION ARRANGEMENTS FOR THE PROJECT

This project is inherently an evaluation activity, subjecting a newly developed learning system to a strict operational trial and assessing and evaluating its feasibility (in terms of management), its effectiveness, its cost, and its social acceptability every step of the way. The thorough evaluation is expected to yield an important, and necessary product in the form of a utilization model. So evaluation of the "evaluation" will be in terms of progress toward the model production. Data for determining such progress will always be available at any point in time during the life of the project, since data gathering for the model preparation is a continuous process right from the beginning. Because of this, it will be easy to implement the standard AID project evaluation procedures and requirements. But beyond that, the project design itself is the plan of evaluation.

But to try to separate out this component for better focus, the evaluation plan and procedures woven into the project design have several thrusts. These are:

1. Gathering data and information (recording experience) on all aspects of project operation to provide a base for model preparation;
2. Gathering cost data; separating out developmental from operational costs, analysing costs by component; identifying control cost sources and data; and preparing comparative cost analysis (PAMONG versus regular costs);
3. Comparing achievement of PAMONG learners with that of learners in the regular school system (system effectiveness);
4. Analysis of operational efficiency of administrative structures and learning management;
5. Implementation of day-to-day feed-back procedures from learners and IS personnel for module refinement and improvement;
6. Developing and administrating instruments and techniques for attitude assessment (community, clientele, learning system managers, etc.) for findings and conclusions re social acceptability of the PAMONG system; and

7. Gathering of data and information to use as basis for recommending places and situations in Indonesia where PAMONG might effectively be applied (pre-investment study).

Items 1, 2, 4 and 5 will be carried on continuously throughout the operational trial. Item 3 will be implemented periodically at logical times in the normal school year for check on learner progress. Work on item 6 will be started early in the project, but will be implemented (i. e. attitude measurements taken) at specific points in the life of the project; e. g. before acceptance campaigns, after the initial thrust of such campaigns, near the middle of the operational trial, and near the end of the project. These suggested attitude check points are illustrative only. The evaluation team will decide timing as part of the design for this component of evaluation. An external evaluation will be conducted between January and June 1982 and again in the Spring of 1984.

In summary, this project lends itself easily to the standard AID evaluation requirements, since the integral data-gathering nature of the project design will yield at any point in time cumulative data from which determinations can be made regarding progress toward the project purpose. At the same time, the design provides for continuous evaluation of the worth of the system which is being tested, so that adjustments, revisions, or other remedial measures can be taken to maximize the utility and effectiveness of the self-learning system for which the operational model is being built. USAID and GCI (BP3K) have collaborated in the development of the project and its inherent plan of evaluation, so there is no problem of possible GCI reluctance regarding evaluation of and in the project.

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET <i>To Be Completed by Organizing Office</i>				1. TRANSACTION CODE A Add C Change D Delete		PID																						
2. COUNTRY/ENTITY Indonesia				4. DOCUMENT REVISION NUMBER																								
3. PROJECT NUMBER (7 digits) [497-0280]		5. BUREAU/OFFICE A. Symbol ASIA B. Code [04]		7. PROJECT TITLE (maximum 40 characters) [SELF-INSTRUCTION LEARNING SYSTEM]																								
6. PROPOSED NEXT DOCUMENT A. [2] 2 - PRP 3 - PP B. DATE [11/17/77]				10. ESTIMATED COSTS (\$000 or equivalent, \$1 = Rp. 414.50)																								
8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION A. INITIAL FY [719] B. FINAL FY [81]				<table border="1"> <tr> <th colspan="2">FUNDING SOURCE</th> <th>EST. FY</th> </tr> <tr> <td>a. AID Appropriated</td> <td></td> <td>3000</td> </tr> <tr> <td>b. OTHER</td> <td></td> <td></td> </tr> <tr> <td>U.S.</td> <td></td> <td></td> </tr> <tr> <td>c. Host Country</td> <td></td> <td>1300</td> </tr> <tr> <td>d. Other Donor(s)</td> <td></td> <td></td> </tr> <tr> <td colspan="2">TOTAL</td> <td>4300</td> </tr> </table>				FUNDING SOURCE		EST. FY	a. AID Appropriated		3000	b. OTHER			U.S.			c. Host Country		1300	d. Other Donor(s)			TOTAL		4300
FUNDING SOURCE		EST. FY																										
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U.S.																												
c. Host Country		1300																										
d. Other Donor(s)																												
TOTAL		4300																										
11. PROPOSED BUDGET AID APPROPRIATED FUNDS (\$000)																												
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH CODE		E. FIRST FY		LIFE OF PROJECT																						
		C. Grant	D. Loan	F. Grant	G. Loan	H. Grant	I. Loan																					
(1) EH	3613	636		1000		3000																						
(2)																												
(3)																												
(4)																												
TOTAL				1000		3000																						
12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each)																												
640		620																										
13. SPECIAL CONCERNS CODES (maximum six codes of four positions each)							14. SECONDARY PURPOSE CODE																					
BR		DEL		TECH			690																					
15. PROJECT GOAL (maximum 240 characters)																												
[Improve the quality of life of Indonesia's rural poor.]																												
16. PROJECT PURPOSE (maximum 480 characters)																												
[To demonstrate the validity of self-instruction materials as an economical delivery system for mass upper primary education.]																												
17. PLANNING RESOURCE REQUIREMENTS (max/month)																												
Four man months of TDY assistance on developing PRP (\$20,000) Aug. 1977. Five man months of TDY assistance on preparation of PP (\$30,000) Feb. 1978.																												
18. ORIGINATING OFFICE CLEARANCE				19. Date Document Received as AID/P, or for AID/P Distribution, Date of Distribution																								
Signature Thomas C. Niblock <i>[Signature]</i>				Date Signed [10/19/77]																								
Title Director, USAID/Indonesia				Date [11/15/77]																								

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET <i>To Be Completed By Originating Office</i>		1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	PID 2. DOCUMENT CODE 1
3. COUNTRY/ENTITY Indonesia		4. DOCUMENT REVISION NUMBER 1	
5. PROJECT NUMBER (7 digits) 497-0230	8. BUREAU/OFFICE A. Symbol ASIA B. Code 74	7. PROJECT TITLE (maximum 40 characters) Self-Instructional Learning Syste	
9. PROPOSED NEXT DOCUMENT A. <input type="checkbox"/> 2 - PRP <input type="checkbox"/> 3 - PP B. DATE 08/78		10. ESTIMATED COSTS IS000 or equivalent, \$1 = P0.414.50 FUNDING SOURCE a. AID Appropriated 3,000 b. OTHER U.S. c. Host Country 2,100 d. Other Donor(s) TOTAL 5,100	
11. ESTIMATED FY OF AUTHORIZATION/OBLIGATION a. INITIAL FY 79 b. FINAL FY 81			
11. PROPOSED BUDGET AID APPROPRIATED FUNDS (3000)			
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH CODE C. Grant D. Loan	E. FIRST FY 79 F. Grant G. Loan
LIFE OF PROJECT H. Grant I. Loan			
(1) 2.3	D 210		3,000
(2)			
(3)			
(4)			
		TOTAL	3,000
12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each) 640 620			
13. SPECIAL CONCERNS CODES (maximum six codes of four positions each) BR DEL TECH			14. SECONDARY PURPOSE CODE 600
15. PROJECT GOAL (maximum 240 characters) Provision of adequate and effective learning opportunities for all who want to learn at costs commensurate with available resources, thereby contributing to improvement of the quality of life of the populations residing in the rural areas of Indonesia.			
16. PROJECT PURPOSE (maximum 460 characters) To test and further develop an existing learning system which utilizes self-instructional materials and learning resources within the community, designed for learning which normally takes place at the elementary school levels, but which can be used with both in-school and out-of-school learners.			
17. PLANNING RESOURCE REQUIREMENTS (staff/funds) Five months TDY assistance in technical analysis of DD July 1978 to be funded AID/W DSB Central Contract.			
18. ORIGINATING OFFICE CLEARANCE Signature: Walter G. Bollinger Title: Deputy Director, USAID/Indonesia		19. Date Document Received in AID/W, or for AID/W Document, Date of Distribution Date Signed: 10/18/78	

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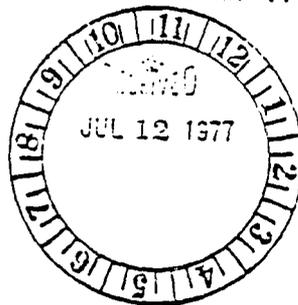
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ANNEX B

COMMUNIC. NO.: 7950N
 RECD: JUL 12, 1977/0846

JUL 12 8 10 AM '77



ACTION: AID-9

INFO: AMB
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 SUPVR

Chun

AIDAC

E. O. 11652: N/A

TAGS:

SUBJECT: FY 79 PID'S - EDUCATION AND HUMAN RESOURCES
 SECTOR AND SELECTED DEVELOPMENT PROBLEMS

BT

REFS: (A) JAKARTA 6400; (B) STATE 162374; STATE 97939
 (1976)

1. SELF-INSTRUCTION LEARNING SYSTEMS - APAC APPROVED
 SUBJECT PID, AND DID NOT IDENTIFY ANY SIGNIFICANT ISSUES
 FOR USAID CONSIDERATION IN PREPARING PR.

2. PROFESSIONAL RESOURCES DEVELOPMENT III - CONSIDERA-
 TION OF SUBJECT PID WAS DEFERRED TO ABE REVIEW IN LIGHT
 OF INFORMATION THAT CONGRESSIONAL STAFFER HAS RAISED
 OBJECTION TO INCLUSION OF PROFESSIONAL RESOURCES DEVELOP-
 MENT PROJECT IN FY 78 CONGRESSIONAL PRESENTATION
 (PP 64). CONGRESSIONAL VIEWPOINT IS ESSENTIALLY SAME
 AS THAT CONTAINED IN SENATE APPROPRIATIONS COMMITTEE
 REPORT ON FY 76 FOREIGN AID APPROPRIATIONS BILL, (REF C)
 (S. 94-704), PAGES 56-57, I.E., THEY QUESTION THE
 RELEVANCE OF GENERAL TRAINING PROGRAMS FOR GRADUATE
 DEGREES TO NEEDS OF POOR MAJORITY IN INDONESIA TO
 FACILITATE REVIEW OF SUBJECT PROJECT, REQUEST USAID
 CABLE (OR HAND-CARRY IF POSSIBLE) DISCUSSION OF DAYS

IN WHICH PROJECT DESIGN OF PROFESSIONAL RESOURCES
 DEVELOPMENT I (FY 77) RESPONDS TO GUIDANCE OF REF C,
 WHICH APPROVED PRP FOR PROJECT THEN TITLED MANPOWER
 DEVELOPMENT TRAINING. OF PARTICULAR IMPORTANCE IS
 ABILITY OF USAID/GOI TO STRUCTURE PROJECT SO THAT
 EMPHASIS OF TRAINING IS NOT ON IMPROVEMENT OF SKILLS
 OF ALREADY EDUCATED/ADVANTAGED INDONESIANS BUT INSTEAD
 ON INSTITUTIONAL DEVELOPMENT AND THROUGH THESE INSTI-
 TUTIONS, ON EFFECTIVELY ADDRESSING BASIC NEEDS OF
 POOR MAJORITY (REF C, PARA 2). FOR EXAMPLE: SPECIFIC
 TRAINING NEEDS SHOULD BE JUSTIFIED IN TERMS OF SPECIFIC
 ACTIVITIES WHICH INSTITUTIONS WOULD BE ABLE TO DO AS
 A RESULT OF TRAINING AND WHICH INSTITUTIONS CANNOT DO
 NOW OR NOT DO ADEQUATELY. EVALUATION OF PROJECT
 WOULD BE BASED ON APPROVED INSTITUTIONAL PERFORMANCE.
 IN ADDITION, REQUEST USAID ELABORATE ON FOLLOWING
 ISSUES: (A) FORMULATION OF USAID STRATEGY IN HUMAN
 RESOURCES DEVELOPMENT THAT CLARIFIES RELATIONSHIP OF
 VARIOUS HIGHER EDUCATION PROJECTS UNDER PRESENT

USAID ROUTING		
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DA		
OST		
PA3		
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TEHR		
WFP		
W/PRO		
W/R		
W/C		
W/O/ACM		
PER		
W/O		
M/PRO		
W/PRO		

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

AMEC C

Life of Project
From FY 77 to FY 80
Total US Funding \$,000,000
Date Prepared: 5/1/78

Project Title & Number: SELF INSTRUCTIONAL LEARNING SYSTEM - Project No. 477 - (AMM)

NARRATIVE DIAGRAM	OBJECTIVE VERIFIABLE INDICATOR	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																				
<p>Program or Sector Goals: The broader objective to which this project contributes:</p> <p>Provision of adequate and effective learning opportunities for all who wish to learn at costs commensurate with available resources, thereby contributing to improvement of the quality of life of the population residing in the rural areas of Indonesia.</p>	<p>Measures of Goal Achievements:</p> <ul style="list-style-type: none"> - School dropouts reduced by 25% - Elementary school completions increased by 40% - Per capita cost of elementary schooling at upper grade levels reduced 65% - Educational level (coverage) of out-of-school youth raised by two grade levels - Educational level (coverage) of adults in the community raised by one grade level - Skill shortages and unemployment reduced 25% - 20% increase in number of adults in community who have adequate literacy and numeracy skills to handle day-to-day reading, writing, and computational tasks - Percentage of community residents participating in community meetings and community development projects increased by 25% 	<ul style="list-style-type: none"> - Census data - School records - Cost studies and analysis - Educational and achievement test results - Community surveys 	<p>Assumptions for achieving goal targets:</p> <ul style="list-style-type: none"> - Expanding the educational or learning opportunities in a community will improve the quality of life of the residents - The Government of Indonesia will continue to give priority to improving the life of the rural poor - There will be no major deterioration of the present economic, social and political situation in Indonesia - That segment of the Indonesian population which would be classed as "rural poor" is interested in improving the quality of their lives and in enjoying more fully the benefits of development 																																				
<p>Project Purpose:</p> <p>To test and further develop an existing learning system which utilizes self-instructional materials and learning resources within the community, designed for learning which normally takes place at the elementary school levels, but which can be used with both in-school and out-of-school learners.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status:</p> <ul style="list-style-type: none"> - Existence of a tested prototype, self-instructional system for use by both in-school and out-of-school learners whose learning requirements are commensurate with instructional objectives set for the elementary schools in Indonesia. - Above learning system established and operational (fully utilized by both in-school and out-of-school learners) in Kabupaten Gianyar, Bali. - Learners who have used the above self-instructional system show achievement equal to or surpassing that of learners in the formal school system following traditional methods (lectures, textbooks, class-rooms) - The per pupil cost of elementary education at the upper levels has been reduced in Kabupaten Gianyar - There are demands and inquiries from educators throughout all and other parts of Indonesia relating to use of and experimentation with the above prototype learning system - The Ministry of Education is developing plans to utilize the prototype learning system, modified as may be appropriate and necessary, for elementary grade levels throughout Indonesia. 	<ul style="list-style-type: none"> - Life of project evaluation data - Achievement testing of experimental and control groups - Cost analysis data - Observation - Community surveys 	<p>Assumptions for achieving purposes:</p> <ul style="list-style-type: none"> - Existing materials (developed in Project FAMMI) are self-instructional (minimal requirements for "teacher" inputs and direction) and to cover adequately the learning objectives set for the upper elementary grade levels in Indonesia - Full support will be given the project by education of administrative in the Directorate of Education in full and by the central monitoring office in the Ministry of Education - Given adequate information about the project, the resident of Kabupaten Gianyar will support the project (including parental support of participation of children now in school - involves temporary suspension of traditional instruction) - Grade 4, 5 and 6 materials developed in Project FAMMI in Solo can be used in Kabupaten Gianyar with minimal revisions - The output of the project (a prototype system) can be utilized to meet comparable learning requirements without major changes throughout most of Indonesia 																																				
<p>Outputs:</p> <ul style="list-style-type: none"> - Prototype learning system for specified learning objectives (materials, structural and organizational guidelines, staffing needs, implementation procedures, etc) - Cadre of personnel trained to implement the above system - Operational learning posts and community learning centers - "Graduates" of the learning system - Comparative data on effectiveness and costs of above system vs. traditional formal schooling - Increased teacher-pupil ratio - larger numbers of learners for each teacher (instructional supervisor) - Improved capability of units of Solo to provide nationwide technical assistance 	<p>Magnitude of outputs:</p> <ul style="list-style-type: none"> 100 sets (modules), each set consisting of copies of materials for self-learning, guide and guidelines for staffing, organization, and management of system, etc. 15 Programmed Instruction specialists (material writers) 150 Trained Instructional Supervisors 35 Trained supervisors and coordinators 300 Instructional aides 450 Learning posts 35 Community learning centers (CLC's) 3500 in-school and 1500 out-of-school learners have completed all modules Cost data on 450 learning posts, 35 CLC's, and 25 center schools and groups 6 faculty members received long-term training in programmed instruction 	<ul style="list-style-type: none"> - On site observation - Reports - Yearly evaluation summaries - School records 	<p>Assumptions for achieving outputs:</p> <ul style="list-style-type: none"> - Inputs will be on target with respect to timing, and adequate (quality and quantity) for project objectives - Setting and support climate will not suffer major alteration during the life of the project 																																				
<p>Inputs:</p> <ul style="list-style-type: none"> Technical Assistance Local Personnel (Contract) Oni Implementation Unit and Support Trainers - 83 - In country Commitment Printing Other costs Contingency 	<p>Implementation Target (Type and Quantity)</p> <table border="1"> <thead> <tr> <th></th> <th>AI</th> <th>LC</th> <th>CLC</th> </tr> </thead> <tbody> <tr> <td>77</td> <td></td> <td></td> <td>16</td> </tr> <tr> <td>770</td> <td></td> <td>300</td> <td>310</td> </tr> <tr> <td>430</td> <td></td> <td></td> <td>860</td> </tr> <tr> <td></td> <td></td> <td>55</td> <td>115</td> </tr> <tr> <td></td> <td></td> <td>1,200</td> <td>30</td> </tr> <tr> <td>15</td> <td></td> <td>135</td> <td>750</td> </tr> <tr> <td>276</td> <td></td> <td></td> <td>94</td> </tr> <tr> <td>1,290</td> <td>1,710</td> <td></td> <td>2,100</td> </tr> </tbody> </table>		AI	LC	CLC	77			16	770		300	310	430			860			55	115			1,200	30	15		135	750	276			94	1,290	1,710		2,100		<p>Assumptions for providing inputs:</p> <ul style="list-style-type: none"> - USG and host country will carry out commitments regarding provision of inputs.
	AI	LC	CLC																																				
77			16																																				
770		300	310																																				
430			860																																				
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15		135	750																																				
276			94																																				
1,290	1,710		2,100																																				

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Self-Instructional Learning System

60(1) - COUNTRY CHECKLIST

Listed below are, first, statutory criteria applicable generally to FAA funds, and then criteria applicable to individual fund sources: Development Assistance and Security Supporting Assistance funds.

A. GENERAL CRITERIA FOR COUNTRY

1. FAA Sec. 116. Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in consistent pattern of gross violations of internationally recognized human rights? Yes. See Social Analysis in Project Paper.

2. FAA Sec. 481. Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully? No.

3. FAA Sec. 620(b). If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement? Yes, the required determination has been made.

4. FAA Sec. 620(c). If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government? We are not aware of any cases that make Indonesia ineligible under this Section.

5. FAA Sec. 620(e). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?

6. FAA Sec. 620(a), 620(f), App. Sec. 107, 114. Is recipient country a Communist country? Will assistance be provided to the Socialist Republic of Vietnam, Cambodia, Laos, Cuba, Uganda, Mozambique, or Angola?

7. FAA Sec. 620(i). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression?

8. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property?

9. FAA Sec. 620(l). If the country has failed to institute the investment program for the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason?

10. FAA Sec. 620(o). Fishermen's Protective Act, Sec. 5. If the country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters.
 - a. has any deduction required by Fishermen's Protective Act been made?
 - b. has complete denial of assistance been considered by AID Administrator?

The majority of bu and property owned U.S. citizens which was nationalized during the Sukarno regime (principally in 1964 and early 1965) has been returned to U.S. owners or mutually acceptable settlement negotiated. A Presidential Decree dated December 14, 1966 indicated its willingness to return nationalized assets.

No to both questions

Indonesia has initiated the investment guaranty program.

Indonesia has not seized any U.S. fishing vessels.

11. FAA Sec. 620(g); App. Sec. 503. (a) Is the government of the recipient country in default on interest or principal of any AID loan to the country? (b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriates funds, unless debt was earlier disputed, or appropriate steps taken to cure default? No to both questions.
12. FAA Sec. 620(s). What percentage of country budget is for military expenditures? How much of foreign exchange resources spent on military equipment? How much spent for the purchase of sophisticated weapons systems? (Considerations of these points is to be coordinated with the Bureau for Program and Policy Coordinator, Regional Coordinators and Military Assistance Staff (PPC/RC). 15% of FY 77/78 budget was for defense. Imports of military equipment in FY 76/77 were .03%-0.6% of total imports. GOI is not importing sophisticated weapons systems. (See JAKARTA 8629, 6/30/77).
13. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? No.
14. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? Indonesia is not delinquent on U.N. obligations.
15. FAA Sec. 620A. Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism? No.
16. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA? No.

17. FAA Sec. 669, 670. Has the country, after Aug. 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials or technology, without specified arrangements or safeguards? Has it detonated a nuclear device after Aug. 3, 1977 although not a "nuclear-weapon State" under the non-proliferation treaty? No to both questions
18. FAA Sec. 901. Has the country denied its citizens the right or opportunity to emigrate? No.

B. FUNDING CRITERIA FOR COUNTRY

1. Development Assistance Country Criteria

a. FAA Sec. 102(c), (d). Have criteria been established, and taken into account, to assess commitment and progress of country in effectively involving the poor in development, on such indexes as: (1) small-farm labor intensive agriculture, (2) reduced infant mortality, (3) population growth, (4) equality of income distribution, and (5) unemployment.

Yes.

b. FAA Sec. 104(d)(1). If appropriate, is this development (including Sahel) activity designed to build motivation for smaller families in programs such as education in and out of school, nutrition, disease control, maternal and child health services, agricultural production, rural development, and assistance to urban poor?

Not specifically designed to encourage section 104(d)(1), however, the project should have an impact on all of the areas eventually as spin-off.

c. FAA Sec. 201(b)(5), (7) & (8); Sec. 208; 211(a)(4), (7). Describe extent to which country is:

- (1) Making appropriate efforts to increase food production and improve means for food storage and distribution.

GOI gives priority attention to increasing food production. 100-110 donor-supported projects assist food production, improved food storage, distribution and marketing.

- | | |
|---|---|
| (2) Creating a favorable climate for foreign and domestic private enterprise and investment. | The GOI enacted a comprehensive law with built-in incentives for encouraging foreign capital investment. |
| (3) Increasing the public's role in the developmental process. | GOI actively encourages private domestic investment. National elections were held in 1977. Parliament has a part in the budgetary process as it authorizes the annual budget. |
| (4) (a) Allocating available budgetary resources to development. | (a) concentrates its domestic resources and foreign aid receipts on achieving economic stability and pursuing an ambitious development program. |
| (b) Diverting such resources for unnecessary military expenditure and intervention in affairs of other free and independent nations. | (b) Only 15% of 77/78 budget was for defense purposes. |
| (5) Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangements, and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom, initiative, and private enterprise. | Major economic reforms were instituted with IMF/IBRD aid including incentives to growth of individual initiative and private enterprise. |
| (6) Otherwise responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures. | 38% of development budget is devoted to social field. GOI encourages self-help projects such as Food for Work. |
| d. <u>FAA Sec. 201(b), 211(a)</u> . Is the country among the 20 countries in which development assistance loans may be made in this fiscal year, or among the 40 in which development assistance grants (other than for self-help projects) may be made? | Yes |

- e. FAA Sec. 115. Will country be furnished, in same fiscal year, either security supporting assistance, or Middle East peace funds? If so, has Congress specifically authorized such use of funds; or is assistance for population programs, humanitarian aid through international organizations, or regional programs? No.
2. Security Supporting Assistance Country Criteria
- a. FAA Sec. 502B. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights? Is program in accordance with policy of this Section? N/A
- b. FAA Sec. 531. Is the Assistance to be furnished to a friendly country, organization, or body eligible to receive assistance? N/A
- c. FAA Sec. 533(c)(2). Will assistance under the Southern African Special Requirements fund be provided to Mozambique, Angola, Tanzania, or Zambia? If so, has President determined (and reported to the Congress) that such assistance will further U.S. foreign policy interests? N/A
- d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A
- e. App. Sec. 113. Will security assistance be provided for the purpose of aiding directly the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? N/A

6C(2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with FAA funds, and then project criteria applicable to individual fund sources: Development Assistance (with a sub-category for criteria applicable only to loans); and Security Supporting Assistance funds.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? IDENTIFY. HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT.

1. App. Unnumbered; FAA Sec. 653(b)

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;
(b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure plus 10%)?

(a) Advice of change will be sent to the appropriate Senate and House Committees.

(b) No.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance.

Not applicable. Not a capital project.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

No legislation required.

4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?

N/A

A. (cont'd)

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project? N/A
6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate? No.
7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. As an education grant project it will not effect these areas.
8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). As an education activity, the project will not particularly effect U.S. private trade and investments. (Long term training will be in U.S. educational institutions).
9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services. Well over 25% of the cost of the project will be local currency costs funded by the GOI and are included or to be included in development budget. See "Financial Analysis".

A. (cont'd)

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release? No U.S. owned excess currency available.
11. ISA 14. Are any FAA funds for FY78 being used in this Project to construct, operate, maintain, or supply fuel for, any nuclear powerplant under an agreement for cooperation between the U.S. and any other country? No.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

Project will improve GOI's institutional capability to more effectively carry out education projects to help the rural poor.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

(1) (103) for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; (103A) if for agricultural research, is full account taken of needs of small farmers;

N/A

(2) (104) for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;

N/A

(3) (105) for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

Project is specifically targeted to relevancy of formal education and out-of-school education in rural areas.

B.1b. (cont'd)

- (4) (106) for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is: N/A
- (a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;
 - (b) to help alleviate energy problem;
 - (c) research into, and evaluation of, economic development processes and techniques;
 - (d) reconstruction after natural or manmade disaster;
 - (e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;
 - (f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.
- (5) (107) by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

Recipient country has agreed to contribute well over 25% of the project costs.

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed?"

N/A. Not a capital assistance project.

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

This project will develop a system to encourage individualized learning with the anticipated results that will accrue from an educated society.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

Education is prized by Indonesians. This project makes education available to all who desire to participate. One institution of higher education will become the source of technical assistance to other areas of Indonesia who adopt the self-instructional learning system.

g. FAA Sec. 201(b)(2)-(4) and -(8); Sec. 201(e); Sec. 211(a)(1)-(3) and -(3). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

Through increasing the quality of government institutions, this project will contribute to economic growth and make better use of social service institutions. It is compatible with and supplementary to other development projects. The Project's economic and technical soundness have been analyzed.

h. FAA Sec. 201(b)(6); Sec. 211(a)(j), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

To the maximum extent possible technical assistance, commodities and training will be of U.S. source and origin.

2. Development Assistance Project Criteria
(Loans only)

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

N/A

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

N/A

- c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner? N/A
- d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development? N/A
- e. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources? N/A
- f. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan? N/A
3. Project Criteria Solely for Security Supporting Assistance
- a. FAA Sec. 531. How will this assistance support promote economic or political stability? N/A
- b. FAA Sec. 533(c)(1). Will assistance under the Southern African Special Requirements Fund be used for military, guerrilla, or paramilitary activities? N/A

4. Additional Criteria for Alliance for Progress.

(Note: Alliance for Progress projects should add the following two items to a project checklist.)

a. FAA Sec. 251(b)(1), (8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America? N/A

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES", the Permanent Executive Committee of the OAS) in its annual review of national development activities? N/A

IC(3) - STANDARD ITEM CHECKLIST

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by exclusion (as where certain uses of funds are permitted, but other uses not).

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

- | | |
|---|---|
| 1. <u>FAA Sec. 602.</u> Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? | Yes. The PROJECT agreement contain this provision. |
| 2. <u>FAA Sec. 604(a).</u> Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him? | Yes. Procurement will be limited to Code 941 countries plus Indonesia. |
| 3. <u>FAA Sec. 804(d).</u> If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? | Yes. |
| 4. <u>FAA Sec. 604(e).</u> If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? | N/A |
| 5. <u>FAA Sec. 808(a).</u> Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? | U.S. Government excess property will not be used for this project as it is not practicable. |
| 6. <u>MMA Sec. 901(b).</u> (a) Compliance with requirement that at least 50 per cent of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. | The project agreement will contain this provision. |

7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?
- TA will be provided by private sector on contract basis. No other federal agencies will provide facilities or services.
8. International Air Transport, Fair Competitive Practices Act, 1974
- If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?
- Yes
- B. Construction
1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest?
- N/A
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?
- N/A
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million?
- N/A
- C. Other Restrictions
1. FAA Sec. 201(d). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?
- N/A

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? N/A
3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.? Yes.
4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction? Yes.
5. Will arrangements preclude use of financing:
- a. FAA Sec. 114. To pay for performance of abortions or to motivate or coerce persons to practice abortions, to pay for performance of involuntary sterilization, or to coerce or provide financial incentive to any person to practice sterilization? Yes.
- b. FAA Sec. 620(g). to compensate owners for expropriated nationalized property? Yes.
- c. FAA Sec. 660. to finance police training or other law enforcement assistance, except for narcotics programs? Yes.
- d. FAA Sec. 662. for CIA activities? Yes.
- e. App. Sec. 103. to pay pensions, etc., for military personnel? Yes.
- f. App. Sec. 105. to pay U.N. assessments? Yes.

g. App. Sec. 106. to carry out provisions of FAA Sections 209(d) and 251(h)? (transfer to multilateral organization for lending).

h. App. Sec. 112. To finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields?

i. App. Sec. 501. to be used for publicity or propaganda purposes within U.S. not authorized by Congress?



ANNEX B

REPUBLIC OF INDONESIA
NATIONAL DEVELOPMENT PLANNING AGENCY
2 JALAN TAMAN SUROPATI
J A K A R T A
PHONE : 32961 - 32965

No. : 1810 /D.I./VII/1978

JAKARTA, July 1978

Mr. Thomas C. Wiblock
Director
US-AID Mission to Indonesia
c/o American Embassy
J a k a r t a

Dear Mr. Wiblock,

Subject : Self Instruction Learning System

With reference to the letter of the Secretary General of the Ministry of Education, No 48451/Sekj/Dpk/G/78, dated 28 June 1978, concerning the above mentioned, we hereby request the USAID for a grant up to US\$ 3,000,000.-, under the USAID "Technical Assistance".

This Grant is needed to enable the office for Educational Research and Development (RPIK) of the Department of Education and Culture to expand on going Self Instruction Learning activities (in rural Solo) to two Kabupatens in Indonesia (one in South Sumatra and one in Bali) and to demonstrate the validity of self-instructional materials as an effective and economical delivery system for mass primary education at the upper primary level.

It is expected that project outputs will be:

1. Two administrative units each capable of managing a Kabupaten-wide self-instructional learning system
2. A reclamation rate of 40% of the primary school drop-outs in the 10-16 age bracket
3. A 30-40% reduction in the unit cost of education
4. A 30% increase in the number of grade 4, 5 and 6 students staying in school.

It is estimated that the project will require financial resources of approximately US\$ 3 million over a three-year period. Basic costs will be technical assistance, US\$ 1.5 million; training, \$ 500,000; and materials, US\$ 1.0 million.

The Government places high priority on expediting implementation of the

programme.



REPUBLIC OF INDONESIA
NATIONAL DEVELOPMENT PLANNING AGENCY
2, JALAN TAMAN SUROPATI
J A K A R T A
PHONE : 52961 - 52965

No. : 1810 /D.I./VII/1978
Encl. :

JAKARTA, July 29 1978

- 2 -

programme. We therefore would appreciate your early approval of this request.
Thank you for your kind cooperation.

Yours sincerely,



[Signature]
Saleh Adnan
Deputy Chairman

C.C. :

1. Secretary General of Ministry of Education,
2. EPJK, Ministry of Education,
3. Director General of Foreign Monetary Affairs, Ministry of Finance,
4. CCIC, Cabinet Secretariat,
5. Head of Bureau of Education, Law and Religion, Bappenas.

ANNEX F
Exhibit

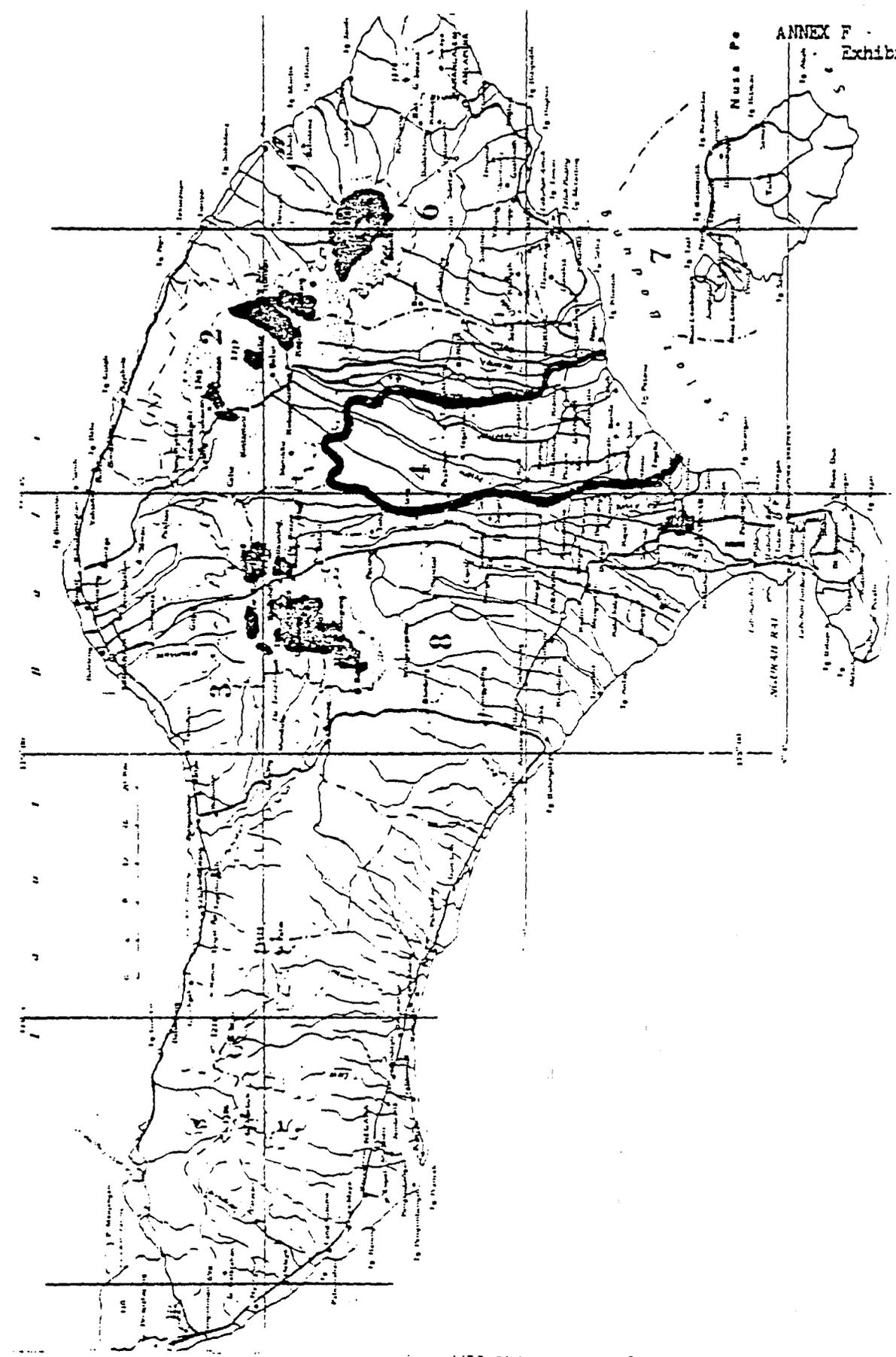
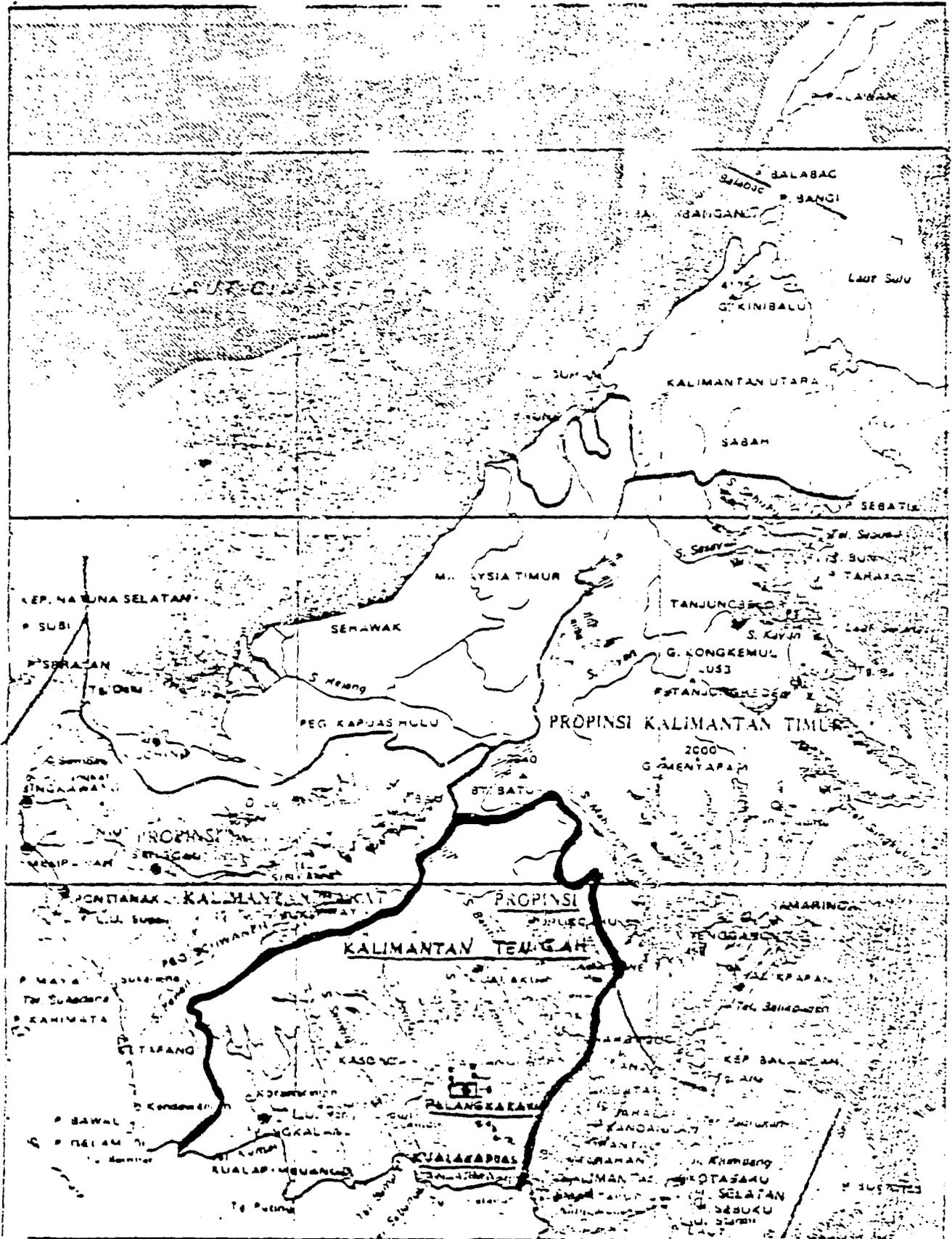


TABLE I - ENROLLMENT AND NUMBER OF TEACHERS IN SELECTED SCHOOLS IN GIANYAR BY SCHOOL AND BY GRADE

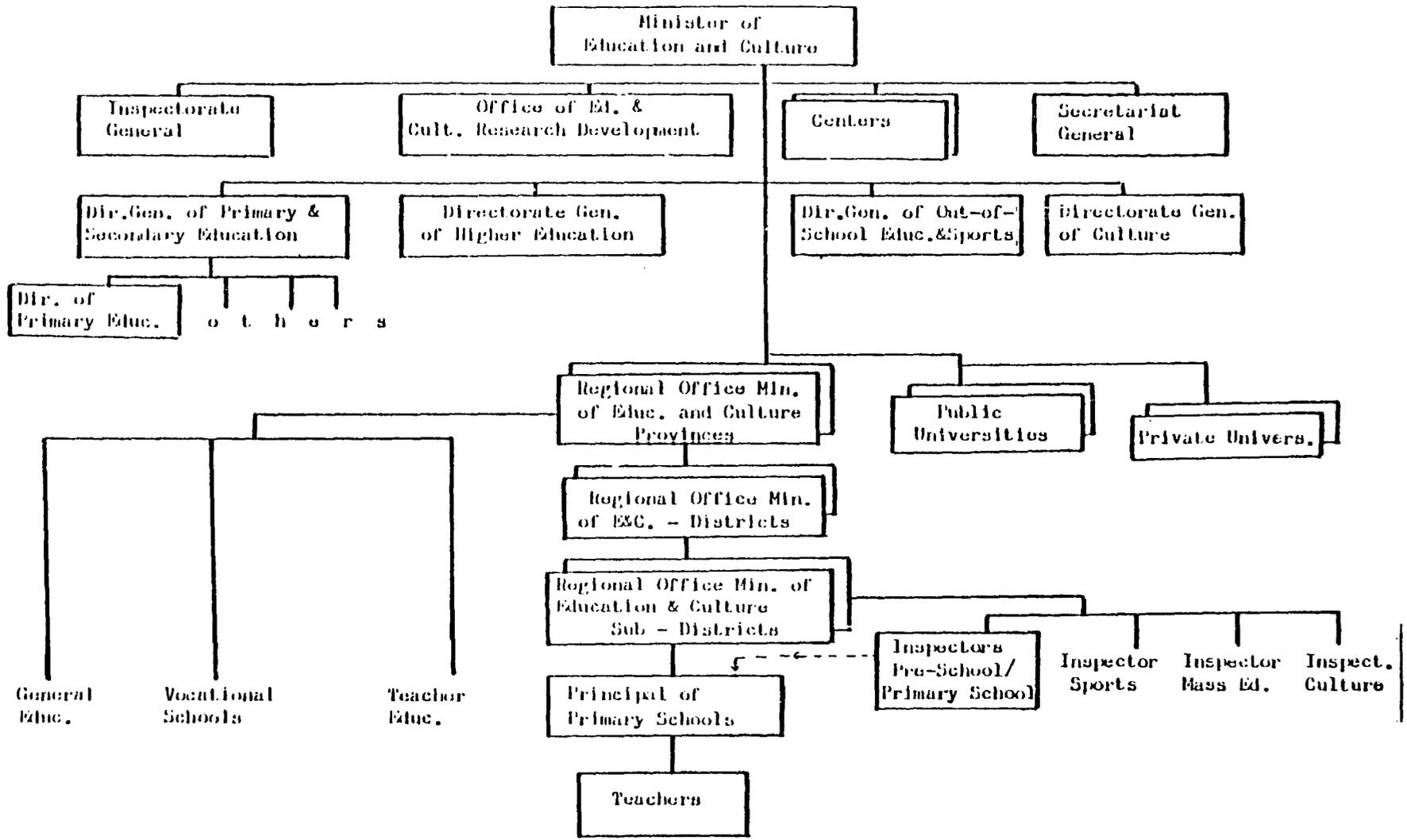
S C H O O L	GRADE I		GRADE II		GRADE III		GRADE IV		GRADE V		GRADE VI		TOTAL	
	'pupils'	'teach.'	'pupils'	'teach.'	'pupils'	'teach.'	'pupils'	'teach.'	'pupils'	'teach.'	'pupils'	'teach.'	'pupils'	'teach.'
1. SD No. 1. Payangan	38	1	37	1	36	1	36	1	46	2	41	1	234	7
2. SD No. 2. Pulu	39	1	45	2	20	-	34	1	27	1	24	1	189	6
3. SD No. 1. Ketusa	40	1	38	1	28	1	34	1	30	1	33	1	203	6
4. SD No. 1. Mas	40	1	41	1	35	1	44	2	49	2	69	3	273	10
5. SD No. 2. Mas	41	1	37	1	35	1	37	1	29	1	30	1	209	6
6. SD No. 3. Mas	40	1	45	1	43	1	43	1	44	1	50	2	265	7
7. SD No. 4. Mas	73	2	40	1	35	1	35	1	27	1	24	1	234	7
8. SD No. 4. Mas	43	1	40	1	67	2	73	2	46	2	-	-	269	8
9. SD No. 1. Kedewatan	40	1	39	1	40	1	74	1	26	1	31	1	250	6
10. SD No. 1. Tebonpkang	42	1	38	1	38	1	37	1	35	1	43	1	233	6
11. SD No. 3. Singapadu	40	1	35	1	40	1	37	1	33	1	23	1	208	6
12. SD No. 2. Laturan	35	1	35	-	36	1	39	1	39	1	33	1	217	5
13. SD No. 1. Ketewel	38	1	35	1	35	1	31	1	31	1	20	1	190	6
14. SD No. 1. Pakbakan	36	1	27	1	35	1	44	1	32	1	26	1	200	6
15. SD No. 1. Blitra	43	1	42	1	41	1	38	1	36	1	31	1	231	6
16. SD No. 1. Sidon	47	1	37	1	36	1	45	1	35	1	26	1	226	6
17. SD No. 1. Peyeng	46	1	41	-	34	1	43	-	31	1	47	-	242	3
18. SD No. 1. Sanding	40	1	42	1	33	1	27	1	22	1	16	1	180	6
19. SD No. 1. Basangambu	45	1	42	1	26	1	24	1	12	1	11	1	160	6
20. SD No. 1. Tegallalang	37	1	43	1	36	1	39	1	31	1	34	2	220	7
21. SD No. 1. Taro	36	1	36	1	26	1	50	2	26	1	19	1	193	7
22. SD No. 1. Kendran	38	1	36	1	38	1	28	1	18	1	26	1	184	6
23. SD Banda	41	1	43	1	37	1	86	2	37	1	42	1	286	7
24. SD No. 1. Kramas	39	1	45	-	45	1	46	1	29	1	36	1	240	5
25. SD No. 1. Bedulu	28	1	29	1	48	1	62	1	45	1	24	1	236	6
TOTAL	1025	26	968	23	923	25	1086	28	816	28	759	27	5577	157

KALIMANTAN

Exhibit 3



ORGANIZATIONAL STRUCTURE MINISTRY OF EDUCATION & CULTURE



SOCIAL SOUNDNESS ANALYSIS

I. Introduction

A. Methodology

The following description of the experimental extension of Project PAMONG and the socio-cultural setting of the major extension site in Gianyar County (Kabupaten), Province of Bali, is based upon (1) briefings by the Government of Indonesia Office of Educational and Cultural Research and Development (BP3K), and local officials in Malang, Solo, and Bali, (2) brief one-day visits to Project PAMONG sites in Malang, Solo, and Bali, (3) four days of fieldwork in rural villages, homes, schools, and government offices of Gianyar, and (4) references on Project PAMONG and rural Bali available in Jakarta. Especially helpful in the preparation of this analysis was the cooperation of Mrs. Endang Murtedjo, BP3K counterpart to the consultant in Bali, who prepared the statistical data presented here, acted as guide and colleague in the fieldwork, and participated in conceptualization required by this report. Extended interviews with Mr. Haris Mudjiman in Solo (PAMONG Research Staff), Dr. Mark Poffenburger in Bali (Resident in Gianyar for the part year), and Dr. Dean Nielson (Consultant to BP3K, Jakarta) provided important data and suggestions for the analysis.

The analysis of data presented here is undertaken from the viewpoint of an applied educational anthropologist concerned with the interactive effects of education, school, and community relationships in the context of a dynamic developing society.

B. Objectives

The objective of this analysis are:

1. To identify the direct and indirect beneficiaries of the proposed project, with special attention to the ways in which the project might affect the quality of life of the rural poor.
2. To determine those aspects of the socio-cultural environment that would facilitate or hinder the purposes for which it has been proposed.
3. To analyze specifically the socio-cultural structure of the rural hamlet (banjar), through which it is proposed to implement a major phase of the project.
4. To determine the receptivity of people and organizations necessary for the success of the project.

5. To suggest the social consequences of the project.

Cost benefit, technical, and administrative analyses are dealt with in other consultant papers.

C. Summary

1. This project is judged to be socially sound in terms of the present development efforts in Indonesia and there are no social constraints discovered in the course of this analysis which would necessarily preclude the accomplishment of its purposes.

2. Project PAMONG has been developed as an Indonesian model for an alternative effective and economical delivery system for mass primary education specifically directed toward achieving greater equity in educational opportunity. This project is designed to be a test in the implementation of the model in a routine administrative setting. It is directed at testing "the administrative capacity of the system to deal with those qualitative innovations that will make a difference." (C.E. Beeby).

3. The socio-cultural environment of Gianyar Kabupaten, Bali, the major site for this test, promises to be generally supportive of the Project. The community is representative of Indonesian rural poverty and promises to be a positive test of its contribution to the quality of life of the rural poor. Socio-cultural features of village life noted there include (a) the different views of banjar (hamlet) social and administrative organization held by the government and the villagers, (b) the banjar tradition of communal mutual aid, (c) the complexity of the village economy which includes wet rice, agriculture, a variety of commercial opportunities, and a traditional commitment to an extensive ceremonial cycle, (d) a traditional support for literacy and education going back more than 600 years, and (e) a culture of childhood that stresses individual independence.

4. Direct beneficiaries of this project identified in this analysis include "school-deprived" children, children enrolled in the experimental schools, the banjar communities, local and national educational staff, and the Government of Indonesia educational and civil administration. Indirect beneficiaries include communities and children to whom PAMONG model education may be extended in the future, other agencies and organizations associated with PAMONG, and the Indonesian printers who will be responsible for printing the extensive school materials required in this project.

5. The three major social consequences of this project identified include (a) the expansion of educational opportunity in Kabupaten Gianyar, (b) the development and testing of a strategy for meeting the national goal of elementary educational equity, and (c) the demonstration of a vigorous community-based mutual assistance effort in the support of this educational extension.

6. Follow-on contacts include suggestions for a dissemination strategy in working with local banjars for the design and support of community education efforts and a concern for assessing the increased demand for secondary education that will be a result of this project.

II. Background of the Project

A. Introduction

By far the greatest development of education in Indonesia has come since independence. Only extremely limited opportunities for schooling were open to Indonesians during 350 years of colonial rule. In the last thirty years a remarkable educational structure has been built up that by 1972 provided at least some schooling for about 85% of the children. (Harold F. Carpenter, Social Demand for Education, April, 1972). The Government of Indonesia is committed to the principle of equity in educational opportunity, intending that neither geographical nor socio-economic factors will limit educational opportunity. It is also committed to a principle of universal primary education.

The BP3K, charged by the Ministry of Education to conduct a research and development program in education that will enable the educational system to achieve its goals, is currently directing a number of projects relating to elementary education which will (1) improve present schools (e.g. a program to distribute adequate textbooks to all schools) and/or (2) make more fundamental innovations in the educational system (e.g. pilot projects in new curricular approaches, literacy instruction.)

B. Proposal for the Extension of Project PAMONG

The extension of Project PAMONG to Gianyar (Bali) and Kalimantan Tengah proposed by BP3K in this project has as its chief aim the provision of equity and equal access in elementary education for "school-deprived children," a term used by the BP3K to include elementary school drop-outs and those children who have never enrolled in elementary school. It is seen as an experimental "delivery system" which will be considered successful if it recruits the target population and gets them through the elementary school-leaving certificate (STTB) without lower achievement levels than graduates of the regular elementary school. Cost-effectiveness is, of course, a goal of the project, but increased achievement over conventional "delivery systems" is not.

In Kalimantan there is a second purpose to be served by the project. BP3K wants to know if the PAMONG system will prove effective in the management of small school classrooms where teachers must handle multiple grades. In both proposed sites there is an intention

to develop explicit criteria for the selection of further sites to which the PAMONG educational structure might be extended.

C. Development of PAMONG

Project PAMONG is a model educational structure designed to combine some non-formal educational techniques with modular self-instructional educational technology in order to more effectively and efficiently extend opportunities in mass primary education. The original experiments developed in collaboration with the Innotech Regional Center of the Southeast Asian Ministers of Education Organization (SEAMEO) in 1974 were located in the Philippines and Indonesia. Indonesian educators have, therefore, been among the chief developers of the PAMONG model and rightfully consider it their own. The Indonesian acronym stands for the Indonesian title that can be literally translated "Childhood Education by Community, Parents, and Teacher." The word pamong, itself, means mentor, educator, or spiritual guide in the Solo area, where the first demonstration project was started.

For the purposes of social analysis, the important feature of this project is that it depends on a variety of support from local communities in implementing an educational system based on a combination of programmed learning and teaching with instruction in locally important skills. For the students who participate, whether in or out of the regular school system, it is a way to develop those competencies which will enable them to qualify for the STTB.

In the original experimental project in Solo, in operation since 1974, Project PAMONG has only recently begun to recruit out-of-school learners. The greatest amount of effort necessarily had to go into the production of programmed learning and teaching modules for the six-grade elementary school. Attention has also been given to developing community support for the school. These activities have been supervised by the staff of the teacher training college (IKIP) which has now been incorporated into the new University of Surakarta. While the University is prepared to continue a close relationship with Project PAMONG, providing technical assistance and training for new groups that wish to initiate similar programs and selling materials developed in the Solo schools, the major question faced by BP3K is whether routine local educational administration agencies can carry out the program in appropriate locations without the extensive backup furnished by the University in Solo.

BP3K has been especially encouraged by the seeming early success of an independent effort by the Educational Development Agency of Malang (BAPPENKAB MALANG) to set up out of school community learning centers for drop-outs from six villages. Limited to students who had completed four years of elementary schooling and using modules purchased from Solo, the local project seems to be working well. Village-level

task forces have been recruiting and following up on students -- thus providing essential support.

Even more recently, four schools of Mas Village in Gianyar, Bali, have begun to introduce the PAMONG system and it is this location, extended to the Kabupaten (county) level, that is being proposed for a major test of the educational feasibility of Project PAMONG. To develop a dissemination strategy, it is necessary to have the experience of implementation where there is no need to start from the beginning in the production of modules and where there is not a sheltering research and development staff from a nearby university. As C. E. Beeby suggests in his report, Indonesian Education: An Experiment in Assessment, the main constraint on further progress in Indonesian education is the administrative capacity of the system to deal with those qualitative innovations that will make a difference.

D. Support for the PAMONG Model

Several strategies suggested by J. P. Naik for transforming Indian schools to provide more genuine educational equity directly support the educational characteristics of the PAMONG model. They are taken from Equality, Quality, and Quantity (Bombay: Allied Publishers, 1975, p. 19).

1. The single-point entry system should be replaced by a multiple-point entry under which it will be open for older children ... to join schools in separate classes especially designed for them.
2. The sequential character of the system must go; and it should be possible for older children to join the prescribed courses at any time and also to complete them in shorter or longer periods of time.
3. The exclusive emphasis that is laid in the present system on full-time institutional instruction should be replaced by a large programme of part-time education, arranged to suit the convenience of children who are required to work.
4. The exclusive emphasis on the utilization of full-time professional teachers should go. An attempt should be made to utilize all the teaching resources available in the local community; and the services of part-time local teachers and even of senior students should be fully utilized for promoting instruction in the elementary schools.

These are the strategies of PAMONG and some of the support base has been built to activate them. With the focus on out-of-school learners, but using the human resources of the elementary schools and the local community, the system is worthy of a larger scale test than it has so far received.

None of the demonstration projects of PAMONG to date have fully implemented these strategies. The project in Solo has, however, developed a set of modules that allow for the possibility of self-paced self-instructional learning, peer tutoring, and programmed teaching. These are a very important resource in developing the flexibility described by Naik above. The Malang project has demonstrated how this can be accomplished outside the normal school setting, and the beginning of the project in Bali suggests a strong possibility for significant community involvement.

III. Socio-Cultural Environment

A. General Description

Despite 50 years of tourism and a very romantic image in Western thought, the island of Bali is representative of Indonesian rural poverty, largely dependent upon a peasant subsistence wet rice agriculture. Its population of over 2,000,000 represents less than two per cent of the Indonesian nation, but it is one of about 250 distinctive ethnic groups which is linguistically and religiously different from the Muslim majority mainstream. While the Balinese language is the vernacular of home and hamlet, Bahasa Indonesia (the national language) is the major channel of communication for news, television, movies, and formal governmental affairs. The vibrant, resilient, adaptable ethnic culture of the Balinese is no barrier to their full participation in the national society. Intensely religious in their Balinese Hindu tradition, all aspects of life take on a sacred aura, somewhat confusing to a Western observer used to a clear dichotomy between the sacred and secular aspects of life.

Economic development planning by the Bali Provincial Government has stressed four goals: 1) agricultural development, 2) increasing tourism, 3) resettlement schemes for Balinese willing to pioneer in under populated areas of the nation, and 4) development of local industry. As a support for all of these programs, there is a strong interest in and support for the expansion of elementary education by the Provincial Government. The Governor and the staff of the Provincial Department of Education and Culture stand ready to support the extension of Project PAMONG in Gianyar County which has been proposed by BP3K.

Especially enthusiastic about the project is the Bupati (regent, chief officer) of Gianyar. With the project PAMONG already underway

in Mas, one of 51 villages in Gianyar, he has appropriated special county funds for its support. (500,000 Rp. this year and 5,000,000 Rp. for next year.) For his county, PAMONG is a developmental project, not an experimental one. The original choice of Gianyar by BP3K for the next stage of experimental implementation was influenced by the Bupati's enthusiasm.

Major criteria for the original choice of Mas Village, and then Gianyar, for extending Project PAMONG, were: (1) the availability of drop-outs for the program, (2) crowded community schools with high student-teacher ratios and double-shift school classes, and (3) demonstrations of interest and commitment by local leaders.

While income and resources varies widely between households, Gianyar ranks fifth among the 7 counties of Bali in per capita income. Within Gianyar, the seven villages vary in relative wealth with differential access to the tourist industry and different amounts of the highly productive irrigated rice paddies. Table 1 presents the data on land holdings, population, and numbers of social and political units in Gianyar. Chart 1 is a map of Gianyar showing the seven Kecamatan (districts) and indicating the banjar (hamlets) visited during fieldwork for this analysis. Northern sections of the county are mountainous, with much more isolated populations. Density of population increases in the southern section which borders the coastline.

Tables 2 and 3 give details on the 224 elementary schools and their student enrollments in the seven kecamatan of Gianyar. Data on enrollment by grades show the effects of drop-outs and repeaters, with less than a third of any age cohort which enters the schools making it through to the sixth grade. Assuming approximately equal age-grade cohorts in the school-age population, it must also be acknowledged that entering first grade enrollments have also been increasing. Nevertheless, the data demonstrate a significant out-of-school population in Gianyar, to which the extension of Project PAMONG is directed.

The Provincial Office of Education and Culture and the personnel of BP3K associated with PAMONG have planned to implement this extension of the model through the Banjar (hamlet) organizations rather than through the schools. It has been proposed that community learning posts will be established in the banjars through cooperation with and support from them. It is important therefore to analyze specifically the socio-cultural characteristics of these organizations.

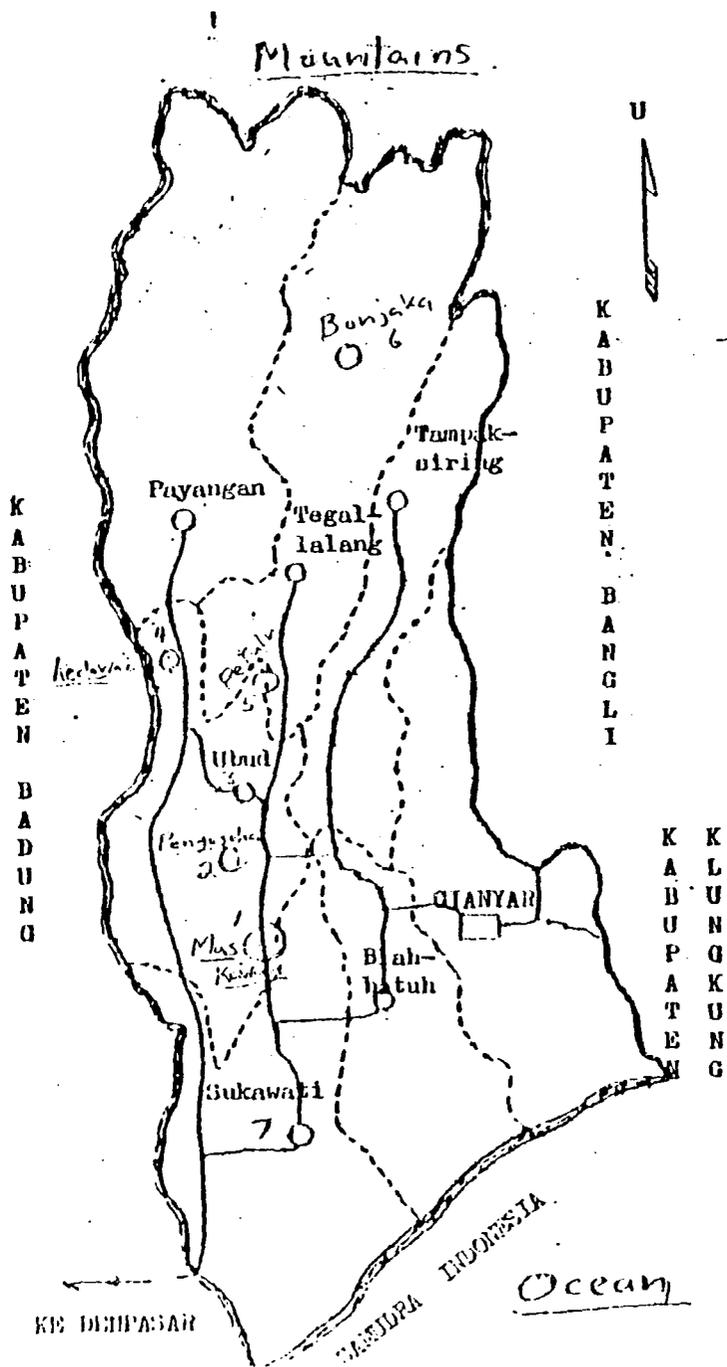
Chart 2 is a rough map of the administrative village of Mas in Gianyar. Shaded areas represent the banjars of this village, surrounded by the irrigated paddy fields of rice. In several of the banjar locations, two or more separate banjars exist side by side.

TABLE 1

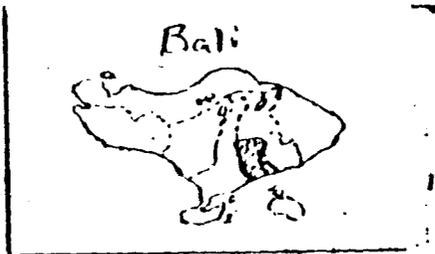
Descriptive Statistics for Each District (Kecamatan) of Gianyar County (Kabupaten)

Kecamatan (District)	Population		Social + Political Communities				Land and Land Use per Km ²			Population Density per Km ²	
	People	House- holds	Official Desa (Villages)	Desa-Adat (Traditional Villages)	Banjar (Hamlets)	Urban Wards	Total Area	Sawah (Irri- gated Fields)	Kering/ Tegal (Dry Farm Fields)	Total Area	Irri- gated Land
1. Gianyar	55,242	10,411	12	37	92	3	50.10	30.83	16.29	1,121	1,824
2. Blahbatuh	40,152	7,517	7	30	60	-	39.49	23.86	7.27	1,017	1,683
3. Sukawati	53,019	10,977	8	30	90	-	54.74	32.10	10.57	969	1,652
4. Ubud	42,102	6,747	7	30	71	-	42.16	22.64	14.46	999	1,860
5. Payangan	32,393	5,908	6	32	55	-	75.50	17.22	44.01	429	1,881
6. Tegallalang	32,712	6,298	7	38	62	-	97.67	20.89	36.70	335	1,566
7. Tampaksiring	32,279	5,924	4	32	63	-	42.42	15.49	12.09	761	2,084
Total	288,899	53,782	51	229	493	3	402.14	163.04	141.39	718	1,772

Statistics prepared by Mrs. Endang Murtedjo
Population Figures for 1975.



PETA KABUPATEN DAERAH TK. II GIANYAR
Map of Gianyar County



Banyar Visits 6/23-28/78

1. Kawan (Mas-Ubud)
2. Pengosekan (Mas-Ubud)
3. Ubud (Ubud-Ubud)
4. Kedawatan (Ubud) [Banjar sayan]
5. Petulu Kaja (Petulu-Ubud)
6. Bonjaka (Neighbor to Taro-Tegallalang)
7. Sukawati

Names in parentheses
give village (desa) and district (Kecamatan)

KETERANGAN:

Main Roads	————	JALAN RAYA
District Boundaries	- - - -	BATAS KECAMATAN
County Seat	□	IBU KOTA KABUPATEN
District Offices	○	IBU KOTA KECAMATAN
Scale	SKALA	: 1 : 200.000

TABLE 2

Elementary Schools and Enrollments for Each District (Kecamatan) of Gianyar County (Kabupaten), 1978

Kecamatan (District)	Regular Elementary Schools			Inpres Elementary Schools			Private Schools			Total Elementary School Enrollment by Grades						
	No. of Schools	No. of Students	No. of Teachers	No. of Schools	No. of Students	No. of Teachers	No. of Schools	No. of Students	No. of Teachers	1	2	3	4	5	6	Total
1. Gianyar	34	7,107	244	14	2,197	86	-	-	-	2,258	1,854	1,824	1,328	1,176	864	9,304
2. Blahbatu	22	4,994	146	11	1,854	51	-	-	-	1,723	1,368	1,302	976	735	654	6,758
3. Sukawati	28	6,268	165	13	2,430	79	1	85	3	2,169	1,674	1,721	1,332	1,092	795	8,783
4. Ubud	23	5,488	152	11	2,033	69	-	-	-	1,854	1,403	1,334	1,044	877	709	7,221
5. Payangan	15	3,409	133	10	1,806	53	-	-	-	1,324	1,069	949	732	631	510	5,215
6. Tampakiring	17	3,676	98	9	1,023	59	-	-	-	1,229	1,000	873	671	538	388	4,699
7. Tegallalang	17	2,062	112	9	1,168	49	-	-	-	1,085	899	783	650	484	329	4,230
Total	156	33,614	1,050	77	12,511	446	1	85	3	11,642	9,267	8,786	6,733	5,533	4,249	46,210

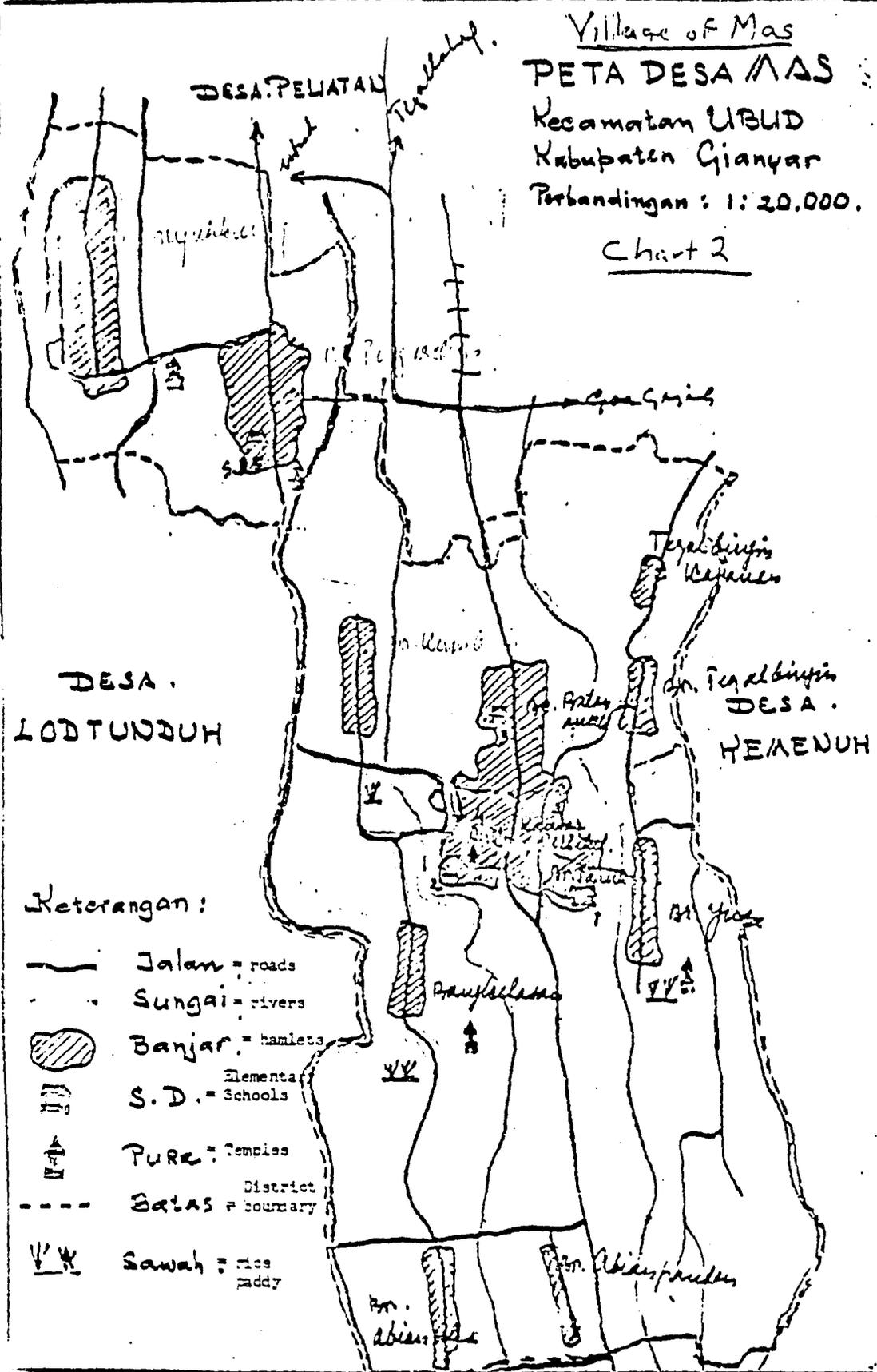
Statistics prepared by Mrs. Endang Murtedjo

TABLE 3

1978 First and Sixth Grade Enrollment as a Proportion of Total Population

District	Population	First Grade		Sixth Grade	
		No.	%	No.	%
1. Glanyar	56,242	2,258	4.02	864	1.54
2. Blahbatu	40,152	1,723	4.29	654	1.38
3. Sukawati	53,019	2,169	4.09	795	1.50
4. Ubud	42,102	1,854	4.40	709	1.21
5. Payangan	32,393	1,324	4.09	510	1.57
6. Tampaksiring	32,279	1,229	3.81	388	1.20
7. Tegallalang	32,712	1,085	3.32	329	1.01
Total	288,899	11,642	4.03	4,249	1.47

Village of Mas
PETA DESA MAS
 Kecamatan UBUD
 Kabupaten Gianyar
 Perbandingan : 1 : 20.000.
Chart 2



- Keterangan :
- Jalan = roads
 - Sungai = rivers
 - Banjar = hamlets
 - S. D. = Schools
 - Pura = Temples
 - Batas = District boundary
 - Sawah = rice paddy

3. Socio-Cultural Factors in Village Life

1. Differences in Social and Administrative Organization

Community organization on Bali looks quite different when one compares administrative views with those of the village residents. For the government or school official, the banjar is the lowest level of government administration. The klian (banjar head) is paid a nominal salary for acting as an agent of the government in his banjar and for keeping certain statistical records required by the government. Selected by the banjar council, a "town meeting" of all male family heads which meets once a Balinese month (35 days) and takes all local decisions by consensus in the style of a Quaker meeting, the klian is seen by the community as one of several trustees of community affairs. It becomes an especially difficult position when the agents of government expect the klian to take energetic action in the promotion of a government-sponsored development project to which one or more members of the community are opposed.

From the village level, the banjar is the basic residential territorial unit composed of anywhere from a dozen to 200 or more households, organized for collective purposes of religion, community welfare, and governmental relations. The banjar usually holds title to the houseplots and assigns them to families. It often is also associated with specific trades as a village specializes in some form of cottage industry or craft or art. Gamelan band instruments, specialized dance costumes, ritual paraphernalia, recreational equipment, and other goods may also be owned by the banjar. Each banjar has some form of communal meeting hall, a roofed raised platform called the bale banjar, in which community meetings, dance and drama performances, informal social or recreational activities, etc. may be carried out. Recently most of the banjars in Gianyar have purchased TV sets for their bale banjar and use it for evening entertainment. Community property is kept in a warehouse at the site of the bale banjar.

Banjars are, however, only one of many localized organizations to which villagers belong. Irrigation societies (subak), for instance, organized around irrigated drainage systems, regulate much of a villager's agricultural pursuits. Other organizations are associated with specific temples, dance and craft and drama groups, credit societies, etc. Each has its own specific leadership and such leadership, including the banjar klian, is not generalized beyond the specific organization. The Balinese believe in a structured separation of power and status not unlike the U.S. Government's separation of legislative, judicial, and executive authority.

Non-agricultural, village improvement projects are a general province of banjar organization. Several banjars are usually grouped to

form a desa-adat (traditional village governed by a specific traditional law or constitution -- adat) in order to support the three temples with which every Balinese must be associated. There are also other patterns of inter-banjar collaboration, as in the support of elementary school construction and maintenance.

Administrative desa (villages) are organized by the kecamatan (district) as an intermediate level of government between the camat (head of the kecamatan) and the banjar. Such desa usually include several desa-adat.

The cultural facts of life in Bali that are important here are that the banjar is not primarily an instrument for the extension of government policy, is not an all-purpose institution or isolated community, and must, therefore, be seen as a group of people who may or may not be willing to get involved with some development scheme. Negotiation, not directives, is required and there must be an expectation that some banjars will practice silent, if not overt, resistance to any project, no matter how well conceived. This will not undermine the current project which seeks to extend the PAMONG model, as long as no expectation is created that there must be 100 percent participation in some given territorial area.

2. Communal Mutual Aid

One underlying principle of Balinese life is that group activity and group labor is preferable to individual effort. While the principle of gotong royong (communal mutual aid) is much stressed by the Government of Indonesia as a basis for national development strategies, it is the traditional strategy for accomplishing community public works in Bali. Individual contributions to community purposes are also recognized. Those bodes well for the PAMONG community learning centers in the recruitment of local skills teachers, tutors, and other forms of support. The only prerequisite is that the people of the banjar come to see PAMONG as a project for community welfare purposes rather than as an extension of government developmental directives.

Banjars tend to have a lively sense of inter-banjar competition in the good works accomplished by gotong royong. It is a point of pride to speak of how one's banjar is strong in the spirit of gotong royong and there did not appear to be much difference between rich or poor banjars in this attitude during the field visits to a cross-section of Gianyar banjars.

3. The Village Economy

The Balinese banjar resident in Gianyar participates in an extremely flexible environment for making a living in which the basic resource is the peasant subsistence economy of wet rice agriculture.

Most families in Gianyar are land-owning farmers, but holdings vary widely. In the desa of Mas there are some landless families, some with less than the 1/4 hectare minimally required to feed a family of five, and some with 60 or more hectares. Some land is share-cropped and patterns of low wage farm labor are developing, especially associated with the introduction of "new rice."

Poor peasants in many Gianyar villages have begun to engage in patterns of migrant labor work groups, moving around Bali with their families to follow the opportunities for work. For older people illiterate in the national language, and without other skills or resources, this is one of the few ways of earning a meagre living. Children of such migrant laboring families find regular elementary school attendance difficult, furnishing one of the causes for early drop-outs or non-attenders.

Gianyar is, however, both the traditional and modern center of a large market for Balinese arts and crafts. A major hard-surfaced road connects many of the villages directly with the heavily concentrated tourist industry in South Bali. Art and craft studios, some obviously providing high incomes to the owners, tend to mask the poverty of most rural villagers from casual visitors. Most villages in the southern, more populous section of Gianyar, are intensively engaged in craft production, including wood-carving, painting, jewelry-making, basketry, mask-carving, weaving, stone-carving, puppet-making etc. Competition for sales is stiff and, for most people, this is only a source of subsidiary income. Few people can afford to make this a full-time occupation.

Other jobs related to the tourist industry are available -- in the marketing of souvenirs operating tourist rooms and restaurants, staging traditional performances of dance, music, and drama, and in regular wage-paying jobs associated with the hotels. These generally require a competency in foreign languages, especially English.

Non-tourist economic opportunity is also associated with the traditional art, craft, music and drama skills as professional groups individually or collectively participate in the elaborately complex ceremonial cycles of Balinese Hinduism. Even poor families will pay up to 500,000 Rp. for an elaborate cremation ceremony -- almost all of which goes back into the local economy for local goods and services. The ceremonial economy is supported by a tradition of kinship and communal support of individual families requiring a particular ceremony, so the poor family does not actually accumulate as much money as is actually paid out -- and many services are donated for religious purposes.

Given the requirements of subsistence, the attractiveness of both traditional and modern consumer goods, and the religious involvement with an elaborate ceremonial complex, Balinese spend both effort and

ingenuity in finding a variety of ways in which to make ends meet. The banjar also acts as a collective welfare organization for those who may be in need of immediate help and has a number of ways of raising necessary money and services.

Children are drawn into the economy at an early age -- not by direction of their parents but in their own desire to participate. Many young people become skilled craftsmen, even before their teen-age years. From selling candy and popsicles on the school playground to their own production of crafts or working for local craftsmen, most children develop an income of their own -- often used to support the expenses of schooling beyond the elementary level.

These patterns of economic activity for children often make regular school attendance difficult, even for elementary school students. For this reason, the flexible attendance possibilities of the PA'ONG community-based learning posts, is especially appropriate in Gianyar.

4. Education, Language, and the Village

Bali has a long tradition of literacy and literature dating back to the 14th and 15th centuries. Written in a difficult sanskrit script, it has been used for a variety of traditional purposes and texts -- songs, poetry, puppeteers scripts, ancient tales, horoscopes, etc. Most people did not study the written language until they were older, often organizing informal study groups of five to ten people in their 40's and 50's who would help each other. The gathering place for such groups was called the pitemaha, an indigenous "learning post." This tradition has provided an attitude of respect for education that has been transferred to the modern schools. In conversations with villagers, school is more often described as an instrument of literacy instruction than as a channel to better economic opportunity, though elementary school completion and continuing secondary education are certainly also seen in this light.

There is a proliferation of formal and informal learning arrangements in traditional arts, crafts, dance, music, and drama -- some of which have also been incorporated in the elementary school program. One boy from Ubud village commutes weekly to Denpasar for English language instruction and plans to continue his learning for the next several years to pick up Italian and French -- suggesting a pattern of modern educational participation outside of the normal school system.

Elementary school graduates tend mostly to go on for secondary schooling, though it is seen locally as an expensive process. Children often have to earn their own school fees. When more children complete their elementary schooling, there will obviously be a heavy demand upon already crowded secondary school facilities. While elementary

school completion qualifies a child for some wage-paying jobs, the usual example cited is the opportunity to enter the Army. Civil service and other desirable wage-paying jobs generally require an even higher level of schooling.

Many of the villagers in Gianjar interviewed in this survey expressed their support for the elementary school in terms of its contribution to the traditional local economy. A literate student makes a better wood-carver or painter because he can read about other places and get ideas for his art, they believe.

Because of these associations, many banjar leaders suggest that support of the elementary school program (and Project PAMONG) is a community welfare activity of the banjar rather than a part of its responsibility for government relations. This bodes well for the banjar support of PAMONG learning posts -- if the staff involved take the time to negotiate with and learn from the people of the banjar. Just as the Ministry of Education and Culture is anxious to find foreign technical assistance personnel who will work with, rather than direct, them -- so, too, are the people of the banjar open to those teachers and educational extension personnel who will exhibit the same traits.

There is a traditional religious and cultural support for education among the people of the banjar. They see *gotong royong* as an appropriate method for supporting the extension of educational opportunity.

5. The Culture of Children

The independence of children in their participation in social, economic, and educational participation in the society comes as something of a shock, following an outsider's realization of the myriad of kinship, banjar, subak, caste, and other social linkages which bind them to the local community. Economic activities, for instance, are usually initiated by the child, not his or her parents. Asked about their expectations for their children's educational careers, parents usually reply that they will support as much as they are able what the child decides to do. If a child decides that motorcycle is more important than continued schooling, the parents feel an obligation to help with that goal.

Thus educational programs must basically appeal to the children if they are going to gain local support. It is not enough to convince the parents and village leaders of the worthiness of a project. One emphasis on the PAMONG model so far has been a concern for student motivation through the provision of skills instruction of intrinsic interest to the students and activities that will mediate the stultifying effects of too much attention to formal learning modules. This is not too difficult since children are basically attracted to school and

education. At the elementary schools children often arrive an hour early for their classes. Even though there are economic opportunities open to them where they can make almost as much as an adult, many of them -- a recently increasing proportion -- continue with their schooling.

Balinese children are also part of a national youth culture and are affected by what one observer called the "crazy behavior" in Jakarta. Television and the other media put them in direct contact with this culture and it affects their aspirations, not always positively from an educational or developmental point of view. The educational system carries a heavy responsibility, therefore, for also transmitting a sense of national social purpose that transcends some of the less desirable aspects of the youth culture.

C. Bali and Mainstream Indonesian Society

Since the extension of Project PAMONG to Gianyar is seen as a national, rather than a local, test of the educational model, it is important to address the question of the extent to which Gianyar is typical of Indonesian society. Is it an appropriate site for such a demonstration project?

Comparing the characteristics of Gianjar presented above with an extensive sample survey of Indonesian rural life conducted by Dr. Ferdinand Okada, there is a surprising similarity of socio-cultural and economic environments, in spite of the differences in ethnic culture and religion. In the Social Soundness Analysis prepared for the Project Paper, "Indonesia - Rural Electrification I," August, 1977, Okada describes the general value placed on group concord and cooperation in village life, the pragmatic attitude towards maintenance of community projects and property, the pragmatic attitude towards things that work or bring profit to the individual, and the positive attitude towards work with no inhibitions about manual labor. This description certainly fits for Bali, too.

One of the major measures of rural poverty (or wealth) in a rice-growing society is the number of persons per hectare of irrigated land. Okada's sample showed a range of 14 to 36 people per hectare in his ten village sample. This is directly comparable to the 15 to 21 people per hectare shown for the districts of Gianyar in Table 1 of this report (after computing the figure for hectares -- 100 hectares = 1 km.²). Gianyar is not the poorest of communities in relation to this indicator but it is well within the range of Indonesian rural experience. Furthermore, there is a range of economic status in Gianyar -- both between districts and within the bangjars and village units.

This comparison leads to the conclusion that Gianyar is an appropriate demonstration site for Project PAMONG.

IV. Beneficiaries

A. Direct Beneficiaries

1. "School-Deprived" Children

The most direct beneficiaries of this project will be those children who will receive more education than they might have gotten under the continuation of present elementary school organization in Gianyar. This will include two groups of beneficiaries -- (1) those who are enabled to complete the STTB school-leaving certificate and are thereby enabled to get employment that would not otherwise be open to them or are able to continue into secondary education and even higher occupational aspirations and (2) those who acquire life-long skills in national language literacy and numeracy through participation in the PAMONG out-of-school program, even though they do not complete the STTB.

As Beeby showed in his national assessment report cited earlier, Indonesian students who complete the equivalent of 4th grade elementary education maintain their literacy and numeracy skills equally to those who complete six years of elementary education. While this runs counter to some international assumptions about the years of schooling required to maintain literacy in the adult years, where a six-year education is assumed to be necessary, the prevalence of national language materials in the society and the pervasiveness of mass education combined with the motivations of individuals to maintain their literacy skills provides a supportive environment for the use and extension of literacy.

This latter group represents the achievement of what many Indonesian adults feel about the purposes of schooling for their children. They want their children to have the skills necessary for survival in an extensive and increasingly impersonal national economy. As they replied to National Assessment interviewers, they said that they send their children to school 'so that they won't be cheated.'

For the first group of children who will complete the STTB through participation in this project, the major effect will be to certify them for admission to junior high school (SMP). Most sixth grade graduates now go on for further education and the expectation is established in Bali that this is an appropriate goal. Those who monitor Project PAMONG in Bali will need, of course, to be sensitive to the effect that the project has on competition to enter the SMP. It is easy to predict that the number of certified elementary school graduates will increase more quickly than the number of seats available in SMP schools.

While some elementary school graduates may seek employment based on that qualification, it is doubtful that many will be hired on that basis alone. Parents and children in Gianyar will not be overly concerned

about this. They support the extension of mass elementary education on the basis of what it will do cognitively for the children. From parents, community leaders, and local government officials, one hears such statements as, "Literate wood-carvers make better carvers." One successful painter said, "If they can read, they will get more ideas for their painting. They can read about art in other parts of the world" These are not unrealistic expectations as has been shown by the renaissance in Balinese painting that started in the 1930's and continues unabated today. The ideas and styles of European painters to whom the Balinese were exposed led them to create several new, but distinctively Balinese styles of painting.

The major reasons for dropping out of school identified by the Solo PAMONG research staff in Solo and Bali include: (1) the direct costs of school attendance, even with the elimination of school fees this year, (2) the time and regular attendance of kids required by the conventional school system, and (3) the inconvenience of schools that are located too far from their homes by routes that occasionally are impassable at times of heavy rains. Beeby's national assessment also suggested that,

A common pattern is for the child to be temporarily withdrawn from school at harvest time, only to find on his return that he is too far behind the class to be able to follow the teaching. The average Indonesian classroom is not organized to give individual attention to these children, so that after one or two discouraging experiences, the child drops out permanently, probably with no taste for formal learning. (p.171)

Those children who drop out of school, or never enroll, for the above reasons are almost exclusively the children of the rural poor. Given the patterns of extended kinship and banjar cooperation, they, their parents, and their community stand to benefit if they can be provided an elementary education that is not dependent on the regular patterns of elementary schooling.

One particular group of "school-deprived" children are those who come from isolated banjars -- in Gianyar they are the ones who live in the northern part of the county. These are the children who find it especially difficult to get to school -- where both poverty and isolation work against their participation in school. In one such banjar visited, there were only two adults who were literate in bahasa Indonesia. Both were young junior high school graduates and one was designated as the official klian for dealing with the government officials and such visitors as the consultant responsible for this analysis. According to the klian, the banjar is definitely interested in education for their children and is especially happy

that a new elementary school has been built only 2 km. distant from the banjar. One would presume, however, that there is a large potential clientele for a community learning post of children 10 years of age or older who have never had the opportunity to enroll in school that their younger siblings now receive.

Even in one banjar not so isolated, the elementary school teacher interviewed indicated that she knew of children who were still not enrolling in school because they were "too poor" or already "too old."

2. School Children Enrolled in the Experimental Schools

A second group of children who will benefit from Project PAMONG are those who are, or will be, enrolled in those elementary schools that are to be designated as community learning centers in the extension of Project PAMONG proposed. They would receive an elementary education in any case, but they will receive two advantages: (1) they will participate in the extra motivation that usually is associated with experimental school projects -- the Hawthorne effect in school learning, and (2) they will receive the additional community-based skill training and educational enrichment efforts that are a part of the PAMONG model of schooling.

3. The Banjar Communities

Those communities in which Banjar-based learning posts are successfully negotiated and established by the PAMONG staff will benefit in several ways. In the first place, their children in the PAMONG program will be exposed to one more model of communal mutual aid (gotong royong) as they are selected to participate with their fellow students as tutors and programmed teachers. In this way, the individual alienation and competition that often accompanies conventional models of schooling will be reduced.

Residents of the banjar will also be able to see the banjar learning posts as extensions of the banjar responsibility for community welfare -- provided the posts are not established by government directive. In the latter case, the effects will be negative and disillusioning to both the community residents and the educators committed to the PAMONG educational model.

4. Local Educational Staff

Local educational staff -- teachers, supervisors, and administrators -- also stand to benefit from this project if they, too, are treated as potential colleagues in the establishment of the new patterns of education. The training that they receive and the moral support they are offered will be crucial to the larger success of

the project. An explicit goal of increasing educational clientele will not be such a threat if they are provided with the support services envisioned in this proposal.

It should also be pointed out that one of the major channels available to women in Indonesia for social mobility is the teaching profession. Those female teachers who receive advanced education and training in this project stand to receive a very direct benefit from it. They should, of course, be encouraged to upgrade their professional standing. There are already several female principals in the project area and this training might help them to move up into supervisory positions as well as help other female teachers to move into administration.

5. National Educational Staff

The proposal calls for advanced training at the M.A. and Ph.D. level for several people associated with this project. It is assumed that wherever such people are recruited, they will become important in the extension of educational research and development envisaged by the SP3K. Already several people associated with the early PAMONG projects have been advanced professionally and have been designated for this level of advanced professional training. It should be acknowledged that such people identified for further training in this extension of the PAMONG model will also be direct beneficiaries of the project.

6. Government of Indonesia Educational and Civil Administration

From the scarce resources of finance and human talent already committed to Project PAMONG by the government agencies of civil and educational administration, it is clear that the administrators see their agencies as direct beneficiaries of this project. Social soundness analysis would suggest, therefore, that we include the agencies as potential direct beneficiaries of the project proposed.

It is clear, for instance, the SP3K and its Innotek section see the possibility for direct benefits from the project in meeting their assignments to provide innovative patterns for the achievement of universal elementary education. More specifically they see the project as a way of testing the implementation strategy of a model to which they have been committed for several years and with which they have already had some localized success. It is their own model of educational service in which they have the pride of authorship -- it is not a foreign model in which they do not stand to lose much if it is unsuccessful.

At the provincial and kabupaten level, there is even a more direct commitment to the project. The bupati of Gianyar has already committed himself politically and financially to the extension of PAMONG as a developmental model of educational improvement for his kabupaten.

For him, the project is not an experiment. Whatever the extent and duration of outside support received, he counts the training of local educational staff and the educational benefits received by local children who would not otherwise have received equivalent levels of elementary schooling a direct benefit to his community. It should also be pointed out that he is not just an interchangeable official of the national civil service system — he is also a native of Gianyar who carries a permanent obligation to the people of his kabupaten. This makes his commitment to the project even more impressive.

B. Indirect Beneficiaries

1. Communities and Children to Whom PAMONG Model May be Extended in the Future

The most explicit target of indirect beneficiaries recognized by the supporters of this project are the children and communities who might be exposed to similar programs in the future, based on the implementation strategies that will be developed in Gianyar. At this time, it is impossible to predict the extent of this impact. The officials of BP3K anticipate the extension of PAMONG to targeted groups and do not see it as a universal model for Indonesian schooling. This appears to be a more realistic expectation than that held by those who perceive it as a national replacement for conventional models of elementary schooling.

2. Other Agencies and Organizations Associated with PAMONG

Another set of indirect beneficiaries of this project are the people and organizations who have been publicly associated with the development of the PAMONG model. SEAMEO, the INMOTEC Regional Center in the Philippines, the PAMONG Research and Development Staff of the University of Surakarta, and the donor agencies associated with support of previous PAMONG projects all stand to benefit indirectly from this project as their past commitments and professional endeavors are justified by a commitment to further extension of the educational model with which they have been connected.

3. Indonesian Printers

A final indirect beneficiary consists of those commercial corporations that stand to benefit from the large amounts of money budgeted for the printing and production of large quantities of programmed learning and teaching modules. It is not clear whether this will be done through firms in Bali, elsewhere in Indonesia, or through some kind of non-commercial publishing venture.

V. Social Consequences

Three major social consequences of this project that appear feasible at this time, but which must be monitored and evaluated if the project is undertaken, include:

1. The expansion of elementary educational opportunity in Gianyar Kabupaten. It is a basic premise of the project design, and a conclusion of this social soundness analysis, that more children will complete more years of elementary education in Gianyar with the implementation of this project.

2. The development and testing of an implementation strategy for PAMONG which promises to assist the Ministry of Education and Culture in meeting the national goal of elementary educational equity for all Indonesian children.

3. The demonstration of community-based mutual assistance as a model for future educational efforts. The emphasis on autonomous community voluntary activities for collective purposes that exists in the banjars of Bali provides an exemplary model of gotong royong. It is most appropriate for the future dissemination of the PAMONG model that the communities chosen for this project have such a tradition. It is the optimistic expectation of this analysis that effective ways will be found by project staff to mobilize the spirit of banjar gotong royong for the implementation of this project. The demonstration effect of this project will be much enhanced by this possibility.

VI. Follow-On Contacts

A. Dissemination Strategy in Working With Banjars

Community acceptance and active support of banjar-centered educational activities are crucial to the successful implementation of Project PAMONG in Gianyar. Official governmental directives to the government-recognized banjar leaders will do little to achieve this support. Peasant societies around the world have long developed strategies of subtle resistance to governmental directives for actions to which they are not locally and personally committed.

While the project planners talk of acceptance campaigns, the project staff will have to use their native human skills (1) to listen to what banjar citizens know and feel about the purposes and practices and goals of elementary education, (2) to learn to communicate openly their own aspirations and beliefs about the educational model with which they are dealing, and (3) to negotiate with the people of the banjar those collaborative actions in support of PAMONG with which both sides are comfortable. Just as PAMONG represents a new strategy

for achieving elementary education, the supervisors and learning consultants in direct contact with the banjar community will have to develop new strategies for collaboration requiring individualistic adaptations to each group and setting. It may mean the truly localized adaptation of the PAMONG model, picking and choosing the elements with which the community and the consultant can work together. Just as the demonstrations of PAMONG in Solo and Malang have involved local adaptation, so, too, must this be expected in Gianyar and in the individual villages and banjars. In order to get the trust of the villagers in this project, the staff, in turn, must trust and respect the insights of the villagers. (See Ward Goodenough, Cooperation in Change, Russel Sage, 1963, for a theoretical model appropriate to these efforts.) Local initiatives and experimentation must be expected in even those patterns that have become sacred to the developers of PAMONG. Community acceptance cannot be programmed or modularized.

The cost-benefit calculations of the villagers which they will use to assess this project and make decisions about their levels of support will necessarily be different from those of the educational planners. They are, nevertheless, equally real and crucial to the process of generating co-operative actions in support of the PAMONG educational program.

9. Concern for Further Educational Opportunity

The expansion of elementary educational completion to which this project is directed will necessarily lead to the expansion of those aspiring to secondary education. It is important that the project not be separated from a concern for planning how these aspirations will be dealt with.

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

Name of Country : Indonesia
Name of Project : Self-Instructional Learning Supplies
Project Number : 497 - 0280

Pursuant to Part I, Chapter 1, Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to Indonesia (the "Cooperating Country") of not to exceed Three Million United States Dollars (\$3,000,000) the ("Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described below. The project (hereinafter referred to as the "Project") is to test and further develop an existing learning system which utilizes self-instructional materials (and learning resources within the community) designed for learning which normally takes place at the elementary school level but which can be used with both in-school and out-of-school learners. The project will provide technical advisory services, training, and assistance for the printing and revision of learning modules.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A. L. D. regulations and Delegations of Authority subject to the following essential terms and covenants and major conditions; together with such other terms and conditions as A. L. D. may deem appropriate:

a. Source and Origin of Goods and Services

Except for Ocean Shipping, goods and services financed by A. L. D. under the project shall have their source and origin in the Cooperating Country or in the United States, except as A. L. D. may otherwise agree in writing. Ocean Shipping financed under the Grant shall be procured according to current A.L.D. regulations.

Signature: _____

INITIAL ENVIRONMENTAL EXAMINATION

Project Location : Indonesia

Project Title : Self-Instructional Learning System

Funding : \$ 3 million

Life of Project : FY 79 - FY 82

IEE Prepared by : USAID/Indonesia

Environmental Action Recommended : Negative Determination

Mission Director's Concurrence

Walter G. Bollinger

Walter G. Bollinger
Deputy Director

Date 10/5/78

Assistant Administrator's Decision:
Threshold Decision by the AA/ASIA
(Approval/Disapproval of Negative
Determination recommended on
next page of IEE)

Approved: _____

Disapproved: _____

Date: _____

V. Initial Environmental Examination

1. Examination of Nature Scope and Magnitude of Environmental Import.

A. Project Description

This project is to establish a prototype self-instructional learning system in Kabupaten Gianyar, Bali. Self-Instructional modules, programmed teaching and learning posts for out-of-school children are the main elements of the project.

B. Identification and Evaluation of Environmental Imports

This project by its nature will have little to no impact on environment since it is concerned with education (in-school and out-of-school), training and technical assistance and development of an alternative educational system.

2. Recommendation for Environmental Action

For the reasons stated above, this project will not have a significant effect on the human environment. Therefore, an environmental assessment or impact statement will not be required and a negative determination is recommended.

Subject: Determination that A. L. D. will Contract Directly for
Consultant Services: Self-Instructional Learning System.

Summary

In accordance with the provisions of Section III of the attachment to AIDTO Circular A-564 dated 9/29/76, and on the basis of the exceptional circumstances described in the following paragraphs, it is recommended that consultant services for the Self-Instructional Learning System project be procured under an A. L. D. Direct Contract. The exceptional services are as follows:

1. Overall administration and management of the project will rest with the Innovation and Technology unit of the Planning and Research Division (BP3K) in the Ministry of Education and Culture. The Ministry of Education does not have a contracting section and this unit of BP3K has never been involved in large scale contracting with a foreign entity and does not have the administrative capability to manage a contract of the nature proposed for this project.
2. We propose that the contractor be selected on the basis of competitive selection criteria. Thus, while we do not know who the contractor will be, it is likely that the most suitable type of an institution would be a U.S. university. Many U.S. universities do not have the authority to contract with foreign governments. It is also possible that a non-profit organization would be selected.
3. Host country contracting is usually much slower than A. L. D. direct contracting, particularly when the host country contracting entity has no experience with A. L. D. -funded contracts. In order to prepare candidates for long-term training to begin in the Spring of 1979, it is essential that the contractor be selected and on board by early 1979.

Recommendation

On the basis of the foregoing, it is recommended that you determine hereby that A. L. D. will contract directly for the procurement of consultant services for subject project, and that the exceptional circumstances cited together with your determination, be incorporated in the Project Paper.

Approved: Walter B. Blyden
Disapproved: _____

Clearances: CEGreen, HR CB
R. COHEN, PRO RC
AB. EVANS, CME AE

UNITED STATES GOVERNMENT

Memorandum

TO : Distribution

DATE: July 20, 1979

FROM : ASIA/PD/EA, R. J. Asselin

SUBJECT: INDONESIA -
A.I.D. Project No. 497-0280
Project Grant Agreement
Self-Instructional Learning System

Copy of subject document is attached for your information and files.

Distribution:

FM/LD:Arthur Smith

FM/BFD:JO'Neill

FM/FCD:DBaker

ASIA/ISPA:HPetrequin, BDupuis, DEfredrick (1 copy)

GC/ASIA:HMorris

DS/DIU (2) Copy 1



PROJECT
GRANT AGREEMENT
BETWEEN
THE REPUBLIC OF INDONESIA
and the
UNITED STATES OF AMERICA
for
SELF-INSTRUCTIONAL LEARNING SYSTEM

Chl.	: 90084
Sub-Obl.	:
Approp.	: 72-1191021
Allot.	: 945-50-497-0069-91
Project	: 0280
Obj. Cl.	: 259/410

FUNDS RESERVED
PER <i>Horace W. Hunt</i>
DATE 6/6/79

Administrative Reservation

Date: June 28, 1979.

SELF-INSTRUCTIONAL LEARNING SYSTEM
Project Grant Agreement

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PROJECT GRANT AGREEMENT

Dated: June 28, 1979

Between THE REPUBLIC OF INDONESIA ("Grantee") and
THE UNITED STATES OF AMERICA, acting through the Agency for
International Development ("A.I.D.").

Article 1: The Agreement

The purpose of this Agreement is to set out the understandings of the parties named above ("Parties") with respect to the undertaking by the Grantee of the Project described below, and with respect to the financing of the Project by the Parties.

Article 2: The Project

SECTION 2.1. Definition of Project. The Project, which is further described in Annex 1, is designed to test and further develop and evaluate the existing prototype of the PAMONG learning system which, besides other learning modes and materials, utilizes self-instructional learning materials, programmed teaching and learning resources within the community. The system is designed to provide primary education, i.e. the curriculum of the primary school, both to the in-school and to the out-of-school learners.

Annex 1, attached, which forms a part of this agreement, amplifies the above definition of the Project. Within the limits of the above definition of the Project, elements of the amplified description stated in Annex 1 may be changed by written agreement of the authorized representatives of the Parties named in Section 8.2. without formal amendment of this Agreement.

SECTION 2.2. Incremental Nature of Project.

(a) A.I.D.'s contribution to the Project will be provided in increments, the initial one being made available in accordance with Section 3.1. of this Agreement. Subsequent increments will be subject to availability of funds to A.I.D. for this purpose, and to the mutual agreement of the Parties, at the time of a subsequent increment, to proceed.

(b) Within the overall Project Assistance Completion Date stated in this Agreement, A.I.D., based upon consultation with the Grantee, may specify in Project Implementation Letters appropriate time periods for the utilization of funds granted by A.I.D. under an individual increment of assistance.

Article 3: Financing

SECTION 3.1. The Grant. To assist the Grantee to meet the costs of carrying out the Project, A.I.D., pursuant to the Foreign Assistance Act of 1961, as amended, agrees to ~~grant~~ the Grantee under the terms of this Agreement not to exceed one million three hundred twenty-five thousand United States Dollars (\$1,325,000) "Grant".

The Grant may be used to finance foreign exchange costs, as defined in Section 6.1., and local currency costs, as defined in Section 6.2., of goods and services required for the Project.

SECTION 3.2. Grantee Resources for the Project

(a) The Grantee agrees to provide or cause to be provided for the Project all funds, in addition to the Grant, and all other resources

required to carry out the Project effectively and in a timely manner. The Government of Indonesia agrees that its funding will be provided on a timely basis.

(b) The resources provided by Grantee for the Project under this Grant Agreement will be not less than the equivalent of seven hundred thousand United States Dollars (\$700,000), including costs borne on an "in-kind" basis.

SECTION 3.3. Project Assistance Completion Date

(a) The "Project Assistance Completion Date" (PACD), which is September 30, 1984 or such other date as the Parties may agree to in writing, is the date by which the Parties estimate that all services financed under the Grant will have been performed and all goods financed under the Grant will have been furnished for the Project as contemplated in this Agreement.

(b) Except as A.I.D. may otherwise agree in writing, A.I.D. will not issue or approve documentation which would authorize disbursement of the Grant for services performed subsequent to the PACD or for goods furnished for the Project, as contemplated in this Agreement, subsequent to the PACD.

(c) Requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters are to be received by A.I.D. or any bank described in Section 7.1. no later than nine (9) months following the PACD, or such other period as A.I.D. agrees to in writing. After such period, A.I.D., giving notice in writing to the Grantee, may at any time or times reduce

the amount of the Grant by all or any part thereof for which requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters, were not received before the expiration of said period.

Article 4: Conditions Precedent to Disbursement

SECTION 4.1. First Disbursement. Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D. a statement of the name of the person holding or acting in the office of the Grantee specified in Section 8.2. and of any additional representatives, together with a specimen signature of each person specified in such statement.

SECTION 4.2. Notification. When A.I.D. has determined that the condition precedent specified in Section 4.1. has been met, it will promptly notify the Grantee.

SECTION 4.3. Terminal Dates for Conditions Precedent. If the condition specified in Section 4.1. has not been met within 90 days from the date of this Agreement, or such later date as A.I.D. may agree to in writing, A.I.D., at its option, may terminate this Agreement by written notice to Grantee.

Article 5: Special Covenants

SECTION 5.1. Project Evaluation. The Parties agree to establish an evaluation program as part of the Project. Except as the Parties

otherwise agree in writing, the program will include, during the implementation of the Project at one or more points thereafter:

- (a) evaluation of progress toward attainment of the objectives of the Project;
- (b) identification and evaluation of problem areas or constraints which may inhibit such attainment;
- (c) assessment of how such information may be used to help overcome such problems; and
- (d) evaluation, to the degree feasible, of the overall development impact of the Project.

Article 6: Procurement Source

SECTION 6.1. Foreign Exchange Costs. Disbursements pursuant to Section 7.1. will be used exclusively to finance the costs of goods and services required for the Project having their source and origin in the United States (code 000 of the A.I.D. Geographic Codebook as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as A.I.D. may otherwise agree in writing, and except as provided in the Project Grant Standard Provisions Annex, Section C.1. (b) with respect to marine insurance.

SECTION 6.2. Local Currency Costs. Disbursements pursuant to Section 7.2. will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as A.I.D. may otherwise agree in writing, their origin in Indonesia.

Article 7: Disbursement

SECTION 7.1. Disbursement for Foreign Exchange Costs

(a) After satisfaction of the conditions precedent, the Grantee may obtain disbursements of funds under the Grant for the Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of this Agreement, by such of the following methods as may be mutually agreed upon:

(1) by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters,
(A) requests for reimbursement for such goods or services, or,
(B) requests for A.I.D. to procure commodities or services in Grantee's behalf for the Project; or,

(2) by requesting A.I.D. to issue Letters of Commitment for specified amounts directly to one or more contractors or suppliers, committing A.I.D. to pay such contractors or suppliers for such goods or services.

Banking charges incurred by Grantee in connection with Letters of Commitment (and Letters of Credit) will be financed under the Grant unless Grantee instructs A.I.D. to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

SECTION 7.2. Disbursement for Local Currency Costs. After satisfaction of the conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Project in accordance with the terms of this Agreement, by submitting to A.I.D., with necessary supporting documentation as

prescribed in Project Implementation Letters, requests to finance such costs. These disbursements may be made by A.I.D. at A.I.D.'s option:

- (1) in U.S. dollars equivalent to the local currency cost, or
- (2) in local currency acquired by A.I.D. by purchase or from local currency already owned by the U.S. Government.

SECTION 7.3. Other Form of Disbursement. Disbursements of the Grant may also be made through such other means as the Parties may agree to in writing.

SECTION 7.4. Rate of Exchange. If funds provided under the Grant are introduced into Indonesia by A.I.D. or any public or private agency for purposes of carrying out obligations of A.I.D. hereunder, the Grantee will make such arrangements as may be necessary so that such funds may be converted into currency of Indonesia at the highest rate of exchange which, at the time the conversion is made, is not unlawful in Indonesia.

Article 8: Miscellaneous

SECTION 8.1. Communications. Any notice, requests, document, or other communication submitted by either Party to the other under this Agreement will be in writing or by telegram or cable, and will be deemed duly given or sent when delivered to such party at the following address:

To the Grantee:

Mail Address: Ketua Badan Pengembangan Penelitian Pendidikan
dan Kebudayaan (BP3K)

Departemen Pendidikan dan Kebudayaan

Jl. Pintu I, Senayan

Jakarta, Indonesia

to A.I.D.:

Mail Address: United States Agency for International
Development

American Embassy

Jl. Merdeka Selatan No.5

Jakarta, Indonesia

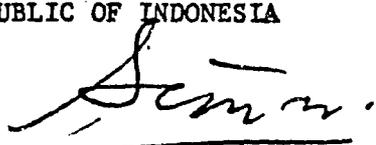
Alternate address for telegrams: USAID AMEMB Jakarta

SECTION 8.2. Representatives. For all purposes relevant to this Agreement, the Grantee will be represented by the individuals holding or acting in the office of the Chairman, Office of Educational Research and Development, Ministry of Education and Culture, and A.I.D. will be represented by the individual holding or acting in the office of Mission Director, USAID Mission to Indonesia, each of whom, by written notice, may designate additional representatives for all purposes other than exercising the power under Section 2.1. to revise elements of the amplified description in Annex 1. The names of the representatives of the Grantee, with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instruments signed by such representatives in implementation of this Agreement, until receipt of written notice of revocation of their authority.

SECTION 8.3. Standard Provisions Annex. A "Project Grant Standard Provisions Annex" (Annex 2) is attached to and forms part of this Agreement.

IN WITNESS WHEREOF, the Grantee and the United States of America,
each acting through its duly authorized representative, have caused
this Agreement to be signed in their names and delivered as of the
day and year first above written.

REPUBLIC OF INDONESIA

By: 

Dr. Setijadi
Chairman, BP3K

UNITED STATES OF AMERICA

By: 

Thomas C. Niblock
Director
USAID/Indonesia

SELF-INSTRUCTIONAL LEARNING SYSTEM

(Project # 497 - 0280)

Amplified Project Description

This project is an outgrowth of the present PAMONG experimentation being conducted by the Government of Indonesia in Central Java, in Bali and in Central Kalimantan. The aim is to develop an alternative method to implement universal primary education. The project will utilize an alternative delivery system to deliver the primary school curriculum especially to disadvantaged learners, i.e. clientele in the geographical settings with sparse population, and to primary school dropouts with socio-economic factors as the primary reason for leaving school. Reaching disadvantaged primary school children and reaching out-of-school learners represent an attack on major obstacles to universal primary education in Indonesia.

The purpose of the project is to strengthen the experimentation and to further develop and to test the prototype of the PAMONG system in a larger operational setting which encompasses both in-school and out-of-school learners. The foci will be upon the out-of-school learners, i.e. the dropouts who are interested in obtaining the primary school certificate (STTB), and the primary school clientele in sparsely populated areas. The overall sectoral goal to which the above project purpose is directed is the provision of adequate and effective learning opportunities for all Indonesians who want to learn, at a cost commensurate with available resources, thereby contributing to the improvement of the quality of life of the population residing in the rural areas.

The project will consist of technical assistance, training, printing, commodities, and other activities to further develop and evaluate the existing prototype of the PAMONG learning system which, besides other learning modes and materials, utilizes self-instructional learning materials, programmed teaching and learning resources within the community. The system is designed to provide primary education, i.e. the curriculum of the primary school, both to the in-school and to the out-of-school learners.

The objectives of the project are to produce a set of outputs: (i) operational description of the PAMONG system and the basis of its theory and principles, (ii) a set of learning materials of the PAMONG system, (iii) a set of manuals to implement and to operate the PAMONG system, (iv) a set of drafts of the rules and regulations to be proposed to the decision maker to integrate the PAMONG system into the Primary School system, (v) evaluation report on the effectiveness

of the PAMONG system, (vi) a number of cadre of personnel trained to implement the PAMONG system, (vii) operational Community Learning Centers including learning posts established in the pilot sites, (viii) a number of experts on PAMONG system to assist in the dissemination of the system, i.e. the institutional capability at Sebelas Maret University of Surakarta to provide technical assistance for PAMONG system development and dissemination, and (ix) a proposed plan for PAMONG dissemination. There are three major sites for the operation of the project: Bali, Central Kalimantan and Solo.

The project operation in Bali will be in the district of Gianyar. The present PAMONG experimentation in Bali is being conducted in the village of Mas, sub-district Ubud of that district. In Central Java the experimentation is being conducted at Solo. The project will capitalized on the progress and the experience of the experimentation in Mas and in Solo. The set of specific questions to be answered by the project operation in Bali are: What is the complete pattern of teaching and learning in the PAMONG system. What parts of the learning materials are programmed, what parts are modularized, and what parts are non-programmed and non-modularized? What should be the instrument to assess the entry behavior of the student? What is the pattern of the student activities in learning? What materials should be developed to provide for remedial teaching? What is the pattern of activities of the tutors and the trainers? How to identify, select and train the tutors and the trainers? What are the duties and responsibilities of the Instructional Supervisors? What is the best storage and retrieval system for the learning materials? What should be the procedure to monitor and to assess the student progress? What recording system should be maintain in PAMONG system? What should be the final exam? What should be the overall administrative processes of the PAMONG system?; How to integrate the PAMONG prototype into the Primary School System? What adjustments should be made in the present rules and regulations. How to ensure that all the primary school clientele concerned in the district of Gianyar learn the primary school curriculum through the PAMONG system. What are the ways or how to develop the social participation required to operate the PAMONG system? What to do in order that the parents will motivate their children to learn the primary school curriculum? What to do in order that the community will assist in the provision of learning post? What should be undertaken so that the skilled people in the community will assist in the learning of the clientele?; What are the ways to minimize the cost for the operation of the PAMONG system?

One U.S. expert will be posted in Bali. His or her primary responsibility is to assist the operation of the project in Bali/Gianyar so that positive answers to those questions could be found and documented. He or she should have the following expertise: (a) education administration, (b) community resource mobilization for education, (c) self-instructional learning system and materials,

(d) peer group learning, and (e) programmed instruction. He or she should have the capability to communicate effectively and smoothly with the education administrators, the teachers and the community leaders.

The operation in Central Kalimantan is to test the operational feasibility of using the PAMONG system as a mean for combining grade levels of the ordinary primary school to develop a model of the small school. The areas concerned represent areas which are sparsely populated and geographically disadvantaged. There are a couple of basic problems of schools in such type of area. First is the problem of few pupils, so that many grade levels constitute 10 pupils or less. Second, the difficulty to provide or assign teachers to teach in such type of school as the geographical setting is often so remote and disadvantage in respect to housing, social setting and communication. Ten schools are planned to be used for this phase of the project.

Besides continuing the PAMONG experimentation in Solo itself, the operation in Solo will be directed to assist UNS (Universitas Negeri Surakarta) Sebelas Maret to carry out activities to achieve the purpose and the outputs of this project. UNS Sebelas Maret activities is to assist BP3K in giving guidance and performing supervision, monitoring and evaluation of the project's operation in Bali, Kalimantan and Solo. This will include: (i) preparing the project sites, (ii) the provision of training for the project personnel, (iii) the development and the provision of ~~learning~~ materials (Self-instructional learning modules and programmed teaching and guides and manuals) developed at Solo under PAMONG will be employed in this project with whatever supplements and modifications appropriate to and needed by the condition in the projects sites, (iv) guidance on the operations in the project sites both educationally and administratively, (v) monitoring and recording of all project activities, problems, progress and achievements, (vi) conducting back up studies to sustain the system, (vii) evaluation of the PAMONG system, (viii) providing complete, technical and operational description of the system, (ix) preparing manuals and training materials for dissemination of the system, and (x) planning for PAMONG system dissemination. One U.S. expert will be posted in Solo to assist UNS Sebelas Maret to carry out those activities effectively and efficiently. One of his major responsibilities will be to train the university personnel to perform their functions and to carry out those activities successfully. These experts must have the following expertise: (a) Development Research, (b) Evaluation, (c) Cost Benefit Analysis and (d) Training.

Training is one key component in this project. This will consist of in-country training and training abroad, both non-degree and degree training. Non-degree in-country training will be integrated with the activities of the project and will be both training by doing and on-the-job-training. The trainees will be all key officers, teachers and administrators who constitute the manpower requirement to implement

the PAMONG system. The grant to this project will provide a budget for degree training in USA for 4 MA's and 2 Ph.D's. Budget provision for other degree training both abroad and in-country will be secured by the Government of Indonesia.

This is a five-year project with an estimated termination date of September 1984. The INNOTECH Office within the Department of Research and Evaluation (BP3K), Ministry of Education and Culture is responsible for implementation of the project. The GOI will contract, with USAID/I concurrence, with cooperating Indonesian institutions such as Sebelas Maret University to provide up to ten (10) professionals for continuous project evaluation; up to sixteen (16) technical personnel for module revision and module development; various field staff for training of instructional supervisions, data collection, community relations.

A contract with a U.S. institution or firm for technical assistance is expected to be signed directly by USAID on behalf of and with the concurrence of the GOI. Two long-term experts for 3 years each plus 24 months of short-term experts will be provided under the contract. The USAID will provide housing, furnishings and utilities for the experts and the GOI will purchase the project vehicles (7) and motor bikes (32).

Financial Plan

The U.S. dollar resources available for this project in FY-79 is \$1,325,000 in grant funds. Subject to the availability of funds the U.S. grant contribution for life of the project will total \$3,000,000. The estimated financial plan is attached. The plan is approximate and revision of up to 25 percent in any line item can be made without formal revision.

The Government of Indonesia contribution will total \$700,000 in FY-79. Subject to USAID future funding the GOI contribution will total at least \$2,100,000 some of which will be "in-kind in the form of office space, learning posts, etc."

Projection of Expenditures
Initial Funds
(US\$ 000)

Fiscal Year 1979	AID Grant		GOI	Total
	FX	LC		
Technical Assistance	540	217		757
Local Personnel (UNS)		80		80
GOI Implementation Unit & Support			100	100
Training:				
a. U.S.	30			30
b. In-country - Project staff			40	40
- Instr. Supervisor			170	170
- Seminars			60	60
Commodities			170	170
Printing		300		300
Other Costs		58	100	158
Contingency	50	50	60	160
Total	620	705	700	2,025
	1,325			

Life of Project

All Years	AID Grant		GOI	Total
	FX	LC		
Technical Assistance	595	300		895
Local Personnel (UNS)		330		330
GOI Implementation Unit & Support			410	410
Training:				
a. U.S.	245			245
b. In-country - Project Staff			115	115
- Instr. Supervisor			510	510
- Seminars			175	175
Commodities			170	170
Printing		1,050	30	1,080
Other Costs	85	100	500	685
Contingency	200	95	190	485
Total	1,125	1,875	2,100	5,100
	3,000			

Project Grant Standard

Provisions Annex

Definitions: As used in this Annex, the "Agreement" refers to the Project Grant Agreement to which this Annex is attached and of which this Annex forms a part. Terms used in this Annex have the same meaning or reference as in the Agreement.

Article A: Project Implementation Letters

To assist Grantee in the implementation of the Project, A.I.D., from time to time, will issue Project Implementation Letters that will furnish additional information about matters stated in this Agreement. The parties may also use jointly agreed-upon Project Implementation Letters to confirm and record their mutual understanding on aspects of the implementation of this Agreement. Project Implementation Letters will not be used to amend the text of the Agreement, but can be used to record revisions or exceptions which are permitted by the Agreement, including the revision of elements of the amplified description of the Project in Annex 1.

Article B: General Covenants

SECTION B.1. Consultation. The Parties will cooperate to assure that the purpose of this Agreement will be accomplished. To this end, the Parties, at the request of either, will exchange views on the progress of the Project, the performance of obligations under this Agreement, the performance of any consultants, contractors, or suppliers engaged on the Project, and other matters relating to the Project.

SECTION B.2. Execution of Project. The Grantee will:

(a) carry out the Project or cause it to be carried out with due diligence and efficiency, in conformity with sound technical, financial, and management practices, and in conformity with those documents, plans, specifications, contracts, schedules or other arrangements, and with any modifications therein, approved by A.I.D. pursuant to this Agreement; and

(b) provide qualified and experienced management for, and train such staff as may be appropriate for the maintenance and operation of the Project, and, as applicable for continuing activities, cause the Project to be operated and maintained in such manner as to assure the continuing and successful achievement of the purposes of the Project.

Article B: General Covenants (Continued)

SECTION B.3. Utilization of Goods and Services.

(a) Any resources financed under the Grant will, unless otherwise agreed in writing by A.I.D., be devoted to the Project until the completion of the Project, and thereafter will be used so as to further the objectives sought in carrying out the Project.

(b) Goods or services financed under the Grant, except as A.I.D. may otherwise agree in writing, will not be used to promote or assist a foreign aid project or activity associated with or financed by a country not included in Code 935 of the A.I.D. Geographic Code Book as in effect at the time of such use. [See HB 18.]

SECTION B.4. Taxation.

(a) This Agreement and the Grant will be free from any taxation or fees imposed under laws in effect in the territory of the Grantee.

(b) To the extent that (1) any contractor, including any consulting firm, any personnel of such contractor financed under the Grant, and any property or transaction relating to such contracts and (2) any commodity procurement transaction financed under the Grant, are not exempt from identifiable taxes, tariffs, duties or other levies imposed under laws in effect in the territory of the Grantee, the Grantee will, as and to the extent provided in and pursuant to Project Implementation Letters, pay or reimburse the same with funds other than those provided under the Grant.

SECTION B.5. Reports, Records, Inspections, Audit.

The Grantee will:

(a) furnish A.I.D. such information and reports relating to the Project and to this Agreement as A.I.D. may reasonably request;

(b) maintain or cause to be maintained, in accordance with generally accepted accounting principles and practices consistently applied, books and records relating to the Project and to this Agreement, adequate to show, without limitation, the receipt and use of goods and services acquired under the Grant. Such books and records will be audited regularly, in accordance with generally accepted auditing standards, and maintained for three years after the date of last disbursement by A.I.D.; such books and records will also be adequate to show the nature and extent of solicitations of prospective suppliers of goods and services acquired, the basis of award of contracts and orders, and the overall progress of the Project toward completion; and

Article B: General Covenants (Continued)

(c) afford authorized representatives of a Party the opportunity at all reasonable times to inspect the Project, the utilization of goods and services financed by such Party, and books, records, and other documents relating to the Project and the Grant.

SECTION B.6. Completeness of Information. The Grantee confirms:

(a) that the facts and circumstances of which it has informed A.I.D., or cause A.I.D. to be informed, in the course of reaching agreement with A.I.D. on the Grant, are accurate and complete, and include all facts and circumstances that might materially affect the Project and the discharge of responsibilities under this Agreement;

(b) that it will inform A.I.D. in timely fashion of any subsequent facts and circumstances that might materially affect, or that it is reasonable to believe might so affect, the Project or the discharge of responsibilities under this Agreement.

SECTION B.7. Other Payments. Grantee affirms that no payments have been or will be received by any official of the Grantee in connection with the procurement of goods or services financed under the Grant, except fees, taxes, or similar payments legally established in the country of the Grantee.

SECTION B.8. Information and Marking. The Grantee will give appropriate publicity to the Grant and the Project as a program to which the United States has contributed, identify the Project site, and mark goods financed by A.I.D., as described in Project Implementation Letters.

Article C: Procurement Provisions

SECTION C.1. Special Rules.

(a) The source and origin of ocean and air shipping will be deemed to be the ocean vessel's or aircraft's country of registry at the time of shipment.

(b) Premiums for marine insurance placed in the territory of the Grantee will be deemed an eligible Foreign Exchange Cost, if otherwise eligible under Section C.7(a).

(c) Any motor vehicles financed under the Grant will be of United States manufacture, except as A.I.D. may otherwise agree in writing.

Article C: Procurement Provisions (Continued)

(d) Transportation by air, financed under the Grant, of property or persons, will be on carriers holding United States certification, to the extent service by such carriers is available. Details on this requirement will be described in a Project Implementation Letter.

SECTION C.2. Eligibility Date. No goods or services may be financed under the Grant which are procured pursuant to orders or contracts firmly placed or entered into prior to the date of this Agreement, except as the Parties may otherwise agree in writing.

SECTION C.3. Plans, Specifications, and Contracts. In order for there to be mutual agreement on the following matters, and except as the Parties may otherwise agree in writing:

(a) The Grantee will furnish to A.I.D. upon preparation,

(1) any plans, specifications, procurement or construction schedules, contracts, or other documentation relating to goods or services to be financed under the Grant, including documentation relating to the prequalification and selection of contractors and to the solicitation of bids and proposals. Material modifications in such documentation will likewise be furnished A.I.D. in preparation;

(2) such documentation will also be furnished to A.I.D., upon preparation, relating to any goods or services, which, though not financed under the Grant, are deemed by A.I.D. to be of major importance to the Project. Aspects of the Project involving matters under this subsection (a)(2) will be identified in Project Implementation Letters;

(b) Documents related to the prequalification of contractors, and to the solicitation of bids or proposals for goods and services financed under the Grant will be approved by A.I.D. in writing prior to their issuance, and their terms will include United States standards and measurements;

(c) Contracts and contractors financed under the Grant for engineering and other professional services, for construction services, and for such other services, equipment or materials as may be specified in Project Implementation Letters, will be approved by A.I.D. in writing prior to execution of the contract. Material modifications in such contracts will also be approved in writing by A.I.D. prior to execution; and

Article C: Procurement Provisions (Continued)

(d) Consulting firms used by the Grantee for the Project but not financed under the Grant, the scope of their services and such of their personnel assigned to the Project as A.I.D. may specify, and construction contractors used by the Grantee for the Project but not financed under the Grant, shall be acceptable to A.I.D.

SECTION C.4. Reasonable Price. No more than reasonable prices will be paid for any goods or services financed, in whole or in part, under the Grant. Such items will be procured on a fair and, to the maximum extent practicable, on a competitive basis.

SECTION C.5. Notification to Potential Suppliers. To permit all United States firms to have the opportunity to participate in furnishing goods and services to be financed under the Grant, the Grantee will furnish A.I.D. such information with regard thereto, and at such times, as A.I.D. may request in Project Implementation Letters.

SECTION C.6. Shipping.

(a) Goods which are to be transported to the territory of the Grantee may not be financed under the Grant if transported either: (1) on an ocean vessel or aircraft under the flag of a country which is not included in A.I.D. Geographic Code 935 as in effect at the time of shipment, or (2) on an ocean vessel which A.I.D., by written notice to the Grantee has designated as ineligible; or (3) under an ocean or air charter which has not received prior A.I.D. approval.

(b) Costs of ocean or air transportation (of goods or persons) and related delivery services may not be financed under the Grant, if such goods or persons are carried: (1) on an ocean vessel under the flag of a country not, at the time of shipment, identified under the paragraph of the Agreement entitled "Procurement Source: Foreign Exchange Costs," without prior written A.I.D. approval; or (2) on an ocean vessel which A.I.D., by written notice to the Grantee, has designated as ineligible; or (3) under an ocean vessel or air charter which has not received prior A.I.D. approval.

(c) Unless A.I.D. determines that privately owned United States-flag commercial ocean vessels are not available at fair and reasonable rates for such vessels, (1) at least fifty percent (50%) of the gross tonnage of all goods (computed separately for dry bulk carriers, dry cargo liners and tankers) financed by A.I.D. which may be transported on ocean vessels will be transported on privately owned United States-flag commercial vessels, and (2) at least fifty percent (50%) of the gross freight revenue generated by

Article C: Procurement Provisions (Continued)

all shipments financed by A.I.D. and transported to the territory of the Grantee on dry cargo liners shall be paid to or for the benefit of privately owned United States-flag commercial vessels. Compliance with the requirements of (1) and (2) of this subsection must be achieved with respect to both any cargo transported from U.S. ports and any cargo transported from non-U.S. ports, computed separately.

SECTION. C.7. Insurance.

(a) Marine insurance on goods financed by A.I.D. which are to be transported to the territory of the Grantee may be financed as a Foreign Exchange Cost under this Agreement provided (1) such insurance is placed at the lowest available competitive rate, and (2) claims thereunder are payable in the currency in which such goods were financed or in any freely convertible currency. If the Grantee (or government of Grantee), by statute, decree, rule, regulation, or practice discriminates with respect to A.I.D.-financed procurement against any marine insurance company authorized to do business in any State of the United States, then all goods shipped to the territory of the Grantee financed by A.I.D. hereunder will be insured against marine risks and such insurance will be placed in the United States with a company or companies authorized to do a marine insurance business in a State of the United States.

(b) Except as A.I.D. may otherwise agree in writing, the Grantee will insure, or cause to be insured, goods financed under the Grant imported for the Project against risks incident to their transit to the point of their use in the Project; such insurance will be issued on terms and conditions consistent with sound commercial practice and will insure the full value of the goods. Any indemnification received by the Grantee under such insurance will be used to replace or repair any material damage or any loss of the goods insured or will be used to reimburse the Grantee for the replacement or repair of such goods. Any such replacements will be of source and origin of countries listed in A.I.D. Geographic Code 935 as in effect at the time of replacement, and, except as the Parties may agree in writing, will be otherwise subject to the provisions of the Agreement.

SECTION C.8. U.S. Government-Owned Excess Property. The Grantee agrees that wherever practicable, United States Government-owned excess personal property, in lieu of new items financed under the Grant, should be utilized. Funds under the Grant may be used to finance the costs of obtaining such property for the Project.

Article D: Termination; Remedies.

SECTION D.1. Termination. Either Party may terminate this Agreement by giving the other Party 30 days written notice. Termination of this Agreement will terminate any obligations of the Parties to provide financial or other resources to the Project pursuant to this Agreement, except for payment which they are committed to make pursuant to noncancelable commitments entered into with third parties prior to the termination of this Agreement. In addition, upon such termination A.I.D. may, at A.I.D.'s expense, direct that title to goods financed under the Grant be transferred to A.I.D. if the goods are from a source outside Grantee's country, are in a deliverable state and have not been offloaded in ports of entry of Grantee's country.

SECTION D.2. Refunds.

(a) In the case of any disbursement which is not supported by valid documentation in accordance with this Agreement, or which is not made or used in accordance with this Agreement, or which was for goods or services not used in accordance with this Agreement, A.I.D., notwithstanding the availability or exercise of any other remedies under this Agreement, may require the Grantee to refund the amount of such disbursement in U.S. Dollars to A.I.D. within sixty (60) days after receipt of a request therefor.

(b) If the failure of Grantee to comply with any of its obligations under this Agreement has the result that goods or services financed under the Grant are not used effectively in accordance with this Agreement, A.I.D. may require the Grantee to refund all or any part of the amount of the disbursements under this Agreement for such goods or services in U.S. Dollars to A.I.D. within sixty days after receipt of a request therefor.

(c) The right under subsection (a) or (b) to require a refund of a disbursement will continue, notwithstanding any other provision of this Agreement, for three years from the date of the last disbursement under this Agreement.

(d) (1) Any refund under subsection (a) or (b), or (2) any refund to A.I.D. from a contractor, supplier, bank or other third party with respect to goods or services financed under the Grant, which refund relates to an unreasonable price for or erroneous invoicing of goods or services, or to goods that did not conform to specifications, or to services that were inadequate, will (A) be made available first for the cost of goods and services required for the Project, to the extent justified, and (B) the remainder, if any, will be applied to reduce the amount of the Grant.

Article D: Termination; Remedies (Continued)

(e) Any interest or other earnings on Grant funds disbursed by A.I.D. to the Grantee under this Agreement prior to the authorized use of such funds for the Project will be returned to A.I.D. in U.S. Dollars by the Grantee.

SECTION D.3. Nonwaiver of Remedies. No delay in exercising any right or remedy accruing to a Party in connection with its financing under this Agreement will be construed as a waiver of such right or remedy.

SECTION D.4. Assignment. The Grantee agrees, upon request, to execute an assignment to A.I.D. of any cause of action which may accrue to the Grantee in connection with or arising out of the contractual performance or breach of performance by a party to a direct U.S. Dollar contract with A.I.D. financed in whole or in part out of funds granted by A.I.D. under this Agreement.

UNITED STATES GOVERNMENT

Memorandum

TO : Distribution

DATE: July 20, 1979

FROM : ASIA/PD/EA, R. J. Asselin

SUBJECT: INDONESIA -
A.I.D. Project No. 497-0280
Project Grant Agreement
Self-Instructional Learning System

Copy of subject document is attached for your information and files.

Distribution:

FM/LD:Arthur Smith

FM/BFD:JO'Nei

FM/FCD:DBaker

ASIA/ISPA:HPetrequin, BDupuis, DEredrick (1 copy)

GC/ASIA:HMorris

DS/DIU (2) Copy



PROJECT
GRANT AGREEMENT
BETWEEN
THE REPUBLIC OF INDONESIA
and the
UNITED STATES OF AMERICA
for
SELF-INSTRUCTIONAL LEARNING SYSTEM

Chl.	: 90084
Sub-Obl.	:
Approp.	: 72-1191021
Allot.	: 945-50-497-00.69-91
Project	: 0280
Obj. Cl.	: 259/410

FUNDS RESERVED
PER <u>Horace W. Hunt</u>
DATE <u>6/6/79</u>

Administrative Reservation

Date: June 28, 1979.

SELF-INSTRUCTIONAL LEARNING SYSTEM
Project Grant Agreement

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PROJECT GRANT AGREEMENT

Dated: June 28, 1979

Between THE REPUBLIC OF INDONESIA ("Grantee") and
THE UNITED STATES OF AMERICA, acting through the Agency for
International Development ("A.I.D.").

Article 1: The Agreement

The purpose of this Agreement is to set out the understandings of the parties named above ("Parties") with respect to the undertaking by the Grantee of the Project described below, and with respect to the financing of the Project by the Parties.

Article 2: The Project

SECTION 2.1. Definition of Project. The Project, which is further described in Annex 1, is ~~designed~~ to test and further develop and evaluate the existing prototype of the PAMONG learning system which, besides other learning modes and materials, utilizes self-instructional learning materials, programmed teaching and learning resources within the community. The system is designed to provide primary education, i.e. the curriculum of the primary school, both to the in-school and to the out-of-school learners.

Annex 1, attached, which forms a part of this agreement, amplifies the above definition of the Project. Within the limits of the above definition of the Project, elements of the amplified description stated in Annex 1 may be changed by written agreement of the authorized representatives of the Parties named in Section 8.2. without formal amendment of this Agreement.

SECTION 2.2. Incremental Nature of Project.

(a) A.I.D.'s contribution to the Project will be provided in increments, the initial one being made available in accordance with Section 3.1. of this Agreement. Subsequent increments will be subject to availability of funds to A.I.D. for this purpose, and to the mutual agreement of the Parties, at the time of a subsequent increment, to proceed.

(b) Within the overall Project Assistance Completion Date stated in this Agreement, A.I.D., based upon consultation with the Grantee, may specify in Project Implementation Letters appropriate time periods for the utilization of funds granted by A.I.D. under an individual increment of assistance.

Article 3: Financing

SECTION 3.1. The Grant. To assist the Grantee to meet the costs of carrying out the Project, A.I.D., pursuant to the Foreign Assistance Act of 1961, as amended, agrees to ~~grant~~ the Grantee under the terms of this Agreement not to exceed one ~~million~~ three hundred twenty-five thousand United States Dollars (\$1,325,000) "Grant".

The Grant may be used to finance foreign exchange costs, as defined in Section 6.1., and local currency costs, as defined in Section 6.2., of goods and services required for the Project.

SECTION 3.2. Grantee Resources for the Project

(a) The Grantee agrees to provide or cause to be provided for the Project all funds, in addition to the Grant, and all other resources

required to carry out the Project effectively and in a timely manner. The Government of Indonesia agrees that its funding will be provided on a timely basis.

(b) The resources provided by Grantee for the Project under this Grant Agreement will be not less than the equivalent of seven hundred thousand United States Dollars (\$700,000), including costs borne on an "in-kind" basis.

SECTION 3.3. Project Assistance Completion Date

(a) The "Project Assistance Completion Date" (PACD), which is September 30, 1984 or such other date as the Parties may agree to in writing, is the date by which the Parties estimate that all services financed under the Grant will have been performed and all goods financed under the Grant will have been furnished for the Project as contemplated in this Agreement.

(b) Except as A.I.D. may otherwise agree in writing, A.I.D. will not issue or approve documentation which would authorize disbursement of the Grant for services performed subsequent to the PACD or for goods furnished for the Project, as contemplated in this Agreement, subsequent to the PACD.

(c) Requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters are to be received by A.I.D. or any bank described in Section 7.1. no later than nine (9) months following the PACD, or such other period as A.I.D. agrees to in writing. After such period, A.I.D., giving notice in writing to the Grantee, may at any time or times reduce

the amount of the Grant by all or any part thereof for which requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters, were not received before the expiration of said period.

Article 4: Conditions Precedent to Disbursement

SECTION 4.1. First Disbursement. Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D. a statement of the name of the person holding or acting in the office of the Grantee specified in Section 8.2. and of any additional representatives, together with a specimen signature of each person specified in such statement.

SECTION 4.2. Notification. When A.I.D. has determined that the condition precedent specified in Section 4.1. has been met, it will promptly notify the Grantee.

SECTION 4.3. Terminal Dates for Conditions Precedent. If the condition specified in Section 4.1. has not been met within 90 days from the date of this Agreement, or such later date as A.I.D. may agree to in writing, A.I.D., at its option, may terminate this Agreement by written notice to Grantee.

Article 5: Special Covenants

SECTION 5.1. Project Evaluation. The Parties agree to establish an evaluation program as part of the Project. Except as the Parties

otherwise agree in writing, the program will include, during the implementation of the Project at one or more points thereafter:

(a) evaluation of progress toward attainment of the objectives of the Project;

(b) identification and evaluation of problem areas or constraints which may inhibit such attainment;

(c) assessment of how such information may be used to help overcome such problems; and

(d) evaluation, to the degree feasible, of the overall development impact of the Project.

Article 6: Procurement Source

SECTION 6.1. Foreign Exchange Costs. Disbursements pursuant to Section 7.1. will be used exclusively to finance the costs of goods and services required for the Project having their source and origin in the United States (code 000 of the A.I.D. Geographic Codebook as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as A.I.D. may otherwise agree in writing, and except as provided in the Project Grant Standard Provisions Annex, Section C.1. (b) with respect to marine insurance.

SECTION 6.2. Local Currency Costs. Disbursements pursuant to Section 7.2. will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as A.I.D. may otherwise agree in writing, their origin in Indonesia.

Article 7: Disbursement

SECTION 7.1. Disbursement for Foreign Exchange Costs

(a) After satisfaction of the conditions precedent, the Grantee may obtain disbursements of funds under the Grant for the Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of this Agreement, by such of the following methods as may be mutually agreed upon:

(1) by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters,
(A) requests for reimbursement for such goods or services, or,
(B) requests for A.I.D. to procure commodities or services in Grantee's behalf for the Project; or,

(2) by requesting A.I.D. to issue Letters of Commitment for specified amounts directly to one or more contractors or suppliers, committing A.I.D. to pay such contractors or suppliers for such goods or services.

Banking charges incurred by Grantee in connection with Letters of Commitment (and Letters of Credit) will be financed under the Grant unless Grantee instructs A.I.D. to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

SECTION 7.2. Disbursement for Local Currency Costs. After satisfaction of the conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Project in accordance with the terms of this Agreement, by submitting to A.I.D., with necessary supporting documentation as

prescribed in Project Implementation Letters, requests to finance such costs. These disbursements may be made by A.I.D. at A.I.D.'s option:

- (1) in U.S. dollars equivalent to the local currency cost, or
- (2) in local currency acquired by A.I.D. by purchase or from local currency already owned by the U.S. Government.

SECTION 7.3. Other Form of Disbursement. Disbursements of the Grant may also be made through such other means as the Parties may agree to in writing.

SECTION 7.4. Rate of Exchange. If funds provided under the Grant are introduced into Indonesia by A.I.D. or any public or private agency for purposes of carrying out obligations of A.I.D. hereunder, the Grantee will make such arrangements as may be necessary so that such funds may be converted into currency of Indonesia at the highest rate of exchange which, at the time the conversion is made, is not unlawful in Indonesia.

Article 8: Miscellaneous

SECTION 8.1. Communications. Any notice, requests, document, or other communication submitted by either Party to the other under this Agreement will be in writing or by telegram or cable, and will be deemed duly given or sent when delivered to such party at the following address:

To the Grantee:

Mail Address: Ketua Badan Pengembangan Penelitian Pendidikan
dan Kebudayaan (BP3K)

Departemen Pendidikan dan Kebudayaan

Jl. Pintu I, Senayan

Jakarta, Indonesia

to A.I.D.:

Mail Address: United States Agency for International
Development

American Embassy

Jl. Merdeka Selatan No.5

Jakarta, Indonesia

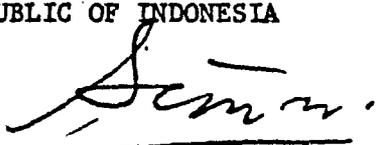
Alternate address for telegrams: USAID AMEMB Jakarta

SECTION 8.2. Representatives. For all purposes relevant to this Agreement, the Grantee will be represented by the individuals holding or acting in the office of the Chairman, Office of Educational Research and Development, Ministry of Education and Culture, and A.I.D. will be represented by the individual holding or acting in the office of Mission Director, USAID Mission to Indonesia, each of whom, by written notice, may designate additional ~~representatives~~ for all purposes other than exercising the power under Section 2.1. to revise elements of the amplified description in Annex 1. The names of the representatives of the Grantee, with specimen ~~signatures~~, will be provided to A.I.D., which may accept as duly authorized ~~any instruments~~ signed by such representatives in implementation of this Agreement, until receipt of written notice of revocation of their authority.

SECTION 8.3. Standard Provisions Annex. A "Project Grant Standard Provisions Annex" (Annex 2) is attached to and forms part of this Agreement.

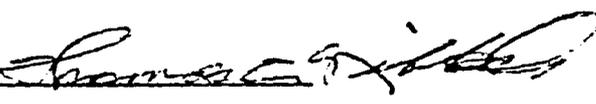
IN WITNESS WHEREOF, the Grantee and the United States of America, each acting through its duly authorized representative, have caused this Agreement to be signed in their names and delivered as of the day and year first above written.

REPUBLIC OF INDONESIA

By: 

Dr. Setijadi
Chairman, BP3K

UNITED STATES OF AMERICA

By: 

Thomas C. Niblock
Director
USAID/Indonesia

SELF-INSTRUCTIONAL LEARNING SYSTEM**(Project # 497 - 0280)**

Amplified Project Description

This project is an outgrowth of the present PAMONG experimentation being conducted by the Government of Indonesia in Central Java, in Bali and in Central Kalimantan. The aim is to develop an alternative method to implement universal primary education. The project will utilize an alternative delivery system to deliver the primary school curriculum especially to disadvantaged learners, i.e. clientele in the geographical settings with sparse population, and to primary school dropouts with socio-economic factors as the primary reason for leaving school. Reaching disadvantaged primary school children and reaching out-of-school learners represent an attack on major obstacles to universal primary education in Indonesia.

The purpose of the project is to strengthen the experimentation and to further develop and to test the prototype of the PAMONG system in a larger operational setting which encompasses both in-school and out-of-school learners. The foci will be upon the out-of-school learners, i.e. the dropouts who are interested in obtaining the primary school certificate (STTB), and the primary school clientele in sparsely populated areas. The overall sectoral goal to which the above project purpose is directed is the provision of adequate and effective learning opportunities for all Indonesians who want to learn, at a cost commensurate with available resources, thereby contributing to the improvement of the quality of life of the population residing in the rural areas.

The project will consist of technical assistance, training, printing, commodities, and other activities to further develop and evaluate the existing prototype of the PAMONG learning system which, besides other learning modes and materials, utilizes self-instructional learning materials, programmed teaching and learning resources within the community. The system is designed to provide primary education, i.e. the curriculum of the primary school, both to the in-school and to the out-of-school learners.

The objectives of the project are to produce a set of outputs: (i) operational description of the PAMONG system and the basis of its theory and principles, (ii) a set of learning materials of the PAMONG system, (iii) a set of manuals to implement and to operate the PAMONG system, (iv) a set of drafts of the rules and regulations to be proposed to the decision maker to integrate the PAMONG system into the Primary School system, (v) evaluation report on the effectiveness

of the PAMONG system, (vi) a number of cadre of personnel trained to implement the PAMONG system, (vii) operational Community Learning Centers including learning posts established in the pilot sites, (viii) a number of experts on PAMONG system to assist in the dissemination of the system, i.e. the institutional capability at Sebelas Maret University of Surakarta to provide technical assistance for PAMONG system development and dissemination, and (ix) a proposed plan for PAMONG dissemination. There are three major sites for the operation of the project: Bali, Central Kalimantan and Solo.

The project operation in Bali will be in the district of Gianyar. The present PAMONG experimentation in Bali is being conducted in the village of Mas, sub-district Ubud of that district. In Central Java the experimentation is being conducted at Solo. The project will capitalized on the progress and the experience of the experimentation in Mas and in Solo. The set of specific questions to be answered by the project operation in Bali are: What is the complete pattern of teaching and learning in the PAMONG system. What parts of the learning materials are programmed, what parts are modularized, and what parts are non-programmed and non-modularized? What should be the instrument to assess the entry behavior of the student? What is the pattern of the student activities in learning? What materials should be developed to provide for remedial teaching? What is the pattern of activities of the tutors and the trainers? How to identify, select and train the tutors and the trainers? What are the duties and responsibilities of the Instructional Supervisors? What is the best storage and retrieval system for the learning materials? What should be the procedure to monitor and to assess the student progress? What recording system should be maintain in PAMONG system? What should be the final exam? What should be the overall administrative processes of the PAMONG system?; How to integrate the PAMONG prototype into the Primary School System? What adjustments should be made in the present rules and regulations. How to ensure that all the primary school clientele concerned in the district of Gianyar learn the primary school curriculum through the PAMONG system. What are the ways or how to develop the social participation required to operate the PAMONG system? What to do in order that the parents will motivate their children to learn the primary school curriculum? What to do in order that the community will assist in the provision of learning post? What should be undertaken so that the skilled people in the community will assist in the learning of the clientele?; What are the ways to minimize the cost for the operation of the PAMONG system?

One U.S. expert will be posted in Bali. His or her primary responsibility is to assist the operation or the project in Bali/Gianyar so that positive answers to those questions could be found and documented. He or she should have the following expertise: (a) education administration, (b) community resource mobilization for education, (c) self-instructional learning system and materials,

(d) peer group learning, and (e) programmed instruction. He or she should have the capability to communicate effectively and smoothly with the education administrators, the teachers and the community leaders.

The operation in Central Kalimantan is to test the operational feasibility of using the PAMONG system as a mean for combining grade levels of the ordinary primary school to develop a model of the small school. The areas concerned represent areas which are sparsely populated and geographically disadvantaged. There are a couple of basic problems of schools in such type of area. First is the problem of few pupils, so that many grade levels constitute 10 pupils or less. Second, the difficulty to provide or assign teachers to teach in such type of school as the geographical setting is often so remote and disadvantage in respect to housing, social setting and communication. Ten schools are planned to be used for this phase of the project.

Besides continuing the PAMONG experimentation in Solo itself, the operation in Solo will be directed to assist UNS (Universitas Negeri Surakarta) Sebelas Maret to carry out activities to achieve the purpose and the outputs of this project. UNS Sebelas Maret activities is to assist BP3K in giving guidance and performing supervision, monitoring and evaluation of the project's operation in Bali, Kalimantan and Solo. This will include: (i) preparing the project sites, (ii) the provision of training for the project personnel, (iii) the development and the provision of learning materials (Self-instructional learning modules and programmed teaching and guides and manuals) developed at Solo under PAMONG will be employed in this project with whatever supplements and modifications appropriate to and needed by the condition in the projects sites, (iv) guidance on the operations in the project sites both educationally and administratively, (v) monitoring and recording of all project activities, problems, progress and achievements, (vi) conducting back up studies to sustain the system, (vii) evaluation of the PAMONG system, (viii) providing complete, technical and operational description of the system, (ix) preparing manuals and training materials for dissemination of the system, and (x) planning for PAMONG system dissemination. One U.S. expert will be posted in Solo to assist UNS Sebelas Maret to carry out those activities effectively and efficiently. One of his major responsibilities will be to train the university personnel to perform their functions and to carry out those activities successfully. These experts must have the following expertise: (a) Development Research, (b) Evaluation, (c) Cost Benefit Analysis and (d) Training.

Training is one key component in this project. This will consist of in-country training and training abroad, both non-degree and degree training. Non-degree in-country training will be integrated with the activities of the project and will be both training by doing and on-the-job-training. The trainees will be all key officers, teachers and administrators who constitute the manpower requirement to implement

the PAMONG system. The grant to this project will provide a budget for degree training in USA for 4 MA's and 2 Ph.D's. Budget provision for other degree training both abroad and in-country will be secured by the Government of Indonesia.

This is a five-year project with an estimated termination date of September 1984. The INNOTECH Office within the Department of Research and Evaluation (BP3K), Ministry of Education and Culture is responsible for implementation of the project. The GOI will contract, with USAID/I concurrence, with cooperating Indonesian institutions such as Sebelas Maret University to provide up to ten (10) professionals for continuous project evaluation; up to sixteen (16) technical personnel for module revision and module development; various field staff for training of instructional supervisions, data collection, community relations.

A contract with a U.S. institution or firm for technical assistance is expected to be signed directly by USAID on behalf of and with the concurrence of the GOI. Two long-term experts for 3 years each plus 24 months of short-term experts will be provided under the contract. The USAID will provide housing, furnishings and utilities for the experts and the GOI will purchase the project vehicles (7) and motor bikes (32).

Financial Plan

The U.S. dollar resources available for this project in FY-79 is \$1,325,000 in grant funds. Subject to the availability of funds the U.S. grant contribution for life of the project will total \$3,000,000. The estimated financial plan is attached. The plan is approximate and revision of up to 25 percent in any line item can be made without formal revision.

The Government of Indonesia contribution will total \$700,000 in FY-79. Subject to USAID future funding the GOI contribution will total at least \$2,100,000 some of which will be "in-kind in the form of office space, learning posts, etc."

Projection of Expenditures
Initial Funds
(US\$ 000)

Fiscal Year 1979	AID Grant		GOI	Total
	FX	LC		
Technical Assistance	540	217		757
Local Personnel (UNS)		80		80
GOI Implementation Unit & Support			100	100
Training:				
a. U.S.	30			30
b. In-country - Project staff			40	40
- Instr. Supervisor			170	170
- Seminars			60	60
Commodities			170	170
Printing		300		300
Other Costs		58	100	158
Contingency	50	50	60	160
Total	620	705	700	2,025
	1,325			

Life of Project

All Years	AID Grant		GOI	Total
	FX	LC		
Technical Assistance	595	300		895
Local Personnel (UNS)		330		330
GOI Implementation Unit & Support			410	410
Training:				
a. U.S.	245			245
b. In-country - Project Staff			115	115
- Instr. Supervisor			510	510
- Seminars			175	175
Commodities			170	170
Printing		1,050	30	1,080
Other Costs	85	100	500	685
Contingency	200	95	190	485
Total	1,125	1,875	2,100	5,100
	3,000			

Project Grant Standard

Provisions Annex

Definitions: As used in this Annex, the "Agreement" refers to the Project Grant Agreement to which this Annex is attached and of which this Annex forms a part. Terms used in this Annex have the same meaning or reference as in the Agreement.

Article A: Project Implementation Letters

To assist Grantee in the implementation of the Project, A.I.D., from time to time, will issue Project Implementation Letters that will furnish additional information about matters stated in this Agreement. The parties may also use jointly agreed-upon Project Implementation Letters to confirm and record their mutual understanding on aspects of the implementation of this Agreement. Project Implementation Letters will not be used to amend the text of the Agreement, but can be used to record revisions or exceptions which are permitted by the Agreement, including the revision of elements of the amplified description of the Project in Annex I.

Article B: General Covenants

SECTION B.1. Consultation. The Parties will cooperate to assure that the purpose of this Agreement will be accomplished. To this end, the Parties, at the request of either, will exchange views on the progress of the Project, the performance of obligations under this Agreement, the performance of any consultants, contractors, or suppliers engaged on the Project, and other matters relating to the Project.

SECTION B.2. Execution of Project. The Grantee will:

(a) carry out the Project or cause it to be carried out with due diligence and efficiency, in conformity with sound technical, financial, and management practices, and in conformity with those documents, plans, specifications, contracts, schedules or other arrangements, and with any modifications therein, approved by A.I.D. pursuant to this Agreement; and

(b) provide qualified and experienced management for, and train such staff as may be appropriate for the maintenance and operation of the Project, and, as applicable for continuing activities, cause the Project to be operated and maintained in such manner as to assure the continuing and successful achievement of the purposes of the Project.

Article B: General Covenants (Continued)

SECTION B.3. Utilization of Goods and Services.

(a) Any resources financed under the Grant will, unless otherwise agreed in writing by A.I.D., be devoted to the Project until the completion of the Project, and thereafter will be used so as to further the objectives sought in carrying out the Project.

(b) Goods or services financed under the Grant, except as A.I.D. may otherwise agree in writing, will not be used to promote or assist a foreign aid project or activity associated with or financed by a country not included in Code 935 of the A.I.D. Geographic Code Book as in effect at the time of such use. [See HB 18.]

SECTION B.4. Taxation.

(a) This Agreement and the Grant will be free from any taxation or fees imposed under laws in effect in the territory of the Grantee.

(b) To the extent that (1) any contractor, including any consulting firm, any personnel of such contractor financed under the Grant, and any property or transaction relating to such contracts and (2) any commodity procurement transaction financed under the Grant, are not exempt from identifiable taxes, tariffs, duties or other levies imposed under laws in effect in the territory of the Grantee, the Grantee will, as and to the extent provided in and pursuant to Project Implementation Letters, pay or reimburse the same with funds other than those provided under the Grant.

SECTION B.5. Reports, Records, Inspections, Audit.

The Grantee will:

(a) furnish A.I.D. such information and reports relating to the Project and to this Agreement as A.I.D. may reasonably request;

(b) maintain or cause to be maintained, in accordance with generally accepted accounting principles and practices consistently applied, books and records relating to the Project and to this Agreement, adequate to show, without limitation, the receipt and use of goods and services acquired under the Grant. Such books and records will be audited regularly, in accordance with generally accepted auditing standards, and maintained for three years after the date of last disbursement by A.I.D.; such books and records will also be adequate to show the nature and extent of solicitations of prospective suppliers of goods and services acquired, the basis of award of contracts and orders, and the overall progress of the Project toward completion; and

Article B: General Covenants (Continued)

(c) afford authorized representatives of a Party the opportunity at all reasonable times to inspect the Project, the utilization of goods and services financed by such Party, and books, records, and other documents relating to the Project and the Grant.

SECTION B.6. Completeness of Information. The Grantee confirms:

(a) that the facts and circumstances of which it has informed A.I.D., or cause A.I.D. to be informed, in the course of reaching agreement with A.I.D. on the Grant, are accurate and complete, and include all facts and circumstances that might materially affect the Project and the discharge of responsibilities under this Agreement;

(b) that it will inform A.I.D. in timely fashion of any subsequent facts and circumstances that might materially affect, or that it is reasonable to believe might so affect, the Project or the discharge of responsibilities under this Agreement.

SECTION B.7. Other Payments. Grantee affirms that no payments have been or will be received by any official of the Grantee in connection with the procurement of goods or services financed under the Grant, except fees, taxes, or similar payments legally established in the country of the Grantee.

SECTION B.8. Information and Marking. The Grantee will give appropriate publicity to the Grant and the Project as a program to which the United States has contributed, identify the Project site, and mark goods financed by A.I.D., as described in Project Implementation Letters.

Article C: Procurement Provisions

SECTION C.1. Special Rules.

(a) The source and origin of ocean and air shipping will be deemed to be the ocean vessel's or aircraft's country of registry at the time of shipment.

(b) Premiums for marine insurance placed in the territory of the Grantee will be deemed an eligible Foreign Exchange Cost, if otherwise eligible under Section C.7(a).

(c) Any motor vehicles financed under the Grant will be of United States manufacture, except as A.I.D. may otherwise agree in writing.

Article C: Procurement Provisions (Continued)

(d) Transportation by air, financed under the Grant, of property or persons, will be on carriers holding United States certification, to the extent service by such carriers is available. Details on this requirement will be described in a Project Implementation Letter.

SECTION C.2. Eligibility Date. No goods or services may be financed under the Grant which are procured pursuant to orders or contracts firmly placed or entered into prior to the date of this Agreement, except as the Parties may otherwise agree in writing.

SECTION C.3. Plans, Specifications, and Contracts. In order for there to be mutual agreement on the following matters, and except as the Parties may otherwise agree in writing:

(a) The Grantee will furnish to A.I.D. upon preparation,

(1) any plans, specifications, procurement or construction schedules, contracts, or other documentation relating to goods or services to be financed under the Grant, including documentation relating to the prequalification and selection of contractors and to the solicitation of bids and proposals. Material modifications in such documentation will likewise be furnished A.I.D. on preparation;

(2) such documentation will also be furnished to A.I.D., upon preparation, relating to any goods or services, which, though not financed under the Grant, are deemed by A.I.D. to be of major importance to the Project. Aspects of the Project involving matters under this subsection (a)(2) will be identified in Project Implementation Letters;

(b) Documents related to the prequalification of contractors, and to the solicitation of bids or proposals for goods and services financed under the Grant will be approved by A.I.D. in writing prior to their issuance, and their terms will include United States standards and measurements;

(c) Contracts and contractors financed under the Grant for engineering and other professional services, for construction services, and for such other services, equipment or materials as may be specified in Project Implementation Letters, will be approved by A.I.D. in writing prior to execution of the contract. Material modifications in such contracts will also be approved in writing by A.I.D. prior to execution; and

Article C: Procurement Provisions (Continued)

(d) Consulting firms used by the Grantee for the Project but not financed under the Grant, the scope of their services and such of their personnel assigned to the Project as A.I.D. may specify, and construction contractors used by the Grantee for the Project but not financed under the Grant, shall be acceptable to A.I.D.

SECTION C.4. Reasonable Price. No more than reasonable prices will be paid for any goods or services financed, in whole or in part, under the Grant. Such items will be procured on a fair and, to the maximum extent practicable, on a competitive basis.

SECTION C.5. Notification to Potential Suppliers. To permit all United States firms to have the opportunity to participate in furnishing goods and services to be financed under the Grant, the Grantee will furnish A.I.D. such information with regard thereto, and at such times, as A.I.D. may request in Project Implementation Letters.

SECTION C.6. Shipping.

(a) Goods which are to be transported to the territory of the Grantee may not be financed under the Grant if transported either: (1) on an ocean vessel or aircraft under the flag of a country which is not included in A.I.D. Geographic Code 935 as in effect at the time of shipment, or (2) on an ocean vessel which A.I.D., by written notice to the Grantee has designated as ineligible; or (3) under an ocean or air charter which has not received prior A.I.D. approval.

(b) Costs of ocean or air transportation (of goods or persons) and related delivery services may not be financed under the Grant, if such goods or persons are carried: (1) on an ocean vessel under the flag of a country not, at the time of shipment, identified under the paragraph of the Agreement entitled "Procurement Source: Foreign Exchange Costs," without prior written A.I.D. approval; or (2) on an ocean vessel which A.I.D., by written notice to the Grantee, has designated as ineligible; or (3) under an ocean vessel or air charter which has not received prior A.I.D. approval.

(c) Unless A.I.D. determines that privately owned United States-flag commercial ocean vessels are not available at fair and reasonable rates for such vessels, (1) at least fifty percent (50%) of the gross tonnage of all goods (computed separately for dry bulk carriers, dry cargo liners and tankers) financed by A.I.D. which may be transported on ocean vessels will be transported on privately owned United States-flag commercial vessels, and (2) at least fifty percent (50%) of the gross freight revenue generated by

Article C: Procurement Provisions (Continued)

all shipments financed by A.I.D. and transported to the territory of the Grantee on dry cargo liners shall be paid to or for the benefit of privately owned United States-flag commercial vessels. Compliance with the requirements of (1) and (2) of this subsection must be achieved with respect to both any cargo transported from U.S. ports and any cargo transported from non-U.S. ports, computed separately.

SECTION. C.7. Insurance.

(a) Marine insurance on goods financed by A.I.D. which are to be transported to the territory of the Grantee may be financed as a Foreign Exchange Cost under this Agreement provided (1) such insurance is placed at the lowest available competitive rate, and (2) claims thereunder are payable in the currency in which such goods were financed or in any freely convertible currency. If the Grantee (or government of Grantee), by statute, decree, rule, regulation, or practice discriminates with respect to A.I.D.-financed procurement against any marine insurance company authorized to do business in any State of the United States, then all goods shipped to the territory of the Grantee financed by A.I.D. hereunder will be insured against marine risks and such insurance will be placed in the United States with a company or companies authorized to do a marine insurance business in a State of the United States.

(b) Except as A.I.D. may otherwise agree in writing, the Grantor will insure, or cause to be insured, goods financed under the Grant imported for the Project against risks incident to their transit to the point of their use in the Project; such insurance will be issued on terms and conditions consistent with sound commercial practice and will insure the full value of the goods. Any indemnification received by the Grantee under such insurance will be used to replace or repair any material damage or any loss of the goods insured or will be used to reimburse the Grantee for the replacement or repair of such goods. Any such replacements will be of source and origin of countries listed in A.I.D. Geographic Code 935 as in effect at the time of replacement, and, except as the Parties may agree in writing, will be otherwise subject to the provisions of the Agreement.

SECTION C.8. U.S. Government-Owned Excess Property. The Grantee agrees that wherever practicable, United States Government-owned excess personal property, in lieu of new items financed under the Grant, should be utilized. Funds under the Grant may be used to finance the costs of obtaining such property for the Project.

Article D: Termination; Remedies.

SECTION D.1. Termination. Either Party may terminate this Agreement by giving the other Party 30 days written notice. Termination of this Agreement will terminate any obligations of the Parties to provide financial or other resources to the Project pursuant to this Agreement, except for payment which they are committed to make pursuant to noncancellable commitments entered into with third parties prior to the termination of this Agreement. In addition, upon such termination A.I.D. may, at A.I.D.'s expense, direct that title to goods financed under the Grant be transferred to A.I.D. if the goods are from a source outside Grantee's country, are in a deliverable state and have not been offloaded in ports of entry of Grantee's country.

SECTION D.2. Refunds.

(a) In the case of any disbursement which is not supported by valid documentation in accordance with this Agreement, or which is not made or used in accordance with this Agreement, or which was for goods or services not used in accordance with this Agreement, A.I.D., notwithstanding the availability or exercise of any other remedies under this Agreement, may require the Grantee to refund the amount of such disbursement in U.S. Dollars to A.I.D. within sixty (60) days after receipt of a request therefor.

(b) If the failure of Grantee to comply with any of its obligations under this Agreement has the result that goods or services financed under the Grant are not used effectively in accordance with this Agreement, A.I.D. may require the Grantee to refund all or any part of the amount of the disbursements under this Agreement for such goods or services in U.S. Dollars to A.I.D. within sixty days after receipt of a request therefor.

(c) The right under subsection (a) or (b) to require a refund of a disbursement will continue, notwithstanding any other provision of this Agreement, for three years from the date of the last disbursement under this Agreement.

(d) (1) Any refund under subsection (a) or (b), or (2) any refund to A.I.D. from a contractor, supplier, bank or other third party with respect to goods or services financed under the Grant, which refund relates to an unreasonable price for or erroneous invoicing of goods or services, or to goods that did not conform to specifications, or to services that were inadequate, will (A) be made available first for the cost of goods and services required for the Project, to the extent justified, and (B) the remainder, if any, will be applied to reduce the amount of the Grant.

Article D: Termination; Remedies (Continued)

(e) Any interest or other earnings on Grant funds disbursed by A.I.D. to the Grantee under this Agreement prior to the authorized use of such funds for the Project will be returned to A.I.D. in U.S. Dollars by the Grantee.

SECTION D.3. Nonwaiver of Remedies. No delay in exercising any right or remedy accruing to a Party in connection with its financing under this Agreement will be construed as a waiver of such right or remedy.

SECTION D.4. Assignment. The Grantee agrees, upon request, to execute an assignment to A.I.D. of any cause of action which may accrue to the Grantee in connection with or arising out of the contractual performance or breach of performance by a party to a direct U.S. Dollar contract with A.I.D. financed in whole or in part out of funds granted by A.I.D. under this Agreement.

Ds/DIU
probably after

A.I.D. Project No. 492-0295
Project Grant Agreement No. 78-21

AMENDMENT NO. 3
TO
PROJECT GRANT AGREEMENT
BETWEEN
THE REPUBLIC OF THE PHILIPPINES
AND
THE UNITED STATES OF AMERICA
FOR
ECONOMIC & SOCIAL IMPACT ANALYSIS/
WOMEN IN DEVELOPMENT

February 6, 1980

ECONOMIC & SOCIAL IMPACT ANALYSIS/
WOMEN IN DEVELOPMENT
Project No. 492-0295

AMENDMENT NO. 3 TO PROJECT GRANT AGREEMENT NO. 78-21

This AMENDMENT No. 3, entered into as of 6th day of February 1980, between the REPUBLIC OF THE PHILIPPINES ("Grantee"), and the UNITED STATES OF AMERICA, acting through the AGENCY FOR INTERNATIONAL DEVELOPMENT ("A.I.D."),

WITNESSETH THAT

WHEREAS, A.I.D. and the Grantee entered into Project Grant Agreement No. 78-21 on April 19, 1978 to provide \$1,000,000.00 for the Project and said Agreement was amended on August 24, 1978 and further amended on December 27, 1978;

WHEREAS, the intent was to provide additional financing for the Project, subject to the availability of funds and the continuing agreement of the Parties; and

WHEREAS, A.I.D. has allotted an additional grant amount of \$1,000,000;

THEREFORE, the Grantee and A.I.D. hereby agree to amend the Agreement as follows:

Article 3: Financing

SECTION 3.1. The Grant. This Section is hereby amended to delete "One Million Five Hundred Thousand United States ('U.S.') Dollars (\$1,500,000.00) ('Grant')" and substitute therefor "Two Million

Five Hundred Thousand United States ('U.S.') Dollars (\$2,500,000.00) ('Grant')."

SECTION 3.2. Grantee Resources for the Project.

Paragraph (b) of this Section is hereby deleted in its entirety and substituted therefor as follows:

"(b) The resources provided by Grantee for the Project through December 31, 1981 will not be less than the equivalent of U.S. \$2,233,282 including costs borne on an 'in-kind' basis."

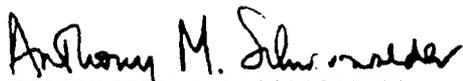
Except as previously amended and expressly amended herein, the said Agreement shall continue in full force and effect in accordance with all of its terms.

IN WITNESS WHEREOF, the Grantee and the United States of America, each acting through its duly authorized representative, have caused this Amendment No. 3 to the Agreement to be signed in their names and delivered as of the day and year first above written.

REPUBLIC OF THE PHILIPPINES

UNITED STATES OF AMERICA

By: 
Gerardo P. Sicat
Title: Minister of Economic Planning
(Director-General)
National Economic & Development Authority

By: 
Anthony M. Schwarzwald
Title: Director
U.S. Agency for
International Development

UNITED STATES GOVERNMENT

Memorandum

TO : Distribution

DATE: February 29, 1980

FROM : ASIA/PD/EA, R. J. Asselin

SUBJECT: INDONESIA - AID Project No. 497-0280
Self-Instructional Learning System
Amendment No. 1 to Grant Agreement

Attached, for your information and files, is copy of subject document.

Distribution

FM/LD:ASmith (original)

FM/BFD:J. O'Neill

FM/FCD:DBaker

ASIA/ISPA:HPetrequin, RDakan

GC/ASIA:HMorris

DS/DIU (2) Copy 1

ASIA/PD

cc: Mr. Endi Sukarto
Economic Division
Embassy of Indonesia
2020 Massachusetts Ave.
Washington, D.C. 20036



AID Project No. 497-0280

AMENDMENT NO. 1 TO
GRANT AGREEMENT BETWEEN THE
REPUBLIC OF INDONESIA
AND THE
UNITED STATES OF AMERICA
FOR
SELF-INSTRUCTIONAL LEARNING SYSTEM

Chl.	: 00004
Sub-Obl.	:
Approp.	: 72-1101021
Allot	: 045-50-497-00-69-01
Project	: 0280
Cbj Cl.	:

Date: February 14, 1980

FUNDS AVAILABLE
PER <i>Horace W. Hunter</i>
DATE <i>2/12/80</i>

Horace W. Hunter

Date: February 14, 1980

This Amendment No. 1, entered into between the Republic of Indonesia, (Grantee) and the United States of America acting through the Agency for International Development (AID),

WITNESSETH THAT

WHEREAS, the Grantee and AID entered into a Project Grant Agreement dated June 28, 1979; and

WHEREAS, the Grantee and AID wish to amend said Project Grant Agreement to add five hundred thousand (\$500,000) United States dollars to the Project Grant Agreement, as hereinafter set forth;

NOW THEREFORE, the Grantee and AID hereby agree as follows:

1. SECTION 3. 1., first paragraph, of the Project Grant Agreement is revised to read as follows:

"Section 3. 1. The Grant. To assist the Grantee to meet the costs of carrying out the Project, AID, pursuant to the Foreign Assistance Act of 1961, as amended, agrees to grant the Grantee under the terms of this Agreement not to exceed one million eight hundred twenty-five thousand United States dollars (\$1,825,000) "Grant".

2. Except as hereinabove expressly amended, the Project Grant Agreement is ratified, confirmed and continued in full force and effect in accordance with all of its terms.

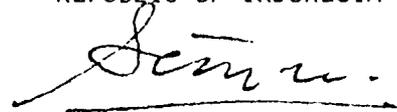
IN WITNESS WHEREOF, the Grantee and the United States of America, each acting through its respective duly authorized representative, have caused this Amendment No. 1 to be signed in their names and delivered as of the day and year first above written.

UNITED STATES OF AMERICA



Thomas C. Niblock
Director
USAID/Indonesia

REPUBLIC OF INDONESIA



Dr. Setijadi
Chairman, BP3K

DS/DIU
Richard King

A.I.D. Project No. 492-0295
Project Grant Agreement No. 78-21

AMENDMENT NO. 3
TO
PROJECT GRANT AGREEMENT
BETWEEN
THE REPUBLIC OF THE PHILIPPINES
AND
THE UNITED STATES OF AMERICA
FOR
ECONOMIC & SOCIAL IMPACT ANALYSIS/
WOMEN IN DEVELOPMENT

February 6, 1980

ECONOMIC & SOCIAL IMPACT ANALYSIS/
WOMEN IN DEVELOPMENT
Project No. 492-0295

AMENDMENT NO. 3 TO PROJECT GRANT AGREEMENT NO. 78-21

This AMENDMENT No. 3, entered into as of 6th day of February 1980, between the REPUBLIC OF THE PHILIPPINES ("Grantee"), and the UNITED STATES OF AMERICA, acting through the AGENCY FOR INTERNATIONAL DEVELOPMENT ("A.I.D."),

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"(b) The resources provided by Grantee for the Project through December 31, 1981 will not be less than the equivalent of U.S. \$2,233,282 including costs borne on an 'in-kind' basis."

Except as previously amended and expressly amended herein, the said Agreement shall continue in full force and effect in accordance with all of its terms.

IN WITNESS WHEREOF, the Grantee and the United States of America, each acting through its duly authorized representative, have caused this Amendment No. 3 to the Agreement to be signed in their names and delivered as of the day and year first above written.

REPUBLIC OF THE PHILIPPINES

UNITED STATES OF AMERICA

By: Gerardo P. Sicat
Gerardo P. Sicat
Title: Minister of Economic Planning
(Director-General)
National Economic & Development Authority

By: Anthony M. Schwarzwald
Anthony M. Schwarzwald
Title: Director
U.S. Agency for
International Development

UNITED STATES GOVERNMENT

Memorandum

TO : Distribution

FROM : ASIA/PD/EA, R. J. Asselin

SUBJECT: INDONESIA - AID Project No. 497-0280
Self-Instructional Learning System
Amendment No. 1 to Grant Agreement

DATE: February 29, 1980

Attached, for your information and files, is copy of subject document.

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DS/DIU (2) *copy 2*
ASIA/PD

cc: Mr. Endi Sukarto
Economic Division
Embassy of Indonesia
2020 Massachusetts Ave.
Washington, D.C. 20036



AID Project No. 497-0280

AMENDMENT NO. 1 TO
GRANT AGREEMENT BETWEEN THE
REPUBLIC OF INDONESIA
AND THE
UNITED STATES OF AMERICA
FOR
SELF-INSTRUCTIONAL LEARNING SYSTEM

Chl.	: 00004
Sub-Obl.	:
Approp.	: 72-1101021
Allot.	: 045-50-497-00-69-01
Project	: 0280
Cbj Cl.	:

Date: February 14, 1980

FUNDS AVAILABLE
PER <i>Horace W. Hunter</i>
DATE <i>2/17/80</i>

Horace W. Hunter

Date: February 14, 1980

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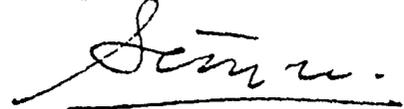
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UNITED STATES OF AMERICA



Thomas C. Niblock
Director
USAID/Indonesia

REPUBLIC OF INDONESIA



Dr. Setijadi
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