

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I **PD-446-597**

1. PROJECT TITLE NON-FORMAL SECONDARY EDUCATION	2. PROJECT NUMBER 517-0108	3. MISSION, AID/W OFFICE U.S.A.I.D./D.R.
4. EVALUATION NUMBER (Enter the number assigned by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. Beginning with No. 1 each FY) FY 1980		
<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION		

5. KEY PROJECT IMPLEMENTATION DATES	6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO AG or Equivalent FY <u>1978</u>	A. Total \$ <u>120,000</u> B. U.S. \$ <u>90,000</u>	From (month/yr.) <u>Dec./1978</u> To (month/yr.) <u>June/1980</u>
B. Final Obligation Expected FY <u>80</u>		Date of Evaluation Review <u>Sept./1980</u>
C. Final Input Delivery FY <u>80</u>		

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

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., telegram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
NONE	N.A.	N.A.

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT
<input type="checkbox"/> Project Paper <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Financial Plan <input type="checkbox"/> PIO/T <input type="checkbox"/> Logical Framework <input type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Project Agreement <input type="checkbox"/> PIO/P	A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan C. <input checked="" type="checkbox"/> Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Name and Titles)	12. Mission/AID/W Office Director Approval
Thomas Ross: USAID/DR/EDU (PO) Ramón Rodríguez : USAID/DR/CRD (EVAL) Clearances: CRDO:CSBlankstein (in draft) <i>CRD</i> AD:RFVenezia (in draft) <i>RF</i>	Signature _____ Typed Name Philip R. Schwab, D Date February 17, 1981

13. Summary

This last evaluation covers the period December 1978-June 1980. This period was one of great hardship in the Dominican Republic as the country was hit by Hurricane David in August 1979. As a result of that storm, the country experienced extensive human suffering, extensive damage to personal property and basic services. All of these factors influenced greatly the work of IDEI. The main offices and warehouse suffered some damage, the communications systems with regional centers were interrupted, and many students left programs because of their lack of financial resources.

Despite these difficulties, IDEI made achievements in all the programmed output categories. The most significant achievements during the last evaluation period have been in the areas of administration, program development and research.

IDEI has made progress in all output categories and has achieved the EOPS stated in the project document.

14. Evaluation Methodology

This methodology consisted of comparing current types and levels of project output achievement with the items and levels established in the PROAG (March 1978). In addition, data was collected from consultations with IDEI's staff, IDEI's reports to USAID, and IDEI's internal progress reports, i.e., monthly financial statements and enrollment printouts. Key individuals participating in this evaluation were USAID education and program officers, the Executive Director of IDEI and other IDEI staff members.

15. External Factors

The assumptions upon which the PROP was prepared continue to be valid throughout the life of the project. As was previously discussed in the last PES, the government has made larger commitments to IDEI and general public acceptance, as evidenced by increased use of IDEI's materials, has grown. Institutional autonomy was achieved for the Santo Domingo and Santiago centers. It is expected that in the future, IDEI will continue to be regarded as a strong, innovative education resource.

16. Inputs

Difficulty was encountered during the project in obtaining, on a timely basis, the delivery of some equipment and consumable materials. Specifically, photoequipment replacement parts were not usually available locally. Consequently, importing these materials slowed printing production. In addition, the cost of print paper increased considerably during the life of the project. Several activities were reduced in scope in order to make available sufficient funds to cover increased paper costs.

On the other hand, the installation of audio lab was expedited by the generally excellent local technical expertise from Radio Santa María. The audio studio was designed and manufactured locally.

17. Outputs

For each output category listed in the PROP the following progress has been made:

a. Increased administrative efficiency:

1) Efficient financial system and student records - all financial and students aspects are now fully programmed. Financial statements are presented the first ten days of each month.

2) Pragmatic institutional development plan - the five year financial plan, referred to in the last PES, continues to be used and updated. In addition, operational plans for the academic years 1979-80 and 80-81 were prepared;

3) An effective, established administrative procedure - this was completed and is discussed in the previous PES.

b. Improved efficiency of the IDEI Instructional Programs:

1) The training and evaluation of review session teachers - seminars were held for the purpose of upgrading review session teachers. Total number of individuals trained was 215.

2) The establishment of an interim student progress evaluation - in addition to the twice yearly student examinations, all student examinations were standardized through the use of a mechanized and programed "test item bank."

3) Strengthening of the radio support element of the home study program - this has been completed with the creation this evaluation period of an audio recording and production laboratory at IDEI's headquarters.

c. Improvement of the quality and the production efficiency of didactic materials:

1) Development of standardized textbook formats - this has been fully achieved;

2) Utilization of correspondence study and programed learning principles in revising textbooks - all texts have been revised, incorporating a sequential or programed learning format which permits individual study and evaluation by all learners;

3) Lowering of textbook printing and distribution costs - printing costs had been lowered to .4¢ per page in 1979 prior to Hurricane David. However, due to recent increases in paper costs, as well as slight damage to IDEI's inventory, the actual distribution costs have probably increased slightly.

18. Purpose

The purpose of the Project "Non-Formal Home Study Secondary Education" was to assist IDEI in strengthening its administrative and didactic capabilities so that it can provide a good quality, low cost education to Dominicans who are not able to take advantage of the regular educational systems.

Progress toward achievement of EOP's:

a. Reduction in dropout rate - this rate was estimated at 45% in November 1978. It has been tabulated as 30.5% in 1980. The ideal rate projected for this project was 20%. Experience now shows that this was very optimistic and achievements of this rate by a correspondence program of this type is probably not attainable in the near future.

b. Increasing re-enrollment rates - this rate has increased consistently from 53% during the academic year 1975/76 to 84% during 1979/80 academic year.

c. Decreasing per page production costs - the 1979/80 school year rate has not been established. However, it is likely to be somewhat higher due to increased paper costs and hurricane damage to inventories, than the .4¢ page figure for 1978/79.

d. Decrease in cost per pupil promoted - this cost was \$53.64 for the academic year 1978/79. That was \$56.36 less than the target amount set forth in the project document.

e. Expansion into vocational education - during this evaluation period, a project proposal for technical/vocational education was completed and reviewed by the Mission. IDEI, in collaboration with another institution, completed a survey of one hundred employers. This study is the basis for the demand aspect of technical/vocational training. The management of IDEI has explored the possibility of adapting existing materials from vocational centers in several Central and South American countries. These events are indicators of IDEI's movement in the technical/vocational area, although at this time, no project implementation is taking place.

f. Increase in public and private sector financial support - the general trend of this indicator has been toward increased support during the life of the project. Currently, government subsidy is 200% greater than the amount received at the beginning of the project. Private sector support has increased steadily. The current level of this support accounts for 10.5% of IDEI's total budget.

19. Goal/Sub-Goal

The indicators of goal and sub-goal achievement are provided in the outputs and purpose sections of this evaluation.

20. Beneficiaries

The beneficiaries of this project are the 7,200 students enrolled in the last school year 1978-79 and 32,000 former students of IDEI's programs. The majority of students came from the Central Region of the country (this includes Santo Domingo and Santiago). Sixty percent are women and fifty-four percent come from rural areas. Approximately 45% of the students reported total household incomes of less than 149 pesos per month.

21. Unplanned Effects

During the life of this project, IDEI did far more than just strengthen its own institutional capability. It became a model of innovation for the education sector generally. Both public and private institutions incorporated its materials and requested that its staff share their developmental experiences with the general education sector.

22. Lessons Learned

IDEI overcame its initial difficulties primarily because of the extraordinary administrative capability of its new director. All other "band aid" efforts to assist the institution would have been ineffective without the central control and guidance that the director brought to the overall operations.

23. Special Comments or Remarks

None.