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PD-AA6-964-B1

CLASSIFICATION  
PROJECT EVALUATION SUMMARY (ES) - PART I

Rep Symbol U-147

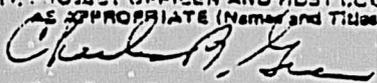
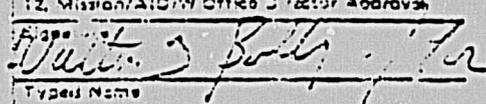
PROJECT TITLE  HIGHER EDUCATION DEVELOPMENT TRAINING	PROJECT NUMBER LOAN: 042	MISSION/A EHR	OFFICE
	EVALUATION NUMBER (Enter the number reported by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 79-6		
<input checked="" type="checkbox"/> REGULAR EVALUATION		<input type="checkbox"/> SPECIAL EVALUATION	

KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Enrollment FY 77	B. Final Obligation Expected FY 82	C. Final Input Delivery FY 83	A. Total \$ 7,000,000	From (month/yr.) July 1, 1976	
			B. U.S. \$ 5,000,000	To (month/yr.) Nov. 1, 1978	
				Date of Evaluation Review Nov. 14, 1978	

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, GFAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
The purpose and roles of the long-term and short-term consultants are to be more clearly delineated.	C.B.Green J. Mueller	2/1/79
The logframe is to be revised so that the outputs and inputs are more realistic in terms of present prices.	C.B.Green	11, 21/78

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"/> Financial Plan <input checked="" type="checkbox"/> Logical Framework <input type="checkbox"/> Project Agreement <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> PIO/T <input type="checkbox"/> PIO/C <input type="checkbox"/> PIO/P <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____	A. <input checked="" type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or Change Implementation Plan C. <input type="checkbox"/> Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Name and Title)	12. Mission/AID/W Office Director Approval
 Charles B. Green Chief, Education and Human Resources	 Thomas C. Nibbons, Director

Clearance: R Zimmerman, PRO-157

Date: Jan 29 1979

13. Summary

**Project Situation:** This is essentially a training project. Before a contract could be negotiated the participants were processed by the Mission and AID/W. A number of participants had actually gotten a "headstart" under the General Participant Training Project (0183), and when the loan became operative these were transferred over to loan funding.

A contract was signed with the Midwest Consortium for International Activities (MUCIA) on February 22, 1978 and this project became a companion project with the Agricultural Education for Development Project (Loan 041) which was operating under an Institutional Development Agreement (started 1970). The MUCIA Project Leader from the latter project became the Project Leader also for the Higher Education Development Training Project, and the local MUCIA office handled both projects.

*SE Consortium for Intl Dev*

AID/W had made a contract with another consortium (SECID) so there were some difficulties in arranging for the transfer of participants from that consortium to MUCIA. Arrangements for a gradual transfer have now been made so that the participants will not be upset in anyway. None will have to change institutions because of this shift.

Since this project is for long-term graduate training it was imperative to select the participants and get them placed in U.S. universities. The Mission and the GOI in addition to starting some participants under the General Participant Training Project had started the selection process early by giving the ALIGU (American Language Institute of Georgetown University) test to screen the candidate for English ability and the better English qualified candidates then took the TOEFL (Teaching of English as a Foreign Language) test. There were thus many candidates ready when the project became operative.

The box score on the placements, etc. of the participants is as follows:

1. Transferred from General Participant Training or other Previous U.S. Projects:

27 participants; 6 returnees, with 20 in-training and one who has completed course but is in U.S. waiting for wife to complete course.

2. First Group of Participants under Project:

51 participants selected; 41 now in train. 3, 7 awaiting call forwards, 1 cancelled, 2 returnees (Illness).

Second Group of Participants under Project:

41 participants selected; 3 in training, 38 awaiting call forwards.

Summary

- number in training	64
- awaiting call forwards	45
- returnees	8
- still in U.S. but completed program	1
- cancellation	1

14. Evaluation Methodology

The project manager and the USAID Training Office are in almost daily contact with the contractor's office and the GOI counterparts. There have been also regular meetings to discuss the progress and implementation of the project. The steering committee meets frequently and was responsible for preparing this PES. The committee consists of the GOI Project Leader, the Contract Project Leader, and the USAID Project Manager.

The PES was reviewed at a USAID review meeting to which USAID Mission leaders were invited to participate. The final PES is a result of that review.

15. External Factors

Major Changes in Project Setting - There have been no major changes except for the ruling of the Director General of Higher Education which singled out 9 universities which were to develop post-graduate programs. Of course, this ruling made it easier and gave a better rationale for the selection of the participants since project could concentrate, in part, on those 9 universities.

Host Country Priorities - The GOI has continued to give this project high priority since staff development is so badly needed if the universities are to improve the quality of their programs so that they play a significant role in national development.

Important Assumptions

Assumptions for achieving goal targets:

1. REPELITA II Targets are realistic, and achievable with required GOI inputs and resource allocation provided to reach goals. (Valid)
2. National and International situations, particularly financial, remain relatively constant in overall growth patterns, so that the manpower and human resource development of Indonesia can be achieved. (Valid).
3. The Development of the manpower and human resources of Indonesia will play a primary role in providing significant employment generation and gross domestic product increases. (Valid)
4. Manpower is available for the planned training, in sufficient numbers, qualifications, and capabilities. (Valid)
5. Indonesia's universities, institutions, and Department of Education facilities adequately develop the institutional capability to conduct, maintain and utilize the training program plan. (Still early to judge)
6. Educational demands are realistic in increasing student loads at universities technical and scientific fields continue to draw the interest and numbers of students: increase efficiency of higher education system; and universities and institutions play an important role in national and regional development planning. (Valid)
7. Students selected for training complete their studies, and are assigned in significant roles for national development. (Still early to judge).
8. Sufficient funds and capabilities provided to the chosen Pambinas (primary study centers) to create and maintain the "multiplier effect" in national institutional upgrading. (Valid)
9. Each area of concentration receive appropriate attention for overall development, and the numbers of potential trainees and their capabilities allow for the achievement of the targets. (Valid)
10. GOI contributions are met. (Valid)
11. Training candidates and positions are available, and placement is achieved. (Valid).

- 11. GOI capacity for selection, placement, backstopping and follow-up is sufficient. (Valid)
- 13. Consultants are contracted on a timely basis for assistance in the training program and the in-country program. (Valid)

16. Inputs

The plan has been slightly changed in that the GOI and the participants themselves wish that all the training abroad be in the U.S. The original idea was that about one-ninth of the training funds would be for Third Country Training, but the GOI has found other sources for such training and hence the desire to concentrate this project's training in the U.S.

The original plan funded only short-term advisors yet the implementation plan indicates that the MUCIA Loan 041 (Agriculture and Education) Project Leader will also be Project Leader for this project. A more realistic appraisal indicated a need for a long-term advisor who could assist the part-time Project Leader and concentrate on this project; thus the PIO/T contract includes such a person. MUCIA is now in the process of nominating a person for that position.

To date no short-term consultants have been used because the GOI needed time to sort its priorities. The first two short-term consultants apparently will be in Social Sciences and Applied Educational Research Design.

For advisers there was only allotted approximately \$500,000. At present prices, short-term advisers cost at least \$2,000 per month if transportation is included. If half of the funds are for long-term advisers, there are funds for only about 30 man/months of short-term advisers.

17. Output

A. The project is not moving as fast as was originally anticipated in terms of advisers, but this was partially because there was a delay in negotiating the contract. The project leader has done a very

good job, however, by himself, and the extra time has made it possible for the GOI to select the areas and types of advisors that it would like

B. The training component has proceeded perhaps even better than expected so overall there are indications that the targeted outputs will be reached by the end of the project.

C. Magnitude of Outputs

80 doctorates and 75 master's degrees

This number is too high since training costs have increased. It now looks as if the project will train a maximum of 130 professors, and the mix will probably be about 45 doctorates and 85 master's degrees.

18. Project Purpose

To enhance GOI capability in selected institutions in the Higher Education System to provide needed manpower training in specialized fields, e.g., fisheries, marine science, forestry, etc. relevant to the needs of the poor majority.

A. Do GOI and USAID share common perception of Purpose?

The GOI and USAID agree on the purpose.

B. What is the project priority with the GOI?

This project has top priority as indicated by the diligence of the GOI in recruiting candidates, and by the fact that the GOI has asked for a follow-on project. The GOI has also exceeded the planned material support for the institutions of higher education.

C. End of Project Conditions

1. 10-12% increase in students - the increase is proceeding faster than scheduled. Problem really is to see that increase does not proceed too rapidly and at the expense of quality.

2. Produce graduates in development oriented fields .....

- it is too early to measure this with any certainty yet. Certainly there are strong moves in this direction which should in time give the desired results (such changes for example as making the curricula more streamlined and relevant - a process which is now occurring in several subject fields, most noticeably in agriculture).

3. Faculties performing an important role in research, planning and problem solving for regional and national programs.

The faculties are certainly moving in this direction though it is too early in this project for it to have a noticeable impact. This project by all indications will be very influential in promoting the universities' contributions to development.

4. A capability within the Ministry of Education and Culture to implement and manage a national program of educational up-grading. The Ministry has already made strides in this and has developed a very courageous plan for allocating resources. With the help of this project, the Ministry should develop real strengths in carrying out higher educational upgrading programs.

19. Program or Sector Goal

1. To increase Indonesia's development capability at all levels by addressing the nation's manpower requirements and making possible the effective utilization of the human resources in order to accelerate social and economic growth and development.
2. Contribute to the GOI Repelita II goal of training 1000 academics for Indonesia's 40 universities.

This project is certainly going to add significantly to the universities' professional resources; thus making it possible for the universities to help the nation meet its manpower requirements.

It is still early in the project, however, to measure specifically its effectiveness in helping the nation reach its goal.

20. Beneficiaries

The ultimate beneficiaries of this project will be the poor people who get better and more social and other services from their government as its leadership becomes more effective.

The immediate direct beneficiaries will be the participants themselves as they become more competent university leaders and professors. Their colleagues, of course, will gain from sharing their ideas and experiences, and their students will benefit from the improved instructional programs which result from a better university staff.

21. Unplanned Effects

None yet.

22. Lessons Learned

None yet.

**PROJECT TITLE:**

**I. Impact re Section 102(d) Criteria: (Explain How)**

**Increase Agricultural Productivity**

**Reduce Infant Mortality**

**Control Population Growth**

**Promote Greater Income Distribution**

Leaders will find better solutions to development problems.

**Reduce Un-Under Employment**

**And related criteria:**

**Strengthen/Create institutions which aid social/economic development**  
Universities will be better able to serve the nation in promoting development.

**Improve condition of women: Social/Economic/Political**  
Women will play a larger role in the universities.

II. Benefit Incidence\* (Please specify effect on woman wherever possible)

A. Direct Beneficiaries

(Number) (Who) (Where)

Income

Labor

Agricultural Production

Education/Training/Management	150	Professors	State
	15,000	Students	Universities

Medical Treatment (Reduction of Disease, available facilities/services)

Living Conditions Improved (water, housing, sanitation, nutrition, institutions, decrease cost of living)

Provision of Power/Transportation

Estimated Overall Total Without Double Counting \_\_\_\_\_

B. General Population in an Area that indirectly benefits from:

increased availability of food \_\_\_\_\_  
 increased mobility in area 1,000,000  
 general health improvement \_\_\_\_\_  
 or overall economic improvement 1,000,000

Overall 2,000,000  
 Universities are playing an important role in development and will play their roles more effectively as a result of this project.

C. People in Area not affected. Why?

D. People in Area adversely affected. How?

\* Most of these figures are not mutually exclusive and many will include people who benefit in two or more ways.