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PD-AAI-019

497-0280 (1)

CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) – PART I

Report Symbol U-447

1. PROJECT TITLE	2. PROJECT NUMBER	3. MISSION/AID/W OFFICE
SELF-INSTRUCTIONAL LEARNING SYSTEM	497-0280	USAID/I/EHR

4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY)

☒ REGULAR EVALUATION ☐ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent	B. Final Obligation Expected	C. Final Input Delivery	A. Total	$5,100,000	From (month/yr.) June 28, 1979
FY 79	FY 84	FY 85	B. U.S.	$3,000,000	To (month/yr.) March 1, 1981
					Date of Evaluation Review March 12, 1981

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., Airgram, DFAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
Corrections and changes to be made in Project Paper		
1. P.13 - The Magnitude of Outputs: Correct 500 graduates to read 5000 graduates.	Jerry Tarter	7/10/81
2. See consultant Bernard's attached revision of project clientele. Note that the output of graduates, i.e., 5000, remains unchanged.	Jerry Tarter	7/10/81
3. It is suggested that the sub-goals of the log frames be changed by: a) Eliminating the last two which read, "-skill shortages and unemployment reduced by 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."	Jerry Tarter	7/10/81

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- ☑ Project Paper
- ☐ Financial Plan
- ☐ Logical Framework
- ☐ Project Agreement
- ☐ Implementation Plan e.g., CPI Network
- ☐ PIO/T
- ☐ PIO/C
- ☐ PIO/P
- ☐ Other (Specify) _____
- ☐ Other (Specify) _____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

- A. ☐ Continue Project Without Change
- B. ☐ Change Project Design and/or ☐ Change Implementation Plan
- C. ☐ Discontinue Project

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

Jerry D. Tarter, Education Advisor JTarter

Clearances: EHR, RWSchmeding

PRO, AThivierge

PRO, PAGage

12. Mission/AID/W Office Director Approval

Signature: RCSimpson

Typed Name: Robert C. Simpson, Acting Director

Date: March 12, 1981

AID 1330-15 (3-78)

Project Evaluation Summary (PES)-Part II

13. Summary

History

PAMONG (Pendidikan Anak Oleh Masyarakat, Orangtua and Guru-Education of Children by the Society, Parents and Teachers) was begun in 1973 as a research project of the Indonesian Government Center for Educational Research and Development (BP3K). In 1976 USAID was approached and asked to consider giving assistance to the PAMONG Project. A Project Identification Document (PID) was approved in May 1977 and a Project Paper in October of 1978. The Project Grant Agreement ($3 million USAID - $2.1 million GOI) for a five year project was signed in June 1979, and a contract (AID 497-80-100.22) was let to the Institute for International Research in January 1980.

Thus, AID, through the Self-Instructional Learning System Project, joined a project that was already in process. This is an important point to consider in evaluating the progress of the AID project.

Current Status

The project is divided into three components: technical assistance, commodity procurement and training.

The techncial assistance team (H. Dean Nilesen--Chief-of-Party stationed in Solo and Doran Bernard technical advisor stationed in Mas, Bali) arrived in March 1980 and have made contributions to the project in the nine areas of the scope of services of the contract with the Institute for International Research (IIR).

Self-instructional learning modules are to be revised and printed under the commodity procurement portion of the project. After a series of set-backs, module production for the second trimester was suspended, and an all out effort is being made to have all modules ready for the third trimester which begins in early March. Having completed the third trimester modules, the plan is to return to the production of the remaining first and second trimester modules.

Training, the third element of the project, is divided into "U.S." and "In-Country." Several in-country training sessions, preparing teachers and administrators for project implementation and module writers/producers in materials design and production, have already occurred.

The process of candidate selection for the U.S. portion of training is underway. A training plan is undergoing approval and preliminary testing (ALIGU test given to twenty-four candidates) of English language competence has been completed. Final candidates are being chosen for the May 1981 TOEFL Exam.

14. Evaluation Methodology

The purpose of this evaluation is to measure project progress against the goals of the project and to improve implementation where necessary.

The key institutions/individuals participating in this evaluation are as follows:

	Name	Project Affiliation	Position
1.	Mr. Soemitro	Project Coordinator	Secretary BP3K
2.	Mr. Soemitro, S.H.	Project Director	Project PAMONG Head
3.	Mr. Widodo	Project Planner	Domestic Consultant
4.	Mr. Pramono	Materials Production Manager	BP3K-Pust Innovasi
5.	Ms. Pramono	Project Secretary	BP3K Contract Employe
6.	Mr. Sumardi	Mr. Pramono's replacement	BP3K-Pusat Innovasi
7.	Ms. Widaratna	Project Evaluation Team	BP3K-Pusat Innovasi
8.	Dr. H. Dean Nielsen	Chief-of-Party IIR	USAID Consultant
9.	Mr. Doran Bernard	Technical Advisor IIR	USAID Consultant
10.	Mr. Arthur Thivierge	USAID Project Program Officer	USAID Program Officer
11.	Mr. Patrick Gage	---	USAID Program Evaluation Officer
12.	Dr. Robert Schmeding	---	USAID Chief Office o Education and Huma Resources
13.	Dr. Jerry Tarter	Project Officer	USAID Education Advisor
14.	Mr. Robert Simpson	---	Acting AID Mission Director

This PES is in accordance with the Mission evaluation schedule and the project paper evaluation plan.

15. External Factors

The government has decreed that 200,000 students will be included in Project PAMONG (and KEJAR) by the end of the 1983-84 school year. At this point, in terms of their targets or responsibilities, the GOI Project PAMONG and the GOI-AID Self-Instructional Learning System have the following aims:

1. The GOI, as reflected in Repelita III, has set a target of 200,000 new elementary school students to be reached by Project PAMONG (and the PENMAS KEJAR Project) by the end of the 1983-84 school year;

2. BP3K has the responsibility to develop and refine the PAMONG model and assist dissemination planning for the GOI's future dissemination of the Project;

3. The GOI-AID Self-Instructional Learning System Project, i.e., the activities funded under this project, has the target of graduating 3500 in-school and 1500 out-of-school learners.

The decree mentioned above has the potential of shifting the priority of the Self-Instructional Learning System Project from an implementation research project to a full scale implementation project. This potential shift must be guarded against and prevented. At this point there is no evidence to indicate that such a shift is occurring, but because the potential is there, it must be mentioned as something to be guarded against in the future.

Important Assumptions

Assumptions for achieving goals and project purpose remain valid. These are as follows:

Assumptions, as found in project paper annex C "Project Design Summary/ ~~Logical Framework," for achieving~~ project goals:

1. Expanding the educational or learning opportunities in a community will improve the quality of life of the residents. (Remains valid)

2. The GOI will continue to give priority to improving the life of the rural poor. (Remains valid)

3. There will be no major deterioration of the present economic, social and political situation in Indonesia. (Remains valid)

4. 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. (Remains valid)

Assumptions, as found in project paper annex C "Project Design Summary - Logical Framework," for achieving project purpose:

1. Existing materials (developed in Project PAMONG) are self-instructional (minimal requirements for "teacher" inputs and direction) and cover adequately the learning objectives set for the upper elementary grade levels in Indonesia. (Remains valid)

2. Full support will be given to the project by echelons of administration in the Directorate of Education in Bali and by the central monitoring office in the Department of Education. (Remains valid)

3. Given adequate information about the project, the residents of Kabupaten Gianyar will support the project. (Remains valid)

4. Grades 4, 5 and 6 materials developed in Project PAMONG in Solo can be used in Kabupaten Gianyar with minimal revisions. (Remains valid)

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

16. Inputs

Technical Assistance

The technical assistance team arrived soon after the contract with IIR was signed (Contract signed 1-11-80, team arrived 3-7-80) and after one month of intensive language training and two weeks of project orientation, began work in the project sites of Solo and Kabupaten Gianyar, Mas, Bali.

Soon after work began, a conflict arose over the role of the Solo advisor. USAID had contracted IIR to recruit and hire a chief-of-party who was to have been an evaluation specialist. This person was to have contributed to both formative evaluation planning and execution and summative evaluation planning and execution. (See USAID Request for Proposal which is based on project outputs in the project paper.)

A series of meetings with the GOI project coordinator, USAID project officer and IIR principal investigator resulted in a clearer definition of the roles of the two resident advisors to the project (see promised memo from Mr. Soemitro, Project Coordinator to Mr. Soemitro, S.H., Project Director.) The roles with respect to evaluation activities are: 1) the evaluation expert is to assist the GOI with formative evaluation and project implementation matters, while the technical advisor in Bali is to be primarily responsible for assisting with project implementation at the field site in Bali. Crucial answers to evaluation questions such as the cost effectiveness of PAMONG in comparison to traditional schooling and the academic achievement levels of PAMONG learners in comparison to traditional school learners are to be provided (to USAID) by the GOI through the project director of summative evaluation, Mr. Romli Suparman.

Short-term consultants to the project have included Dr. George Papagiannis (Florida State University), Ms. Alice Palmer (USAID, retired) and Dr. Jane Root (Johnson State College).

Dr. Papagiannis, whose consultancy lasted 2 weeks, assisted in the development of a learning post motivation plan and proposed the use of contextual analysis and profiles of good learning managers in support of project implementation. Ms. Palmer, whose consultancy lasted 3 months (September - December, 1980), assisted in 1) the upgrading of module design; 2) the completion of a contract with the quasi-governmental printing agency, Balai Pustaka, and 3) the conducting of a 2 week workshop for module designers and producers. Dr. Root, whose consultancy lasted 20 days, assisted in the development of diagnostic tests of reading readiness and the development of prototype materials for teaching beginning reading.

Training

Since it was not possible to find project affiliated candidates who could finish doctoral studies before the end of the project (i.e., those already possessing a recognized masters degree), and because of underbudgeting in the training category for 4 MA's and 2 PhD's, the project training outputs have, by mutual agreement, been reduced to 4 MA's. (See PIL #5).

A series of in-country workshops has been conducted by the GOI. These workshops, designed to assist teachers and administrators to implement the PAMONG system in Bali, have been very successful.

Commodities

During the reporting period, the planned level of commodity inputs has remained unchanged.

17. Outputs (For both the PAMONG test site in Bali and the Small Schools test site in Kalimantan)

	Outputs	Magnitude			Achieved to date
1.	Prototype learning system for specified learning objectives.	1. 100 sets (models) each set consisting of copies of modules of self-learning and guides for staffing, organizing and managing the system.			
		a. Management guide			a. 100%
		b. Learning materials (Modules and Programmed Teaching Syllabi			
		Modules:	Planned	Printed	
		Modules	396	147	37%
		Review	125	33	26%
		Modules Total	521	180	34%
		Prog.Teach Syllabi	124	18	14%
		Modules & Syllabi	645	198	31%
2.	Cadre of personnel trained to implement the above system.	2.a. 15 Programmed instruction specialists (material writers).			a. 100%
		b. 150 Trained instructional supervisors.			b. 200%
		c. 35 Trained supervisors and coordinators.			c. 100%

	Outputs	Magnitude			Achieved to date
		d.500 Instructional Aides	Target	No. To Date	
		(1) Skill Trainers	270	100	37%
		(2) PATJAR Non-Student Tutor	600	136	23%
		(3) In-School and PATJAR Cross-Age Tutors	3300	200	6%
		(4) In-School and PATJAR Peer Tutors	2600	400	15%
3.	Operational Learning Posts and Community Learning Centers.	3.a.450 Learning Posts b. 35 Community Learning Centers			125%
4.	Graduates of the Learning System.	4. 3500 in-school and 1500 out-of-school learners have completed all modules.			0%
5.	Comparative data on effectiveness and costs of above system vs traditional formal schooling.	5. Costs data on 450 learning posts, 35 CLC's and 25 control schools and groups.			0%
6.	Increased pupil/teacher ratio. (The project paper target ratio is 100:1; the project has achieved a ratio of 36:1 todate. Because the previous pupil/teacher ratio is assumed to have been between 30-40:1 on the average - this is a gross figure no information is available for the exact figure, it must be determined that the project has so far not increased the pupil/teacher ratio. Because of government practices which limit the number of students per class to 40, it may be necessary to reconsider the project paper target of 100:1.)				0%

Output - Problems

Commodity

Serious problems have affected the planned output of printed modules in five subjects (social science, physical science, mathematics, Indonesian language and state philosophy) for grades 4, 5 and 6. During initial planning for the start of the implementation test in Bali in mid-July of 1980, it was decided only to attempt to produce modules for three trimesters (for academic school year 1980-81) for grades 5 and 6.

Three quarters of the way through the first trimester, the head of the kabupaten education office in Gianyar decided, based on the lack of reception of a full set of first trimester modules and a very low probability of receiving the second trimester modules in time, to suspend the use of modules in the second trimester. The teachers were ordered to return to the "classical curriculum." In early March, a decision was made to return to the modules for grade five, but because of pressures associated with the moving up of the end of school year test (EBTA) for sixth graders, module use was not reinstated in grade six.

In an effort to accelerate the module production process, the PAMONG Solo staff trained a new group of 15 full time module writers and hosted a USAID supported workshop, using Indonesia printing industry experts as teachers, to help streamline the editing/production procedures.

It should be noted at this point that module production, as originally conceived in the project paper, was to have been in four not five subject areas. The fifth, moral philosophy or Pancasila, was inadvertantly overlooked. It is a standard elementry school curriculum item in Indonesia.

18. Purpose

"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 (sic)."

Do GOI & USAID share common purpose? Yes.

What is GOI priority? How manifest? GOI priority for the project is manifest in: a) the status of the project in the current 5 year plan--up to 200,000 PAMONG/KEJAR learners by 1984; b) the real allocation of Government personnel and funds; c) the increased status of the project within the organizational structure of UNS; d) the strong commitment of the Gianyar Bupati to the project; and e) national publicity and interest in the project, including a TV documentary.

19. Goal/Sub Goal

Goal	Sob Goal	Achievement
Provision of 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 population residing in the rural areas of Indonesia.	- School dropouts reduced by 25% - Elementary school completion increased by 40% - Per capita cost of elementary schooling at upper grade levels reduced 40% - Educational level (average) of out-of-school youth raised by two grade levels. - Skill shortages and unemployment reduced by 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.	At this point, there are no data indicating achievement rates for these sub-goals.

20. Beneficiaries

The largest group of direct beneficiaries of the project is that group identified as the "school deprived, children of Kabupaten Gianyar, Bali. These children will have an opportunity they would not have had had the project not existed. Also, those who receive MA degrees under project auspices are direct beneficiaries of the project.

The indirect beneficiaries of the project are the community in which the children reside and the Indonesian printers who will print the educational materials for the project.

21. Unplanned Effects

Several unplanned effects have occurred:

1. A new cooperative relationship has developed with the office of the Director General of Non-Formal Education and Sports (PENMAS).

2. A relationship is developing between a similar project (the Open Junior High School Project) and PAMONG. It is hoped that a future Open Junior High School site will be in the project area so that more sharing of experiences could take place.

3. A hightened awareness on the part of local community leaders of Department of Education activities has been produced. The project generates a high level of visibility and this results in "spill-over" into other education activities.

4. Because of the visibility of the project other international organizations (Foster Parents) are interested in funding other educational activities in the area.

5. Project students may be given priority admission to other programs such as vocational training.

22. Lessons Learned

At this point in project implementation, few lessons have been learned. However, some problems have arisen for which, it is hoped, solutions will be found. It will be from such solutions that any project lessons will be learned.