

PD-AAJ-343

ISU 849

4970280005371

SIX MONTHS' REPORT

OCTOBER 1, 1980 — MARCH 31, 1981

Contract Number: AID 497-80-100.22
Project Number: 497-0280
Project Title: Self-Instructional
Learning System
Contractor: Institute for International
Research, Inc.

Submitted by:
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May 25, 1981

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Six Months' Report

ii. Introduction

In accordance with the general provisions of the AID contract number 497-80-100.22, the field staff of the Institute for International Research hereby submits its second Six Months' Report covering the period 1 October 1980 to 31 March, 1981. The current report will follow the format suggested in the contract including:

- 1--A review of work under the contract, including
 - a) progress made;
 - b) plans for ensuing period; and
 - c) recommendations covering the current needs in the fields of activity covered under the terms of the contract.
- 2--An administrative report covering expenditures and personnel employed under the contract.

The "review of work" section in the previous six months' report was based upon IIR's proposed work plan, which was made binding by the contract. In that work plan there were nine (9) areas of activity which were to be covered, including:

- 1) Orientation and planning;
- 2) Site preparation;
- 3) Materials revision and production;
- 4) Project training;
- 5) Learning site operations;
- 6) Evaluation;
- 7) Dissemination planning and packaging;
- 8) Participant training;
- 9) Reporting.

The plans for the ensuing period in the previous report, which, of course, is the period covered by this report, were also organized according to those nine areas of activity. Therefore, the "progress made" section of this report will use as a point of departure the plans section of the previous report.

The IIR proposal also mentioned the need to develop a fully operational Project Implementation Plan during the first few months of the project. Such a plan has been developed by the Indonesian Government, with inputs from the IIR staff. It is now in its final stages of preparation. For ensuing periods of the project, that document, which will soon be distributed, will become the basis for planning in the delivery of services under the contract. Thus, the current report section labelled "Plans for ensuing period" will be based upon the activities specified by the Overall Plan for the period April 1, 1981 to September 30, 1981. The recommendations section will also be based upon the activities covered in the GOI recognized plan.

As mentioned in the previous report, the Government of Indonesia has not transferred the responsibility for support of the "small schools project" in Central Kalimantan to UNS (Solo). Therefore, the IIR advisor at UNS has not been involved in that aspect of the project. Reports on progress in Central Kalimantan will thus be "second-hand" and necessarily sketchy.

Also, as before, this report will specify progress made in the designated areas of activity without rigorously separating out the aspects which were

direct results of IIR inputs. The fact that the contractor and GOI staff activities are so intertwined makes it virtually impossible to make such a separation. This is not to say that careful records of IIR inputs have not been kept--records of Consultative Input have been kept during the entire reporting period. Although these records have been submitted to USAID on a monthly basis, they will be resubmitted here, in compiled form, in an appendix.

Finally, monthly reports covering expenditures under the contract have been sent directly to USAID/Jakarta by the IIR home office. Therefore, a report of expenditures will not be included in this report. However, a summary of personnel employed under the contract (excluding IIR home office personnel) will be included.

B. Progress Made

1. Orientation and Planning

1.1 Bali

1.1.1. Planning community acceptance strategies for PAMONG

A major activity taking place during this period was the development by the Pamong Sekretariat staff of a patjar student motivation plan designed to encourage more active involvement by students and the community in the Pamong patjar activities. A brief summary of the development process follows:

During October 1980, the Pamong Sekretariat staff developed and revised a set of interview questions of perbikel, kelian, PP3, active patjar students, students who should, but had not, attended patjar and parents of students to help determine the factors involved in students' attending or not attending Pamong patjar. Six perbikel, 8 kelian, 7 PP3, 16 parents, 13 drop-outs who had not attended patjar and over 50 active patjar students were interviewed by Sekretariat staff and a team selected and trained by PP3 to act as interviewers. After this data gathering, the team met several times to prepare a report on the situation in the patjar, focussing on the factors and/or problems which contributed to the success or lack of success of patjar within various communities. An integral part of the report was an action plan in critical path format of steps to be taken to help motivate drop-outs to enter patjar and to provide a more flexible system for those who could not maintain the regular patjar meeting schedule. This draft report was submitted to Solo and BP3K Jakarta in December for review and was revised by Solo staff.

The overall implementation strategy was consequently refined by Sekretariat staff into an operational plan that allocated a key role in patjar student motivation to the perbikel working in concert with a motivation team composed of kelian, PP3, and members of other local agencies such as LHM and PRMAS. (See Attachment 1). On March 9, 1981, a meeting was held with the Bupati, Pamong staff from Solo and Bali, perbikel, Camat, Kakancam, PKB kasda from Kabupaten Gianyar to introduce the plan and encourage increased involvement by local leaders in SD Pamong activities. During this meeting local leaders and kasda developed their own time schedules for implementation of the operational plan.

1.1.2. Specification of PAMONG Sekretariste's role within the overall project plan.

As defined by Pak Soemitro (Jakarta) and the Solo staff, the role of the Pamong Sekretariat, Bali, will continue for the near future to involve primarily: monitoring of Project status in Gianyar, identification of problem areas or difficulties with the Pamong operational model, revision and improvement of the operational model. As new or experimental activities and programs are developed, such as programmed instruction at grades 1 and 2, Gianyar will continue to provide a site for field testing and refinement of these programs. The Sekretariat staff will be responsible for monitoring these activities and for providing timely feedback to the Solo staff.

1.1.3. Planning the start-up and expansion of programmed teaching activities

During Penelok III, February 23 to 28, the 26 PKB kasda, 5 PP4 and 20 tutor kakak from the five Mas PKB received training in the implementation of programmed instruction in grades 1 and 2. At the beginning of the third

term (CW 3), on March 2, programmed teaching began in the five Mas PKB in the subjects of mathematics and Bahasa Indonesia. This implementation had been delayed somewhat from Solo's initial plan which called for a November 1980 start-up of this activity in Mas PKB.

1.2 Solo

1.2.1. The finalization of the overall project implementation plan.

By mid-September the PAMONG staff, under the direction of Pak Widada, had completed a first draft of the Overall Plan, containing General Objectives (operational targets), detailed objectives, major activities towards fulfillment of these objectives plus a schedule, and Network diagrams. This draft was reviewed in December by the head of Pusat Inovasi (BP3K). In response to recommendations resulting from the review, the plan was revised to include detailed definitions and targetting completion dates for the various general objectives. A subsequent review meeting led to the addition of inventories of staff and materials requirements plus a detailed budget. In mid-February the main body of the plan was submitted to Jakarta for sanctioning. The budget will be completed and submitted by about the first of April.

1.2.2. The reorganization of the UNS staff according to the requirements of the Overall Plan.

This kind of reorganization has not yet occurred, although a proposal has been submitted to the director of the UNS staff. One exception has been the organization of a Monitoring and Evaluation Team. Many aspects of the Overall Plan are not moving ahead because no one has been given the responsibility for them.

1.2.3. The development of a design for the national survey (stage 1) to choose sites in Java/Bali for the dissemination of PAMONG.

During the week November 24-29 a workshop was held involving 16 participants from the PAMONG staff and other parts of the university to design the national survey to be used in selecting PAMONG dissemination sites. The output of the workshop was a draft design, criteria for selection of regions (Kecamatan) from the Kabupaten of Java and Bali and 10 instruments to be used in conducting surveys at the Kanwil, Kabupaten and Village levels. Since that workshop activities in this area have been suspended in anticipation of a new presidential decree which would, among other things, put BP3K (Jakarta) in charge of all data gathering for the development of universal primary education alternatives, including PAMONG dissemination.

1.2.4. Planning/designing feedback systems for module revision and PAMONG development.

Planning during the reporting period focussed on 1) determining the kinds of evaluation questions materials developers and other decision makers needed answered; 2) determining what data was required in order to answer the questions specified; 3) specifying how each piece of data would be collected; 4) determining when and by whom the data would be collected; 5) determining who would analyze the data; and 6) specifying to whom the results would be fed back. This planning included not only Solo support staff members but also Bali secretariat and implementation staff members. One of the

results of this planning has been the development of a monitoring network which indicates who will receive what information from whom and when.

1.2.5. Developing strategies for recording, reporting and minimizing project costs.

There was no explicit effort in this area. There was an agreement (between BP3K and USAID) that the services of a short-term consultant in cost/effectiveness analysis would be sought. In addition, some cost-cutting has occurred, notably relating to the numbers of modules which will be needed per grade per year.

1.2.6. Further planning the extension of PAMONG in Kebakkramat.

During the reporting period plans were made to establish learning posts in every village in the Kecamatan (i.e., 10 villages including the two experimental villages of Kebak and Alastuwo). In addition, planning meetings were held in order to integrate PAMONG development into the overall Kecamatan strategy for attaining universal primary education. Finally, plans were made for turning over supervisory and support functions (once held by the UNS staff) to the routine educational bureaucracy in the Kecamatan.

1.3 Central Kalimantan

1.3.1. The development of a "small schools" model which employs PAMONG materials and methods.

There does not yet appear to be a standardized, officially recognized "small schools model." Modules are being used in grades 4-6 and more attention has been given to patterns of organizing multiclass teaching. According to Mr. Suwartono, Solo staff member involved in small schools development, there is an emerging model in which a) one teacher manages both an upper and a lower grade, e.g., I & VI, II & V, III & IV; b) while teachers are working in conventional ways with their lower grade students, their upper grade students work alone (or under the direction of a peer tutor) using PAMONG modules; c) when grade I & II students go home (around 10:00 a.m.) the teacher then works directly with the upper grade students, usually teaching from the modules in conventional ways; d) where grades III and IV are grouped the teacher alternates between the two--individual work in grade III is based on regular texts or black-board material since no modules for that grade are available.

1.3.2. Planning the development and production of learning materials.

Ditto masters from Solo are being used by SPG Palangka Raya in the local production of modules. The materials have been well distributed among the 15 project schools. Small libraries (50-200 books) have been set up in each school and there appears to be some use by students. A team of subject matter specialists (Spesialis Bidang Studi) was formed in order to generate new materials appropriate for small schools. The team appears to be marginally active in doing so, having produced very little so far (see Nick Sewell's March 14, 1981 consultant report, UNICEF Jakarta). It has been proposed that copies of the newly printed PAMONG modules be sent to Palangka Raya to serve as the basis for local production of upgraded materials.

1.3.3. Planning for further expansion of the small schools.

There has been discussion of expanding the small schools project to cover the entire province of Central Kalimantan. The state educational office has tentative plans to start up two "small schools" in each of 5 Kabupaten. The current project-supported Task Force would serve in an advisory capacity in that expansion. In order to do this, the Task Force may need to be revitalized, since, according to Dr. Cowell, "In Palangka Raya the planning breakdown has been almost total." (Consultant Report, March 14, 1981).

2. Site Preparation

2.1 Revision of a list of potential patjar participants in Gianyar.

The most recent data (October 1980) on number of patjar students in Kabupaten Gianyar is contained in Attachment 2. The three columns of data that should be examined carefully in this attachment are entitled "Terdaftar," "Aktif" and "Sekarang." "Terdaftar" is the total number of young persons per kecamatan who have dropped-out of SD at levels 5 and 6 and are thus potential clients of SD PAMONG, at present. "Aktif" are the patjar students who are considered "active" students by the PP3, but the criteria for an "active" student are vague. "Sekarang" are young persons who have entered PAMONG patjar and attended at least one meeting, but may not have returned or are not considered active by the PP3. It is our opinion (the Sekretariat staff) that the "Sekarang" figures give a more accurate picture of the student involvement in Patjar Pamong. The reason is that many students may have reentered patjar or may be studying at a slower pace than other students and may not attend as many patjar meetings and do not, therefore, meet the PP3's more rigid criteria for an "active" student.

2.2 Development of a system for continuous updating of patjar rosters.

The PAMONG Sekretariat staff had hoped to integrate the development of a system for continuous updating of patjar (and PKB) student rosters with the development of the overall monitoring system by the Solo staff. This task has not yet been completed. At present, PP3 keeps very accurate attendance records and this data is forwarded to the PKB and PPKE. A bottleneck seems to exist at the kecamatan level where summaries of the data are not being prepared and forwarded on as planned. The Sekretariat staff is obtaining this data by site visits to individual patjar, but this system is less than satisfactory.

2.3 Development of systems for encouraging and maintaining support for patjars by community leaders in all locations.

For comments on encouraging support of patjar by community leaders see item 1.1.1.

2.4 Developing methods for identifying and recruiting patjar tutors and skills trainers.

Progress remains slow in the identification and recruitment of patjar tutors and skill trainers--the problem being of finding and keeping people who are willing to donate their time without any monetary compensation. This is a major failing in present patjar operations, but it is believed that the implementation of the patjar student motivation plan may help improve the situation as voluntary assistance to the patjar is associated with community

support for the Project. Other systems for recruitment and maintenance of skill trainers for the patjar are being explored as well, but it is too early to report on results of these explorations.

2.5 Preparation of new patjar sites in Kecamatan Kebakkramat.

Two new patjar sites were put into operation in October of 1980, one each in the villages of Waru and Kemiri. The site preparation followed the basic outlines used in Bali: the inventory of potential participants was prepared by the village head together with sub-village heads and the patjar teacher (PP3). Village level meetings were held with parents and students in which local government officials endorsed the project and encouraged participation. Subsequently, the PP3 assumed the leadership of the patjar.

3. Materials Revision and Production

3.1 Final selection and training of 15 new module writers will be completed.

New module writers were selected by November of 1980 and trained during the period of November 17 to December 13, 1980. The actual number of trainees was 18. Three of these were moved to other projects (one to become a PT syllabus writer). In January a new writer joined the staff. As of March 31, 1981, there were 16 new writers actively involved in the production of modules.

3.2 Module writer's handbook will be finished.

The handbook was developed, at least in the preliminary form, before the module writers training sessions. At present a finalized version is available. In addition, a supplement, indicating the specific titles to be produced, has been developed, and, once revised, will be printed.

3.3 Revisions of grade V-VI modules will be completed.

All revisions have been made, although some (from trimesters 1 and 2) are still in draft form.

3.4 Printing of grade V-VI modules, trimester 1,2 will be completed.

The printing of the modules for trimester 1 and 2 fell behind schedule. A decision was made to put all efforts into the printing of trimester 3 materials. As of April 3, 100% of trimester 3 (grades V, VI) modules will be printed. As of March 31, approximately 75% of materials for trimester 1 will be produced and 25% of materials for trimester 2.

The module printing status for grades V, VI is summarized in the following table:

	Percent of Grade V, VI Modules Printed as of March 31, 1981		
	Grade V	Grade VI	Total
Trimester 1	20%	25%	25.5%
Trimester 2	71%	79%	75%
Trimester 3	100%	100%	100%

3.5 Printing contract between BP3K and Balai Pustaka will be finalized.

A contract dated 10 December 1980 was signed by Soemitro, Head of the Innovation Center BP3K and Soetoyo Gondo, Director, Balai Pustaka. The contract called for the production of up to 770 titles for grades I-VI, 1000 copies per module plus 3000 copies of tests and 500 copies of test keys. The price was set at Rp 7.25 per page for the first 128 titles and Rp 8.75 per page for the other 642. Alice Palmer was instrumental in the development of the final draft of the contract.

3.6 Alice Palmer to work with printing staff on module design (including cover design), layout and condensation.

In order to fulfill this goal Ms. Palmer organized a series of two training workshops in which 6 prominent Indonesian publishers and editors (Soetarno, Baharuddin, Hassan Shadily, Hassan Pambudi, Zainol Ihsan, and Dyanaludin Hadis) were recruited to train 9 UNS materials developers and 9 publishing managers. The two workshops took place on November 17-22 and December 1-6. The design workshop covered, among other topics, module layout and cover design (several new covers were actually designed); the production workshop covered editorial procedures, production planning, principles and procedures.

3.7 Alice Palmer to go to Palangka Raya to assist in small schools materials development.

Because of scheduling difficulties, this did not occur.

3.8 IIR principal investigator, Daryl Nichols, to work with programmed teaching coordinator in revising PT materials.

This took place during the month of September, 1980. Some of Mr. Nichols suggestions were used in revising PT procedures. Mr. Nichols encouraged staff members to visit the USAID/IIR-supported project in Liberia. As of late March, plans were to send one staff member from Solo and one from Bali to observe PT in the InSPIRE project in Malaysia.

3.9 Kebakkramat schools/patjars to begin using new materials.

As of this reporting period Kebakkramat patjars were using the new printed materials but the PKBs (schools) were not. Some of the printed materials have begun to reach the PKB's in Kebakkramat. The new plan is to begin using them in starting next academic year (July 1981).

4. Project Training

4.1 Training for the start-up of programmed teaching in Bali is scheduled for October-November.

This training did take place, but in February (Feb. 23-26). Participants in the training were the five teachers (PP4) from the five primary schools in Mas which began implementing programmed teaching on a pilot project basis. During the first two days of instruction the 5 PP4's plus all principals from the 26 PKB's in Gianyar received instructions regarding the procedures. During the next 2 days of training the PP4's worked with the 5th graders from their schools who would later assume the role of tutor kakak for 1st graders. The training for tutors (10 each in Indonesian and math = 20 from each school) was by simulation. (The plan also calls for 6th graders to act as tutors for 2nd graders, but since 6th graders were busy preparing for their leaving examinations,

they were not included in the training and try-out at this time. They will, however, be included in the training/implementation planned for the next academic year.). On March 1st the actual try-out of the system began in the five Mas schools. Next school year (beginning July 15th) the system will be expanded to the other PKR's in Gianyar.

4.2 Training for Kebakkramat staff members (old and new) will be held in November and focus on the use of the revised management guides.

The training for Kebakkramat staff members took place in March (28-30). Participants in the training were the principals and teachers from the four Kebak/Alastuwo schools, as well as administrative personnel from the regional educational offices and local government officials, all of whom will assume more active roles in PAMONG management as field or support (supervisory) personnel. Topics covered included a) the use of the new management guides; b) discussions of problems in implementation; c) the use of monitoring instruments, and d) planning for PAMONG expansion.

4.3 Inservice training to take place in Bali/Solo at least by March '81 and based on the results of monitoring of implementation in the field.

During the week February 23-28, 1981, a training workshop was held in Gianyar. The main topics of discussion were: 1) the revised Juklak (its form and its use); 2) problems which have arisen in implementing PAMONG, and possible solutions; 3) the use of new monitoring instruments, particularly those for assessing module quality; and 4) follow-up plans for the next trimester (including the start-up of programmed teaching in the village of Mas). A short training session was held in March (28-30) for project implementors from Kebakkramat (see item 4.2).

4.4 The regular management guides will provide guidance as to how Kecamatan staff should conduct training of principals and teachers. Separate training manuals will be prepared for use in UNS's training of higher-level staff.

This two-step flow of training was envisioned by the writers of the original PAMONG management guide, and is still found in the general manual (Juklak II, Book 1). However, partly as a result of advice from Dr. Setijadi, a new concept has taken its place. In this concept, all PAMONG training (except that involving tutors) would be conducted by a staff of national trainers based at UNS Solo. Training materials and procedures are to be developed by the UNS staff for this purpose. This approach has already been integrated into the current overall plan. According to the plan, activities in this area should be begun in November, 1980. By the end of March a draft of materials and procedures should have been completed. However, in fact, very little has been done so far.

5. Learning Site Operations

5.1 Patjar which have not yet been properly equipped will be provided with essential equipment.

There has been improvement in the provision of basic equipment to the patjar--blackboards, tables, chairs, cupboards--and the Kanwil P dan K Office has promised to send more equipment to the patjar during the next school year. Learning supplies--pencils, paper, notebooks--are still provided by the students themselves. The production delays encountered in Solo on the CW I and CW II modules have caused difficulties in the PKR and patjar, but the

real consequences of these delays in regard to academic achievement of Pamong students will probably never be known.

A major problem remains providing skill training equipment and supplies as well as supplies and materials for learning in the non-modularized subjects-- local language, religion, art, music, health and sports.

- 5.2 Tutors and skill trainers will be identified and recruited for the patjar where they are lacking.

See item 2.4 on recruitment and retention of skill trainers.

- 5.3 Identified problems in the teaching-learning processes will be rectified through either closer supervision

A reconnaissance survey of the status of project implementation was conducted during the week October 7-10 by several UNS staff members. The results of this survey, including the problems identified, were fed back to the field and were given to the Juklak developers who used them in preparing the revision of the Juklak. In addition, the leader of the micro-studies team, Pak Sutopo, collected valuable feedback from the field during reviews of drafts of Juklak II with Bali field personnel (Nov. 24-29). Unfortunately, the fact that learning materials shortages forced temporary abandonment of PAMONG learning procedures meant that it was difficult to get more complete information on the PAMONG teaching-learning process during the reporting period.

- 5.4 Programmed teaching will be implemented in Gianyar for grades I/II, first in Mas PKB's (Nov.) and then throughout Gianyar.

See 1.1.3. and 4.1 in regard to programmed teaching.

- 5.5 Kecamatan-wide expansion of patjars will take place in Kebakkramat.

According to the plan, patjars were to be established in all ten villages in Kebakkramat. During the reporting period patjars were established in only two additional villages, Waru and Kemiri, making the number of villages served four in all (Kebak and Alastuwo already had patjars). The establishment of the new patjars followed the established procedures--a census was taken, community meetings were held, and PP3 took over operations. Expansion into the remaining villages was explicitly mentioned in the workshop at Tawangmangu (March 28-30). As of the end of March new plans were being worked out.

- 5.6 An overall small schools design will be implemented in Central Kalimantan.

An overall design or model has yet to be formalized. However, there is an emerging model which is widely used which is described in 1.3.1.

6. Evaluation

- 6.1 Project monitoring systems (in addition to those already in place) will be put in place (Nov.-Dec., 1980).

Because of suspension of PAMONG-type learning in the PKB's during the second school term (Nov.-Feb.), it was decided that the monitoring systems could only be put in place during the third school term which began in March. During the period November to March, monitoring and evaluation instruments were further refined through discussions and try-outs in both Gianyar

and Kebakkramat. One set of instruments to be used in monitoring module use and quality was introduced during Penlok III (February 23-28) in Gianyar and is currently being used in the field. The other instruments, an interview schedule, an observation guide and a student questionnaire will be used in the field in Gianyar in early April and in Kebakkramat in May.

6.2 Results of monitoring will be communicated to policy makers (Kakandep, Kanwil, BP3K), project managers and UNS Solo.

Because of the postponement of monitoring, this was not possible during the reporting period.

6.3 UNS Evaluation Team will analyze data and make recommendations.

This will be done next reporting period after data are collected.

6.4 Recommendations will be communicated (fed back) to the field for discussion.

This will be done next reporting period after data are analyzed.

6.5 Decisions will be made regarding the need for further training and/or supplementary guides, or the revision of management guides.

This was done on the basis of meetings with Gianyar staff. Feedback was used to plan Penlok III and to revise the Juklak.

6.6 All findings and decisions will be documented for use in model revision.

A report of the process of Juklak revision has been written, as well as a report concerning Penlok III. A report from the upcoming data collection is anticipated.

6.7 The monitoring systems themselves will be revised.

This is expected as a result of the upcoming data collection.

Dissemination Planning and Packaging

7.1 Revised management guides will be completed and produced (November, 1980).

The management guides were revised and printed during the reporting period. The time of completion was mid-February instead of November. The following five management guides were produced and distributed to the field sites (Gianyar, Feb. 23-28; Kebakkramat, March 28-30):

- Book 1--A General Management Guide for Implementing SD PAMONG
- Book 2A--A Management Guide for Regional Educational Supervisors
- Book 2B--A Management Guide for Principals and Teachers
- Book 2C--A Management Guide for Government Officials
- Book 2D--A Management Guide for Tutors.

7.2 Final draft of management guides will be begun (March, 1981).

This will be postponed until after the analysis of the monitoring and evaluation data (April-May, 1981).

7.3 Java/Bali survey will be designed.

A draft of the design was made in November of 1980, but further discussion of the draft has been suspended pending a government decision which will most likely assign the responsibility for such data collection to another agency (i.e., BP3K).

7.4 Beginning of Java/Bali survey data collection.

Suspended--see above.

7.5 Begin work on overall dissemination plan/proposal to be submitted to PDM in July, 1981.

According to the latest draft of the overall plan, work on the dissemination plan/proposal will begin in July of 1981. The results will be submitted to PDM in July of 1982.

8. Participant training

On February 10, 1981, twenty-five members of the UNS faculty were given the ALIGU test of English language competence by Dr. Jerry Tarter, USAID/EHR. Four people from that group were encouraged to undergo further testing and screening. At least two are making plans to take the TOEFL in May. Tentatively, the following three areas of study have been identified for Solo staff members who are selected for participant training:

- 1) integrated curriculum development;
- 2) Community Educational Planning and Development;
- 3) Self-instructional learning materials.

During a March 12 meeting, Mr. Soemitro (BP3K) mentioned that the new head of BP3K had requested that a faculty member from Universitas Gadjah Mada be trained under the PAMONG project at the doctoral level. This request was taken under consideration by USAID.

9. Reporting

9.1 Report to Daryl Nichols can be submitted twice a month during ensuing period.

This was followed by Mr. Nielsen during the entire reporting period. Mr. Bernard continued to submit weekly reports.

9.2 Reports to Nichols will be copied to head of BP3K and local counterparts.

This was followed during current reporting period.

9.3 Chief of Party in Solo will work with and encourage UNS staff in preparing quarterly report.

Mr. Nielsen did encourage UNS staff members to write periodic reports. He once actually submitted to the staff a possible outline for such a report. The UNS staff has a partial draft of an annual report, but has thus far not submitted it. Mr. Nielsen suggested to Dr. Tarter that USAID send specific reminders concerning the need for such reports.

9.4 Beginning in October 1980 resident advisors will fill out "Records of Consultative Input."

These records have been made by both advisors and copies are appended to this report.

C. Plans for the Ensuing Period

The period to be considered in this section is the reporting period April 1 to September 30, 1981. The plans which will be considered are those which are specified in the Overall Plan for Research and Development of PAMONG Primary Schools (1980-1982) for that period. The Overall Plan is divided into ten "operational target" areas, namely, *

1. The production of a general implementation guide and management guides for the PAMONG Primary School (SD PAMONG).
2. The production of learning/teaching materials for SD PAMONG.
3. The production of a draft of rules and regulations for the management of SD PAMONG to be submitted to the Director General of Primary and Secondary Education.
4. The production of administrative reporting formats for SD PAMONG.
5. The production of materials and procedures for the execution of training for SD PAMONG personnel.
6. The production of evaluation reports on SD PAMONG.
7. The production of a description of the SD PAMONG system.
8. The production of a number of back-up studies to assist in the development and dissemination of SD PAMONG.
9. The production of a Dissemination Plan for SD PAMONG.
10. The development of the institutional capability of Universitas Sebelas Maret as the national center for SD PAMONG.

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1. The production of a general implementation guide and a management guide for the PAMONG Primary School.

<u>Activity</u>	<u>Time</u>	
	<u>Start</u>	<u>Finish</u>
1.1 Training for Regional Government Officials		
a) Bali	8-5-1981	10-5-1981
b) Solo	15-5-1981	17-5-1981
1.2. Training for PPL and tutors for programmed teaching in Gianyar	25-6-1981	27-6-1981
1.3 Write management guide supplement	1-7-1981	10-7-1981
1.4 Produce management guide supplement and send it to Gianyar and Kebakkramat	11-7-1981	20-7-1981
1.5 Submit Management Guide II to PDM	11-7-1981	31-7-1981
1.6 Planning meetings to discuss revision of the Juklak	21-8-1981	25-8-1981

- 1.7 Writing of a draft of Juklak III 26-8-1981 . 10-9-1981
- 1.8 Meeting with field staff to discuss Juklak III 24-9-1981 25-9-1981
- 1.9 Write Juklak III 26-9-1981 26-10-1981
2. The production of learning/teaching materials for the PAMONG Primary School.

<u>Activity</u>	<u>Start</u>	<u>Time</u> <u>Finish</u>
2.1 Printing of the remaining modules for Grades V and VI Trimester (CW) 1 and 2	3-4-1981	30-4-1981
2.2 Printing of modules for Grades III and IV, CW 1	1-5-1981	10-7-1981
2.3 Writing of modules for Grades III and IV, CW 2	16-3-1981	30-6-1981
2.4 Conduct of upgrading in writing methods for module writers (step II)	18-5-1981	23-5-1981
2.5 Printing of the remaining modules for Grades V and VI, CW 2	11-7-1981	10-8-1981
2.6 Printing of modules for Grades III and IV, CW 2	11-8-1981	20-10-1981
2.7 Writing of modules for Grades III and IV, CW 3	25-5-1981	10-9-1981
2.8 Conduct of a meeting of module writers, illustrators and validation team members (concerning module revision)	27-7-1981	29-7-1981
2.9 Revision of modules for Grades V and VI, CW 3	3-8-1981	31-10-1981
2.10 Implementation of programmed teaching for CW 3	1-3-1981	30-6-1981
2.11 Printing of syllabus for Grade II, CW 1 with IBM paperprint (offset)	1-4-1981	31-5-1981
2.12 Conduct of a meeting to correct, evaluate, revise the syllabus for Grades I/II CW 3	1-7-1981	4-7-1981
2.13 Printing of syllabus for Grades I and II, CW 3 incorporating revisions	5-7-1981	5-8-1981

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|------|---|-----------|------------|
| 2.14 | Implementation of programmed teaching in CW 1 | 16-7-1981 | 31-10-1981 |
| 2.15 | Compilation of materials for submission to the Dir Jen of Primary and Secondary Education | | |
| | a) Modules for Grades V and VI (unrevised) | | |
| | b) Modules for Grades III and IV (CW 1, printed; CW 2 and 3, ready for print) | 1-6-1981 | 1-7-1981 |
| | c) Syllabi for Grades I and II, CW 1, 2, 3 in Indonesian and Mathematics | | |
| 2.16 | Drafting of Implementation Guide for tutors, Grades I and II (Version II) (See Plan for detailed breakdown) | 1-4-1981 | 9-5-1981 |
| 2.17 | Writing of modules for Grades III to VI (Version II) (ready for printing) | 8-6-1981 | 5-9-1981 |
| 2.18 | Drafting of Implementation Guide for teachers (PP4) based on syll bus version II | 10-9-1981 | 23-9-1981 |
| 2.19 | Printing of Implementation Guides for tutors, Grades I and II (version II) | 18-5-1981 | 17-6-1981 |
| 2.20 | Printing of modules for Grades III to VI (version II) | 14-9-1981 | 13-10-1981 |
3. The production of a draft of rules and regulations for the management of SD PAMONG to be submitted to the Director General of Primary and Secondary Education.

<u>Activity</u>	<u>Start</u>	<u>Time</u>	<u>Finish</u>
3.1 Revision of the first draft of a proposal to the Director General based on a previous review--resulting in Draft II	3-3-1981		30-4-1981
3.2 Consultation with the Legal Department of Primary and Secondary Education regarding the proposal, Draft II	1-5-1981		18-5-1981
3.3 Writing of a final draft based on the results/input of the consultation with the Legal Department of Primary and Secondary Education	19-5-1981		19-6-1981
3.4 Submission of the final draft to the Director General	20-6-1981		1-7-1981

4. The production of administrative reporting formats for SD PAMONG.

<u>Activity</u>	<u>Start</u>	<u>Time</u> <u>Finish</u>
4.1 Revision of administrative report formats (forms) based on the results of monitoring (Revision I)	16-4-1981	20-4-1981
4.2 Review of administrative report formats which were revised (Review I)	28-4-1981	30-4-1981
4.3 Revision of administrative report formats based on results of monitoring (Revision II)	16-6-1981	19-6-1981
4.4 Review of administrative report formats which were revised (Review II)	28-6-1981	30-6-1981
4.5 Production of administrative report formats including an instruction manual	10-7-1981	15-7-1981
4.6 Submission of the set of administrative report formats for SD PAMONG to the Director General of Primary and Secondary Education	20-7-1981	21-7-1981

5. The production of materials and procedures for the execution of training for SD PAMONG personnel.

<u>Activity</u>	<u>Start</u>	<u>Time</u> <u>Finish</u>
5.1 Analysis of the results of the try-out and procedures of training	5-4-1981	5-5-1981
5.2 Creation, writing, organization of materials and procedures of training consisting of: a) Juklak II b) other writing materials c) methods of conveying training materials d) plan for training PAMONG personnel for Java and Bali	10-5-1981	20-6-1981
5.3 Review of training materials and procedures	23-6-1981	30-6-1981
5.4 Improvement of training materials and procedures	1-7-1981	10-7-1981
5.5 Printing of PAMONG personnel training materials and procedures	11-7-1981	20-7-1981

5.6	Submission of training materials and procedures to Dir Jen Primary and Secondary Education	21-7-1981	31-7-1981
5.7	Creation, writing and organization of draft materials and procedures for training, Step II (outside Java/Bali), consisting of:		
	a) Improvement of training		
	b) Bulletin/in-service training	5-8-1981	15-9-1981
	c) Slides and films		
	d) Plan for implementing in-service training		
5.8	Review of draft of training materials and procedures, 1981	16-9-1981	23-9-1981

6. The production of evaluation reports on SD PAMONG.

<u>Activity</u>	<u>Start</u>	<u>Time</u>	<u>Finish</u>
6.1 Implementation of monitoring Step I and writing of report			
a) Management of learning/teaching	1-4-1981		4-4-1981
b) Quality/quantity of learning materials (modules)	2-5-1981		5-5-1981
c) Management of school drop-outs within SD PAMONG	1-6-1981		6-6-1981
d) Implementation of tutoring systems	1-7-1981		6-7-1981
6.2 Writing of draft evaluation report	1-3-1981		1-5-1981
6.3 -Analysis and write-up of monitoring data (Evaluation report I)	1-4-1981		15-4-1981
-Development of feedback	1-5-1981		15-5-1981
-Revision of instruments	1-6-1981		15-6-1981
6.4 Improvement (revision) of the draft of Evaluation Report I	16-6-1981		27-6-1981
6.5 Conduct of a meeting to finalize Evaluation Report I	1-7-1981		5-7-1981
6.6 Production of Evaluation Report I (Formative)	6-7-1981		12-7-1981
6.7 Submission of Evaluation Report I to Dir. Jen PDK	20-7-1981		21-7-1981
6.8 Implementation of monitoring Step II and writing of report			
a) Management of learning/teaching	1-8-1981		6-8-1981
b) Quality and quantity of learning materials (module/syllabus)	1-9-1981		6-9-1981

7. The production of a description of the PAMONG Primary School System.

<u>Activity</u>	<u>Time</u>	
	<u>Start</u>	<u>Finish</u>
7.1 Writing of material concerning the mission, characteristics and components of SD PAMONG and the relationships among components	1-4-1981	14-4-1981
7.2 Review and revision of the resulting draft	15-4-1981	23-4-1981
7.3 Finalization of the written draft	24-4-1981	30-4-1981
7.4 Drafting of slide presentation script	1-5-1981	10-5-1981
7.5 Review of the script draft	11-5-1981	15-5-1981
7.6 Finalization of the script	16-5-1981	21-5-1981
7.7 Development of plans for taking slides	22-5-1981	31-5-1981
7.8 Designation of those responsible for slide taking	1-6-1981	4-6-1981
7.9 Determination of roles in slide programs	5-6-1981	15-6-1981
7.10 Preparation of the locations for slide taking in Solo/Bali	16-6-1981	25-6-1981
7.11 Preparation of equipment for shooting slides	26-6-1981	30-6-1981
7.12 Shooting of slides in Solo/Bali	1-7-1981	10-7-1981
7.13 Processing and editing of slides	11-7-1981	20-7-1981
7.14 Finalization of slide presentation	21-7-1981	25-7-1981
7.15 Drafting of film script	1-8-1981	1-9-1981
7.16 Review of film script	2-9-1981	12-9-1981
7.17 Finalization of script	13-9-1981	20-9-1981
7.18 Development of plans for film taking (shooting)	21-9-1981	10-10-1981

8. The production of a number of back-up studies to assist in the development and dissemination of SD PAMONG.

<u>Activity</u>	<u>Time</u>	
	<u>Start</u>	<u>Finish</u>
8.1 Drafting of a design for		

	the in-depth study of the PAMONG learning/teaching processes	3-8-1981	15-8-1981
8.2	Review and sanctioning of study design	17-8-1981	27-8-1981
8.3	Preparation of research instruments	28-8-1981	5-9-1981
8.4	Try-out and revision of instruments	7-9-1981	19-9-1981
8.5	Conduct of field observation	21-9-1981	3-10-1981
8.6	Collection of survey data for PAMONG dissemination	1-4-1981	30-6-1981
8.7	Analysis of survey data	1-7-1981	31-8-1981
8.8	Writing of report	1-9-1981	15-9-1981
8.9	Drafting of test items (PAMONG placement test)	1-4-1981	30-4-1981
8.10	Review test items	4-5-1981	9-5-1981
8.11	Try out items	11-5-1981	23-5-1981
8.12	Revise items	25-5-1981	6-6-1981
8.13	Creation of test/instruments	8-6-1981	30-6-1981
8.14	Try-out of test/instruments	22-6-1981	4-7-1981
8.15	Revision of test/instruments	6-7-1981	18-7-1981
8.16	Administration of tests/collection of data	3-8-1981	30-9-1981
8.17	Formulation of basic directions of a study of learning conditions of children	1-4-1981	30-4-1981
8.18	Conduct of a workshop among experts and field personnel to generate ideas	4-5-1981	9-5-1981
8.19	Creation of a theoretical paper	11-5-1981	1-6-1981
8.20	Review and criticism of paper	2-6-1981	15-6-1981
8.21	Revision and finalization of paper	16-6-1981	30-6-1981
8.22	Development of plan/design for a community survey based upon theoretical paper	1-7-1981	31-7-1981

8.23	Review of survey design	3-8-1981	8-8-1981
8.24	Creation of survey instruments	10-8-1981	30-9-1981

9. The production of a dissemination plan for SD PAMONG.

<u>Activity</u>	<u>Start</u>	<u>Time</u>	<u>Finish</u>
9.1 Inventory and select results of the national survey and other relevant materials to be used in planning dissemination	30-7-1981		30-12-1981

10. The development of the institutional capability of Universitas Sebelas Maret as the National Center for SD PAMONG.

It is difficult to itemize activities in this target area in the same way as in the others because most of the activities specified in the Overall Plan were spread over the entire two year period, 1980-1982. Instead we shall simply list the detailed objectives specified in the Overall Plan, which are as follows:

- 10.1 The development of sufficient staff members with the necessary competencies for continuously developing and improving SD PAMONG concepts and components;
- 10.2 The development of research and development organizations within UNS capable of supporting SD PAMONG development;
- 10.3 The acquisition of a complete and up-to-date set of reference materials related to primary education;
- 10.4 The development and strengthening of cooperative relations between UNS and other educational/development-oriented organizations, both national and international.

D. Recommendations

1. Rescheduling of production schedules for Version II learning materials.

According to the Overall Plan, 1980-1982, less than five months have been allocated for creating new versions (Version II) of programmed teaching guides (Item 2.16), modules for grades 3-6 (Item 2.17) and management guides for grade 1/2 teachers (Item 2.18). During this same period the plan calls for the printing of the Version II programmed teaching guides (Item 2.19) and most of the Version II modules for grades 3-6 (Item 2.20). It now appears that such a timetable is unrealistic--that much more time will be needed in order to produce the desired outcomes. It is thus recommended that this section be reexamined and a more realistic schedule be drawn up.

2. Reconsideration of the use of a single Instructional Supervisor for grades 1 and 2.

Many of the basic documents for the PAMONG project (e.g., the Project Paper) assumed that instruction in the first two grades could be managed by one professional teacher assisted by a number of programmed teachers (or cross-age tutors), who would tutor children in small groups. As the time approaches for the wide-scale implementation of this concept in Kabupaten Gianyar, it is becoming clear that this may not be possible. The main reason for this is the fact that programmed materials have only been prepared in two of the nine to ten subject areas that must be studied in those grades. According to current plans, the other subject areas will be taught in conventional ways. In addition, teachers may have a greater load than expected in supervising programmed teaching, especially at the beginning when tutors are unsure of their roles. Moreover, some experts (e.g., consultant Jane Root) have indicated that students with learning disabilities may require intensive supervision by the professional teacher, especially in the basic skills of reading and arithmetic. Given these considerations, it is recommended that during the upcoming wide-spread implementation of programmed teaching (beginning July, 1981) the use of professionals be looked at very carefully. It may, in fact, be useful to set up two alternative modes, one using a single teacher for the two grades (designated in project terminology as the PP⁴) and the other using two teachers. In any case, project management and donor agencies should seriously consider the redesign of this part of the project if the work load for the lower grade teachers is found to be too heavy, or if it becomes clear that students are not getting the kind of professional attention they need.

3. Consideration of Learning Opportunities for drop-outs from grades 1-3 as well as those who were never enrolled.

The drop-out survey conducted in May of 1980 in Gianyar revealed that 2/3 of the primary school drop-outs in that region were from the first three grades. Given a total drop-out population of around 10,000, this means that there are approximately 6600 children and youth who dropped out of school before reaching grade 4. In addition, the above survey indicated that there were an additional 11,600 children who had never entered primary school in the first place. If the purpose of the project is to "develop an alternative method to implement universal primary education," concentrating especially on "disadvantaged learners" (including, presumably, those who dropped out of school or who were never in school) (see Annex 1, page 1), then it is clear that some provision should be made for this group of almost 18000 individuals. In doing so a number of issues must be resolved, for example, whether such activities can be supported by USAID under the current grant,

and if not, whether contractual agreements could be modified in order to cover them. In the event USAID support is not possible, it is still likely that such activities could go forward, but sources of funding for materials and technical assistance would need to be determined first. Finally, and perhaps most importantly, the alternative strategies for reaching this target group must be considered. For example, one alternative is to recruit these youth for studies at the PAMONG learning posts (patjars). One problem with this solution is that most will not know how to read, ruling out self-instruction. Thus some kind of Learning Post tutoring system may have to be worked out. Another alternative would be to discover ways in which learners in this group could be brought back into formal schooling. In any case, close cooperation with Community Education (PENMAS) personnel, who have developed materials for literacy training, is essential. In sum, it is strongly recommended that these issues be carefully discussed and acted upon in the near future.

4. The invitation of a consultant/expert in training/training package development to assist the project in developing training materials and procedures.

Target Area Number 5 of the Overall Plan covers this area. To date little has been done, however. One of the problems has been that there is very little expertise in this area among PAMONG staff members. To be sure, many are excellent trainers and educators, but none has had experience with "packaging" training procedures and materials, using simple audio-visual materials and programmed steps that could be implemented anywhere SD PAMONG is to be disseminated. Training packages should be developed for:

- 1) Training national- or regional-level trainers;
- 2) Training field personnel in the implementation of PAMONG procedures;
- 3) Providing self-instruction for field staff members, in case a group training session is missed or follow-up training is needed.

There are many innovative and effective training methods being used these days in business, government and education. The visit of a training expert to the PAMONG project would allow the project to take advantage of such methods in providing high-quality training to future PAMONG implementers.

5. Routinization of project management based on the Overall Plan, 1980-1982.

Now that a detailed plan for project development has been formalized and approved, it is important that management procedures be developed to ensure that the plan is carried out. In this connection it is recommended that:

- a) Each target area in the Overall Plan be under the direct supervision of a project staff member whose responsibilities with respect to his respective area are clearly specified;
- b) Each target area supervisor be assisted by other staff members whose duties are also clearly spelled out;
- c) Progress in each area be regularly tracked (monitored) by project management by means of regular reporting sessions (at least once a month) with area supervisors;
- d) Institutionalized means be developed for periodically revising the Overall Plan, once it becomes obvious that certain aspects are not feasible or conditions have changed;
- e) Staff resources be carefully weighed to determine if there is enough manpower with the right kinds of expertise available to carry out the plan. If not, recruitment of new staff or retraining of current individuals should be considered.

6. English Training for Participant Trainees

Some PAMONG staff members who, by virtue of their competence and contribution to the project, are excellent potential candidates for USAID-supported participant training, are still lacking in sufficient English skills to qualify for study abroad. It is recommended that the remaining MA participant slot be filled by one such staff member beginning academic year 1982-83 and that funds from the "short-term training budget" be used during 1981-82 to provide intensive English training for that individual, perhaps in a nearby English-oriented setting like Singapore.

E. Personnel Employed Under the Contract

1. H. Dean Nielsen, Ph.D., Chief of Party and resident advisor to the PAMONG Technical Implementation Unit (UPT PAMONG), Sebelas Maret University, Surakarta (Beginning March 8, 1980).
2. Doran C. Bernard, Technical Advisor to the SD PAMONG Secretariat in Kabupaten Gianyar, Bali (Beginning March 8, 1980).
3. Alice Hoyt Palmer, short-term consultant on Learning Materials Design and Production (September 17 to December 12, 1980).
4. Jane H. Root, short-term consultant on the diagnosis, teaching and supervision of beginning reading (December 20, 1980 to January 20, 1981)

F. Attachments

1. Operational Plan for Patjar Student Identification and Motivation
2. Status of Patjar Students and Tutors (Enrollment and Activity) by Kecamatan in Kabupaten Gianyar, October, 1980.
3. Records of Consultative Input