
SIX MONTHS' REPORT
APRIL 1 — SEPTEMBER 30, 1981

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Six Months' Report

April 1, 1981 - September 31, 1981

A. Introduction

In accordance with the general provisions of the AID contract number 497-8C-100.22, the field staff of the Institute for International Research submits its third Six Months' Report covering the period 1 April - 31 September, 1981. The current report will follow the format stipulated in the contract general provisions, including the following:

- 1) a review of work under the contract, including
 - a) progress made;
 - b) plans for the 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 Overall Plan for PAMONG Primary School Research and Development, 1980-1982 was completed by the Technical Implementation Unit (UPT) for PAMONG of Sebelas Maret University during April 1981. Although implementation of the plan began according to schedule, new developments in the Education Ministry made it difficult to implement the plan strictly as designed. The main problem was a leadership change in the Directorate General for Primary and Secondary Education (PDM) that led to a complete reconsideration of the pace and timing of PAMONG dissemination. The upshot of this was a suspension of the target dates for many activities in the overall plan. This especially applied to those "products" which were to be submitted to PDM in July of 1981. As a consequence the UPT PAMONG staff met in early June and rescheduled most of the activities included in the overall plan.

In the previous 6 Months' Report the "plans for the ensuing period" were all based upon the original schedule of the Overall Plan. Because of the rescheduling mentioned above, it would not be particularly enlightening to report on the extent to which those original plans were implemented. Instead, a general assessment of progress made within each area of the overall plan will be given here. The general areas include the following:

1. The production of SD Pamong Management Guides;
2. The production of SD PAMONG learning/teaching materials;
3. The development of draft rules and regulations for the implementation of SD PAMONG;
4. The production of SD PAMONG training materials and procedures;
5. The production of SD PAMONG administrative reporting formats;
6. The production of evaluation reports;
7. The production of a comprehensive description of SD PAMONG;
8. The development of a number of back-up studies for PAMONG development and dissemination;
9. The production of a SD PAMONG dissemination plan;
10. The development of the institutional capability of UNS as the national center for SD PAMONG.

Unlike the previous reports, this report provides special sections devoted to progress in the field in Gianyar, Bali and Central Kalimantan. The Gianyar section is written by Doran C. Bernard, IIR Field Consultant in Bali and the Central Kalimantan section is written by H. Dean Nielsen, IIR Chief of Party.

E. Progress Made: General

1. The production of SD PAMONG Management Guides

During this 6 month period a new edition of the management guides (5 books of 500 copies each) was printed. In preparation for the new printing which occurred during June of 1981 some editorial changes and substantive revisions were made.

2. The Production of SD PAMONG Learning/Teaching Materials.

a. During the reporting period the materials production staff continued to produce modules and syllabi for Grades III-VI and I-II respectively. The status of module/syllabus printing is indicated in the following tables:

i) Modules printed and distributed as of November 15, 1981

Grade	Trimester 1			Trimester 2			Trimester 3			Total	
	Target	Printed	%	Target	Printed	%	Target	Printed	%	Target	Printed %
III	38	38	100	35	31	88	34	0	0	107	69 64
IV	38	38	100	31	25	81	35	0	0	104	63 60
V	65	63	97	57	39	68	44	44	100	166	146 88
VI	64	64	100	51	30	59	45	45	100	160	139 87
	205	203	99	209	125	60	158	89	56	537	417 78

ii) Syllabi printed and Distributed as of November 15, 1981

Grade	Trimester 1			Trimester 2			Trimester 3			Total	
	Target	Printed	%	Target	Printed	%	Target	Printed	%	Target	Printed %
I	^a --	^a --	^a --	34	7	20	39	^b (39)	100	73	46 63
II	35	35	100	34	7	20	34	^b (34)	100	103	76 74
	35	35	100	68	14	20	73	73	100	176	122 69

^aThere is no programmed teaching during the first Trimester of Grade I.

^bSyllabi were printed for limited distribution during 1980-81. For 1981-82 a second edition (revised) will be printed.

b. Because of a change in textbook content, the materials development staff has had to revise PMP modules for Grades V and VI, Trimesters 1 and 2. This work has been in progress during the current reporting period and will continue during the next.

c. Except in the case of Bahasa Indonesia for Grades III and IV (Trimester 3), all modules which have not yet been printed have already been written and submitted to printers. Yet to be written are:

Bahasa Indonesia	Trimester 3
Grade III	4 modules (50%)
Grade IV	7 modules (87.5%)

d. The manuscripts for the 54 Trimester 2 syllabi (Grades I and II) which have not yet been printed have already been written and were submitted to the printer by the end of this reporting period.

e. During the period April 19-30, Mr. K. Loganathan, Learning Strategies Specialist and Vice Director of Project InSPIRE of Malaysia, visited Project PAMONG in order to share experiences and give technical assistance regarding module and learning strategy development. Besides visiting PAMONG sites and giving lectures on both the InSPIRE system and "learning theories and instructional strategies," Mr. Loganathan spent one entire day meeting with module writers and managers, discussing some possible new approaches and formats for PAMONG modules.

3. The production of draft rules and regulations for the implementation of SD PAMONG.

During the reporting period it was decided that this activity would be incorporated into dissemination planning, specifically in the suggested guidelines for implementing an overall system of compulsory education, which will be submitted to the Directorate General of Primary and Secondary Education during the coming six month period.

4. The production of administrative reporting formats.

During the past 6 month period five kinds of reporting formats were developed or revised, as follows:

- a) The learning progress records (CKB's), used by individual students in recording their progress with PAMONG modules were completely revised (made simpler and clearer), printed and distributed for use in the PAMONG schools;
- b) The classroom level learning progress records (DKB's) were revised in order to be consistent with the CKB's mentioned above. Sample formats were sent to the schools;
- c) New guidelines were prepared for use by teachers in figuring quarterly grades for student report cards;
- d) A new monthly report form for patjars was developed. The new report form will provide monthly data on patjar student attendance, activity level, and progress with modules. It will also report on tutor activity, skills person activity and non-modularized instruction. The new report forms will be distributed for use once the patjars are fully operational in November or December, 1981.
- e) A new management report form was developed as a result of collaboration of UPT PAMONG and the Gianyar secretariate. It will be used by both the Gianyar secretariat and the Kebakkramat kandep office to report project activities, problems (plus reasons and possible solutions) in the areas of learning/teaching processes, learning materials, and project management. Each month a copy of the report will be sent to the regional education chief as well as UPT PAMONG. UPT PAMONG will edit and summarize the two monthly reports and then send a combined report to the university Rektor, BP3K and PDM (Elementary and Secondary Education).

5. The production of training materials and procedures.

During the reporting period a comprehensive design for the development of training materials and procedures was drafted, reviewed and revised. The design included proposals for two alternative training programs, depending on the resources and conditions of the site. It also discussed the need for the development of central and regional training staffs or teams.

6. The production of evaluation reports.

Three kinds of evaluation activities were conducted during the period, formative evaluation activities, summative evaluation activities, and cost/effectiveness evaluation activities.

- a) Formative evaluation proceeded according to the overall evaluation design, with data collection during the first evaluation period for PKB's and patjars taking place in April and May respectively. Results of the data collection were analyzed by the Solo evaluation team in May and June and were presented to a sample of Gianyar field staff members during a four day meeting, June 24-27. During the meeting the Solo staff members solicited reactions to and interpretations of the findings. During the period July-September the formative evaluation report for Period I was written. (See Doran Bernard's report on Evaluation and Reporting for details concerning samples and data collected).
- b) Summative evaluation activities were conducted during the final term of academic year 1980-81 in June (first year post-test) and the first term 1981-82 in September (second year pre-test) under the direction of Dr. Romli Suparman of BP3K. (Details on samples and data collected are found in Doran Bernard's report).
- c) A design for the cost analysis of PAMONG was developed at BP3K during the months of May-July. During the week July 7-14, 1981, discussions were held in Solo with the purpose of reviewing and revising the design. This meeting was attended by staff members from PAMONG Solo and Bali as well as BP3K staff members, members of the UNS Economics Faculty and an outside consultant, Dr. Steven Kloes, economist of education from Florida State University, whose services were arranged by IIR under the current contract. A revised design resulted and data collection began in September, 1981.

7. The production of a comprehensive description of SD PAMONG.

A decision was made at UPT PAMONG to integrate this activity area with the development of the management guide. The general management guide (Book 1) which has already been produced will form the basis for the general description. The current plan is to expand this guide, using audio-visual materials as a supplement.

8. The production of back-up studies for PAMONG development and dissemination.

Two kinds of back-up studies were initiated during the current period: a) the study of learning strategies using self-instructional modules in a group setting; b) the development of a placement test for prospective patjar learners. Other planned back-up studies, including the assessment of community learning resources, were dropped because of shortages of manpower for carrying them out.

- a) A preliminary design for the learning strategies back-up study was prepared and distributed in July (see H. D. Nielsen, "Back-up Study Number 1: Learning Strategies Using Self-Instructional Modules in a Group Setting," July 23, 1981). Some aspects

of this design were based upon recommendations made by K. Loganathan, a specialist in learning strategy development from the INSPIRE project, Malaysia, who visited the PAMONG project during April 19-30 (financed through the IIR contract). Other aspects of the design were based on the results of Period I formative evaluation, and still others upon observations from the field. Collection of information about specific strategies that could be tried out in various locations began in September. The actual try-out and evaluation of the strategies will take place in the forthcoming trimester (November 1981-February 1982).

b) Work got under way on the development of the placement test in June. During that month various Solo staff members wrote test items for five-subject matters at three grade levels. On July 29, Dr. Setijadi, Indonesian advisor to PAMONG arrived in Solo for two days of discussion of the test, its purpose and its probable use. In addition, all preliminary items were reviewed. A decision was made to pretest the tests using samples of students and school drop-outs from both Gianyar and Kebakkramat. Also at Dr. Setijadi's suggestion, a non-verbal intelligence test (Raven's Progressive Matrices Test) was included. The pretesting of these tests took place during the month of August in Kebakkramat. Testing in Gianyar is scheduled for next trimester.

9. The production of a dissemination plan.

Several different kinds of dissemination planning took place during the period. First, the Solo staff was able to get from BP3K some census information regarding school enrollment and drop-out throughout Indonesia. Since this information was not available at the kecamatan level, an estimation formula was used to estimate the drop-out population and rates for areas throughout the country. In November, a report will be available which will indicate the locations in Indonesia where SD PAMONG is most needed.

Second, at the request of the UNS Rektor, the Solo staff produced a design for PAMONG dissemination (September 17-20). This design included a series of activities (which were determined to be necessary for successful dissemination) and a project budget (including materials and staff training costs to cover up to 150,000 learners).

Finally, there were preliminary meetings with officials from the Directorate General of Primary and Secondary Education (including the new director of Primary Education, Mr. Ali, and his staff member in charge of compulsory education, Mr. Winarno) concerning the place of PAMONG in the planning of "compulsory education" (kewajiban belajar). The basic plan is for PAMONG to become an integral part of Kewajiban Belajar. The educational survey which is taking place in Gianyar (See Doran Bernard's report under Orientation and Planning), is meant to provide a prototype structure for Kewajiban Belajar planning, data collection and learner motivation.

10. Development of UNS Institutional Capability.

Besides general on-the-job training and natural growth of individual self-confidence, there have been some explicit staff training developments:

- a) On September 14-19, 1981, Mr. Marwanto, member of UNS' Learning Resource Center (together with Mr. Parmadi of the Gianyar PAMONG secretariat) attended a tailor-made course on radio script writing and production at the Radio Center of TKPK in Yogyakarta. The training included writing scripts in support of PAMONG activities and production methods.
- b) In August, one of the USAID-approved candidates for participant training, Mr. Heribertus Sutopo, submitted an

application for graduate study in curriculum/educational media development at Florida State University. Two other UNS candidates whose TOEFL scores are near or above 400 are expected to submit applications during the coming reporting period.

C. Progress Made/Bali by Doran Bernard

Orientation and Planning

a) A major planning effort, entitled KK Wajar, was initiated in September under the coordination of Pak Haris of the Solo staff and Pak Tarka. Pak Haris has been working for some time on the possibility of integrating the SD PAMONG project with a planned nationwide compulsory primary education effort of PDM called Kewajiban Belajar. In August, Pak Haris requested that Pak Tarka prepare a draft planning paper with the help of the Sekretariat staff specifying activities that could be conducted in Gianyar which would help meet the needs of SD PAMONG and those of the Kewajiban Belajar program. Pak Tarka's concept paper was reviewed by the Sekretariat staff, then discussed and revised in meetings between Pak Tarka, Pak Haris and the Sekretariat staff.

Basically, the resulting document describes a two-phase plan that aims at satisfying the need of SD PAMONG for specific and accurate data on the educational background of the residents of Kabupaten Gianyar so that potential patjar students can be identified and patjar sites specified, as well as the need to motivate community members to support SD PAMONG. This seems to mesh well with the needs assessment data requirements and operational objectives of Kewajiban Belajar. The Kewajiban Belajar effort is designed to help provide primary education to all children age 7 to 12 and SD PAMONG is presently the only program capable of providing equivalent primary education leading to an STTB/SD to drop-outs in this age group.

The first phase of Pak Tarka's plan calls for the formation of working groups in each village, or Kelompok Kerja Perintisan Kewajiban Belajar (KK Wajar) composed of village leaders (perbekel, kelian), education officials (penilik, Kasda) and staff of local development agencies (TKS, LKMD, PKK, etc.) and others. The task of these KK Wajar groups will first be to gather educational background information on the total population of Kabupaten Gianyar. Forms for this purpose have been specially designed by the Sekretariat staff and reproduced in Bali and Solo. The currently available forms from the census bureau do not provide sufficient educational background information. After this data has been gathered, it will be analyzed and new patjar sites will be established.

The goal of the second phase of KK Wajar is the motivation of students to attend the patjar and the community to support the patjar system. Local development agency staff have heretofore not been encouraged to become involved in SD PAMONG activities. It is hoped that with this effort, additional support can be provided for SD PAMONG activities as well as the activities of these local development agencies. Such integrated efforts would very likely contribute to the success of Kewajiban Belajar efforts in the future.

b) In May, I presented a proposal to the Foster Parents Plan (FPP) here in Bali (the headquarters office for Indonesia is in Denpasar) for possible funding of skill training activities in patjars throughout Kabupaten Gianyar. The proposal had been reviewed by Pak Tarka, Solo and Jakarta staff and approved by the Bupati. FPP is to begin a new project among families in Kabupaten Gianyar this year but in only two villages. Although they had been initially receptive to the idea, when I presented it formally to the Director he stated that FPP policy limited their support to activities only within the areas in which they had project activ-

ities. If we were requesting funding for only patjar in the two villages in which they worked, it could likely be granted. I responded that the project would have to extend to all patjar or problems could be created so the proposal was dropped.

Consequently, I discussed the concept again with Pak Soemitro (Jakarta) who provided some suggestions. The proposal has now been rewritten in draft form to incorporate his suggestions and is awaiting comments by PAMONG staff before presentation elsewhere.

c) A number of consultancies and site visits to Bali took place during this period:

1. In April, Mr. K. Loganathan, Deputy Director of Project InSPIRE, Malaysia visited Bali as part of his consultancy in materials development. He observed learning activities in the PKB and patjar during his two-day stay before returning to Solo;
2. Dr. Steven Klees visited in July during the school holidays. He was unable to observe learning activities here, but we arranged interviews to discuss cost and effectiveness issues with teachers, kadasa and education officials. His visit coincided with Lokakarya 4.
3. In September, Dr. Paul Spector, President of the Institute for International Research, Pak Sasbani of BP3K and Mr. Serker, Mrs. Begum and Ms. Kathoum of Project IMPACT Bangladesh made a five-day visit to Bali. They observed learning activities in PKB and patjar and spoke with education officials.
4. On September 4, the Director of Primary Education visited the Sekretariat for a general orientation of SD PAMONG and talks with Pak Tarka and the Sekretariat staff.
5. On September 18, Prof. Nyoman DeKer, an assistant to the Director General of PDI, made site visits to PKB and patjar in Kecamatan Payangan with Pak Parwata.

2. Site Preparation

a) On July 20, 1981 school reopened with modularized learning to take place in levels UP III through VI and programmed instruction to be introduced on levels UP I and II in all 26 PKB in Kabupaten Gianyar. For students at levels UP I through V, this will be the first exposure to the PAMONG learning materials and methods (this year's UP V students did not use modules last year, with the exception of Mas PKB). The programmed instruction and level UP III and IV module study are, therefore, new systems in the 21 PKB outside Mas; the five Mas PKB experimented with programmed instruction during the third term of last school year. The success of the PKB in implementing these new programs so far seems to be mixed. Some PKB have a good understanding of how these systems are to be implemented and activities seem to be going smoothly. In other PKB significant difficulties have been encountered (see Weekly Report #71). In still others programmed teaching in UP I and/or module study in UP III have not yet been implemented.

Preparation for the initiation of these activities was conducted in July in a four-day training workshop for PP2 and PP4 (see Section 4 below).

b) At the end of the 1980/81 school year the number of active patjar in Kabupaten Gianyar had shrunk from a total of 135 in July 1980 to approximately 105 in July 1981 due primarily to the combination of patjar, but also due in part to patjar students at some sites becoming inactive. At present, the only active

patjar sites are those that have patjar students who have not yet completed module study and taken either the EBTA or Ujian Persamaan (UP) tests. Somewhat over a third of the potential patjar students last year successfully exited the program last year and somewhat less than a third of that group are presently "active." It is hard to determine whether the last third of that group are still in the area and potential students, whether they are simply less "active" or whether they are permanent drop-outs.

A summary is attached of the active patjar sites containing the total number of students in each of last year's patjar sites who successfully passed the EBTA or UP. The present number of active patjar is approximately 45 but this should increase greatly in November and December upon completion of the KK Wajar data-gathering and the subsequent mapping and opening of new patjar sites. I suspect most of the new sites will correspond with those locations used last year, but the distribution of UP III and IV drop-outs must be determined first.

3. Materials Development and Distribution

a) Distribution of learning materials to PKB has been much smoother during the last three months than it was during the previous three months. Materials development delays during the latter part of the 1980/81 school year forced a decision by the Kandep Gianyar to have the PKB return to classical teaching in UP V and VI during the second term (CW II) and in UP VI during the third term (CW III). The first term of this year, however, has seen a steady and timely flow of new learning materials from Solo. These materials have been primarily for levels UP I through UP IV as UP V and UP VI modules for CW I are presently on hand in the PKB or patjar.

There are gaps in the UP V and VI modules on hand for CW II and some (fewer) for CW III which have been brought to the attention of the Solo staff so that these modules can be printed and sent before required here. This is a more immediate need in some PKB than in others since some students in UP V and VI are studying very quickly and have finished the module study targets well before the end of CW I. Patjar students are also in need of the missing modules especially at the UP VI level.

b) I have been examining last year's modules in the PKB during site visits and have found that some of the modules are in fairly bad shape. It is hard to generalize as the condition of the modules varies from PKB to PKB, but it appears that at least in some areas (where there may be more temperature variation and rain), the modules will not last in reasonable shape for another year or two. The problem seems to be primarily with the covers of the UP V and UP VI modules which are falling off. The pages inside seem to generally be in better shape. It is too early to tell about the UP I to IV materials.

4. Training

a) Training for PP2 and PP4 (Lokakarya 4) was held from July 13 to 16, 1981 in preparation for the initiation of programmed instruction in UP I and II and module study in UP III and IV. Attending were the 8 Penilik SD, 21 PP2 candidates and 22 PP4 candidates (see Weekly Report #61 for details). PP2, PP4 and Kanda from the five Man PKB which had been conducting a try-out of programmed instruction during the previous months, conducted much of the training. Solo and Sekretariat staff members assisted. Part of the training consisted of observations in the Man PKB of programmed instruction in UP I and II by tutor kakak.

b) From September 14 to 19, 1981, Pak Parmali, the technical assistant at the Sekretariat for patjar, attended a special training course on the use of media, especially radio, to support educational efforts. The training was sponsored by AID and held

at the TKPK production center in Jogjakarta. A Solo staff member also attended. Both Pak Parmadi and the Solo staff member were unable to complete the scheduled two-week course as Pak Parmadi became ill at the end of the first week. He hopes to be able to complete the second week of training later, as he felt the training was quite useful. A report by Pak Parmadi of this first week of training has been submitted and Pak Parmadi has begun exploring some media support activities here.

c) The third major training effort conducted during this period and which is still taking place is the training of perbekel, kelian and local development agency staff members of the KK Wajar effort. This training was initiated in a meeting between the Bupati, Camat and some of these staff members on August 31 and a meeting with perbekel on September 3. The purpose was to provide orientation to SD PAMONG and the KK Wajar plan. Then from September 15 to 28 meetings were held in each Kecamatan for further orientation and specification of the implementation plan in each area. A final meeting before data gathering begins is now scheduled for October 19, 1981.

5. Learning Site Operations

a) The Sekretariat staff has developed a format for reporting problems, reasons and temporary solutions in regard to learning site operations. This report is to be submitted monthly by kasda. The form has helped to identify some problems, others have been identified primarily through site visits by Sekretariat staff members, for example when dropping modules. Problems and solutions are discussed at these times with kasda and PP.

As mentioned above, some PKB have encountered difficulties in implementing SD PAMONG procedures. Other PKB seem to have encountered fewer difficulties and learning is progressing well at all levels so generalization is hard. Most of these difficulties have been encountered at level UP III where students are having problems with reading Bahasa Indonesia and/or understanding the modules. This is the safest generalization to make as the problem seems widespread. Difficulties have also been encountered with programmed instruction where implementation at level UP I has not yet begun in some PKB and at level UP II some misunderstanding of procedures has been observed. However, in most PKB programmed instruction is being conducted fairly smoothly at least in UP II.

b) At present, only approximately 45 patjar sites are active and these at level UP V and VI. Initiation of patjar activities at levels III and IV will begin next term (see above) and this should approximately triple the number of active patjar. Three patjar are now active at level UP III and IV in Desa Puhu through the initiative of the PP3 there and 45 UP III and 12 UP IV are enrolled. Other patjar sites are reporting a large number of UP III and IV drop-outs anxious to join the program.

c) The primary reason why there are so few active patjar at the present time is that a large number of last year's patjar students have successfully obtained their STTB/SD or "Ujian Persamaan" (a primary school equivalency degree which does not, however, allow the students to continue on to secondary school).

d) During the third term of last year, CW III, all PKB returned to classical teaching in UP VI due to module production delays (classical teaching was used in both UP V and VI during CW II). However, prior to CW II module study was conducted in UP V and VI and during CW III in UP V. The formative evaluation (monitoring as it is called) conducted by the Solo staff last year indicated that there is much variation in how the teaching/learning processes are conducted in the PKB and patjar. A likely reason for this variation or at least a partial cause is that the teaching/learning

procedures are not completely and/or clearly laid out in the Juklak yet and that teachers have improvised or even innovated new procedures as they felt necessary. There is a clear need for clarification of appropriate teaching/learning processes through a careful study of what is presently being done and the activities that are yielding positive results. For this purpose a back-up study has been planned by Solo for initiation during the next period. (For an example of an interesting innovation by a PPI see Weekly Report #68-70).

e) A major difficulty encountered during the first term of this year has been the problems the UP III students have had in reading and understanding the modules. UP IV students have had difficulties in some PKB as well, but to a lesser extent. The Bahasa Indonesia reading level of UP III students is not good enough in many PKB to enable them to carry out initial module study as successfully as we had hoped. As a result, in the PKB where module study has begun (some PKB have elected to begin module study during CW II), UP III students will likely not be able to complete first term module study targets. However, as module study becomes more familiar and their reading abilities improve their module completion rate should increase.

Upon becoming aware of the extent of the UP III reading problem in the PKB, I suggested and the Sekretariat approved a plan for helping PKB to transition the UP III students to module study. Basically, the plan call for having the UP VI students who are not assigned as tutor kakak assist UP III students in their learning groups each day for about an hour, possibly during programmed teaching times for tutor kakak. They would assist UP III students in learning how to properly study the modules and help them with reading and vocabulary difficulties. The plan was optional based upon the desires of the Kasda. The plan has been implemented with some success in certain PKB; in others it was not implemented due to various reasons such as not having enough upper level students available or conflicts in the schedules of UP III and UP VI meeting times; in still other PKB module study has not yet begun in UP III.

f) As mentioned above, programmed teaching is being implemented at level UP II in all PKB, but in many PKB programmed instruction in UP I will not begin until CW II. There have been some implementation problems (see Weekly Report #71), but generally I believe the system is being carried out reasonably well.

6. Evaluation and Reporting

a) Summative evaluation post-testing in PKB and patjar for the first year of the pre-dissemination phase implementation in Kabupaten Gianyar was conducted from June 1 to 13, 1981 under the coordination of Pak Romli Suparman and Ibu Riens Toelle of BPJK. Pre-testing for the second year was also conducted during this period from September 6 to 12 in PKB only since patjar are not yet active. In both cases, students were tested in the five modularized academic subjects and SIKAP (attitudes). In the June post-test, UP V students were tested using forms developed by BPJK, but for UP VI students EBTAs scores were used for the post-test of academic achievement. For the pre-test in September, UP IV, V and VI students were given the BPJK forms. Pre-testing in September also included interviews with a sample of parents and questionnaires for teachers, principals and education officials. For the June post-test, 21 PKB, 7 control schools in Kabupaten Gianyar, 21 control schools in Kabupaten Bangli and 14 patjar were tested. In this year's pre-test, 7 PKB, 7 control schools in Kabupaten Gianyar, and 7 control schools in Kabupaten Bangli have been tested.

b) Formative evaluation (monitoring) was conducted in PKB April 7 to 16, 1981 and in patjar May 11 to 14, 1981 under the coordination of the Solo evaluation team staff members. Resulting data was then analyzed and a feedback and validation of findings session was held with Bali field staff June 24 to 27. The monitoring consisted of observation of teaching/learning processes and interviews with teachers and principals in 10 randomly selected PKB and 20 patjar. Meetings with Camat and local education officials, Kakancam and penilik SD and PERNAS, to obtain feedback on the JUKLIK were also held. In addition, questionnaires were given to 5th grade students from the 10 PKB's and a sample of students from the 20 patjars were interviewed.

c) From July 7 to 11, 1981 meetings were held in Solo with Bali staff attending to help design the cost-effectiveness evaluation of SD PANONG. On July 13 and 14, Dr. Steven Klees, the cost-effectiveness consultant visited Bali and interviewed teachers, principals and education officials. As part of the summative evaluation pre-testing this year, some of the data required for the cost-analysis has been gathered.

d) A new monthly reporting system for the Sekretariat has been designed and the first reports are being prepared. This monthly report will convey information on operational activities, problems, solutions and suggestions from the Sekretariat to Pak Tarka and Solo.

D. Progress Made/Central Kalimantan by H. Dean Nielsen

In Central Kalimantan the small schools project is moving forward under the guidance of BPJK and a local "working group" drawn from the Provincial Education and Culture Office, the Provincial Government and the Teacher Training High School (located in Palangkaraya). As during the previous period, UNS participation in small schools has been minimal--consisting of occasional visits by a UNS staff member, Mr. Suwartono. During the last half of the reporting period there was serious discussion about a more active role for UNS (especially in the area of evaluation), but so far nothing substantial has developed along these lines. The brief report which follows draws from information given by Mr. Suwartono to the Chief of Party.

During the reporting period the 15 small schools set up during previous periods continued to operate, under joint BPJK/local government support and supervision. The materials being used are the old modules for grades 4-6. However, a learning materials team connected with the local working group has developed some support materials (there is a special budget for audio-visual equipment) and has suggested revisions in social science and moral education modules for grade 4. The "model" for learning/teaching management is basically the same as that described in the previous report. Programmed teaching is still being considered, but has not been implemented. A decision regarding the use of programmed learning in grade 3 is pending, since it is still not clear whether 3rd graders' reading skills are sufficient.

At the beginning of the new school year 1981/82 in July, 10 new small schools were organized using PANONG materials produced in the province using regional government funds. The 10 schools were distributed so that there were two in each of the 5 Kabupaten of Central Kalimantan. These schools are to serve as demonstration schools and development centers for future phases of dissemination. Training for the teaching, administrative and support staffs was held in mid-May, 1981, under the leadership of

the provincial working group, assisted by Mr. Suwartono (UNS) and consultants from BP3K. So far modular study is only being implemented in grades 5 and 6 in these schools. Grade 4 will be included next year. Module costs are being borne by the regional government.

In addition to modular learning in the upper grades, there is a skills training component in the small schools "system." Equipment and trainers for this training are provided by local communities. During the coming reporting period a workshop (regionally financed) will be conducted to help local trainers improve their training skills.

Formative evaluation is under the direction of the Working Group with assistance from interested university personnel. Problems have arisen with respect to summative evaluation: there is uncertainty concerning who will carry it out using what model. BP3K has offered the services of the Solo staff, including Mr. Nielsen, IIR Chief of Party, but so far no response has been forthcoming.

Further dissemination planning has taken place resulting in a decision to organize 75 new small schools during 1982/83 (distributed throughout the 5 kabupaten) and nearly 700 in 1983/84. The budget for the expansion is to be provided by the central government under the "Inpres" program. At this point funds have already been allocated for the provision of 500,000 copies of modules, which will be printed using the revised format. Training of personnel for this expansion will be done by the 10 development centers (small schools organized 1981/82) assisted by the provincial working group. This will also be financed by Inpres funds. About one half of the 700 small schools envisioned for 1983/84 will be new schools constructed using Inpres funds.

E. Plans for the Ensuing Period

The period to be considered in this section is from October 1, 1981 to March 31, 1982. The categories which will be used in this section are those of the IIR work plan*, as follows:

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.

In addition to covering the plans for the ensuing period, this section of the report will also include recommendations.

1. Orientation and Planning

a) Phase 1 and 2 of the KK Wajar plan will both take place during the ensuing period. Educational data will be gathered, Patjar will be mapped and Patjar learning activities will commence at the beginning of CW II. It is hoped that community and student motivation activities will also begin, but plans in this regard have not yet been specified and may be developed on a local basis by each KK Wajar group.

* It was decided not to continue using the GOI overall plan as a basis for the planning section of our six month report, since the overall plan is still in the process of being revised.

The KK Wajar activities and their potential integration with a nationwide Kewajiban Belajar program could be extremely important for the future of SD PAMONG and Indonesian education in general. However, at present, neither the Kandep office nor the Sekretariat have enough resources, time, staff or money to properly follow-up a number of potential contributions the KK Wajar experience might provide for planning and future implementation of SD PAMONG and Kewajiban Belajar. The Sekretariat staff will likely be hard pressed simply to organize and analyze the data for patjar mapping. In view of this potential, Doran has suggested to Pak Tarka and Solo the possibility of preparing a proposal to IDRC for funding of research and development of the KK Wajar effort. Doran has prepared a suggested outline for such a proposal, but it must meet with PAMONG Solo's approval before more can be done.

b) As mentioned, Doran has also rewritten the proposal turned down by FPP on patjar skill training and transformed the concept from straight support for skill training to a broader proposal for developing a "self-supporting community-based apprenticeship system" linked to SD PAMONG patjar. This new proposal is still in draft form awaiting comment. Dean has already provided suggestions and when other Solo staff members have commented and if the idea is accepted, Doran will rewrite the proposal and begin exploring possible funding sources.

2. Site Preparation

a) For the ensuing period, the only "new" activities that should take place in PKB will consist of initiation of programmed instruction in UP I and module study in UP III in those PKE where these activities have not yet begun. However, from observations that Doran and other Sekretariat staff members have made in certain PKE where these activities have already been implemented, Doran believes that there is some misunderstanding or, at least, confusion among PP4 and kasda regarding the proper implementation of programmed instruction and among PP2 regarding conduct of module study especially in UP III. Doran feels that some in-service training or at least an opportunity for PP to discuss problems, ideas and solutions would be very useful. He has suggested this to Solo in connection with the back-up study of the teaching/learning process (see Weekly Report #71).

b) The planning calls for the establishment of the new patjar sites at the end of November upon completion of the KK Wajar data-gathering which will identify the potential patjar students at levels UP III and IV. So far only three patjar (all in Desa Puhu) have begun at levels UP III and IV. However, we had reports that there are many other students at these levels who are anxious to begin study in the patjar. We suspect that the number of active patjar will increase about threefold to 150 or so during CW II, but it is difficult to know for sure until patjar mapping is conducted in November.

3. Materials Revision and Production

a. During the ensuing period the modules and syllabi which have not yet been printed (Grades I-VI) will be printed and distributed to the field.

b. The module writers will continue to work on a revision of PMP modules for Grades V and VI (Trimesters 1,2) based on the new nationally distributed textbook in the subject.

c. Module writers will develop a second set of module and review module tests for all subjects, UP III-VI. Although most of the work will be done during the forthcoming period, the completion of the task is scheduled for the end of May, 1982.

d. Revision of modules for Grades V, VI will be conducted based on feedback from the field--this will continue through the end of May.

- e. Prototypes for modules (Version II--based on existing textbooks), one for each subject matter, will be produced during the second trimester, 1981-82.
- f. An upgrading workshop will be held during the month of November for module writers and other UPT staff covering the following:
 - test construction;
 - variations in module writing;
 - item analysis in test construction.
- g. Manuscripts of syllabi to be used by teachers (not tutors) during the 1st trimester of Grade 1 will be reviewed and decisions made regarding their use.
- h. Revisions will be made in syllabi for Grades I, II, trimester 3.
- i. The stock of UP III and IV modules for patjar students (most of which are on hand through CW I and into CW II) is being kept in two vacant classrooms in SD 4 Suruan. The Bali Sekretariat is presently organizing these stocks so that they will be ready for rapid distribution to the patjar in November as the new sites are mapped.

4. Project Training

- a) From discussions with field staff and observations made in the PKB, Doran suspects that the training provided for PP2 and PP4 in July may not have been adequate. In quite a few PKB (see Weekly Reports #69-70 and 71), there are obvious misunderstandings on the part of some PP about how to implement SD PAMONG processes. He is not quite sure of the exact cause(s) of these inadequacies; it may be due to the newness of the procedures, the fact that there was a long holiday after Lokakarya 4 that caused a delay in implementing SD PAMONG especially in UP I to IV, and/or some other reasons. Whatever the reason, Lokakarya 4 does not seem to have been adequate preparation. Some sort of in-service training would be useful at this time especially for PP2 and PP4. This training could be in the form of a formal meeting, a more informal discussion group setting for exchange of problems and ideas among PP (possibly in connection with the back-up study of the teaching/learning process) or simply site visits by a small training team. Doran favors the second option as it serves multiple purposes.
- b) UPT PAMONG will continue to develop plans for PAMONG personnel training (pre-service) including training materials and procedures. In this connection closer collaboration with the WTR project (non-traditional roles of teachers--also centered in Solo) has been mandated by the Rektor. UPT PAMONG also plans to designate national and regional trainers who will be prepared for training roles when PAMONG dissemination begins in July of 1982.

5. Learning Site Operations (including Learning/Teaching Process)

- a) See E.1.a and E.2.b. for planned patjar learning site operations and E.4.a. for recommendations relating to PKB.
- b) In regard to the transition of UP III students to module study, several approaches are in evidence here ranging from intensive module study to no module study the first term. Doran believes that one of the major reasons why students can not read well upon reaching UP III is that traditional teaching is not a highly effective way of teaching children to read, especially a second language. Recitation by rote does not lead to quick understanding of vocabulary and reading skill. It may be wiser to have students in UP III begin module study immediately with the help of certain transition procedures such as mentioned above rather than have them receive traditional teaching the first term and

beginning module study C" II. Encouraging UP III students to try and read modules right away giving them all the assistance possible in their learning groups may be a much more effective way of quickly attaining required reading skills. There seems to be some support for this contention from the experience in the PKB SD 1 Sabtu where UP III students who in August could hardly read Bahasa Indonesia at all, after one month of being pushed and helped by the PF2 to study the modules, seemed to be reading surprisingly well.

c. A "back-up study" of learning/teaching processes, especially those using modules in a group setting, is being planned for the second trimester of 1981-82. This study will include the elaboration of detailed group interaction strategies (based, at least in part, on the suggestions of field staff--teachers and principals), their try-out in the field for a limited period, and their intensive monitoring. At the end of the monitoring, decisions will be made regarding which strategies appeared to work best. Those which are considered to be generally applicable will be incorporated in the next edition of the management guides for teachers and tutors.

5. Evaluation

a) The summative evaluation pre-testing in patjar for this year as well as interviews with local village officials will be conducted in the next period (November or December). It was recommended that this would be a more appropriate time than that initially scheduled in view of the fact that most patjar are not yet active.

It was also recommended that the academic achievement test forms be revised as soon as possible to eliminate errors contained therein.

b) Formative evaluation will proceed according to the overall FE design, with some modification to take into account changing priorities. For example, much of the effort in process evaluation will focus on the "back-up studies" involving group learning strategies. Efforts will also be made to strengthen routine monitoring, especially the preparation and use of monthly administrative reports and the involvement of school supervisors in routine checking of implementation status. To achieve the latter, UPT staff members plan on making site visits at least twice a month during the ensuing period.

7. Dissemination Planning and Packaging

a. During the month of November a report will be submitted by UNS concerning site selection. PAMONG sites will have been chosen according to pre-established criteria using data on drop-outs at the Kecamatan level. In addition, a manual will be produced which will assist Camat in selecting the villages which are to receive PAMONG SD's.

b. In February, 1982, a national review of PAMONG will be held within the Ministry in order to make decisions with respect to PAMONG dissemination. Prior to that meeting, the following will be prepared:

1) A report on the current and projected status of school drop-outs, the adequacy of current means of dealing with them, and the potential for SD PAMONG to deal with them more effectively.

11) Recommendations concerning ways of incorporating SD PAMONG within

--Impres SD 1982-83;

--the national program of compulsory education (Kewajiban Belajar) (this will include a draft of suggested KE statutes);

111) A comprehensive description of SD PAMONG (based upon the

General Management Guide already in use.);

- iv) A revised set of Management Guides, incorporating recent changes and elaborations regarding the learning/teaching processes.

It is expected that the meeting will result in a decision regarding the extent to which SD PANONG will be disseminated by the Directorate General of Primary and Secondary Education as well as the structure or shape of the project during dissemination. Details of further UNS/PDM collaboration in planning and mutual support will be developed at that time.

8. Participant Training

During the ensuing period final decisions will be made concerning

- a) The study program and receiving institution for Mr. Suhari;
- b) The selection of two other candidates for MA training, their study programs and receiving institutions.

University application forms for the three candidates above will be submitted. Decisions will also be made concerning the use of short-term training funds.

9. Reporting

- a. New monthly reporting formats for Patjar activities will be introduced during the start-up of patjars in Nov./Dec., 1981.
- b. A new formula for marking trimester report cards will be tried out at the end of the 1st trimester (mid-November).
- c. Monthly management reports, based on monthly reports from the Sekretariat (Gianyar) and Kakancam (Kebakkramat) will be submitted to BPJK and the UNS Rektor.
- d. Biweekly (or weekly) reports from the IIR field staff will continue throughout the ensuing period.

F. Personnel Employed under the Contract^a

- 1. H. Dean Nielsen, Ph.D., Chief of Party and resident advisor to the PANONG Technical Implementation Unit (UPT PANONG), Sebelas Maret University, Surakarta (Beginning March 8, 1980).
- 2. Doran C. Bernard, Technical Advisor to the SD PANONG Sekretariat in Kabupaten Gianyar, Bali (Beginning March 8, 1980).
- 3. K. Loganathan, Deputy Director, Project InSPIRE, School of Educational Studies, Science University of Malaysia, Penang, short-term consultant to the project on learning theories and instructional strategies development (April 19-30, 1981).

^aThis covers field personnel. U.S.-based support staff not included.

^bFor more detailed documentation concerning the assignments of the short-term consultants, Loganathan and Klees, see copies of "Letters of Agreement," which are included in the appendix.

4. Steven J. Klees, Ph.D., Associate Professor of Economics of Education, Florida State University, short-term consultant to the project on cost/cost-effectiveness design and analysis (July 5-17, 1981).

G. APPENDIX

1. Calendar of Major Events
 - a. UPT PAMONG (Solo)
 - b. Sekretariat PAMONG (Gianyar, Bali)
2. Short-term Consultants: Letters of Agreement
 - a. K. Loganathan
 - b. Steven Klees
3. Summary of Patjar Status

1. Calendar of Major Events

a. UPT PAMONG (Solo)

- April 1-5: Try-out of PKB (school) observation and interview instruments (formative evaluation) in Kebakkramat schools.
- April 7-11: Solo staff joins with Bali staff in implementing PKB observations and interviewing in Gianyar.
- April 13,14: Jerry Tarter visits UPT PAMONG to discuss 2nd year UNS/BP3K contract, proposed revisions of Project Evaluation Summary and participant training.
- April 19-30: Mr. K. Loganathan, Deputy Director of Project InSPIRE, Malaysia, visits Proyek PAMONG as short-term consultant on learning theories and instructional strategies.
- April 25,26: Meetings with Pak Soemitro (Solo) including UPT Solo and PAMONG Bali staffs.
- May 7-9: Annual Progress Report for BP3K (and USAID) written in Indonesian and English.
- May 11-16: Solo staff joins with Bali staff in patjar observations and interviews (formative eval.). Also meetings for reviewing Juklaks were held with Camat, Kakancam and Supervisors (SD and Penmas).
- May 21-23: Observation and interviews in Kebakkramat Schools (formative evaluation).
- May 27: Submission of IIR's Six Months' Report for October, 1980 - March, 1981.
- June 1-3: Visits from Malaysian Educators (one from Project InSPIRE; two from the Curriculum Development Center.)
- June 4: Minister of Education, Daud Jusuf, visits SD PAMONG sites in Kebakkramat for one hour.
- June 8-13: Visit to Malaysia (Proyek InSPIRE) and Singapore by PAMONG Bali/Solo/BP3K members.
- June 13: Meeting in Yogyakarta with Mr. Paul Surono to plan the proposed radio training course for PAMONG staff members.
- June 19: Meeting in Solo with Pak Nazim(BP3K) concerning the Second year contract between BP3K and UNS.
- June 23-27: Meeting in Bali to discuss formative evaluation results with selected PAMONG/Bali staff members.

June 29, 30; Dr. Setijadi, Professor IKIP Jakarta, met with Solo staff concerning plans for SD PAMONG placement test.

July 6-11: Meeting in Solo involving UPT staff, BP3K officials, PAMONG Bali representatives, UNS economists and short-term consultant, Dr. Steven Klees, concerning cost/effectiveness analysis.

July 14-18: Meetings in Jakarta involving BP3K, USAID, Klees and Nielsen concerning the cost analysis of SD PAMONG.

July 21: Proposal concerning a back-up study of learning strategies in the use of modules in a group setting submitted to UNS staff.

July 29: Principals from 4 Kebakkramat PAMONG schools meet in Solo to discuss annual planning.

August 4,5: Meetings in Jakarta with USAID and BP3K

August 6-8: Medical evacuation to Singapore (Nielsen)

August 16: So itro (BP3K) arrives in Solo to discuss strategy for finalizing UNS/BP3K 2nd year contract

August 25-27: Pedro Flores (IDRC) visits UPT PAMONG to discuss the status of the UNS - IDRC contract.

September 4,5: Doran Bernard meets with the Solo staff.

September 9: Meeting at USAID/Jakarta involving officials from BP3K, UPT PAMONG, and USAID to finalize the 2nd year contract.

September 10-13: Medical evacuation to Singapore (Nielsen)

September 14-17: Visits to UPT PAMONG by Dr. Paul Spector (IIR), Mr. Sasbani (BP3K) and 3 officials from the educational ministry of Bangladesh.

September 14-19: Training for Pak Parmadi (Bali) and Pak Marwoto (Solo) at TKPK Radio Center in Yogyakarta.

September 17-20: Development of preliminary SD PAMONG dissemination plan for submission to Rektor of UNS.

b. Sekretariat PAMONG, Gianyar, Bali

April 7 - 16 Monitoring observations and interviews in PKE (formative eval.)

April 9,10 Try-out of patjar monitoring instruments in Bangin Labak and Bukit Batu

April 15,16 Visit by Pak Soemitro (Solo) and Dr. Jerry Tartar

April 18 - 21 Meetings of Sekretariat staff and Kasda assisting in monitoring to discuss and comment upon monitoring process

April 24,25 Meetings in Solo with Pak Loganathan and Solo staff; meeting with Pak Soemitro (Jakarta)

April 27 Site visits in Bali with Pak Loganathan

May 4 - 6 ESTA testing in Bali

May 6 Pak Sunardi, Acji Pranono and Ibu Biefla visit to discuss activities and take photographs

May 7- - 9 Work in Solo on Annual Report to AID

May 11 - 14 Monitoring observations and interviews in patjar

May 14 Meeting with Camat to discuss Juklak (monitoring)

May 15 Meeting with Kakancan, Penilik SD and Penilik PBMAS to discuss Juklak (monitoring)

May 27 Presented proposal to FPP (Foster Parents Plan) for funding of skill training activities in patjar. Funding not available.

June 1 - 13 Summative evaluation post-testing - interviews and data gathering in PKE and patjar

June 15 - 17 ? Pak Tarka visits Project InSPIRE, Malaysia

June 24 - 27 Meetings in Bali between Solo staff, Sekretariat staff and selected Bali field staff to discuss project monitoring results

June 29 - July 4 Meetings in Jakarta with BPJK staff and Jerry Tartar

July 7 - 11 Meetings in Solo with BPJK, Bali Sekretariat and Solo staff to work with Dr. Steve Klees on design of cost analysis for SD Pamong

July 13,14 Site visit in Bali by Dr. Klees

July 13 - 16 Lokakarya 4 - training for PP2 and PP4

July 20 Beginning of 1981/82 school year

July 28,29 Site visits in Bali by Pak Soemitro (Solo)

August 4 - 6 Meetings in Bali between Pak Tarka, Pak Haris, Sekretariat staff to discuss KK Wajar planning

August 11 - 23 School holiday

August 31 Meeting between Bupati Gianyar, Camat and village development agency staff to present and discuss KK Wajar plan, Pak Tarka and Sekretariat staff attending

September 3 Meeting of Bupati/ Pak Tarka and Perbeckel and LKMD staff to present IK Wajar plans, Pak Widodo and Sekretariat staff attending

September 3 - 8 Visit by Pak Widodo to assist with IK Wajar planning

September 4 Director of Elementary Education visits Sekretariat; summative evaluation planning meeting with Ibu Riene Toelle

September 4,5 Meetings in Solo with Dean and Solo staff

September 6 - 12 Summative evaluation pre-testing in PKB - Pak Ronli Suparman Ibu Riene coordinating, Pak Sutopo and Sukardi assisting Sekretariat staff.

September 16 - 28 Meetings in each Kecamatan to discuss IK Wajar implementation

September 18 Site visit by the Dir of Teacher trg of PDI, Prof. Dekar

September 18 - 24 Site visits by Dr. Paul Spector, Pak Sasha I (BPM) and Bangladesh Project IMPACT staff

September 14 - 19 Training for Pak Parwati in TRK Center Jogjakarta

April 18, 1981

Mr. K. Loganathan
School of Educational Studies
Science University of Malaysia
Minden, Penang
Malaysia

Dear Mr. Loganathan:

This is to confirm the arrangements for your consultancy on the USAID supported Self-Instructional Learning Project (Proyek PAMONG), for which the Institute for International Research (IIR) is providing technical assistance. We are pleased to offer you the following conditions with respect to your assignment.

The purpose of your assignment will be to visit the PAMONG Project and to meet with the PAMONG staff concerning learning theories, strategies and materials. In specific, you are requested to engage in the following activities during your consultancy:

1. Review the programmed learning strategies and materials currently being used in Proyek PAMONG.
2. Describe theories, strategies and procedures currently being used in Proyek INSPIRE.
3. Contribute to a discussion of the refinement of tutoring, group interaction, self-pacing and remediation in PAMONG using current materials.
4. Contribute to the discussion of new learning strategies under PAMONG using new kinds of materials/modules.
5. Participate in the development of specific proposals for further work in these areas.

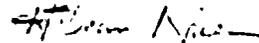
Your assignment will be for a period of 10 working days, from April 19 to April 29, 1981. You will be paid a fee of \$400 for each working day. In addition your round trip ticket from your home to Solo, Indonesia and back will be paid for by IIR and a per diem (\$66 per day, Jakarta; \$43 per day, Solo) will be provided on your arrival in Indonesia.

At the end of your consultancy you will be expected to submit a report of your activities, findings and recommendations to the Director of the PAMONG staff at UNS (Solo), with copies to BP3k (Jakarta), USAID (Jakarta) and IIR headquarters (Bethesda, Maryland, USA). After IIR receives a copy of your report, the payment of your fee will be processed.

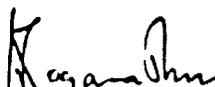
Mr. Loganathan
Page Two

If this letter accurately sets forth the terms of our agreement, please sign in the space provided at the bottom of this page.

Sincerely yours,



M. Dean Nielsen, Ph.D.
Chief of Party/IIR
Self-Instructional Learning
Project

Signed 
Date 20/4/81

cc: Daryl Nichols, IIR
Judith Hobb, IIP
Jerry Tarter, USAID

Dr. Steven J. Klee
5093 Velda Dairy Road
Tallahassee, Florida 32308
USA

July 5, 1981

Dear Steve:

This is to confirm the arrangements for your consultancy on the USAID supported Self-Instructional Learning Project (Proyek PAMONG), for which the Institute for International Research (IIR) is providing technical assistance. We offer you the following conditions regarding your consultancy.

Your assignment in Indonesia will be to assist in the development of a design for the analysis of the costs/cost-effectiveness of the PAMONG Primary School System, with special consideration of dissemination cost estimates. You will be asked to collaborate with local professionals from the Educational Ministry R & D Office (BPK), and PAMONG support staffs from both Sebelas Maret University (UNS) of Surakarta and the Bali project region.

Your expected output will be a cost/cost-effectiveness design (for which you will be only partly responsible) and a more detailed consultant's report, which will cover your recommendations regarding data collection procedures, and procedures for projecting costs and conducting various forms of cost and cost-effectiveness analyses. The time period for your consultancy will be July 5-17, 1981.

The fee which has been determined for this consultancy (developed in consultation with the USAID contracting officer) is \$_____ per day. In addition, your transportation to and from Indonesia (round trip from Bangkok, Thailand) as well as your per diem and in-country travel will be paid by IIR.

At the end of your consultancy you are requested to submit a copy of your report to IIR, the Indonesian Government Offices (BPK, UNS) and USAID/Jakarta. After IIR receives your report and an account of your travels, work days and expenses, IIR Bethesda will process your payment, making adjustments for any advances you may have received.

If this letter accurately sets forth the terms of our agreement as you understand them, please sign in the space provided below and forward a copy of this letter to IIR Bethesda.

Sincerely yours,

H. Dean Nielsen, Ph.D.
Chief of Party

cc: Daryl Nichols, IIR
Judith Robb, IIR
Jerry Tarter, USAID/Jakarta

Signature

Date

RECAP KADANGAN BUNCIK PATAJER KABUPATEN GANTAK - GAKI
 PER TAHUNAN : 31 JULI 1981.
 (SUMMARY OF PATAJER STATUS AS OF 31 July 1981)

Kecamatan	Jumlah (Total)		Patajer		Siswa (Original)		Almas (Final)		Sekawan (Current)		Aktif (Active)		Keterangan
	PES	PPES	PES	PPES	31.12.80	31.07.81	31.12.80	31.07.81	31.12.80	31.07.81	31.12.80	31.07.81	
Blakamban	3	6	25	27	64	74	45	21	60	170	24	26	1001 171 Patajer di Blakamban
Blakamban	3	2	20	16	117	70	71	45	116	153	35	3	1002 171 Patajer di Blakamban
Blakamban	3	7	19	2	2	122	19	30	59	40	1	11	1003 171 Patajer di Blakamban
Blakamban	3	4	17	16	5	212	20	30	106	111	3	16	1004 171 Patajer di Blakamban
Blakamban	3	6	19	29	20	208	16	31	54	164	3	20	1005 171 Patajer di Blakamban
Blakamban	3	2	14	10	24	160	24	22	46	110	17	6	1006 171 Patajer di Blakamban
Blakamban	3	4	14	2	17	162	20	62	62	62	2	2	1007 171 Patajer di Blakamban
Jumlah (Total)	26	27	131	107	117	1465	227	298	525	202	111	125	294

Gantak, 3 September 1981.

* Of 131 Patajer in Gantak Kabupaten, 47 are still active, and 20 do not have students because they all passed the Primary School leaving Exam or the Equivalency Test.