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PD-ANN-588

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SIX MONTHS REPORT

Contract Number: AID 497-80-100.22
 Project Number: 497-0280
 Project Title: Self-Instructional Learning System
 Contractor: Institute for International Research, Inc. (IIR)
 Submitted by: H. Dean Nielsen, Chief of Party
 Date: October 1, 1980

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A. Introduction

1. Background

According to the general provisions of contract number AID 497-80-100.22, the Contractor is to submit a report every six months covering the following:

- A review of the 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.
- An administrative report covering expenditures and personnel employed under the contract.

The scope of services under the contract is documented in IIR's own proposal. Thus the activities which will be reported on here are those mentioned in IIR's proposed work plan, delineated on pages 61-77 of the proposal. They are 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

2. General Comments

In response to USAID's RFP number I-498-C820, IIR proposed to assist the Government of Indonesia in making an operational test of the PAMONG Primary School System (PPSS) in field settings in Gianyar, Bali and in Palangkaraya, Central Kalimantan; and in further developing the PIS. It should be noted that USAID is not the only donor agency providing assistance to the PAMONG Project. Other donors include UNICEF and IDRC. In addition, activities in the area of testing and developing the system did not begin with USAID inputs, nor will they end when AID support is terminated.

Moreover, USAID's inputs into the Central Kalimantan ("small schools") component of the project are all through the technical assistance of the IIR field adviser working at Sebelas Maret University in Solo. Since very few functions with respect to project development and support have been shifted to the UNS/Solo PAMONG staff, virtually no input has been made by the IIR staff with respect to that aspect of the project.

The following report on the status of work under the contract should be seen in light of the above considerations. The report will cover project activities in general, not merely those into which IIR personnel made direct inputs. Reports on the status of project implementation in Central Kalimantan are sketchy because of the lack of direct participation in that project component. The Solo based activities reported are generally those in support of field activities in Bali. However, there are some field activities involving UNS staff at the original project sites near Solo. They will be reported also.

Monthly reports covering expenditures have been made 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 home office personnel) and their tasks and responsibilities will be included.

B. Status of Work under the Contract

1. Orientation and Planning

a. Progress Made

Orientation

1. Resident advisers, H. Dean Nielsen (Chief of Party) and Doran C. Bernard, were both given briefings at the IIR home office in Bethesda, Maryland and at USAID/Washington a week before leaving for the field. At AID headquarters they met briefly with Mr. Frank Mann, the AID Liaison officer for the project there.
2. On March 8 the two resident advisers arrived in Jakarta where they were oriented by the project officer, Sturgess Carbin. Orientation there included meeting the Mission Director, Mr. Hibblock, learning about USAID procedures and facilities, and meeting with staff members at the USAID supported TKPK project and the Jayagiri non-formal education materials development center.
3. After a week of orientation in Jakarta they were sent to Salatiga in Central Java for four weeks of intensive language training (from March 16 to April 12). The language training staff at the Universitas Kristen Satya Wacana provided private tutoring for Doran Bernard and his wife at their quarters and semi-private tutoring for Dean Nielsen (who was joined by one other AID employee) at the university. The instruction was generally of high quality and both advisers benefitted greatly from it.
4. After language training the IIR staff returned briefly (April 15-19) to Jakarta for an orientation in the substantive aspects of the project at the Research and Development Office (BP3K) of the Ministry of Education and Culture. There, under the direction of Drs. Soemitro, head of the Innovation Center and general administrator of the P-MONG project, they discussed with the key personnel from Jakarta, Bali and Solo, the basic agreements covering the project, the progress made to date, and the responsibilities of the respective parties.
5. Once back at their respective duty stations in Solo and Bali, advisers Nielsen and Bernard continued their orientations, meeting local staff, visiting field sites, reviewing plans and designs and working out arrangements for office space and transportation. Transportation was a problem for both advisers during the first few months of operations, the Government not being able to provide the transportation called for in the contract agreement. Eventually, however, the problem was resolved and sufficient transportation is now available.

6. Housing was a particular concern for the Solo adviser. Mr. Nielsen arranged for his own housing, repairs and furnishings. Although housing there is now very satisfactory, the arrangement took a considerable amount of time and energy during the first four months of the project.

Planning

Much of the planning for project activities assisted by USAID had already occurred before the resident advisers were on site. For example, sites for the Learning Activities Centers (PKB's) in Bali had already been chosen, schedules for training and project start-up had already been made, and a management guide, indicating to project staff what to do and how to do it, was already being planned. Planning activities accomplished specifically during the six months of this report include the following:

Bali

1. Planning for the second staff training workshop.
2. Exploring possible relationships between project PAKING and PENMAS.
3. Planning for project expansion, including:
 - mapping of PKB's PPKB's and Patjars;
 - oval diagramming of factors affecting success of the patjar in communities;
 - concretizing the concepts of the PPKB and patjar.
4. Planning for summative evaluation activities.

Solo

1. Planning the content of the second staff training workshop.
2. Planning formative evaluation and micro-studies.
3. Planning management guide development.
4. Planning materials development and production.
5. Planning for the implementation of programmed teaching in Bali.
6. Planning for project expansion in the Kecamatan of Kebakkramat.
7. Planning for the 1st stage (Java/Bali) of a national PAKING survey.
8. Developing a procedure for the recruitment of short-term consultants.
9. Developing an overall plan for project implementation.

Central Kalimantan

The development of a one year plan by the Central Kalimantan "small schools" task force.

b. Plan for Ensuing period

Bali

1. Planning community acceptance strategies for PAMONG.
2. Specification of PAMONG secretariate's role within the overall project plan (being developed at UNS).
3. Planning the start-up and expansion of programmed teaching activities.

Solo

1. The finalization of the overall project implementation plan.
2. The reorganization of the UNS staff according to the requirements of the overall plan.
3. The development of a design for the national survey (stage 1) to choose sites in Java/Bali for the dissemination of PAMONG.
4. Planning/designing feedback systems for module revision and PAMONG development.
5. Developing strategies for recording, reporting and minimizing project costs (in conjunction with Puslit, BP3K).
6. Further planning the expansion of PAMONG in Kebakkramat.

Central Kalimantan

1. The development of a "small schools" model which employs PAMONG materials and methods.
2. Planning the development and production of learning materials.
3. Planning for further expansion of the small schools project.

c. Recommendations

1. IIR should adopt as its project implementation plan the overall plan developed at UNS.
2. A formative evaluation system and information sharing network should be developed as soon as possible.
3. Since support services from UNS for the small schools project in Kalimantan are still minimal, the resident advisor will have to defer his involvement in the project for the moment. However, as more responsibilities are shifted to Solo it is expected that Mr. Nielsen's role with respect to small schools development and support will increase.

2. Site Preparation

a. Progress Made

1. Prior to the arrival of the Bali Advisor, a survey of drop-outs from elementary school (all grades) was prepared. This was done by obtaining lists of drop-outs from all the SD in Kabupaten Gianyar and then checking, revising and adding to these lists through a door-to-door survey of all villages conducted by potential Pamong teachers. In May, workshops on school and patjar mapping were conducted by Solo staff, kasda and penilik in Gianyar. By the end of June, all the sites for PKB, PPKB and patjar had been identified and maps showing these sites in each kecamatan prepared. After opening of the PKB and patjar on July 21, the number of patjar was reduced slightly (from a projected 142 to 135 actual) due to the combination of several patjar and the lack of patjar students at others.

Recruitment of patjar students was carried out through community meetings at all potential patjar sites conducted by kasda, PF3, kelian and perbekel (banjar and village heads). Perbekel and kelian were also advised by the Bupati's office and local camat offices to identify potential patjar students and encourage them to enter Patjar Pamong. The perbekel and kelian were invited to attend the closing ceremony of Lokakarya II and the Bupati spoke to them of the importance of Patjar Pamong.

2. Pak Slametto, member of the UNS implementation team, developed a school mapping procedure, first used for projecting possible sites for new patjars in Kebakkramat and then used in Bali for selecting project sites. Meetings with the Camat in Kebakkramat took place in order to select new patjar sites, recruit students, and encourage community support.

3. Selection and preparation of 7 additional small schools sites (making a total of 15) in Central Kalimantan.

b. Plans for ensuing period

1. Revision of list of potential patjar participants in Gianyar
2. Development of a system for continuous updating of patjar rosters
3. Development of systems for encouraging and maintaining support for patjars by community leaders in all locations
4. Developing methods for identifying and recruiting patjar tutors and skills trainers
5. Preparation of new patjar sites in Kecamatan Kebakkramat

c. Recommendations

1. A more complete approach to site preparation would include a contextual evaluation which would concentrate on social, cultural and economic factors, which relate to project implementation and success. It is still possible to conduct such an evaluation at existing sites. In addition, such an evaluation is strongly recommended for any future sites.

3. Materials Revision and Production

a. Progress made

1. An agreement was previously reached between USAID/Jakarta and BP3K concerning USAID's financing of producing/printing PAMONG materials. In preparation for printing the UNS materials production staff has been revising and upgrading all of the materials, making them more attractive and interesting, and more in conformity with the 1975 curriculum.
2. During this six month period modules for grades V and VI have been under production. Those for the first trimester have been completely revised, and the first 5 modules in the five core subject areas, Indonesian, Mathematics, Natural Science, Social Studies, and Moral/Pancasila Education, have been produced and distributed to the field in Bali and Kebakkramat.
3. Seventy-five percent (75%) of the modules for the second trimester have been revised.
4. Programmed teaching syllabi are under revision.
5. Recruitment of 15 new module writers was begun.
6. The first draft of a module writer's handbook was written.
7. Arrangements for printing have been made with the government printing office, Balai Pustaka. Work on a contract between BP3K and Balai Pustaka for the printing was begun.
8. Short-term consultant Alice Palmer arrived (on September 17) and immediately began helping with the development of the printing contract, problems of module design and revision and the training of module writers.
9. A distribution system for PAMONG modules in Kabupaten Gianyar was developed.

b. Plans for ensuing period

1. Final selection and training of 15 new module writers will be accomplished (Oct./Nov. '80)
2. Module writer's handbook will be finalized.
3. Revisions of grade V-VI modules will be completed.
4. Printing of grade V-VI modules, trimester 1,2 will be completed.
5. Printing contract between BP3K and Balai Pustaka will be finalized (with USAID input from Alice Palmer, short-term consultant).
6. Alice Palmer to work with printing staff on module design (including cover design), layout and condensation.

7. Alice Palmer to go to Palangkaraya to assist small schools personnel in adapting PAMONG materials to their own setting and reproduction facilities.

8. IIR principal investigator, Daryl Nichols, to work with programmed teaching coordinator in revising PT materials/procedures, and assessing whether exposure to similar projects outside of Indonesia might be advisable.

9. Kebakkramat schools/patjars to begin using new materials.

c. Recommendations

1. Every effort should be made to condense the volume of materials produced for PAMONG to make the system more cost-effective.

2. UNS staff materials developers would greatly benefit from training in design and production management. Instruction is available at the government printing office. In addition, materials developers would benefit greatly from exposure to the materials development process in similar projects, namely Impact in the Philippines and IEL in Liberia. (See Alice Palmer's consultant report.)

4. Project training

a. Progress made

1. Prior to the arrival of resident advisors a training workshop (Penlok I) was held in Bali, for the purpose of conveying general concepts about PAMONG, promoting the project among those who would implement it and laying the groundwork for patjar selection.

2. The second training workshop (Penlok II) took place between June 30 and July 9. Involved in the training were all heads of kecamatan Dept. P&K offices, education supervisors, school principals and PAMONG teachers. The training, Lokrkarya II, was well organized and efficiently conducted by the Solo and Bali staff. A strength of the process was that most all Secretariat staff and a number of Kesda and guru from Has NMB were included in the pre-planning meetings and the daily planning and review sessions conducted during the training. These daily planning sessions allow problems and inadequacies to be identified quickly and remedied.

3. Evaluation of the training workshop was conducted and results were incorporated into a set of recommendations for future training sessions.

b. Plan for ensuing period

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

2. Training for Kebakkramat staff members (old and new) will be held in November focussing on the use of the revised management guide.

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

4. The regular management guides will provide guidance on 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.

c. Recommendations

1. In-service training should be aimed specifically at the needs of PPL (5th, 6th grade PKB teachers) and PP3 (patjar teachers) on how to effectively conduct the PAMONG teaching/learning process.

2. The project should move towards expanding the role of the supervisors to include the giving of on-the-job training and guidance to teachers who need it (in line with the BP3K Curriculum Development Center project in supervision).

3. More attention should be given to the training of the tutors in their roles.

4. Training needs and practices in the small schools project (Central Kalimantan) should be thoroughly reviewed.

5. Learning Site Operations

a. Progress Made

1. Because of the desire of local education officials and the communities in Gianyar to have Proyek SD Pamong begin quickly, all PAMONG PKB and Patjar were officially opened on July 21, 1980. Originally there were 26 PKB's, 32 PPKB's (satellite PKB's) and 144 patjars. During the first few weeks of project operations some patjars were combined and others eliminated due to lack of sufficient learners. Currently there are 135 patjars. Data on learning sites and participants (estimated), broken down by Kecamatan are as follows:

<u>Kecamatan</u>	<u>PKB</u>	<u>PPKB</u>	<u>Patjar</u>	<u>PKB Students</u>	<u>Patjar Students</u>
Gianyar	3	6	29	180	320
Blahbatuh	3	4	19	250	240
Sukawati	3	6	20	315	230
Ubud	8	3	20	685	260
Payangan	3	4	14	300	170
Tegallalang	3	7	19	160	150
Tampaksiring	<u>3</u>	<u>2</u>	<u>14</u>	<u>200</u>	<u>180</u>
TOTAL	26	32	135	1990	1550

2. In the PKB's all students at levels 5 and 6 are studying PAMONG modules in the five core subject areas. The non-modularized subjects of religion, Bahasa Bali, sports and skill training are taught in the PKB's using regular school learning materials.

3. All students are organized into kelompok belajar (learning groups) of 2 to 5 students and a student tutor is appointed within each group.

PPKB do not use Pamong materials. They are simply an administrative base for the PF3 (or patjar teachers) who are not conveniently located near a PKB. However, kasda from PPKB have been provided training in the Pamong system and are familiar with the system's operation.

4. Patjar meet once or twice a week in either balai banjar (community centers) or local schools. Each PF3 is in charge of two to five patjar (although there are about five teachers who have only one patjar).

5. Each patjar is organized into two to five kelompok belajar of two to five students. Students are to study primarily at home with their kelompok belajar and come to patjar meetings for remediation, testing, record keeping and skill training. Each kelompok belajar was to have a tutor, but identifying tutors has been a difficult process. In some patjar, tutor kakak, older people from the community, have been identified to guide and assist kelompok belajar.

6. Staff of the Pamong Secretariat have specific job titles and assignments. Their job responsibilities have been specified and they are operating under this structure.

7. From September 2 to September Dr. George Papagiannis, IIR short-term consultant, worked with the Bali staff in developing motivation and management strategies for patjars.

8. In Kebakramat the number of patjars in operation was increased from 3 to 7.

9. In Central Kalimantan 15 small schools sites were in operation using PAMONG materials in the 5th and 6th grades.

b. Plans for ensuing period

1. Patjar which have not yet been properly equipped will be provided with essential equipment (i.e., tables, chairs, storage racks, blackboards, etc.).

2. Tutors and skills trainers will be identified and recruited for the patjar where they are lacking.

3. Identified problems in the teaching-learning processes will be rectified, either through closer supervision and compliance with standard procedure or through revision of ill-suited procedures.

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

5. Kecamatan-wide expansion of patjars will take place in Kebakkramat.
6. An overall small schools design will be implemented in Central Kalimantan which goes beyond use of modules in grades V and VI.

c. Recommendations

1. Teaching-learning strategies should be made more specific and distributed to teachers in a more useful form.
2. Alternative teaching/learning systems designed for use specifically in patjars should be developed.
3. The tutor's role, both in the PKB and the patjar should be spelled out in more detail.
4. The PAMONG secretariate (in Gianyar) should gradually develop ways of shifting all of its functions to line officers within the routine administrative network.

6. Evaluation

a. Progress made

1. UNS implementation team held a meeting with project managers from Central Java and Bali and designed a series of "integrated" reporting forms.
2. A micro-studies team was organized and the micro-studies designs expanded to cover most of the PAMONG system (March-August).
3. An overall evaluation plan was drafted by evaluation advisor (Nielsen) at UNS (July-August).
4. Summative (project effectiveness) evaluation instruments were designed (July).
5. Summative evaluation instruments were tried out in Gianyar (August).
6. Summative Evaluation pretesting was carried out in Gianyar including all 5th grade classes, 7 sixth grade classes and comparable control groups in and outside of Gianyar. Pretesting also occurred within a 10% sample of patjars and interviews were made of a sample of parents and community leaders.
7. Short-term UNESCO consultant Dr. Douglas Windham, economist (borrowed from PFSP for a week), visited the Bali sites and made recommendations concerning cost-effectiveness and dissemination analysis.
8. Penolk II participants evaluated management guides during the training workshop and results fed back into process of revising management guides.

b. Plans for ensuing period

1. Project monitoring systems (in addition to those already in place) will be put in place (Nov.-Dec. 1980).
2. Results of monitoring will be communicated to policy makers (kakandep, kanwil, BP3K), project managers and UNS Solo.
3. UNS Evaluation team will analyze data and make recommendations.
4. Recommendations will be communicated (fed back) to the field for discussion.
5. Decisions will be made regarding the need for further training and/or supplementary guides, or the revision of management guides.
6. All findings and decisions will be documented for use in model revision.
7. The monitoring systems themselves will be revised as experience with them dictate (i.e., those which yield non-useful information will be eliminated; responsibility for collecting certain kinds of information may be shifted from one party to another; instruments may be revised or new ones created).

c. Recommendations

1. Monitoring and feedback systems should be put in place as soon as possible to check the status of implementation and to determine problem areas.
2. Monitoring and feedback systems should be as parsimonious as possible (no more data than necessary to be collected) and should use routinely collected data whenever possible.
3. There should be a gradual shifting of responsibility for summative evaluation from BP3K to UNS, as the UNS staff is upgraded.
4. UNS evaluation team should work closely with the Cianyar PAMONG secretariate in setting up monitoring systems.

7. Dissemination planning and packaging

a. Progress made

Note: The IIR work plan suggested that dissemination planning and packaging be one of the later activities in the project. Once on site the IIR team encountered a different, yet certainly valid, mode of thinking. Since the Bali extension could be considered a pre-dissemination project, in which all administrative functions were to be assumed by the routine administrative structure, this site already required a set of "how-to-do-it" manuals. Thus, drafts of such manuals were developed at the same time as site preparation was taking place.

1. Preliminary management guides were written and produced (June 1980).

2. Management guides introduced during Penlok II and used in training Gianyar project staff (June/July '80).
 3. Supplements to preliminary management guides were developed in response to feedback from Penlok II (July-Aug. '80).
 4. First revision of management guides begun (Aug. '80).
 5. A working team was organized for the conduct of a survey in Java and Bali to determine probable sites for PAMONG dissemination (Aug. '80).
 6. Planning meetings were held with the Director of Primary Education of PDM (Pak Tarwoco) concerning PAMONG dissemination.
- b. Plan for the ensuing period
1. Revised management guides will be completed and produced (Nov. '80).
 2. Final draft of management guides will be begun (March '81).
 3. Java/Bali survey will be designed (Jan. '81).
 4. Beginning of Java/Bali survey data collection (March '81).
 5. Begin work on overall dissemination plan/proposal to be submitted to PDM in July, 1981.
- c. Recommendations
1. Contextual evaluation should be a part of the planning process, assessing local social, cultural and economic factors which might affect implementation in new sites.
 2. Management guides should contain both fixed aspects (those which do not vary from site to site) and flexible aspects (those which vary according to the social/cultural context).
 3. An expert in dissemination planning/packaging might be sought as a short-term consultant to the project some time after the first of the year.
8. Participant Training
- a. Progress made
- There has been no progress made so far in this area, except for the fact that resident advisor Dean Nielsen is leading a weekly English conversation group at his home in order to assist those who might be degree candidates to improve their English language test scores.
- b. Plan for ensuing period
- There is no plan so far for this project component.
- c. Recommendations
1. Inventories of needed skills and current staff competencies

should be made in order to assess what kinds of training are needed.

2. Probable candidates should be identified.

3. High priority should be given to the UNS staff, but candidates should also be recruited from Bali and Kalimantan.

4. The possibility of "dismantling" one of the MA degree training programs in order to provide resources for short-term non-degree training (e.g., at "sister" project sites) should be considered.

9. Reporting

a. Progress made

1. A system of weekly progress reports was developed in which resident advisors report to Principal Investigator, Daryl Nichols, sending copies to each other and to Jerry Tarter, EHR/USAID/Jakarta.

2. The required semiannual report was written in September and submitted October 1, 1980.

3. Quarterly reports ^{from UNS} to BP3K with copies ^{for} ~~to~~ USAID in English are not being made.

b. Plan for ensuing period

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

2. Reports to Nichols will be copied to head of BP3K and local counterparts in the ensuing period.

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

4. Beginning in October '80 resident advisors will fill out "Records of Consultative Input" and distribute them with the progress reports. The format of these records is included in the appendix.

c. Recommendations

1. More frequent and regular communications should be established between UNS and the Cianyar PAMONG secretariate.

2. Mission might do well to send a written reminder regarding the quarterly report from UNS.

C. Personnel Employed Under the Contract

1. E. Dean Nielsen, Ph.D., Chief of Party and resident advisor Center for Development of PAMONG Primary System, University of Sebelas Maret (UNS), Solo (March 8, 1980).

2. Doran C. Bernard, Technical Advisor to PROYEM PAMONG Secretariate in Kabupaten Gianyar in Bali (March 8, 1980).

3. George Papagiannis, Ph.D., short-term consultant on learner motivation (September 1 to September 12).

4. Alice Hoyt Palmer, short-term consultant on Learning Materials Design and Production (September 17 to November 17, tentative).

Job descriptions for resident advisors and terms of reference for short-term consultants are appended to this report.

D. Appendices and Attachments

- I. Chronology of Project Events in Bali
- II. Chronology of Project Events in Solo
- III. Government of Indonesia Staff Members
 - a. Bali Secretariate
 - b. UNS PAMONG Development Staff
- IV. Job Descriptions for PAMONG resident advisors
- V. Terms of reference for short-term consultants
- VI. Record of Consultative Input

Appendix I: Chronology of Project Events in Bali

- April 12, 1980 -Arrival of advisor in Bali.
- April 16 to 18 -Orientation meetings in Jakarta.
- April 14, 15 & 26, 28 -Meeting with local education officials.
- May 5 -Workshop planning session.
- May 6 -Workshop with penilik and kepala sekolah on mapping of PKB, PPKB and Patjar as well as oval diagramming of factors affecting success of patjar in communities.
- May 7 - Planning meeting at Kanwil with Tarka, Parwata, Soemitro (Solo), Widodo, Slametto on concept of PPKB and patjar.
- May 14 -Meeting with Ibu Diwanegara, Director of Penmas, in Bali, on potential relationship between Penmas and Pamong.
- May 16, 17 -Meeting with penilik to determine sites for patjar.
- May 17 -Meeting with Widodo, Slametto, Dean to clarify patjar and kelompok belajar concept.
- May 18 -Meeting with Soemitro (Jakarta), Rai Tjakra, Widodo, Slametto, Tarka, Parwata on patjar concept and planning of strategy for opening of PKB and patjar.
- May 23 -Meeting with penilik to finalize criteria for establishing patjar.
- May 24 -Meeting with Penilik Penmas and Penilik SD on potential cooperative ventures.
- June 3 to 5 -Don Molsinger arrives to work on evaluation planning.
- June 5 -Parwata conducts planning meeting with kasda and guru from Mas on training requirements for Pamong staff.
- June 12, 13 -Planning meeting in Solo for Lokakarya II.
- June 23 -Meeting called by Tarka with penilik, camat, kasda and guru from Mas to discuss motivating drop-outs to attend Patjar Pamong.

- June 24, 25 -Meeting with kasda and guru from Mra and Solo to plan Lokakarya II.
- June 25 to 26 -Don Holsinger arrives to work on evaluation pre-test planning and revision of evaluation materials.
- June 30 to July 9 -Lokakarya II training for Pamong kasda, guru and penilik. June 30, July 1, 2, training for Tegallalang, Tampaksiring, Sukawati; July 3, 4, 5, training for Blahbatuh and Payangan; July 7, 8, 9, training for Ubud and Gianyar.
- July 14 -Training of interviewers from SD III Peliatan for try-out of evaluation instruments (SIKAP).
- July 15, 16 -Administration of evaluation instrument try-out in SD III Peliatan and with perbekel, kelian, and orang tua in Peliatan.
- July 17 -Meeting with penilik to choose control schools (Romli, Widodo, Soemitro-Solo attend).
- July 21, 22 -Opening of PEB and patjar in Kabupaten Gianyar.
- July 30 to August 2 -Meetings in Jakarta with Soemitro, Romli, Don Holsinger and Jerry Tarter.
- August 8 to 15 -Consultant visit of Dr. Douglas Windham.
- August 23, 24 -Meeting in Solo on status of PEB and patjar.
- September 2 to 10 -Consultant visit of Dr. George Papagiannis.
- September 11, 12, 13 -Training for PP and university students on conducting evaluation pre-test.
- September 15 to 24 -Evaluation pre-test.
- September 24 to 30 -Visit of Daryl Nichols.

Appendix II: Chronology of Project Events in Solo.*

- April 12, 1980 -Arrival of project advisor in Solo
- April 14, 15 -UNS Pamong staff moves to Slamet Riyadi office
- April 16-18 -Orientation meetings in Jakarta
- April 24-25 -Meetings to review micro-studies with Dr. Donald Holsinger, UNESCO/BP3K
- May 12 -Preliminary Management Guide (juklak) finished
- May 13-14 -Meetings on evaluation design and plans with Romli Suparman and Don Holsinger from Pusat Penelitian, BP3K
- May 19 -Review of the juklak by Solo area field staff
- May 26,27 -Discussion of overall evaluation design with Romli Suparman, Don Holsinger and others from Puslit, BP3K
- June 15 -Finalization of evaluation instruments for Gianyar training workshop (Penlok II) and for Preliminary Management Guide
- July 11-12 -Meetings with Solo staff members Sutarno and Sukardi concerning the training of interviewers for summative evaluation
- July 21-26 -Analysis of evaluation try-out data by UNS evaluation team
- July 25-26 -Evaluation team meets in Solo with Romli Suparman and Don Holsinger about evaluation plan (management questions, objectives, indicators, activities)
- July 28 -Jerry Tarter, USAID/EHR, visits Solo for talks regarding module production, module quality and long-range planning
- August 15-16 -Dr. Douglas Windham visits UNS
- August 23-24 -Members of Bali Pamong Secretariate arrive for discussions of various project problems/issues
- September 9-10 -Dr. George Papagiannis visits Solo area sites and gives seminar
- September 24 -Meeting at Rector's Office to discuss use of university Wang computer in research applications

* This list includes major events in which the IIR adviser was directly involved.

- September 24 -Staff meeting with Dr. Pedro Flores to discuss progress on micro-studies and national survey
- September 28 -Alice Palmer, short-term materials development specialist, arrives for 2 week visit to assist in module design and production planning
- September 30 -Daryl Nichols, IIR Principal Investigator, arrives in Solo

APPENDIX III: Government of Indonesia Staff Members

A. Bali Secretariat

Ida Bagus Parwata, Special Supervisor and Director of the
Pamong Secretariat

I Ketut Regig, Technical Assistant responsible for PKB operations

Anak Agung Oka Parmadi, Technical Assistant responsible for PPKB
and Patjar operations

I Wayan Bidja, Responsible for learning material distribution
and office administration

Ngakan Made Gatera, Assistant for office administration

I Ketut Rupa, Messenger

Ida Bagus Putu Tapa, Driver

B. Sebelas Maret University (UNS) Pamong Staff

Sumitro, Director

Maryono, Vice-Director

Slametto, Responsible for standard operational procedure for PPSS

A. Himawan, Responsible for learning materials development (modules)

Sutarno, Responsible for training

M. Sanuri, Field Advisor, Kebakkramat

Maryanto, Responsible for programmed teaching development/materials

M. Suwartono, Field Advisor, Central Kalimantan

H.B. Sutopo, Member, micro-studies team

Sutarno J., Member micro-studies team

Bintardi, Member, micro-studies team

Moelyono Ws., Member, micro-studies team

Waspada, Member micro-studies team

Suardi, Research Assistant

Haris Mudjiman, Domestic Consultant

Widada, Domestic Consultant, liaison with BP3K

Sigit Santoso, Financial Officer

Maryono Cd., Assistant Financial and Administrative Officer

Subagyo, Illustrator

Sudjajadi, Printer

Santoso Suwarso, Assistant for learning materials production

Sri Wuryani, i Hastuti, Typists

Mardjoko, Wahyudi, Drivers

Sishadi, Subiyo Sutrisno, Sunarto, Messengers

UNS Staff (continued)

Module writers: Soenarno, Muchlis Hamidy, Suwarno, Rajiman,
Budiyono, Sudarti Sw., Lithon Sunyoto, Suharsono
Kunardi, Sardju

Validation Team: Hananto, Rusydi, Danarto, Supardjo, Lithon Sunyoto

APPENDIX IV: Job Descriptions for PAMONG resident advisors

JOB DESCRIPTION FOR H. DIAN NILSEN
Self-Instructional Learning Project (PAMONG) number 407-0280

General

1. To work with and assist the Director of the UNS PAMONG Development Project in building institutional capability for meeting the objectives of the project, including:
 - a) preparing project sites;
 - b) the provision of training for project personnel;
 - c) the development and provision of learning materials;
 - d) giving guidance on project operations at project sites;
 - e) monitoring and recording all project activities, problems, progress and achievements;
 - f) conducting back-up studies to sustain the system;
 - g) formative evaluation of the PAMONG system;
 - h) providing complete, technical and operational description of the system;
 - i) preparing manuals and training materials for dissemination of the system;
 - j) planning for PAMONG system dissemination.
2. To assist in the identification of training and technical assistance need for the UNS staff.

Specific

During the current year (1980) it is expected that he will make direct contributions to the development of institutional capability at UNS in the following areas:

1. Back-up studies design and implementation;
2. Design and operation of a system for gathering systematic feedback from the field sites;
3. Design and implementation of a national survey for dissemination of the PAMONG Primary School System;
4. Development and operation of effective reporting/documentation systems.

(The above list of specific tasks will be periodically reviewed and revised if necessary.)

Chief of Party

In addition to the above Dr. Nilsen will serve as IIR's Chief of Party in:

1. Representing IIR to USAID and to the Government of Indonesia;
2. Overseeing the flow of reports to USAID;
3. Making arrangements for the recruitment, arrival and utilization of short-term consultants to the project;
4. Insuring that IIR inputs to project development are timely and appropriate.

Best Available Document

JOB DESCRIPTION FOR DORAN C. BERNARD
Bali Advisor
Self-Instructional Learning Project (PAMONG) no. 457-0280

I. Technical Assistance

- A. Provide assistance and advice, as requested, to the Director of the Pamong Secretariat and other staff members especially in the areas of:
 - 1. Community acceptance of SD Pamong;
 - 2. Out-of-school education;
 - 3. Program administration and management;
 - 4. The teaching/learning process in PKB and Patjar;
 - 5. Teacher training;
 - 6. Record keeping and evaluation.
- B. As requested by the Director of the Pamong Secretariat, the Bali Advisor will conduct training in his areas of expertise for SD Pamong staff members.

II. Documentation

- A. The Bali Advisor will keep a detailed record in the form of weekly or bi-weekly reports of his own activities and maintain a record of activities and events of significance in the development and refinement of Proyek SD Pamong.
- B. With the concurrence of the directors of SD Pamong, the Bali adviser will write reports and/or articles, as required, for internal and external audiences.

III. Liaison

- A. The Bali Advisor will act as a liaison for SD Pamong Bali with the Technical Advisor at UNS/Solo, AID and other agencies and individuals as directed.
- B. The Bali Advisor will be responsible for assisting all foreign consultants assigned to work with SD Pamong in Bali.

APPENDIX V: Terms of Reference for short-term consultants

Terms of Reference for Short-term Consultancy in
Learner Motivation for Project PAMONG in Bali

The Department of Education and Culture of the Republic of Indonesia is currently developing a primary education delivery system called the PAMONG Primary School System (PPSS) which is designed to bring universal primary education to the educationally disadvantaged children of Indonesia using a variety of innovative techniques. An important feature of the system is its capacity to reach primary school drop-outs through a network of neighborhood "Learning posts". At such learning posts former school drop-outs pursue a program of modular self-instruction under the supervision of "itinerate teacher" and community-based tutors. The materials covered are adapted from the regular primary school curriculum, and completion of the program leads to the acquisition of a regular primary school certificate.

The system is currently being expanded and further developed at the Kabupaten level in Gianyar, Bali. One of the main concerns expressed by local government leaders and school personnel is that of motivating children to take up their studies again once they have dropped out of school and, in most cases, are already in the work force. Some people have suggested that relatively few drop-outs will be attracted by the prospect of obtaining an SD certificate only. They maintain that a successful program will need to include training which relates more directly to local work requirements and opportunities.

Recently the Governor of Bali has stressed the need for basic education to provide training in "functional skills". Partly in response to this challenge regional educational officers have begun to hold meetings with occupational sectors in an effort to forge closer links between the worlds of education and work. Such a link is especially important for the PAMONG Project as it attempts to bring those who are already in the work force back into the process of formal education.

Under the current request for short-term consultant services, the office of Educational and Cultural Research and Development (BE3K) of the Department of Education and Culture, is seeking an expert in formal and nonformal education who can assist members of the Bali field staff in:

1. Developing strategies for motivating participation in learning post activities by

a) a sessioning and

- a) assessing and recommending ways in which functional skills training can be integrated into the learning post activities;
 - b) proposing other strategies for learning post recruitment and retention;
2. Exploring ways in which educational personnel can work with personnel of other agencies in making skills training rewarding to the individual;
 3. Identifying the kinds of skills and activities which would be most appropriate and attractive to the target group in the region in question;
 4. Recommending strategies to be used in enhancing community acceptance of the SD PAMONG, so that its status is perceived as no lower than that of the regular school (despite a possible more applied focus).

The consultant would be expected to work in the field in Bali for at least 2 weeks, during which time he/she would hold discussions with village leaders, school personnel, government officers and other community members. His/her recommendations would be in the form of a consultant report, which would be delivered to the head of the Regional Educational Office in Bali, the head of the PAMONG Development staff at UNS Solo, and the head of Pusat Inovasi, BP3K Jakarta.

The qualifications of the consultant should be as follows:

- 1) Ph.D or equivalent in education or related social sciences;
- 2) Experience in working with rural education in developing countries, particularly in Southeast Asia;
- 3) Experience in nonformal and formal education and the relationship between them.

Short-term Consultancy for Alice Hoyt Palmer
Terms of Reference

Background

Since 1974 the Indonesian Government, in cooperation with foreign donors, has been developing and testing an alternative primary school delivery system designed to more effectively serve children who live in rural (and often remote) areas at cost commensurate with funds available. The system, called the PAMONG Primary School System (PPSS), relies heavily upon programmed instructional materials, which students can use individually or in small groups, and upon school and community based tutors who facilitate the use of such materials. The use of programmed materials and tutors allows the teachers to spend more of their time organizing outreach into the community where school drop-outs are given the chance to obtain primary school certificates by studying at learning posts in their spare time.

The programmed materials in the system are of two kinds : Self instructional "modules" which are used by student in the upper grades and programmed teaching materials which are used by cross-age tutors in the instruction of 1 st and 2 nd graders.

The current consultancy is to focus on the former kind of materials, the self-instructional modules. Since many of the functions traditionally exercised by teacher (e.g. cueing, explaining, motivating, reviewing, testing) are now built into the modules, it is important that they be as high in quality as possible. In addition, since the budget for materials is limited, the need to economize must be taken into consideration. In short, in order to serve the ends of the PAMONG project well, learning modules must be attractive enough to keep up student interest and motivation, pedagogically sound enough to promote acceptably high standards of learning, and economical enough to be financed ^{through} the funds available.

Currently there are three sites in Indonesia where the PAMONG Project is being implemented : Central Java (Near Solo), the regency of Gianyar in Bali, and Central Kalimantan (Near Palangkaraya). The current plan is for the Solo/Bali modules to be printed by commercial establishments and for the Kalimantan materials to be mimeographed using local Education Office facilities. The printed modules for grades 5 and 6 are currently under production or are in the "pipeline".

Those for grades 3 and 4 are awaiting revision.

Tasks

In light of the above considerations, the current consultant is requested to perform the following tasks:

1. Examine modules which are both under production and are awaiting revision.
2. Suggest appropriate printing specification for those modules currently in the pipeline: incl. cover design; paper quality; type face; margin size; kind, number, and placement of illustrations; etc. for both Solo/Bali and Central Kalimantan.
3. Suggest changes in design for modules which are yet to be revised, including ways of condensing the materials and printing specifications.
4. Develop estimates of the production costs of those modules in the pipeline as well as those yet to be revised.
5. Develop a proposed production schedule for all modules.
6. Review the current GOI and USAID rules/procedures to be used in the/^{selection}process for printers and make recommendations for the reconciliation of rules/procedures of the two parties if necessary.
7. Review the criteria used by the GOI in determining the capability of the printer in meeting specifications and make recommendations if necessary.

Expected Outputs

The expected outputs for this consultancy will be in the form of a consultant report which should cover at least the following:

1. Recommended printing specifications for modules in the pipeline in both Solo/Bali and Kalimantan;
2. Recommendations for the redesign of modules which have not yet been revised, (including possible printing specifications);
3. Estimated production costs of modules in the pipeline and those awaiting revision ;
4. A proposed production schedule for all modules;

5. Recommendations with respect to rules and procedures for selecting printers;
6. Any other observations, suggestions, recommendations.

Duration

This is a one month consultancy with possible extensions up to one additional month. A review will be held within the first 10 days in order to determine whether an extension is needed, and if so, for how long.

DATE:

PLACE:

CONSULTANT:

OTHER PARTICIPANTS:

PURPOSE:

ACTIVITY/NUMBER:

- Orientation/Planning
- Site Preparation
- Materials Rev./Prod.
- Project Training
- Learning Site Op

- Evaluation
- Dissemination
- Participant Training
- Reporting

BACKGROUND/DESCRIPTION:

INPUT/RECOMMENDATION:

RESULTS/DECISIONS:

NOTES FOR FOLLOW-UP



UNITED STATES DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

Aster

January 27, 1981

Mr. Maury Brown
Deputy Director, Office of Development
Information and Utilization
Bureau for Development Support
Agency for International Development
Washington, D.C. 20523

Dear Mr. Brown:

The U.S. Bureau of the Census is pleased to send you its new publication, World Population 1979 - Recent Demographic Estimates for the Countries and Regions of the World. This report was prepared by the International Demographic Data Center under a Resources Support Services Agreement with the Development Support Bureau, U.S. Agency for International Development.

Just as for the past issues in the World Population series, this report is the result of a collaborative effort of many organizations and individuals. Data producers and researchers throughout the world have been generous with their assistance in providing the most up-to-date information available so that we are able to compile reliable estimates for all countries.

We hope you will find this report useful in your work in the international area.

Sincerely,

A handwritten signature in cursive script, appearing to read "Samuel Baum".

SAMUEL BAUM
Chief, International Demographic
Data Center
Bureau of the Census

Enclosure