

CLASSIFICATION  
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE  Improved Efficiency of Learning	2. PROJECT NUMBER  669-0130	3. MISSION/AID/W OFFICE  USATD/Liberia
	4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>669-83-2</u>	
<input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION		

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY <u>78</u>	B. Final Obligation Expected FY <u>84</u>	C. Final Input Delivery FY <u>85</u>	A. Total \$ <u>10,125</u>	B. U.S. \$ <u>7,500</u>	From (month/yr.) <u>2/82</u>	To (month/yr.) <u>3/83</u>
					Date of Evaluation Review <u>4/83</u>	

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Funding level should be raised from \$5,500,000 to \$7,500,000 and PACD extended to March 1985.	USAID - Tolle	6/83
2. Contractor should study means by which numbers of materials and consequently materials costs can be reduced.	IIR	9/83
3. A plan should be drawn up to phase out excess Liberian staff as they become unnecessary.	IIR	7/83
4. Now that fourth grade modules have been revised and edited, all editing responsibilities should revert to the Liberian and contractor field staff. Bloomington operations should be closed down.	IIR	6/83
5. Major efforts should be made to supply needed texts of Optimum Conventional (OC) schools.	MOE	6/83
6. A liaison person should be employed by the MOE to create needed linkages between the project and training institutions.	MOE	7/83
7. Since 1982 testing results were inconclusive for several reasons, every effort should be made to have valid, complete data in the summative evaluation for 1983. Mission should assure that proper data is gathered, that appropriate mechanisms are established for gathering the data, that more supervision of total process be provided by the summative evaluation consultant.	USAID - Tolle	9/83
8. A more adequate system of supervision based on existing MOE resources must be developed.	IIR/MOE	12/84

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT		
<input checked="" type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify)	A. <input type="checkbox"/> Continue Project Without Change		
<input checked="" type="checkbox"/> Financial Plan	<input checked="" type="checkbox"/> PIO/T	_____	B. <input type="checkbox"/> Change Project Design and/or		
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify)	<input checked="" type="checkbox"/> Change Implementation Plan		
<input checked="" type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	C. <input type="checkbox"/> Discontinue Project		

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)	12. Mission/AID/W Office Director Approvals:
See page 3	Signature: <u>John P. ... (Acting)</u>
	Typed Name: <u>Lois Richards</u>
	Date: <u>August 30 1983</u>

### 13. Summary

The project continues to explore, on an experimental basis, an innovative means of upgrading the quality of primary education in Liberia within reasonable costs. Although considerable progress has been made, the project is well behind its original implementation schedule. This is a result of domestic upheavals and their aftermath in Liberia in 1979 and 1980, and because the task is more complex and difficult than was originally thought. A contributing factor is the upcountry location of the project site. Electrical and water supplies have been very sporadic and it has been difficult to attract qualified Liberian professionals to live and work in Gbarnga. The evaluation team feels, however, that the project should be continued. While there is abundant visible evidence of progress, the level of effectiveness of programmed instruction has not yet been completely tested in Liberia. The evaluation team unanimously agrees that the project should be extended until March 1985 to ensure completion of the original project objectives. The cost of the extension is estimated at \$2,000,000.

### 14. Evaluation Methodology

This was a regular evaluation, carried out to measure progress; verify hypotheses and improve implementation. The most recent evaluation was completed one year ago, in May 1982. This evaluation was divided into three parts: review of project status; an analysis of 1982 achievement test results; and an analysis of the IEL systems cost effectiveness and distribution costs. Except for the analysis of test results which is being revised and will be forwarded at a later date, these documents are provided as annexes to this PES summary.

The methodology used included a combination of review of documents; a study of systems established for the preparation of materials, supervision and training teachers; interviews with USAID/GOL staff, and contractor staff; observation of teachers using PL and PT materials in experimental school classrooms, comparative testing of students and a study of costs benefits based on the testing results and other data.

Costs: S&T/Ed Officer	Travel & Per diem	\$3,000.00
Summative Evaluation Specialist		5,000.00
Education Economist	Funded by World Bank	Unknown

### Evaluation Committee

Dr. Edwin R. Tolle, Team Leader  
USAID/Liberia, Education and Human Resources Office  
Mrs. Etmonia Tarpeh, Ministry of Education  
Mrs. Sandra Monger, Ministry of Planning and Economic Affairs  
Dr. Donald Foster-Gross, AID/W Science and Technology Bureau,  
Education Officer  
Mr. James Gray, Ministry of Education  
Mr. Sydney C. Anderson, USAID/Liberia, Development Planning Office

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Summative Evaluation Consultant

Dr. Klaus Galda

Education Economist

Dr. Douglas Windham

The evaluation was carried out in Bong, Lofa and Nimba Counties and Monrovia.

15. External Factors

The major factors which have negatively affected the project are:

- (1) The political turmoil surrounding the 1979 Rice Riots which affected start-up;
- (2) The military coup in 1980 and its political, social and economic aftermath which affected implementation;
- (3) A deteriorating GOL financial capacity which has affected the timely availability of GOL counterpart funding;
- (4) The funding of electrical and water utilities in Gbarnga. The project site, has deteriorated sharply since the project was designed and initiated;
- (5) Trained Liberian professionals have not been as readily available to work on the project as anticipated, in part because of a substantial brain drain following the 1980 coup.

16. Inputs - Funding: Original project funds \$4,500,000 First Amendment \$1,000,000 total \$5,500,000. As of April 1983, cost increases due to the need for more technical assistance; difficulty in finding qualified Liberians generation of electricity, increases in the cost of fuel, unforeseen needs for commodities more costly than originally conceived (xerox machines, generators, vehicles, word processors, and their maintenance) and inflation have caused accelerated expenditures, leaving only a \$400,000 balance to be disbursed. Consequently there is a need for an additional \$2,000,000 to take the project to completion.

Original		Required	Revised	
Technical Assistance				
\$3,810		LT 296 PM	\$4,810	383 PM
		ST 38 PM		80 PM
		Local Hire 1112 PM		1,800
Participants	\$206.		150*	
Commodities	280		905**	
Other Costs	141		\$1,635***	

\*Decreased because fewer masters level persons trained (from 5 to 2) as follows:

Evaluation - Trained - left project  
PT/PL Head - Trained - to Masters (jobs were combined)  
Teacher Education Head - Never appointed  
PT/PL Teacher Trainer - Has Masters

More in-country training - writers and Project implementation team.

\*\*Increased because of unforeseen purchase of machines with new technology  
1. Xerox 9400, 2. Xerox 3109, 3. 13 generators, 5 vehicles, word processors,  
spare parts for machines, vehicles, generators, printing paper for 10,000,000  
copies.

\*\*\*Increased because of machine maintenance contracts, inflated, gasoline and  
oil prices, increased mileage to drive, excess xerox copies monthly, addi-  
tional module editing, increase in defense base act insurances, telex and  
communication costs. Also includes inflation and contingencies for balance  
of the project, subcontracts for evaluation, G&A and Fee from contractor  
services.

#### Technical Assistance

There have been four different Chief's of Party during Project Life. Contrac-  
tor has tended to initiated module design changes and instructional systems  
changes in home office. Mission has corrected that tendency.

Commodities: The need for sophisticated high technology equipment has increased  
costs. Volume of copies needed resulted on purchase of two expensive copy  
machines with high maintenance costs. Poor typing capacity of local help resulted  
in purchase of Word Processors.

Failure of electricity at site resulted in generator purchases. Driving long  
distances on poor roads decreased life of vehicles. The result was a general in-  
crease in costs. Changes needed are descibed above under "Funding".

#### 17. Output

	<u>Original</u>	<u>Status</u>	Changes
A.	1 set of procedures/materials for PT and PL Grades 1-6	Complete Grades 1-6	None
B.	1 set Teachers Guides in modular format for PT and PL (all subjects)	Complete Grades 1-4; 50% Grade 5; 25% Grade 6	None
C.	1 set student materials (est. 30 per grade	1. Complete Grades 1-4 2. 50% Grade 5 3. 25% Grade 6	510 total modules

D.	1 set tests for each subject/ grade	Tests completed for each grade in same proportion as indicated for modules above.	None
E.	1 set diagnostic tests for PT/PL teachers	As above	None
F.	5 instructional supervisors trained.	6 trained, 1 staff	One addi- tional trained
G.	14 staff trained to design, write, revise and evaluate PT/PL modules	18 staff trained	Four addi- tional trained
H.	20 schools; 6 teachers per school; 120 teachers trained in use of modules	16 schools; 6 teachers per school	Number of teachers reduced
I.	90 schools x 6 teachers or 540 teachers	30 schools, 200 teachers	Number of teachers reduced

2. Management Experience

- A. Project Management has at times fallen short of what it should be, mostly due to inadequate communication. The most glaring break-down resulted in IEL students being tested on material they had not studied, thereby nullifying the data on student performance and rendering it inconclusive. This problem of communication on the part of the T.A. and Liberian Project staff must be resolved in the interest of good project implementation. Other aspects of management seem to have gone well.
- B. The Teacher Training advisor for MOE central office completed his tour and was terminated.

18. Purpose

- (a) To develop and establish systems to increase the effectiveness of instruction by elementary school teachers.
- (b) Progress toward each EOPS condition: All grade 1,2 and 3 modules have been finalized. All grade four modules have been written and revised. Half of grade five modules have been written. 25% of grade six modules have been written. Two hundred teachers have been trained (100 IEL, 100 O.C.) in country and 16 Liberian staff have completed training.

- (c) When can achievements be expected: The revised project completion date should be March 1985.
- (d) Causes of shortfalls; causal linkage between outputs and external factors: As mentioned previously, the major cause of production/development delays has been the inability of the MOE to recruit competent staff -- without doubt directly related to the project's location (insisted on by MOE during project design) and the absence of electrical and water services at that location.

19. Goal/Subgoal

- (a) Goal/subgoal to which project contributes: To provide adequate, relevant, and effective learning opportunities for all who want to learn, at a cost commensurate with available resources.
- (b) To what extent can progress toward goal/subgoal be attributed to purpose achievement: This project directs itself toward developing an educational system that when expanded will provide a means to achieve the goal. At present only students enrolled in schools where IEL materials are being tested are being provided the services under the project that the goal speaks of.  
 -- to other projects: N.A.  
 -- to other causal factors: N.A.
- (c) If progress is less than satisfactory, explore reasons: Given the difficult conditions (social, political, economic) under which this project has been developed, the progress to date is satisfactory, except for the absence of data on student performance. This will be corrected by January 1984.

20. Special comments and remarks:

Although there have been other projects in other countries using similar techniques, this one represents the first use of this specific pattern of programmed instruction. Its many-faceted tasks -- to establish a new method of instruction in five academic areas for 6 grades, with a student body that averages an over-age factor of 3.5 years at each grade level -- developed in a country undergoing extreme economic, political and social turmoil, has led to many unforeseen challenges. There have also been many mistakes. Taken all-in-all, however, this project, with continually improved management, could realize not only project goals, but provide a model for the rest of the Third World.

Drafted: EHRD:HWReynolds: get: 6/30/83  
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