

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-347

| | | | | |
|--|--|---|--|---|
| 1. PROJECT TITLE EDUCATIONAL COMMUNICATIONS DEVELOPMENT | | | 2. PROJECT NUMBER 497-0296 | 3. MISSION/AID/W OFFICE USAID/I/EHR |
| 4. EVALUATION NUMBER: Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY | | | <input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION | |
| 5. KEY PROJECT IMPLEMENTATION DATES | | | 6. ESTIMATED PROJECT FUNDING | |
| A. First PRO-AG or Emulation FY <u>79</u> | B. Final Obligation Expected FY <u>81</u> | C. Final Input Delivery FY <u>84</u> | A. Total \$ <u>11,000,000</u> | 7. PERIOD COVERED BY EVALUATION |
| | | | B. U.S. \$ <u>6,000,000</u> | From (month/yr.) <u>June 19, 1979</u> |
| | | | | To (month/yr.) <u>April 19, 1981</u> |
| | | | | Date of Evaluation Review <u>May 11, 1981</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 |
|--|---|--------------------------------|
| Project Paper Correction "Measures of Goal Achievement" <i>in LogFrame</i> No. 1 should be corrected to read, "Increased % of rural enrollment at primary and junior high school levels." | Jerry Tarter | 8/1/81 |

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- | | | |
|--|--|--|
| <input type="checkbox"/> Project Paper | <input type="checkbox"/> Implementation Plan e.g., CPI Network | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Financial Plan | <input type="checkbox"/> PID/T | _____ |
| <input type="checkbox"/> Logical Framework | <input type="checkbox"/> PIO/C | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Project Agreement | <input type="checkbox"/> PIO/P | _____ |

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

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

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

Jerry D. Tarter, Project Officer *JTarter*

12. Mission/AID/W Office Director Approval

Signature *Robert Simpson*

Typed Name Robert Simpson, Acting Director

Date *May 11, 1981*

Clearances: EHR, RI/Schmeding *Schmeding*

PRO, ATN/Verge *OA*

PRO, PC/age *PC*

13. Summary

Background

The Educational Communications Development Project represents the culmination of a series of events which began in 1970. In that year, a group of studies was completed which examined the role of educational media in the Indonesian educational system. The product of these studies was a recommendation that, because of the vast size of the archipelago and resultant problems of distribution of educational materials and quality control within the educational system, an increasing emphasis should be placed on educational media. In order to carefully consider the implications of the implementation of this recommendation, a project was created: Proyek Teknologi Komunikasi Departemen Pendidikan dan Kebudayaan - (Project for Technology and Communication of the Department of Education and Culture or Proyek TKPK).

In 1974 with the launching of Indonesia's first communications satellite (PALAPA) known to be eighteen to twenty-four months away, Proyek TKPK began to focus the attention of its study of the uses of educational media on the possible uses of satellites for educational broadcasting. AID/Washington's central educational office (Office of Education/Technical Assistance Bureau, now the Development Support Bureau) sponsored a conference in 1976 in Washington. The topic of discussion at the conference was "Educational Applications of Satellite Technology," with members of Proyek TKPK participating.

Next, USAID/Jakarta developed the Educational Technology Project. An \$800,000 two-year project, it began in 1977 and ended in 1979. It provided short-term, specialized third-country training in media production techniques for staff members of Proyek TKPK. Twenty Proyek TKPK staff members

(or affiliated staff, i.e., from educational technology departments in teachers' training colleges -- IKIPs) received Master's degrees from Syracuse University. It also provided four consultants to Proyek TKPK who offered technical assistance in the production of educational media materials and the training of staff members.

Also in 1977, AID/Washington's Office of Education developed a proposal for a Southeast Asia Regional Communications Software Center. TKPK and the Mission were surveyed to assess interest in this proposal, and out of this exercise came the GOI request not for a regional software center but for the Educational Communications Development Project.

A Project Identification Document (PID) was approved in May, 1978 and a project analysis and development team came to Jakarta in June of that year. This team, arranged through and funded by AID/Washington's Office of Education, produced a project paper which was approved in **March, 1979**. A Project Grant Agreement was signed on June 19, 1979 and a **Project** Loan Agreement on April 28, 1980; both documents define in detail a four-year (Project Assistance Completion Date of December 31, 1983), six million dollar (4 million loan, 2 million grant) project. USAID signed a contract with the Academy for Educational Development on February 1, 1980. The contract period is 1 February 1980 to 31 January 1984 and the contractor is to provide technical assistance (232 person months of long and short-term technical assistance); to arrange for training (18 MAs and 8 PhDs, as well as short-term training which is as yet not officially quantified - we expect a short-term training plan soon); and to manage commodity procurement (\$2.1 million, including associated procurement costs) of educational media equipment.

Current Status

To quote from the project paper (page 1), "The central feature of the project is to aid in the transformation of an existing educational technology 'project' into a formal Center for the Development of Educational Communication Media (CDCEM), reporting directly to the Minister of Education and having major national responsibilities in the expansion of educational opportunity."

Ministerial Decree No. 0145/0/1979 of 30 June 1979 changed TKPK from its status as a project to a permanent pusator "center" of the Department of Education and Culture. Thus, the "central" feature of the project has been achieved. All other aspects of the project (technical assistance, training and commodity procurement) are proceeding reasonably well at this point.

The project has done exceedingly well during the first 22 months, and all elements are progressing according to plan. The core contract team arrived between June and December of 1980. (The total team of 7 is not scheduled to be in country at one time; no more than 4 will be in place at any given time, and at some points, fewer than four will be in place.) Participant training, both long and short term, is underway and going quite well. The major portion of participant training is being done by the University of Southern California (USC) in a unique program which calls for USC to offer intensive courses (jointly developed between USC and the Indonesian institution involved - Teachers' Training College of Jakarta) in Indonesia - courses which cover the same curriculum as USC courses in the subject being taught but do so in intensive session for approximately one month, and for the students to go to USC for one summer session of study. Commodity procurement is being handled by the prime contractor, the Academy for Educational Development (AED), through both direct management and sub-contracting arrangements. After a series of false starts, the process is underway and on target.

Prognosis

There is every reason to believe that this project will achieve all project targets (and more). The greatest potential danger for the project is in the area of commodity procurement. As of this writing, the prime contractor has not yet produced a sub-contract (or other arrangements) for effecting commodity procurement. A sub-contract with Franklin Export Training Company, originally proposed as the agent for all project procurement, is now in question, and the issue of how commodity procurement is to be managed has not yet been settled.

14. Evaluation Methodology

The purpose of this evaluation is to measure project progress according to the goals of the project and to improve implementation where necessary. The instrument **used is the** standard AID Project Evaluation Summary (**PES**). This **evaluation represents** a deviation from the evaluation plan recommended in the project paper in that it is not conducted by "**expert** consultants, AID/W Education Office personnel, and USAID/Jakarta personnel." For purposes of economy and appropriateness, it has been recommended by the Jakarta Office of Education and Human Resources that outside evaluators be brought for two of the four recommended evaluations in the project paper, i.e., for the 27 month and the final evaluation.

15. External Factors

No significant external factors have occurred.

Important Assumptions

Assumptions for achieving project goals, purpose, outputs, and inputs are as follows:

Assumptions for achieving project goals:

1. Continuity of DEC (Department of Education and Culture) priority programs at the primary and junior high school levels.
(Remains valid).
2. Availability of PALAPA for DEC program dissemination.
(Remains valid).
3. Availability of radio and TV air time. (Remains valid).
4. Participation of provinces in determining Center program content.
(Remains valid).

Assumptions for achieving project **purpose**:

1. Construction proceeds without delays. (Remains valid).
2. Ministry of **State Apparatus** fully concurs in new structure for TKPK (Assumption has been formalized by previously mentioned ministerial decree no. 0145/0/1979).
3. Personnel are returned to DEC after training. (Remains valid).
4. Cooperation continues between operational units within the DEC.
(Remains valid).

Assumptions for achieving outputs:

1. No attrition of participants. (Remains valid)
2. Inputs will be on target with respect to timing and adequate (quality and quantity) for projects objectives. (Remains valid)

3. Setting and support climate will not suffer major alteration during life of the project. (Remains valid).

Assumptions for producing inputs:

1. US and host country will carry out commitments regarding provision of inputs. (Remains valid).

16. Inputs

Technical Assistance

The technical assistance team has been gathered together over the first 15 months of the contract. Chief-of-Party John Middleton arrived on 30 June 1980. During the first month at post, Middleton received 5 hours a day of language training, did his personal settling in, staffed his office (secretary and administrative assistant - provided by PTKPK) and began his work as the chief-of-party and the educational technology planning specialist consultant to the project. Instructional systems design specialist Michael Calvano arrived 9 November 1980 and during the following month began his duties at PTKPK; Calvano delayed language study until Papay could accompany him, thereby reducing costs. On 28 December 1980, James Papay arrived to begin his assignment as evaluation specialist to the project. Again the consultant spent the first month working part-time at PTKPK, part-time in language training, and part-time in orientation and settling in activities. The fourth member of the contract team, Dean Bradshaw, arrived on 20 March 1981 to begin his duties as educational television production specialist.

The three remaining members of the team (educational systems management specialist, TV studio engineer, and information management and diffusion specialist) are scheduled to arrive at later points in project implementation. The management specialist is scheduled to replace Middleton as chief-of-party in June 1982. The TV studio engineer will arrive in conjunction with the arrival of project commodities, most likely in the **summer** of 1982, and

the information management and diffusion specialist is scheduled for the last two years of the project.

In addition to the long-term consultants, four short-termers have provided assistance as well. Jerry Brown, staff member of the Agency for Instructional Television, Bloomington, Indiana, arrived for a one-month consultancy on 1 October 1980. Brown provided instructional design workshops and other training activities to PTKPK staff. Saul Rockman, Director of Research for Agency for Instructional Television, arrived on 24 February 1981 and provided a three-week consultancy in formative evaluation planning and execution. William Denne provided 25 days of consultancy during which he reviewed and finalized equipment specifications for project commodities. On 15 November 1980, Ms. K. Middleton began work as a locally hired, short-term, part-time consultant to the project. She is offering assistance to the PTKPK library in acquisition, storage, and retrieval of information.

Training

A meeting was held at Cisarua, Bogor 18-22 August 1980 during which, among other things, the structure of graduate training for the project was decided. It was decided to conduct the training both in country (in 3 teachers' training institutes) as well as at the University of Southern California (USC). Financing of this arrangement is handled through two subcontracts: 1. The USC sub-contract (\$437,127) provides among other things for USC to offer 17 courses in three Indonesian IKIPs to project participants. The courses are offered in what USC identifies as the "wave approach." This is a mechanism for providing a one semester course in an intensive one month of study. The 18 MA and 8 PhD project participants will also spend a summer session at USC (or affiliated universities). USC has already provided the first two of four scheduled "waves" in Indonesia. The process has proven to be highly successful.

2. The PTKPK sub-contract (**\$333,978**) provides scholarship support for the project participants, an administrative structure for project implementation (Project Implementation Unit-PIU), study tours by 9 Indonesian educational technology members, and 4 faculty development seminars.

Thus far, the training activities governed by the sub-contracts have functioned well without major problems. However, one issue remains unresolved. The administrative device known as the PIU is staffed by a director, deputy, financial officer, secretary, and 2 administrative assistants. However, due to Government of Indonesia rules, it is impossible to pay the director and deputy (individuals desired by all parties to the project) the salaries the jobs demand. An appeal for a waiver of the rules has been filled by PTKPK with BAPPENAS. A decision has not yet been reached.

If the PIU proves to be administratively unworkable, one possible alternative is to hire a resident long-term consultant to coordinate the training program at the IKIP.

In addition to the long-term participants, five short-termers (2 at Indiana University, 2 at Stanford, and 1 at USC) departed during the first 15 months of the project. The two Stanford participants are funded through AID/Washington's DS/ED contract AID/TA-C-1472 with Stanford. A study visit to potential U.S. training institutions and to two professional conferences was conducted by PTKPK Director Yusufhadi and engineer Iskandar. This trip was also financed under short-term training funds. A special program consisting of nine IKIP doctoral students in educational technology is planned for the summer of 1981 at Indiana University. The nine will study research techniques associated with their dissertation topics.

Commodities

Commodity procurement (2.1 million worth of educational **media equipment**) was to have been handled through a sub-contract arrangement with Franklin Export Trading Company. This is now in question because the prime contractor, AED, is of the opinion that Franklin cannot adequately handle the procurement of the **TV** studio equipment. We are awaiting a formal proposal by AED which will outline how they propose to handle project procurement.

17. Outputs

| Output | Magnitude of Output | No. Achieved to Date | % of Target |
|--|---|--|-------------------------------|
| 1. Production facility producing media materials | (a) Community Ed Project (1) Prototype training materials will have been developed in 6 media categories. (2) 25 hours of TV programs (3) 25 hours of radio programs (4) 14 each of film strips, metallic board sequences, flip charts, flannel board sequences. | -- 20 hours 332 hours 130 sequences (slide & sound sets only) | -- 80% 676% 428% |
| | (b) P3D Primary Teacher Training Project--Outputs will be specified after completion of evaluation of media components (The evaluation was conducted in 1979, and the program was restructured in Dec., 1980. Targets have been set, but not yet received by USAID, in four categories: (1) Radio programs, (2) Printed modules, (3) Films, and (4) Slide/Sound Sets.) Outputs in these categories to date are: | | |
| | (1) Radio Programs (2) Printed Modules (3) Films (4) Slide/Sound Sets | 572 579 10 70 | -- -- -- -- |
| | (c) Open Junior High School Project. (1) 30 instructional kits developed - graphic illustrations - brochures & other printed items - physical models | 47 130 14 <u>191</u> | -- |
| | (These items are not in kit form) | 131 | 218% |
| | (2) 60 Filmstrips developed with copies distributed (3) 300 hours of radio programs produced and broadcast nationwide. (Each program of app. 15 min. is broadcast twice) | 54.25 hours (108.5 broadcast hours) | 18% |

| <u>Output</u> | <u>Magnitude of Output</u> | <u>No. Achieved to Date</u> | <u>% of Target</u> |
|---------------|--|--|--------------------|
| | (4) 1200 printed modules produced and disseminated. | 348 (individual titles-def. of module not clear in P.P.) | (29%) |
| | (5) 9 schools operating as pilots under PTKPK supervision and enrolling 3000 students. | 5 schools 1466 students | 55% 49% |
| | Extra outputs | | |
| | - Films - Cassettes for module support | 1 247 | |
| | (d) General Media Support to DEC | | |
| | (1) 52 hours per year produced & broadcast nationally. | 6,400 ft of film produced in support of various projects + 5 films on disadvantaged children. No broadcasting yet. | |
| | (e) Child Development Media Program of UNICEF | | |
| | (1) 10 Pilot childrens' TV Programs produced. | 10 | 100% |
| | (f) Research Program | | |
| | (1) 6 studies completed (a) Instructional materials (b) Message effectiveness (c) Formative Evaluation Techniques (d) Diffusion Ed. innovations (e) Mass Media System & Satellite Utilization (f) Systems Management | | |
| | The following studies were completed: | | |
| | (a) Assessment of Childrens' TV Viewing Habits | | |
| | (b) Evaluation of Radio Teacher Training Project. | | |

| <u>Output</u> | <u>Magnitude of Output</u> | <u>No. Achieved to Date</u> | <u>% of Target</u> |
|---|--|-----------------------------|--------------------|
| | Following in Process: | | |
| | (a) Evaluation of Open Junior High School Project | | |
| | (b) Evaluation of Radio Teacher Training Project - Stage II | | |
| | (c) Evaluation of Non-Formal Education Project. | | |
| 2. Library & Info. Management System in operation. | 20,000 volume collection established. | | |
| 3. Trained personnel Assigned to DEC | *8 PhDs) 30 PM X 26 = 18 MAs) 780 PM. | 26 X 8 PM = 208 | 26% |
| | 60 Person Months of Short-Term U.S. & Third Country training (5 participants are currently in 1 year short-term training courses) 12 PM X 5 = 60 | 20 PM (5 X 4 mo) | 33% |
| | 1200 Supervisors, administrators and teachers trained in media utilization. | 494 | 41% |
| 4. In-Country capability to Produce Education Media Graduates | Establishment of Media departments in 4 teacher training institutions | 4 | 100% |
| | * Project will produce more than originally planned 25 PhDs 29 MAs 107 PM Short-Term | | |

18. Purpose

"To assist the Government of Indonesia with the development and implementation of a national capability in educational communications and technology."

Do GOI & USAID share this purpose? Yes.

Progress toward the EOPS is, in most cases, well ahead of schedule, and EOPS are still descriptive of what purpose achievement will produce.

However, because so many of the EOPS have been achieved so early in the project, in one case over 600% overachievement, there is an indication that the original project targets are underestimations.

Thus, it is recommended that new targets and, in fact, new directions be concentrated on during the remaining life of the project. More specifically, a concentration on the management process of PTKPK and the quality of its products is recommended. For example, rather than specifying production targets as the exclusive output of the project, it is recommended that the project concentrate on both production targets and the capability of PTKPK to effectively and efficiently set and produce future production targets of increasingly higher quality. To this end, it is recommended that one of the new project outputs be the establishment of a mechanism for the creation and periodic review of PTKPK production targets and priorities. With such a device, a greater effort could be placed on the improvement of quality of product because the areas and types of production (along with their priorities) would be established as policy, thus eliminating (or greatly decreasing) the institutional vulnerability of PTKPK to ad hoc directions from authorities outside the organization.

Along with this new mechanism, it is further recommended that instruments for the measurement of quality of products be devised and used to measure project outputs.

19. Goal/Sub-Goal

| <u>Goal</u> | <u>Measures of Goal Achievement</u> | <u>Achievement</u> |
|---|---|--------------------|
| To expand access of the rural population to learning opportunities through appropriate utilization of Indonesian Communications infra-structure as well as improving the effectiveness of instruction in formal and non-formal education. | 1. Decreased % of rural(?) enrollment at primary & junior high school levels. | - |
| | 2. Decreased drop-out rates in primary schools. | - |
| | 3. Improved achievement scores. | - |
| | 4. Increased broadcast of ETV and ER programs. | - |
| | 5. Satellite for national dissemination of ETV & ER programs. | - |
| | 6. Development of software reflecting Indonesian national and regional needs. | - |

20. Beneficiaries

The direct beneficiaries are the **70,000** primary school teachers in eleven provinces (planned to go to 100,000 in **27** provinces by end of project), and the 1466 (planned to be 3000) junior high school students in the Open Junior High School Project.

Indirect beneficiaries include the total audience of the Community Education Program of the Directorate General of Out-of-School Education (2.5 million), and all students of the Indonesian state school system who will benefit from the introduction of educational innovations and information provided by PTKPK.

21. Unplanned Effects

There have been no major unplanned effects thus far in the project.

22. Lessons Learned

One major lesson has been learned thus far in the project, and it centers around planning.

The decision concerning the nature of the training program for the project (either all in the U.S. or part in the U.S. and part in Indonesia) was not made until 14 months after the first Project Agreement (Grant Agreement) was signed and 9 months after the contract was signed. Although in this case no major problems occurred, the potential for problems in this situation was great. A major decision such as this should be made at an early phase of the project.