CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) — PART I

Report Symbol U-447

1. PROJECT TITLE	2. PROJECT NUMBER	3. MISSION/AID/W OFFICE
NON-FORMAL EDUCATION	497-0234	USAID/Jakarta

4. EVALUATION NUMBER (Enter the number maintained by the reporting Country or AID/W Administrative Code, Fiscal Year and No. beginning with No. 1 each FY) 79-11

FINAL

☐ REGULAR EVALUATION ☒ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY 75	B. Final Obligation Expected FY 77	C. Final Input Delivery FY 78	A. Total $ 600,000 B. U.S. $ 450,000	From (month/yr.) February, 1978 To (month/yr.) February, 1979 Date of Evaluation Review February 27, 1979

8. 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 requests.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- ☐ Project Paper
- ☐ Financial Plan
- ☐ Logical Framework
- ☐ Project Agreement
- ☐ Implementation Plan e.g., CPI Network
- ☐ PIO/T
- ☐ PIO/C
- ☐ PIO/P
- ☐ Other (Specify) _____
- ☐ Other (Specify) _____

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)

- Anwas Iskandar, Dir, Community Educ. Directorate
- Slamet Rahardjo, Head Kandep, Indramayu
- Soemardi Hs., Ph.D Candidate
- Adji Pramono, NFE Project Leader
- Dr. S.R. Carbin, USAID/EHR

12. Mission/AID/W Office Director Approval

Signature

Typed Name: Thomas C. Niblock

Date: March 24, 1979

EHR Concurrence

PRO: RFZimmerman

PRO: [illegible]

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I. Action taken as a result of 1978 evaluation:

A. Amend ProAg to reflect project purpose as stated in PROP and Logical Framework (completed 3 April 1978).

B. Revise Implementation Plan and short-term consultant schedule (completed 7 March 1978).

C. Revise Logical Framework (completed 15 March 1978).

D. Revise Financial Plan (deobligation of funds completed 1 January 1979).

E. Michigan State University contract amended 5 February 1979.

II. Summary

A. Project Objectives

The Nonformal Education Project was designed and implemented in an attempt to gather direct field experience on new and significant roles for the Indonesian Community Education Fieldworkers (Penilik Penmas). Through the effective utilization of two project field sites a number of alternative models, approaches or processes were tried out and evaluated to form a nucleus of procedures for use by the Directorate for Community Education (Penmas) in their orientation and training of Penilik.

Further project objectives include the general upgrading of BP3K (Office of Educational and Cultural Research and Development, Ministry of Education and Culture) staff in the area of nonformal education, research and implementation procedure; the training of participants from Indonesia through graduate programs leading to Master and Doctoral degrees; and, providing special assistance to IKIP Ujung Pandang in the development of their institutional capacity to provide a curriculum and field laboratory for training IKIP students in nonformal education.

B. Activities at the Field Sites

The activities of the task force groups at both field sites can now be viewed in terms of three separate phases of operations. The first phase, taking approximately 8 months, consisted primarily of preparation. This included selection of sites and task force members; numerous meetings with officials of the government at all levels from national to village; clearances, approvals, and sanctions within the Ministry of Education and Culture and the Ministry of the Interior; and

development of basic approaches and strategies that would be consistent and supportive of government policies. The second phase, taking approximately 15 months, consisted of implementation of activities by the task force under the supervision and monitoring of BP3K in the areas of learning needs assessment, learning resource assessment, mobilizing of available resources to meet identified needs, evaluation, and documentation. The third and final phase focused on the development of appropriate materials for future replication. Drawing on the experiences encountered during the second phase, the third and probably most important phase concerned the examination of the different activities, procedures, techniques, and processes undertaken by both the task forces and BP3K in their attempt to create a "learning community" at the two field sites.

C. Activities at IKIP Ujung Pandang

Coincidental to the beginning of the BP3K project, the IKIP (Teacher Training Institution) at Ujung Pandang, South Sulawesi began the development of a plan for creating an overall thrust of the entire IKIP in the area of nonformal education. Since the IKIP was already scheduled to be involved with the project in terms of their potential role as manpower development centers in nonformal education and also their proximity to the project's Biringkanaya field sites, plans were further developed by BP3K to offer special assistance to the IKIP within the framework of the project. This assistance included the selection of two IKIP faculty members for participant training at the Master degree level and the scheduling of two consultant team visits to the IKIP. The purpose of the consultant team visits was to assist an IKIP faculty committee in drafting plans for the implementation of the IKIP's institutional thrust in nonformal education.

Through this interaction with the project, the IKIP has been able to begin the process of reorganizing the structure of the IKIP to establish Departments which will more easily accomodate an across-faculty focus on nonformal education; has selected two field sites and begun the preliminary preparation for the utilization of these field sites as "community laboratories" for the training of students and faculty in nonformal education, to serve as a field laboratory for IKIP research in nonformal education instructional techniques, and to assist in the continued development of the rural areas of South Sulawesi; established and begun to purchase books for a special nonformal education library; developed a series of three basic courses in nonformal education as an introductory set of courses; designed a curriculum for nonformal education as both a major and minor area of study; developed a syllabus for a course in nonformal education evaluation; translated a number of key nonformal education documents into Bahasa Indonesia as an initial development of local language materials in the area of nonformal education; and developed a proposal for continued funding of the IKIP's pioneering effort in this area.

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D. Activities at Michigan State University

The activities at Michigan State University that directly support the project have grown in strength as the momentum of the project picked up.

A concerted effort was made to fully involve the project participants who were in residence on the campus with the ongoing activities of the project. All participants included in their academic programs opportunity for intensive work in specific areas of the project that they identify (i.e. development of an evaluation model for the project, development of a curriculum for the teaching of nonformal education evaluation in Indonesia, replicable workshop procedures for use in training Indonesian field workers, etc.). Special internship arrangement made with regional governmental units to allow the participants an opportunity to participate in similar projects as they are planned, implemented, and evaluated in the United States.

Through the numerous activities in place at Michigan State University it has been possible to provide technical assistance as requested by BP3K with a minimum of lag time and a higher potential for fulfilling the request.

E. Relationship with PENMAS

The key desired outcome of this project is the development of training techniques and procedures that can be used by Penmas in the development of training programs for the upgrading of their staff. As such, this project plays a significant foundational role to the massive training planned under the World Bank loan to Penmas. Though progress in the development of the relationship between the project and Penmas has been slow, significant changes occured that have greatly increased the likelihood of the project's making significant inputs to Penmas. This occured both in Jakarta at the Pusat (Central) level and also at both the provincial and kabupaten levels. Zainuddin, a member of the Penmas staff at the Jayagiri development center, spent 3 days during each week with the project in Jakarta. He is responsible for reviewing field reports, visiting field sites, preparing training manuals based on the project's successful activities and also weekly reports to Penmas on possible linkages and new learnings that can be used by Penmas.

The Director of Penmas hopes to draw significantly from the Indramayu training sessions as input to the first round of training to be conducted within the next six months for West Java provincial Penmas staff (under the new World Bank Project). The Director of Penmas has also requested regular monthly meetings between BP3K project staff and the members of the World Bank Project PIU (Project Implementation Unit) to jointly share information regarding Penilik Penmas training topics and procedures and to assist in identifying priority areas for the BP3K project staff to focus on in their development of manuals/guides for training.

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14. Evaluation Methodology

This evaluation is based on inspection trips to each of the project field sites by AID, MSU and the BP3K manager. Discussions have been held with numerous individuals including the BP3K central staff, BP3K field site managers, provincial and local GOI officials, and the campus coordinator from MSU. Analysis of monthly field reports have been made as well as trip reports of the six consultants, reports from MSU, and other project publications and documents. Progress of the project has been measured against the outputs stated in the Project Paper.

15. Evaluation findings about EXTERNAL FACTORS - Identify and discuss major changes in project setting which have an impact on the project. Examine continuing validity of assumptions. A number of events have had an impact. These events include the heightening of GOI concern in the areas of literacy, massive restructuring/retraining of Penmas staff, and the development of new inter-directorate relationships with the Ministry of Education and Culture. These events have further reinforced the assumptions originally envisioned for this project and continue to increase the potential value of this project for having viable input to Penmas. The project has responded to these events by continuing to strengthen the project-Penmas relationship through the further direct involvement of key Penmas staff, the inclusion of literacy material development as a project objective, the upgrading of IKIP faculty to respond to Penmas' future need for increased competence in community education workers, and the involvement of project staff and short term consultants in assisting other Penmas-related projects, Community Based-Basic Learning Packages, Simulation Games at Malang, World Education Project at Jayagiri, etc. The project should provide a significant set of fundamental material for Penilik Penmas training within the Penmas/World Bank Project.

The project was authorized in FY 1975 and BP3K (Research and Education Unit of the Ministry of Education) was selected to be the implementing unit. This decision was perhaps unfortunate since BP3K has no operational responsibility whereas the Directorate of Community Education (PENMAS) is responsible for nonformal education in Indonesia. Project success depended upon PENMAS adoption of successful practices resulting from this project. Communication between BP3K and PENMAS was extremely poor and the project was not progressing. After the PES review in January 1977, actions were taken to establish firm linkages with PENMAS in order to coordinate project activities with the user agency. Two specialists from PENMAS were added to the project team and strong linkages were developed between BP3K and PENMAS to the extent that PENMAS is now basing much of its training of fieldworkers, under the World Bank Loan, on procedures and materials developed by the nonformal education project.

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16. Inputs

Inputs of funds by USAID as planned. Expenditures by MSU will be approximately 60 percent. Shortfall is accounted for by reduction in consultants, commodities and other costs.

In the project review of January 1977, it was determined that the project was floundering because: 1) Resident Advisor (a) had not been effective in causing BP3K to try various community learning system models; (b) was unable to establish effective relationship with BP3K decision makers because of differences in concept of model development; 2) BP3K would not involve the Resident Advisor in the decision making process. The USAID project manager in concert with BP3K and Michigan State University determined the project could be turned around and took the following actions: (1) developed a detailed plan for project strategy covering the next 18 months period; (2) developed a firm schedule of short-term consultants in accordance with project strategy and detailed terms of reference to maximize consultant inputs; and, modified the level of effort of the contractor with the Resident Advisor returning to MSU at the end 16 months to be the campus coordinator. The above actions were carried out and the project gained momentum to the extent of achieving the outputs and EOPS in para. 17 and 18.

17. Outputs

1. Long-term Training: 2 MA's completed
   1 MA in training (will complete in August)
   2 Ph.D's completing disertations

2. In-country Training: - over 200 person months of training completed.

3. Acquisition of literacy integration with production income generating skills and acquisition of literacy skills in relation to solving problems of family life welfare. Seven (7) approaches have been tried out in basic reading and writing. As a result of this effort there are over 1000 neoliterates. Six textbooks have been produced as well as simulation games in nutrition, sanitation and family planning.

4. Acquisition of high constructive motivational level of learning is evidence by the presentation during the term of the project of over 70 courses with over 4400 participants. In 1978, 23 courses were presented to a total of 810 villagers. 337 were men and 473 were women.

5. Materials have been collected for input into an ongoing BP3K data bank on nonformal education. These have been

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shared with the USAID/World Education project which is establishing a resource center at Lembang, the national center for nonformal education.

18. Project Purpose

The Project Purpose is to develop a replicable Indonesian community learning system model.

End-of-Project Status (EOPS) Condition

1. Experimental strategies have been tested and evaluated in two pilot sites.

   Processes that have been worked on include specific techniques for assessing local learning needs, specific techniques for defining future employment needs of a community, strategies for promoting local involvement of human resources in meeting needs, and alternative procedures for uncovering facilities, financing, and manpower.

2. BP3K and associated institutions will have improved capability to:

   a. Identify needs of rural population and motivate clients to participate in the learning process.

   b. Develop and provide instructional material on a timely basis.

   c. Develop appropriate instructional methodology and adapt methodology to different training environments.

   d. Evaluate the learning process in a community learning system. Workshops have been held to train staff in conducting pretest and post-test evaluation of learning gains. Field testing of processes were conducted. Consultants provided feedback and BP3K staff are fully capable in performing and training personnel in formative and summative evaluation techniques. These areas for improved capability have been accomplished through the effective utilization of short-term consultant teams as the initial link in a progressive training system. A detailed listing of the workshops held, topics covered, duration and number of participants is shown in Attachment A.

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3. The Government of Indonesia will have selected an intervention strategy and made budgetary provisions for strategy implementation.

   The reform of Penmas has been sanctioned by the Government of Indonesia and is in the implementation stage. A series of planning meetings between BP3K, Penmas, MSU, and the technical services contractor for the World Bank/Penmas Project were held to guarantee the smooth transition of materials/ideas/strategies to form a set of foundational materials for the Penmas Project.

4. Rural population in target pilot areas will actively attend training programs and practice newly acquired techniques. The task forces at the two field sites have initiated approximately 73 courses for villagers and facilitators. These courses, lasting from just a few days to more than four months, stress the importance of learning within the local community without the need to travel beyond the community for learning. A total of more than 4400 villagers at the two field sites have participated in these courses.

5. The USAID Project Manager arrived in Indonesia in September 1976. In working with the BP3K and MSU Resident Advisor it was determined that each had a different idea as to the purpose of the project. The PROP stated the project purpose: "to develop a replicable Indonesian community learning system model." However, in the ProAg it was stated: "to increase the capability of the BP3K and associate institution to perform nonformal education research and development activities for project development and implementation of nonformal education activities related to rural development." Action was taken amend the ProAg to conform with the PROP. All parties then began working to accomplish the agreed purpose of the project.

19. Goal/Sub-Goal

To improve the quality of life of Indonesia's rural poor through upgrading their institutional, health, family planning, and agricultural practices and providing them with new marketable skills and basic literacy.

The evaluation of the villagers practice of the newly acquired techniques is continuing. Examples of the carry over after courses have been completed include:

Roof tile making - there are 77 villagers now involved in the making of roof tile. Prior to training the tile was selling

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for Rp.8,000 per thousand. Training in new techniques of tile making has enable the villagers to sell their tile at Rp.14,000 per thousand. This represent a 75 percent increase in income.

Mat weaving - there are now 190 villagers practicing mat weaving for income. The loom is purchased on credit for Rp.5,000. A weaver will produce one mat a day. The material costs Rp.700 and the mat is sold to a wholesaler for Rp.1,200. This is an effective income of Rp.500 per day for the family. Six people with small plots of land have converted from growing rice to growing the reeds for mat making. Their increase in income is unknown.

Broom making - eight people are now employed in broom making. The cost of material for each broom is Rp.10. Each person can make 8-10 brooms a day and each broom is sold for approximately Rp.85. This results in a net profit of Rp.75 or a daily income of between 700-850 Rps.

Sub-Goal: Improve and expand nonformal education programs for Indonesian rural poor.

The key agency within Indonesia that is sanctioned by the GOI to promote nonformal education for the rural poor is Penmas. The project has contributed to Penmas in the development of Paket A materials funded by UNICEF, the involvement/training of Penmas Jakarta staff (three of this staff have worked directly with the project and BP3K has assigned a BP3K staff member full time to work with Penmas), the development of replicable training materials for future Penmas use, and the ongoing development of handbooks/procedures for use by Penilik Penmas.

20. Direct and Indirect Beneficiaries

The direct beneficiaries are:

a.	Project Personnel from BP3K	- 8
b.	Field site personnel	- 26
c.	IKIP personnel	- 55
d.	Penmas personnel	- 50
e.	Villagers at pilot sites	- 4400

Indirect Personnel:

a.	IKIP students	- 5500
b.	Penmas personnel	- 600

21. Unplanned Effects

None.

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22. Lesson Learned

1. The planning of projects should not be done by consultants outside of AID unless they have careful and close guidance by AID technicians. This is one reason why AID has often drawn on retired AID employees as short-term consultants for planning purposes since outside consultants do require considerable guidance which often is not available in understaffed Mission. For example USAID/Jakarta did not have an education officer in the Mission and in 1974 negotiated an 12+month personal service contract with a young man from the University of Buffalo to develop concepts, assess resources and develop the project paper. Although the project was approved by all concerned agencies the concept of the project and function of the task forces at the field sites were too abstract. It is one thing to write a project and then not have responsibility to implement as opposed to a direct hire technician intimately involved in both the design and implementation of a project.

2. Sufficient time should be scheduled at the beginning of a project to allow for the full understanding of the local conditions by the contractor, development of rapport with the host government, learning of the local language, and the refining of project implementation plans/schedules. In the case of the nonformal education project, at least 8 months were needed to establish these prerequisites to successful local operation.

3. Close and supportive relationships with all levels of government seems to greatly enhance the chance of nonformal learning program success. Without the development of such relationships there is a much higher probability that the nonformal education program will be less than successful due to lack of integration in comprehensive planning efforts.

23. Special Comments

Cost of project was not as originally projected. As a result $300,000 was deobligated. Budget items reduced were TA-60,000; travel 30,000; equipment and supplies 75,000; participant costs 35,000; other direct costs 100,000. The slow start reduced commodity requirements, the shortened tour of Resident Advisor reduced TA and other costs.

24. Impact re Section 102(d) Criteria

The project is a pilot developmental effort to create a learning system model and as such will not itself impact on criteria outlined in Section 102(d) of the FAA. It is expected, however, that as the nonformal education activities of Penmas expand, all of the five development areas will be affected.

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PROJECT TITLE: Non-Formal Education (497-0234)

I. Impact re Section 102(d) Criteria: (Explain How)

☐ Increase Agricultural Productivity

☐ Reduce Infant Mortality

☐ Control Population Growth

☒ Promote Greater Income Distribution see Par. 19 of PES

☒ Reduce Un-Under Employment see Par. 19 of PES

And related criteria:

☐ Strengthen/Create institutions which aid social/economic development

☐ Improve condition of women: Social/Economic/Political

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II. Benefit Incidence* (Please specify effect on women wherever possible)

A. Direct Beneficiaries

	(Number)	(Who)	(Where)
Income	288	Men and Women Villagers	Anjatan
Labor			
Agricultural Production			
Education/Training/Management	8	Project Personnel	US/In-country
	26	Field Site Personnel	In-Country
	55	I.K.I.P. Personnel	US/In-country
	50	Penmas Personnel	In-country
	4400	Villagers	In-country
Medical Treatment (Reduction of Disease, available facilities/ services)			
iving Conditions Improved (water, housing, sanitation, nutrition, institutions, decrease cost of living)			
Provision of Power/Transportation			

Estimated Overall Total Without Double Counting 4500

B. General Population in an Area that indirectly benefits from:

increased availability of food _____

increased mobility in area _____ Overall _____

general health improvement _____

or overall economic improvement _____

C. People in Area not affected. Why?

D. People in Area adversely affected. How?

None

* Most of these figures are not mutually exclusive and many will include people who benefit in two or more ways.

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