

A.I.D. EVALUATION SUMMARY - PART I

1D-A12-77(62449)

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

IDENTIFICATION DATA

A. Reporting A.I.D. Unit: Mission or AID/W Office <u>USAID/Indonesia</u> (ES# _____)		B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan? Yes <input checked="" type="checkbox"/> Slipped <input type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>89</u> Q <u>0</u>		C. Evaluation Timing Interim <input checked="" type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>	
D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)					
Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
497-0348	Faculties of Public Health	1985	06/1992	\$ 9000	\$ 9000

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director	Name of Officer Responsible for Action	Date Action to be Completed
Action(s) Required		
1. Continue discussions with the Office of the Director-General of Higher Education to move the status of the "program studies" to independent Schools of Public Health.	John Rogosch	12/1990
2. Encourage formation of a strong doctoral commitment at Faculties of Public Health-University of Indonesia.	John Rogosch	12/1990
3. Provide the stimulus for curriculum revision.	John Rogosch	12/1989
4. Examine the purposes, merits and feasibility of a local fund set aside to be conducted for each regional unit.	John Rogosch	12/1991
5. Encourage a master plan for an Information Center to be operational nationally by December, 1990.	John Rogosch	12/1990
6. Plan for an extensive increase in research capacity development within all five institutions.	John Rogosch	06/1991

(Attach extra sheet if necessary)

APPROVALS

F. Date Of Mission Or AID/W Office Review Of Evaluation: _____ (Month) _____ (Day) _____ (Year)				
G. Approvals of Evaluation Summary And Action Decisions:				
	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director <input checked="" type="checkbox"/>
Name (Typed)	John A. Rogosch	Dr. Does Sampoerno	Edward Greeley	David N. Merrill
Signature	<i>John A. Rogosch</i>	<i>Dr. Does Sampoerno</i>	<i>Edward H. Greeley</i>	<i>David N. Merrill</i>
Date	8/21/89	8/29/89	8/25/89	9/2/89

A B S T R A C T

H. Evaluation Abstract (Do not exceed the space provided)

The purpose of the Faculties of Public Health project is to expand, regionalize, and consolidate training facilities in public health to help meet preventive and promotive health care needs. Under the project, regional faculties of public health were to be established at three universities and existing faculties were to be upgraded at two universities. This mid-term evaluation of the project was conducted by reviewing project reports, visiting all five project-assisted faculties, and holding extensive interviews.

Overall, the evaluation team found that the project is proceeding on schedule and according to its goals, with most planned inputs and outputs being reached. For example, if present trends continue, over 1,300 bachelor's degree candidates will graduate during the project period, exceeding project targets by 9 percent. While the University of Indonesia has delayed procedural approval of a doctoral degree program in public health, there is an effective doctoral program at Airlangga University. All major inputs planned by the time of this evaluation had arrived on schedule and had met project objectives. The project's management procedures were determined to be excellent.

The team recommends that Airlangga University and the University of Indonesia jointly design a public health doctoral degree program for use in both schools, that more books and journals be translated into Indonesian, that more computers be procured, and that greater use of project-purchased audio-visual equipment be encouraged. The team also suggested that inter-departmental curriculum committees be set up in each school to improve curricula and that efforts be made to improve field training and research. Last, the team recommended that perhaps 15 percent of local cost funds be set aside for innovative research and teaching activities.

In conclusion, the team determined that if project inputs continue as planned and if recommendations were to be reviewed and, with suitable modification, carried out constructively, that targeted numbers of additional public health graduates will make significant contributions to preventive and promotive health care in Indonesia.

C O S T S

I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
1. Dr. Sarnanto	Lecturer in Public Health, Trisakti Univ.	PDC 1406-I-00-7113-00	\$ 53,178	Project 497-0348
2. Dr. Julie Sulianti Saroso	Retired from the MOH	D.O. #15		
3. Dr. S. Gunnatilake	Assoc. Prof. Health Science Dept. California State Univ.	24 days		
4. Morrie K. Blumberg	Retired from USAID			
2. Mission/Office Professional Staff Person-Days (Estimate) <u>3</u>		3. Borrower/Grantee Professional Staff Person-Days (Estimate) <u>10</u>		

A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

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| <ul style="list-style-type: none"> • Purpose of evaluation and methodology used • Purpose of activity(ies) evaluated • Findings and conclusions (relate to questions) | <ul style="list-style-type: none"> • Principal recommendations • Lessons learned |
|--|--|

Mission or Office:
USAID/Indonesia/OPH

Date This Summary Prepared:
August 1989

Title And Date Of Full Evaluation Report:

Faculties of Public Health

Purpose of Activity

The Faculties of Public Health Project is designed to help expand, regionalize, and consolidate training facilities in public health to help meet preventive and promotive health care needs. Under the project, the Director General for Higher Education in the Ministry of Education and Culture was to establish regional faculties of public health at Airlangga University in East Java (UNAIR), Diponegoro University in Central Java (UNDIP), and the University of North Sumatra (USU). The Government of Indonesia (GOI) and USAID agreed to develop their public health study programs into schools (faculties) of public health within the university system. The GOI and USAID were also to strengthen and upgrade the existing faculties of public health at the University of Hasanuddin in South Sulawesi (UNHAS) and the University of Indonesia in Jakarta (UI). By the end of the project, it is anticipated that all five universities will offer S1-2 (two-year bachelors degrees) and S1-4 (four-year bachelors degrees), and that UI will offer S3 (doctoral) degrees.

Purpose of Evaluation and Methodology Used

The purpose of this evaluation was to: (1) review the project's implementation from its commencement until the present; (2) assess the progress made toward establishing viable faculties of public health at the four regional universities supported by the project; (3) review the role of the coordinating faculty (the Faculty of Public Health at the University of Indonesia) in its provision of in-service training programs, training opportunities, and technical assistance, as well as its development of a national information resource network; (4) review the administrative structures established for the project; (5) ascertain progress made toward producing public health graduates who can strengthen the delivery of health and population programs in Indonesia; (6) assess the suitability of the project's inputs in light of its outputs; and (7) make recommendations for refinements or changes in project implementation.

In November/December 1988 a four-person evaluation team composed of two Indonesian and two external consultants reviewed 29 project reports, made field visits to all five project-assisted areas, attended classes, and spent time in field training sites outside all five campuses. In addition, they interviewed rectors, deans, department chairpersons, other faculty and staff, students, alumni, village leaders, health and other service providers, clients, and appropriate government and private sector officials.

Findings and Conclusions

University-level public health teaching and research. At present, 374 students are enrolled in S1-2 programs and 404 in S1-4 programs. An additional 108 students are enrolled in S2 programs (for masters degrees) in the five schools. If present trends continue, over 1,300 S1 students will graduate over the Indonesian Fiscal year (IFY) 85/86-91/92 period, exceeding project targets by 9 percent. Another 360 may graduate from S2 programs. Placement for S1 graduates appears fairly certain with the Ministry of Health (MOH), National Family Planning Coordinating Board (BKKBN), other ministries,

and, increasingly, the private sector. S2 graduates will move into management positions in the same areas or into teaching S1 students.

The S3 degree program has not progressed as quickly. The University of Indonesia's Faculty of Post Graduate Studies has delayed procedural approval of a doctoral degree program in public health. This is balanced, however, by an effective S3 program at Airlangga University.

Project targets. (1) Staff training in Indonesia and the U.S. is on target and young faculty will be in place in time to meet output targets for numbers of new faculty involved in teaching and research in each school. (2) Books, microfiches, computers and audio-visual aids (AVA) are in place. Health texts in English are not nearly as well used as those purchased under the project in Indonesian. Microfiches are used by only a few faculty. The computers, however, are over-used and there is concern about the funding required for their supplies, maintenance, spare parts and repair. The use of AVA equipment for innovative teaching and designing health activities is just beginning.

Qualitative measures needed to help project move from infrastructure development to consolidation. Curricula have far more theory than practical applications; there is duplication of materials; memorization often takes the place of students thinking for themselves; field training is weak in most schools; and the designing of competency-based curricula is in its infancy. Of these, field practice is the weakest link in the curriculum process. Also, a national resource center to gather, organize and disseminate public health research findings remains to be established. UI public health school leaders had project funds to plan a center, but this activity has been postponed.

Effectiveness of USAID inputs. All major inputs planned by the time of this evaluation had arrived on schedule and had met project objectives. The team was impressed with the project's management procedures, which freed a significant amount of the Mission's personnel for other assignments.

Status of project-assisted institutions. At the time of this evaluation, only two had received separate status as public health schools. In the remaining institutions, public health was a "program study" within medical schools. However, the evaluation team received somewhat conflicting views on the exact time when all schools might reach independent university status.

Recommendations include the following:

1. Airlangga University and the University of Indonesia should jointly design a public health doctoral degree program for use in both schools.
2. Additional suitable books and journals should be translated from English into Indonesian. Buying subscriptions to additional microfiche journals might promote microfiche use. More computers should be procured. Greater use of AVA equipment for teaching and designing health activities should be encouraged.
3. Inter-departmental curriculum committees should be set up in each school to review, revise, test, and re-revise all curriculum areas. Each school should strive to develop a set of key competencies on which curricula can be based, modified, tested and revised. A national workshop should be held on field training, a staff member should be resident in each field practice area, and local workshops should be held to reorient all faculty and district health center staff to field practices.

4. In the area of research, there is a need to involve young returning faculty in research design and conduct, and to establish better communications with local health agencies so that research can be tailored to local needs. The development of the national resource center at UI should take higher priority in order to strengthen institutional networks.

5. Setting aside a discrete amount of local cost funds (perhaps 15 percent) for innovative teaching and research activities that might be proposed between national planning meetings should be considered.

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ATTACHMENTS

K. Attachments (List attachments submitted with this Evaluation Summary; always attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

Full Evaluation Report

COMMENTS

L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report

The evaluators note that "major inputs are on schedule" and the "project is on track." They express satisfaction with faculty development and student projections. They provide a large number of recommendations, in a rather scattered format, especially on important academic areas such as curriculum, research and library facilities. More team attention might have been given to the role of technical assistance, including the role of the backstopping agency, International Science and Technology Institute (ISTI), (See Scope of Work, item 3d). More attention could also have been given to in-service training and the role of the FKM-UI, as requested in SOW 3a.

The management model of the Project Management Unit (PMU) is organizing extensive planning, policy and management meetings (where consensus is developed), and the PMU experience in managing a complex web of national and international training (including payment of quarterly tuition and stipends) and in developing an extensive national consultant network, deserved more attention. Given the opinion of the Torrens group in 1985 that the PMU was too pro-active and the opinion of the Tafal/Wegman group in 1988 that it should be more pro-active, a third opinion would have been welcome.

The suggestion of a 15 percent set-aside of local cost funds to support innovative teaching and research activities may be vastly in excess of the existing capacity to use such funds. The recommendation that UN-AIR and FKM-UI offer a joint doctoral program may have considerable technical merit but has little chance of political or administrative success.

The curriculum status problem will be modified as more full-time faculty return and there is time for faculty to undertake their own task analysis and competency identification for the future roles and functions of their students. This analysis will provide external and objective reference points on the nature and content of a curriculum. The involvement of young faculty in revising and reshaping the curriculum that they will teach is based in the psychology of commitment and seems excellent. The criticism of part-time faculty is a common problem at most universities and will not be easily solved. It will be ameliorated, however, when the full-time faculty all return to their posts. In the meantime the part-time faculty are filling a valuable role in bringing some education and experience to public health students.

Research capacity development will take time. The extensive faculty development program has halved full-time faculty in some FKMs. The remaining faculty are senior and are doing an excellent job just holding things together. Those with a medical degree or an MPH will have very little background in research methods. This training comes through an MSc or a Ph.D. Formation of a Research Committee should wait a year until there is a sufficient core of faculty with training in research methods to make a Research Committee viable.

The report provides valuable mid-term direction and the many annexes offer a useful summary of project information.