PD-ABJ-851 91650

A.I.D. EVALUATION SUMMARY - PART I

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: USAID/DR/GDO Mission or AID/W Office (ES#)	B. Was Evaluation Scheduled In Current FY annual Evaluation Plan? Yes [X] Slipped [ ] Ad Hoc [ ] Evaluation Plan Submission date: FY 94 Q 03	C. Evaluation Timing Interim [X] Final [ ] Ex Post [ ] Other [ ]

D. Activity or Activities Evaluated (list the following for project(s) or program(s) evaluated; if not applicable, list title an 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)
517-0251	PRIVATE INITIATIVES IN PRIMARY EDUCATION	FY90	7/97	$5,500	$4,762

ACTIONS

E. Action Decisions Approved By Mission or AID.W Office Director Action(s) Required	Name of Officer Responsible for Action	Date Action to be Completed
INCORPORATE RECOMMENDATIONS INTO THE WORK PLAN OF THE PIPE PROJECT	Thelma Camarena	9/30/94

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
Name (Typed)	John M. Thomas		Luis Gonzalez	Marilyn Zak
Signature	[signature]		[signature]	[signature]
Date	9/20/94		10/1/94	23 Nov 94

ABSTRACT

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

USAID/Dominican Republic authorized the Private Initiative for Primary Education Project (USAID 517-0251) in 1990 at a funding level of US$5.5 million. The project goal is to improve the primary education system and its purpose is to establish an administrative capacity within EDUCA (Action for Basic Education) to organize and oversee the application of special studies and training programs and also the development and revision of instructional materials in mathematics and Spanish that are vital to primary education. After a series of project reviews, the Mission decided to conduct a formative and mid-term evaluation of the project to determine the effectiveness of the overall project design and EDUCA's capabilities and to assist the Mission in making further decisions with regard to this endeavor. The evaluators interviewed or contacted officials of A.I.D., AED, EDUCA, and the host government; private sector persons; training subcontractors; directors, teachers, supervisors, and members of PTA's. The major findings and conclusions are:

Administrative areas

- The EDUCA administrative capacity was more than adequate and that EDUCA was well on the way to complete independence.
- The context of the EDUCA/PIPE project has changed considerably and four of EDUCA's project verifiable indicators are no longer valid and should be adjusted.
- As a rule the technical assistance provided EDUCA met the project's technical requirements.
- The EDUCA/PIPE program staff is adequate in number but needs a pre- and in-services training activities for staff and to utilize its staff assessment system.
- The first selection process was well done but the process is not actively targeting the lowest-income area schools.
- The USAID, GODR, and EDUCA projects inputs are being provided as programmed and planned.
- EDUCA can manage the project by itself with more attention to planning, focus, staffing, and implementation problems.

Technical Areas

- The training programs have been successful and completed as planned but are reaching fewer beneficiaries than planned.
- The professional development centers have not been established in time to serve Phase I of the project but the need still exists.
- The achievement testing program is on schedule and the quality of the program is high.
- The instructional materials component is meeting its objectives.
- The Census was completed and utilized as planned to select participating schools for its training programs.
- The MIS component was not implement as designed.

The evaluators noted the following lessons:

- A relatively small funding level can be used to develop and implement a project with high leverage results.
- To develop an almost new institution, eventhough a small one, takes longer than the optimistic two years given in the original project design.
- When you work with individuals of high national, political and economic stature, it is possible to involve the private sector with relatively small project inputs to positively influence and leverage national educational policy.
- A steady series of timely, well executed professional technical inputs can be utilized to quietly influence and change the course of an educational system not meeting the country's primary basic education needs.
- The project progressed better than anticipated in the early stages because the directors were trained first and the program was able to put a trained cadre in placed to network and coordinate activities.
- The project developed some problems in implementation, which have become magnified. More continual process monitoring usually will assist project and Mission managers to resolve any project impediments early.
- The evaluation suggests that this EDUCA/PIPE experience can be applicable and replicated in other Latin American areas.

COSTS

I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. $)	Source of Funds
Name	Affiliation			
Hunter Fitzgerald Diana González	Development Technologies	HNE-5832-I-00-3069-00	$39,269	Project Funded

2. Mission/Office Professional Staff Person-Days (Estimate)	3. Borrower/Grantee Professional Staff Person-Days (Estimate)

2

A.I.D. EVALUATION SUMMARY - PART II

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

- Purpose of evaluation and methodology used
- Purpose of Activity(ies) evaluated
- Findings and conclusions (relate to question)
- Principal Recommendations
- Lessons learned

Mission or Office:	Date This Summary Prepared:	Title And Date Of Full Evaluation Report:

Evaluation of the USAID/DR Private Initiatives in Primary Education Project (PIPE)

Objective: The USAID/Dominican Republic authorized the Private Initiative for Primary Education Project (USAID 517-0251) in 1990 at a funding level of US$5.5 million. The project goal is to improve the primary education system and its purpose is to establish an administrative capacity within EDUCA (Action for Basic Education) to organize and oversee the application of special studies and training programs and also the development and revision of instructional materials in mathematics and Spanish that are vital to primary education.

Purpose: The Mission, after a series of project reviews, decided to conduct a formative and mid-term evaluation of the project to determine the effectiveness of the overall project design and EDUCA's capabilities and to assist the Mission in making further decisions with regard to this endeavor. Development Technologies, Inc. was the evaluation contractor.

Methodology: The Development Technologies evaluators, Mr. Hunter Fitzgerald (COP) and Dr. Diana González, reviewed some 55 documents and files from A.I.D., USAID/DR, AED, Acción para la Educación Básica (EDUCA), university training institutions, World Bank, the Inter-American Development Bank, Ministry of Education, and private sector enterprises. The contract team made on-site visits to AED/Washington headquarters, two of the universities contracted to train teachers and directors, six private and public primary school education centers, USAID/Santo Domingo and five Secretary of Education offices.
The evaluators interviewed or contacted over 80 individuals including officials of A.I.D., AED, EDUCA, the host government; private sector persons; training subcontractors; directors teachers, supervisors, and members of PTA's. They addressed administrative and technical questions designated by the Mission.

Administrative Area Capabilities

In regard to the administrative capacity the team studied: (1) Capacity established in EDUCA, (2) Verifiable indicators, (3) Assessment of technical assistance, (4) Adequacy of EDUCA staff, and (5) Project inputs.

Findings: The evaluation found that EDUCA had developed a wide variety of administrative skills including office systems, staff training, procurement skills, networking and fund raising but that the context of the EDUCA/PIPE project has changed dramatically. The evaluators observed that, based on resources available, the EDUCA staff is adequate and generally has been well trained to carry out its mission. This was due to the Academy of Educational Development (AED) which provided a resident Chief of Party and a wide variety of U.S., third country, and in country technical assistance. EDUCA has established school selection criteria and mechanism which do not favor marginal area private schools. Now, USAID, GODR and EDUCA inputs are on time. EDUCA has developed adequate administrative capabilities and could serve as a regional model.

3

SUMMARY

Conclusions: The evaluation concluded that the EDUCA administrative capacity was more than adequate and the EDUCA was well on the way to complete independence. Furthermore, four of EDUCA's project verifiable EOPS and output indicators are no longer valid and should be adjusted. The evaluators concluded that as a rule, the technical assistance provided EDUCA more than met the project's technical requirements. The first school selection process was well done but the process is not actively targeting the lowest-income area schools. For the future EDUCA can manage the project by itself with attention to planning, focus, staffing, and implementation problems.

Recommendations: since EDUCA has the administrative capacity, it should internally study the identified project problem areas, decide on appropriate solutions and take actions. In addition, EDUCA and USAID/DR should take the appropriate steps to amend the verifiable indicators which have changed.
The evaluation team suggested that, as EDUCA manages its own program, AED should be considered as an experienced source for technical assistance. In administrative terms the EDUCA/PIPE program staff is adequate in number but needs continuing pre- and in-services training activities for staff and to utilize its staff assessment system. Overall the team recommended that USAID/DR proceed to take the appropriate steps to turn over complete project management to EDUCA.

Since EDUCA has the administrative capacity, it should internally study the identified project problem areas ((i) Management Information Systems, (ii) Information Clearinghouse, (iii) Professional Development Centers, (iv) Subcontracting Supervision, (v) EDUCA Management Process, and (vi) EDUCA planning process) discussed in Chapter II of this Final Report, decide on appropriate solutions and take actions.

Technical Area Capabilities

In technical areas they assessed: (1) School Personnel Training Program, (2) Achievement Testing, (3) Low Cost Teaching and Instructional Materials, and (4) The information management system.

The evaluators determined that most of the technical activities were on target, with the exception of those noted below, and met planned quality and quantity expectations.

Findings: The major findings were: (1) The project will serve fewer trainees than anticipated, (2) The four professional development centers were not in place, but some equipment was procured, (3) The achievement testing program was on schedule, (4) The teaching and instructional materials component was efficient and cost effective, (5) The results of the School Census were used to select schools, (6) The MIS component had four deficiencies, (7) The clearinghouse program had not started.

Conclusions: Based on the findings listed above the team concluded that: (1) The training programs had been successful and completed as planned, (2) The need for the professional development centers still existed, (3) The quality of the achievement testing component was high and on target, (4) The low cost teaching and instructional materials activity met its objectives, (5) The School Census was completed and used as planned, (6) The MIS component was not implemented as designed, (7) The clearinghouse sub-component was not implemented.

Recommendations: The evaluators recommended the following: (1) The EDUCA/PIPE project continue the training programs using qualified local universities as contractors with the output targets proposed in this report, (2) The EDUCA/PIPE staff devise a time phased action plan to implement the professional development center sub-component, (3) EDUCA should continue the low cost teaching and instructional materials activities, (4) Continue collecting and providing updated school census data to participating schools, the government and other donors, (5) EDUCA/PIPE staff should take immediate action and decide what steps to take for MIS, and (6) The EDUCA/PIPE project should not develop and implement the clearinghouse idea.

Lessons Learned: Under the right circumstances with the proper people a relatively small funding level can be used to develop and implement a project with high leverage results; to develop an almost new institution, even though a small one, takes longer than the two years given in the project design. It was learned that when you work with individuals of high national, political and economic stature, it is possible to involve the private sector with small project inputs to positively influence and leverage national educational policy.

A steady series of professional technical inputs can be utilized to quietly influence and change the course of an educational system not meeting the country's needs and this project progressed better than anticipated in the early stages because the directors were trained first and the program was able to put a trained cadre in place to network and coordinate the activities of the project. Provision for continual and regular formative evaluation and/or process monitoring usually can assist project and Mission managers to resolve any project implementation problems early. This EDUCA/PIPE experience could be replicated in other Latin American areas.