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SUBJECT - Curriculum and Educational Materials Development
Preliminary Project Paper

REFERENCE :

A. Region: OSARAC Project No. 690-11-650-009

Submission Date: August 1, 1971 - Original

Project Title: Primary Curriculum and Educational Materials
Development

U.S. Obligation Span: FY 72 through FY 77

Physical Implementation: FY 72 through FY 78

Gross Life of Project Financial Requirements

U.S. Dollars	\$1,349,500
U.S. Owned Currency	none
Cooperating Countries Contribution	<u>350,000</u>
Total	\$1,699,500

B. Summary Description Including Tabulation of Planned Inputs.

1. Necessity and Justification

This proposal is aimed at providing the necessary impetus to the existing programs of primary education in the Cooperating Southern African Countries of Botswana, Lesotho, and Swaziland, that will provide a more functional educational program which in turn will enhance social and economic development in these respective countries. It will assist in the revision of the primary education curriculum, develop appropriate educational materials using a variety of media and develop an

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evaluation instrument to test the validity and reliability of the revised material in pilot settings.

2. Proposed Project Goals

These respective countries are committed to the task of implementing educational programs that are more functionally related to the economic and social reforms in which they are undergoing. The present primary educational system is based on a traditional curriculum focused on an academic program that is not suited to the needs of the society nor lends itself to the development of the economy. However, because of the entrenchment of obsolete and irrelevant procedures; outmoded educational materials and presentation of materials not related to local conditions and needs, a major impact is required to insure that such educational programs will change rapidly enough to assist in the social and economic development on a timely basis. The present rate of human resource loss at the early stage of educational development (average 27% of those entering Grade 1 complete Standard VI) is so drastic that the present rate of change is too slow and erratic to provide the impact that is required for a major change in the next decade.

The most important aspect of this proposal is that the proposed contract staff employed is to act as the catalyst and to perform the basic function of coordinating and organizing the many facets of this activity to accomplish the end results. This proposal is not a one-man show - but a team effort that can be only successful through the coordinated efforts of the total educational community.

The proposed project goal as envisioned in this activity is divided into four major activities; 1) curriculum revision, 2) development of educational and instructional materials, 3) testing and evaluating, 4) implementation and development of a curriculum development center.

More specifically, the activities projected in the implementation of the above would be further divided into phases.

Phase 1 - Organizational: the development and identification of problems and educational objectives and operational procedures.

Phase 2 - Evaluation: complete evaluation of the existing primary educational curriculum, educational materials and testing program.

Phase 3 - Revision: actual work on the revision of the existing curriculum in terms of educational objectives and problems as identified in Phase 1

Phase 4 - Preparation of educational materials: development of educational materials would run currently with Phase 3 and would attempt to

integrate the utilization of educational technology in the development of low cost study and country related materials and aids.

- Phase 5 - Testing and evaluation:** this would consist of implementing the revised materials in Phase 3 and 4 in pilot primary school settings towards testing the validity and reliability of the materials developed. Selected schools might be those under headmasters who have participated in the Headmasters Short Courses.
- Phase 6 - Corrective revision - retesting:** revisions in the materials identified would be made - retesting if necessary and clearances for implementation.
- Phase 7 - In-service training:** this would consist of seminars, short courses, conferences and/or whatever action might be deemed necessary to introduce the revised curriculum, develop materials and test the appropriate educational officials, teacher training personnel, primary school teachers, and headmasters.
- Phase 8 - Implementation:** this phase would involve the actual introduction of the materials to the students, either in steps or as rapidly as Phase 7 has been effective.
- Phase 9 - Supervision and follow-up:** this phase would provide the necessary support and follow-up to those who would be responsible for supervision and continued revision and development of educational materials and methodology.
- Phase 10- Curriculum Development Center:** the development of this Center would have been a continuous process beginning with Phase 1 and would slowly evolve into assuming the responsibility for continued supervision of the curriculum and any related activities necessary to keep it functional and meeting the educational needs and objectives.

As previously stated, the success of this activity not only depends upon the involvement of the total educational community, but all the Nationals in the education community. To this end, the operational phases (see Chart page 5) of this activity would be implemented as follows:

1. The initial organizational meeting would consist of and be chaired by the respective Mined officials of the cooperating countries. Participants would be appropriate educational officials, project director and staff, testing program, and appropriate donor officials.

2. This meeting would be followed by a general conference of the total educational community - called by MinEd officials - to spell out objectives of task; educational objectives and to establish organizational procedures and working groups.
3. Resulting from the general conference, a central curriculum committee would be appointed consisting of representatives of Math-Science; English; Social Studies; Vocational Education; Testing and Communications. Committee responsible to MinEd and for seeing that objectives as spelled out and project activities are met.
4. The central curriculum committee would then proceed to appoint or select an advisory committee for each of subject areas - with each subject area having a working group - to actually gather and assemble the material for review by the advisory committee prior to presentation to the central committee.
5. Each of the working groups would develop concurrently the appropriate educational material and would have a media expert assigned to work with them.
6. A second general conference would be held to present and discuss the prepared materials and to determine the appropriate pilot centers in which the materials are to be introduced - tested and evaluated.
7. A third general conference would be held to hear results of pilot centers and reports of testing and evaluation and to plan for In-Service training seminars and short courses in preparation for implementation. Initiation of the curriculum center would also be announced with objectives, responsibility and staff.

It is important that this or a similar procedure be followed to ensure, encourage, and to engage the participation of everyone remotely involved or engaged in the educational process.

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**OPERATIONAL ACTIVITIES
CHART**

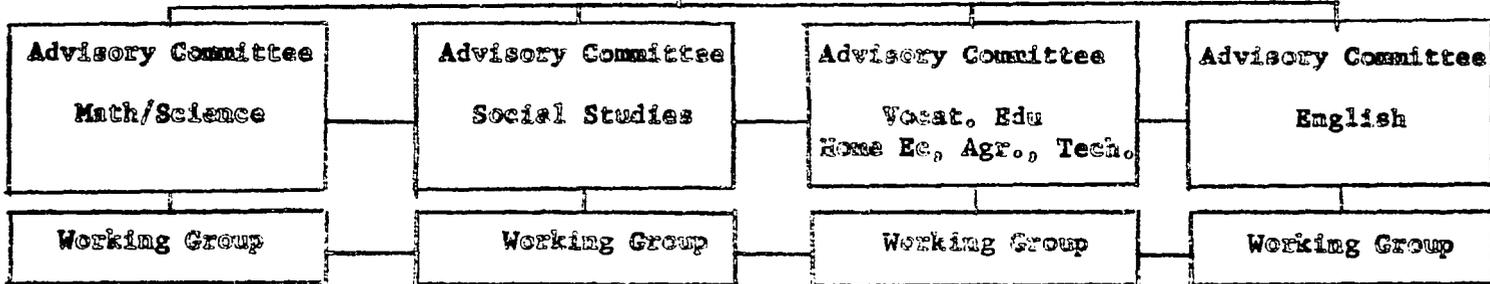
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**Central Committee
M.O.E. - Testing
Donors
(Organizational)**

**General Conference 1st
Total Educational Community
Donors, M.O.E., Teachers,
Headmasters, Inspectors, etc.**

**Central Curriculum Committee
Representatives of:
M/A; S.S.; Voc. Ed.; Test.
Comm. Media**

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Preparation of Educational Materials

2nd General Conference

Introduction & Testing - Evaluating - Pilot Centers

3rd General Conference

Total Implementation

Curriculum Development Center

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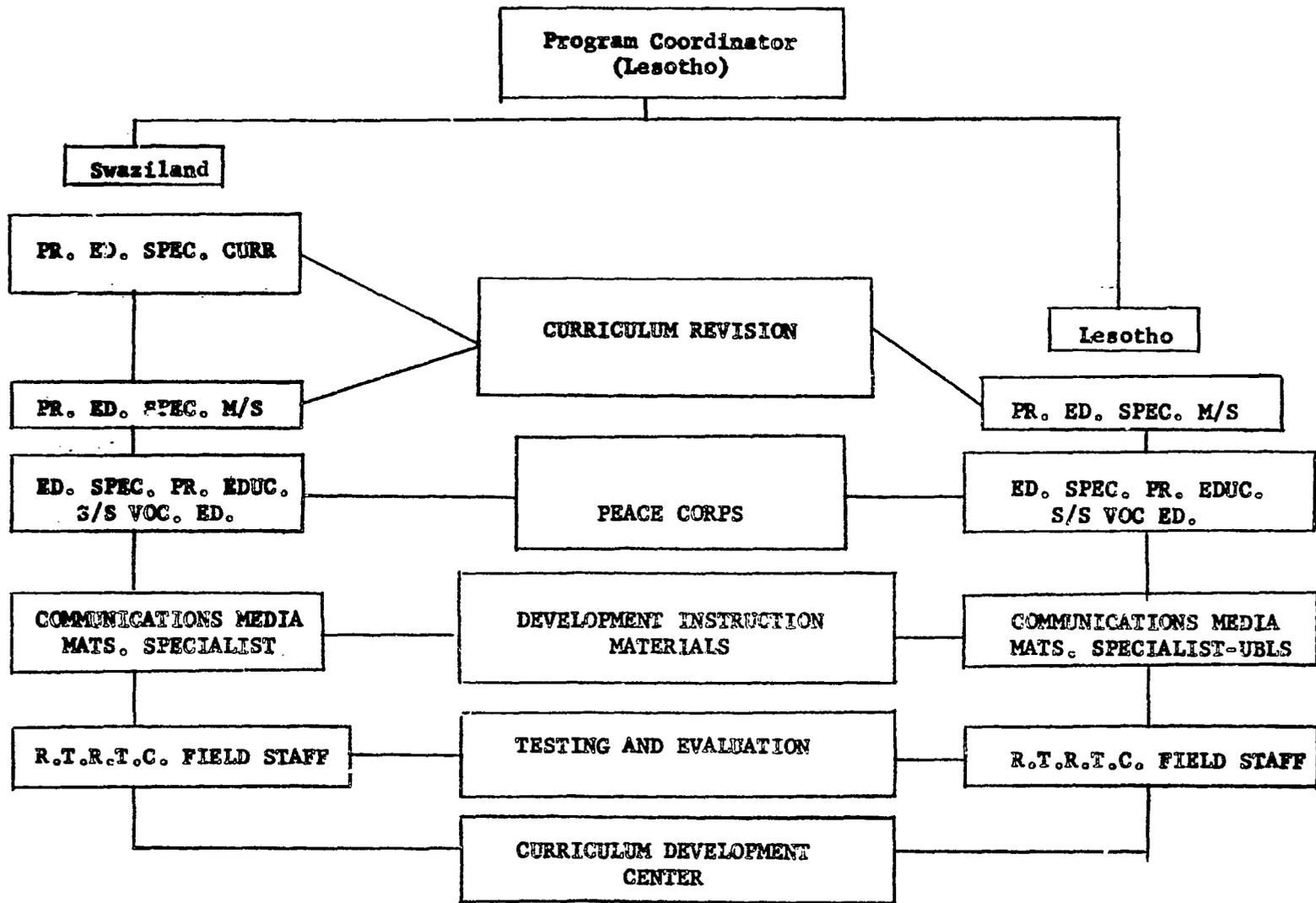
3. Level of Input.

This proposal envisions an impact team of approximately 15 members and some 250 participating and supporting members. The actual size of the AID/contract team would be a minimum of six educators. The total 15 team members which consist of 6 Peace Corps volunteers; selected U.S. staff at UBLS and the RTRTC staff would be required over a period of five years.

The participating countries would provide the services of and make available the teachers, headmasters, and the appropriate educational officials to chair, supervise and participate in the review, preparation and implementation of the materials.

The U.S. contract team would be located in the respective countries at the 1) Ministries of Education; 2) Teacher Training Centers and/or as designated by the cooperating countries. This team would consist of the following staff and assigned in each of the cooperating countries as indicated (see Chart, page 7).

STAFF ORGANIZATIONAL CHART



The basic contract team (5 members) would consist of 1) Program Coordinator-Curriculum Development Specialist in Primary Education; 2) Education Specialist-Primary Curriculum; 3) two (2) Education Specialists - Math/Science; and 4) one (1) Communication Materials Specialist - Materials Development. The remaining members would consist of 6 Peace Corps volunteers, four (4) Specialists in Primary Education Social Studies and two (2) in Vocational Education-pre vocational activities in Technical Agriculture and Home Economics; the second Communications Media Specialist would be the U.S. staff member already assigned to U.B.L.S. and the testing and evaluation would be carried out by the members of the R.T.R.T.C. At a future date it might be necessary to add one member to this team in terms of the project workload that must be undertaken. The other U.S./UBLS staff would be involved in this exercise by the very nature of some of their existing responsibilities; i.e., Headmasters Courses, Communications Center and Agriculture Activities.

One major aspect of this proposal that should be noted is the participant development and commodity input. Each of these should be developed somewhat differently.

Participant Training: In addition to identifying appropriate officials that could undergo non-degree short term courses, participants presently undergoing training in the U.S. or third country universities should be identified to evaluate their present training programs to determine if they could be utilized. If so, in certain instances, their programs should be interrupted at the Junior year level and be returned to participate in the initial stages of programming and return to complete their training, thus reducing the time element and ensure their involvement during the life of the project.

Commodities: In addition to the basic commodities needed for the development of educational materials, a sub-contract should be provided for a rather modest sum to investigate the utilization of low cost audio-visual materials in connection with the development of the curriculum and in addition to the other materials to be developed. (See L. - Plan of Action - Item 3.)

4. General Plan of Action

This proposal is basically directed towards the revision of the primary education curricula in all subject areas to provide a more relevant curriculum with a practical bias and to ensure articulation throughout the primary school. Inherent in this activity is also the development of inexpensive, study and country related instructional materials and the creation of a Curriculum Development Center (s) to ensure continued upgrading of the curricula which would reflect changing national needs and to keep the new curricula responsive to these needs.

The objectives of this proposal would therefore be:

- 1) To improve the relevance of the curriculums to the emerging social and economic requirements of the countries.
- 2) To improve the quality of the educational changes envisioned in the cooperating countries.
- 3) To improve the methodology of instruction and learning in primary teacher training institutions.
- 4) To provide for a mechanism to enable the appropriate personnel associated with primary education to develop the professional competence and supervisory skills and leadership to direct an effective educational program.

Specifically, this proposal would aim to:

- 1) Review the existing curricula in the primary education sector through Standard IV and assist the appropriate educational officials and personnel in the evaluation of such materials towards possible revision.
- 2) Establish the appropriate subject area committees to initiate the appropriate revision and to review the required educational materials necessary to accompany such materials.
- 3) Establish Pilot Center (Primary Schools) to be utilized as testing and evaluation centers to determine the validity and reliability of the materials revised.
- 4) Assist in the introduction of the revised curricula in the Teacher Training Center; in-service training program for teachers and headmasters and seminars to inspectors and supervisors with accompanying teaching methodology and related instructional materials.
- 5) Assist in the establishment of Curriculum Development Center(s) to be responsible for the continued revision of the upper primary grade curricula and to continue up-grading the revised material and the preparation of additional instructional materials and aids.
- 6) Implement a program for the training and development of staff to undertake administration and supervisory responsibility for the continued operation of the Curriculum Development Center - testing and evaluation and development of instructional materials.

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5. Contract and Team PersonnelMan Years of Assistance

	<u>72/73</u>	<u>73/74</u>	<u>74/75</u>	<u>75/76</u>	<u>76/77</u>	<u>77/78</u>
Program Coordinator	1/2	1	1	1	1	1/2
Curriculum Specialist (Primary)	1/2	1	1	1	1	1/2
Education Specialist M/S	0	1	1	1	1	0
Education Specialist M/S	0	1	1	1	1	0
Education Specialist - media	0	1	1	1	1	1/2
Secretary	1/2	1	1	1	1	1/2
Education Specialist (S.S.)	0	1	1	1	1	0
Education Specialist (S.S.)	0	1	1	1	1	0
Education Specialist (S.S.) Peace	0	1	1	1	1	0
Education Specialist (S.S.) Corps	0	1	1	1	1	0
Education Specialist (Voc.)	0	1	1	1	1	0
Education Specialist (Voc.)	0	1	1	1	1	0
Education Specialist - media U.S./U.B.L.S. staff	0	1	1	1	1	1/2
Testing and Evaluation (RTRTC)	1/2	1	1	1(1)*	1(1)	1(1)*
Testing and Evaluation (RTRTC)	1/2	1	1	1	1	1
Total U.S./Contract	1	6	6	7(1)*	7(1)	3 1/2(1)*
Total Team	1	9	9	9	9	2 1/2

* Should be added to team on RTRTC

6. Estimated U.S. Cost for Five Years:

Fiscal Years (Estimate cost in thousands)							
	72/73	73/74	74/75	75/76	76/77	77/78	Totals
1. ^{a)} Contract Personnel	47.5	200	200	235	235	82.5	1,000.0
2. ^{b)} Instructional Methods Equipment	5.0	60	30	10	5	2.0	112.0
3. ^{c)} Local Travel - Transportation Per diem	22.0	30	21	21	24	12.5	130.5
4. ^{d)} Educational Conference	2.0	4	4	4	4	2.0	20.0
5. ^{e)} Participant Training	12.0	25	25	25	-	-	87.0
Total Estimated Cost	88.5	319	280	295	268	99.0	1,349.5

- a) Estimated @ \$40,000 per year for Program Coordinator; \$35,000 for other staff and \$20,000 for Secretary. This includes salaries, international travel, homeleave, housing, etc.
- b) Includes \$50,000 and \$20,000 for FY 73 and 74 respectively for contract to develop other educational aids and materials - supplemental and/or in conjunction to those in preparation.
- c) Provisions are made FY 72 for purchase of two (2) project vehicles - 4-wheel drive land rovers with subsequent years including operational and maintenance cost.
- d) To supplement local government cost for sponsorship of conferences.
- e) Includes in FY 72 cost for MinEd officials to observe special primary education programs in rural U.S.

6a. Estimate Cost - Contract Personnel

	Fiscal Years (Estimate cost in thousands)						
	72/73	73/74	74/75	75/76	76/77	77/78	Totals
Program Coordinator	20	40	40	40	40	20	200
Curriculum Specialist	17.5	35	35	35	35	17.5	175
Edu. Specialist M/S	-	35	35	35	35	-	140
Edu. Specialist M/S	-	35	35	35	35	-	140
Edu. Specialist (Media)	-	35	35	35	35	17.5	157.5
Edu. Specialist (Testing)	-	-	-	35	35	17.5	87.5
Secretary	10	20	20	20	20	10	100
Estimated Totals	47.5	200	200	235	235	82.5	1,000.0

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6b. Estimated Cost - Local Travel - Transportation and Per Diem

	Fiscal Year (Estimate cost in thousands)						
	72/73	73/74	74/75	75/76	76/77	77/78	Totals
Coordinator: Per Diem - 120 days @16.00 Inter-country travel 24 trips @100.00 In-country: 2,000 miles @.12	1920 2400 240 <u>4560</u>	9120	6740	6740	6740	4560	33,900
Curriculum Specialist: Per Diem - 60 days @16.00 Inter-country travel 12 trips @100.00 In-country: 2,000 miles @.12	960 1200 240 <u>2400</u>	4800	3600	3600	3600	2400	24,000
Secretary: Per Diem - 60 days @16.00 Inter-country travel 12 trips @100.00	960 1200 <u>2160</u>	4370	2160	2160	2160	2160	15,160
2 Edu. Specialists (Math, Science) Per Diem - 120 days @16.00 Inter-country, 12 trips @100.00 In-country: 6,000 miles @.12	—	3840 2400 <u>1440</u> 7680	4920	4920	4920	-	22,400
Edu. Specialist (Media) Per Diem - 120 days @16.00 Inter-country, 12 trips @100.00 In-country: 6,000 miles @.12	—	1920 1200 720 <u>3840</u>	3360	3360	3360	1680	15,600

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(Continued) 6b. Estimated Cost - Local Travel - Transportation and Per Diem

	Fiscal Year (Estimate cost in thousands)						Totals
	72/73	73/74	74/75	75/76	76/77	77/78	
Educational Specialist (Testing) Same as Media Specialist 74/75	—	—	—	3360	3360	1680	8,400
Purchase two 4-wheel drive land rovers @6,000.	12,000	300	300	300	300		13,200
Estimated Cost	21,120	30,060	21,080	24,440	26,600	12,480	135,780

7. Housing

Every effort will be made to obtain housing from the host countries, however, due to shortage of official housing, this may not be possible. The estimated cost per contract staff included such a cost item.

8. Curriculum and Educational Materials Development.

This title describes the actual activities to be undertaken in this Project. The emphasis is on the revision and development of the existing curriculum in the primary school with the development of related educational materials and aids.

C. Setting and Environment

1. Conditions and Environmental Factors

There are five independent countries being assisted by OSARAC; i.e., Botswana, population (600,000), GNP per capita \$70; Lesotho, (979,000) GNP \$56; Malawi, (4,100,000) GNP \$41; Swaziland (437,000) GNP \$154; and Zambia (4,200,000) GNP \$227; each having received its independence since 1964. However, this proposal will only involve Lesotho and Swaziland and superficial participation by Botswana. In all three of these countries the educational system is based on the British pattern and controlled to an extent by religious missions. The revision of this system of education to allow it to conform more to the respective African countries' needs and requirements is considered to be of highest priority.

Lesotho

With a primary school enrollment through Standard VI of 179,000 students, Lesotho realized only a 15% completion in 1970 of Standard VI of the 41,543 that entered Grade 1 in 1963. However, the national goals based on the five year development plan are to increase the real per capita income by 2% and to reduce dependence on foreign aid for recurring expenses. If the dependency is on trained quality manpower, the feasibility of achieving this in the next five years is highly questionable.

In terms of educational objectives, the educational policy as outlined by the Prime Minister reflects improvement of the educational program through government control and to orient education towards the nation's technical and agricultural needs. This indicates that an academically oriented primary education program is not desirable at this stage of Lesotho's economic development. In terms of meeting desired manpower needs, post secondary education must be selective at all levels to reflect manpower priorities. This, in turn, would require the Ministry of Education to take a stronger lead in curriculum revision and guidance of students into areas or occupations related to national needs.

Swaziland

Swaziland, on the other hand, has a primary school enrollment of 62,000. Of the 24,863 that entered Grade I in 1963 only 31% or 4,634 entered or completed Standard V. As the national goals indicate; i.e., that (1) the Swazi people should be brought up to as high an income level as the economy can afford, and (2) employment should be balanced between sectors and occupations in a manner to maximize earning of the people, Swaziland must have a functional basic educational program. The major objectives of education is to provide the necessary training to develop skills to meet the manpower needs of the public and private sector of the economy in order to (a) aid in increasing the rate of economic development, (b) reduce the reliance on non-Swaziland citizens, and (c) become essentially self-sufficient at all skills by 1980. Thus, this objective which is closely linked to the national goal of economic development and the task of providing the type of manpower necessary to develop the economy is already accepted and realized as a function of education. Again, as with Lesotho, the Ministry of Education has as its number one priority the improvement of the primary education curriculum to meet the economic and social needs of its people.

Botswana

Botswana, on the other hand, has already recognized the need to redefine and revise its primary education program and has taken steps to undertake such revision.

The Botswana Government plans to use funds allocated to primary education during the 1970-75 period to up-grade standards rather than increase facilities. The plan is to increase the efficiency of the existing system. The efficiency approach is based on the principle that the contribution of primary school education to national development is maximized by each student completing a full primary course under qualified teachers with adequate facilities and materials. At present, Botswana has a total primary school enrollment of 81,000. Of the 17,553 who entered Grade 1 in 1962 only 28% or 5,021 entered Standard V in 1969.

In primary education it is clear that Botswana assigns a high priority to improvement of the quality of teaching and not to substantially increased enrollment but to increase the percentage of those who complete primary education.

The three countries are committed to the improvement of the quality of the education program to which their youth are exposed. This means making that program as functional and as relevant to the needs and desires of the people as it is feasible and to the end that the finished product can make a viable contribution to the economic development of the respective country. Botswana is the only one of the three countries that has taken concrete steps in that direction.

The University of Botswana, Lesotho and Swaziland has now developed Centers in each of the three countries to be more receptive to the educational, social and economic needs of these countries. To a degree, the School of Education has

attempted to encourage curriculum revision but has not developed the type of working relationship with the respective Ministries to undertake the needed leadership. The respective donors,; i.e., ODA, British Consul, UNESCO, and UNDP are involved in various aspects of educational reform but all aimed at the post-primary school level. The expatriate personnel from the U.K., U.S. and some 20 other countries, while mostly employed on the post-primary school level, recognize the need for and are committed to developing educational programs which have relevance to African requirements for social and economic development.

This proposal, therefore, addresses itself to the task of organizing the respective aspects of the educational community to undertake the revision of the existing primary school curriculum, developing the appropriate and related educational materials and implementation of a curriculum development center that would be responsible for the continued revision of the curriculum and educational materials.

2. The need for workers at all levels.

While there is a need for Africans to fill a number of positions presently occupied by expatriate officers and to train the necessary officers who can replace them, the long range problem is ever more of a crisis. The potential for the development of manpower at whatever level is dependent upon the quality and relevancy of the basic training one receives. Presently, in most of these schools, students are taught through the memorization system and they tend to conform to what was. The curriculum is one that has no relationship to the manpower needs of the economy; to the functional needs of the society, nor does it lend itself to develop the capabilities of the individual to become creative so as to improve their productive capacity. In these countries, this must be the responsibility of the primary school.

Some seven (7) years ago, 72,000 entered Grade 1 and today only 19,000 of this total are in the last grade of their primary school education. Compare this with the total primary school enrollment of 332,000 and project the number that will complete their primary school education - not to mention the number that will enter and complete a secondary school education. For whatever number that is represented at either level the quality and degree of their productivity will depend upon the relevancy and quality of their basic education.

D. Relationship to Project Goals

Advancement toward the social and economic goals of the three countries is retarded by the limited productive capacity of the indigenous manpower and the excess cost of expatriate manpower. Crash programs have been instituted to make local manpower more capable to produce and displace expatriates. These programs do develop limited employable skills on the part of the trainees but the trained capacity to move on from limited effectiveness to one of greater productivity is lacking.

The development of broad capacity for productive employment can be created in the basic programs of the primary and secondary schools, provides these programs have the qualities which enhance creativity and responsiveness on the part of the students. These can be developed and introduced through this project provided the concentration of efforts both within and across national borders can be stimulated and coordinated for the task.

The strategy envisioned in this proposal is to get at the root because of ineffective and unproductive African manpower by rallying both the local and expatriate educators through conferences, workshops and the individual and group actions of the contract team and thereby guiding them to develop and introduce new curriculums and teaching/learning methodologies which will be geared to social and economic development.

E. Obstacles to Project Goals

1. Economic: Each of the cooperating countries in varying degrees lack the necessary financial and leadership resources to develop responsive educational programs geared to development. Each country is highly dependent on donor support -- chiefly the U.K. -- for its economic development.
2. Social: Change is taking place slowly on the fringes, especially in the urban areas, of the mass population in each country. However, past cultures supported by subsistence agriculture and tribal customs limit development. Cultural mores related to tribal usages tend to restrict individual advancement.
3. Legislative: Gradually each of the countries is adjusting its legal system to respond to modern development requirements. Legislation may be required to improve relative salary schedules of educational personnel and civil service regulations pertaining to them. The cost of education is a large part of the budget of each of the countries. However, these are not considered to be insuperable obstacles in achieving the goals of the project.
4. Administration: An educational administrative infrastructure has developed in each of the countries that will respond to the goals of the project. The main problem will lie in the relationships and the division of responsibilities among the sections of the infrastructure; i.e., Ministries of Education, donor groups, and the School of Education. This project should help to satisfy the roles to be played and the responsibilities to be accepted by each semi-independent segment.
5. Major factors, problems in-country and between-country situations: This proposal is aimed at maximizing the utilization of the expertise and experience of the officers, whether indigenous or expatriate throughout

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the entire educational community. While the basic problems of relating the curriculum to local needs, regionally, this proposal seeks to utilize all of the available professional resources in these countries to assist in the resolution of a common problem.

The problems inherent in the present curriculum are recurrent in each country. While the content may vary, the approach and methodology is transferable. The new curriculum and instructional materials format to be developed as a result of this proposal can be adopted and/or adapted to fit each countries' special requirements. The attitudes and desires of the appropriate officials and officers in each of these countries to recognize the problem and their desire to resolve it - has set the objectives of this proposal in its proper perspective. The most important element of this proposal is not the mere revision of the existing materials, but to coordinate the respective elements of the educational community (specifically the nationals in each country) and to direct and assist them to develop the materials to fit local needs and not to pre-suppose such needs.

F. Character and Priority of Project Goals

The goals of this proposal are timely, acceptable to the participating governments and are capable of being met. They are aimed at a specific need which is recognized by the respective elements of the sector concerned and it maximizes the participation of the country nationals towards meeting the goals of a project which is of concern to them.

G. Strategy

1. Manner and extent of the proposed project's contributions to U.S. goals:

(a) Increased production and income:

The project is aimed at increasing the supply and capability of the potential African workers. Employees who have received modern and relevant education in the primary and secondary schools will be more productive on-the-job. This added productivity will be reflected positively in the increase in the gross national product.

(b) Improved educational infrastructures:

There is an infrastructure in evidence, however, it lacks coordination and encourages duplication of effort rather than cooperation and specialization of the component parts. This project is aimed at improving this situation by increasing cooperation and eliminating duplication not only within the cooperating countries but also among them.

(c) Improved social, economic and political institutions:

It appears self-evident, that a program of education that enhances the productive capacity of potential workers will also improve social and economic institutions.

Political institutions tend to become more effective and responsive to: 1) human needs, 2) social development, and 3) economic progress, when indigenous employees are productive and can foresee advancement as they pursue their professions and vocations. A development oriented educational program contributes a major share to the stability and effectiveness of political institutions.

(d) Improved personal welfare:

A person who can and knows that he can produce on a quality basis in his employment, improves not only his own personal welfare but also the welfare of those who are dependent upon him.

(e) Improved U.S. relations:

The U.S. image in this borderland of conflicting ideologies will be improved through this essential project. The African leaders involved in it will see in this project a demonstration of U.S. interest in assisting their development programs.

(f) Improved U.S. commercial interests:

The favorable attitudes toward the U.S. and the increased viability of the economy of the cooperating countries will in due time reflect favorably on U.S. commercial interests in the five countries.

H. Alternative Approaches and Techniques

The objectives of this proposal as well as those of the two regional educational projects developing through AID contracts with Cal/Poly to assist UBLS and with the American Institute of Research (AIR) to develop a regional testing center, provide new directions for educational assistance for the three cooperating countries. These three projects are closely related and are complementary to each other.

Alternatives to the above new directions would be bi-lateral assistance to each country or the development of new institutions like the Malawi Polytechnic which might serve regional interests on a limited basis. Also, the continuance of training students from the five countries in other parts of Africa under Interaf or under ASPAU and AFRAD in the United States are alternatives. However, these programs are far more costly to the United States and are rapidly fulfilling their original purposes. The continuance of assistance to southern African refugees at

the Nkumbi International College to identify U.S.G. interest in southern Africa is subject to question. The USC southern Africa objective might better be served through additional assistance to the independent countries of southern Africa.

Another alternative would be to assist training programs for essential middle level manpower in the five countries. However, to do this with satisfactory cost-benefits, qualified candidates who have had development oriented basic primary and secondary education are essential.

Still another alternative would be to develop rural-transformation schools on the Saunders plan for Ethiopia. This program through showing much promise is yet to prove itself in Africa. At best it will be demonstrative for several years to come.

The proposed African Mathematics program and subsequently an African Primary Science Program would serve limited objectives of this Programmed Learning and Educational Technology proposal. However, both of these programs (AMP and APSP) objectives can be served by the broader program sponsored herein.

There are no alternatives foreseen that could accomplish or attack the problem as outlined in this proposal. To assist in the revision of portions of this educational problem would not only be frustrating, but would be carrying out an activity that is part and parcel of the overall problem.

I. Cooperative Countries' Leadership

1. Sources of support, stimulus, leadership

As explained previously in this proposal, the African leaders of the cooperating countries are ready and willing to participate in this proposed project. The best among the expatriate educational leaders are also ready to participate and cooperate in this endeavor. There is a residual number of expatriates of the 'old' school still around, who, if they had their choice, would tend to block this project. These latter, however, are rapidly becoming a minority influence and can either be won-over or by-passed.

Both government and private employers would welcome the students trained by the newer methods into employment.

2. Nature of support

Each of the essential sections of the education infrastructure will be involved in this cooperative and coordinated project. Ministries of Education and their teacher training colleges, participating donor groups, and the school of education will each be targets for this development.

3. Manner in which influence will be taken advantage of

It is envisioned that the creative educational leaders in all countries will become involved to a greater or less extent in this project. It will complement the work they are already doing on a limited and non-impact scale.

The annual multi-national educational conferences will bring all of the educational leaders together to discuss their problems and seek ways to solve them. The momentum created by the conference, by actions of the contract specialists and the conference participants will set the stage for the specialized work involved in curriculum and methodological reform. This coordinated effort must take place to achieve the long-term benefit of the project.

J. Cross Relationships

This proposal will blend and complement activities of the U.S. contract teams assigned to UBLS and the RTRTC and will direct the efforts of these two groups towards a common objective. In turn this activity will also tend to increase the cost benefits of these two projects.

The inclusion of the Peace Corps in the proposal will not only lend a very functional element but will be directing U.S. efforts towards the resolution of a common problem.

Any development sector, which has a need for trained African manpower will eventually gain from this project, particularly when the Africans employed in these sectors will have a greater productive and responsive capacity for their work assignments.

K. Planned targets, results and outputs

1. To maximize the input of available educational expertise across national borders and to eliminate the duplication of efforts within the respective countries: it is projected that every available source of educational expertise and experience not excluding the primary teacher located in the most distant school will be involved in this experience. This effort has to be an educational effort and the participation has to be a total educational participation.

2. To improve the quality of the educational changes taking place or envisioned in the participating countries: a shift from the pattern of lecture/memorization of only partially understood facts to a pattern through which educational problems would be discovered, enquiries made into alternate solutions for resolving them, and a more functional everyday related educational experience is envisioned. The success in achieving this target will be the results of the evolution and testing to be performed in pilot settings by the RTRTC team.

3. To improve the relevance of the curriculum, methodologies and develop functional locally oriented and directed educational materials suited to the emerging social and economic requirements of the cooperating countries: it is further projected that new curriculums will be revised for each grade and standard within the primary school program and correspondingly for each subject area taught. This would be accomplished through subject area advisory committees, directed by a central curriculum committee and reviewed by the appropriate Ministry officials prior to implementation.

4. To implement the necessary instruments for the improvement of methodology and to improve and adapt these techniques to the introduction of the materials in the primary school setting. Once the materials have been revised, tested and evaluated, a series of seminars, short courses, expansion of teacher training techniques and methods would be employed to begin the task of introducing the new materials to the teachers, headmasters, inspectors, education officers and other appropriate officials.

5. To develop an instrument responsible for the continuation of the development of new materials, techniques and to further make additional inputs into the revised curriculums. An end product of this proposal in addition to the revision of the curriculums and development of appropriate educational materials is the concurrent development of a curriculum development center. This center would be staffed in the end by a trained African staff resulting from the series of in-service training courses, third country and U.S. training and utilization of present candidates enrolled in ASPAC, Inceraf and AFGRAD.

6. To provide the necessary technical assistance to the cooperating countries, at a most opportune time, to implement needed educational changes by assuming the leadership in coordinating this effort. (See Chart on Personnel).

L. Plan of Action - Method of Approach

1. The plan of action as envisioned in this proposal is divided into five major aspects: a) organization, b) curriculum revision, c) development of instructional materials, d) testing and evaluation, and e) development of curriculum center.

A. Organization: As outlined under B-2, Proposed Project Goals, this phase is the most important. It is during this phase that the Ministries are able to professionally organize their sights on their objectives and goals and to agree upon the practical steps necessary to achieve them. Such planning would require that before any actual revision is performed or embarked upon, this planning must be performed and completed. It is imperative that if this proposal is to be undertaken, the program coordinator must be at his post of assignment on or before January 1972. In the meanwhile, all the necessary preliminary discussion and pre-planning must be carried on by the Regional Chief Education Advisors. Accompanying the coordinator at that time should also be the curriculum development specialist
*The main objectives involve assigning specific tasks to expatriate advisors or

to be assigned to Swaziland. It is also necessary that an American stenographer be assigned to this team to ensure initial quality preparation and professional planning.

4. Curriculum Revision: This phase is further divided into two sub-phases: 1) evaluation and 2) revision. While it would be most appropriate to have the area curriculum specialist including the Peace Corps staff assigned during the general conference of all educational components, if this is held prior to July 1972, this team is not really needed until that conference is held on or about July 1972. The evaluation and revision of the curriculum will begin at that point.

5. Development of Instructional/Educational materials: Preparation and experimentation in this area will begin as soon as the revision is embarked upon. One specialist assigned to UBLS will assume responsibility for this activity--there only one media specialist would be contracted for. His services are scheduled for July 1972. However, this contract should be provided for a firm or team of specialists to investigate and experiment with a variety of educational media and materials that would eventually be used in this and other similar activities.

6. Testing and Evaluation: As the ERRC team is also programmed in this proposal they will have been already involved in the initial planning sessions and are preparing the necessary instruments for testing and evaluating. However, the task mentioned will require the services of one additional testing specialist in July 1972.

7. Development of Curriculum Center: This would be a continuous process, evolving from the initial organizational phase and would slowly utilize the staff terminal, materials developed and would provide continuity to the entire process.

8. The participant training aspect of this proposal would have to evolve as the project develops. Initially, and as appropriate, the respective Ministries should assign an officer to each of the team members as counterparts and any subsequent training should be so related. Any and all such training should not be degree oriented, but specialized and directly related to the specific activity. It is also projected that from each Ministry two officials; i.e., the Director of Education and a person to be designed as responsible for primary education be sent to the U.S. to observe and visit Elementary Education Teacher Training Colleges and rural elementary schools and to meet and talk with primary education specialists in the O.R. ERRC. This should require a period of one month.

9. The development of the educational materials would be developed as the curriculum is being revised. However, it is projected that a special audio-visual firm be employed to investigate the feasibility of the utilization of other techniques other than printed text. This firm would investigate the availability on the market of low cost study battery-operated equipment and the production of

sample lesson units on film and the accompanying narrated units. The results of this may be incorporated in the educational materials phase of this proposal.

It must be kept in mind that the success of this proposal is based on the maximum involvement of all components of the educational community. While the contract staff will be providing the technical support necessary, they are basically required to keep the "show on the road" and to ensure that all performers are actively involved and producing. The coordination of the various components and the involvement of the other U.S. related teams is also their responsibility. This has been explained throughout this proposal, but it is necessary to understand that the contract team, if it is to be successful, must work complementary and coordinately with the existing educational structures in the respective countries.

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FROM - LUSAKA

SUBJECT - Preliminary Project Paper, Proposed Project, Programmed Learning & Educational Technology (PLET)

REFERENCE -

A. Region - OSARAC Project Number 690-11-650-009

Submission Date: January 20, 1970 Original

Project Title: Programmed Learning & Educational Technology (PLET)

U.S. Obligation Span: FY 70 through FY 75

Physical Implementation Span: FY 70 through FY 76

Gross Life-of-Project Financial Requirements:

U.S. Dollars.....\$4,003,100

U.S. Owned Currency - None

Cooperating Countries Contributions..... 1,308,950*

TOTAL \$5,312,050

OTHER AGENCY

S. to A

HEW

*In view of fact that project at present is at a very preliminary stage, the Cooperating Countries Contributions are estimates, particularly in case of Zambia where it was not possible to have more than limited discussions with education officers.

PAGE 1 OF 1

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Regional Development Officer

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B. Summary Description Including Tabulation of Planned Inputs**1. Necessity and Justification**

This proposal entitled "Programmed Learning and Educational Technology" is aimed at providing complementary assistance to the existing programs of education in the cooperating countries of Botswana, Lesotho, Malawi, Swaziland and possibly Zambia, so that they may respond to the expressed desires of the African leaders for a program of education that will enhance social and economic development.

2. Proposed Project Goals

The African Governments are committed to modernizing curriculums and methodologies to support them. New and more relevant syllabi are being written, which call for newer methodologies. However, because of the intrenchment of obsolete and irrelevant procedures, a major impact is required to insure that programs of education will change rapidly enough to assist social and economic development on a timely basis. The present rate of change is too slow and erratic to provide the impact that is required for a major change in the next decade.

There is a severe shortage of qualified teachers, tutors, as well as qualified professional personnel in the Institutes of Education and on the Faculties of Education. Present dependence on expatriates leads to financial burdens and tends to make these nations look outside their borders for help. The need to train African personnel is essential.

The project envisions an impact of an AID/university contract team of 39 educators over a period of six years. The educators would work coordinately with the Schools of Education, Institutes of Education, Ministries of Education, Teacher Training Colleges and through these with secondary and primary schools. The Teacher Training Tutors would accelerate the Africanization of the teaching staffs. About one-half of the contract team would fill existing operating positions in the cooperating countries educational infrastructure. Thus two forms of cooperation and coordination would be taking place, (a) within the contract team itself, and (b) through within the countries educational infrastructure.

Two forms of regional cooperation are envisioned: (a) through annual conferences of the educational leaders of the five countries, and (b) through the sharing of educational expertise across national borders.

The objectives of this proposal are:

(a) To enhance the economic independence and political stability of the southern African region through the modernization of primary and secondary curriculums;

(b) To maximize the input of available expertise across national borders and eliminate duplication of efforts among the cooperating countries;

(c) To improve the quality of the educational changes taking place or envisioned in the cooperating countries;

(d) To improve the relevance of the curriculums to the emerging social and economic requirements of the countries;

(e) To improve the methodology of instruction and learning in the primary and secondary teacher training institutions which will have a multiplier value as they relate to primary and secondary school programs; and

(f) To assist the cooperating countries at an opportune time by providing a limited number of educational specialists not otherwise available.

Subject to the adjustments to be made as a result of the recommendations to be made in the feasibility study, it is proposed to field the following U.S. contract team with related educational specialties: that may follow, it is proposed to field the following U.S. contract team with related educational specialties:

3. CONTRACT PERSONNELMAN-YEARS OF ASSISTANCE

	<u>70/71</u>	<u>71/72</u>	<u>72/73</u>	<u>73/74</u>	<u>74/75</u>	<u>75/76</u>	<u>Total Man Years</u>
University Coordinator	1	1	1	1	1	1/2	5-1/2
Secretary	1#2	1	1	1	1	1/2	5
Chief of Party							
Teacher Training							
Curriculum Specialist	1	1	1	1	1	-	5
Deputy Chief of Party							
Programmed Learning							
Specialist	1	1	1	1	1	1	6
Curriculum Specialist							
Primary	2	2	2	2	2	-	10
Programmed Learning							
Experts	1	2	2	2	2	2	11
Programmed Learning							
Technicians	-	5	5	5	5	5	25
Teacher Training							
Tutors-Secondary	3	6	6	6	6	3	30
Teacher Training							
Tutors-Primary	<u>9</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>9</u>	<u>98</u>
Total Man-years	18-1/2	39	39	39	39	21	195-1/2

4. Estimated U.S. Cost Factors for Six year Project in Five Countries

Estimated Costs in Thousands

	<u>Academic Years</u>						<u>Totals</u>
	<u>70/71</u>	<u>71/72</u>	<u>72/73</u>	<u>73/74</u>	<u>74/75</u>	<u>75/76</u>	
Contract Personnel	348	737	737	737	737	411	\$3,707*
Instructional materials and Equipment	17.5	38	38	38	38	21	190.5**
Inter-Country transportation and per diem	9.6	9.6	9.6	9.6	9.6	9.6	57.6***
Annual Educational Conference	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>48****</u>
Total Estimated Costs	383.1	792.6	792.6	792.6	792.6	449.6	\$4,003.1*****

*Estimated @ \$35,000 per year for Specialists, \$30,000 for Experts, \$25,000 for Technicians and \$15,000 for Tutors. These estimates include salaries and logistical support, including international travel, housing, educational allowances, home leave, insurance, etc. These costs would be reduced based on negotiated agreements with the host countries and institutions.

****This is based on an average of \$1,000 per man year.**

*****This is based on the average of 14 days inter-country travel per month distributed among the five specialists. It includes transportation and per diem allowances.**

******This is based on an average cost of \$8,000 per annual conference to which 40 or more educational leaders from the five countries would participate.**

*******This total would have to be increased if U.S. housing assistance is required.**

The Host Countries contributions for basic salaries, housing, in-country transportation and offices for the contract team over the six year period are estimated as follows:

Zambia	\$ 491,200
Malawi	299,800
Lesotho	240,450
Botswana	144,800
Swaziland	<u>132,700</u>
TOTAL	\$1,308,950

To a large extent the estimated contributions presumably would come from the regular Education budgets.

5. Housing for the Contract Team:

Every effort will be made to obtain housing from the host countries. Should difficulties arise, we should consider means to make it possible to ~~provide~~ provide U.S. assistance for required housing.

6. Programmed Learning and Educational Technology

This title was chosen to concentrate attention on modern teaching/learning methodologies to support the curriculums to be revised or developed by the project. Programmed learning is considered here as a technique to emphasize the most essential and relevant elements of the curriculum and present them for teaching and learning in a logical step-by-step manner. Educational Technology was chosen to permit and not limit the introduction of other modern methods of teaching and learning.

C. Setting and Environment:1. Conditions and Environmental Factors.

There are five independent countries being assisted by OSARAC. Botswana, population (600,000) GNP per capita \$70; Lesotho, (969,000) GNP \$56; Malawi (4,100,000) GNP \$41; Swaziland, (437,000) GNP \$154; and Zambia (4,200,000) GNP \$22; each received its independence since 1964.

With the exception of Lesotho, where natural resources are very limited, each of the countries show some promise of becoming economically viable in the next ten to twenty years. Zambia has substantial mineral resources and recent surveys in Botswana indicate mineral resource potential there. The majority of the population in each country live by subsistence agriculture. The governments are relatively stable - no dramatic changes of leadership have taken place since independence.

The educational systems are based upon the colonial British pattern, however, changes to African requirements are wanted by the African leadership and they are beginning to take place.

There are three Universities: University of Botswana, Lesotho, Swaziland, (UBLS), University of Malawi and University of Zambia. Schools of Education have been established in each university. Institutes of Education are established by the Schools of Education in cooperation with the Ministries of Education. Ministries of Education are also establishing curriculum centers for the improvement of primary school programs. The Ministries of Education Inspectorates are beginning to help teachers with instructional problems in addition to examining the success of the educational programs.

School Enrollments

<u>Country</u>	<u>Primary</u>	<u>Secondary</u>	<u>Total</u>
Botswana	81,000	3,400	84,400
Lesotho	179,000	4,100	183,100
Malawi	335,000	9,400	344,400
Swaziland	62,000	6,200	68,200
Zambia	662,000	48,000	710,000
Totals	1,319,000	71,100	1,390,100

The average teacher/student ratio in primary schools is 1/50 and in secondary 1/29. It is estimated that approximately 6,000 students are enrolled in teacher training colleges. A rough estimate of the number of students pursuing trade and technical education is 6,000, 3,700 of whom are in Zambia. Zambia is expanding its trade and technical education programs through a separate ministry from the Ministry of Education. Malawi is introducing pre-trade and pre-technical education courses in its secondary schools.

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The primary schools are staffed basically with indigenous personnel. The leading educators in the ministries are also indigenous having been trained in the U.K. or U.S. Increasingly indigenous personnel are being provided to the primary teacher training colleges. There is only a "sprinkling" of indigenous personnel in institutions above the primary level. All of the others are expatriates, although mostly from the U.K. and the U.S., nationals from twenty other countries are represented on the post-primary teaching staffs. Most of these expatriates work well together across their cultural barriers. Increasingly they are committed to developing educational programs which have relevance to African requirements for social and economic development.

In most schools, students are taught through a memorization process. They tend to conform to 'what was', to lose their creativity and therefore do not develop the capability to improve their productive capacity when later employed. Workers who have been taught by newer methods of discovery and enquiry tend to be more effective on the job.

Increasingly, educational leaders in these countries feel the need to meet together, discuss educational problems and what each other is doing to resolve them.

It is toward these factors - new curriculums, new methodologies and group actions - that this project is addressed. Through a broad and coordinated team approach, sufficient impact is expected to assure permanent change in the quality and relevance of educational programs to enhance social and economical development of the countries and the geographic area.

2. The Need for Workers at all Levels:

At the time of independence, the need for Africans who could fill existing, recognized and hoped-for positions was seemingly so great that governments took the stance that anyone with any type of education was needed. School enrollments spiraled upwards; literally hundreds were sent abroad for any type of education and training for whom assistance in the form of scholarships was available; new institutions were established without specific requirements or the knowledge of the absorbable capacity of the countries to employ the output. This 'train everybody, anyway, for anything' policy can no longer be justified. Donor assistance is tending to dry up and be more selective in what it will assist. African governments are being thrown more on their own resources and hard decisions have to be made. Malawi has taken major steps to limit primary school enrollments to those whom it believes it can provide a quality education and absorb into employment. The other countries have yet to make this hard decision. Under employment and unemployment for many now in school are in the offing. This latter, however, can be tempered, if those in school can develop the capacity to improve and increase their productive efforts.

The most recent and comprehensive report on manpower requirements was published by Zambia in October 1969. The report estimates that 900 new university graduates will be needed in the seventies to Zambianize the professional work

force. 367 of these are to be secondary and post secondary teachers. 109,733 sub-professionals and technicians are required, of whom 2,216 will need diploma level training for secondary school teaching and 8,290 are to be diploma holding primary education leaders and teachers. Additional thousands of employees (government and private) will be needed with employable skills which can be attained with less than diploma or degree level training.

If these figures represent the absorbable capacity of the economy for employed workers, many of the 700,000 students currently enrolled in Zambian schools are destined for self-employment or unemployment. These non-potential employables require an education that will make them more self-sufficient and therefore more productive in the economy. New curriculums and new methodologies for teaching and learning are required to respond to their requirements for a fuller life than that of subsistence.

Although recent statistics are not available at this time from the other four countries, the requirements of these countries most probably would follow the Zambian pattern.

Relationship to Project Goals:

Advancement toward the social and economic goals of the five countries is retarded by the limited productive capacity of the indigenous manpower and the exorbitant cost of expatriate manpower. Crash programs have been ~~initiated~~ instituted to make local manpower more capable to produce and displace expatriates. These programs do develop limited employable skills on the part of the trainees but the trained capacity to move on from limited effectiveness to one of greater productivity is lacking.

The development of broad capacity for productive employment can be created in the basic programs of the primary and secondary schools, provided these programs develop the qualities which enhance creativity and responsiveness on the part of the students. These can be developed and introduced through this project provided the coordination of efforts both within and across national borders can be stimulated and coordinated for the task.

The strategy envisioned in this proposal is to get at the root cause of ineffective and unproductive African manpower by rallying both the local and expatriate educators through conferences, workshops and the individual and group actions of the contract team and thereby guiding them to develop and introduce new curriculums and teaching/learning methodologies which will be geared to social and economic development.

E. Obstacles to Project Goals:

1. Economic

Each of the cooperating countries in varying degrees lack the necessary financial and leadership resources to develop responsive educational programs

geared to development. Each country is highly dependent on donor support-- chiefly the U.K.-- for its economic development. ~~The one exception is the support provided by the mining enterprises in Zambia.~~ The one exception is Zambia.

2. Social:

Change is taking place slowly on the fringes, especially in the urban areas, of the mass population in each country. However, past cultures supported by subsistence agriculture and tribal customs limit development. Cultural ~~xxx~~ mores related to tribal usages tend to restrict individual advancement.

3. Legislative:

Gradually each of the countries is adjusting its legal system to respond to modern development requirements. Legislation may be required to improve relative salary schedules of educational personnel and civil service regulations pertaining to them. The cost of education is a large part of the budget of each of the countries. However, these are not considered to be insuperable obstacles in achieving the goals of the project.

4. Administration:

An educational administrative infrastructure is developing in each of the countries that will respond to the goals of the project. The main problem will lie in the relationships and the division of responsibilities among the sections of the infrastructure, i.e. Ministries of Education, Institutes of Education and the Schools of Education. This project should help to clarify the roles to be played and the responsibilities to be accepted by each semi-independent segment.

5. Major Factors, Problems In-Country and Between Country Situations:

The number of qualified educational leaders in each country is severely limited. Most of them are expatriates provided by donors for short-terms (2 to 5 years). The project is aimed at maximizing across national borders the input of local educators and also expatriates during the time the latter are available.

The problems inherent in the present curriculums are recurrent in each country. The new curriculums and teaching/learning methodologies to be developed by this project can be adopted or adapted to meet each country's special requirements.

The countries have friendly relations with one another and are willing to consider participation in multi-country projects that will enhance their own goals.

F. Character and Priority of Project Goals.

The goals are timely and within reach through appropriate assistance. They

(e) Improved U.S. Relations:

The U.S. image in this borderland of conflicting ideologies will be improved through this essential project. The African leaders who will be knowledgeable and/or involved in it, will develop more favorable attitudes toward the U.S. and see in this project a demonstration of U.S. interest in assisting their development programs.

(f) Improved U.S. Commercial Interests:

The favorable attitudes toward the U.S. and the increased viability of the economy of the cooperating countries will in due time reflect favorably on U.S. commercial interests in the five countries.

Alternative Approaches or Techniques:

The objectives of this proposal as well as those of the two regional educational projects developing through AID contracts with Cal/Poly to assist U.B.L.S. and with the American Institutes of Research (AIR) to develop a regional testing center, provide new directions for educational assistance for the five cooperating countries. These three projects are closely related and are complementary to each other.

Alternatives to the above new directions would be bi-lateral assistance to each country or the development of new institutions like the Malawi Polytechnic which might serve regional interests on a limited basis. Also, the continuance of training students from the five countries in other parts of Africa under Interaf or under ASPAB and AFGRAD in the United States are alternatives. However, these programs are far more costly to the United States and are rapidly fulfilling their original purposes. The continuance of assistance to southern African refugees at the Jean Piaget International College to identify U.S.G. interest in southern Africa is subject to question. The USC southern Africa objective might better be served through additional assistance to the independent countries of southern Africa.

Another alternative would be to assist training programs for essential middle level manpower in the five countries. However, to do this with satisfactory cost-benefits, qualified candidates who have had development oriented basic primary and secondary education are essential.

Still another alternative would be to develop rural-transformation schools on the Saunders plan for Ethiopia. This program though showing much promise is yet to prove itself in Africa. At best it will be demonstrative for several years to come.

The proposed African Mathematics program and subsequently an African Primary Science Program would serve limited objectives of this Programmed Learning and Educational Technology proposal. However, both of these programs' (AMP and APSP) objectives can be served by the broader program proposed herein.

There are no alternatives foreseen that would attack the problem of the need for reform in the teacher training, secondary and primary curriculums and methodologies to support them that could be as effective as the direct, cooperative, coordinated approach within the existing educational infrastructure envisioned by this project. Assistance to elements of the proposal would have limited value - programmed learning per se, supplying specialists without the coordinated team responsibility, or providing tutors without the input of the curriculum and programmed learning specialists. A major impact on reform by a coordinated team is essential to achieve permanent reform oriented toward African social and economic development.

I Cooperative Countries' Leadership:

1. Sources of Support, Stimulus, Leadership:

As explained previously in this proposal, the African leaders of the cooperating countries are ready and willing to participate in this proposed project. The best among the expatriate educational leaders are also ready to participate ~~XXXXXXXXXXXXXXXXXXXX~~ and cooperate in this endeavor. There is a residual number of expatriates of the 'old' school still around, who, if they had their choice, would tend to block this project. These latter, however, are rapidly becoming a minority influence and can either be won-over or by-passed.

Both government and private employers would welcome the students trained by the newer methods into employment.

2. Nature of Support:

Each of the essential sections of the education infrastructure will be involved in this cooperative and coordinated project. Ministries of education and their teacher training colleges and curriculum centers, the institutes of education, and the schools of education will each be targets for this development. From these vantage points, the primary and secondary curriculums will be improved.

3. Manner in Which Influence will be Taken Advantage of:

It is envisioned that the creative educational leaders in all countries will become involved to a greater or less extent in this project. It will complement the work they are already doing on a limited and non-impact scale.

The annual multi-national educational conferences will bring all of the educational leaders together to discuss their problems and seek ways to solve them. The momentum created by the conference, by actions of the contract specialists and the work of the tutors in the teacher training colleges will set the stage for the specialized work involved in curriculum and methodological reform. This coordinated effort must take place to achieve the long-term benefit of the project. As new curriculums are developed, it is expected that the older ones will take a back-stage and gradually be replaced by the new ones.

J. Cross Relationships:

1. Relationships:

As explained previously, the Cal/Poly and the AIR projects will blend and complement the achievements of this project. In turn this new project will tend to increase the cost benefits of the other two.

The educator and the three tutors provided to Zambia through the TCCU/TEEA project would either be transferred to this project at the end of their current tours or be replaced by personnel provided by this project.

Any development sector, which has need for trained African manpower will eventually gain from this project, when the Africans employed in the sector have greater productive and responsive capacity for their work assignments.

There is only a minimal amount of capital assistance envisioned by this project. The specialists will have need for materials and equipment with which to work and houses for the super-numerary specialists will be needed. These are needed to implement the project and will require donor assistance.

K. Planned Targets, Results and Outputs:

1. To enhance the economic independence and political stability of the southern African region

The target is to increase the potential productive work capacity of African workers. This objective is based upon the assumption that; (a) employees who have received a modern education will be more productive on-the-job, and (b) a productive work force will enhance the economic independence and political stability of the cooperating countries.

2. To maximize the input of available educational expertise across national borders and eliminate the duplication of efforts among the countries. The development of a regional cadre of up to 50 educators is planned. This cadre would be capable and willing to cooperate on the educational development of the region and assist in-country cadres of 40 to 100 educators in each country who will ~~gain~~ gain the ability to use new curriculums and supporting methodologies in their assignments, train others in their countries to do so and develop additional curriculums in other subject areas than those developed by this project.

3. To improve the quality of the educational changes taking place or envisioned in the countries. A shift from the pattern of lecture/memorization of only partially understood facts to a pattern through which educational problems would be discovered, enquiries made into alternate solutions for resolving them, development programs planned, implemented and evaluated is envisioned.

This success in achieving this target would be evaluated by observations of classroom teaching and learning procedures. The lecture/memorization pattern

is expected to decrease and discovery, enquiry, planning implementing and evaluating activities on the part of the teachers and students are expected to increase.

4. To improve the relevance of the curriculums and methodologies to the emerging social and economic requirements of the cooperating countries.

Up to 50 new curriculums of various grade levels in science, math and related subject areas and educational methodology are targets. Also, up to 75 programmed learning textbooks and relevant instructional materials for short limited areas of instruction are also envisioned as targets.

5. To improve the methodology of teaching and learning in the primary and secondary schools through methodologies introduced and implemented in teacher training colleges. This would be evaluated by examining the travel paths of the methods introduced through the new curriculums in the teacher training colleges and their final use in the primary and secondary schools.

6. To assist the cooperating countries at an opportune time when changes are taking place or envisaged by providing a limited number of creative educators which are not otherwise available to the countries.

The classification and number of these educators along with the proposed time schedules are listed on page 4 of this proposal.

Phase I Activities - Method of Approach:

Due to the complexity of working cooperatively with five governments and expatriate educators provided by other donors, a feasibility study is proposed. The feasibility study team would be composed of three experts:

(a) An educational administrator with broad U.S. public school and African educational advisory experience. Dr. John Allen Fitz would be a good choice and probably should serve as the Chief of Party.

(b) A Teacher Training Curriculum Specialist, possibly provided through the American Association of Colleges of Teacher Education.

(c) A Programmed Learning Specialist, possibly provided by the National Education Association.

The study team would visit each of the five countries and talk with appropriate officials of the Ministries of Education and Institutes of Education, then participate in a multi-country educational conference of African educational leaders and expatriate educators. The conference goal would be to identify curriculum and methodology problems in the region and propose ways through which they may be resolved. The team, then, would prepare its feasibility report. Hopefully this would take place during a sixty day period during March, April or May, 1970.

The estimated cost of the feasibility study and the education conference is approximately \$20,000. Although the feasibility study is considered necessary to round out the proposed project, considerable planning has already taken place.

1. After AID/W approval in principle of this preliminary project proposal, OSARAC will prepare a PIO/T to provide the services of the team to make the feasibility study and hold the initial multi-national education conference. Hopefully the study and the conference (four days) will take place over a sixty day period in March, April and May, 1970.
2. Providing the feasibility study recommendations are positive, OSARAC will work with the ministries of education and institutes of education in each country to bring their related but so-far uncoordinated requests for assistance into a coordinated project agreement. Zambia has previously requested related assistance which has been partially provided through the TCCU/TEEA project. Botswana has asked informally for assistance in providing teacher training tutors. The Eastern (southern) Africa Regional Council for Education has made a formal request to OSARAC for assistance in establishing a programmed learning center at the Zambia Institute of Education. The Council envisions the proposed center would serve all member institutions of the Council. ~~Various~~ Informal requests for related assistance have also been made to OSARAC from Lesotho, Malawi and Swaziland.
3. As soon as there is general agreement that the project go forward, OSARAC will provide information to AID/W which can be used to seek the interest of qualified contractors of the project. Some of the institutions which may have interest and are considered qualified are listed alphabetically below without prejudice:

1. American Association of Colleges of Teacher Education
2. Colorado State College - Greeley
3. Michigan State University
4. Ohio State University
5. University of Southern California
6. University of California - Los Angeles
7. U.S. Office of Education - National Program of Educational Laboratories

4. After interested institutions have presented their proposals to the contracts office, one could be selected and a contract negotiated. Hopefully this can be achieved in time to get the specialist cadre in the field in July/August 1970. The other team members would be scheduled to arrive according to plans agreed upon by the cooperating countries, the contractor and AID.

5. The specialist team soon after its arrival in Africa would visit the five cooperating countries to acquaint itself with the personnel and the conditions under which they would work.

6. Using the findings of the team on its initial visits, the recommendations of the initial working conference and the recommendations of the feasibility study, the contractor would develop a detailed plan of work and submit it for AID approval within 90 days following its arrival in Africa.

7. After approval of the contractor's plan of work by AID, the contractor would proceed to implement its plan of work.

8. Because of the problems inherent in providing assistance on a regional basis to five countries, which have an inherited British colonial oriented educational program, it is considered appropriate to have an annual evaluation of the work being done under the contract by a team composed of one U.S. curriculum expert, one U.K. expert and one indigenous educational leader from each country. The latter would join the two permanent members of the team while they were evaluating the work being done in his country.

9. Semi-annual reports would be made by the contractor to AID in January and July of each year the contract was in force.

10. On the basis of the contractor's reports and the recommendations of the evaluation team, adjustments would be made to the contractor's plan of work to keep it relative to the developing requirements of the cooperating countries' educational programs.

It will be kept in mind that the success of this cooperative multi-national project will be based on how well it complements the work being done by the existing educational infrastructures in the several cooperating countries. To the extent possible, indigenous educational leaders will be attracted to and involved in the project. Also many expatriate educators provided by other donors to the cooperating countries will be involved from the start. To the extent possible, both the indigenous educational leaders and the expatriates will be encouraged to maximize

their assistance to the project across national borders. Many of the curriculums and instructional materials developed by the project will become available for adoption or adaptation to the requirements of the individual but cooperating countries.

It is expected that the project will directly involve some two or three hundred educators in the five countries, but the 'spill-over' from them could indirectly upgrade two or three thousand or more secondary and primary school teachers. The above is explained again in the course of action because the contract team, if it is to be successful, must work complementary and coordinately with the existing educational structures in the cooperating countries. The project is not one that has only a single institution orientation or goal. It is one that will upgrade and make relevant to development requirements a complex of educational systems and their component parts.

The ability of the educational programs to absorb and use the input envisioned by this project has been considered in developing this proposal. All of the institutions which will be affected by this project are already involved in a minor degree in the activities proposed. Curriculums are being revised, modern methodologies are being introduced and instructional materials are being developed. The assistance to be provided under this proposed project will increase the quantity and improve the quality of the educational progress that is already underway and to make it more relevant to African development requirements.

Essentially this is an action research project, therefore there is no other research component recommended. However, some of the educators to be involved in the project may do some basic research as a result of the influence of the work they will be doing on this project.

The action research envisioned for the project involves analyzing existing curriculums, determining how they can be revised and developing methodologies to teach the new or revised curriculums. The contract team will develop and extend the competence of indigenous personnel in revising curriculums, in improving methodologies and teaching these skills to others. Also, through the built-in evaluation element, the effectiveness of the new curriculums and methodologies will be analyzed.

Recommendation:

That AID/W approve this proposal in principle and authorize the feasibility study including the initial multi-national educational conference at a cost of approximately \$20,000.

TIENKEN

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Recommendation:

That AID/W approve this proposal in principle and authorize the feasibility study including the initial multi-national educational conference at a cost of approximately \$20,000.

TIENKEN

UNITED STATES GOVERNMENT

Memorandum

6900009-7

PD-AAC-206

14p

TO : See Distribution

DATE: June 21, 1974

FROM : AFR/DP, Irving Licht

SUBJECT: AFR Executive Committee Meeting on PPP for Swaziland Curriculum Development.

Attached are copies of the Issues Paper and the Curriculum Plan for discussion at the meeting at 2:30 p.m. on Monday, June 24, 1974 in Room 6944 New State

Attachments:
a/s

DISTRIBUTION

AA/AFR: SAdams
DAA/AFR: DBrown
AFR/EMS: FHahne
AFR/DS: PLyman
AFR/ESA: JKnoll
AFR/ESA: FScordata
PPC/DPR: NCohen
PPC/RC: EFei
SER/IT: MCarr
AF/EPs: GKenney
AF/E: WCoote
PBAR: HAckerman



MEMORANDUM

TO: Africa Bureau Executive Committee for Project Review (ECPR)
THRU: Jerry Knoll, AFR/ESA
FROM: SPSC Project Committee
SUBJECT: Swaziland Primary School Curriculum
Preliminary Project Proposal (PPP) Comments and
Recommendations

The Africa Bureau Project Committee met on May 24, 1974 and reviewed the subject PPP.

The following is a summary of the comments, issues, suggestions made by the committee for consideration by the ECPR and for guidance in the preparation of a PROP. Also included are recommendations being made by AFR/ESA.

I. Project Background

A.I.D., for more than a year, has been providing the services of one curriculum expert (Paul Cook) to initiate preliminary steps in curriculum improvement and to help the GOS design a long range primary curriculum project. The two years of Mr. Cook's services are being provided through the AIR contract under the Regional Testing Project. Mr. Cook has assisted the GOS in the establishment of a five-man primary curriculum unit (PCU) in preparation for its national curriculum reform effort and has assisted in the preparation of a draft National Primary School Curriculum Plan. This document (114 PP) is very comprehensive

(see attached abstract and Table of Contents) and serves as the basis for the PPP. AFR/ESA has reviewed this document and considers it to be essential to a full understanding of the PPP.

II. A.I.D. Strategy and New A.I.D. Directions

While there has been no DAP prepared yet for the Southern Africa program (including Swaziland) the education/manpower development sector has clearly been accepted as one of our areas of concentration in Swaziland. However, without a DAP exercise no logical framework has been delineated from which to derive an assistance strategy in this sector. In effect, this project proposal identifies a key area for our assistance and reflects OSARAC's priorities in this sector. This project is included in the FY 1975 CP.

In undertaking educational reform with emphasis on terminal aspects of education and vocational life skills in preparing students for rural living, this project is consistent with A.I.D.'s new programming emphases. While not directly impacting on the economic welfare of the Swazi family, this project should have an early effect on the quality of life of a large number of Swazi youth and stands to serve as a lever for educational reform at other levels.

III. Feasibility

The committee considers the proposed development of a new curriculum for Swaziland's primary schools to be feasible only if the .

political climate is conducive, if economic and technical resources are available, if sufficient numbers of trainable personnel are readily available, and if there is a full National awareness and readiness for this major undertaking. The committee believes that there is sufficient evidence in the Second National Development Plan, other government policy statements, the Cook report, and the IBRD appraisal of the program to warrant A.I.D.'s serious consideration of a project proposal at this time.

IV. Summary of Proposed Project Inputs: - The PPP presents an eight-year project requiring 41 man years of contract technical assistance, 20 man years of training, and a contract team of up to nine U.S. specialists in the early stages of the project. Estimated costs are: \$3.3 million for U.S. assistance, \$1.6 million in host country contribution, and \$300,000 in other donor contributions.

V. Issues: Scale of Project

A. The size of the proposed U.S. staff raises the question of the proper role of the U.S. technicians, i.e., as technical advisor/trainer versus direct producers of new curriculum materials. Curriculum reform is a sensitive national matter which appropriately should be directed and carried out by the Swazis themselves. The issue is whether a 7-9 man U.S. staff is needed if their role is to be an advisory/training one and whether that level of U.S. manpower input would not overdominate Swazi project personnel.

B. The level of personal services inputs also raises the question of cost of the project, i.e., is a \$3.3 million A.I.D. expenditure warranted by the number of people being benefited?

C. Both of the above points imply a further question of whether an A.I.D. project of substantially reduced A.I.D. technical services inputs, say approximately half, is either feasible or acceptable (it would likely mean either a considerable slow-down in the pace at which the new curriculum would be introduced in the country or seeking other donor assistance and thus diluting the effectiveness of the donor advisory staff).

VI. Comments and Suggestions on Preparation of PROP

A. A detailed PERT type management and evaluation model which effectively identifies all functional systems and traces the inter-relationships and interdependencies of each.

B. A much more careful and precise assessment of the publication, printing and distribution capabilities and costs.

C. Assessment of GSO ability to meet the considerable financial requirements of such a broad, nationwide curriculum reform program.

D. An assessment of the capability of the Swaziland teaching establishment/system to carry out its key role in this whole process.

E. Adequate description of how proposed expatriate technicians would relate to and interact with Swazi curriculum and ministry personnel, to teachers, and to students -- i.e., the input-output linkages.

F. More focus on those elements of the Swaziland national program which are more consistent with A.I.D.'s programming emphases, i.e., developmental impact, rural population target group, more immediate benefits to larger number of Swazis, practical/vocational aspects, elements of non-formal education, etc.

G. A project schedule which indicates the progress expected to be made in terms of the reducing degree of involvement in carrying out the curriculum reform effort by donor personnel relative to host country personnel.

H. Some discussion, in terms of alternatives, of why we believe this approach is a feasible one which is likely to succeed, i.e., how this project differs from other A.I.D. curriculum development projects which have not been outstanding successes.

VII. AFR/ESA Recommendations

A. That OSARAC be authorized to proceed with the project design which will include, in addition to the above suggestions, an exploration of alternative methods of project implementation and the adoption of one which will enable the reduction of the size of the U.S. team to no more than 5 during any year.

B. That AID/W provide a 2-3 Member TDY team to assist OSARAC in this effort and in the total task of PROP preparation.

C. That OSARAC and this team should assist the COS/MOE in a careful review and assessment of other curriculum and textbook projects particularly in Africa.

AFR/ESA:WWhitten: 6/19/74

Clearances (Project Committee):

AFR/ESA:FScordato _____

AFR/DP:DWilson _____

PPC:JWelty _____

AFR/DS:EMartin _____

NATIONAL PRIMARY SCHOOL

CURRICULUM PLAN

MINISTRY OF EDUCATION

Government of Swaziland

1st December 1973

(Note: This is a draft. It is not for circulation outside Government)

ABSTRACT

Swaziland is undertaking a total revision of its primary school curriculum in order to increase human resource development and meet national development needs, particularly in the rural areas. This National Primary School Curriculum Plan presents background information on the nation, its economy, and on the present curriculum and educational system. A list of future student outcomes desired for lower and upper primary school is set out within four domains: cognitive, attitude, character and physical education/manual/craft skills. These outcomes were compiled from lists obtained from national policy committees, community leaders, professional educators and planners. Next, a curriculum plan begins by giving the criteria by which new curriculum materials will be evaluated and considers curriculum strategies which will be adopted. Then the plan explains the evolving primary curriculum system, including the following components: policy making and coordination, materials production and distribution, teacher training, progress reporting, and technical assistance. Each component's function is explained in relation to the total system. A management plan shows the time-phasing of fourteen major project activities. Budget estimates for technical assistance, commodities, participant training, other costs, and local recurrent costs are provided. Finally, additional planning requirements are indicated for out-of-school education for over-age children, a mass-scale materials production centre, and an audio-visual aids production centre.

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MAY 13 1974

AFR/ESA, Mr. Jerry Knoll

Robert G. Huesmann
AFR/DP, Robert G. Huesmann

Swaziland Curriculum Development PPP

The Development Planning office has met on the above project and has the following issues and comments as follows:

Issues

1. DP recognizes the far reaching implications of basic curriculum reform on the quality of life and work in Swaziland. However, DP questions the high cost involved in the investment of US \$3.3 million and in overall \$5.2 million (including other donors and cooperating countries investment) for a school population of only about 50,000 students.

27,000

2. DP feels that there is perhaps insufficient information in the PROP to judge the need for Swazi participant training which on the surface looks low in comparison with the amount of technical advisory services proposed. In addition, DP feels that the Swazi training should perhaps precede arrival US team technician so as to make maximum use of Swazi staff in redesigning curriculum. DP feels this of basic importance success this project.

Comments/Questions

1. DP feels that if the PPP is developed to PROP stage, that there needs to be more basic information in PROP (than is in PPP) on the target group, teachers and the environment which spells success or failure of this proposed plan. It may be necessary to provide assistance from AID/W to contribute to this body information. We should make available any TDY assistance necessary this regard.

2. Since there are several other countries in the OSARAC region who might benefit from curriculum reform at the primary level and in view of the cost benefit problem with just Swaziland in the program, is it possible to include other BLS countries with the same or similar problems so that perhaps a curriculum reform center at UBLS might make more sense and where there would be a more favorable cost benefit? Wouldn't it make more sense to develop this capability regionally anyway? What interest is there among the other countries this problem?

3. How would a new curriculum on the primary level affect that on a higher level in Swaziland? Would changes on the lower level to modernize it make it necessary to change the advanced curriculum?
4. Is it possible that materials developed from the Regional Primary Science and Math programs might be adapted to Swaziland to assist in reform?
5. In what language is all this going to take place? *English*
6. We need to know the basis (conditions) for the assumption that "a simple basic education can be made relevant for both terminal leavers and those proceeding to post primary education." (P. 1-B.4.)
7. What are the assumptions with respect to outputs since they are largely unrelated to the specified inputs, or at least, not related in any way that is convincing or apparent?

AFR/DP:DWilson:kg:5/13/74
Clearances:
AFR/DP:EVAL:ILicht (draft)
AFR/DP:JOWeis (draft)
AFR/DP:FMOore (draft)
AFR/DP:EDonoghue (draft)

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

 Worksheet Issuance

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PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

Cooperating Country
OSARAC

PIO/T No.
690-009-3- 0009

Project/Activity No. and Title 690-11-650-009
Southern African Regional Center for Improve-
ment in Curricula and Instructional Methods

SCOPE OF WORK

21. Scope of Technical Services

A. Description

The countries of Botswana, Lesotho, Malawi, Swaziland, and Zambia share a common purpose, viz., the development and improvement of their educational systems. Their goal is to increase the numbers of trained citizens, particularly at the middle and upper manpower levels, with a view to improving economic and social conditions.

Since their independence, these countries have been striving to make their educational programs more relevant to their national needs. Two key areas where change can have a widespread effect are the curriculum and the teaching and learning situation--the heart of the educational process.

As a means of assessing and verifying the requirements in these areas and their priority, compared to other needs, and with a view to assessing the feasibility of designing a suitable A.I.D. project, an analysis will be made by a team of educators, including an Educational Administrator.

The analysis will cover primary, secondary, teacher education and will include, but not be limited to, the activities or areas listed below. The team will:

- (1) Identify the educational curriculum improvements and developments and trends
(Continued)

B. Technicians

(d) Duration
of Assignment
(Man-Months)

(1) (a) Number	(b) Specialized Field	(c) Grade and/or Salary	(d) Duration of Assignment (Man-Months)
1	Educational Administrator		3

(Other team member may be added as required)

(2) Duty Post and Duration of Technicians' Services

90 days
OSARAC Regional Office at Lusaka

(3) Access to Classified Information

None

(4) Dependents Will Will Not Be Permitted to Accompany Technician

C. Financing Costs of Technical Services

(1) By AID - \$ 15,000

(2) By Cooperating Country - None

DEPARTMENT OF STATE
AGENCY FOR
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PAGE 3 OF 9 PAGES

PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
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690-009-3- 0009

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Southern African Regional Center for Improve-
ment in Curricula and Instructional Methods.

22. Equipment and Supplies (Related to the services described in Block 21 and to be procured outside the Cooperating Country by the supplier of these services)

A. (1) Quantity

(2) Description

(3) Estimated Costs

Materials for final report

B. Financing Costs of Equipment and Supplies

(1) By AID - \$

(2) By Cooperating Country -

23. Instructions to Authorized Agent

This PIO/T authorizes A.I.D. to negotiate and contract with an educational administrator to provide the services described in Block 21.

24. Special Provisions

1. This PIO/T is subject to A.I.D. contracting regulations.
2. Where housing has been provided by USAID, or the Host Government, the per diem rate shall be reduced by 35%.
3. Members of the survey team shall meet in A.I.D./W (AFR/ESA) as a group for briefing purposes prior U.S. departure.
4. The Educational Administrator shall be designated as leader of the group and shall be responsible for maintaining liaison with OSARAC. He may employ secretarial assistance for the team as needed in accordance with financial limitation of the approved budget. The team shall make a verbal report to OSARAC and AFR/ESA upon completion of their assignment.

PIO/T	DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/TECHNICAL SERVICES	<input type="checkbox"/> Worksheet <input checked="" type="checkbox"/> Issuance	PAGE 4 OF 9 PAGES
		Cooperating Country OSARAC	PIO/T No. 690-009-3-0009
		Project/Activity No. and Title 690-11-650-009 Southern African Regional Center for Improve- ment in Curricula and Instructional Methods	

25. Reports by Supplier of Services (Indicate type, content and format of reports required, including language to be used if other than English, frequency or timing of reports and any special requirements)

The team shall prepare and submit three complete copies of their final report to OSARAC prior to their departure from the OSARAC region. Three copies of the final report shall be submitted to A.I.D./Washington at the time of their debriefing in A.I.D./W.

The final report shall include, in addition to data and information suggested in the scope of work (Block 21A), but not limited to the following:

1. The Team's assignment
2. The officials, names, titles and organizations with whom discussions were held.
3. A status report on changes, trends and developments in the curriculum and teaching methods which have taken place in each of the countries.
4. Comparative organizational charts and flow patterns of decisions on curriculum changes in each country showing common elements and variances among the countries. The names and titles of the policy-making officer should be shown on the charts.
5. Probable obstacles to be considered, if assistance by A.I.D. is to be recommended.
6. Recommendations to A.I.D./OSARAC as to (a) areas of educational development for which external assistance is deemed advisable, and (b) areas of

(Continued)

26. Availability of Background Information (Additional information useful to Authorized Agent and Prospective Suppliers; if necessary, cross reference Block 21.B(3) above)

Members of the team shall contact AFR/ESA for briefing purposes. Briefing sessions in the field will be conducted under the auspices of OSARAC.

27. Relationships of Supplier to Cooperating Country and to AID.

A. Relationships and Responsibilities

The Team shall report to the office of the Southern Africa Coordinator (OSARAC) upon arrival in Zambia. The Regional Education Advisor shall be the liaison officer for the Team's program in each country and shall accompany team during their visit.

B. Cooperating Country Liaison Official

Permanent Secretary for Education in each of the cooperating countries.

C. AID Liaison Officials

- (1) A.I.D./Washington office of Eastern and Southern African Affairs.
- (2) Regional Activities Coordinator & the Regional Education Advisor.

AID 1380-1 (8-63)	<p style="text-align: center;">DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT</p> <p style="text-align: center;">PROJECT IMPLEMENTATION ORDER/TECHNICAL SERVICES</p>	<input type="checkbox"/> Worksheet <input checked="" type="checkbox"/> Issuance	PAGE 5 OF 9 PAGES
		Cooperating Country OSARAC	PIO/T No. 690-009-3-10009
		Project/Activity No. and Title 690-11-650-009 Southern African Regional Center for Improvement in Curricula and Instructional Methods	

LOGISTIC SUPPORT

28. Provisions for Logistic Support	In Kind Supplied By		From Local Currency Supplied By	
	AID	Cooperating Country	AID	Cooperating Country
A. Specific Items (Insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")				
(1) Office Space	Y			
(2) Office Equipment	Y			
(3) Housing and Utilities				
(4) Furniture				
(5) Household Equipment (Stoves, Refrig., etc.)				
(6) Transportation in Cooperating Country	Y			
(7) Interpreter Services				
Other: (8)				
(Specify) (9)				
(10)				
(11)				
(12)				
(13)				
(14)				
(15)				

B. Additional Facilities Available From Other Sources

C. Comments

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

Worksheet Issuance

PAGE 6 OF 9 PAGES

PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

Cooperating Country
OSARAC

PIO/T No.
690-009-3-10009

Project/Activity No. and Title 690-11-650-009
Southern African Regional Center for Improve-
ment in Curricula and Instructional Methods

FINANCIAL AGREEMENT

29. A. Cooperating Country Financing

Pursuant to paragraph _____ of the PROAG or Other underlying document signed on _____ and subject to the amount shown in Block 13.D above, the Cooperating Country will provide all local currencies required for the expenditures within the country, during the period starting on the Date of this Issuance (Block 18 above) and ending on the Final Contribution Date of the [PROAG or other enabling document]: _____ authorized under this Project Implementation Order, with the exception of the following types of expenditures, which AID hereby agrees to assume:

None

B. As of the effective date of any contract or agreement executed under this Order, the country will establish in the name of the supplier of the services described herein, a local currency advance in the amount of: _____

30. AID Financing

Pursuant to the provisions of the above-referenced Financial Agreement and subject to the limitation of the Total to Date as shown in Block 12.D above, AID will provide all U.S. Dollar Currencies required for expenditures, during the period starting on the Date of this Issuance (Block 18 above), and ending on the Final Contribution Date of June 30, 1971 authorized under this Project Implementation Order, with the exception of the following types of expenditures which the Cooperating Country hereby agrees to assume:

Block 21 A (Continued)

in each of the cooperating countries noting: (a) the strengths, (b) priority areas believed by Africans to require external assistance, (c) the degree of commitment of the leading officials to educational improvement, and (d) their willingness to cooperate across national borders on the solution of commonly recognized educational problems.

(2) Identify each country's needs and concern for improving, changing, or redirecting the curricula and teaching and learning methods, and determine their relative priority compared with other educational requirements.

(3) Determine the differences and common elements, among the countries surveyed in curricula and teaching and learning methods.

(4) Determine the extent to which the countries are committed to innovative or impact programs designed to change or develop curricula and teaching methods.

(5) Ascertain the steps that have already been taken to orient curricula and teaching methods to African requirements.

(6) Assess the need for and the feasibility of using some of the newer educational technologies, programmed instruction and others, to overcome present problems associated with teaching and learning. The analysis would focus attention on the extent of the need, and the usefulness and practicableness of various instructional media or devices; their cost or financial impact on educational budgets; and the preparedness of the respective governments to allocate local resources to such programs.

The analysis of the usefulness and practicability of modern educational technologies should focus on the use of unsophisticated devices.

(7) Identify areas, fields, or elements re: the curriculum and teaching methods where (a) regional cooperation would be appropriate and (b) bilateral or national assistance is deemed advisable or necessary, or where it could be a supplement to a regional project.

(8) Determine the areas or activities in which it would be feasible to utilize U.S. expertise (as opposed to those areas which would be more appropriate for other countries). Identify the types of U.S. professional personnel required, by educational levels and fields of specialization, if and where assistance is deemed feasible.

Block 21 A (Continued)

(9) Identify the possible problems and obstacles that may arise and assess the probability of success with whatever assistance is recommended either on a regional or national basis.

(10) Determine the ways other donors are assisting the countries to improve their curricula and the number and types of their representatives involved with the activities.

(11) Identify the obstacles to change that are recognized by African officials and donor representatives, and determine how these can be removed or overcome.

(12) Indicate the progress made during the past several years in each country to orient curricula and teaching/learning methods to African requirements. Attention should be given to both quantitative and qualitative improvements. Similarities in actions that have been taken by the various countries and any new priorities which have been set by the Africans for further educational development should be noted.

(13) In carrying out the above tasks the team should bear in mind the desire to concentrate the U.S. assistance effort on core problems and the importance of interrelating all activities in the education/manpower sector in the region.

It is expected that the team will design its own approach to the investigation including the various devices for collecting information and data.

In order to achieve the objectives of the survey, the team will consult appropriate officials in A.I.D./W, OSARAC, African Ministries of Education and Planning, Schools of Education, Institutes of Education, Curriculum Centers and a sampling of teacher training colleges, secondary schools and primary schools in each cooperating country. Contact should be made with the Director of the School of Education, UBLS, as well as with the Directors at the University of Malawi and the University of Zambia. It is especially important that the education programs in the BL and S countries be coordinated with UBLS since the changing role of the University and its relationship to the cooperating countries are presently being studied. In addition to the above, it is expected that the team will consult with appropriate officials in the UK/OM London and their representatives in the field. Appropriate calls would also be made on American

Block 21 A (Continued)

Embassies, U.S. Peace Corps, U.S.I.S., British High Commissioners, British Counsuls and other organizations who are providing educational development assistance to southern Africa.

For those areas where U.S. assistance is deemed feasible, the team will develop a plan which will present specific ways of organizing and implementing a regional project. This will include suggestions, information and data which will be useful and essential in preparing a detailed design of interrelationships of the proposed plan to the overall educational program of the area.

Block 25 (Continued)

assistance suitable for A.I.D./OSARAC.

7. Other related elements necessary to satisfy the requirements of the study as outlined in Block 21-A.