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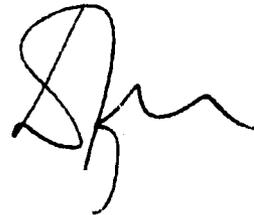
FROM - KINGSTON

SUBJECT - JAMAICA RURAL EDUCATION LOAN 532-V-009 EVALUATION

REFERENCE - (a) TOAID A-91 (b) Kingston 2663

Attached is the annual evaluation report of the Rural Education Sector Loan (532-V-009) prepared by Dr. Edward Aguirre, consultant to the MINED and USAID. USAID/Jamaica concurs with this report and conclusions.

NCE



Attach to be run as part of Airgram

PAGE 1 OF 1 PAGES

DRAFTED BY PROG:SMerrill:pw	OFFICE PROGRAM	PHONE NO. 92-94850	DATE 4/20/79	APPROVED BY: Director, Donor Lion
AID AND OTHER CLEARANCES				
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PROJECT EVALUATION SUMMARY (PES) - PART I

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Report Symbol U-44

1. PROJECT TITLE RURAL EDUCATION SECTOR LOAN			2. PROJECT NUMBER 532-V-009	3. MISSION/AID/W OFFICE USAID/Jamaica
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>79-5</u>				
<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION				
5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY <u>'75</u> B. Final Obligation Expected FY <u>'80</u> C. Final Input Delivery FY <u>'81</u>		6. ESTIMATED PROJECT FUNDING A. Total \$ <u>22.3 M</u> B. U.S. \$ <u>11.2 M</u>		7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>6/77</u> To (month/yr.) <u>3/79</u> Date of Evaluation Review <u>March 5, 1979</u>

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
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See Attachment

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

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

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A. <input type="checkbox"/> Continue Project Without Change
B. <input type="checkbox"/> Change Project Design and/or
<input checked="" type="checkbox"/> Change Implementation Plan
C. <input type="checkbox"/> Discontinue Project

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

EDWARD AGUIRRE, Consultant, USAID/Jamaica
 ROBERT JOHNSON, Chief Education Officer, USAID/Jamaica
 ERIC BUDHLALL, Project Coordinator, Min. of Education
 HENRY JOHNSON, Program Officer, USAID/Jamaica
 DONOR M. LION, Mission Director

12. Mission/AID/W Office Director Approval

Signature	
Typed Name	Donor M. Lion, Mission Dire
Date	

Attachment I

PES - Part I
Jamaica Rural Education
Loan (532-V-009)

PES FACESHEET ACTIONS

- I. Identify one Ministry Official to decide on policy matters and implementation strategies that affect the integration of the project both within the MINED and outside in the school system.

May 15, Ministry of Education

- II. Reach decisions on the following policy and implementation matters:

- (a) request for 1-year extension;
- (b) plans for institutionalization of the continuing education program within the MINED budget and system;
- (c) plans for institutionalization of secondary agriculture schools within the MINED budget and system;
- (d) strategies for development and use of management information systems.

May 15, Ministry of Education

- III. Prepare implementation and expenditure plans for the remaining time in the project. Plans should reflect track specific recommendations of this evaluation report.

Time-phased implementation plans should include:

- (a) a schedule of personnel needs for the tracks re-assessed in the light of implementation plans;
- (b) training plans for in-country short term training to upgrade staff and teachers and principals;
- (c) long-term technical assistance plan for ministry officials concerned with implementation of the various tracks in order to serve staff functions of implementation;
- (d) outline of proper logistical support - transportation, supplies, equipment, spare parts

June 1, Ministry of Education

- IV. Develop project documentation for procurement of personnel, materials, supplies, and technical assistance as outlined in revised implementation plan.

July 1, Ministry of Education

- V. Assist Ministry officials upon request and in a timely manner, with interpretation of regulations regarding contract, fiscal, and

Attachment 2
PES - Part I
Jamaica Rural Education
Loan (532-V-009)

11. Host Country and Other Ranking Participants

RALPH JONES, Assistant Chief Education Officer, USAID/Jamaica
JULIANNE GILMORE, Administrative Intern, USAID/Jamaica
RICHARD CHAMBERS, Permanent Secretary, Ministry of Education/GOJ
CECIL TURNER, Director of Projects, MINED/GOJ
ROSS MURRAY, Chief Education Planner, MINED/GOJ
HUGH MOSS SOLOMON, Assistant Chief Education Officer (Planning),
MINED/GOJ

*** EVALUATION REPORT FOR
JAMAICA RURAL EDUCATION PROJECT**

Table of Contents

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 - E. Management, Planning, Research & Development

PART I

SUMMARY

Summary of Current Project Situation: The overall purpose of this project is "to use educational and human resources in coordination with inputs from other sectors to bring about a revitalization of the rural areas of the country". Within this context, the project consists of a program within the Jamaican educational system designed to upgrade formal and non-formal education relevant to rural living and employment.

Measured against this purpose, the Jamaican Ministry of Education has taken major and measurable steps toward meeting goals of the Rural Education Sector Project.

Despite innumerable administrative and personnel scarcity barriers, the significant fact is that the project is still conceptually on target despite a one-year delay and other significant obstacles.

Much of the credit for this must go to the personnel which steadfastly maintained their commitment to the overall purpose of the project despite repeated setbacks in construction plans, losses in key personnel, and the constant red-tape of administering a program within given guidelines. The support of the Minister of Education Dr. Phyllis MacPherson-Russell provided official sanction to the value of the project and has noticeably accelerated project implementation.

In concrete measurable terms, it can be said that the project is completing the important first phase of its development. Most of the physical plant improvements are either completed or should be completed by the end of the loan period, assuming current schedules are maintained.

Through the efforts of track coordinators, program goals such as staff training, curriculum development, improvement of classroom instruction and community outreach are now in process with potential for measurable successes.

The project has provided to middle managers and to instructional personnel important formal and informal administrative and management skills associated with the implementation of the project. These skills will remain within the Ministry far after the project has been completed.

Part I - Summary (cont'd)

Less measurable, but perhaps most significant is that rural Jamaicans from all walks of life and varying points of views are now involved in local schools through Local Advisory Committees. The spin-offs from these Committees ranging from plans for a Community Centre to methods of better parent-teacher cooperation are too numerous to mention. But they all speak to the long range potential of utilizing each school as a community resource, particularly in rural areas.

Problems: A pervasive problem throughout the history of this project which has affected both the management and programmatic aspects of the project has been and continues to be the recruiting and maintaining of a sufficient number of qualified staff. Although the staff available have assumed added responsibilities in order to assist in the implementation of the project, operational management and efficiency require attention to a long range staffing solution. If a rural education initiative is to be viable, a stable staffing pattern must be a cornerstone.

Minimal progress has been made in completing the Management Information System so essential to the Ministry's capability to make operational decisions based on accurate data. This deficiency is due in part to an overly ambitious approach, given available resources and time limitations. Careful planning by policy level Ministry Officials can tailor a system relevant and valuable to the future education of Jamaica's children.

Finally, despite intensive analysis and reassessments to expedite project completion with the contract period, it is the evaluator's judgment that all the goals cannot be met within the overall time frame. To terminate the project at the current contract termination date would be to abort the development of a concept at the point when its impact can be felt in rural areas and solidified within the Ministry structure and delivery system.

Recommendations: A number of general and track specific recommendations are being made in the body of this report. It is hoped that the recommendations and the data supporting them will assist the Ministry and the US/AID in making appropriate decisions not only for the duration of the project but with longer range plans for rural education in mind.

My summary recommendation concludes, however, that as to the immediate administrative decision to be made, that this project be extended for one year to mature into full implementation. The conditions and support for this recommendation is further outlined in the body of this report.

PART II

EVALUATION METHODOLOGY

The evaluation methodology utilized a combination of techniques in order to obtain information on:-

1. The status of overall project management and implementation; and -
2. Track specific accomplishments, achievements, problems and recommendations.

The initial stage of the evaluation included a comprehensive review of the Sector Loan and related documents under which this project was authorized. US/AID and Ministry correspondence which might have amended or enhanced the scope of the project through the years were also included in this review.

To reaffirm the base-line for the evaluation, briefings were held with US/AID Officials in order to ascertain their understanding of:-

1. The goal of the project.
2. Progress to date.
3. Achievements and problems brought to their attention.

At those briefings they were also invited to make any suggestions on the evaluation methodology to be used during the following weeks.

Upon completion of the initial stage, briefing sessions were held with key Ministry staff. The purposes were four-fold:-

1. To be introduced and to explain the evaluation purposes.
2. To present the methodology to be used and elicit suggestions for possible revision.
3. To emphasize the importance of their participation in light of the time limits of this mission.
4. To establish a one-to-one relationship with each track coordinator and other key officials who would in large part be providing the data for the evaluation.

Part II - Evaluation Methodology (cont'd)

Since construction and community development are an integral part of the project, a week was spent in field visits to schools, construction sites, and other appropriate locations involved with each track. This provided a visual base-line for assessing how the project was progressing and how it would ultimately integrate within the resources of the community.

Another important element of the methodology was a series of intensive and detailed interviews with track coordinators and other staff. The purpose of the interviews was to measure and record:-

1. Progress as outlined in each logical framework.
2. Integration activity within the Ministry structure and education system.
3. Their analysis of achievements and problems.
4. Recommendations for each track.

A format for reporting was developed and is presented in Section IV.

Preliminary findings and recommendations were orally presented to the Ministry of Education and US/AID in separate exit interviews for each.

This final draft incorporates the feedback from the Ministry and US/AID Officials, as appropriate.

A. PROGRAM RELATED RECOMMENDATIONS

1. That the project period be extended for one year pending submission of a justifiable comprehensive implementation plan with appropriate time frames.

Educational implementation plans, under the best of circumstances, require long lead times. Faced with severe shortages of qualified staff and delays in construction, the one year slippage in implementation is understandable.

Without the one year extension, there could be no comprehensive implementation phase on the instructional/classroom improvement component which is in fact a major objective of the project.

No additional funds would be required and no significant new activities would be started. The additional time would however, provide the project with a year of planned implementation and data for future planning of rural projects.

2. That long term technical assistance be arranged to work with these policy officials responsible for the implementation and continuation of project activities.

Success of the project is dependent upon the integration and adoption of the innovations developed under the project's aegis. Technical assistance can provide the catalyst to coordinate the activities of the various Ministry Divisions.

A principal objective for the technical assistance should be increasing the skills of Ministry personnel to continue the management and coordination of rural education.

3. That an analysis be made of personnel needs and that action be taken based on the result of the analysis. This analysis should assess not only the number of personnel needed, but also the kinds of personnel as related to management and educational responsibilities.

Division chiefs need supporting professional/technical staff to provide the basis for continuing the sub-components at the conclusion of the project. Such personnel are now in short supply. In fact, Division chiefs should assume the role of Track Coordinator.

Track Coordinators have not been integrated into the regular structure of the Ministry.

PART III

GENERAL FINDINGS AND RECOMMENDATIONS

As a recent visitor to Jamaica, one cannot be unimpressed by the physical and social challenges facing this new Nation. The delicate balance between the preservation of values and life style that are precious, and the need for some planned economic and social modernization is a living concern of every Jamaican I met. These impressions cannot help but be the framework within which I gauged the thrust of an educational innovation within rural Jamaica.

The project, despite its many headaches, has in recent months brought renewed enthusiasm. A major portion of the project activities dealing with bricks and mortar are well under way. Elim is open; construction on Passley Gardens Complex has begun; Primary and Continuing Education Centres are under way. Barring unforeseen problems - most, if not at all - physical plant objectives should be met according to the projected schedule.

With the improvements of the physical facilities underway, it is now important to realize the project is entering into a "second phase". The emphasis should therefore shift from the physical plants toward classroom instructional improvement, community development, and further improvement of the management systems.

The "second phase" is pivotal in achieving the ultimate success of the project and the MINED is embarking upon this stage with a record of laudable achievements from the first phase.

The findings and recommendations presented in this section primarily address themselves to this second phase in the hope that the MINED and US/AID will find them useful. Recommendations are subsumed under topics :-

- A. Program Related Recommendations
- B. Recommendations on Institutionalization within the Structure of the Ministry of Education
- C. Other Recommendations

B. RECOMMENDATIONS ON INSTITUTIONALIZATION WITHIN THE STRUCTURE OF THE MINISTRY OF EDUCATION

1. The process of fitting all program activities within Ministry of Education Offices needs to be accelerated with one Ministry Official given the responsibility, authority and time to direct implementation of project policies.

The gains made by the project will be lost unless there are plans for their continuance. This is especially true for such innovations as Continuing Education/Community Development and Agricultural Education.

Identification of proper placement for personnel and budget development require long lead time and a knowledge of Ministry management processes.

Many of the project decisions remaining to be made are policy related and cut across the divisional lines.

The transfer of project functions to those Divisions not now directly accountable for implementation (e.g., the Schools Division) will require administrative and integrative attention.

2. Major effort should be placed in ordering priorities and tracking the stated goals of the Educational Development and Demonstration Centre (EDDC).

A major project goal is the development of an Educational Development and Demonstration Centre which will provide data for educational planning. The data would relate to (1) educational information analysis, (2) personnel development, and (3) systems development.

While there has been some progress, the goal will not be reached without a greater allocation of material and human resources.

Implementation of a fully functional EDDC is essential if the Ministry is to improve its decision making capability and thereby improve the Jamaican educational system.

Action steps necessary include :-

- a) A policy decision that this activity is vital and will receive high priority.
- b) Development of a realistic plan and time frame for

C. OTHER RECOMMENDATIONS

1. That all program fiscal records and financial accounting be kept current and consistent between the Ministry and US/AID.

Project management and allocation of resources are extremely difficult unless managers are knowledgeable and current about their available resources both human and fiscal. It is important to note that US/AID has recently taken measures indicating their desire to correct this problem.

2. That the expenditure plan be revised in accordance with policy decisions made at the Ocho Rios Retreat (January 10 - 12, 1979).

The Retreat, attended by all significant policy makers relevant to the project, committed itself to examining all expenditures by track and function in order to establish priorities for the remainder of the project term.

This effort at coordinated budget planning should be encouraged.

3. That there be sufficient personnel hired to assist in the acquisition of equipment, supplies, materials and other items.

The proper requisitioning and expenditure of funds will not occur unless expertise and manpower is provided. Existing staff do not have the time or expertise to perform this function.

4. That US/AID offer more timely and consistent consultation to Ministry Officials on contract fiscal, administration and regulations interpretation. That this assistance be available as needed by the project in response to the specific enquiries of Ministry personnel.

Ministry Officials have experienced a certain sense of frustration about the apparent lack of consistent interpretation of US/AID rules and regulations and contract administration. Some of the frustration have revolved around contract procedures for construction, local purchase options, and other technicalities in meeting the requirement of the contract.

PART IV

INDIVIDUAL TRACK REPORTS

In order to simplify the reporting of complex and overlapping activities, a common format was followed. Each of the five track reports provide information in the following areas:-

1. Progress measured against appropriate Logical Framework Elements
2. Integration of the activities within the Ministry of Education Organizational Structure
3. Special Achievements and Problems
4. Recommendations

In some instances, due to the sequential aspects of project development, certain tracks had not reached, or perhaps even begun on a given objective. In such instances, obviously no progress data was available.

Individual Track Report 'A'

Continuing Education

Logical Framework

GOAL

*Utilizing human educational resources to improve the quality of life of rural inhabitants and bring about an increase in the material, social, cultural and physical well-being.

— Goal is still valid and appropriate.

PURPOSE

*To provide the opportunity for education in a broad sense to rural inhabitants using non-formal approaches :

*To develop the Ministry of Education's managerial organizational and professional infrastructures for future development:

*To stimulate community development through the program :

Purposes are still valid and appropriate.

OUTPUT

*By end of project regional centres and sub-centres will have trained significant numbers of rural people in a variety of skills which will result in improved quality of life in these communities :

— Includes more than training, need for broader educational aspect such as literacy, basic mathematics, skills, etc.

— Training and education is on target.

INPUT

*To provide equipment, materials, staff, technical assistance, training and community matching funds as an essential part of program implementation :

— Still appropriate and needed.

INDICATORS

GOAL

* Measurable increase in the productivity of rural sector, in per capita income, percentage contribution to GDP. Individual and community participation in social, cultural and sporting activities and associations.

- Productivity and increase of GDP not measurable at this time.
- Observable increase in community participation in the six sub-centres that are operational.

PURPOSE

* Establishment of 18 Sub-Centres and 3 Regional Centres offering non-formal educational programs to teach skills and to increase employment potential of inhabitants. Also to develop self-sufficiency for improvement in living conditions, housing, health, nutrition skills:

- 6 Sub-Centres are operational
6 will be identified and operational by end of April
6 (last six) will be identified and operational by end of December.
- Establishment of the 3 Regional Centres has been frustrated by buildings not being ready. (Elim and Passley Gardens. Facilities at Dinthill are not satisfactory.)
- Courses and activities in the existing 6 Sub-Centres are being offered. (See 'Output' below)

OUTPUT

* By end of project 5,000 participants will have been trained through the Regional Centres and 18 Sub-Centres:

- Six Sub-Centres have trained at least 600 trainees in a number of activities. Activities/classes have been conducted in the following subjects -

Language	Embroidery	Home Economics
Reading	Fabric Print	Woodwork
Mathematics	Dressmaking	General Cultural
Agricultural & Health	Straw Craft	Programs

The project goal of 5,000 participants is feasible

INPUT

* 8 Advisor years of technical assistance :

- Have used approximately 18 months of advisor technical assistance. It is anticipated that full three years will be used by end of project. Technical assistance used in future will emphasize specialized skills.

* 10 Participant years of training :

Approximately 7 participant years have been used to present. It is anticipated that all ten years will be utilized. Would like to concentrate on in-country participant training.

* Equipment, materials and supplies :

- Equipment for Victoria Sub-Centres ordered. Phasing problem in this area since other Sub-Centres have not been set up. It would be premature to order supplies since the Community Councils should determine the programs and therefore the supplies needed. If time constraints get too tight, consideration should be given the extension of time or local purchase.

* Renovation and modernization :

- Victoria Sub-Centre is completed and operational.
- Physical plant survey for other 5 Sub-Centres are completed. Construction is expected to begin by December.
- A technical officer to help plan additional Centres is now available. This additional help should speed up construction considerably.
- Six Centres at St. Elizabeth should be started by April.
- It is anticipated that all sites will be identified and operational by end of project time.

Continuing Education

Integration within Ministry/Education System

1. The Continuing Education/Community Development Track is the least traditional and therefore will be the most difficult to fit into the normal Ministry of Education Structure.
2. However, many Continuing Education objectives/goals and functions are also contained within the scope of the Primary, Secondary, and Teacher Education tracks. In order to preserve the unique contribution of this track, allowances must be made for the cross cutting aspects so that each track appreciates and re-enforces the overlapping nature required to reach the project's ultimate goals.
3. Continuing Education track personnel have developed an organizational scheme with recommendations for integration at each level.
4. It is suggested that these and other similar documents be used as the basis for organization placement within the Ministry.

Continuing Education

Analysis of Achievements and Problems

Achievements

1. Has caused certain Ministry and field personnel to examine concept of education from a non-traditional point of view.
2. Has shown how schools can be involved in after-hours community development.
3. Ministry has become more aware that education is a life long process.
4. Ministry has become more aware of the inter-relationship of the many agencies and organizations that are involved in common development and is working better with them.
5. Has increased means by which community people can achieve learning - upgrade their way of life.
6. Has helped communities organize themselves to better their lives.

Problems

1. No technical assistance for first 20 months.
2. Shortage of personnel has been a continuing problem affecting deadlines, etc. Would have been much further ahead in this track if technical assistance had been available earlier.
3. General line/staff relationship reporting to two officers - has been a continuing problem (Project Division and Planning Division).
4. Buildings not completed on time.
5. Logistical support - uncertain and unreliable, such as telephones (none of 6 Sub-Centres can be reached by 'phone), duplicating, transportation, equipment.
6. Low salary scales make it difficult to recruit and retain quality staff.

Continuing Education

Recommendations

1. Establish an official of Continuing Education within the regular ministry Structure.
2. Adequate staff in number and quality (qualifications should include experience as well as formal training) should be hired.
3. People now being trained should be suitably placed upon return.
4. Proper logistical support should be provided, i. e., transportation, supplies, equipment, etc.
5. That a strategy for national development of Continuing Education be formulated.

Individual Track Report

Rural Primary Education

Logical Framework

GOAL

- * Develop quality of life in rural Jamaica through the medium of education.

Goal is valid and appropriate.

PURPOSE

- * To demonstrate how to improve the quality of education in All-Age and Primary schools by experiments in six schools operating under varying geographic conditions:

- Purpose was valid and appropriate. Six schools were manageable assuming adequate staff was attained, which was not. Geographic spread of school locations increased staff travel time between sites.

OUTPUT

- * Basic curriculum in content and

- Major rewrite of curriculum adopted in 1972 is in process. Workshops and seminars provide important teacher input.
- Thorough review and modification of curriculum resulted from a three-week residential workshop in 1977 attended by some of Jamaica's top teachers.
- 1977 modification is being used as basis for geography specific curricula tailored for each of the six project schools.
- A draft curriculum for all Primary schools will be ready by March 1979 with heavy involvement from the six project schools.
- Results of the revised curriculum will be disseminated throughout the entire system with workshops sponsored by the project.

OUTPUT

* Upgraded level of teachers in six schools:

- Workshop for upgrading teachers' skills held although still more are needed.
- Plans for small seminars completed for Primary School Centres. By end of project, average teacher should have attended 24xtwo-hour seminars plus 3xthree-week seminars.
- Instruments for measuring pupil achievement, classroom observation, and material evaluation were developed.

* Institute capabilities for a variety of media and methods :

- Basic visual aids, including television, in place in the schools. (Maintenance is problem.)
- Making some progress in attempts to tie Primary Curriculum into Educational Broadcasting Service.

* Development of Research :

- Negotiations with Research Unit still incomplete. Priorities for areas in which research is needed has not changed.

* Develop Guidebook and Handbook on Maintenance :

- Plans postponed until summer when technical assistant arrives to assist in projects.

* Train teachers, technicians and teacher trainers :

- Monthly coordination meetings have been established to better integrate teacher training and participation.
- A calendar covering the entire academic year is now being planned.

INPUT

* Core Curriculum Committee :

- Workshop system replaced and abolished the need for Core Curriculum Committee.

* Educational Development and Demonstration Centre :

- EDDC is in blueprint form awaiting approval contract by US/AID.

* Furniture and Equipment:

- EDDC equipment not ordered pending contract approval.
- Primary school order list completed but needs to be ordered.

* Training and technical assistance:

- Three persons on a 3-month fellowship
- Three persons on long term training
- Major program need not designed in scope of project is short-term training for supervisors, curriculum developers, evaluators and community development.
- Lacks technical assistance in materials development to help schools adjust curriculum to local needs and life.

* Evaluation :

- Ministry of Education and the six experimental schools conducted informal needs assessment. Due to inability to validate survey instrument, results were not published.

INPUT

* Personnel :

- Budget may need readjustment to allow for more short-term task specific technical assistance.
- Technical assistance should focus on persons better able to relate to local problems and local staff.
- Ministry must take stronger role in coordinating activities, particularly in remote rural areas.

INDICATORS

GOAL

- * Reduced employment levels, increased productivity, greater overall contribution by the rural sector to GDP, improved rural living standards, lower birth rate.

PURPOSE

- * Primary system staffed with more adequately trained teacher graduates provided with merchantable skills for employment or improved capacity for higher educational experimentation. Findings will add to greater efficiency.

OUTPUT

- * Increased annual output of trained Primary teacher participants returned to staff curriculum development program. (See Rural Secondary Education Sub-Project.) Six fully-staffed Primary experimental schools with Rural Education speciality. Annual turnout of more than 300,000 Primary school graduates with greatly improved skills. Decision on programs to maximize school facility.

INPUT

Technical assistance, participant training:

- Less than one year of technical assistance used because one long term assistant was unsuitable and two others were available only for short-terms.

Materials and Equipment:

- Delays due to administrative problems on the part of both parties to the contract.

INPUT

* Renovation, remodelling and mode

- Delays due to need for design and construction technical assistance.

* Increase in number of trained teachers in six schools:

- Upgrading pre-trained teachers seemed to be a more viable option to starting to train totally new teacher

Rural Primary Education

Integration within Ministry/Education System

Integration of this track within the Ministry System has had some significant successes. This is, to a large extent, due to the foresight of the Track Coordinator and supporting staff. Some of the positive integration activities are as follows:-

1. The Curriculum for the pilot schools is an adaptation of the regular Primary Curriculum rather than a totally new one.
2. Elements of the adapted Curriculum is planned for use in the total system. The Track Coordinator and other officials of the Ministry have begun discussions in order to develop a more formalized integration process.
3. Project has given Ministry staff an opportunity to work across division lines. This has been helpful in day-to-day problem solving.
4. A planning session this summer between the operations staff, "supervisors", etc., and the project staff will be held. Discussion on how the supervisors and the Curriculum experts can work together in assessing the schools in the teacher training seminar to be held in February, with a conference to be held in June 1979.

Rural Primary Education

Analysis of Achievements and Proc

Achievements

1. Parents and other community people have developed a renewed interest in their schools. Mobilization of communities for educational support, if carefully nurtured, may turn out to be one of the most positive gains in this track.
2. School personnel are, on the other hand, taking a more active interest in the community. This interest is felt as a positive force by the communities.
3. Teachers are more stimulated and enthusiastic about their work.
4. Teaching skills have been improved through planned workshops.
5. The Curriculum has been refined and localised for each of the six areas.
6. Workshops are having a positive effect on others, besides the pilot schools by inviting teachers as participants.
7. Curriculum materials developed are being used by other units in the Ministry in a manner which had not been anticipated. Consideration is being given in the use of the assessment packages for schools other than those in the pilot.
8. A magazine has been started, done by teachers for teachers.
9. Personnel at the site level have had skills upgraded through a series of workshops.
10. The ve t Primary Education was selected as one of the tracks has been a morale booster to staff.
11. High visibility of physical plant has had a positive effect on staff and community.

Problems

1. The major problem throughout the project has been the lack of adequate staffing. Many problems, frustrations could have been minimized or avoided altogether if adequate staffing were available.
2. Schools/communities need to know that there will be a follow-up to their suggestions in a timely manner. Red tape and time delays are causing morale problems and stifling initiative. For example, teachers have worked on a journal "Look and Learn" but it has not been printed for lack of paper. The content will soon be outdated and the good work and enthusiasm lost.
3. Physical facility improvements that have been promised should be fulfilled as soon as possible. Much planning goes into these requests and great frustration and disenchantment set in when promises as perceived by the local communities are not kept.
4. There is a need to improve teacher and principal skills in community development work. There seems to be a considerable amount of overlap between these Primary and Continuing Education tracks. Function/role definition is needed.

Rural Primary Education

Recommendations

1. Skill development of school site personnel should be a top priority. Positive residual effects for system would be greater.
2. Training monies should be shifted to participant short-term skills building.
3. Technical assistance should concentrate on short-term specific skills building for site personnel as the goal.
4. Better documentation of the pilot process is needed so that others may take advantage of the lessons learned.
5. Formal college credit course for workshops would be a good morale booster. Should be looked into.

Individual Track Report 'C'

Rural Secondary Education

Logical Framework

- GOAL** *Improve quality of life in rural Jamaica.
- Goal is valid and appropriate.
- PURPOSE** *To construct two Agricultural Vocational High Schools and expand one existing Technical High School in order to provide trained agricultural manpower.
- Purpose is valid and appropriate.
- OUTPUT** *Two Vocational Schools for Agriculture and Home Economics constructed and one expanded (also to serve as Continuing Education Regional Centres)
- Elim to be operational by February 12, 1979 and fully operational by September 1979.
 - Passley Gardens construction is started.
 - Facilities for the Continuing Education Regional Centres in plan. More coordination with Continuing Education Track nee
- *Teachers trained.
- Teacher training conducted at a number of United States Institutions of Higher Education.
 - Additional selected training necessary, especially in the area of farm mechanics for Dint Hill.
 - Additional in-service training courses for agricultural teachers also needed.
- *New Curriculum and methodology developed.
- Curriculum developed with use of technical assistance of Mr. Holcom from Texas A&M. Term of the technical assistance was for three months and considered to be of high quality.
 - Curriculum will be modified for use at Passley Gardens.

Individual Track Report 'C'
Continuing Education - Logical Framework

***Personnel**

- Personnel needs were not met.
- The project coordinator responsibilities were, in effect, added to regular duties even though a replacement was authorized to be hired. Attempts to hire a replacement for track coordinator were unsuccessful

INDICATORS

GOAL

- *Improved income to those in agriculture
- *Budgeting and money management.
- *More nutritious meals using local products.
- *Improved agricultural potential and capability of rural communities.
- *Increased agricultural production
- *Preservation of agricultural products by processing and storage.
 - Not measurable at this time.

PURPOSE

- *Graduates of Vocational Secondary Schools to fill demand in agricultural agencies, teaching, agro-business, food processing, agricultural mechanics. Graduates entering farming.
 - Still valid and needed.

OUTPUT

- *700 trained graduates by end of project.
- *Upgraded agricultural teachers.
- *Extension agents.
 - Not measurable at this time-phase of the project

INPUT

- *4 advisor years of technical assistance.
- *20 participant years of training, materials and equipment, construction, renovation and remodelling.
 - Not measurable at this time

MEANS OF VERIFICATION

GOAL

- *Follow-up evaluation studies to be conducted at end of loan period for comparison with pre-project status.
 - Not measurable at this time.

Continuing education - Logical Framework

INPUT

*Agricultural Educational Sub-Committee with personnel from Ministries of Education and Agriculture, University of the West Indies, Jamaica School of Agriculture and Commodity Organizations.

- The Committee did not function. Individual members interviewed by Mr. Linton Williams and Mr. Holcomb in order to obtain ideas on the curriculum. Other individuals also contacted for advice on the curriculum content.

*Equipment, furniture, materials and supplies, land and funds.

- Approximately 98% of the equipment ordered for Elim; 90% for Pansley Gardens.
- Furniture ordered.
- Most materials and supplies ordered (library books and chemicals still need to be ordered).
- Land purchased and all furniture ordered.

*Technical Assistance

- Some technical assistance used for teacher training and curriculum development. Additional technical assistance should be short-term in key areas where expertise not available in Jamaica.
- Consideration should be given to using some of the technical assistance for additional participant training especially for classroom teachers.

*Participant training

- More participant training is needed in the area of staff upgrading. Most of the remaining training should be local and unique to the particular job. General need for staff upgrading is still great.
- Short-term training has not been extensively conducted because most of the staff has not been selected.
- The track coordinator is planning a number of in-service seminars and workshops for each of the three schools. Attendance at conferences such as Future Farmers of America is also being planned.

*Research

Track coordinator feels that agricultural experimentation should be the top priority rather than general research. Further discussion and definition of research and experimental type activities needed for this track is recommended.

Individual Track Report 'C'
Continuing Education - Logical Framework

PURPOSE

*Graduation records, teacher studies on placement.

- Not measurable at this time.

OUTPUT

*Examination of student records at three Agricultural Education Complexes. JSA examination results, Continuing Education Centre records, Ministry of Agriculture records.

- Not measurable at this time.

INPUT

*Annual evaluation reports, technical assistance advisor reports, Continuing Education Centre reports.

- Not measurable at this time.

ASSUMPTIONS

*Continuing economic/political stability

*GOJ will continue support for rural agricultural development programs utilizing all available human resources.

*The non-formal education process cannot adequately provide the type and level of training needed and that there is no existing formal institution to provide required training and that GOJ development strategy requires this training.

*Sufficient 9th Grade graduates who have suitable qualifications in agriculture and who have been tested as to interest in agriculture.

*Personnel will be available for training as teachers and for Curriculum Development.

- Not measurable at this time.

Rural Secondary Education

Integration within Ministry/Education System

1. It would seem that the activities in this track will fit into the regular Ministry structure with minimum problems.
2. The plant facilities, instructional program, and supervision can be absorbed into the existing structure.

Rural Secondary Education

Analysis of Achievements and Problems

Achievements

1. Facilities to offer new type of Secondary Agricultural Training will now be available
2. Students will have more career choice and opportunities in agriculture.
3. Initiation of this track has given agriculture new prestige within the system, and made agriculture as a career choice more honourable.
4. Has provided first organized agricultural outreach program radiating from school to the community.
5. Community development has been enhanced.
6. Has improved lines of communication between Ministry of Education and Ministry of Agriculture. May enhance cooperation between the two agencies in the future.
7. New schools can serve as resource centres for improvement of community quality of life.
8. Participant training opportunities have been morale boosters for teachers.

Problems

1. The major problem was and still is the lack of personnel. It is unreasonable to expect personnel to pick up major new responsibilities and perform all of them well. Many problems could be avoided if the necessary staff were hired.
2. Time lines for major project activities were not realistic.

Rural Secondary Education

Recommendations

1. That any new additional equipment be purchased through Jamaican agents, so that servicing can be available locally.
2. That monies be set aside for spare parts. This is especially important for equipment bought directly from U.S.A. suppliers.
3. Loan period should be extended for one year, to November 1981. (Time lines for getting schools built and operational are too tight.)
4. Lines of authority and decision making for the project need to be clarified.
5. Concentrate on finishing buildings on time.
6. Needs assessment of staff upgrading be made and monies be made available for the training programs

Individual Track Report 'D'

Teacher Education

Logical Framework

GOAL

- * Develop quality of life in rural Jamaica:
- * Universal Primary Education.

SUB-GOAL

- * Provide a teaching force which will meet the quantitative and qualitative needs of Primary and All-Age Rural Education:
 - Long-term and valid.

PURPOSE

- * To provide additional teacher training facilities with special emphasis on rural education:
 - Long-term and valid.

OUTPUT

- * Phase 1
- * Working party established, base documents prepared:
 - A Committee was established to assist in the planning. Activities of the Committee included the following:
 - Formulation of objectives.
 - Formulation of curriculum goals for college.
 - Questionnaire was prepared and in order to determine how college was to be set up. This led to an educational plan and educational specifications for the architects to consider in designing the facility.
 - Input meetings were held with various disciplinary areas.
 - The base document was prepared out of the Committee findings.

OUTPUT

* A Teacher Training College constructed:

- Construction has begun at Passley Gardens. Completion target of July 1980 seems realistic, if no unforeseen problems occur.

* A 3-Year Teacher Training Program:

- Five persons were identified for training in U.S.A. in selected aspects of Teacher Education.

All participant trainees have agreed to teach at new College.

- Curriculum construction behind schedule but Grace Euweka prefers to have trainees to return so that their expertise can be used. Agree with this proposal.
- A One-Week Curriculum Workshop is planned for this summer. Dr. Robert Howsam will be hired as Continuing Curriculum Consultant.
- Conference to be held on February 26, 1979, to further explain Passley Gardens concept to other teacher training institutions.
- Curriculum to be further developed this summer when trained people return. Will still allow one year for work on the Curriculum.

* Trained staff for college:

- Five teachers receiving training in U.S.A.
- Need an expert trained in community development.
- Will need short-term consultants to help in training Passley Gardens staff. Should be experts in specific subject matter areas.
- Additional staff will need to be recruited and/or trained. Analysis of total personnel needs should be done.

Individual Track Report 'D'
Teacher Education - Logical Framework

OUTPUT

- * Evaluation reports on training program prepared
 - None prepared as first person has just recently returned from training.
- * Trained teachers :
 - Not measurable until school has been in operation and turned out its first graduates.
- * Community outreach programs developed :
 - Community members were involved in the initial planning. Rural Primary Principals have been invited to workshops to help keep dialogue alive. Plan to train/hire a community specialist. Coordination with Continuing Education track needed.
- * Relevant research projects completed :
 - No relevant research projects completed.
- * Phase 2 (After 1981)
 - * Upgraded Primary School teachers in areas serviced by the College :
Trained higher level Primary Education personnel in areas serviced by the College :
 - Not applicable after 1981.

INPUT

- Working party :
 - Working party established and the necessary base documents were produced.
- Curriculum Committees :
 - Groups were established to work on Curriculum.

INPUT

* Technical assistance for base documents for working party, staff training, evaluation of college program, other areas identified by working party :

- A number of short-term consultants were hired.
- Short-term help is planned for staff training and subject matter workshops.
- Dr. Robert Howsam will be returning to conduct some workshops.

* Construction funds :

- Construction was delayed for a number of technical reasons; however, most problems seem to be solved. Separate analysis on spending schedule for remainder of project needed.

* Equipment:

- Equipment lists are being prepared - need to be completed.

* Participant training :

- Reported in previous sections.

Teacher Education

Integration within Ministry/Education System

1. Integration of Curriculum has gone well because Grace Mweka had planned for it from the beginning. Her position and foresight have made it possible to use the pilot schools to further refine and localise the National Curriculum.
2. Integration with other Teacher Training Institutions has not been achieved. Cooperation has occurred but has not resulted in any institutional changes.

Conference will be held on February 26, 1979, which will involve all Teacher Training Institutions as well as Ministry staff. Primary purpose of the conference is to obtain further support for integration and improved coordination.

3. Next necessary steps include:

Articulation of Curriculum with the two new Technical Schools.

Experiment in new cooperative models with other Teacher Training Institutions and Secondary Schools.

Teacher Educator

Analysis of Achievements and Problems

Achievements

1. Translation of Committee Educational ideas into architectural plans for buildings.
2. Community has been involved in planning Passley Gardens.
3. Cooperation of Tertiary Institutions has been lukewarm but at least project is forcing some interchange.
4. Type of Curriculum being planned, with community involvement, will be a major new achievement. Will call for development of all-round skills in students.
5. School, as envisioned, will turn out Rural Education teachers with new attitudes and skills.
6. Project and Ministry staff have learned new skills by being involved in project. "Development of personnel is one of the most exciting part of project" (Grace Euweka)
7. Anyone returning from training must give a series of seminars on what has been learned.

Problems

1. Lack of staff/personnel support has presented serious problems. Existing staff have taken on project responsibilities in addition to their regular duties thus causing missed deadlines, lack of proper planning time, etc. Staff to be highly complimented for their willingness to tackle the extra work. Without this fine attitude, project successes would have been minimal.
2. Selection of additional staff is an important element for success of the College. Need to seek and/or train persons with right attitudes and skills. Much attention needs to be given to this aspect of the program.
3. Equipment and supplies need to be ordered. Personnel assistance is requir

Teacher Education

Recommendations

1. The fact that the present Track Coordinator has additional positional authority within the Ministry has allowed for flexibility in implementation of project activities. It is recommended that this authority and flexibility be extended to all tracks.
2. Provide sufficient personnel for successful completion of program goals.
3. That special emphasis be given to the classroom quality control as the Teacher Education track enters into the instructional phase.
4. The Ministry should consider a stepped-up effort in in-service training of pre-service teachers so that they may become fully certified.

Individual Track Report 'E'

Management, Planning, Research & Development

Logical Framework

GOAL

*Development of human resources with specific emphasis on improving the quality of life in rural Jamaica;

- Goal was and is appropriate.

PURPOSE

* To provide the Ministry of Education with an improved capability to fulfill its role as the constitutional centre for national education development and operation, and to manage limited resources effectively:

- Purpose was and still is appropriate

OUTPUT

* Management

* Fill key staff positions

- Lack of sufficient personnel has been one of the major deficiencies of the entire project. It has been difficult to hire and keep good personnel; Salaries seem to be too low, process for hiring cumbersome and not responsive to project needs.

* Establish Ministry-wide development program in areas of inspection, supervision, finance:

- Have established five regional offices with some delegated some responsibilities (primarily recommending). Very little progress is discernable in streamlining of financial procedures. Budget building process seems to be adequate but there does not seem to be any provision for regular reports back to users.

* Gather and use management data:

- Objective not met as key staff were not available to develop Managerial Information System. Some attempts were made to design and implement a system, but with minimum success. Failure to improve data base for decision making is a major shortcoming of the project.

Individual Track Report 'E'
Management, Planning, Research & Development
Logical Framework

OUTPUT

* Create effective school and Ministry plant maintenance and repair system:

- Not a Ministry of Education primary responsibility. Question this as valid output.

* More effective coordination procedures:

- Little was done on this objective until it was emphasized by current Minister. Evidence that this output might now be met.

* Improve financial management capability:

- Ministry has made some attempts to improve fiscal internal system but has been severely restricted by external forces. Control of fiscal procedures not within control of Education Ministry

* Planning

* Improve procedures for determining data needs, gathering and analysing:

- Some improvements were made at beginning of project but there was no follow-up due to lack of staff. Benefits of initial efforts, for the most part, have been lost.

* Improve staff capability in areas of:

- i) education statistics
- ii) systems analysis
- iii) knowledge production and use
- iv) guidance and counselling

- Attempts at improving staff capability have been made but personnel have come and gone so that net gain is minimal. A few staff members are presently in training. No on-going system of staff improvement has been developed

* Research and Development

* Improve staff ability for research:

OUTPUT

- A few workshops on research were conducted for key sections in Ministry. No on-going system for improvement is evident. Staff members have picked up skills by working on the project. On the job experience have provided one of best staff learning opportunities.

‘Develop procedures for contract research:

- Procedures have recently been developed and accepted by the Ministry and AID.

‘Develop research policy for Ministry:

- A Research Council was established composed of various Agencies but no evidence that the Council has functioned in any significant manner.
- A number of non project research projects have been conducted by the Research Unit, with the program acting as a catalyst. Related research projects include:
 1. Vocational Tracer Project for Secondary Schools
 2. School Attendance Study
 3. Survey of Handicapped in Schools and Community
- This Unit also suffers from lack of trained staff and very few if any, of the planned project research activities have been conducted.

* Establish Education Resources Information Centre:

- The Information Centre is in process of being established. ERIC has been installed and other objective activities started. Availability of staff is a key factor on whether this goal will be reached.

Management, Planning, Research & Development
Logical Framework

OUTPUT

* Assessment and Evaluation

* Develop capability to improve existing assessment instruments and procedures:

- No evidence of increased capability other than the training of one staff member. Only two persons in section. No institutional process for improved capability is evident.

* Develop capability to create new assessment systems for each curriculum area:

- No evidence of increased capability in the development of new systems. Some staff training (one person plus some in-service) but no systems development capability for each track.

* Development & Demonstration Centre

* Build Educational Development and Demonstration Centre

* Acquire facility for storing, retrieving and using information.

* Acquire facility to develop and test curriculum materials

* Establish facility for training programs with modern international materials.

- Will start construction in July. It is anticipated that the facility will include the sub-components listed. Again, immediate planning and personnel for the activity are essential.

INPUT

* Needs assessment on staff, procedures, data:

- A needs-assessment had been conducted. Was not able to obtain copies of the needs assessment documents.

Individual Track Report 'E'
Management, Planning, Research & Development
Logical Framework

INPUT

- * Technical assistance, long-term short-term
 - One long-term technical assistance person hired (Joost Yff). His work has, by all reports, been excellent.
 - Some short-term help was hired for workshops.

INDICATORS

GOAL

- * Greater number of students enrolled for specialized and relevant types of training - with special attention to students from rural areas:
 - Goal still relevant.

PURPOSE

- * Ministry-wide professional development training program:
 - Some work was started but not completed or carried out, since training officer left the position is still vacant.
- * Ministry re-organization and new procedures implemented:
 - Not able to evaluate. No significant evidence of re-organization or procedures implemented due to project.
- * Better statistical base, upgraded finance planning, projects and building divisions:
 - No evidence of achievement in this area.

OUTPUT

- * 60 Key positions (approx.) number of professional upgrading programs. Number of on-going training programs:
 - Since the EDDC has not been built it is difficult to assess this area. Some programs are being conducted, but apparently not as part of a general plan. It is planned to consolidate these activities within the EDDC.

OUTPUT

* Number and quality of research projects :

* Number of contracted research projects :

- Process for contracting out research has just recently been approved by Ministry and US/AID. No contract research done yet, but plan to start soon, now that procedure is accepted.
- There are currently seven research projects being conducted by the unit, but not as part of the project.

* Number of users and kinds of information :

- No formal records have been kept of those using the Information Centre. Increased use is, however, evident as the project progresses. Types that use the Centre include Ministry Officials, college and university teachers.

INPUT

* Assessment of the Ministry's seven (7) Divisions :

- It was indicated that 3 out of 7 Divisions had been assessed. Suggest that these assessments be reviewed.

Management, Planning, Research & Development

Integration within Ministry/Educational System

1. Goals/objectives and activities of this track are designed to improve all aspects of the Ministry's functions, both formal and non-formal.
2. These goals/objectives and activities will, if carried out as planned, ensure integration within the Ministry Organizational Structure.
3. Major recommendations on the importance of completing these goals are made under Part II of this report.

Management, Planning, Research & Development

Analysis of Achievements and Problems

Achievements

1. Re-organization of Registry and equipment and process for micro-filming records, correspondence, etc., in being installed.
2. Registry staff have picked up a new sense of purpose. Activity has improved the morale of staff.
3. More directors realize that effectiveness of their own division affects total effectiveness of the Ministry.
4. Ministry personnel seem to be more sensitive to importance of research in their day-to-day decision-making process.
5. Planning Division is being utilized more by line managers for on-going data and staffing needs.
6. Participant training has had a positive effect on opportunities for upgrading.
7. Training needs assessment has been used by Ministry of Public Services and as a result courses in financing and accounting, secretarial, and general management have been offered.

Problems

1. Personnel who are responsible for implementing activities were not involved in the initial planning. Planning Division was under time pressure to produce detailed implementation plans so appropriate people were not consulted. Lack of consultation led to serious problems in getting line managers to assign a high priority to project activities.
2. Lack of personnel, as in all tracks, has meant that deadlines have been missed and certain activities not accomplished.
3. Lack of personnel has affected track's ability to utilize technical assistance to the extent desired. A decision was made that it is not productive to hire technical assistance particularly in the tracks unless there is a Jamaican counterpart which was, in my opinion, a proper decision.

