

3670228(5)  
 PD-AAD-065-G1

LABOR AND MATERIALS UTILIZATION AND DEVELOPMENT

Year	1973	1974	1975	1976	1977	1978	1979	1980	1981
73	242	245	24	27	2	2	2	2	2
74	265	180	2	2	2	2	2	2	2
75	2	2	2	2	2	2	2	2	2
76	2	2	2	2	2	2	2	2	2
77	2	2	2	2	2	2	2	2	2
78	2	2	2	2	2	2	2	2	2
79	2	2	2	2	2	2	2	2	2
80	2	2	2	2	2	2	2	2	2
81	2	2	2	2	2	2	2	2	2

*[Handwritten signatures and dates]*  
 1/23/75  
 1/23/75

This document is correct as filed by M.D. 1027 and therefore does not require further D/W approval.

DATE	INITIALS	NAME	POSITION

As stated in the covering airmgram the Mission considers, this PRCP revision to be "minor" as defined by Manual Order #025.1. Hence, we are noting only those sections of the original PRCP which should be changed.

### III Findings

- A. Statement of Purpose: to institutionalize a process by which educational materials are developed, refined, tested, revised, and used in public school classrooms in conjunction with pre-service and in-service teacher and supervisor training at the IOE and curriculum development at the CDC. Mathematics and science are to be the primary subject matters for developing this process.
- B. Conditions Expected at End of Project:
  1. A curriculum evaluation system coordinated by the CDC, and assisted by the IOE, will have been developed with descriptive material and evaluative documents produced and tested out.
  2. A research mechanism capable of collecting, interpreting, and disseminating information on educational problems will exist at the IOE. Research projects conducted at the IOE will provide information necessary to the process of continued evaluation, revision, and try-out.
  3. The IOE will be working with the CDC and the rest of the MOE in the continuous testing and modification of curricula and educational materials.
  4. Refined curricula in science and math will have been developed for schools as part of HESP.
  5. Demonstrative unit materials for science and math, which have been tested and revised, will be available for mass printing and distribution to schools.
  6. Nepalese primary and secondary school teachers will be utilizing early developed materials and will be engaged in processes of evaluation and feedback.
  7. Procedures for writing and revising manuals for teachers, supervisors, and teacher trainers will have been institutionalized at the IOE and CDC. The manuals will emphasize the need for evaluation and feedback.
  8. Pre-service and in-service teacher training programs (including student teaching) covering evaluation and feedback techniques will be in place at the IOE.
  9. The campuses of the IOE will have developed linkages with surrounding schools and will be providing continuous assistance in curriculum evaluation and teacher improvement.

10. A new training program for supervisors will have been created and operating at the Kirkham and Field campuses.

#### IV. Outputs

1. IOE/MOE/CIC Coordinating Committee -- established and functioning by 3/75 on a monthly basis.
2. Research coordination seminars between IOE and CIC -- established and functioning on a monthly basis of 4/75.
3. Research guidelines at IOE -- published by 1/75.
4. Techniques for studying/evaluating impact of teaching on children -- devised by 7/75.
5. Modifications in teacher training program based on the results of the field-oriented teachers' research project -- initiated by 1/76.
6. Research projects by IOE staff and students -- no quantitative targets, but on continuing basis.
7. Analysis of how curriculum and materials being used in schools -- begun late in 75, with re-analysis on annual basis thereafter.
8. Analysis of effectiveness of IOE program, and necessary revisions -- initial study by 7/76, with revisions on continuing basis.
9. Unit materials developed demonstrating innovative science and math teaching -- first materials for science incorporated into teachers' guides by 1/76, and thereafter on continuing basis.
10. Guidance manuals for teachers, supervisors, and teacher trainers -- first manuals by 6/75, with revisions thereafter.
11. Revised student teaching program -- initiated by 1/75, with revision thereafter.
12. Training programs for student teaching supervisors -- 10 by 4/75, continued at all campuses on a yearly basis.
13. Training programs for cooperating teachers in schools -- simultaneous to above for # 12.
14. In-service program for teachers on use of local materials and on use of problem solving method -- 6 in FY 76 and 12 in FY 77.
15. Curriculum for District Supervisors' Course -- initial course developed by 1/76, with revisions thereafter.
16. District level program for Supervisors -- on continuing basis, but beginning by 3/76.

17. Teacher/Supervisor Workshops in field --- beginning by 1/76
18. System for incorporating Supervisor evaluations into curricula and teaching materials -- system devised by 6/76.
19. Workshops in curriculum development sponsored by IOE/CDC --- on continuing basis
20. Curriculum evaluation process developed at CDC --- by 6/76.
21. Research and Evaluation Division at IOE --- by 6/75.
22. Returned participants with masters or doctoral level degrees, or from AACTE programs:

FY 75:	1 returnee	FY 79:	1 returnee
FY 76:	1 returnee	FY 80:	2 returnees
FY 77:	3 returnees		
FY 78:	5 returnees		

#### Inputs

##### A. USAID Inputs

##### Contract Personnel

The NTA Team will be reduced in number to four, all holding the Ph.D. or equivalent. The team leader will be experienced in educational administration and supervision, with extensive work in teacher education. A second team member will be expert in curriculum development and evaluation, with extensive experience in curriculum development at the school level. The third and fourth team members will be expert in science and mathematics education with extensive experience at the junior high level preferably, but with supplementary experience at either the primary or the secondary level.

All team members will have joint responsibilities to the Institute of Education and the Curriculum Development Center and will assist HMG with coordination between these two entities. All team members will have some responsibilities in the field, but their major effort will be to develop mechanisms for assuring that Nepalese colleagues provide linkages to the field.

All team members must accept a joint responsibility to the CDC and the IOE, and assist HMG to set in place a closed triangle of field-IOE-CDC; all will thus have an assigned office either at the CDC or IOE which will be their base of operation.

Final job descriptions will be jointly developed and accepted by HMG (IOE, MOE, and CDC) and the Mission at the time the Project Agreement is prepared. These will be transmitted to the Contractor prior to the selection of personnel. Although not final statements, the following descriptions roughly describe the jobs to be done.

## 1. Teacher Education and Supervisor Specialist

This person will serve as the team coordinator, and will be responsible for assuring that the project moves in the directions outlined in the PROF and the Project Agreement; that those engaged in the project are fully aware at all times of project purposes; that relationships between project personnel remain such that maximum productivity will be possible; and that the USAID Project Manager will be informed at all time of project problems. While the foregoing is vital to his position, it is seen as only a minor part in terms of time. He must be a professional in his own right, who can discuss with the respect of his Nepalese colleagues.

He should be a specialist in some aspect of teacher training, with strong credentials in supervision and some background in educational research and curriculum development. He will be officed at the IOE and will be responsible for helping gear the teacher training program of IOE (including existing campuses) into the process; helping develop a workable student training program and outlining the necessary materials for this purpose; carrying out existing programs of student teaching supervisors; helping with training programs of supervisors and heads in the schools; developing a supervisors training program and developing support of regular conducting of various inservice programs for supervisors; helping develop innovative ways of extending the training of supervisors in the districts; helping develop and refine the research program at the IOE to make it of maximum value in the development of the process; helping develop techniques for studying the validity and applicability of currently used teaching methods for Nepalese children and helping formulate modified and improved methods.

He will work closely with the subject matter specialists engaged in the project to integrate their programs into the overall teacher training program. He will work closely with the student teaching supervisors and the supervisors of the affiliate campuses. He will also work closely with the academic head of the IOE.

Finally, this person will take the initiative to make certain that regular meetings of the overall coordinating committee (made up of representatives of the IOE, MOE, and the CDC) are held, and that minutes are kept and decisions recorded. He will assist the academic head of the IOE to make this an effective body. (Chairmanship of this body has not yet been determined, but it will be either the Dean of the IOE or a member of the MOE.) He will be officed at the IOE.

## 2. Mathematics Education and Science Education Specialists

These two specialists will have counterparts at both the CDC and the IOE, and they will work on all matters jointly. They will operate in the context of sub-committees of the overall guidance committee. Both must have had extensive training and experience in curriculum development work at the school level and in teacher training in the fields of science and mathematics education.

They will be expected to help their Nepali colleagues make careful study and analysis of the curriculum and supporting instructional materials now being used; to help with the development of evaluative methods to determine the effectiveness of the materials and teaching devices; to help develop a model for try out in the schools; for feedback to the IOE and the GC; and for revision as the findings may demand; to make a careful study of the science and math teaching programs at the IOE and outlying campuses to determine their effectiveness and then to help revise the teaching program as necessary; to conduct intensive in-service programs in their respective areas to facilitate the introduction of modern teaching and learning materials and equipment; development of new materials; use of the current methods and in teaching; and use of innovative teaching methods to help develop the materials for use both at the GC and the outlying campuses; to develop innovative ways for teaching particular science topics at the GC; to help in getting into the GC the topics at which level science is not taught as a subject; science concepts such as family health, family gardening, etc.; to help develop a full transcription of materials and programs at the IOE and the GC; and to help establish a genuine link with the field which will engage institutions and personnel in a quest for educational improvement with try outs, feedback, revision further organization, etc.

### 3. Curriculum Specialist

This person must be highly expert in the field of curriculum development and as such and in the process by which curricula are developed and improved. His/her academic background should not overlap what of the mathematics and science specialists and might preferably be in educational research on the social studies. This specialist will be basically responsible for helping his colleagues conceptualize the process and for coordinating. He will work closely with the subject matter specialists and colleagues of the process; participate in special projects; help generate ideas on the curriculum to include other subject areas; to/see will also help refine evaluative techniques already in use; review them in terms of findings; develop a method for incorporating improvements into curricula and teaching methods; conduct workshops in curriculum development; coordinate with the Janak Education Materials Center to the degree necessary; and serve as general consultant and resource person to the IOE and the GC in all areas of the school level curriculum.

### Participant Training

During the remaining years of the project, training will be as follows:

- FY 75: (a) Science Education (PhD) in U.S.  
 (b) Curriculum Research (PhD) in U.S.  
 (c) AACTE Internship  
 (d) Plus continuations from prior years

- FY 76: (a) Teacher Education (M.Ed) in U.S.  
 (b) Educational Planning (PhD) in U.S.  
 (c) AACTE Internship

(d) Plus continuations from prior years.

- FY 77: (a) Curriculum and Evaluation (PhD) in U.S.  
(b) Supervision and Administration (PhD) in U.S.,  
(c) AACTE Internship  
(d) Plus continuations from prior years

- FY 78: (a) AACTE Internship  
(b) Plus continuations from prior years

### Commodities

\$5,000 will be made available each year for the purchase of commodities to build up the curriculum development and research centers of the CDC and IOE. It should be noted that there will not be competing or duplication between the curriculum and research center of the CDC is to be basic to the curriculum development/evaluative/feedback process. The IOE center is to be used for the training of teachers and students in their ongoing learning/training programs and will emphasize the role of the teacher in the development and improvement of curricula and in the preparation of teaching materials. It will also be instrumental in the development of an expanded research program at the IOE.

### 8. IMG INTERNS

1. IMG will provide counterparts (a minimum of two in number) to each of the U.S. specialists, though this number may be more in individual cases. At the minimum one counterpart will be designated for each U.S. specialist at the IOE and one at the CDC. While they might not be officially designated as counterparts, U.S. specialists will work closely with all subject matter specialists in their field at the IOE and CDC.
2. IMG will organize an overall coordination/guidance committee which will meet once each month to review progress of the project. This committee will be chaired by a policy level person at the MOE or from the University, and committee will be made up of the U.S. specialists, counterparts to the specialists, and such other personnel as IMG might desire.
3. IMG will provide office space for U.S. personnel at the IOE or the CDC as the case may require.
4. IMG will provide funds for counterpart travel in country, for publication of materials, for support for in-service training programs, for housing and security of commodities procured, and for salary and other logistical support of all personnel related to the project.
5. IMG will establish the positions occupied by U.S. advisors as permanent positions in the subject institutions and will continue them with Nepali staff selected and trained during the life of the project. The U.S. specialists will be fully integrated into the institutions in question, with office space, responsibilities, work attendance, and involvement in institutional activities being comparable to the Nepali staff.

**AIRGRAM**

**DEPARTMENT OF STATE**

UNCLASSIFIED  
CLASSIFICATION

For each address check one ACTION INFO

DATE REC'D.

DISTRIBUTION  
ACTION  
INFO.

TO - AID/W TOAID A- 5

X

DATE SENT  
**January, 25, 1975**

FROM - USAID Kathmandu  
E.O. 11652 N/A  
SUBJECT - PROP Revision -- teacher and Materials  
Utilization and Development Project  
REFERENCE -

As a result of a project evaluation held in September 1974, His Majesty's Government of Nepal (HMG) and the USAID Mission (with the assistance of Dr. Arthur Coladarci, Dean of the Stanford University School of Education) decided that the existing Teacher and Materials Utilization and Development Project needed to be revised in order to take account of present realities in the educational sector as well as lessons learned during the past eighteen months of the project.

The thrust of the project will not be changed. It remains to institutionalize a process by which curriculum materials and teaching methods may be continuously evaluated and improved, thereby leading to qualitative educational improvement. As viewed by HMG and the Mission, teacher training and curriculum are the two absolutely essential elements in the qualitative improvement of education, not as separate and distinguishable (and separately developed) components, but parts of a single package. It is thus essential that the closest linkages exist between the institutions responsible for these two functions, with the process of continuous evaluation, feedback, revision, and repeated tryouts being carried out in an unbroken triangle between the Institute of Education, the Curriculum Development Center, and the schools.

The recent evaluation of the TMDD Project has shown that the triangular linkages between these three institutions are not as strong as they should be. Hence, we have decided to make certain changes in the PROP which we feel will strengthen the development of the desired "process" and which

PAGE 1 OF 3

DRAFTED BY CAPeasley:dds	OFFICE PO	PHONE NO. 61	DATE	APPROVED BY: Charles R. Grader, Director
-----------------------------	--------------	-----------------	------	---

A. I. D. AND OTHER CLEARANCES  
JTCrane:IG: \_\_\_\_\_  
DCNewby:HRD: \_\_\_\_\_

UNCLASSIFIED  
CLASSIFICATION

will tighten the project's internal design, thereby clarifying the project purpose and tasks to be done by USAID-funded contract specialists and by HMG and IOE officials.

According to the Manual Order 1025.1, we interpret the attached PROP Revision as "minor" or "record" changes. The purpose of the project remains as stated in the original PROP, although we have modified the logical Framework in order to provide a clearer definition of project activities and proposed targets. This will assist the Mission in its on-going monitoring and evaluation of the project.

The basic changes in the PROP are as follows:

- (1) The number of specialists on the contract team will be reduced from five to four as those specialists currently at post complete their assignments. In addition, the composition of the team will be slightly modified and the institutions with which some of the specialists will work in Nepal will change: i.e., instead of being assigned to the IOE and working almost exclusively there, the four specialists will have joint assignments to the IOE and the Curriculum Development Center. The attached PROP Revision will also define more carefully the job descriptions of the respective contract specialists. This should simplify preparation of the subsequent Project Agreement and PIC/T and negotiations for a contract amendment with the National Education Association (NEA).
- (2) The statement of purpose remains almost identical to that in the original PROP. However, in order to clarify the project purpose, we have altered the statement of "Conditions Expected at End of Project." This should assist the contract specialists in the preparation of specific workplans, as well as assist the Mission in its evaluation of the project over its final two years of implementation.
- (3) The statement of "Outputs" has been modified significantly in order to provide a more detailed description of proposed project activities. We anticipate that this will also assist the Mission in its monitoring/evaluation of the project. Note that a new "Output" or project activity has been added -- a new Supervisors' training program and system of field workshops. This is an important element of HMG's plan to improve its educational system. The Supervisor's job is to interpret the curriculum in the field and evaluate the effectiveness of the teachers thereby helping teachers improve the quality of their teaching in the classroom. There are already 300 Supervisors appointed, with more to be appointed soon. Most are insufficiently trained or not trained at all. They need training in the areas of teaching material development, teacher evaluation, organizing teacher seminars, etc. if they are to enhance their capacity to improve the teaching-learning situation in the schools. Because of the importance of the Supervisors' Program to educational improvement in Nepal, increased emphasis will be placed on the program through efforts with both the IOE and the CDC.

(4) All references to agriculture education should be deleted from the original PROP, as this activity has now been included in the new Institute of Agriculture and Animal Sciences Project.

CARGO

Encl: A/-

BEST AVAILABLE COPY

UNCLASSIFIED

ASIA/TR, Dr. T. C. Clark, Jr.

August 23, 1977

ASIA/TR/EHR, Dr. G. S. Hammond /5/8-73

ASIA/TR/EHR, E. C. Seeley /5/5-23-77

Nepal - TIUD Project #367-228 Termination - Urgency of Preparing Notification to Congress to add \$72,000 to 1977 Project Funding to Complete Necessary and Planned Participant Training and Terminate Project in FY 1977

NOTE: Adler used this project as an example of really effective assistance in his testimony on the Hill this year. A special description was then prepared and entered into the Congressional Record.

1. The Mission and AID/W both desire to terminate this project during FY 1977. The NEA Technician Team of four persons have all terminated and departed Post. The Mission has confirmed that TA and commodity objectives with the GOM have been completed and the 1975, 1976 and 1977 PER evaluations for the NEA contract rates performance as outstanding (6 on a 7 point scale).

2. However, all participants have not yet completed training. Two are scheduled to begin this September, 1977.

3. There is a shortage of \$72,000 project funding for five participants.

4. Mission requested this \$72,000 be added to the Education Skills Project and submitted this strategy in their 1979 ABS together with a draft PP amendment.

5. Due to other current funding problems with the Education Skills Project, there is general project committee agreement that this would not be wise, given current circumstances.

6. The Desk and TA/EHR recognize the urgency for fulfilling the participant training portion of the TIUD project to backstop the "outstanding" results of the TA inputs and still terminate the project in FY 1977.

7. PN, PD and EHR propose to notify Congress and add \$72,000 in 1977 funds to forward fund the total PIO/P needs for the remaining participants.

BEST AVAILABLE COPY

8. DP has agreed with PN that funds could be made available.
9. SER/IM Controller, T. R. Blacka, states that although complete forward funding of PIO/Ps is not customary, there is no legal or administrative constraint to doing so.
10. ASIA/PD wishes to instruct the Mission to fund the participants under the Nepal Manpower Development and Training Project for management skill training. The participants do not fit this classification, as they are to receive technical skill training.

Recommendation: That ASIA/PN and TA strongly request PD approval to permit PN to prepare a Notification to Congress immediately to add \$72,000 to CMUD Project 1977 funding, so the project may be successfully terminated in FY 1977.