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Oct. 1974

Aug. 1976

Nepal

77-1

TEACHER AND MATERIAL UTILIZATION AND DEVELOPMENT

1975 1976 1/17/76

March 1976 (NEA Work Plan)

11/5/74

1,316,000

130,000 (EG)

149,000

National Education Association

AID/NESA-C-1175

ACTING DIRECTOR'S REPORT ON THE PROGRESS OF THE EVALUATION

X Continue monthly meetings comprised of the Joint Secretary, Technical, Ministry of Education (chairman), the NEA Team, the Team of the Institute of Education, the Coordinator of the Curriculum Development Center and the Chief, Office of Human Resources Development, USAID/Nepal, and conduct a final evaluation of the project in June 1977.

June, 1977

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PROPOSED  APPROVED  REJECTED  DEFERRED  PRO/C  PRO/D

DATE OF MISSION REVIEW: August 12, 1976

NAME, SIGNATURE AND DATE: Ram C. Newbry, Chief, HRD 10/18/76

NAME, SIGNATURE AND DATE: Julius E. Coles, Acting Director 10/28/76

Evaluation Officer: Donald L. Long

Program Officer: Ram C. Shrestha for Bal Gopal



N/A

ACTIVITY	PERCENTAGE COMPLETION					END OF PROJECT
	6/30/76	7/31/76	8/31/76	9/30/76	10/31/76	
Curriculum development: analysis, preparation of guidelines, and analysis of materials	70%	70%	75%	100%		100%
Participation in workshops, lectures, seminars, in-service courses, classes, planning sessions, training activities	40%	40%	50%	100%		100%
Preparation of and participation in research development of research proposals and guidelines, and data collection	50%	70%	75%	100%		100%
Design, redesign, and development of training courses	50%	60%	65%	100%		100%
Development of meaningful workplan	50%	50%				
Model for curriculum development based on local conditions and needs, both institutional and personal						
Nepalese trained to continue TMDD activities after Team departs						

The NEA Team developed an exceptionally complete and meaningful work plan. Starting with the goals of the project as stated in project documentation, they phased the various activities over the life of the project in such a way as to make constant monitoring possible.

Alternative models for curriculum development have been outlined and presented for review. Over the next four months a synthesis will be arrived at, and a workable plan adopted. The basic idea was for a process, or model, to be developed in the two areas of math and science by specialists in these areas, at which point the curriculum generalists will synthesize and adapt to local conditions. If the "process" is to be carried on after the project is completed, involvement of both institutions and individuals is required during the developmental period. Counterpart selection has generally been good, and institutional heads are fully involved in project. These steps indicate that there is maximum possibility (Cont'd...)

N/A

KEY OBJECTIVE INDICATORS AND TARGETS

KEY OBJECTIVE INDICATORS	6/30/76					END OF PROJECT
	START DATE	COMPLETION DATE	PERCENTAGE COMPLETE	PERCENTAGE COMPLETE	PERCENTAGE COMPLETE	
5. Preparation and testing of training materials including handouts, modules, handbooks, also journals and newsletter developed			30%	35%	65%	100%
			40%	50%		
6. Participation in meetings of EMED Advisory Committee and institutional committees			50%	55%	60%	100%
			50%	55%		
7. Preparation and presentation of analyses, overviews, recommendations, reports, and guidelines			40%	50%	65%	100%
			40%	50%		
8. Process alternatives developed and refined for institutionalization of curriculum development process for discussion with EMED Advisory Committee			30%	35%	40%	100%
			30%	35%		
2. X Cont'd...	requirements. Full involvement of counterparts, and regular review by the Coordinating Committee, assures that local considerations will be taken into full account.					
3. X Cont'd...	of carryover. Training is being completed through both participant training and through ongoing training provided by team specialists.					
4. X Training activities related to curriculum development process geared to proper level of knowledge and skills	Transfer of skills began with the counterparts of the subject specialists, who work directly with these specialists. At the same time, the curriculum generalist is carrying out training of a range of curriculum workers, and various workshops are pointed to the expansion of skills and knowledge of the curriculum process.					

KEY OBJECTIVES, INDICATORS AND TARGETS

9. return of participants from U.S. (See note on bottom of page.)\*

	6/30/76		7/77		END OF PROJECT
	PLANNED	ACTUAL	PLANNED	ACTUAL	
RETURN OF PARTICIPANTS	50%	50%	50%	56%	56%
ACTUAL PERFORMANCE	50%	50%			
ACHIEVEMENT			50%	56%	56%
PLANNED					
ACTUAL PERFORMANCE					
ACHIEVEMENT					
PLANNED					
ACTUAL PERFORMANCE					
ACHIEVEMENT					
PLANNED					
ACTUAL PERFORMANCE					
ACHIEVEMENT					

5. \* Planning and design of curriculum development process based on characteristic modes of operation and are viable

COMMENT: The process has to take into account the many constraints that are likely to inhibit project expansion after departure of the Team. One of these is transportation. The effort is to build a network in and between the various institutions which can function within these constraints. It appears that this effort is succeeding to some degree.

6. \* "Process" built into pertinent institutions, and are part of standard operating procedures

COMMENT: If the project succeeds in 4 and 5 above, it will have "institutionalized" the process. The fact that the heads of the pertinent institutions are a part of the coordinating committee which meets monthly, that these people are counterparts to a Team member, and that multiple counterparts are assigned to each Team member, suggests "institutionalization."

7. \* Guides, handbooks, modules, and other materials produced by project built into "process", and utilized by institutions

COMMENT: The output of these kinds of materials has been impressive. The final year of the project will tell how successfully these materials are integrated into the various institutions.

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\* Total of 10 people are to be visited in conjunction with this project. However, because the project completion date is earlier than anticipated in the original PROP, funding for an additional six participants will be under the Education Skills Training Project and training will not actually be completed until FY 1980.

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 primary subject matter for developing this process.

2. Goals to Priority  Yes  No

- a. A curriculum evaluation system, coordinated by the CDC, and assisted by the IOE, will have been developed with descriptive material and evaluative documents prepared and tried out.
- 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 tryout.
- 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.
- Refined curricula in science and math will have been developed for schools as part of NESP.
- a. A curriculum evaluation system has been developed in draft form, and is undergoing study. All Project personnel are engaged in this activity.
- b. A research capability has been under development at the IOE since the inception of the project, and numerous research activities have been undertaken and completed. This capability will be strengthened with the return of participants, and through current project efforts.
- c. This coordination is a major function of the Coordinating Committee, which meets monthly. All Project personnel engage with counterparts from relevant institutions on a regular basis.
- d. Good progress has been made in the refinement of curricula and textbooks, as is evidenced by working documents.

To assist MOE in the development of a more practical school system relevant to the needs of Nepal which make available to all citizens the opportunity to increase scientific, mathematical and vocational skills and understanding.

In the view of HMG, achievement of project purpose is critical to the progress goal achievement, for educational improvement must start with curriculum considerations. The fact that only 22% of those who sat passed the SLC in 1976 indicates that something is dysfunctional. The MOE believes that analysis of the curriculum, and setting in place a system for improvement, is essential to long range educational improvement.

Demonstration unit materials for science and math, which have been tested and revised, will be available for mass printing and distribution to schools. Nepalese primary and secondary school teachers will be utilizing newly developed materials and will be engaged in process of evaluation and feedback.

Procedures for writing and revising manuals for teachers will have been institutionalized at the IOE and CDC. The manuals will emphasize the need for evaluation and feedback.

Pre-service and in-service teacher training programs (including student teaching) covering evaluation and feedback techniques will be in place at the IOE.

- e. Little has been done in the development of unit materials, since this follows the activities noted above.
- f. The process of tryout and feed back has been initiated, and this process has been introduced in workshops with teachers and supervisors.
- g. The "institutionalization" of this process is a continuous one. Implicit in all activities is this element. Significant progress has been made through continuous workshops, evaluations, and formal reports.
- h. Little progress has been made in this area. It is anticipated that the next year will see attention directed to this level once the overall institutional involvement is better fixed.

SECRETARY GENERAL

Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

The campuses of the IOE will have developed linkages with surrounding schools and will be providing continuous assistance in curricular evaluation and teacher improvement.  
 A new training program for supervisors will have been created and operating at the Kirtipur and Field campuses.

- ii. Such linkages now exist with approximately 30 schools. More will be added.  
 j. The Team Leader has devoted a major portion of his time to the development of the upgrading of supervision, through a series of workshops and through direct work with the Dean of the IOE. This effort will continue.

V. PROGRAMMING GOAL

Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? One evidence.