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FROM - MASERU
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SUBJECT - PES for Instructional Materials Resource Center
632-0061

REFERENCE -

Attached for appropriate distribution is the PES
for the subject project dated 9 March 1979.

STOKES

Attachment: *to be run w airgram*
Project Evaluation Summary
for Instructional Materials Resource
Center

PAGE 1 OF 1 PAGES

DRAFTED BY Byron Bahl, Mission Evaluation Officer	OFFICE PRM	PHONE NO.	DATE 3/16/79	APPROVED BY: A/DIR: FWCampbell
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PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE INSTRUCTIONAL MATERIALS RESOURCE CENTER (IMRC)	2. PROJECT NUMBER 632-0061	3. MISSION/AID/W OFFICE USAID/MASERU
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)		
<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION		
5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY <u>77</u> B. Final Obligation Expected FY <u>77</u> C. Final Input Delivery FY <u>79</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ <u>578,000</u> B. U.S. \$ <u>472,000</u>	7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>April, 1978</u> To (month/yr.) <u>Dec. 1978</u> Date of Evaluation Review <u>March 8, 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
1. Revised Implementation Plan for Phase I.	J. Carney	12/20/78
2. GOL clarification of the roles and functions of the IMRC and the proposed National Curriculum Development Center, (NCDC) through the correspondence of Z.A. Matsela, Director of the National Teachers Training College, (NTTC) and O.M. Seheri, Permanent Secretary for Ministry of Education, (January 5 and 16, 1979).	J. Carney	1/16/79
3. Revised Participant Training Plan	J. Carney	1/29/79
4. Phase II Design Program	J. Carney & B. Bahl.	4/9-20/79

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <input checked="" type="checkbox"/> Project Paper <input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Financial Plan <input checked="" type="checkbox"/> PIO/T <input checked="" type="checkbox"/> Logical Framework <input checked="" type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Project Agreement <input checked="" type="checkbox"/> PIO/P	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input checked="" type="checkbox"/> Change Project Design and/or <input checked="" type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles): 1. Z. A. Matsela, Dir. NTTC. 2. M. Rakubutu, Coordinator, NTTC 3. J. McIntosh, UNESCO Advisor NTTC 4. O. Joyner, Senior Advisor, IMRC, AID 5. B. Vogeli, Tech. Advisor, IMRC, AID 6. J. Carney, HRDO, USAID/Maseru	12. Mission/AID/W Office Director Approval. Signature: <i>Frank W. Campbell</i> Typed Name: Frank W. Campbell Date: <u>March 9, 1979</u>
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13. Summary

The Implementation Plan for Phase 1 called for the start of the project in April, 1977, but delays in approving the Project Paper (April 27, 1977), authorizing the project (August 23, 1977) and recruiting the advisors resulted in their arrivals on March 29 and July 10, 1978 for the Senior and Technical Advisors, respectively. Additional delays were encountered in being allotted adequate office and production space, as well as in local NTTC staff being appointed to work for the IMRC. Sufficient space allocation and staff allotment were secured in December, 1978.

In addition to these difficulties, which have been resolved, there existed a lack of clarity in the Ministry of Education's vision of the roles and functions of the IMRC and the future National Curriculum Development Center, (NCDC). The project paper of the IMRC indicates that the IMRC will become "the major source for preparing prototype materials for all primary and secondary schools." At the same time the IMRC Project Agreement was signed in September, 1977, the Government of Lesotho signed a \$9 million loan agreement with the World Bank to, among other items, build a National Curriculum Development Center. The World Bank loan documents indicated that NCDC would "conduct integrated curriculum-development activities" and establish a "curriculum development service". This need for intergration in education theory between the IMRC and the NCDC was resolved and is treated more fully in 15.) External Factors but for a period of time, it occasioned some dubious concern about the long-range focus of the IMRC and its future role in relation to the proposed NCDC. However, with the conceptual integration of the IMRC and NCDC having been achieved, one can look back over the past 6 months and recognize solid progress in the institutionalization of the IMRC at the NTTC through the acquisition of necessary space, personnel, sophisticated production equipment, positive NTTC administrative actions, faculty acceptance and utilization of IMRC facilities in educational materials development and initial work in the area of designing and preparing prototype instructional materials for the educational resource centers and selected primary and secondary schools of Lesotho.

The Phase 1 Implementation Plan and Scheduled was revised in December 1978 to reflect the realities of the early part of the project and to provide necessary inputs in the future. The Project Paper necessitated an evaluation at the end of the first six months, to be conducted by local participants, which was held on March 8, 1979 and taken

part in by the committee members ennumerated in number 11.

14. Evaluation Methodology

The Project Paper calls for an evaluation review at the end of the first six months of the project, in addition to each of the U.S. technicians submitting a report describing the activities he has undertaken and evaluation the success of project to date. The evaluation meeting's membership and staff are referred to in numbers 11 and 13 above. The major goals of the evaluation meeting was to measure progress to date, verify the project's hypotheses and to revise the participant training plan and schedule. The methodology included distributing for reading before the meeting, the Project Paper, the six-month reports of Senior program advisor and the technical advisor, the revised implementation plan and schedule, which was requested by the Auditor General in early December, 1978 and a budget summary report to date. Z. A. Matsela, the Director of NTTC, was asked to prepare an agenda for the IMRC Evaluation meeting. After a general summary of progress to date, the chairman asked the committee to review and assess item by item the project's target goals up to the present time in relation to staffing, training of staff, consultancies, workshops, materials production and finances. The results of these discussions and conclusions drawn about target problems identified were ennumerated in the minutes of the meeting. After several discussions and written drafts, the basic highlights and conclusions of the evaluation meeting are finalized in this project evaluation summary.

15. External Factors

Two major assumptions about host government priorities and the project setting lie at the heart of the Project Paper and the project itself. These are that a) the IMRC will become the major source of prototype curriculum materials for Lesotho's primary and secondary schools and b) that subject-matter panels (with membership from the NTTC, other Lesotho educational institutions and the MOE) were actively working on curriculum materials development. The first of these assumptions is apparently valid, since the Permanent Secretary of MOE has recently indicated he regards the primary responsibility of the IMRC to be production of prototype instructional materials, while the National Curriculum Development Center (NCDC) is to concentrate on the development of curriculum programs and syllabi. The leadership of the MOE foresees that if there is an intergrated approach of coordination between the IMRC and the NCDC, it would be a

logical progression for the IMRC to develop into being the source of instructional materials for the NTTC as well as the NCDC.

Latest MOE's estimates indicated that the buildings of the NCDC will be completed in mid - 1981. While the role of the IMRC, Phase 1, is designed to carry out research, instructional materials design, limited production and evaluation functions at a prototype level for the formal education system of primary and secondary schools, the NCDC is foreseen as an umbrella organization designed to intergrate the formal and non-formal, adult and vocational education and curriculum development efforts of several sections fo the MOE. The NCDC will also be responsible for mass production and distribution of instructional materials to the nation's schools and the general development of curriculum program and syllabi. Because of its placement at the national institution for teacher training (NTTC), the IMRC has an unique access to and potential for impact upon the very heart of the formal education system - the training of the teachers for the primary and secondary schools. It is in constant touch with the nature and development of the curriculum at the NTTC itself, as well as the primary and secondary schools. Research into instructional materials design and curriculum development has a natural font of educational resources in the personnel of the NTTC faculty and the teacher-trainees, who are actively engaged in the internship program. In particular, the IMRC can serve this natural potential for curriculum and instructional material design by augmenting in the future the research resources of the IMRC available to faculty members and teacher-trainees and also sending selected participants on for further training in their respective fields, but with a focus on instructional materials design and curriculum development within their given field.

In regard to the second assumption that subject-matter panels with membership from the MOE, NTTC and other educational institutions were actively working on curriculum materials development, it is evident that this is the case for some subject areas such as science, mathematics and social development, but in many curriculum areas the subject-matter panels, whose input into curriculum and instructional materials design is essential, are not functioning as intended. The recent tripartite review of NTTC and NUL Training Projects by UNESCO, UNDP, World Bank (February 12 - 23, 1979) raised the question at a NTTC donors' meeting that unless the MOE coordinated the work of subject-matter panels into an efficient methodology, it could not realistically expect

unlimited aid from the various donors to the NTTC or other educational institutions under the sponsorship of the MOE. A basic segment of the problem is the lack of trained faculty and MOE personnel to enter into instructional materials design and curriculum development at an in-depth level. A Phase II of IMRC should address the question of more participant training in advanced degrees in respective fields with minor concentrations in curriculum development and instructional design.

16. Inputs

The IMRC acquisition of commodities and technical services has functioned smoothly. In relation to participant training, M. Rakubutu and A. Letsie have returned to join the IMRC staff as Coordinator and Assistant Coordinator after obtaining their M.A. Education degrees from the University of Massachusetts under the African Manpower Development Project, (AMPD). Ms. N. Potloane will obtain her B.S. Education degree with an emphasis in Instructional Technology from the Southern Illinois University under SAAST funds this August 1979 and she is slated for the position of Instructional Designer/Editor at IMRC. Since these two personnel have returned to the IMRC and one is programmed to do so and all three were funded under other educational programs, there is an available \$75,000 in participant training, which was originally intended to be spent on three 2 year long term study programs for the positions of Coordinator, Assistant Coordinator and Editor. AID/W also recently informed the mission that due to inflation and the rising cost of academic programs the annual cost of an academic study program in the USA is about \$17,000. Therefore, it was necessary for the evaluations committee to revise the PIO/P list for participant training. The constant constraint of the lack of qualified personnel in the GOL who are available to go on for training is a factor at IMRC also. The NTTC administrative staff and the IMRC staff are in the process now of selecting candidates for these training programs and assuring that a staff will remain to carry out their responsibilities. Their PIO/P papers will be processed as soon as the selections are made. A September 1979 or January 1980 starting date is anticipated.

17. Outputs

Actual progress toward the achievement of projected output targets in the current design can be measured in the following verifiable factors:

- a. Active administration and coordination of the IMRC project by the OPEX advisors.
- b. \$67,000 of major audio-visual, printing and production equipment has been purchased, installed and made operative these past six months.
- c. Temporary adequate office and production space has been allotted by the NTTC for the basic functioning of the program. A Phase II project will have to address the need for a physical plant to house an Instructional Materials Research Center, with adequate office space for a full staff, research facilities and a productions operation center, which is functionally designed for maximum efficiency.
- d. Local trained staff have been assigned to the positions of Coordinator and Assistant Coordinator of the IMRC and an Instructional Designer/Editor is to return from training in August 1979. 10 short-term training assignments are in the process of being selected, although the availability of qualified personnel for training is a constraint in this area.
- e. Three PIO/Ts have been issued for consultancies and workshops scheduled in the late Spring 1979.
- f. Pre-service and In-service training of teachers is an on-going process.
- g. The production of instructional materials has risen both qualitatively and quantitatively since the installation of the new equipment. This includes the printing of the syllabus, science booklets and some Self-Instructional Materials (SIM). The magnitude of instructional materials for pre-service and in-service trainees has not measured up to the outputs designated in the Project Design Summary Logical Framework for the first year of the project. A key problem here is the lack of trained personnel on the faculty of the NTTC and in the MOE to interface with the IMRC technicians on the actual inputs of curriculum and instructional material design, whether it be through the subject-matter panels or by individual effort. This constraint is being discussed with the NTTC administration and the MOE and plans call for more NTTC staff and MOE training in the curriculum design, as well as their own education speciality.

18. Purpose

As stated in the Project Paper Logical Framework, the purpose of the IMRC project is to establish and institutionalize an Instructional Materials Resource Center within the NTTC which will be capable of:

- a. preparing instructional materials for the pre-service and in-service teacher training requirements of the NTTC, and,
- b. preparing prototype instructional materials for the primary and junior secondary schools of Lesotho.

Progress toward the End of Project Status (EDPS) can be measured in the following objectively verifiable indicators:

- a. Two IMRC local staff have received M.A. in Education degrees with an emphasis on educational materials production from the University of Massachusetts and they presently have assumed roles of Coordinator and Assistant Coordinator in the management of the IMRC. A third local staff member is due to return in August, 1979 with BA degree in Instructional Technology and assume the position of Instructional Designer/Editor at IMRC.
- b. The Ministry of Education has designated the IMRC as the chief source of preparing prototype instructional materials for the work of the NTTC, as well as the future NCDC, (if close coordination and cooperation is followed), which is inclusive for the primary and junior secondary schools of Lesotho.
- c. Up to 10 additional IMRC staff members are in the process of being selected for short-term training in the design and production of educational materials.
- d. Pre-service and in-service teacher trainees are using a limited number of IMRC instructional materials.
- e. The desired quantity of production of instructional materials have not been achieved to date because of the delays in starting mentioned in the 13. Summary and the fact that joint MOE/NTTC subject panels have not been functioning effectively. The lack of trained personnel has already been mentioned in this area (16. Inputs, 17.g. Outputs). Another need is for the MOE to realize the magnitude of the problem of the subject matter panels not functioning properly and this effect on the whole education system in general. The Department of Education staff at National University of Lesotho (NUL), the staff at NTTC, the AID/Maseru Human Resources and Development Officer, as well as other donor groups and the Tripartite Review of UNESCO, UNDP and the

World Bank have all stressed this point to the MOE and the need for it to develop a comprehensive curriculum development program. The MOE indicated to Mr. Albert Aime of the World Bank that it was its intention to seek outside consultant advice in the coming year to help it to organize its priorities in the number of school openings, the availability of trained teachers, integrated curriculum development, the functioning of subject-matter panels and the coordinated roles of the IMRC and NCDC. Planning a Phase II for the IMRC will necessitate close communication with the MOE and being kept informed on their own efforts to establish and coordinate their priorities in primary and secondary school education.

19. Goal/Subgoal

The Sector Goal to which this project is addressed is to develop an educational program for primary and junior secondary schools with a curriculum and instructional program, which is relevant to the social-cultural environment of Lesotho. The objectively verifiable indicators in the logical framework of the project paper assume the presence in the MOE of a comprehensive curriculum development unit and program, which includes the means for the determination and execution of national educational needs, goals and targets. While there is a small unit of curriculum development in the MOE, it is planned that the NCDC will provide both the physical center and educational administration personnel to develop and integrate a comprehensive curriculum development plan. As has been stated above, the MOE estimates that the physical building of the MOE will be ready in mid-1981. While a few positions of leadership have been designated at the NCDC, the World Bank loan to this project does not envision participant training funds for MOE personnel and NTTC staff to interface with educational technicians in curriculum design and instructional materials development. Therefore, at the present time, it is opportune and feasible for the IMRC to:

- a. continue to produce prototype instructional materials, which will be field-tested and evaluated in the pre and in-service teacher training periods, and eventually selected ones prepared for mass production by the NCDC,
- b. develop a model of interfacing between MOE personnel, NTTC faculty and other educational institution personnel and IMRC staff, by which instructional materials and curriculum design are actually planned and effected.
- c. Train personnel on an advanced level in their given academic fields plus in instructional design and educational methods, so that they might play in key role in

cooperating with educational materials production technicians in the developing of instructional materials and curriculum design.

20. Beneficiaries

The direct beneficiaries of this project are the pre-service and in-service teacher trainees enrolled in the NTTC, who have been utilizing the designed instructional materials in their roles as in-service teachers in the rural areas, as well as being the recipients of improved faculty teaching materials at the NTTC itself. Since the quantitative level of materials production is for experimental and evaluational purposes only, the number of primary and secondary students, who will benefit directly or indirectly is selected. In addition to the students at the NTTC and certain primary and secondary schools, it is anticipated that curriculum professionals in the MOE will benefit from direct association with the IMRC and the programs with which it is involved. Cooperation and integration with other educational agencies such as the NCDC and the Lesotho Distance Teaching Centre (LDTTC) will undoubtedly yield benefits for all involved.

21. Unplanned Effects

There is no indication at present of any significant unplanned effects of either a positive or negative nature.

22. Lessons Learned

It is increasingly evident that it is very important for the MOE to establish and articulate broad objectives, goals and targets in the curriculum development and instructional materials design program for the nation's primary and secondary schools. Donors should coordinate their efforts more closely under the leadership of the MOE, so that naturally segmented international donor projects are dovetailed into a unified and integrated educational plan. Individual donor projects should demand such integration and unified planning as pre-conditions to the awarding of any grants.

While it is important to establish and articulate broad goals and plans on the MOE policy level, it has become evident that within a given project, goals and targets are achieved by advancing in relatively small increments, adjusting on almost a daily basis to changes in the socio-cultural environment and individual responses to previous actions. This project is particularly fortunate in having two advisors who work well together, and also in having a Lesotho administration in both the MOE and the NTTC who support the project. As in all human endeavors, communication is the sine qua non. When that has broken down, the project has temporarily faltered; but when communication has been open and frank, problems have yielded to solutions. Evaluation methodology should try to adhere as closely as possible to the Project Design Summary and Logical Framework and the Project Evaluation Summary Guidelines. Participants in the evaluation should be briefed well in advance of the content and methodology. Evaluation

meetings should be scheduled over at least two days to allow time for reflection and analysis of problems posed.

23. Special Comments or Remarks

Phase I of the IMRC will be completed at the end of December 1979. One of the immediate and pressing tasks ahead is to draft a Project Paper for Phase II. A REDSO team of a project designer, engineer, sociologist and economist will assist USAID/Maseru staff and the IMRC staff in doing this from April 9-20, 1979. Some features of a Phase II, which are necessary for the solidification of the IMRC at the NTTC are the following:

- a. The continuation of the OPEX contract positions of Senior Advisor and Technical Advisor and the clarification of Joyner's and Vogeli's willingness (and the NTTC's recommendations for them) to remain and work for the IMRC, Phase II. As many as two other technical OPEX positions will be needed in Phase II.
- b. A well coordinated plan of participant training with the MOE educational planning office and the NTTC administrative staff. There is need for training of technical staff to continue and to assume responsibility for the entire design and production programs of the IMRC during Phase II. There is also a need to send on for advanced degrees MOE personnel and NTTC faculty in areas of their academic speciality with minor concentrations in educational methodologies, instructional materials design and curriculum development, so that they will be able to positively and creatively inter-react with IMRC technical staff in the design and production of instructional materials which are relevant to the social and cultural environment of Lesotho.
- c. There is need for a building to house the Instructional Materials Resource Center at the NTTC. When the IMRC staff arrived at the NTTC, there was neither office space nor production operation space for their equipment. For over seven months, their office was a small (approx 10'x10' room) with four desks for two OPEX contracts and local IMRC staff. Production equipment was distributed in various small locations throughout the NTTC campus. In December, 1978 the IMRC was assigned a large classroom, which was partitioned into office space for a staff of 10 in one common office and a productions room, which houses all the equipment of the IMRC, other than the darkroom. This classroom was provided to the IMRC at the expense of library space and a general classroom facility.

There is a severe problem of space constraining the development of the entire NTTC and especially the IMRC.

A production room should be isolated and well-insulated to confine the noise to a limited amount. Specific equipment in the line of audio-visual materials, like tape duplicators, recorders, video-tapes should be housed in rooms, which are specifically designed to enhance their maximum performance.

Office space for staff should afford some private or semi-private nature so that reflection and concentration might be possible in the work effort.

A research center in instructional materials and curriculum development should be an integral segment of a facility housing the IMRC, as well as adequate room for storage space.

The IMRC has achieved commendable success in its role at the NTTC, that the next logical growth pattern would be the establishment of a physical unit and permanent staff within the NTTC, which will continue the production of prototype instructional materials for both the NTTC faculty, teacher-trainees, and selected primary and secondary schools. This effort will be coordinated with the MOE toward the ultimate goal of curriculum reform for all of Lesotho's schools and the mass production of educational materials through cooperation with the NCDC.