

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

PD-AAK-384

Report Symbol U-447

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| 1. PROJECT TITLE PRIMARY CURRICULUM DEVELOPMENT | 2. PROJECT NUMBER 645-0009 (4) | 3. MISSION/AID/W OFFICE SWAZILAND |
| 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>645-80-1</u> <input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION | | |

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| 5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY <u>75</u> B. Final Obligation Expected FY <u>83</u> C. Final Input Delivery FY <u>84</u> | 6. ESTIMATED PROJECT FUNDING A. Total \$ <u>5,529</u> B. U.S. \$ <u>3,833</u> | 7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>March 1978</u> To (month/yr.) <u>April 1980</u> Date of Evaluation Review <u>April 11, 1980</u> |
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| 8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR | | |
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| 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. Appointment of Chief Inspector of Primary Schools. | PS-MOE | 30 Sept. 1980 |
| 2. Prepare learning outcomes for the "practical arts" courses. | PCU | 31 Aug. 1980 |
| 3. Establish policy governing the relations between PCU and the Nation's teacher training institutions and decide on the appointment of a Chief Inspector for Teacher Training. | PS-MOE | 31 Oct. 1980 |
| 4. Establish procedures for implementing the policy under 3 above. | PS-MOE | 31 Dec. 1980 |
| 5. Establish a policy for nation-wide testing of teaching/learning materials for primary schools. | PS-MOE | 30 Jul. 1981 |
| 6. Establish a policy to guide the relationship between the curriculum units and review the roles of the Curriculum Coordinating Committee and the Primary Curriculum Panel. | PS-MOE | 30 Jul. 1980 |
| 7. Request that the Management Training Unit of Establishments and Training review the staffing patterns of PCU and SCU. | PS-MOE | 30 May 1980 |

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| 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 |
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| 11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) J. Libandze: PS/MOE W. Charleson: HRDO L. Lukhele: DIR/PCU S. Mahlalela: MOE W. Kromer: EMU S. Skunene: MOE E. Morris: ACPDO/USAID E. Rukare: UCS | 12. Mission/AID/W Office Director Approval Signature: <i>Julius E. Cole</i> Typed Name: JULIUS E. COLE: DIR Date: 4/27/80 |
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| AID 1300-1 (7-89) | DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT | <input type="checkbox"/> Worksheet <input type="checkbox"/> Issuance | PAGE <u>2</u> OF <u> </u> PAGES |
| CONTINUATION SHEET | | 1. Cooperating Country SWAZILAND | 2.a. Code No. |
| FORM SYMBOL | | 2.b. Effective Date | 2.c. Amendment <input type="checkbox"/> Original OR No. <u> </u> |
| PES | | 3. Project/Activity No. and Title PRIMARY CURRICULUM DEVELOPMENT (645-0009) | |
| TITLE OF FORM | PROJECT EVALUATION SUMMARY | | |

Indicate block numbers. Use this form to complete the information required in any block of a PIO or PA/PR form.

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| Block 8 (Cont'd) | 8. Establish a policy to guide the development of linkages between the curriculum units and the University College of Swaziland. | PS-MOE | 30 Nov. 1980 |
| | 9. Review and if necessary revise the Project Implementation plan. | PCU/EMU | 31 Aug. 1980 |

13. Summary

The Primary Curriculum Development Project was approved in 1974 for a period of eight years. The Project has two phases: Period I, 1975-1979 with LOP funding of \$2,152,000 and Period II, 1979-1983 with LOP funding of \$3,833,000. After three years of operation, an extensive external evaluation of Period I was conducted (March 1979). It revealed that considerable progress had been made, enough to warrant going ahead with the second half of the project, providing certain identified problems were satisfactorily addressed. Consequently, the Project was revised, a new Project Paper written and a new Project Agreement negotiated with the Government of Swaziland. The goal and purpose of both periods remain as originally set.

The March 1978 evaluation concluded that the original PROP design was inadequate because: it failed to take into account the instructional needs of Swazi curriculum writers, provided an unrealistic implementation schedule, did not provide adequate staff from the Ministry of Education and the contractor (Eastern Michigan University) and did not allow for the clear placement of the Primary Curriculum Unit (PCU) within the administrative framework of the Ministry of Education (MOE). Efforts since the external evaluation (as called for in the new Project Paper) indicate that problems identified in the external evaluation have been largely overcome. The PCU has been formally included within the MOE; many of the PCU staff now hold officially gazetted positions and the agreed upon nine new positions for 1980 will be gazetted in April 1980; contractor staff has been increased and all are in place; "on-the-job" training of Swazi curriculum writers has been formalized and initiated; and the first set of nationwide primary curriculum materials was distributed in January 1980 (for grade one in isiSwati and science).

Nevertheless, the current evaluation has identified several problems which, if left unattended, will thwart the attainment of project objectives. These problems are probably best described as being "second generation" issues which have emerged, in part, as a consequence of having made considerable progress developing PCU institutionally and producing and distributing curriculum materials for the first time under the Project. All current problems reflect the fact that the PCU cannot and should not operate in isolation from other arms of the MOE and GOS. More specifically, the current evaluation team has found that relations between the PCU and the Nation's teacher training institutions has not been formally established; that the PCU for lack of adequate assistance from the MOE has been forced to take on roles (e.g., liaison with other institutions and nationwide textbook distributional tasks) beyond its institutional capacity and mandate as a pilot institution and which divert scarce

PCU management time from priority tasks; and that other essential institutional linkages (e.g., to the inspectorate and examination council) are unclear if not unformed.

While the MOE, PCU and EMU deserve praise for having overcome Period I short-comings, the evaluation team recommends that immediate steps be taken to further improve the operations and impact of the Project. More specifically:

- a. a Chief Inspector for Primary Schools should be appointed as soon as possible and consideration given to establishing a post of Chief Inspector for Teacher Training;
- b. formal relations between the PCU and the Nation's teacher training institutions should be established and the institutional responsibilities for pre and in-service instruction of teachers in the use of the new curriculum detailed;
- c. the responsibility for national distribution of materials should be assigned and steps taken to assure systematic, periodic testing of materials on a national scale;
- d. the relationship of the primary level (1-7) curricula to the secondary level curricula (8-10) and both to examinations should be clarified and steps taken to assure the relevance of all to the achievement of national education objectives;
- e. the need for additional support staff for professionals should be verified and if necessary more and better support staff should be provided;
- f. the access to adequate transportation for PCU professional staff should be improved;
- g. "practical arts" course objectives should be established now and the entire production schedule reviewed; and
- h. formal relations with the University College of Swaziland (UCS) should be established to assure that the resources of UCS and PCU are optimally used to further the education efforts of the GOS.

If the MOE undertakes to correct the aforementioned short-comings, the evaluation team believes that project objectives in terms of quantity and quality can be met in a timely manner.

14. Evaluation Methodology

Because the first phase of the Project had a thorough external evaluation in early 1978 which resulted in a new Project Paper, this evaluation will be limited to:

- a. examining the response of the GOS, USAID and the contractor to the findings of the external evaluation;
- b. examining the progress and the preparations made to carry out the revised Project Paper; including:
 - (1) progress toward project purposes and goals;
 - (2) the validity of assumptions underlying project purposes and goals;
 - (3) accomplishments;
 - (4) validating the appropriateness of project inputs and outputs;
- c. recommending procedures for gathering needed data over the course of project implementation and exploring the desirability and possibility of undertaking a post-project impact evaluation; and
- d. specifying the tasks and manpower requirements for the 1981 external evaluation.

Evaluation team members included the USAID HRDO and ACPDO, staff of the PCU, EMU personnel and MOE personnel, with limited review by selected teachers, headmasters and district education officers (DEO). Contractor progress reports, personal interviews, USAID project files and evaluation instruments executed by the PCU were used as resource materials for the evaluation. In addition to information on project implementation, the statistical analysis conducted by the PCU evaluation component reaffirms the impact of the curricula on GOS primary education within the pilot schools. The evaluation was conducted during February and March 1980.

15. External Factors

A multitude of external factors have adversely affected the implementation of the Project, as could be expected in such a complex undertaking requiring a high degree of effective coordination among a number of organizations. These externalities are also due, in part, to the relative newness of the PCU and the early difficulties encountered in establishing roles, responsibilities and relationships with other more traditional MOE units. A summary of each external factor, its impact and possible consequences is given below. Actions and responsibilities for changing adverse factors are given in block 8.

- a. Distribution of new curricula - To date, the MOE has not established procedures for the nationwide distribution, storage, rental, replacement and maintenance of curricula materials, nor has the MOE assigned responsibility for these tasks. The PCU has developed a draft regulation and circular assigning authority and responsibility for these tasks and

proposing procedures for their implementation, but as of March 1980 no official action has been taken by the MOE. The PCU mandate is to develop a system for the production and distribution of prototype materials which are tested and approved during the pilot development phase. During the last half of 1979 and early 1980, in order to meet the scheduled distribution of grade one materials for 1980, the PCU provided leadership and support to the DEO's, inspectors and headmasters who had to implement the distribution of grade one published materials nationwide. This activity put a severe strain on the PCU's manpower and productive capacities, but it did allow the PCU to fulfill its mandate of assisting the MOE to develop and test a distribution system. Now that a system has been tested, PCU can no longer afford to use limited development resources to run a national distribution system. To do so adversely affects the development and testing of new materials and seriously prejudices the attainment of the quantity and quality objectives of the PCU in a timely manner. In the opinion of the evaluation team, someone in the MOE should be designated responsible for the distribution program.

- b. Monitoring and evaluation of materials - As in the case of distribution, there is no clear definition of responsibility or plan by MOE to monitor and evaluate the use and impact of new materials on a nationwide basis. The PCU is responsible only for the sixteen pilot schools. The system developed for the pilot schools serves only as a model for the national system. It is extremely important that feedback about the published teaching/learning materials be received from teachers, headmasters and students on a national and continuing basis. The PCU is neither mandated nor staffed to perform this task. The absence of an external body to perform this task constrains project development because there is no one to validate that the pilot schools are a truly reflective sample of the nation's schools.
- c. Pre and in-service teacher training - While the PCU has prepared materials used for training pilot school teachers and actually conducts training workshops for them, there is no clear formal system established for training all teachers to use the new materials. For example, in order to orient teachers in the use of grade one materials distributed in January 1980, the PCU conducted short workshops for inspectors who, in cooperation with staff of the PCU, instructed headmasters and teachers. The MOE had neither planned nor budgeted for this essential work. Although funds were eventually allocated by the MOE, they were insufficient and USAID project funds had to be used

to complete the orientation workshops. Because of the number of curricula to be introduced nationally over the primary school cycle (grade 1-7), it is essential that this training be institutionalized, planned and budgeted for as part of activities of the in-service training institutions of the MOE. The PCU's work in 1970-80 can serve as a prototype. PCU should do no more.

The effort to give headmasters and teachers a brief orientation/introduction to the new materials, as described above, falls far short of the training and upgrading needed by primary teachers if they are to make full use of the new materials. It remains a truism that no amount of new materials can adequately compensate for unprepared teachers. In effect, the impact of the new materials on developing Swaziland's human resources is muted because of the current level of teacher competence. The substantial investment in developing a reformed curriculum will not yield the expected payoffs unless the MOE can also invest substantially in developing the capabilities of primary teachers. A substantial percentage of early primary teachers are secondary school leavers with no training as a teacher. It would appear the MOE, with massive donor assistance, needs to mount a viable upgrading program for thousands of teachers currently in the schools. This would complement the Ministry's plans for greatly expanding the number and quality of pre-service teacher training institutions who will attempt to provide fully trained new teachers.

Similarly, a systematic approach to pre-service training in the use of the new curricula has not been established. Currently teacher training colleges are forwarded new materials by the PCU. Although the five teacher training institutions are developing guidelines for assuring that new materials will be introduced into their instructional programs, the MOE will have to make policy and program commitments to assure that the new materials impact positively. Ad hoc informal arrangements will not suffice to assure that future teachers are properly trained in the use of new materials. There is evidence of beneficial informal cooperation between PCU and teacher training institutions. These informal arrangements should be formalized and the possibility of appointing a Chief Inspector for Teacher Training to coordinate all such works explored.

In all the cases described above, the external factors might better be described as errors of omission: i.e. the procedures, authorities, responsibilities and resources to carry out the nationwide improvement of primary education (of which curriculum design and

production is but one part) are not established or budgeted by the MOE. Since the improvement of primary education requires overall policy and program coordination, PCU cannot and should not be held responsible for doing everything. Such policy and implementation actions are the responsibility of the GOS and MOE, not PCU. The evaluation team feels strongly that failure to deal immediately with the aforementioned shortcomings will seriously prejudice the production, distribution and use of the required quantity or quality of materials, perhaps both.

- d. Liaison with the MOE and the school inspectorate - The 1978 external evaluation recommended that the PCU be organizationally placed within the MOE and that a senior member of the Ministry be appointed to act as liaison with PCU and between PCU and other arms of the MOE and GOS involved in improving primary education. Both recommendations were promptly acted upon; however, the person responsible for liaison, the Senior Inspector for Primary Schools, has since been transferred and the post has been vacant since May 1979. This situation has created difficulties for the PCU. Time is lost when important decisions are inordinately delayed, particularly since the Director of Education post at the MOE was also vacant for some time. The Director of the PCU has no explicit authority to deal with the country's network of primary school inspectors, a job normally performed by the Chief Inspector. Without an official connection to the inspectors, the PCU is left to deal with issues affecting the inspectorate and teachers on an informal, ad hoc basis which is clearly unsatisfactory.

- e. The relationship of the new curricula to the primary leaving examination - There have been no efforts to assess what modification, if any, will be required to assure that the examination taken upon completion of primary school is reflective of the GOS's educational objectives as well as the new primary curricula. Assuming that the current examination reflects the objectives set out in the current curricula, a revised curricula necessitates an evaluation of the examination to assure continued relevance. The MOE must assure that curricula and examinations are compatible. While validation of the GCE may await the production of more new materials for grades 1-7, the relationship between grades 8-10 and its impact upon grades 1-7 deserves more immediate attention. This is particularly important given the different development styles and implementation roles of the PCU and the Secondary Curriculum Unit (SCU). The meetings concerning the relationship of PCU to SCU which have been held should result, in the near future, in the production of an MOE policy statement from which implementation procedures can follow.

- f. Relationship of the new primary curricula to secondary school curricula - The primary curricula (grades 1-7) is being developed without a clear idea of its impact upon students as they enter secondary school (grades 8-10). Secondary material is currently being revised and occasional informal meetings are held between staff of PCU and the SCU. No policies or procedures have been established to assure continuity between the two curricula and their joint impact upon the achievement of Swazi educational objectives. While subject panels appear to be working, the Curriculum Coordinating Committee and the Primary Curriculum Panel seem inoperative. Their roles should be reviewed.
- g. Transportation - During Period I of the Project, the IERD furnished eight vehicles for the use of PCU staff. There is some evidence that the PCU has not been assured adequate use of the vehicles because of faulty maintenance procedures. Access to the TIDCs and pilot schools scattered throughout the country is essential. Procedures are required to guarantee that PCU staff will have well maintained vehicles when needed. It also appears that the use of PCU vehicles by non-PCU staff and the allocation of petrol between them needs to be clarified. Even when clarified, the enlarged scope of the PCU activities will require a larger petrol allocation.
- h. Assumptions - The assumptions in the revised PP covering GOS inputs to the project are still valid but the following assumptions have not been fulfilled:
- i. the purpose level assumption that the GOS will arrange for pre-service and in-service teacher training in the use of the new curricula (addressed in section C above);
 - ii. the purpose level assumption that the MOE/PCU will develop and administer the primary school leaving examination reflective of the new curricula (addressed in section E above);
 - iii. the output assumption that the GOS will provide adequate financial support for the curriculum development system. As previously noted, there was a shortfall in funds provided for grade one curriculum infusion workshops that had to be covered by USAID funds (section C above); and
 - iv. the output assumption that the GOS will ensure cooperation of teacher training colleges and other in-service and curriculum development units. As noted on section C, D and E above, a formal system delineating responsibilities and authorities in these areas has not been adopted.

16. Inputs

The inputs detailed in the Project Paper and the provision of them as of February 1980 are given below:

I. USAID Inputs

1. Technical Assistance. Nine advisors are to be provided under Period II. Two are to be third country nationals (TCN) and the balance Americans. As of February, all the American technicians are in Swaziland although their arrival in country was delayed some three to four months as a consequence of delays in negotiating the contract. One third country national has been approved by the MOE and arrived in country in March 1980. The second TCN will be recruited later in the project. Consultant services (24/pm) have not yet been programmed. This will be done within the next two months for the period 1980-81. EMU and PCU will make every effort to use TCNs as consultants. The quality of the technical staff is excellent in terms of academic preparation and experience. Staff have been delivered to the project with a minimum of delay and have required little time to effectively take up their respective instructional and production roles. The addition of a Third Country National (from Ghana) adds much to the technical staff because he brings experience from another African nation in similar activities. Staff have produced a large volume of written work and with their Swazi counterparts (eight of whom have received professional training abroad either as USAID participants or with assistance from the British Council) are producing quality materials at a more rapid rate than under Period I of the Project. The administration of all activities at PCU has also benefitted from excellent cooperation on the part of all technical staff vis a vis the development of improved institutional capacity within PCU.

2. Participant Training. Under Period I eight Swazis were trained; two to the masters level and six to the bachelors level. Two additional Swazis were trained with assistance from the British Council. All but two have returned to PCU (one died and another has moved to the private sector). This training has equipped PCU management (the Director received a masters degree under the project), evaluation and subject area curriculum units with qualified professional staff willing and able to work with their EMU counterparts.

The first participants under Phase II are being selected and should depart for training in the U.S. on schedule; i.e., January 1981. In-country training is an on-going activity. EMU and PCU have developed the in-country training program for 1980-81 and are engaged in its implementation. The in-service programs given in PCU should be discussed with staff from UCS in order to assure complementarity of interests and the possibility of involving UCS in the in-service training program. The possibility of developing training in African countries should be explored further with PCU, UCS, EMU and potential African universities.

3. Construction. Rather than build two new staff houses as called for in the PP, PCU is negotiating the purchase of an existing house which, with modifications approved by REDSO engineers, will permit quarters to be available to meet projected housing requirements. In the interim, one advisor is using AID financed housing made available under the DEMS project. This was possible because the completed DEMS houses were not yet occupied by U.S. project staff due to delays in negotiating the contract under the DEMS project.

4. Commodities. The purchase of commodities and the procedures used have proven satisfactory for meeting project requirements in a timely manner. Given the rise in the prices of many commodities, it will be necessary for project management to carefully monitor the purchase and use of project commodities. Because the IBRD funded Curriculum Resource Center will not be provided on schedule (about one year later due to loan negotiations), it will be necessary to carefully monitor the reserve for USAID financed commodity inputs to it in order to assure that when it is built U.S. inputs will be available as planned. To carry out the proposed evaluation activities and to monitor progress toward the achievement of project purposes, it will be necessary to purchase two calculators. One of these probably should be programmable (e.g., H.P. model 97) if enquiry indicates that useful programs for the proposed evaluations are available.

5. Other. It has been possible to eliminate the need for housing rental because it is planned to make two two-year advisor positions sequential.

No funds were provided in the Project Paper for gathering and ordering of baseline data. Discussions between EMU/PCU and AID indicate that if the mid-term and final evaluations are to be meaningful there must be agreement on the kind and amount of baseline data and provision for its ordering and analysis. It is proposed, therefore, that U.S. \$20,000 be transferred from the evaluation funds under the PP (\$120,000 for LOP but not included in the contract) into the contract to be used in gathering, analyzing and storing baseline data over time. It will be necessary to survey data processing/computer sources in the area. Efforts should also be made to secure free time on COS facilities.

The evaluation of the project should be reviewed in terms of staffing requirements and additional input requirements from the COS. The evaluation team believes that careful consideration should be given to the desirability and possibility of post-project impact (e.g., on labor force) evaluation. This would mean developing longitudinal data and a COS commitment to it and analysis at some future date.

II. Government of Swaziland

1. PCU Staff. Over the course of the Project the GOS will provide 42 gazetted posts. At the time of the external evaluation the Project had established and filled 19 gazetted posts. As of February 1980 there are twenty-two gazetted posts, one of which has no incumbent. There were nine temporary staff in mid 1979 and only eight in February 1980. The MOE has assured that as of April 1980 the nine temporary posts will be regularized and four additional professional posts will be gazetted. One of these will be the chief curriculum designer who will serve as the chief administrative GOS officer for all the subject matter/grade level designers. While the GOS is moving to gazette and fill slots, the evaluation points up organizational/management load difficulties that should be addressed. For example, the professional: support staff ratio in April 1980 will be 21:11. PCU has requested (January) one additional typist. The 21:11 ratio may adversely affect the productivity of professional staff and should be investigated by PCU. Given the increase in professional staff (EMU and PCU) and the projected volume of design/production work over the next year, the GOS should consider the following additions to the planned April staffing pattern:

1. 2 additional typists one of whom acts as an administrative assistant to the Director of PCU and also instructs Swazi secretarial personnel in manuscript preparation, proofing, etc.;
- ii. an Assistant Director who would assume a major role in operations leaving more time to the PCU Director for the growing policy and inter-agency tasks which confront the project, particularly relations with GOS teacher training institutions and the Secondary Curriculum Unit;
- iii. there appears to be a need for personnel for scoring tests. The MOE should formalize arrangements with the Regional Testing Center or some other research facility of the GOS to secure assistance in scoring such tests. Such steps must be taken by the MOE to assure that the labors and schedules set by designers do not flounder for lack of effective and timely evaluation feed-back. The MOE should also take steps to secure access to GOS computer facilities in other GOS agencies.

The evaluation team feel strongly that senior professional talent are being underutilized due to lack of support staff. The consequence of the seeming imbalance is that professionals

find themselves more and more doing the work of support staff. Ultimately this will mean that production targets will not be met, that quality will drop, or both.

The absence of a Senior Inspector for Primary Schools who acts as the MOE's primary linkage between PCU and other MOE/GOS departments involved directly or indirectly with the execution of the Project (e.g., Public Works that controls project vehicles) is the most serious personnel shortcoming negatively impacting the project. This post should be filled as soon as possible. Failure to do so will seriously constrain project implementation.

2. Commodities. There appear to be no difficulties with the publication of curriculum materials. The GOS secured the services of MacMillan and Company for publishing the primary materials. While the purchase of curriculum materials seems adequate (e.g., the first grade materials were as ordered and arrived on time), the evaluation team has noted that there appears to be no established procedures for assuring distribution, storage, rental, replacement, etc. of materials (see item 15.a. above). Equipment maintenance does not appear to be a problem. There is evidence that project vehicles maintained by the Public Works Department are too frequently unavailable. Even when available, the vehicles frequently break down because of poor maintenance. During period two, eight replacement vehicles are to be supplied to the Project by the IHRD. To assure that all vehicles are suitably available for the purposes for which they were given (i.e., assist the work of PCU), it will be necessary to work out appropriate arrangements between PCU and the Public Works Department. Examination scoring activities should be examined in the light of increased loads. As noted above under staff supplied by the GOS, examination loads may require additional staff and/or formalized relations with other agencies who are equipped to assist the work of PCU (e.g., Regional Testing Center). It may also be necessary to provide additional funds for machine processing for scoring and analyses (currently purchased from Regional Testing Center), particularly when MOE procedures are worked out for testing the utilization and relevance of learning/teaching materials distributed nationwide (PCU's work is limited to scoring and testing only at the pilot-school level). Additional labor for scoring and greater machine processing capacity will need to be provided.

Other. The delays in building the Curriculum Resource Center and conversion of one TDC to offices should be carefully examined in terms of the overall work of PCU. Secondly, the impact of the IHRD delays upon the specified objectives of the USAID Project should be examined and detailed in a revised implementation program for the Project.

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NO. 12

- iv. Evaluation is going on at PCU. It is worth noting that achievement testing was conducted entirely by PCU staff during 1978/79. With the arrival of the evaluation advisor, it will now be possible to develop more sophisticated instruments within the pilot effort and assist the MOE in its development of nation-wide evaluation of the curricula at all levels.
- v. PCU has evaluated the organizational structures of its several units and has designed a new organizational plan which, if approved by the MOE, will help to consolidate curriculum development activities by placing all curriculum development units under one chief curriculum advisor. The revised plan also makes provision for the creation of an assistant director's position, which depends upon the outcome of MOE decisions regarding the appointment of a Chief Inspector for Primary Education and the type of formal linkages developed with the teacher training institutions.
- vi. PCU has developed a revised plan for the approval of pilot curriculum materials. The plan is directed toward reducing the GOS approval time in order to reduce the overall time required to develop, test, print and distribute teaching/learning materials.

In spite of this evidence, it is the intention of the PCU evaluation unit to specifically address the problem of measuring the development of institutional capability. As discussed elsewhere in this report, the PCU will set up testable management situations specifically directed to measuring Swazi staff capacity to perform essential management (e.g., programming, budgeting, staff planning), design and evaluation functions upon which many aspects of institutional capability depends.

- b. Twenty-seven professional and fifteen support staff will be trained over the four year duration of Period II of the Project. With the high retention of Period I participants and the regularization of more staff positions, there is every reason to believe that this output target will be achieved.
- c. Thirteen staff members are to be trained to the B.A. level and an additional four to the masters level. PCU is in the process of selecting four staff members who are expected to depart for the United States in January 1981. Staff training plans indicate that the proposed output targets will be reached.

The capability of those participants already trained suggests that the quality of the training is excellent.

- d. Materials production targets are given below. Figures in parenthesis are the revised estimates of output.

CURRICULUM MATERIALS IN USE NATIONWIDE (1)

| SUBJECT | Jan. 1980 | Jan. 1981 | Jan. 1982 | Jan. 1983 | Jan. 1984 | 1985/86 |
|--|--------------|--------------|--------------|--------------|--------------|---|
| Science | 1 | 2 | 3 | 4 | 5 | 6 piloted and revised and 7 in draft. |
| SiSwati | 1 | 2 | 3 | 4 | 5 | 6 piloted and revised and 7 in draft. |
| Maths | | 1 (0) | 2 (1&2) | 3&4 (3) | 5 (4&5) | 6 piloted and revised and 7 in draft. |
| Social Studies | | 3 (0) | 4 (3) | 5 (4) | 6 (5) | 7 piloted and (6) revised. (and 7 in draft) |
| English | | 1 (0) | 2&3 (1) | 4&5 (2&3) | 6&7 (4&5) | (6 & 7 piloted and revised) |
| Music,) Domestic) science,) Agriculture,) Religious) knowledge,) Physical) education) | | | 1&2 | 3&4 | 5&6 | 7 piloted and revised |
| Arts and) crafts) | | 1&2 (0) | 3&4 (0) | 5&6 (0) | 7 (0) | |

(1) End of Project December 1984

The changes noted above have been occasioned by three main problems:

The time lapse from initial design through piloting, testing, revision, production and distribution has proven to be longer than originally stated. While considerable steps have been taken to reduce the time, it should be remembered that the production of the grade one materials introduced in 1980 took approximately five years. This was so because the project aimed at institution building as well as producing materials. By 1982, with the additional staff, the cycle will be reduced to 3½ years and by 1983 to three years which is the accepted end of project goal for producing materials which is very close to what was originally envisaged.

- b. Original estimates for publication time have proven to be overly optimistic. This is so because the MacMillan and Company was expected to move to Swaziland which would have resulted in a publishing time of approximately six months. The company has not moved and, consequently, approximately one year must be allowed.
- c. The absence of GOS decisions concerning course objectives for "practical arts" precludes the development of that curriculum. The items under the "subject" column which are included in brackets (music through arts and crafts) are to be offered under the subject rubric "practical arts" which will occupy 180 minutes per week of the students' time.

As of February 1980 there have been no GOS decisions concerning what the mix of subjects is to be, objectives, etc. Arts and Crafts as a separate subject area has been eliminated and folded into the general subject area "practical arts". PCU staff advise that they could meet the originally proposed schedule for materials production if two conditions were met: (1) objectives and content decisions were made by the MOE and (2) if PCU staff could formally draw upon others in the GOS who can assist; i.e., agricultural extension agents, conservationists, home economic experts and health workers. As stated elsewhere in this evaluation report, efforts should, in the opinion of the evaluation team, be made to develop such linkages.

The evaluation team believes that failure to specify a course objective or objectives for "practical arts" is a serious shortcoming warranting immediate attention by the MOE. This course is particularly important to a primary school system that is dedicated to pro-

viding Swazi children with a practical education which equips them to more effectively participate in the social and economic development of Swaziland. Failure to provide the practical/behavioral side of education will result in perpetuation of a purely cognitive experience. Furthermore, failure to provide course objectives precludes the development of useful dialogues with agencies in the country which should probably play a supporting role to practical education within the primary grades (e.g., agricultural extension, rural health).

The current status of production in each subject area are given in Annex I.

As a consequence of delays, unfulfilled expectations (e.g., McMillan would move to Swaziland) and lack of objectives, it has been necessary to revise the implementation schedule. This is given as Annex II.

The evaluation team believes that the revised implementation plan (Annex II) should be carefully studied by the MOE and PCU for the purpose of verifying that everything that could be done to bring in quality curriculum materials on time has been done.

18. Purpose

The purpose of the project is to "establish an institutionalized national capacity for developing primary curricula reflective of Swaziland's national goals for education". The purpose is the same in the revised PP (1979) as in the original 1974 PROP and is considered appropriate by the evaluation team. As documented in the 1978 external evaluation, considerable progress has been made toward the institution building purpose of the project. The PCU is now a recognized entity within the MOE with permanent posts and is the principal vehicle for the development and coordination of primary curriculum development. The PCU has begun producing teaching/learning materials in an efficient manner and, as validated by pilot testing, the materials produced thus far are relevant and supported by teachers, pupils, parents and headmasters. The PCU has also demonstrated its capability to develop prototype materials, production and distribution systems, as well as teacher training infusion workshops. In fact, as discussed in section 15, due to the lack of clearly defined and funding procedures elsewhere in the MOE, the PCU had to lead the implementation these activities for the nationwide distribution of grade one materials in January, 1980.

The 1978 external evaluation also questioned the passive role of the EMU technical advisors and recommended that, in order to speed up the development of materials, a more active, collaborative role by the advisors gradually attenuating

until the end of the project when the Swazi staff will be capable of administering the curriculum development process alone. This approach was adopted in the revised PP and is now in practice. The increased role of the technical assistance team in the actual production of materials raises an interesting question concerning institutional capacity, and the causal linkage between the Project's outputs (such as materials production/distribution and staff development/training) and purpose. That is, it will be difficult to verify that the PCU can operate efficiently and effectively without technical assistance until it is too late to do anything about the situation. Therefore, the evaluation team has suggested that procedures be established for testing (e.g., by management function or curriculum area, or both) to verify that Swazi staff can carry out essential tasks unaided. The purpose would be to identify weak areas and then to train in those areas before EMU staff depart. This would mean creating testable situations before EMU staff depart. Such an approach will allow for the early identification of problem areas as well as providing the Swazi staff an opportunity to test their skills. Additionally, the evaluation team has requested that the PCU Evaluation Unit review the End of Project Status (EOPS) indicators in the revised PP and suggest possible ways to better measure project purpose achievement, if necessary (see Annex III). Annex IV of this evaluation summarizes current procedures for evaluating purpose achievement. These procedures are considered adequate by the evaluation team. However, it should be reiterated that these evaluation procedures apply only to pilot schools and that additional inputs (see section 16) are needed in order to operate an effective, informative nationwide evaluation program. To assure that the Nation's goal of "... developing the skills urgently required to improve the quality of life for the people as a whole...", it is essential to assess, periodically, the impact of the school program upon the lives of Swazi people.

19. Goal

The goal of the Project is to "accelerate the development of Swaziland's human resources within the framework of its national development goals by improving the quality of primary education and by re-orienting its content towards the needs and circumstances of the Swazi environment". This less than laconic way of saying that what is learned should be appropriate for the Swazi society is still valid. However, the objectively verifiable indicators stated in revised PF are not entirely appropriate or measurable. For example, indicator 3 states that "pupil performance in primary schools is improved and the high incidence of repetition and dropout is reduced". While the PCU will be able to measure student performance in the pilot schools, a nationwide evaluation program has not been developed and would clearly tax the

staff and budget of PCU if PCU was asked to do it. Additionally, since there are GOS/MOE rules governing the circumstances under which students are allowed to repeat, it would be difficult to devise an evaluation instrument that would effectively account for performance factors beyond the impact of the revised curriculum.

In terms of the pilot schools, it should be noted that using them in the process of testing and revising materials ensures a certain degree of student/teacher participation in the curriculum development system which, in turn, should reflect relevance.

Results of controlled tests (first term 1978) measuring student achievement on grade one materials clearly attests that students using the pilot materials have done measurably better. For example, in grade one siSwati the mean percentage of pupils achieving each objective was 71 percent in the pilot schools and 48 percent in non-pilot schools (statistically significant at the .05 level). Other subject areas reflect similar accomplishment although mean differences were not as great. It must be emphasized, however, that results, while encouraging, reflect only the pilot schools situation wherein Hawthorne affect may positively skew results in favor of pilot schools. It will be essential to test large numbers of children in the near future to adequately assess the impact of the new curricula on grade one students outside the pilot schools.

In the realization that it is desirable to ascertain the impact of the project on the Swazi population, the evaluation team has requested the PCU evaluation unit to recommend the kind of analyses that would objectively measure project impact on the improvement in the human resource base; including indicators, baseline data, and analyses procedures that would be required. Since such an impact evaluation is well beyond the scope and time frame of the project; USAID, PCU and the GOS should jointly discuss this issue and make a decision concerning a possible goal level evaluation at some future date.

20. Beneficiaries

In terms of Section 102(d) criteria, the Project aims at both promoting greater income equality and increasing employment by providing primary students with knowledge and skills that are relevant to Swaziland's economic potential. In January 1980, all 23,000 first grade students were provided the revised curricula and it is anticipated that all seven primary grades will be using the new materials by 1986-87. Therefore, during the course of the project, which terminates in 1984, approximately 217,000 students and 4500 teachers will be exposed to the new, more relevant curricula. When all

materials are distributed in 1986-87, 141,000 students will be enrolled in primary school (Swaziland's target year for universal primary education) and the enrollment is expected to increase by roughly three percent per year. With the second highest primary level attendance currently in Africa and the real possibility that universal primary education will be achieved by 1986-87 and considering that approximately 85 percent of the population reside in rural areas, it is clear that improvement of primary education will directly impact the rural poor. The re-orientation of the primary school curricula will thus have a significant impact on the entire Swazi labor force in future years. It will provide those who do not continue in the formal education system with the basic life skills needed to find jobs in a primarily agricultural economy and give a firmer academic base for those students who continue up the academic ladder.

In addition, headmasters, pilot school teachers, and school inspectors and ultimately the quality of instruction by all primary teachers will benefit from the training and special attention received during the pilot testing and introduction of the new materials. Twenty-seven staff members of PCU will receive U.S. academic and/or in-country training, as well as on-the-job training during the course of the Project.

21. Unplanned Effects

The Project has had two important effects on teachers and teaching methods that were previously unanticipated; one emanates from the December 1979, infusion workshops and the other from the nature of the new materials. In the former instance, it has been found that in-service training in the use of the new materials has noticeably improved the overall performance of underqualified teachers (32 percent). Even the short workshop was enough to stimulate these teachers' greater interest in their jobs and provide them confidence in their ability to teach the new curricula. More importantly, the teachers' guides developed by the PCU for the new curricula are extremely helpful to the less qualified teachers by both increasing their subject area knowledge and by providing a structured guide for teaching various subjects.

The modular and unit nature of the new materials has also allowed for improved pedagogical techniques. Teachers are now becoming more innovative in their approach to teaching; formal lectures to the entire class are giving way to grouping, an important factor given the wide age distribution which exists in the primary grades.

22. Lessons Learned

The most significant lesson learned to date from this Project, one to be heeded in the development and execution of others, is the need for carefully assessing the government's capacity to execute the project. Clearly the Project Paper left too much to assumption. It would have been wiser to move some of the assumptions into the Project itself and allow support for them in the funding. For example, the relationship between a curriculum reform effort and the understanding and use of the new curricula by inspectors, headmasters and teachers should have been translated into procedures and funding for materials introduction. What has been consistently lacking throughout this Project is procedures which allow commitments (GOS and USAID) to be translated into desirable outcomes. In the opinion of the evaluation team, funding for teacher training should have been budgeted at the time the curriculum Project was developed. There is considerable reason to believe that a parallel activity will have to be mounted to cover in-service teacher training. Given the time to develop such an effort, it is reasonable to assume that the curriculum effort, per se, will have less than maximum impact until such time as teacher training is adequately addressed.

Every AID assisted project is part of a larger development sub-system. It is a matter of professional judgement whether the AID assisted project will create strains that other parts of the sub-system cannot cope with, or whether the AID assisted project will create pressure for collateral changes in the sub-system that help the whole sub-system move to a higher level of development. In this project, it appears the former situation prevails, especially in regard to linked activity in teacher training, materials distribution, revised examinations and secondary curriculum reform.

A second lesson learned stems from overly optimistic estimates of what could be achieved through curriculum reform and the time it would take to achieve it. In terms of the former, neither the GOS nor USAID adequately assessed what it would mean to translate a "pilot" effort into a national effort. The current project labors under a misunderstanding on the part of the GOS concerning the size and nature of the scope of the Project. Equally important is the fact that project goals (i.e., impacting positively Swazi society) could not be achieved solely by the cognitive development of the child. For example, behavioral and attitudinal objectives may be more important in reaching goals than cognitive, yet no attempt has been made to link the work of the school to the on-going efforts of others in Swaziland who have the same goal; e.g., agricultural extension agents for improved farm practices and village health workers for improved health and family planning practices.

This is a serious shortcoming in a nation which is trying to change both the image and purposes of education. Timing also was optimistic. There is evidence that the period stated for development-piloting-revising-approval-publication and distribution was not underestimated but under reported in order to bring the Project into being within the accepted GOS and USAID time frame. In the opinion of the evaluation team, this was a mistake. Where professional judgements indicate that it will take a longer than usual time to reach a purpose/goal, the project should be developed into phases, as is this eight-year effort.

The Project contains a serious evaluation shortcoming; i.e., the inability to assess developmental impact within the time frame of the project. That this Project was to assess the impact of the curricula reform on employment in Swaziland indicates that no one seriously intended to measure this inasmuch as the first graduates from primary school will not pass out of the primary system until seven years after 1980, the year the first grade curricula was introduced; secondary school and college graduates with the foundation of the new materials will not enter the job market until 1990 and 1994, respectively. Given the experience of USAID in primary curricula development and teacher training (e.g., pursued in Afghanistan for some 22 years) AID should be able to state whether or not their worldwide experience over time in curricula development impacts positively specific development objectives (e.g., employment, income distribution, reduced infant mortality). If such evidence is not in hand, then it should be systematically gathered by AID Washington from a sample of the worldwide experience in this area. Impact evaluation on long term national goals should not be left solely to single projects. Where such long term impact is desired by a particular country/USAID Mission, post project evaluation plans and commitments should be established, as may be after this project. It should be recognized that this will likely mean establishing a statistical methodology, gathering baseline information and committing to the development and use of longitudinal data to be assessed generally long after a particular project effort has been terminated. This requires the reservation of central or regional, technical or evaluation funds because funds under a particular project cannot be expended, for example, five years after the project has terminated.

The obvious collateral activity to the curriculum development should be teacher training, both pre and in-service. Until such an effort is mounted (USAID/Swaziland plans to do so in 1982), the Project will probably continue to encounter implementation difficulties and have less than maximum impact.

23. Special Comments

The following annexes make up part of this evaluation report:

- Annex I - PCU's Progress in each subject area, 4 pages
- Annex II - Revised Implementation Schedule, 2 pages
- Annex III - Revised EOPs, 2 pages.
- Annex IV - Data Collection Procedures, 1 page.

CURRICULUM MATERIALS PRODUCED BY PCU
(as of December 31, 1979)

| <u>SISWATI</u> | | | DRAFT | WRITTEN | TESTED | REVISION | BY PCU | IN USE |
|------------------------------|-----------------------|-----------------------|--------------|----------------|---------------|-----------------|---------------|---------------|
| Gr. | Unit | Name of Unit | | | | | | |
| 1 | Poems and Folktales | "Incwajana yesiSwati" | 75 | 76 | 77/78 | 78 | 79 | 80 |
| 1 | RIDDLE | "ngiyokuphila" | 76 | 76 | 77/78/ 79 | 78/ 79 | 79 | 80 |
| 1 | READER | "Sibaya" | 76 | 77 | 77/78/ 79 | 78/ 79 | 79 | 80 |
| 1 | | Teacher's Guide | 75 | 76 | 77/78/ 79 | 78/ 79 | | |
| 2 | POEMS and FAIRY TALES | "Tinsimi" | 77 | 78 | 78/79 | 79 | 80 | |
| 2 | READER | "Kusile" | 77 | 77 | 78/79 | 78/ 79 | 80 | |
| 2 | | Teacher's Guide | 77 | 77 | 78/79 | 78/ 79 | 80 | |
| 3 | READER and LANGUAGE | "Setfu" | 78 | 78 | 79 | | | |
| 3 | | Teacher's Guide | 78 | 78 | 79 | | | |
| <u>SOCIAL STUDIES</u> | | | | | | | | |
| 3 | ONE | Home and Family | 78 | 78 | 79 | 79 | | |
| 3 | TWO | On My Way to School | 78 | 78 | 79 | | | |
| 3 | THREE | Our Communities | 79 | 79 | | | | |
| 4 | FOUR | Living in our world | 79 | | | | | |

MATHS

| Gr. Unit | Name of Unit | DRAFT | WRITTEN | TESTED | REVISION TO PCU IN USE | |
|----------|--------------|--|---------|--------|------------------------------|-------|
| 1 | One | Spatial and Quantitative Relationships | 75 | 76 | 77/78/ 79 | 77/79 |
| 1 | Two | Sets and Numbers | 75 | 76 | 77/78/ 79 | 77/79 |
| 1 | Three | Sets, Number Relations and Numerals | 76 | 76 | 77/78/ 79 | 77/79 |
| 1 | Four | Number Operations | 77 | 77 | 77/78/ 79 | 78 |
| 1 | Five | Measurement | 77 | 77 | 77/78/ 79 | 78 |
| 1 | Seven | Conservation | 77 | 77 | 77/79 | 77 |
| 2 | Eight | Sets and Shapes | 77 | 77 | 77/78/ 79 | 77 |
| 2 | Ten | Numbers and Numerals | 77 | 78 | 78/79 | |
| 2 | Eleven | Number Operations | 77 | 78 | 78/79 | |
| 2 | Twelve | Fractions | 77 | 78 | 78/79 | |
| 2 | Charts | Clock Models for units 5 and 13 | 78 | 78 | 78/79 | |
| 2 | Thirteen | Measurement | 78 | 78 | 79 | |
| 3 | Fourteen | Revision | 78 | 78 | 79 | |
| 3 | Fifteen | Numbers and Numerals | 78 | 79 | 79 | |
| 3 | Sixteen | Geometry | 79 | 79 | 79 | |
| 3 | Seventeen | Operations-add. and Sub. | 79 | 79 | 79 | |
| 3 | Eighteen | Operations mult. and revisions | 79 | 79 | | |
| 3 | Nineteen | Fractions | 79 | 79 | | |
| 3 | Twenty | Measurement | 79 | | | |
| 4 | Twenty-one | Numbers and Numerals | 79 | | | |

SCIENCE

| Gr. Unit | Name of Unit | DRAFT | WRITTEN | TESTED | REVISION | TO PCU | IN USE | |
|----------|-----------------------|----------------------------|---------|--------|----------|--------|--------|----|
| 1 | One | Plants | 76 | 76 | 77/78/79 | 78 | 79 | 80 |
| 1 | Two | Animals | 76 | 76 | 77/78/79 | 78 | 79 | 80 |
| 1 | Three | Health and the Human Body | 76 | 76 | 77/78/79 | 78 | 79 | 80 |
| 1 | Four | Matter and Energy | 78 | 78 | 78/79 | 78 | 79 | 80 |
| 1 | Five | Atmosphere and weather | | | | | | |
| 1 | Six | The Earth's Crust | 77 | 78 | 78/79 | 78 | 79 | 80 |
| 1 | Seven | Astronomy | 78 | 78 | 79/79 | 78 | 79 | 80 |
| 1 | Posters | Plant Posters for Unit One | 77 | 77 | 78/79 | | 79 | 80 |
| 1 | One, Two and Six | Pupil's Workbook | 77 | 77/78 | 77/78/79 | 78 | 79 | 80 |
| 1 | Charts | Health Charts for Unit 3 | 77 | 77 | 78/79 | | 79 | 80 |
| 2 | One | Plants | 76 | 77 | 78/79 | 79 | 80 | |
| 2 | Two | Animals | 77 | 78 | 78/79 | 79 | 80 | |
| 2 | Three | Health and the Human Body | 79 | 79 | 79 | 79 | 80 | |
| 2 | Four | Matter and Energy | 77 | 77 | 78/79 | 79 | 80 | |
| 2 | Five | The Earth's Crust | 77 | 77 | 78/79 | 79 | 80 | |
| 2 | Six | Atmosphere and Weather | 77 | 77 | 78/79 | 79 | 80 | |
| 2 | One, Two Four and Six | Pupil's Workbook | 77 | 77 | 78/79 | 79 | 80 | |
| 3 | One | Plants | 79 | 79 | | | | |
| 3 | Two | Animals | 79 | 79 | | | | |
| 3 | Three | Health and the Human Body | 79 | 79 | | | | |
| 3 | Four | Matter and Energy | 79 | | | | | |
| 5 | Five | Atmosphere and Weather | 79 | | | | | |
| 4 | One | Plants | 79 | 79 | | | | |

IMPLEMENTATION SCHEDULE

| Original Date | Revised Date | Action | Responsible Organization |
|---------------|--------------|---|--------------------------|
| Apr. 79 | Apr. 79 | PP submitted AID/W | USAID/S |
| May 79 | Jul. 79 | PP approved | AID/W |
| Jun. 79 | Nov. 79 | EMU approved as contractor | AID/W |
| Jun. 79 | Aug. 79 | Grant Agreement signed | USAID/GOS |
| Jun. 79 | (1) | Tenders for housing construction | GOS |
| Jun. 79 | May 80 | Tenders for Resource Center and TIDC construction | GOS |
| Jul. 79 | Nov. 79 | TA contract signed | EMU/AID/W |
| Jul. 79 | Apr. 80(3) | Eight vehicles ordered | EMU/PCU |
| Aug. 79 | Oct. 79 | CPS met | GOS |
| Aug. 79 | May 80 | Contracts awarded for construction (TIDC) | GOS |
| Aug. 79 | May 80 | Equipment ordered | EMU |
| Aug. 79 | Nov. 79 | Teacher Education specialist arrives | EMU |
| Aug. 79 | Nov. 79 | Production specialist begins 2 year contract | EMU |
| Sep. 79 | Jul. 80 | Construction commences (TIDCs) | GOS |
| Sep. 79 | Dec. 79 | Two Curriculum specialists arrive | EMU |
| Sep. 79 | Apr. 80 | PERT completed and approved | EMU/USAID |
| Sep. 79 | Apr. 80 | First detailed annual work plan completed and approved | EMU/USAID |
| Oct. 79 | Dec. 79 | Evaluation specialist arrives | EMU |
| Nov. 79 | Jun. 80 | Eight vehicles arrive | EMU/PCU |
| Jan. 80 | | Grade one Science and siSwati distributed | PCU |
| Feb. 80 | (1) | TA housing constructed and furnished | GOS |
| Feb. 80 | Mar. 80(2) | Two Curriculum specialists arrive (TCN) | EMU |
| Feb. 80 | Jun. 81 | Construction of Curriculum Resource Center and TIDC completed | GOS/IBRD |
| Feb. 80 | Mar. 80 | Curriculum Coordinator arrives | EMU |
| Feb. 80 | Jul. 80 | Equipment arrives | EMU |
| May 80 | Mar. 81 | First annual evaluation completed | USAID/S |
| May 80 | (3) | Second group of 4 vehicles ordered | EMU/PCU |
| Aug. 80 | | 5 participants depart for U.S. | EMU |
| Sep. 80 | (3) | 4 vehicles arrive | EMU/PCU |
| Sep. 80 | Mar. 81 | Second annual work plan completed and approved | EMU/USAID |
| Jan. 81 | | Grade 2 Science distributed | PCU |
| Jan. 81 | | Grade 2 siSwati distributed | PCU |
| Jan. 81 | Jan. 82 | Grade 1 Math distributed | PCU |
| Jan. 81 | Jan. 82 | Grade 3 Social Studies distributed | PCU |
| Jan. 81 | Jan. 82 | Grade 1 English distributed | PCU |
| Jan. 81 | (4) | Grades 1&2 Arts and Crafts distributed | PCU |
| May 81 | Mar. 82 | Mid-project evaluation | USAID/S |

(1) Houses not built - purchased - April 1980

(2) 1 TCN arrived - will be followed in March 1982 by second TCN

(3) All 8 vehicles arrived in April 1980

(4) No course objectives set yet

| Original Date | Revised Date | Action | Responsible Organization |
|---------------|--------------|---|--------------------------|
| Aug. 81 | | 5 participants return from U.S. | EMU |
| Aug. 81 | | 5 participants depart for U.S. | EMU |
| Sep. 81 | Nov. 81 | Evaluation Specialist departs | EMU |
| Sep. 81 | Apr. 82 | Third annual work plan completed and approved | EMU/USAID |
| (1) | Nov. 81 | Teacher Education Specialist departs | EMU |
| Dec. 81 | Nov. 81 | Curriculum Specialist departs | EMU |
| Jan. 82 | | Grade 3 Science and siSwati distributed | PCU |
| Jan. 82 | | Grade 2 Math distributed | PCU |
| Jan. 82 | Jan. 83 | Grade 4 Social Studies distributed | PCU |
| Jan. 82 | Jan. 83 | Grades 2&3 English distributed | PCU |
| Jan. 82) | | Grades 3&4 Arts and Crafts distributed | PCU |
| Jan. 82) | (2) | Grades 1&2 Music and Domestic Science distributed | PCU |
| Jan. 82) | | Grades 1&2 Agriculture, Religious Knowledge and Physical Education distributed | PCU |
| Jan. 82 | Feb. 82 | Curriculum Coordinator departs | PCU |
| May 82 | Mar. 83 | Annual Evaluation | USAID/S |
| Aug. 82 | | 5 participants return from U.S. | EMU |
| Aug. 82 | | 4 participants depart for U.S. | EMU |
| Sep. 82 | Apr. 83 | Annual work plan completed and approved | EMU/USAID |
| Jan. 83 | | Grade 4 Science and siSwati distributed | PCU |
| Jan. 83 | Jan. 84 | Grade 5 Social Studies distributed | PCU |
| Jan. 83 | Jan. 84 | Grades 4&5 English distributed | PCU |
| Jan. 83) | (2) | Grades 5&6 Arts and Crafts distributed | PCU |
| Jan. 83) | | Grades 3&4 Music, Domestic Science, Agriculture, Religious Knowledge and Physical Education distributed | PCU |
| Jul. 83 | Nov. 81(1) | Teacher Education Specialist departs | EMU |
| Aug. 83 | | Last participants return from U.S. | EMU |
| Aug. 83 | Nov. 84 | Remainder of TA team departs | EMU |
| Aug. 83 | Dec. 84 | Final project evaluation | USAID/S |

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- (1) Omitted from prior implementation plan
(2) No course objectives set yet.

END OF PROJECT STATUS

1. PCU recognized by MOE as contributor to development of policy with respect to primary curriculum and as principal agent for coordinating primary curriculum development.
2. PCU efforts lend to timely economical and efficient preparation and utilization of new teaching/learning (T/L) materials in the area of primary instruction appropriate for both formal and non-formal education. Activities will include:
 - a. continued evaluation revision and upgrading of standard curriculum materials to improve quality;
 - b. preparing supplementary materials in basic program as well as practical arts;
 - c. developing individual learning kits for specific needs;
 - d. developing audio-visual teaching aids like charts, maps, diagrams, picture sets, filmstrips, tapes, etc.
3. New T/L materials are relevant, accepted and supported by pupils, parents and teachers, inspectors and teacher training colleges.
4. MOE with assistance from PCU has capability to analyze evaluation results of new T/L materials and revise new curriculum materials when necessary.
5. MOE/PCU capable of measuring the overall effectiveness of the new curriculum.
6. MOE/PCU/TTC (Teacher Training Colleges) plan a program to train pre-service and in-service teachers in the use of the new T/L curriculum materials.

Means of Verification (keyed to ECPS)

1.
 - a. PCU has an officially recognized status within MOE.
 - b. MOE provides adequate qualified personnel, both professional and non-professional, for PCU operations.
 - c. MOE provision of adequate budgetary support for PCU operations.
 - d. GOS/MOE provides adequate salary and professional incentives to induce professional and non-professional staff to remain within PCU.

- e. MOE/GOS recognize technical on-the-job training as well as professional university training with appropriate salary increments.
2.
 - a. Survey of classroom
 - b. Results of the evaluation system
 - c. Inventory as to the extent to which the distributed materials are utilized.
3.
 - a. Surveys of students, parents and teachers.
 - b. Observation of usage of materials in learning centres, e.g., school, training institutions.
 - c. Response of teachers during in-service training workshops and seminars at TIDCs.
 - d. Response of parents, local leaders at scheduled TIDC workshops.
 - e. Surveys of the usage of T/L materials in the pre-service program of teacher training institutions.
 - f. Results of the evaluation procedures from the surveys of students, teachers, etc.
4.
 - a. Review of evaluation results of students' achievement tests.
 - b. Review of students' records from classroom teachers and PCU files.
 - c. Review records of feedback from teachers, inspectors and teacher training institutions.
5.
 - a. Attitude surveys of students, parents and teachers.
 - b. Continuing assessment of students achievement throughout the primary cycle by using standardized procedures for testing board on the new curriculum materials.
 - c. Response of teachers, headmasters, and inspectors feedback workshops.
6.
 - a. Evaluation of pre-service and in-service teacher training program by MOE.
7.
 - a. Cooperative planning of Primary School Leaving exams and Junior Certificate exams.
 - b. By making secondary teachers and headmasters aware of the new primary curricula through seminars and workshops organized by MOE.

