

PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

2. PIO/T No.
645-0009-3-90037

3. Original or
Amendment No. _____

4. Project/Activity No. and Title
645-0009
Swaziland Primary Curriculum Development

DISTRIBUTION

5. Appropriation Symbol
72-1191021.5

6. Allotment Symbol and Charge
945-50-645-00-69-91

7. Obligation Status
 Administrative Reservation Implementing Document

8. Project Assistance Completion Date
(Mo., Day, Yr.) 9/30/83

9. Authorized Agent
AID/Washington

10. This PIO/T is in full conformance with PRO/AG
79-645-8 Date August 16, 1979

11a. Type of Action and Governing AID Handbook
 AID Contract (HB 14) PASA/RSSA (HB 12) AID Grant (HB 13) Other

11b. Contract/Grant/PASA/RSSA
Reference Number (if this is an
Amendment)
N/A

12. Estimated Financing (A detailed budget in support of column (2) is attached as attachment no. 1)

Maximum AID Financing	A. Dollars	(1) Previous Total	(2) Increase	(3) Decrease	(4) Total to Date
					620,000
	B. U.S.-Owned Local Currency				

13. Mission
References

USAID/S
Order No. 210
"Logistical
Support for
Contract
Personnel"

State 189089

14a. Instructions to Authorized Agent

- Execute a contract with Eastern Michigan University to continue implementation of this project (Previous contract AID/AFR-C-1172).
- Contract should be written for full LOP period to be funded incrementally. This PIO/T provides the first increment of funding. Second increment planned for first quarter FY 1980.
- Non-competitive procurement was approved by Review Board May 8, 1979 (ref State 189089).
- Procurement of non-waived items to be the responsibility of the contractor through sub-contract using services of procurement agent acceptable to AID/W Office of Commodity Management (SER/COM/ALI).

(Cont'd on Page 4)

14b. Address of Voucher Paying Office

AID/W(FMO)

15. Clearances—Include typed name, office symbol, telephone number and date for all clearances.

A. The project officer certifies that the specifications in the statement of work are technically adequate William Charleson, HRDO		Phone No. Date 8/23/79	B. The statement of work lies within the purview of the initiating and approved agency programs Larry Sailer, PRM		Date 8/24/79
C. Joe Langlois, APO		Date 8/23/79	D. Funds for the services requested are available		
E. F. Richard Rodman, MKMT		Date 8-23-79	Columbus Spaine, A/Controller		
16. For the cooperating country: The terms and conditions set forth herein are hereby agreed to Signature See Grant Agreement No. Date 8/16/79 Title 79-645-8			17. For the Agency for International Development Signature Julius E. Coles Date 8/24/79 Title Julius E. Coles, Director		

AID 1380-1 (1-78)	1. Cooperating Country SWAZILAND	2. PIO/T No. 645-0009-3-90037	Page <u> </u> of 4 Pages
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SCOPE OF WORK

18. THE SCOPE OF TECHNICAL SERVICES REQUIRED FOR THIS PROJECT ARE DESCRIBED IN ATTACHMENT NUMBER 2 HERETO ENTITLED "STATEMENT OF WORK". This attachment also contains job descriptions.

19. SPECIAL PROVISIONS

- A. LANGUAGE REQUIREMENTS (SPECIFY) None required.
(IF MARKED, TESTING MUST BE ACCOMPLISHED BY AID TO ASSURE DESIRED LEVEL OF PROFICIENCY)
- B. ACCESS TO CLASSIFIED INFORMATION WILL WILL NOT BE REQUIRED BY TECHNICIAN(S).
- C. DUTY POST(S) AND DURATION OF TECHNICIANS' SERVICES AT POST(S) (MONTHS)
Manzini, Swaziland. Durations various (See Project Paper)
- D. DEPENDENTS WILL WILL NOT BE PERMITTED TO ACCOMPANY TECHNICIAN(S).
To be at Government expense only on full hours.
- E. WAIVER(S) HAVE BEEN APPROVED TO ALLOW THE PURCHASE OF THE FOLLOWING ITEM(S) (COPY OF APPROVED WAIVER IS ATTACHED) see PAF form 1330-c for this project or State 189089.
- F. COOPERATING COUNTRY ACCEPTANCE OF THIS PROJECT (APPLICABLE TO AID/W PROJECTS ONLY) N.A.
 HAS BEEN OBTAINED HAS NOT BEEN OBTAINED
 IS NOT APPLICABLE TO SERVICES REQUIRED BY PIO/T
- G. OTHER (SPECIFY)
1. Administer a contract funded participant training program as called for in the Grant Agreement 79-645-8 and Project Paper
 2. Subject to satisfactory performance and the agreement of all parties, it is expected that Eastern Michigan University will serve as the implementing contractor through the project completion date (September 30, 1983).

20. BACKGROUND INFORMATION (ADDITIONAL INFORMATION USEFUL TO AUTHORIZED AGENT)

Period One:

- Contract AID/Afr-c-1172
- Project Paper dated December 19, 1974
- Biennial External Evaluation by Pacific Consultants under contract AID/Afr-c-1197, Work Order No. 49.

Period Two:

- Project Paper submitted April 1979
- Grant Agreement 79-645-8 (GOS/USAID Primary Curriculum Project Agreement) 8/16/79.

21. SUMMARY OF ATTACHMENTS ACCOMPANY THE PIO/T (INDICATE ATTACHMENT NUMBER IN BLANK)

- 1 DETAILED BUDGET IN SUPPORT OF INCREASED FUNDING (BLOCK 12)
- EVALUATION CRITERIA FOR COMPETITIVE PROCUREMENT (BLOCK 14)
- JUSTIFICATION FOR NON-COMPETITIVE PROCUREMENT (BLOCK 14)
- 2 STATEMENT OF WORK (BLOCK 18)
- WAIVER(S) (BLOCK 19) (SPECIFY NUMBER) (See item 19.E. above)
- 3 Logistical Support for Contract Personnel: USAID/S Order No. 210

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INTERNATIONAL DEVELOPMENT

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Block 14a.

5. Procurement of waived items will be the responsibility of the contractor using procedures as approved by AID/Swaziland.

Block 22a.

REPORTS:

The Contractor shall submit all the following reports to the Director, PCU and to the Director, USAID/S (or his designee), c/o American Embassy, Mbabane, Swaziland with the exception of one (1) copy which shall be transmitted directly to the Agency for International Development, Attention: Contracting Officer, Office of Contract Management, Regional Operations Division, Africa, Washington, D.C. 20523.

1. Project Assessment Report. This report is to be submitted in ten (10) copies within 60 days of commencement of work and will provide an overall assessment of the GOS plans and capability with respect to primary curriculum development and an appraisal of the overall project purposes and its implementation.

2. Contractor Work Plan. Within 120 days after signing of the contract, this report will be provided in 15 copies and updated every twelve months thereafter after joint consultation with the GOS and AID. The work plan should contain a chart depicting project activities over time.

3. Progress Reports. The contractor will submit reports on all major project activities, providing qualitative assessments of progress in relation to schedules presented in project work plans. These reports will be submitted in 10 copies semi-annually (January and July) within 45 days following the end of the period being covered. They will present status on all project activities and serve as the basis of AID/GOS/Contractor evaluations of the project.

4. Draft Preliminary Final Report. This draft report shall provide an objective, comprehensive analysis of progress made to date on all major accomplishments and shortfalls of the project. It will provide the basis for major AID/GOS project appraisal. The report shall be submitted in 15 copies not later than the end of the forty-fifth month of the contract.

5. Final Report. After (USAID/S) acceptance of the Draft Preliminary Final Report, it shall be finalized and submitted as the final report. It shall be submitted in 25 copies not later than the end of the forty-eighth month.

6. Financial Reports. As required in the General Provisions of the Contract, Form AID 1420-23C (9-74), Sections 7 and 12.

BEST AVAILABLE DOCUMENT

Life of Contract Components	LCF Funding	Components Funded under this PIC/T	Funding This PIC/T	Delivery Dates
<p>Technical Assistance</p> <ul style="list-style-type: none"> 1 Chief of Party (4 py) 1 Curriculum Coordinator (2 py) 1 Production Specialist (2 py) 1 Teacher Education Specialist (4py) 4 Curriculum specialists (14 py) 1 Evaluation specialist (2 py) - Short term consultants (4 py) 	2730	<ul style="list-style-type: none"> 1 Chief of Party 1 Curriculum Coordinator 1 Production Specialist 1 Teacher Ed. Specialist 1 Curriculum Specialist - Math 1 Curriculum specialist - Language Arts 1 Consultant for two months to work on program for introducing 1st grade materials 	430	<ul style="list-style-type: none"> 1 Oct 79 1 Oct 79 1 Oct 79 1 Nov 79 1 Nov 79 1 Nov 79 1 Oct 79
<p>Participant Training</p> <ul style="list-style-type: none"> U.S. Training (19 calendar yrs for 13 people) Local Training (30 py) 3rd Country Training - Africa (27 person months) 	368	<p>Local Training (for 1st grade curriculum introduction)</p>	20	
<p>Equipment and Commodities (1)</p> <ul style="list-style-type: none"> Audio-visual equipment Production equipment Production supplies (local purchase) Household equipment (" ") 	339	<ul style="list-style-type: none"> Audio-visual equipment Production equipment Production supplies (local) Household equipment (local) 	150	
<p>Other</p>	23	<p>Other (see Annex S-pg.5 of P2)</p>	10	
<p>Contingency</p>	140	<p>Contingency</p>	10	

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Attachment 2Statement of Work1. Statement of Objectives and General Plan of WorkA. Objectives

The broad objective of the services required under this project is to provide assistance to the Government of Swaziland (GOS) in the establishment of an institutionalized Swazi capability for developing a primary curriculum which reflects Swaziland's national goals for education. Specific objectives are to develop the following functional systems for carrying out curriculum development and the training of Swazis in their use:

1. Curriculum Design and Development. The development of outcomes (educational goals) and objectives, the design, scheduling and writing of materials, testing of materials in trial schools and revising materials.
2. Production of Materials. Graphic design and illustration, proof-reading, scheduling and the economic, efficient and timely printing and binding of the required number of materials.
3. Distribution of Materials. The systematic movement of materials from press to classroom with the retention of adequate copies for replacement needs.
4. Teacher Training. Pre-service and in-service training of teachers and education officials to ensure the effective and appropriate use of materials and tests throughout the Swazi primary school system.
5. Evaluation. Determine the effectiveness of existing and new curricula, assess student learning progress and assess teacher effectiveness in using curricula.

B. Scope of Work

1. Establishing Functional Systems for Curriculum Development.
To achieve the objectives of the project, it is envisaged that the Contractor, under the guidance and direction of the GOS Ministry of Education (MOE), will focus its primary efforts on the development of the skills of the staff of the Primary

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Curriculum Unit (PCU). The Contractor will also be expected to assist the PCU to carry out the following activities:

- a. Develop and operate a curriculum design and preparation system which includes the design and preparation of prototype materials addressed to national outcomes or educational goals as well as testing and evaluating them prior to large-scale use;
- b. Establish and operate a system for the production of prototype materials to be tested in a small number of selected schools and the large scale production of materials for use throughout the country, including undertaking a technical and economic feasibility analysis of possible alternative approaches to carrying out large-scale production under the project;
- c. Establish and operate a system for the production and distribution of large scale materials which will include the scheduling and management of distribution from the central Production Center as well as the collection of fees and accounting for receipts.
- d. Develop a system for pre-service and in-service training which will prepare teachers and other educators to provide classroom instructions which are consonant with the requirements of the new curriculum, including the coordination of the pre-service program (which is not the primary responsibility of the PCU) and the in-service program (with which the PCU is directly involved); and
- e. Provide for the on-going evaluation of the use of the new curriculum materials which includes the meaningful assessment of student progress and the early identification of teacher/learner problems and the timely determination of the need for modification of curriculum material.

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2. Counterpart Training

- a. Formal training. The project includes 13 person-years of U.S. training, 30 person-years of in-country training, and 27 person-months of short term training in Africa during the second four year period. More than half of this training will consist of special training courses for PCU staff members, other MOE personnel selected as writers and senior MOE staff members involved in the curriculum development process. Overseas training is kept at a minimum, and in-country training will be emphasized as a more expeditious and efficient means of training. However, this in-country training in the form of special courses will be of a systematic and formal nature conducted in coordination with an accredited institution to enable participants to earn academic credit where appropriate and desired.
- b. On-the-job training will be provided by the contractor for all GOS project personnel. Contract advisors must be experienced in and possess the insights required for effective non-directive teaching techniques in keeping with their advisory roles and for maximizing the direct performance by Swazis in project activities.

3. Initial Implementation Steps:

As initial steps to the implementation of this project, the contractor will conduct a project review analysis and prepare a contractor work plan.

a. Contractor Work Plan

This work plan should consist of a management and evaluation model for identifying the interdependencies and interrelationships of the many activities involved in the entire curriculum development process. The plan should include time-phased schedules for project personnel, training, commodities, and the sequence and timing for achieving all project outputs. This contractor work plan will serve as the basic tool for monitoring project activities, the basis of contractor reports, and the criteria for evaluation of contractor performance. It should identify in specific detail the schedule for the four-year period of the contract. It will be revised by the contractor as needed based upon joint consultation with the GOS Ministry of Education, Senior Inspector Primary and the Director, USAID/S or his designee.

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Due to the sensitivity and complexity of this project it is essential that each of the curriculum specialists possess not only the knowledge and skill of curriculum development but that they have the ability and inclination to teach Swazi personnel these skills. It is not the intent that any external specialists should make curriculum policy decisions or unduly influence Swazi personnel in the selection of the content of the curriculum. Rather the firm purpose of AID assistance is to build Swazi capabilities for accomplishing these substantive tasks through training and coaching of MOE personnel.

Job description, duties, qualifications and proposed durations of assignments of the technicians to be furnished by the Contractor are as follows:

JOB DESCRIPTION

POST: Chief of Party (1 person - 4 years)

1. Responsible to: Executive Vice President/Campus Coordinator,
Eastern Michigan University
2. Supervisory responsibilities:
 - a. responsible for all professional administrative matters for the EMU contract team and management of:
 - technical assistants
 - personal secretary
 - imprest cash/accounts
 - project reports
 - liaison with donor agencies
 - hiring process of staff
 - external evaluation preparation
 - assistance to AID PROP revision
 - b. responsible for the following functions or opportunities relative to the local Swazi staff:
 - plan and supervise the participant training program
 - attend relevant meetings of GOS officials to advise them on conceptualizing and implementing the new primary school curriculum
 - advise on the total curriculum effort particularly where a sub-system interconnects with PCU

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3. Responsibilities in preparing the PCU Director to function effectively in performing the following tasks:
- a. be responsible for conceptualizing primary curriculum development activities and policies and make recommendations to government based on professional expertise and documentation;
 - b. determining day-to-day work priorities for the PCU staff within the general work priorities set down by the Ministry of Education through the Senior Inspector Primary;
 - c. recommending to the Senior Inspector Primary any addition or reassignment of PCU personnel;
 - d. preparation and administration of yearly budgets for the PCU, making budgetary decisions, and signing papers related to budgetary control and payment of accounts;
 - e. supervising the accomplishment of the following tasks of the PCU:
 - (i) preparation and updating of a new primary school syllabi;
 - (ii) design, preparation and securing new curriculum materials required by new syllabi;
 - (iii) introduction of new curriculum materials into pre-service and in-service teacher training courses;
 - (iv) production of trial materials for use by pilot schools;
 - (v) further training of PCU staff (formal and informal) in consultation with the Chief Inspector Primary;
 - (vi) planning of appropriate evaluation devices for new curriculum materials; and
 - (vii) liaison with other appropriate institutions, e.g. teacher training colleges, printing firms, UBS, Regional Testing Center, Educational Broadcasting Services, etc.
 - f. functioning as Executive Secretary of the Primary Curriculum Panel;
 - g. responsible for making decisions and signing papers on all matters affecting the professional and technical standards of the PCU;

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h. liaison with technical assistance advisors who may be assigned to advise in planning and development of new curriculum materials and their implementation into primary schools; and

i. upon request of Management, teach University courses and/or informal training classes.

4. Qualifications:

a. Experience - Extensive experience as a chief executive officer of a primary school, school district, curriculum project or similar educational institution. Must demonstrate superior ability to conceptualize, plan and supervise and must have the ability to teach these skills to a counterpart.

Curriculum experience at primary school level necessary. Experience in Africa or developing countries developing primary school curriculum is preferred but not mandatory.

Desire a person of high integrity and mature behavior who is task oriented and can work as an integral part of a team.

b. Training - Doctors degree in educational leadership with experience in primary school curriculum.

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JOB DESCRIPTIONPOST: Curriculum Coordinator (1 person - 2 years)

1. Responsible to: Director of PCU/EMU Chief of Party.
2. Supervisory responsibilities: Responsible, in cooperation with Chief Curriculum Designer, for the overall development of the primary curriculum. Supervision of AID Curriculum Specialists and short-term advisors working in the Curriculum Resource Center.
3. Overall responsibilities: In cooperation with the Chief Curriculum Designer, plan and monitor a schedule of design activities, coordinating it with (i) the required interaction of Teacher Educators in providing workshops and other training activities, (ii) Evaluation in providing testing and feedback service, (iii) Production, and (iv) Management.
4. Specific responsibilities: The Curriculum Coordinator, in cooperation with the Chief Curriculum Designer, will perform the following tasks:
 - a. develop a coordinated plan for curriculum development in the primary schools of Swaziland;
 - b. develop and maintain up-to-date syllabi in all subjects of the primary curriculum;
 - c. assist in planning and supervise schedules of all design units;
 - d. assist in the research and formulation of a design for modules and lessons in the various subject areas;
 - e. coordinate editing and final development of all modules before presentation to the PCU Director;
 - f. supervise the Curriculum Resource Center and personnel as well as assist in obtaining materials from other African programs;
 - g. oversee the movement of curriculum materials through the illustration and printing process and set priorities for this movement;
 - h. attend and chair meetings of all subject areas development teams;
 - i. call and attend all Primary Subject Panels;
 - j. member of all National Subject Panels as well as the Curriculum Coordinating Committee;

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- k. develop and maintain communication with all other agencies involved in curriculum development in Swaziland;
- l. develop and maintain communications with the Africa Curriculum Organization (ACO) and with curriculum development centers throughout Africa;
- m. visit pilot schools, when possible, to informally evaluate the curriculum materials being used in these schools;
- n. be the contact person for all matters pertaining to the illustration and printing units;
- o. insure uniform and appropriate illustrations for primary school children and, to this end, he shall assist in the development of charts, seat work, supplementary materials, etc.;
- p. in collaboration with the teacher education component, direct and/or assist with workshops for teachers and administrators in curriculum and materials design;
- q. cooperate with the teacher education component in the development of the TIDCs;
- r. assist the teacher education component in the training of Teacher Leaders to thoroughly understand all developed curriculum materials;
- s. use feedback from the teacher education component to facilitate the redesign or the rewriting of educational materials;
- t. cooperate with the Evaluation Unit in the development of testing materials;
- u. use feedback from the Evaluation Unit with the curriculum designers when redesigning or rewriting curriculum materials;
- v. keep the Director of PCU informed of any problems which are interfering with the development of curriculum materials;
- w. upon request of Management, teach University courses and/or informal training courses;
- x. report to the PCU Director and PMU Chief of Party on a regular basis as to the functioning of the curriculum section;
- y. the Curriculum Coordinator should assume the responsibilities of the Chief of Party in his absence; and
- z. other responsibilities as may be deemed appropriate by the Director of PCU or the Chief of Party.

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5. Qualifications:

a. Experience - Several years experience directing the overall activities of a major curriculum effort in an educational institution dealing with primary education. The experience to involve conceptualization skills, directing the work of a curriculum staff, knowledge of primary curriculum trends/successful practices. Must have the ability to work closely with technical assistants and counterparts in the conceiving of the necessary tasks, supervising and directing their work and supervising the many interrelated aspects of the development of primary curriculum materials. Previous experience in developing country preferred.

Desire a person of high integrity and mature behavior who is task oriented and can work as an integral part of a team.

b. Training - Advanced degree in curriculum development with emphasis in child psychology.

JOB DESCRIPTION (1)

POST: CURRICULUM SPECIALIST (4 persons - 3 for 4 years and 1 for 2 years)

1. Responsible to: Reports to the Chief Curriculum Designer/Curriculum Coordinator and ultimately responsible to the Director of PCU and EMU Chief of Party.
2. Supervisory responsibilities: Work daily with the Swazi Curriculum Design Specialists in demonstrating skills of curriculum development and to give continual feedback and assistance in their practice of these skills.
3. Overall responsibilities: Assist the Swazi Curriculum Design Specialists in (i) designing and maintaining the process of curriculum development, (ii) developing a plan and maintaining a schedule of design, (iii) cooperating with the Teacher Educators in providing workshop and other training activities, (iv) providing the Evaluation Unit with testing and feedback services, and (v) participating in material approval.
4. Specific responsibilities: The Curriculum Specialist will assist the Swazi Curriculum Design Specialist in each of the following tasks:
 - a. develop an integrated curriculum plan for the subject area/s of his/her assignment and taking cognizance of other primary schools subjects in the plan;
 - b. further develop and maintain an up-to-date syllabus;
 - c. plan and maintain a schedule of work for the designing process;
 - d. utilize feedback to help develop efficient methods for research and formulation of designs in the modules and lessons;
 - e. edit and develop final products for all publications in his/her subject area/s;

(1) For this P/O/T we are requesting the services of curriculum experts in math and language arts as described in the following job description. We expect to require additional curriculum experts in the areas of science and english.

- f. recommend African and non-African curriculum materials for the Curriculum Resource Center;
- g. attend all team meetings in his/her subject areas and cooperate in other subject area meetings when needed;
- h. attend all Primary Subject Panels, approval panel meetings and National Subject Panels in the subject area;
- i. in cooperation with the Chief Curriculum Designer and Curriculum Coordinator, help to develop and maintain communications with other agencies involved in curriculum development in Swaziland as well as agencies throughout Africa and the U.S.;
- j. visit pilot schools on a scheduled basis to informally assess the effectiveness of the primary school curriculum materials;
- k. in collaboration with other units, direct and/or assist with workshops for classroom teachers, Teacher Leaders and administrators in curriculum and materials design;
- l. upon request of Management, teach University courses and/or informal training classes;
- m. assist the Curriculum Design Specialists to use feedback from the Evaluation Unit in their re-designing or rewriting of educational materials;
- n. collaborate with the Chief Curriculum Designer, Curriculum Coordinator and the Evaluation Unit in the development of testing material;
- o. keep the Chief Curriculum Designer and Curriculum Coordinator informed of any problem which is interfering with the development of curriculum materials;
- p. continue to develop and prepare materials in the absence of any Curriculum Design Specialists by working directly with the Chief Curriculum Designer and Curriculum Coordinator;
- q. the Chief of Party shall appoint a Curriculum Specialist to assume the responsibilities of the Curriculum Coordinator in his/her absence; and

- r. other responsibilities as may be deemed appropriate by the Director of PCU or the Chief of Party.

5. Qualifications:

- a. Experience - Several years experience in actual preparation of primary school materials which features success in analysis of intellectual skills, readiness, stages of cognitive development and other major dimensions of the learning process. Must be familiar with a wide selection of available curriculum materials and methods appropriate to a developing country as well as alternative teaching and learning strategies. Prefer a person who has prepared primary curriculum materials by developing syllabis, grade level objectives, lessons and modules, teacher guides, supplemental material, illustrations and other aspects of materials development.

Desire a person of high integrity and mature behavior who is task oriented and can work as an integral part of a team.

- b. Training - Advanced degree in curriculum development and/or child development.

JOB DESCRIPTION

POST: PRODUCTION SPECIALIST (1 person - 2 years)

1. Responsible to: Director of PCU/EMU Chief of Party.
2. Supervisory responsibilities: Until Production Manager is appointed by the GOS, the advisor shall supervise the Production Unit and staff. The supervisory responsibility shall be gradually assumed by the new Production Manager.
3. Responsibilities in preparing the Production Manager and other Production Unit staff to perform effectively the following tasks:
 - a. coordinate the flow of materials through the Production Unit in a systematic well organized manner;
 - b. be able to operate all equipment in the Production Unit so as to train the Swazi staff in effectively operating and providing routine maintenance on the equipment;
 - c. supervise seven to 14 employees in all departments of the Production Unit. Personnel will be assigned to work in or to be trained in one or more of the following sections: art, photography, paste-up and stripping, plate making, photolithography, printing, collating, binding and packaging;
 - d. work with the Curriculum Coordinator and the design and preparation component personnel during the planning and implementation stages of writing and preparation of publications and other materials;
 - e. participate in regularly held general staff meetings, meetings with the Curriculum Coordinator, the design staff and special production planning meetings;
 - f. submit cost estimates and prepare invoices for completed jobs that are produced for agencies other than the PCU;
 - g. establish a stock control 'CARD-EX' system and order expendable materials and supplies on a regular basis in order to facilitate and keep production on schedule in all sections;

- h. prepare the materials for distribution by having them properly wrapped and labeled. Notification should then be given to the responsible components so actual distribution will get under way. Also, arrange for and implement an organized system of storage of the excess materials;
 - i. follow the established procedure of filing original art work and typesetting on all jobs completed at the Production Unit;
 - j. prepare and implement a system of identifying and proper storage of film flats to enable the Production Unit to efficiently make re-runs on any job;
 - k. maintain production records, submit monthly and other reports as requested in order to keep administrative staff aware of commitments and fully abreast of progress and any problems occurring in the Production Unit. Also, conduct Production Unit staff meetings;
 - l. prepare budgets and submit requests for new equipment. Also, order parts required to keep the equipment operating properly;
 - m. make recommendations for, assist in the design, and supervise and coordinate the operation of a Ministry of Education Multi-Media Production Center;
 - n. work closely with personnel in the Curriculum Resource Center of the PCU by supplying the Center with samples of all materials produced and cooperating with any requests they may have for the Production Unit;
 - o. upon request of Management, teach University courses and/or informal training classes; and
 - p. other responsibilities as may be deemed appropriate by the Director of PCU or the Chief of Party.
4. Qualifications:
- a. Experience - At least ten years experience in directing and supervising a well equipped printing/illustration and photo shop. Prefer a person who has had experience in developing countries

and/or has displayed success in working with counterparts. Should have broad background of large-scale production that applies modern technology in photography, typesetting, layout and stripping, plate making, printing, collating and binding.

Desire a person of high integrity and mature behavior who is task oriented and can work as an integral part of a team.

- b. Training - Degree or certificate in printing-production management including knowledge of modern technology and supervision skills.

JOB DESCRIPTION

POST: TEACHER EDUCATION SPECIALIST (1 person - 4 years)

1. Responsible to: Director of PCU/EMU Chief of Party.
2. Supervisory responsibilities: None, except acting in the absence of Teacher Educators.
3. Overall responsibility: Assist the Teacher Educators in (i) the supervision of the TIDC, (ii) the design and implementation of in-service education program for teachers on the new curriculum materials, and (iii) the coordination of all training programs so as to coincide with the introduction of the new materials at each grade level.
4. Specific responsibilities: The Teacher Education Specialist will assist the Teacher Educators in each of the following tasks:
 - a. the development of a coordinated plan of in-service education for teachers related to the redesigned curriculum materials so as to ensure implementation of those materials;
 - b. the supervision of the Teacher Leaders and of the individual plans for in-service programs at each of the TIDCs;
 - c. the coordination of all in-service efforts related to the curriculum materials by other agencies including William Pitcher College and UBS;
 - d. the management of the orientation/training sessions on the new materials for persons who will be responsible for training the teachers on the new materials;
 - e. the management of the orientation/training sessions on the new materials for the primary school headmasters;
 - f. the management of the orientation/training sessions on the new materials for personnel who are responsible for the pre-service education of primary school teachers at the teacher training colleges;
 - g. the redesign of pre-service programs at the various colleges and UBS to reflect the new materials;

- h. the organization of end-of-term evaluation workshop for pilot school teachers, Teacher Leaders and curriculum design staff;
- i. the development and monitoring of the conceptual framework of the TIDCs;
- j. the coordination of EMU-sponsored credit and non-credit course offerings;
- k. the development of effective relationships with UBS relative to transfer of credit between the two institutions, cooperative programs, etc.;
- l. to teach selected courses as assigned by the EMU Chief of Party;
- m. to assist in the development and revision of curriculum materials in selected subject areas as assigned by the EMU Chief of Party;
- n. upon request of Management, teach University courses and/or informal training classes;
- p. other responsibilities as may be deemed appropriate by the Director of PCU or the Chief of Party; and
- o. assist in the planning and implementation of the countrywide distribution of PCU materials.

5. Qualifications:

- a. Experience - Extensive experience in teacher training. Prefer a person who has devised training based on specific needs of teachers. Must have experience in teacher centers and knowledge of their function. Prefer a person who has designed teacher training materials and who has planned and conducted teacher workshops designed to meet curriculum and instructional improvement needs of teachers. Person should have skills in training people who work with a third party in a field setting.

Desire a person of high integrity and mature behavior who is task oriented and can work as an integral part of a team.

- b. Training - Doctors degree in teacher education, instructional psychology or educational psychology.

JOB DESCRIPTION

POST: EVALUATION SPECIALIST (1 person - 2 years)

1. Responsible to: Director of PCU/EMU Chief of Party.
2. Supervisory responsibilities: None.
3. Responsibilities in preparing the Evaluators to perform effectively the following:
 - a. evaluate the effectiveness of PCU materials as used in pilot schools by directing the administration, scoring and analysis of (i) annual exams based on those materials of students who have used the materials, and (ii) periodic questionnaires completed by teachers who use the materials regarding their judgements on the value of the materials;
 - b. share the annual examination results with other PCU components (design, production, etc.) in a useful fashion;
 - c. provide information for the purposes of decision-making and task improvement to other PCU components and related groups, as follows:
 - (i) Management: quantity of PCU outputs; effectiveness of outputs; characteristics of those using materials; and interactions between the various components of PCU and the entire education system involved in the testing of pilot materials.
 - (ii) Materials design and preparation: effectiveness of materials; and teachers', students' and district administrators' reactions to materials.
 - (iii) Production: quantity and production deadlines; and adequacy of production quality.
 - (iv) Teacher Educators and teachers: testing and feedback procedures; requests for additional materials; and record-keeping in regard to materials.
 - (v) Students and parents: educational progress, examination-taking skills; and feedback procedures.

- d. preparation and implementation of program plans for the evaluation component of the Project;
 - e. preparation of summary reports of previous testing;
 - f. design and administration of end-of-term tests in each subject for each grade;
 - g. planning the implementation and scoring of tests;
 - h. working with all other PCU staff (curriculum writers, management, production, teacher education staff) to successfully complete the above tasks;
 - i. upon request of Management, teach University courses and/or informal training classes; and
 - j. other responsibilities as may be deemed appropriate by the Director of PCU or the Chief of Part.
4. Qualifications:

- a. Experience - Several years experience in the practical application of evaluation techniques to educational instruction and/or curriculum. Needs to have expertise in developing tests that capture the essence of the curriculum. Must have the knowledge and capability of assessing the processes as well as the quality of the curriculum. Must know and teach to counterparts planning skills and a variety of technical skills including identification, selection and/or originating suitable devices for pre/post assessment, school leaving exams, etc.

Desire a person of high integrity and mature behavior who is task oriented and can work as an integral part of the team.
- b. Training - Advanced degree in educational research, evaluation or instructional psychology.

EXAMPLES OF SHORT-TERM CONSULTANTS

(4 PERSON YEARS)

EXAMPLE ONE:

- 10-week consultant in language arts.
- will assist the siSwati designer in the following tasks:
 - A. revision of the Teachers' Edition for Grade 1 siSwati.
 - B. creation of a supplementary reader, Asifundze, for Grade 1 children.
 - C. preparation of a sample module for Grade 3.
 - D. revision of the Teachers' Edition for Grade 2 siSwati.
 - E. work on scope and sequence charts for the siSwati program for Grades 1-7

EXAMPLE TWO:

- 3-week consultant in maintenance of production equipment.
- will train the PCU printers, collators and plate-makers in the operation, care and maintenance of the three printing presses, the collators, varitype and other production equipment.

EXAMPLE THREE:

- 12-week consultant in operation and function of Teacher Innovation and Dissemination Centers.
- will train the Teacher Educator and four Teacher Leaders how to maximize the TIDC in each of the districts. Will assist each Teacher Leader (on the TIDC sites) in organizing and planning strategies for introducing the new curriculum to the teachers of the district.

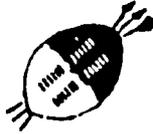
EXAMPLE FOUR:

- 8-week consultant in primary school science.
- will accomplish the following by working closely with the PCU Science Designer:
 - A. revising the old scope and sequence for Grades 1-7.
 - B. revising the Grade 1 modules.
 - C. write a new version of the Grade 1 module, "Matter and Energy".
 - D. write a draft of the grade 2, "Health and Human Body".
 - E. prepare grade level objectives for Grades 3 and 4.
 - F. prepare a detailed outline of Grade 3 modules.

UNITED STATES OF AMERICA

AGENCY FOR INTERNATIONAL DEVELOPMENT

USAID MISSION TO SWAZILAND



ORDER NO. 210

DATE: 08-23-79

SUBJECT: LOGISTIC SUPPORT FOR CONTRACT PERSONNEL

I PURPOSE:

This order establishes the policy of the U.S. AID Mission to Swaziland (USAID/S) for provision of logistic support to contract personnel. The term "logistic support" as used in this order is defined as being the financing of or furnishing to a contractor, its employees, and their dependents (in accordance with the provisions of the contract), items such as transportation of personnel, personal and household effects; living quarters, furniture and furnishings, equipment, utilities, and supplies for the residence and office; and maintenance and other supporting services, including medical and mail facilities.

II AUTHORITY:

The provisions of this order are in accordance with the authority contained in the Foreign Assistance Act of 1961, as amended, and are consistent with the policies and regulations established in various AID Handbooks and the Standardized Regulations (Government Civilians, Foreign Areas) concerning allowances.

III POLICY:

It is the policy of the U.S. AID Mission to Swaziland that a contractor employed to implement a part of the mission program shall be, to the maximum extent possible, administratively self-sufficient in meeting the logistic support needs of personnel under the contract. The Mission shall endeavor to assure that the contract itself contains clear, firm provisions for the resources required by the contractor in order to achieve said self-sufficiency. In this context, resources are defined as being (1) cooperating country acceptance of the responsibility for provision of specific logistic support items to contract employees, such as temporary and permanent housing, furniture and furnishings, household equipment, etc., of a type and to the extent such support is provided other expatriate contract personnel and GOS employees of comparable rank and (2) sufficient funds to supplement the GOS support commitment

where necessary to meet the intent of this policy as stated under I. above.

The different types of contracts (e.g. OPEX, Institutional, etc.) utilized to meet mission program needs do not provide all contract personnel with identical logistic support nor does said support necessarily equate to that provided U.S. direct-hire personnel. Therefore, all contracts funded by AID, in whole or in-part, should specify therein the exact logistic support, including certain allowances, benefits and privileges, to which the contract personnel are entitled and the means by which such support will be furnished. The specific logistic support provided under the different types of contracts utilized in Swaziland is as shown in annex A to this Order. Changes in support provision subsequent to issuance of this order, as deemed necessary and appropriate by mission management, will be handled through published revisions to said annex A.

The Project Agreement shall provide that "The Government of Swaziland will be responsible for providing housing, housing maintenance and repair, basic hard household furniture and equipment, and household furnishings for AID- financed technicians in accordance with standards established by the GOS for other expatriate contract personnel and GOS employees of comparable rank." Inasmuch as GOS standards will differ from USAID/Swaziland standards with regard to the above-mentioned support, the PIO/T and the contract shall provide as follows: For Institutional Contracts - "to the extent such support is not provided by the GOS in cash or in kind, AID will reimburse the contractor for actual costs of items included in annex B listing of allowable household furniture, furnishings and equipment in an amount not to exceed \$2,200.00 for each contract technician. An additional amount not to exceed \$600.00 in allowable costs is authorized for contract technicians returning for second or subsequent tours or an amount not to exceed \$1,500.00 for a replacement or additions to draperies, allowable equipment, and for furniture upholstery." USAID/Swaziland mission management will periodically review the above cited money amounts and, as appropriate, make adjustments based on inflationary factors. For OPEX Contracts - "to the extent such support is not provided by the GOS in cash or in kind, AID will reimburse the contractor for actual costs of items such as those shown in annex B to this order up to the maximum amount of the "Furnishings Allowance" established for the OPEX individual(s)."

IV PROCEDURES:

The contract Chief of Party is the contractor's representative and is directly responsible for contract administrative matters including logistic support and liaison between contract employees, the GOS, and the USAID/Swaziland. Contractor requests for advice, assistance, or guidance in interpretation and/or application of mission policy, or in resolving other than routine administrative problems, should originate with the contract Chief of Party (except for OPEX and PSC personnel) and should be directed through the USAID/S Project Officer to the Controller, Management Officer, or Director as appropriate.

It is anticipated that essential information obtained in such consultation(s) will be shared as soon as possible thereafter with all contract personnel with a need to know.

A copy of this USAID/S Order shall be attached to each PIO/T issued by the mission.

A N N E X A

Contract personnel employed under Institutional, Personal Services, or OPEX contracts, funded in whole or in part by AID, in support of the USAID/Swaziland program are entitled to the logistic support, including allowances, benefits and privileges, as listed hereunder. Said support should be furnished by the entity and in the manner shown.

I INSTITUTIONAL:

A. The cooperating country will provide the following:

1. Permanent housing. In the event that permanent housing is not available for use by the U.S. technician and his family upon arrival in Swaziland, the GOS will provide full costs of suitable temporary housing until permanent housing is available. Additionally, the GOS will provide full costs of suitable temporary housing, as necessary, prior to departure from Swaziland.
2. Basic hard household furniture and equipment and household furnishings of the type provided other expatriate contract personnel and GOS employees of comparable rank.
3. Office space, office furniture and equipment (e.g., desks, chairs, tables, etc.), and office supplies as required in the conduct of official business.
4. Secretarial, interpreter, and clerical services as required.
5. Job-related transportation within the cooperating country. Transportation between residence and place of work will not be provided.
6. Exemption from or for the reimbursement of the following:
 - (a) All duties and taxes imposed on and relating to the import of household and personal effects (including one motor vehicle) which are the property of each U.S. supplied technician or his/her family intended for their own personal and/or domestic use and are imported by the technician within a period of six (6) months of his/her arrival at his/her post of assignment in-country. If any of the above effects are sold in-country, the U.S. supplied technician will as appropriate be liable, under applicable GOS law, to pay duty or taxes on the items sold at the proper rates.

- (b) All export duties and taxes on the above items.
- (c) All social security taxes, personal taxes, and all direct taxes on all income of the U.S. supplied staff received from the U.S. Government, either directly or indirectly.

B. AID will provide for the following:

1. The GOS will not be responsible for household utilities (i.e. electricity, water and sewer, wood and coal) costs; these will be reimbursable expenses under the contract.
2. The cost of residential guard service will be a reimbursable expense under the contract. Reimbursement will be limited to a maximum amount established by the USAID/S.
3. The costs of supplemental basic household furniture and equipment and household furnishing items allowable per annex B to this directive but not provided by the GOS will be reimbursable expenses under the contract.
4. The cost of rest and recuperation travel of U.S. citizen contract employees and eligible dependents will be a reimbursable expense under the contract provided that such reimbursement does not exceed that authorized U.S. citizen direct-hire employees of the USAID/Swaziland.
5. The costs involved in providing contract personnel with the allowances authorized by the standard provisions of the contract, consistent with provisions contained in the AID Handbooks and the Standardized Regulations (GC,FA), will be reimbursable expense under the contract.
6. The costs involved in providing contract personnel with AID sponsored orientation prior to overseas travel will be a reimbursable expense under the contract.

C. GENERAL.

1. Contract personnel may use the Department of State pouch facility for official and personal first class letter mail. Arrangements should be made with the local post office for all other mail.
2. Contract personnel may open personal accounts with a local bank for accommodation exchange purposes.

3. Contract personnel may not make use of Peace Corps medical facilities in-country and State Department facilities do not exist thus personal arrangements must be made to obtain such services on the local market.
4. Contract personnel serving in Swaziland will be entitled to those holidays authorized by the GOS only.
5. Commercial travel and transportation of contract personnel, their dependents, and their household and personal effects will be arranged by the contractor.

II. OPERATIONAL EXPERTS (OPEX):

The operational expert is a contract employee of the Government of Swaziland and not of the U.S. Government or the firm employed to perform certain administrative services in connection with the expert's employment with the GOS.

- A. The cooperating country will provide the OPEX individual with the logistic support listed under I.A.1./2./3./4./5. & 6 above.
- B. The OPEX individual will be entitled to the following allowances and benefits payable or reimbursed by AID through the firm employed to perform certain administrative services in connection with the experts employment with the GOS.
 1. Allowance in lieu of Organizational Benefits.
 2. Medical, Disability and Life Insurance Allowance.
 3. Living Quarters Allowance.
 4. Storage of Household Effects Allowance.
 5. Furnishing Allowance.
 6. Education Allowance.
 7. Allowance for Medical Examinations.
 8. Reimbursement for Residential Guard Service.
 9. Excess Accompanied Air Baggage.
 10. Unaccompanied Air Baggage.

The payment of other allowances and benefits (e.g. vacation leave, sick leave, etc.) will be governed by the Standardized Regulations (GC,FA), as amended, to the extent made applicable by agreements between OPEX individuals and the firm employed to perform certain administrative services in connection with the experts employment with the GOS.

C. GENERAL:

1. The "General" support provisions under I.C. 1./2./3. & 4. above apply to OPEX individuals.
2. The firm employed to perform certain administrative services in connection with the experts employment with the GOS will conduct a pre-departure orientation

in the United States for OPEX individuals and dependents which shall include, but not be limited to, the following:

- (a) Advice as to administrative requirements established by the GOS in such matters as identification papers, passports, driver's licenses, inoculation data, etc.
- (b) Information concerning general working and living conditions in Swaziland.
- (c) Information concerning the historical, cultural, and socio-economic background in which the OPEX individual will live and work.
- (d) Assistance to the OPEX individual in obtaining necessary medical clearances, inoculations, passports, and visas.
- (e) Advice on arranging for appropriate medical and disability insurance.
- (f) Assistance in arranging for U.S. and international travel and transportation and computing related allowances such as shipment of excess air baggage and unaccompanied air baggage.

III. PERSONAL SERVICES:

The scope, quality, and method of providing logistic support to the Personal Services Contractor (PSC) will normally be identical to that provided other direct-hire/contract employees of the organizational element within which the PSC is employed to work.

A N N E X B

The Government of Swaziland is responsible for providing Institutional and OPEX contract personnel with basic hard household furniture and equipment and household furnishings of a type assigned other expatriate contract technicians and GOS employees of comparable rank. To the extent such support is not provided by the GOS in cash or in kind, AID will reimburse the contractor for actual costs of the specific items listed below. Title to such supplementary property procured utilizing funds made available under the project shall be in the name of the GOS or such public or private agency as the GOS may designate. However, such property will thereafter be used so as to further the objectives sought in carrying out the AID program in Swaziland.

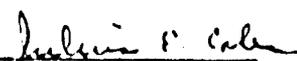
1.	Rug, 12' x 15'	1 EA
2.	Rug, 9' x 12'	1 EA
3.	Drapes	*
4.	Air Conditioner	**
5.	Refrigerator, 15 cu. ft.	1 EA
6.	Clothes Washer, Automatic	1 EA
7.	Clothes Dryer	1 EA
8.	Transformer, 500 W	2 EA
9.	Transformer, 1000 W	1 EA
10.	Transformer, 1500 W	1 EA
11.	Fire Extinguisher, 5 LB (GP)	2 EA
12.	Lamp, Floor	1 EA
13.	Lamp, Table	*
14.	Heater, Electric Space	*
15.	Window Screens	*
16.	Freezer, 11 cu. ft.	*
17.	Window Security Bars	*
18.	Door Security Locks	*

* Quantity and money amount limitation will be as determined necessary and appropriate by mission management consistent with USAID/Swaziland Orders.

** Air Conditioner(s) - limited to technicians stationed in Lowveld locations only. Issue restricted to 1 each for Living Room and 1 each for each occupied bedroom.

Freezer - limited in issue to technicians as deemed necessary and appropriate by mission management.

NOTE: Procurement and reimbursement for replacement items will be as approved by mission management.


Julius E. Coles
Director

DISTRIBUTION: E