

PD-AAS-249
ISA 42422 UNITED STATES GOVERNMENT
memorandum

DATE: September 19, 1984
REPLY TO
ATTN OF: Ambrosio J. Ortega  HRDO
SUBJECT: Project Assistance Completion Report: Caribbean Education
Development Project: CXC/USAID Secondary Curriculum Project, 538-0029
TO: Peter Orr, DR

Attached is subject Report prepared by Stafford Griffith, Senior Education Project Manager, and duly cleared by RDO/C division chiefs. Please make the appropriate distribution within RDO/C and to AID/W. Please make sure that Paul White, LAC/DR/EST, gets a copy.

Attachment a/s

Info: S. Griffith, SEPM

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PROJECT ASSISTANCE COMPLETION REPORT: CARIBBEAN EDUCATION DEVELOPMENT
PROJECT: CXC/USAID SECONDARY CURRICULUM SUBPROJECT 538-0029

Background: The Secondary Curriculum Subproject Grant Agreement in the amount of US\$2,618,132 was signed between the Caribbean Examinations Council (CXC) and the United States Government on June 27, 1979. This Subproject was one of the 3 components of the Caribbean Education Development Project, the other two being the Primary Curriculum Subproject executed by the University of the West Indies (UWI) and the Primary School Construction and Rehabilitation Subproject executed by the Caribbean Development Bank (CDB).

The Secondary Curriculum Subproject aimed at assisting CXC:

(i) to develop new or revised secondary school syllabi in eleven subject areas (English, Mathematics, Geography, Caribbean History, Integrated Science, Spanish, Agricultural Science, Business Education, Social Studies, Home Economics and Industrial Arts);

(ii) to conduct a comprehensive program of in-service teacher education, dealing with new methods of evaluation and with the development of materials related to the revised syllabi; and

(iii) to upgrade the data processing capability of CXC in anticipation of the significantly increased volume of student scores and examinations to be processed in the ensuing years.

Project activities were slated for all 14 member - territories of the Caribbean Examinations Council i.e. Antigua, Barbados, Belize, British Virgin Islands (BVI), Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia, St. Vincent, Trinidad & Tobago, and Turks & Caicos Islands.

The original Project Assistance Completion Date (PACD) of the Secondary Curriculum Subproject was May 31, 1983. At the request of the Grantee the PACD was first extended to August 31, 1983 and finally to December 31, 1983. These extensions facilitated the completion of (a) teacher training activities and (b) reproduction and dissemination of project materials.

The Status of the Subproject at the PACD: At the final amended PACD almost all activities defined for the subproject had been completed. New syllabuses were developed for 2 subjects; syllabuses for another 8 subjects were revised while modifications were in progress for one syllabus. 4,246 teachers (1,684 more than the anticipated project outcome) had participated in 264 regional, subregional and territorial workshops including planning seminars, syllabus reviews, syllabus development, editorial, psychometric and subject development workshops. Several titles of teacher and student materials had been developed for 10 CXC subjects, largely as an output of workshop activity. CXC had also developed a significantly improved capability for data processing related to the administration, scoring, and delivery of examination results to students and schools.

By the final amended PACD the total amount of the Grant i.e. \$2,618,132 had been obligated. The final claim for reimbursement was submitted during the second week in April 1984 i.e. within the fourth month following the PACD. It was anticipated that the Grantee will spend the full value of the Grant by the PACD. The final claim for reimbursement indicates that the amount of \$2,425 might be available for deobligation following a review by the Controller's office.

Grantee Contributions: The Project Grant Agreement required a Grantee contribution of U\$1,980,000. This contribution was met by CXC as follows:

<u>COSTS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>TOTAL</u>
Office Space	\$ 82,180	\$ 76,450	\$ 78,090	\$ 72,180	\$ 308,900
Directors' Time	75,200	71,400	70,700	76,200	293,500
Head (MED) Time	70,450	72,300	71,800	71,300	285,850
Ancillary Services	80,600	75,200	68,200	79,800	303,800
Light & Power	42,600	38,310	40,240	43,250	164,400
Security	50,900	51,550	45,690	51,400	199,540
Storage	56,450	50,450	45,315	57,300	209,515
Other Overheads	62,120	44,950	23,605	83,820	214,495
TOTAL	<u>\$520,500</u>	<u>\$480,610</u>	<u>\$443,640</u>	<u>\$535,250</u>	<u>\$1,980,000</u>

Project Modifications: It should be noted that the original subproject design called for the subcontracting of the in-service teacher training activities to universities in the region. However, this did not materialize and with the exception of a subcontract agreement with the College of Arts Science and Technology (CAST) in Jamaica for some aspect of teacher training in Business Education and Home Economics, CXC had to carry the full responsibility for all subject areas. In response to this changed situation, CXC contracted various resource persons on a short term basis as the need arose, and also utilized the skills of subject specialists from within the organization, to run various types of workshops for teachers. A Senior Administrative Assistant and a Stenotypist were added to the Central Project Staff and seasonal secretarial services and clerical assistance were employed as the need arose.

Early recognition of the need for change in the Subproject design from subcontracting to direct responsibility by CXC and the early modification of the design averted problems of implementation which might otherwise have arisen. Consequently, by the PACD, the Subproject had made significant and satisfactory progress in the achievement of its main objectives (see "Status of the Subproject at the PACD" and "Subproject

Accomplishment"). The following section elaborates on the extent to which the Subproject achieved each of the anticipated outcomes.

Subproject Accomplishments: The external evaluators who conducted the terminal evaluation of the Subproject summarized its accomplishments for each of the outcomes planned at its inception. In the outline which follows, the left hand column identifies the anticipated project outcomes as specified in the Project Paper while the right hand column summarizes the achievements which the external evaluators identified for each of the anticipated outcomes.

Anticipated Project Outcomes

1. New or revised secondary school syllabi in these 11 subjects: Spanish, Agricultural Science, Office Procedures, Integrated Science, Social Studies, Home Economics, English, Mathematics, Geography, Caribbean History and Technical Drawing.
2. A collection of reference materials housed within CXC with reprints available to secondary teachers in the Region. An annotated index of these materials will be prepared for distribution to secondary schools.
3. Multiple copies of teaching aids and guides related to the new syllabi to assist in the implementation of new instructional methods.

Project Achievements

1. New syllabi developed in three Home Economics subjects and in Technical Drawing; revised syllabus in Geography completed; modified syllabuses circulated to schools in English, History, Social Studies, Integrated Science and Spanish; modification of syllabus in Office Procedures in process.
2. A collection of more than 1,500 titles is in place and accession lists are available for distribution. It is planned to add to the collection as funds become available.
3. A total of 33 teaching aids or guides were developed and disseminated in multiple copies to most territories. Others are in progress. The 33 include; 17 in Social Studies, 13 in Geography, and one each in Industrial Arts, Agricultural Science, and English. Forty-two additional titles are in progress, 25 of which were disseminated by the end of February 1984; the remainder to be disseminated by the end of March 1984.

4. Multiple copies of student materials developed in workshops and tested in schools of the Region.

5. A group of secondary school teachers and other educators with experience in curriculum development, materials production, and test construction trained to understand, select and use teaching strategies appropriate to the new curricula.

6. Improved learning by students resulting from new teaching methods and materials keyed to the new curricula.

4. Multiple copies of student materials, three items, one each in Social Studies, Geography, Mathematics were produced. Work continues on a proposed development of student materials in English. Several of the larger territories also produced a substantial number of materials which were made available to the region through the Project.

5. A total of 4,426 secondary school teachers and other educational personnel were trained in local workshops in subject development, and in psychometric workshops. Data indicate that teachers have demonstrated improved competence in the selection and use of teaching and student materials, and in test development and construction.

6. There is some evidence of improved learning based on improved student performance on CXC examinations. However, the extent to which this improvement is attributable to the Project is debatable. Further, at this early state of project development it is too early to anticipate significant change in student performance as a result of project activities. It is important to report that a considerable number of teachers interviewed by the external evaluators note improvement student attitudes, study habits, motivation,

- self-confidence, participation in class, as well as improved learning.
7. Trained CXC data processing staff.
7. Three CXC staff members received overseas training in eight courses related to CXC data processing activities. In addition, a consultant was employed for the length of the project to assist CXC to develop an adequate and appropriate management information system.
8. Operating software for the entire examination cycle.
8. Operating software for the entire examination cycle is in place, and annual data outputs for the entire examination process are currently being produced.
9. A fully functioning facility which satisfies all of the necessary data processing requirements of the CXC.
9. A fully functioning facility is in place which meets current needs. CXC has commissioned a study of its capability with projections to 1987.
10. Annual data capability to meet all needs of CXC: examination system, and other responsibilities.
10. Data processing unit has been substantially improved; now capable of generating all needed annual data.

While it may be too early to assess the full extent to which the Subproject has succeeded in accomplishing the stated purpose of strengthening CXC in its efforts to assist the territories to improve their upper secondary school educational programs, the list of actual achievements in relation to planned outcomes clearly indicates that significant progress has been made toward achieving the stated purpose of the Subproject.

Appropriateness of Remaining Conditions and Covenants: All the Conditions Precedent were fully satisfied and all Covenants were met.

Evaluation Data: Mention has already been made of the terminal evaluation of the Subproject. This evaluation was undertaken under a CXC contract with the International Council on Education for Teaching (ICET). Dr. Paul Masoner, Professor of Education at the University of

Pittsburgh; Dr. Karl Massanari, formerly Associate Director of the American Association of Colleges for Teacher Education (AACTE) and Dr. Errol Miller, Professor of Teacher Education at the University of the West Indies (UWI) comprised the evaluation team.

Between September 22, 1983 and October 15, 1983 the evaluation team visited 12 of the 14 countries participating in the Subproject and CXC, and collected quantitative and qualitative data. Data were collected through intensive discussion/interviews with 7 CXC staff; review of all project documents including the two volumes of terminal internal evaluation reports; site visits to 38 schools in 11 territories; interviews with 11 Chief Education Officers, 14 Local Coordinators, 26 other Ministry of Education personnel, 38 principals, 141 teachers, 428 students, 2 staff members of CAST, 2 staff members of the University of the West Indies and one staff member of the Caribbean Development Corporation.

The evaluation indicated that major problems or limitations in Project Implementation derived from:

- (i) Delays in recruiting (a) the staff required for the Project Office and (b) the Local Coordinators required to manage each territory's activities.
- (ii) A high rate of attrition among teachers who were trained at project workshops.
- (iii) Inability of most Local Coordinators to contribute the amount of time required for Project activities due to their other responsibilities in their respective Ministries of Education.
- (iv) The criteria used by some Ministries of Education for selecting workshop participants did not conform to those established by the Project.
- (v) The allocation of resources of the Project on the basis of size of the territory (i.e. according to "larger" and "smaller" areas) did not cater to other more important distinctions and differences among territories.
- (vi) The Project design did not provide for the direct and integral inclusion of school administrators and subject associations, two groups which can contribute significantly to project implementation and monitoring.
- (vii) Both at the level of Central Project Staff and at the territorial level there was noticeable underprovision of support staff in clerical and secretarial areas.

Nevertheless, as was discussed earlier (see "Subproject Accomplishments") the data collected clearly indicated that the Project had satisfactorily achieved its major objectives and anticipated outcomes.

Post Project Monitoring: The nature of the activities covered by the Subproject, generally, do not require post-project monitoring. There is at least one area, however, where such monitoring may be appropriate i.e. the area of materials reproduction and dissemination.

When the PACD was amended from August 31, 1983 to December 31, 1983 the budget was adjusted to make a substantial amount available for the reproduction and wider dissemination of Project Materials. The external evaluators' report noted that some of these activities would go beyond the PACD. RDO/C may wish to ascertain the eventual outcome.

Summary of Lessons Learned: Some of the lessons learned from this Project may be summarized as follows:

1. Experience with Local Coordinators suggest that every effort should be made to ensure the appointment of full time personnel to implement projects. While the wishes of governments to retain the services of scarce staff may suggest that part-time personnel might be appropriate, two related problems are likely to be attendant on such an arrangement. First, the reluctance of governments to dispense with the services of such persons in any major sphere of its operation would leave the incumbent to undertake two sets of duties. Secondly, ministries are frequently unwilling to pay honoraria to people to whom they are already paying a salary, despite the additional work.
2. The multiplicity of bureaucratic procedures among territories slow down the process of making appropriate modifications to implementation plans or to project design. These bureaucratic procedures need to be considered in any attempt to resolve administrative issues during project implementation.
3. The critical role played by the Management Committee and the Group of Chief Education Officers in providing guidance for the proper implementation of the Subproject underlines the importance of the provision of advisory councils and/or committees that represent the various interest groups affected by the project.
4. It is necessary, if sufficiently accurate assessment is to be made of the extent of success of a project such as this, that a technically adequate evaluation plan be developed and put into action prior to the actual implementation of project activities. This is necessary so that baseline data can be collected against which progress can be measured. Failure to put into action such an evaluation plan prior to undertaking the subproject will impose serious constraints in assessing its progress. It should be noted that the Logical Framework anticipated such an evaluation plan but this was implemented in the Project later than anticipated.

SM
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Clearances:

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