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UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

JAMAICA

PROJECT PAPER

PRIMARY EDUCATION ASSISTANCE II

AMENDMENT NUMBER 1

AID/LAC/P-762

PROJECT NUMBER: 532-0155

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT DATA SHEET

1. TRANSACTION CODE
 A = Add
 C = Change
 D = Delete
 Amendment Number 1

DOCUMENT CODE 3

2. COUNTRY/ENTITY
USAID/Jamaica

3. PROJECT NUMBER
532-0155

4. BUREAU/OFFICE
Latin America and the Caribbean

5. PROJECT TITLE (maximum 40 characters)
 Primary Education Assistance II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)
 MM DD YY
08/31/95

7. ESTIMATED DATE OF OBLIGATION
 (Under "B" below, enter 1, 2, 3, or 4)
 A. Initial FY 90 B. Quarter 4 C. Final FY 94

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY <u>90</u>			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	350	321	671	3640	1960	5600
(Grant)	(350)	(321)	(671)	(3640)	(1960)	(5600)
(Loan)	(- 0 -)	(- 0 -)	(- 0 -)	(- 0 -)	(- 0 -)	(- 0 -)
Other U.S.						
1.						
2.						
Host Country		300	300	(- 0 -)	18E0	1880
Other Donor(s)						
TOTALS	350	621	971	3640	3840	7480

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	623	636		2,444,234		1,600		5,600	- 0 -
(2)									
(3)									
(4)									
TOTALS						1,600		5,600	- 0 -

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)
620 660 615

11. SECONDARY PURPOSE CODE
683

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code BR BU

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To improve the effectiveness and efficiency of the primary education system in Jamaica.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY
06/94

15. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a page PP Amendment)
 This Amendment increases the LOP authorized amount by US\$1.6 million for a new total of US\$5.6 million. This increase of funds supports a new Policy Analysis, Planning and Management component that will result in: refinement of current data systems in the Ministry of Education; development of an integrated Educational Management Information System (EMIS); and strengthening of Ministry capacity to carry out policy analysis and the implementation of policy initiative.

EXO:Raymond Dunbar Martin Napper, RCO *MN* *Marge Lewis* CONT

17. APPROVED BY
 Signature Robert S. Queener 8/20/92
 Title Robert S. Queener
Director, USAID/Jamaica
 Date Signed MM DD YY
10/16/92

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MM DD YY

PROJECT AUTHORIZATION

AMENDMENT NO. 1

Name of Country: JAMAICA
Name of Project: Primary Education Assistance Project II
Project Number: 532-0155

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, the Primary Education Assistance Project II was authorized on August 24, 1990. The original Project Authorization provided US\$4,000,000 in grant funds over a three year period from the date of authorization. A total of US\$2,444,234 in grant funds has been obligated. In order to increase the grant funds by US\$1,600,000 and to add a new component to the project, the original authorization is amended as follows:

2. Section 1 is revised to read:

Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Primary Education Assistance Project II involving planned life of project obligations of not to exceed US\$5,600,000 United States Dollars in grant funds ("Grant"), over a five year period, subject to the availability of funds in accordance with the A.I.D./OYB allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is five years from the date of the initial obligation.

3. Section 2 is revised to read:

The project purpose is to improve the effectiveness and efficiency of the primary education system in Jamaica. The project will assist in the improvement of the primary education system, including: (a) support for the decentralization of education management activities, (b) the training of school principals, (c) the delivery of mathematics education to students in grades 1 through 6, (d) the measurement of student achievement within the primary system, and (e) the establishment of a policy analysis, management and planning unit to help strengthen the capacity of the Ministry of Education to carry out policy analyses and implementation of policy initiatives.

4. The authorization cited above remains in force except as hereby amended.

Robert S. Queener
Robert S. Queener
Director
USAID/Jamaica

Date: Oct. 16, 1992

Clearances:

OPPD:JTennant

OPPD:HRoyes

OEHR:JWood

OEHR:MFigureroa

RLA:EDragon

CONT:TRattan

(Drafted: DARA/Hans; 8/22/92; #3160H)

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Date: 8/19/92
Date: 8/21/92
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Date: 8-21-92

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ACRONYMS

AID	Agency for International Development
ARP	World Bank Administrative Reform Program
CIDA	Canadian International Development Agency
CN	Congressional Notification
EIS	Executive Information System
EMIS	Educational Management Information System
GIS	Geographic Information System
GOJ	Government of Jamaica
HEART	Human Employment and Resource Training
IBRD	International Bank for Reconstruction and Development
IDB	Inter-American Development Bank
MIS	Management Information System
MOE	Ministry of Education
NAP	National Assessment Program
OAS	Organization of American States
OCM	Office of Contract Management
ODA	Overseas Development Administration
PACD	Project Assistance Completion Date

PCMD **Projects, Construction and Maintenance Division**

PEAP **Primary Education Assistance Project**

PID **Project Identification Document**

PIO/P **Project Implementation Order/Participant**

PSC **Personal Services Contract**

PROAG **Project Agreement**

SCOPE **School Community Outreach Program for Education**

SHARE **System to Help Access Research in Education**

UNDP **United Nations Development Program**

UNESCO **United Nations Educational Scientific and Cultural**
Organization

UWI **University of the West Indies**



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I. PROJECT RATIONALE AND DESCRIPTION

A. Project Background

1. Project Design

The Primary Education Assistance Project II (PEAP II) was authorized in 1990 to continue and expand successful activities that were begun under the PEAP I project, as well as to respond to newly emerging demands of the education system. The \$4.0 million (LOP) project has two major components: (1) support for decentralization to improve educational efficiency; and (2) Educational Program Strengthening to improve the quality and effectiveness of mathematics teaching. The decentralization component consists of (1) extending knowledge, procedures, and practices of the School Community Outreach Program for Education (SCOPE) to all primary and all age school principals and community leaders through training and (2) establishment of a referral unit within the Ministry to attract private investment in education and to facilitate dissemination of successful experiences that support the decentralization policy. The mathematics component consists of developing and implementing a plan to improve math education through the refinement of instructional materials, pre-service and in-service training in problem-solving approaches to mathematics instruction and assisting the National Assessment Program (NAP) to improve testing and performance measurement in primary level mathematics.

This amendment supports a third component of the PEAP II project, Policy Analysis, Management and Planning, which will consist of three outputs: Refinement of current data systems within the Ministry of Education; Development of an integrated Educational Management Information System (EMIS); and Strengthening of MOE capacity to carry out policy analyses and the implementation of policy initiatives.

2. Project Progress to Date

The decentralization component is on schedule and activities to date have been well received. A \$950,000 contract was awarded in September 1991 to a Jamaican contractor to carry out island-wide training of principals, senior teachers and community leaders. A series of manuals was developed based on the experience in PEAP I and on a needs assessment conducted by the contractor. An initial series of seminars was held at Easter break of 1992, and refinements were made in the training as a result of these seminars. A full round of training seminars, to be given on a regional basis, began in July 1992. An advisory and monitoring committee for the component has been established. The committee is made up of Ministry personnel, representatives of USAID, members of the private sector and representatives of the Jamaican Teachers' Association.

The committee has been meeting on a monthly basis since November 1991 and has provided excellent guidance to project implementation activities. A major implementation issue to be worked out in the future is the eventual integration of project training activities with the Professional Development Unit which will be responsible for coordinating all Ministry training activities and is scheduled to begin operations in late 1992.

The Referral Unit was established after being identified as a priority in the international conference on Investment in Education sponsored by the Project in June 1991. The unit became operational in January of 1992. It has a staff of five professionals and will expand to six in the near future. Although the unit began operations later than originally envisioned, it is fully operational and has been successful in publicizing the SCOPE experience and in following up on the training provided, by directing private sector inquiries and initiatives to local programs.

The improvement of mathematics instruction component was delayed somewhat as the Mission worked with the Ministry to define procedures to ensure the integration of the curriculum reform with testing and evaluation in a way that would promote sustainability and to determine the plans of other donors in order to avoid overlap. Competitive bidding for technical assistance is now underway, based on proposals that were received in June 1992. These proposals have been evaluated, with selection of a technical assistance contractor scheduled for October 1992 and mobilization of the technical assistance team to be accomplished by December 1992.

B. Rationale For Amendment

1. The Need for New Project Outputs

The education system in Jamaica is caught in a vicious cycle. Austerity measures, combined with a decade of increasing enrollment, have reduced its capacity to plan and monitor its operations. The system is managed from crisis to crisis, leaving little time, resources, or personnel to look for long-term solutions. Even obtaining an accurate comprehensive description of the current state of education is beyond the capability of the existing system. Not surprisingly, under these conditions, decision-making becomes highly personal and intuitive. Without reliable information there is little possibility of decision-making that will maximize the allocation of existing resources to improve educational quality.

The PEAP project strategy has been to focus on relatively small, but strategic, parts of the Jamaican educational system where the limited A.I.D. resources can make a substantial contribution. Management improvement is clearly a strategically important investment in Jamaica at this time. The policy making process at the Ministry of Education is one of the most significant constraints to improving efficiency and effectiveness at all levels in the education sector. The inability to make informed decisions about resource allocation and program planning based on expected outcomes of alternative policy options limits the potential of every GOJ or donor initiative.

The existing information system in the Ministry is inefficient, incomplete, and often produces data long after the time when it would have been useful for decision making. Education data are currently scattered across the Ministry in more than 14 offices and data are neither integrated nor routinely shared. While large amounts of data about inputs are collected, the MOE lacks the capacity to integrate, process, and analyze all the data collected. Each institution collects its own data which, without formalized institutional linkages, results in considerable redundancy in data collection. Inefficiency is inherent in such a system that requires school personnel to spend significant amounts of time to fill out repetitive forms from various ministry offices. Much of this effort is wasted because the Ministry is unable to process or analyze much of the data provided by teachers and students. The data analysis system, inadequately equipped and poorly staffed, is sufficient only to satisfy minimal operational requirements of the system such as the payroll.

The technical weaknesses of the information system are aggravated by the Ministry's limited experience with and understanding of the potential for using information and analysis to improve efficiency and effectiveness. Assessment of individual students is an important enterprise in the Ministry, but little attention is given to management issues such as the relative performance of units in the system. There is almost no effort to use statistical information to identify combinations of inputs that contribute to high unit performance. For example, the Ministry collects average daily attendance data every month from all schools. These data are regularly reported and commented upon, but little analysis has been done on why attendance varies by day of week, across schools, or by season of year. Overall, the system is incapable of monitoring and analyzing the education process, either to assess immediate outcomes or to identify opportunities for improvement.

As a result, policy formulation goes forward without sufficient analysis of opportunities and costs. There have been no previous efforts to develop a comprehensive education

information system, i.e., to link data from the various functional units in the Ministry. Nor have there been any projects that have focused on the utilization of data for management, planning, or policy analysis.

A.I.D. experience suggests that information systems developed with the users can be powerful tools for educational planning and policy analysis. For example, in Jordan such a system was recently used to develop an alternative plan for upgrading all schools in the country, resulting in substantial savings over plans proposed earlier. In Pakistan, the system was instrumental in rationalizing the location of schools and resulted in a more equitable distribution of scarce resources. In Egypt, a system produced composite indicators of general school conditions which were used to prioritize schools by need and target resources more efficiently.

2. Relation to Other Donor Activities

For these reasons, USAID/Jamaica, in collaboration with the Ministry of Education senior management team, has determined that improvement of the Ministry's capability to gather and analyze information and analyze policy options is fundamental to improving the efficiency and effectiveness of education in Jamaica. It will increase the impact and enable measurement of the other PEAP components as well as those of activities financed by other donors. MOE policy-makers recognize the problem and are determined to improve their long range strategic planning.

Improving the educational management information system is not only important, it is also achievable with the resources available to USAID/Jamaica. This is precisely the type of strategic intervention that is appropriate for A.I.D., to complement and support the broader programs sponsored by other donors. The World Bank Administrative Reform Program (ARP) is intended to improve the quality of government data and will improve aspects of selected administrative systems in education. The ARP focus is primarily on financial management rather than information for management and policy-making for educational programs. However, it will improve the physical infrastructure for information processing (computer hardware and software). The planned World Bank Secondary Education Reform project will contain a component dedicated to policy reform and analysis and will provide equipment to support decentralization.

The Inter-American Development Bank (IDB) expects to finalize negotiations in late August 1992 for a \$28 million loan focused on primary system requirements. Development of a policy analysis capability, supported by a comprehensive EMIS, will significantly enhance effective use of these IDB resources.

The IDB project includes support for the National Assessment Program, Curriculum Evaluation, and Language Arts in primary schools; support for the Jamaica Library Service; construction, extension, rehabilitation and equipping of 44 primary schools; construction or refurbishment of nine teachers cottages; and institutional strengthening activities.

This Project will complement the efforts of other donors by improving the MOE's ability to use information for managing the education system and to provide experience in using information for policy initiatives.

3. Support of USAID Objectives

In summary, improvement of the educational management information system is a strategic investment that will have long term benefits of supporting a productive and well-educated workforce that can take advantage of the opportunities presented under the Mission's first strategic objective of increasing foreign exchange earnings and employment. As indicated in the Mission's approved 1993-97 Program Objectives Document, USAID has decided to phase out of the education sector by the end of 1995. This new activity, designed to improve management and decision-making will provide bridging assistance to the sector to help assure a sound base for other donor assistance and complement the World Bank's plans to implement policy reform of the education system. It is consistent with USAID and LAC Bureau objectives which stress policy reform, leading to public sector efficiency, effectiveness and economies.

C. Project Objectives

The Project Goal remains the same as in the Project Paper: to achieve a primary education system that is consistent with the long term structural changes and economic targets of Jamaica.

The Project Purpose also remains unchanged: to improve the effectiveness and efficiency of the primary education system in Jamaica.

The activities included in this supplement complement and support the existing components and increase their effectiveness. They will broaden the impact of the program beyond technical improvements in mathematics programs, improved management at the school level, and greater community responsibility for schools, to correct managerial and policy level inefficiencies that stifle technical/subject matter improvement efforts. A strong information base will provide the capability to assess progress in strengthening mathematics curriculum, teaching and testing and support the introduction of the broader concept of "effective schools," i.e. the identification of schools in which achievement, efficiency, and morale are particularly high. A capability to identify the more effective schools will be central to the development of system-wide standards that support overall improvement of

educational quality. A strong information base will also support the Ministry's policy of decentralization by making it possible to judiciously allocate resources without exercising direct control. The system will support and be used at the school, regional and central Ministry levels. The immediate beneficiaries are educators at the school, regional and central levels. The ultimate beneficiaries are the primary school students (currently 350,000) who will be better serviced by more efficient delivery of services and higher quality teaching.

End of Project Status (EOPS) - The key impacts of this new component will be qualitative as they are related to operational change and interactions among individuals that will create the efficient production of information for more effective policy formulation and planning. For example, the development of an integrated database will depend on a commitment to data collection, analysis and sharing in key units of the Ministry and at regional levels and mastery of use of the technology to be provided by the project. Formulation of policy will depend on identification of key questions or policy areas, the availability of analytical tools to reach policy decisions in those areas, and the commitment of MOE management to educational policy reform. While the interactions themselves are difficult to quantify, proxy measures that indicate greater effectiveness and efficiency in managing information, system support of decentralization initiatives, and policy reform by the end of the project have been developed. These are as follows:

Effectiveness of Policy

- 10 key educational policy areas determined
- Analytical reports produced for five key policy areas
- One national conference on educational reform held to disseminate results of policy study and build consensus
- At least two reforms implemented

Efficiency in information management

- 50% reduction in data collection activities to be accomplished while meeting policy and operational requirements.
- 50% reduction in the time to produce key reports as a proxy for increased utility of data.
- 50% of regions producing reports for regional use as a measure of decentralization of decision-making

The framework for determination of key educational policies from which reform priorities will be selected is clearly laid out in the GOJ's Five Year Development Plan (1990-95) for Education. This framework emerged from a review of critical constraints on the system and is made up of two broad policy categories dealing with equal opportunity and quality, as follows:

- a) provision of equal educational opportunities
 - o provisioning of text books
 - o improving library services
 - o parents role in assuring regular school attendance
 - o achieving greater congruence between enrollment and attendance
 - o strategies for achieving greater primary school access
 - o identification and assistance for needy students
 - o expansion of the School Feeding Programme.

- b) Ensuring that most children who complete primary school acquire literacy, numeracy, learning and social skills
 - o quality teaching of language arts and mathematics
 - o evaluating and determining necessary modifications to the present curriculum
 - o use of radio and television programs to enrich and support the curriculum
 - o maintaining a teacher:pupil ratio of 1:40
 - o developing and expanding the National Assessment Program for Grades 3 and 6 as well as diagnostic tests for Grade 4
 - o strengthening supervision of primary education

The needs survey that will be undertaken as an early priority activity in the implementation of this component may expand on the framework given above. But, this framework will remain as the core statement of policy issues. The selection of actual topics for analytic work is integral to the analysis process, and, consequently, cannot be legitimately done in advance of implementation.

It is expected that, in prioritizing and selecting policy issues for analysis/reform, criteria such as relative importance and relevance will be supplemented with a criterion that deals with resource availability to successfully implement the reform. In this regard the high level of collaboration between donors that has recently characterized the education sector will contribute to the depth of impact that can be achieved. Some examples follow:

The plan to upgrade 120 primary school libraries, contained in a \$28 million Inter American Development Bank (IDB) project, should be positively affected by analytic work that could be carried out under this component to determine type and quantity of books required as correlated with other educational factors for specific recipient schools. Likewise the potential for impact of a library provisioning reform would be heightened by the resources brought to the system by the IDB loan.

If "strategies for achieving greater primary school access" becomes the subject of analysis and reform under this component, the potential for implementing the reform will be significantly enhanced by resources for construction of up to 44 primary schools contained in the IDB loan referenced above. Selection of appropriate locations would be aided by correlations of demographic data with existing and projected capacity, enrollment and attendance figures.

If development of strategies for "quality teaching of language arts and mathematics" is chosen as a priority for analytic work under this component, quantification of experience, credentials and training of teachers would contribute to the potential impact of the technical assistance and training to be provided for mathematics improvement under another component of this project, as well as the English language enhancement activities to be carried out under the IDB loan.

D. New Project Outputs

1. Introduction

The Jamaica Ministry of Education is a large bureaucracy that relies on a number of disparate, inefficient systems to supply information for educational decision-making. Educational data are collected in more than 14 offices within the MOE and there is little consistency across data collection systems. Thus, there is considerable overlap in the information collected, data cannot be easily combined, and there is no systematic means of sharing information for unified policy formation. In addition, as the various offices collect their own information, there is significant wastage of personnel time at the school level in filling out forms from the different

offices. The MOE does not have the resources to process all of the data collected. The unit's primary functions have traditionally dealt with serving as broker between MOE units and local private sector computer firms. This view of role has changed rapidly, as reflected in an organizational plan now before the Ministry of Public Service for approval (Annex G). This plan relates the MIS to lateral functions of research and policy analysis.

The computerization that is underway in the Ministry is focused on administrative units such as payroll and often uses highly sophisticated applications that have not incorporated the capacity for other uses within the MOE into the design, development or implementation of the application. The Ministry, therefore, lacks trained personnel as well as both hardware and software to analyze much of the data it collects or produce reports that are useful for decision-making. As a result, policy decisions are often made on an ad hoc basis or through informal information gathering when managers are faced with a crisis. MOE administrators lack both the necessary information and the experience in interpretation of results to make informed decisions about the allocations of combinations of resources to improve performance at the school or classroom level.

The purpose of the policy analysis, planning, and management component is to improve the Ministry's capability to collect, manage, and use educational data and information in a systematic way that will contribute to policy decisions for greater cost-effectiveness. The component will consist of three activities, or outputs: 1) refinement of current data systems within the Ministry; 2) development of an integrated educational management information system (EMIS); 3) strengthening of MOE capacity in policy analysis and implementation of policy. Together, these activities will provide the MOE with a staff, trained through practical experience, which is able to employ an integrated approach to information management, planning, and decision-making that in turn will improve program implementation. A major part of each activity will be the hands-on training provided by technical assistance personnel to their MOE colleagues. Each activity undertaken will be collaborative problem-solving to develop a policy formulation system that effectively meets Jamaica's needs.

The focus on effective information utilization will support other project activities by identifying local districts and schools lacking sufficient resource inputs and tracking changes as a result of inputs at the local level and by supplying systematic information about factors that aid and constrain successful mathematics instructional delivery. The capacity to effectively utilize information will also contribute to sustainability by increasing the Ministry's ability to tap other sources of financing for educational projects.

2. System Development Strategy

Development of the Ministry's information system will be based on a needs assessment of policy and operational information requirements. Data reporting requirements for policy and operations will be identified. Sources for data collection and rationalised instruments for that collection will be defined, and issues related to the use and dissemination of data will be analysed, including staffing, training, organizational, financial, and equipment requirements. To increase efficiency and reduce redundancy, the needs analysis will develop an inventory of data user requirements, identify the most appropriate and resource efficient collectors of data, and identify information which can be appropriately shared among organizational entities in the policy and operational framework.

Data flow requirements, between policy and operational entities, will be documented to provide guidance for development of data collection and reporting systems. The objective will be to ensure that data collected and reported at each level supports the data requirements of the other.

The needs analysis will also document and inventory existing data collection and reporting arrangements. Documentation of the current system will be used to develop a baseline for measuring improvements resulting from the new information system.

The system needs analysis will serve as the basis for (1) refinement of current data systems with the Ministry, (2) development of the integrated Educational Management Information System (EMIS), and (3) strengthening of MOE capacity in policy analysis and implementation of policy.

3. Activity Descriptions

(a) refinement of current data systems within the Ministry

Justification There is considerable redundancy in MOE data collection. Functional responsibilities are highly differentiated throughout the MOE and there are few formalized institutional linkages. As a result, at all levels in the system, but most significantly in schools, a significant amount of personnel time is taken up in filling out forms from various MOE offices. Validation and verification of data are infrequent and information is often incomplete. Overall, the system lacks the information necessary to monitor the education process and link inputs to outcomes in a way that would allow for planned improvement. Thus, users' needs must be determined and the data collection systems refined to reduce redundancy and supply all necessary information in a cost effective manner.

Activity The project will offer technical assistance and training to aid the Ministry in streamlining and automating its information retrieval and management procedures at the central, regional and local levels. A long-term resident advisor will work closely with the designated staff of the various MOE units to develop a comprehensive EMIS (Education Management Information System) that will serve all units of the Ministry. The first step will be to analyze the flow and use of data in the annual cycle of decision making in all departments of the MOE, and in regional offices and schools. The technical assistance team will assist designated MOE personnel in conducting this analysis which will include discussions with policy makers and mid-level managers about information needs and examining data capture and reporting requirements of the key functional units of the MOE. From the analysis, an inventory of all data collected in the system and of users' needs will be made. Based on the inventory and needs assessment, an EMIS development plan will be created interactively by the technical assistance team and selected users of information in the different functional units of the Ministry. The plan will include strategic and planning information requirements, operational information requirements, regional requirements, and hardware and software support requirements as well as specification of training requirements to be supported by the amendment.

The Resident Advisor will be assisted by a short-term specialist in MIS planning and distribution systems and a technical support person, who is a skilled programmer, in helping MOE personnel to refine the current data systems within the Ministry. Together they will help revise the MOE data collection instruments to incorporate the information needs of MOE users and to create consistent procedures, codes and standards for data collection. The revised instruments will be pilot tested in two regions during the first full school year to begin after implementation.

The advisors will also assist in the selection, installation and operation of a linked set of 16 microcomputers, attendant software, and peripherals. Although it is expected that some equipment will be provided under the terms of the new World Bank loan, it is likely that 18 months or more may pass before the equipment is installed. The computer equipment supported by the project will be distributed in the critical data collection and analysis units of the MOE. The basic needs of these units are as follows: six in the Statistics Unit; two in Examinations; two in NAP; two in MIS; two in Facilities and Maintenance; and one system in each of the two regional pilot test sites. This equipment will permit data for policy decisions to begin to be generated immediately.

In addition to the hands-on ongoing training that will be provided by the component activities through the technical assistance team, several focused workshops and seminars will be held in Jamaica for MOE personnel. The seminars for this activity will include: introduction to computers, organizational analysis, and information system analysis and database design. Up to ten in-country seminars of approximately five days each will be given by a Jamaican subcontractor hired and supervised by the Resident Advisor and the technical assistance team.

b. **Development of an integrated Educational Management Information System**

Justification. At present, the MOE has no way to integrate various sets of data in a timely fashion for system monitoring, planning and policy analysis. There is little availability of data for carrying out operational tasks or making decisions at either the central, regional and local levels. In addition, data flow between levels is lacking or inconsistent. The EMIS will become the primary source of data in the MOE. It will integrate data from many different sources in the MOE (e.g. enrollment, attendance, teachers, school characteristics, facilitates, finances) as well as from external sources (e.g. population data from the census bureau, the survey of living conditions) to produce comprehensive national, parish, and school profiles which will serve as a basis for system monitoring, planning and policy analysis.

Activity. The EMIS plan created as part of the refinement of the existing data systems in the MOE will form the basis for the development of the integrated EMIS. Concurrently with the refinement of the current data systems, computer software will be selected and modified to meet the needs identified in the EMIS plan. Using the results of the pilot testing conducted in the first year of component implementation, the Resident Advisor and the technical assistance team will assist MOE personnel to develop and test the first prototype of the EMIS using the appropriate software. Prototyping, an approach to systems development that emphasizes broad-based collaborative involvement and sharing of responsibility for system design and development, will be employed throughout the development of the system. It will involve repeated testing of the system by the responsible staff for the purpose of evaluating and modifying the system incrementally as needed. The final system will emerge from a series of iterations that improve the link between individuals and the technology being developed. Thus, a phased implementation of the system will begin at the start of the first full school year during component implementation. This will include construction of indicators, generation of reports, distribution and discussion of reports. These tasks will take

place to coincide with the information needs that occur during the school year. The data collection procedures will also be extended to all regions and schools as part of the implementation process.

The technical assistance team, in collaboration with counterpart staff in the MIS and Policy Analysis units will develop two complementary systems and integrate them into the EMIS as part of this activity. A parish-level Geographic Information System (GIS) will be developed for displaying indicators by regions and localities of Jamaica. An Executive Information System (EIS) will be developed to present specialized reports to policy makers and top managers of the MOE.

Formal training will accompany the hands-on transfer of technology provided by the technical assistance team. Short courses for Ministry personnel will be provided in-country by a Jamaican training organization subcontracted and monitored by the technical assistance team. Courses will include: database uses and applications; report design and development; research design; and statistical analysis. Up to three courses, each of five days duration, will be held in each of the content areas. Ten to fifteen persons will participate in each course.

Once the EMIS is in place and fully operational, a second trial of the EMIS in all regions and schools will be carried out over the school year. In addition, the integrated database will be used to conduct a major policy analysis study along guidelines provided by policy makers within the MOE. The second full year of the technical assistance effort will be devoted to revising the EMIS according to experiences in the previous year.

c. Strengthening of MOE capacity to carry out policy analyses and the implementation of policy.

Justification Not only must consistent data on the relationships between inputs and outputs be produced, but managers must be trained to use the new technology as a tool in their work. This is an ongoing process that includes identifying information needs and putting in place a system for reaching consensus on policy and actions to be taken to improve system efficiency as a result of information generated by the EMIS. This capacity-building must include not just the policy level executive officers, but those staff who develop plans, draft reports and implement policies. This will increase the likelihood that innovative policies will be translated into action.

Activity. Concurrently with the specification and development of the EMIS, the project will provide technical assistance and training to aid MOE managers to become more proficient in the use of information for policy decisions and

planning. The Resident Advisor, together with an educational planning specialist, will work with senior MOE management, the Ministry Planning Unit, and managers in other educational data producing organizations such as UWI and PIOJ to articulate information needs. A senior-level policy group will be formed inside the MOE to coordinate policy formulation and review, in conjunction with the EMIS development. The senior policy group will be supported by a small policy analysis group consisting of three or four people located in the MOE.

In addition, a short-term advisor will develop a computerized database for MOE managers on existing Jamaican educational research. The advisor will contract with UWI personnel to produce 100 abstracts of the best educational policy studies available and will oversee loading of these abstracts into the SHARE text database system for use in Jamaica. The SHARE (System to Help Access Research in Education) was developed by the USAID-financed BRIDGES project and provides a user-friendly tool for identifying policy studies.

During the testing of the prototype EMIS, the technical assistance team will assist managers in examining the results for their application and usefulness to policy issues. Policy makers will identify unresolved policy issues and additional data needs through this examination of results. Additional analyses will be designed to respond to identified needs. When the EMIS is fully operational, the integrated database will be used to conduct a major policy study which will be defined by MOE policy makers. Policy decisions will be related to improving the internal operations of the Ministry of Education, rather than broad macro-level policy formulation. Possible topics for the study might include: improving geographical distribution of available resources such as desks, blackboards or teachers; ratios of administrative staff versus teaching staff in the system; causes of repetition and dropout at each level of the primary system; or the effectiveness of two or more children sharing instructional materials when compared to individual use. The exercise will include frequent interaction with policy-makers on questions, design, initial findings, and reporting. This study will serve as basis for a national conference on education which will develop guidelines for the planning of appropriate educational reform.

Training will be carried out through in-country seminars, off-shore workshops and study tours. Areas to be covered will include: policy analysis, planning methods, model development, and negotiation skills. Approximately eight courses of five days duration will be given locally for five to ten participants. Ten individuals will participate in overseas study tours of approximately ten days duration each. Six MOE personnel will participate in specialized overseas workshops of approximately one week duration each.

II. COST ESTIMATES AND FINANCIAL PLAN

Since original project authorization, financial planning has further detailed funding requirements of existing project components. Implementation of the Decentralization component through 1993 requires \$1.3 million, including a \$1. million training contract that was negotiated in August 1991. An additional \$280, 000 (for a component total of \$1.580) will be required during the last year and a half of the project to provide transition to full institutionalization of those elements that are on-going requirements to sustain the decentralization process. This funding requirement will be met within the existing authorized level.

Contracting is currently underway for the second project component, Educational Strengthening. The financing of this component has a low estimate of \$1.8 million and a high estimate of \$2.1 million. The currently planned LOP funding for the component is \$1.975, which is covered by the original authorized level. If contract negotiations result in financing requirements at or near the high estimate, up to \$125,000 can be drawn from project contingency. \$445,000 within the authorized level is required for audit and evaluation and to provide a nine percent factor for inflation and contingency. Consequently, financing for the new component requires an increase in the authorized level of the project by the full amount of planned cost (\$1.6 million).

The policy analysis, planning, and management component consists of technical assistance, the purchase of computer hardware/software, a vehicle, training and administrative support for the project purpose of improving efficiency and effectiveness of the administration and delivery of educational services. In order to provide the hands-on training needed to develop mastery of the skills required at various levels of the Ministry for utilizing systematic data to formulate and implement policy, an institutional contractor will be contracted to provide the technical advisory services required by the amendment. This contractor will sub-contract with Jamaican and U.S. training organizations to carry out specified short-term training and will develop the specifications for and procure technically complex computer equipment.

The total cost of the amendment is \$2.13 million. AID's contribution will comprise \$1,600,000 or 75% of the total amendment budget. The GOJ will contribute \$530,000, or 25% of the budget. The \$1,600,000 in AID grant funds will be obligated through Project Agreement amendments between USAID/Jamaica and the Government of Jamaica.

The revised obligation schedule for the entire PEAP II, including this amendment, indicates that, beginning with an estimated \$1,000,000 in FY '93 and \$2,155,766 in FY '94, the mission will be able to fund the project fully by FY '94.

Table 1 contains the amendment summary by component, including GOJ contributions, broken down by dollar and local currency. Table 2 provides the projection of expenditures by activity for each year of the component, while Table 3 shows summary information by inputs for each year. Contingency is covered for the project as a whole. The inflation factor is 5% per annum, and footnotes are included to explain the assumptions on which calculations are based. Tables are based on a three-year implementation period, beginning in October 1992. The first five months will be devoted to start-up activities, including the contracting and mobilization of technical assistance, which will be in February of 1993. Thus, expenditures under the component are for six months in the first year and for twelve months in each of the two remaining years. (See pages 24-26 for full discussion of the implementation schedule).

Budget Tables for PEAP II Amendment

Table 1. Summary Cost Estimate (US\$ 000)

Activity	FX	AID	GOJ	TOTAL	
		LC	LC	AID	GOJ
I. Decentralization					
Community Partic.	280	1020	335	1300	335
Referral Svs.	0	170	85	170	85
Mgmt. Manuals	0	110	85	110	85
II. Educational Program Strengthening					
Improvement in Math Educ.	1700	275	600	1975	600
Sub-Total:	1980	1575	1105	3555	1105
III. Policy Analysis, Plang. & Mgmt.					
MOE data refinement	253	40	100	293	100
EMIS Development	393	110	225	503	225
Policy Analysis	459	40	205	499	205
Home Office	140	0	0	140	0
Fee	100	0	0	100	0
Inflation 5%	65	0	0	65	0
Sub-Total:	1410	190	530	1600	530
IV. Contingency	200	175	235	375	235
V. Evaluation	25	10	5	35	5
VI. Audit	25	10	5	35	5
GRAND TOTAL:	3640	1960	1880	5600	1880

Table 2. Project Expenditures by Year (US\$ 000)

Activity	Year 1		Year 2		Year 3		TOTAL	
	AID	GOJ	AID	GOJ	AID	GOJ	AID	GOJ
III. Policy Analysis								
Plng. & Mgmt.								
MOE data refinement:								
Technical Assistance								
Long term	58	0	15	0	0	0	73	0
Short term	40	0	60	0	0	0	100	0
Computer Equipment	80	0	0	0	0	0	80	0
Training	40	0	0	0	0	0	40	0
GOJ Contribution	0	40	0	60	0	0	0	100
Sub Total:	218	40	75	60	0	0	293	100
EMIS Development:								
Technical Assistance								
Long term	15	0	73	0	15	0	103	0
Short term	20	0	120	0	60	0	200	0
Sub-contracting	25	0	60	0	15	0	100	0
Training	20	0	35	0	20	0	75	0
Vehicle	25	0	0	0	0	0	25	0
GOJ Contribution	0	45	0	90	0	90	0	225
Sub Total:	105	45	288	90	110	90	503	225
Policy Analysis:								
Technical Assistance								
Long term	14	0	87	0	58	0	159	0
Short term	40	0	120	0	80	0	240	0
Training								
In country	10	0	15	0	15	0	40	0
Overseas	15	0	30	0	15	0	60	0
GOJ Contribution	0	37	0	74	0	94	0	205
Sub Total:	79	37	252	74	168	94	499	205
Home Office Support	35	0	70	0	35	0	140	0
TOTAL:	437	122	685	224	313	184	1435	530
Fee - 7%	30	0	48	0	22	0	100	0
Evaluation/Audit	0	0	0	0	0	0	0	0
Inflation 5%	0	0	34	0	31	0	65	0
GRAND TOTAL:	467	122	767	224	366	184	1600	530

Table 3. Project Expenditures by input
Amendment Only (US\$ 000)

	Year 1	Year 2	Year 3	Total
Technical Assistance				
Long term	87	175	73	335
Short term	100	300	140	540
Sub-Contract	25	60	15	100
Office support	35	70	35	140
Sub Total	247	605	263	1115
Training				
Overseas	15	30	15	60
Local	70	50	35	155
Sub Total	85	80	50	215
Equipment				
Computers	80	0	0	80
Vehicle	25	0	0	25
Sub Total	105	0	0	105
Fee - 7%	30	48	22	100
Inflation 5%	0	34	31	65
TOTAL:	467	767	366	1600

Long Term TA is broken down by the months spent in each activity

Illustrative Local Training Program

Estimated \$500 per person for 1 week course

Local Courses	Yr1	Yr2	Yr3
Intro to Computers (30p x \$500/pp)	2 courses (\$30000)		
Org. Analysis (10p x \$500/pp)	2 courses (\$10000)		
System Analysis (5per x \$500/pp)	1 course (\$ 2500)	1 course (\$ 2500)	
Dbase Design (10per x \$500/pp)	1 course (\$ 5000)	2 courses (\$10000)	1course (\$ 5000)
Dbase Applications (10per x \$500/pp)	1 course (\$ 5000)	1 course (\$ 5000)	1 course (\$ 5000)
Report Design (10per x \$500/pp)	1 course (\$ 5000)	1 course (\$ 5000)	1 course (\$ 5000)
Statistical Analysis (10per x \$500/pp)	1 course (\$ 5000)	1course (\$ 5000)	
Policy Analysis (10per x \$500/pp)	1 course (\$ 5000)	1 course (\$ 5000)	1 course (\$ 5000)
Planning Methods (10per x \$500/pp)		1 course (\$ 5000)	1 course (\$ 5000)
Model Develop. (10per x \$500/pp)		1 course (\$ 5000)	1 course (\$ 5000)
Negotiation Skills (10per x \$500/pp)		1 course (\$ 5000)	1 course (\$ 5000)

Overseas Training

Workshops
(2per x \$2500/pp)

Study Tours
(2per x \$5000/pp)

Overseas

Workshops Estimated one week travel to US

Travel -	\$1,000
Per diem	700 (100/day for 7 days)
Workshop fee	500
Insurance	50
Overhead	250
TOTAL	\$2500

Estimated 2 persons each year for total 6 workshops

Study tour	Estimated 10 days	
	Travel	\$1,000
	Per diem	1,000
	Course fee	2,000
	Insurance	50
	Overhead	250
	TOTAL	\$4300

Estimated 10 study tours: 3 in the first year, 5 in the second year, and 2 in the third year.

III. IMPLEMENTATION AND PROCUREMENT PLAN

A. Implementation Strategy

The policy analysis, planning and management component of PEAP II is complementary to the other PEAP II components, but differs in content, and therefore needs different types of technical inputs and expertise. It will require ongoing involvement of MOE managers in the development and utilization of component activities as well as building mastery of and commitment to the education management information system at all levels of the Ministry. Thus, specialized expertise will be needed to work with all levels of the Ministry under the guidance of an advisory committee within the MOE. USAID will contract directly for a major institutional contractor who, in turn will:

1. provide most of the technical advisory services required by the component;
2. sub-contract with a Jamaican training organization to carry out specific training activities; and
3. procure technically complex computer equipment needed for the component.

By using one institutional contract, the MOE and USAID will maintain their leadership and oversight roles while delegating operational coordination to the contractor. This approach will foster the close collaboration of MOE professionals in design, development and implementation of the education management information system necessary to create mastery of the system and ultimately to ensure its appropriate utilization.

B. Implementation Responsibilities

1. Ministry of Education

An MIS unit of four persons within the Ministry will be the primary implementing unit for the component in that it will be directly responsible for coordination of the EMIS development and implementation. Presently, two individuals function in an MIS unit within the MOE, and two individuals pursue policy analysis and research activities. This is illustrated in Annex F which details the structure of the Planning and Development Division of the MOE as it has existed. The MOE has initiated a restructuring that will elevate and relate policy analysis and research to the MIS and Statistics units. By reassignment and recruitment of personnel the MIS unit will be expanded to nine persons and the Policy Analysis and Research unit will be staffed by six persons - Annex G. This is well above the minimum number of personnel called for by this amendment. The new structure is under active consideration by the Ministry of the Public Service, and approval to finalize recruitment is expected in the near future. The core staff will be the four individuals already in place. The senior researcher and the senior systems analyst within each of the key units participated in a six-week policy analysis course at Harvard University during the summer of 1992.

The MOE will form a senior policy group, which will be directed jointly by the minister and the permanent secretary and have responsibility for policy formulation. This group will be supported by a policy analysis unit, headed by the senior researcher who attended the summer course at Harvard, and attached to the senior management. The senior policy group will identify policy issues and information needs, cooperate with external education research organizations and translate both external and MOE-generated research findings into policy options and implications for planning and management.

An existing in-house Advisory Committee on MIS within the MOE will be expanded to include representatives of the Policy Analysis and MIS units of the MOE, the senior policy group, and representatives of USAID to form an Advisory and Monitoring Committee for this component of the project.

2. USAID Mission

Overall responsibility for the PEAP II Project, including the policy analysis, planning, and management component will be in the hands of the U.S. direct hire Chief of OEHR. This individual will assign a foreign service national employee to handle the day-to-day management of the component. While management of this component and its technical assistance will expand the portfolio of the assigned project officer, it will not require additional staff in the OEHR. The PEAP II Project

Committee which has representatives from the Controllers Office, the Office of Program and Project Development, the Office of Health, Nutrition and Population, and is chaired by the OEHR Project Officer, will add the component to its internal AID monitoring of the Project. The Committee will work closely with other offices in the Mission and make periodic presentations to USAID management, in keeping with regular Mission practices.

Once the Project Paper Amendment is approved, the PPD and EHR Offices will jointly prepare the Project Agreement Amendment. Subsequently, these offices will prepare Project Implementation Letters and other project related correspondence. The Mission Evaluation Office will provide guidance to OEHR on project evaluation activities.

3. Institutional Contractor

An institutional contractor with extensive experience in the development of educational management information systems for policy analysis and planning will be contracted as soon as possible through competitive negotiations. As part of the RFP process, offerors will be expected to demonstrate knowledge of transfer of technology techniques that will build appropriate capacity at all levels of the Ministry to effectively operate the EMIS after the completion of the technical assistance contract.

The offerors will also be expected to present a sub-contracting plan for the use of local training organizations and to demonstrate their ability to identify and field both a long-term resident advisor and short-term technical assistance in the activity areas of the policy analysis, planning, and management component of the PEAP II Project. The resident technical advisor will be skilled in both system development and in the preparation and use of information for policy decisions and planning. The contractor will perform as the purchasing agent for technically complex commodities such as computer hardware and software needed to implement the component.

The institutional contractor will be expected to play an important role in all monitoring and evaluation activities for the component through assisting MOE personnel to integrate data and develop reports in a timely fashion.

C. Implementation Schedule

1. Overview of Component Schedule

The amendment will be authorized in October 1992 and the Project Agreement Amendment is scheduled to be completed by the end of October 1992 for this three-year effort. Development of an RFP for the 30-month technical assistance effort will take place concurrently with the negotiation of the amendment agreement, and proposals will be submitted in December 1992. Selection of the institutional contractor will be completed by mid-December, and full mobilization of the technical assistance team will be underway by February 1993. In summary, year one will be devoted to integration of data, rationalization and testing of data collection procedures, and beginning the first full test of the system. The second year will be devoted to completing a cycle of data collection, analysis, and training in correspondence with the school year and refinement of EMIS. The third year will test the refined system and build mechanisms for translating policies into action. Details by component activity are given below by Year and by Quarter.

IMPLEMENTATION SCHEDULE

<u>ACTIVITIES</u>	<u>IMPLEMENTATION YEAR</u>		
	1	2	3
A. Start-up			
Authorization	1		
Amendment Agreement	1		
CBD Announcement	1		
RFP	1		
Proposals	2		
Contractor Selection	2		
TA Mobilization	3		
B. Refinement of Current Data Systems			
Definition of Info Needs	3		
Description of Data Flow	3		
Inventory of data and users	3		
EMIS Development Plan	3-4		
Procurement of Equipment	3-4		
Refine Data systems	4	1-2	
Revise Instruments	4		
Pilot-test Instruments	4	1-2	
Training in basic skills	4	1-2	
C. Development of EMIS			
Creation of Prototype		1-2	
Data collection in two Regions		2-4	
Construction of Indicators		2-4	
Generation of Reports		2-4	
Develop Geographic Info System		3-4	
Develop Executive Info System		3-4	
Training in database management statistics, research design		3-4	1-2
Refinement of EMIS			1
Test of Refined System in all regions			2-4
D. Strengthen Policy Analysis			
Formation of Senior Policy Group	3		
Develop SHARE database	4		
Managers Review of EMIS Results		2-4	2-4
Design Additional Analyses		4	1-2
Conduct Major Policy Study			2-3

Hold National Ed. Reform Conference		4
Train Managers in Policy Analysis, Planning methods, Model Development, Negotiation	1-4	1-3

D. Procurement Plans

The Project Agreement Amendment will provide that USAID will contract directly for the technical assistance contract. This will consist principally of the procurement of technical assistance through a competitive negotiated process. Once the institutional contract is awarded, the contractor will procure and/or provide for all technical assistance related to the contract, for sub-contractors to provide specialized training courses, and for technically complex computer equipment. The following table summarizes the methods of implementation of this component of PEAP II.

METHODS OF IMPLEMENTATION

<u>Element</u>	<u>Method of Implementation</u>	<u>Method of Payment</u>	<u>Amount in 000s</u>
1. Tech. Assistance			
Long-term TA	Instit. Contract	Direct Payment	\$335
Short-term TA	Instit. Contract	Direct Payment	640
Home Office	Instit. Contract	Direct Payment	140
2. Commodities			
16 Computers & software, 1 Vehicle	Part of Instit. Contract	Direct Payment	105
3. Training			
Local	Part of Instit. Contract	Direct Payment	155
Off-shore	Part of Instit.	Direct Payment	60
TOTAL			1435

All External evaluations/audits will be funded under USAID Direct Contracts.

IV. MONITORING, EVALUATION AND AUDIT PLAN

1. Monitoring

Monitoring will be the responsibility of an Advisory and Monitoring Committee. The committee will review the EMIS development plan and follow the progress of the activities as they relate to the targets defined in the plan through regularly scheduled written reports from the technical assistance team. A senior policy group will be formed which will also monitor the progress of the activities through the reports generated by the EMIS system for policy analysis and planning.

Internal USAID monitoring of the activities will be the responsibility of the OEHR Project Officer in cooperation with members of the Project Committee. This committee has representatives from the Controllers Office, the Office of Program and Project Development and the Office of Health, Nutrition and Population.

2. Indicators

Baseline data will be gathered on a number of indicators of system efficiency as part of the initial needs assessment. The number of forms currently used by the MOE, the time spent by teachers filling out forms, and the time needed to produce reports will be determined and levels of reductions will be established as proxies for improved efficiency. Regional production and use of data will indicate decentralization of decision-making. Determination of key policy areas and production of analytical studies in those areas will serve as proxy measures for policy formulation.

3. Evaluation

The development of the EMIS will provide an adequate and timely base for monitoring and evaluation. The on-going feedback provided by the system will be a formative evaluation device for refining the system to improve its usefulness for policy decisions over the life of the project. The initial round of data collection for the EMIS may serve as a baseline for assessing economies resulting from policy decisions such as reallocation of staff or revised configurations of instructional material use.

An external final evaluation will be funded through the project. This evaluation will examine the impact of activities carried out under the amendment on the MOE as an organization by assessing the role of the EMIS in policy formulation and implementation relating to improved primary education system performance.

4. Audits

The original project paper provides for \$40,000 for audits (\$35,000 from USAID and \$5,000 from the GOJ). These funds will address the project's recipient funded audit requirements. Since this amendment calls for a U.S. contractor to make all expenditures, any additional audit requirements would be met by AID/Washington.

V. PROJECT ANALYSES

A. Technical Analysis

The approach of the policy analysis, planning, and management component differs somewhat from many education management information system development projects in that it focuses on capacity building through experience gained in data collection, planning and policy analysis over the school year, rather than on highly sophisticated technology. Although some computer equipment is needed, the priority is on identifying key information needs and preparing staff to carry out systematic procedures to meet those needs. Experience has shown that management information systems often fail because of an emphasis on complex technology at the expense of institutionalizing understanding, mastery and commitment to the system at all levels of an organization. Thus, the focus of the PEAP project on staff development and institutionalization of procedures is technically sound and has proved effective in several countries.

The major technical intervention in the policy, planning and management component is the rationalization and automation of dispersed administrative information systems. The intention of the investment is not just to improve administrative efficiency, but, even more importantly, to improve program planning and decision-making in the Ministry. To this end, the resident advisor will be first and foremost an educational planner/policy expert, with capability in MIS. Explicit in this 24-month technical assistance assignment is on-the-job training in effective use of information for planning and decision-making. The hands-on training responsibilities of all consultants will be made explicit in their contracts.

The EMIS will be cost-effective in that it will be structured largely from data that are already collected in various places in the MOE. The system, under the coordination of the MIS unit, will integrate data and provide reports to the senior policy group. Experience in other countries indicates that policy analysis units are most effective when located within the organization that they are intended to serve, as in the case of the senior policy group.

The amendment will support the sharing of educational research, however, through periodic meetings with the PIOJ and UWI. This will provide MOE decision-makers additional information for policy formation.

The thirty month period of technical assistance to be provided under the component is sufficient to meet the objectives of the amendment. This time period will allow for an inventory of information needs to be completed, an implementation plan to be developed and revision and pilot testing of data collection instruments in the first six months of implementation. The subsequent application and refinement of the system over two full school year cycles will be sufficient to adequately train personnel and institutionalize data management and policy formulation procedures.

Experience has shown that maintenance of computer equipment is often a problem for Ministries of Education unless funds are provided for sufficient support, which is generally considered to be about 10% of the cost of the equipment per year. These costs are built into the funds for equipment proposed for the amendment and are programmed to be covered subsequently by the World Bank Secondary Education Reform project.

B. Administrative Analysis

The project will build on past and ongoing efforts to improve the administrative capability of the Ministry. These include a school mapping and micro-planning in education project and projects to computerize selected administrative functions. These projects installed hardware and software and developed some highly sophisticated computer applications, but none as yet has been fully integrated into the operations of the MOE. Currently, the Administrative Reform Program (ARP) is underway. This initiative will provide the MOE with assistance from the central government in the areas of finance and personnel. Assistance will include the provision of a multi-user mini-computer. Thus, some technology is in place and experience with the computer technology exists. This experience will be built on with the introduction of systematic approaches to planning and policy analysis foreseen by the amendment.

There is a commitment to improving the quality of education within the Ministry as shown by the Five-Year development Plan for Education and Training (1990-1995) which makes improvement in the quality of education a major objective. Discussions with Ministry administrators have shown that an educational management information system that will assist them to maximize the allocation of existing resources to achieve better performance is recognized as a powerful tool to meet this goal. This is translated into a stated willingness to reassign personnel within

technical units to meet the needs of the project and to establish the senior policy group envisioned by the amendment. There are sufficient technical and administrative personnel within the Ministry to implement the activities of the amendment, if the necessary reassignment takes place.

Groundwork is already being laid to improve the capability of MOE administrators to formulate and implement policy. Under the decentralization component of PEAP II, two MOE managers participated in the six-week policy analysis course at Harvard University during the summer of 1992.

C. Financial Analysis

For the most part, the approach taken in the financial analysis in the Project Paper is appropriate for the amendment. The two major financial issues for these activities are cost-effectiveness and recurrent costs.

The project design is intended to assure the least cost option for accomplishing the project objectives, within the limitations inherent in the A.I.D. "Buy America" guidance. The project will build on existing capacity in the Ministry and will rely on full and open competition for all contracted services.

The financial replicability of the activities carried out under the amendment depends on the willingness and financial capability of the GOJ to continue the activities after PEAP II funding is completed. The recurring costs after Project termination are of two types: 1) maintenance, operating and replacement of computer equipment purchased through the amendment and 2) continuing salaries of any new personnel hired to meet the technical needs of the amendment. Based on conversations with top officials from the Ministry of Education, the Mission has concluded that willingness exists on the part of the GOJ to support the project after USAID assistance has ended. Recurrent costs in personnel are likely to be low as the MOE will reassign staff already employed in units of the Ministry to meet most staffing needs. Equipment maintenance and replacement will be covered through the World Bank Secondary Education Reform project scheduled to begin in 1993.

D. Economic Analysis

The economic analysis included in the Project Paper essentially remains valid for the amended Project. The analysis found that the benefits of improved internal efficiency of the primary education system will yield substantial, although unmeasurable, private and public benefits.

The overall economic rationale for investing in education in Jamaica is irrefutable. Jamaica's economy is and will remain dependent on its ability to compete in world markets. The country's comparative advantage is in labor intensive products, which requires an educated and motivated labor force capable of producing goods at an acceptable level of quality. The necessary human resource base, at every level from production line worker to top management, is ultimately based on the foundation of people with an acceptable primary education.

Given the limited resources available to the education sector, it is imperative that all available resources be used as efficiently and effectively as possible to produce this base of educated people. The current weaknesses in the MOE indicate that improvements in management, planning, and policy-making offer the potential for increasing efficiency at all levels. Therefore, this is a highly cost-effective intervention.

E. Social Soundness Analysis

As the activities in this amendment focus on an internal refinement within the Ministry of Education, they raise all the social soundness issues covered in the original analysis. Therefore, the Project Paper analysis remains valid.

In addition, an integrated EMIS operating in the MOE will enable policy makers to rely on speedy, accurate data and statistics to inform their decision-making. An EMIS can

(a) provide data and monitoring statistics to support budget allocations and so ensure that scarce, available resources are distributed equitably and used efficiently and effectively. Identification of areas with the most pressing problems can aid more enlightened use of material and human resources;

(b) provide timely, accurate statistics on school enrollment, attendance, and individual and aggregate student performance and so lay the basis for identifying key variables which impact on teaching/learning. With the MIS, it will be easier for the Ministry to consider the differential impact the school system may have on boys and girls, and on poor school districts versus relatively well-off ones. MOE will then be better able to plan for improved attendance and performance of students and hence ensure that school leavers have the minimum requirements to obtain useful employment;

(c) provide personnel and financial data which will help to ensure that teachers are paid, evaluated and promoted promptly. Valuable teaching time will be saved when teachers do not have to spend time at the MOE to resolve personnel issues, and teacher morale will be boosted by the improvement of services to them.

F. Environmental Analysis

Original categorical exemption holds.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumption
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1. PROJECT GOAL

To establish a primary education system that is consistent with the long term structural changes and economic targets of Jamaica.

2. PROJECT PURPOSE

To improve the effectiveness and efficiency of the primary

Decentralization

- % of resources from Non-GOJ sources increased by 100% p.a. from year 3
- MOE statistics
- SCOPE statistics

Improvement in Mathematics Education

- No. of students passing 3rd and 6th grade math exams increased by 5% p.a. beginning in year 4
- NAP test results
- MOE statistics
- No. of math teachers passing exams increased by 10% p.a. beginning in Year 4.
- NAP test results
- No. of 6th grade repeaters due to maths deficiencies reduced by 50% by the end of the project
- No. of repeaters

No significant loss of math teachers trained on the project

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PEAP II Logical Framework

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumption
<u>Integrated Educational Management Information System</u>	50% reduction in data collection activities - 50% reduction in time to produce key reports - 50% regions producing reports for regional use for decision making	- MOE research Unit reports - Contractor reports - MOE regional reports	World Bank Secondary Education Project begins 1993.
<u>Policy Analysis</u>	- 10 key policy areas determined - Analytical reports produced in 5 key areas - At least two reforms implemented	- Senior Policy Group reports - Senior Policy Group reports Contractor reports - MOE reports	

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PEAP II Logical Framework

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumption
3. <u>OUTPUTS</u>			
I. <u>Decentralization</u>			
Primary School operations manual produced and distributed	- Printing and distribution of 800 manuals	MOE reports	
Schools/communities instructed in SCOPE program	- 13 SCOPE workshops held	MOE and SCOPE records	
Resource base of communities enlarged	- 1500 community leaders trained in SCOPE workshops	MOE and SCOPE reports	
II. <u>Educational Program Strengthening</u>			
Statistical base in math develop in NAP	- 6 math tests for grades 1 - 6 validated or developed		
Institutional capacity of MOE strengthened	- 1600 resource mathematics teachers trained	MOE reports	
III. <u>Policy Analysis, Planning & Management</u>			
Current MOE data systems refined	<ul style="list-style-type: none"> - Inventory of MOE data and users needs developed - Pilot tests of revised instruments for data collection and reporting in two regions completed - 8 5-day seminars for MOE personnel held contractor's reports.	Contractor and MOE's reports, inventory checked	MOE reports, site visits
		Seminar reports,	

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Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumption
Integrated EMIS developed	<ul style="list-style-type: none"> - First prototype of EMIS developed and implemented - Data collected, indicators constructed and reports generated as part of testing and implementation of EMIS - 1 parish level geographic information system developed and integrated into the EMIS - 1 Executive information system developed and integrated into the EMIS - 10-15 Ministry personnel trained in three courses each of 5 days in 4 content areas - 2nd trial of EMIS carried out in all regions 	<ul style="list-style-type: none"> MOE and contractor's reports MOE and contractor's reports MOE and Contractor's reports Sub-contractor's reports - Seminar visits MOE and contractor's reports 	
Policy Analysis strengthened	<ul style="list-style-type: none"> - Senior policy group formed - 100 abstracts of best Jamaican educational policy studies completed and loaded into SHARE database - Analytical reports in 5 key areas produced. - 1 Policy Study conducted. - In-country seminars of 5 days each for 5 - 10 participants held - 10 off-shore study tours of 10 days each for 20 participants conducted - 6 Off-shore workshops of 1 week for two participants each - 1 National Education Reform conference held 	<ul style="list-style-type: none"> Group records examined Abstracts examined Contractor's reports and Database examined Reports examined. Study examined. Seminar visits Reports examined Reports examined Attend conference 	

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Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumption
4. <u>INPUTS</u>			
I. <u>Decentralization</u>			
i. <u>Technical Assistance for Workshops</u>	Records/Reports	Attendance at Workshops	
ii. Procurement of instructional materials	Distribution of materials	PIO/Cs Visit Workshops	
iii. Revision of Procedural Guidelines for Action Plan/Manuals	Printing and Distribution of Manuals. PC facilities and employment of Contractor and Professional Consultants.	Contractor Reports Visit to schools	
II. <u>Educational Program strengthening</u>			
i. <u>Improvement in Primary Mathematics (Phase 1)</u>			
1. Technical assistance to develop a plan	Provision of contractual services	Contractor Reports	
2. Commodities hardware and software	Installation of computer	Visual inspection	
3. Local training	1,800 teachers and MOE Central staff trained.	Attend Workshops	
ii. <u>Performance Measurement</u>			
1. Technical assistance	Consulting Contractor	Contractor Reports	
2. Commodities	Computer hardware and software installed	Visual Inspection	
3. Training off-shore/local	Two psychometricians and statistician trained off-shore, inspectors, key regional staff and NAP staff trained.	PIO/Ps	

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PEAP II Logical Framework

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumption
III. Policy Analysis, Planning & Management			
i. Technical Assistance	Contractor services Long term and short term assistance	Contractor Reports Visit local workshops Visit MOE	
ii. Training Local courses	27 courses: 10 in 1st year, 10 in 2nd year; 7 in 3rd year for MOE personnel.	Contractor reports Sub-contractor reports Participant lists examined	
Overseas Workshops	6 workshops of of one week duration for MOE personnel - 2 per year	PIO/Ps	
Overseas study tours	10 study tours: 3 in 1st year, 5 in 2nd year 2 in 3rd year of 10 day duration for MOE personnel	PIO/Ps	
iii. Commodities Computer hardware and software	16 computers, hardware and software installed	Visual inspection	
Vehicle	1 vehicle in use	Visual inspection	

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PEAP II Logical Framework

INPUTS	USAID	GOJ	TOTAL
1. TECHNICAL ASSISTANCE	1115	230	1345
2. TRAINING	215	300	515
3. EQUIPMENT	105	- 0 -	105
4. FEE	100	- 0 -	100
5. INFLATION	65	- 0 -	65
TOTALS	1600	530	2130
% CONTRIBUTIONS	75%	25%	

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THE PLANNING INSTITUTE OF JAMAICA



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ANY REPLY OR SUBSEQUENT REFERENCE TO THIS COMMUNICATION SHOULD BE ADDRESSED TO THE DIRECTOR GENERAL P.O. BOX 634, KINGSTON

Telephone: 926-1480-8
Telex: 3529 PLAN JAM JA
Facsimile: (809) 926-4670

39-43 Barbados Avenue
Kingston 5 Jamaica W.I.

Ref. No. C18-15-33

September 9, 1992

Dear Mr. Queener:

I understand that over recent months staff in the Ministry of Education and Culture have worked with your staff and with consultants provided by USAID on the development of an important new initiative to support the Jamaican educational system.

The objective of this effort has been to define the information system requirements that will drive a sound policy analysis, planning and management capacity within the Ministry. I am pleased to note that we now have in hand a clear design that can focus our efforts in this area over the next two years.

This is to request that the Primary Education Assistance Project (PEAP) II be amended to provide the additional funding necessary to support this activity. Grant funds of \$1.6m are requested.

I look forward to expanding our collaborative efforts with this new initiative which is critical to the Ministry of Education and Culture.

Yours sincerely

Dorothy Jones
(Mrs) Dorothy Jones
for Director General

Mr. Robert Queener
Director
United States Agency for
International Development
6B Oxford Road
Kingston 5.

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DATE RECEIVED	9/10	ACTION OFFICE		OEHR		INFO TO:		ARDO	OHNP	OEHR	OPPD	OPE	RHUDO	R.F.	DUE BY:	9/21	ACTION:
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MISSION SPECIAL CONCERNS CHECKLIST

In developing this project's procurement and implementation plans, USAID took several Agency policies and special concerns into consideration as follows:

1. **"Buy America"**: All non-Jamaican technical advisors under the project will be from United States nationality firms. All other vehicles, equipment and commodities will be of U.S. source and origin, except for some furniture and equipment which will be bought locally "off the shelf." Therefore, no source or nationality waivers will be required under this project.
2. **Notification of Contracting Opportunities**: USAID/Jamaica notified AID/W of long-term technical assistance by two components of this project in the March, 1992 edition of the "AID Procurement Information Access System" quarterly report. USAID/Jamaica will notify AID/W of technical assistance for a third component of this Project in the near future.
3. **Contracting Officer Approval**: Both the Regional and the Mission Contracting Officers have approved this procurement plan. (See PP facesheet). The Regional Contracting Officer has given his written consent.
4. **Host Country Procurement**: There will be no Host Country procurement in this Project. All procurement will be conducted by the US Long-Term Technical Assistance Contractor or by USAID/Jamaica direct.
5. **Audit**: The original project paper provides for \$40,000 for audits (\$35,000 from USAID and \$5,000 from the GOJ). These funds will address the project's recipient funded audit requirements. Since this amendment calls for a U.S. contractor to make all expenditures, any additional audit requirements would be met by AID/Washington.
6. **Gray Amendment Certification**: It is not anticipated that a Gray Amendment set-aside will be used since a single major technical assistance contract will be sought to reduce costs and contracting workload and to simplify monitoring requirements. However, the Mission will encourage subcontracting with Gray Amendment-qualifying firms, where appropriate.

In reviewing and approving this Project, the Mission Director has certified that the procurement plan was developed with full consideration of maximally involving Gray Amendment organizations in the provision of required goods and services.

7. Host Country Contribution and U.S. owned Local Currency:
The contribution is estimated at \$1.88 million or 25% of the total. This Project will not generate any jointly programmable local currency. The Government of Jamaica will prepare an annual statement of its counterpart contribution to the project within 60 days of the end of the GOJ fiscal year. This statement should be reviewed and certified by the Auditor General of Jamaica and then transmitted to USAID within 120 days of the end of the fiscal year.

The Ministry will be required to prepare quarterly statements for USAID.

8. PID Requirement:
We have determined that a PID was not required for this document based on the criteria contained in 92 STATE 167474 ("Requirement for and Contents for PIDs"). According to this guidance, Mission Directors must decide on "nature and complexity of the project" and "the degree and the extent of available information" in determining whether a PID is required. In this case, USAID had already conducted a technical study for an Educational Management Information System. The Action Plan exercise in Spring 1992 had consolidated Mission consensus about the project. Those discussions had been preceded by extensive negotiations with the Ministry. Finally, this amendment strongly reinforces the Project's existing purpose and complements the Project's other two components. The Mission Director has therefore, determined that a PID is not necessary.

5C(2) - ASSISTANCE CHECKLIST

Listed below are statutory criteria applicable to the assistance resources themselves, rather than to the eligibility of a country to receive assistance. This section is divided into three parts. Part A includes criteria applicable to both Development Assistance and Economic Support Fund resources. Part B includes criteria applicable only to Development Assistance resources. Part C includes criteria applicable only to Economic Support Funds.

CROSS REFERENCE: IS COUNTRY CHECKLIST UP TO DATE?

Yes

A. CRITERIA APPLICABLE TO BOTH DEVELOPMENT ASSISTANCE AND ECONOMIC SUPPORT FUNDS

1. Host Country Development Efforts (FAA Sec. 601(a)): Information and conclusions on whether assistance will encourage efforts of the country to:
(a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture, and commerce; and (f)..... strengthen free labor unions.

- a) No
- b) Yes
- c) No
- d) No
- e) No
- f) No

2. U.S. Private Trade and Investment (FAA Sec. 601(b)): Information and conclusions on how assistance will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

3. Congressional Notification

a. General requirement (FY 1991 Appropriations Act Secs. 523 and 591; FAA Sec. 634A): If money is to be obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified (unless the notification requirement has been waived because of substantial risk to human health or welfare)?

Project was included in the 1992 Congressional Presentation

b. Notice of new account obligation (FY 1991 Appropriations Act Sec. 514): If funds are being obligated under an appropriation account to which they were not appropriated, has the President consulted with and provided a written justification to the House and Senate Appropriations Committees and has such obligation been subject to regular notification procedures?

N/A

c. Cash transfers and nonproject sector assistance (FY 1991 Appropriations Act Sec. 575(b)(3)): If funds are to be made available in the form of cash transfer or nonproject sector assistance, has the Congressional notice included a detailed description of how the funds will be used, with a discussion of U.S. interests to be served and a description of any economic policy reforms to be promoted?

N/A

4. Engineering and Financial Plans (FAA Sec. 611(a)): Prior to an obligation in excess of \$500,000, will there be: (a) engineering, financial or other plans necessary to carry out the assistance; and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

a) Yes
b) Yes

5. Legislative Action (FAA Sec. 611(a)(2)): If legislative action is required within recipient country with respect to an obligation in excess of \$500,000, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

No legislative action is necessary within Jamaica.

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6. **Water Resources (FAA Sec. 611(b); FY 1991 Appropriations Act Sec. 501):** If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.)

N/A

7. **Cash Transfer and Sector Assistance (FY 1991 Appropriations Act Sec. 575(b)):** Will cash transfer or nonproject sector assistance be maintained in a separate account and not commingled with other funds (unless such requirements are waived by Congressional notice for nonproject sector assistance)?

8. **Capital Assistance (FAA Sec. 611(e)):** If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively?

N/A

9. **Multiple Country Objectives (FAA Sec. 601(a)):** Information and conclusions on whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

- a) No
- b) Yes
- c) No
- d) No
- e) No
- f) No

10. **U.S. Private Trade (FAA Sec. 601(b)):** Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

Project provides for procurement of services and commodities from the U.S.

11. Local Currencies

a. **Recipient Contributions (FAA Secs. 612(b), 636(h)):** Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

The GOJ is required under the project to provide annual contributions to all components and is required to report to USAID on GOJ's contribution every six months.

b. **U.S.-Owned Currency (FAA Sec. 612(d)):** Does the U.S. own excess foreign currency of the country and, if so; what arrangements have been made for its release?

No

c. **Separate Account (FY 1991 Appropriations Act Sec. 575).** If assistance is furnished to a foreign government under arrangements which result in the generation of local currencies:

N/A

(1) Has A.I.D. (a) required that local currencies be deposited in a separate account established by the recipient government, (b) entered into an agreement with that government providing the amount of local currencies to be generated and the terms and conditions under which the currencies so deposited may be utilized, and (c) established by agreement the responsibilities of A.I.D. and that government to monitor and account for deposits into and disbursements from the separate account?

(2) Will such local currencies, or an equivalent amount of local currencies, be used only to carry out the purposes of the DA or ESF chapters of the FAA (depending on which chapter is the source of the assistance) or for the administrative requirements of the United States Government?

(3) Has A.I.D. taken all appropriate steps to ensure that the equivalent of local currencies disbursed from the separate account are used for the agreed purposes?

(4) If assistance is terminated to a country, will any unencumbered balances of funds remaining in a separate account be disposed of for purposes agreed to by the recipient government and the United States Government?

12. Trade Restrictions

a. Surplus Commodities (FY 1991 Appropriations Act Sec. 521(a)): If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?

N/A

b. Textiles (Lautenberg Amendment) (FY 1991 Appropriations Act Sec. 521(c)): Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel?

No

13. Tropical Forests (FY 1991 Appropriations Act Sec. 533(c)(3)): Will funds be used for any program, project or activity which would (a) result in any significant loss of tropical forests, or (b) involve industrial timber extraction in primary tropical forest areas?

a) No

b) No

14. Sahel Accounting (FAA Sec. 121(d)): If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)?

N/A

15. PVO Assistance

a. Auditing and registration (FY 1991 Appropriations Act Sec. 537): If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.?

N/A

b. Funding sources (FY 1991 Appropriations Act, Title II, under heading "Private and Voluntary Organizations"): If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government?

N/A

16. Project Agreement Documentation (State Authorization Sec. 139 (as interpreted by conference report)): Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision).

This will be done

17. Metric System (Omnibus Trade and Competitiveness Act of 1988 Sec. 5164, as interpreted by conference report, amending Metric Conversion Act of 1975 Sec. 2, and as implemented through A.I.D. policy): Does the assistance activity use the metric system of measurement in its procurements, grants, and other business-related activities, except to the

N/A

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extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate? Will A.I.D. specifications use metric units of measure from the earliest programmatic stages, and from the earliest documentation of the assistance processes (for example, project papers) involving quantifiable measurements (length, area, volume, capacity, mass and weight), through the implementation stage?

18. Women in Development (FY 1991 Appropriations Act, Title II, under heading "Women in Development"): Will assistance be designed so that the percentage of women participants will be demonstrably increased?

Not necessary since women stand to gain more than men given current staffing patterns in MOE.

19. Regional and Multilateral Assistance (FAA Sec. 209): Is assistance more efficiently and effectively provided through regional or multilateral organizations? If so, why is assistance not so provided? Information and conclusions on whether assistance will encourage developing countries to cooperate in regional development programs.

No

20. Abortions (FY 1991 Appropriations Act, Title II, under heading "Population, DA," and Sec. 525):

a. Will assistance be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization?

No

b. Will any funds be used to lobby for abortion?

No

21. Cooperatives (FAA Sec. 111): Will assistance help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life?

No

22. U.S.-Owned Foreign Currencies

a. Use of currencies (FAA Secs. 612(b), 636(h); FY 1991 Appropriations Act Secs. 507, 509): Describe steps taken to assure that, to the maximum extent possible, foreign currencies owned by the U.S. are utilized in lieu of dollars to meet the cost of contractual and other services. N/A

b. Release of currencies (FAA Sec. 612(d)): Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? No

23. Procurement N/A

a. Small business (FAA Sec. 602(a)): Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed?

b. U.S. procurement (FAA Sec. 604(a)): Will all procurement be from the U.S. except as otherwise determined by the President or determined under delegation from him? Yes

c. Marine insurance (FAA Sec. 604(d)): If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company? N/A

d. Non-U.S. agricultural procurement (FAA Sec. 604(e)): If non-U.S. procurement of agricultural commodity or product thereof is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.) N/A

e. Construction or engineering services (FAA Sec. 604(g)): Will construction or engineering services be procured from firms of advanced developing countries which are otherwise eligible N/A

under Code 941 and which have attained a competitive capability in international markets in one of these areas? (Exception for those countries which receive direct economic assistance under the FAA and permit United States firms to compete for construction or engineering services financed from assistance programs of these countries.)

f. **Cargo preference shipping (FAA Sec. 603):** Is the shipping excluded from compliance with the requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 percent of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent such vessels are available at fair and reasonable rates?

No

g. **Technical assistance (FAA Sec. 621(a)):** If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? Will the facilities and resources of other Federal agencies be utilized, when they are particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

Yes

N/A

h. **U.S. air carriers (International Air Transportation Fair Competitive Practices Act, 1974):** If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available?

Yes

i. **Termination for convenience of U.S. Government (FY 1991 Appropriations Act Sec. 504):** If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States?

Yes

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j. Consulting services
 (FY 1991 Appropriations Act Sec. 524): If assistance is for consulting service through procurement contract pursuant to 5 U.S.C. 3109, are contract expenditures a matter of public record and available for public inspection (unless otherwise provided by law or Executive order)?

Yes

k. Metric conversion
 (Omnibus Trade and Competitiveness Act of 1988, as interpreted by conference report, amending Metric Conversion Act of 1975 Sec. 2, and as implemented through A.I.D. policy): Does the assistance program use the metric system of measurement in its procurements, grants, and other business-related activities, except to the extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate? Will A.I.D. specifications use metric units of measure from the earliest programmatic stages, and from the earliest documentation of the assistance processes (for example, project papers) involving quantifiable measurements (length, area, volume, capacity, mass and weight), through the implementation stage?

N/A

l. Competitive Selection
 Procedures (FAA Sec. 601(e)): Will the assistance utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

Yes

24. Construction

a. Capital project (FAA Sec. 601(d)): If capital (e.g., construction) project, will U.S. engineering and professional services be used?

N/A

b. Construction contract (FAA Sec. 611(c)): If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

N/A

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c. Large projects, Congressional approval (FAA Sec. 620(k)): If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million (except for productive enterprises in Egypt that were described in the Congressional Presentation), or does assistance have the express approval of Congress?

N/A

25. U.S. Audit Rights (FAA Sec. 301(d)): If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?

N/A

26. Communist Assistance (FAA Sec. 620(h)). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries?

N/A

27. Narcotics

a. Cash reimbursements (FAA Sec. 483): Will arrangements preclude use of financing to make reimbursements, in the form of cash payments, to persons whose illicit drug crops are eradicated?

N/A

b. Assistance to narcotics traffickers (FAA Sec. 487): Will arrangements take "all reasonable steps" to preclude use of financing to or through individuals or entities which we know or have reason to believe have either: (1) been convicted of a violation of any law or regulation of the United States or a foreign country relating to narcotics (or other controlled substances); or (2) been an illicit trafficker in, or otherwise involved in the illicit trafficking of, any such controlled substance?

1) Yes

2) Yes

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28. Expropriation and Land Reform (FAA Sec. 620(g)): Will assistance preclude use of financing to compensate owners for expropriated or nationalized property, except to compensate foreign nationals in accordance with a land reform program certified by the President? Yes
29. Police and Prisons (FAA Sec. 660): Will assistance preclude use of financing to provide training, advice, or any financial support for police, prisons, or other law enforcement forces, except for narcotics programs? Yes
30. CIA Activities (FAA Sec. 662): Will assistance preclude use of financing for CIA activities? Yes
31. Motor Vehicles (FAA Sec. 636(i)): Will assistance preclude use of financing for purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained? Yes
32. Military Personnel (FY 1991 Appropriations Act Sec. 503): Will assistance preclude use of financing to pay pensions, annuities, retirement pay, or adjusted service compensation for prior or current military personnel? Yes
33. Payment of U.N. Assessments (FY 1991 Appropriations Act Sec. 505): Will assistance preclude use of financing to pay U.N. assessments, arrearages or dues? Yes
34. Multilateral Organization Lending (FY 1991 Appropriations Act Sec. 506): Will assistance preclude use of financing to carry out provisions of FAA section 209(d) (transfer of FAA funds to multilateral organizations for lending)? Yes
35. Export of Nuclear Resources (FY 1991 Appropriations Act Sec. 510): Will assistance preclude use of financing to finance the export of nuclear equipment, fuel, or technology? Yes

36. Repression of Population (FY 1991 Appropriations Act Sec. 511): Will assistance preclude use of financing for the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? Yes

37. Publicity or Propoganda (FY 1991 Appropriations Act Sec. 516): Will assistance be used for publicity or propaganda purposes designed to support or defeat legislation pending before Congress, to influence in any way the outcome of a political election in the United States, or for any publicity or propaganda purposes not authorized by Congress? No

38. Marine Insurance (FY 1991 Appropriations Act Sec. 563): Will any A.I.D. contract and solicitation, and subcontract entered into under such contract, include a clause requiring that U.S. marine insurance companies have a fair opportunity to bid for marine insurance when such insurance is necessary or appropriate? Yes

39. Exchange for Prohibited Act (FY 1991 Appropriations Act Sec. 569): Will any assistance be provided to any foreign government (including any instrumentality or agency thereof), foreign person, or United States person in exchange for that foreign government or person undertaking any action which is, if carried out by the United States Government, a United States official or employee, expressly prohibited by a provision of United States law? No

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B. CRITERIA APPLICABLE TO DEVELOPMENT ASSISTANCE ONLY

1. Agricultural Exports (Bumpers Amendment) (FY 1991 Appropriations Act Sec. 521(b), as interpreted by conference report for original enactment): If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities: (1) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (2) in support of research that is intended primarily to benefit U.S. producers?

N/A

2. Tied Aid Credits (FY 1991 Appropriations Act, Title II, under heading "Economic Support Fund"): Will DA funds be used for tied aid credits?

No

3. Appropriate Technology (FAA Sec. 107): Is special emphasis placed on use of appropriate technology (defined as relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?

Yes

4. Indigenous Needs and Resources (FAA Sec. 281(b)): Describe extent to which the activity recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

The project is devoted to primary education improvement - through upgrading physical facilities; providing better maths education to 350,000 primary school pupils and supplementary instructional materials for teachers; and improving local community/school participation activities. This amendment is designed to refine data systems in the MOE, develop an integrated EMIS and strengthen MOE's capacity for policy analysis. These activities will enhance the citizenry's abilities to effectively participate in self-government.

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5. Economic Development (FAA Sec. 101(a)): Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

6. Special Development Emphases (FAA Secs. 102(b), 113, 281(a)): Describe extent to which activity will: (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.

7. Recipient Country Contribution (FAA Secs. 110, 124(d)): Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?

8. Benefit to Poor Majority (FAA Sec. 128(b)): If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?

The project is designed to make more efficient use of public resources and increase level of private resources for the education system.

- a) 350,000 primary school children will be affected, half of whom live in disadvantaged rural areas; 1500 school/community leaders will benefit.
- b) MOE's capacity to carry out policy analysis and implement policy will be strengthened;
- c) Emphasis on management improvement will allow MOE to implement policy initiatives after LOP;
- d) Majority of principals and MOE staff who benefit from this project are female;
- e) N/A

Yes

Yes. The main beneficiaries are 350,000 primary school children, the majority of whom are poor.

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9. Abortions (FAA Sec. 104(f); FY 1991 Appropriations Act, Title II, under heading "Population, DA," and Sec. 535):

a. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?

No

b. Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?

No

c. Are any of the funds to be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization?

No

d. Will funds be made available only to voluntary family planning projects which offer, either directly or through referral to, or information about access to, a broad range of family planning methods and services?

N/A

e. In awarding grants for natural family planning, will any applicant be discriminated against because of such applicant's religious or conscientious commitment to offer only natural family planning?

N/A

f. Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

No

g. Are any of the funds to be made available to any organization if the President certifies that the use of these funds by such organization would violate any of the above provisions related to abortions and involuntary sterilization?

No

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10. Contract Awards (FAA Sec. 601(e)): Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

11. Disadvantaged Enterprises (FY 1991 Appropriations Act Sec. 567): What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?

There is no set-aside for these groups.

12. Biological Diversity (FAA Sec. 119(g): Will the assistance: (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?

- a) No
- b) No
- c) No
- d) No

13. Tropical Forests (FAA Sec. 118; FY 1991 Appropriations Act Sec. 533(c)-(e) & (g)):

N/A

a. A.I.D. Regulation 16: Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16?

b. Conservation: Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent

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feasible: (1) stress the importance of conserving and sustainably managing forest resources; (2) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (3) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (4) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (5) help conserve forests which have not yet been degraded by helping to increase production on lands already cleared or degraded; (6) conserve forested watersheds and rehabilitate those which have been deforested; (7) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (8) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (9) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (10) seek to increase the awareness of U.S. Government agencies and other donors of the immediate and long-term value of tropical forests; (11) utilize the resources and abilities of all relevant U.S. government agencies; (12) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land; and (13) take full account of the environmental impacts of the proposed activities on biological diversity?

c. Forest degradation: Will assistance be used for: (1) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; (2) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas; (3) activities which would result in the conversion of forest lands to the rearing of livestock; (4) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undergraded forest lands; (5) the colonization of forest lands; or (6) the construction of dams or other water control structures which flood relatively undergraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development?

d. Sustainable forestry: If assistance relates to tropical forests, will project assist countries in developing a systematic analysis of the appropriate use of their total tropical forest resources, with the goal of developing a national program for sustainable forestry?

e. Environmental impact statements: Will funds be made available in accordance with provisions of FAA Section 117(c) and applicable A.I.D. regulations requiring an environmental impact statement for activities significantly affecting the environment?

14. Energy (FY 1991 Appropriations Act. Sec. 533(c)): If assistance relates to energy, will such assistance focus on: (a) end-use energy efficiency, least-cost energy planning, and renewable energy resources, and (b) the key countries where assistance would have the greatest impact on reducing emissions from greenhouse gases?

N/A

15. Sub-Saharan Africa Assistance (FY 1991 Appropriations Act Sec. 562, adding a new FAA chapter 10 (FAA Sec. 496)): If assistance will come from the Sub-Saharan Africa DA account, is it: (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) to be used to promote sustained economic growth, encourage private sector development, promote individual initiatives, and help to reduce the role of central governments in areas more appropriate for the private sector; (c) being provided in accordance with the policies contained in FAA section 102; (d) being provided in close consultation with African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (e) being used to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups; (f) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks,

N/A

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to maintain and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

16. Debt-for-Nature Exchange (FAA Sec. 463): If project will finance a debt-for-nature exchange, describe how the exchange will support protection of: (a) the world's oceans and atmosphere, (b) animal and plant species, and (c) parks and reserves; or describe how the exchange will promote: (d) natural resource management, (e) local conservation programs, (f) conservation training programs, (g) public commitment to conservation, (h) land and ecosystem management, and (i) regenerative approaches in farming, forestry, fishing, and watershed management.

N/A

17. Deobligation/Reobligation (FY 1991 Appropriations Act Sec. 515): If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same region as originally obligated, and have the House and Senate Appropriations Committees been properly notified?

N/A

18. Loans

a. Repayment capacity (FAA Sec. 122(b)): Information and conclusion on capacity of the country to repay the loan at a reasonable rate of interest.

N/A

b. Long-range plans (FAA Sec. 122(b)): Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities?

c. Interest rate (FAA Sec. 122(b)): If development loan is repayable in dollars, is interest rate at least 2 percent per annum during a grace period which is not to exceed ten years, and at least 3 percent per annum thereafter?

d. Exports to United States (FAA Sec. 620(d)): If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest?

19. Development Objectives (FAA Secs. 102(a), 111, 113, 281(a)): Extent to which activity will: (1) effectively involve the poor in development, by expanding access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (2) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (3) support the self-help efforts of developing countries; (4) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (5) utilize and encourage regional cooperation by developing countries?

See B.6

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20. Agriculture, Rural Development and Nutrition, and Agricultural Research (FAA Secs. 103 and 103A):

a. Rural poor and small farmers: If assistance is being made available for agriculture, rural development or nutrition, describe extent to which activity is specifically designed to increase productivity and income of rural poor; or if assistance is being made available for agricultural research, has account been taken of the needs of small farmers, and extensive use of field testing to adapt basic research to local conditions shall be made.

N/A

b. Nutrition: Describe extent to which assistance is used in coordination with efforts carried out under FAA Section 104 (Population and Health) to help improve nutrition of the people of developing countries through encouragement of increased production of crops with greater nutritional value; improvement of planning, research, and education with respect to nutrition, particularly with reference to improvement and expanded use of indigenously produced foodstuffs; and the undertaking of pilot or demonstration programs explicitly addressing the problem of malnutrition of poor and vulnerable people.

N/A

c. Food security: Describe extent to which activity increases national food security by improving food policies and management and by strengthening national food reserves, with particular concern for the needs of the poor, through measures encouraging domestic production, building national food reserves, expanding available storage facilities, reducing post harvest food losses, and improving food distribution.

N/A

21. Population and Health (FAA Secs. 104(b) and (c)): If assistance is being made available for population or health activities, describe extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of

N/A

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mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems, and other nodes of community outreach.

22. **Education and Human Resources Development (FAA Sec. 105):** If assistance is being made available for education, public administration, or human resource development, describe (a) extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, and strengthens management capability of institutions enabling the poor to participate in development; and (b) extent to which assistance provides advanced education and training of people of developing countries in such disciplines as are required for planning and implementation of public and private development activities.

Training will be geared toward lower and middle management within the MOE

23. **Energy, Private Voluntary Organizations, and Selected Development Activities (FAA Sec. 106):** If assistance is being made available for energy, private voluntary organizations, and selected development problems, describe extent to which activity is:

N/A

a. concerned with data collection and analysis, the training of skilled personnel, research on and development of suitable energy sources, and pilot projects to test new methods of energy production; and facilitative of research on and development and use of small-scale, decentralized, renewable energy sources for rural areas, emphasizing development of energy resources which are environmentally acceptable and require minimum capital investment;

b. concerned with technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

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c. research into, and evaluation of, economic development processes and techniques;

d. reconstruction after natural or manmade disaster and programs of disaster preparedness;

e. for special development problems, and to enable proper utilization of infrastructure and related projects funded with earlier U.S. assistance;

f. for urban development, especially small, labor-intensive enterprises, marketing systems for small producers, and financial or other institutions to help urban poor participate in economic and social development.

24. Sahel Development (FAA Secs. 120-21). If assistance is being made available for the Sahelian region, describe: (a) extent to which there is international coordination in planning and implementation; participation and support by African countries and organizations in determining development priorities; and a long-term, multidonor development plan which calls for equitable burden-sharing with other donors; (b) whether a determination has been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of projects funds (dollars or local currency generated therefrom).

N/A

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C. CRITERIA APPLICABLE TO ECONOMIC SUPPORT FUNDS ONLY

N/A

1. Economic and Political Stability (FAA Sec. 531(a)): Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA?

2. Military Purposes (FAA Sec. 531(e)): Will this assistance be used for military or paramilitary purposes?

3. Commodity Grants/Separate Accounts (FAA Sec. 609): If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

4. Generation and Use of Local Currencies (FAA Sec. 531(d)): Will ESF funds made available for commodity import programs or other program assistance be used to generate local currencies? If so, will at least 50 percent of such local currencies be available to support activities consistent with the objectives of FAA sections 103 through 106?

5. Cash Transfer Requirements (FY 1991 Appropriations Act, Title II, under heading "Economic Support Fund," and Sec. 575(b)). If assistance is in the form of a cash transfer:

a. Separate accounts: Are all such cash payments to be maintained by the country in a separate account and not to be commingled with any other funds?

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b. Local currencies: Will all local currencies that may be generated with funds provided as a cash transfer to such a country also be deposited in a special account, and has A.I.D. entered into an agreement with that government setting forth the amount of the local currencies to be generated, the terms and conditions under which they are to be used, and the responsibilities of A.I.D. and that government to monitor and account for deposits and disbursements?

c. U.S. Government use of local currencies: Will all such local currencies also be used in accordance with FAA Section 609, which requires such local currencies to be made available to the U.S. government as the U.S. determines necessary for the requirements of the U.S. Government, and which requires the remainder to be used for programs agreed to by the U.S. Government to carry out the purposes for which new funds authorized by the FAA would themselves be available?

d. Congressional notice: Has Congress received prior notification providing in detail how the funds will be used, including the U.S. interests that will be served by the assistance, and, as appropriate, the economic policy reforms that will be promoted by the cash transfer assistance?

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ORGANIZATIONAL STRUCTURES REQUIRED TO SUPPORT PROJECT IN THE
MINISTRY OF EDUCATION.

The MIS UNIT

The primary responsibility of the MIS Unit will be the collection/gathering, organization, maintenance, and dissemination of a broad set of educational data/information.

Broadly stated the data to be included in the MIS should be defined in terms of:

- A. National education and development goals and objectives. For example, in terms of improving quality and efficiency and providing an educated and appropriately skilled labor force.
- B. The functional needs of ministry and regional education units. For example, in terms of providing information required to monitor and target resource allocations, monitor student enrollments, plan teacher training, etc.
- C. Current program and project issues and concerns. For example, to assess the impact of improvements in the mathematics curricula, to assess the effectiveness of the school feeding programs, to monitor school construction, etc.

To be effective over the long term, the system that is developed, both the organizational mechanisms and the computerized elements, must be flexible enough to respond to and accommodate changes in the needs of policy makers, planners, and system managers.

To be effective the unit must establish and maintain direct and positive working relationships with a broad range of units and individuals throughout the Ministry and regional educational offices, including policy makers, division chiefs, functionaries, and regional education officers.

While primarily a service unit, to be effective the unit must be directly responsible to a section in the executive directorate and the chief of the unit must be of sufficient status to command the respect and insure the cooperation of division and unit directors throughout the ministry.

To be effective the unit must be technically competent, i.e., in terms of the development of data collection strategies and instruments, the development of computerized databases, and the organization and presentation of education data.

The MIS Unit will be staffed by four persons, a chief of unit and three staff members of essentially equal rank, but with one serving as senior technical assistant to the Director.

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The Director of the unit should be, first of all, someone with a broad understanding of the education system in Jamaica and a history of good relationships with division and unit directors. The Director will be primarily responsible for the maintenance of positive working relationships throughout the ministry and will have ultimate responsibility for the design and support of data collection/gathering activities and all computer-based applications. The ideal candidate should understand the elements and processes of MIS design, have experience with the development of data collection instruments (surveys and forms), be well acquainted with the use of relational databases, be familiar with the range of possible forms of computer-generated output, and be an experienced computer user. Candidates for the position of MIS Unit Chief who do not possess the requisite technical expertise, should be technically inclined and seriously committed to the development of the necessary skills.

The senior technical assistant, should have a broad understanding of the education system in Jamaica and must already possess a high degree of technical competence in MIS design, the development of data collection instruments, the use of relational databases, and the design and development of output reports. (see description, below, of the requirements for technical assistants) This person will work closely with the unit chief and technical advisor to design data collection systems, data forms and survey instruments, and computerized applications. This person will work closely with the other technical staff in the MIS Unit, as well as with technical staff in targeted MOE offices, to implement the development of systems, forms, and applications and provide assistance to maintaining these.

The two additional staff in the MIS Unit must possess a high degree of technical competence. The ideal candidates will be experienced and accomplished in the use of one, preferably several, state-of-the-art relational databases, e.g., Paradox, Foxpro, DBase IV, Oracle, etc. They should also be experienced and accomplished in the use of one or more spreadsheet programs, e.g., Lotus 1-2-3, Quattro, or Excel. It is desirable that they have experience developing database applications in complex organizations.

The POLICY UNIT

The Policy Unit will be responsible for advising the executive directorate -- the Minister, Permanent Secretary, and the Senior Policy Group -- on matters of education policy. The Unit will be the primary interpreter of policy-relevant information for the ministry. The Unit will be a primary consumer of data provided by the MIS Unit and will work closely with the MIS Unit to insure that relevant policy data is regularly collected. The Policy Unit will be responsible for establishing and maintaining working relationships with other organizations/institutions that conduct education policy research in Jamaica, e.g., PIDJ and appropriate divisions at UWI. The Unit will maintain a comprehensive collection of local and international research on education in Jamaica. The Unit will be involved in the commissioning of research and project and program evaluations and will on occasion conduct its own research and evaluations.

To be effective the Unit must possess a high degree of understanding of the education system in Jamaica.

To be effective the Policy Unit must establish and maintain direct and positive working relationships with other organizations and institutions that conduct education policy-related research in Jamaica.

To be effective the Unit must be technically competent, i.e., it must possess a high level of knowledge of the techniques of educational research and program and project evaluation and be capable of interpreting the results of research and evaluations conducted by others. A solid understanding of the methods and techniques of statistical analysis is essential.

To be effective the work of the Policy Unit should be conducted in a collaborative, team-oriented fashion.

The Policy Unit will be staffed by three, possibly four, persons, a director and two or three researchers/policy analysts.

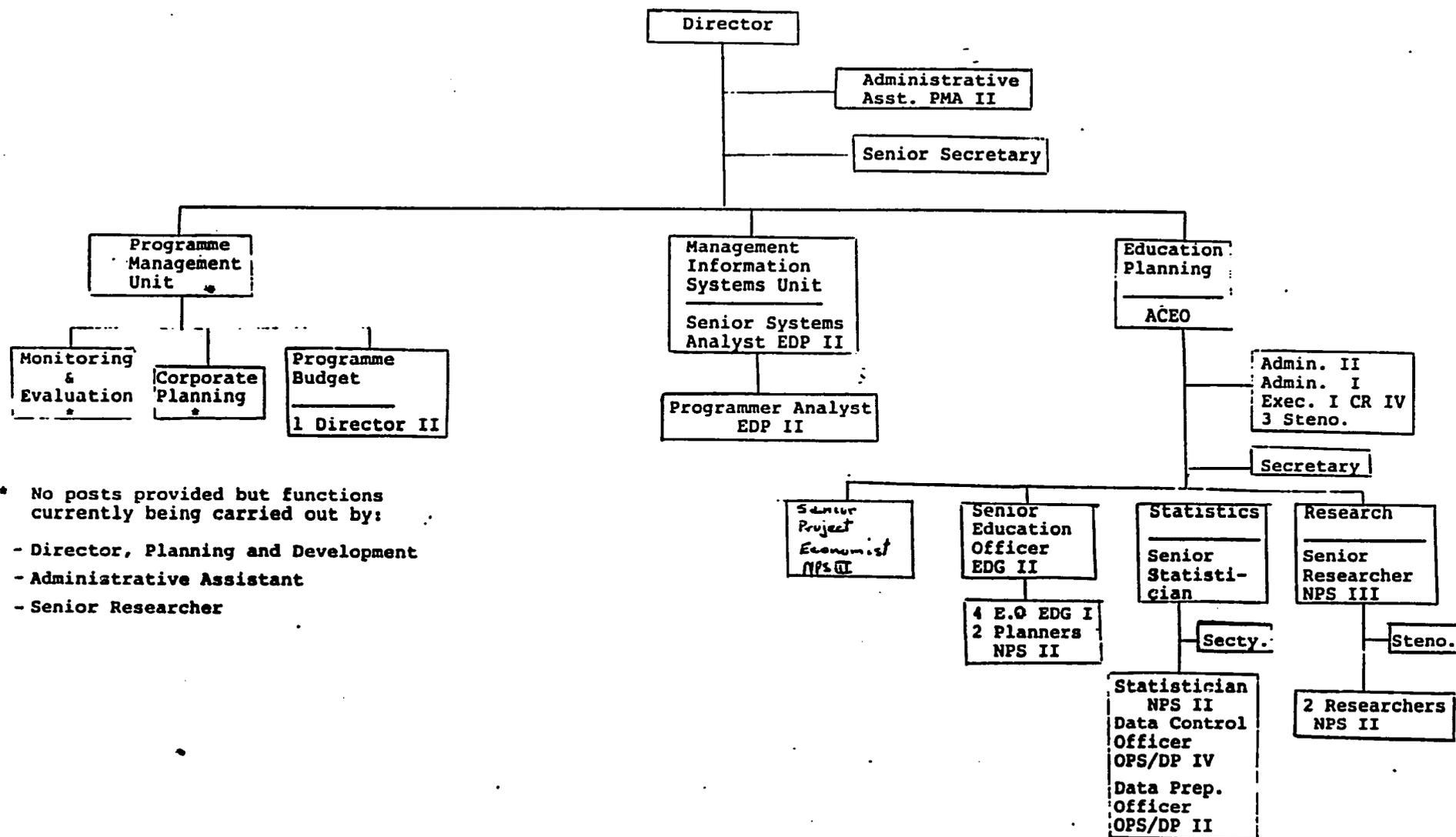
The director of the Unit should be someone with a broad understanding of education in Jamaica; broad knowledge of the educational research

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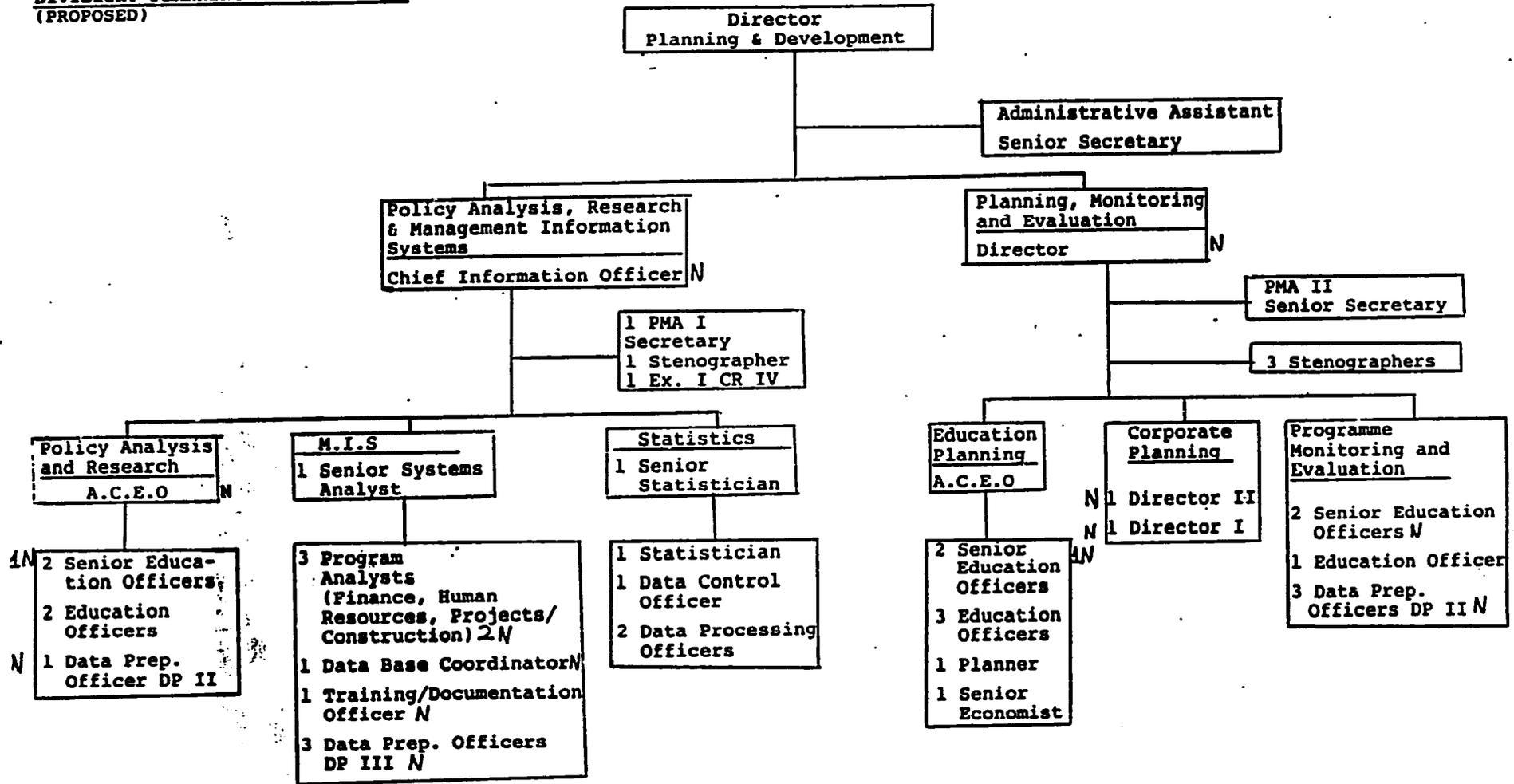
literature, both internationally and as it pertains to Jamaica; and a high level of knowledge of, and applied experience with, the methods and techniques of policy analysis and research. The director will have the primary responsibility for establishment and maintenance of positive working relationships within the ministry and with external research organizations. The director will serve as the chief administrator of the Unit and have ultimate responsibility for the work of the unit, but he/she will also participate in all aspects of the work of the Unit. The director will be the primary counterpart in the Policy Unit for the technical assistant to be provided under the PEAP amendment.

The additional staff in the Policy Unit must possess a high degree of technical competence in the areas of educational research and program and project evaluation. They should be familiar with a range of research methodologies including survey research, statistical analysis, and classroom observation. The ideal candidate would have working experience with a number of research methodologies. An ability to use statistical analysis software, e.g., Lotus, Quattro, or Excel, is essential. Familiarity with database software is desirable but not essential.

DIVISION: PLANNING & DEVELOPMENT (EXISTING)



**DIVISION: PLANNING & DEVELOPMENT
(PROPOSED)**



KEY

N - New post

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