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AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

EDUCATIONAL DEVELOPMENT SUPPORT

YEMEN

279-0074

PROJECT PAPER AMENDMENT
NO. 1

DATED SIGNED: 02/16/93

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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT DATA SHEET		1. TRANSACTION CODE <input checked="" type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete		Amendment Number 1		DOCUMENT CODE 3			
2. COUNTRY/ENTITY Republic of Yemen				3. PROJECT NUMBER 279-0074					
4. BUREAU/OFFICE Near East				5. PROJECT TITLE (maximum 40 characters) EDUCATIONAL DEVELOPMENT SUPPORT					
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 12 31 93				7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4) A. Initial FY 87 B. Quarter 3 C. Final FY 93					
8. COSTS (\$000 OR EQUIVALENT \$1 = 24 Reials)									
A. FUNDING SOURCE		FIRST FY 87			LIFE OF PROJECT				
		B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total		
AID Appropriated Total		1,300		1,300	5,350		5,350		
(Grant)		(1,300)	()	(1,300)	(5,350)	()	(5,350)		
(Loan)		()	()	()	()	()	()		
Other	1.								
U.S.	2.								
Host Country									
Other Donor(s)									
TOTALS		1,300		1,300	5,350		5,350		
9. SCHEDULE OF AID FUNDING (\$000)									
A. APPRO- PRIATION	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)	624B	636						5,350	
(2)									
(3)									
(4)									
TOTALS									
10. SECONDARY TECHNICAL CODES (maximum 12 codes of 3 positions each) 620 634 660 670							11. SECONDARY PURPOSE CODE 621		
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)									
A. Code		R/ED							
B. Amount		500							
13. PROJECT PURPOSE (maximum 480 characters)									
To increase the efficiency and effectiveness of and access to basic education.									
14. SCHEDULED EVALUATIONS Interim MM YY MM YY Final MM YY 1 0 93					15. SOURCE/ORIGIN OF GOODS AND SERVICES <input type="checkbox"/> 000 <input checked="" type="checkbox"/> 941 <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other (Specify)				
16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a page SUPPLEMENT Adjustment of technical approach to a simplified outcome-based curriculum; concentration of TA and training of grades 1,2 and 3 in math, reading and science; reduction in AID's projected contribution from \$11.3 million to \$5,350,000; and change in the PACD from September 1997 to December 31, 1993									
17. APPROVED BY		Signature <i>George M. Flans</i> Title: Director USAID/Yemen				Date Signed MM DD YY 02 14 93			
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: Republic of Yemen
Name of Project: Education Development Support Project
Number of Project: 279-0074

The Education Development Support Project was authorized on July 14, 1987 pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended. That authorization is hereby amended as follows:

- I. In Paragraph 1 of the Authorization, the words "eleven million three hundred thousand United States Dollars (\$11,300,000) over a ten year period" are deleted and the following words are substituted:

"five million three hundred fifty thousand dollars (\$5,350,000) over a six year and five month period".

- II. In Paragraph 1 of the Authorization, the last sentence is deleted. A new sentence is substituted as follows:

"The planned life of project is six years and five months from the date of initial obligation."

- III. Paragraph 3.B. of the Authorization (Conditions Precedent to Disbursement) is amended to add the following at the end thereof:

- 3) Prior to extension of the technical assistance contract from June 31, 1993 to December 31, 1993, or to the issuance by the Agency of documents pursuant to which disbursement will be made, the Government will furnish to the Agency in form and substance satisfactory to the Agency (e.g., Ministerial Decree):

- (a) Evidence that the Government has appointed and fully integrated all members of the Project-trained Task Force to the ERDC unit of the Ministry of Education. This will include an organizational plan of the Education Development Research Center (ERDC), position descriptions for the Task Force members to be integrated into the ERDC, and financial plan to support the expanded ERDC.

- (b) Evidence that the Ministry of Education has developed a comprehensive Curriculum Development Plan to sustain and expand the project's interventions. The Plan will include an approved formal process for: establishing basic education goals; teaching philosophy and methodologies; evaluating existing curricula; developing and field testing new curriculum; and disseminating new materials.

The MOE/ERDC may use technical assistance available under the current contract to assist in preparing the comprehensive Curriculum Development Plan.

IV. A new Paragraph 3.C. is added to the Project Authorization as follows:

C. Special Covenants

- 1) Government Financial Contribution. The Government agrees to provide required financial resources for the following: the printing, publication and dissemination of new instructional materials developed and approved under the project; and pre- and in-service teacher training on related curricula and materials.
- 2) Coordination with the World Bank Financed Basic Education Project. The Government agrees to facilitate close coordination of policy, plans and activities of the EDSP curriculum development and related activities under the new Basic Education Project supported by the World Bank. The intent is to assure efficient integration of the curriculum and materials prepared under the EDSP Project and the curriculum and training activities planned under the Basic Education Project.

V. Except as amended herein, the Project Authorization dated July 14, 1987, remains in full force and effect.

George M. Flores

George M. Flores
Director, USAID/Yemen
Date: 2/16/93

Drafter: AHerriott, EHRD: AA 1-27-93
Clearances: LDominessy, PROG: LD
HAbdulgany, B&F: H
JPower, RLA: FAX dated Feb 1, 1993

PROJECT PAPER SUPPLEMENT

EDUCATIONAL DEVELOPMENT SUPPORT PROJECT (EDSP)

I. INTRODUCTION

A. Objective of PP Supplement:

This PP Supplement serves to document changes in the project scope, completion date and financial plan set forth in the Project Paper of July 14, 1987. The Project Paper of July 14, 1987, as revised by this PP Supplement, constitutes the PP for the EDS Project. Changes include:

1. Adjustment of the technical approach to that of a simplified outcome-based curriculum;
2. Concentration of technical assistance and training on completion of curriculum and materials for grades 1, 2 and 3 in the areas of math, reading and science;
3. Reduction in AID's projected financial contribution from \$11.3 million to \$5,350,000.00; and
4. Change in the project completion date from September 1997 to December 31, 1993.

These changes respond to: the severe reduction in USAID operating budget and staffing; and A.I.D. policy directives which require concentrating the USAID portfolio in a few priority areas that can be adequately addressed with available program and operating budget and staff.

The May 1992 USAID Management Implementation Plan (MIP) established that the health and family planning sector would be the priority area for USAID concentration. Other available resources would be directed at related women in development activities and management training. Accordingly, the strategy provides for an orderly and accelerated phase-out for the EDSP project by December 31, 1993, along with activities in the Mission to include agriculture and the private sector, most of which will be ended in CY 1993.

The EDSP implementation and phase-out plan is intended to leave behind a solid foundation for continued curriculum development. This includes a completed set of curriculum and materials for grades 1 and 2 in reading, math and science, initial classroom field testing of grade 3 text materials, and trained staff to continue the curriculum process to higher

particularly in terms of health and education. These problems are compounded by Yemen's population growth rate, the greatest in the region. The following provides a brief summary of recent events impacting on the Project:

- Since the design of the project, Yemen's already severe economic and financial problems have been exacerbated by dislocations resulting from the countries unification in 1989, followed ten months later in August 1990 by the Gulf Crisis. Political differences with other Gulf States resulted in close to one million Yemeni being expelled from the Gulf states, loss of export markets, loss of important remittances, and related severe economic problems.
- The quality of teaching has suffered because of a lack of foreign exchange to renew contracts with approximately 12,000 expatriate primary school teachers, mostly from Egypt and Sudan. For the 1992 school year, the MOE hired secondary school graduates to undertake two-year teaching assignments following a thirty-day seminar on teaching.
- Unification of the two parts of Yemen has also required the integration of staff from two Ministries of Education and the bringing together of differing educational philosophies and approaches. This has resulted in internal and institutional difficulties.
- In 1990, USAID/Yemen's program budget was decreased from historical levels of \$22 million to \$3 million. Policy directives limited the portfolio to humanitarian and selected human resource development activities.

4. Revised USAID Management Implementation Plan (MIP):

In 1992, USAID/Yemen prepared a revised country strategy statement. This reflected Yemen's new development environment and addressed A.I.D. policy directives requiring concentration and focus on a limited number of priority programs that could be sustained and effectively managed with available budget and staff (i.e., within USAID's "manageable interest"). The AID./Washington approved Management Implementation Plan (or revised strategy) described a primary program emphasis on health and family planning, women in development, and selected management training. The MIP established a schedule for completion of residual programs in primary education (EDSP), agriculture and private sector, among others.

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terms of functional linkages to other entities involved in primary education - lacking provision to assure dissemination and installation of new curricula and not providing sufficient attention to teacher training; and (c) the project was behind schedule.

These findings were discussed in depth with AID/Washington. USAID/Yemen was encouraged to develop appropriate alternatives to protect the investment it already had made in the sector, while establishing a realistic set of outputs.

Comments:

- a. The 1987 design assumed an MOE capability to mass produce the project-designed curricular materials and install them nationwide after pilot testing. The design also assumed that budgetary resources would be available to finance the production and dissemination of the improved training materials, and that facilities improvement and mass training of teachers on the new materials would be undertaken by the MOE. However, the current economic situation in Yemen does not allow for the needed increase in budget.
- b. Project implementation was delayed as a result of:
 - Difficulties in securing MOE approval of the project's first work plan;
 - Delays in contractor mobilization (the first technical assistance team proved to be ineffective and was replaced);
 - The Gulf Crisis and evacuation of USAID staff and contractor technical assistance staff;
 - Yemen's unification and related difficulties in integrating two different systems of education;
 - Long delays in Parliamentary approval of Yemen's Education Law (the policy base for the project); and, most recently,
 - Labor strikes within the MOE including ERDC curriculum specialists.

3. The Changed Developmental Environment

The 1987 Project Paper includes detailed analysis of economic and social development issues. Social and economic data place Yemen in the least developed country category,

5. World Bank Assisted Basic Education Project

USAID's changed circumstances and need to accelerate the phase-out of the EDSP coincides with a decision by the World Bank to assist Yemen with a comprehensive Basic Education program. There is, thus, significant overlap in the USAID and World Bank assisted projects. USAID project interventions, in fact, provide a base for the Basic Education program. For example, the Basic Education project will use EDSP-produced textbooks and teachers' guides. The Basic Education project will also include school construction, curriculum development of a new textbook series, and training of teachers, supervisors and staff. The latter training is critical to the long-term sustainability of the USAID interventions. Thus, the close coordination and integration of USAID and the Basic Education project will be extremely important.

II. THE PROJECT FRAMEWORK (as revised)

A. Goal and Purpose:

The Goal and Purpose of the Educational Development Support Project (EDSP) remain. They are:

The Goal: To increase the supply of appropriately qualified Yemeni workers by increasing the flow of primary school graduates into appropriate post-primary vocational and education programs.

The Project Purpose: To increase the efficiency and effectiveness of, and access to basic education in Yemen.

Despite the accelerated phase-out, the Purpose will be addressed, albeit on a more modest scale. The EDSP, in combination with the World Bank supported project can help the Ministry of Education reach its long-term objectives of improving basic literacy by providing students with the tools for an improved elementary education and establishing a foundation for student's continued formal and vocational education.

B. Progress to Date:

- Research has been completed on Yemeni primary schools regarding: student-teacher ratios, the extent of use given to available textbooks, how multi-grade classes are taught; the extent to which double sessions are used; female/male gender ratios; availability of teaching materials; and physical conditions of existing classrooms.

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- Evaluation of the present curriculum of reading, math and science for grades 1 - 3 has been completed and a set of criterion achievement tests developed.
- A well articulated set of educational goals and objectives for primary education has been developed and reconciled with Yemen's Education Law to assure that text and teaching materials are acceptable to the public.
- Some 36 curricula development and education evaluation specialists (Task Force members) have already received extensive on-the-job training in designing, modifying, and developing new curriculum and related test design and evaluation strategies.
- Higher Technical Committees have been organized to guide work initiated in the project.
- Short-term training, to observe primary education and teacher training models in the U.S., Jordan and Egypt, has been conducted for key MOE staff involved with the project, including the Vice Minister of Education.
- Development and field testing of curriculum materials, textbooks, and teachers' guides for grade 1 in reading, math and science have been completed.
- In-country training seminars for teachers and Task Force members have been undertaken to evaluate curriculum materials that have been prepared to-date.

C. Revised Scope and Focus of the Project:

The focus of the USAID-assisted project will be on:

1. The completion of a substantive set of camera ready curriculum text and teacher's guides for grades 1 - 2 in reading, math, and science, and, completion of text materials, including initial classroom field testing, for grade 3 in reading, math, and science.
2. The training of a critical mass of curriculum research and curriculum development specialists.
3. Training of a cadre of teachers, principals, MOE administrators, and other practitioners who can guide, support and train others in the continual field testing, research and improvement of curriculum and teacher training materials.

III. PROJECT OUTCOMES - Discussion

A. Evaluation of Present Curriculum:

The first major activity completed was the evaluation of the existing school curriculum through textbook content analysis; surveying teachers', principals' and supervisors' educational practices; and evaluating student achievement levels. A comprehensive report is being completed covering methodologies used, conclusions, and recommendations.

B. Completion of Simplified Outcome-Based Curriculum:

As indicated above, the EDSP plan was initially to install a relatively advanced Outcome-Based Education (OBE) system. The approach was subsequently adjusted to fit resource limitations. The focus will be only on grades 1 - 3 curriculum and teacher training materials. However, the more advanced OBE level of achievement testing tied to enrichment exercises and materials, will not be undertaken.

Instructional materials developed so far have been prepared according to the Simplified Outcome-Based Curriculum Model. Work will continue throughout the remaining period (ending December 1993) in completing materials in math, science, and reading.

Curriculum Development Schedule:

	Write - Develop Materials	Edit, Design Draft, Pro- duce Proto- type	Field Testing Materials	Produce Camera Ready
<u>Grade 1</u>				
Reading	Completed	Completed	Completed	October 92
Math	Completed	Completed	Completed	October 92
Science	Completed	Completed	Completed	October 92
Teacher Guides	Completed	Completed	Completed	October 92
<u>Grade 2</u>				
Reading	Feb. 93	May 93	Sept. 93	Units - 1-5
Math	Feb. 93	May 93	Sept. 93	Units - 1-5
Science	Feb. 93	May 93	Sept. 93	Units - 1-5
Teacher Guides	Feb. 93	May 93	Sept. 93	Units - 1-5
<u>Grade 3</u>				
Reading	May 93	July 93	Sept. 93	Units - 1-5
Math	May 93	July 93	Sept. 93	Units - 1-5
Science	May 93	July 93	Sept. 93	Units - 1-5
Teacher Guides	May 93	July 93	Sept. 93	Units - 1-5

B. Training of Curriculum and Research Task Force:

The priority will be on the continued training of a task force of 26 research and curriculum development specialists and other involved members of the broader ERDC. Training that has taken place to date has achieved significant success as can be seen in quality of materials that are being field tested. Task force members will be fully integrated into the Educational Development and Research Center (ERDC) which is responsible for long-term curriculum development and evaluation.

To accomplish the above, an accelerated project implementation schedule is required. An increase in level of technical assistance in selected areas will be necessary. The technical advisors will focus on the training of 26 task force members in all aspects of curriculum research and development and the orientation of other ERDC staff. The technical advisors will organize two workshops for EDRC curriculum development staff on simplified outcome-based curriculum development and field testing. This will help facilitate the adoption of the OBC in the development of other content areas of the curriculum at the primary level and in teacher training.

During the remaining period of the project, the EDSP will work with MOE and ERDC to assist in preparing a practical plan, schedule and financial plan to effectively integrate task force members into the ERDC.

C. Training of Teachers, Supervisors, and Principals:

Technical staff will continue to provide guidance and specialized training in field testing and evaluation for a cadre of teachers and school administrators from pilot schools. Training of teacher-trainers will be undertaken through workshops on the use of newly developed curriculum and instructional materials. This will enable them, in turn, to train teachers on a nationwide basis. Up to three additional workshops will also expose key MOE officials to the new instructional material developed by EDSP, on the merits of the new approach, and on the modern curriculum development process. Their understanding and support is critical to the successful implementation, sustainability and expansion of the program under the World Bank-supported Basic Education Project.

Workshops will be conducted in pilot school areas. Two workshops, one in Sana'a and another in Aden, have already been held (October 1992) for teachers, school principals, deputy principals, supervisors, and teacher trainers. These were held with EDSP curriculum specialists in locations where the new materials are currently being field tested. The workshops will continue to:

1. Introduce the philosophy and characteristics of the simplified model of OBC;
2. Introduce the process used in developing the new instructional materials;
3. Provide teaching and evaluation skills training for implementing the first unit of the reading, math, and science curriculum;
4. Educate participants on the role of field testing in the development of new curricula;
5. Define the role of each participant in the field testing process;
6. Discuss and agree on a field testing plan.

In addition, simultaneous efforts will be undertaken to modify the existing pre-and in-service teacher training curricula to include the new OBE education methodology and materials. This will allow the new educational model, and its related curricula, to be more quickly integrated into the educational system.

IV. IMPLEMENTATION PLAN

A Grant Agreement Amendment will be negotiated in February/March 1993 that will introduce changes in the project's technical approach and financial plan.

A. Administration:

The Ministry of Education remains the responsible implementing agency within the ROYG. The Educational Research and Development Center (ERDC) will be the primary counterpart implementing entity, responsible for curriculum development as well as educational research. The Project implementation structure will be less complex than that envisioned in the original design, i.e., the project will focus primarily on curriculum development and technical training and less on improvements of administration, testing and supervision. The technical assistance will also involve fewer implementing entities than was originally envisioned.

The Project will be managed/monitored by the Chief of USAID's Education and Human Resources Office with support, as needed, by NE/DR, the Regional Contracts Officer and the Regional Legal Adviser. A major task will be establishing close coordination with MOE and World Bank officials working on the Basic Education Project.

B. Technical Assistance:

Technical assistance for the remainder of the project will include a curriculum development specialist, at least three resident core-content specialists, and specialized Yemeni and other short-term advisors as necessary. This will total 110 person months of technical assistance.

C. Procurement Mechanism:

Technical assistance will be provided through a contract extension with the Education Development Center (EDC). This is considered the most appropriate mechanism, considering the experience EDC has in Yemen.

D. Evaluation:

A formal external project evaluation will be carried out in October 1993 prior to completion of the project.

V. FINANCIAL PLAN

ILLUSTRATIVE PROJECT FINANCIAL PLAN (U.S. DOLLARS)

INPUT	CUMULATIVE CONTRIBUTION TO DATE	THIS AMENDMENT	CONTRIBUTION TO DATE	TOTAL
TECHNICAL ASSISTANCE	4,150,000	872,358	5,022,358	5,022,358
IN-COUNTRY TRAINING			-0-	-0-
TRAINING IN US & THIRD COUNTRIES			-0-	-0-
COMMODITIES	150,000	(7,358)	142,642	142,642
AUDIT	50,000	35,000	85,000	85,000
EVALUATION	100,000		100,000	100,000
TOTAL	4,450,000	900,000	5,350,000	5,350,000

This Plan is illustrative and changes may be made by the representative of the Parties without formal amendment to the agreement, if such changes do not cause the Agency's contribution to exceed the amount specified in the text of the Agreement. Future allocations are subject to the availability of funds to the Agency for this project and mutual agreement of the Parties to proceed.

VI. PROJECT AGREEMENT AMENDMENT

All conditions precedent as set forth under the original Project Agreement, were appropriately met. Project modifications, as described in the preceding sections, have been formally presented to the MOE. The substance of the modifications, including the following Conditions Precedent, have been discussed with the MOE and it has agreed to fulfill them as

VI. PROJECT AGREEMENT AMENDMENT

All conditions precedent as set forth under the original Project Agreement, were appropriately met. Project modifications, as described in the preceding sections, have been formally presented to the MOE. The substance of the modifications, including the following Conditions Precedent, have been discussed with the MOE and it has agreed to fulfill them as a condition of USAID's continued financial support.

A. Conditions Precedent (to be added)

1. Prior to extension of the technical assistance contract from June 31, 1993 to December 31, 1993, or to the issuance by the Agency of documents pursuant to which disbursement will be made, the Government will furnish to the Agency in form and substance satisfactory to the Agency (e.g., Ministerial Decree):

(a) Evidence that the Government has appointed and fully integrated all members of the Project-trained Task Force to the ERDC unit of the Ministry of Education. This will include an organizational plan of the Education Development Research Center (ERDC), position descriptions for the Task Force members to be integrated into the ERDC, and financial plan to support the expanded ERDC.

(b) Evidence that the Ministry of Education has developed a comprehensive Curriculum Development Plan to sustain and expand the project's interventions. The Plan will include an approved formal process for: establishing basic education goals; teaching philosophy and methodologies; evaluating existing curricula; developing and field testing new curriculum; and disseminating new materials.

The MOE/ERDC may use technical assistance available under the current contract to assist in preparing the comprehensive Curriculum Development Plan.

B. Special Covenants (to be added):

1. Government Financial Contribution. The Government agrees to provide required financial resources for the following: the printing, publication and dissemination of new instructional materials developed and approved under the project; and pre-and in-service teacher training on related curricula and materials.

**LOGICAL FRAMEWORK (Revised)
PROJECT 279-0074**

NARRATIVE SUMMARY

A. Program Sector Goal

To increase the supply of appropriately qualified workers.

OBJECTIVELY VERIFIABLE INDICATORS
Measures of Goal Attainment

5 Percent minimum increase in number of primary school graduates above the trend.

3 Percent minimum increase in number of students entering post-primary training above the trend.

MEANS OF VERIFICATION

MOE records

MOE records

IMPORTANT ASSUMPTIONS

Assumptions for Achieving Goal Targets

Literacy and numeracy are skills basic to human resource development.

Primary certificate holders achieve functional levels of literacy and numeracy.

Increasing the efficiency of primary school student flow will produce more primary school graduates.

Increasing eligibility for post-primary education and training opportunities will increase the supply of appropriately trained human resources.

Places will be available to meet the demand for post primary training opportunities.

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B. Project Purpose

To increase the efficiency and effectiveness of and access to basic education.

Conditions that will indicate Purposes have been achieved in Experimental Schools

End of Project Status:
5 percent increase in the proportion of the entering grade one cohort graduating from grade -3.

Increased proportion of school-age children attending primary school above the trend.

Increased student achievement as measured by criterion-referenced tests in math, science and beginning reading.

Means of Verification

MOE Records.

MOE records and census records.

Comparative testing in pilot and control schools.

Assumption of Achieving Purpose

Access to primary learning can be expanded through increased primary school efficiency and through implementing suitable alternative delivery systems.

A simplified outcome-based curriculum will increase the internal efficiency and effectiveness of public primary schools.

Managers, supervisors and teachers will support curricula changes and simplified outcome-based curriculum.

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C. Project Output

Magnitude of Output

Means of Verification

Assumptions of Achieving output

An assessment of the existing core curriculum which yields specific learning objectives and instructional systems,

Assessment of curricula reading, math, and science for the three grades of primary schools.

Project records.

Appropriate MOE officials will be available to be trained for and participate in project activities.

A simplified outcome-based instructional curriculum developed and installed in experimental and primary schools:

Detailed learning objectives, scope and sequence, completed for three grades of reading, of math and science.

Project records
Summative Evaluation
Reports.

The technology of a simplified outcome-based curriculum can be adopted to the Yemen Educational context.

a. Validated simplified outcome-based materials for students, teachers, and supervisors in reading, math, and science.

Criterion-referenced tests developed for each grade level and subject.

Adequate coordination and management efforts can be mobilized to use a simplified outcome-based materials curriculum.

b. Validated criterion-referenced tests aligned with curriculum objectives.

Validated core curricula materials and criterion-referenced tests tested in approximately 20 experimental schools in five governorates.

Supervisory systems and job description can be adapted to support a simplified outcome-based instruction model.

c. Teachers' guides for directing a simplified outcome-based curriculum.

d. A tested system for revision and modification of teaching materials.

MOE will accept and implement a system of curriculum validation using a network of pilot schools.

Project Output

Magnitude of Output

Means of Verification

Assumptions of Achieving Output

Instructional materials completed in quantities needed for teachers and students in test locations. Materials camera-ready for MOE production for first grade.

MOE will implement a program to improve teaching in pilot primary schools.

- e. Modifications for pre- and in-service teacher training programs for simplified outcome-based instruction.

Teacher training guides and textbooks camera-ready for MOE production for first grade.

System for revision, modification, and improvement of curricula materials developed and in pilot sites.

project records.

Expanded capacity within the MOE to develop, evaluate, manage improve and implement a simplified outcome-based curriculum.

Tested short-term training courses for supervisors, headmaster, trainers, and in-service teachers in beginning reading, math and science at first grade level.

Project records
Summative Evaluation
Reports.

25 MOE Task Force personnel trained locally and, in the U.S.A and Third Countries in curriculum development.

Approximately 160 teachers in pilot schools trained in new curricula materials.

Outputs (continued)

Approximately 20 supervisors trained in a simplified outcome-based curriculum.

Over 8 children participants using new materials in pilot schools.

Studies leading to recommendations for systemic/programmatic changes to improve the efficiency and effectiveness of educational programs.

An appropriate number of policy recommendations reviewed and acted upon by MOE.

Project records
Summative Evaluation Reports.

MOE will participate in and encourage research aimed at finding solutions to problems in the educational system.

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