

CDIE
PD. ART 933

A.I.D. Project No. 645-0230
EPMT Amendment No. 6

AMENDMENT NUMBER SIX

to the

PROJECT GRANT AGREEMENT

between

THE KINGDOM OF SWAZILAND

and the

UNITED STATES OF AMERICA

for the

EDUCATION POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

Date: _____

17 JUN 1994

PROJECT GRANT AGREEMENT AMENDMENT NO. 6

AMENDMENT NUMBER 6, dated 17 JUN 1994, 1994, between the UNITED STATES OF AMERICA, acting through the Agency for International Development ("A.I.D."), and the Government of the KINGDOM OF SWAZILAND ("Grantee"), for the Education Policy, Management and Technology Project.

WHEREAS, the Grantee and A.I.D. entered into a Project Grant Agreement dated August 15, 1989, as amended ("the Agreement"); and

WHEREAS, the Grantee and A.I.D. wish to amend the Agreement to increase the Grant by an additional increment to the USAID grant and to incorporate certain new provisions;

NOW THEREFORE, the Parties agree to amend the Agreement as follows:

1. Section 2.2, entitled "Incremental Nature of the Project," is amended by deleting from subsection (a) the amount "\$6,900,000," and substituting "\$7,102,000."

2. Section 3.1, entitled "The Grant," is deleted in its entirety and the following is substituted:

"SECTION 3.1. The Grant. To assist the Grantee to meet the costs of carrying out the Project, A.I.D., pursuant to the Foreign Assistance Act of 1961, as amended, agrees to grant the Grantee under the terms of this Agreement, an amount not to exceed Six Million, Seven Hundred Thousand, Three Hundred and Six United States Dollars (U.S. \$6,700,306) ("the Grant"). The Grant may be used to finance foreign exchange costs, as defined in Section 6.1, and local currency costs, as defined in Section 6.2, of goods and services required for the Project."

3. Section 3.3, entitled "Project Assistance Completion Date," is amended by deleting from subsection (a) the date "August 15, 1995," and substituting "August 15, 1996."

4. Article 5, entitled "Special Covenants," is amended by addition of the following new sections:

"SECTION 5.9. Protection of U.S. Employment. No funds or other support provided hereunder may be used in a project or activity reasonably likely to involve the relocation or expansion outside of the United States of an enterprise located in the United States if non-U.S. production in such relocation or expansion replaces some or all of the production of, and reduces the number of employees at, said enterprise in the United States.

SECTION 5.10. No Support to Tax-Free Zones. No funds or other support provided hereunder may be used in a project or activity the purpose of which is the establishment or development in a foreign country of any export processing zone or designated area where the labor, environmental, tax, tariff, and safety laws of the country would not apply, without the prior written approval of USAID.

SECTION 5.11. Protection of Workers' Rights. No funds or other support provided hereunder may be used in an activity which contributes to the violation of internationally recognized rights of workers in the recipient country, including in any designated zone or area in that country."

5. Annex 1, Amplified Project Description, is deleted in its entirety and replaced by the revised Annex 1 attached hereto.

6. Section D.1 of Annex 2, Standard Provisions, is deleted in its entirety and the following new Section D.1 is substituted for it:

"SECTION D.1. Suspension and Termination.

(a) Either Party may terminate this Agreement by giving the other Party 30 days' written notice. A.I.D. also may terminate this Agreement in part by giving the Grantee 30 days' written notice, and suspend this agreement in whole or in part upon giving the Grantee written notice. In addition, A.I.D. may terminate this Agreement, in whole or in part, upon giving the Grantee written notice, if (i) the Grantee fails to comply with any provision of this Agreement, (ii) an event occurs that A.I.D. determines makes it improbable that the objectives of the assistance program will be attained or that the Grantee will be able to perform its obligations under this Agreement, or (iii) any disbursement by A.I.D. would be in violation of the legislation governing A.I.D.

(b) Except for payment which the Parties are committed to make pursuant to noncancellable commitments entered into with third parties prior to such suspension or termination, suspension or termination of the entirety or part of this Agreement will suspend (for the period of the suspension) or terminate, as applicable, any obligation of the Parties to provide financial or other resources to the Project, or to the suspended or terminated portion of the Project, as applicable. Any portion of this Agreement which is not suspended or terminated shall remain in full force and effect.

(c) In addition, upon such full or partial suspension or termination, A.I.D. may, at A.I.D.'s expense, direct that title to goods financed under the Grant, or under the applicable portion of the Grant, be transferred to A.I.D. if the goods are from a source outside Grantee's country, are in a deliverable state and have not been offloaded in ports of entry of Grantee's country."

INCREMENTS TO DATE

**ILLUSTRATIVE OBLIGATION BUDGET (DOLS)
EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY
645-0230**

INPUTS	Authorized		Obligated thru 5/93		Amend. No. 6		Total Obligations	
	AID	GRANTEE	AID	GRANTEE	AID	GRANTEE	AID	GRANTEE
Technical Assistance	5,189,323	175,380	2,899,000	72,000	1,888,989	74,886	4,787,989	146,886
Training	1,485,847	1,664,030	1,263,000	422,000	222,487	531,964	1,485,487	953,964
Commodities	77,370	141,030	750,306	31,000	(672,936)	72,972	77,370	103,972
Studies/Activities*	-	34,000	212,000	34,000	(212,000)	-	-	34,000
Operating Exp.	-	1,525,560	-	1,096,000	-	429,560	-	1,525,560
Eval. & Audit	135,000	-	150,000	-	(15,000)	-	135,000	-
Proj. Mang. Support	101,000	-	135,000	-	(34,000)	-	101,000	-
Construction	-	-	-	680,000	-	(680,000)	-	-
Radio Instruc.	113,460	-	150,000	15,000	(36,540)	(15,000)	113,460	-
TOTAL	7,102,000	3,540,000	5,559,306	2,350,000	1,141,000	414,382	6,700,306	2,764,382

* Funds under Studies/Activities have been moved to Technical Assistance.

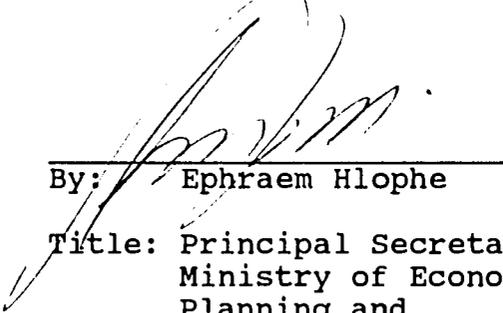
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Except as modified herein, the Agreement remains unchanged and in full force and effect.

IN WITNESS WHEREOF, the Government of the Kingdom of Swaziland and the United States of America, each acting through its duly authorized representatives, have caused this amendment to be signed in their names and delivered as of the date first written above.

THE GOVERNMENT OF THE
KINGDOM OF SWAZILAND

THE GOVERNMENT OF THE
UNITED STATES OF AMERICA


By: Ephraem Hlophe

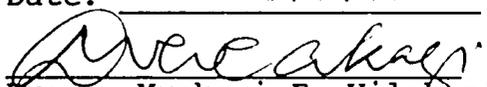
Title: Principal Secretary
Ministry of Economic
Planning and
Development


By: Valerie Dickson-Horton

Title: Director, USAID

Date: 17 JUN 1994

Date: 6/17/94


By: Myekeni E. Vilakazi

Title: Principal Secretary
Ministry of Education

Date: 1 June 1994

EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

AMENDMENT NUMBER 6

ANNEX 1

AMPLIFIED PROJECT DESCRIPTION

Except as specially provided herein, and within the limits of the definition of the Project set forth in Section 2.1 of the Project Grant Agreement, elements of the Amplified Project Description may be changed by written agreement of the authorized representatives of the Parties named in Section 8.2 of the aforementioned document without formal amendment of this Agreement.

Article 1 General Project Description

A. Project Goal, Purpose, End of Project Status and Outputs

A. Project Goal and Purpose

The goal of the project is to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. The purpose is to improve the quality and efficiency of basic education.

B. End of Project Status Indicators (EOPS)

The EOPS are as follows:

1. The number of students graduating on time from Grade 3 increased from the 1989 figure of 462 per 1,000 Grade 1 student entrants.
2. All Grade 1 - 4 teachers are applying Continuous Assessment (CA) to teaching Math and English and have the skills and understanding to apply CA to other subjects.
3. There is a sufficient core of personnel (trainers and administrators) who are familiar with and committed to CA to expand CA methods to other subjects in Grades 1 - 4 and all subjects in Grades 5-7 after the TA ends.
4. Head teachers have skills and understanding to manage their schools effectively.
5. MOE is using empirically generated data to make policy and planning decisions.
6. There is increased awareness among students of career choices and resources for identifying employment options exist.

C. Project Outputs

- 1) All head teachers trained in effective school management.
- 2) CA System developed for Math and English (Grades 1-4).
- 3) Sustainable CA program implemented nationally.
- 4) New methods established for policy analysis, formulation and implementation based on empirically generated information and research.
- 5) Primary guidance programs established.

B. Detailed Project Description

Component 1: Continuous Assessment (CA)

a. CA Training

Under the modification, the number of grades in which CA will be introduced has been reduced from all 7 primary grades to the first 4 grades. The pace of the introduction of CA is also reduced from two grades per year to one. The primary training activity will be the training of classroom teachers. At an implementation rate of one grade/year, teachers in grades 3 and 4 (of whom there are approximately 1,500) will receive direct training over the remaining years of the project (through August 1996). Approximately 3,000 teachers will be trained from January 1994 through the end of the Project.

To be able to implement this training of teachers, CA trainers must also be trained. A major objective of the component is to develop a cadre of Swazi Ministry of Education CA trainers who will be trainers-of-trainers (TOT) and trainers of class room teachers. Training plans are as follows:

- 1) The Contractor's U.S. Training Technical Advisor will train the 10 members of the CA unit of the National Curriculum Centre (NCC) in training program design and delivery techniques and CA methodology.

The initial training of the Unit was done through a 5 day residential workshop in 1992. Subsequent training will be carried out on an on-going basis by the Project's Training Technical Advisor and periodically by the CA Materials Development Technical Advisor. In addition, the Training Technical Advisor will work with the CA unit to design the training programs for all levels of training and to develop appropriate training materials.

2) The CA Unit, in turn, will train members of the 4 Regional Training teams (RTTs). Once trained, each RTT will have assigned to it at least 2 CA Unit members.

3) The RTTs will train class room teachers. The training plan for class room teachers includes:

Initial Training: In the year in which CA methodology is introduced into their grade, class room teachers will receive 5 days of initial residential training that takes place in January.

Follow-up Training: In the year after CA has been introduced into a given grade, class room teachers from that grade will receive 3 half-day training sessions.

The training schedule is as follows:

1994: 950 grade 2 teachers and 500 grade 1 teachers will receive initial training.

1995: An estimated 850 grade 3 teachers will receive initial training. 2,000 grade 1 and 2 teachers will receive follow-up training.

1995: An estimated 700 grade 4 teachers will receive initial training. Estimated 850 grade 3 teachers will receive follow-up training.

4) As part of this plan, all 535 Primary school head teachers are scheduled to receive training in CA methodology from the Regional teams. Head teachers training is as follows:

1993: 420 primary school head teachers received the same initial training as the grade 1 teachers.

1994: 250 primary school head teachers received half day follow-up workshop on CA methodology. This workshop was a shortened version of the initial training given to grade 2 teachers.

1995: An attempt will be made to train all head teachers (approximately 535). However, based on experience to date, only an estimated 300 will show up to receive the half-day follow-up workshop.

1996: Same as 1995.

5) Starting in 1994, the Training Technical Advisor, together with selected CA team members, will conduct a 2 day training workshop in CA in April and a half day workshop in October each year through April 1996. This training covers CA methodology and the role of the Inspector in monitoring CA in the class room. Because there are 9 newly appointed inspectors, there is a unique opportunity to do initial CA training as part of their general orientation.

6) 50 Math and English Subject Panel members will also need to be informed about how their subject matter is introduced under CA. Therefore the CA team is planning to continue to work with them in a one day/year informal workshop.

As originally planned, the CA Unit will test the prospective CA materials for each grade before introducing them into the school system. The testing consists of trying out the material in 2 "lab" schools located in Manzini, where the classroom teachers will use the materials and administer the end-of-term tests. Based on this testing, the materials will be revised and then sent to 16 "pilot" schools for further testing. There, the Pilot School teachers administer tests and provide the instruction. Based on feedback from these teachers, the materials will be revised a second time. These Pilot School teachers will receive separate, direct training in CA methodology from the CA unit, during a special, centralized, 5 day workshop held at the beginning of the school year.

B. CA Materials Development

The materials fall into four main categories:

1) **testing** Under CA, students will be tested at the end of lessons, units and terms. The CA Unit will develop end-of-term tests. The MOE will fund the printing and distribution of these tests. Grade 4 tests are currently being "piloted" and the CA Unit is beginning the development of tests for grade 5. Over the remaining LOP, the CA unit will develop tests and test support materials for grades 5-7 in Math and English. But, due to the reduced implementation schedule, it will no longer have to produce successive versions of these tests each year, nor will it have to produce remedial and enrichment materials for grades 5-7.

2) **remedial/enrichment** Students who do not master the concepts or skills covered in the initial lessons, need remediation. Because virtually no remedial materials exist in Swaziland, the CA Unit has the task of creating these, as well. While some students will need remediation, others have understood the concepts well and will need enrichment activities to do while the others are being remediated. Enrichment materials are not available in Swaziland and must, once again, be created by the CA Unit.

In addition, because of the interests of classroom teachers and parents in expanding CA methodology to other subjects, the CA Unit has begun looking at Science with the intent to produce preliminary materials. The CA Materials Specialist will spend 3 months working with the CA Unit to develop remedial and enrichment materials for grades 1-4.

3) **record keeping** Teachers need to keep records of the student's achievement. They also need to be able to notify parents of the child's progress and indicate to them the areas

where the child has mastered the materials and those areas where the child needs more work. The Parent/Pupil Report serves this function. Finally, the student's progress must be kept as a permanent record at the school and this is accomplished through the Student Progress Report. These three report/record forms were designed and developed by the CA Unit, with the help of the CA Materials Specialist. They continue to be refined.

4) **training materials** The Training Technical Advisor (TTA) will modify the existing training materials twice to enable them to be used by both trainers and teachers. The TTA will also develop additional training materials geared to helping the trainers gain training delivery skills. By the end of the project, the CA Unit will be expected to have the capability to produce both original and modified materials in support of teachers. The Unit will not be expected, however, to produce original materials to support trainers. Rather, they should be able to modify existing TOT materials.

Component 2: Head Teacher Management Training (HTMT)

The work of this component is now done completely by the In-service Education and Training (INSET) Unit of the MCE. The role of the project is limited to paying for a local HTMT Unit manager whose contract ends in May 1994, funding for 16 head teachers who are part of the HTMT RTT's and a short-term consultant to revise the training materials as well as funding for the production of some training materials.

Objective:

Primary and Secondary schools will be better managed as a result of this component. Note that, while EPMT is a PRIMARY school project, the EOPS includes training for secondary head teachers.

All Primary head teachers will have been trained. INSET, with input from the EPMT Chief of Party, has hired a short-term consultant with project funds to revise the training modules. INSET has developed a system to allow head teachers who have not taken the course or who need remediation to qualify for certification through class make-up and use of review materials and special testing.

In addition, beginning in 1994, INSET will hold "Open Days" at the Teaching Innovation and Distribution Centres (TIDCs) in each region for head teachers trained in the initial cycle of training (1991 - 1992). These once a month sessions will help head teachers put their training into practice. Head teachers will bring their actual record books and specific problems. They will receive group and individual assistance from INSET Regional Management Team Leaders and other team members.

In 1994/1995, INSET will hold a workshop for selected secondary school head teachers who will then become part of the HTMT RTTs training the secondary school head teachers.

In 1994-1995, INSET and the HTMT RTTs will hold a 120 hour course for all secondary head teachers. In preparation for this training, the INSET HTMT personnel are preparing new training materials and will work with the short-term consultant funded by the project and with the US Training Technical Advisor to rewrite and modify materials and training strategies, as needed.

Component 3: Management Information Systems (MIS)

Objectives:

MOE will be using empirically generated data to make policy and planning decisions as a result of this component. Because the over-arching goal of the project is to improve system efficiency, it is necessary for the MOE managers to have the skills and tools with which to make the decisions and plans needed to bring this about. The MIS was established as a source of both information and data for MOE managers. The MIS Specialist will begin transfer of MIS responsibilities to MIS counterpart and there will be increased awareness/use of the MIS at MOE and Regional levels.

The focus of this component will be on increasing the use of the established MIS, rather than giving priority to further development.

The Peace Corps volunteer MIS Specialist and the GOS counterpart will provide technical support for MOE-led research studies, but the Project will no longer initiate or fund such research itself. Some funds are budgeted for additional computer equipment and the training of the new MIS Specialist counterpart. Peace Corps has confirmed that it will continue to support a qualified volunteer for two years to work alongside the new MIS counterpart.

The first priority continues to be the training of the MIS counterpart. The training consists primarily of on-the-job training by the MIS Specialist, but will also include local application courses, funded by the project, as needed. The goal is to have the counterpart assume increasing responsibility for the MIS over the coming year.

The second focus of training will be at the regional level. The GOS Computer Centre has agreed, based on input from the MIS Specialist, to provide new computer equipment for the Regional Education Offices. Training in the use of the Schools Profiles program, which make available to each REO data on all the schools in the country, will be completed by the MIS Specialist and the MOE MIS counterpart once the REOs have this equipment in place. The MIS Specialist and the MOE MIS counterpart will deliver monthly workshops on "Understanding Information" for MOE staff at the Ministry in an effort to increase the skills of MOE personnel in both reading and presenting data.

Efforts will continue to make the MIS as useful as possible. These include continued meetings of the MIS Specialist and the MOE MIS counterpart with regional personnel, particularly the REOs and inspectors, to discuss ways of improving information flow to and from the MIS. The MIS Specialist will begin the production of bi-monthly reports on such topics as Student Enrollment, Cost of Schooling and Drop-out and Repeater Rates. These reports will be distributed to MOE management, REOs, Inspectors, INSET, the National Curriculum Centre (NCC) and others, as appropriate. Each report will focus on one topic and is intended to demonstrate the quality, quantity and value of the data and information available through the MIS.

With the impending introduction of a new computer policy simulation model, the MIS Specialist and the MOE counterpart have increased their emphasis on verifying the accuracy of existing data bases.

Under the direction of the MOE MIS counterpart, the Teaching Service Commission (TSC) data entry operators have entered the baseline data for the grade one term 3 mathematics test which was given by the CA Unit to first graders in 60 randomly selected schools prior to the introduction of CA methodology into grade 1 classes. The MIS Specialist and the MOE counterpart have verified and corrected the data. Entry of baseline data for grade 1, term 3 English test results is complete, and verification has been started. Entry of second year (first year with CA grade one mathematics) test results has also begun. When the data entry is complete, the MIS Specialist and the MOE MIS counterpart will analyze it to help determine if the introduction of CA methodology into class rooms improves student achievement.

The MIS Specialist and the MOE MIS counterpart are continuing to verify the data in the TSC database, as data on teachers is an important part of the MIS database. The MIS data bases also include data from the Central Statistics Office (CSO). In the past it has taken nearly a year for the data from CSO to be transferred to the MIS. This year, the MOE counterpart established a process that allowed the data to be transferred much earlier and data for 1992 was transferred to MIS computers in February, just after CSO completed work on it. Data for 1993 is expected to be available to transfer from CSO to the MIS database soon, representing almost a full year improvement in terms of data availability. The MOE MIS counterpart is working with CSO to try to improve the turn-around time even more for 1994.

With the hiring by the MOE of a counterpart for the MIS Specialist (Peace Corps Volunteer), the process is underway to institutionalize the MIS function in the Ministry. The proposed modification does not effect the function or goals of the MIS component.

Component 4: Organizational Development (OD)

Objective:

The objective of the OD component is to support research and strengthen the operation of the Ministry of Education. The OD and the MIS components work as a unit in order to achieve this objective. OD facilitates the use of the MIS as a tool in bringing about policy dialogue and policy change within the MOE and transfers planning and policy development skills to MOE officials.

The OD component will also enlarge the role of REOs in the MIS, particularly those aspects relating to physical infrastructure planning and budget preparation. In addition, the OD TA will begin transfer of computer modelling skills and skills related to assessing, analyzing and applying data to problem solutions to MOE personnel, particularly the MOE MIS counterpart. This component now focusses on three specific areas: 1) integrating computer modelling and other decision-support processes into Ministry decision-making, 2) transferring related skills to MOE personnel, particularly the new MIS Specialist, and 3) enlarging the role of REOs in MIS, especially in physical planning and budget preparation.

The OD TA's major activities include planning and implementing "educational issues" workshops for MOE, GOS and private sector personnel. These workshops are funded by the United Nations within the context of GOS national development strategy initiatives, and are designed to complement the National Education Symposium.

The OD TA will continue to support the preparation of annual budgets and will work with MOE personnel to institutionalize procedures based on sound monitoring, particularly of physical infrastructure development such as school construction.

Component 5: Guidance and Counselling (G & C)

Objective:

The fifth component is the development of a counselling and guidance program for the primary schools to help students make more realistic decisions about the future. By the end of the project, this component was to have increased awareness among students of career choices and resources for identifying options. Its purpose was to inform and help 7th grade students consider realistic options about the world of work.

As part of the modification, continued EPMT funding for this component has been eliminated. This includes elimination of funds for a proposed national conference on guidance.

Article II. Responsibilities of the Parties

A. Government of Swaziland Responsibilities

These responsibilities include the MOE management of the project, the hiring of personnel and the funding of materials once the activities reach the implementation stage.

The GOS will now be responsible for expenses related to the HTMT with the exception of the funding for the local trainers and the short-term consultant and the funding for some training materials production. Its initial commitment for funding the printing of end-of-term tests for Math and English in grades where CA had been introduced will be reduced over the LOP as the introduction of CA is reduced from 7 grades to 4.

The GOS contribution to the project will take the form of salaries, support to in-country training for MOE personnel, vehicle maintenance and fuel, international airfare for participants, some costs associated with the printing of testing materials, offices and utilities, and housing for PCVs and TAs.

B. Contractor Responsibilities

The Contractor will be responsible for tracking the GOS contribution and reporting this information in an annual report to the GSO and USAID/Swaziland.

The Contractor will provide the following specialists who will manage and supervise the work listed below:

1. Chief of Party/Instructional and Information Systems Specialist (COP): In support of the project modifications, the COP will work with the head of the CA Unit and the newly hired U.S. Training Technical Advisor to develop a systematic process for the evaluation of CA, based on class room observation. The COP will also work with the CA Unit to establish an efficient work plan for the Unit. The COP will continue to perform the current duties of the COP (advise MOE on policy analysis, planning and implementation activities, prepare semi-annual reports, annual work plans, annual budgets).
2. U.S. Training Technical Advisor (TTA): Will be a new position. This person will work with the CA unit to design and develop training programs for all levels of the training program described above. The TA will provide direct training in CA methodology and training delivery to the CA Unit. The TTA will analyze the current training plan and, with input from the CA Unit, make modifications and additions.

In addition to these 2 full-time positions, 3 part-time or short-term positions will be funded.

3. Part-time Organizational Development Technical Advisor who will continue with the current responsibilities of transferring planning and policy development skills to MOE officials. In

addition, as part of the modification of the Project, this advisor will assist in management of qualitative research projects, particularly those related to evaluation of CA in the class room.

4. Short-term CA Material Development Specialist whose work will be reduced from 6 months to 3 months due to the reduction of the pace of introduction of CA into the schools. This advisor will continue to work with the CA Unit on the development of remedial and enrichment materials.

5. Short-term HTMT Consultant whose work will include the revision and development of training materials to make them suitable for use with the secondary schools head teachers. This consultant will also work with INSET to develop/modify training procedures for the HTMT course.

For the remainder of the contract, the Contractor will carry out the following:

1. CONTINUOUS ASSESSMENT (CA)

- a) Taking full account of the July 1993 project evaluation, advise and assist the MOE in the training and continuous support for grades 1-4 teachers and head teachers with the objective of bringing about the style of teaching that a continuous assessment (CA) program implies: teaching to objectives; commitment to mastery learning and remediation; the use of active learning techniques; and the assumption that all children can learn. With the introduction of continuous assessment to one grade per year - grade 2 in 1994, grade 3 in 1995, and grade 4 in 1996, all grade 1-4 teachers and head teachers will receive training and/or follow up remedial training in the delivery of CA sufficient to lead to the mastery of grade 1-4 English and mathematics for an increasing percent of students in those grades each year following implementation.
- b) Advise and assist the MOE in annually refining of CA materials and techniques based on assessment of actual experience of teachers and head teachers in implementing the CA program in their schools.
- c) Advise and assist the MOE in on-going refinement of training procedures and processes, based on systematic evaluation and assessment of actual experience of teachers and head teachers. CA techniques and philosophy will be applied in these training activities.
- d) 16 CA teacher trainers "training of trainers " (TOT) training skills will be upgraded.

- e) Revise or coordinate with the MOE the revision of the learning modules containing the Handbook for Continuous Assessment and Remediation compatible with the ability of the users while maintaining the professional content of the materials. Emphasis will be on supporting CA methods and philosophy during the training process and improving the viability of materials for use as self-study guides.
- f) Advise and assist in the annual gathering and analyzing of baseline data on student achievement in English and mathematics, with grade 2 measured in 1993, grade 3 in 1994, and grade 4 in 1996.
- g) In cooperation with the MOE, develop a strategy to include continuous assessment procedures and techniques in pre-service courses offered by the education departments of the Teacher Training Colleges.

2. HEAD TEACHER MANAGEMENT TRAINING (HTMT)

- a) Assist and advise the MOE in carrying out training and/or remedial training and follow-up of all primary and secondary head teachers in such areas as personnel management, financial management, organizational management, and instructional leadership. CA techniques and philosophy will be applied in these teacher and head teacher training activities.
- b) As recommended in the July 1993 project evaluation and based upon experience of project personnel in providing HTMT, work with the MOE to refine curriculum materials to increase retention by students and revise tests to better reflect management skills taught and focus.
- c) 16 HTMT trainers "training of trainers" (TOT) training skills will be upgraded. This training will include a series of in-house "practice sessions" in which trainers use the HTMT modules as written, followed by discussions with and testing of participants for the purpose of refining techniques.
- d) The Contractor will advise and participate in with the MOE strengthening of INSET with regard to its direction; the number, quality and training of its personnel; and, its physical infrastructure and operational support requirements.
- e) The Contractor will initiate a dialog with the MOE and other appropriate parties concerning the ultimate disposition of HTMT and certification of head teachers, with the aim of institutionalization and regularizing HTMT and certification by the end of the project.

3. MANAGEMENT INFORMATION SYSTEM

Taking into account established MIS capacity within the MOE:

- a) Develop a strategy for and advise the MOE on increased utilization of MIS by MOE personnel for the purposes of research, planning and management. This strategy should involve training of MOE personnel especially at middle management level in the use and generation of information.
- b) Assist the MOE in the refinement of its current MIS system to a more accessible and practical, user oriented management information system.
- c) Train MOE counterpart in the design, operation and management of the MOE MIS.

4. ORGANIZATIONAL DEVELOPMENT

- a) Facilitate the use of MIS information in bringing about policy dialogue and policy change within the MOE.
- b) Enlarge the role of middle managers, particularly Regional Education Officers (REOs), in planning and budget preparation.
- c) Transfer planning and policy development skills to MOE officials.

C. Project Procurement

The USAID Executive Officer will procure for the project two 4 wheel drive vehicles, each with a capacity of 6 persons to enable the CA Unit to reach outlying schools for both evaluation and training purposes. The Project Manager will assist with the coordination of the process of tax exemptions. This process will begin as soon as the Project Paper Supplement is approved and funds available. Maintenance and insurance costs will be covered within the Contract.

The USAID Regional Contracts Officer will execute a Contract Modification with the current U.S. institutional Contractor to provide long and short-term assistance. The redirection of the Contract Scope of Work does not represent a change in the goal or purpose of the project, but simply changes the process through which these will be achieved. Therefore, the requirement is not considered a new requirement for the purpose of competition.

All supplies and printing services purchased for the project and the developmental phase of the CA materials, will be procured by the Contractor. Supplies will have their source and origin in countries in USAID geographic code 935, (Free World) and/or Swaziland, but U.S. source and/or origin shall be favored. The

Contractor shall follow the appropriate AID regulations, good commercial practices and maximize competition in accordance with the Competition in Contracting Act.

Project-purchased commodities will include equipment and materials needed to support the MOE Continuous Assessment Unit and some of the support equipment and materials needed for in-service training programs and the Research and Planning Unit.

In addition, the Contractor shall be required to submit a report on all commodities purchased with columns showing source/origin, quantity, date purchased, cost and location of each item.

D. Revised Illustrative Implementation Schedule

At the end of this annex is an illustrative implementation schedule depicting approximate dates by which critical actions are scheduled to be initiated or completed. To augment this schedule, within 45 days of initiation of the LTTA contract, the Contractor will provide MOE and USAID with a LOP work plan which will be revised annually or as necessary. The plan will detail project activities and steps needed to complete them. It will show who is responsible for each action and when actions are to take place. The implementation schedule is presented for the 28 months of the remaining life of project. It reflects some work which will be accomplished by USAID and the current institutional Contractor before the extension is obligated.

Article III. Revised Cost Estimates and Financial Plan

**SUMMARY COST ESTIMATE AND FINANCIAL PLAN
(ROUNDED FIGURES IN US DOLLARS)**

	AID		GOS		TOTAL
	FX	LC	FX	LC	
Technical Assistance	4,919,323	270,000		175,380	5,364,703
Training	1,485,847			1,664,030	3,149,877
Commodities	77,370			141,030	218,400
Studies/ Activities	0			34,000	34,000
Operating Expenses	0			1,525,560	1,525,560
Evaluations & Audit	135,000			0	135,000
Project Management Support	101,000			0	101,000
Construction	0			0	0
Radio Instruction	113,460			0	113,460
TOTAL	6,832,000	270,000		3,540,000	10,642,000

A. AID Inputs (Outside Contract)

The cost of the 2 vehicles is approximately \$30,000. These vehicles will be procured directly by the USAID Regional Contracts Officer or the Mission Executive Officer. AID will also fund an external final evaluation and audit, which will be outside the amended contract but factored into the total project costs.

B. AID Inputs (Within Contract)

AID inputs within the contract to the project include financing of long and short-term technical assistance (TA), a limited amount of commodities, and limited amounts for research. Scopes of Works (SOWS) are included in the respective technical analysis annexes.

a. Long-term technical assistance

1. Chief of Party/Instructional and Information Systems Specialist (2.5 person years).

This advisor will assist the Principal Secretary in MOE to implement and coordinate activities over the remaining LOP. The advisor will be principally responsible for advising on the policy analysis, planning, and implementation activities, particularly with regard to organizational development and research. The COP's counterpart will be at the Under-Secretary level or above.

2. Training Advisor (20 person months)

This individual will provide technical advise to develop and modify training for the CA Unit, Regional Training Teams, class room teachers, head teachers, inspectors and other MOE personnel.

3. Contract Administration - home office (2.5 person years)

The technical assistance contractor will be responsible for providing advisors in the areas mentioned above, coordinating all short-term technical assistance and training funded by the project, contracting for any local financial or management services, handling project-financed procurement, administering the activities conducted under project research, monitoring and evaluating studies.

4. Support Staff - field office (2.5 person years)

Funding included for a locally-hired Administrative Assistant and a secretary who will report directly to the Chief of Party.

b. Short-term technical assistance (18 person months)

Short-term technical assistance needs have been identified in the following areas: continuous assessment materials development (3 person-months), organizational development (14 person months), HTMT materials and training development (1 person month). Where the same area requires technical assistance at intervals, efforts will be made to have the same advisor make return trips in order to build in continuity in the advice provided.

c. Training

The majority of remaining project training will be in-country courses, seminars and workshops for personnel. Funding for venues, materials and personnel to support these training sessions is included in the project budget. The MOE will fund the cost of transportation to the venues for the trainees.

d. Commodities

All supplies and printing services purchased for the project and the developmental phase of the CA materials, will be procured by the Contractor. Project-purchased commodities will include equipment and materials needed for the MOE Continuous Assessment

Unit as well as some support materials and equipment for the in-service training programs and the Research and Planning Unit.

Monitoring Plan

EPMT monitoring will continue essentially unchanged from the initial project paper. It has two objectives: to ensure smooth administration and management of implementation and to ensure that actions needed to meet program objectives are on track.

Monitoring to ensure sound project administration includes, but is not limited to, the following: (a) the timely availability of inputs, such as personnel for participant training, computers and vehicles; (b) the use of inputs for intended purposes; (c) execution of actions according with implementation schedule; and (d) monitoring of conditions precedent and covenants. The Contractor must ensure that all financial reporting and records follow the format and the cost elements used in this project paper or as otherwise designated by USAID.

Each project component has specific program areas that must be monitored carefully. Below is a summary listing of these:

a. **Continuous assessment:**

The USAID Project Manager (PM) will monitor the progress of the systematic evaluation of CA which is to be implemented as part of this modification. This monitoring will include review of evaluation reports and discussion with the COP and the Training Technical Advisor. The PM will also make periodic visits to observe training sessions, class rooms and the CA Unit.

b. **Head Teacher Management Training:**

While the bulk of the activities of this component are not the responsibility of the MOE, USAID will continue to monitor those activities for which USAID retains responsibility. For the short-term consultant, the candidates will be evaluated, the workshops monitored and the final report evaluated in the context of the scopes of work. In the areas of materials development and training, discussions will be held with the Training Technical Advisor and visits to the training sessions will take place.

c. **Organizational Development:**

Monitoring will include tracking the development and implementation of the MIS, research conducted and utilized, and the number of organizational changes in the MOE that lead to improved communication and management of available staff.

The Contractor will continue to be responsible for producing semi-annual project reports that will include indicators of achievement of project outputs. The semi-annual progress report for the second half of each year will serve as the basis for the annual progress review. This review will involve the Advisory Committee plus non-project individuals designated by AID and the

MOE. As part of this modification, bench marks have been dropped.

USAID's Monitoring of Contractor

The USAID Project Manager will monitor and evaluate the Contractor on the activities and objectives detailed in each year's workplan.

A. Evaluation Plan

Based on project monitoring, the Contractor will perform internal evaluations of project components as suggested in the various technical analyses in the Paper and as deemed necessary during implementation. Annual progress reviews are an important part of these internal reviews.

In addition, to the evaluation which took place in June and July 1993, a final summative evaluation will be funded under the project in June and July of 1996. These evaluations assess progress towards project objectives, validity of key project assumptions, and the availability, installation and utilization of inputs and production of outputs. In addition, the evaluation will assess whether end of project status targets and output targets have been achieved. "Lesson Learned" for other donors as well as USAID and MOE will also be included in anticipation of possible follow-on activities of interest to other bi-lateral donors, AID's initiative for Africa, and the GOS, itself, as it institutionalizes the project components.

B. GOS Inputs

The GOS contribution to the project will take the form of salaries, support to in-country training for MOE personnel, vehicle maintenance and fuel, international airfare for participants, some costs associated with the printing of testing materials, offices and utilities, and housing of PCVs and TAs.

**Summary of GOS Contributions to EPMT Project
August 1990 through August 1996**

Activity	Description	Value (US\$)
TA Housing	GOS-supplied housing for all TAs	123,105
Office Space	GOS-supplied offices for EPMT Staff in Manzini and at MOE HQ	105,512
Office Utilities	Water and electricity at project offices	10,985
Office Telephone	MOE telephones in project offices	9,748
Office Equipment	Use of MOE equipment (computers, photocopiers, etc) for training and office support	130,246
Printing CA Material	Printing Continuous Assessment tests, teacher instructions, etc. for all schools in the country	788,523
Materials and Supplies	Office and training materials and supplies	26,545
Meeting Facilities	Use of MOE conference rooms for project meetings and workshops	5,958
Transport: Travel Claims	GOS reimbursements to trainers and teachers for travel to EPMT workshops	213,347
Transport: Fuel	Fuel for project vehicles provided by CTA	150,223
Transport: International	Air tickets purchased by GOS for participant trainees and study tours	48,076
Staff Time: General	GOS counterpart salaries and time for MOE officials on project-related business	592,166
Staff Time: Workshops	Charges for time of MOE staff, including teachers and head teachers, attending EPMT-sponsored workshops	1,272,506
PCV Salaries	GOS-provided living allowance for Peace Corps Volunteers working directly with project components	52,212
Furniture	Office furniture purchased by GOS for project-related activities	10,784
TOTAL		\$3,539,936*

* Figures rounded to \$3,540,000 in the financial plan.