

PD-ABS-832

91629

SWAZILAND
EDUCATIONAL POLICY,
MANAGEMENT
AND
TECHNOLOGY PROJECT

645-0230

PP AMEND. # 2

JUNE 1994

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT DATA SHEET

1. TRANSACTION CODE
 A = Add
 C = Change
 D = Delete
 Amendment Number 2

DOCUMENT CODE 3

2. COUNTRY/ENTITY Swaziland

3. PROJECT NUMBER 645-0230

4. BUREAU/OFFICE 06

5. PROJECT TITLE (maximum 60 characters)
Educational Policy, Management & Tech

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)
 MM DD YY
10/8/15/9/6

7. ESTIMATED DATE OF OBLIGATION
 (Under "B" below, enter 1, 2, 3, or 4)
 A. Initial FY 8/9 B. Quarter C. Final FY 9/5

8. COSTS (\$000 OR EQUIVALENT \$1 = 2.80)

A. FUNDING SOURCE	FIRST FY 89			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	990	10	1000	6832	270	7102
(Grant)	(990)	(10)	(1000)	(6832)	(270)	(7102)
(Loan)	()	()	()	()	()	()
Other U.S.				200		200
1. Peace Corps						
2.						
Host Country		255	255		3540	3540
Other Donor(s)						
TOTALS	990	265	1255	7032	3810	10,842

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) DEA				5559		202		7102	
(2)									
(3)									
(4)									
TOTALS				5559		202		7102	

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

11. SECONDARY PURPOSE CODES

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

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To improve the quality and efficiency of basic education in Swaziland.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify) 935

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page FP Amendment.)

- Revision of EOPS
- Addition of funding (LOP)
- Amended Project Description

17. APPROVED BY

Signature: Valerie L. Dickson-Horton *Valerie L. Dickson-Horton*

Title: *Acting for* Director, USAID/Swaziland

Date: Sign MM DD YY 10/6/15/9/4

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

MM DD YY 10/6/15/9/4

AID 1530-4 (3-79)

I have reviewed the financial plan, methods of implementation and financing and find they meet AID requirements.

William Graham
 William Graham

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List of Acronyms and Abbreviations

AID	Agency for International Development
CA	Continuous Assessment
CG	Career Guidance
COP	Chief of Party
CPI	Consumer Price Index
CSO	Central Statistics Office
CTA	Central Transport Authority
EOPS	End of Project Status indicators
EPMT	Educational Policy, Management and Technology Project
GDP	Gross Domestic Product
ETGPS	Educational Testing, Guidance and Psychological Services
GOS	Government of Swaziland
HTMT	Head Teacher Management Training
IIR	Institute for International Research
IMF	International Monetary Fund
INSET	In-Service Education Training Unit
LOP	Life of Project
LTTA	Long-term Technical Advisor
MIS	Management Information Systems
MOE	Ministry of Education
NCC	National Curriculum Centre
NES	National Education Symposium
OD	Organizational Development
OYB	Operating Year Budget
PCV	Peace Corps Volunteer
POMI	Personnel Management, Organizational Development, Money Management and Instructional Leadership
PP	Project Paper
REDSO/ESA	Regional Development Office/Eastern and Southern Africa
REO	Regional Education Officer
RPU	Research and Planning Unit
RTT	Regional Training Team
SACU	Southern African Customs Union
SOW	Scope of Work
STTA	Short-term Technical Advisor
TA	Technical Adviser
TIDC	Teacher Innovation Distribution Centre
TOT	Training of Trainers
TSC	Teaching Service Commission
TTA	Training Technical Advisor
TTC	Teacher Training College
UNISWA	University of Swaziland
USAID	United States Agency for International Development
WID	Women in Development
WUSC	World University Service of Canada

I. Executive Summary

The Educational Policy, Management and Technology (EPMT) Project's mid-term evaluation was conducted in June and July of 1993. The evaluators recommended the project curtail its Continuous Assessment (CA) materials development and expand its efforts in teacher training to ensure the sustainability of the CA program in the Swazi schools. The evaluators characterized the introduction of Continuous Assessment methodology into the primary grades as one of the cornerstones of the EPMT project. Continuous Assessment is a comprehensive system for measuring student understanding of "what has been taught". The "assessment" is done primarily through a type of testing that tests to see if each child understands the skill or has the knowledge the teacher has been "teaching".

The evaluation further recommended that the pace of introduction of CA into the schools be reduced from 2 grades/year to 1/year, thus reducing the number of grades into which CA would be introduced during the LOP from 7 grades to 4 (grades 1 - 4). To allow this change in emphasis, this modification proposes to increase project funding by \$220,000 and realign \$144,000 in monies previously obligated.

The modification calls for an increase in technical assistance through the hiring of a Training Technical Advisor for 20 months and the reduction from 5 months to 3 months in the consultancy of the CA Materials Development Technical Advisor. It also includes the purchase of 2 vehicles for the CA Unit of the National Curriculum Centre (NCC) to permit the staff to do classroom observation and field work.

The proposed changes will permit an increase in the direct CA training of classroom teachers, key to the sustainability of CA in the schools. It will also permit the development of a cadre of Swazi Ministry of Education (MOE) CA unit personnel who will be able on their own to introduce CA into grades 5 - 7; develop and modify materials for trainers and teachers; and train CA trainers.

In addition to CA, there were four other components in the original EPMT project paper. Project support for the Guidance component has been eliminated as a result of the mid-term evaluation recommendations. Through this component, the grade 7 social studies text books were enhanced to include additional information on jobs and careers and guidance staff were given in-country and out-of-country training to improve their skills. The objectives of this component have essentially been met. Any future funding and technical support for Guidance will become the responsibility of the MOE.

The remaining 3 project components are less effected by the proposed contract modification than are the CA and Guidance components. The remaining activities for these 3 components are

as follows:

1) **Management Information Systems (MIS)** - using the current MIS, develop strategies to improve its use and implementation, including improving the skills and abilities of the Ministry of Education's MIS counterpart .

2) **Head Teacher Management Training (HTMT)** - assist the MOE in the training and/or remedial training of primary and secondary head teachers. Provide funding for a consultant who will help MOE's Inservice Education Training Unit Department (INSET) rewrite the Head Teacher Management Training materials. Participate with the MOE in a dialog addressing the issues of strengthening INSET, the ultimate assumption of responsibility for HTMT by INSET, and certification for head teachers.

3) **Organizational Development (OD)** - facilitate the use of the MIS as a tool for bringing about policy dialog and policy change within the MOE and transfer planning and policy development skills to MOE officials. This entails helping MOE officials understand both the kind and quantity of data that is available through the MIS and the types of questions it can help answer. The information in the MIS, along with the planning and policy model being developed through the MIS and OD components will become the key parts of the project's support of improved policy and planning capacity in the MOE.

II. Background/Rationale

On 15 August 1989, USAID/Swaziland authorized a 6 year, \$6.9 million grant to the Government of Swaziland (GOS) for the Educational Policy, Management and Technology Project (EPMT). The EPMT project contributes to the achievement of the Mission's second strategic objective to "Increase the number of Swazis who effectively direct, manage and participate in national development." The original goal of the project was to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. The purpose was to improve the quality and efficiency of basic education. These objectives remain unchanged by this project modification.

EPMT was designed to achieve its purpose through five components: 1) design and introduce a system of continuous assessment (CA) for English and mathematics in all seven grades of primary school; 2) improve school management; 3) strengthen career guidance in upper primary and secondary school; 4) develop a reliable management information system (MIS) to support education policy; 5) improve organizational development within the Ministry of Education (MOE) to identify and support the policies and practices necessary to improve educational management. The Institute for International Research (IIR) was selected through an open and competitive process to implement the project. IIR's field team arrived in Swaziland in August 1990.

Based on the mid-term evaluation conducted in June and July 1993, all but the CA component were judged to be basically on track. A comprehensive management information system has been developed and is being used by senior members of the MOE, the headmaster training program has trained nearly all the primary school head teachers in a five week management course, the career guidance unit has developed job resources files for primary and secondary schools and the continuous assessment testing unit at the National Curriculum Centre (NCC) has completed pilot testing of grade 3 English and math criterion referenced tests.

The EOPS related to CA stated: "Student achievement is improved in grades 1 - 7 Math and English". The evaluators noted that the work that had been completed so far by the CA team - the creation of tests and support materials - had been well done. However, they recognized that insufficient resources were being applied to the second half of the process, the training of teachers.

If CA is to be institutionalized, teachers will need much more intensive and experiential training in delivery of CA than anticipated in the original design. As of the date of the evaluation, only 605 (of 1,100) teachers in grade 1 had received training and this training was not sufficient to assure that teachers would be able to deliver CA in their classes. In addition there was little or no follow up nor were there plans to determine if the training took or to provide remedial teacher

training; or even to determine if changes should be made in CA materials before beginning the training of the next targeted school grade. In addition, most project resources had already been expended on the development of training materials and other project activities. Little was left to assure understanding of the CA concept by the teachers who must use it.

The introduction of CA methodology into a school system is more than the introduction of new materials; it is the introduction of a new philosophy. Teachers will need to think differently about their roles as teachers. They will need to redefine the meaning of "success" in learning. Currently, the system is based on an end-of-primary school examination which is designed to act as a valve for the flow of students into the higher grades. Teachers measure the success of their students based on their scores on these exams.

Continuous Assessment, by its very name, suggests an entirely different approach. Students will be assessed on a continuous basis on how well they meet the objectives "taught". They will not be rank ordered against their peers. Teachers will be trained to check on each student's progress "continuously". They will need to learn the techniques of CA - testing, remediation and record keeping - as well as the philosophy of CA.

As a result of the mid-term evaluation, an immediate review of the project and its budget was conducted by the Ministry of Education and USAID Project Officers to determine if enough funds could be freed to adequately support CA development. Based on that review, the following activities were curtailed and monies reallocated to and within the CA component: The rate of implementation of CA into the schools was slowed to one grade/year from two/year, CA Materials Development Technical Consultancy was reduced from 6 months to 4 months and 2 of the CA staff who were scheduled for participant training in the U.S. will now receive on-the-job training from other CA staff members who have Masters degrees in Evaluation and Testing. (See Section IV, below, for discussion of all 5 original components and the impact of their curtailment on project objectives).

The Contractor was directed to produce and begin implementation of a work plan to reflect these changes. Initial implementation of activities which increased CA training emphasis were begun. While these initial implementation activities were within the parameters of the original project paper, a planned reduction in the number of grades in which CA will be introduced, changes in EOPS and major outputs as well as significant changes in the budget and an emerging requirement for additional resources necessitated development of this Project Paper Supplement.

While the other components are relatively easy to achieve, as plans and personnel are in place to do them, implementation of the modified CA Component will require increased resources and provide a challenge to project implementors. Discussion of the

CA challenge and remaining activities are detailed in Section IV.

III. Project Parameters

A. Project Goal and Purpose

The original goal of the project was to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. The purpose was to improve the quality and efficiency of basic education. The refocus does not represent a change in the goal or purpose of the project, but simply changes the process through which these will be achieved. In the original design, CA methodology was to be introduced into grades 1 - 7 during the life of the project. The assumption was, of course, that when the project ended, CA methods would be continued to be used appropriately in these grades. Given the limited resources of the project in terms of personnel and funding, the project will now limit itself to the introduction of CA methodology into grades 1- 4 and will prepare Swazi MOE staff, on their own, to introduce and support CA in grades 5 -7.

B. Updated End of Project Status Indicators (EOPS)

Reflecting the changed implementation strategy, the first three EOPS have been amended. Achievements under EOPS 1 and 2 have been reduced accordingly and EOPS 3 has been expanded. These revised EOPS are as follows:

1. Number of students graduating on time from Grade 3 increased from the 1989 base figure of 462 per 1,000 Grade 1 student entrants.
2. All Grade 1-4 teachers are applying CA to teaching Math and English and have the skills and understanding to apply CA to other subjects.
3. There is 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.

The following 2 EOPS remain the same:

5. MOE using empirically generated data to make policy and planning decisions.
6. Increased awareness among students of career choices

and resources for identifying employment options.

C. Updated Project Outputs

1) All head teachers trained in effective school management.

The MOE felt the training of primary head teachers was so successful, it wished to add training for secondary head teachers. Based on this input, the mid-term evaluation suggested adding training of secondary head teachers and that will commence in year 6 of the project.

2) CA system developed for Math and English (grades 1 - 4).

The number of grades was reduced from 7 to 4 so that additional emphasis could be placed on the training of classroom teachers and trainers to enhance the sustainability of the program.

3) Sustainable CA program implemented nationally .

Reducing the number of grades into which CA will be introduced over the LOP enables the project to increase its efforts in training. This will enable to CA Unit to develop the skills and expertise needed to oversee the implementation of CA methodology into grades 5 - 7. It will also improve the CA competency of classroom teachers, thus greatly improving the likelihood of sustainability.

4) New methods established for policy analysis, formulation and implementation based on empirically generated information and research.

MIS and OD will support qualitative research projects done in the classrooms as a means of supporting the improved evaluation of CA. MOE personnel, especially Regional Education Officers (REOs), will be familiarized with the capacities of the MIS and its role in the support of decision making. As part of this process, studies of specific issues of basic education in Swaziland will be conducted, including one on physical capacity.

5) Primary guidance programs established.

MOE will have skilled and adequate personnel to fully develop plans for providing assistance to Grade 7 teachers on the teaching of the career awareness units when the introduction of the new Grade 7 Social Studies textbook is published.

D. Summary Budget and Project Inputs

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

SOURCE	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

IV. Detailed Project Description

EPMT was designed to achieve its purpose through five components: 1) design and introduce a system of continuous assessment (CA) for English and mathematics in all seven grades of primary school; 2) improve school management; 3) introduce career guidance in upper primary and secondary school; 4) develop a reliable management information system (MIS) to support education policy; 5) strengthen organizational development within the Ministry of Education (MOE) to identify and support the policies and practices necessary to improve educational management.

All 5 components are inter-linked with the ultimate goal

being to improve the effectiveness and efficiency of the system so that enhanced learning can take place in the classroom and students can be better prepared to enter the world of work.

As a result of the mid-term evaluation recommendations, all 5 of these components will be modified. The shift in emphasis from CA materials development to training is the most significant. Of the four other components, continued project support for Guidance has been eliminated; the remaining 3 are less effected than CA. A summary of each components' objectives, its activities to date and a description of what activities remain follow:

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.

There are approximately 950 grade 2 teachers in the Swaziland school system. In addition, there are approximately 500 grade 1 teachers who either missed the initial training or have just come into the system, or have been transferred to grade 1 after the date of that training. All of these teachers will be trained in 1994. 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. The objective of the training plan is to develop a cadre of Swazi Ministry of Education CA trainers who will be trainers-of-trainers (TOT) and trainers of classroom teachers. The plan is as follows:

1) The Contractor's new 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 CA unit was created as part of the Project and is a permanent part of the MOE. It has two main functions: the development of testing and remedial/enrichment materials and the training of trainers (the Regional Training Teams) and other MOE personnel. Its members are Materials and Curriculum developers from the NCC and Lecturers from INSET.

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 and periodically by the CA Materials Development Technical Advisor. The Unit does the training of the Regional Training Teams as well as direct training for classroom and Pilot School teachers. 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). These Regional Teams were also established under the Project. Their mission is to provide direct training to classroom teachers and head teachers in the region where their schools are located. Swaziland has 4 geographic regions. The 5 day residential training in CA methodology takes place in October of each year. It is held in a hotel in the Mbabane area. The 60 RTT members (averaging 15 members/region) are selected from among the staff at Inservice (INSET) and National Curriculum Centre (NCC), lecturers at the Teacher Training Colleges, Inspectors, Pilot School Teachers and Teacher Leaders. Once trained, each RTT will have assigned to it at least 2 CA Unit members.

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

Initial training: In the year in which CA methodology is introduced into their grade, classroom teachers will receive 5 days of initial residential training that takes place in January. These workshops are held at public schools, with boarding facilities, in each of the regions. These initial workshops are followed by 6 half-day zonal training sessions (Swaziland is divided into 4 geographic regions, which in turn are divided into zones for education purposes).

Follow-up Training: In the year after CA has been introduced into a given grade, classroom 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 & 2 teachers will receive follow-up training.
- 1996:** 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. Although head teachers do receive some training in CA as part of the Head Teacher Management component of the project, this additional training is required because CA imposes significant changes in classroom management and instructional techniques and head teachers should be the instructional leaders of their schools. 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 a 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) The 25 Primary School Inspectors are the legal authority through which teachers can be made to change behavior and practice in the classroom. They need to be well versed in CA. 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 classroom. 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 informational workshop.

As originally planned, The CA Unit tests 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 use the materials and administer the end-of-term tests. Based on this testing, the materials are revised and then sent to 16 "pilot" schools for further testing. Here, the Pilot School teachers administer tests and provide the instruction. Based on feedback from these teachers, the materials are revised a second time. These Pilot School teachers 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 (which in Swaziland starts in January).

b. CA Materials Development

The introduction of CA into the primary grades in Swaziland required - and still requires - the development of a wide variety of materials. The materials fall into three main categories: **testing, remedial/enrichment and training.**

Previously under the project, the CA Materials Specialist developed the initial training materials, the "Modules", which are a series of booklets that cover the major tenets of CA and provide guidance on how it can be implemented in the schools. These modules were the foundation for all the initial training of trainers in 1992 and the training of teachers that took place in the first year of implementation, 1993, when CA was introduced into all the grade 1 classrooms in the country.

The next category of materials to be developed were tests. While the regional training teams are training teachers to write end-of-lesson and/or end-of-unit tests, the CA Unit provides a test for the end of each term in the grades in which CA has been implemented. Writing these tests was, and continues to be, a large part of the CA Unit's purpose. Test development is a complicated and time consuming process that includes first finding what skills and knowledge are being "taught" in math and English for each term. Then, based on this information, test items are written to test the students' knowledge of these objectives. The tests are then tried out in lab and pilot schools, modified based on feedback from these schools and, finally made camera ready for the printers. As there are 35,000 grade 1 students, alone, it can be seen that many copies are needed. For each test produced, the CA Unit also writes Teacher's Instructions, scoring guidelines and answer sheets.

After the students have been tested, the areas where they need more teaching are defined and the teacher begins reteaching - called remediation in CA terminology. 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.

The next area of materials is **Record Keeping**. Because CA requires much assessing of students, it is not possible for the teacher to remember how each child has done on each objective. 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 will continue to be refined.

The shift in materials development as a result of the mid-term evaluation

Initially the plan was to introduce CA into grade 1 first and then introduce it into 2 grades a year until it was in grades 1 - 7. During the time this plan was in operation (1992, 1993), the CA Unit developed tests for grades 1,2 and 3. Based on the mid-term evaluation recommendation and this project modification which slows down the rate of implementation to 1 grade/year, the CA Unit now needs to develop tests for only 1 grade/year. Grade 4 tests are currently being "piloted" and the staff are 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.

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.

Based on the mid-term evaluation, the remaining LOP will see a shift in emphasis from materials development to training. The decrease in materials development detailed above will permit the necessary increase in the development of training support materials. The Training Technical Advisor will modify the existing modules 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. The Contractor has requested assistance from sources in the U.S. in obtaining existing CA materials.

This shift is predicated on the firm belief that this will assure that both CA materials and training materials can be produced by the government alone after the project advisors leave in 1996.

c. CA Evaluation

The mid-term evaluation argued for refocusing the effort in CA from materials development to more direct teacher training, including the addition of a systematic evaluation process to determine the success of CA implementation in the schools. Under the original project design, there was no evaluation of the use of CA methodology in the schools, making it impossible to know how well CA was being implemented. Under the project modification, members of the CA unit will observe regularly in the classrooms as part of a systematic evaluation process. This will be impossible without the addition of 2 vehicles as lack of available transportation is a constant and on-going problem for the Unit.

Transportation problems are often so severe they require professional trainers and materials developers to devote a significant portion of their time to looking for transportation and arranging for vehicles instead of doing their professional work. It has therefore been determined they need two 4-wheel drive vehicles, each with a capacity of 6 persons, to enable them to reach outlying schools for both evaluation and training purposes.

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 MOE. 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 RTTs 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. The MOE felt strongly that all head teachers needed training and it was agreed to include the secondary heads in the training provided by this component.

What has been achieved to date:

Head Teacher Management Training was instituted in 1991 in response to a study that showed head teachers lacked skills and training in financial, organizational and personnel management and instructional leadership. A U.S. Technical Advisor who was recruited for 2 years, designed a 120 hour course and trained INSET staff in the training of trainers and to develop HTMT training materials.

Under the supervision of this Technical Advisor, the HTMT Unit developed a complete training program, including a full set of training materials, for training head teachers. This has become institutionalized within INSET. The MOE has drafted standards for head teachers in Swaziland and has agreed to make a certificate indicating successful completion of the HTMT course a requirement for confirmation of any newly appointed head teacher. 400 head teachers have already been trained.

After completion of the first cycle of head teacher training, during which 200 primary school head teachers were trained, the project employed local consultants from UNISWA to carry out formative evaluations to assess the impact of HTMT on actual school management. Separate evaluations were carried out by these consultants for each of the four areas of training. The evaluation reports indicate definite positive effects and improvement of school management achieved as a result of the HTMT course.

What remains to be done:

The RTTs of INSET began training the remaining 150 primary school head teachers in March 1994. The training should be finished by May 1994 and, thus, all primary school head teachers will have been trained. INSET, with input from the EPMT Chief of Party, has made plans for hiring a short-term consultant under 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 an in-service program and/or use of review materials and special testing.

In addition, beginning in February 1994, INSET began holding "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 and 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 to prepare them to become part of the HTMT RTTs training of their colleagues.

In 1994-95, 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 U.S. 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.

What has been achieved to date:

This component has proceeded as planned and is on schedule. A major constraint for 3 years was the delay in appointing a Ministry of Education MIS counterpart to work with the MIS technical adviser provided by the project. This problem was overcome in the latter half of 1993 when a full time management information specialist counterpart was appointed by the MOE.

A fully functional management information system is in place. In 1991, the MIS Technical Advisor, with the assistance of MOE Planning Unit personnel and school leavers, conducted a census of all schools in the country. Based on data collected through that census, the MIS Technical Advisor established a series of data bases and a fully functional data base on primary and secondary schools has now been established. The MIS Technical Advisor was replaced in 1992 by an MIS Specialist (Peace Corps Volunteer). The MIS Specialist established procedures to collect data, maintain data bases and distribute information.

The MIS Specialist has provided support to various studies on the education system, including a study of the cost of education, a report on the educational status of women and children in Swaziland, a study of the procurement and maintenance of school furniture, a decision process study, a study of the book rental and distribution scheme and a multi-variate analysis of achievement in Swazi schools. These reports were created based on requests from the Principal Secretary of the MOE.

What remains to be done:

The focus of this component will be on increasing the use of the established MIS, rather than giving priority to further development. The mid-term evaluation recommended this approach. Thus, most activities relate to training the MOE's new MIS Specialist counterpart and to involving Ministry officers more directly in use of the MIS. This means more emphasis will be placed on letting the MOE managers know what information is available and in what areas of planning and decision making it would be germane.

The MIS Specialist and the counterpart will provide technical support for MOE-led research studies, but the Project will no longer initiate or fund such research itself. Some funds remain 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. This training consists primarily of on-the-job training by the MIS Specialist, but will also include local applications courses, 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 makes available to each REO data on all the schools in the country, will be completed 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 will include continued meetings 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, 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.

A workshop on qualitative research was held January 1994, representing a successful cooperative effort between ARTS (AID/Africa Bureau), MIS/MOE and the World University Service of Canada. Nine research proposals from the participants (who included primary school classroom teachers, University faculty, TTC faculty, CA Unit personnel, the MIS Specialist, the MOE MIS counterpart and WUSC volunteers) were initiated during the workshop, with three currently approved by MOE. These are classroom-based studies focusing on different aspects of learning.

Under the direction of the MOE MIS counterpart, the 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. This information will be used to determine if the introduction of CA methodology into classrooms improves student achievement.

The MIS Specialist and the MOE MIS counterpart are continuing to verify the data in the Teaching Service Commission (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 for 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 Peace Corps Volunteer MIS Specialist, 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 MIS supplies the MOE management with data and information - the MIS Specialist has developed a systematic process through which information flows both to and from the MOE managers. The Organizational Development TA helps the MOE managers use this information in their decision-making and planning processes. The OD TA facilitates the integration of computer modelling in MOE decision making and supports the development of processes designed to bring about policy dialogue and

policy change in MOE. As noted in the MIS component description above, such dialogue and changes are critical to improving the efficiency of the system.

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.

What's been accomplished to date:

This component has been the vehicle through which a supportive organizational environment for the use of information in decision making has begun to emerge in the MOE. The CA and Head Teacher Management Training components also depend upon this supportive environment, as on-going decisions and policy-making will need to take place if the products of these components are to be institutionalized.

The OD TA has influenced decisions and injected rationality into the MOE planning process through organizing conferences and meetings and holding dialogues with MOE officials. The OD TA also initiated a Decision Process Study which revealed a list of areas in which the MOE needs to be strengthened. An education policy computer simulation model, which is being funded by the World Bank, is being installed with the guidance of the OD Technical Advisor. Its aim is to institutionalize a policy support system in MOE.

What remains to be done:

The work of this component remains essentially unchanged by the project modification. One additional focus has been added. The OD TA will now assist in supporting classroom-based, qualitative research projects in the Swazi schools, particularly those research projects which are related to CA evaluation.

During the first three years of the project, the work of this component evolved. Initially, it focussed on the general ability of the individual OD TA to help the MOE managers develop ways to improve the planning and decision-making processes. It 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.

As a result of the changed emphasis of the project to more CA training, funding for OD work was reduced. Two areas which were effected were funding for workshops and research. The OD

TA now has the responsibility of coordinating funding from various local and donor sources. Although the funding for the OD TA has also been limited, the TA will remain with the project, on a half-time basis, for a total of 18 more months of work.

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 which is described below. Two workshops have been conducted so far. One centered on the theme of "Education and the World of Work" and included representatives of large and small industry. The other involved examination of efficiency parameters: repetition, dropout, class size, contact hours which were demonstrated effectively with the new computer simulation policy support tool. Four more workshops are planned. These national dialogue initiatives are intended to complement and support the process of educational policy formulation.

As noted above, the OD TA will also provide technical and organizational support to the planning and implementation of the National Education Symposium, now scheduled for mid-1994. The NES is conceived to be a training exercise, in preparation for the MOE's full participation in the National Development Strategy process which is currently underway. It is intended to lead participants through critical themes including quality, efficiency and cost-saving. In keeping with the goals of the project, it is hoped skills developed here will lead to further improving the quality of education in Swaziland through certain efficiencies which, in turn, will reduce costs to the system.

Although the project will no longer fund such research, the OD TA will continue to plan, support and manage research activities. The central idea is to encourage and develop a research ethic which focuses on classroom behaviors and therefore feeds directly into a greater understanding of the dynamics of learning in Swazi schools. This information will be a useful adjunct to the work being done by the CA Unit as it will provide some insight into the use of CA methodology in the classrooms. It is also intended that the results of these studies will influence policy decisions positively, by providing decision makers with insights into learning processes currently practiced in Swazi classrooms.

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.

Ultimately all these initiatives are expected to provide sustainable improvements in MOE planning and decision making capabilities.

Component 5: Guidance and Counselling

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.

Based on the mid-term evaluation, the final year of funding for this component (in year 6 of the project) was eliminated. It is proposed that the Guidance funds be reprogrammed in support of in-country training for CA and HTMT. This is in recognition of the fact that the project's work with ETGPS has been successful, with virtually all of the component's objectives having been met.

What has been done so far:

Before the project, there was no career guidance program for primary schools. Presumably, primary school students had little or no awareness of career choices. Under the project, social studies curriculum designers were trained by the U.S. Guidance Technical Advisor in 1991/1992 to introduce career concepts into the Grade 7 curriculum. Several sample lessons were developed and a Career Guidance unit was completed. These were included in a revised seventh grade social studies textbook which went to the NCC in December 1993.

In 1991/1992, the Guidance Technical Advisor provided in-country training for the Educational Testing, Guidance and Psychological Services (ETGPS) staff. In 1993, the project funded the hiring of a regional consultant who ran a two week long staff development workshop for the ETGPS team. In turn, the ETGPS staff conducted 3 one-week in-service workshops for Grade 7 Social Studies Teachers, secondary guidance teachers and students at Teacher Training Colleges, respectively. ETGPS staff also trained social studies teachers in the use of these materials in anticipation of the new textbook's 1995 arrival.

The project also sent two ETGPS staff members to the U.S. in August 1992 for Master's programs to improve their skills.

What remains to be done:

Within the remaining LOP, the MOE is scheduled to conduct and finance the following career guidance-related activities: 1) Print and use the enhanced textbook. When the work on the text was completed, it was anticipated that the textbook would

be in use in the classroom in 1993. It is now anticipated that this will happen no later than January, 1996. 2) In 1994, ETGPS will conduct one-day follow up workshops for the same three groups trained in 1993.

Because the textbook has not yet been introduced into the classroom, it is too early to measure the impact of this component.

As part of the modification, there will be no further EPMT funding for this component. This includes elimination of funds for a proposed national conference on guidance.

V. Administrative Arrangements

A. Government of Swaziland Responsibilities

The proposed modification has little impact on the responsibilities of the GOS as delineated in the original project paper (pages 36-38). Over all, these responsibilities include the MOE management of the project, the hiring of personnel - including an MIS counterpart - and the funding of materials once the activities reach the implementation stage.

Specifically changed by the modification are the following: 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. In the economic analysis (Annex D), the issue of MOE's capability and commitment to sustain the on-going costs of implementing CA in grade 1 - 7 and the costs of maintaining HTMT, the MIS and other work has been raised and it has been determined that the capacity exists to meet these costs.

B. Contractor Responsibilities

Based on the July 1993 evaluation, it is necessary to shift the contract focus from materials and technology development to improving the abilities of MOE personnel to refine and effectively use the materials and technology already developed under the project.

The Contractor will be responsible for tracking the GOS contribution and reporting this information in an annual report to 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 classroom 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, 2 part-time or short term positions will continue or be added:

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 classroom.

4) Short-term CA Materials 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 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) Upgrade 16 CA teacher trainers' "Training of Trainers" (TOT) skills.
- e) Revise or coordinate with the MOE the revision of the learning modules contained in the Handbook for Continuous Assessment and Remediation to assure that they are 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 MOE to refine curriculum materials to increase retention by students and revise tests to better reflect management skills taught.
- c) Upgrade skills of 16 HTMT trainers who provide "training of trainers" (TOT). 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 training techniques.
- d) The Contractor will advise and participate in dialog with the MOE in the 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 institutionalizing 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. USAID Responsibilities

USAID responsibilities remain essentially unchanged from those listed in the original August 1989 Project Paper (page 39). These include coordinating assistance from other U.S. resources such as Peace Corps, selection and contracting of technical assistance, assisting in the selection of participant trainees, supporting the long-term technical assistance team, participating in the project Steering Committee, monitoring compliance with the project agreement and providing over all monitoring, managerial and implementation activities, as needed. One minor change is that the Project Officer now attends EPMT Executive Committee policy meetings with the Peace Corps Director and the MOE's Director of Education, while the USAID Project Manager and the Associate Peace Corps Director for Education now represent their respective agencies at the Project Steering Committee.

D. Project Procurement

The USAID Regional Contract 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 activity beyond the original SOW, but simply changes the details of the training plan through which these will be achieved. Therefore, the requirement is not considered a new requirement for the purpose of competition.

The two vehicles (described in Section IV, CA Evaluation) will be procured directly for the project by the USAID Executive Officer.

E. Gray Amendment Considerations

The TA Contractor will continue to subcontract all U.S. commodity purchases through a Gray Amendment firm, with which it has a subcontract. Equipment and supplies needed to maintain the Contractor team and to implement technical assistance and training will be procured by the Contractor.

In addition, a Gray Amendment firm was contracted through AID/W for the June/July 1993 mid-term evaluation. A Gray Amendment firm will also be contracted through AID/W for the final evaluation in 1996.

F. Revised Illustrative Implementation Schedule

Annex B shows 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 contract modification is obligated.

VI. Revised Cost Estimates and Financial Plan

A. AID Inputs (Outside Contract)

The cost of the 2 vehicles is approximately \$30,000. These vehicles will be procured directly by 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.

a. Long-term technical assistance

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

This advisor will assist the Permanent 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 undersecretary 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, classroom teachers, head teachers, Inspectors and other MCE personnel.

Notes: The estimated cost of the Technical Training Advisor is \$276,056. Of the Technical Advisor's 20 months, 12.5 (or approximately \$213,459 will need to be added to the contract); there is enough money within the existing contract to cover the remaining 7.5 months (approximately \$62,597).

(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 is 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) and 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 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 for the MOE Continuous Assessment Unit and some support materials and equipment 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.

2. Inputs from other Organizations

From 1991 through late 1993, Peace Corps was providing one Peace Corps Volunteer (PCV) for each of the 4 Teacher Innovation Development Centres. In 1991, the Peace Corps provided one PCV to work as the MIS specialist in the MOE. When this MIS Volunteer completed the two year assignment, the PCV was replaced by a new MIS Volunteer who will be with the Project through December 1995. In 1990, Peace Corps provided 2 Volunteers to support Head Teacher Management Training. In 1992, these 2 Volunteers completed their service, and one new PCV was assigned to the CA Unit. As the TIDC Volunteers currently in place reach the end of their service, Peace Corps will not be replacing them.

C. GOS Inputs

The GOS contribution to the project takes 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, construction and certain equipment costs of the TIDCs, offices and utilities, and housing for 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 LOP		\$3,539,936

D. Financial Plan

The total LOP U.S. cost of the EPMT Project with the modification is \$7,102,000. The inputs financed by AID include technical assistance, training, studies, commodities and equipment, evaluation and audit. The revised project budget in chart form is shown below.

REVISED EPMT PROJECT BUDGET

	USAID			GRANTEE		
	ORIGINAL BUDGET	REVISIONS	NEW BUDGET	ORIGINAL BUDGET	REVISIONS	NEW BUDGET
TECHNICAL ASSISTANCE	4,175,000	1,014,323	5,189,323	208,000	(32,620)	175,380
TRAINING	1,333,000	152,847	1,485,847	837,000	827,030	1,664,030
COMMODITIES	704,000	(626,630)	77,370	92,000	49,030	141,030
STUDIES	212,000	(212,000)		34,000	0	34,000
PROJ. MGMT. & SUPPORT	101,000	0	101,000	0	0	0
AUDIT AND EVALUATION	225,000	(90,000)	135,000	0	0	0
OPERATING EXPENSES	0	0		995,000	530,560	1,525,560
CONSTRUCTION	0	0		363,000	(363,000)	0
RADIO INSTRUCTION	150,000	(36,540)	113,460	0	0	0
TOTAL	6,900,000		7,102,000	2,529,000		3,540,000

The Government of Swaziland (GOS) will contribute, in-kind and in cash, the equivalent of \$3,539,936 over the LOP.

In addition to the above, it is planned that the U. S. Peace Corps will provide 32 person-years of volunteers over a 4 year period. Up to January 1994, the Peace Corps had provided the following volunteers: 1 in each TIDC (with each volunteer being replaced as his/her term of service was completed), 2 in the HTMT Unit, 1 in the CA Unit and 1 to act as the MIS Specialist at the MOE (also replaced when his/her term of service was completed). Over the remaining LOP, the Peace Corps will provide a replacement for the volunteer located at the CA Unit, but no longer plans to replace departing TIDC volunteers or the current MIS Specialist. The estimated value of this contribution is \$200,000.

VII. Updated Monitoring, Evaluation and Audit Plan

A. 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 in accordance 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 discussions with the COP and the Training Technical Advisor. The PM will also make periodic visits to observe training sessions, classrooms and the CA Unit.

b. Head Teacher Management Training:

While the bulk of the activities of this component are now 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.

B. USAID's Monitoring of Contractor

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

C. 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, there are two external evaluations: a mid-term evaluation which took place in June and July 1993 and a final summative evaluation planned for 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 final evaluation will assess whether end of project status targets and output targets have been achieved. "Lessons learned" for other donors as well as USAID and the 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.

D. Audit Plan

AID/W has responsibility for audits of U.S. firms. The Mission will not determine, therefore, how soon after the August 1996 PACD a close-out audit will occur. However, as local currency and purchase of commodities locally were minimal under this project, FM does not anticipate an audit immediately following PACD.

VIII. Impact of New Implementation Focus on Project Analysis

A. Economic and Financial Analysis

USAID/Swaziland requested an economist from REDSO to review the original Project Paper's Economic and Financial analysis in light of any changes which have occurred since 1989. A summary of conclusions from the analysis follows:

While all 5 project components lead to improved quality in Swaziland's primary education system, the main purpose of EPMT is to help the MOE improve system efficiency by lowering drop out and repeater rates. The economist, therefore, looked most closely at these two factors and concluded that "it is reasonable to assume that Government's willingness and ability to fund education at current levels will continue. If expected efficiency gains occur, the burden of additional students on the system should be met. There is a high probability that the policy changes introduced by the project will continue." (Annex D)

Examination of the most recent data shows that "It costs approximately E500 annually per primary pupil. Repeaters cost about 19 and 14 per cent of the primary budget. Thus, if implementation of the various aspects of the EPMT project were to result in an immediate 10 per cent reduction in repeaters or a 1.5 per cent reduction in the overall repeater ratio it would save 1.8 per cent of the annual primary schools budget or E1.3845 million.

The greatest impact of the efficiency gains from the project will only be realized after the PACD. Therefore the question of sustainability will be highly relevant. Swazi personnel are involved in all phases of implementation and should experience "ownership" by the end date. In fact, slowing down the rate of introduction of Continuous Assessment to one grade a year should facilitate full absorption which will bode well for continuation of the policy." (Annex D)

B. Social Soundness Analysis

Sociocultural Feasibility

Education has come to be highly valued by virtually all Swazis, as indicated by the willingness of parents to pay considerable school fees and the rapid proliferation of new school buildings--starting with primary schools--paid for largely by community-generated funds. Education is viewed as the primary means for upward financial and social mobility, perhaps especially for females in a traditionally male-dominated society and for ordinary citizens in a highly stratified society in which wealth and status has been ascribed by birthright rather than achieved through individual efforts. Even though educational fees may represent the highest household/homestead expense after food, parents--or the immediate patrilineal kin group--see education as an investment in the future that usually pays off in wage employment and eventual remittances to the family.

Given increased population pressure on Swazi Nation Land (where most Swazis live) and low output from traditional farming methods, it has become increasingly difficult to make an adequate living from subsistence farming alone. Wage earning in the modern sector by at least one family member has become regarded as necessary, and education has for the most part proven to be the passport to such jobs. Even though it is now true that there are not enough jobs created annually to accommodate all secondary school graduates, Swazis probably regard this situation as temporary and demand for education appears undiminished.

Project Beneficiaries

No change in beneficiaries will result from the implementation of this modification. Direct project beneficiaries continue to be the teachers, headmasters, Research and Planning Unit officers, educational administrators and other MOE personnel who will directly benefit from participant training and the far more extensive in-country training in instruction, instructional leadership, logistics and other management, continuous assessment and remediation. The largest group of direct beneficiaries are the nearly 4,000 primary school teachers, who are expected to receive some training under the project, followed by some 535 headmasters and the 25 Primary Inspectors. The Principal Secretary and his MOE administrative staff will also be direct beneficiaries of the project. All beneficiaries will have been trained to perform their jobs better, their professional skills and qualifications will be improved, and they will contribute to improving the quality and efficiency of the primary educational system.

The first level of indirect beneficiaries will be the many thousand students passing through the educational system in the first 7 years of schooling who will receive better education

generally, education more adapted to the realities of the current job market, and better assessment, guidance and remediation. The original project paper planned for the implementation of CA in grades 1 -7, which will be reduced by this modification to grades 1 - 4. This project will still impact students in grades 5 - 7, however, as there will be competent Swazis in the MOE who will be able to continue the introduction of CA into those grades. It should be noted that boys and girls are found in virtually equal proportions in the first 7 years of schooling in Swaziland.

Another group of indirect beneficiaries will be parents who pay substantial school fees to educate their children, which can be a financial burden especially if parents are educating several children at once. With less repetition, the total amount of fees per family should be less, and with a decrease in student attrition, payoff in terms of school fees are more likely to be realized. In the words of the most recent USAID/Swaziland Educational Sector Assessment, "...the repetition rate itself imposes a sizable cost to the Ministry of Education's budget, pecuniary costs to families in the form of school fee payments and to Swazi society in terms of the school's failure to make full use of its potential to educate its youth properly." (p. 32).

C. Women in Development (WID) Considerations

Gender Equity and Participation of the Poor

The literature has overwhelmingly demonstrated the critical connection between the education of girls and the economic viability of a country. In Swaziland, unlike most of Africa, the number of boys and girls who enroll in primary school is approximately the same. The project, therefore, does not need to include strategies for increasing the enrollment of girls. However, as more than 20% of both boys and girls in the primary grades drop out of school, the project does play an important role in the improvement of education for girls as one of its aims is to reduce both the high dropout and repetition rates.

Currently it takes, on average, 12 years of schooling for a child to finish the 7 years of primary school. For parents who bear the cost of education, the burden of paying school fees may become unbearable and force girls to drop out of school. If this project succeeds in reducing the number of years it takes the average child to complete the first 7 grades of school, it will enable these young women to receive more of their education before they leave the system, for whatever reason.

The Guidance and HTMT components of the project may have direct bearing on the behavior of young women of child bearing age. Currently, a large number of such girls drop out of school each year due to pregnancy. As part of the HTMT program, head teachers attend seminars on such issues as child abuse. Head

teachers are helped to develop strategies for working with their staff on the importance of teachers as role models.

The Guidance component helped the NCC revise textbooks to show a wider variety of roles for woman. It also introduced counseling into the primary schools. Through the reading of the text and by using the counseling services, girls will have access to more information about possible career and life choices. These, combined with the increased awareness of teachers and head teachers of the damage to young women of unwanted, early pregnancies, may contribute to young women completing more years of schooling.

On the implementation side of this project, women play major roles in the Ministry of Education as instructional leaders, administrators at the school level and classroom teachers. A large proportion of primary teachers -- 76.8%-- are women. More than half the primary school headmasters are females. Therefore, a majority of direct beneficiaries will be female, further consolidating gains women have made in improving their status through formal education.

This modification will help ensure that the CA Unit which is headed by a woman and whose staff is predominately female will have the skills and expertise to manage the implementation of CA throughout the primary grades. In addition, INSET, which is also led by a woman, will receive additional training in training design and delivery.

In keeping with USAID/Swaziland's goal to promote FSNs to project management positions, the current EPMT project manager has been given an opportunity to expand her skills and expertise through this position.

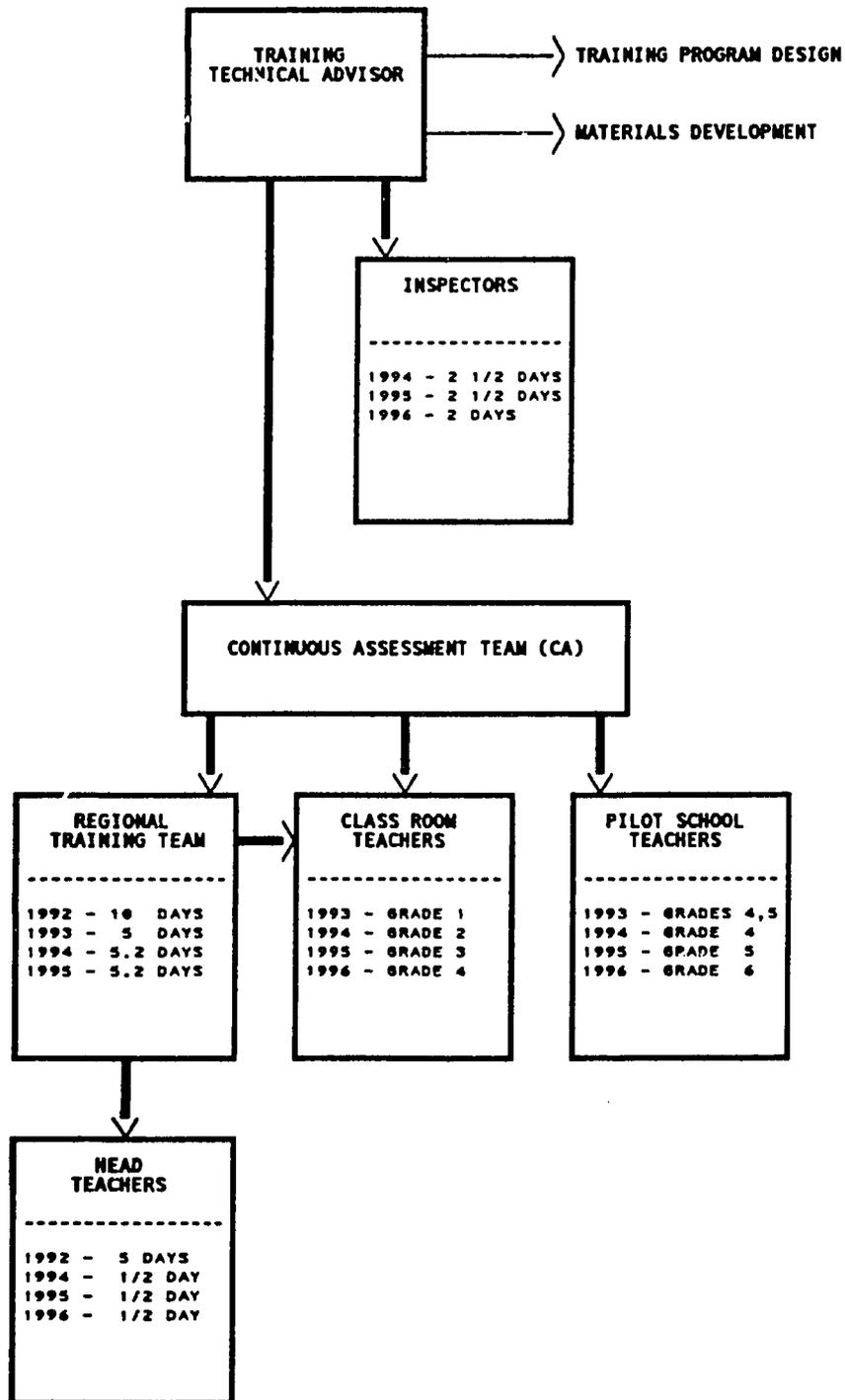
Note: The male/female data used above is generated from the project's Management Information System which disaggregates by gender Swaziland's student, teacher and administrative data. In addition, the project's training participant data are also disaggregated by gender.

D. Environmental Considerations

A Categorical Exclusion for the project was approved on October 12, 1989. As activities under the extension are the same type of activities as those under which the Categorical Exclusion was granted, no additional environmental review is required.

IX. Project Paper Modification Annexes

CA TRAINING FLOW CHART



Annex B.

Revised Illustrative Project Implementation Schedule

Year	Month	Activity	Responsibility
1994	June	PIO/T to amend contract to revise and reduce budget from \$6,959,693 to \$6,645,864 signed Project Agreement amended and signed Training Advisor for the Continuous Assessment in place	USAID USAID/GOS Contractor
1994	July	Purchase 2 vehicles	USAID
1994	Sept.	Annual workplan submitted	Contractor
1996	July	Final Impact evaluation conducted (external) Conduct audit for project (AID/W)	USAID USAID
1996	Aug	Submit end of project report	Contractor
1996	Sept	Prepare PACR	USAID

HEAD TEACHER MANAGEMENT TRAINING COMPONENT

Year	Month	Activity	Responsibility
1994	June	Hold follow-up workshops for trained head teachers.	RTTs
1994	July	Hold follow-up workshops for trained head teachers. Hold TOT for Cycle IV Hold Cycle III graduation.	RTTs RTTs INSET

1994	August	<p>Hold follow-up workshops for trained head teachers.</p> <p>Hold trainers' planning session.</p> <p>Print training manuals for Cycle IV.</p>	<p>RTTs</p> <p>INSET, US Training Tech. Advisor</p> <p>Contractor</p>
1994	Sept	Hold Cycle IV Money Management training for secondary head teachers.	RTTs
1994	Oct	<p>Remediate and re-test unsuccessful head teachers from previous cycles.</p> <p>Hold follow-up workshops for trained head teachers.</p>	<p>RTTs</p> <p>RTTs</p>
1994	Dec	Print remaining training manuals for Cycle IV.	RTTs
1995	Jan	Hold trainers' planning session.	INSET
1995	Feb	<p>Hold follow-up workshops for trained head teachers.</p> <p>Hold Cycle IV Personnel Management training for secondary head teachers.</p>	<p>RTTs</p> <p>RTTs</p>
1995	March	<p>Hold follow-up workshops for trained head teachers.</p> <p>Remediate and re-test unsuccessful head teachers from previous cycles.</p>	<p>RTTs</p> <p>INSET</p>
1995	April	<p>Hold follow-up workshops for trained head teachers.</p> <p>Hold trainers' planning session.</p>	<p>RTTs</p> <p>INSET</p>
1995	May	Hold Cycle IV Organizational Management and Instructional Leadership training for secondary head teachers.	RTTs
1995	June	Hold follow-up workshops for trained head teachers.	RTTs

1995	July	<p>Hold follow-up workshops for trained head teachers.</p> <p>Hold Cycle IV graduation.</p> <p>Prepare final recommendation on Head Teacher Management Training.</p>	<p>RTTs</p> <p>INSET</p> <p>INSET</p>
1995	Aug	<p>Hold follow-up workshops for trained head teachers.</p> <p>Complete transfer of on-going head teacher training responsibilities to INSET.</p>	<p>RTTs</p> <p>Contractor</p>
1995 - 1996	Sept - Aug	<p>Provide on-going advisory support as necessary to assist INSET in sustaining a continuing head teacher management training program.</p>	<p>Contractor</p>

MANAGEMENT INFORMATION SYSTEMS COMPONENT

Year	Month	Activity	Responsibility
1994	June	Transfer skills and responsibilities to MOE MIS Specialist.	MIS Specialist
		Hold "Understanding Information" seminar.	MIS Specialist, MOE Counterpart
		Deliver bimonthly report on one critical issue to senior MOE management.	MIS Specialist
		Begin development of new mechanisms for improving MIS access and ease of use.	MOE Counterpart, MIS Specialist
		Prepare special MIS reports as requested.	MOE Counterpart, MIS Specialist
1994	July	Provide a technical support and training to other MOE offices as needed.	MOE Counterpart, MIS Specialist
		Transfer skills and responsibilities to MOE MIS Specialist.	MIS Specialist
		Evaluate and modify procedures for acquiring and managing MIS data.	MIS Specialist, MOE Counterpart
		Prepare special MIS reports as requested.	MIS Specialist, MOE Counterpart
		Provide technical support and training to other MOE offices as needed.	MIS Specialist MOE Counterpart

1994	Aug	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Evaluate and modify procedures for acquiring and managing MIS data.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p> <p>Supervise entry of annual CSO survey data.</p>	<p>MIS Specialist</p> <p>MIS Specialist</p> <p>MIS Specialist MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist MOE Counterpart</p> <p>MOE Counterpart</p>
1994	Sept	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Hold "Understanding Information" seminar.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MOE Counterpart, MIS Specialist</p> <p>MOE Counterpart MIS Specialist</p>

1994	Oct	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Continue modifying procedures for acquiring and managing MIS data.</p> <p>Hold "Understanding Information" seminar.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MOE Counterpart MIS Specialist</p> <p>MOE Counterpart MIS Specialist</p> <p>MIS Specialist MOE Counterpart</p>
1994	Nov	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Implement revised procedures for acquiring and managing MIS data.</p> <p>Hold "Understanding Information" seminar.</p> <p>Update Schools Profiles program and train regional staff in its use (1994 data).</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist MOE Counterpart</p>

1994	Dec	<p>Transfer skills and responsibilities to MOE MIS Specialist</p> <p>Evaluate and modify procedures for acquiring and managing MIS data Hand over remaining responsibilities to MOE MIS Specialist.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p> <p>Supervise entry of CA Grades 1-2 baseline and end-of-year test data.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MOE Counterpart</p>
1995	Jan	<p>Develop Phase III training program for MOE MIS Specialist.</p> <p>Plan systematic handover of additional responsibilities to MOE MIS Specialist.</p> <p>Evaluate and modify procedures for acquiring and managing MIS data.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist</p> <p>MIS Specialist MOE Counterpart</p> <p>MOE Counterpart, MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p>

1995	Feb	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Hold "Understanding Information" seminar.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p> <p>Deliver annual survey form to Central Statistical Office.</p>	<p>MIS Specialist</p> <p>MOE Counterpart</p> <p>MOE Counterpart, MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>
1995	March	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Hold "Understanding Information" seminar.</p> <p>Update Schools Profiles program and train regional staff in its use (1993 data).</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p> <p>Review CA Grades 1-2 baseline and end-of-year test data.</p>	<p>MIS Specialist</p> <p>MOE Counterpart</p> <p>MIS Specialist MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>

1995	April	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Hold "Understanding Information" seminar.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Continue implementation of mechanisms for improving MIS access and ease of use.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>
1995	May	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Hold "Understanding Information" seminar.</p> <p>Continue implementation of mechanisms for improving MIS access and ease of use.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>

1995	June	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Evaluate and modify procedures for acquiring and managing MIS data.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>
1995	July	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Evaluate and modify procedures for acquiring and managing MIS data.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>
1995	Aug	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Evaluate and modify procedures for acquiring and managing MIS data.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>

1995	Sept	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Hold "Understanding Information" seminar.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>
1995	Oct	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Continue modifying procedures for acquiring and managing MIS data.</p> <p>Hold "Understanding Information" seminar.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p>

1995	Nov	<p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Implement revised procedures for acquiring and managing MIS data.</p> <p>Hold "Understanding Information" seminar.</p> <p>Update Schools Profiles program and train regional staff in its use (1994 data).</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>
1995	Dec	<p>Hand over remaining responsibilities to MOE MIS Specialist.</p>	<p>MIS Specialist</p>
1995	Jan - July	<p>Provide on-going advisory support as necessary to assist MOE in sustaining a continuing Management Information System.</p> <p>Transfer skills and responsibilities to MOE MIS Specialist.</p> <p>Deliver bimonthly report on one critical issue to senior MOE management.</p> <p>Evaluate and modify procedures for acquiring and managing MIS data.</p> <p>Prepare special MIS reports as requested.</p> <p>Provide technical support and training to other MOE offices as needed.</p>	<p>MIS Specialist</p> <p>MIS Specialist</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p> <p>MIS Specialist, MOE Counterpart</p>
1996	Aug	<p>Prepare final MIS recommendations.</p>	<p>MIS Specialist</p>

ORGANIZATIONAL DEVELOPMENT COMPONENT

Year	Month	Activity	Responsibility
1994	June	Prepare follow-up plans from national education symposium.	Organizational Development Technical Advisor
		Continue developing policy support tools and training staff in their use.	Organizational Development Technical Advisor
		Assist senior MOE staff in using modelling and other decision support tools for policy development.	Organizational Development Technical Advisor
		Encourage central and regional staff to make better use of the MIS in their planning work.	Organizational Development Technical Advisor
		Manage research activities.	Organizational Development Technical Advisor
1994	July	Complete follow-up plans from national education symposium.	Organizational Development Technical Advisor
		Continue developing policy support tools and training staff in their use.	Organizational Development Technical Advisor
		Assist senior MOE staff in using modelling and other decision support tools for policy development.	Organizational Development Technical Advisor
		Encourage central and regional staff to make better use of the MIS in their planning work.	Organizational Development Technical Advisor
		Manage research activities.	Organizational Development Technical Advisor

1994	August	<p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p> <p>Organizational Development Technical Advisor</p> <p>Organizational Development Technical Advisor</p> <p>Organizational Development Technical Advisor</p>
1994	Sept	<p>Support preparation of the 1995-96 budget.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>

1994	Oct	<p>Support preparation of the 1995-96 budget.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>
1994	Nov	<p>Support preparation of the 1995-96 budget.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>

1994	Dec	<p>Complete support to preparation of the 1995-96 budget.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Review annual research activities.</p>	<p>Organizational Development Technical Advisor</p>
1995	Jan	<p>Support new national dialogue initiatives based on previous workshops and policy support activities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Plan annual research activities.</p>	<p>Organizational Development Technical Advisor</p>

1995	Feb	<p>Support new national dialogue initiatives based on previous workshops and policy support activities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>
1995	March	<p>Support new national dialogue initiatives based on previous workshops and policy support activities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>

1995	April	<p>Support new national dialogue initiatives based on previous workshops and policy support activities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>
1995	May	<p>Examine ways of strengthening and sustaining MOE planning capabilities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>

1995	June	<p>Examine ways of strengthening and sustaining MOE planning capabilities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>
1995	July	<p>Examine ways of strengthening and sustaining MOE planning capabilities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>

1995	August	<p>Examine ways of strengthening and sustaining MOE planning capabilities.</p> <p>Continue developing policy support tools and training staff in their use.</p> <p>Assist senior MOE staff in using modelling and other decision support tools for policy development.</p> <p>Encourage central and regional staff to make better use of the MIS in their planning work.</p> <p>Manage research activities.</p>	<p>Organizational Development Technical Advisor</p>
1995	Sept - Oct	Provide on-going advisory support as necessary to assist MOE organizational development efforts.	Organizational Development Technical Advisor
1995	Nov	<p>Support preparation of the 1995-96 budget.</p> <p>Monitor use of decision support tools and progress towards sustaining improvements in MOE planning capabilities.</p> <p>Assess annual research activities.</p>	<p>Organizational Development Technical Advisor</p> <p>Organizational Development Technical Advisor</p> <p>Organizational Development Technical Advisor</p>
1995 - 1996	Dec - June	Provide on-going advisory support as necessary to assist MOE organizational development efforts.	Organizational Development Technical Advisor
1996	June	Prepare final OD recommendations for MOE.	Organizational Development Technical Advisor

1996	July - August	Provide on-going advisory support as necessary to assist MOE organizational development efforts.	Organizational Development Technical Advisor
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CONTINUOUS ASSESSMENT COMPONENT

Year	Month	Activity	Responsibility
1994	June	<p>Hold zonal CA follow-up training for Grades 1-2.</p> <p>Print CA materials for Grades 1-2, Term 2.</p> <p>Train CA staff on remedial materials preparation for Gr.3.</p> <p>Hold feedback seminar for Gr.4 pilot teachers.</p> <p>Hold subject panel seminar</p>	<p>RTTs</p> <p>CA Unit</p> <p>US Materials Development Specialist</p> <p>CA Unit</p> <p>CA Unit</p>
1994	July	<p>Hold zonal CA follow-up training for Grades 1-2.</p> <p>Distribute CA materials for Grades 1-2, Term 2.</p> <p>Meet with UNISWA and TTCs on pre-service CA teacher training.</p>	<p>RTTs</p> <p>CA Unit, REOs</p> <p>CA Unit</p>
1994	Aug	<p>Hold zonal CA follow-up training for Grades 1-2.</p> <p>Complete pilot testing of Gr.4 CA materials.</p> <p>Complete development and testing of Gr.5 prototype materials.</p> <p>Begin planning Gr.3 teacher training workshop.</p> <p>Complete initial training of new CA staff.</p> <p>Second CA Masters candidate departs for U.S.</p>	<p>RTTs</p> <p>CA Unit, Pilot school teachers</p> <p>CA Unit</p> <p>CA Unit, US Training Technical Advisor</p> <p>US Training Technical Advisor</p> <p>Contractor</p>

1994	Sept	<p>Hold zonal CA follow-up training for Grades 1-2.</p> <p>Begin development of Gr.5 pilot materials.</p> <p>Hold one-day CA seminar for subject panels.</p> <p>Hold 2 day workshop for Inspectors</p>	<p>(If needed) RTTs</p> <p>CA Unit</p> <p>CA Unit</p> <p>TTA, CA Unit</p>
1994	Oct	<p>Hold zonal CA follow-up training for Grades 1-2.</p> <p>Print CA materials for Grades 1-2, Term 3.</p> <p>Retrain regional training teams.</p> <p>Begin work finalizing Grade 6 objectives.</p> <p>Train inspectors.</p>	<p>(If needed) RTTs</p> <p>CA Unit</p> <p>CA Unit, US Training Tech. Advisor</p> <p>CA Unit</p> <p>CA Unit, US Training Tech. Advisor</p>
1994	Nov	<p>Distribute CA materials for Grades 1-2, Term 3.</p> <p>Establish baseline data for Grade 3.</p> <p>Pilot test Gr.5, Term 3 materials.</p> <p>Complete finalizing Grade 6 objectives.</p>	<p>CA Unit, REOs</p> <p>CA Unit, RTTs</p> <p>CA Unit, Pilot school teachers</p> <p>CA Unit</p>
1994	Dec	<p>Complete CA testing (Grades 1-2).</p> <p>Complete plans for Gr.3 teacher training workshop.</p> <p>Complete development of Grade 5 pilot materials.</p>	<p>Teachers, CA Unit, MIS</p> <p>CA Unit, US Training Tech. Advisor</p> <p>CA Unit</p>

1995	Jan	<p>Provide initial training to Grade 3 teachers on CA.</p> <p>Retrain head teachers on CA.</p> <p>Continue Grades 1-2 CA program.</p> <p>Begin development and testing of Gr.6 prototype materials.</p> <p>Train pilot school teachers, Gr.5.</p>	<p>CA Unit, RTTs</p> <p>RTTs</p> <p>Teachers, head teachers</p> <p>CA Unit</p> <p>CA Unit</p>
1995	Feb	<p>Hold zonal CA follow-up training for Gr.3.</p> <p>Print CA materials for Grades 1-3, Term 1.</p> <p>Hold zonal follow-up for Grades 1-2.</p>	<p>RTTs</p> <p>CA Unit</p> <p>RTTs, CA Unit, US Training Tech. Advisor.</p>
1995	March	<p>Inaugurate Gr.3 CA program.</p> <p>Distribute CA materials for Grades 1-3, Term 1.</p> <p>Train Gr.5 Pilot teachers.</p> <p>Hold zonal CA follow-up training for Grade 3.</p>	<p>Teachers, head teachers</p> <p>CA Unit, REOs</p> <p>CA Unit</p> <p>RTTs</p>
1995	April	<p>Hold zonal CA follow-up training for Grade 3.</p> <p>Begin pilot testing Grade 5 CA materials.</p> <p>Train inspectors.</p>	<p>RTTs</p> <p>CA Unit</p> <p>CA Unit, U.S. Training Tech. Advisor</p>
1995	May	<p>Hold zonal CA follow-up training for Grade 3.</p> <p>Complete development of Grade remedial materials.</p>	<p>RTTs</p> <p>CA Unit</p>

1995	June	<p>Hold zonal CA follow-up training for Gr.3.</p> <p>Print CA materials for Grades 1-3, Term 2.</p> <p>Train CA staff on remedial materials preparation for Grade 4.</p> <p>Hold feedback seminar for Grade 5 pilot teachers.</p> <p>Hold subject panel seminar</p> <p>Hold zonal CA follow-up training for Grades 1-2.</p>	<p>RTTs</p> <p>CA Unit</p> <p>US Materials development specialist</p> <p>CA Unit</p> <p>CA Unit</p> <p>RTTs</p>
1995	July	<p>Hold zonal CA follow-up training for Gr.3.</p> <p>Distribute CA materials for Grades 1-3, Term 2.</p> <p>Meet with UNISWA and TFCs on pre-service CA teacher training.</p> <p>First CA Masters candidate returns.</p>	<p>RTTs</p> <p>CA Unit, REOs</p> <p>CA Unit, US Training Tech. Advisor</p>
1995	Aug	<p>BREAK</p> <p>Hold zonal CA follow-up training for Grade 3.</p> <p>Begin planning Gr.4 teacher training workshop.</p> <p>SCHOOL</p> <p>Complete development and testing of Gr.6 prototype materials.</p> <p>Begin planning Gr.4 teacher training workshop.</p>	<p>RTTs</p> <p>CA Unit, Pilot school teachers</p> <p>CA Unit</p> <p>CA Unit, US Training Tech. Advisor</p>
1995	Sept	<p>Hold zonal CA follow-up training for Gr.3.</p> <p>Begin development of Gr.6 pilot materials.</p> <p>Hold one-day CA seminar for subject panels.</p>	<p>RTTs</p> <p>CA Unit</p> <p>CA Unit</p>

1995	Oct	<p>Hold zonal CA follow-up training for Grade 1 and 2.</p> <p>Print CA materials for Grades 1-3, Term 3.</p> <p>Retrain regional training teams.</p> <p>Begin work finalizing Gr.7 objectives.</p>	<p>RTTs</p> <p>CA Unit</p> <p>CA Unit, US Training Tech. Advisor</p> <p>CA Unit</p>
1995	Nov	<p>Distribute CA materials for Grades 1-3, Term 3.</p> <p>Establish baseline data for Grade 4.</p> <p>Pilot test Gr.6, Term 3 materials.</p> <p>Complete finalizing Gr.7 objectives.</p>	<p>CA Unit, REOs</p> <p>CA Unit, teachers, MIS</p> <p>CA Unit, pilot school teachers</p> <p>CA Unit</p>
1995	Dec	<p>BREAK</p> <p>Complete CA testing (Grades 1-3).</p> <p>Complete plans for Gr.4 teacher training workshop.</p> <p>Complete development of Gr.6 pilot materials.</p>	<p>CA Unit, teachers, MIS</p> <p>CA Unit, US Training Tech. Advisor</p> <p>CA Unit</p>
1996	Jan	<p>Provide initial training to Gr.4 teachers on CA.</p> <p>Retrain head teachers on CA.</p> <p>Continue Grades 1-3 CA program.</p> <p>Begin development and testing of Gr.7 prototype materials.</p>	<p>RTTs</p> <p>RTTs</p> <p>Teachers</p> <p>CA Unit</p>

1996	Feb	Hold zonal CA follow-up training for Gr.4. Print CA materials for Grades 1-4, Term 1.	RTTs CA Unit
1996	March	Inaugurate Gr.4 CA program. Distribute CA materials for Grades 1-4, Term 1. Train Gr.6 pilot teachers. Hold zonal CA follow-up training for Gr.4.	Teachers, head teachers CA Unit, REOs CA Unit RTTs
1996	April	Hold zonal CA follow-up training for Gr.4. Begin pilot testing Gr.6 CA materials. Train inspectors.	RTTs Pilot school teachers CA Unit
1996	May	Hold zonal CA follow-up training for Gr.4. Complete development of Gr.4 remedial materials.	RTTs CA Unit
1996	June	Hold zonal CA follow-up training for Gr.4. Print CA materials for Grades 1-4, Term 2. Hold feedback seminar for Gr.6 pilot teachers. Hold zonal CA follow-up training for Gr.3.	RTTs CA Unit CA Unit RTTs
1996	July	Hold zonal CA follow-up training for Grade 1,2,3. Distribute CA materials for Grades 1-4, Term 2. Meet with UNISWA and TTCs on pre-service CA teacher training. Second CA masters candidate returns.	RTTs CA Unit, REOs CA Unit Contractor

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1996	Aug	Prepare final recommendations for future CA development.	CA Unit
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UPDATED LOGICAL FRAMEWORK

FOR

EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY ORIGINAL PROJECT PAPER (MAY 1994)

NARRATIVE SUMMARY			
GOAL	MEASURES OF ACHIEVEMENT	MEANS OF VERIFICATION	ASSUMPTION
<p>To establish an efficient and high quality human resources base for sustainable development and economic growth in Swaziland.</p>	<p>Increases in gross domestic product (GDP) attributed to quantitative improvements in the work force.</p>	<p>GOS economic indicators and workforce statistics.</p>	<p>a) Increasing the educational profile of the workforce will contribute to economic growth.</p> <p>b) GOS human resources development objectives evidence a commitment to a growth oriented development strategy.</p> <p>c) How training and job opportunities will influence social demand for education.</p> <p>d) GOS is receptive to training and institutional changes which foster increased efficiency and strengthened linkages between educational institutions and employers.</p>

PURPOSE	END OF PROJECT STATUS (EOPS)	MEANS OF VERIFICATION	ASSUMPTIONS
<p>To improve the quality and efficiency of basic education.</p>	<p>1. Number of students graduating on time from Grade 3 increased from the 1989 base figure of 462 per 1,000 Grade 1 student entrants.</p> <p>2. All Grade 1-4 teachers are applying CA to teaching Math and English and have the skills and understanding to apply CA to other subjects.</p> <p>3. There is 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.</p> <p>4. Head teachers have skills and understanding to manage their schools effectively.</p>	<p>MIS data</p> <p>School surveys Inspector's reports Project Evaluation</p> <p>MOE records and project evaluation</p> <p>MOE records and project evaluation</p>	<p>Effective use of CA will lead to higher achievement by student.</p> <p>Parents will understand value of CA and encourage its use and expansion by MOE.</p> <p>MOE workforce will be sufficiently stable to monitor core support for new methods.</p> <p>MOE provides adequate personnel to train and manage INSET.</p>

	END OF PROJECT STATUS (EOPS)	MEANS OF VERIFICATION	ASSUMPTIONS
	<p>5. MOE using empirically generated data to make policy and planning decisions:</p> <p>6. Increased awareness among students of career choices and resources for identifying employment options.</p>	<p>Project evaluations Planning Unit reports</p> <p>MOE records</p>	<p>MOE provides and maintains equipment and personnel.</p> <p>MIS systems are established. MOE will make more timely decisions and actions, there will be better managed schools, and teachers will spend more time on learning tasks with their students.</p> <p>Personnel, organizational units within MOE will provide reliable data for system.</p> <p>MOE publishes textbook, adequate personnel appointed.</p>

OUTPUTS	OBJECTIVE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>1. All head teachers trained in effective school management.</p> <p>2. CA system developed for Math and English (Grades 1-4).</p> <p>3. Sustainable CA program implemented nationally.</p> <p>4. New methods established for policy analysis, formulation and implementation based on empirically generated information and research.</p> <p>5. Primary guidance programs established.</p>	<p>Primary and secondary head teachers complete 120 hours of school management courses.</p> <p>CA test materials, remedial/enrichment materials developed, staff in place and trained.</p> <p>CA training offered to all teachers and familiarization with CA requirements offered to all head teachers.</p> <p>MIS, basic hardware and software and institutional capacity to operate and maintain information systems.</p> <p>Career planning and guidance instruction materials developed for Grade 7 students.</p>	<p>Training records, project evaluations.</p> <p>MOE records and project evaluation.</p> <p>MOE systematic program of site visits.</p> <p>MIS reports, project evaluation.</p> <p>MOE records.</p>	<p>MOE provides adequate personnel. At least 60% of head teachers will attend training offered.</p> <p>MOE provides adequate personnel to implement CA.</p> <p>At least 60% of teachers will attend courses provided and apply skills learned. At least 50% of head teachers will attend orientation sessions.</p> <p>Hardware will be maintained and personnel will be in place.</p> <p>MOE planners are willing to use available MIS data for policy formulation.</p> <p>MOE publishes textbook, adequate personnel appointed.</p>

USAID INPUTS	IMPLEMENTATION TARGET	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Technical Assistance * Long Term TA</p> <p>* Short Term TA</p> <p>Training * (U.S. based)</p>	<p>6 yrs. Chief-of-Party 3 yrs. MIS Specialist 2 yrs. Head Teacher Mgmt Trng Specialist 3 yrs. CA Materials Specialist 2 yrs. Guidance Spec. 2 yrs. Training Advisor 2.5 yrs. OD Specialist</p> <p>55 person months including - trainers - management consultants - planning advisors - guidance/assessment advisors</p> <p>9 person years: - 2 MAs career guidance - 1 MAs educational admin. - 2 MAs Testing/Evaluation - 1 MA Curriculum Development/Instruction. - 4 interns in testing</p>	<p>Project records</p> <p>Project records</p> <p>Project records</p>	<p>USAID, GOS and Peace Corps provide required resources</p> <p>USAID provide required resources</p> <p>Qualified Swazi trainees can be identified</p>

USAID INPUTS	IMPLEMENTATION TARGET	MEANS OF VERIFICATION	ASSUMPTIONS
<p>* (In-country)</p> <p>Equipment, Commodities and Materials</p> <p>Vehicles</p> <p>Evaluations and Audits</p>	<p>- 1750 head teachers and committee members - 5000 classroom teachers</p> <p>Computers, reference materials, teaching aids, office supplies.</p> <p>2 Sedans, 4 Bakkies (2 with canopies).</p> <p>Mid-term evaluation, final evaluation.</p>	<p>Project records course attendance records</p> <p>Expenditure accounts</p> <p>Projects records</p> <p>Evaluation reports</p>	<p>CA is understood and delivered by teachers</p> <p>Needed supplies and equipment available</p> <p>MOE systematic program of site visits</p> <p>Project implementation on track</p>

GOS OUTPUTS	IMPLEMENTATION TARGET	MEANS OF VERIFICATION	ASSUMPTIONS
Personnel:	* Senior Management: 2 counterparts in ETGPS, Planning and In-Service Unit, * Peace Corps Volunteers: living allowances. 2 Counterparts for head teacher training, 1 English specialist at NCC.	MOE records	Counterparts will be available
Training	Participants' salaries In-country trainees' salaries	Project records of participants	Participants will be identified
In-country facilities: Offices	3 Offices in MOE 4 Offices in Regional Centers	Site Visits	Availability of offices
Housing and Furnishings	2 Houses in Mbabane 1 House in Manzini 2 Volunteer Houses	Site visits	Availability of houses
Travel	Participants' international airfare	Project records	Availability of funds

ANNEX D. Updated Economic and Financial Analysis

Most people considering the issue, would intuitively accept the strong and positive correlation between education and economic development. The accumulation of skills through schooling, referred to as human capital in economic literature, enhances the individual's ability to receive and process information. This leads in turn, to greater productive and adaptive capacity. A more productive labor force can achieve higher economic growth. In addition, there are other beneficial externalities in social welfare. Specifically, education facilitates achievements in family planning, child survival, general health and nutrition. Educated parents are better able to care for their families. About 17 per cent of the economic growth achieved in Africa¹ can be attributed to education. Technology diffusion has also been found to be linked to education.

Since the attainment of independence in 1968, Swaziland has devoted a large share of its resources to education. About 25-30 per cent of government's expenditure, almost twice the average for Africa, goes to the sector. This is about 6 per cent of GDP, well over Sub Saharan Africa's average of 5 per cent. On the other hand, the efficiency of resource use has been low. The consensus view is that much more can and should be done especially in view of the fact that not much more support in terms of the share of fiscal resources can be expected in the near future. The Education Policy, Management and Technology Project (EPMT) will continue to focus on increasing that efficiency. By refocussing on introducing Continuous Assessment in four rather than seven grades, the project will ensure that the personnel involved will have acquired the necessary knowledge and experience for sustainability. This will ensure that the economic benefits of an improved educational system will continue to accrue. There are two crucial issues to consider for sustainability. First, whether Government can continue to finance education at least at current levels. Second, whether personnel in the Ministry of Education will be in a position to continue implementing and using the project outputs to increase system efficiency once the project is ended.

The Macroeconomic Background

Swaziland's economy is closely integrated with that of South Africa. It is in a de facto currency union, its currency, the

¹ Psacharopoulos, G "Education and Development: A Review" Research Observer 3(1) pg 99-116

² Easterlin, R.A. (ed) "Population and Economic Change in developing Countries" University of Chicago Press, Chicago

emalangenzi is at par with the South African rand which is used interchangeably in the economy. As long as Swaziland wants to maintain its currency on par with the rand, none of its major economic policy indicators can significantly diverge from South Africa's.

The macroeconomic performance has been quite good, averaging 8.6 per cent in real terms over 1987-1991. However the trend has been negative, as is shown in table 1. The highest growth rates were achieved in 1987 and 1988, 16.7 and 10 per cent. Since then growth rates have declined, culminating in 1992 with a negative 2.6 per cent as a result of drought which affected all of Southern Africa. The downward trend was probably driven by the apartheid induced, disinvestment from South Africa. As political and economic conditions improve in South Africa one expects a beneficial impact on the Swazi economy.

Not unexpectedly, as economic performance declined, the fiscal situation deteriorated, moving from surplus to deficit. From a surplus high of 7 per cent of GDP in 1990, the 1993/94 fiscal year is expected to end with a 6.4 per cent deficit. Interest Rates are positive in real terms even though inflation continues to be in double digits, averaging 12.5 per cent for 1988-1993. Nominal GDP per capita is estimated at about US\$1080 or about E3700 for 1993. GDP for 1993 is estimated at about E3157 million. The population is currently estimated to be about 860,000 and growing at a rate between 3.2-3.7 per cent per annum.

Table 1 Swaziland: Basic Economic Data

YEAR	Change in Real GDP	Surplus/ Deficit %GDP	Nominal GDP E millions	Inflation ΔCPI p.a. %	Prime Lending Rate
1987	16.9	2.2	1210.5	0.4	12
1988	10.0	4.0	1568.2	17.8	18
1989	3.5	5.1	1817.0	11.9	21
1990	8.8	7.1	2203.8	11.5	21
1991	3.8	4.7	2569.3	12.3	25
1992	-2.6	-2.8	2732.6	9.2	17.25
1993*	2.5*	-6.4*	3156.6*	12.7*	16.25*

Based on IMF and Government Data

* Estimates

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Table 2 Sectoral Shares of GDP and Employment 1990

Sector	% Share	Sector	Employees	% Share
Agriculture	14	Public	67,763	61
Manufacturing	40	Private	27,398	25
Government	16	Informal	15,063	14
Other	30	Total	110,224	100

Based on Government Statistics

Table 2 gives data for 1990 as a typical example of the sectoral shares of GDP and employment. The most important sector in terms of its share of GDP is manufacturing which contributes about 40 per cent. Next in importance is the Public sector, representing 16 per cent. Agriculture is third, contributing 14 per cent. In fact, agriculture is more important than its share would suggest. About 70 per cent of the population depend on agricultural related activities for their livelihood. The value of merchandise exports are 65 per cent of GDP and agricultural products represent some 65 per cent of total merchandise exports. Sugar is the main export with a 31 per cent share. Wood pulp and wood products account for 15 per cent and edible concentrates have a 21 per cent share of exports. Important agricultural products include sugar, maize, cotton, citrus, pineapples, rice, sorghum, ground nuts and jujube beans.

Table 2 also includes a breakdown of employment in Swaziland. It shows that while Government only represents 16 per cent of GDP, it is the source of employment for 61 per cent of the employed workforce. The private sector is a distant second with 25 per cent. The informal sector provides employment for the remaining 14 per cent. This highlights a crucial fact with respect to the workforce, employment and education. The educational system must prepare potential labor force entrants with the skills necessary to find employment in the private sector or to create employment opportunities for themselves. With an anticipated tightening of the funds available for education it would be crucial for the education system to reorient itself by making use of its efficiency gains. The various elements of the EPMT project have been designed to assist the system in becoming more efficient.

Fiscal Revenues and Expenditures

Table 3 gives a breakdown of the sources of revenue and recurrent expenditure for 1991. It is fairly typical. The most important source of revenue is the shares of revenues from the Customs Union which comprises Botswana, Lesotho, South Africa,

and Swaziland. Swaziland's share of receipts has been between 17 and 23 per cent. SACU receipts made up about 45 per cent of total revenue. Next in terms of importance is income taxes. Taxes are derived on all income originating in Swaziland and accounted for 33 per cent. Other trade taxes made up 14 per cent of revenue in 1991 and other non tax revenue, 10 per cent. From the latest budget estimates³, SACU receipts are expected to provide about 47 per cent of anticipated revenue. Company taxes will provide about 20 per cent and there will not be any personal income tax increases. Efforts to increase compliance will be implemented as tax evasion represents a serious leakage of revenues from income and sales taxes. Measures to strengthen compliance at the borders have also been taken. In the longer term consideration will be given to using a value added tax instead of the sales tax. The bottom line is that the Government is fully aware of the revenue pressures and is taking measures to ensure that the optimal amount is collected. The implication for education is that at best, it can be expected to maintain its budget share.

On the expenditure side, education accounts for 25 per cent of recurrent expenditure. Other social spending takes 30 per cent of recurrent expenditures. Defense and public order account for 15 per cent while 30 per cent is spent in other areas such as agriculture, transport and communications. Personnel costs represent about 53 per cent of current expenditure. Capital expenditures were about 28 per cent of the total budget. A number of ways were mentioned in the budget speech⁴ as means to reduce pressure on current expenditures. First, government salaries will not be maintained in line with changes in the cost of living. This means that recurrent expenditures for salaries will not increase by as much as inflation each fiscal year. Second, the Government intends to implement privatization of some services currently performed by the public sector⁵. Finally, the finance minister has recommended that a more stringent approach be taken in management of public finances. This will require some institutional strengthening.

³ Budget Speech of Mr I.S. Shabangu, Finance Minister, Government of Swaziland as reported in Times of Swaziland. March 18, 1994 issue - Special Pullout Section.

⁴ Ibid

⁵ As recommended in the Swaziland Public Expenditure Review, World Bank, July 1993.

Table 4 Sources and Uses of Government Revenue 1991

Revenue Sources	% Share	Expenditure Sectors	% Share
SACU Receipts	45	Education	25
Income Taxes	33	Social Services	30
Other Trade Taxes	14	Defence	15
Non Tax Revenue	8	Other	30
To- tal	100	Total	100

* Based on Government Statistics

Efficiency in Education

There is virtual consensus that the returns to education, both private and social, are positive and high. The private return to education is the difference in earnings of workers with different levels of education after adjusting for other differences and the private costs of education. The social return is the difference between earnings and the total resource costs of education. The social return to education in Africa⁶ is 26, 17 and 13 per cent for primary, secondary and tertiary education. The private returns are 45, 26, 32 per cent. In both cases the returns to primary education are highest even though private returns are higher than the social returns. This fact is often taken as reason to suggest that there is room for higher cost recovery at all levels especially at the tertiary.

The point has been made that the educational system's

⁶ "The Economic and Social Impacts of Girls' Primary Education in Developing Countries" Prepared for USAID by M. Floro and J.M. Wolf of Creative Associates International Inc, Wash. D.C. December 1990 under the Advancing Basic Education and Literacy (ABEL) Project.

efficiency leaves much room for improvement. Currently, the efficiency measure of the time taken on average to complete the seven year primary education cycle is 1.8 or that it takes about 12 years. In cost terms, it is 80 per cent more expensive to give a child a primary education in Swaziland than it ought to be. Table 5 gives some relevant data on the situation in primary schools.

Table 5 Primary School Repeaters and Drop Outs 1992

Grades	% Repeaters	% Restarters	% Drop Outs
I	20.4	0.7	6.1
II	16.4	0.9	3.9
III	17.3	0.7	7.0
IV	15.6	0.7	4.5
V	14.0	0.7	6.4
VI	12.1	0.7	5.3
VII	10.6	0.6	6.9
Average	15.2	0.7	5.6
Total Boys 91,174	17.0	1.0	na
Total Girls 89,111	13.0	1.0	na

* Education Statistics 1992, Central Statistics Office, Mbabane

Repeaters average 15.2 per cent of each class. Drop outs average 5.6 per cent. Primary education receives about 35 per cent of the education budget of which more than 95 per cent goes to pay teacher salaries. The pupil teacher ratio is 33:1 in primary schools and is 19:1 in secondary schools. On a classroom basis the relevant ratios are 39:1 and 28:1. Contact hours for teachers are 21 and 17 in primary and secondary schools. These numbers suggest that much can be gained in terms of efficiency in the use of teaching resources without negatively impacting the quality of instruction. For example, by making 25 contact hours per teacher mandatory, the primary school system can serve 29,073 or 16 per cent more students. The secondary schools would be able to serve 16,435 or 32 per cent more students. Total primary

repeaters amounted to 27,696 in 1992. Thus if repeat rates were to fall to zero, the system could accommodate as many new students in principle. The same applies to the 7,625 students in grade VII and the 5,116 repeaters in secondary schools.

It costs approximately E500 annually per primary pupil and approximately E1600 per secondary student. Repeaters cost about 19 and 14 per cent of the primary and secondary budgets. Thus, if implementation of the various aspects of the EPMT project were to result in an immediate 10 per cent reduction in repeaters or a 1.5 per cent reduction in the overall repeater ratio it would save 1.8 per cent of the annual primary schools budget or E1.3845 million. The applicable numbers for secondary schools are E819,200 or about 1.4 per cent of the secondary schools budget.

The greatest impact of the efficiency gains from the project will only be realized after the PACD. Therefore the question of sustainability will be highly relevant. Swazi personnel are involved in all phases of implementation and should experience "ownership" by the end date. In fact, slowing down the rate of introduction of Continuous Assessment to one grade a year should facilitate full absorption which will bode well for continuation of the policy.

In summary, it is reasonable to assume that Government's willingness and ability to fund education at current levels will continue. If expected efficiency gains occur, the burden of additional students on the system should be met. There is a high probability that the policy changes introduced by the project will continue.

⁷ This assumes away the problems of building new classrooms and administration costs, etc.

Annex E. Country and Project Statutory Checklists

The Country and Project Statutory checklists have been drafted and approved. They are in our official EPMT Project files should anyone wish to review them.

MINISTRY OF EDUCATION



Telegrams: IMFUNDVO

Telephone: 42491

Ref.

Kingdom of Swaziland

P.O. BOX 39
MBABANE.

Ministry of Education
Office of the Principal Secretary

Mrs. Valerie Dickson-Horton
USAID/Swaziland Mission Director
P.O. Box 750
Mbabane, Swaziland

Dear Mrs. Dickson-Horton:

The Ministry of Education accepts the project modifications as detailed in the Educational Policy, Management and Technology (EPMT) Project Paper Supplement (dated May 17, 1994).

These modifications are based on the project's mid-term evaluation and discussions among the evaluators, USAID, the Project team and the Ministry of Education.

Yours faithfully,


Mr. Myekeni Vilakazi
Principal Secretary
Ministry of Education

ACTION MEMORANDUM FOR THE DIRECTOR, USAID/SWAZILAND

FROM: Jack Royer, PROG 

SUBJECT: Education Policy, Management and Technology Project (645-0230), Project Paper Supplement and Authorization Amendment

PROBLEM:

Pursuant to Africa Bureau Delegation of Authority 551, as amended, you are requested to approve the attached Project Paper Supplement for the Education Policy, Management and Technology Project (645-0230) and sign an amended authorization to:

- 1) increase the life-of-project (LOP) funding by \$202,000, from \$6,900,000 to 7,102,000;
- 2) increase and redirect technical assistance, including hiring of a Training Technical Advisor for 20 months to increase practical teacher training and reducing the TA devoted to further materials development; and
- 3) provide for purchase 2 vehicles for the CA Unit of the National Curriculum Center to permit the staff to do classroom observation and field work.

DISCUSSION:

Background:

The Education Policy, Management and Technology Project (EPMT) was authorized on 15 August 1989 with an LOP of \$6.9 million dollars. The project was authorized for a period of 6 years with a project completion date of 15 August 1995. On 15 June 1992, the PACD was extended by one year to 15 August 1996, at no additional cost. To date, \$5,559,000 have been obligated to the project. The project is implemented through a contract with the Institute for International Research (IIR). IIR was selected through open competition and their field team arrived in Swaziland in August 1990. IIR's contract will be modified without competition to complete the redesigned project.

The EPMT project contributes to the achievement of the Mission's second strategic objective to "Increase the number of Swazis who effectively direct, manage and participate in national development." The goal of the project, to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland, and the purpose, to improve the quality and efficiency of basic education, remain unchanged by this project modification.

g'j

An external, mid-term evaluation of the project was conducted in June and July of 1993. The evaluators were impressed with project accomplishments but believed that modifications were needed during the remainder of the project life to assure institutionalization of the new concepts which had been introduced. Their major concern was that more effort was needed to assure that the classroom teachers who implement Continuous Assessment are well trained in its concepts and application. They recommended that the remaining project resources be focused on this, rather than the development of further Continuous Assessment materials.

The Mission, the Ministry of Education, and the contractor all agreed with the evaluators recommendations and this PP supplement is designed to implement those recommendations. In redesigning the project, efforts were made to minimize the cost of modifications. However, the additional \$202,000 is considered essential to add the technical assistance which is needed to train teachers in Continuous Assessment and to procure two vehicles which will allow trainers to visit teachers in their classrooms to check on progress and provide any needed guidance.

Issues:

The following issues were addressed during development of the PP supplement:

a) Contract Modification - The RCO has determined that the changes needed in the contract to implement the redesigned project can be handled through a change order modification, pursuant to the Changes clause (FAR 52.243-02) which allows contract modification when the changes are within the general scope of the existing contract, and the proposed statement of work changes are within the scope of work of the original contract. Competition is not required and a waiver is not needed.

b) Vehicle Procurement - The two vehicles will be procured locally and fall within the provisions of the general waiver allowing DFA funded procurement from code 935 countries. No additional source/origin waivers are required for this procurement.

c) Economic and Financial Considerations - The project office thought that the financial viability of the project needed to be reexamined. An economist from REDSO spent a week in Swaziland reviewing and updating the economic and financial analysis. The revised analysis, which indicates financial viability, is annexed to the PP supplement.

d) The WID officer was concerned about monitoring of WID performance in the project and about the collection of data which is adequately disaggregated by gender. Her suggested changes have been incorporated into the paper.

e) Revised, updated country and statutory check lists were prepared, cleared by the RLA and will be placed in the official

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file with the PP supplement.

No further issues were identified during the May 10, 1994 Project Committee review of the final document, and the PP supplement was approved as presented.

Authority:

According to the Delegation of Authority 551, Section 4a (2), amended, you have the authority, as the Director of a Schedule A post, to approve the LOP funding increases when the total LOP funding does not exceed \$30 million, and to amend project authorizations when the amendment does not present significant policy issues, deviate from the original project purpose, or require issuance of waivers that must be approved by the Assistant Administrator or Administrator. Therefore, the increase of the LOP budget to \$7,102,000 and the project modifications proposed are within your authority.

The project is presented in the FY 1994 Congressional Presentation, Statistical Annex, page 78. A congressional notification is not required since the increase in Life of Project Cost is less than \$5 million and less than ten percent of the current authorized amount.

RECOMMENDATION:

It is recommended that you approve the Project Paper Supplement and authorize the increase in the Life-of-Project grant to \$7,102,000 by:

- 1) signing the attached Project Authorization Amendment, and
- 2) signing the attached Project Paper Data Sheet Amendment.

Attachments:

- 1. Project Authorization Amendment
- 2. Project Paper Supplement (with Annexes A. through F.)

Drafted: JRooyer/PROG

Clearances: LNkambule/PGDO/EHR
 DFoster-Gross/PGDO/EHR
 EBaker/PGDO
 MAlexander/RLO
 MBuchan/RCO
 WGraham/FM

~~LN~~
~~207-9~~
~~draft~~
~~MA~~
~~FM~~
~~129~~

06/08/94
 Date: 05/31/94
 Date: 5/31/94
 Date: 6/8/94
 Date: 5/27/94
 Date: 5/27/94

PROJECT AUTHORIZATION
AMENDMENT NO. 2

Cooperating Country: Swaziland
Project Title: Educational Policy, Management
and Technology
Project Number: 645-0230

Pursuant to the Foreign Assistance Act of 1961, as amended, the Foreign Operations, Export Financing and Related Programs Appropriations Act of 1989 and subsequent years, and Africa Bureau Delegation of Authority 551 as amended, I hereby amend the Authorization of the subject project as follows:

A. Paragraph 1 is deleted in its entirety and replaced by:

"1. Pursuant to the Foreign Assistance Act of 1961, as amended; the Foreign Operations, Export Financing and Related Programs Appropriations Act of 1989 and subsequent years; and Africa Bureau Delegation of Authority 551 as amended, I hereby authorize the Educational Policy, Management and Technology Project (Project) for the Kingdom of Swaziland (Grantee), involving planned obligations not to exceed Seven Million One Hundred and Two Thousand United States Dollars (\$7,102,000) in grant funds over a period of seven years from the initial date of authorization, subject to the availability of funds in accordance with the USAID OYB/allotment process, to help in financing foreign exchange and local currency costs of the Project. Except as USAID may otherwise agree in writing, the planned life of the Project is seven years from the date of initial obligation."

B. Paragraph 3(b):2. is amended by adding the following new Covenants:

"(h) 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.

(i) 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.

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(j) 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."

Except as amended herein, the Project Authorization remains in full force and effect.

Jack A Royer (acting for)
Valerie Dickson-Horton
Mission Director
USAID/Swaziland

Date: 8 June 1994

Drafted by MAlexander, RLA, 5/4/94 *MA 6/8/94*

Clearances:	JRoyer, PROG	<u><i>JR</i></u>	Date	<u>5/31/94</u>
	DFoster-Gross, PGDO	<u><i>DFG</i></u>	Date	<u>5/31/94</u>
	EBaker, PGDO	<u><i>EB</i></u>	Date	<u>6/3/94</u>
	WGraham, CONT	<u><i>WG</i></u>	Date	<u>6/8/94</u>
	MBuchan, RCO	<u>In Draft)</u>	Date	<u>05/17/94</u>

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