

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.  
 2. USE LETTER QUALITY TYPE, NOT DOT MATRIX TYPE.

**IDENTIFICATION DATA**

A. Reporting A.I.D. Unit: <b>Swaziland</b> Mission or AID/W Office _____ (ES# * _____)	B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan? Yes <input type="checkbox"/> Slipped <input type="checkbox"/> Ad Hoc <input checked="" type="checkbox"/> Evaluation Plan Submission Date: FY <u>94</u> Q <u>2</u>	C. Evaluation Timing Interim <input checked="" type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>
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D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date for the evaluation report.)

Project No.	Project / Program	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
645-0231	Cal Poly/Pomona Cooperative Agreement: 645-0231-A-00-1054	91	9/96	\$1,500	\$1,500

**ACTIONS**

E. Action Decisions Approved By Mission or AID/W Office Director	Name of Officer Responsible for Action	Date Action to be Completed
Action(s) Required 1. Prepare Agreement Amendment based on evaluation and discussions with SCOT, UNISWA, and Cal Poly 2. Obligate remaining funds (\$650,000) to Agreement	S. Goertz, PM/PGDO	7/95
	S. Goertz RCO	8/95

**APPROVALS**

F. Date of Mission Or AID/W Office Review Of Evaluation: \_\_\_\_\_ (Month) (Day) (Year)  
 May 05 1995

G. Approvals of Evaluation Summary And Action Decisions:

Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission of AID/W Office Director
Signature	D. Foster-Gross, PGDO	SCOT and UNISWA helped prepare Agreement amendment	Valencia Msibi, PROG	Jack Royer, A/DIR
Date	11/06/95		13 NOV 1995	13 NOV 1995

**ABSTRACT**

**H. Evaluation Abstract (Do not exceed the space provided)**

The purpose of the midterm evaluation of the California State Polytechnic/Pomona (CalPoly) Cooperative Agreement was to determine (1) its impact on the University of Swaziland's Faculty of Commerce (UNISWA), the Swaziland College of Technology (SCOT), and the Cal Poly College of Business Administration, (2) look at fiscal management responsibilities, and (3) make recommendations for the remainder of the Agreement. The Agreement (1991-1996) supports linkages between the institutions to: enhance business curriculum development, provide opportunities for collaborative teaching and research, upgrade computerization, and provide faculty with training.

This was an unscheduled evaluation undertaken by USAID to address concerns on the effectiveness of the linkages and provide information to USAID on whether to obligate remaining funds to the Agreement. The evaluation was conducted by Management Systems International. Evaluation methodology was based on data collected through interviews and from reviews of reports, MOUs and other documents. The major findings and conclusions are:

- Several managerial, cross-cultural, public-relations and communication problems between Cal Poly, SCOT and UNISWA have limited progress.
- Cal Poly failed to provide regular monthly financial reporting, and semi-annual technical reports were delayed.
- Aspects of a true linkage were missing, including: mutuality of interest among all linkage participants, equal planning role taken by Swazi institutions, and steps taken to assure long-term institutional relationships.
- UNISWA and SCOT failed to fully institutionalize new curricular methods and policies.
- Professional levels of Swazi faculty are improved and there is an indication that student competencies are being enhanced.
- Short-term technical assistance has improved course offerings.
- At the time of the evaluation, two Swazis have successfully completed degree training at CalPoly, with three others still in training.
- Computer equipment has been procured and is being utilized.

The evaluation recommended the linkage be continued and that specific modifications be made to effectively use remaining Agreement funds to improve the overall strength of the linkages:

- CalPoly's MOUs with SCOT and with UNISWA should be renegotiated, using pro-active procedures that assure maximum consultation and involvement of SCOT and UNISWA.
- CalPoly should insure that the timing, purpose, and content of all technical assistance are communicated to UNISWA and SCOT and concurred with in writing prior to the consultant's arrival in Swaziland.
- CalPoly must make a better effort to comply with the terms of its contractual agreement with USAID.

**COSTS**

**I. Evaluation Costs**

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Dr. Sam Taddesse	MSI	16	Total cost = \$42,521	PD & S
Dr. Harold Lucius	MSI	20		
2. Mission/Office Professional Staff Person-Days (Estimate) _____ 20 _____		3. Borrower/Grantee Professional Staff Person-Days (Estimate) _____ 5 _____		

## SUMMARY

J. Summary of Evaluation Findings - Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- Purpose of evaluation and methodology used
- Purpose of activity(ies) evaluated
- Findings and conclusions (relate to questions)
- Principal recommendations
- Lessons learned

Mission or Office  
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Date This Summary Prepared:  
October 1995

Title And Date Of Full Evaluation Report:  
Midterm Assessment: CalPoly Coop.  
Evaluation: May 1995

## Summary of Evaluation Findings

An interim evaluation of the California State Polytechnic University/Pomona (CalPoly) #645-0231-A-00-1054 Cooperative Agreement in its support of the University of Swaziland (UNISWA)'s Faculty of Commerce and the Swaziland College of Technology (SCOT) was conducted under an IQC between USAID/Swaziland and Management Systems International (MSI). A two person team composed of a private sector business specialist/team leader and a business curriculum development specialist carried out the evaluation at CalPoly and in Swaziland in April/May 1994.

The successes, and failures of the university linkage programs between CalPoly and UNISWA, CalPoly and SCOT were evaluated in terms of (1) the professional development of faculties, (2) improvement of both the accounting and business management curricula and teaching techniques, (3) improvements in student competencies, (4) strengthening the linkages with the Swazi business community and the government, and (5) the optimal use of resources outlined in the MOUs. The evaluation of the linkage program was conducted within the context of the changing southern African economic framework.

The evaluation was based on data collected through interviews of the faculty of CalPoly, UNISWA, and SCOT who participated in the linkage, selected students, selected business leaders, and from reviews of MOUs, reports, and correspondence. To facilitate the evaluation, the team developed a logical framework which identified the goals, purposes, and outputs of the university linkage program.

See attached sheets SUMMARY OF EVALUATION FINDINGS (CONT) for Findings, Lessons Learned, and Comments.

## SUMMARY OF EVALUATION FINDINGS (continued)

### Findings

**1. Objective: Upgrade skills and competencies of UNISWA and SCOT faculty --**

There has been significant progress in terms of upgrading professional levels. The number of faculty with post-graduate degrees has increased, and faculty are generally pleased with instruction received at CalPoly. However, lack of a thorough needs assessment and absence of formalized communication between relevant parties resulted in some of the visiting CalPoly faculty coming unprepared. In-country training did not generally incorporate implementation and evaluation components, nor were consultancy reports always prepared. This has led to limited incorporation of training ideas into SCOT and UNISWA's programs.

**2. Objective: Curriculum development and pedagogical methods --**

Significant progress has been made to expand course offerings and to improve the quality and relevance of the business management, marketing, and accounting curricula. Progress has also been achieved in integrating computers into curricula. There has been limited progress in implementing new teaching methods such as student-centered learning and competency-based teaching. One faculty member was cited by students as successfully using these methods in a marketing class, while other faculty either were not successful nor inclined to adopt this methodology. SCOT and UNISWA have not made sufficient attempts to institutionalize the new techniques by abolishing the traditional testing and certification systems and by establishing new incentive and salary schemes that reward conversion to the new systems.

**3. Objective: Improved classroom and on-the-job student performance --**

There has been progress in improving student competencies. Student grasp of subject matter being taught has improved as has communication skills. However, a lot of additional work is needed in the areas of student communication skills, work attitudes, self-motivation and group interaction.

**4. Objective: Strengthened linkage between UNISWA, SCOT and the business community and government in the development of curricula and research activities --**

UNISWA has established the Executive Advisory Committee. Members from the business community have helped to provide student training through internships. SCOT plans to establish a similar committee, and is also developing an internship through CalPoly's assistance. Regarding SCOT and UNISWA's linkage with CalPoly, the evaluation stated that this does not appear to be a true university linkage, as SCOT and UNISWA have played secondary roles in planning and implementation of linkage activities. There has not been a mutuality of interests, i.e. all participants must benefit.

**5. Objective: Optimal use of resources --**

Progress has been made in delivering and installing commodities outlined in the MOU, although there have been delays and difficulties. The "Buy America" requirement resulted in equipment being shipped from the U.S. that was not always appropriate for local conditions and caused

problems with servicing. Short-term in-country training was delivered, although there were problems in the timing and contents of some of the training. Financial reporting has not been on a regular basis, and CalPoly overran USAID obligation levels.

### Principal Recommendations

1. All new linkage activities be frozen including planned visits by CalPoly consultants. USAID/Swaziland should request CalPoly to freeze all linkage activities except for the completion of studies by the Swazi students currently enrolled in CalPoly until a new understanding is reached among CalPoly, UNISWA, and SCOT.
2. MOUs should be revised to utilize remaining funds effectively in the remaining time for the benefit of SCOT and UNISWA, and clearly define the roles and responsibilities of all three institutions. CalPoly, SCOT, and UNISWA should renegotiate as equal partners.
3. USAID should arbitrate and facilitate the negotiations between Cal Poly and SCOT, and Cal Poly and UNISWA.
4. CalPoly should establish an open system of communication among CalPoly faculty and with SCOT and UNISWA and USAID.
5. CalPoly must better understand and comply with the terms of their contractual agreement with USAID.

### Lessons Learned

1. Short-term U.S. faculty visits to participating Swazi institutions can be effective if consultancy SOWs are developed collaboratively, consultants have specific Swazi counterparts, the timing of their visits are coordinated with local teaching schedules, instructive teaching materials and reports are left behind, and communications through fax, telephone, letters, etc, continue between faculty on both continents. However, longer-term consultant visits may be more effective, and less disruptive to on-going local teaching and exam schedules. Under this linkage, several months of short-term faculty consulting time were combined to allow one CalPoly professor to conduct linkage activities at UNISWA and SCOT for a year, with UNISWA agreeing to provide matching funding for him to also teach several classes in place of a UNISWA faculty off for training at CalPoly. This proved very effective; and, his sustained presence in Swaziland greatly aided linkages at both SCOT and UNISWA, and communication with USAID particularly upon his return to Cal Poly.
2. The design of the linkage did not specifically address ways for CalPoly, SCOT, and UNISWA to extend the linkages after USAID support ends. Knowing from the beginning that all institutions desired and planned to work to create a true, mutually beneficial, long-term linkage would have improved the spirit of collaboration, formally and informally, between faculty and administrators.

3. Although internal evaluations were scheduled that would be conducted by participating institutions, the present interim external evaluation was not. This evaluation resulted from perceived problems, and has proved to be extremely valuable for USAID, SCOT, UNISWA, and CalPoly. USAID planning and program budgeting for an interim external evaluation for linkages such as these is recommended so that missions and participants can determine progress, identify problems, and modify strategies identified by outside education experts.

4. Local institutions need to be committed to taking advantage of and integrating new teaching concepts introduced by a U.S. university. It does little good if new, appropriate methodology, is introduced by visiting faculty or by local faculty returning from the U.S. if the local administration is not prepared, nor supportive, of change.

#### Comments

USAID was very satisfied with the evaluation. Mission feels the consulting team did a very professional and thorough job, and that they were well supported by the MSI home office. While not in his SOW, Dr. Taddesse prepared a detailed logframe for the linkages. Evaluation findings basically concurred with USAID's understanding of the linkages, but added the necessary detail to backup Mission's perceptions.

Following the evaluation, meetings were held between the CalPoly professor residing in Swaziland, SCOT, UNISWA, and USAID. As a result, the Agreement was amended to include evaluation findings and better accommodate desires of SCOT and UNISWA. This CalPoly professor returned to Pomona, and has become the CalPoly campus linkage coordinator.

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